

OC
OCE
OCE
OCE
E

OREGON COLLEGE OF EDUCATION / 1969-1970

**OREGON COLLEGE OF EDUCATION
BULLETIN**

NUMBER 2

MARCH 25, 1969

Second-class postage paid at Monmouth, Oregon. Issued four times a year, once in February, twice in March and once in April. Published by the Oregon State Board of Higher Education at Oregon College of Education, Monmouth, Oregon 97361

F. B. Albin

OREGON
COLLEGE
OF
EDUCATION
1969-70 CATALOG



Monmouth,
Oregon

Oregon State System of Higher Education

The Oregon State System of Higher Education, organized in 1932, provides educational opportunities to young people and adults throughout the State of Oregon. Member institutions are elements of an articulated system, parts of an integrated whole.

Opportunities for general education are distributed as widely as possible throughout the state, while specialized, professional and technical programs are centered at specific institutions.

Members of the Oregon State System of Higher Education are:

Oregon State University	Corvallis
University of Oregon	Eugene
Portland State University	Portland
Oregon College of Education	Monmouth
Southern Oregon College	Ashland
Eastern Oregon College	La Grande
Oregon Technical Institute	Klamath Falls

The University of Oregon Medical School and the University of Oregon Dental School are located in Portland. The Division of Continuing Education represents all the institutions in making college level courses and special programs available to all citizens. The Division has offices in Salem and Roseburg as well as on most OSSHE campuses.

An interinstitutional booklet, "Your Education," lists fields of study at all State System institutions, and gives other important information for prospective students. For a free copy, write "Your Education," State Board of Higher Education, P. O. Box 3175, Eugene, Oregon 97403.

State Board of Higher Education*

	Term Expires
JOHN W. SNIDER, Medford	1969
J. W. FORRESTER, JR., Pendleton	1969
PHILIP A. JOSS, Portland	1970
GEORGE LAYMAN, Newberg	1970
RAY T. YASUI, Hood River	1971
RALPH E. PURVINE, Salem	1971
ANCIL PAYNE, Portland	1972
CHARLES R. HOLLOWAY, JR., Portland	1973
ELIZABETH H. JOHNSON, Redmond	1974

Officers

J. W. FORRESTER, JR.	President
GEORGE LAYMAN	Vice President
CHARLES R. HOLLOWAY, JR.	Chairman
	Executive Committee
RALPH E. PURVINE	Member Executive Committee

ROY E. LIEUALLAN, Chancellor
RICHARD L. COLLINS, Secretary of Board

Office of the State Board of Higher Education
Post Office Box 3175
Eugene, Oregon 97403

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

Oregon State System of Higher Education

ROY E. LIEVALLEN, Ed.D., L.H.D., Chancellor

JAMES H. JENSEN, Ph.D.
President, Oregon State University

LEONARD W. RICE, Ph.D.
President, Oregon College of Education

AVERNO M. REMPEL, Ph.D.
President, Eastern Oregon College

ELMO N. STEVENSON, Ed.D.
President, Southern Oregon College

CHARLES E. JOHNSON, Ph.D., C.P.A.
Acting President, University of Oregon

CHARLES N. HOLMAN, M.D.
Dean, Medical School

LOUIS G. TERKLA, D.M.D.
Dean, Dental School

GREGORY B. WOLFE, Ph.D.
President, Portland State College

WINSTON D. PURVINE, A.B., LL.D.
President, Oregon Technical Institute

RICHARD L. COLLINS, M.A., C.P.A.
Secretary, Board of Higher Education; Budget Director

HERBERT A. BORK, M.S., C.P.A.
Vice Chancellor for Business Affairs

MILES C. ROMNEY, Ph.D.
Vice Chancellor for Academic Affairs

JAMES W. SHERBURNE, Ph.D.
Vice Chancellor for Continuing Education

DONALD R. LARSON, B.A.
Assistant Chancellor; Director of Public Services

CARL W. HINTZ, Ph.D.
Director of Libraries

JACK V. EDLING, Ph.D.
Director of Teaching Research

Former Chancellors

Oregon State System of Higher Education

WILLIAM J. KERR, D.Sc., LL.D. 1932-1935

FREDERICK M. HUNTER, Ed.D., LL.D.
..... 1935-1946

PAUL C. PACKER, Ph.D., LL.D. 1946-1950

CHARLES D. BYRNE, Ed.D. 1950-1955

JOHN R. RICHARDS, Ph.D. 1955-1961

Teaching Research Division

Oregon State System of Higher Education

The Teaching Research Division was authorized by the Oregon State Board of Higher Education on September 20, 1960, and located on the OCE campus. Formerly administered through the college as an agency of the board, the research group was made a part of the centralized activities for the State System of Higher Education in 1964 and was named the Teaching Research Division.

The purposes of the research division, as listed in the initial proposal to the Board of Higher Education, are the following: (1) to identify areas related to the teaching-learning processes in which experimentation and research are urgently needed, (2) to plan and conduct research projects leading to improved teaching procedures at the various levels of instruction, (3) to provide the State System of Higher Education with an agency designed to expand knowledge related to teaching in a way comparable to that employed in other disciplines, and (4) to provide the State System of Higher Education with a facility designed to attract and wisely use the financial support which is available in this field through both public and private agencies.

The division professional staff is employed full time in research. Opportunity is provided for graduate student research in connection with division projects.

Central offices are located at Monmouth, with branch offices on other campuses as required.

Teaching Research Directorate

Dr. Jack V. Edling, Director

Dr. James H. Beaird, Associate Director

Dr. H. Del Schalock, Director, Instructional Research Unit

Dr. Casper F. Paulson, Director, Evaluation Unit

Dr. Allen Lee, Director, Policy, Organization and Administration Unit

Dr. Dale G. Hamreus, Program Director

Dr. Paul A. Twelker, Program Director

Patrick R. Mahoney, Administrator

OREGON COLLEGE OF EDUCATION

Monmouth, Oregon

Office of Planning

1964



Instructional

Residential

Service

--- Campus Boundary

--- Proposed Campus Boundary

BARNUM
HALL

GENTLE
HALL

BUTLER
HALL

PHYSICAL
PLANT

ARBUTHNOT
HALL

MAASKE
HALL

STUDENT
CENTER

THE
VILLAGE

Church

St.

STUDENT HEALTH
SERVICE BLDG.

TODD
HALL

THE
COTTAGE

CAMPBELL
HALL

MAPLE
HALL

HUMANITIES &
SOC. SCI. BLDG.

SCIENCE BLDG.

HEALTH &
PHYSICAL
EDUCATION
BLDG.

MEMORIAL
STADIUM

EDUCATION
BLDG.

CAMPUS
ELEMENTARY
SCHOOL

ELEMENTARY
SCHOOL GYM

SCIENCE
ANNEX

ADMIN.
BLDG.

MUSIC
HALL

LIBRARY

Jackson

St.

WEST
HOUSE

ARNOLD
ARMS

MUSIC
HALL
ANNEX



CONTENTS

Page

2	Oregon State System of Higher Education
7	Academic Calendar
9	The College—General Information
29	Requirements for Degrees and Certificate
31	Academic Procedures and Regulations
35	Undergraduate Curricula
35	Teacher Education
40	Liberal Arts and Sciences
47	College Departments
47	Art
47	Education and Psychology
49	Health and Physical Education
50	Humanities
53	Music
54	Science and Mathematics
56	Social Science
59	Graduate Study
59	Graduate Degree Programs
72	Non-Degree Fifth-Year Program
75	Course Descriptions
75	Art
78	Education and Psychology
87	Health and Physical Education
89	Humanities
95	Music
97	Science and Mathematics
103	Social Science
111	1967-68 Graduates
115	Enrollment Summary, 1967-68
115	Administration and Faculty Index
127	Index

SEPTEMBER 1969

S	M	T	W	T	F	S
....	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	....	....	....	....

OCTOBER 1969

S	M	T	W	T	F	S
....	....	....	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	....

NOVEMBER 1969

S	M	T	W	T	F	S
....	....	....	....	....	....	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	....	....	....	....	....	....

DECEMBER 1969

S	M	T	W	T	F	S
....	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	....	....	....

JANUARY 1970

S	M	T	W	T	F	S
....	....	....	....	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 1970

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 1970

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	....	....	....	....

APRIL 1970

S	M	T	W	T	F	S
....	....	....	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	....	....

MAY 1970

S	M	T	W	T	F	S
....	....	....	....	....	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	....	....	....	....	....	....

JUNE 1970

S	M	T	W	T	F	S
....	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	....	....	....	....

JULY 1970

S	M	T	W	T	F	S
....	....	....	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	....

AUGUST 1970

S	M	T	W	T	F	S
....	....	....	....	....	....	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	....	....	....	....	....

ACADEMIC CALENDAR 1969-70

Fall Quarter 1969

New student and registration week, September 23-27
Registration of returning students, September 27
Classes begin, September 29
Late registration fee effective, September 29
Change of program fee effective, September 29
Last day for new registration or addition of new courses, October 11
Last day for dropping courses without being responsible for grades,
October 25
Thanksgiving holiday, November 27-30
Final examinations, December 15-20
Fall quarter ends, December 20

Winter Quarter 1970

Registration, January 5
Classes begin, January 6
Late registration fee effective, January 6
Change of program fee effective, January 6
Last day for new registration or addition of new courses, January 17
Last day for dropping courses without being responsible for grades,
January 31
Final examinations, March 16-21
Winter quarter ends, March 21

Spring Quarter 1970

Registration, March 30
Classes begin, March 31
Late registration fee effective, March 31
Change of program fee effective, March 31
Last day for new registration or addition of new courses, April 11
Last day for dropping courses without being responsible for grades,
April 25
Memorial Day holiday, May 30
Final examinations, June 8-13
Commencement, June 12
Spring quarter ends, June 13

Summer Session 1970

Registration, June 22
Classes begin, June 23
Late registration fee effective, June 23
Change of program fee effective, June 23
Last day for new registration or addition of new courses, June 29
Independence Day holiday, July 4
Last day for dropping courses without being responsible for grades,
July 6
Final examinations, August 13-14
Eight-week summer session ends, August 14

Intersession 1970

Undergraduate courses for students who wish to earn additional credit
toward graduation, August 17-September 4

Fall Quarter 1970

New student and registration week, September 22-26
Registration of returning students, September 26
Classes begin, September 28
Thanksgiving holiday, November 26-29
Fall quarter ends, December 19

THE COLLEGE

GENERAL INFORMATION

Oregon College of Education is a liberal arts college with special emphasis on the preparation of teachers and on research in teacher education. The liberal arts curriculum of the college provides the basis for programs designed to prepare teachers at all levels, and also for various related programs, interdisciplinary in nature, which prepare students for advanced study and for professions other than teaching.

The liberal arts basis for specialized programs

At Oregon College of Education all students are provided a liberal education regardless of their area of specialization. This means that the college curriculum is designed to foster certain knowledge, abilities, and attitudes which define the liberally-educated person. Each student is expected to show that he has made some progress in his efforts to achieve liberal breadth as well as mastery of a particular study before being graduated, but each in his own unique way. Each student learns that the completion of a college education is only the beginning of a lifetime of learning.

A paramount characteristic of a liberally-educated person is the ability and self-discipline to learn independently. The basic liberal arts program of the college attempts to provide the driving force towards continuing study after graduation. It is directed toward the development of enjoyment for all fields of study.

The liberally-educated person has other characteristics which are fundamental in importance. Some reflect cultural values; others reflect the present needs of society. Following is a list of objectives which the college administration, faculty, and students generally agree all students should strive to attain regardless of their special interests and abilities. The list is under continuing study and is subject to change.

The OCE student should strive to develop

- *the ability and self-discipline to learn independently in preparation for a lifetime of continuing study.*
- *the ability to communicate more effectively in both speech and writing.*
- *an acquaintance with thought and culture expressed through works of literature, music, and art.*
- *the capability for mature thought and judgment through knowledge of history, literature, religion, and philosophy.*
- *the ability to solve problems or to communicate with men or machines for problem solving using quantitative and non-quantitative mathematical systems.*
- *a fixed pattern of sustained physical and mental vigor through regular physical activity*

ity and through application of good mental and personal health practices.

- *the capability for creative expression and aesthetic enjoyment through knowledge and experience in the creative and performing arts.*
- *a basic understanding of computer-based man-machine systems used in such fields as transportation, communication, health, and education, through knowledge of the physical and social sciences.*
- *the ability to deal with processes of human interaction, learning, and development as a parent, teacher, or other agent of social change, through knowledge of the natural and social sciences.*
- *the ability to deal with political, social, economic, and environmental problems and processes, through knowledge of the natural and social sciences.*

The knowledge, abilities and attitudes described above are not necessarily acquired through particular courses of instruction, but rather through numerous arrangements of curricular offerings together with a host of extracurricular opportunities for growth and exploration.

Historically, the College has been vitally involved in the preparation of teachers since it was chartered by the territorial legislature in 1856 as Monmouth University. The name was changed to Christian College and the institution was chartered by the state legislature in 1865. In 1891 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 reestablishment 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 as 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; David 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 Lieualen, 1955-1961; Ellis Arnold Stebbins, Administrator in Charge, 1961-62; Leonard William Rice, 1962-.

The College is situated in Monmouth, a community of some 5,000 persons located in the mid-Willamette Valley, fifteen miles from Salem, sixty-one miles from Portland, and sixty miles from the Oregon coast.

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."

Oregon College of Education is an Associate Member of the National Association of Schools of Music.

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; general studies, medical technology.

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

Master of Arts in Teaching.

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 College Entrance Examination Board's Scholastic Aptitude Test prior to registration. For those students majoring in mathematics, completion of the Mathematics Achievement test—Level I—is required. 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.¹ 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

¹ Information concerning fees, schedule 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.

prior to registration. Special arrangements will be necessary if the tests are not completed prior to arrival on the campus.

Health Requirements

At least six weeks prior to registration freshmen and transfer students are required to submit a health history and physical examination report to the Health Service. It is the responsibility of the student to arrange for this examination by a physician of his own choice. Delay in furnishing this record will delay the student's registration. Forms for this purpose are provided for each student requesting admission.

Evidence of current immunity to smallpox, diphtheria and tetanus and a tuberculin test are required.

Freshman Standing

Oregon residents being admitted to a first-year (freshmen) 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) For fall term only, a 2.25 (C plus) grade-point average or above in all high school subjects taken toward graduation; for winter and spring term, a 2.00 (C) average or
 - (2) A combined score of 887 points fall term, (880 points winter and spring terms) on the verbal and mathematical sections of the Scholastic Aptitude Test of the College Entrance Examination Board, or
 - (3) A minimum grade-point average of 2.00 (C) on 12 term hours of college-level course work or on 9 term hours in a prescribed program in a regular collegiate summer session, including a course in English composition and two or more courses from the areas of humanities, social science, or science-mathematics.

Students classified as nonresidents and registering as freshmen must have:

- a. Graduated from an accredited high school and completed the distribution of subject matter required for Oregon residents.
- b. Achieved one of the following:
 - (1) A 2.50 (B-) grade-point average or above in all high school subjects taken toward graduation, or

- (2) A score of 950 or higher on the scholastic aptitude test of the college entrance examination board, or
- (3) A minimum grade-point average of 2.00 (C) on 12 term hours of college-level course work or on 9 term hours in a prescribed program in a regular collegiate summer session including 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 early 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 first page of the Application for Admission to State Institutions of Higher Education in Oregon 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.

Advanced Placement Program

Students who complete examinations under the Advanced Placement Program sponsored by the College Entrance Examination Board and

who receive satisfactory scores in these examinations administered by the Board may, on admission to Oregon College of Education, be granted credit and/or placement¹ in comparable college courses 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. Oregon College of Education's participation in this program is supervised by the Office of the Registrar.

Upon receipt of the test material, the acceptable units presented will automatically be credited toward the total hours required for graduation. In some instances the student may be permitted to enter advanced courses not ordinarily open to freshmen. Entering students who receive credit and/or placement in several subjects may be eligible for immediate sophomore standing upon entrance, and may be graduated in three years. Advanced Placement credit will be withdrawn if work is subsequently duplicated in college-level courses. No letter grades will be assigned Advanced Placement scores.

Scores of three (3), four (4), and five (5) on the Advanced Placement Examinations will lead, at Oregon College of Education, to the conferring of credit and placement, the amount varying from department to department. A score of two (2) will be reviewed by the department concerned, which will then make recommendations as to the amount of credit and/or placement given, if any. A score of one (1) receives neither credit nor placement.

The fields included in the Advanced Placement Program are: American History, Biology, Chemistry, English, European History, Foreign Languages, and Mathematics.

American History. Nine hours of credit will be granted for Hst 201, 202, 203 if a score of 3, 4, or 5 is attained.

Biology. Nine hours of credit will be granted for Bi 101, 102, 103 if a score of 3, 4, or 5 is attained.

Chemistry. Up to 12 hours of credit may be granted in chemistry, depending upon the student's major field of study.

1. Twelve hours of credit will be granted for Ch 104, 105, 106 if a score of 3, 4, or 5 is attained.
2. Eight hours of credit will be granted for Ch 204, 205 if a score of 3, 4, or 5 is attained.

English. Eighteen hours of credit will be granted for Wr 111, 222, 323 (9 hours) and for any lower division literature sequence (9 hours) if a score of 4 or 5 is attained. However, only fifteen hours of credit will be granted if a score of 3 is attained, in which case the student will not get credit for Wr 323. The selec-

tion of the particular literature sequence will be made by the student in conjunction with his adviser.

European History. Nine hours of credit will be granted for Hst 101, 102, 103 if a score of 3, 4, or 5 is attained.

Foreign Languages (Romance Languages). Nine hours of credit will be granted for RL 311, 312, 313 (Survey of French Lit.²) or RL 341, 342, 343 (Survey of Spanish Lit.) if a score of 4 or 5 is attained. Eight hours of credit will be granted for RL 102, 103 (last two quarters of 2nd year French), or RL 108, 109 (last two quarters of 2nd year Spanish), if a score of 3 is attained.

Mathematics. Up to 12 hours of credit may be granted in mathematics course work, depending upon the student's major field of study. Actual courses and placement to be determined by the departmental staff.

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, Pages 59-76)

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.

¹ Credit exempts the student from a specified class and reduces the number of hours required for graduation. Placement is a substitution for a specified class to avoid duplication of course work, but does not reduce the number of hours required for graduation.

² This score must be in that part of the examination entitled "Literature."

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 \$119.00 per term or \$357.00 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 \$100.00 per term. Total fees and tuition for nonresident students are \$219.00 per term or \$657.00 for the three-term academic year.

Graduate students enrolled for a total of 8 term hours or more pay tuition and fees totaling \$139.00 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 is 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 bachelor's 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 guar-

dian, 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 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 \$15.50 per credit hour per term; the minimum fee is \$31.00. Payment of the part-time fee entitles the student to all services maintained by Oregon College of Education for the benefit of students. (This fee is subject to adjustment to reflect total fee changes approved by the State Board of Higher Education.)

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

Return-of-Check Fee. If institutional 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 \$5.00 will be charged.

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 subsequent to the date changes may be made without charge.

Application Fee. A fee of \$10.00 is charged for each application for admission. Payment must be included with the application form. The fee is nonrefundable and is not transferable between institutions.

Transcript Fee. Each order is \$1.00 for the first copy and 50 cents for each additional copy.

Art Charge. There is an additional charge per term determined by the course in the Art department. The charge is \$2.50 for all courses except Life Drawing and Ceramics which is \$5.00.

Applied Music Fee. There is no charge for private music instruction when the course is required in the student's curriculum, except practice room fees which are \$2.50 per term (organ, \$10.00). Fees for private lessons when the course is taken as an elective are as follows:

One lesson per week .. \$25.00 (organ, \$32.50)

Two lessons per week .. \$42.50 (organ, \$47.50)

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

Fee Refunds

Students withdrawing from the college and who have complied with the regulations governing withdrawals are entitled to certain refunds of fees paid, depending on the date 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.

INSTRUCTIONAL 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 more than 100 acres.

Administration Building (1936). A three-story brick structure housing the president's office, 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 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. The portions remaining house the art department.

Education Building (1966). This specialized, multi-purpose structure accommodates research, clinical, instructional and student personnel needs. Housed in the building are the education and psychology department, office of student personnel and staff of the Teaching Research Division of the Oregon State System of Higher Education. The attractive two-story structure is made of concrete and steel and trimmed with brick.

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 indoor Wolverton Memorial Pool adjoins the physical education building.

Humanities and Social Science Building (1964). This modern building with three floors replaced a section of Campbell Hall that was destroyed in the October 1962 windstorm. The structure houses 18 classrooms, three laboratories and more than 50 faculty offices.

Library Building (1951, 1967). This newly-enlarged, remodeled, and air-conditioned building contains a variety of attractive reading areas, more than 90,000 books, and nearly 900 current periodicals. Easily accessible on open stacks are the carefully-selected books, periodicals, and other publications which are appropriate for the liberal arts and professional curricula of the college. In addition, the library has resources to provide for bibliographic needs, reference services, and recreational reading. As official depository for U. S. government documents, the library regularly receives publications issued by numerous government agencies. Available in special collections are more than 4,000 elementary school and high school text books, representative current editions of encyclopedias for school children, and approximately 1,200 courses of study used in Oregon and other areas. The combined book resources of libraries of the Oregon State System of Higher Education and other colleges and universities are available through interlibrary loan services.

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. Entrance to the center is through the front entrance to the Library; downstairs to the right. The center is equipped to produce teaching

materials, such as motion pictures, slides, charts and graphs and to provide commercially made items. 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, the 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.

Arnold Arms (1925). A former converted residence hall, Arnold Arms houses offices for faculty and administrative personnel.

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

Physical Plant Building (1960). The building houses 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, the building now houses the Geography Fellowship and Disadvantaged programs, and the Division of Continuing Education.

Health Center (1963). This 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.

STUDENT LIVING

The students and faculty at Oregon College of Education believe in the kind of democratic education fostered in a residence hall program, as opposed to a fraternity and sorority program. All 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. The campus residence halls include the following:

Butler Hall (1964), Gentle Hall (1966), Barnum Hall (1968). Apartment-like residence halls for men or women, these buildings house 144 students, three resident counselors and a housemother. In each of these halls three living units are grouped with a fourth that keeps a lounge and the housemother's residence.

Arbuthnot Hall. Katherine Arbuthnot Hall, a modern, tastefully appointed residence hall for women, provides accommodations for 162 women students.

Cottage (1917). A two-story house of red brick and shingled walls housing 29 women.

Jessie 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.

Student Center Building (1960). This attractive building provides a center for student life on the campus. It includes kitchen and dining room facilities for all residence hall students, 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 42 apartments for married students. The buildings were provided by the federal government through the Federal Public Housing Authority.

Housing

Regulations. All freshmen and sophomore women and men, except those living at home are required to live in the college operated residences. Exceptions to this regulation are made only upon petition filed with the 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 residences. All upperclass men and women will live in either the college residences, at home, or in approved off-campus houses. Off-campus residences for unmarried students must be approved by petition to the housing committee.

Residence halls 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 residences.

Residence hall 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 halls 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 per year for residence halls are as follows:

	Multiple	Single
Arbuthnot, Maaske, Butler, Gentle, Barnum	\$787	\$936
Todd	772	914
Cottage	742	869

When reservations are cancelled, a full refund of the fifty dollars (\$50.00) deposit will be made only if cancellation is made prior to August 15, 1969 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 the students allowed to transfer their meal tickets. Improper use of meal tickets, or the allowance of unauthorized persons to sleep in the halls will result in disciplinary action.

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

Students paying board and 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 residence hall 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 hall 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 halls 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 are calculated at a daily rate.

If a student withdraws from the hall 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 residence halls, acceptable to the Dormitory Director.

Housing for Married Students. For married students, Oregon College of Education provides nine buildings containing forty-two 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 Housing. 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 student personnel in the education building. All off-campus residences must be approved by petition to the housing committee.

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 and the associate deans 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 by notifying the Registrar's Office. The faculty adviser becomes acquainted with the student and is available for consultation whenever help is desired. The director of counseling services, dean of students

and the associate deans 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 when tests are involved.

The registrar is always available for planning programs and assisting in evaluation of work completed or work to be done. The dean of faculty, heads of various departments, and faculty members in each field are available to students for academic counseling. The director of teacher education and the director of placement assist students in working out a suitable program of teacher preparation and in obtaining 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.

Student Discipline¹

Principles. Oregon College of Education has a fundamental interest in the conduct of its students. The total development of students through a college experience involves a fusion of the learning process with the development of attitudes and standards of behavior. Consistent with intellectual and academic growth should be the development by students of attitudes of scholarly maturity, personal responsibility, and respect for others. Student attitudes should also reflect the goals of our democratic society, the standards of our academic community, and the individual's needs and aspirations.

Although individual student behavior does generally reflect credit on both the student and the College, in a collegiate environment unacceptable student behavior can occur. At such times the College treats the situation with the education of the student and the welfare of the academic community essentially in mind.

Disciplinary Procedures. Basic to the beliefs and attitudes stated in the preceding paragraphs is a recognition of the fact that should a student be accused of some form of disruptive behavior he has certain rights which will be respected. Among these are the assumptions that the student is innocent unless determined otherwise and that he has a right to a hearing, to knowledge of what offense he is accused, and to a full recital of the charges by his accuser.

When a student is accused of some form of disruptive behavior the following steps will be taken.

Section I—The Hearing Process:

1. The student will be informed by the Dean of Students Office of the nature of

the accusation, his rights, and the procedure to be followed.

2. The student will choose between a hearing with the Dean of Students or with the Student Conduct Committee, except in the rare case when the Dean of Students considers it advisable for the problem to be heard by the Student Conduct Committee (a joint OCE Faculty-Student Committee which is appointed by the President).
3. The essentially educational nature of disciplinary action at OCE requires that the hearing shall be conducted informally along the procedural guidelines established by the Student Conduct Committee.
4. The student has the right to be accompanied at the hearing by a person of his choosing such as a fellow student, member of the faculty, parent, or minister.
5. The student may appeal the decision of the Student Conduct Committee or the Dean of Students to the President of OCE.

Section II—Categories of Disruptive Behavior:

1. Academic dishonesty
2. Alcoholic beverages (possession or consumption of alcoholic beverages on the Oregon College of Education campus)
3. Acts of violence
4. Theft
5. Illegal entry
6. Violation of national, state, and local laws
(Violation of national, state, and local laws makes a student liable not only to prosecution and punishment by civil courts but also to disciplinary action by the College.)

This list is not all-inclusive since it is not possible to list here all potential violations. It is expected that students will behave in a manner that is most conducive to the greatest possible total development and growth of the individual and the academic community. When action is considered to be in violation of this goal, appropriate persons will initiate the disciplinary procedure as outlined in Section I.

Section III—Disciplinary Actions:

1. Warning—Disruptive behavior which is of a relatively minor nature has occurred; the student is warned that if this type of behavior is repeated more severe disciplinary action will be taken.
2. Probation—Serious or continuous disruptive behavior has occurred; the stu-

¹ Authority for these principles of student conduct is derived from the Administrative Code of the Oregon State System of Higher Education, Sec. G-1D.

dent is permitted to continue his enrollment at the Oregon College of Education but is in danger of being terminated as a student.

3. Suspension—Serious disruptive behavior has occurred; the student is excluded from the College.

Disciplinary action, unless otherwise indicated, is for an indefinite period of time and is reviewed by the student and the Dean of Students at the close of the academic term in progress as to whether the action is to continue or be ended.

New Student Week

The orientation program for all new students is an important feature of the fall term. During New Student 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 walk and become familiar with other OCE traditions. Freshman initiation ceremonies are planned. Freshman class government is organized, and general orientation to the college curricular and co-curricular programs takes place.

Campus Store

A self-service campus store is maintained by the college through which students may purchase textbooks, paperbacks, art supplies and miscellaneous items.

Student Health Services

Through the Student Health Services, the college seeks to promote optimal physical and mental health for all its students. It strives to reach this goal by providing a safe, healthful environment, sound health education, health counseling and basic medical and nursing services. Health services are supported by student fees on a non-profit basis.

All regularly enrolled students are entitled to medical consultation and treatment as provided through the Health Service. On the recommendation of the College physician and under his supervision a student is entitled to a maximum of five days hospitalization per year. Hospitalization contracts for OCE students for ward care have been arranged with two Salem hospitals. Expenses incurred without the authorization of the College Physician or Nurse are not covered by the College. Surgeon's fees, medical consultations, X rays, drugs, laboratory fees and special nurses fees must be met by the student unless covered by supplementary insurance. A group insurance plan is available at a reason-

able rate and may be purchased on registration day. See information below.

After closing hours, emergency care is available from a physician at the Independence Clinic. After hours care is at the students' expense unless covered by insurance.

Health services are not provided for students' families, faculty or staff.

Accident and Sickness Insurance

A committee from the Associated Students each year selects an insurance plan which it feels will best meet the students' need to supplement the limited services described above.

Such a plan provides for additional hospitalization, medical and surgical benefits, diagnostic and laboratory tests and coverage for accidental injuries.

This group insurance may be purchased by the student at registration time at considerably less cost than individual coverage and provides protection both on and off campus whether school is in session or not.

An insurance plan of this type is recommended in order to provide reasonably adequate coverage for the college age student.

Placement

The institution maintains a centralized placement service to assist graduating students and alumni in seeking new or better positions. By maintaining close contact with schools and school officials the placement office is able to assist students prepared for teaching to obtain teaching positions. Service is also provided graduates of the general studies program who desire employment.

The current year's graduates receive placement service without cost; graduates of former years may receive the service of the placement office for an annual registration fee of \$5.00. Registration forms may be obtained upon request.

Follow-up Services

The follow-up program provides the institution the opportunity for extended contact with its graduates and the public schools in which they teach. The program emphasizes personal contact with school administrators, beginning teachers, and graduates which helps the institution to evaluate its program of teacher education. It also 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 through the Alumni newspaper and various other facilities and the alumni 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.

The Carillon, in memory of the Campbell Hall Tower and the Grove, is a gift of alumni and friends of OCE, through the effects of the Alumni Association.

Life membership 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 Director of Alumni Relations, 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 provides scholarships, loan funds, and special awards. The organizations meet at various times during the year, holding joint meetings during Folks Festival at the OCE campus.

STUDENT ACTIVITIES

Various activities and organizations of alumni and of students add their incentive and direction to the program and ideals of the college. These activities and organizations not only assist in developing the individual students for further service to their communities, but they also strengthen and enrich the life of the institution.

Focal point of student activities is the Student Center, which is an integral part of the educational life at the college. It serves adequately

the needs of students, faculty, alumni and guests for cultural, recreational and social pursuits. The center helps to make free time activity of students a cooperative factor with study.

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

Social Activities

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

Oregon College of Education fosters, in every way possible, an atmosphere conducive to high social and ethical ideals. A close personal contact between students and faculty, resulting in mutual confidence and inspiration, is sought. All students are encouraged to participate in student activities and to have a part in establishing and maintaining the spirit of the college.

Organizations

Associated Students

All students are members of the Associated Students and are eligible for participation in the many social, educational, and recreational activities. The college recognizes the value of democratic living and fosters in every way student participation and responsibility in all matters of student welfare.

Student Government

The ASOCE constitution provides for a system of student government which includes an executive council, a student senate, judicial board, social board, elections board and financial board. Student government, through these boards and their 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.

Blue Key is a national honor fraternity for selected junior and senior men who have distinguished themselves academically and by their service to the college.

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

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

Professional Honor Societies

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

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 faculty.

Kappa Mu Cast of Alpha Psi Omega, the local chapter of the national dramatics honorary was founded in 1947 to stimulate dramatics activities at OCE. Election to national membership is on the basis of active participation in drama: interested students may affiliate with the chapter and work their way from apprentices to understudies and then full members. Alpha Psi Omega frequently does evenings of one act plays and, when possible, offers a drama scholarship to a superior student in the speech/drama area.

Mu Phi Epsilon, a professional music sorority was chartered in 1968. Women elected to memberships must be music majors or minors, achieving a 3.0 average in music.

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) 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.

Off-Campus Club is an organization of students living in private housing within the Monmouth/Independence area. This group conducts social and recreational activities for its membership as well as sponsors various campus wide activities.

Commuters. Members of this organization are students who live outside the Monmouth/Independence area and travel to and from OCE each day. They conduct social and recreational activities for the commuting students and also sponsor activities for the entire student body.

Student Oregon Educational 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.

Residence Hall Living Groups have their own government for effective democratic living. Each hall 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.

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.

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.

Spanish Club is an organization open to all students who are enrolled in Spanish or have studied Spanish. This group fosters a continuing interest in the Hispanic World through various types of programs and activities.

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.

Women's Chorale is a class open to students with singing ability. It presents concerts both on and off campus.

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.

Wolf Calls, the student-faculty directory, is published each year by the associated students.

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 several of the sports.

Women participate in a program of intramural and intercollegiate recreational activities under the sponsorship of the women's recreational association. Their activities include volleyball, basketball, badminton, table tennis, folk and square dancing, swimming, softball, tennis, horseshoes, archery, and bowling.

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.

Dramatics

To better prepare a well-rounded teacher, OCE offers numerous opportunities in the field of dramatics. Any interested students—freshmen, sophomores, juniors, or seniors—are encouraged to try-out for parts in the major fall, winter and spring productions or to participate by doing make-up, building scenery, running lights, or in some cases by assisting in direction. Credit is given for such participation. The OCE student may also take a variety of academic classes related to all aspects of the theatre from *Elements of Acting* to *Development of Dramatic Art* (a survey of theatre history). In addition, the college maintains an active local chapter of Alpha Psi Omega, national drama honorary, which frequently presents one-act or experimental or original productions on the campus.

Forensics

OCE has a flourishing Forensics Program. Students enrolled receive credit and have the opportunity to pursue intensive work in the area of Debate, Interpretative Reading, Oratory and

Extemporaneous Speaking. In addition to hosting an annual tournament, the OCE Forensics Group participates in a number of competitive tournaments throughout the Northwest.

Art

The Campbell Hall Art Gallery offers a planned exhibition program of work by artists in Oregon and from other locations. In addition, student and faculty work are shown throughout the campus as part of the intramural exhibition program. A newly instituted series of cultural events including readings, concerts, lecture-seminars, and the like are part of the regular gallery programming.

Music

Through various means, effort is made on the campus to stress the cultural benefits of music. Many recitals and concerts are given throughout the year, often with no admission charge. Participation in Band, Orchestra, Choir, vocal, instrumental ensembles, operas and musical plays is urged.

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.

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.

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 incidentals item varies greatly with the individual. Cost of clothing is not included. The expenses of the first term are listed separately since the first term involves expense not incurred during the second and third terms.

Items	First Term (13 Weeks)	Year (35 Weeks)
Institutional fees	\$124.00	\$372.00
Books and supplies	50.00	150.00
Board and room	354.00	790.00
Incidentals	150.00	450.00
Totals	\$678.00	\$1762.00

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

FINANCIAL AIDS

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

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 1969-70. Value of certain scholarships are subject to adjustment to reflect fee changes approved by the State Board of Higher Education.

Scholarships for Oregon Residents. The following scholarships are available to students in the upper third of their high school class who are residents of Oregon and who need financial assistance. They are available also to students with previous college experience who have a current term and a cumulative grade-point average of 2.50. At least 50 percent of the scholarships are awarded to entering freshmen.

Application should be made by March 1 to the Oregon State Scholarship Commission, 1445 Willamette, Eugene, Oregon. Official application blanks are available from the office of the high school principal and from the Oregon State Scholarship Commission.

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 \$81.00 per term, or \$243.00 for the 1969-70 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 \$243.00 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 1969-70. These awards amount to waiver of all tuition and fees, a total of \$357.00.

Special Cash Scholarships. The state legislature has authorized a very limited number of special cash scholarships to be awarded by the state scholarship commission to residents of Oregon with outstanding academic achievement and financial need for use at any four-year accredited institution of higher learning in Oregon. These awards have a possible annual value of \$500.00 (depending upon individual need), with the amount subject to review each year by the commission. They are renewable for a total of four years provided eligibility is maintained. Special application forms are available at the office of the high school principal and must be submitted directly to State Scholarship Commission, 1445 Willamette, Eugene, Oregon, by March 1.

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

Other Scholarships

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 of their necessary college expenses. The terms of the will provide that the income from this fund be used to pay some of the college expenses of students 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 rated on the basis of their academic records and test scores from examinations given in Lake County.

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.

The Maria C. Jackson Foundation Scholarship. The Jackson Foundation is a testamentary trust of the late Mrs. Maria C. Jackson, widow of C. S. Jackson who was founder of the Oregon Journal. The trustees of the Foundation have granted Oregon College of Education a \$1,000 scholarship for the 1969-70 school year. All scholarship applicants are automatically considered for this award.

Kappa Pi Art Scholarship. Established in 1968, the Kappa Pi Art Honorary offers funds to art students on a competitive-need basis.

Burt Snyder Education Foundation. This fund, created by the will of Burt K. Snyder of Lakeview, Oregon, provides money for Lake County college students to do both graduate and undergraduate work. This money can be either loaned or made an outright grant in the discretion of the board of trustees. The trustees who manage the fund are the same as the Bernard Daly Education Fund trustees.

OREGON COLLEGE OF EDUCATION AWARDS

OCE Dads Club awards.

Money is presented to the Scholarship Committee to be used as supplementary awards. All scholarship applicants are automatically considered for these awards.

OCE Mothers Club awards.

1. The scholarship is to be awarded to a student on campus for the purpose of helping him or her in paying board and room.
2. The student may be of either sex.
3. The student should preferably have completed two years of work at Oregon College of Education.
4. The student must have maintained a grade point average of at least 2.40 in order to be eligible for the scholarship.
5. The total amount to be awarded by the Mothers Club each year is not to exceed \$150.00 and is to apply toward board and room costs for the winter and/or spring terms.
6. The scholarships shall be awarded by the OCE Scholarship Committee.

OCE Scholarship Committee Awards.

The Oregon College of Education Scholarship Committee offers a limited number of scholarship awards from funds contributed to the Committee by various individuals, groups, and organizations. These scholarships vary in number and amount according to the student's financial need and proven abilities. All scholarship applicants are automatically considered for these OCE awards.

Oregon Congress of Parents and Teachers Scholarships. The Oregon Congress of Parents and Teachers has established a program of tuition scholarship awards available to individuals who plan to prepare for elementary or secondary teaching in the public elementary and/or secondary schools of Oregon. High school seniors or graduates and college students desiring to qualify for elementary or secondary certification may apply for these scholarships. Scholarships are in the amount of \$250.00 a year for a period not to exceed four years (12 terms). 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 Building, Portland 4, Oregon, by March 1.

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.

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.

Non-resident Scholarships

A limited number of non-resident fee remission scholarships are awarded annually by the State Scholarship commission to residents of the

United States who are not residents of Oregon. The scholarships are for study in the institutions of the Oregon State System of Higher Education. At Oregon College of Education the scholarships have a value of \$100.00 a term.

Educational Opportunity Grants

The Higher Education Act of 1965 makes Educational Opportunity Grants available to a limited number of undergraduate students with exceptional financial need who require these grants to attend college. To be eligible, the student must also show academic or creative promise. Eligible students who are accepted for enrollment on a full-time basis or who are currently enrolled in good standing, may receive Educational Opportunity Grants for each year of their higher education, although the maximum duration of a grant is 4 years. Grants will range from \$200 to \$1000 a year, and can be no more than one-half of the total assistance given the student. The amount of financial assistance a student may receive depends upon his need—taking into account his financial resources, those of his parents, and the cost of attending the college of his choice.

Loan Funds

As an aid to students in financing a part of their collegiate 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 office of student personnel.

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 Education 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 1950-55, to provide loans to worthy and deserving students preparing for teaching.

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

Masonic Educational Funds. The Grand Lodge of the State of Oregon has assigned \$2,000 to a fund for needy sons and daughters of Master Masons. Loans from this fund are made at the discretion of the trustees of the Grand Lodge, upon recommendation of the president of the institution and the approval of the master and wardens of the lodge located in the same place as the institution. Loans to any one student may not exceed \$300.00 in a college year, subject to repayment in full or in installments at the borrowing student's earliest convenience.

The Knights Templar have a national fund available for the aid of students in the junior and senior years. The student applying need not necessarily have Masonic affiliations as a

prerequisite. Loans from this fund are obtained in the manner above described.

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.

Bruce Bradshaw Memorial Loan Fund. Established in 1968 as a memorial to Bruce E. Bradshaw, outstanding athlete and student. This fund is available to carefully selected students.

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.

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

P.E.O. Educational Loan Fund. Undergraduate or graduate women students in good standing may be eligible for P.E.O. loans in a sum not to exceed \$800.00 and for a period not to exceed five years. The interest rate is three per cent. 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.

OCE Alumni Association Loan Fund established in 1962 by that Association. Regulations are the same as other institutional loans.

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.

Lee J. Mahoney Memorial Loan Fund. Established in 1964 as a memorial to Lee J. Mahoney, instructor in mathematics. Loans from the fund are limited to students interested in a mathematics teaching career.

George J. Harding Memorial Loan Fund. Relatives and friends of the late George J. Harding, long time faculty member in speech and drama, established a loan fund in his memory.

Guaranteed Loans. The education of young people from middle- or upper-income groups frequently places a financial burden on their families, particularly if there are a number of children who want to go to college. In many cases, the student cannot qualify for student employment or a student loan. Even when commercial credit sources are available, repayment generally runs concurrently with the years the student attends college. To help these young people and their families, a Guaranteed Loan Program was established by the Higher Education Act of 1965. Under this program a student may borrow from a bank or other financial institution. A graduate student may borrow as much as \$1,500 a year; an undergraduate, as much as \$1,000. A student from a family with an adjusted income of less than \$15,000 a year pays no interest while he is in an eligible college, university, or technical school. Repayment of principal and interest begins when the student has ceased his course of study. The major objective of this program is to make loan insurance available to any qualified college student who wants to borrow.

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.

Regular

Organized effort is made to assist those desiring to find work. Applications should be made to the student personnel office. Remunerative employment cannot be guaranteed to all who may desire it. 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 20 hours or more a week should not expect to carry a full academic load.

Work-Study

The purpose of the College Work-Study Program, as established by the Economic Opportunity Act of 1964, is to stimulate and promote part-time employment of students who are from low-income families and are in need of the earnings from such employment to continue their education.

To be eligible to work under the College Work Study program a student must be:

1. A citizen of the U.S., or a permanent resident of this country.
2. From a low-income family or has no family.
3. In need of the employment in order to pursue a course of study.
4. In good standing and capable of maintaining good standing while employed.
5. A full-time student, or accepted for enrollment as a full-time student.

A student may be employed a maximum of 15 hours in any week in which classes are in session. Students may work a maximum of 40 hours per week during vacation periods.

Application forms are available in the Student Personnel Office at OCE.

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. 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 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-Senior Honors. Students in the junior and senior classes who have demonstrated superior academic achievement and potential as leaders are invited to participate in seminars and to earn credit for research papers written during the course of an academic year. Superior junior and senior students planning a career in teaching may be invited to serve as research, laboratory or teaching assistants.

AIR FORCE ROTC

OCE offers a voluntary program, the AF ROTC Advanced Course taken during the junior and senior years. Qualifying exams (physical and mental) are administered during the sophomore year. A combination of three hours of academic classroom work and one hour of Corps training are required each term, with retainer pay of \$50.00 per month provided. A commission as a 2nd Lieutenant in the U.S. Air Force Reserve is granted upon successful completion of this program.

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 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 at least 63 in upper-division in the senior high school curriculum and general studies.
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, including the final term. 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, including the final term, 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.

Advanced Degrees

For advanced degree requirements see Graduate Study section.

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.

Credit by Examination. Information regarding credit by examination is available from the Registrar's office.

Concurrent Registration. The State Board of Higher Education has authorized concurrent enrollments at various authorized institutions and in courses offered by the Division of Continuing Education. The maximum charge shall not exceed \$123.00. For further information contact the registrar.

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 five passing grades, A, B, C, D, F; failure F; course dropped and withdrawal from school, W; in-

complete, I. Students ordinarily receive one of the five 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 I 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 I, P, 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.
300-399	Courses on the upper-division level.
400-499	Upper-division courses which may be taken for graduate credit.
with designation (G) or (g)	
500-599	Graduate courses.
700p	In-service

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
406,506	Special Individual Studies
407,507	Seminar

Class Enrollment. Ordinarily, a student may enroll in a course numbered one year beyond his class standing without special permission provided he has met the prerequisite: for example, a sophomore may enroll in a 300 course under such conditions. Enrollment in a course numbered two years beyond a student's class standing is permissible only by approval of the Academic Requirements Committee. Those seeking graduate credit in 400 G or g courses are expected to perform at a level of academic competence considerably above that expected of

undergraduates, both in quality of work and in the acquisition of knowledge related to the course. They are expected to seek additional conferences with their instructors early in the term to determine the specific requirements and standards to which they will be held. The regular procedures and deadlines for course changes apply in the case of students seeking, or withdrawing from graduate credit.

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 W will be recorded if a grade of D or better is earned at the time of dropping. A grade of F will be recorded if the student is doing failing work. 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 (D 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 (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 signed by the instructor 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.

Waiver for Military Service

- No credit will be allowed on the basis of basic training in military service.
- No waiver of any physical education required courses will be granted to students in elementary education because of military service.
- No waiver will be granted to any student who is majoring or minoring in physical education.
- Students in secondary education may petition for waiver of three hours of activity courses in physical education.
- General Studies students will be held for the same requirements as students in secondary education.

Waivers indicated above will be granted to students who have served a minimum of six months consecutively on active duty in the military service, not to include National Guard or Reserve drills or summer camps. To qualify for waiver the student must file official documentary evidence of his service.

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:

- he is removed from probation if his cumulative grade-point average is 2.00 or better on load of 12 or more hours.
- 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.

Summer Session, 1970

Oregon College of Education has been authorized by the State Board of Higher Education to offer two summer sessions in 1970. The regular summer session consists of eight weeks beginning on Monday, June 22, and closing on Friday, August 14. This session is followed by an intersession of three weeks opening on August 17 and closing on September 4. A variety of workshops of varying lengths occur during this eleven week period for which special tuition fees are charged.

Students who carry a full load (8 quarter hours or more) in the regular session may carry six quarter hours in the intersession without paying the additional tuition fee charged to new enrollees for the three week session. By combining 12 quarter hours of work in the regular session with 6 quarter hours in the intersession a student can complete a full term's work.

Admission Requirements. Admission to either of the summer sessions 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 eventually 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.

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.

Regular Session, June 22, August 14

Courses offered during the regular summer session include undergraduate and graduate work for students working toward the bachelor's or master's degrees and refresher courses for teachers in service who wish to take advantage of new developments in their fields. The courses to be offered will be announced in the summer session catalog to be available in February, 1970. 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.

Intersession, August 17-September 4

The intersession is planned especially for undergraduate students and experienced teachers working for bachelor's degrees. It includes lower division work in the humanities, social science, and science-mathematics. During the intersession students may enroll for not to exceed 6 quarter hours in the fields listed above.

No campus food service facilities are available during the intersession. Residence hall accommodations will be available on campus.

Workshops

A variety of workshops is offered during the eleven weeks planned primarily for experienced teachers. The summer catalog will give full details of all such offerings.

UNDERGRADUATE CURRICULA

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 offering undergraduate and graduate work in teacher education at the elementary, junior high, and senior high school levels 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 a professional preparation for effective teaching and administrative services 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 Teaching Research Division of the Oregon State System of Higher Education located on the campus.

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. Since October 15, 1965, eligibility to teach at the elementary, junior high, or senior high school level is determined by satisfactory completion of norm requirements for the desired level and teaching areas and the recommendation of the teacher education institution. Curricular programs, at the undergraduate level, prepare teachers to meet the norms for the following areas:

Kindergarten
Elementary
Junior High School
Senior High School
Art Education
Music Education
Physical Education
Special Education
Teachers of Children with Extreme Learning Problems
Speech Correctionists
Teachers of the Mentally Retarded

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. Students may not take courses designated as "Professional Teacher Education Courses" until they have been admitted to Teacher Education. The Committee on Teacher Education establishes policies and standards to be completed prior to full admission to Teacher Education courses. Application is made by filing application forms, 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 Education Department Office.

Admission to Student Teaching and Internship

Application and approval for Teacher Education does not guarantee approval for Student Teaching. The Committee on Teacher Education establishes policies and standards to be completed prior to admission to Student Teaching. Application is made early in the term preceding the quarter in which Student Teaching is planned by filing application forms obtained from the Education Department office. Students must have attained senior standing (within 51 hours of meeting requirements for graduation), completed a substantial portion of the professional education and subject area requirements with approved scholarship, met departmental and Teacher Education Committee screening requirements, and been approved by the Teacher Education Screening Committee.

Transfer Students. In order to be admitted to

student teaching, transfer students must have met the following requirements:

1. Attained senior standing and completed the major portion of professional education and subject area requirements.
2. Satisfied all screening requirements of the committee on teacher education.
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.

INTERNSHIP

Through a cooperative program with local school districts, a year-long internship is provided for selected students in elementary, junior high, and senior high schools. An early expression of interest during the junior year, or fall term of the senior year, will permit the Director of Student Teaching and Interns to plan an individual program for interested students.

The following information describes briefly the salient concepts of the internship program:

1. The regular curricular programs in elementary, junior high, and senior high are completed during a five-year program or a four-year program including one or more planned summer sessions.
2. Selected candidates serve a full year as a paid intern in a school district under special certification provisions of the State Department of Education, and under a reduced teaching load with the school district.
3. Supervisory assistance is provided during the intern year by the cooperating teacher from the public school and the college supervisors.
4. College seminars every other week for college credit, and the opportunity during summer sessions and during the internship year to complete college requirements toward the Standard Teaching Certificate and/or the Master's Degree.
5. The opportunity, if appropriate to the student's degree program, to carry graduate credit in lieu of the fifteen-hour requirement for Student Teaching during the senior year. Such credit would be reserved until completion of the required hours of Intern Teaching during the intern year, and subsequently recorded as graduate credit.
6. Awarding of the bachelor's degree at the

completion of 192 hours of college credits, if all other degree requirements are met, but with the reservation of institutional recommendation for certification until completion of the internship program.

Eligibility:

1. Be eligible to attain senior standing (within 51 hours of meeting requirements for graduation with required scholarship) within the year of application.
2. Complete all the prerequisite hours in Professional Teacher Education Courses (excepting Student Teaching, or with petition approval of exceptions) during the year of application.
3. Satisfy all screening requirements of the committee on teacher education, and graduate committee as appropriate during the year of application.

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 required \$8.00 fee and an official transcript of college record, which is obtained from the registrar's office for a \$1.00 fee.

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.
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 413), 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. Eligibility to teach at a specific level is 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 taken at OCE, in major area, and in each minor.
 - b. Major: Elementary Education
Minimum of 24 upper-division hours in addition to the education core required of all teacher candidates.
 - c. Minor: Minimum of 36 approved hours in one of the following fields:
 - Art
 - Humanities
 - English
 - French
 - Spanish
 - Mathematics
 - Music
 - Physical Education
 - Science
 - Social Science
 - d. Second Minors (optional)
 - Special Education
 - Extreme Learning Problems
 - Mental Retardation
 - Speech Correction
 - Library
2. B.A. Degree:
 - Completion of all requirements given under 1, plus two years of college work in a modern foreign language.¹

General Education Requirements

Undergraduate preparation to meet the Basic certificate for elementary teachers. (Work taken in undergraduate general education in the field selected may be applied toward a minor in that field).

Humanities	21
Including composition, literature, and approved speech course	
Social Science	18
History of Western Civilization	9
Introductory Geography	6
History of the Pacific Northwest	3

Science	21
Biological Science	9
Physical Science	12
Mathematics	12
Essentials of Mathematics	9
Mathematics for Elementary Teachers	3
Art	6
Art Appreciation and 3 hours selected from Drawing and Composition, A 220, 221, 226; Design, A 222, 228, 229; Crafts, A 230, 231, 232; Art History, A 251, 252, 253; Ceramics A 254.	
Music	6
Music Fundamentals	6
Physical Education	6
Designated activity courses	
*Psychology	12
Social Psychology, human development through adolescence	
Historical Foundations of Education	
	102
Professional Education requirements (Page 48)	48
Minor	
Minimum quarter hours	36
Electives to total a minimum of.....	192

Junior High School Curricula

Students who complete satisfactorily the requirements of a junior high school curriculum in the degree programs of bachelor of science or bachelor of arts become eligible for certification to teach in the junior high schools of Oregon. Eligibility to teach in the junior high school will be determined by satisfactory completion of requirements for the desired level and teaching areas. All certificates are issued by the superintendent of public instruction upon recommendation of the teacher education institution.

Students would be well advised to select their two fields with care. Junior high school organizations provide limited opportunity for single area or field specialization. Many teachers in the area of English will also teach Social Science, and teachers of science will also teach mathematics. Careful planning with an advisor should be undertaken early in the program.

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 (junior high school)

¹ One year of this requirement may be satisfied by two or more years of the same language in high school.

² This 12-hour requirement may be met in a correlated program called sophomore block.

Minimum of 14 hours upper-division in addition to the education core required of all teacher candidates.

- c. Minors: A combined teaching minor in Language Arts-Social Science,

or

two teaching minors selected from the following fields:

- Art
- Health and Physical Education
- Humanities (Literature, writing and language)
- Foreign Languages (French or Spanish)
- Speech and Drama
- Music

- d. Optional Minors in specialized fields.

- Special Education
- Speech Correction
- Mental Retardation
- Library Science
- (Physical Science-General Science)
- Mathematics
- (Elementary Algebra and Geometry)
- Social Science

2. B.A. Degree:

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

General Education Requirements

Undergraduate preparation to meet the Basic Certificate for secondary teachers. (Undergraduate work taken in the minor field may be applied toward meeting the requirements for the minor.)

Humanities	21
Including composition, literature, and approved speech course.	
Social Science	9
One nine hour sequence selected from the fields of history, geography, economics, political science, sociology or anthropology.	
Science-Mathematics	12
A planned 12 hour sequence in science and/or mathematics. ²	
Art	3
Art Appreciation.	
Music	3
Introduction to Music and its Literature.	
Physical Education	6
Selected activity courses	
*Psychology	12
Social psychology, human development through adolescence.	
Historical Foundations of Education	
	66

¹ One year of this requirement may be satisfied by two or more years of the same language in high school.

² Students should have academic experience in both the biological and physical sciences, as well as an introduction to mathematics. The college sequence should be selected to complement the high school background.

³ This 12-hour requirement may be met in a correlated program called sophomore block.

Professional Education Requirements — 35 (Page 48)

Teaching fields and electives to total a minimum of	192
---	-----

Senior High School Curricula

Students who complete satisfactorily the requirements of a senior high school curriculum in the degree programs of bachelor of science or bachelor of arts become eligible for certification to teach in the three and four year senior high schools of Oregon. Eligibility to teach in the senior high school will be determined by satisfactory completion of requirements for the desired level and teaching 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 art education, humanities, music education, physical education, science-mathematics, and social science, one of which must be selected by the student. It is possible for students to meet additional teaching minors in other subjects taught in high schools.

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: One to be selected from the following:

- Art Education
- Humanities (Optional fields of concentration)
 - Literature, Writing and Language
 - Speech-Drama/Literature, Writing and Language
 - French
 - Spanish
- Music Education
- Physical Education
- Science-Mathematics (Optional fields of concentration)
 - Biological Science
 - Physical Science-General Science
 - Chemistry
 - Mathematics
- Social Science

- c. Minor: Secondary Education

- d. Teaching Minors: (Optional second teaching fields)

- Art
- Foreign Languages (French or Spanish)
- Physical Education
- Health and Physical Education

- Humanities (Literature, Writing and Language)
Speech and Drama
Elementary Algebra and Geometry
Advanced Mathematics
Music Education
Chemistry
Biological Science
Physical Science-General Science
Social Science
Library
Special Education
Mentally Retarded
Speech Correction

2. B.A. Degree:

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

General Education Requirements

Undergraduate preparation to meet the certificate for secondary teachers. (Undergraduate work taken in the major field may be applied toward meeting the requirements for the major.)

Humanities	21
Including composition, literature, and approved speech course.	
Social Science	9
One sequence selected from the fields of history, geography, economics, political science, sociology, or anthropology.	
Science-Mathematics	12
A planned sequence in science and/or mathematics. ²	
Art	3
Art Appreciation.	
Music	3
Introduction to Music and its Literature.	
Physical Education	6
Selected activity courses.	
*Psychology	12
Social Psychology, Human Development through Adolescence.	
Historical Foundations of Education	

Professional Education Requirements (Page 48)

Teaching fields and electives to total a minimum of 192

SPECIALIZED PROGRAMS

Art Education

A specialized five year program in art education preparing teachers at both the elementary and secondary levels leading to the B.S. degree and the standard norm in art.

Upon satisfactory completion of the first four years of the program the student will be awarded a B.S. degree. However, institutions' recommendation for state certification will be withheld until completion of the full five year program. Upon satisfactory completion of the five year program the student will be recommended for: (1) a basic Oregon teaching certificate qualifying the student as an elementary classroom teacher, (2) a standard general norm as an elementary teacher, and a standard norm as a secondary teacher, (3) a standard subject matter norm in art. Upon completion of two years of successful teaching experience the student will be eligible for the standard certificate in Oregon.

General Education Requirements

Humanities	24
Wr 121, 222, 323	9
Sp 111. Fundamentals of Speech, (or other approved speech course)	3
Any lower division literature sequence	9
Physical Education	6
Physical Education (rhythms, games and relays, gymnastics, and self-testing, indi- vidual and dual sports, aquatics, and team sports)	
Science	12
GS 104, 105, 106, or other approved se- quence in science. Foundation of Physical Sciences.	
Mathematics	12
Mth 121, 122, 123. Essentials of Mathe- matics	9
Mth 311. Mathematics for Elementary Teachers	3
Music	3
Mus 381. Music fundamentals	
Social Science	18
Hst 101, 102, 103. History of Western Civilization	9
Geog 105, 106. Introductory Geography	6
Hst 478. History of the Pacific Northwest	3
*Psychology	12
Social Psychology, Human Development through Adolescence	
Historical Foundations of Education	

84

Professional Education, page 48

Art Major, page 47

Music Education

A specialized four year program in Music Education with educational experience at both the elementary and secondary levels.

The curriculum in Music Education is a four

¹ One year of this requirement may be satisfied by two or more years of the same foreign language in high school.

* Students should have academic experience in both the biological and the physical sciences, as well as an introduction to mathematics. The college sequence should be selected to complement the high school background.

* This 12-hour requirement may be met in a correlated program called sophomore block.

year program designed for students who wish to prepare themselves for teaching or consulting in vocal and instrumental music in both elementary and secondary schools. Upon satisfactory completion of the program the student will be recommended for a basic certificate as a teacher of music.

General Education Requirements

Art	3
A 127. Art Appreciation	36
Humanities	9
Wr 121, 222, 323. English Composition	3
Sp 111. Speech, or approved substitute ..	9
Any lower division literature sequence ..	9
Mus 201, 202, 203. Introduction to Music and Its Literature	9
Sp 251. Elements of Acting or Sp 356. Theory of Acting	9
Sp 364. Play Direction or Sp 357. Play Production	3
Physical Education	6
PE 111, 112. Basic Rhythms; PE 115. Games and Relays; PE 112, 212. Gymnastics and Self Testing; PE 114, 214. Individual and Dual Sports; PE 113, 213. Aquatics; PE 115, 215. Team Sports	12
Science-Mathematics	9
GS 201, 202, 203. Fundamentals of Physical Science or approved sequence in science or mathematics	12
Social Science	9
Hst 101, 102, 103. History of Western Civilization, or an approved sequence in social science	12
Psychology	—
Social Psychology, Human Development through Adolescence	75
Historical Foundations of Education	—

Professional Education, page 47
Music Major, page 54

Speech Pathology and Audiology

Satisfactory completion of this program leads to the Oregon basic certificate with a basic norm as a speech correctionist but does not permit the student to serve as a regular classroom teacher.

General Education Requirements

Humanities	9
Wr 121, 222, 323. English Composition ..	9
Any lower division literature sequence ..	3
Sp 111. Fundamentals of Speech	—
Social Science	21
History of Western Civilization	9
Introductory Geography	6
History of the Pacific Northwest	3
Science	18
Z 334, 335. Human Anatomy and Physiology	6
GS 201, 202, 203. Foundations of Physical Science	12
Mathematics	18
Essentials of Mathematics	9
Mathematics for Elementary Teachers	3

Art	6
Art Appreciation and 3 hours selected from Drawing and Composition, A 220, 221, 226; Design, A 222, 228, 229; Crafts, A 230, 231, 232; Art History, A 251, 252, 253	6
Music	3
Mus 381. Music Fundamentals	9
Physical Education	6
Designated activity courses	9
Psychology	9
Social Psychology, Human Development through Adolescence	36
Professional education, page 48	17
Minor	192
Electives	—
Total hours in the B.S. Program	—

LIBERAL ARTS AND SCIENCES

Oregon College of Education offers also several different programs in the area of the Liberal Arts and Sciences. The objectives of all of these are to provide for students a number of opportunities in obtaining collegiate preparation in the areas of:

General Studies

A program consisting of four years of work leading to either a B.A. or B.S. degree. Majors are offered in the broad fields of social science, science-mathematics, humanities, and the arts. Especially attractive is the opportunity given to the student to plan an individual course of study suited particularly to his own interests and needs. Specific requirements are kept to a minimum.

Lower-Division Liberal Arts and Sciences

The program recommended especially for those students who have not yet determined their area of specialization. Students in this program have the opportunity to sample a variety of academic areas while gaining a sound general education. This curriculum can lead either to later majors or, after two years, to the Associate in Arts Certificate.

Pre-Professional Programs

One, two, and three year curricula designed to prepare the student for later specialization. Included are programs such as biology, chemistry, geology, home economics, and mathematics that can be completed as majors in other schools; and those such as prelaw, premedical, premedicine, prepharmacy, and prenursing that meet the prerequisites for entrance to professional schools.

¹ This 12-hour requirement may be met in a correlated program called sophomore block.

General Studies

The general studies program consists of four years of work leading to the Bachelor of Arts or the Bachelor of Science degree. It provides the student an opportunity to investigate broad areas of knowledge while probing with depth into an academic discipline or a series of closely related disciplines. The program, thus, is an intellectual exploration in both breadth and depth. Specific courses within the majors and minors must be planned with the assistance of departmental advisers.

General Education Requirements

B.A. degree: Minimum 192 term hours including 62 upper division

- a. Grade point average: a 2.00 cumulative in all college work and in all work taken at OCE.
- b. Two years of college work in a modern foreign language, one year of which may be satisfied by two or more years of the same language in high school.
(Students not wishing to meet the language requirement but meeting all other requirements may be awarded the B.S. degree.)

c. General Education Requirements

1) Humanities	21
English Composition	9
Speech	3
A one year sequence in literature	9
2) Physical Education	6
3) Science-Mathematics ¹	9-12
A one year sequence in biological science, physical science, or mathematics	
4) Social Science	9
A one year sequence in social science	
5) A one term course selected from three of the following areas and a one year (3 term) sequence in the remaining area	18
Art—Art Appreciation or	
Art History	3-9
Music—Music Literature or	
Music History	3-9
Philosophy	3-9
Psychology	3-9

Major

To be chosen from one of the broad fields of social science (including Corrections Option), science-mathematics, humanities or the Arts (Music, Art, and Drama). 72 hours of work must be completed in the major area, 36 of which shall be upper division. General Education work in the selected area will apply toward the 72 hours wherever applicable. The student must complete upper division sequences in at least two subject matter fields in the major.

Minor

A concentration in a field other than the major consisting of 27 hours of work selected under departmental guidance from the follow-

ing areas: psychology, art, humanities, music, science-mathematics or social science. 12 of the 27 hours must be upper division.

Third Area

Eighteen approved hours in a third field other than the major or minor selected from the areas listed above.

Lower-Division Liberal Arts and Sciences

This program recommended especially for those students who have not yet determined their area of specialization. Students in this program have the opportunity to sample a variety of academic areas while gaining a sound general education. This curriculum can lead either to later majors or, after two years, to the Associate in Arts Certificate. This program permits students to complete the elements of a sound general education program during their first two years, delaying specialization until the junior and senior years. The program encourages exploratory contact which enables the institution to assist students in making a wise selection of specialization on the basis of interest, ability and aptitude.

Program leading to an Associate in Arts Certificate

LOWER-DIVISION CURRICULUM IN LIBERAL ARTS AND SCIENCES

First Year	Quarter hours
English Composition (Wr 121)	3
Fundamentals of Speech (Sp 111) or approved substitute	3
Sequence in social science	9
Sequence in science-mathematics	9-12
Personal Hygiene (HE 151)	2
Physical Education (PE 100 and 200 courses)	3
Electives	15-18
	48
Second Year	
English Composition (Wr 222)	3
Sequence in humanities	9
Second sequence in one of three groups	9-12
Physical Education (PE 100 and 200 courses)	3
Electives	18-21
	45

Preprofessional Curricula

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

1. One- or two-year curricula in lower-division courses planned to prepare students

¹ Students should have academic experience in both the biological and the physical sciences as well as an introduction to mathematics. The college sequence should be selected to complement the high school background.

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.

AGRICULTURE

First Year	Quarter hours
English Composition (Wr 121)	3
College Algebra (Mth 101)	4
Fundamentals of Speech (Sp 111) or approved substitute	3
Introduction to Journalism (J 211)	3
Principles of Economics (Ec 201, 202, 203)	9
General Botany (Bot 201, 202, 203) or	
General Zoology (Z 201, 202, 203)	9
General Chemistry (Ch 104, 105, 106)	12
Physical Education (PE 100 and 200 courses) ..	3
Electives	3
	49

BOTANY

First Year	Quarter hours
English Composition (Wr 121)	3
Sequence in social science	9
General Botany (Bot 201, 202, 203)	9
General Chemistry (Ch 204, 205, 206)	12
Physical Education (PE 100 and 200 courses) ..	3
Electives	12
	48

Second Year	Quarter hours
English Composition (Wr 222)	3
French (RL 50, 51, 52 or 101, 102, 103)	12
Upper-Division Botany and Genetics	9
General Zoology (Z 201, 202, 203)	9
Organic Chemistry (Ch 334, 335)	8
Math 100 or 101 or 102	4
Physical Education (PE 100 and 200 courses)	3
	48

BUSINESS ADMINISTRATION

First Year	Quarter hours
English Composition (Wr 121)	3
Introductory Geography (Geog 105, 106, 107)	9
Any lower division literature sequence	9
College Algebra, Trigonometry, Intro. to Calculus (Mth 101, 102, 200)	12
Physical Education (PE 100 and 200 courses) ..	3
Electives	9
	46

Second Year	Quarter hours
English Composition (Wr 222)	3
Principles of Economics (Ec 201, 202, 203)	9
Fundamentals of Accounting (BA 211, 212, 213) ..	9
Fundamentals of Speech (Sp 111, 112) or approved substitute	6
Elements of Statistical Methods (Mth 325)	3
General Psychology (Psy 201, 202, 203)	9
Electives	9
	48

BUSINESS ADMINISTRATION AND TECHNOLOGY

First Year	Quarter hours
English Composition (Wr 121)	3
Fundamentals of Speech (Sp 111) or approved substitute	3
Introductory Geography (Geog 105, 106, 107) or ..	
Principles of Economics (Ec 201, 202, 203) ..	9
Fundamentals of Accounting (BA 211, 212, 213) ..	9
Sequence in science	9-12
Intermediate Algebra (Mth 100)	4
Physical Education (PE 100 and 200 courses) ..	3
Electives	3
	43-46

¹ Specific course to be determined by field of specialization.

CHEMISTRY

First Year	Quarter hours
English Composition (Wr 121)	3
Sequence in social science or lower division literature	9
General Chemistry (Ch 204, 205, 206)	12
College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200) ..	12
Physical Education (PE 100 and 200 courses)	3
Electives	9
	48

Second Year	Quarter hours
English Composition (Wr 222)	3
Sequence in humanities or social science	9
General Physics (Ph 201, 202, 203)	12
Organic Chemistry (Ch 334, 335, 336)	12
Differential and Integral Calculus (Mth 201, 202, 203)	12
Physical Education (PE 100 and 200 courses)	3
	51

ENGINEERING

First Year	Quarter hours
English Composition (Wr 121)	3
Mathematics Sequence (Mth 200, 201, 202)	12
General Physics (Ph 201, 202, 203)	12
General Chemistry (Ch 204, 205, 206)	12
Physical Education (PE 100 and 200 courses)	3
Social Science and Humanities	6
	48

FORESTRY

First Year	Quarter hours
English Composition (Wr 121)	3
Fundamentals of Speech (Sp 111) or approved substitute	3
Elem. or Gen. Chemistry (Ch 104, 105, 106)	12
General Botany (Bot 201, 202)	6
College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200)	12
Physical Education (PE 100 and 200 courses)	3
Principles of Economics (Ec 201, 202, 203)	9
	48

GEOLOGY

First Year	Quarter hours
English Composition (Wr 121)	3
General Chemistry (Ch 104, 105, 106, or Ch 204, 205, 206)	12
Geology (G 201, 202, 203)	12
Introductory Geography (Geog 105, 106, 107) ..	9
College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200) ..	12
Physical Education (PE 100 and 200 courses)	3
	51

HOME ECONOMICS

<i>First Year</i>	Quarter hours
English Composition (Wr 121)	3
History of Western Civilization (Hst 101, 102, 103)	9
General Chemistry (Ch 104, 105, 106)	12
General Psych. (Psy 201, 202)	6
Nutrition (HE 325)	3
Fundamentals of Speech (Sp 111) or approved substitute	3
Introduction to Music and its Lit. (Mus 201) or Art Appreciation (A 127)	3
Physical Education (PE 100 and 200 courses)	3
Electives	6
	48

INDUSTRIAL ARTS-EDUCATION

<i>First Year</i>	Quarter hours
English Composition (Wr 121)	3
Fundamentals of Speech (Sp 111) or approved substitute	3
General Psychology (Psy 201, 202)	6
Sequence in Social Science	9
Foundations of Physical Science (GS 201, 202, 203)	12
Intermediate Algebra (Mth 100)	4
Personal Hygiene (HE 151)	3
Physical Education (PE 100 and 200 courses)	6
Electives	6
	48

JOURNALISM

<i>First Year</i>	Quarter hours
English Composition (Wr 121)	3
Fundamentals of Speech (Sp 111) or approved substitute	3
History of Western Civilization (Hst 101, 102, 103) or History of the United States (Hst 201, 202, 203)	9
Sequence in lower division literature	9
General Biology (Bi 101, 102, 103)	9
Physical Education (PE 100 and 200 courses)	3
Electives (May include J 215)	12
	48

<i>Second Year</i>	Quarter hours
English Composition (Wr 222)	3
Introduction to Journalism (J 211)	3
Reporting (J 212)	3
Copy Editing and Makeup (J 213)	3
American Governments (PS 201, 202, 203)	9
Sequence in anthropology, geography, or psy- chology	9
Humanities sequence	9
Foundations of Physical Science (GS 201, 202, 203)	12
	51

MICROBIOLOGY

<i>First Year</i>	Quarter hours
English Composition (Wr 121)	3
Sequence in social science or lower division sequence	9
General Zoology (Z 201, 202, 203)	9
General Chemistry (Ch 204, 205, 206)	12
Physical Education (PE 100 and 200 courses)	3
Electives	12
	48

PHYSICS

<i>First Year</i>	Quarter hours
English Composition (Wr 121)	3
General Physics (Ph 201, 202, 203)	12
Sequence in biology	9
Calculus (Mth 200, 201)	8
Sequence in social science	9
Physical Education (PE 100 and 200 courses)	3
Electives	4
	48

<i>Second Year</i>	Quarter hours
English Composition (Wr 222)	3
General Chemistry (Ch 204, 205, 206)	12
Introduction to Modern Physics (Ph 311, 312) ..	6
Calculus (Mth 202, 203)	8
Sequence in lower division literature	9
Physical Education (PE 100 and 200 courses)	3
Electives	7
	48

ZOOLOGY

<i>First Year</i>	Quarter hours
English Composition (Wr 121)	3
General Zoology (Z 201, 202, 203)	9
General Chemistry (Ch 204, 205, 206)	12
Physical Education (PE 100 and 200 courses)	3
French (RL 50, 51, 52 or 101, 102, 103)	12
Electives	9
	48

<i>Second Year</i>	Quarter hours
English Composition (Wr 222)	3
College Algebra, Trigonometry, Intro. to Differen- tial and Integral Calculus (Mth 101, 102, 200)	12
General Botany (Bot 201, 202, 203)	9
Comparative Vertebrate Anatomy (Z 324, 325) ..	8
Organic Chemistry (Ch 334, 335)	8
Comparative Vertebrate Embryology (Z 326)	4
Physical Education (PE 100 and 200 courses)	3
Electives	4
	51

The pre-professional 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. Whenever a three-year preprofessional program is required or desired, it is possible to qualify for a bachelor of science or bachelor of arts degree in general studies as well as the professional degree, provided required courses and electives are carefully selected as indicated in the curricular patterns.

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

ARCHITECTURE

Preprofessional First Year (Two years required)	Quarter hours
English Composition (Wr 121)	3
Sequence in social science	9
Sequence in lower division literature	9
College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200)	12
Drawing and Composition (A 220, 221, 226) and Design (A 222, 228, 229)	9
Personal Hygiene (HE 151)	2
Physical Education (PE 100 and 200 courses)	3
	47

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 81.)

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.

First Year	Quarter hours
Sequence in Math-Science	9-12
Introductory Geography (Geog 105, 106, 107) ..	9
Fundamentals of Speech (Sp 111) or approved substitute	3
English Composition (Wr 121)	3
American Governments (PS 201, 202, 203)	9
Physical Education (PE 100 and 200 courses)	3
Art Appreciation (Art 127)	3
Introduction to Music (Mus 201)	3
Introduction to History (History 140)	3
	45-48

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 81.)

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.

First Year	Quarter hours
¹ English Composition (Wr 121)	3
General Zoology (Z 201, 202, 203)	9
¹ General Chemistry (Ch 204, 205, 206)	12
¹ College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200) ..	12
Physical Education (PE 100 and 200 courses)	3
Electives	9
	48
Second Year	Quarter hours
English Composition (Wr 222)	3
Sequence in social science	9
First sequence in lower division literature	9
¹ Quantitative Analysis (Ch 312)	4
¹ Organic Chemistry (Ch 334, 335)	8
¹ General Physics (Ph 201, 202, 203)	12
Physical Education (PE 100 and 200 courses)	3
	48
Third Year	Quarter hours
English Composition (Wr 323)	3
Fundamentals of Speech (Sp 111)	3
Second sequence in social science	9
Second sequence in literature or foreign language	9-12
Comparative Vertebrate Anatomy (Z 324, 325) ..	8
Comparative Vertebrate Embryology (Z 326)	4
Electives	6-9
Jewelry or Sculpture (A 315 or 331, by special permission)	3
	45-51

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

¹ 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.

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 pre-medical 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 81.)

<i>First Year</i>	Quarter hours
¹ English Composition (Wr 121)	3
General Zoology (Z 201, 202, 203)	9
¹ General Chemistry (Ch 204, 205, 206)	12
¹ College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200)	12
Physical Education (PE 100 and 200 courses)	3
Fundamentals of Speech (Sp 111)	3
Electives	6
	48

<i>Second Year</i>	Quarter hours
English Composition (Wr 222)	3
First sequence in social science	9
First sequence in humanities (literature)	9
¹ Quantitative Analysis (Ch 312, 313)	8
¹ General Physics (Ph 201, 202, 203)	12
Physical Education (PE 100 and 200 courses)	3
Electives	4
	48

<i>Third Year</i>	Quarter hours
English Composition (Wr 323)	3
Second sequence in social science	9
Second sequence in humanities (literature, foreign language)	9-12
Comparative Vertebrate Anatomy (Z 324, 325)	8
Comparative Vertebrate Embryology (Z 326)	4
Organic Chemistry (Ch 334, 335, 336)	12
Genetics (Bi 341)	3
	48-51

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 pre-nursing 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.

<i>First Year</i>	Quarter hours
English Composition	9
Fundamentals of Speech (Sp 111)	3
Sequence in social science	9
Sequence in lower division literature	9
General Chemistry (Ch 104, 105, 106)	12
Nutrition (HE 325)	3
Physical Education (PE 100 and 200 courses)	3
	48

PREPHARMACY

Oregon College of Education offers a two-year prepharmacy curriculum which prepares a student for admission to Oregon State University School of Pharmacy. The pharmacy curriculum at Oregon State University is three years of professional study during which time courses in the humanities and social sciences are also taken. Transfer students may enter the pharmacy program as sophomores or juniors. A total of five academic years, with 240 quarter hours, is required for the bachelor's degree.

<i>First Year</i>	Quarter hours
English Composition (Wr 121)	3
¹ Mathematics	8
General Zoology (Z 201, 202, 203)	9
General Chemistry (Ch 204, 205, 206)	12
Outlines of Economics (Ec 115)	3
Physical Education	3
Fundamentals of Accounting (BA 211, 212, 213)	9
	47

<i>Second Year</i>	Quarter hours
English Composition (Wr 222)	3
Chemistry, Quantitative (Ch 312)	4
Microbiology (Bi 221)	3
Organic Chemistry (Ch 334, 335, 336)	12
Physics (Ph 201, 202)	8
Speech (Sp 111)	3
Physical Education	3
Electives	12
	48

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.

¹Students should enroll in mathematics at the level indicated by placement test scores. However, trigonometry and calculus are required.

¹Courses required for admission to the professional program.

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

First Year

	Quarter hours
English Composition (Wr 121)	3
General Zoology (Z 201, 202, 203)	9
General Chemistry (Ch 204, 205, 206)	12
Mathematics Sequence	12
Physical Education (PE 100 and 200 courses)	3
Sequence in Humanities	9
	<hr/> 48

Second Year

	Quarter hours
English Composition (Wr 222)	3
Sequence in social science	9
Three biology courses selected from:	12
Comparative Vertebrate Anatomy & Embryology (Z 324, 325, 326),	
Botany (Bot 201, 202, 203), or	
Bacteriology (Bi 221)	
Quantitative Analysis (Ch 312)	4
Organic Chemistry (Ch 334, 335)	8
General Physics (Ph 201, 202, 203)	12
Physical Education (PE 100 and 200 courses)	3
	<hr/> 51

Medical Technology

Oregon College of Education offers a four-year curriculum in medical technology. The program consists of three years of work on the campus at Oregon College of Education and one year of prescribed work at the University of Oregon Medical School in Portland. Upon satisfactory completion of the four year program the student receives the Bachelor of Science degree from Oregon College of Education and a certificate from the American Society of Medical Technologists. In addition to the general college requirements the student must complete the following courses in science and mathematics at Oregon College of Education before enrolling for the specialized fourth year at the Medical School.

General Zoology (Z 201, 202, 203)	9
General Chemistry (Ch 204, 205, 206)	12
Quantitative Analysis (Ch 312)	4
Organic Chemistry (Ch 334, 335)	8
Human Anatomy and Physiology (Z 334, 335) ..	6
Genetics (Bi 341)	3
Mathematics (Mth 101 and 102 or Mth 104) ..	4-8
Essentials of Physics (Ph 101, 102, 103)	9
Bacteriology (Bi 221, 412)	7
	<hr/> 66

For an outline of the fourth year program, see the University of Oregon Medical School catalog or your OCE adviser.

COLLEGE DEPARTMENTS

ART

Chairman: Mr. Daniel Cannon

Professor: Crawford, J. W.

Assistant Professors: Cannon, Culbertson, Kirk, Stone
Instructors: Casey, Mattingly, Pletchmy, Richardson,
Smith, D.

The Art Department serves the institution in a variety of ways. It contributes to the general education of students in the programs in teacher education and in the liberal arts and sciences. The department makes a significant contribution to the programs of preprofessional study as well as providing a share of the total education of the students of the college.

The minor programs offer the student the necessary background to proceed in the field later if he chooses and also sufficient preparation that he may work in art with some degree of confidence in a classroom situation.

The major programs provide breadth in studio and theoretical areas and the opportunity to concentrate in depth in a chosen area. As structured, the art department major programs may be considered terminal for those students wishing certification and norm requirements only, or as baccalaureate programs which provide the necessary background for future work on the master's level in either studio or professional education curricula.

The art department offers, in addition, a five year program unique in the State System of Higher Education that prepares the student for teaching art on any level from kindergarten through high school. This program leads to the B.S. degree and the standard norm in art. Upon satisfactory completion of the five year program the student will be recommended for (1) a basic Oregon Teaching Certificate qualifying the student as an elementary classroom teacher, (2) a standard general norm as an elementary teacher and a standard norm as a secondary teacher, and (3) a standard subject matter norm in art.

Art Programs for Teacher Education Curricula

ART MAJOR (63 hours) for Senior High School Curriculum

Art History	9
Lower Division Drawing	9
Lower Division Design	9
Two Dimensional Areas	15
Three Dimensional Areas	15
Theoretical Areas	6
	<hr/> 63

ART MAJOR (79 hours) Specialized Five Year Program

Art Education (E and J or S)	6
Art History	9
Lower Division Drawing	9
Lower Division Design	9
Two Dimensional Areas	15
Three Dimensional Areas	15
	<hr/> 63

Fifth Year Program:

Theoretical and Studio areas	16
------------------------------------	----

ART MINOR (42 hours) Junior High School and Senior High School

Art Appreciation	3
Lower Division Drawing	6
Lower Division Design	6
Courses approved by Art Department	27
	<hr/> 42

ART MINOR (36 hours) for Elementary Education Majors

A minimum of 36 quarter hours in Art. This minor will fulfill the requirements of an area of concentration in the elementary education program.

Art Appreciation	3
Lower Division Drawing	6
Lower Division Design	6
Courses approved by Art Department	21
	<hr/> 36

General Studies Curricula

The general studies program provides the opportunity for a student to complete a broad base academic program. It is possible to complete a program with a major in The Arts (art, music, drama) or to include the area of art as a minor or third field in the degree program.

All programs are planned with the assistance of a departmental adviser.

Major—The Arts (art, music, drama), 72 hours, 36 hours upper division

The program and areas of concentration must be planned with the assistance of a departmental adviser.

Art Minor—27 approved hours in art with a minimum of 12 hours upper division.

EDUCATION AND PSYCHOLOGY

Department Chairman: Dr. Clifford Corley

Professors: Beck, Berg, Brody, Burke, Corley, Cummins, Duncan, Farrow, Garrison, Glogau, Hiatt, Jensen, Knuth, Millsap, Mulder, Rowland, Yost.

Associate Professors: Conkey, Davis, Fahey, Gengler, Howard, Myers, Rickards.

Assistant Professors: Addison, Albritton, Austin, Canon, Carr, Cary, Culbertson, Darby, Enstad, Gibbs, Harp, Herzog, Holdt, Hoyser, Kershner, Kirk, Koch, Lucas,

Lund, Mackertich, Markiewicz, Mason, McFadden, Miles, Morgali, Ogan, O'Brien, Olson, Ruckman, Smith, Scott, Tetz, Todd, Tyler, Vanice, Warnath.
Instructors: Blake, Brownlow, Buel, Collins, Coon, Doughty, Ferte, Pratt, Richardson, Thayer, Thompson, Weaver.

The Education-Psychology Department provides the professional education offerings for prospective teachers in elementary, junior high, senior high, and special education areas. It is also responsible for the psychology area for the general studies program.

The department is organized into three subdivisions, the divisions of elementary education, secondary education, and special education. Through this organization students may prepare for state certification and eligibility to teach by meeting the norm programs and being recommended by the institution.

In an effort to provide instruction related to the work teachers will need to be aware of, the department provides block-of-time, team teaching course patterns, coupled with field experiences, which provide the student with contacts with children at the sophomore and junior level, prior to student teaching. The American Association of Colleges for Teacher Education awarded the elementary education program a Distinguished Achievement Award for excellence in teaching in 1967.

The professional education courses required for completion of a program are indicated by level. All students must complete the general education requirements listed on page 37 and the appropriate professional education requirements. For majors and minors refer to the departmental sections of this catalog.

Elementary Education Major

Professional Teacher Education Requirement

Major: Elementary Education

Learning and Instruction in the Elementary School (9 hours per term)	18
Children's Literature or Literature for Adolescents	3
School Health	3
Specialized Methods in Art, Music, and Physical Education	9
Student Teaching and Seminar	15
	48

Junior High Education Major

(Teaching areas listed by department)

Professional Teacher Education Requirements

Major: Junior High School Education

Psychological Foundations of Education	4
Teaching in the Junior High School	4
Special Methods in Teaching Fields	6
Teaching Reading in the Secondary Schools	3
Educational Media and Materials	3
Student Teaching and Seminar	15
	35

Senior High Education Major

(Teaching areas listed by department)

Professional Teacher Education Requirements

Minor: Secondary Education

Psychological Foundation of Education	4
Educational Media and Materials	3
Teaching Reading in the Secondary School	3
Principles of Secondary Teaching	3
Special Methods in the Major Field	3
Student Teaching and Seminar	15
	31

Specialized Programs

FIVE-YEAR ART EDUCATION PROGRAM

General Education requirements, page 39

Major in Art Education, page 47

Professional Teacher Education

Learning and Instruction in Elementary Education	18
School Health Program	3
Physical Education in the Grades	3
Children's Literature or Literature for Adolescents	3
Music Education	3
Student Teaching (Elementary)	5

Fifth year in Art Education Program

Principles of Secondary Teaching or Teaching in the Junior High School	3-4
Student Teaching and Seminar, Secondary	15

MUSIC EDUCATION PROGRAM

General Education requirements, page 40

Music Education requirements, page 53

Professional Teacher Education Requirements

Minor: Education

Psychological Foundations of Education	4
Principles of Secondary Teaching	3
Educational Media and Materials (G)	3
Music Education: Elementary	3
Music Education: Secondary	3
Methods and Research Materials: Music	3
Student Teaching Seminar	3
Student Teaching: Elementary (5-10 hours)	12
Student Teaching: Secondary (5-10 hours)	
	37

Special Education

Oregon College of Education is authorized by the State Board of Higher Education to offer work in Special Education. To qualify requires successful completion of a teacher education program and the preparation listed in one of the following optional special education minors.

Courses Comprising the Optional Minors in Specialized Fields

Teachers of the Mentally Retarded

Ed 449. Arts and Crafts for the Mentally Retarded (G)	3
Ed 464. The Mentally Retarded Child (G)..	3
Ed 489. Curriculum for the Mentally Retarded (G)	3
Ed 409. Practicum: The Mentally Retarded	3
	12

¹This integrated two-term sequence of nine hours each term, Junior Block I and Junior Block II, consists of Educational Psychology (learning and evaluation), Methods and Materials of Reading, Language Arts, Social Studies, Sciences, Mathematics, and AV Aids.

Speech Correction

Sp 487. Audiology (g)	}	3
or		
Sp 371. Speech Science	}	3
Sp 370. Phonetics		
Sp 484, 485, 486. Clinical Speech Therapy (g)		6
Sp 480. Speech Pathology (Introduction) (g)		3
Sp 481 or 482 or 483. Speech Pathology (g)		3
Sp 478. Diagnostic Methods in Speech Pathology and Audiology (g)		3
Sp 488, 489. Audiology (g)		6
Ed 393. Speech Correction in the Schools ..		3
	—	30

Extreme Learning Problems (Elementary Majors only)

Ed 470. Education of the Exceptional Child (G)		3
Ed 465. Diagnostic and Remedial Techniques in the Basic Skills (G)		3
Ed 463. The Maladjusted Child (G)		3
Ed 468. Diagnostic and Remedial Techniques in Reading (G)		3
Ed 409. Practicum: Remedial Reading		6
Ed 597. Psychology of Reading		3
Psy 523. General Intelligence Testing		3
	—	24

Special undergraduate program in speech pathology and audiology (elementary majors only)

General Education requirements listed on page 40.

Professional Teacher Education Requirements

Ed 316. Psychological Foundations of Education	4
Ed 357. Methods and Materials: Reading	3
Mus 383. Music Education (Elementary)	3
A 323. Art Education (Elementary)	3
Ed 351. School Health Program	3
Ed 411. Student Teaching Seminar	3
Ed 413. Student Teaching: Speech Correction	12
Ed 435. Educational Media and Materials (G)	3
	— 34

Specialized Undergraduate Preparation

Minor: Speech Correction

Sp 370.	Phonetics	3
Sp 484, 485, 486.	Clinical Speech Therapy (g)	6
Sp 478.	Diagnostic Methods in Speech Pathology and Audiology (g)	3
Sp 480.	Speech Pathology (Introduction) (g)	3
Sp 487, 488, 489.	Audiology (g)	9
Ed 393.	Speech Correction in the Schools	3
Sp 481.	Speech Pathology: Articulation (g)	} 3
	or	
Sp 482.	Speech Pathology: Organic (g)	
	or	
Sp 483.	Speech Pathology: Stuttering (g)	
		— 30

General Studies Curricula**Psychology Minor**

The general studies program provides the opportunity for a student to complete a broad-based academic program. For those students in the corrections program, this minor is designed to help develop competencies in counseling and

guidance, group therapy, and case supervision. Courses to be included are to be planned with the assistance of an adviser.

Minor: 27 approved hours in Education-Psychology with a minimum 12 hours upper division.

HEALTH AND PHYSICAL EDUCATION

Department Chairman: Dr. Robert Livingston

Professors: Burke, Lautenbach, Livingston, McArthur, Assistant Professors: Caligore, Davis, Krey, McCullough, Miller, Shollenberger, Spinaz, Instructor: Brownlow, Nelson.

The department of Health and Physical Education has broad functions and responsibilities that include both unique and shared contributions in the total education of students of the college. These contributions fall mainly into the following patterns:

- Toward the general education of all students of the college through the requirement of six term hours of instructional credit in courses which provide skills, attitudes and knowledges concerned with active, balanced living.
- Contribute to the professional preparation of all teacher education students and to assume the major responsibility for the specialized professional preparation of health and physical education teachers through the provision of majors and minors in that field.
- Assist in campus recreation through the provision of leadership and facilities for leisure time physical recreation activities particularly of the intramural nature.
- Prepare highly skilled individuals and groups for public performance against outside opposition in those sports and games that are traditional components of American culture.

Physical Education Programs for Teacher Education Curricula

The courses listed below constitute the 63 hour major in physical education for secondary students. Those completing the program and meeting the requirements for the general norm as a secondary teacher will be eligible for the basic norm as a secondary teacher of physical education. Deviations from the program or substitution of courses must be approved by the department chairman. Every student enrolling in the program is advised and urged to concentrate his electives in a second norm field in order to take advantage of placement opportunities.

Professional Activities PE 100P/200P 1 hour courses 18

PE 111P	Basic Rhythms
PE 112P	Gymnastics and Self Testing
PE 113P/213P	Aquatics
PE 114P	Badminton
PE 114P	Archery
PE 114P	Golf
PE 114P/214P	Track and Field
PE 114P/214P	Tennis
PE 114P/214P	Bowling
PE 114P/214P	Wrestling (M)
PE 115P	Soccer-Speedball
PE 115P	Games and Relays
PE 115P/215P	Hockey (W)
PE 115P/215P	Basketball
PE 115P/215P	Volleyball
PE 115P/215P	Soft or Baseball
PE 211P	Folk and Square Dance
PE 211P	Social or Modern Dance
PE 212P	Body Mechanics

Theory Courses 39

HE 151.	Personal Hygiene	2
HE 252.	First Aid	2
Ed 344.	P.E. in the Grades (Secondary)	3
Ed 351.	School Health Program	3
PE 337, 338, 339.	Officiating (W)	2
PE 343.	Organization and Administration of P. E.	3
PE 359.	Athletic Training and Conditioning (M)	2
PE 363, 364, 365, 366, 367, 368.	Coaching Courses	2
PE 371.	Kinesiology	3
PE 445.	The Physical Education Curriculum	3
PE 446.	Tests and Measurements in Physical Education	3
PE 447.	Principles of Physical Education	3
PE 473.	Physiology of Exercise	3
Z 334, 335.	Anatomy and Physiology	6

Planned Electives 7

Total quarter hours 63

Minor: Junior High School-Senior High School

Physical Education

	Men	Women
HE 252.	First Aid	2 2
Ed 344.	Physical Education in the Grades (Secondary)	3 3
PE 447.	Principles of Physical Education (g)	3 3
PE 343.	Organization and Administration of Physical Education	3 3
PE 371.	Kinesiology	3 3
Z 334, 335.	Anatomy and Physiology	3 3
HE 151.	Personal Hygiene	2 2
PE 359.	Athletic Training and Conditioning	2
PE 363, 364, 365, 366, 367, 368.	Coaching Courses	4
PE 337, 338, 339.	Officiating Sports	2
PE 111, 211.	Rhythms	3 3
PE 112, 212.	Gymnastics and Self Testing Activities	2 2
PE 113, 213.	Aquatics	2 2
PE 114, 214.	Individual and Dual Sports	3 6
PE 115, 215.	Team Sports	5 6
PE 445.	The Physical Education Curriculum (g)	3 3
Approved Electives in Phys. Ed.		3 3

Health and Physical Education

Z 334, 335.	Anatomy and Physiology	6
PE 343.	Organization and Administration of Physical Education	3
PE 447.	Principles of Physical Education (g)	3
Ed 344.	Physical Education in the Grades	6
PE 371.	Kinesiology	3
PE 359 or 337, 338, 339.	Athletic Training and Conditioning or Officiating Sports	2
PE 445.	The Physical Education Curriculum (g)	3
PE 111, 211.	Rhythms	3
PE 112, 212.	Gymnastics and Self Testing Activities	2
PE 113, 213.	Aquatics	2
PE 114, 214.	Individual and Dual Sports	3
PE 115, 215.	Team Sports	3
HE 352.	Nutrition	3
HE 252.	First Aid	2
HE 151.	Personal Hygiene	2
Ed 351.	School Health Program	3

Athletic Coaching Concentration

PE 343.	Organization and Administration of Physical Education	3
PE 359.	Athletic Training and Conditioning	2
PE 363-4-5-6-7-8-9.	Coaching Courses—(any three, two-hour courses)	6
PE 371.	Kinesiology	3
PE 447g.	Principles of Physical Education	3
PE 473.	Physiology of Exercise	3

Physical Education Minor for Elementary Education

Minimum of 36 quarter hours including lower division work. This minor will meet the requirement of an area of concentration for elementary education majors.

Physical Education

Activity Courses	17
Rhythms (3), Gymnastics and Self Test (2), Aquatics (2), Individual and Dual Sports (5), Team Sports (5)	
Theory Courses	19
First Aid (2), Methods (3), Principles (3), Organization and Administration (3), Kinesiology or Anatomy and Physiology (3), Officiating or Coaching (2), Approved Electives in Physical Education (3)	

HUMANITIES

Department Chairman: Dr. Charles Alva

Professors: Alva, Bellamy, Clarke.
Associate Professors: Rickards,
Assistant Professors: Baker, Beck, Birnbaum, Davis, Ferte, Fissel, Hanson, Kirby, Ross, Rossi, Salisbury, Schenck, Slawson, Weiss, Willis.
Instructors: Backstedt, Conkey, Dashney, Eddings, Flanigan, Holland, Polensek, Sheldon, Shirk.

The Humanities Department is concerned with what makes man uniquely man, not as an inert object to be anatomized and controlled, but as the creating center of his culture. A study of the humanities can lead to a deeper understanding of the relations between self and the human world.

Central to the study of humanity is the study of that most distinctly human creation, language, so most courses and programs within the department are involved directly or indi-

rectly with language: how language has been used (as in literature, philosophy, and linguistic courses), and how it can be used (as in writing, foreign language, speech and drama courses).

The Humanities Department offers a broad range of instruction in languages, theatre, literatures and philosophies—courses which can be combined in various ways to fulfill the intellectual and career needs of students. The department also serves other departments of the college in helping to prepare students to teach in other areas and to develop professional careers.

Recognizing that man's search for knowledge is a continuous process, the department periodically reviews and alters its courses and programs to reflect the dynamic nature of humanities.

Programs in Humanities

The Humanities Department has options available in Literature, Writing and Language; Speech-Drama/Literature, Writing and Language; French, and Spanish for students preparing for teaching in secondary schools. The courses making up the program in each are listed. Deviations from these programs or substitution of courses must be approved by the department chairman.

Humanities Majors for Teacher Education Curricula

Literature, Writing and Language

Core Requirements

Wr 121, 222, 414g	9
Sp 111 or approved substitute	3
Eng 201, 202, or 203 (any one)	3
Sp 239 or Sp 311 (with Sp 239 prereq)	3
Phl 201, 202, 203, 311, 312, 313 (any one) ..	3
Eng 473g	3
Eng 475g or Eng 490g	3
Eng 489g	3
Any one sequence from the following three sequences, plus one course each from the remaining two:	
Eng 101, 102, 103 }	15
Eng 107, 108, 109 }	
Eng 253, 254, 255 }	

Upper Division Literature Options

One course each from any five of the following seven categories:

1) Eng 387	15
2) Eng 357, Eng 446g	
3) Eng 314, 315, 316, 317, 361	
*RL 405, RL 441, 442, 443	
4) Eng 366, 367, 368, Eng 375, Eng 457g	
Sp 464g, 465g, 466g, *RL 405	3
5) Eng 436g, Eng 447g, 448g, 449g, *RL 405	
6) Eng 466g, 467g, 468g	
7) Eng 484g, 485g, 486g, 487g	3
Approved Elective in Humanities	

Speech-Drama/Literature, Writing and Language

Core Requirements

Wr 121, 222, 414g	9
Sp 111, or Sp 112	3
Eng 104, 105, 106	3
Eng 101, 102, 103 } any one	3
Eng 201, 202, 203 }	3
Eng 107, 108, 109. (any one)	3
Sp 120	3
Sp 239	3
Sp 251	3
Eng 253, 254, 255. (any one)	3
Eng 473g	3
Eng 475g or Eng 490g	3
Eng 489g	3

Speech-Drama Options

Sp 244, 245, 246, Sp 270 (any four hours) ..	4
Sp 311, Sp 321, Sp 322, Sp 323 } (any 6 hrs)	6
Sp 347, Sp 356, Sp 357	3
Sp 364 or Sp 412	3
Sp 411g or Sp 415g	3

English Options

Fifteen hours from any four of the following six categories:

1) Eng 357, Eng 387	15
2) Eng 314, 315, 316, 317, 361	
3) Eng 366, 367, 368, Eng 375	
Eng 457g, Sp 464g, 465g, 466g	
4) Eng 436g, Eng 447g, 448g, 449g	
5) Eng 466g, 467g, 468g	
6) Eng 484g, 485g, 486g, 487g	— 79

French²

RL 50, 51, 52. First Year French	12
RL 101, 102, 103. Second Year French	12
RL 311, 312, 313. Survey of French Literature	9
RL 314, 315, 316. Inter. French Comp. and Conversation	9
RL 331. French Pronunciation and Phonetics ..	3
Eng 473. Nature of the English Language ..	3
RL 411. Applied Linguistics	3
RL 415. The Language Laboratory: Theory (1 hr) and Practicum (2 hrs)	3

— 54

Spanish²

RL 60, 61, 62. First Year Spanish	12
RL 107, 108, 109. Second Year Spanish	12
RL 341, 342, 343. Survey of Spanish Literature	9
RL 347, 348, 349. Inter. Spanish Comp. and Conversation	6
RL 350. Spanish Pronunciation and Phonetics	3
RL 339. Hispanic Culture and Civ.: Latin America	3
Eng 473. Nature of the English Language ..	3
RL 412. Applied Linguistics: Spanish	3
RL 415. The Language Laboratory: Theory (1 hr) and Practicum (2 hrs)	3

— 54

¹ RL 405 is a reading and conference course which can count in only one category according to the content for the student taking it.

² Those who have completed two or more years of the same language in high school will enter the second year class and complete the norm requirement from approved electives. Students preparing for a teaching norm in a language are also required to complete Ed 336, Methods in Teaching Foreign Language.

Minors: Junior High School—Senior High School

Literature, Writing and Language

Core Requirements

Wr 121, 222, 414g	9
Sp 111 or approved substitute	3
Eng 104, 105, 106	9
Eng 101, 102, 103 (any one)	3
Eng 107, 108, 109 (any one)	3
Eng 253, 254, 255 (any one)	3
Eng 473g	3
Eng 475g or Eng 490g	3
Eng 489g	3

Upper Division Literature Options

One course each from any four of the following six categories:

1) Eng 357, Eng 387	12
2) Eng 314, 315, 316, 317, 361	
3) Eng 366, 367, 368, Eng 375, Eng 457g	
4) Eng 436g, Eng 447g, 448g, 449g	
5) Eng 466g, 467g, 468g	
6) Eng 484g, 485g, 486g, 487g	

— 51

Foreign Language¹

French

RL 50, 51, 52. First Year French	12
RL 101, 102, 103. Second Year French	12
RL 311, 312, 313. Survey of French Literature	9
RL 314, 315, 316. Intermediate French Composition and Conversation	9
RL 331. French Pronunciation and Phonetics	3

— 45

Spanish

RL 60, 61, 62. First Year Spanish	12
RL 107, 108, 109. Second Year Spanish	12
RL 341, 342, 343. Survey of Spanish Literature	9
RL 347, 348, 349. Intermediate Spanish Composition and Conversation	6
RL 350. Spanish Pronunciation and Phonetics	3
RL 339. Hispanic Culture and Civilization: Latin America	3

— 45

Speech and Drama

Sp 111. Fundamentals of Speech	3
Sp 120. Voice and Diction	3
Sp 239. Oral Interpretation	3
Sp 244, 245, 246. Technical Theater (any one)	2
Sp 251. Elements of Acting	3
Sp 255. Make-up	1
Sp 357. Play Production	3
Sp 364. Play Direction	3
Approved Upper-division Elective in Speech	3

— 24

Combined Language Arts, Social Science

Humanities

Wr 121, 222, 414g	.....	9
Sp 111 or approved substitute	.....	3
Eng 104, 105, 106 (any two) or	}	6
Eng 253, 254, 255 (any two)		
(A total of six other hours from two of the following five sequences)		
Eng 101, 102, 103	}	6
Eng 104, 105, 106		
Eng 107, 108, 109		
Eng 201, 202, 203		
Eng 253, 254, 255		
Eng 473g	.....	3
Eng 475g or Eng 490g	.....	3
Eng 489g	.....	3
Approved Upper Division Elective	.....	3

— 36

Social Science

Hst 101, 102, 103. History of Western Civilization	9
Hst 201, 202, 203. History of the United States	9
Geog 105, 106, 107. Introductory Geography	6
PS 301, 302. American Governments	3

— 33

Library

Lib 480. Children's Literature (g)	3
Lib 483. Book Selection and Reference Materials (g)	3
Lib 484. School Library Administration (g)	3
Lib 486. Introduction to Cataloging and Classification (g)	3
Lib 489. Literature for Adolescents (g)	3
Ed 389. Reading and Telling Children's Stories	3
Ed 435. Educational Media and Materials (G)	3

— 21

Journalism

J 211. Introduction to Journalism	3
J 212. Reporting	3
J 213. Copy Editing and Make-up	3

— 9

Minors—Elementary

Minimum of 36 quarter hours including lower division work. This minor will meet the requirement of an area of concentration for elementary education majors.

Humanities

Composition (Wr 111, 212, and 414g)	9
Any 9 hour lower division literature sequence	9
Speech	3
Nature of the English Language (Eng 473)	3
Approved Humanities Electives	12

— 36

Foreign Language

FRENCH

*RL 50, 51, 52. First-Year French	12
RL 101, 102, 103. Second-Year French	12
RL 314, 315, 316. Intermediate French Composition and Conversation	9
RL 331. French Pronunciation and Phonetics	3

— 36

SPANISH

*RL 60, 61, 62. First-Year Spanish	12
RL 107, 108, 109. Second-Year Spanish	12
RL 347, 348, 349. Intermediate Spanish Composition and Conversation	6
RL 350. Spanish Pronunciation and Phonetics	3
RL 339. Hispanic Culture and Civilization: Latin America	3

— 36

General Studies Curricula

The general studies program provides the opportunity for a student to complete a broad based program suited to an individual's needs and interests. It is possible to complete a program with a major in Humanities or The Arts

¹ Students who have completed two or more years of the same language in high school will enter the second year class and complete the norm requirement from approved electives. Students preparing for a teaching norm in a language are also required to complete Ed 336, Methods in Teaching a Foreign Language.

(art, music, drama) or to include Humanities as a minor or a third field in the degree program.

All programs are planned with the assistance of a departmental adviser.

MAJOR—The Arts (music, art, drama) 72 hours, 36 hours upper division. The program and areas of concentration must be planned with the assistance of a departmental adviser.

Humanities—72 quarter hours with a minimum of 36 quarter hours of upper division.

Minor—27 approved hours in humanities with a minimum of 12 hours upper division.

Third field—18 approved quarter hours in art.

MUSIC

Department Chairman: Dr. Edgar Smith

Professors: Berg, Knuth, E. Smith, Wallace

Associate Professors: Geist

Assistant Professors: Dobbs, Funes, A. Lyon, R. Million, Mitton, O'Brien

Instructors: Brand, V. Duncan

The Department of Music serves a variety of purposes on the OCE campus. For the music education major, it offers professional training in all aspects of music. For students in other areas it provides an integral part of the general educational background with opportunities for specialization.

The institution is recognized as an Associate Member of the National Association of Schools of Music. The Music Department is committed to a quality program in music. This includes the preparation for teachers who will teach music full-time in the public schools, those who will teach music part-time, and those who will not be teaching music but need more preparation in the arts in order to live life to its fullest.

The college choir, band and orchestra are open to qualified college students not majoring in music. More specialized performance groups consist mostly of music majors. A highlight of the music program is the growth of interest in opera. An opera workshop is a regular part of class offerings during the year. A major opera performance is a part of the summer Fine Arts Festival. The music department presents many recitals and concerts throughout the year, most of which have no admission charge and are open to the public as well as the college community.

Specific music curricula are: Music Education Major, Secondary Music Education Major, General Studies Fine Arts Major, Secondary Music Education Minor, and Elementary Music Minor. The department also services the non-major or minor through courses in Music Fundamentals and Music Education for the Elementary Major, and courses in Music Literature for the General Studies and Secondary Major.

Music Education Programs for Teacher Education Curricula

The courses listed below constitute the 63 hour major in music education for secondary students. Those completing the program and meeting the requirements for the general norm as a secondary teacher will be eligible for the basic norm as a high school teacher of music. Deviations from the program or substitution of courses must be approved by the department chairman.

Major: Music Education

Mus 121, 122, 123. Music Theory I (4 hours each term)	12
Mus 201 and 202 or 203. Introduction to Music and its Literature	(6)
Mus 221, 222, 223. Music Theory II (3 hours each term)	9
Mus 224, 225, 226. Keyboard Harmony (1 hour each term)	3
Mus 190, 290. Applied Music (1 or 2 hours each term)	6
Mus 195. Band (1 hour each term) or Mus 196. Orchestra (1 hour each term) or Mus 197. Chorus (1 hour each term)	6
Mus 347. Band and Orchestra Management	3
Ed 410g. Methods and Research Materials	3
Mus 384. Music Education	3
Mus 390. Applied Music (1 or 2 hours each term)	5
Mus 391. Applied Music (1 or 2 hours each term)	5
Mus 490. Applied Music (1 or 2 hours each term)	5
Mus 315, 316. Harmonic and Structural Analysis	4
Mus 320. Conducting	2
Mus 395. Band (1 hour each term) or Mus 396. Orchestra (1 hour each term) or Mus 397. Chorus (1 hour each term)	5
Approved electives	5

Total quarter hours 63

Minor: Junior High School-Senior High School

Music

Mus 121, 122, 123. Music Theory	12
Mus 201 and 202 or 203. Introduction to Music and its Literature	6
Mus 290. Applied Music	1
Mus 181, 182, 183 or Mus 192, 193, 194. Class Voice or Piano	3
Mus 195 or Mus 196 or Mus 197. Band, Orchestra or Choir	3
Mus 235, 236, 237. Brass, Woodwinds, Percussion and Strings	3
Mus 314, 315, 316. Harmonic and Structural Analysis	6
Mus 384. Music Education	3
Mus 347 or Ed 410g. Band and Orchestra Management or Methods and Research Materials: Music	3
Mus 320. Conducting	2

42

Music Minor for Elementary Education

Minimum of 36 quarter hours including lower division work. This minor will meet the requirement of an area of concentration for elementary education majors.

Music

Mus 121, 122, 123. Music Theory (Exempt from Mus 381, 382)	12
Mus 201 and 202 or 203. Music Literature	6
Mus 195-395, 196-396, 197-397. Band, Orchestra, or Choral Group	5
Mus 320. Conducting	2
Mus 181, 182, 183. Class Voice, or 192, 193, 194. Class Piano or 235, 236, 237. Brass, Woodwind, String and Percussion	3
Mus 190, 290, 390, 391, 490. Private Study (Applied Music)	5
Mus 407. Seminar: Music in the Schools	3
	— 36

Specialized Program in Music Education

A specialized four year program in Music Education with educational experience at both the elementary and secondary levels.

The curriculum in Music Education is a four year program designed for students who wish to prepare themselves for teaching or consulting in vocal and instrumental music in both elementary and secondary schools. Upon satisfactory completion of the program the student will be recommended for a basic certificate as a teacher of music.

In addition to courses listed below, certain basic performance requirements give the graduate sufficient skill for artistic self-expression in school and community. Students are expected to have a major performance area in voice, piano, brass, woodwind, string, or percussion. He also should develop a second area of performance and do some work in all areas, including conducting. An advisor from the music department will help a student plan this important phase of his education.

Placement tests in piano and theory are given before registration each term to insure proper placement of new and transfer students.

At the end of his junior year a student must demonstrate a piano proficiency adequate for his professional duties as a music educator. Minimum requirements are: a sonatina by Clementi, Haydn, or Beethoven; a Bach Little Prelude, or two-part invention; a composition from the romantic or contemporary period; and sight reading of community songs and hymns, and accompaniment material appropriate to the field of major interest.

Before student teaching, a qualifying examination reflects the profile of a student's proficiency in performance, and helps to place him in a student teaching assignment appropriate for his growth.

A senior comprehensive examination is taken the last term before graduation. This summarizes what he has learned in the field of methods and materials necessary for successful teaching.

Upon recommendation of his performance instructor, a senior will give a partial or full recital. All students when qualified, and approved by their instructor, are urged to appear each term in a recital with other students.

Music Education Major

Mus 121, 122, 123. Music Theory I	12
Mus 221, 222, 223. Music Theory II	9
Mus 224, 225, 226. Keyboard Harmony	3
Mus 314, 315, 316. Harmonic and Structural Analysis	6
Mus 320, 323. Conducting	4
Mus 190, 290, 390, 391, 490. Applied Music	11
Mus 181, 182, 183. Class Lessons in Voice	3
Mus 192, 193, 194. Class Lessons in Piano	11
Mus 195, 295, 395, 495. Band	
Mus 196, 296, 396, 496. Orchestra	
Mus 197, 297, 397, 497. Choir	
Mus 235, 236, 237. Brass, Woodwinds, String and Percussion Instruments	3
Mus 347. Band and Orchestra Management	3
Mus 360, 361, 362. History of Music	9
Mus 332, 333, 334. Class Strings	3

— 77

General Studies Curricula

The general studies program provides the opportunity for a student to complete a broad base academic program. It is possible to complete a program with a major in the Arts (art, music, drama) or to include the area of music as a minor or third field in a degree program.

All programs must be planned with the assistance of a departmental adviser.

Major—The Arts (music, art, drama) 72 hours, 36 hours upper division. The program and areas of concentration must be planned with the assistance of a departmental adviser.

Music Minor—27 approved hours in Music with a minimum of 12 hours upper division.

Third field—18 approved quarter hours in music.

SCIENCE AND MATHEMATICS**Department Chairman: Dr. Anton Postl**

Professors: Cummins, Postl, Thompson
Associate Professors: Brodersen, Evett, Landis, Walker
Assistant Professors: Attia, Hiebert, Jaffer, Liedtke, Lovell, Main, McCorkle, Morgali, Novak, Pennock, Rooth, Spring, Todd, Williams
Instructors: Barnard, Blackburn, Corey, Hartvigson, Osborne, Sherwood, Smith
Graduate Assistants: Fruwirth, Nielsen, J. Smith

The Science and Mathematics Department serves the institution in several distinct capacities and a number of different programs. Probably foremost are its contributions to the general education of students in the various programs in Teacher Education and in the Liberal Arts and Sciences. The department makes

equally important contributions in giving teachers at all levels the requisite background for their own teaching careers. In addition, it has a great involvement with students in programs of preprofessional education which vary in length from only one year in very specialized areas to those leading to a general studies degree either completely from this institution or jointly with a professional school.

The department is divided into three major faculty groups of the biological sciences, the physical sciences, and mathematics. Each of these faculty groups is made up of very competent and enthusiastic staff members whose primary concern and interest is in working with students. Nearly all of them have in addition a deep involvement in their respective fields through participation in professional organizations and research. The faculty is also keenly aware of the great opportunities of our geographical setting and enrich their instruction with numerous field trips and local illustrations.

The rapid rate of growth of information and an even more rapidly moving technology present the problem of our relative involvement in the areas of basic and applied knowledge. The staff believes that its primary function is to acquaint students with the necessary basic foundations and principles which will enable them to become, to a degree, scientifically and mathematically intelligent, or at least literate, members of our contemporary society. They surely should also become acquainted with some of the contributions or applications of these fields to man's welfare and their background should enable them to make these interpretations.

Science-Mathematics Programs for Teacher Education Curricula

There are four majors in the field of science-mathematics available for students preparing for secondary teaching. The courses making up the program in each are listed. Deviations from these programs or substitution of courses must be approved by the department chairman.

Chemistry

Ch 204, 205, 206. General Chemistry	12
Ch 312, 313. Quantitative Analysis	8
Ch 334, 335, 336. Organic Chemistry	12
Ch 340. Elementary Physical Chemistry	4
	36
Mth 101. College Algebra	4
Mth 102. Trigonometry	4
Mth 200. Introduction to Differential and Integral Calculus	4
Ph 201, 202, 203. General Physics	12
Upper division electives in science or mathe- matics	3
	27
Total quarter hours	63

Physical Science-General Science

Ch 101, 102, 103 or 201, 202, 203. General Chemistry	12
Ch 104, 105, 106. General Chemistry	12
Biological Science (One sequence to be se- lected)	9
Bi 101, 102, 103. General Biology	
Bot 201, 202, 203. General Botany	
Z 201, 202, 203. General Zoology	
Ph 201, 202, 203. General Physics	12
GS 351. Elements of Astronomy	3
G 351. Elements of Geology	3
Ph 390. Basic Meteorology	3
Upper division electives in science	18
Mth 101. College Algebra	4
Mth 102. Trigonometry	4
Mth 200. Introduction to Differential and Integral Calculus	4
	72

Total quarter hours

Biology

Bot 201, 202, 203. General Botany	9
Z 201, 202, 203. General Zoology	9
Bi 374, 375, 376. Natural History of Oregon	9
Bot 331. Plant Physiology	3
Bot 371. Structure of Seed Plants	3
	6
or	
Z 334, 335. Human Anatomy & Physi- ology	6
Z 326. Comparative Vertebrate Embryology	6
Bi 341. Genetics	4
Bi 446. Evolution (g)	3
¹ Bi 460. Preparation of Biological Materials (g)	4
	47
Ch 104, 105, 106. or	
Ch 204, 205, 206. General Chemistry	12
Mth 100. Intermediate Algebra	4
Mth 101. College Algebra	4
	20
Total quarter hours	67

Mathematics

Math through 203	16-24
Two Terms Upper Division Algebra	6
One term Upper Division Geometry	3
Mth 492, 493	6
Approved Upper Division electives in Mathe- matics	9
Approved Upper Division in Mathematics or Science	0-8
	51
Ph 201, 202, 203	12

63

Science Minors—Senior High School

Biological Science

Bot 201, 202, 203. General Botany	9
Z 201, 202, 203. General Zoology	9
¹ Bi 460. Preparation of Biological Materials (g)	4
GS 441. Natural History	3
Bi 341. Genetics	3
Z 334, 335, or Bot 331, 332. Physiology and Anatomy	6
Bi 446. Evolution (g)	4
Z 326. Embryology	3
	41

Chemistry

Ch 204, 205, 206. General Chemistry	12
Ch 312, 313. Quantitative Analysis	8
Ch 334, 335, 336. Organic Chemistry	12
Ch 340. Physical Chemistry	4
	36

¹ Bi 460 is the special secondary methods course.

Physical Science-General Science

Ch 104, 105, 106. General Chemistry	12
Biological Science (Biology, Botany or Zoology. One sequence to be selected)	9
Ph 101, 102, 103. Essentials of Physics	9
G 351. Elements of Geology	3
GS 351. Elements of Astronomy	3
Ph 390. Basic Meteorology	3
—	39

Science Minors—Junior High Schools

Combined Science and Mathematics

Biology Sequence	9
Bi 101, 102, 103	
Bot 201, 202, 203	
Z 201, 202, 203	
Ch 104, 105, 106 or 204-206	12
Ph 101, 102, 103	9
Earth Science Sequence	
GS 351, G 351, Ph 390	9
—	39

Mathematics

Math through 201	8-16
Two Terms Upper Division Algebra	6
One Term Upper Division Geometry	3
Mth 491, 492	6
U. D. Electives in Math	8
—	31
—	70

Mathematics Minors—Junior High School-Senior High School

Elementary Algebra and Geometry

Math through 201	8-16
One term upper division Algebra	3
One term upper division Geometry	3
Mth 491, 492	6
Approved upper division Electives in Mathematics	6-14
—	34

Advanced Mathematics

Math through 203	12-20
Two terms upper division Algebra	6
One term upper division Geometry	3
Mth 492, 493	6
Approved upper division Electives in Math.....	4-12
—	39

Minors: Elementary Education

Minimum, 36 quarter hours including lower division work. This minor will meet the requirement of an area of concentration in the general standard norm for elementary teachers.

Science

A sequence in Biological Science	9
GS 202, 203. Physical Science	8
Earth Science Sequence	9
Electives in Science	7
Natural History (GS 441)	3
—	36

Mathematics

Mathematics through Mth 200	8-21
Mth 311	3
At least two quarters of upper division work from Algebra, Geometry, and Number Theory	6
At least two quarters of applications from Computer Coding, Probability and Statistics	6
Approved electives in Mathematics	0-13
—	36

General Studies Curricula

The general studies program provides the opportunity for a student to complete a broad based program suited to an individual's need and interests. It is possible to complete either a program with a major in science-mathematics or to include the area of science-mathematics as a minor or a third field in the degree program.

All programs are planned with the assistance of a departmental adviser.

Major—72 quarter hours with a minimum of 36 quarter hours of upper division.

Minor—27 approved hours in science-mathematics with a minimum of 12 hours upper division.

Third Field—18 approved hours in science-mathematics.

SOCIAL SCIENCE

Department Chairman: Dr. Paul Griffin

Professors: Griffin, Brody, Chatham, Gallagher, Holmes, Redbird

Associate Professors: Amspoker, Anderson, Hill, Mackey, Singh

Assistant Professors: Bergman, Brandhorst, Carter, Co-troneo, Dortmund, Hess, Hirsch, C. Johnson, Long, Moran, Opager, Patterson, Pratten, Vanderford, White

Instructors: Johnsrud, Martin, Ogard, Pickett

The major objective of science is to acquire a full understanding of the vast system on the earth's surface composed of man and the natural environment. Of the four great areas within this system of concern to science—matter, space, time, and man—social science, as much as possible, is concerned with the latter three. Social science treats these elements principally from the perspective of man within a space-time continuum.

Social Science, a cluster of the disciplines of Anthropology, Economics, Geography, History, Political Science, and Sociology, provides the student with a firm and comprehensive foundation in the available and expanding knowledge about human behavior and social institutions. Such a foundation serves as a tool for moving the present into a certain kind of future; it also places the significance of past events in a new perspective. Furthermore, the student discovers that the language of social science is not only an instrument of self-expression but also a means of rational thought and communication.

Thus, using methods of empirical and scholarly research, the student of social science investigates the characteristics and interactions of people, and societies, and cultures in their social and physical environments. He also examines the changes apparent in human relationships and the reinterpretation of relationships between present and past events. Basic social systems, institutions, and processes are explored, as well as the connections—concrete and subtle—between individuals and institutions and among political, economic, and social institutions.

The Department of Social Science at Oregon College of Education offers several programs of study leading to undergraduate and graduate degrees. The Department also cooperates with other departments of the College in carrying on a number of special programs which prepare students for various academic and professional careers.

Social Science Programs for Teacher Education Curricula

The courses listed below constitute the teaching major in social science at Oregon College of Education. Deviations from this program or substitution of courses must be approved by the department chairman.

Major: Social Science

Hst 101, 102, 103. History of Western Civilization	9
Hst 201, 202, 203. History of the United States	9
Hst 140. Introduction to History	3
Geog 105, 106, 107. Introductory Geography	9
PS 206. Introduction to Political Science	3
PS 301. National Government	3
PS 302. State and Local Government	3
Ec 201, 202, 203. Principles of Economics	9
Soc 307. Principles of Sociology	3
Soc 480. Cultural Anthropology (g)	3
Electives in History	3
Electives in Sociology	6

63

Social Science Minors—Junior High School-Senior High School

Hst 101, 102, 103. History of Western Civilization	9
Hst 201, 202, 203. History of the United States	9
Geog 105, 106, 107. Introductory Geography	9
Ec 201, 202, 203. Principles of Economics	9
Soc 307. Principles of Sociology (and two electives)	9
PS 206. Introduction to Political Science	3
PS 301. National Government	3
PS 302. State and Local Government	3

54

Combined Social Science Language Arts

Social Science	
Hst 101, 102, 103. History of Western Civilization	9
Hst 201, 202, 203. History of the United States	9
Geog 105, 106, 107. Introductory Geography	9
PS 301, 302. American Governments	6

— 33

Humanities

Wr 121, 222, 414g	9
Sp 111 or approved substitute	3
Eng 104, 105, 106 (any two) or	6
Eng 253, 254, 255 (any two)	
(A total of six other hours from two of the following five sequences)	
Eng 101, 102, 103	
Eng 104, 105, 106	
Eng 107, 108, 109	
Eng 201, 202, 203	6
Eng 253, 254, 255	
Eng 473g	3
Eng 475g or Eng 490g	3
Eng 489g	3
Approved Upper Division Elective	3
	— 36
	— 69

MINOR FOR ELEMENTARY EDUCATION MAJORS

Minimum of 36 quarter hours including lower division work. This minor will meet the requirement of an area of concentration for Elementary Education majors.

Social Science

History of the Pacific Northwest	3
History of the United States	9
History of Western Civilization	9
Geography	9
Six hours of electives from the fields of political science, sociology, anthropology, economics, history, or geography	6
	— 36

General Studies Curricula

The general studies program provides a student the opportunity to complete a broad based program suited to an individual's needs and interests. It is possible to complete either a program with a major in social science or to include the area of social science as a minor or a third field in the degree program.

Increasingly, correctional agencies and institutions are faced with the need for professionally educated personnel. Correction personnel's ability to prevent and control crime and delinquency and to improve rehabilitative programs, would seem to be directly proportionate to the degree of education and skill they bring to their tasks. Usage of modern correctional administration processes demands personnel knowledgeable about offender's treatment, retraining and the attendant operations and services; pre-sentence investigations; intake procedures; work release; presentation of cases; screening and classification; orientation procedures; counseling and guidance; group therapy; case supervision; progress evaluation; pre-release preparation; parole planning; case referral, etc.

In designing this curriculum professionals in corrections in the State of Oregon have been consulted. Reference has also been made to the Report of the Committee on Personnel Standards of the American Correctional Association and to

the 1966 Report of the National Council on Crime and Delinquency for the Oregon State Board of Control.

The curriculum rests on a broad base provided by the various disciplines of the Social Science Department. The special courses in correctional administration emphasize the application of the knowledge, procedures, and theories contributed by them. The skills and technical information needed by correctional workers are also covered. Successful completion of this curriculum leads to a B.A. or B.S. in General Studies, Social Science-Corrections.

All programs are planned with the assistance of a departmental adviser.

Major—72 quarter hours with a minimum of 36 quarter hours of upper division.

Minor—27 approved hours in social science with a minimum of 12 upper division.

Third Field—18 approved hours in social science.

Major—Corrections

Minimum, 72 hours, 36 upper division

History	9
Hst 201, 202, 203. History of the United States	
Political Science and Economics	9
Geography	18
States	
Geog 105, 106, 107. Introductory Geography	9
Geog 221. Field Geography	3
Geog 240. Cartography	3
Geog 411. Cultural Geography (g)	3
Sociology and Anthropology	36
Soc 307. Principles of Sociology	3
Soc 338. Marriage and the Family	3
Soc 416. Criminology and Delinquency (g)	3
Soc 437. Sociology of Race Relations (g)	3
Soc 491. Corrections Processes	3
Soc 492. Penology	3
Soc 493. Parole and Probation	3
SSc 407. Seminar	3
SSc 409. Practicum	12
	— 72
Approved electives to be chosen in consultation with the Department Chairman	15-18

GRADUATE STUDY

GRADUATE DEGREE PROGRAMS

Oregon College of Education offers study beyond the bachelor's degree leading to either the Master of Science in Education degree or the Master of Arts in Teaching degree. Post-baccalaureate level students are screened and admitted directly into the various graduate level programs, each of which has appropriate admissions standards and designated graduate faculty. Campus-wide standards for admissions, selection of faculty, and final examinations, are established by the dean of faculty in accordance with recommendations of a faculty committee called the Committee on Graduate Study.

OBJECTIVES OF THE GRADUATE STUDY PROGRAMS

The objectives of the graduate program at OCE are:

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.

To provide opportunities for broad educational and cultural experiences appropriate for well-educated citizens.

To offer opportunity for specialization in depth in an academic area at the master's level.

To offer opportunity for specialization in an area of special education, e.g., teaching handicapped children, culturally disadvantaged, and children who have difficulty learning basic skills.

To exert leadership in research in the teaching-learning process. This objective is augmented through the work of the Teaching Research Division of the Oregon State System of Higher Education located on the campus.

To provide an opportunity for those in the master's degree program also to complete certification requirements for public school teachers.

GRADUATE DEGREE PROGRAMS

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 or master of arts in teaching. The master of science degree will appeal chiefly to teachers wishing to develop further competency in the fields of education and psychology or to teachers at either level who plan to become educational specialists. The master of arts in teach-

ing degree is especially appropriate for classroom teachers who wish to develop depth in a particular area of subject matter.

Curricula are developed under each of the two master's degree programs which prepare teachers in the following areas:

Elementary Education

Childhood Education

Junior High School Education

Secondary Education

Humanities

Science-Mathematics

Social Science

Educational Specialists

Deaf Education

Extreme Learning Problems

Teaching the Mentally Retarded

Speech Correction

Counseling

Supervision

Socially and Educationally Disadvantaged

ADMISSION PROCEDURE

All persons desiring to enroll at Oregon College of Education for study at the graduate (post baccalaureate) level in a planned program must complete application for admission to the college by filing the following documents with the Director of Admissions:

Two completed Application for Admission forms and payment of the required fee unless said fee has been certified as waived.

Two official transcripts from the institution granting the bachelor's degree, and from each graduate institution attended, if any, including the Division of Continuing Education, validating all undergraduate and graduate credits and degrees earned.

Two completed Declaration of Intent forms clearly stating the specific planned program the applicant desires to enter, if any.

One unofficial photocopy of the current teaching certificate held, if any; or a completed petition requesting waiver of the requirement for holding a public school teaching certificate if such is indicated and justifiable.

An official report of the applicant's performance on the Miller Analogies Test or Graduate Record Examination (Verbal-Quantitative Scores). If neither test has been taken prior to arrival on campus, one must be taken the first time it is administered following the student's initial registration on campus.

Application forms and declaration of intent forms may be secured from the registrar's office. All documents become the property of the College and are nonreturnable. Responsibility for providing the Director of Admissions with all required documents rests with the Student.

The College reserves the right to deny credit for course work completed before a student is officially admitted for graduate study.

Summer Session Students. Students who begin working toward a planned program of graduate study on campus in the summer session must file for admission as outlined above. Formal application must be completed and the student admitted for graduate study before the end of the fourth week of the session. Failure to complete admission may result in the denial of application of graduate credit at Oregon College of Education for the course completed.

CLASSIFICATION OF GRADUATE STUDENTS

The college Director of Admissions classifies eligible students on the basis of their undergraduate grade point average (GPA) and Declaration of Intent. Qualified students who declare that their intent is to seek a master's degree are classified either as regular graduate students or probationary graduate students. Qualified students who declare that their intent is to complete requirements for teacher certification at Oregon College of Education through a planned non-degree graduate program are classed as special graduate students.

All other eligible graduate students are designated unclassified graduate students following minimum application procedures as outlined for these particular students.

Regular Graduate Students

A student will be admitted as a regular graduate student who (1) states that his objective is to complete a planned program leading to a master's degree, (2) holds a bachelor's degree from a four-year accredited institution as defined by the American Association of Collegiate Registrars and Admissions Officers, (3) has a grade point average of 2.75 ($C = 2.0$) or better for all undergraduate courses attempted in his bachelor's degree program or has satisfactorily completed graduate work as provided below, and (4) holds or is eligible to hold a valid teaching certificate unless such has been waived by petition.

Admission by Transfer. A student who has been admitted to regular graduate standing at another accredited institution and who has completed 12 or more quarter hours of course work acceptable in a master's degree program at that institution with a GPA of 3.00 (B) or better, may be considered for admission as a regular graduate student at OCE. The course work must have been completed within five years prior to the date of application, and at least nine of the hours must have been taken concurrently. Credits earned through extension courses are not applicable. At least 12 of the hours so completed should be applicable (but not necessarily included) in the student's planned program of study for the master's degree. Admission by transfer of graduate credit shall be by special petition to the Director of Graduate Programs.

Planning of Program and Assigning of Adviser. Following the student's admission to the College by the Director of Admissions as a regular graduate student the Director of Graduate Programs will, subject to consultation with a designated adviser, evaluate the student's records for determination of eligibility for entering a specified program and formulate a program of study.

In the event the student is attempting to complete some aspect of certification as a part of his planned master's degree program, such must have been clearly stated on his Declaration of Intent. In this event his original program must be endorsed by the Director of Teacher Education indicating the teaching norms that will be met upon satisfactory completion of the program as listed at the time of endorsement.

Admission to Candidacy for a Master's Degree. Admission to the College as a regular graduate student does not constitute acceptance into actual candidacy for a particular master's degree. Classification as a regular graduate student means only that the student has met minimum standards for admission into a program leading to candidacy for the master's degree. After being admitted to the college as a regular student, each student must apply to the Director of Graduate Programs for admission to candidacy in a particular degree program.

Admission to candidacy is determined by the Director of Graduate Programs on the basis of recommendation by the Committee on Graduate Study and the student's academic adviser. The academic adviser and the Committee on Graduate Study base their recommendations on evidence of each student's professional academic competency in accordance with eligibility criteria established for each program.

A regular graduate student will be considered for admission to candidacy for a master's degree when he has taken the following action.

Filed with the Director of Graduate Programs the following documents:

A completed Application for Admission to Candidacy. The application form may be secured from the Director's office and should be filed early in the term in which all requirements for admission to candidacy are expected to be completed.

The original copy of his official planned program for the master's degree. Forms and procedures for developing a planned program are determined by the Director of Graduate Programs.

Statements regarding his competency for graduate study from each of three OCE faculty members with whom graduate course work has most recently been completed. It is the responsibility of the student to insure that these forms are on file with the Director of Graduate Programs. Forms should be obtained from the office of the Director at the time the candidate enrolls on campus for the first time as a full-time student (9 concurrent hours or more).

An official record of performance on either the Miller Analogies Test or the Graduate Record Examination (Verbal-Quantitative Scores). Normally, these official records are provided by the student at the time he applies for admission to the College, and are required by the student's academic adviser at the time when the planned program is being developed.

Completed not less than 12 quarter hours on campus in his planned program with at least 9 of those hours having been taken concurrently. It is recommended that these 12 hours be scheduled in two different areas when at all possible.

Maintained a GPA of 3.0 (B) or better in all graduate courses completed to the date of his being considered for admission to candidacy, and any upper-division courses completed in his planned program. The accumulation of 9 quarter hours of C grade, or the equivalent, subsequent to his being classified as a regular graduate student will result in the candidate being dropped as a candidate for the master's degree.

Once having been admitted to candidacy for a master's degree, a student may not be dropped from that degree program for a period of five years from date of admission except through academic failure without the approval of the Dean of Faculty. After five years, a candidate must reapply for admission to candidacy and

complete any additional requirements recommended by his adviser and by the Committee on Graduate Study before completing the final evaluative procedures for graduation.

Denial of Admission to Candidacy for a Master's Degree. Regular graduate students who are denied admission to candidacy for a master's degree will not be allowed to continue graduate study as regular or probationary students. They may be reclassified as special graduate students or unclassified graduate students by petition to the Dean of Faculty. Change in classification from regular graduate status to special graduate status will be made only on the recommendation of both the Director of Graduate Programs and the Director of Teacher Education.

Course work completed in a planned program leading to a master's degree is not automatically transferable into a planned non-degree program. Also, once having been accepted as a candidate for a master's degree, a student who requests reclassification as a special graduate student is not automatically acceptable as a candidate for a planned non-degree program.

Probationary Graduate Students

A student will be admitted as a probationary graduate student who states that he intends to complete a planned program leading to a master's degree but who does not meet the standard for admission as a regular graduate student for either of the following reasons: (1) his bachelor's degree was awarded by an institution not included in the list of accredited four-year institutions accepted by the Director of Admissions, or (2) his GPA is between 2.25 and 2.74 for all undergraduate courses attempted in his bachelor's degree program. Admission as a probationary graduate student permits the student to begin his studies toward a master's degree but the College gives no assurance that credits earned by a student in this category will later be applied in a master's degree program.

Following the student's admission to the College by the Director of Admissions as a probationary graduate student the Director of Graduate Programs will, subject to consultation with a designated adviser, evaluate the student's records for determination of possible future eligibility for entering a specified program, and formulate a program of study.

In the event the student is attempting to complete some aspect of certification as a part of his planned program such must be clearly stated in his Declaration of Intent. In this event

his original program must be endorsed by the Director of Teacher Education indicating the norms that will be met upon satisfactory completion of the program as listed at the time of endorsement.

Application for Reclassification from Probationary to Regular Graduate Standing. Before being considered for admission to candidacy in a master's degree program, the probationary student must be reclassified as a regular graduate student. Reclassification to regular graduate standing is obtained by petition to the Director of Graduate Programs who acts on the recommendation of the Committee on Graduate Study and the student's academic adviser. The judgment is made on the basis of the following evidence:

A completed petition form on file.

Written evaluations of the student's performance by at least three OCE faculty members under whose direction graduate credits have been earned while enrolled full time for a regular term or Summer Session on campus. The course work must have been scheduled in two different areas if at all possible and approved prior to enrollment by the student's adviser and the Director of Graduate Programs. Workshops, short courses, or related special instructional offerings, which are usually taught during the Summer Session or off campus through the Division of Continuing Education will not apply. The report forms must be given to the instructors at the beginning of the term.

Accumulative grade-point average of 3.0 (B) or better in all courses attempted during the term as a full-time student on campus. Satisfactory performance on either the Miller Analogies Test or the Graduate Record Examination (Verbal-Quantitative Scores).

Removal from Master's Degree Program.

Probationary graduate students whose request for reclassification is denied will automatically become ineligible to become candidates for a master's degree at Oregon College of Education. They may be reclassified as special graduate students or unclassified graduate students by petition to the Dean of Faculty. Change in classification from probationary to special graduate status will be made only on the recommendations of both the Director of Graduate Programs and the Director of Teacher Education. Course work completed in a probationary status is not automatically transferred into a planned non-degree graduate program.

Special Graduate Students

A student will be admitted as a special graduate student who (1) states that his objective is to complete a planned non-degree program (but not to seek a master's degree), and (2) has been awarded a bachelor's degree from an accredited four-year institution as defined by the Association of Collegiate Registrars and Admissions Officers.

The Director of Teacher Education is responsible for determining the eligibility of special graduate students for entrance into the appropriate non-degree graduate program, for the approval of a planned program of study, and for the assignment of an academic adviser.

Admission to the College as a special graduate student does not constitute acceptance into a planned non-degree graduate program. Regulations governing application to specific planned non-degree graduate programs may be obtained from the office of the Director of Teacher Education.

Students intending to complete requirements for certification and a planned non-degree program should refer to the section entitled "Non-Degree Fifth-Year Programs." (Page)

Reclassification to Regular Graduate Status. A special graduate student who wishes to change his original intent and pursue a planned program of study leading to a master's degree may do so by petitioning to the Director of Graduate Programs. The Registrar will reclassify a student only with the approval of the Dean of Faculty, and the Dean of Faculty will base his decision on recommendations from the Director of Graduate Programs and the Committee on Graduate Study. Graduate credit earned as a special graduate student which the student wishes to apply toward a master's degree will be subject to the requirements of the program selected. Items required and procedures followed will be similar to those for reclassifying probationary graduate students.

Denial of Admission to the College as a Special Graduate Student. A student shall be denied admission to the College as a special graduate student if he has not completed requirements for a bachelor's degree from an accredited four-year institution as defined by the American Association of Collegiate Registrars and Admissions Officers.

Once having been admitted to a planned non-degree graduate program no student will be dropped from that program for a period of five years except for reasons of academic failure without the approval of the Dean of Faculty. After five years, a candidate must reapply for admission to a non-degree graduate program and may be subject to completion of additional requirements if readmitted.

Unclassified Graduate Students

Students whose objective is to continue their education at the graduate level but not to enroll in either a planned program leading to a master's degree or to completion of teacher certification requirements will be expected to provide the Director of Admissions with a completed Declaration of Intent and evidence that they hold a bachelor's degree from a four-year college or university acceptable to the Director of Admissions.

On the basis of the above items eligible students will be admitted as unclassified graduate students.

The College will award graduate credit to unclassified graduate students for graduate courses completed at OCE during a regular session or summer session. Courses completed through the Division of Continuing Education which are designated as OCE extension courses also may be recorded on the permanent record of the unclassified graduate student.

Reclassification to Special, Probationary, or Regular Graduate Status. An unclassified graduate student who wishes to change his original intent and pursue a planned program of study leading to a master's degree may do so by petitioning to the Director of Graduate Programs. The Registrar will reclassify a student only with the approval of the Dean of Faculty, and the Dean of Faculty will base his decision on recommendations from the Director of Graduate Programs and the Committee on Graduate Study. Normally, unclassified graduate students who request reclassification in order to pursue a master's degree, first will be classified as probationary graduate students and will be subject to the regulations outlined above pertaining to probationary graduate students. In addition, any graduate credit earned as an unclassified graduate student which the student wishes to apply toward a master's degree will be subject to the same regulations governing transfer of graduate credit earned at other institutions.

Unclassified graduate students who wish to change their Declaration of Intent and complete requirements for a teaching certificate may do so by petitioning to the Director of Teacher Education. The Registrar will reclassify such students as special graduate students only with the approval of the Dean of Faculty. The Dean of Faculty will base his decision on the recommendation of the Director of Teacher Education and the Teacher Education Committee. Courses completed while a student is an unclassified graduate student are not automatically applicable to a planned non-degree graduate program. The determination of acceptable completed course work shall be made by the Director of

Teacher Education on the recommendation of the student's graduate adviser or the appropriate advisory committee and the Teacher Education Committee.

GENERAL REGULATIONS

Transfer of Graduate Credit. Upon favorable action by the Committee on Graduate Study, appropriate credit, not to exceed 15 quarter hours, may be applied from accredited institutions and/or the Oregon Division of Continuing Education. Regardless of the number of credits transferred, it is understood that the student will complete the courses specified as required in the program or approved courses of comparable content. No credit will be applied for courses taken through correspondence study.

Hours to complete subsequent to admission to candidacy. Every student who has been admitted to candidacy for the master's degree must complete at least 18 quarter hours of his official program subsequent to the quarter in which all requirements for admission were satisfactorily completed.

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 an accumulative grade-point average of 3.00 (B) in all graduate work completed, and in all upper-division courses included in the approved master's degree program. A student accumulating 9 quarter hours of C grades, or lower, in graduate courses or upper-division courses included in the approved master's degree program 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 30 quarter hours of the official master's degree program must be earned in residence with at least 9 being taken concurrently.

Undergraduate Enrollment in Graduate Courses. A student within 12 quarter hours (not including student teaching) of completing all requirements for the bachelor's degree may petition to enroll in approved courses to be reserved for later application to a master's degree program. Not more than a total of 12 quarter hours of such excess credits may be applied in a program except in the case of teaching interns who may petition and enroll any time during their senior year.

Those seeking graduate credit in 400(G) or (g) courses are expected to perform at a level of academic competence considerably above that

expected of undergraduates, both in quality of work and in the acquisition of knowledge related to the course. They are expected to seek additional conferences with their instructors early in the term to determine the specific requirements and standards to which they will be held. The regular procedures and deadlines for course changes apply in the case of students seeking, or withdrawing from graduate credit.

Maximum Load. The maximum load for graduate students is 16 quarter hours in a regular term and 13 quarter hours in an eight-week summer session of graduate courses or any combination of graduate and undergraduate courses unless a petition to carry an overload has been approved by the Director of Graduate Programs during the week of registration.

Tuition and Fees. Graduate students shall pay tuition and fees as set forth in the current catalog.

Joint Campus Enrollment. The State Board of Higher Education has approved registration procedures which will permit graduate students enrolled at Oregon College of Education, the University of Oregon and Oregon State University to take full advantage of the unique strengths of the three institutions, including courses and seminars in specialized fields and the use of special laboratories, library collections and research tools.

Concurrent Enrollments. The State Board of Higher Education has authorized concurrent enrollments at various authorized institutions and in courses offered by the Division of Continuing Education with the understanding that the maximum charges shall not exceed the rate of charge for a full-time student at Oregon State University, the University of Oregon, and Portland State College. Oregon College of Education graduate students interested in additional information on concurrent or joint campus enrollment should contact the Director of Graduate Programs.

Time Limit. Only those courses and requirements completed within a period of five 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 or field study is involved it must be accepted within this five-year limit. However, credit earned between five and seven years prior to the completion of the program may, in certain cases, be approved by action of the committee on graduate study upon petition.

Thesis. The writing of a thesis is not required for the master's degree, but it is recommended

for students planning to work toward the doctorate. Any student interested in writing a thesis or field study report must contact the Director of Graduate Programs for necessary information as to procedures to be followed.

Final Evaluation Procedures. Each candidate must complete satisfactorily all evaluation procedures established for his program. Normally a candidate will not be permitted to take final comprehensive examinations during the term in which he completes all requirements for official admission to candidacy for the master's degree. The evaluative procedures may be written or oral, or both, as determined by the Committee on Graduate Study. If final written comprehensive and/or oral examinations are required they cannot be taken until the candidate has completed all course work or is actually enrolled in the final course or courses. The examinations will be offered only in April and in July of each year. Each candidate must have on file with the Director of Graduate Programs an Application for the Master's Degree, which will be considered as the application to take the final comprehensive examinations. This form is obtained from the office of the Director of Graduate Programs and must be filed prior to April 1 for the April examination and prior to July 1 for the July examination. A candidate choosing to write a thesis may be required to complete satisfactorily a written examination, or an oral examination over his research and course work, or both.

Conferring of Degrees. The master's degree will be officially conferred at the June commencement subsequent to the completion of all degree requirements. When a candidate successfully completes all requirements for the master's degree but final courses are taken during the spring term through the Division of Continuing Education, 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 an individual.

MASTER OF SCIENCE IN EDUCATION

Elementary Curricula¹

The 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).

¹ Completion of a fifth year of preparation is not required in Oregon by statute for certification of elementary classroom teachers. However, a student completing a master's degree program at Oregon College of Education will normally complete the standard norms required for the Standard Teaching Certificate.

General Elementary Education. This curriculum consists of a required professional education core of 18 quarter hours, a required general education core of 15 quarter hours, and approved courses to total a minimum of 45 quarter hours. Courses in the 400 numbers may usually be taken by either undergraduate or graduate students. When a student takes a 400 course as graduate work, it is his responsibility to verify the graduate standing of that particular course and to make certain that his registration carries the proper designation of G or g as the case may be.

The Professional Education Core consists of 18 quarter hours as follows:

Ed 512.	Research Procedures in Education....	3
Ed 513.	Evaluation of Classroom Instruction..	3
Ed 518.	Public and Professional Relations	3
Ed 546.	Philosophy of Education	3
Ed 553.	Elementary School Curriculum	} as approved 3
	or	
Ed 566.	Curriculum Construction.	} as approved 3
Psy 460G.	Developmental Psy: Infancy and Childhood,	
	or	} as approved 3
Psy 461G.	Developmental Psy: Adolescence and Maturity, or	
Psy 520.	Psy of Learning	
		18

The General Education Core consists of 15 quarter hours as follows:

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

SSc 511.	Contemporary Developments in the Social Sciences	3
Hum 511.	Contemporary Developments in the Humanities	3
GS 511.	Contemporary Developments in Science and Mathematics	3
		6 of 9
and a 9-term hour block of approved courses in the third area		9
		15

(Note: If humanities is selected for the 9-hour block, Hum 511¹ may apply; if science-mathematics is selected, GS 511 probably will not apply. If social science is selected SSc 511 may apply. The contemporary developments courses are required in the two areas not selected for the block. The student should determine with the chairman of the appropriate department the courses that will constitute his particular 9-hour block and inform the Director of Graduate Programs as to those courses.)

Electives. The remaining 12 quarter hours shall be completed in approved electives in either professional or general education in light of the candidate's individual needs and possible requirements for certification. A minimum of 45 quarter hours is required for the program.

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 12 quarter hours similar to that required in the general elementary curriculum for graduate students; a specialized core in childhood education of 18 quarter hours; a general education core of 9 quarter hours; and 6 quarter hours of approved electives for a minimum total of 45 hours.

The Basic Professional Education Core consists of:

Ed 512.	Research Procedures in Education	3
Ed 513.	Evaluation of Classroom Instruction	} 3
	or	
Ed 518.	Public and Professional Relations	} 3
Ed 546.	Philosophy of Education	
Psy 460G.	Developmental Psychology: Infancy and Childhood	3
		12

The Specialized Core consists of:

Ed 451G.	Preprimary Education	3
Ed 452G.	Creative Arts in Childhood	3
Ed 519 and 520.	Childhood Education (6 hrs. each)	12
		18

The General Education Core consists of:

SSc 511.	Contemporary Developments in the Social Sciences	3
Hum 511.	Contemporary Developments in the Humanities	3
GS 511.	Contemporary Developments in the Sciences and Mathematics	3
		9

Electives:

Electives in education or psychology, or an approved pattern of courses	6
A minimum of 45 hours is required for the program.	

Secondary Curricula

The graduate program for the degree of master of science in education for secondary teachers consists of several different curricula based on the candidate's selected teaching area and certification requirements. Each curriculum consists of a required professional education core of from 18 to 24 graduate quarter hours including 12 quarter hours of specified courses and from 6 to 12 quarter hours of electives as approved by the chairman of the department of education-psychology; and a selected teaching area chosen from one of those listed below, and consisting of from 21 to 27 required and approved graduate quarter hours as approved by the designated adviser. A minimum of 45 quarter hours is required in the program. Courses in the 400 numbers may usually be taken by either

¹ Courses applicable to the basic norm requirements for librarians may be included as 6 of the 9-hour block and as the 12 hours of electives. For list of those courses see following under secondary humanities.

² These two 6-quarter-hour-courses, Ed 519 and Ed 520, are offered singly in alternate summer sessions only.

undergraduate or graduate students. When a student takes a 400 course as graduate work it is his responsibility to verify the graduate standing of that particular course and to make certain that his registration carries the proper designation of G or g as the case may be.

The Professional Education Core common to all curricula consists of:

Ed 512. Research Procedures in Education.....	3	
Ed 546. Philosophy of Education	3	
Ed 522. Secondary School Curriculum		} as approved
Ed 566. Curriculum Construction		
or		
Ed 571. Junior High School Curriculum		} as approved
Psy 460G. Developmental Psychology: Infancy and Childhood		
or		
Psy 461G. Developmental Psychology: Adolescence and Maturity		} as approved
Psy 520. Psychology of Learning		
Education and/or psychology courses as approved	6-12	
	18-24	

The selected teaching core consists of a minimum of 21 graduate quarter hours in a single teaching area, to be selected from one of those listed below. The actual courses required for each student shall be selected under guidance of the designated adviser subject to individual needs and certification requirements to be met. This may necessitate the substitution of courses other than those specifically listed.

A minimum of 45 quarter hours is required for each Master's degree program.

Humanities

Both Junior and Senior High School

Literature, Writing, and Language

Eng 446g. Major Theories of Literary Criticism	3
Eng 447g, 448g, 449g. Major Figures in Literature	6-9
Eng 466g, 467g, 468g. Study of Ideas in Literature	3-6
Eng 475g. Modern American Grammar and Usage	3
Eng 484g, 485g. Study of Types of Literature	3
Approved courses in humanities	3-9
Total quarter hours	21-27

School Librarian

Completion of the following 21 quarter hours of course-work will meet the basic norm requirement for a school librarian. The number of courses that may be combined with the above

humanities core as a part of the master's degree program will depend on the needs of the particular individual and approval by the designated adviser.

Education courses, not applicable in humanities core:

Ed 389. Reading and Telling Children's Stories (not applicable in M.S. program)	3
Ed 435G. Educational Media and Materials....	3
	6

Library courses applicable in humanities core when approved:

Lib 480g. Children's Literature	3
Lib 483g. Book Selection and Reference Materials	3
Lib 484g. School Library Administration	3
Lib 486g. Introduction to Cataloging and Classification	3
Lib 489g. Literature for Adolescents	3
	15

Science-Mathematics. The selected area consists of one of the following:

MATHEMATICS: (one curriculum to be selected)

Junior High School

Pre Algebra and General Mathematics

Mth 491g, 493g. Mathematics for Secondary Teachers	6
Approved courses with at least 9 hours in mathematics	15-21
Total quarter hours	21-27

Elementary Algebra and Geometry

Mth 491g, 493g. Mathematics for Secondary Teachers	6
Approved courses with at least 9 hours in mathematics	15-21
Total quarter hours	21-27

Senior High School

Elementary Algebra and Geometry

Mth 491g, 493g. Mathematics for Secondary Teachers	6
Approved courses with at least 9 hours in mathematics	15-21
Total quarter hours	21-27

Advanced Mathematics

Mth 410g. Foundations of Mathematics	3
Mth 443g. Abstract Algebra	3
Mth 415g. Modern Geometry	3
Approved courses with at least 9 hours in mathematics	12-18
Total quarter hours	21-27

SCIENCE: (One curriculum to be selected)

Junior High School

General Science

Bi 446g. Evolution	3
Bi 460g. Preparation of Biological Materials	4
G 450g. Rocks and Minerals	3
G 453g. Geology of the Pacific Northwest....	3
GS 411g. History of Science	3
Approved courses with at least 5 hours in science and/or mathematics	5-11
Total quarter hours	21-27

Senior High School

Biology

Bi 412g. General Microbiology	4
GS 541. Bioecology	3
Bi 458g. Field Biology	3
Z 451g. Invertebrate Zoology	4
GS 411g. History of Science	3
Approved courses with at least 4 hours in biology	4-10
Total quarter hours	21-27

Chemistry

Ch 561. Advanced Inorganic Chemistry	3
Ch 520. Advanced Analytical Chemistry	3
Ch 530. Advanced Organic Chemistry	3
GS 411g. History of Science	3
Approved courses with at least 9 hours in chemistry	9-15
Total quarter hours	21-27

Physical Science

Ch 561. Advanced Inorganic Chemistry* ..	3
Ch 530. Advanced Organic Chemistry*	3
Ph 581, 582. Modern Physics	6
GS 411g. History of Science	3
Approved courses with at least 6 hours in physical science	6-12
Total quarter hours	21-27

General Science

Bi 446g. Evolution	3
Bi 460g. Preparation of Biological Materials ..	4
G 450g. Rocks and Minerals	3
G 453g. Geology of the Pacific Northwest ..	3
GS 411g. History of Science	3
Approved courses with at least 5 hours in science and/or mathematics	5-11
Total quarter hours	21-27

Social Science (one curriculum to be selected)

Both Junior and Senior High School

American History

Historiography	3
Seminar in American History	3
Graduate Courses in American History	15-21
Total quarter hours	21-27

World History

Historiography	3
Seminar in World History	3
Graduate courses in World History	15-21
Total quarter hours	21-27

Geography (approved courses from the following)

Geog 411g, 412g. Cultural Geography	3-6
Geog 416g, 417g, 418g. Advanced Economic Geography	3-6
Geog 425g. Geography of Conservation	3
Geog 426g. Geography of Europe	3
Geog 427g. Geography of the Soviet Union ..	3
Geog 429g. Geography of North America	3
Geog 432g. Geography of Africa	3
Geog 450g. Geography of Asia	3
Geog 461g. Geography of South America	3
Geog 463g. Geography of Middle America	3
Total quarter hours required	21-27

* Students lacking undergraduate prerequisites may have other courses substituted by the designated adviser.

CURRICULA FOR EDUCATIONAL SPECIALISTS

These curricula are designed to enable teachers who desire to become educational specialists to complete a master's degree program which includes the course requirements for the norms. Some candidates may complete all requirements for the selected basic subject norm and the master's degree but fall short of completing all requirements for the standard norm in the selected area of specialization. Ultimately, for certification purposes, educational specialists must complete all course requirements for the standard norm in the area of specialization.

Establishing a Program of Study. Students who have little or no undergraduate work in the selected field may be required to complete additional hours in order to clear certain undergraduate deficiencies. Each curriculum requires completion of a professional education core consisting of 9 quarter hours of approved courses and a specialized core of not less than 36 quarter hours in the selected area for a master's degree program total of not less than 45 quarter hours. Each candidate's program shall be determined by the designated adviser in terms of the student's needs, interests, and certification requirements. Deviation from the officially approved program of study may be made only when approved by the above individuals and filed in writing with the Director of Graduate Programs.

Admission to Candidacy for the Master's Degree. Candidates must observe the regulations concerning admission, retention, completion, as required for all graduate programs and listed previously under "General Regulations."

Application of Transfer and Previously Completed Courses. Courses listed below in the various basic and standard norms, or comparable courses, that have been satisfactorily completed in the recent past may apply to the appropriate norm when so approved by the director of that program. However, application of such courses in the master's degree program will be governed by the regulations applying to "transfer credit" and "time limit" as stated previously in the "General Regulations."

TEACHERS OF THE DEAF

This program serves the dual purpose of fully preparing teachers of the deaf and at the same time qualifying them for a master of science in education degree. It is conducted by Oregon College of Education in cooperation with the Oregon State School for the Deaf and selected day-schools for the deaf.

The master's degree program consists of the following courses.

Professional Education Core

Ed 512. Research Procedures in Education	3
Ed 546. Philosophy of Education	3
Psy 460G, 461G, or 520 as approved	3

Total quarter hours 9

Specialized Core in Teaching the Deaf

Sp 487g, 488g, 489g. Audiology	10
Ed 507. Seminar: Student Teaching	3
Ed 509. Practicum: The Deaf	9
Ed 539. Directed Observation of the Deaf	3
Ed 541. Teaching School Subjects to the Deaf	3
Ed 542. Teaching Elementary School Subjects to the Deaf	3

Ed 543. Teaching Secondary School Subjects to the deaf	3
Ed 556. Teaching Language to the Deaf, Introduction	5
Ed 557. Teaching Language to the Deaf, Advanced	4
Ed 578. Teaching Speech to the Deaf, Introduction	4
Ed 579. Teaching Speech to the Deaf, Advanced	5
Ed 584. Orientation to the Deaf and Hard of Hearing	3

Total quarter hours 52

Admission to candidacy and successful completion of the required 9 quarter hours of professional education and 52 quarter hours of specialized education along with any prescribed testing program will qualify the graduate for certificate A of the Conference of Executives of American Schools for the Deaf and the degree of Master of Science in Education.

EXTREME LEARNING PROBLEMS

A candidate in this area must have met the requirements for the basic general elementary norm or hold an appropriate Oregon Elementary Teaching Certificate issued prior to October 15, 1965.

The master's degree program consists of not less than 45 quarter hours:

Professional Education Core

Ed 512. Research Procedures in Education	3
Ed 546. Philosophy of Education	3
Psy 460G, 461G, as approved	3

Total quarter hours 9

Specialized Core in Extreme Learning Problems

The specialized core consists of the 24 quarter hours listed below for the basic norm plus not less than 12 quarter hours approved from the courses listed for the standard norm.

Basic Norm Courses

Ed 463G. The Maladjusted Child	3
Ed 465G. Diagnostic and Remedial Techniques in the Basic Skills ¹	3
Ed 468G. Diagnostic and Remedial Techniques in Reading ¹	3
Ed 470G. Education of the Exceptional Child	3

Psy 523. General Intelligence Testing	3
Ed 509. Practicum: Remedial Reading ¹	6
Ed 597. Psychology of Reading	3

Total quarter hours 24

Standard Norm Courses

Sp 480g. Speech Pathology	3
Sp 487g. Audiology	3
Ed 464G. The Mentally Retarded Child	3
Ed 469G. Teaching Reading in Secondary Schools	3
Ed 487G. Counseling Techniques	3
Ed 509. Practicum: Basic Skills ¹	3
Ed 585. Administration of Special Education	3

Total quarter hours 21

TEACHING THE MENTALLY RETARDED

Students wishing to qualify for the master of science in education degree with specialization in teaching the mentally retarded must complete a program of not less than 45 quarter hours consisting of 9 quarter hours of approved courses in professional education and a minimum of 36 quarter hours pertaining to teaching the mentally retarded as listed.

Professional Education Core

Ed 512. Research Procedures in Education	3
Ed 546. Philosophy of Education	3
Psy 460G, 461G, or 520, as approved	3

Total quarter hours 9

Specialized Core in Mental Retardation

The specialized core shall consist of the 12 hours required for the basic norm in teaching the mentally retarded plus additional approved courses from those listed for the standard norm for a total of not less than 36 quarter hours.

Basic Norm Courses

Ed 449G. Arts and Crafts for the Mentally Retarded	3
Ed 464G. The Mentally Retarded Child	3
Ed 489G. Curriculum for the Mentally Retarded	3
Ed 509. Practicum: The Mentally Retarded Child	3

Total quarter hours 12

Standard Norm Courses

Ed 424G. Measurement in Education	3
Ed 463G. The Maladjusted Child	3
Ed 465G. Diagnostic and Remedial Techniques in the Basic Skills	3
Ed 470G. Education of the Exceptional Child	3
Psy 523. General Intelligence Testing	3
Ed 487G. Counseling Techniques	3
Sp 480g. Speech Pathology	3
Psy 524. Individual Intelligence Testing	3

Total quarter hours 24

SPEECH CORRECTION

Students wishing to qualify for the master of science in education degree with specialization in speech pathology and audiology must complete a program consisting of 9 quarter hours of approved courses in education and a minimum of 36 quarter hours of courses in speech

¹ Must be completed on Oregon College of Education campus.

pathology and audiology. The required number of specialized courses in speech pathology and audiology shall consist of 28 hours required for the basic norm in speech correction along with 9 or more hours of courses approved from those listed for the standard norm. In most instances the program will exceed the minimum 36 hours of specialized courses since it will be planned to help the candidate meet the clinical competency requirements of the American Speech and Hearing Association. The candidate must hold, or be eligible to hold, an Oregon Basic Teaching Certificate, or its equivalent. For waiver of this requirement a petition must be approved as outlined in the section entitled "General Regulations." Minimum course requirements are as follows:

Required as a part of the basic norm in speech correction but not applicable in the master's degree program.

Sp 370. Phonetics	3
Total quarter hours	3

Professional Education Core

Ed 512. Research Procedures in Education	3
Ed 546. Philosophy of Education	3
Psy 460G, or 461G, or 520 as approved	3
Total quarter hours	9

Specialized Core in Speech Correction

Basic Norm Courses

Sp 478g. Diagnostic Methods in Speech Pathology and Audiology	3
Sp 480g. Speech Pathology	3
Sp 481g, or 482g, or 483g. Speech Pathology, as approved	6
Sp 484g, 485g, 486g. Clinical Speech Therapy	6
Sp 487g, 488g, 489g. Audiology	10
Total quarter hours	28

Standard Norm Courses

Sp 481g, or 482g, or 483g. Speech Pathology, as approved	3
Psy 594. Psychology of Communication	3
Psy 523. General Intelligence Testing	3
Ed 470G. Education of the Exceptional Child	3
Ed 507. Seminar: Medical Aspects of Speech and Hearing	4
Ed 509. Practicum: Speech Pathology	4
Ed 509. Practicum: Audiology	4
Total quarter hours	24

COUNSELING

Oregon College of Education offers the courses necessary to meet the basic norm in counseling. Teachers may complete a master's degree program composed of a professional education core, basic norm in counseling, and additional approved courses for a total of not less than 45 quarter hours.

Professional Education Core

Ed 512. Research Procedures in Education	3
Ed 546. Philosophy of Education	3
Psy 460G, or 461G, or 520 as approved part of basic norm	3
Total quarter hours	9

Basic Norm in Counseling

Ed 485G.	Principles and Practices of Guidance Services	3	
Ed 486G.	Occupational and Educational Information	3	
Ed 487G.	Counseling Techniques	3	
Ed 522.	Secondary School Curriculum or	} as approved	3
Ed 553.	Elementary School Curriculum or		
Ed 571.	Junior High School Curriculum		
Ed 424G.	Measurement in Education	3	
Ed 509.	Practicum: Counseling	6	
Additional related courses as approved		15	
		<hr/>	36
Total quarter hours			45

EDUCATIONAL MEDIA SPECIALIST

Oregon College of Education offers a master's degree program for the educational media specialist. Students may complete a program composed of a professional education core of 9 quarter hours, and a media specialist core of 21 quarter hours which relates to the nationally recommended standards for school media programs. Additional approved courses, for a total of not less than 45 hours, will permit specialization in production or administration at various levels of organizational programs.

SUPERVISION

The following courses provide for the completion of the supervisor's norm. They may be incorporated into one of the elementary or secondary options for the degree of Master of Science in Education. It will be necessary in some cases and often desirable for the candidate to strengthen his preparation in the area and/or level in which he intends to specialize.

Basic Norm Courses

Ed 512.	Research Procedures in Education	3
Ed 522.	Secondary School Curriculum	} as approved
Ed 553.	Elementary School Curriculum	
Ed 571.	Junior High School Curriculum	
Ed 574.	School Supervision	3
Minimum Total quarter hours required for norm		9

Standard Norm

Course work applicable for the standard norm must be completed subsequent to earning the master's degree. Not less than 12 of the hours listed below must be completed through campus registration including all practicums.

Standard Norm Courses

Ed 424G. Measurement in Education	} as approved	3
Psy 515. Statistical Methods in Education and Psychology		
Ed 443G. Group Process .....			3
Ed 457G. Recent Educational Trends and Problems		3
Ed 487G. Counseling Techniques		3
Ed 513. Evaluation of Classroom Instruction		3
Six hours of supervision seminar and practicum		6
Minimum Total quarter hours required		21

Supervisors in the program will be expected to take at least 3 hours of practicum in supervisory skills and techniques. Individuals specializing in content areas will be required to extend practicum experiences in their area of specialization.

SOCIALLY AND EDUCATIONALLY DISADVANTAGED

This program of study is designed to provide:

1. Specialized preparation at the graduate level for teachers who wish to extend their professional competence through greater concentration on the study of the socially and educationally disadvantaged.

2. Specialized preparation at the graduate level for professional workers whose work objective requires knowledge about the socially and educationally disadvantaged individual but does not require certification as a teacher. (Such individuals petition the Committee on Graduate Study for waiver of the requirement for holding a teaching certificate).

The master's degree program consists of not less than 45 quarter hours:

Professional Education Core

Ed 512.	Research Procedures in Education	3
Ed 546.	Philosophy of Education	3
Psy 460G.	Developmental Psychology: Infancy and Childhood	} as approved 3
Psy 461G.	Developmental Psychology: Adolescence and Maturity	
		9

Basic Core in Social Science. At least 12 quarter hours of approved courses from the following:

Geog 411g.	Cultural Geography	3
Soc 416g.	Criminology and Delinquency	3
Soc 437g.	Sociology of Race Relations	3
Soc 480g.	Cultural Anthropology	3
Soc 490g.	Educational Sociology	3
Soc 492g.	Penology	3
Soc 493g.	Parole and Probation	3
Soc 491g.	Corrections Process	3
SSc 513.	Social Problems in American Democracy	3

At least 12 hours of approved courses from the following:

Soc 442g.	The Culturally Disadvantaged	3
RL 414g.	Conversational Spanish for Teachers	3
SSc 444g.	Adult Education Programs for the Disadvantaged	3
SSc 448g.	Pre-Vocational and Vocational Education for the Disadvantaged	3
Ed 465G.	Diagnostic and Remedial Techniques in Basic Skills	3
Ed 468G.	Diagnostic and Remedial Techniques in Reading	3
Ed 469G.	Teaching Reading in the Secondary School	3
Ed 485G.	Principles and Practices of Guidance Service	3
Ed 487G.	Counseling Techniques	3
Ed 502.	Summer Workshop for Teachers of Migrant and Disadvantaged Youth	3

Ed 597.	Psychology of Reading	3
Eng 576.	The Teaching of English as a Second Language	3
		12

At least 12 hours of approved courses from the following:

Psy 423G.	Case Study Procedures	3
Psy 436G.	Character and Personality	3
Psy 450G.	Abnormal Psychology	3
Psy 472G.	Individual Differences	3
Psy 515-516.	Statistical Methods in Education and Psychology	3
Psy 519.	Research Studies in Child Development	3
Psy 520.	Psychology of Learning	3
Ed 443G.	Group Process	3
		12
		45

MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching degree at Oregon College of Education is designed primarily for those secondary teachers whose objective is the development of exceptional competence in classroom teaching in one of the subject fields for which the college has been authorized. Those planning to specialize in elementary teaching or some type of specialized educational service will normally complete a program leading to the degree of Master of Science in Education. Regulations governing admission, retention, completion and other aspects of the program are the same as those for the master of Science in Education degree program. See above under "General Regulations."

Field of Concentration

Secondary: Humanities, Science, Mathematics, Social Science.

Elementary: General Science, Language Arts and/or Social Science.

General Pattern of Programs

Completion of a minimum of 45 quarter hours of approved courses apportioned as follows:

1. A minimum of 30 quarter hours in a planned program in one of the broad areas of subject matter of which at least 24 hours must be designated as graduate credits. This portion of the total program is to be approved by the designated adviser in terms of the student's needs and certification requirements.
2. Nine quarter hours in graduate level professional education courses approved by the Director of Teacher Education in terms of the student's needs and certification requirements.

The following courses are required:

Ed 512. Research Procedures in Education	3
Ed 546. Philosophy of Education	3
Psy 460G, or 461G, or 520, as approved	3
Total quarter hours	9

3. Six quarter hours of courses approved by the Director of Graduate Programs, only three of which may be in professional education.

Curricula

In addition to the above listed six quarter hours of courses approved by the Director of Graduate Programs and nine quarter hours of graduate courses approved by the Director of Teacher Education the program shall include one of the following concentrations of not less than thirty quarter hours.

Humanities

Both Junior and Senior High School

Literature, Writing, and Language

Eng 446g. Major Theories of Literary Criticism	3
Eng 447g, 448g, 449g. Major Figures of Literature	6-9
Eng 466g, 467g, 468g. Study of Ideas in Literature	3-6
Eng 475g. Modern American Grammar and Usage	3
Eng 484g, 485g. Study of Types of Literature	3
Approved courses in the humanities as needed	
Total quarter hours	30

School Librarian. Completion of the following 21 quarter hours of course work will meet the basic norm requirement for a school librarian. The number of courses that may be combined with the above Literature, Writing and Language norm as a part of the master's degree program will depend on the needs of the particular individual and approval by the designated adviser.

Education courses not applicable in humanities core:

Ed 389. Reading and Telling Children's Stories	3
Ed 435G. Educational Media and Materials	3
Only one of the above courses may be included in the Master of Arts in Teaching degree program.	

Library courses applicable in the humanities core to the extent approved by the chairman of the humanities department.

Lib 484g. School Library Administration	3
Lib 480g. Children's Literature	3
Lib 483g. Book Selection and Reference Materials	3
Lib 486g. Introduction to Cataloging and Classification	3
Lib 489g. Literature for Adolescents	3

Science-Mathematics

MATHEMATICS (one to be selected)

Elementary and Junior High School

Pre-Algebra and General Mathematics

Mth 491g, 493g. Mathematics for Secondary Teachers	6
Approved courses with at least 9 hours in mathematics	24
Total quarter hours	30

Junior High School

Elementary Algebra and Geometry

Mth 491g, 493g. Mathematics for Secondary Teachers	6
Approved courses with at least 9 hours in mathematics	24
Total quarter hours	30

Senior High School

Elementary Algebra and Geometry

Mth 491g, 493g. Mathematics for Secondary Teachers	6
Approved courses with at least 9 hours in mathematics	24
Total quarter hours	30

Advanced Mathematics

Mth 410g. Foundations of Mathematics	3
Mth 415g. Modern Geometry	3
Mth 443g. Abstract Algebra	3
Approved courses with at least 9 hours in mathematics	21
Total quarter hours	30

SCIENCE: (one curriculum to be selected)

Elementary School

General Science

Approved courses from 4 areas as suggested below with ordinarily at least 6 hours from each area. Six hours of upper division credits may be applied in this portion of the program.

Biological Science

GS 441g. Natural History	3
Bi 446g. Evolution	3
Bi 460g. Preparation of Biological Materials	4

Physical Science

Ph 390. Basic Meteorology	3
GS 411g. History of Science	3
GS 424g. Astronomy	3

Earth Science

G 351. Elements of Geology	3
G 450g. Rocks and Minerals	3
G 453g. Geology of the Pacific Northwest	3

Mathematics

Mth 312, Mth 313. Mathematics for the Elementary Teacher	3-6
Mth 325. Elements of Statistical Methods	3
Mth 351. Computer Coding	3
Mth 491g. Mathematics for Secondary Teachers (Arithmetic)	3
Total quarter hours	30

Junior High School

General Science

Bi 446g. Evolution	3
Bi 460g. Preparation of Biological Materials	4
G 450g. Rocks and Minerals	3
G 453g. Geology of the Pacific Northwest	3
GS 411g. History of Science	3
Approved courses with at least 5 hours in science and/or mathematics	14
Total quarter hours	30

Senior High School

Biology

Bi 412g. General Microbiology	4
GS 541. Bioecology	3
Bi 453g. Field Biology	3
GS 411g. History of Science	3
Z 451g. Invertebrate Zoology	4
Approved courses with at least 4 hours in biology	13
Total quarter hours	30

Chemistry

GS 411g. History of Science	3
Ch 520. Advanced Analytical Chemistry	3
Ch 530. Advanced Organic Chemistry	3
Ch 561. Advanced Inorganic Chemistry	3
Approved courses with at least 9 hours in chemistry	18
Total quarter hours	30

Physical Science

GS 411g. History of Science	3
Ch 530. Advanced Organic Chemistry ¹	3
Ch 561. Advanced Inorganic Chemistry ¹	3
Ph 581, 582. Modern Physics	6
Approved courses with at least 6 hours in Physical Science	15
Total quarter hours	30

General Science

Bi 446g. Evolution	3
Bi 460g. Preparation of Biological Materials	4
G 450g. Rocks and Minerals	3
G 453g. Geology of the Pacific Northwest	3
GS 411g. History of Science	3
Approved courses with at least 5 hours in science and/or mathematics	14
Total quarter hours	30

Social Science (one curriculum to be selected)

Both Junior and Senior High School

American History

Historiography	3
Seminar in American History	3
Graduate courses in American History	24
Total quarter hours	30

World History

Historiography	3
Seminar in World History	3
Graduate courses in World History	24
Total quarter hours	30

Geography (approved courses from the following)

Geog 411g, 412g. Cultural Geography	3-6
Geog 416g, 417g, 418g. Advanced Economic Geography	3-6
Geog 425g. Geography of Conservation	3
Geog 426g. Geography of Europe	3
Geog 427g. Geography of the Soviet Union	3
Geog 429g. Geography of North America	3
Geog 432g. Geography of Africa	3
Geog 450g. Geography of Asia	3
Geog 461g. Geography of South America	3
Geog 463g. Geography of Middle America	3

Minimum Total quarter hours required 30

¹ Students lacking undergraduate prerequisite may have other courses substituted by the designated adviser.

NON-DEGREE FIFTH-YEAR PROGRAM

The planned non-degree fifth-year program at Oregon College of Education consists of not less than 45 quarter hours and is designed to meet the needs of three groups of students who do not desire to earn an advanced degree.

1. Those who have completed basic general and/or subject matter norms in a program of teacher education comparable to that at Oregon College of Education and who seek to complete standard general and/or subject norms.
2. Those who have earned a bachelor's degree from an accredited institution of higher learning in a program that did not include the requirements for an Oregon teaching certificate and who desire to complete the course requirements for basic and/or standard norms at the elementary, junior high, or secondary school level. Programs are planned in terms of the individual's specific needs.

3. Those who have completed all requirements for basic certification at the elementary school level and who wish to qualify at the junior or senior high school level (or who have qualified at the junior or high school level and wish to qualify for elementary school level). Programs are planned in terms of the individual's specific needs.

In these programs the student will normally complete all requirements for general and subject norms at both basic and standard levels. However, in a number of instances students may find that while completion of the program will meet all course requirements for the basic norm it will not complete all course requirements for the standard norm due to the lack of certain preparation at the time of entering the program.

The Director of Teacher Education is responsible for determining the eligibility of special graduate students for entrance into the appropriate non-degree graduate program, for the approval of a planned program of study, and for the assignment of an academic adviser.

Establishing an Official Program

All persons desiring to enroll at Oregon College of Education for study at the graduate (post baccalaureate) level in a planned program must complete application for admission to the college by filing the following documents with the Director of Admissions:

1. Two completed Application for Admission forms and payment of the required fee unless said fee has been certified as waived.
2. Two official transcripts from the institution granting the bachelor's degree, and from each graduate institution attended, if any, including the Division of Continuing Education, validating all undergraduate and graduate credits and degrees earned.
3. Two completed Declaration of Intent forms clearly stating the specific planned program the applicant desires to enter, if any.
4. One unofficial photocopy of the current teaching certificate held, if any.

General Regulations

Credits earned through correspondence study will not be applicable in the fifth-year program. Only credit earned within five years immediately preceding completion of the fifth-year program will be applicable in the program. Excess undergraduate and/or graduate credits not to exceed 12 hours, earned prior to the completion of the bachelor's degree, and specified as such at the time of registration, may be applied to the fifth-year program. Not more than 24 quarter hours of approved work may be transferred from other accredited institutions and/or the Division of Continuing Education. At least 12 quarter hours of approved graduate courses must be included in the program. Credit earned in workshops may not apply unless previously approved by a college adviser. Approved credits may not exceed 9 quarter hours. Grades of "Pass" will not be used in computing the student's grade-point average.

Minimum Residence Requirement. At least 21 quarter hours must be completed on the Oregon College of Education campus with at least 9 quarter hours being taken concurrently.

Maximum Load. A maximum load in a regular term is 16 quarter hours, or 13 hours in an 8-week summer session, unless a petition to carry an overload has been approved during the week of registration by the Director of Graduate Programs.

Following compliance with the above requirements the Director of Teacher Education will formulate an official program in consultation with the student and other appropriate in-

dividuals. At least 24 quarter hours of the official program must be earned subsequent to the approval of the program.

Curriculum Patterns

PROGRAM I

For those persons who hold or are eligible to hold one of the following Oregon teaching certificates: (1) Basic Teaching Certificate, (2) Regular Oregon five-year elementary teaching certificate issued prior to October 15, 1965, or (3) Oregon provisional secondary certificate issued prior to October 15, 1965.

Elementary Teachers:

In order to be recommended for the basic or standard norms as an elementary teacher or for completion of a planned non-degree fifth-year program the individual must have completed subsequent to being granted the bachelor's degree a planned fifth year of work (minimum of 45 quarter hours) in one of the following plans:

Plan 1. Completion of an interdisciplinary minor consisting of 9 to 12 additional hours in the student's undergraduate minor, plus 27 hours from three of the 7 fields offered at Oregon College of Education, plus 6 to 9 hours in education-psychology, for a total of at least 45 quarter hours, or

Plan 2. Completion of from 30 to 36 hours in a field of concentration, plus 9 to 15 hours in the area of education-psychology, for a total of at least 45 quarter hours, or

Plan 3. Completion of at least 45 hours and all requirements for one of the norms in special education available at Oregon College of Education.

Secondary Teachers: Junior High School

In order to be recommended for the basic or standard general and subject norms as a junior high school teacher the individual must have completed subsequent to being granted the bachelor's degree a planned non-degree fifth year of work (minimum of 45 quarter hours) in one of the following plans:

Plan 1. Completion of a planned program in a field of concentration including at least 9 hours in the area of education-psychology, for a total of 45 quarter hours.

Plan 2. Completion of 45 quarter hours and all requirements for one of the norms in special education offered at Oregon College of Education.

Secondary Teachers: Senior High School

In order to be recommended for the basic or standard general and subject matter norms as a senior high school teacher the individual must

have completed subsequent to being granted the bachelor's degree, a planned fifth year of work (minimum of 45 quarter hours) in one of the following plans:

Plan 1. Completion of a planned program distributed between the student's major field and approved electives with not less than 6 hours in the area of education-psychology, for a total of 45 quarter hours or

Plan 2. Completion of a planned program in a field of concentration including not less than 9 hours in education-psychology for a total of 45 quarter hours, or

Plan 3. Completion of at least 45 hours and all requirements for one of the norms in special education offered at Oregon College of Education.

PROGRAM II

Students entering this program are those who have completed a bachelor's degree from an accredited institution of higher learning without meeting the requirements for an Oregon teaching certificate and who desire to become eligible for a Basic or Standard certificate at the elementary, junior high, or secondary level. These programs vary with the individual.

PROGRAM III

Students entering this program are those who have completed all requirements for basic certification at the elementary level and who wish to qualify at the secondary level (or those who have qualified for secondary certification and wish to qualify at the elementary level). These programs vary with the individual.

Educational Administration

(A cooperative program with the University of Oregon, Eugene)

Oregon College of Education offers a planned program, not to exceed 24 quarter hours which may be applied to a program in Educational Administration offered cooperatively through the University of Oregon, and leading to the administrator's certificate for the State of Oregon.

Admission to the Program

In order to be admitted to the program the student shall:

- (1) Have completed a program of teacher education in a standard teacher education institution, and hold, or be eligible to hold, a valid Oregon teacher's certificate.
- (2) Be eligible for admission to the program leading to the master's degree at Oregon College of Education, or have been accepted for admission to the educational

administration program at the University of Oregon.

- (3) Present a planned program, worked out with the advisor, and approved by the Administration Committee of the University of Oregon.

The Work at Oregon College of Education

A program, not to exceed 24 quarter hours, may be developed with the following conditions understood:

- (1) A maximum of 9 quarter hours, in a planned and approved program, may be taken at Oregon College of Education as a part of the master's degree program.
- (2) A maximum of 15 quarter hours beyond the master's degree, in a planned and approved program, may be accepted by the University of Oregon from Oregon College of Education.
- (3) The student is eligible for transfer and acceptance to the University of Oregon for completion of the required program.
- (4) The student is eligible for recommendation by the University of Oregon Administration Committee for admission to the remainder of the program.

Program of Instruction

Nine (9) quarter hours of a planned program, approved by an advisor, in the master's degree program, and fifteen (15) quarter hours in a jointly approved program, for a total of twenty-four (24) quarter hours may be selected from the following areas, as indicated:

Seven (7) quarter hours of specialization courses to be selected from among the following:

Elementary School Administration and Supervision (Ed 554)	4
* School Finance (Ed 575)	3

Six (6) to nine (9) quarter hours in curriculum and supervision selected from the following:

Secondary School Curriculum (Ed 522)	3
Elementary School Curriculum (Ed 553) ..	3
Curriculum Construction (Ed 566)	3
Curriculum Materials (Ed 567)	3
Junior High School Curriculum (Ed 571) ..	3

Three (3) quarter hours of courses in research methods selected from the following:

Research Procedures in Education (Ed 512) ..	3
Statistical Methods in Education and Psychology (Psy 515, 516)	3-6

Specific exemptions, or additional work completed must be requested by the student, and is subject to approval by the University of Oregon Administration Committee.

* Only with specific advanced approval as a part of a planned program.

DESCRIPTION OF COURSES

ART

A 127. Art Appreciation. 3 hours.

A survey of the visual arts for the general student. Illustrated lectures on painting, sculpture, architecture, and design, with emphasis on the contemporary view. No prerequisites.

A 211. Life Drawing I. 3 hours.

A studio introduction to the structure and form of the figure. No prerequisites.

A 220. Drawing and Composition I. 3 hours.

A general studio introduction to drawing and composition. Emphasis on line, shape, and texture. No prerequisites. Non-sequential.

A 221. Drawing and Composition II. 3 hours.

A general studio introduction to drawing and composition. Emphasis on planes, values, and volumes. No prerequisites. Non-sequential.

A 222. Design I. 3 hours.

Theory and studio practice in basic methods of articulating visual ideas in two and in three dimensional space. Emphasis on texture, line, shape. No prerequisites. Non-sequential.

A 223. Printmaking I. 3 hours.

A survey of and studio practice in the expressive and technical principles of relief printing processes. Prerequisites: six hours of drawing, six hours of design.

A 224. Printmaking II. 3 hours.

A survey of and studio practice in the expressive and technical principles of stencil and serigraphic processes. Prerequisites: six hours of drawing, six hours of design.

A 225. Watercolor I. 3 hours.

Analysis of compositional and technical principles in watercolor painting. Studio practice in still life and landscape, using aqueous media. Prerequisites: six hours of drawing, six hours of design.

A 226. Drawing and Composition III. 3 hours.

A general studio introduction to drawing and composition. Emphasis on form, space, and movement. No prerequisites. Non-sequential.

A 227. Life Drawing II. 3 hours.

A studio course involving the structure and form of the figure. Prerequisite: A 211.

A 228. Design II. 3 hours.

Theory and studio practice in basic methods of articulating visual ideas in two and in three dimensional space. Emphasis on color and value. No prerequisites. Non-sequential.

A 229. Design III. 3 hours.

Theory and studio practice in basic methods of articulating visual ideas in two and in three dimensional space. Emphasis on light, space, and movement. No prerequisites. Non-sequential.

A 230. Crafts I. 3 hours.

A studio exploration in crafts with emphasis on individual design and professional skills related to the exterior consideration of landscape and architecture. No prerequisites. Non-sequential.

A 231. Crafts II. 3 hours.

A studio exploration in crafts with emphasis on individual design and professional skills related to consideration of the interior. No prerequisites. Non-sequential.

A 232. Crafts III. 3 hours.

A studio exploration in crafts with emphasis on individual design and professional skills related to personal concomitants. No prerequisites. Non-sequential.

A 238. Lettering. 3 hours.

An introductory studio course exploring both historic and contemporary letter design and layout. Emphasis on developing personal calligraphic skills. No prerequisites.

A 251. Art History I. 3 hours.

A survey of ancient and classical Art History beginning with pre-historic art and continuing through Gothic. No prerequisites. Non-sequential.

A 252. Art History II. 3 hours.

A survey of Art History beginning with early Renaissance and continuing through Rococo Art. No prerequisites. Non-sequential.

A 253. Art History III. 3 hours.

A survey of Art History beginning with Neo-Classicism and continuing through Post-Impressionism. No prerequisites. Non-sequential.

A 254. Ceramics I. 3 hours.

Basic laboratory exploration in hand-building processes and glazing of ware. Survey of clay origins and composition, decorating processes, drying and firing kilns, and glaze composition. No prerequisites.

A 255. Ceramics II. 3 hours.

Basic laboratory practice in throwing on the potter's wheel. Nontechnical glaze composition, kiln stacking and firing. Prerequisite: A 254.

A 256. Weaving. 3-6 hours.

Studio introduction to weaving techniques and materials. Emphasis on the preparation of a variety of looms for weaving. Study of basic weaves, materials, color, and texture of hand-loomed fabrics. May be repeated once for credit. No prerequisites.

A 258. Mixed Media I. 3 hours.

An introduction to mixed media as an expressive visual form. Studio practice in the use of a variety of homogeneous and heterogeneous materials in the execution of two and three dimensional work. Prerequisites: six hours of design.

A 259. Ceramics III. 3 hours.

A course designed to explore specific possibilities in glaze formulation and application as related to the forms and functions of pottery. Prerequisite: A 255.

A 261. Bookbinding. 3 hours.

Introduction to bookbinding through the construction of various types of bindings. Stress on individual use of materials as well as technical binding skill. No prerequisites.

A 277. Watercolor II. 3 hours.

Continued analysis of compositional and technical principles in watercolor painting. Studio practice in still life and landscape, using aqueous media. Prerequisite: A 225.

A 280. Painting I. 3 hours.

A survey of expressive and technical principles in painting. Studio practice in still life and landscape, using oil and related media. Prerequisites: six hours of drawing, six hours of design.

A 281. Painting II. 3 hours.

A survey of expressive and technical principles in painting. Studio practice in still life and landscape, using oil and related media. Prerequisites: six hours of drawing, six hours of design.

A 282. Painting III. 3 hours.

A survey of expressive and technical principles in painting. Studio practice in still life and landscape, using oil and related media. Prerequisites: six hours of design, six hours of drawing.

A 291. Sculpture I. 3 hours.

A studio introduction to sculptural form using traditional and contemporary media. Prerequisites: three hours of drawing, six hours of design.

A 292. Sculpture II. 3 hours.

Continued study of sculpture techniques with emphasis on the expressive principles of three-dimensional design. Prerequisite: A 291.

Upper-Division Courses**A 311. Advanced Printmaking. 3 hours.**

A survey of, and studio practice in, the expressive use and technical principles of intaglio processes. Prerequisites: six hours of lower division printmaking.

A 312. Advanced Crafts. 3 hours.

Advanced creative work in selected craft media. Emphasis on considerations related to the exterior environment. Prerequisites: six hours in lower division crafts.

A 313. Advanced Printmaking. 3 hours.

A survey of and studio practice in the expressive use and technical principles of planographic (lithographic) processes. Prerequisites: Six hours of lower division printmaking.

A 315. Jewelry I. 3 hours.

Introductory course in the design and production of jewelry. Studio practice in traditional and contemporary techniques using silver and other metals, ebony, bone, and teak. Prerequisites: six hours of design.

A 316. Jewelry II. 3 hours.

Metal design and construction involving hand processes of raising, forging, and casting with silver and other metals. Prerequisite: A 315.

A 317. Advanced Drawing—Life. 3-6 hours.

Advanced study of anatomical structure and form. Life drawing as a means of graphic communication. Prerequisites: six hours of lower division life drawing. May be repeated once for credit.

A 319. Advanced Ceramics. 3 hours.

Advanced course in ceramic art with an emphasis on sculptural possibilities in the medium. Prerequisites: A 254, 255.

A 320. Advanced Crafts. 3 hours.

Advanced creative work in selected crafts media. Emphasis on considerations related to the interior environment. Prerequisites: six hours of lower division crafts.

- A 321. **Advanced Drawing.** 3 hours.
Advanced study of technique and composition in graphic expression. Prerequisites: six hours of lower division drawing.
- A 322. **Advanced Design.** 3 hours.
Advanced study of design theory with studio practice. Emphasis on three-dimensional exploration. Prerequisites: six hours of lower division design.
- A 323. **Art Education (Elementary).** 3 hours.
A survey of art education for prospective elementary teachers. Studio experiences in painting, design, and crafts, integrated with art theory, appreciation, and philosophy. Prerequisites: six hours of lower division art and upper-division standing.
- A 324. **Art Education (Secondary).** 3 hours.
A survey of art education for prospective secondary teachers. Studio experiences in painting, design, and crafts, integrated with art theory, appreciation, and philosophy. Prerequisites: six hours of drawing, six hours of design, six hours of crafts, and upper division standing.
- A 325. **Art Education (Junior High).** 3 hours.
A survey of art education for prospective junior high school teachers. Studio experiences in painting, design, and crafts, integrated with art theory, appreciation, and philosophy. Prerequisites: six hours of lower division art, and upper division standing.
- A 330. **Advanced Design.** 3 hours.
Advanced study of design theory with studio practice. Emphasis on two-dimensional exploration. Prerequisites: six hours of lower division design.
- A 331. **Advanced Sculpture.** 3-6 hours.
Advanced study of the technical and expressive principles of sculpture. Individual choice of media. May be repeated once for credit. Prerequisites: A 291 and consent of instructor.
- A 337. **Advanced Painting.** 3 hours.
Advanced study in composition. Individual work in selected media. Prerequisites: six hours of lower division painting.
- A 338. **Advanced Painting.** 3 hours.
Advanced study in composition. Individual work in selected media. Prerequisites: six hours of lower division painting.
- A 339. **Advanced Painting.** 3 hours.
Advanced study in composition. Individual work in selected media. Prerequisites: six hours of lower division painting.
- A 343. **Jewelry III.** 3 hours.
Advanced study in jewelry design, analysis of design trends, individual exploration and projects. Prerequisites: A 315, 316.
- A 351. **Advanced Drawing.** 3-6 hours.
Advanced study of technique and composition in graphic expression. Prerequisites: six hours of lower division drawing. May be repeated once for credit.
- A 352. **Environmental Design I.** 3 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. Prerequisites: 6 hours of drawing, 6 hours of design, and upper division standing.
- A 354. **Advanced Ceramics.** 3 hours.
Advanced study in ceramic art. Individual projects in selected ceramic areas. Prerequisites: A 254, 255.
- A 357. **Modern Art History I.** 3 hours.
A survey of modern art history beginning with abstract art and continuing through the art today. Prerequisite: upper division standing.
- A 407. **Seminar.** Terms and hours to be arranged.¹
- A 424. **Layout and Design.** 3 hours.
Specialized studio course in advanced work dealing with problems of page and area layout, color, texture, line, and lettering. Prerequisites: six hours of design, six hours of drawing, and A 238.
- A 425. **Advertising Design.** 3 hours.
Specialized studio course in advanced work dealing with problems of poster, package, and publicity techniques. Prerequisites: six hours of design, six hours of drawing, and A 238.
- A 426. **Individual Studies in Art.** 2-12 hours.
A maximum of three hours of (g) credit may be earned.
Individual studies and studio opportunity requiring a planned program, consent of the instructor, and departmental approval. The student will normally have completed all catalog offerings in an area before individual studies are permitted.
- A 428. **Art in the Elementary School.** (g) 3 hours.
A course designed to provide additional art experiences in the philosophy, materials, and techniques of the visual arts for teachers and administrators. Prerequisites: upper division, or graduate standing.

¹ Maximum credit: 9 hours.

A 429. Contemporary Problems in Art Education. (g) 3 hours.

A course designed to offer a critical examination of the current status of art education with particular emphasis in the areas of creativity, research, and the place of art in education. Prerequisite: upper division or graduate standing.

A 434. Visual Techniques. (g) 3 hours.

Advanced production and design class in newer media; including film, light, sound, and plastics in kinetic as well as static interpretation. Prerequisites: consent of instructor and upper division standing.

A 447. Advanced Ceramics. 3 hours.

Advanced study in ceramic art. Individual projects in selected ceramic areas. Prerequisites: A 254, 255.

A 449. Advanced Crafts. 3 hours.

Advanced creative work in selected craft media. Emphasis on considerations related to personal concomitants. Prerequisites: six hours of lower division crafts.

A 453. Appreciative Aspects in Art. (g) 3 hours.

A theory course designed to aid the general as well as the art student in his understanding of the visual arts. Emphasis on art criticism, aesthetic appreciation, the viewpoint of the artist, and art and the public. Prerequisites: upper division or graduate standing.

A 460. Art for the Handicapped. (g) 3 hours.

Procedures and philosophy of art for the handicapped; studio experiences in painting, design, and crafts integrated with the theory of expressive art for handicapped children and adults. Prerequisite: upper division or graduate standing.

A 485. Foundations of Aesthetic Education. 3 hours.

A study and analysis of historical and philosophical aspects of art education. Designed to introduce the student to the changing functions of art in American education and to the examination of various conceptions of art as they relate to education. Prerequisite: consent of instructor.

A 486. The Artistic Development of the Child. 3 hours.

Designed to introduce students to the child's artistic development as seen in the light of research in the behavioral sciences. Prerequisite: consent of instructor.

A 487. Curriculum Theory in Art Education. 3 hours.

Analysis of current curriculum theories and their application to curriculum construction in art education. Prerequisite: consent of instructor.

A 700. (p) In-Service Education.**EDUCATION AND PSYCHOLOGY****EDUCATION****Upper-Division Courses****Ed 311. Historical Foundations of Education. 3 hours.**

Historical and philosophical backgrounds of American education to assist in the development of understandings and interpretation of present-day educational issues.

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 316, or consent of instructor.

Ed 316. Psychological Foundations of Education. 4 hours.

School and classroom learning; the nature of the learning process; the relation and significance of motivation; educational measurement and its application to appraising interests, aptitudes, achievements, and adjustment; use and interpretation of tests by classroom teachers. Prerequisite: Psy 311.

Ed 336. Methods in Teaching a Foreign Language. 3 hours.

A course designed to stress the theory of learning: the methods and materials used in the teaching of foreign languages; the preparation of materials for use in the language classroom, and practice in the use of these materials. The methods taught are to involve the beginning stages to the advanced levels of language learning. Students will become familiar with the state adopted texts and the techniques of using these effectively.

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. Prerequisite: Ed 316.

- 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 references to basic principles of physical education for elementary and secondary teachers.
- Ed 351. School Health Program.** 3 hours.
Teaching of health education with emphasis on health knowledge, health attitudes, and health habits of school children, and the development of a health service program. Special study of the state health-education program. Prerequisite: Bi 101, 102, 103.
- Ed 357. Methods and Materials: Reading.** 3 hours.
Techniques and methods of teaching for elementary teachers with particular attention to the development of reading at various levels. Opportunities for observing children. Prerequisite: Ed 316, or consent of instructor.
- Ed 358. Methods and Materials: Language Arts and Social Science.** 3 hours.
Study of the child throughout his experiences in the elementary school as organized around the language arts and social studies. Observation of children and teaching methods. Prerequisite: Ed 316, or consent of instructor.
- Ed 359. Methods and Materials: Science and Mathematics.** 3 hours.
Modern methods of instruction at the elementary school level, based upon recent research and writing. The meaning theory in the teaching of arithmetic and problem approach to the teaching of science. Observation of children and teaching methods. Prerequisite: Ed 316, or consent of instructor.
- Ed 361, 362. Learning and Instruction in the Elementary Schools.** 9 hours each term.
A laboratory type course designed to integrate the competencies essential for elementary school teaching; the nature of learning; evaluation techniques for child study and their application in the classroom; the techniques of classroom instruction in the elementary school with emphasis on observation planning, supervised presentation and evaluation of learning experiences in the areas of reading, language arts, social studies, science, and mathematics. Planned, sequential laboratory experiences in elementary school classrooms and audio-visual laboratory.
- Ed 389. Reading and Telling Children's Stories.** 3 hours.
Fundamental principles of the art of storytelling, including the planning of a story hour, location of suitable materials for use, and the techniques of learning and presenting the story; study and selection of literature appropriate for oral presentation to children of all ages.
- 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.
Designed as part of the student teaching program to help pre-service speech therapists understand the problems and therapeutic requirements of speech handicapped school children and the complementary roles of speech therapist and classroom teacher in meeting these needs.
- Ed 402. Workshop.** Terms and hours to be arranged.
- Ed 406. Special Individual Studies.** Maximum of 6 hours.
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 sciences and the mathematics programs at the secondary level, including objectives, methods, materials, and equipment characteristics of a good instructional program. Prerequisite: Ed 314, or consent of instructor.
- Ed 409. Practicum.** 1-9 hours.
COUNSELING
SPEECH PATHOLOGY
AUDIOLOGY
REMEDIAL READING
THE MENTALLY RETARDED
THE DEAF
- 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 411. Student Teaching Seminar. 3 hours.

Designed as a part of the student teaching program in elementary, junior high, or senior high schools. Supervised induction into the teaching profession, liaison and transitional relationship between the college and the public school providing the student teaching experience. Must enroll in Ed 413 concurrently, and upon application only.

Ed 412. Laboratory Experience. 1-6 hours.

An experience practicum to acquaint pre-service and in-service teachers with programs for children and youth in various societal and educational agencies; summer practicums in pre-school and elementary education; practicums in addition to student teaching in subject matter areas to meet certification requirements. Students limited to six hours of Ed 412 or Psy 412 or a combination of both.

Ed 413. Student Teaching. 3-12 hours.

Observing and teaching under the direction of a supervising teacher; opportunity for assuming direct responsibility for the learning activities of children or youth; developing skill in the techniques of teaching and classroom management; participation in the life of the school. Admission by application only.

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 316, or consent of instructor.

Ed 427. School Activities. (G) 3 hours.

Principles and purposes of school activities; pupil participation in school government; assemblies; club, social activities; athletics, speech activities, drama, music, publications, evaluation of the school activity program.

Ed 433. Organization and Administration of Instructional Materials Centers. (G) 3 hours.

The organization and administration of resource materials centers; acquisition of materials, cataloging and classification; source materials on pamphlets, texts, reference books, recordings, pictures, programmed materials; relationship to unit construction.

Ed 434. Preparation of Educational Media and Materials. (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. Educational Media and Materials. (G) 3 hours.

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

Ed 436. Programed Instruction. (G) 3 hours.

Principles and techniques employed in the development of programed instructional materials as an element of teaching technology. Analysis of characteristic programs, devices, and psychological principles upon which current material and devices are based.

Ed 437. Teaching Reading in the Primary Grades. (G) 3 hours.

Study of techniques and research appropriate to teaching reading in the lower grades of elementary school; emphasis on interrelationship of language arts; readiness; individual differences; word recognition skills; oral reading; evaluation of reading materials and reading progress; new trends in teaching reading. Prerequisite: Ed 357 or Ed 361.

Ed 438. Teaching Reading in the Intermediate Grades. (G) 3 hours.

Study of techniques and research appropriate to teaching reading in the intermediate and upper grades of elementary school; emphasis on extending word recognition and vocabulary; comprehension; work-study skills; individual differences; grouping practices; individual readings; importance of recreational reading and improvement of reading tastes; evaluation of reading growth; new trends and materials in teaching reading. Prerequisite: Ed 357 or Ed 361.

Ed 444. Medical Aspects in Special Education. (G) 3 hours.

A survey of clinical facilities dealing with the medical aspects and concerns of individuals receiving special education services and those who act as referral agents; to include consultant lectures, and field trips and observations at hospitals, clinics, and treatment facilities.

Ed 448. Habilitation of the Trainable Mentally Retarded. (G) 3 hours.

Organization of educational programs in schools and day centers for trainable mentally retarded children; diagnosis and classification; characteristics and needs; development of teaching materials and techniques; community organizations and parent education.

Ed 449. Arts and Crafts for the Mentally Retarded. (G) 3 hours.

Nonacademic activities that contribute toward the improvement of motor skills, sensory discrimination, and aid in the improvement of self concepts for mentally retarded children. Prerequisite: Consent of instructor.

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. Intern Seminar: Problems of Teaching. (G) 3 hours.**Ed 454. Intern Seminar: Curriculum and Evaluation. (G) 3 hours.****Ed 455. Intern Seminar: Curriculum and Instruction. (G) 3 hours.****Ed 457. Recent Educational Trends and Problems. (G) 3 hours.**

Contemporary trends in educational practice and theory, comparison of conflicting points of view, new instructional organizations and programs, with emphasis on implications for schools and the teaching profession.

Ed 463. The Maladjusted Child. (G) 3 hours.

Identification and modification of the behavior of the emotionally and socially maladjusted child. The home, school, and community are considered in relation to the child's mental health.

Ed 464. The Mentally Retarded Child. (G) 3 hours.

The psychology, education, and guidance of the mentally retarded child.

Ed 465. Diagnostic and Remedial Techniques in the Basic Skills. (G) 3 hours.

Diagnostic, remedial, and corrective techniques in basic school subjects (exclusive of reading).

Ed 466. The Gifted Child. (G) 3 hours.

The psychology, education, and guidance of the mentally superior and the extraordinarily gifted child.

Ed 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 597.

Ed 469. Teaching Reading in the Secondary Schools. (G) 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 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 472. Diagnosis in Special Education. (G) 3 hours.

Critical evaluation of diagnostic techniques used in the identification and diagnosis of mentally retarded and other exceptional children. Students will gain experience in utilizing case history information, observation, and selected diagnostic tools, and in using these techniques to implement a program of learning for the mentally retarded and exceptional child.

Ed 473. Contemporary Educational Programs for International Understanding. (G) 3 hours.

The analysis of international programs such as Peace Corps, AFS student exchange, AID, university area study centers; educational systems, philosophies, curricula, and recent developments with reference to need for understanding of American involvement; and need for understanding other parts of the world.

Ed 474. Comparative Education. (G) 3 hours.

The analysis of problems of developed and under-developed parts of the world; factors underlying common and unique characteristics of various educational systems with reference to societal, economic system, organizational differences.

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 484. Junior High School. (G) 3 hours.

Development of the junior high school, its purposes and objectives. The general organization of the school; courses of study; present practices in leading representative junior high schools, the direction of classroom activities; provision for individual differences; pupil guidance, and socialization.

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

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. Prerequisite: Ed 485 or consent of instructor.

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. Research Proposal Writing. (G) 3 hours.

To develop understanding and minimal competency in preparing the major components of a research proposal. (Not offered except through correspondence or as a specialized workshop.)

Ed 491. Communication With the Deaf. (G) 1-3 hours.

Techniques for facilitating individual interviews with deaf clients and students. Factors important to lipreading. Intensive training in manual communication.

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 or Field Study. 3-9 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. 1-9 hours.**

COUNSELING
SPEECH PATHOLOGY
AUDIOLOGY
REMEDIAL READING
THE MENTALLY RETARDED
THE DEAF
SUPERVISION

Ed 510. Skills and Techniques of Supervision. 3 hours.

The supervisory process; group and individual processes and techniques; analysis of supervisory problems.

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. Social Foundations of Education. 3 hours.

Major sociological, historical, philosophical, and psychological factors underlying present day American education, with study of related problems of educational adjustments in modern society.

Ed 518. Public and Professional Relations. 3 hours.

Professional responsibilities and ethics of teachers, as related to the lay public, related social agencies and to the education profession. Procedures in group dynamics, public relations, advisory councils, working with parents and parent groups. Emphasis upon means of achieving the professionalization of teaching.

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

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

Ed 521. Audio-Visual Administration. 3 hours.

Organizing, administering, and coordinating the school audio-visual program: problems of acquiring, maintaining, and scheduling audio-visual equipment and materials in elementary and secondary schools. Prerequisite: Ed 435.

Ed 522. Secondary School Curriculum. 3 hours.

Overview of the secondary school curriculum, with emphasis on the various subject fields; organization of the school for curriculum development; educational objectives; the course of study; evaluation of the secondary school curriculum.

Ed 527. Secondary School Administration. 3 hours.

The secondary school principalship; principles of administration, staff relationships, pub-

lic relations, and professional growth; business administration; administration of guidance services, curriculum, and school activities; evaluation of the secondary school.

Ed 539. Directed Observation of the Deaf. 1-3 hours.

Observation of deaf children in day and residential school programs. In addition, observation of normal hearing children will be utilized to add depth to the understanding of the hearing impaired child. Critical evaluation of student's recorded observation.

Ed 541. Teaching School Subjects to the Deaf. 3 hours.

Overview of curriculum for schools for the deaf. Emphasis on reading, reading readiness, the psychology of the reading process, reading skills in relation to other parts of the curriculum, and remedial measures in teaching the deaf.

Ed 542. Teaching Elementary School Subjects to the Deaf. 3 hours.

Arithmetic, social studies, art, and science on the elementary and pre-school levels of teaching the deaf. The use of audio-visual aids and other instructional devices.

Ed 543. Teaching Secondary School Subjects to the Deaf. 3 hours.

Mathematics, social studies, and science on the intermediate and advanced levels. The use of audio-visual aids and other instructional devices.

Ed 544. History of Education. 3 hours.

A study of the rise and development of educational systems in relation to an evolving society; emphasis on the study of ideas from Western Civilization which have influenced and shaped American Education.

Ed 546. Philosophy of Education. 3 hours.

A study of philosophical assumptions, and their implications, on the fundamental issues and practices of American education.

Ed 551. Curriculum for the Deaf. 3 hours.

Curriculum resources, methods, and materials for programs based on the needs of deaf students.

Ed 553. Elementary School Curriculum. 3 hours.

A systematic study of the elementary school curriculum, including pupil needs in everyday life situations; objectives; essentials of a good program; varying curriculum designs, organization of learning experiences; evaluation of learning; appraisal of newer curriculum practices.

Ed 554. Elementary School Administration and Supervision. 4 hours.

Principles and desirable practices in the administration and supervision of elementary schools; characteristics of good elementary schools; leadership responsibilities and processes; school organization patterns; pupil personnel and special services; school-community relationships; evaluation of the elementary school.

Ed 556. Teaching Language to the Deaf (Introduction). 5 hours.

Orientation to sequential developments of language by hearing impaired and deaf children. Specialized systems of teaching language to deaf children. Presentation and development of techniques and materials used in teaching language to deaf children at pre-school and lower elementary levels.

Ed 557. Teaching Language to the Deaf (Advanced). 4 hours.

Presentation and development of techniques and materials used in teaching language to deaf students at upper elementary and secondary levels. Consideration of language problems of the multi-handicapped deaf student. Prerequisite: Ed 556, or consent of instructor.

Ed 563. Research Procedures in Special Education. 3 hours.

Methods, techniques, and tools of research. Analysis of research studies in special education. Development of a research problem in one field of special education. Consent of instructor.

Ed 566. Curriculum Construction. 3 hours.

Basic social, philosophical, and psychological factors for curriculum planning and organization at both the elementary and secondary levels, including practical emphasis upon specific techniques in curriculum making for the teacher.

Ed 567. Curriculum Materials. 3 hours.

Effective use and organization of curriculum materials; text and reference books; supplementary pamphlet materials, films and slides, records and recordings, pictures; programmed materials; relationship to unit construction.

Ed 571. Junior High School Curriculum. 3 hours.

A study of the junior high school curriculum with an emphasis on programs appropriate to needs of the early adolescent years; objectives; essentials of a good program; varying curriculum practices and organizational patterns; emphasis on the subject fields; evaluation of junior high school curriculum.

Ed 574. School Supervision. 3 hours.

The role of the supervisor in relation to the changing demands of society; theories of leadership; group and individual processes, supervisory processes and techniques; curriculum change process; analysis of supervisory problems.

Ed 578. Teaching Speech to the Deaf (Introduction). 4 hours.

Philosophical consideration of approaches to meet communication needs of the deaf. Presentation of symbols representing the sounds of speech with emphasis on the International Phonetic Alphabet. Introduction to differentiating characteristics of vowels and consonant sounds and techniques for developing these sounds in deaf children.

Ed 579. Teaching Speech to the Deaf (Advanced). 5 hours.

Presentation of differentiating characteristics of vowels and consonant sounds and techniques for developing these sounds in deaf children. Goals and materials for speech development and speech course programs for deaf and hard of hearing children. Laboratory experiences with deaf children. Prerequisite Ed 578 or consent of instructor.

Ed 583. The Preschool Deaf Child. 3 hours.

Development and organization of learning experiences in nursery and preschool programs for deaf children. Emphasis on the development of communication skills and the social and emotional maturation of very young deaf children. Laboratory experiences with deaf children.

Ed 584. Orientation to the Deaf and Hard of Hearing. 3 hours.

Introduction to the psychological, social, medical, educational, and vocational problems of the deaf and hard of hearing.

Ed 585. Administration of Special Education. 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 590. Guidance and Counseling of the Deaf. 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.

Ed 597. Psychology of Reading. 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 its equivalent, or consent of the instructor.

Ed 700. (p) In-Service Education.**PSYCHOLOGY****Lower-Division Courses****Psy 201, 202, 203. General Psychology.**

3 hours each term.

The study of behavior, processes of learning, perception, motivation, research methodology, and common modes of resulting individual and social behavior, and the individual in society.

Upper-Division Courses**Psy 311. Human Development. 3 hours.**

A study of the psychology of human development during the periods of infancy and childhood with major emphasis on childhood. Consideration also given to prenatal development. Prerequisite: Psy 201.

Psy 312. Psychology of Adolescence. 3 hours.

Processes of human development leading to maturity and the effective functioning of the total organism; personal and social adjustments in adolescence; physical, mental, and moral changes of adolescence. Prerequisites: Psy 201.

Psy 334. Social Psychology. 3 hours.

The individual in society, with special reference to the role of group behavior and social organization in the shaping of personality; analysis of socialization, individuation, and deviation. Not open to students who have completed Soc 334.

Psy 407. Seminar. Terms and hours to be arranged.**Psy 412. Laboratory Experiences. 3-6 hours.**

An experience practicum to acquaint pre-service and in-service teachers with programs for children and youth in various societal and educational agencies; summer practicums in pre-school and elementary education; practicums in addition to student teaching in subject matter areas to meet certification requirements. Note: Students limited to six hours of Psy 412 or Ed 412 or a combination of both.

Psy 423. Case Study Procedures. (G)

3 hours.

Analysis of the elements in case study and report writing; principles and techniques; report writing on studies of children, youth, and adults; analysis and evaluation.

Psy 436. Character and Personality. (G)

3 hours.

Major theories of personality development and function. Consent of instructor.

Psy 437. Social Psychology. (G) 3 hours.

An advanced course dealing with the relation of the individual to his social environment, especially in his participation in interpersonal relations and in small groups; social perception and motivation; group roles and attitude change. Prerequisite: Psy 334 or Soc 334 or consent of instructor.

Psy 440. Small Group Theory. (G) 3 hours.

Survey of major social-psychological theories and research related to small groups; application of theory and research to development, organization and functioning of small groups in gangs, industry, the military, the school, and the family.

Psy 443. Group Processes. (G) 3 hours.

Analysis of the basic psychological dynamics of group interactions; principles and techniques; characteristics of effective groups and effective leadership; application to the classroom, and to youth and adult groups in community settings.

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 472. Individual Differences. (G)
3 hours.

Application of psychological methods to the study of the individual; problems involved in the prediction of human behavior; basic principles for quantitative and qualitative assessment of human characteristics; research findings concerning intelligence, achievement, aptitudes, interests, and personality.

Graduate Courses

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

Psy 507. Seminar. Terms and hours to be arranged.**Psy 515, 516. Statistical Methods in Education and Psychology. 3 hours each term.**
Statistical methods in education and psychology used in the treatment of collective data; principles and techniques in quantitative and experimental methods.**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 523. General Intelligence Testing. 3 hours.**

Administration, scoring and interpretation of the Stanford Binet Intelligence Scale and the Wechsler Intelligence Scale for Children. Consent of instructor required.

Psy 524. Individual Intelligence Testing. 3 hours.

Selection, administration, and interpretation of individual tests. Problems in testing exceptional and extremely deviate children. Prerequisite: Psy 523 and Psy 525.

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.

Psy 594. Psychology of Communication. 3 hours.

The nature, origin and purposes of speech and the basic psychological principles involved in the communicative process.

SPEECH PATHOLOGY AND AUDIOLOGY**Sp 370. Phonetics. 3 hours.**

A study of the sounds used in speech, their production, determination, and the physical and psychological problems involved in their perception. Emphasis upon the application of sound to the listening and speaking activities of children.

Sp 371. Speech Science. 3 hours.

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

Sp 478. Diagnostic Methods in Speech Pathology and Audiology. (g) 3 hours.

Scientific approaches and techniques in the diagnosis of the major speech and hearing defects. This is a practicum course and students will observe and/or perform requisite diagnostic functions.

Sp 480. Speech Pathology (introduction). (g) 3 hours.

Fundamental principles and techniques in speech pathology and audiology with major emphasis on basic diagnostic and therapeutic techniques in speech pathology.

Sp 481. Speech Pathology: Articulation. (g) 3 hours.

Symptoms, etiology, and treatment of functional articulation disorders, delayed speech, emotional speech disorders. Prerequisite: Sp 480.

Sp 482. Speech Pathology: Organic. (g) 3 hours.

Symptoms, etiology and treatment of speech disorders due to congenital malformation, injury, or neurological impairment. Prerequisite: Sp 480.

Sp 483. Speech Pathology: Stuttering. (g) 3 hours.

Symptoms, etiology and treatment of stuttering. Prerequisite: Sp 480.

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 lip-reading, including Nitchie, Jena, Kinzie, Muller-Wale, and others. Techniques and principles of auditory training.

HEALTH AND PHYSICAL EDUCATION

HEALTH

Lower-Division Courses

HE 151. Personal Hygiene. 2 hours.

Basic scientific knowledge for healthful living; relation of the health of individuals to family and community welfare and to national vitality and progress; fundamental factors involved in intelligent 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 following areas: Rhythms, Gymnastics and Self Testing Activities, Aquatics, Individual and Dual Sports, Team Sports. These may be either 100 or 200 courses.

Students are permitted to earn credit in two activity courses each term, only one of which may carry a 100 number. Exceptions made for students specializing in physical education.

Lower-Division Courses

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

Instruction is given in skills, techniques, history, and rules of the following sports and activities:

PE 111, 211. *Rhythms*, Folk and Square Dance, Social Dance, Modern Dance, Basic Rhythms.

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

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

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

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

PE 100P/200P. Professional Physical Education Activity Courses. 1 hour.

Instruction is given in methods of teaching the activities listed.

PE 111P—*Basic Rhythms*: PE 112P Gymnastics and Self Testing; PE 113P/213P Aquatics; PE 114P, Badminton, Archery; Golf; PE 114P/214P Track and Field, Tennis, Bowling, Wrestling (M); PE 115P Soccer, Speedball, Games and Relays; PE 115P/215P Hockey (W), Basketball, Volleyball, Soft or Baseball; PE 211P Folk and Square Dance, Social or Modern Dance; PE 212P Body Mechanics.

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.

PE 336. Outdoor Education Leadership. 3 hours.

Backgrounds 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.

¹Not 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 337, 338, 339. **Officiating Sports.** 1 hour each term.

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

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

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

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

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

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

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

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

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

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

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

PE 365. **Football Coaching.** 2 hours.

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

PE 366. **Basketball Coaching.** 2 hours.

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

PE 367. **Baseball Coaching.** 2 hours.

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

PE 368. **Track and Field Coaching.** 2 hours.

Demonstration and discussion of the fundamentals and skills of each of the track and field events, methods of instruction, philosophy of coaching, and management of meets.

PE 369. **Wrestling Coaching.** 2 hours.

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

PE 371. **Kinesiology.** 3 hours.

The study of human motion; implications for the learning and teaching of physical education activities and coaching of sports at the varsity level; includes a brief review of anatomy and physiology.

PE 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 446. **Tests and Measurements in Physical Education.** 3 hours.

The use of tests and measurements in physical education; evaluation of objectives, programs, and student achievement through measurement techniques.

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.

PE 473. **Physiology of Exercise.** 3 hours.

Physiological effects of muscular exercise, physical conditioning, and training. The significance of these effects for health and for performance in activity programs.

Graduate Courses

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

PE 700. (p) **In-Service Education.**

HONORS

H 201. **Sophomore Honors.** 1 hour.

Additional work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. Students and work are subject to approval of the Honors Committee.

H 303. **Junior Honors.** 2 hours per term.

Individual research or original writing with scheduled seminars in approved areas of work. Enrollment limited to selected students of superior academic achievement. Limit of six quarter hours.

H 401. **Senior Honors.** 2 hours per term.

Individual research or original writing with scheduled seminars in approved areas of work. Enrollment limited to selected students of superior academic achievement. Limit of six quarter hours.

HUMANITIES

WRITING

Lower-Division Courses

Wr 121. **English Composition.** 3 hours.

A basic course in expository writing. First course in a sequence that is followed by Wr 222 in the sophomore year and Wr 323 in the junior year.

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

Opportunity and encouragement for those who wish to express themselves through literary mediums.

Wr 222. **English Composition.** 3 hours.

The writing of the research paper. Part of a three-course sequence that includes Wr 121 in the freshman year and Wr 323 in the junior year. Prerequisite: sophomore standing.

Wr 323. **English Composition.** 3 hours.

The development of style in writing. Part of a three-course sequence that includes Wr 121 in the freshman year and Wr 222 in the sophomore year. Prerequisite: junior standing.

Upper-Division Courses

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

Advanced instruction and practice in the principles of writing; required for students who plan to teach English.

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 101, 102, 103. **Survey of English Literature.** 3 hours each term.

A sequence in representative English literature from the Anglo-Saxon to the present.

Eng 104, 105, 106. **Introduction to Literature.** 3 hours each term.

A sequence in narrative prose, drama, and poetry, which involves close reading of whole works both in English and in translation.

Eng 107, 108, 109. **World Literature.**

3 hours each term.

A chronological survey of masterpieces in Western-World literature from ancient times to the present.

Eng 201, 202, 203. **Shakespeare.** 3 hours each term.

The important tragedies, comedies and histories. The three terms constitute a sequence but may be taken separately.

Eng 253, 254, 255. **Survey of American Literature.** 3 hours each term.

The content, form, and history of American letters, including the intellectual and environmental forces which shaped the literature.

Upper-Division Courses

Eng 314. **Studies in 16th Century Literature.** 3 hours.

A study of selected literary currents and problems in 16th century literature, with special emphasis on English literature.

Eng 315. **Studies in 17th Century Literature.** 3 hours.

A study of literary currents and problems in 17th Century Literature with special emphasis on English Literature.

Eng 316. **Studies in 18th Century Literature.** 3 hours.

A study of literary currents and problems in 18th Century Literature with special emphasis on English Literature.

Eng 317. **Studies in 19th Century Literature.** 3 hours.

A study of literary currents and problems in 19th Century Literature with special emphasis on English Literature.

Eng 357. **Theories of Literature.** 3 hours.

An introduction to contemporary schools of literary theory, with emphasis on historical, formalist, sociocultural, psychological, and mythopoetic criticism.

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 present.

Eng 368. **The Development of the Contemporary Novel.** 3 hours.

The 20th century novel with concentration on works published outside England and the United States.

Eng 375. The Development of the Short Story. 3 hours.

The short story in English and translation from the mid-19th century to the present.

Eng 387. Introduction to Mythology. 3 hours.

An introduction to the world's mythologies, with special emphasis on the major Graeco-Roman myths.

Eng 436. Advanced Shakespeare. (g) 3 hours.

An intensive study of the sources, backgrounds, and texts of a selected few of Shakespeare's plays. Prerequisite: at least one quarter of Eng 201, 202, 203 or consent of instructor.

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 447, 448, 449. The Study of Major Figures in Literature. (g) 3 hours each term. Maximum credit 9 hours.

A study in depth of the influence of the events of an author's life on his literary production.

Eng 457. Modern Poetry. (g) 3 hours.

A study of twentieth-century poetry and its foundations of judgment as seen in literary criticism.

Eng 466. The Study of Ideas in Literature: Romanticism. (g) 3 hours.

An examination of the attitudes and beliefs characteristic of the frame of mind that has come to be called "romantic" and of their influence on the literary productions of certain authors.

Eng 467. The Study of Ideas in Literature: Classicism. (g) 3 hours.

The study of historical and intrinsic classicism as a significant intellectual current and in its relation to literature.

Eng 468. The Study of Ideas in Literature: Realism. (g) 3 hours.

An examination of the theory and practice of realism in various literary works, with a focus on the nineteenth century movement.

Eng 473. Nature of the English Language. (g) 3 hours.

A general view of the English language with emphasis on modern American language.

Eng 475. Modern American Grammar and Usage. (g) 3 hours.

A study of grammar and usage with emphasis on new linguistic theories. Prerequisite: Eng 473 or consent of the instructor.

Eng 480 (Lib 480). Children's Literature. (g) 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 484. The Study of Types in Literature: Comedy. (g) 3 hours.

Comedies and the comic concept in Western literature.

Eng 485. The Study of Types in Literature: Tragedy. (g) 3 hours.

An analysis of tragedy and the tragic vision in a range of literary works.

Eng 486. The Study of Types in Literature: Epic. (g) 3 hours.

A study of selected works of the epic tradition including poems from oral and literary background as well as prose epics.

Eng 487. The Study of Types in Literature: Lyric. (g) 3 hours.

A study of lyric forms and traditions in Western literature.

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. Prerequisite: Eng 473 or consent of instructor.

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 and findings of leading scholars of contemporary American-English.

Eng 523. The Age of Chaucer. 3 hours.

A study of 14th century English literature and its backgrounds (literary, religious, scientific, political, social) with special emphasis on the major works of Chaucer.

Eng 524. The Victorian Era. 3 hours.

A study of the literature and the literary backgrounds of the Victorian Era.

Eng 526. Regional Literature of America. 3 hours.

A study of the literary works reflecting the attitudes and values of the various regions of the United States, with a concentration on the literature of the Pacific Northwest.

Eng 527. The Literature of the American Renaissance. 3 hours.

A study of the works of the major authors on the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, and Whitman.

Eng 576. The Teaching of English as a Foreign Language. 3 hours.

Linguistic study of the English language for students or teachers planning to engage in the teaching of English as a second language.

HUMANITIES, PHILOSOPHY AND RELIGION

Upper-Division Courses

Hum 402. Workshop. 2-3 hours.

Hum 406. Special Individual Studies. Maximum of 6 hours.

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

Hum 407. Seminar. Hours to be arranged.

Phl 201. Problems in Philosophy. 3 hours.

An introduction to basic problems of philosophy. The student is exposed to representative philosophers addressing themselves to problems of theology, metaphysics, epistemology, ethics, politics, and aesthetics.

Phl 202. Elementary Ethics. 3 hours.

The course develops the idea of man as a moral agent and considers critically various interpretations of the ideals and standards of moral conduct.

Phl 203. Aesthetics. 3 hours.

An introductory study of theories of beauty and art, and interpretations of the meaning and value of aesthetic experience.

Phl 311. Logic. 3 hours.

A study of the standard forms of reasoning. Exercise in how to recognize, analyze, criticize, and construct the main types of argument and proof.

Phl 312. Social and Political Philosophy. 3 hours.

Historical and analytical treatment of the major social and political theories from Plato through Marx. Inquiry into the fundamental elements of such ideas as justice, sovereignty, law, rights and the social contract.

Phl 313. Modern Philosophy. 3 hours.

Development of the main currents in contemporary philosophy.

R 460. Comparative Religion. 3 hours.

A study and comparison of the great religions of the world.

Graduate Courses

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

Hum 502. Workshop. 2-3 hours.

Hum 503. Thesis or Field Study. 3-9 hours.

Hum 506. Special Individual Studies. Maximum of 6 hours.

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

Hum 507. Seminar. Hours to be arranged.

Hum 511. Contemporary Developments in the Humanities. 3 hours.

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

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

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

Hum 700. (p) In-Service Education.

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.

J 212. Reporting. 3 hours.

Basic training in news writing and reporting, with emphasis on accuracy, clarity, and objectivity of writing.

J 213. Copy Editing and Makeup. 3 hours.

Instruction in the fundamentals of copy reading, headline writing, proof reading, and makeup; study of technical processes as they affect copy preparation.

J 215. **Journalism Projects.** 1 hour each term. Maximum of 6 hours.

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 comprehension and conversation with emphasis on pronunciation. Practice in the language laboratory required. Exercises in grammar and elementary composition. Not open to students with a background of high school French without the consent of the instructor.

GL 50, 51, 52. **First Year German.** 4 hours each term.

Elementary German with stress on comprehension and conversation. Pronunciation, grammar, and reading included. Use of the language laboratory required. Not open to students with a background of high school German without the consent of the instructor.

RL 60, 61, 62. **First-Year Spanish.** 4 hours each term.

Elementary Spanish with stress on comprehension and conversation. Pronunciation, grammar and reading included. Use of language laboratory required. Not open to students with a background of high school Spanish without the consent of the instructor.

RL 101, 102, 103. **Second-Year French.** 4 hours each term.

Study of selected texts of modern French authors with purpose of expanding the student's competence and fluency in speaking, writing and understanding French. Complete grammar review. Work in the language laboratory required. Prerequisite: Completion of RL 50, 51, 52 or two years of high school French.

GL 101, 102, 103. **Second-Year German.** 4 hours each term.

Study of selected texts of modern German authors with purpose of expanding the student's competence and fluency in speaking, writing, and understanding German. Complete grammar review. Work in the language laboratory required. Prerequisite: Completion of GL 50, 51, 52 or two years of high school German.

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

Comprehensive grammar review with emphasis on understanding, speaking and reading Spanish. Selections from representative Spanish authors. Use of language laboratory required. Prerequisite: RL 60, 61, 62 or two years of high school Spanish.

Upper-Division Courses

RL 311, 312, 313. **Survey of French Literature.** 3 hours each term.

Masterpieces of various periods; general survey. Prerequisite: two years of college French or equivalent.

RL 314, 315, 316. **Intermediate French Composition and Conversation.** 3 hours each term.

Exercises in pronunciation, comprehension, and composition. Ample opportunity for conversation. Conducted in French. Prerequisite: two years of college French or equivalent.

RL 331. **French Pronunciation and Phonetics.** 3 hours.

A thorough study of the fundamentals of French pronunciation with personal attention to each student's difficulties. Prerequisite: two years of college French or equivalent.

GL 334, 335, 336. **German Composition and Conversation.** 3 hours each term.

Intensive oral and written practice. Class conducted in German. Prerequisite: two years of college German.

RL 338. **Hispanic Culture and Civilization: Spain.** 3 hours.

A comprehensive study of the historical and political backgrounds of literature, art, and music as these affect life and society of the people of Spain. Class conducted in Spanish. Prerequisite: two years of college Spanish (RL 107, 108, 109) or equivalent.

RL 339. **Hispanic Culture and Civilization: Latin America.** 3 hours.

A comprehensive study of the historical and political backgrounds of literature, art, and music as these affect the life and society of the people of Latin America. Classes conducted in Spanish. Prerequisite: two years of college Spanish (RL 107, 108, 109) or equivalent.

RL 341, 342, 343. **Survey of Spanish Literature.** 3 hours each term.

Masterpieces of various periods; general survey. Prerequisite: two years of college Spanish or equivalent.

RL 347, 348, 349. Intermediate Spanish Composition and Conversation. 2 hours each term.

Intensive oral and written practice. Class conducted in Spanish. Prerequisite: two years of college Spanish.

RL 350. Spanish Pronunciation and Phonetics. 3 hours.

The study of Spanish sounds, rhythm, and intonation. Prerequisite: two years of college Spanish.

RL 405. Reading and Conference. Hours to be arranged. Maximum of 6 hours. Consent of instructor required.

RL 411. Applied Linguistics: French. 3 hours.

A study of the application of linguistic principles to the concrete problems facing the teacher in the foreign language classroom. Prerequisites: completion of 300 level French and English 473, or equivalent.

RL 412. Applied Linguistics: Spanish. 3 hours.

A study of the application of linguistic principles to the concrete problems facing the teacher in the foreign language classroom. Prerequisite: completion of 300 level Spanish course and Eng 473, or equivalent.

RL 415. The Language Laboratory: Theory and Practicum. 3 hours.

Theory (1 hour): A study of various types of laboratory installations and their functions; the administration of a language laboratory; audio-lingual exercises and the making of tapes for the language laboratory; and monitoring and testing in the language laboratory. Practicum (2 hours): Practice in all aspects of administration of the language laboratory described above. Theory will be offered fall quarter. Practicum may be taken any quarter during the regular school year. Credit for practicum will be based on 4 hours per week working in the language laboratory. The supervision of the practicum will be administered by the teacher of theory in conjunction with the teacher of each language taught. Prerequisite: three years of modern foreign language at the college level.

RL 429, 430, 431. French Culture and Civilization. 3 hours each term.

The historical, political and social background of French literature; introduction to French music and art.

RL 441, 442, 443. Modern Spanish Literature. 3 hours each term.

A study of contemporary Spanish and Spanish-American literature; prose, poetry, and drama. Prerequisite: completion of one of the courses in the 300 sequences in literature or culture.

SPEECH & DRAMA

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. Verse Choir. 2 hours. Analysis, arrangement, and performance of poetry suitable for group reading. The development of techniques for use in elementary and secondary classrooms.

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 240. Creative Drama for Elementary Teachers. 3 hours. Creative dramatics leadership principles that apply to the elementary classroom. Techniques of employing the child's native aptitude for play in bettering the education process. Intended as an elective for elementary education majors.

Sp 244, 245, 246. Technical Theatre. 2 hours each term. Demonstration and practice in the technical theatre arts, scenecraft (Sp 244), stage lighting (Sp 245), and costuming (Sp 246). Each course involves two hours of lecture and demonstration and three hours of laboratory work weekly.

Sp 251. Elements of Acting. 3 hours. Elementary principles of acting technique.

Sp 252. Make Up. 1 hour. Purposes and techniques of application of theatrical make-up; the use of make-up in the various theatrical media.

Sp 253. Production Workshop. 1-3 hours.
3 hours maximum.

Application of principles of acting and dramatic production. Credit available for students working on regularly scheduled theatre productions, with consent of the director.

Sp 254s. Summer Theatre. 1-3 hours.

Practical laboratory experience in summer theatre production, including acting, costuming, lighting, scenecraft, management, and properties. Offered in summer sessions only.

Sp 270. Projects in Public Speaking. 1-6 hours.

Training and participation in debating, oratory, and extempore speaking. Prerequisite: consent of instructor.

Upper-Division Courses**Sp 311. Advanced Interpretation.** 3 hours.

Instruction in the discovery and oral expression of meaning and feeling in prose, poetry, and dramatic literature.

Sp 321. Argumentation. 3 hours.

Concepts and processes of argumentation, cogency in oral communication, systems of logic, critical analysis of contemporary efforts to convince, construction and presentation of cases. Prerequisites: Sp 111 and/or Sp 112, and sophomore standing.

Sp 322. Persuasion. 3 hours.

Philosophical, psychological, and rhetorical principles of persuasion.

Sp 323. Group Discussion Processes. 3 hours.

Dynamics of discussion; group thinking and decision making; interpersonal relation; types of leadership, and the employment of discussion in education. Prerequisite: Sp 111.

Sp 330. Advanced Forensics. 1-6 hours.**Sp 344, 345, 346. Advanced Technical Theatre.** 2 hours each term.

Advanced work in the technical theatre arts, scenecraft (Sp 344), stage lighting (Sp 345), and costuming (Sp 346). Each course involves two hours of lecture and demonstration and three hours of laboratory work weekly.

Sp 347. Stage and Scene Design. 3 hours.

Basic principles of scene design, with particular emphasis upon design for the educational theatre. Prerequisite: consent of instructor.

Sp 355. Advanced Production Workshop. 1-3 hours. 3 hours maximum.

Advanced work in acting and dramatic production.

Sp 356. Theory of Acting. 3 hours.

Principles and techniques of acting; problems in analysis and interpretation of dramatic literature. Prerequisite: Sp 251 or consent of instructor.

Sp 357. Play Production. 3 hours.

Studies and applications of the fundamental principles underlying play production and direction.

Sp 364. Play Direction. 3 hours.

Sources of dramatic material, choice of plays, casting and rehearsal of players. Prerequisite: Sp 251 equivalent and/or consent of instructor.

Sp 411. Speech for the Classroom Teacher. (g) 3 hours.

Study of voice improvement techniques and oral projects that can be used in the elementary and secondary school classroom. Projects for improvement of the teacher's speech. Prerequisite: Consent of instructor.

Sp 412. Advanced Speech. 3 hours.

Selected readings on the principles of the speech arts, illustrated by exercises in the various types of vocal communication. Prerequisite: consent of instructor.

Sp 415. Drama in the Secondary School. (g) 3 hours.

A study of the role of drama as an activity in the school, including materials necessary for undertaking the development of the drama, the educational values of drama, and the theory of dramatic productions. Prerequisite: Consent of instructor.

Sp 464, 465, 466. Development of Dramatic Art. (g) 3 hours each term.

A study of dramatic literature, performance, and criticism in the historical perspective. The course is chronological in its presentation but each term may be taken separately.

LIBRARY SCIENCE¹**Lib 480. (Eng 480) Children's Literature.** (g) 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 483. Book Selection and Reference Materials. (g) 3 hours.

Examination, evaluation, and use of basic reference books, indexes, and bibliographies for public school libraries. Practical problems in the use of reference tools. Consideration of principles and criteria for book selection and ordering.

¹ Courses in library science applicable to standardization requirements as established by the State Department of Education.

Lib 484. School Library Administration.
(g)¹ 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 486. Introduction to Cataloging and Classification. (g)¹ 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 489. (Eng 489). Literature for Adolescents. (g)¹ 3 hours.

A study of the literature used in junior and senior high schools.

MUSIC

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, general studies and music 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 and majors. Elective to others. Mus 201 is a prerequisite.

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 impressionistic composers. Special unit on jazz. Music 201 is a prerequisite. Required for music majors.

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 composition. Prerequisite: Mus 123.

Mus 224, 225, 226. Keyboard Harmony. 1 hour each term.

Application of theoretical principles to the keyboard. Exercises in modulation, transposition, and development of extempore playing. Must be taken concurrently with Music Theory II.

¹ Courses in library science applicable to standardization requirements as established by the State Department of Education.

² Not more than 12 hours of group music participation may be counted toward graduation.

Mus 235, 236, 237. Brass, Woodwind, String and Percussion Instruments. 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, including 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 320, 323. Conducting. 2 hours each term.

Mus 332, 333, 334. Stringed Instruments. 1 hour each term.

Class lessons on stringed instruments.

Mus 335. Counterpoint. 3 hours.

Techniques of two- and three-voice contrapuntal writing as exemplified in sixteenth, eighteenth, and twentieth century practice. Prerequisite: Mus 223.

Mus 336, 337, 338. Instrumentation and Orchestration. 2 hours each term.

Study of the instruments of the orchestra and band; the practical art of scoring for various instrumental choirs and large ensembles. Prerequisite: Mus 223.

Mus 347. Band and Orchestra Management. 3 hours.

The organization of school bands and orchestras, care and repair of instruments, selection of materials, class teaching of instruments, and the techniques of the band and orchestra rehearsal. Prerequisite: Mus 235, 236, 237.

Mus 360, 361, 362. History of Music. 3 hours each term.

A study of the development of music from primitive times to the present day.

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.

Mus 382. Music Fundamentals. 3 hours.

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

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

The close relationship between music education and other areas in education; planning a music environment; directing the experiences of children in music. Prerequisites: Mus 381, 382, or Mus 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; public performance; program building; general music class; assembly singing. 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 391. Applied Music (Private Instruction). 1-2 hours each term.

Individual instruction in voice, organ, band and orchestral instruments. For upper division students who are not majoring in the performance area being studied. Prerequisite: Mus 290.

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 398. Opera Workshop. 1 hour each term, maximum 6 hours.

Study, analysis, rehearsal, performance of opera, from classics to modern works. Small works and excerpts from longer operas. Consent of instructor.

¹Not more than 12 hours of group music participation may be counted toward graduation.

Mus 407. Seminar. 3-6 hours.

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.

Graduate Courses

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

Mus 700. (p) **In-Service Education.**

SCIENCE AND MATHEMATICS

GENERAL SCIENCE

Lower-Division Courses

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

An introduction to the various branches of the physical sciences, their basic terminology, fundamental laws, procedures, and interrelations. The course is selective in approach and historical in emphasis. Students with adequate high school backgrounds may be excused from parts of this sequence. Not open to students with college courses in the separate fields. Three lectures, one two-hour laboratory period.

Upper-Division Courses

GS 331. **Introduction to Oceanography.** 3 hours.

A study of the nature of sea water and the physical, chemical, and geologic processes acting within the oceans. Three lectures.

GS 341. **General Ecology.** 3 hours.

The analysis and study of the environmental factors affecting the development of plant and animal communities. Two lectures and one three hour laboratory.

GS 351. **Elements of Astronomy.** 3 hours.

A descriptive study of the solar system, the constellations, stars, stellar systems and galaxies as well as some recent ideas on cosmology and cosmogony. Three lectures and an occasional observation period through a telescope.

GS 401. **Research.** Hours to be arranged.

GS 402. **Workshop.** Terms and hours to be arranged.

GS 406. **Special Individual Studies.** Terms and hours to be arranged.

GS 407. **Seminar.** Terms and hours to be arranged.

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

A brief history of the development of the natural sciences up to the 19th century, their social implications, and the growth of scientific philosophy. Prerequisite: upper-division standing in science.

GS 424. **Astronomy.** (g) 3 hours.

A study of the solar system, stars, stellar systems and galaxies including the application of some of the important concepts of physics, chemistry, and mathematics to the field of astronomy. Two lectures and one two-hour laboratory. Prerequisite: one year each of college physical science and mathematics.

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 period. Prerequisite: One year of biological science.

Graduate Courses

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

GS 501. **Research.** Hours to be arranged.

GS 502. **Workshop.** Terms and hours to be arranged.

GS 503. **Thesis or Field Study.** 3-9 hours.

GS 506. **Special Individual Studies.** Terms and hours to be arranged.

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

GS 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. Includes a brief examination of the aims, purposes, and organization of the field.

GS 541. **Bioecology.** 3 hours.

Plants and animals in their life processes and their reaction upon the environment; human relations and bioeconomics. Prerequisite: one year of the biological sciences and junior standing. Two lectures and one three-hour laboratory.

GS 700. (p) **In-Service Education.**

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.

Bi 221. Introductory Microbiology. 3 hours. An introduction to the classification, morphology, and physiology of microorganisms including viruses, bacteria, fungi and protozoa. Two lectures and two two-hour laboratory periods.

Upper-Division Courses

Bi 341. Genetics. 3 hours. The principles and mechanisms of inheritance including consideration of chromosome transmission, nature of the gene, action of genetic material, and the genetics of populations. Prerequisite: one year of biological science or consent of instructor.

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 organisms 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. Two lectures, one three-hour laboratory period. Prerequisite: one year of biological science.

Bi 412. General Microbiology. (g) 4 hours. Principles of bacterial metabolism, growth, and reproduction, with an introduction to immunology and virology. Two lectures and two three-hour laboratories. Prerequisites: Bi 221 or consent of instructor.

Bi 446. Evolution. (g) 3 hours. Evidences of evolution; mechanisms of evolution, including genetic variation, selection, and other factors.

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 laboratory periods.

Bi 460. Preparation of Biological Materials. (g) 4 hours.

Procurement, preparation, use and care of biological materials for teaching and experimentation. Serves as the methods course for biology majors in secondary education. Two lectures, two three-hour laboratory periods.

Bi 463. Parasitology. (g) 4 hours. Classification, morphology and life histories including host relationships of protozoan, helminth and arthropod parasites. Two lectures, two three-hour laboratory periods.

Graduate Courses

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

Bi 521. Biosystematics. 3 hours. Classification and taxonomy of plants and animals, with emphasis on speciation and the available methods and principles for determining and describing species. Three lectures. Prerequisites: Bi 341 or consent of instructor.

BOTANY**Lower-Division Courses**

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

Introductory study of plant life including the structure and function of both vascular and non-vascular plants during the first two terms. The third term is largely devoted to the identification of native plants. Two lectures, one three-hour laboratory period.

Upper-Division Courses

Bot 331. Plant Physiology. 3 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. Two lectures, one three-hour laboratory period. Prerequisite: one year of a biological science and chemistry.

Bot 371. Structure of Seed Plants. 3 hours. Morphology, anatomy, and reproduction of seed plants. One lecture, two three-hour laboratory periods. Prerequisite: Bot 203.

Bot 411. Morphology of Non-Vascular Plants. (g) 3 hours.

Morphology of the algae, fungi, lichens, liverworts, and mosses. Two lectures and one three-hour laboratory period. Prerequisite: one year of botany or consent of instructor.

Bot 412. Morphology of Vascular Plants.
(g) 3 hours.

A study of the structure, relationships, and evolution of the vascular plants. Two lectures and one three-hour laboratory period. Prerequisite: One year of botany or consent of instructor.

Bot 490. Paleobotany. (g) 3 hours.

Emphasis on the fossil plants of Oregon. Two lectures and one three-hour laboratory. Prerequisite: Bot 203, or consent of instructor.

ZOOLOGY

Lower-Division Courses

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

Introductory study of animal life including the patterns of structural organization and function of both invertebrates and vertebrates with an emphasis on the developmental patterns, mechanisms of temporal and spatial distribution during the spring term. Two lectures, one three-hour laboratory period.

Upper-Division Courses

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

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. Two lectures, two three-hour laboratory periods. Prerequisite: Z 201, 202, 203, or consent of the instructor.

Z 326. Comparative Vertebrate Embryology. 4 hours.

Principles and mechanisms of the developmental biology of the Metazoa with emphasis upon the vertebrates. Laboratory includes the descriptive examination of the embryonic stages of representative species. Two lectures, two three-hour laboratory periods. Prerequisite: Z 201, 202, 203, or consent of the instructor.

Z 334, 335. Human Anatomy and Physiology. 3 hours each term.

An integrated treatment of the gross anatomy and function of the organ systems in the human including a consideration of morphogenesis. Primarily for non-majors. Two lectures, and one three-hour laboratory period. Prerequisite: one year of biology or equivalent.

Z 361. Essentials of Invertebrate Zoology. 4 hours.

Morphology, anatomy, and general biology of the major phyla of invertebrate animals. Two lectures and two three-hour laboratory periods.

Z 434. General Animal Physiology. (g) 4 hours.

A consideration of general physiological principles as illustrated by major animal phyla. Three lectures and one three-hour laboratory period. Prerequisite: one year of chemistry, one year of zoology, or consent of instructor.

Z 451. Invertebrate Zoology. (g) 4 hours.

Advanced study of the multicellular invertebrate animals exclusive of Arachnida and Insecta; emphasis on ecology and phylogeny. Two lectures and two three-hour laboratory periods. Prerequisite: Z 361, Essentials of Invertebrate Zoology or consent of instructor.

Z 461. Animal Histology. (g) 4 hours.

Detailed study of cells and tissues of principal animal organs. Two lectures and two three-hour laboratory periods. Prerequisites: Z 324, Z 325, Z 326, or consent of instructor.

Z 474. Entomology. (g) 4 hours.

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

CHEMISTRY

Lower-Division Courses

Ch 104, 105, 106. General Chemistry. 4 hours each term.

An introductory course to the fundamental concepts of general chemistry with some emphasis on organic chemistry during the spring term. Three lectures, one three-hour laboratory period. Prerequisite: high school algebra or consent of the instructor.

Ch 204, 205, 206. General Chemistry. 4 hours.

A standard first year sequence with emphasis on inorganic and physical chemistry. The laboratory work during spring term is largely devoted to qualitative analysis. Three lectures, one three-hour laboratory period. Prerequisite: high school algebra and chemistry.

Upper-Division Courses

Ch 312, 313. **Quantitative Analysis.** 4 hours each term.

Fundamental principles of quantitative analysis. Laboratory work consists of standard volumetric, gravimetric, and instrumental procedures. Two lectures, two three-hour laboratory periods. Prerequisite: Ch 206 or consent of instructor.

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 206 or consent of instructor.

Ch 340. **Elementary Physical Chemistry.** 4 hours.

Aspects of physical chemistry having application in engineering, biological sciences, and medicine. Some knowledge of physics required. One three-hour laboratory. Prerequisite: Ch 206 or consent of instructor.

Ch 419. **Radiochemistry.** (g) 3 hours.

Radiochemistry; radioisotopes, radioactivity; radiotracer methods as research tool in physical and biological science. Prerequisite: two years of college chemistry. Two lectures and one three-hour laboratory.

Ch 423. **Chemical Preparations.** (g) 1-2 hours each term.

Important methods of synthesis of compounds in the fields of inorganic, organic or biochemistry. Prerequisite: Ch 313 and Ch 336, or consent of instructor.

Ch 450. **Biochemistry.** (g) 3 hours.

An introduction to the chemistry of biological compounds including their metabolism. Prerequisite: Ch 335.

Graduate Courses

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

Ch 520. **Advanced Analytical Chemistry.** 3 hours.

Selected topics in analytical chemistry, modern techniques and instrumentation. Prerequisite: Ch 312.

Ch 530. **Advanced Organic Chemistry.** 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: Ch 336, or consent of instructor.

Ch 539. **Selected Topics in Chemistry.** 1-3 hours each term, maximum 6 hours.

Designed to introduce the student to recent advances in organic, inorganic, and physical chemistry. Prerequisite: Ch 340, and consent of instructor.

Ch 561. **Advanced Inorganic Chemistry.** 3 hours.

A comprehensive study of the chemistry of the elements and their compounds, including nuclear, atomic, and molecular structures. Prerequisite: Ch 312.

GEOLOGY**Lower-Division Courses**

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 occurrences, and characteristics of the common rocks and minerals. Three lectures, one two-hour laboratory and field study.

Upper-Division Courses

G 322. **Geomorphology.** 3 hours.

A study of the processes acting to modify the configuration of the earth's surface and landscapes resulting from these processes. Maps of landforms studied in the laboratory include those depicting regions of North American physiographic provinces. Prerequisite: any one of the following—G 201, 202, 203, 351, or Geog 392.

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. Two lectures, one two-hour laboratory period.

G 444, 445. **Geologic History of Life.** (g) 3 hours each term.

The origin and development of life as interpreted from the fossil record. First term: General principles and fossil invertebrates. Second term: fossil plants, the rise of the vertebrates, mammals, and man. Two lectures, one two-hour laboratory and field study. Prerequisite: G 203 or G 351 or consent of instructor.

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 laboratory periods.

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. Two lectures, one two-hour laboratory period.

G 454. Geology of North America. (g)

3 hours.

Study of the geologic structure, evolution, and geomorphology of the North American continent. Two lectures and one two-hour laboratory per week. Prerequisite: G 201, G 202, G 203 or G 351 or consent of instructor.

G 460. Geology of Mineral Resources. (g)

3 hours.

Study of the nature, origin, and distribution of ores, fuels, and industrial rock. Two lectures and one two-hour laboratory per week. Prerequisites: Geog 105, 106, 107; G 201, 202, 203; G 351 or G 450 (g).

PHYSICS**Lower-Division Courses****Ph 101, 102, 103. Essentials of Physics. 3 hours each term.**

Fundamental principles of physics; requires less mathematical preparation than Ph 201, 202, 203. Two lectures, one two-hour laboratory.

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.

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. Three lectures, one three-hour laboratory period. Prerequisite: Mth 200, previously or concurrently.

Ph 207, 208, 209. General Physics. 4 hours each term.

Mechanics, heat, light, sound, electricity, and magnetism. For students in engineering and the physical sciences. Three lectures, one three-hour laboratory period. Prerequisites: Mth 104, 200, 201, previously or parallel. Will not be offered during 1969-70.

Upper-Division Courses**Ph 311, 312. Introduction to Modern Physics. 4 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 electromagnetic radiations, wave mechanisms and the photoelectric effect. Three lectures, one two-hour laboratory recitation period. Prerequisite: Ph 203 and Mth 203 or consent of the instructor.

Ph 390. Basic Meteorology. 3 hours.

An introductory study of the weather elements, their observation, measurement, and use in forecasting. Includes a study of the atmosphere, its makeup, energy relationships, and circulation.

Ph 424. Mechanics. (g) 3 hours.

Kinematics, dynamics of particles and rigid bodies; generalized coordinates. Prerequisites: Ph 203 and Mth 203.

Ph 431. Electricity and Magnetism. (g)

Advanced undergraduate study of electromagnetic phenomena, with emphasis on vector methods; Maxwell's equations and electromagnetic waves. Prerequisites: Ph 203 and Mth 203.

Ph 437. Electronics and Radio. (g) 3 hours each term.

Alternating current theory; circuits; electron tubes and solid state electronic devices; amplification; radio frequency generators; modulation; timing circuits; transmission and radiation; measurements of audio and high frequencies.

Ph 465. Geometrical and Physical Optics.

(g) 3 hours each term.

Prerequisite: Ph 203, Mth 203.

Graduate Courses

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

Ph 581, 582. Modern Physics. 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. Offered during summer sessions.

MATHEMATICS**Lower-Division Courses****Mth 100. Intermediate Algebra. 4 hours.**

For students entering with only one year of high school algebra. Credit does not apply toward a major in mathematics.

Mth 101. College Algebra. 4 hours.

Introduction to elementary set theory, development of the real number system, inequalities, absolute value, functions, graphs, theory of equations, and mathematical induction. Prerequisite: Mth 100 or placement examination.

Mth 102. Trigonometry. 4 hours.

Introduction to circular functions, analytic trigonometry, addition formulas, trigonometric equations, curve sketching, complex numbers, and polar coordinates. Prerequisite: Mth 101 or equivalent.

Mth 104. Algebra and Trigonometry. 4 hours.

Introduction to real numbers and sets, function, inequalities, mathematical induction, trigonometric functions, graphs, algebraic and trigonometric equations. Prerequisite: Mathematics placement examination based on four years of high school mathematics.

Mth 121, 122, 123. Essentials of Mathematics. 3 hours each term.

An introduction to mathematical language and logic; major emphasis is on the properties of an ordered field and their relation to whole numbers, integers, rational numbers, and real numbers. Students will be expected to make conjectures, write proofs and compare mathematical systems. Should be taken in sequence.

Mth 200, 201, 202, 203. Differential and Integral Calculus. 4 hours each term.

Functions of one variable; coordinate geometry of the plane; limits of sequences and functions; differentiation and integration with applications. Prerequisite: Mth 102, Mth 104 or consent of instructor.

Mth 237. Mathematics in Western Culture. 3 hours.

A general education course for students who wish to know more about the contribution of mathematics to human culture. Includes such topics as the number concept; interrelations between mathematics, art, history; and the role of induction and deduction in mathematics.

Upper-Division Courses**Mth 311. Mathematics for Elementary Teachers. 3 hours.**

A study of current and projected mathematics curricula in the elementary school from an advanced viewpoint. Selection of mathematical objectives. Prerequisite: Mth 123 and junior standing.

Mth 312, 313. Mathematics for Elementary Teachers. 3 hours each term.

Selected topics appropriate for elementary teachers. Enter either term. Prerequisite: Consent of instructor.

Mth 321. Differential Equations. 3 hours.

Introduction to ordinary differential equations arising in mechanics and physics. Prerequisite: Mth 203 (offered only on demand).

Mth 325, 326. Introduction to Statistics. 3 hours each term.

An introduction to sample theory, organization and classification of data, distribution, measurement of central tendencies and relation position, and testing of hypotheses. Prerequisite: Junior standing and consent of instructor.

Mth 343. Theory of Numbers. 3 hours.

Properties of integers, Euclid's algorithms, diophantine equations, prime numbers, congruences, and residues. Prerequisite: Mth 200 or consent of instructor.

Mth 344. Fundamentals of Geometry. 3 hours.

A re-examination of the algebra of real numbers, the logical content of elementary geometry and the relation between the two. Includes a study of the foundations of geometry in the sense of Hilbert, but deals with more of the substance of the theory than the word "foundations" would suggest. Prerequisites: One year of college mathematics or consent of instructor.

Mth 345. Fundamentals of Geometry. 3 hours.

Advanced topics which throw light on elementary geometry, to include algebraic theory of constructions with ruler and compass, hyperbolic geometry, and consideration of the consistency and independence of the postulates for Euclidean and hyperbolic geometry. Prerequisites: Mth 200 and Mth 344.

Mth 347, 348, 349. Algebraic Structure. 3 hours each term.

Rings; integral domains; properties of integers; fields; rational, real, and complex numbers; groups; polynomials; vector spaces; systems of linear equations; determinants; linear transformations and matrices. Prerequisite: Mth 201 or consent of instructor.

Mth 351. Computer Coding. 3 hours.

Introduction to digital computers; language programming and techniques; mathematical and statistical applications; console operation; two lectures, one two-hour laboratory. Prerequisite: Consent of instructor.

¹ Mth 101-102 or Mth 104 leads to the calculus. Also, if Mth 101-102 are required in a program, Mth 104 will satisfy this requirement.

Mth 361. Probability. 3 hours.

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

Mth 402. Workshop. Terms and hours to be arranged.**Mth 407. Seminar.** Terms and 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. Prerequisites: Mth 344 and Mth 347 or consent of instructor.

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

Selected topics in affine and projective geometries. Prerequisite: Mth 345 or consent of instructor.

Mth 425, 426. Elements of Statistical Methods. (g) 3 hours each term.

The first quarter is devoted to general theory of statistical inference for those with a non-mathematical background. The second quarter covers topics with application to research in the fields of education, social and biological sciences. Prerequisite: Mth 101 (Credits do not normally apply toward a secondary major in mathematics.)

Mth 438. Introduction to Topology. (g) 3 hours.

Introduction to the concepts and definitions of elementary point set topology. A study of various topological spaces, continuous mappings, the hierarchy of topological spaces, metric spaces. Prerequisites: Mth 203 or consent of instructor.

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

The systematic development of Boolean Algebras through lattice theory. A careful study of: algebra of sets; symbolic logic; switching circuits. Interpretations are developed that yield these systems as realizations of Boolean Postulates. Prerequisite: 6 hours of upper division mathematics.

Mth 443. Abstract Algebra. (g) 3 hours.

Semigroups, groups, rings, integral domains, ideals; with illustrations from several branches of mathematics. Prerequisite: 6 hours of junior level algebra.

Mth 491, 492, 493. Mathematics for Secondary Teachers. (g) 3 hours each term.

Projects, activities and discussions designed to contribute to the preparation of effective teachers of mathematics for grades 7-12. Mth 492 is the special methods course which must be completed before student teaching. May be taken in any order. Prerequisites: Mth 200 and consent of instructor.

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, inner product spaces, measurable spaces, Riemann and Lebesgue integrals. Prerequisites: Mth 203 and consent of instructor.

Graduate Courses

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

Mth 502. Workshop. 3 hours.**Mth 506. Special Individual Studies.** 3 hours.**Mth 507. Seminar.** 3 hours.**Mth 541. Modern Algebra.** 3 hours.

Advanced theory of matrices, finite groups, rings, and fields. Galois theory of equations; associative linear algebras, non-associative algebras, group representations. Prerequisites: Mth 443 or consent of instructor.

Mth 590. Computer Mathematics. 3 hours.

Introduction to computer programming; machine language; assembly language; number systems; logic; matrix methods; numerical methods; approximations; computer applications; console operation. Intended primarily for experienced teachers who have had no preparation in the use of computers in mathematics. Prerequisite: Consent of instructor.

Mth 700. (p) In-Service Education.**SOCIAL SCIENCE****GENERAL SOCIAL SCIENCE****SSc 401. Research.** 3-9 hours.**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 instructor.

SSc 409. Practicum. 12 hours.**SSc 444. Adult Education Programs for the Disadvantaged. (g) 3 hours.**

Designed to familiarize and train individuals in the development and use of the various adult education programs. Information and practical experience in the area of literacy education, stressing the method and techniques that work most effectively in bringing illiterate people to a level of functional competency.

SSc 448. Pre-Vocational and Vocational Education Programs for the Disadvantaged. (g) 3 hours.

Presents teachers of disadvantaged and migrants with information concerning the development of various types of prevocational and vocational programs.

Graduate Courses

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

SSc 501. Research. 3-9 hours.**SSc 502. Workshop. Terms and hours to be arranged.****SSc 503. Thesis or Field Study. 3-9 hours.****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 Development in the Social Sciences. 3 hours.

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

SSc 513. Social Problems in American Democracy. 3 hours.

A selected list of problems in the United States such as conservation problems, the nation's health, crime, etc. Designed to give factual and interpretative background for secondary teachers.

SSc 514. Economic Problems in American Democracy. 3 hours.

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

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

A study of current domestic political problems.

SSc 700. (p) In-Service Education.**ANTHROPOLOGY****Lower-Division Courses****Anth 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.

Anth 310. Early Man in Oregon and the Pacific Slope. 3 hours.

A study of the culture of aboriginal man in Oregon and other areas of the Pacific Northwest, with emphasis on research resources for teaching at the elementary school level.

Anth 400. Early Man in the New World. (g) 3 hours.

Distribution patterns and reasons, migration patterns and theories, contacts with man in the Old World, who all were here before Columbus, the Great Extinction, origins of New World agriculture, utilization of resources.

Anth 476. Cultural Anthropology. (g) 3 hours.

A survey of ancient and primitive men and their cultures.

ECONOMICS**Lower-Division Courses****Ec 115. Outline of Economics. 3 hours.**

A descriptive and analytical outline study of our market society with emphasis on macro-economic theory—a concern with aggregate economic behavior and analysis of such topics as rate of economic growth, depressions, inflation, levels of employment, private and public expenditures, etc.

Ec 140. Business Organizations. 3 hours.

Understanding of American business organization, especially as applied toward small business in the local community; relationship of business to the local educational district.

Ec 201, 202, 203. Principles of Economics.

(g) 3 hours each term.

Social phenomena due to the wealth-getting and wealth-using activities of man.

Ec 318. Money and Banking. 3 hours.

Description and analysis of the operations of commercial banks, the Federal Reserve System, and the Treasury as they affect the monetary system of the United States. Prerequisite: Ec 201, 202, 203 or consent of instructor.

Ec 319, 320. Public Finance. 3 hours each.

Economic analysis of revenue collection and expenditure by Federal, State, and Local governments. Ec 319 deals with the effect of income taxes, corporate taxes, excise taxes, property taxes, fees, and other sources of public revenue on personal income, employment and production; incidence and shifting of taxes. Ec 320 is concerned with analysis of government expenditure—allocation of public funds for the achieving of various social goals and objectives; evaluation of efficiency criteria. Prerequisite: Ec 115 or 201.

Ec 417. Problems of Economic Development of Nations. (g) 3 hours.

A study of development problems in such countries as Israel, the Latin Americas, and the African nations.

Ec 432. Introduction to Regional Economics. (g) 3 hours.

Economic analysis of spatially oriented problems, with emphasis on the problems and techniques related to the understanding of economic base and the comparative economic growth of regions.

Ec 440. Introduction to International Economics. (g) 3 hours.

Economic analysis of international trade—basis, problems, and effects—trade restrictions, balance of payments and its settlement—exchange rates, gold reserves, international economic organization and financial institutions.

Ec 444. Labor Economics. 3 hours.

Economics analysis applied to the labor market as a factor of production. Wage determination, relationship between wages and prices, relationship between wages and employment will be emphasized. Problems of manpower utilization.

Ec 445. Organized Labor. 3 hours.

Theories of the labor movement plus the history, aims, methods, and policies of trade unions. The mechanics and functioning of collective bargaining will be explored.

Ec 450. Contemporary Economic Systems. (g) 3 hours.

A study of capitalism, communism, and socialism in contemporary society.

Ec 451. Contemporary Economic Systems.

(g) 3 hours.

A study of capitalism, socialism, and communism as reflected in a group of contemporary societies, stressing theory of development.

GEOGRAPHY**Lower-Division Courses****Geog 105, 106, 107. Introductory Geography. 3 hours each term.**

A study of the field of geography with emphasis on human activities, interests and welfare.

Geog 200. Geography of World Affairs. 3 hours.

Geographic background and investigation of the world's current social, political, and economic problems and the role the United States plays in world affairs.

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 311. Geography of Exploration. 3 hours.**

Exploration, discovery, and development of the world from classical times to the present. Emphasis on the Western Hemisphere.

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 340. Intermediate Cartography. 3 hours.

The study of the elements of the cartographic processes including functional analysis, compilation and design, and map production.

Geog 390. Weather and Climate. 3 hours.

Regional differentiation of the weather and climates of the major land and ocean areas of the world.

Geog 392. Physical Geography. 3 hours.

Principal earth surface elements of physical geography including landforms, soils, water and biotic resources, in their genetic, distributional and functional interrelationships.

Geog 408. Senior Colloquium in Geography. 3 hours.

Study of significant geographical writings from the early Grecian period to the present, with emphasis on methods and interpretations.

Geog 411, 412. Cultural Geography. (g) 3 hours each term.

A geographic study of the cultural areas of the inhabited regions of the earth as characterized by ethnic, population, and settlement patterns.

Geog 413. Urban Geography. (g) 3 hours.

Study of urban settlements in terms of patterns, forms, and functions; systems of urban land classification and geographic aspects of forces affecting urban land use.

Geog 414. Geographic Backgrounds of American History. 3 hours.

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

Geog 416, 417, 418. Economic Geography. (g) 3 hours each term.

A systematic study of the world's major types of economic activity, simple to complex course 416 (g) Agriculture; course 417 (g) Manufacturing; course 418 (g) Trade and Transportation.

Geog 425. Geography of Conservation. (g) 3 hours.

Consideration of the geographic distribution of American resources against a background of world resources; conservation philosophies and practices and their geographic bases in relation to conservation education.

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 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 and Canada.

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 433. Political Geography. (g) 3 hours.

The nations of the world and their interrelations analyzed geographically, emphasizing both physical and cultural factors of the environment, to assist in the interpreting of world affairs.

Geog 440. Advanced Cartography. 3 hours.

Specialized study with individual projects in the creative techniques of cartography.

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 countries 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.

Geog 480. Geography in the School Curriculum. (g) 3 hours.

A discussion and analysis of the major trends, concepts, and content of geography as related to the social studies curriculum in the public schools.

Graduate Courses

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

Geog 515. Geographic Background of European History. 3 hours.

Study of the influence of geographic factors on the development of European ethnic, settlement, political, and economic patterns. Emphasis will be given to the evolution of these patterns since the time of the dissolution of the Roman Empire.

Geog 518. Modern Viewpoints, Methods and Materials in Geography. 3 hours.

Analysis of the learning skills, concepts, tools, and techniques to provide understanding of the physical environment and its relationship to man's way of living.

Geog 519. Cartography for Teachers.

3 hours.

Maps and visual aids, their selection and usage in the classroom. Sources of maps for the teacher. Making a map in the classroom and implementing it as a teaching tool. Methods of relating the map to the ground, and the ground to the map.

Geog 520. Physical Geography and Field**Methods for Teachers.** 3 hours.

Understanding of the earth as the home of man and the tap-root source of all phenomena—social, economic, and cultural. Study of natural resources for security and opulence. Field work will cover experiences in a dry landscape, a humid landscape, and coast plain (Eastern Oregon and Cascades, Willamette Valley and coastal mountains, and seacoast).

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 140. Introduction to History. 3 hours.

The historian's craft: an introduction to the meaning and method of history, illustrated by materials drawn from American history. Required of all social science majors.

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 religious 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: 1789-1815; Winter: 1815-1900; Spring: 1900 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 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 History.

3 hours.

Study of significant historical writings with emphasis on methods and interpretations.

Hst 420. Historiography. (g) 3 hours.

A study of significant historical interpretations and the men who offered them.

Hst 421. The Middle Ages. (g) 3 hours.

Europe from the decline of the Western Roman Empire to the Renaissance.

Hst 424. Early Modern Europe. (g)

3 hours.

Civilization of the Renaissance in Italy and Northern Europe; Protestant and Catholic reformations of the 16th Century.

Hst 425. Early Modern Europe. 3 hours.

The age of the Enlightenment; development of modern science; political thought of the Old Regime; social developments; the classical age in art, architecture, and literature; the English, American, and French Revolutions; the Napoleonic age.

Hst 444, 445. Twentieth-Century Europe.

(g) 3 hours each term.

The age of European supremacy, the impact of World War I, the interwar adjustment and conflict between democracy and the totalitarian powers; World War II and its aftermath; the rebuilding and reorientation of Europe.

Hst 449. History of the Soviet Union. (g)

3 hours.

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

Hst 457. The Jacksonian Era. (g) 3 hours.

The United States, 1815-1850. Westward expansion and the roots of intersectional conflicts; growth of a native American culture; party struggles of the age of Jackson.

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 459. Industrial America. (g) 3 hours.

The United States from 1865 to 1900. Industrialization, growth of Big Business, and relationship of government to Business; settling the last frontier; immigration and the rise of cities; new intellectual currents; emergence as a world power.

Hst 460, 461, 462. **American Social and Intellectual History.** (g) 3 hours each term.

Influence of social factors on American history and culture; main currents of American intellectual and cultural life from colonial times to the present. Prerequisites: Hst 201, 202, 203.

Hst 465. **The Modern British Empire and the Commonwealth.** (g) 3 hours.

A survey of the reshaping of the British Empire in the century following the American Revolution; the development of the concept of the Commonwealth. The meaning and operation of the Commonwealth, its broadening following World War II and the emergence of some of its members to complete independence.

Hst 470. **Great Americans.** (g) 3 hours.

Personality and leadership of men and women who have been outstanding in the various fields of endeavor, great movements, and critical periods. Closed to secondary social science majors.

Hst 476, 477. **History of the West.** (g) 3 hours each term.

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

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

Historical and cultural development of the Pacific Northwest.

Hst 480, 481, 482. **The United States in the Twentieth Century.** (g) 3 hours each term.

The Progressive Era, the United States and the world; industrial growth; depression and the New Deal; World War II and postwar America. Cultural developments, with emphasis upon the new developments in education.

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 1815; the Revolution, confederation, the Constitution; government under the Federalists.

Hst 490. **Twentieth-Century Latin America.** (g) 3 hours.

Contemporary developments, policies, and trends in the Latin American states.

Hst 491. **History of Inter-American Relations.** (g) 3 hours.

A diplomatic history from 1810 to the present, with emphasis on relations between the United States and Latin America.

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 206. **Introduction to Political Science.** 3 hours.

What political science is about: its basic concerns, fields and methods of study.

Upper-Division Courses

PS 301. **National Government.** 3 hours.

An introduction to the study of forms of government, public policy and public opinion in the United States. Prerequisite: PS 206 or consent of instructor.

PS 302. **State and Local Government.** 3 hours.

Practical operation and contemporary reforms in government at the state and local levels. Prerequisite: PS 206 or consent of instructor.

PS 303. **European Government.** 3 hours.

A comparative study of the governments of selected foreign nations.

PS 351. **Introduction to Public Administration.** 3 hours.

Examination of various approaches to and conceptions of public administration; application of various theories of administration to the study of public organizations; substantive problems of organizations; structures and internal administration; personnel and finance.

PS 414. **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.

PS 418. **Functions and Policies of National Government.** 3 hours.

A detailed analysis of the functions and policies of the national government. Prerequisites: PS 201, 202, 203 and/or consent of instructor.

PS 423. **Municipal Government.** (g) 3 hours.

Organizations, functions, and problems of city governments. Prerequisites: PS 206 and PS 302 or consent of instructor.

Officially dropped.

PS 424. Problems of State Government. (g) 3 hours.

Study of special problems of state executives, administration, legislatures, and judicial systems. Prerequisites: PS 206 and PS 302 or consent of instructor.

PS 430. Political Issues: General Theory. 3 hours.

Problems posed by political theorists, past and present; demands made upon political theory by society and by practitioners of political science; relations between political theory and political behavior.

PS 460. The Governments and Politics of Asia. 3 hours.

A survey of governments and political processes of selected countries of Asia, including Japan, the People's Republic of China, and India.

PS 463. The Government and Politics of Developing Nations. 3 hours.

Survey of the governmental institutions and politics of selected developing countries in Africa and Latin America.

PS 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.

PS 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 toward peace.

PS 497. American Foreign Relations. (g) 3 hours.

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

SOCIOLOGY**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 334. Social Psychology. 3 hours.

Analysis of the psychological and sociological processes involved in personality formation, and in various forms of group behavior. Not available to students who have completed Psy 334.

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 366. Community Organization. 3 hours.

Understanding of the social organization of a community, such as the power structure, stratification, unique traditions, conflict groups, and its institutions. Description of the different patterns in an urban community and in a rural community. Development of an understanding of the ecological characteristics of a community.

Soc 408. Senior Colloquium in Sociology. 3 hours.

Study of significant sociological writings from the 19th century to the present, with emphasis on methods and interpretations.

Soc 416. Criminology and Delinquency. (g) 3 hours.

The nature and extent of delinquency and crime as forms of deviant social behavior; contributing factors; current prevention and treatment programs.

Soc 422. The Culturally Disadvantaged. (g) 3 hours.

Designed to acquaint teachers and others with what is meant by the culturally disadvantaged. Examination of the sociological characteristics of the disadvantaged; differences in middle- and lower-class cultural understandings; development of the self-concept.

Soc 437. Sociology of Race Relations. (g) 3 hours.

The development of "race consciousness" and emergent problems of race-culture contacts.

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 450. Social Structure of Groups. (g)
3 hours.

Informal and formal groups. Behavior of both small and large groups. Understanding of the theory of group structure. Different roles people play in small groups. Understanding of sociometric techniques and skill in using them.

Soc 454. Sociology of Deviant Behavior. (g)
3 hours.

Identification of different forms of deviant behavior (crime, mental illness, poverty); influence deviant behavior has upon the social system and upon the individual.

Soc 477. The Negro in American Culture. (g)
3 hours.

Study of the Negro's position in the development of the societies of the Americas.

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.

Soc 491. Corrections Process. (g) 3 hours.

A study of the sequence involved in the correction process from arrest, courts, institutions, and rehabilitation.

Soc 492. Penology. (g) 3 hours.

The evolution of punishment; penological theories; survey of prison development and administration. Education, labor, and rehabilitation processes. Social groups in the prison community.

Soc 493. Parole and Probation. (g)
3 hours.

History of parole and probation. Adult and juvenile parole and probation (a comparison of systems). Contemporary practices and theories. Administration and research, treatment processes and tools.

Soc 494. International Corrections Survey. (g) 3 hours.

A survey of contemporary international corrections.

Soc 495. Personality and Culture. (g)
3 hours.

An examination of culture in the formation of personality and in the determination of the range of personality types within specific societies.

Soc 496. The Indian in American Culture. (g) 3 hours.

Study of the Indian's position in the development of the societies of the Americas.

Soc 522. Learner Differences and Institutional Structure. 3 hours.

A study of what educational structures are applicable to learners in various institutional settings.

BUSINESS ADMINISTRATION

BA 211, 212, 213. Fundamentals of Accounting.¹ 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 costs 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.

AIR FORCE ROTC

AS 250. Field Training Unit. 6 hours.

Field experience in summer military camp for students enrolled in the AFROTC program. Credits earned are accepted as free electives but will not substitute for courses required for graduation.

AS 300, 301, 302. Growth and Development of Aerospace Power. 3 hours each term.

A survey course about the nature of war; development of air power; mission and organization of the Defense Department; Air Force concepts, doctrine, and employment; astronautics and space operations; and the future development of aerospace power.

AS 400, 401, 402. The Professional Officer. 3 hours each term.

Professionalism, leadership, and management. Includes the meaning of professionalism, professional responsibilities, the Military Justice System; leadership theory, functions, and practices; management principles and function problem solving; and management tools; practices, and controls.

¹Not applicable to social science major or minor in the general studies curriculum.

1967-68 GRADUATES

Degree of Master of Science

John Bernhardt Antonson, Silverton
 Daniel Eugene Barham, Salem
 Elmer Dale Baxter, Salem
 Jerry Clark Bennette, Clatsop
 Mary Myrtle Birks, Vancouver, Washington
 Leon M. Bousha, Salem
 Richard L. Brady, Mission, Kansas
 Darlene Marie Hess Brixius, Monmouth
 Rex Leslie Brown, Sheridan
 Billy Ann Buchanan, Portland
 Ila Mabel Carpenter, Hillsboro
 Daniel Melvin Casebier, Salem
 Jane A. Coffey, Portland
 Lloyd Edward Cole, Milwaukie
 Inabell Cook, Independence
 Gary L. Covey, Albany
 Lela Mabel Cronk, Dallas
 Darryl Marlan Cue, Santa Fe, New Mexico
 Henry Douglas Denson, St. Paul
 Shirley Jane DeVoe, Salem
 James Jack Donald, Salem
 Ruby Gullickson Douglas, Monmouth
 Buelah Rose Dworschak, Molalla
 Betty H. Ellis, Richland
 Kenneth Franklin Ellis, Jr., Monmouth
 Cornelius Lambert Feskens, Medford
 Lyle S. Fetter, Albany
 Linda Sturgis Fitchett, Eugene
 Mary Gladys Forbes, Bend
 George Washington Gordon, Monmouth
 Donald Duane Guenther, Salem
 Hester Roberts Guess, Dallas
 James William Hadden, Salem
 Jacqueline Lee Hanson, Monmouth
 Eddie C. Harris, Salem
 Rodney Earl Hascall, Silverton
 Oril Reich Hass, Corvallis
 Joy Emiko Hiraki, Honolulu, Hawaii
 William Vernon Hogg, Eugene
 Gary Lee Hollen, Salem
 Allen Kent Huggett, Forest Grove
 Sister Mary Julianne James, Mt. Angel
 John Percy Jeldon, Salem
 Minerva Ariene Jensen, Monmouth
 J. C. Verl Keeney, Salem
 Ann Farmer Kelley, Rickreall
 Nadine Elaine Keyt, Perrydale
 Edward Alfred Kuenzi, Salem
 Richard Henry LaFever, Monmouth
 Harold Dwaine Lambert, Corvallis
 Harriett Maxine Largent, Salem
 Linda Kate Larsen, Blachly
 Jack Charles Leith, Monmouth
 Gilbert Ward Little, Sweet Home
 Patricia Loomis Lobb, Portland
 Jerry Lee Maddy, Albany
 Elaine Carol Main, Mill City
 Glenna Darlene Martin, Dallas
 Gary Miyuki Matsuoka, Milwaukie
 Daniel Lloyd McAuley, Dallas
 James Edward McCarr, Monmouth
 D. Gene McDonald, Salem
 Leonard H. McHargue, Salem
 Beverly Ann McIntyre, Bend
 Kenneth John McKenzie, Dallas
 Noel M. McRae, Kelso, Washington
 Jay Byron McSpaden, Salem
 Patricia Anne Meier, Corvallis
 Sherry J. Moffitt, Dallas
 Charles H. Moore, Aloha
 John Francis Nagle, Dayton, Ohio
 Thomas Delmer Nelson, Longview, Washington
 Dennis Boyd Newton, Dallas
 Betty Jean Reckmann Odom, Oregon City
 Jeannette M. Okada, Lanai City, Hawaii
 Robert Bruce Oliphant, Monmouth
 Diane Jeannette Overholser, Dallas
 Bertha Iola Owen, Vista, California
 William Herman Pahrman, Salem
 John Edward Persinger, Salem
 Charles William Pyne, Salem
 Marianna Elizabeth Quiring, Salem
 Richard Clarence Ramsey, Salem
 James Otis Rawlins, Salem

JoAnn Rochester, Sutherlin
 Beverly Ann Russell, Portland
 Ronald Alvin Russell, Portland
 Frances Jean Sanders, Monmouth
 Richard Allen Simon, Woodburn
 Ellen Mitchell Smith, Salem
 Glenva Ann Smith, Monmouth
 Stephen Lee Smith, Monmouth
 Richard Odell Sondgroth, Salem
 Dell Martin Squire, Redmond
 Robert Allen Staples, Salem
 Donald Norman Starr, Salem
 †Rose Bush Taylor, Portland
 Ernest K. Teal, Salem
 Diane Lee Teel, Salem
 Paul Leslie Teel, Salem
 Mildred Louise Thayer, Salem
 Lois B. Tollefson, Salem
 Zabelle Helen Guileserian Tracy, Crescent City, California
 Stanley Ray Traxler, Monmouth
 Donald Lee Tunnell, Lake Oswego
 Jay B. Vanderford, Jr., Salem
 Desmond Kent Walker, Salem
 George William Wallis, Vermilion, Alberta, Canada
 Noel Emerson Ware, Newberg
 Gene Edwin Weeks, Sheridan
 James Seeley White, Salem
 Toni Marie Wolf, Silverton
 Eleanor Louise Woolley, Sheridan
 Darol Dwayne Woolsey, Reedsport
 Shirley Elaine Yankey, Weiser, Idaho

Degree of Master of Arts in Teaching

Robert John Albrightson, Monmouth
 Willard LeRoy Aldrich, Monmouth
 Theodore Warren Bieker, Monmouth
 Bruce Alan Boettcher, Roseburg
 Robert Dale Bomtrager, Salem
 Dallas Jerome Coon, Monmouth
 †Paul Andrew Coy, Monroe, Washington
 Judith Anne Darr, Denver, Colorado
 Loyal Lee Darr, Denver, Colorado
 Glenn Charles DeGallier, Kelso, Washington
 Carroll Duncan, Monmouth
 Samuel Francis Galloway, Salem
 Richard Leslie George, Fort Orchard, Washington
 Halland William Hankel, Astoria
 Raymond Lee Hanson, Monmouth
 John D. Heitman, Dallas
 Carl Hutzler, Salem
 Don Lee Jacobsen, Salem
 Herbert E. Johnsrud, Salem
 Donald C. Kohl, Monmouth
 Donald Eugene Kronser, Monmouth
 Marlene Yvonne Kropf, Monmouth
 Julie R. Leavitt, Independence
 Fred Darwynn Matteucci, Monmouth
 Alwyn Irwin Nacman, Newark, Delaware
 Ernest Maynard Ogard, Jr., Monmouth
 Monte Ray Olson, Central Point
 Evelyn Woodward Oostenburg, Hood River
 John Wesley Patterson, Canyonville
 Richard D. Pedee, The Dalles
 Patrick L. Reilly, Silverton
 Earl William Roth, Albany
 Joseph Bernard Schiel, Jr., Wilkes-Barre, Pennsylvania
 Thomas George Smithwick, Jr., Willamina
 Janice Marie Wittenberg Weidner, Yamhill
 Loralee Warnock Welch, Salem
 Tobias Lawrence Wolf, Monmouth

Degree of Bachelor of Arts in Education

Donna Lee Anderson, Powers
 Areta Mae Baker, Salem
 *Christine Marie Jensen Beale, Monmouth
 Donna Mae Beals, Salem
 Catherine Virginia Boothby, Tigard
 Barbara Jean Atkinson Crawford, Salem
 Nell Patricia Gilman Cretsinger, Salem
 † Degree granted posthumously
 * Graduates with honors
 Carol Jean Evans, Newport

Ruth Nanine Libby Felton, Sixes
 Jo Ann Hayden, Monmouth
 Linda Arlene Hazelton, Portland
 Delores Marcella Hendricks, Stayton
 Rosalie Diane Law, Silverton
 Sherrille Ellen Lawrence, Caldwell, Idaho
 Marjorie Sharon Leopold, Salem
 Sharon Lee Lucas, Shedd
 Leslie Rae Maschke Lyons, Monmouth
 Elizabeth Alice Geier Manes, Albany
 *Dennis Warren Newton, Independence
 Robert Carl Parker, Monmouth
 Nancy Jane Thompson Phay, Salem
 Judith Kaye Salvey, Portland
 Carl Russell Shinkle, The Dalles
 Nancy Carol Sogn, Milwaukie
 Cynthia Grace Kaufman Watkins, Salem
 *Joy Kazue Yoshioka, Kauai, Hawaii
 Lynn Susann Zipprich, Tualatin

Degree of Bachelor of Science in Education

Glenn Dee Adams, Monmouth
 Marian J. Aleckson, Portland
 Charles Wilber Alexander, Stayton
 Dennis Gus Amato, Milton-Freewater
 Ann Marie Haneberg Amstad, Portland
 Elsie Sophia Apt, South Beach
 Neil M. Arant, Albany
 Joan Elizabeth Archer, Roseburg
 Annette Ruth Arnold, Monmouth
 Peter Azure, Dallas
 Jerry Kingston Bailey, Monmouth
 Ronald Eugene Baker, Dallas
 Jack Kent Baker, Richland, Washington
 Monte Jean Barber, Coos Bay
 Patsy Jane Mueller Barnett, Monmouth
 Marcy Kay Garrison Bauersfeld, Monmouth
 John Steven Bealey, Monmouth
 Martha Sue Beattie, Great Falls, Montana
 Alan Lee Beck, The Dalles
 Barbara Behm, Salem
 Koby Ann Benson, Gresham
 Lola Beth Bergseng, West Linn
 Russell William Betschart, Astoria
 Ora Jeannette Beyerle, Newport
 John Edward Bohlander, Molalla
 Robert Willard Borden, Monmouth
 †Bruce Elmer Bradshaw, Pleasant Hill
 John Gutbrodt Brandt, Sheridan
 Robert Helmuth Brandt, Monmouth
 Gail Elaine Brathovd, Hood River
 Jacqueline Jessie Peper Brewer, Selma
 Mary Margaret Brittain, Arcata, California
 Douglas Fulton Brown, Salem
 Cary Wayne Buchanan, Salem
 Dianne Patricia Buck, Salem
 Carolyn Ruth Bunker, Dallas
 William Leon Caddy, Hood River
 Danielle Rae Graham Calhoun, Monmouth
 Walter Campbell, Jr., Independence
 David William Canoy, Valsetz
 Louise Humphrys Canoy, Lebanon
 Lois Ray Carpenter, Culver
 Rosalie Marie Carter, Mapleton
 Sharon Kay Harrison Chambers, St. Helens
 Karen Lee Chan, Monmouth
 RobRoy MacLennon Cheek, Salem
 Carol Ann McGill Christensen, Dallas
 Sharlene Ellen Claremont, Nashville
 Fredric Oliver Clark, Falls City
 Susan Kay Clark, Salem
 Jim W. Classen, Dallas
 Dorothy Roberta Claussen, Lebanon
 Patricia Ann Cole, Beaver
 James Douglas Coleman, Salem
 Karen Ann Collins, Milwaukie
 Dennis Duane Cook, Independence
 Jacquelyn Anne Duff Crowson, The Dalles
 Walton Edward Curtis, Monmouth
 Lynne Maureen Davidson, Marion
 Karen Linda Davis, Lake Oswego
 Phillip Ray Davis, Salem
 Judith Lynn Day, Portland
 Darrel Marvin Deedon, Monmouth
 Robert Antone DeJardin, Woodburn
 Andrea Kay DeJong, Amity
 Carolyn Marie Dent, Salem

Lola Agnes Swearingen Dent, Terrebonne
 *Shirley Jane DeVoe, Salem
 Ronald Edward DeVolder, Portland
 Daniel Wilder Dewees, Salem
 Ruth Ramey Domes, McCoy
 Leslie Jim Dorsing, Salem
 Karl Albert Douglas, Sherwood
 Virginia Lee Douglass, Bend
 Halmand Birney Dyal, Sandy
 Janet Kay Graf Edwards, Albany
 Margaret Linda Ekborg, Beaver
 John Wiley Ellis, Roseburg
 Judith Elaine Anderson Ellis, Molalla
 Dawn Marie Segrin Ennes, Milwaukie
 Diana Faye Erickson, Clatskanie
 Robert Lea Everett, Monmouth
 Susan Gail Fancher, Salem
 James Stewart Fisher, Independence
 Michael Richard Fitzgerald, The Dalles
 Jean Kathleen Dentel Fleck, Salem
 Michael John Foltz, Salem
 Logan Albert Forster, Boulder, Colorado
 Mary Jane Ellen Freeburn, Salem
 Orley John Friesen, Salem
 Richard Allen Fruhwirth, Molalla
 Daniel Jon Gatti, Salem
 Mary Audrey Girt, Clatskanie
 Barbara Goeke, Salem
 Esther Toevs Gordon, Redmond
 David Allan Gray, Salem
 Dorothy Dianne Merchant Gray, Salem
 Terrance Orey Gray, Salem
 Ross Lee Griggs, Monmouth
 Joyce Mary Gross, Tillamook
 Joyce Linnette Anderson Gustafson, Monmouth
 Vicki Patrice Nielsen Gwynn, Sweet Home
 Virginia Elnora Hamilton, Salem
 Nelda Dean Hammond, Albany
 Thera Dolly Hammond, Aloha
 Katherine Frances Hansen, Springfield
 Suzanne Harmon, Marion
 Sararoseltha Harris, Prairie City
 Allan Laurentius Hauan, Aumsville
 Lana Marie Haupt, Tillamook
 Carol Edith Hayes, Hubbard
 Judy Ann Hayne, Albany
 James Lewis Hays, Monmouth
 Carolyn Lee Harris Hearing, Portland
 Lester Alan Helvie, Carlton
 Laura Louise Hemphill, Molalla
 Barbara Ann Herbison, Monmouth
 Carolyn Sue Stratton Hickman, Albany
 Bill Eldon Hill, Tigard
 Carolyn Elaine Hill, Brownsville
 Jane Maki Hill, Astoria
 Ronny C. Hill, Salem
 Margaret June Hinckley, Canby
 Charles Joseph Hitz, Albany
 Edward Steven Hole, Monmouth
 Sydney Ann Drake Hole, Monmouth
 Salome Elaine Horst, Salem
 Cynthia Sue Hossick, Salem
 Delores Elaine Hoyer, Monmouth
 Jeannette Elaine Huckins, Drain
 Mary Ann Maxine Humphrey, Monmouth
 Bruce Palmer Hurley, Hillsboro
 Fay Kazue Ikei, Wainialo, Hawaii
 Patrick Edwin Irish, Shedd
 Terry Lynn Snead Irish, Salem
 Carol Lee Jasper, Astoria
 David Michael Jensen, Monmouth
 Pamela Joyce Shollenberger Jensen, Monmouth
 Vera Irene Jensen, Gardiner
 Frederick Michael Jespersen, Monmouth
 Gordon Wayne Johnson, Vaneta
 *Beverly Jean Koestner Jones, Newport
 Robert Lloyd Jones, Jr., Sacramento, California
 William Page Jones, Coos Bay
 Lynne Diane Jorek, Milwaukie
 William Ralph Karcher, Monmouth
 Doran Wilhelm Katka, Salem
 Nancy Adelle Keenon, Salem
 Inez Evalyn Kegley, Hood River
 Gracelyn Kay Keister, Monmouth
 Cherri Frances Adams Keller, The Dalles
 Keith William Keller, Lake Grove
 Carolyn Ann Kemner, Salem
 Katherine Marie Kendrick, Portland
 David Allard Kennedy, Monmouth

* Graduates with honors

† Degree granted posthumously

* Graduates with honors

Verda LaVelle Kerns, Silverton
 Mary Jo Disbrow Kimball, Monmouth
 Bertha Yoshie Kimura, Maui, Hawaii
 Kendall Dale King, Monmouth
 Michael Craig Kirkpatrick, Monmouth
 Terry Allen Klein, Aumsville
 Phyllis Irene VanDeMoortele Kohlmeier, Cornelius
 Karen June Clark Kolski, Salem
 Barbara Kay Steele Kozak, Monmouth
 Earlyn Lee Kraft, Redmond
 Wilhelmina Edna Vandercovevering Krieger, Banks
 Kathleen Ethyl Harris Kuffner, Monmouth
 Ruth Dorothy LaDuke, Albany
 Dorthey June Wilkes LaFeve, Monmouth
 Antoinette Gail Gunvaldson Laney, Woodburn
 David Frederick Laney, Monmouth
 Eula Marie Lankard, Sandy
 Audrey Marie Larson, Monmouth
 David LeRoy Larson, Monmouth
 Violet Jeanne Layton, Coos Bay
 Grace Louise Leith, Sheridan
 Jack Charles Leith, Monmouth
 Marlene Kay Leith, Monmouth
 Patricia Maureen Leonardini, Portland
 Patrice Joan Leupp, Portland
 Diane Marie Farris Lewin, Monmouth
 Horace Lewis Logan, Silverton
 Laura Linda Logan, Coquille
 Pauline Sarah Losinger, Portland
 *Linda Diane Maas, Salem
 Susan Elaine Jones MacMillan, Monmouth
 JoAnn Hicks Maddy, Albany
 Joan Frances Manning, Salem
 Arthur Lee Martin, Albany
 Patricia Ann Benton Mause, Monmouth
 Marilyn Estelle McCasland, Riverside, California
 Norma Shirlene Seversen McCormick, Parkdale
 Diane Jean McFadden, Redmond
 Marc Allan McGowan, Independence
 Joyce Ellen McKenney, Seaside
 Larry Mickel McKenney, Salem
 Garold Leland Means, Yoncalla
 Ann Elizabeth Peoples Medlock, Bend
 William Wayne Medlock, Sweet Home
 Sharon Kay Melheim, Independence
 David Lynn Mendenhall, Salem
 Patricia Ann Mendenhall, Salem
 *Donna Lee Meyer, Blue River
 Arlene Louise Miller, Salem
 John Creston Misener, Mitchell
 *Linda Rae Misso, Portland
 Ellen LeVonne Mitts, Canby
 Patricia Ann Modde, Dallas
 Sharon Florence Mohning, Canby
 Many Marie Moles, Salem
 Melvin Glenn Moore, Monmouth
 Roberta Lou Morgan, Salem
 Linda Louise Morris, Albany
 James Roderick Morrison, Monmouth
 Claudia Kathleen Morrow, Portland
 Thomas Richard Mullen, Salem
 Nola Bell Munz, Springfield
 Donald Christopher Nagle, Stayton
 John Arthur Neuschwanger, Salem
 Roy Lynn Nickerson, Monmouth
 Judith Arlee Nolan, Hillsboro
 Richard Earl Noyes, Salem
 Geraldine Wanita Oblisk, Cloverdale
 George Winston Ockwell, Seattle, Washington
 Wallace Edward Overlund, Salem
 Corringa Marie Owen, Monmouth
 Nina Clarke Owen, Salem
 Gregory William Painter, Salem
 Doris Theresa Paldanius, Salem
 Dennis Ray Parker, Monmouth
 John Charles Pember, Coos Bay
 John Stephen Perry, Monmouth
 Ann Marie Peterson, Monroe
 Philip Arthur Peterson, Monmouth
 Daniel Everett Phelps, Tracy, California
 Dean Craig Pindell, Salem
 David Keith Pittman, Salem
 Kathleen Joanne Pitman, Salem
 Bertha Leonora Plummer, Monmouth
 Helen Adelia Poet, Aumsville
 Linda Dale Ponsford, Tigard
 *Dianne Adeline Bible Potter, Milwaukie

Jerry Dee Pratton, Tigard
 Norah Ann Davenport Pratton, Tigard
 Rhoda Jeanette Quall, West Linn
 John E. Rainforth, Monmouth
 Ellen Annette Rasmussen, Vancouver, Washington
 Libbie Ann Rathbone, Salem
 Gary Lynn Rawlins, Salem
 Christine Marion Reed, Prineville
 Mary Joyce Reed, Salem
 Linda Marie Jacobson Reeves, Gresham
 Dennis Leigh Rice, Sweet Home
 Robert Max Rice, Monmouth
 Luella Jean Richey, Milwaukie
 Gloria Diane Richmond, Woodburn
 Charlene Lassen Rivers, Monmouth
 Ronald Wayne Rivers, Monmouth
 Marsha Rae Robertson, Salem
 Jean Allison Robins, Independence
 Virginia Lynne Robison, Milwaukie
 Carolyn Sue Rose, Monmouth
 Marilyn Shirley Rose, Portland
 Kathleen Harriet Rowan, Salem
 Margaret Jane Rufener, Forest Grove
 Marilyn Ann Trigg Sawyer, Sweet Home
 Karen Ilean Scarborough, Newport
 Vanita Elizabeth Sandahl Scholz, Hubbard
 Wade Elsworth Scott, Jr., Salem
 Hursheila Marie Lyon Seeber, Hood River
 Leland Dean Seeger, Gladstone
 Thomas William Serres, Salem
 LuJean Margaret Shaw, Monmouth
 Patricia May Shockey, McMinnville
 LaMont Nelson Simons, Salem
 William Elmer Skiles, Harrisburg
 Florence Leota Smith, Salem
 Martha Weems Smith, Sweet Home
 Muriel Ann Smith, Portland
 William Russell Smith, The Dalles
 Kenneth Paul Snyder, Salem
 Sybil Laycock Stanbro, Independence
 Kevin Lee Stewart, Portland
 Sandra Jean Savage Stimson, Monmouth
 Terry Duane Stimson, Monmouth
 Sheila Ann Stoick, Tigard
 Peggy Jean Stoutenburg, Monmouth
 Carol Lavon Strong, Dallas
 David Alan Sturgis, Lebanon
 Carol Lee Marr Sutherland, Monmouth
 Ronald Jay Sutherland, Monmouth
 Patrice Jean Kubota Suzuki, Kahului, Maui, Hawaii
 Lawrence Paul Sydow, Monmouth
 LeRoy Frank Taraba, Portland
 Janice May Teeter, Portland
 Vonza Thompson, Yoncalla
 *Ardine Lucille Todd, Grass Valley
 Larry Leonard Todd, Monmouth
 Lois B. Tollefson, Salem
 Douglas Ray Tomlinson, Salem
 Robert Phil Tone, Florence
 Theodora Mary Topp, Sweet Home
 Ruth Helen Frick Turner, Hood River
 Waneta Marie Ulrich, Florence
 Eldrit Everett Van Wert, Corvallis
 Deanna Charlene Warren Vassar, Salem
 Muriel Lois Watkins, Salem
 Diane Lynn Card Weaver, Dallas
 Don Clifford Weaver, Redmond
 JoAnn Shirley Weber, West Linn
 Arlene Helen Laremore Weeks, Tigard
 Wayne Earl Welch, Monmouth
 Laurel Marie Raycraft Wells, Salem
 Cleone Ruth Welty, Salem
 Marlene Hazel West, Salem
 Sheldon Dale Westfall, Dallas
 Shiela Jean Westover, Tigard
 Kristilyn Williams, Albany
 Charlotte Annette Triplett Williamson, Salem
 Ronald Ralph Williamson, Monmouth
 Rodney Terry Wilson, Gresham
 Charlotte Eskeldson Winters, Pendleton
 Caryle Jeanne Brisbin Wirfs, Eugene
 Peggy Ann Wolfenbarger, Salem
 Charles Russell Woolums, Corvallis
 Dorene Dee Worthington, Salem
 Paula Rae Worthington, Independence
 Susan Kay Wyckoff, Hillsboro
 Roberta Rae Grouse Wynne, Portland
 Suzan Diane Zatterberg, St. Helens

* Graduates with honors

* Graduates with honors

Degree of Bachelor of Arts in General Studies

Gary Bryant Allison, Salem
Gerald Fred Jensen, Gardiner

Degree of Bachelor of Science in General Studies

Robert Wayne Altus, Sheridan
Charles Edward Bowen, Independence
William Charles Britt, Portland
Terrell Gene Brixius, Salem
Lendell LeRoy Carpenter, Independence
Keith Ann Croan, Salem
Larry Gene Curtis, Salem
Linda Kay Foster, The Dalles
Norman Dale Frink, Salem
Linda Jean Gwyther, Portland
John Thomas Hoggard, III, Molalla
Janette Rae Huttmacher Kelley, Monmouth
Ronald Lynn Kerlee
Robert J. Kirkland, Monmouth
James Ernest Loewen, Dallas
Gary James Markley, Creswell
Linda Jo McCarl, Salem
James Vernon Moskal, Salem
Charles Frederic Mueller, Salem
John Wayne Oeltjen, Salem
Eugene Joseph Pfeifer, Silverton
Delmar Andrew Ramsdell, Jr., Salem
James Jefferey Roberson, Monmouth
Steven Patrick Sahnaw, Dallas
Gary Charles Sanders, Salem
Wesley Earl Stewart, III, Salem
Stephen Kirk Taylor, Salem
Timothy Alexander Templin, Stayton
William Foster Thomson, Woodburn
DeAnn Louise Tracy, Hillsboro

James Stanton Walker, Salem
Robert Gordon Wells, Mt. Vernon, Washington
Charles Irving Winger, Monmouth
Theodore Dean Young, Monmouth
Daniel Wayne Zahn, Salem

Summary of Degrees Conferred 1967-68

	Men	Women	Total
Master of Science			
Elementary Education	11	17	28
Secondary Education	22	1	23
Educational Specialist	39	25	64
Master of Arts in Teaching			
Elementary Education	3	..	3
Secondary Education	28	6	34
Total Master's Degrees	103	49	152
Bachelor of Arts			
Elementary Education	3	11	14
Junior High School .....	..	..	..
Secondary Education	4	9	13
Art Education .....	..	1	1
General Studies	2	..	2
Bachelor of Science			
Elementary Education	10	160	170
Junior High School	10	7	17
Secondary Education	88	32	120
Art Education	7	7	14
Music Education	5	4	9
Speech Pathology and Audiology	30	5	35
General Studies	30	5	35
Total Bachelor's Degrees	159	236	395

Summary of Enrollment, 1967-68**Cumulative Enrollment for Fall, Winter, Spring, 1967-1968****Distributed by Class, Sex, and Curriculum**

	Freshmen		Sophomores		Juniors		Seniors		Graduate		Special		Totals	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Elementary Education	32	310	36	225	28	203	31	200	70	109	1	9	198	1056
Secondary Education	165	143	187	144	171	110	140	85	153	50	2	1	818	533
General Studies	139	90	89	39	55	17	26	10	14	1	5	5	328	162
Pre-Professional	60	33	47	12	9	2	5	0	1	1	0	2	122	50

Enrollment by Class, Regular Sessions, 1967-68

	Fall	Winter	Spring
Freshmen	840	834	787
Sophomores	691	689	659
Juniors	530	524	526
Seniors	457	432	399
Graduate	271	250	284
Special	17	18	13
Total	2806	2747	2668

Enrollment for Summer, 1967

	Men	Women	Total
Graduates	425	534	959
Undergraduates	262	442	704
Total	687	976	1663

OREGON COLLEGE OF EDUCATION

Administrative Officers

ROY E. LIEUALLEN, Ed.D., L.H.D.
Chancellor, State System of Higher Education

CHARLES A. HOWARD, M.A., LL.D.
President Emeritus

LEONARD W. RICE, Ph.D.
President

BERT Y. KERSH, Ph.D.
Dean of Faculty

JACK D. MORTON, M.S.
Dean of Students

FLOYD B. ALBIN, Ed.D.
Associate Dean of Faculty

CHARLES A. ALVA, Ed.D.
Chairman, Humanities Department

NEIL A. AMERMAN, B.S.
Director of Dormitories

DANIEL G. CANNON, M.Ed.
Chairman, Art Department

RONALD L. CHATHAM, Ph.D.
Director of Planning; Administrative Assistant to the President

CLIFFORD L. CORLEY, Ed.D.
Chairman, Education and Psychology Department

ETTA MAE DETERING, B.S.
Director of Administrative Services and Nursing, Health Service

JACK V. EDLING, Ph.D.
Director, Teaching Research Division, OSSHE

H. KENT FARLEY, Ed.D.
Director of Graduate Programs

CLARENCE C. GORCHELS, M.S.
Director of the Library

CHARLES D. GRELL, B.S.
Director of Information

PAUL F. GRIFFIN, Ph.D.
Chairman, Social Science Department

PHYLLIS K. GRIFFITH, M.S.
Associate Dean of Students

MARTHA H. HILL, B.S.
Executive Secretary to the President

STANLEY J. KENYON, M.S.
Registrar

ROBERT C. LIVINGSTON, Ed.D.
Chairman, Physical Education Department

H. BLAKE MORANVILLE, B.S.
Associate Dean of Students

ANTON POSTL, Ph.D.
Chairman, Science and Mathematics Department

DONALD H. SEARING, M.D.
Director of Medical Services, Health Service

EDGAR H. SMITH, Ph.D.
Chairman, Music Department

JOHN N. SPARKS, B.S.
Director of Business Affairs

HENRY E. TETZ, M.S.
Director of Student Teaching and Interns; Director of Alumni Relations

A. KENNETH YOST, Ed.D.
Director of Educational Media

Faculty

HELEN BLODGETT ADDISON, M.S.
Assistant Professor of Education; Supervisor of Teaching.
B.S. (1957), M.S. (1959), Oregon College of Education. At Oregon College of Education since 1958.

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

ROBERT EDWARD ALBRITTON, M.S.
Assistant Professor of Education; Director of Elementary Education.
B.S. (1951), Eastern Oregon College; M.S. (1957), Oregon College of Education. At Oregon College of Education since 1965.

CHARLES ALLEN ALVA, Ed.D.
Professor of Humanities; Chairman, Humanities Department.
B.A. (1941), San Jose State College; M.A. (1948), Ed.D. (1960), Stanford University. At Oregon College of Education since 1964.

NEIL ADRIAN AMERMAN, B.S.
Assistant Professor; Director of Dormitories.
B.S. (1937), University of Minnesota. At Oregon College of Education since 1960.

GERTRUDE JOANNE AMSPOKER, Ph.D.
Associate Professor of History.
B.A. (1942), Reed College; M.A. (1946), Radcliffe College; Ph.D. (1959), University of Minnesota. At Oregon College of Education since 1961.

SAMUEL KINGDON ANDERSON, Ph.D.
Associate Professor of History.
B.A. (1947), M.A. (1953), University of Washington; Ph.D. (1960), Washington State University. At Oregon College of Education since 1959.

FRANCES MATTINGLY ARMOUR, B.S.
Assistant Professor; Head Reader Services Librarian.
B.A. (1931), Friends University, Wichita, Kansas; B.S. (1942), School of Library Service, Columbia University. At Oregon College of Education since 1953.

FARAG ABDEL-SALAM ATTIA, M.S.
Assistant Professor of Mathematics.
B.S. (1960), Ain Shams University, Cairo, Egypt; M.S. (1965), Purdue University, Indiana. At Oregon College of Education since 1968.

DAVID LEROY AUSTIN, M.S.
Assistant Professor of Education; Supervisor of Teaching.
B.S. (1961), M.S. (1966), Oregon College of Education. At Oregon College of Education since 1965.

LAWRENCE HENRY BACKSTEDT, B.A.
Instructor in Humanities.
B.A. (1964), University of San Francisco. At Oregon College of Education since 1968.

LORRAINE MARY BADURINA, M.A.
Instructor; Cataloger/Reference Librarian.
B.A. (1967), Oregon State University; M.A. (1968), University of Denver. At Oregon College of Education since 1968.

ROBERT SAMUEL BAKER, M.A.
Assistant Professor of Humanities.
B.A. (1953), Pacific University; M.A. (1956), University of Chicago. At Oregon College of Education 1957-64 and since 1966.

JAMES ALLAN BARNARD, M.S.
Instructor in Mathematics.
B.S. (1963), M.S. (1965), Oregon College of Education. At Oregon College of Education since 1963.

RONALD JAMES BECK, Ed.D.

Assistant Professor of Humanities.
B.A. (1958), M.A. (1959), University of Michigan;
Ed.D. (1966), Wayne State University. At Oregon
College of Education since 1966.

JOHN EDWARD BELLAMY, Ph.D.

Professor of Humanities.
B.A. (1948), Indiana State Teachers College; M.A.
(1951), Ph.D. (1954), University of Illinois. At Ore-
gon College of Education since 1955.

RICHARD CHARLES BERG, Ed.D.

Professor of Music.
B.A. (1936), M.A. (1950), University of Washington;
Ed.D. (1961), Columbia University, Teachers College.
At Oregon College of Education since 1967.

HERMAS JOHN BERGMAN, Ph.D.

Assistant Professor of History.
B.A. (1948), Walla Walla College; M.A. (1963), Uni-
versity of Puget Sound; Ph.D. (1967), Washington
State University, Pullman. At Oregon College of Edu-
cation since 1966.

MARTIN JULIAN BIRNBAUM, M.A.

Assistant Professor of Humanities.
B.A. (1961), City College of New York; M.A. (1962),
New York University. At Oregon College of Education
1963-65 and since 1966.

WILSON CHARLES BLACKBURN, M.S.

Instructor in Physical Sciences-Physics.
B.S. (Physics), B.S. (Mathematics) (1962), University
of Alaska; M.S. (1966), Oregon State University. At
Oregon College of Education since 1965.

WILLARD ALLEN BLAKE, M.S.

Instructor in Education.
B.S. (1967), M.S. (1968), Oregon College of Educa-
tion. At Oregon College of Education since 1968.

MYRA JEAN BRAND, B.M.

Instructor in Music.
B.M. (1958), Willamette University. At Oregon College
of Education since 1966.

LOUIS CARL BRANDHORST, M.A.

Assistant Professor of Geography.
B.S. (1955), Concordia Teachers College, Seward, Ne-
braska; M.A. (1965), University of Nebraska, Lincoln.
At Oregon College of Education since 1967.

RAY ARLYN BRODERSEN, Ph.D.

Associate Professor of Physical Sciences-Geology.
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.
B.S. (1932), M.A. (1936), Ph.D. (1952), University
of Minnesota. At Oregon College of Education since
1953.

CAROL JOAN BROWNLOW, M.Ed.

Instructor in Physical Education.
B.S. (1964), Portland State College; M.Ed. (1968),
Oregon State University. At Oregon College of Educa-
tion since 1966.

SUE ELLEN BUEL, B.S.

Instructor in Education; Clinical Supervisor.
B.S. (1961), Oregon College of Education. At Oregon
College of Education since 1968.

WILLARD EDWARD BURKE, Ph.D.

Professor of Health and Physical Education.
B.S. (1937), Moorhead State Teachers College; M.S.
(1948), University of Southern California, Los Angeles;
Ph.D. (1952), State University of Iowa. At Oregon
College of Education since 1968.

JOSEPH RONALD CALIGURE, M.S.

Assistant Professor of Physical Education.
B.S. (1952), M.S. (1966), University of New Mexico.
At Oregon College of Education since 1966.

DANIEL GEORGE CANNON, M.Ed.

Assistant Professor of Art; Chairman, Art Department.
B.A. (1956), M.Ed. (1963), University of Washing-
ton. At Oregon College of Education since 1967.

NANCY FERGUSON CANON, M.S.

Assistant Professor of Education.
B.S. (1961), M.S. (1964), Oregon College of Educa-
tion. At Oregon College of Education since 1964.

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 Deaf, Northampton; M.A. (1951), State
University of Iowa, Iowa City. At Oregon College of
Education 1962-64 and since 1965.

JAMES RICHARD CARTER, M.A.

Assistant Professor of Economics.
B.A. (1963), Massachusetts Institute of Technology;
M.A. (1967), University of Oregon. At Oregon College
of Education since 1968.

JAMES RAYMOND CARY, M.S.

Assistant Professor of Education; Supervisor of Teach-
ing.
B.S. (1953), M.S. (1956), Mankato State College,
Minnesota. At Oregon College of Education since 1968.

JOHN JOSEPH CASEY, M.F.A.

Instructor in Art.
B.A. (1958), University of Oregon; M.F.A. (1962),
California College of Arts and Crafts. At Oregon College
of Education since 1965.

RONALD LEWIS CHATHAM, Ph.D.

Professor of Geography; Director of Planning; Admin-
istrative Assistant to the President.
B.A. (1952), University of California; M.A. (1957),
Sacramento State College; Ph.D. (1962), Stanford Uni-
versity. At Oregon College of Education 1958-61 and
since 1962.

GORDON WILSON CLARKE, Ph.D.

Professor of Humanities.
B.A. (1943), M.A. (1947), Ph.D. (1949), University
of Illinois. In OSSHE since 1950; at Oregon College of
Education since 1968.

HARRIETTE HAMMOND COLLINS, M.A.

Instructor in Education; Clinical Supervisor.
B.A. (1957), M.A. (1966), University of Washington.
At Oregon College of Education since 1967.

HARLAN DON CONKEY, Ed.D.

Associate Professor of Audiology.
B.S. (1959), M.S. (1961), University of Kansas, Law-
rence; Ed.D. (1964), University of Tulsa, Oklahoma. At
Oregon College of Education since 1964.

JUDITH ANN CONKEY, M.S.

Instructor in Humanities.
B.S. (1959), University of Kansas; M.S. (1966), Ore-
gon College of Education. At Oregon College of Edu-
cation since 1967.

MERRIANNE METZGER COON, B.S.

Instructor in Education; Supervisor of Teaching.
B.S. (1967), Oregon College of Education. At Oregon
College of Education since 1968.

DOROTHY LOUISE COREY, M.A.

Instructor in Biology.
B.A. (1951), University of Washington; M.A. (1959),
University of California at Los Angeles. At Oregon Col-
lege of Education since 1967.

CLIFFORD LEE CORLEY, Ed.D.

Professor of Education; Chairman, Education and
Psychology Department.
B.S. in Ed. (1948), M.Ed. (1949), Ed.D. (1954),
University of Missouri. At Oregon College of Education
1955-57 and since 1959.

ROSS RALPH COTRONEO, Ph.D.

Assistant Professor of History.
B.S. (1959), M.A. (1962), Ph.D. (1966), University
of Idaho. At Oregon College of Education since 1966.

JAMES WALTER CRAWFORD, Ed.D.

Professor of Art.
B.S. (1951), Edinboro College, Pennsylvania; M.Ed.
(1955), Ed.D. (1961), Pennsylvania State University.
At Oregon College of Education since 1968.

RUTH PEARSON CULBERTSON, M.A.

Assistant Professor of Art.
B.A. (1955), M.A. (1959), Humboldt State College, Arcata, California. At Oregon College of Education since 1963.

ALLISON CURTIS CULVER, M.S.W.

Assistant Professor of Counseling.
B.A. (1957), Willamette University; M.S.W. (1961), University of Utah. At Oregon College of Education since 1968.

ERNIE LEE CUMMINS, Ed.D.

Professor of Physical Sciences and Science Education.
B.S. (1943), M.S. (1952), Ed.D. (1960), Oregon State University. At Oregon College of Education since 1957.

MERLIN DUANE DARBY, Ed.D.

Assistant Professor of Education.
B.S. (1959), Oregon College of Education; M.A. (1964), Arizona State University, Tempe; Ed.D. (1968), Oregon State University. At Oregon College of Education since 1968.

JOHN BRADEN DASHNEY, M.F.A.

Instructor in Humanities.
B.A. (1964), M.F.A. (1968), University of Oregon. At Oregon College of Education since 1968.

GALE DAVIS, M.Ed.

Assistant Professor of Physical Education.
B.S. (1950), Oregon College of Education; M.Ed. (1958), University of Oregon. At Oregon College of Education since 1967.

RICHARD ANTHONY DAVIS, M.A.

Assistant Professor of Humanities.
B.A. in Ed. (1963), Central Washington State College; M.A. (1964), University of Washington. At Oregon College of Education since 1964.

WILLIAM ROBERT DAVIS, Ph.D.

Associate Professor of Education; Director of Secondary Education.
B.S. (1945), M.S. (1947), University of Idaho, Moscow; Ph.D. (1966), Washington State University. In OSSHE since 1962; at Oregon College of Education since 1967.

ETTA MAE WELLS DETERING, B.S.

Assistant Professor; Director of Administrative Services and Nursing, Health Service.
R.N. (1931), Salem General Hospital School of Nursing; Ph.N. (1939), University of Oregon School of Nursing; B.S. (1957), Oregon State University. At Oregon College of Education since 1963.

MABEL EWALT DOBBS, M.M.

Assistant Professor of Music.
B.M. (1937), M.M. (1940), Illinois Wesleyan University, Bloomington. At Oregon College of Education since 1962.

ERHARD KARL DORTMUND, M.A.

Assistant Professor of History.
B.A. (1952), University of Colorado; M.A. (1960), University of California, Berkeley. At Oregon College of Education 1958-59 and since 1961.

EDNA RACHEL DOUGHTY, M.Mu.Ed.

Instructor in Education; Supervisor of Teaching.
B.A. (1939), Tarkio College, Missouri; M.Mu.Ed. (1947), University of Colorado. At Oregon College of Education since 1964.

DONALD HUBBARD DUNCAN, Ed.D.

Professor of Education; Director of Special Education and Rehabilitation.
B.A. (1951), M.Ed. (1955), Central Washington College of Education; Ed.D. (1961), Washington State University. At Oregon College of Education 1961-63 and since 1965.

DENNIS WAYNE EDDINGS, M.A. (1968)

Instructor in Humanities.
B.A. (1966), M.A. (1968), University of Washington. At Oregon College of Education since 1968.

EILEEA JOAN ENSTAD, M.S.

Assistant Professor of Education; Supervisor of Teaching.
B.S. (1953), M.S. (1962), Oregon College of Education. At Oregon College of Education since 1962.

JAY FREDRICK EVETT, Ph.D.

Associate Professor of Physical Sciences-Physics.
B.S. (1953), B.S. (1957), Washington State University; M.S. (1958), Northwestern University; Ph.D. (1968), Oregon State University. At Oregon College of Education since 1968.

DENNIS JOHN FAHEY, Ed.D.

Associate Professor of Education.
B.A. (1953), M.Ed. (1956), Western Washington College of Education; Ed.D. (1964), University of Portland. At Oregon College of Education since 1966.

HENRY KENT FARLEY, Ed.D.

Professor of Education; Director of Graduate Programs.
B.S. (1927), M.A. (1932), University of Missouri; Ed.D. (1949), University of Southern California. At Oregon College of Education since 1947.

RALPH ARTHUR FARROW, Ed.D.

Professor of Education.
B.S. (1949), Eastern Oregon College; M.A. (1950), Colorado State College of Education; Ed.D. (1964), Stanford. At Oregon College of Education 1951-61 and since 1962.

MARSHA DENISE FERTÉ, B.A.

Instructor in Education; Supervisor of Teaching.
B.A. (1960), Colorado State College, Greeley. At Oregon College of Education since 1968.

THOMAS LEE FERTE, M.A.

Assistant Professor of Humanities.
B.S. (1961), Southern Oregon College; M.A. (1962), Arizona State University, Tempe. At Oregon College of Education since 1968.

JAMES KENNETH FISSEL, M.A.

Assistant Professor of Humanities.
B.S. (1944), M.A. (1949), University of Illinois. At Oregon College of Education since 1966.

DONALD JOSEPH FUNES, M.A.

Assistant Professor of Music.
B.A. (1961), M.A. (1963), Western Washington State College. At Oregon College of Education since 1968.

JESSE HOWARD GARRISON, Ed.D.

Professor of Education.
B.A. (1948), Central Washington State College; M.A. (1953), Ed.D. (1957), Washington State College. At Oregon College of Education 1959-66; TR 1966-67; OCE since 1967.

MELVIN HENRY GEIST, M.M.

Associate Professor of Music.
B.M. (1929), University of Kansas, Lawrence; M.M. (1938), University of Michigan. At Oregon College of Education since 1964.

CHARLES RICHARD GENGLER, Ed.D.

Associate Professor of Education.
B.S. (1954), M.Ed. (1956), Lewis and Clark College; Ed.D. (1965), University of Oregon. At Oregon College of Education since 1965.

JAMES ARCHIE GIBBS, M.S.

Assistant Professor of Education.
B.A. (1957), Berea College, Kentucky; M.S. (1964), Oklahoma State University. At Oregon College of Education since 1966.

ARTHUR HUGH GLOGAU, Ph.D.

Professor of Education.
B.S. (1945), M.S. (1946), Ph.D. (1953), Cornell University. At Oregon College of Education since 1953.

CLARENCE CLIFFORD GORCHELS, M.S.

Professor; Director of the Library.
B.S. (1940), Wisconsin State College, Oshkosh; B.L.S. (1945), University of Wisconsin; M.S. (1952), Columbia University. At Oregon College of Education since 1966.

CHARLES D. GRELL, B.S.

Instructor; Director of Information.
B.S. (1950), University of Oregon. At Oregon College of Education since 1969.

PAUL FRANCIS GRIFFIN, Ph.D.

Professor of Geography; Chairman, Social Science Department.
A.B. (1939), M.S. (1941), University of Pittsburgh; M.A. (1951), Ph.D. (1952), Columbia University. At Oregon College of Education since 1960.

PHYLLIS KNIGHT GRIFFITH, M.S.

Assistant Professor; Associate Dean of Students.
B.S. (1965), M.S. (1967), University of Oregon. At Oregon College of Education since 1967.

LLOYD THEODORE HANSON, M.A.

Assistant Professor of Humanities.
B.A. (1950), Willamette University; M.A. (1957), University of Oregon. At Oregon College of Education 1960-63 and since 1965.

HAROLD DALE HARP, M.S.

Assistant Professor of Education; Program Director, Campus Elementary School.
B.S. (1956), M.S. (1960), Oregon College of Education. At Oregon College of Education since 1965.

ZENAS RUSSELL HARTVIGSON, M.A.T.

Instructor in Mathematics.
B.S. (1965), Oregon College of Education; M.A.T. (1966), Harvard University. At Oregon College of Education since 1966.

BEVERLY HENSON HERZOG, Ph.D.

Assistant Professor of Education.
B.S. (1961), Northwestern University; M.A. (1965), Ph.D. (1967), University of Michigan. At Oregon College of Education since 1968.

LELAND ELMER HESS, Ph.D.

Assistant Professor of Political Science.
B.A. (1938), Ripon College; M.A. (1940), Ph.D. (1968), University of Chicago. At Oregon College of Education since 1956.

MARGARET LOUISE HIATT, Ed.D.

Professor of Education.
B.A. (1947), Western Washington College of Education; M.A. (1948), Teachers College, Columbia University; Ed.D. (1956), Colorado State College of Education. At Oregon College of Education since 1949.

VERN DONALD HIEBERT, M.S.

Assistant Professor of Mathematics.
B.A. (1952), Willamette University; M.S. (1959), University of Illinois. At Oregon College of Education 1959-63 and since 1965.

HOWARD CLINTON HILL, M.A.

Assistant Professor; Catalog Librarian.
B.A. (1949), M.A. (1958), University of Washington. At Oregon College of Education since 1962.

JAMES EDWIN HILL, JR., Ph.D.

Associate Professor of Geography.
A.B. (1958), M.Sc. (1959), Ph.D. (1963), University of Tennessee, Knoxville. At Oregon College of Education since 1967.

MARTHA HELEN HILL, B.S.

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

FREDERICK ABRAHAM HIRSCH, Ph.D.

Assistant Professor of Geography.
B.A. (1956), University of Arizona, Tucson; M.A. (1965), Ph.D. (1969), University of Washington. At Oregon College of Education since 1967.

BETTY PHILLIPS HOLDT, M.A.

Assistant Professor of Education.
B.A. (1951), Monmouth College, Illinois; M.A. (1952), Gallaudet College, Washington, D. C.; M.A. (1960), Professional Diploma (1962), Teachers College, Columbia University. At Oregon College of Education since 1963.

KENNETH LLOYD HOLMES, Ph.D.

Professor of History.
B.A. (1938), University of Redlands; Ph.D. (1963), University of Oregon. At Oregon College of Education since 1967.

JOHN MORTON HOWARD, Ed.D.

Associate Professor of Education.
B.S. (1948), Oregon College of Education; M.Ed. (1954), Ed.D. (1960), University of Oregon. At Oregon College of Education since 1949.

***ELIZABETH EMILY HOYSER, M.A.**

Assistant Professor of Education.
B.S. (1950), Oregon College of Education; M.A. (1962), San Francisco State College. At Oregon College of Education since 1965.

* Leave of Absence, 1968-69.

MAJDUDDIN MOHAMMED JAFFER, M.S.E.

Assistant Professor of Physical Sciences-Chemistry.
B.Sc. (1945), 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.

PAUL HENRY JENSEN, Ph.D.

Professor of Education.
B.A. (1935), Midland College, Nebraska; Ph.D. (1938), University of North Dakota. In OSSHE Teaching Research since 1966; at Oregon College of Education since 1968.

CHARLES WILFORD JOHNSON, M.S.

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

BERT YARBROUGH KERSH, Ph.D.

Professor of Education; Dean of Faculty.
B.A. (1950), University of California, Santa Barbara; M.A. (1953), Ph.D. (1955), University of California, Berkeley. In OSSHE since 1955; at Oregon College of Education since 1967.

ROGER PHILIP KERSHNER, Ed.D.

Assistant Professor of Education.
B.A. (1955), M.Ed. (1964), University of Washington; Ed.D. (1968), University of Oregon. At Oregon College of Education since 1967.

MILTON KIELSMEIER, Ph.D.

Associate Professor of Education; Director of Counseling Services.
B.A. (1949), M.S. (1951), Ph.D. (1960), University of Southern California. At Oregon College of Education since 1966.

DOROTHY MARIE KIRBY, M.A.

Assistant Professor of Humanities.
B.A. (1927), University of Oregon; M.S. (1939), Middlebury College, Vermont. At Oregon College of Education since 1960.

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

B.A. (1951), Washington University, Topeka, Kansas; M.A. (1959), Colorado State College, Greeley. At Oregon College of Education since 1963.

ALICE SNYDER KNUTH, Ed.D.

Professor of Music.
B.M. (1930), MacPhail College of Music, Minneapolis; M.A. (1936), State University of Iowa; Ed.D. (1958), University of Oregon. At Oregon College of Education 1966-67 and since 1968.

NORMAN EDWARD KOCH, Ed.D.

Assistant Professor of Education.
B.A. (1956), M.Ed. (1958), Central Washington State College; Ed.D. (1966), University of Oregon. At Oregon College of Education since 1968.

E. 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.

H. LOUISE MICKLEWRIGHT LANDIS, Ph.D.

Associate Professor of Biology.
B.A. (1941), Wilson College, Chambersburg, Pa.;
M.A. (1945), Wellesley College, Massachusetts; Ph.D.
(1950), Brown University, Providence, Rhode Island.
At Oregon College of Education since 1967.

RUTH ELIZABETH LAUTENBACH, Ed.D.

Professor of Physical Education.
B.S. (1930), M.A. (1931), University of Iowa; Ed.D.
(1957), University of Colorado. At Oregon College of
Education since 1940.

JAMES DALE LIEDTKE, Ph.D.

Assistant Professor of Physical Sciences-Chemistry.
B.S. (1959), Portland University; Ph.D. (1964), Wash-
ington State University. At Oregon College of Education
since 1965.

ROBERT CLARENCE LIVINGSTON, Ed.D.

Professor of Physical Education; Chairman, Health
and Physical Education Department.
B.S. (1947), M.Ed. (1948), University of Missouri;
Ed.D. (1951), Teachers College, Columbia University.
At Oregon College of Education since 1951.

JEAN SEBERT LONG, M.A.

Assistant Professor of Social Science.
B.S. (1932), Ithaca College, New York; M.A. (1953),
Alfred University, New York. At Oregon College of
Education since 1968.

MAY FOLSOM LUCAS, M.S.

Assistant Professor of Education.
B.S. (1946), M.S. (1953), Oregon College of Educa-
tion. At Oregon College of Education since 1957.

VICTOR EUGENE LUND, M.Ed.

Assistant Professor of Education.
B.A. in Ed. (1950), M.Ed. (1962), Western Washing-
ton College of Education. In OSSHE since 1958; at
Oregon College of Education 1958-63; in Teaching
Research 1963-68; at Oregon College of Education
since 1968.

ALLYN LAURENCE LYON, Ph.D.

Assistant Professor of Music.
B.S. (1958), M.A. (1960), University of Utah; Ph.D.
(1965), Eastman School of Music of the University of
Rochester. At Oregon College of Education since 1967.

ALEX MACKERTICH, Ph.D.

Assistant Professor of Education.
B.A. (1943), Calcutta University, India; M.A. (1955),
Fairfield University, Connecticut; Ph.D. (1965), Uni-
versity of Wisconsin, Madison. In OSSHE since 1966;
in Teaching Research 1966-67; at Oregon College of
Education since 1967.

HAROLD FRANK MACKEY, Ph.D.

Associate Professor of Social Science.
B.A. (1943), Hope College, Michigan; B.D. (1948),
Garrett Biblical Institute, Illinois; Ph.D. (1965), Wash-
ington State University. At Oregon College of Education
since 1966.

ROBERT VAUGHN MAIN, M.S.

Assistant Professor of Mathematics.
B.S. (1953), Monmouth College, Illinois; M.S. (1960),
University of Washington. At Oregon College of Educa-
tion since 1968.

BETTY ANN MARKIEWICZ, M.A.

Assistant Professor of Education.
B.S. (1951), Milwaukee State Teachers College; M.A.
(1957), San Francisco State College. At Oregon Col-
lege of Education since 1968.

DONALD ERNEST MARTIN, B.S.

Instructor in Social Science; Space Analyst.
B.S. (1959), Oregon State University. At Oregon Col-
lege of Education since 1966.

HAROLD IRWIN MASON, M.S.

Assistant Professor of Education; Director of Place-
ment.
B.S. (1956), M.S. (1960), Oregon State University.
At Oregon College of Education since 1966.

JAMES THOMAS MATTINGLY, M.A.

Instructor in Art.
B.A. (1963), M.A. (1966), San Jose State College.
At Oregon College of Education since 1968.

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.

DAVID VERNON McCORKLE, Ph.D.

Assistant Professor of Biology.
B.S. (1956), Seattle Pacific College; M.S. (1959),
Ph.D. (1967), University of Washington. At Oregon
College of Education since 1963.

ROBERT PATRICK McCULLOUGH, M.A.

Assistant Professor of Physical Education.
B.S. (1948), State Teachers College, East Stroudsburg,
Pennsylvania; M.A. (1952), New York University. At
Oregon College of Education since 1959.

GLORIA JEAN McFADDEN, M.S.

Assistant Professor of Education.
B.A. (1953), Willamette University; B.S. (1956),
M.S. (1966), Oregon College of Education. At Oregon
College of Education since 1966.

THOMAS ELMER MEIER, B.A. in Ed.

Media Intern.
B.A. in Ed. (1960), Eastern Washington State College.
At Oregon College of Education since 1968.

FRANK G. MILES, M.Ed.

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

MARIAN MARGARET MILLER, B.S.

Assistant Professor of Physical Education.
B.S. (1951), Oregon State University. At Oregon Col-
lege of Education since 1961.

RUTH HATFIELD MILLION, M.M.

Assistant Professor of Music.
B.A. (1943), Georgetown College, Kentucky; M.M.
(1946), American Conservatory, Chicago. At Oregon
College of Education since winter term 1966.

LUCILLE NAVARE MILLSAP, Ed.D.

Professor of Education.
B.A. (1930), Oklahoma College of Women; M.Ed.
(1948), Ed.D. (1962), University of Oregon. At Ore-
gon College of Education since 1949.

EWAN HARBRECHT MITTON

Assistant Professor of Music.
Private study with Ruth Miller Chamlee, Los Angeles;
Grace Leslie, New York; Lina Pagliughi, Milan; Mme.
Gall, Paris; Maggie Teyte, London; Opera under Carl
Elbert, Roberto Moranzoni; Tanglewood Festival. Pro-
fessional experience includes Los Angeles Opera, New
England Opera, featured soloist with Salt Lake Taber-
nacle Choir, national tours under Columbia Artist man-
agement. At Oregon College of Education since 1962.

DENIS MICHAEL MORAN, M.A.

Instructor in Social Science.
B.A. (1966), Immaculate Heart College, Los Angeles;
M.A. (1967), Ohio State University. At Oregon Col-
lege of Education since 1968.

HORACE BLAKE MORANVILLE, B.S.

Instructor; Associate Dean of Students.
B.S. (1966), Oregon College of Education. At Oregon
College of Education since 1966.

RONALD RALPH MORGALI, M.S.

Assistant Professor of Mathematics.
B.A. (1959), University of Oregon; M.S. (1965),
Oregon State University. At Oregon College of Educa-
tion since 1967.

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.

ROBERT LEONARD MULDER, Ph.D.

Professor of Speech Pathology; Director, Western Oregon Cooperative Speech and Hearing Center.
B.A. (1948), Western Michigan College of Education; M.A. (1949), Ph.D. (1953), Ohio State University. At Oregon College of Education since 1953.

KENNETH HOLLY MYERS, Ed.D.

Associate Professor of Education.
B.S. (1949), Eastern Oregon College; M.Ed. (1956), Ed.D. (1966), Oregon State University. At Oregon College of Education since 1968.

JUDY ANN NELSON, M.S.

Instructor in Physical Education.
B.S. (1962), University of Utah; M.S. (1967), Smith College. At Oregon College of Education since 1968.

ROBERT OTTO NOVAK, Ph.D.

Assistant Professor of Biology.
B.S. (1952), Michigan State University; M.S. (1956), University of Illinois; Ph.D. (1963), University of Wisconsin. At Oregon College of Education since 1968.

JAMES PATRICK O'BRIEN, M.Ed.

Assistant Professor of Music.
B.S. (1961), Portland State College; M.Ed. (1966), Central Washington State College. At Oregon College of Education since 1968.

ROBERT G. OGAN, M.S.

Assistant Professor of Education; Supervisor of Teaching.
B.A. (1955), Nebraska State College, Wayne; M.S. (1956), University of Omaha. At Oregon College of Education since 1964.

ERNEST MAYNARD OGARD, JR., M.A.T.

Instructor in Social Science.
B.S. (1960), M.A.T. (1968), Oregon College of Education. At Oregon College of Education since 1966.

RICHARD HENRY OLSON, M.A.

Assistant Professor of History.
B.A. (1952), M.A. (1955), Stanford University; M.A. (1962), University of Idaho, Moscow. At Oregon College of Education since 1967.

WILFRED RALPH OPAGER, B.S.

Assistant Professor of Accounting; Assistant Director of Business Affairs.
B.S. (1955), University of Oregon. At Oregon College of Education since 1965.

MARTIN LAVENS OSBORNE, M.A.

Instructor in Mathematics.
B.A. (1965), Hamilton College, Clinton, N. Y.; M.A. (1967), University of Oregon. At Oregon College of Education since 1967.

BARRY BRIAN OSTROM, M.B.A.

Instructor; Budget Officer.
B.A. (1961), Western Washington State College; M.B.A. (1963), Washington State University. At Oregon College of Education since 1968.

ZILLAH ANN PAETH, B.A., B.Ed.

Instructor; Acting Assistant Acquisition Librarian.
B.A., B.Ed. (1941), Washington State University. At Oregon College of Education since 1965.

JOHN THOMAS PATTERSON, M.A.

Assistant Professor of Social Science.
B.A. (1962), M.A. (1965), University of Oklahoma. At Oregon College of Education since 1968.

LEWIS ARTHUR PENNOCK, Ph.D.

Assistant Professor of Biology.
B.A. (1953), Antioch College; M.S. (1961), Ph.D. (1966), University of Colorado. At Oregon College of Education since 1968.

MARY LEE PICKETT, M.A.

Instructor in Political Science.
B.A. (1964), Willamette University; M.A. (1967), University of Nevada. At Oregon College of Education since 1968.

MARIE BETH PLETCHMY, M.S.

Instructor in Art.
B.S. (1956), M.S. (1966), University of Oregon. At Oregon College of Education since 1966.

ANTON POSTL, Ph.D.

Professor of Physical Sciences-Chemistry; Chairman, Science and Mathematics Department.
B.S. (1940), M.S. (1942), University of Hawaii; Ph.D. (1955), Oregon State University. At Oregon College of Education since 1947.

LA FYRNE FRANCES PRATT, B.A.

Instructor; Campus Elementary School Librarian.
B.A. (1950), Willamette University. At Oregon College of Education since 1966.

***DONALD LEROY PRATTON, M.A.**

Assistant Professor of History.
B.A. (1955), Eastern Washington College; M.A. (1962), University of Oregon. At Oregon College of Education since 1964.

HELEN MARIE REDBIRD, Ed.D.

Professor of Social Science.
B.S. (1951), Southern Oregon College; M.Ed. (1954), Ed.D. (1963), University of Colorado. At Oregon College of Education 1956-57 and since 1958.

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.

JULIA ANN RICHARDSON, B.S.

Instructor in Education; Supervisor of Teaching.
B.S. (1962), St. Cloud State College, Minnesota. At Oregon College of Education since 1967.

ROBERT RAY RICHARDSON, M.A.

Instructor in Art.
B.S. (1961), St. Cloud State College, Minnesota; M.A. (1965), University of Minnesota. At Oregon College of Education since 1966.

MONTANA HOPKINS RICKARDS, Ed.D.

Associate Professor of Humanities.
B.F.A. (1935), M.Ed. (1942), University of Oklahoma; Ed.D. (1967), University of Oregon. At Oregon College of Education 1963-66 and since 1967.

***GUY HARLAN ROTH, M.S.**

Assistant Professor of Physical Sciences-Geology.
B.A. (1958), University of New Hampshire; M.S. (1960), Lehigh University. At Oregon College of Education since 1966.

FRANCIS DAVID ROSS, M.A.

Assistant Professor of Humanities.
B.A. (1954), M.A. (1957), University of Washington. At Oregon College of Education since 1968.

MARION OLINDO ROSSI, M.A.

Assistant Professor of Humanities.
B.A. (1963), Idaho State University; M.A. (1965), University of Illinois. At Oregon College of Education since 1965.

THOMAS DAVID ROWLAND, Ed.D.

Professor of Education; Director of Educational Evaluation Center.
B.S. (1945), M.S. (1948), University of Idaho; Ed.D. (1961), Washington State University. At Oregon College of Education 1962-66 and since 1967.

STANLEY VAN RUCKMAN, M.A.

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

- * Leave of Absence 1967-68 and 1968-69.
- * Leave of Absence 1968-69.

WILLIAM DONALD SCHENK, M.A.

Assistant Professor of Humanities.
B.A. (1949), University of Redlands; M.A. (1955), University of Southern California, Los Angeles. At Oregon College of Education since 1967.

JANET KATHLEEN SCHUMAN, M.L.S.

Instructor; Cataloger/Reference Librarian.
B.A. (1964), Portland State College; M.L.S. (1968), University of Oregon. At Oregon College of Education since 1968.

RICHARD TYLER SCOTT, Ed.D.

Assistant Professor of Education.
B.A. (1954), Southern Methodist University; M.A. (1958), University of Chicago; Ed.D. (1965), University of Maryland. At Oregon College of Education since 1966.

DONALD HOWARD SEARING, M.D.

Assistant Professor; 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.

HENRIETTA NICKELS SHIRK, M.A.

Instructor in Humanities.
B.A. (1961), Willamette University; M.A. (1963), Tulane University. At Oregon College of Education since 1968.

RICHARD GERALD SHOLLENBERGER, M.Ed.

Assistant Professor of Physical Education.
B.S. (1947), East Stroudsburg State Teachers College, Pennsylvania; M.Ed. (1955), University of Oregon. At Oregon College of Education since 1965.

AJMER SINGH, Ph.D.

Associate Professor of Economics.
B.S. (1955), Punjab University, India; M.S. (1961), Oregon State University and University of Minnesota; Ph.D. (1964), Oregon State University. At Oregon College of Education since November 1965.

GEORGE DODSON SLAWSON, M.A.

Assistant Professor of Humanities.
B.S. (1958), Oregon College of Education; M.A. (1964), University of Oregon. At Oregon College of Education since 1967.

CLAUDE EDWARD SMITH, M.S.

Assistant Professor of Education; Director of Audio Visual Services.
B.S. (1958), M.S. (1961), Oregon College of Education. At Oregon College of Education since 1958.

DOUGLAS CAMPBELL SMITH, M.A.

Instructor in Art.
B.A. (1962), M.A. (1967), San Jose State College. At Oregon College of Education since 1968.

EDGAR HERBERT SMITH, Ph.D.

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

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.

DONALD ANTONE SPINAS, M.S.

Assistant Professor of Physical Education.
B.S. (1957), M.S. (1963), University of Oregon. At Oregon College of Education since 1967.

LOWELL WAYNE SPRING, M.S.

Assistant Professor of Biology.
B.A. (1960), University of Northern Iowa; M.S. (1963), University of Washington. At Oregon College of Education since 1968.

PATRICIA ANN STEELY, B.S. in Ed.

Assistant Instructor in Education.
B.S. in Ed. (1938), Northwestern University. At Oregon College of Education since January 1967.

MARGARET LILLIAN STEINER, B.S. in L.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.

PETER GORDON STONE, M.A.T.

Assistant Professor of Art.
B.A. (1956), M.A.T. (1967), Reed College. At Oregon College of Education since 1968.

JEAN KAY SYDOW

Teaching Intern, Campus Elementary School.
At Oregon College of Education since 1968.

SHARILYN KAY SYVERSON

Teaching Intern, Campus Elementary School.
At Oregon College of Education since 1968.

HENRY EVERETT TETZ, M.S.

Assistant Professor of Education; Director of Student Teaching and Interns; Director of Alumni Relations.
B.S. (1925), M.S. (1937), University of Oregon. At Oregon College of Education since 1957.

BERNIECE LUTHRO THAYER, M.S.

Instructor in Education; Supervisor of Teaching.
B.S. (1951), University of Alaska, College; M.S. (1968), Oregon College of Education. At Oregon College of Education since 1963.

LINDA GAYLE THOMPSON, B.S.

Instructor in Education; Supervisor of Teaching.
B.S. (1966), Oregon College of Education. At Oregon College of Education since 1968.

LEONA ESTHER TODD, M.S.

Assistant Professor of Biology.
B.A. (1954), Willamette University; M.S. (1955), Oregon State University. At Oregon College of Education 1960-64 and since 1965.

DAVID CARL TRAPP, B.S.

Instructor; Assistant Dean of Students; Financial Aids Officer.
B.S. (1966), Oregon College of Education. At Oregon College of Education since 1967.

BARBARA JEANNE TYLER, M.A.

Assistant Professor of Education; Supervisor of Teaching.
B.A. (1959), Western Washington State College; M.A. (1961), Colorado State College. At Oregon College of Education since 1967.

JAY BEVERLY VANDERFORD, JR., M.A.T.

Assistant Professor of Geography.
B.A. (1959), Portland State College; M.A.T. (1968), Oregon College of Education. At Oregon College of Education since 1963.

BETTIE BENNETT VANICE, M.A.

Assistant Professor of Education.
B.A. (1961), Oklahoma University, Norman; M.A. (1967), Oklahoma State University, Stillwater. At Oregon College of Education since 1968.

PHILIP EUGENE VOGEL, Ph.D.

Associate Professor of Geography.
B.S. (1953), Central Missouri State College; M.A. (1956), Ph.D. (1960), University of Nebraska. At Oregon College of Education since 1966.

DORIS MANGUM VOLK, M.S.

Instructor in Physical Sciences-Geology.
B.S. (1962), Michigan State University; M.S. (1965), B.S. (1966), Oregon State University. At Oregon College of Education since March 1968.

KENNETH WALDROFF, Ed.D.

Assistant Professor of Education; Coordinator of Continuing Education and Special Programs, OCE.
B.A. (1951), M.A. (1956), University of Portland; Ed.D. (1968), University of Oregon. At Oregon College of Education since 1965.

KENNETH MERRIAM WALKER, Ph.D.

Associate Professor of Biology.
B.S. (1943), M.S. (1949), Ph.D. (1955), Oregon State University. At Oregon College of Education since 1957.

DAVID EDWARD WALLACE, Ph.D.

Professor of Music.
B.M. (1950), West Virginia University, Morgantown;
M.M. (1951), Ph.D. (1964), Northwestern University,
Evanston, Illinois. At Oregon College of Education since 1960.

MAXINE AMMER WARNATH, M.A.

Assistant Professor of Education and Psychology.
B.A. (1949), Brooklyn College; M.A. (1951), Teachers College, Columbia University. At Oregon College of Education since 1962.

GAIL HARTMAN WEAVER, M.S.

Instructor in Speech Pathology.
B.A. (1966), Central Washington State College; M.S. (1967), University of Wisconsin. At Oregon College of Education since 1968.

DONALD JOSEPH WEISS, M.A.

Assistant Professor of Humanities.
B.A. (1953), Amherst College; M.A. (1955), Indiana University. At Oregon College of Education since 1966.

WAYNE RODGERS WHITE, M.A.

Assistant Professor of Geography.
B.S. (1961), East Texas University, Commerce; M.A. (1964), University of Texas, Austin. At Oregon College of Education since 1967.

DENNIS DALE WILLIAMS, M.A.

Assistant Professor of Mathematics.
B.A. (1964), M.A. (1965), University of Montana, Missoula. At Oregon College of Education since 1967.

LONNIE LEON WILLIS, Ph.D.

Assistant Professor of Humanities.
B.A. (1957), North Texas State, Denton; M.A. (1960), University of Texas, Austin; Ph.D. (1966), University of Colorado. At Oregon College of Education since 1968.

ARTHUR KENNETH YOST, Ed.D.

Professor of Education; Director of Educational Media Center.
B.A. (1935), M.A. (1939), Carnegie Institute of Technology; Ed.D. (1957), Teachers College, Columbia University. At Oregon College of Education since 1953.

DORIS MARIE COSTELLO

Administrative Assistant, Business Office.
At Oregon College of Education since 1960.

N. ERNEST GRESHAM

Superintendent of Buildings and Grounds.
At Oregon College of Education since 1961.

BETTY COXEN HOYT

Placement Secretary.
At Oregon College of Education since 1964.

Emeritus Faculty**OSCAR CARL CHRISTENSEN, M.S.**

Associate Professor Emeritus of Social Science.
At Oregon College of Education from 1925 to 1964.

MARY AGNES DONALDSON, M.A.

Associate Professor Emeritus of Education.
At Oregon College of Education from 1921 to 1962.

FRANCIS D. HAINES, Ph.D.

Professor Emeritus of Social Science.
At Oregon College of Education from 1951 to 1964.

PEARL BIRCH HEATH, M.S.

Professor Emeritus of Art.
At Oregon College of Education from 1927 to 1963.

EMMA FRANCIS HENKLE, M.A.

Associate Professor Emeritus of Education.
At Oregon College of Education 1922-29 and 1932-57.

CHARLES ABNER HOWARD, M.A., LL.D.

President Emeritus.
At Oregon College of Education from 1939 to 1947.

FLORENCE WHITE HUTCHINSON, M.S.

Associate Professor Emeritus of Music.
At Oregon College of Education from 1929 to 1961.

CHARLES RAYMOND McCLURE, Ph.D.

Professor Emeritus of Humanities.
At Oregon College of Education from 1952 to 1964.

EDITH LORETTA OLSON, B.S.

Assistant Professor Emeritus of Health.
At Oregon College of Education from 1952 to 1963.

IDA MAE SMITH, M.A.

Assistant Professor Emeritus of Education.
At Oregon College of Education 1918-24 and 1927-47.

WALTER EDWARD SNYDER, Ed.D.

Emeritus Dean of Instruction.
At Oregon College of Education from 1956 to 1968.

ELLIS ARNOLD STEBBINS, B.A.

Emeritus Dean of Administration.
At Oregon College of Education from 1928 to 1968.

CLARA VAUGHN THOMPSON, B.S.

Assistant Professor Emeritus.
At Oregon College of Education 1930-34 and 1953-61.

MATTHEW ROY THOMPSON, Ed.D.

Professor Emeritus of Mathematics.
At Oregon College of Education from 1946 to 1966.

HENRIETTA B. WOLFER, M.S.

Associate Professor Emeritus of Education.
At Oregon College of Education from 1925 to 1961.

LOUISE WOODRUFF, M.A.

Assistant Professor Emeritus of Music.
At Oregon College of Education from 1946 to 1947.

NOTE: Since the general catalog is published before the faculty assignments have all been made for the 1969-70 school year, the official faculty list for the Fall quarter for the 1968-69 school year is shown in this catalog. Where possible, however, recently awarded degrees are shown. Included in this list are both full-time faculty and faculty employed half-time or more.

Teaching Research Division Faculty**JAMES H. BEAIRD, Associate Director**

Ed.D., University of Nebraska, 1962. OSSHE since 1962.

JOHN L. BOND, Instructor

M.A.T., Oregon College of Education, 1968. OSSHE since 1968.

JAMES BUCK, Instructor

M.S.T., Portland State College, 1968. OSSHE since 1968.

JOSEPH M. CANON, Instructor

M.A.T., Oregon College of Education, 1968. OSSHE since 1968.

JACK J. CRAWFORD, Associate Research Professor

Ph.D., University of Washington, 1962. OSSHE since 1967.

PAUL DAWSON, Assistant Research Professor

M.S., Central Washington State College, 1965. OSSHE since 1967.

PHILIP DOUGHTY, Instructor

M.Ed., University of Kansas, 1965. OSSHE since 1967.

RUSSELL J. DURHAM, Instructor

M.A., Arizona University, 1960. OSSHE since 1968.

JACK V. EDLING, Director, Research Professor

Ph.D., University of Nebraska, 1955. OSSHE since 1955.

HAROLD D. FREDERICKS, Assistant Professor

Ed.S., Stanford University, 1959. OSSHE since 1965.

GERALD E. GAGE, Associate Research Professor
Ed.D., University of Nebraska, 1960. OSSHE since 1967.

THOMAS R. HAINES, Instructor
M.S., Oregon College of Education, 1966. OSSHE since 1965.

DALE G. HAMREUS, Associate Research Professor
Ed.D., Washington State University, 1963. OSSHE since 1963.

MARILYN HOLSINGER, Instructor
M.A.T., Reed College, 1964. OSSHE since 1965.

EDWARD E. HOLT, Research Professor
M.S., Miami University, 1936; LL.D.'s (4) Hon. Wittenberg University, Miami University, Ashland College, Wilmington College.

DONALD KOHL, Instructor
M.A.T., Oregon College of Education, 1967. OSSHE since 1967.

ALLEN LEE, Research Professor
Ph.D., University of Wisconsin, 1962. OSSHE since 1967.

PATRICK R. MAHONEY, Administrator
B.S., Seattle University, 1963. OSSHE since 1966.

GARY L. MARTIN, Instructor
B.S., Oregon College of Education, 1968. OSSHE since 1968.

HAROLD V. McABEE, Associate Professor
Ph.D., University of Oregon, 1956. OSSHE since 1968.

BRANFORD P. MILLAR, Professor
Ph.D., Harvard, 1946. OSSHE since 1959.

FRANK G. NELSON, Assistant Professor
Ed.D., Washington State University, 1968. OSSHE since 1968.

ROBERT A. NICHOLAS, Assistant Professor
Ed.D., University of Wyoming, 1966. OSSHE since 1965.

CASPER F. PAULSON, JR., Assistant Research Professor
M.A.T., Reed College, 1961. OSSHE since 1962.

FLOYD L. PAULSON, Assistant Professor
M.A., San Francisco State College, 1964. OSSHE since 1965.

GEORGE D. ROSE, Research Associate
B.A., Bard College, 1963. OSSHE since 1967.

RUSSELL K. SADLER, Research Assistant
B.S., University of Oregon, 1967. OSSHE since 1968.

HENRY D. SCHALOCK, Research Professor
Ph.D., University of Nebraska, 1955. OSSHE since 1956.

RICHARD D. SCHULTZ, Assistant Research Professor
M.A., University of Oregon, 1950. OSSHE since 1965.

G. ROGER SELL, Instructor
B.A., University of Denver, 1967. OSSHE since 1968.

KENNETH H. SILBER, Assistant Research Professor
M.S., University of Southern California, 1967. OSSHE since 1968.

CLARK A. SMITH, Instructor
M.Ed., Central Washington State College, 1967. OSSHE since 1968.

MICHAEL B. STEWART, Instructor
B.S., University of Oregon, 1967. OSSHE since 1968.

GREGORY P. THOMAS, Instructor
M.S., Washington State University, 1968. OSSHE since 1968.

PAUL A. TWELKER, Associate Research Professor
Ed.D., University of California, L.A., 1964. OSSHE since 1964.

JAMES L. WALTER, Instructor
B.A., Kearney State College, 1965. OSSHE since 1967.

WARREN WELCH, Instructor
B.S., Oregon State University, 1949. OSSHE since 1960.

Associate Faculty

Off-Campus Supervisors of Elementary Student Teachers and Interns

AGERTER, ANTOINETTE, McNary High, Salem
ALBORN, RUSSELL, Astoria High, Astoria
ANTONSON, JOHN, Silverton Union High, Silverton
AUGUST, RONALD, Dallas High, Dallas
BACKLUND, VICTOR, McNary High, Salem
BAISCH, ELDORE—Principal, McMinnville High, McMinnville

BAKER, STEWART, Walker Junior High, Salem
BALLANTYNE, RAYMOND, South Salem High, Salem
BARBER, WILLIAM, Academy Junior High, Dallas
BAXTER, ELMER, North Salem High, Salem
BENNINGHOFF, JOSEPH—Administrative Assistant, Salem
BOATMAN, BRUCE, Parish Junior High, Salem
BOOST, FRED, McNary High, Salem
BORSBERRY, JAMES, North Salem High, Salem
BOYD, BILL, South Salem High, Salem
BRENNEMAN, GERALD, Albany High, Albany
BRENNEMAN, MARVIN, La Creole Junior High, Dallas
BROCK, JOE, Stayton High, Stayton
BROWN, EUGENE, Talmadge Junior High, Independence
BROWN, JERRY, Dallas High, Dallas
BROWN, NEIL—V. Principal, South Salem High, Salem
BURCH, GARY, South Salem High, Salem
BUSSELLE, TED—Principal, La Creole Junior High, Dallas

CABLE, CAROL—V. Principal, Central High, Independence
CADDY, ELIZABETH, Whiteaker Junior High, Salem
CALDARAZZO, GUIDO, North Salem High, Salem

CAMPBELL, CHARLES—Assistant Superintendent, Woodburn

CANTONWINE, BOB, Dallas High, Dallas
CAREY, DON, Stayton High, Stayton
CARLETON, E. A.—Principal, North Salem High, Salem
CHINBERG, DELBERT, North Salem High, Salem
CHRISTIANSON, ROY, Stayton Junior High, Stayton
CHRISTMAN, CHARLES, Chelidlin Junior High, Corvallis
CLARK, JUANITA, La Creole Junior High, Dallas
CLARK, CATHY, Dallas High, Dallas
COLEMAN, RAY, Central High, Independence
COLLINS, GLEN, Parish Junior High, Salem
CONRAD, CLELL—Principal, Highland View Junior High, Corvallis

COOK, CLIFFORD, South Salem High, Salem
CREECY, EDWARD, Waldo Junior High, Salem
DALKE, ERWIN, North Salem High, Salem
DANIELSON, ROGER, Stayton High, Stayton
DAVENPORT, ERNEST—Asst. Prin., McNary High, Salem
DAWSON, HARRY, McMinnville High, McMinnville
DE LORETTO, VIRGINIA, North Salem High, Salem
DICKSON, ADRIAN—Principal, Stayton Junior High, Stayton

DICKSON, WALTER, North Salem High, Salem
DOW, ROBERT—Principal, Waldo Junior High, Salem
DRESSLE, LEONARD, Dallas High, Dallas
DUBOIS, DON—Principal, Whiteaker Junior High, Salem
EDMONDS, EARL, Talmadge Junior High, Independence
EDWARDS, DON, Central High, Independence
ELLIS, ELEANOR, South Salem High, Salem
ERCOLINI, HENRY—Principal, Walker Junior High, Salem
EVANS, LENARD, Walker Junior High, Salem
FAIRCHILD, JAMES, Dallas High, Dallas
FETTER, CAROLE, Leslie Junior High, Salem
FINEGAN, JACK, Fowler Junior High, Tigard
FINERAN, DON, Leslie Junior High, Salem
FISHER, BILL, Dallas High, Dallas
FLESHER, GURNEE—Principal, McNary High, Salem
FOREMAN, KATHERINE, Central High, Independence
FRIESEN, LANDO, Dallas High, Dallas

- FUNK, WILBUR, David Douglas High, Portland
 GALE, HATTIE, Parrish Junior High, Salem
 GEISLER, ROBERT, Central High, Independence
 GILHAM, LEWELL, Parrish Junior High, Salem
 GILLIHAN, CHESTER—Asst. Prin., Lake Oswego High, Lake Oswego
 GILMAN, JERRY, South Salem High, Salem
 GLENNIE, PETER, Central High, Independence
 GOTTFRIED, LORETTA, McNary High, Salem
 GRAHAM, FRED—Superintendent, Stayton High, Stayton
 GRAHAM, LAURA LYNN, South Salem, Salem
 GRIFFIN, RALPH, South Salem, Salem
 GROBE, ROBERT, McNary High, Salem
 HABERLY, ROBERT, Albany High, Albany
 HAGGERTY, NORMA, McNary High, Salem
 HALSOR, PAUL, North Salem High, Salem
 HALSTEAD, ROBERT—Principal, Dallas High, Dallas
 HALVORSEN, LIDA, South Salem High, Salem
 HAMPTON, EARL—Principal, Judson Junior High, Salem
 HANSON, RAY, Stayton High, Stayton
 HARGADINE, WILLIAM, Central High, Independence
 HARGAND, FRED, Waldo Junior High, Salem
 HAYDEN, JAMES, Talmadge Junior High, Independence
 HISE, KENDRA, South Salem High, Salem
 HOGUE, LEAH, South Salem High, Salem
 HOLMAN, THOMAS—Principal, Memorial Junior High, Albany
 HOLMES, BETTY, South Salem, Salem
 HUNTSBERGER, JOHN, Highland View Junior High, Corvallis
 HUTZLER, CARL, Corvallis High, Corvallis
 INSKIP, EUGENE, McNary High, Salem
 ISOM, LYDIA, Parrish Junior High, Salem
 JIMINEZ, MICHAEL, Whiteaker Junior High, Salem
 JUDD, ROGER, North Salem, Salem
 JURAN, HANK, South Salem, Salem
 KAUFFMAN, RAYMOND, Albany High, Albany
 KEKEL, JUDY, McMinnville High, McMinnville
 KERZEL, STANLEY, Waldo Junior High, Salem
 KERBER, DELMAR, Dallas High, Dallas
 KETTLESON, FRANK, Dallas High, Dallas
 KLAPPENBACH, RAY—Superintendent, Dallas
 KLEIN, DON, McMinnville High, McMinnville
 KNIGHT, GLENN, Dallas High, Dallas
 KRUEGER, RAYMOND, Central High, Independence
 KULBEL, GOLDWYN, South Salem, Salem
 LA FOUNTAINE, JOHN—Principal, Academy Junior High, Dallas
 LAU, ERNEST, Stayton High, Stayton
 LEEK, STEWART—Asst. Prin., North Salem High, Salem
 LEOPOLD, ALBERT, South Salem, Salem
 LEWIS, MARGARET, Parrish Junior High, Salem
 MABEE, DON, McMinnville High, McMinnville
 MACNAMARA, IONE, Judson Junior High, Salem
 MADDY, JERRY, Memorial Junior High, Albany
 MARTIN, GEORGE—Assistant Superintendent, Salem
 MARTIN, TED, Walker Junior High, Salem
 MASON, LYLE, South Salem High, Salem
 MATTHEWS, CARLEEN, Albany High, Albany
 MCCALEY, SHIRLEY, Central High, Independence
 MCCLEARY, EDNA, Academy Junior High, Dallas
 MCCONNELL, MARY, Parrish Junior High, Salem
 MCMURRAY, WAYNE—Superintendent, Central District, Independence
 MCNATT, CHARLES, Silverton High, Silverton
 MCWILLIAMS, DAVID, Memorial Junior High, Albany
 MEURLOTT, BYRON, Lake Oswego Junior High, Lake Oswego
 MEUSEY, LORAIN, North Salem High, Salem
 MILLER, ADRIAN, Walker Junior High, Salem
 MILLS, JANICE, Academy Junior High, Dallas
 MOBERG, JON, Central High, Independence
 MORT, CHARLES—Principal, Leslie Junior High, Salem
 MORT, FAY, McNary High, Salem
 MURTY, SCHOLASTICA, Lake Oswego High, Lake Oswego
 NEBEL, CARL, South Salem High, Salem
 NOLAND, MARY, Judson Junior High, Salem
 PALDANTUS, WARD, North Salem High, Salem
 PATCH, DOROTHY, North Salem High, Salem
 PEPFLEY, BOB, Dallas High, Dallas
 PETERSON, BOB, North Salem High, Salem
 PIETERS, DENNIS, McNary High, Salem
 PRATT, GORDON—Principal, Central High, Independence
 PUTNAM, MARIAN, North Salem High, Salem
 RASMUSSEN, DON, South Salem High, Salem
 RENTEN, WILLIAM, Astoria High, Astoria
 RIERSON, LORENE, Lake Oswego Junior High, Lake Oswego
 ROBERTS, ELEANOR, Judson Junior High, Salem
 ROBERTSON, DON, Lake Oswego High, Lake Oswego
 ROSENBAUM, NANCY, Dallas High, Dallas
 RUNNER, DWIGHT, McNary High, Salem
 SABIN, ROBERT—Administrative Assistant, Lake Oswego
 SATHER, ALF, Leslie Junior High, Salem
 SAXTON, CLIFF, McNary High, Salem
 SCHAAD, BENJAMIN, McMinnville High, McMinnville
 SCHAEFER, DON, North Salem High, Salem
 SCHELLENBERG, RUBEN, La Creole Junior High, Dallas
 SCHIMP, PAUL, Central High, Independence
 SCHIOPEN, ROBERT, Dallas High, Dallas
 SCHWAB, HELEN, McNary High, Salem
 SEELEY, WILLIAM—Principal, Parrish Junior High, Salem
 SHAFER, ROGER, Whiteaker Junior High, Salem
 SHAW, WILLIAM, McNary High, Salem
 SHEPARD, JEROME, Waldo Junior High, Salem
 SHIDLER, JAN, Whiteaker Junior High, Salem
 SIMMONS, BERT—Principal, Stayton High, Stayton
 SIMMS, MARGARET, North Salem High, Salem
 SIX, ANNE, McMinnville High, McMinnville
 SIX, DORIS, South Salem High, Salem
 SNYDER, EDWARD, North Salem High, Salem
 SPARKS, LOIS, Central High, Independence
 SPELLBRINK, PERRY, South Salem High, Salem
 SPENCER, DENNIS, Memorial Junior High, Albany
 SMYTH, JANE, South Salem High, Salem
 STABB, FRED, Dallas High, Dallas
 STENBACK, LEO, South Salem High, Salem
 STEWART, BRUCE, McNary High, Salem
 SUDERMAN, LELAND, La Creole Junior High, Dallas
 SWANSON, MARCIA, Warrenton High, Warrenton
 THELEN, KARL, Waldo Junior High, Salem
 THOMAS, SHIRLEY, Walker Junior High, Salem
 THOMPSON, JOHN—Principal, Silverton High, Silverton
 TIGNER, NEAL, McMinnville High, McMinnville
 TILTON, JACK, South Salem High, Salem
 TORVEND, EVELYN, Judson Junior High, Salem
 TUTTLE, DEWEY, Dallas High, Dallas
 VANDERFORD, MARGARET, McNary High, Salem
 VAN DEN BOSCH, EVA, Academy Junior High, Dallas
 WALKER, MARILYN, Judson Junior High, Salem
 WARREN, PAUL, Leslie Junior High, Salem
 WATSON, JAMES, Waldo Junior High, Salem
 WEIDNER, JANICE, McMinnville Junior High, McMinnville
 WILLIAMS, MARK, Talmadge Junior High, Independence
 WOOD, ROBERT, Waldo Junior High, Salem
 WRIGHT, WINONA, South Salem High, Salem
 WHITEMAN, ROGER, South Salem High, Salem
 ZIMDARS, SHIRLEY, South Salem High, Salem

Off-Campus Supervisors of Elementary Student Teachers and Interns

- ALEXANDER, HUGH, Faye Wright, Salem
 ALLEGRE, JEAN, North Gresham, Gresham
 AMES, AUDRA, Bush, Salem
 AMES, BARBARA, Chas. F. Tigard, Tigard
 ANDERSON, IVA, Edwards, Newberg
 AUSTIN, NANCY, Lyle, Dallas
 BAILEY, ROSS, Robert Gray, Astoria
 BARKER, DAVID—Principal, IES—Henry Hill, Independence
 BAY, HOWARD—Supervisor Elementary Education, Salem
 BECK, WALTER—Principal, Morningside, Salem
 BELL, FRANCES, Waverly, Salem
 BENEDICT, RITA, North Gresham, Gresham
 BERNDT, LUCILLE, Morningside, Salem
 BIR, ROBERT—Principal, Hoover, Salem
 BLAKE, CAROLINE—Principal, Hayesville, Salem
 BRADLEY, ART—Principal, West Salem, Salem
 BRINKERHOFF, KEN—Principal, MES, Monmouth
 BRINKERT, BERTHA, Lyle, Dallas
 BROWN, VIVIAN, Whitworth, Dallas
 BUCKOVIC, DORIS, IES, Independence
 BURCHFIELD, MILDRED, Auburn, Salem
 BURELBACH, BARBARA, MES, Monmouth
 CARR, PHYLLIS, Forest Hills, Lake Oswego
 COREY, DARYL—Principal, Joseph Wilson, The Dalles
 DAVIS, JACQUELINE, Mountain View, Salem
 DODGE, NANCY, Kennedy, Salem
 FALLEN, ARLENE, West Salem, Salem
 FAWK, FLORENCE, Highland, Salem
 FISHER, VIVIAN, Lewis and Clark, Astoria
 FITZGERALD, BEVERLY, Keizer, Salem
 FLORY, ROSE, Candalaria, Salem
 FLUG, SHIRLEY, IES, Independence
 FOLLIS, GLADE—Principal, Washington, Salem

FOX, MARTHA, Morningside, Salem
 FRANZEN, BARBARA, Templeton, Tigard
 GADWAY, LOU HELEN, Brush College, Salem
 GETTIS, CURT, Salem Heights, Salem
 GIBSON, LAJUANA, Lyle, Dallas
 GILSON, DALE, Washington, Salem
 GIRARD, CHARLENE, IES, Independence
 GJONNES, DOROTHY, Hoover, Salem
 GLISAR, VELMA, Morningside, Salem
 GORCHELS, EUGENIA, MES, Monmouth
 GRAHAM, OPAL, Whitworth, Dallas
 GROSHONG, ROD—Principal, Uplands, Lake Oswego
 HALSTEAD, KARLEEN, Whitworth, Dallas
 HANNA, ERMA, Candalaria, Salem
 HANCHETT, KEN, Auburn, Salem
 HARDING, MARGARET, Waverly, Albany
 HAROLD, NIA, Chas. F. Tigard, Tigard
 HOERAUF, AL, Cummings, Salem
 IRVING, STEVE—Principal, Liberty, Salem
 IVERSON, IRVING, Swegle, Salem
 JAMES, DEE ANN, Palisades, Lake Oswego
 JAMIESON, PHIL, Brush College, Salem
 JENSEN, MARILYN, Robert Gray, Astoria
 JESPERSON, ROSE MARIE, MES, Monmouth
 JOHNSON, WILLIAM, Whitworth, Dallas
 JOHNSON, WILLA, Baker, Salem
 JOY, ANNE, Morrison, Dallas
 JUDGE, JOHN, Englewood, Salem
 KELLUMS, MARLYS, MES, Monmouth
 KEMPER, DICK—Principal, Four Corners, Salem
 KITZMILLER, ERMA JANE, Morrison, Dallas
 KURTZ, BETTY, Henry Hill, Independence
 LEE, MARJORIE, Auburn, Salem
 LEIGH, NELLIE, Lewis and Clark, Astoria
 LUDLAM, JOANNE, Templeton, Tigard
 LUND, ALICE, Whitworth, Dallas
 LUSK, JEAN, Cummings, Salem
 MACNAB, ARLENE, Liberty, Salem
 MARTIN, GLENNA, Lyle, Dallas
 MCBATH, JERRY, Templeton, Tigard
 McDONALD, MARJORIE, Keizer, Salem
 MCGILLIVRAY, CATHERINE, Memorial, McMinnville
 McMURRAY, LARRY, West Salem, Salem
 MILLER, JACKIE, Hayesville, Salem
 MOFFITT, SHERRY, Lyle, Dallas
 MOHR, HARRY, JR.—Principal, Faye Wright, Salem
 MYERS, ARTHUR—Assistant Superintendent, Salem

MYERS, KENT—Assistant Superintendent, Lake Oswego
 NEELEY, RONALD, Kennedy, Salem
 NEWTON, LAURENE, IES, Independence
 PAULSEN, MARILYN, IES, Independence
 PETERSON, CAMELIA, Warrenton, Warrenton
 PEYTON, DALE, Sunnyside, Salem
 PLUMMER, DON—Principal, Cummings, Salem
 POST, ROBERT—Principal, Templeton, Tigard
 PRATTON, JERRY, Chas. F. Tigard, Tigard
 RAMSDELL, DONNI, Bush, Salem
 RANDS, GORDON—Principal, McKinley, Salem
 RANDS, LOIS, Hoover, Salem
 REEKE, HAZEL, Faye Wright, Salem
 ROLLINS, EILEEN, Forest Hills, Lake Oswego
 SCHAFFER, JOHN—Principal, Powell Valley, Gresham
 SCROGGIN, KAY, Lyle, Dallas
 SEEGAR, LOLA, Faye Wright, Salem
 SIMPSON, EILEEN, Hayesville, Salem
 SMITH, CARROLL, Special Education, Salem
 SMITH, SYBYL, Keizer, Salem
 SPENCER, ALLEYNE, Bush, Salem
 STEARNS, MARGUERITE, Bryant, Lake Oswego
 STEIDEL, SALLY—OCE Clinical Professor, Seaside
 STROUT, VIVIAN—Principal, Cook, McMinnville
 SWANSON, MARILYN, Lake Grove, Lake Oswego
 SWEET, GLEN—Principal, Morrison, Dallas
 TALLENT, THELMA, IES, Independence
 THIBEAU, JEAN, Hayesville, Salem
 THOMPSON, LINDA, Chas. F. Tigard, Tigard
 THOMPSON, MILDRED, Morningside, Salem
 THURLOW, DOROTHY, Uplands, Lake Oswego
 TURNBULL, ARNOLD—Principal, Waverly, Albany
 WARDLE, LUCILLE, Grant, Salem
 WARKENTIN, TENA, Lyle, Dallas
 WARREN, ALVINA, Liberty, Salem
 WATT, LADELE, Lake Grove, Lake Oswego
 WEDDLE, CARMALITE—Principal, Kennedy, Salem
 WEGNER, GENEVIEVE, Salem Heights, Salem
 WELDON, GENE, Auburn, Salem
 WILSON, JOAN, Hoover, Salem
 WILSON, SUSAN, Grant, Salem
 WOLFARD, EMMA, Keizer, Salem
 WOOD, PHYLLIS, Lyle, Dallas
 WRIGHT, JAMES—Principal, Chas. F. Tigard, Tigard
 YOSHUKAI, ALYCE—Principal, Candalaria, Salem
 YOST, FAMIE, MES, Monmouth

INDEX

Academic Calendar	7	Elementary School Curriculum	37, 64
Academic Procedures and Regulations	31	Employment	26
Accreditation	10	Engineering	42
Administrative Officers of OCE	115	English	89
Admission Requirements	10, 35, 59	Extreme Learning Problems	49, 68
Advanced Placement Program	11	Facilities, Instructional	14
Advanced Standing	11	Faculty	115-125
Agriculture	42	Fee Refunds	14
Alumni Association	18	Fees and Deposits	12
Anthropology	104	Financial Aids	22
Architecture	44	Follow-up Services	18
Art	47, 75	Foreign Students	12
Art Education	39, 47, 48	Forensics	21
Art Gallery	22	Forestry	42
Assemblies	22	French	51
Associate in Arts Certificate	41	Freshman Standing	11
Athletics	21	General Education Requirements	37, 38, 39, 40
Audiology	40, 49, 86	General Information	9, 59
Awards	22	General Science	97
Bachelor's Degree, Requirements for	29	General Social Science	103
Biological Sciences	98, 99	General Studies	41
Botany	42, 98	Geography	105
Business Administration	42, 110	Geology	42, 100
Business Administration and Technology	42	Graduate Study	59-74
Campus Store	18	Educational Specialists	67
Certificate, Requirements for	29	General Information	59
Chemistry	42, 99	General Regulations	63
Class Standing	31	Master of Arts in Teaching	70
Concerts	22	Master of Science in Education	64
Corrections (Major)	57, 58	Non-Degree Fifth-Year Program	72
Counseling	69	Graduates, 1967-68	111
Course Descriptions	75-110	Graduation Expenses	14
Course Numbering System	31	Health and Physical Education	49, 87
Curricula, Graduate	64	Health Requirements	11
Curricula, Undergraduate	35	Health Sciences	44
Honors Program	26	Health Services	18
Liberal Arts and Sciences	40	History	107
Medical Technology	46	History and Location of OCE	9
Preprofessional	41	Home Economics	43
ROTC, Air Force	27	Honors Program	26, 88
Teacher Education	35	Housing	15
Dads Club	19, 23	Humanities	50, 66, 71, 89
Deaf, Teaching of the	67	Humanities (Major)	52
Degrees and Certificate	10, 29	Industrial Arts Education	43
Degrees, Awarding of	32	Insurance, Accident and Health	18
Degrees, Requirements for	29	Internship	36
Drama	51, 93	Intersession	33
Dramatics	21	Junior High School Curricula	37
Dropping a Course	32	Journalism	43, 91
Early Admission to Freshman Standing	11	Kindergarten Curriculum	36
Economic Opportunity Grants	24	Languages	51, 92
Economics	104	Law	44
Education and Psychology	47, 78	Liberal Arts and Sciences	40
Educational Media Specialist	69		
Educational Specialist, Curricula	67		

Librarian	71	Social Activities	19
Library Science	94	Social Science	56, 67, 72, 103
Literature, Writing and Language	51	Socially and Educationally Disadvantaged ..	70
Living Accommodations	15	Sociology	109
Loan Funds	24	Spanish	51
Lower Division Arts and Sciences	41	Special Education	48, 67
Master of Arts in Teaching	70	Special Fees	13
Master of Science in Education	64	Specialized Programs	38, 48
Mathematics	54, 101	Speech and Drama	51, 93
Medical Technology	46	Speech Correction	49, 68
Mentally Retarded, Teaching the	49, 68	Speech Pathology and Audiology	40, 49, 86
Microbiology	43	Sports	21
Modern Languages	51, 92	Student Activities	19
Mothers Club	19, 23	Student Discipline	17
Music	53, 95	Student Expenses	22
Music Education	39, 48, 54	Student Government	19
New Students Week	18	Student Health Services	18
Non-Degree Fifth-Year Program	72	Student Living	15
Organizations, Student	19	Student Personnel Program	16
Physical Education	49, 87	Student Teaching and Internship	35
Philosophy and Religion	91	Student Welfare	16
Physics	43, 101	Summary of Enrollment, 1968	114
Placement	10, 18	Summer Session, 1970	33
Political Science	108	Supervision	69
Preprofessional Curricula	41	Teacher Education	35
Probation, Student	32	Teacher Education, Admission to	35
Professional Education Requirements	48	Teacher Education, Levels of Preparation ..	35
Psychology	49, 85	Teacher Education Programs	36
Publications, Student	21	Teaching Research Division	36
Recreation	21	The Arts (Major)	47, 52, 54
ROTC, Air Force	27, 110	Tuition	13
Scholarships	22	Unaccredited Institutions, Credit from	11
Science and Mathematics	54, 66, 71, 97	Withdrawal from School	32
Secondary Curricula	37, 38, 65	Workshops	33
Senior High School Curricula	38	Work-Study	26
		Writing	89
		Zoology	43, 99

F. B. Albin

Second Class Postage
Paid at Monmouth, Oregon

Oregon College of Education

BULLETIN

Published by the Oregon State
Board of Higher Education, Oregon
College of Education
Monmouth, Oregon

Return Requested

Catalog Issue Monmouth, Oregon

OCE