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DIRECTIONS FOR COMMUNICATION

The Post Office address of the University is University of Puget Sound, 1500 North Warner, Tacoma, Washington 98416. In the list below are the administrative offices to whom inquiries of various types should be sent. The telephone number of the University is SK 9-3521 (area code 206).

Admissions Information . Director of Admissions
Alumni Relations . . Director of Alumni Affairs
Annuities and Gifts . . . . . President
Catalogs for General Distribution . . Registrar
Continuing Education . . . . . Director Curriculum and Instruction . . . . Dean of the University
Fees, Tuition and Payment of Bills . . Controller
Foreign Students . . . . . . . Foreign Student Advisor
Graduate Studies, Admissions . . Director of Admissions
Grants-In-Aid, Loans and Scholarships . . . Director of Financial Aid
Library . . . . . . . . . . . . . . . . . Director
Military Centers Classes, and Summer School . . Assistant Dean of the University
Placement for positions after graduation and student employment . . Director of Placement
Public Relations . . . . . . . . . Director
Residence Hall Housing and Room Reservations . . . Dean of Men, Dean of Women
School of Business Administration and Economics . . . Director
School of Education, Teacher Certification . . . . Director
School of Music . . . . . . . . . Director
School of Occupational Therapy . . . . . Director
General Student Information . . . Dean of Students
Transcripts and Records . . . . . Registrar
University Publications . . . . . Director
UNIVERSITY CALENDAR

SUMMER SESSION, 1972
Registration .................. Friday, June 9
Classes begin ................. Monday, June 12
Independence Day, Holiday .... Tuesday, July 4
End of First Half-Session .... Wednesday, July 12
Classes begin, Second Half-Session .... Thursday, July 13
Last day of Summer Session ... Friday, August 11
Graduation Convocation,
2 p.m. ....................... Friday, August 11

FALL TERM 1972-73
Advisement and Registration for Day Classes,
Freshman Orientation, Advisement and
Registration .................. Wednesday, Thursday,
Friday, September 6, 7, 8
Classes begin—Day ........... Monday, September 11
Registration for Continued Education
Classes ............... Monday, Tuesday, September 11, 12
Continued Education Classes begin ............ Monday, September 11
Latest date to add or enter a course .......... Friday, September 15
Mid-Term .................... Friday, October 27

Thanksgiving Holiday
Begins at 10 p.m .......... Tuesday, November 21
Ends at 8 a.m ............... Monday, November 27
Final Registration for
Winterim .................. Wednesday, November 29
Last day of the fall term .. Tuesday, December 19
Graduation Convocation,
2 p.m. ....................... Tuesday, December 19

WINTERIM, 1973
Winterim Begins ........... Monday, January 8, 1973
Ends ......................... Friday, February 2
SPRING TERM, 1972-73
Spring Term begins ..........Thursday, February 8
Advisement and Registration for
Day Classes ..........Thursday, Friday, February 8, 9
Classes begin—Day ..........Monday, February 12
Registration for Continued Education
Classes ..........Monday, Tuesday, February 12, 13
Continued Education
Classes begin ..........Monday, February 12
Latest date to add or
enter a course ..........Friday, February 16
Holiday, Washington's
Birthday ..........Monday, February 19
Mid-Term ..........Wednesday, April 4
Spring Recess begins ..........Saturday, April 14
Ends at 8 a.m ..........Tuesday, April 24
Holiday, Memorial Day ..........Monday, May 28
Last day of classes ..........Friday, June 1
Baccalaureate and Graduation
Convocation ..........Sunday, June 3

SUMMER SESSION, 1973
Registration ..........Friday, June 15
Classes begin ..........Monday, June 18
Independence Day, Holiday ..........Wednesday, July 4
End of First Half-Session ..........Wednesday, July 18
Classes Begin, Second
Half-Session ..........Thursday, July 19
Last day of Summer Session ..........Friday, August 17
Graduation Convocation,
2 p.m ..........Friday, August 17

FALL TERM, 1973-74
Advisement and Registration for Day Classes,
Freshman Orientation, Advisement and
Registration ..........Wednesday, Thursday,
Friday, September 3, 6, 7
Classes begin—Day ..........Monday, September 10
Registration for Continued Education
Classes ..........Monday, Tuesday, September 10, 11
Continued Education
Classes begin ..........Monday, September 10
Latest date to add or
enter a course ..........Friday, September 14
Mid-Term ..........Friday, October 26
Thanksgiving Holiday
Begins at 10 p.m ..........Tuesday, November 20
Ends at 8 a.m ..........Monday, November 26
Final Registration for
Winterim ..........Wednesday, November 28
Last day of the fall term ..........Friday, December 21
Graduation Convocation
2 p.m ..........Friday, December 21

WINTERIM, 1974
Winterim begins ..........Monday, January 7, 1974
Ends ..........Friday, February 1

SPRING TERM, 1973-74
Spring Term begins ..........Thursday, February 7
Advisement and Registration for
Day Classes ..........Thursday, Friday, February 7, 8
Classes begin—Day ..........Monday, February 11
Registration for Continued Education
Classes ..........Monday, Tuesday, February 11, 12
Continued Education
Classes begin ..........Monday, February 11
Latest date to add or
enter a course ..........Friday, February 15
Holiday, Washington's
Birthday ..........Monday, February 18
Mid-Term ..........Wednesday, April 3
Spring Recess begins ..........Saturday, April 6
Ends at 8 a.m ..........Tuesday, April 16
Holiday, Memorial Day ..........Monday, May 27
Last day of classes ..........Friday, May 31
Baccalaureate and Graduation
Convocation ..........Sunday, June 2

SUMMER SESSION, 1974
Registration ..........Friday, June 14
Classes begin ..........Monday, June 17
Independence Day, Holiday ..........Thursday, July 4
End of First Half-Session ..........Wednesday, July 17
Classes begin, Second
Half-Session ..........Thursday, July 18
Last Day of Summer Session ..........Friday, August 16
Graduation Convocation,
2 p.m ..........Friday, August 16
GENERAL
CHARACTER

The University of Puget Sound is a privately endowed University consisting of a College of Liberal Arts and Sciences, a School of Business Administration and Economics, a School of Education, a School of Music and a School of Occupational Therapy. The University operates with a selective admissions program. The main purpose of the University is to aid men and women in reaching the full measure of their potential, not only as leaders in their respective fields, but also as citizens in their communities. To this end, depth and diversity of opportunities have been developed to a point that students can be assured a gratifying college experience if they take full advantage of the existing environmental conditions. A balance of educational, cultural, social, and religious activity is present within a Christian framework, but without denominational bias.

The University offers a broad curriculum, yet the number of students in classes and laboratories is limited so that they may enjoy the privilege of close association with faculty members who are recognized authorities in their respective fields. These faculty members are available to provide academic counseling as well as instruction for incoming students in introductory classes. Courses of study offered lead to bachelor's and master's degrees in the arts and sciences. Professional training and degrees in education, music, occupational therapy, business, medical technology, public administration, urban studies and preparatory courses for students of medicine, law, dentistry, and theology are also offered.

The curriculum provides additional opportunities which include extensive co-curricular activities in drama, music, forensics, speech, intercollegiate athletics and intramural sports. Student Government, living groups, and numerous student clubs and organizations extend continuous opportunities for men and women to further develop their interests and talents and to make each day a challenging educational experience.

ACCREDITATION

The University of Puget Sound is accredited by the Northwest Association of Secondary and Higher Schools, an accreditation recognized by all other regional accrediting associations of the United States.

For particular work in the professional fields, the University is accredited by the American Medical Association, The American Occupational Therapy Association, the National Council on Accreditation of Teacher Education, the University Senate of the Methodist Church, the National Association of Schools of Music, the American Association of University Women, the American Chemical Society, and the Washington State Board of Education. In addition, the University is a member of the American Association of Colleges for Teacher Education and the Association of American Colleges.

SUPPORT AND RESOURCES

The University is supported by income from endowment and tuition as well as by gifts from individuals and educational foundations. In 1916, an endowment of a quarter-million dollars was completed through the James J. Hill Grant. By 1952 an additional million dollars had been added to the general endowment fund. The University at present has an endowment of approximately 7.0 million dollars and a present value of $38 million dollars.

ENROLLMENT

With an excellent faculty, well-planned facilities, and limited enrollment, the University of Puget Sound is interested in growing only as quality instruction and facilities can be provided to insure continued excellence. At present, approximately 2,750 full-time students are enrolled, representing 46 states and 25 foreign countries.

HISTORY

The University of Puget Sound was founded on March 17, 1888, by the Puget Sound Annual Conference of the Methodist Episcopal Church with the authorization of the Territorial Government. When the doors of the University of Puget Sound opened for its first class, 88 students began their academic and college life. The curriculum, in harmony with that of other colleges of the day, offered classical and science courses.

The academic work of the University of Puget Sound was a success from the very beginning. Building and development posed the biggest problems in the early days of the University's history. In 1897 the University changed from a three to a four-year institution. When near financial catastrophe reared its head at the turn of the century, loyal support, strong interest, and hard work was offered by many individuals to insure the continued operation of the University. In 1903, the University moved to a new location on Hill Sprague, and 275 students registered for the fall semester.

The selection of Dr. E. H. Todd as President of the University, in 1914, was the beginning of 29 years of dedicated leadership. During Dr. Todd's first year as President, the University was reorganized as a college of liberal arts and assumed the name College of Puget Sound. A few years later the threat of World War I led to the offering of military training for the first time in the school's history.

After years of deliberation and planning, a new site was selected for a permanent campus and the college's first building, Sprague Hall. During the golden year of 1923, Howarth Hall and the Girls' Gym also began to take shape. These facilities were sufficient until 1939, when increased enrollment from outside the community produced a need for dormitory facilities and Anderson Hall was constructed. By 1941, the surge in student activities and the growth of resident-student population stimulation the building of a new Student Center.

The year 1942 marked the beginning of a progressive era at the College of Puget Sound as Dr. R. Franklin Thompson took over the reins as President. When the United States was again confronted with war, many men interested in securing a college education were forced to replace books with guns and for a few years the College became primarily a girls' school. When the war ended, veterans pouted back to the campuses all over the country and the College of Puget Sound experienced a rise in student enrollment which led to an extensive building program spearheaded by Dr.
Thompson. The immediate needs called for a men's dorm. Todd Hall was constructed in 1947 and the Fieldhouse in 1949.

Since 1950, construction workers and equipment have been a common site on the University campus. Four dormitories, the President's Home, the Library, a new Music Building, and a Student Center were completed during the 50's. This subsequent growth and diversity of educational offerings brought about the need for a University structure, and the College again became a University on January 1, 1960.

By the fall of 1965 eight unique men's housing units, two women's dormitories, a football stadium and a new Business Administration building, (McIntyre Hall,) had been added. Kilworth Chapel was built and dedicated in 1967. A complex of three buildings for science, known as R. Franklin Thompson Hall, was constructed and opened in January 1968. An additional residence hall, New Dorm, was opened for occupancy in the fall of 1970.

For the past few years the University leaders have been working on plans to make major revisions in the curriculum and academic calendar. In the fall of 1969 the University made a complete conversion to a new 4-1-4 calendar, featuring two four-month terms separated by a one-month winterim when students may pursue independent study. This significant revision will provide avenues for unlimited new programs for future student generations.

AIMS

The aim of the University of Puget Sound is to be a great institution where scholarly activities will flourish, where minds will be awakened and stimulated, where people will grow in knowledge and in ability to think, create, and communicate and where they will be inspired to use their talents in a constructive manner. To this end the University is dedicated to the "promotion of learning, good government and the Christian religion".

OFFICE OF ADMISSIONS SERVICES

Campus Visit:

Interested students and their parents are cordially invited to visit the campus and inspect the facilities. Often a visit to the campus will be a student's best reference to assure him that the university will complement his abilities, interests and goals. The Office of Admissions will be pleased to greet visitors and provide campus tours when classes are in session. Arrangements for a visit should be made with the Office of Admissions several days in advance. The office is open from 8 a.m. to 5 p.m. Monday through Friday; special arrangements will be made to greet visitors Saturday mornings upon request at least one week in advance.

The Office of Admissions will be pleased to supply further information or answer any questions you may have about the University of Puget Sound.
is located in the residential area of Tacoma (population 154,000) and occupies 31 Tudor-Structures conveniently spaced over the campus of 70 acres of attractive lawns and natural woods. The campus is located a short distance from the shores of Puget Sound and the Pacific Ocean, as well as the ski slopes of the Cascade and Olympic Mountains.

**LEGEND**

1. Jones Hall  
2. Collins Library  
3. President's Home  
4. Music Building  
5. Howarth Hall  
6. Student Center  
7. Kittredge Hall  
8. Harrington Hall  
9. Anderson Hall  
10. Langdon Hall  
11. Tenzler Hall  
12. Todd Hall  
13. Regester Hall  
14. Cottage  
15. South Hall  
16. Women's Gym  
17. Tennis Courts  
18. Baseball Field  
19. Athletic Fields  
20. Memorial Fieldhouse  
21. Hugh Wallace Pool  
22. Fraternity Housing  
23. South Women's Dorm  
24. Helen Harrington Schiff Hall  
25. Baker Stadium  
26. McIntyre Hall  
27. Kilworth Chapel  
28. Thompson Science Complex  
29. New Dormitory  
30. New Ceramics Building
ADMINISTRATION

- Admission
- Expenses and Fees
- Financial Aid
- Academic Regulations

ADMISSION

ADMISSION TO UNDERGRADUATE STUDY

The University of Puget Sound is engaged in a program of planned growth. Each applicant is considered on a selective basis. When considering an application for admission, emphasis is placed on a student's preparation to successfully meet the academic demands of the faculty and competitive level of the student body. Consideration of personal traits is also a factor in the admissions decision.

In determining the probability of success each applicant is given individual consideration including a careful evaluation of the total student record. Students who formerly attended UPS, but who did not attend the previous semester (not including summer sessions), are considered as applicants for re-admission with advanced standing and are required to file an application for admission. (Please refer to the section "Admission to Advanced Standing" for further information.)

ADMISSION TO THE FRESHMAN CLASS

The primary criteria for admission include grade point average, rank in class, scores on the Scholastic Aptitude Test and recommendations. There are no arbitrary entrance requirements. Each applicant should present the qualities of character, personality and seriousness of purpose indicating that he will benefit from and contribute to the university community. The University of Puget Sound seeks to enroll a freshman class diverse in background, talents and interests and of wide geographic distribution.

Students attending high school in the State of Washington or outside the State of Washington may apply for admission anytime after the end of their junior year. Applicants not clearly admissible, based on the record of six high school semesters, will be requested to provide a transcript of the first semester of the senior year before an admission decision is made.

The University subscribes to the National Candidates' Reply Date of May 1, and does not require advance payment prior to this date. However, any freshman student planning to reside on campus should forward his $50 housing deposit upon receipt of resident hall cards. Returned cards will be honored on a first-come, first-served basis. Applications received after June 1 will be considered only if space is available in the freshman class.

In making application for admission to the University of Puget Sound, a freshman applicant must submit the following credentials to the Office of Admissions:

1. A formal application for admission. This form may be obtained from Washington high schools or from the University of Puget Sound Office of Admissions. It is also included in the back of this catalog, page 111. Section one of the application (the personal information section) should be completed by the applicant before presenting the form to the high school college counselor. The counselor will add a transcript of the high school record and a recommendation, then forward the completed form to the Office of Admissions.

2. Scores from the College Entrance Examination Board Scholastic Aptitude Test taken in April of the junior year or later. Write to Box 1025, Berkeley, California 94701 or Box 589, Princeton, New Jersey 08540.

Candidates are personally responsible for making their own arrangements to take the SAT test in November, December, January, March or April. Well in advance of the test dates, a copy of the CEEB Bulletin of Information should be obtained from the high school college counselor or from the proper office of the College Entrance Examination Board. The bulletin contains an application form and information concerning registration, dates, fees, test centers, reports and the administration of the test. When completing the test application form the candidate should indicate that the University of Puget Sound is to receive the test results.

3. A $10 application fee required at the time of initiating the application.

This fee, mailed to the Office of Admissions, is a processing charge and is not refundable. The fee should be sent directly to the University by the applicant. The application fee should not be attached to the application form unless requested by the high school college counselor.
ADVANCED PLACEMENT

The University of Puget Sound participates in the Advanced Placement Program conducted by the College Entrance Examination Board. Scores of 5, 4 and 3 made on the CEEB Advanced Placement Tests are accepted for advanced placement and college credit at the University of Puget Sound. When granted, credit will be given in an amount equal to the credit in the comparable university course. Qualified students should consult their high school college counselor for details of the CEEB Advanced Placement Program.

ADMISSION WITH ADVANCED STANDING

Transfers:

Students who have attended other accredited colleges or universities may apply for admission with advanced standing. Each student with advanced standing will be admitted on a selective basis. Applications will not be considered after August 1 unless space is available and time permits. Applications for the Winterim should be completed by December 1 and for the spring semester by January 1.

Advanced standing applicants must have been honorably dismissed and in good academic standing at the institution last attended. A "C" average, or 2.0, is required of all transfer applicants. In every case, the applicant's scholastic record must give clear indication of probable success in a college course of study. The College Entrance Examination Board Scholastic Aptitude Test may be required as additional evidence of ability to succeed at the University.

Credit from community and junior colleges will be accepted but not to exceed 60 semester or 90 quarter hours plus Physical Education credits toward the bachelor's degree.

College Level Examination Program (CLEP) credit is awarded according to recommendations of the American Council on Education. The general rules for transfer credit apply to correspondence work. Under no circumstances will the University accept more than 15 semester hours or 25 quarter hours of correspondence work.

All applicants for advanced standing must submit the following credentials to the Office of Admissions:

1. A formal Application for Admission with Advanced Standing. This form may be obtained from the Office of Admissions is included in the back of this catalog, page 109.

2. The Dean's Report should be signed by the applicant and mailed to the applicant by the office of the Dean of Students of the institution most recently attended as a regular matriculant.

3. An official transcript of the applicant's record from each college or university previously attended and an official transcript of his high school record should be sent to the Office of Admissions. Such transcripts must be sent directly by the former institution to the University and not by way of the student.

4. A $10 application fee required at the time of initiating application. This fee, mailed to the Office of Admissions, is a processing charge and is not refundable.

Returning Students:

Students who have formerly attended the University of Puget Sound (as regular matriculants) but have not been in attendance for one or more terms must re-apply by filing with the Office of Admissions an Application for Admission with Advanced Standing and official transcripts of all work taken during the period of absence.

Veterans:

Honorably discharged members of the armed services should complete the requirements for admission listed above and, in addition, place on file with the Office of Admissions the following, where applicable:

1. Scores of the General Educational Development Test (GED) (high school level only).
2. Records of USAFI or other military schools.
3. A copy of separation papers, Form No. 214.
4. College-Level Examination Program (CLEP) test results.

ADMISSION OF FOREIGN STUDENTS

All foreign student applicants must submit the following credentials to the Office of Admissions:

1. A formal Application for Admission for Foreign Students. This form may be obtained from the Office of Admissions.

2. An official high school transcript or school certificates.

3. Official transcripts from each college or university previously attended must be sent directly by the former institution to the Office of Admissions.

4. A $10 (American) application fee is required at the time of initiating the application. This fee, mailed to the Office of Admissions, is a processing charge and is not refundable.

5. Provide examination results for English proficiency. The Test of English as a Foreign Language (TOEFL) is required of all students for whom English is a Second Language.

6. Freshmen are expected to take the Scholastic Aptitude Test of the College Entrance Examination Board.

7. Graduate foreign students are required to take the Admission Test for Graduate Study in Business (ATGSB) or the Graduate Record Examination (GRE) and have the scores forwarded to the Office of Admissions from the Educational Testing Service.

8. Arrange to be interviewed by contacting a local office of the Institute of International Education (IIE). In areas where no IIE office exists, two letters of recommendation are required.

9. Submit with the Application for Admission for Foreign Students a Confidential Financial Information form which may be obtained from the Office of Admissions. Sufficient evidence must be given to ensure that a student is able to depend upon his own financial resources.

Foreign students must not depend upon earnings from employment in the United States nor upon anticipated financial assistance or scholarship grants. It is recommended that each foreign student have a sponsor in the United States who is willing and able to grant him financial aid as needed.
EVENING SCHOOL

Students may attend Community Service classes in the late afternoon and evening as non-matriculants without being accepted by the Office of Admissions. Registration dates and procedures are specified in the Community Service Bulletin. Evening school students who wish to enroll in day classes must apply for admission as regular matriculants. Credits earned in the evening program will apply toward a degree when the student is accepted as a regular matriculant.

ADMISSION TO SUMMER SCHOOL

Summer school courses may be entered with either non-matriculant or regular student standing. Students from other colleges and universities who plan to return to those schools must submit an official statement of good standing. Students wishing regular standing must complete application procedures outlined previously.

Non-matriculant summer session students wishing to continue for fall semester day classes must notify the Office of Admissions by August 1.

RESERVATIONS, PAYMENTS AND PHYSICAL EXAMINATION

A Certificate of Admission for Freshmen or a letter of acceptance for advanced standing students is issued to each candidate as notification of acceptance and automatically reserves a place in the Student Body. The non-refundable advance tuition payment of $75 is required of each NEW student. This payment should be forwarded upon receipt of the Certificate of Admission for freshmen by May 1 or upon receipt of the letter of acceptance for advanced standing students by June 1 or within two weeks of being accepted after that date.

Room reservation cards are included with the Certificate of Admission or the letter of acceptance for students who are not local residents. The $50 advance room payment should be forwarded with the cards. Students are advised to return cards immediately upon receiving their acceptance. All space is available on a first come first served basis.

All new students are responsible for the return of the medical examination form prior to registration.
ADMISSION TO MILITARY CENTERS CLASSES

Military personnel, their dependents and civilians may enroll in the classes the University offers at Fort Lewis, Madigan General Hospital and McChord Air Force Base. Credits earned are considered residence credit. The schedule of classes and instructions for registration may be obtained at the Education Office of each base or at the University. Civilians register at the main campus in the Office of the Registrar.

Military personnel desiring admission to the regular undergraduate or graduate programs of the University should follow the instructions listed under "Admission" in the general catalog. Evaluation of all previous college work will be made by the Office of the Registrar after the student has been admitted and all transcripts and test data are assembled. A $10 application/evaluation fee is required.

GRADUATE STUDY

The University of Puget Sound offers graduate programs leading to Master's degrees in the following areas:

- Master of Arts (M.A.) Art History
- Master of Fine Arts (M.F.A.) Ceramics
- Master of Business Administration (M.B.A.)
- Master of Education (M.Ed.)
- Master of Music (M.M.)
- Master of Science (M.S.) Biology
- Master of Science Teaching (M.S.T.)
- Occupational Therapy

For information concerning programs offered, admission requirements, applications procedures and other matters pertaining to graduate study, please refer to the Graduate School Bulletin which may be obtained by writing to the Director of Admissions or Director of Graduate Studies, University of Puget Sound, 1500 No. Warner, Tacoma, Washington 98416.

ADMISSION CRITERIA

Students who wish to enroll for graduate work should apply to the Admissions Office. An applicant will be expected to provide the following credentials:

1. Two official transcripts of all undergraduate and graduate work from accredited universities. An undergraduate grade point of 3.0 or above at an accredited university, or a grade point above 3.0 in the last two academic years.

2. Graduate Record Examination, or equivalent scores, above the 50th percentile in all areas, except in Business Administration where the Admission Test for Graduate Study in Business (ATGSB) is required. Detailed instructions on the credentials necessary for application to the graduate program can be obtained from the Director of Graduate Studies.

Any applicant who cannot present the qualifications indicated above will be referred to the Graduate Studies Council of the faculty. An applicant may be admitted to a special post-graduate study program which allows the student to accumulate credit beyond the bachelor's degree. A special committee of the faculty will determine how much of the credit taken as a special post graduate student should apply toward a graduate degree.

Before becoming candidates for graduate degrees, all applicants must be admitted to graduate candidacy. A Letter of Admission will specify the category in which a postgraduate student has been admitted.

GENERAL POLICY

The Administrative officers of the University firmly adhere to the concept that the development of a strong sense of financial responsibility constitutes an important and integral part of the total educational process. A student's official registration represents a contractual agreement between himself and the University which may be considered to be binding upon both parties, and every student is presumed to be familiar with the schedule of fees and other matters pertaining to financial policy and regulations published in this catalog.

Financial assistance in the form of scholarships, grants-in-aid, guaranteed employment, and various types of loans is available to qualified students on a limited basis and is described in greater detail elsewhere in this catalog (see Index). As a general rule, however, it is expected that students enrolling for the first time in the University will be prepared to pay at least the first term's expenses with their own funds.

The University reserves the right to cancel the registration of any student who fails to meet his financial obligations when such action is deemed to be in the best interest of the University. Such action may not, however, cancel the incurred obligations on the part of the student.

The University further reserves the right to withhold grades, statement of honorable dismissal, transcript of record, or diploma, or to withhold registration for a subsequent term until all University charges have been paid and a student's account has been cleared.

Registration is not officially completed until all financial arrangements have been cleared at the Controller's Office.

The University reserves the right to change the fee schedule and the tuition, board, and residence hall rates for a given term without prior notice. After the beginning of a term, no change will be made to affect that term.

ESTIMATED EXPENSES

Students contemplating attendance at the University of Puget Sound may form some conception of their total yearly expenses by reading the following:

Tuition ........................................ 1,800
Room and Board .............................. 950
General Fee ................................ 74
Associated Students Fee .................... 36
Books and Supplies (Est.) ................. 125

Estimated expenses amount to $2,985 for an academic year of nine months. This total does not include expenses such as clothing, travel, or the summer vacation. Fees may be higher than the sum.
METHODS OF PAYMENTS

All charges, including tuition, board and room, are due and payable in full on or before the date of registration each term. Students who will receive financial assistance in the form of scholarships, grants, or loans are expected to make the necessary arrangement with the Director of Financial Aid well in advance of their registration.

Students may make application for one of the following deferred payment plans:

Plan A

One-half of the total charges for the term may be paid on or before the date of registration; and the balance, after deduction of any promised loan or scholarship, in two equal payments on or before the 1st day of November and December in the fall term, and the 1st day of March and April in the spring term. Students who elect this plan of payment should have available at the beginning of each term cash in an amount sufficient to make the initial payment and to provide for books and incidental expenses. The initial payment at registration may be reduced by the amount of any advance cash payment previously credited to a student's account. A deferred payment fee of $10 each term is assessed for this plan.

Plan B

Payment of the total charges for tuition, general fee, room, and board for the 9-month academic year may be divided into 12 equal monthly payments beginning not later than June 5 preceding the student's enrollment in classes at the University and ending on May 5 of the following calendar year. Inquiries regarding this plan should be addressed, prior to June 1, to: The Controller, University of Puget Sound, Tacoma, Washington, 98416. A deferred payment fee of $10 is assessed for this plan covering the 12-month payment period.

The University may disapprove an application for deferred payment for any reason. All deferred payment agreements are subject to review and final approval by the Controller and may be modified or cancelled if payments are not made promptly when due, or at any other time when, in the judgment of the appropriate University officials, sufficient justification for such action exists.

Part-time students not living in the University residence halls who are enrolled in day or Continued Education classes totaling fewer than three full-course units of credit are expected to pay tuition and fees in full at the time of registration.

A promissory note may be required at the time of registration to cover the unpaid balance of the student's account. All such notes must be paid within the term in which they are issued and require acceptable endorsers.

Promised scholarships or loans, or credit for future services to be rendered to the University by the student cannot be used to meet the initial payment.

A student whose financial obligations will be met substantially by loans and/or grants, scholarships, or tuition remission may, nevertheless, be required to make the minimum cash payment at registration as specified under Deferred Payment Plan "A" above, as evidence of his serious intention to complete the term's work. Appropriate refunds or adjustments in the student's account will be made no later than the end of each term, in such instances.

Refer to "Scholarships and Grants-in-Aid" at the end of this section "Expenses and Fees" regarding cancellation of grants and scholarships in the event of withdrawal from the University before the end of a term.

Money received from the University by a student from loans or scholarships or for work performed for pay must be applied on his account if there is any unpaid balance remaining at the time of receipt.

ADVANCE TUITION PAYMENT

A non-refundable advance tuition payment of $75 is required of each student entering the University for the first time and is due and payable upon receipt of the official Certificate of Admission to the University.

This advance tuition payment is not refundable if the request for refund reaches the Controller's Office of the University after June 1 preceding the fall term in which the student would first have enrolled in the University.

SCHEDULE OF FEES AND CHARGES

Special Notice Regarding 1972-1973 Fees

As this publication goes to press, President Nixon's wage-price freeze order remains in effect, and no guidelines have yet been issued concerning limitations which might be established when the freeze is lifted.

For this reason, the following listing of fees and charges is the 1971-1972 schedule repeated without change.

The University of Puget Sound reserves the right to make adjustments to this schedule should it become necessary to do so by reason of increased operating costs and if such adjustments are permitted within federal regulations then in effect. Should this occur, a new schedule of fees and charges applicable to the 1972-1973 school year will be announced.

Tuition:

The tuition rate for full-time students for the academic year 1972-73 is $1,800. Tuition will be charged at registration each term (Fall and Spring) in accordance with the following schedule:

Full-time student (three or four units) ............... $ 900
More than four units, per unit .................. $ 225
Part-time student (less than three units) per unit ........ $ 225

Tuition charges for "fractional-unit" courses will be computed at the "per-unit" rate of $225.

Courses taken at the Military Centers will be included in the determination of a student's status as a "full-time" student for the purpose of computing the appropriate tuition charge.

Winterim Tuition:

Full-time academic year student ................. No additional charge
Full-time one-term student .................... $ 112.50
Part-time or Winterim only student ............ $ 225.00
**Auditor's Fees:**

Full unit—Lecture, per course ........... $ 112.50  
Full unit—Laboratory and Creative Art,  
per course ................................. $ 225.00  
Fractional unit  
...........(Appropriate fraction of "per-unit" charge) 

A student who is enrolled in three or four full units may audit one additional unit at no additional charge for tuition when approved by the Assistant Dean of the University.

**Other Term Fees:**

General Fee ............................... $ 37.00  
(Required of each student taking the equivalent of three or more full units each term)  
Associated Students Fee ............. 18.00  
(Required of each student taking the equivalent of three or more full units each term, except Graduate students)  
Voluntary Extended Coverage

<table>
<thead>
<tr>
<th>Student Insurance:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall enrollment</td>
<td>$ 22.00</td>
</tr>
<tr>
<td>Spring enrollment</td>
<td>$ 18.50</td>
</tr>
</tbody>
</table>

(Available on an optional basis during dates of official registration. Fees are subject to change without notice.)

Deferred Payment Fee  
(charged at time of registration) ........ 10.00  
Late Registration Fee (applicable on and after the first day of classes) ........... 10.00  
Breakage Ticket (for each chemistry student) .................... 5.00  
Cooperative Education Fee .................. 25.00  
(Payable Fall, Spring and Summer Terms—Total $75.00)

**Materials Tickets:**

In designated Occupational Therapy, Ceramics, Sculpture, Jewelry, Puppetry and Art courses (Two or more may be required), each ticket .... 5.00  
In Physical Education 66 (Archery) ....... 5.00

In Biology 301-302 ....................... 5.00  
In Geology 351 (Two $5 tickets) ........ 10.00

**Special Fees for Off-Campus and Physical Education Activities:**

Alpine Climbing ......................... 15.00  
Bowling .................................... 10.00  
Basic Climbing ......................... 25.00  
Fencing ................................... 45.00  
Golf ....................................... 20.00  
Riding (includes transportation) ........ 45.00  
Scuba Diving .............................. 30.00  
Skating (includes transportation) ...... 15.00  
Skiing (includes transportation) ........ 60.00  
Student-Teacher Service Fee (required of students taking Education 401 or 403) .... 15.00  
Clinical-Affiliation Fee (required of Occupational Therapy students normally during each of their last four terms in residence) ............. 25.00  
Medical Technology Recording Fee (required of Medical Technology majors during each of the two terms following completion of Junior year in residence) ........ 150.00

**Sundry Fees**

Application for Admission  
(payable once only) ................. $ 10.00

Reserved Student Parking, per term .... 3.00  
(In numbered spaces assigned by Traffic Department to students residing in the University residence halls.)  
Deposit on Lock for Personal Locker  
(refundable) ......................... 3.00

**Applied Music Fees**

Rates for Private Half-Hour Lessons

Voice and all instruments, including Class Piano;  
per term ................................. $ 25.00  
(This fee is in addition to tuition regardless of the number of lessons taken or the number of instruments—including voice—studied. All students who enroll in Applied Music courses will receive academic credit.)
RATES FOR RESIDENCE HALLS

Board and Room (includes 2 Sunday meals):
Academic year, including Winterim . . . . $950.00
Deposit on key to room (refundable) . . . . 1.00
(An advance payment of $50 applicable to room rent is required each year from resident students at the time of making application for a room in residence hall. This payment will not be refunded for cancellations received later than June 1. For details as to when this payment must be made, see "Living Accommodations.")

Reservation of space in the residence halls is considered to be an agreement by the student to occupy such space for the full academic year for which the reservation is made.

Residence halls will be closed during Thanksgiving, Christmas and Spring vacations. Students who desire to stay in Tacoma during that period may contact the Dean of Women or the Dean of Men for assistance in locating housing in the area.

REFUNDS AND ADJUSTMENTS

Tuition:
Tuition fees are not returnable except when the student officially withdraws from the University on account of sickness or other causes entirely beyond his control, and then only in the following proportions, based upon the period from the beginning date of the University term to the date of the student's official withdrawal as established by the Registrar:
Withdrawal before the end of the second calendar week .................. 80%
Withdrawal before the end of the third calendar week .................... 60%
Withdrawal before the end of the fourth calendar week ................... 40%
Withdrawal before the end of the fifth calendar week ..................... 20%
Withdrawal after the end of the fifth calendar week ...................... No Refund

Tuition fees applicable specifically to the Winterim are not refundable, for any reason; nor will any reduction in tuition be authorized for a full-time academic year student who fails to register for the Winterim.

The University shall be the sole judge of the applicability of all claims for refund or adjustment, which must be presented in writing to the Controller setting forth the circumstances.

General Fee:
In no case will the General Fee be refunded.

Associated Students Fee:
In no case will the Associated Students Fee be refunded.

Room:
Residence Hall rentals are not returnable except when withdrawal from the University is caused by sickness or causes entirely beyond the control of the student. If a student moves from the residence hall to which he has been assigned before the end of the first month of any term—provided that official withdrawal from the University for the reason(s) previously stated is the cause—the room charge is cancelled and payments on room rent are refunded in full. The key deposit is also refunded. If he moves out for lesser reasons—or after the end of the first month of any term—the entire room charge remains on the student's account, but the key deposit is refunded.

Board:
Refund of board charges will be made on a pro-rata calendar basis for those students who withdraw from the University before the end of a term.

Scholarships and Grants-in-Aid:
If a student who holds a scholarship or grant-in-aid withdraws from the University before the end of a term or is dismissed, or suspended for disciplinary reasons, his award will, normally, be cancelled and may not be used in settlement of his financial obligations to the University. The financial obligation, however, is not cancelled, and the student is held liable for any unpaid balance remaining on his account.

Loans:
If a student who has completed an application for and has been granted a loan through the Office of Financial Aid withdraws from the University before the end of a term, his loan balance may be declared due and payable immediately; and he must make satisfactory arrangements for payment prior to his departure from the campus.

FINANCIAL AID

The Office of Financial Aid welcomes inquiries concerning the costs of attending the University of Puget Sound and the methods of payment available. Some students and their families may not be aware of the opportunities for financial aid, therefore, it would be beneficial to read this section carefully.

The University of Puget Sound participates in the College Scholarship Service of the College Entrance Examination Board and subscribes to the principle that financial aid granted a student should be based on financial need. The College Scholarship Service assists many colleges, universities, and other agencies in determining the student's need for assistance to attend an institution of higher education.

Any applicant for admission to the University is eligible to apply for financial assistance which may be granted in any one or a combination of the following forms: scholarships, grants, guaranteed employment, and loans. Since aid funds are limited, the applicant's high school record, Scholastic Aptitude Test Scores, and leadership potential are reviewed before financial assistance is assigned.

HOW TO APPLY FOR FINANCIAL ASSISTANCE

A. Freshmen
1. Freshmen must complete the Parents' Confidential Statement (PCS) of the College Scholarship Service. These forms can be obtained from high school-college counselors; the information in the statement must be concise and accurate. Since most financial announcements are mailed to entering freshmen in the month of April, it is imperative the Parents' Confidential Statement be submitted to the College Scholarship Service no later than March 1.
2. All admissions credentials in connection with the fall term application, (transcript of scholastic records, application for admission, Scholastic Aptitude Test scores (SAT) and $10 application fee) should be filed with the Office of Admissions. No announcement of financial assistance will be made until the applicant has been mailed a Certificate of Admission.

B. Transferring Students

1. Transferring students must submit the Parent's Confidential Statement (PCS) or the Student's Financial Statement (SFS) to the Office of Financial Aid no later than April 1. (These forms may be obtained by writing to the Office of Financial Aid at the University of Puget Sound.) The amount of assistance granted a student is in direct proportion to the financial need of the applicant as estimated by a computation of the PCS or SFS.

2. All admission materials (application for admission with advance standing, official high school transcript and transcripts from all colleges and universities previously attended and $10 application fee) must be filed with the Office of Admissions. No announcement of financial assistance will be made until the applicant has been mailed a Letter of Acceptance by the Office of Admissions.

3. Financial aid must be used for payment of tuition, fees and room and board. The aid awarded is disbursed one-half each term. Students are expected to use their own resources to buy required books and supplies and to pay personal expenses. Parents and students are encouraged to call or write the Office of Financial Aid for an appointment to discuss financial details.

4. Married students and those who have established financial independence from their families should contact the Office of Financial Aids for information and instructions in making application for assistance. Generally, both types of students must certify each year that they did not receive more than $600 in help from their parents in the past 12 months, were not claimed as an income tax deduction by their parents in the preceding tax year, and have not been residing with their parents within the past year.

5. The amount of assistance is in direct proportion to the financial need of the applicant as estimated by a computation of the PCS or SFS. Financial assistance is awarded for one year. Requests for renewal of financial aid must be submitted annually. Whenever possible, the University will continue assistance so long as the need continues and the student's record merits it.

Because financial assistance is based upon verifiable family need, and because such need is a confidential matter between the student and his university, there is no public notice of the award of financial aid.

LOANS

Loans have become an accepted way to pay the expenses of a college education. These programs are an important source of assistance to students and should be seriously considered by those without adequate financial resources. To receive assistance from these programs, it is not necessary to file the Parents' Confidential Statement or the Student's Financial Statement except in the cases of the National Defense Student Loan Program or the Law Enforcement Education Loan Program.

Because of nominal interest charges and favorable repayment periods, a loan plan chosen by a student can be realistically included in a normal family budget. Many students with limited financial resources have found that upon receiving assistance from one of these programs, they have been able to reduce the amount of their part-time employment. Under certain loan programs, the student assumes complete responsibility and may delay repayment of the loan until after graduation.

For more information, assistance, and application forms on these loan plans, contact the Director of Financial Aid.

NATIONAL DEFENSE STUDENT LOAN PROGRAM (NDSL)—a Federal Loan Program administered by the University providing long-term, low interest loans for students who have verified their need for financial assistance.
FEDERALLY INSURED STUDENT LOAN PROGRAM (FISL)—funds are made available from banks, credit unions and savings and loan associations. These loans are guaranteed by the Federal Government and are particularly helpful to students from middle-income families.

UNIVERSITY OF PUGET SOUND STUDENT LOAN (UPSSL)—limited to upperclass students and requires the signature of guarantors. Individual arrangements are made through the Office of Financial Aid at the University.

EDUCATIONAL OPPORTUNITY GRANT (EOG)
A Federal Government Grant Program administered by the University for students who require an exceptional amount of financial assistance. It is usually based on family gross income and awarded only if parental help is low or nonexistent.

COLLEGE WORK-STUDY (CWS)
A Federal Government work program administered by the University to provide work for students from low-income families. Employment may be either on or off campus.

LAW ENFORCEMENT EDUCATION PROGRAM (LEEP)
Grants and/or loans are available to students studying for a career in law enforcement. The funds are awarded to the University by the Federal Government. Applications may be obtained from the Office of Financial Aid.

WASHINGTON STATE PROGRAMS
STATE OF WASHINGTON TUITION SUPPLEMENT GRANT PROGRAMS (SWTSGP)—grants consist of up to $100 per year for undergraduate Washington State residents. Applications must be submitted before the beginning of the Fall term, and may be obtained from the Office of Financial Aid.

WASHINGTON STATE GRANTS (WSG)—directed toward the needy and disadvantaged student resident of the state of Washington. Information and application forms can be obtained from the high school college counselor; copies of the Parents' Confidential Statement must be directed to the Council of Higher Education in Olympia as well as to the University.

VETERANS' AID
The University of Puget Sound has been designated by the Veterans Administration as one of the qualified colleges where veterans may attend and receive the benefits granted to them under the following United States Codes: Chapter 31, Veterans Vocational Training and Rehabilitation Act (Public Laws 894 and 97-815); Chapter 34, Veterans Readjustment Benefits Act of 1966 (G.I. Non-Disability Bill); and Chapter 35, War Orphans Education Assistance Act.
Veterans, widows and children of deceased veterans who wish to inquire about their eligibility for benefits should contact the Regional Office of the Veterans Administration, Sixth and Lenora, Seattle, Washington 98121. Educational and/or admissions questions should be addressed to the Office of Admissions.

STUDENT EMPLOYMENT
The Tacoma area provides many opportunities for student employment. The University of Puget Sound Placement Office serves as a clearing house for part-time and summer employment opportunities on campus and in the local community. Students enrolled in the University are eligible for assistance in securing part-time employment. Job listings and application forms are available in the Placement Office.

ACADEMIC REGULATIONS
GENERAL STATEMENT
The University reserves the right to change the fees, rules, and calendar regulating admissions and registration; instruction in and graduation from the University and its various divisions; to withdraw courses; and to change any other regulation affecting the student body. Changes go into effect whenever the proper authorities so determine and apply not only to prospective students but also to those who at that time are matriculated in the University.

The information in this catalog is not to be regarded as creating a binding contract between the student and the school.

The University also reserves the right to deny admission to any applicant; to discontinue the enrollment of any student when personal actions are detrimental to the University community; or to request the withdrawal of a student whose continuance in the University would be detrimental to his or her health or to the health of others.

CALENDAR AND COURSE PATTERN
The academic calendar includes a Winterim term of four weeks in January between Fall and Spring terms of 14 weeks each. In each of the 14 week terms a student will typically take four courses, each designed to occupy approximately one-fourth of his study time. This reduced number of courses (compared to the five or more in the traditional pattern) provides the student a better chance to pursue "in depth" fewer subjects. In the Winterim a student will take a single course which is designed to constitute his full-time academic work for the month.

ADVISORY SYSTEM
The Advisory System is designed to provide a close relationship between students and faculty and to afford guidance in the student's choice of courses. The goal is the steady development of intelligent and responsible self-management by the student as he progresses through his college experience.

The assignment of an advisor at the time of admission is made according to the academic interest or declared major of the student. Advisement and registration for all students is by appointment.

Students may request a change of advisor at any time by applying to the Office of the Registrar and filling out an Advisor Transfer Form. The Chairman of the major department will then appoint a new advisor based on the student's preference.
REGISTRATION

Dates for registration for each session are listed in the University Calendar in the front of this catalog. All registration is by appointment. Any questions concerning registration should be addressed to the Office of the Registrar.

LATE REGISTRATION

Late registration will be at the convenience of the faculty and registration officials; an extra fee is charged for this service.

DEGREES OFFERED

BACHELOR OF ARTS

The Bachelor of Arts Degree is awarded for completion of undergraduate programs with a major in Art, Business Administration, Economics, Education, English, Foreign Languages, History, Home Economics, Music, Philosophy, Physical Education, Political Science, Public Administration, Religion, Sociology, Speech or Urban Studies.

BACHELOR OF SCIENCE

The Bachelor of Science Degree is awarded for completion of undergraduate programs with a major in Biology, Chemistry, Geology, Mathematics, Occupational Therapy, Physics or Psychology.

BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY

Candidates for the Bachelor of Science in Medical Technology should consult the Medical Technology Section of the catalog.

BACHELOR OF EDUCATION

The degree of Bachelor of Education will be granted under certain conditions to students who hold an A.B. or B.S. degree from an accredited college or university and who have completed the requirements of the Washington State Board of Education for a certificate to teach in the public schools. The detailed requirements are listed in the School of Education section.

ACADEMIC LOAD

A. Regular Load—A full-time student is one who is enrolled for three or four units of basic academic courses, and pays the full term rate of tuition. Such full-time student may enroll, without additional cost, in one-half unit or less of those courses identified as "activity" courses. No future tuition credit is accumulated by not enrolling for an "activity" course.

B. Overload—A student who wishes to carry more than four units of basic academic credit may do so without approval, but will be charged $225.00 for each additional unit. Enrollment in "activity" courses in excess of one-half unit per term will be charged for at the $225.00 per unit rate.

C. Part-Time—All courses taken at any one time for a total of less than three units (activity courses included) will cost the regular $225.00 per unit rate.

ATTENDANCE

Regular attendance at class, laboratory, and other appointments for which credit is given is expected of all students. Since the University puts a premium on individualized instruction and attempts to assure the progress of students, it must have the opportunity to direct their studies regularly.

There are no "allowed cuts" or "free" absences from class sessions. Each regular class meeting is regarded as a significant and necessary educational experience, essential to the proper development of the subject matter in the given course. Failure to attend class is regarded as an omission of a step in the educational process that reflects in the level of achievement and understanding attained by the student.
The extent to which a student indulges in voluntary absence from class is clearly his own responsibility. Regular attendance should be regarded by the instructor as one factor in intensity of effort, interest, and participation in the course. Each instructor notifies the Registrar when, in his opinion, absences from class are endangering the academic standing of a student.

CHANGE OF REGISTRATION

If a change of registration becomes necessary, the student must report to the Office of the Registrar for appropriate forms and instructions.

After the first week of class meetings, courses may be dropped, but none added. A student may withdraw from a course with a grade of W (withdrawal passing) any time during the term at the discretion of the individual faculty member. WU grades are treated as an F in computing grade-point averages.

WITHDRAWAL FROM THE UNIVERSITY

A student who finds it necessary to withdraw from the University must apply for formal withdrawal in the Office of the Registrar. If this is not done, all term grades become WU (withdrawal unofficial or F). Failure to complete the term does not cancel the student’s obligation to pay tuition and all other charges in full. Refer to “Expenses and Fees” section of this catalog for details regarding refunds and adjustments.

CLASSIFICATION OF STUDENTS

Undergraduates

Students who are candidates for a Baccalaureate Degree are classified as freshmen, sophomores, juniors and seniors. Requirements for freshman standing are explained under Admission.

Sophomore—Sophomore standing is granted upon completion of 7 units.

Junior—Junior standing is granted upon completion of 16 units.

Senior—Senior standing is granted upon completion of 25 units.

Graduates

Post-Graduate—A post-graduate student is allowed to accumulate graduate credit, but has not been accepted into a specific master’s degree program.

Master’s Candidate—A master’s candidate has been admitted to the Graduate School and is seeking a Master’s Degree.

Non-matriculants

Non-Matriculant—A non-matriculant student has not applied and has not been accepted as a candidate for a degree.

Special—A student who has not satisfied entrance requirements for regular class standing. Admission must be approved and validated prior to each term.

A special student who wishes regular student status must apply through the Office of the Registrar, Room 7, Jones Hall, after successful completion of a minimum of nine units at the University.

Transient—A student completing degree requirements for another institution.

BACHELOR OF MUSIC

Candidates for the Bachelor of Music should consult the School of Music section of the catalog for the degree.

MASTERS DEGREES

(See Graduate Program.)

REQUIREMENTS FOR DEGREES

Requirements for degrees are stated in terms of “units of credit” which are based upon the satisfactory completion of courses of instruction. The credits of students transferring from other institutions will be evaluated only tentatively upon matriculation. The final evaluation of credits earned elsewhere will be determined by the quality of work completed at this University. For additional information on “transfer credit” check the section of this catalog on “Admission to Advanced Standing.” A student is subject to the requirements listed in the catalog current at the time of his graduation or to the requirements that were applicable at the time of his matriculation provided his matriculation is no more than five years previous.

GENERAL REQUIREMENTS

A. Distribution


2. Humanities: Two units including one unit selected from Group I and one unit selected from Group II as listed below:

Literature and the Arts


French 331, 361, 362, 363, 364, 455, 456, 481, 483.

German 331, 361, 362, 441, 442, 451, 452, 493, 494.

Humanities 215, 216.

Music 103, 115, 503, 504.

Spanish 331, 361, 362, 363, 364, 482, 483.

Speech and Drama 336, 386, 387.

One unit from Group II.

Philosophy and Religion

Philosophy 104, 215, 216, 383, 384, 443, 463, 482.


Humanities 200 may apply to either Group I or Group II.

*An examination over a reading list may be substituted for one of the Humanities units.
3. **Natural Science**: Two units selected from Atmospheric Science, Astronomy, Biology, Chemistry, Geology, Physical Science, Physics or Math 151.

4. **Social and Behavioral Science**: Two units selected from Anthropology, Economics, History, Political Science, Psychology and Sociology. The two units shall be in addition to the major requirements when the major is in one of the social or behavioral sciences.

5. **Physical Education**: The four terms of Physical Education activity are no longer required. Of the required 36 units, up to two units may be earned in the performing or activity areas (athletics, drama, music, physical education, speech activities, etc.) Such activities are identified in the Class Schedule by the plus sign (+) before the credit value. The student may participate in such activities on either a graded basis or a pass-fail basis, but pass-fail participation will exhaust the student's one pass-fail option for that term.

Students previously enrolled in the University may graduate under the former requirements or may convert to the new requirements.

**B. Grade-point and unit credit**

The minimum qualification for graduation is 36 units and a cumulative grade-point average of not less than 2.00 for all work attempted.

**C. Minimum Residence**

To be recommended for graduation a student must have been in attendance at the University of Puget Sound for one year (4-1-4) completing a minimum of nine units, two of which must be in the major. Students who spend only one year in residence must select the senior year. The last four units must be taken in residence.

**D. Language Requirement**

Although there is no general language requirement some departments ask language proficiency at the 202 (intermediate) level. This requirement may be met in one of the following ways:

a. Three years of a single language in high school

b. Placement examination (by which the requirement is met or a student placed at his level of competence, but for which no college credit is given)

c. Course work (college credit is given for intermediate language 201 and 202)

Native speakers may satisfy a language requirement with a proficiency examination; no college credit will be given.

**MAJOR REQUIREMENTS**

**A. Declaration of major**

A student should choose his degree major as early as possible and no later than the end of the sophomore year; a later decision may make graduation at the end of the normal four years impossible. The program of courses to be followed is prescribed by the major department. When a student enters upon his major he is assigned a major advisor. Working with the advisor, the student should choose any specialization within the major, list all of the specific course requirements, the sequence to be followed in the remaining terms, and obtain the advisor's approval.
GRADUATION WITH HONORS

University Honors are awarded, upon recommendation of the faculty, to those students who have completed their academic work with unusual excellence as reflected in a cumulative grade-point average of at least 3.80.

Departmental Honors are awarded, upon recommendation of the faculty, to those students who have completed academic work in their major department or general university work that is regarded as "superior."

SYSTEM OF GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Grade Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Unusual Excellence</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Superior</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
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<td>1</td>
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<tr>
<td>F</td>
<td>Failure</td>
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<td>Withdrawal Unofficial</td>
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<td>F</td>
<td>Fail</td>
<td>0</td>
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<td>IP</td>
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<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

PASS-FAIL

A student may take only one course per term on a Pass-Fail basis and may not exceed three in any academic year, nor twelve in the degree. The choice to be graded Pass-Fail must be made when the student registers for a course and the option may not be changed (from grade to pass-fail, or vice versa) subsequent to the published last day for adding a course. If a student participates in athletics, drama, music, physical education, speech, or any other performing or activity area on a Pass-Fail basis his option for that term is exhausted. In a student's major the Pass-Fail option may be exercised only with the approval of the major department. A student who is planning to go to a graduate or professional school is advised to use the Pass-Fail option sparingly.

IN-PROGRESS

"IP" grades may be used for fractional courses extending over two or more terms in order to accumulate a full course equivalent or for independent research courses which are planned to extend over two or more terms. Credit hours with "IP" grades are not counted in total hours until a final grade has been assigned. Courses in which "IP" grades are given must be completed within six months after the end of the term in which the last "IP" grade of the sequence is given. "IP" grades not removed by the deadline will be graded "F".

INCOMPLETE

An incomplete grade indicates that, although the work accomplished in a course has been of passing quality, some portion of the course-work remains unfinished because of illness or some other unforeseen circumstance. In order to obtain credit for the course, the student must complete the unfinished work within one calendar year of the term in which the Incomplete grade was received, unless the student and the instructor agree upon an extension of time. Incomplete grades which have not been removed within one year or held in abeyance by a time extension shall remain on the record as an "I" grade. It is the student's responsibility to arrange an extension of time and to request a grade when the work has been completed.

GRADE REPORTS

Reports indicating the standing of each student are made to the Registrar at mid-term and at the end of each term. A report of grades is then given to the student, Dean of Men, Dean of Women and the Faculty Advisor.

ACADEMIC STANDING

University officials will review the record of any student whose cumulative grade point average falls below 2.0 at the end of each term and make recommendations for probation or dismissal. When a student has been dismissed for academic reasons he may ask the Academic Standards Committee for reconsideration of his dismissal. After review of the student's record, the committee may permit the student to register for the next session on scholastic probation.

B. Foreign language:

1. For a major in Art, Biology, Chemistry, English, Geology, Philosophy, Physics, Religion, or Speech and Drama, foreign language proficiency at the 202 level as demonstrated by course completion or examination.
2. For a major in History, Political Science, Psychology or Sociology, the requirement indicated above or four units in Research Methodology as approved by the faculty in Social and Behavioral Science.
3. For a major in Art Education, Business Administration, Economics, Elementary Education, Fine Arts, Mathematics, Music, Occupational Therapy or Urban Studies, no foreign language requirement.

C. Grade point for major:

A minimum grade point average of 2.0 is required in the major field. D grades are acceptable only after a student completes a minimum of seven courses in which the grades are C or better.

D. Application for graduation:

At the beginning of the senior year, students must file an application for graduation (Diploma Card) with the Office of the Registrar. Any questions concerning graduation should be referred to the Registrar.
ACADEMIC PROGRAM

■ College of Arts and Sciences

Division of Behavioral and Social Sciences
- History
- Home Economics
- Political Science
- Psychology
- Sociology and Anthropology

Division of Humanities
- Art
- English
- Foreign Languages
- Philosophy
- Religion
- Speech and Drama

Division of Natural Sciences and Mathematics
- Biology
- Chemistry
- Environmental Science
- Geology
- Mathematics
- Physical Science
- Physics

■ Professional Schools

Business Administration and Economics
Education
Music
Occupational Therapy

■ Special Programs

Aerospace
Continuing Education
Co-operative Education
Honors
Living-Learning
Physical Education
Public Administration
Study Abroad
Urban Studies

■ Preparation for Professions and Professional Schools
COLLEGE OF ARTS
AND SCIENCES

Division of Behavioral and
Social Sciences

Terrence D. Fromong, Director
Helen Haines, Secretary
Margaret Wild, Secretary

SOCIAL SCIENCE

121—History of Black People in America
Credits, 1 unit. Survey course beginning with a history of the people and culture of Africa as the cradle of civilization. The course will sequentially examine the history of Africans as they are transplanted to the new world as slaves, and will describe their lifestyle as they survive and contribute to the building of America.

122—Black Reactions to Racism and Discrimination
Credits, 1 unit. A survey beginning with the Reconstruction and extending to the present. The society and culture of the Black American will be explored from the perspective of a reactionary situation.

220—Race Relations
Credits, 1 unit. This course is designed to increase one's awareness and consciousness with respect to race relations by examining the causes and symptoms of racial conflicts in America.

230—Sociology and Politics of Black Power
Credits, 1 unit. This course will deal with the political aspects of the Black American liberation movement. It will cover, from both a sociological and political point of view, the current ideology of Black American activism including the civil rights movement and the Black revolution.

311—Social Systems, Minority Groups, and Conflict
Credits, 1 unit. A study of the operations of various societal systems and sub-systems; how they produce and deal with minority groups and conflict. Emphasis will be on the process of social change.
312—Systems and Social Change
Credit, 1 unit. An in depth examination of various models for producing social and political change within social groups of all descriptions. Involves actual field experience within the community.

HISTORY

Professor Coulter; Associate Professors Bauer, Lowrie (Chairman); Assistant Professors Gadre, Li, Taranovski; Lecturer Workman

The History Department offers a series of comprehensive courses designed to give students, and in particular those who major in history, a fundamental understanding of the world in which they live. In addition to the survey courses, there are advanced courses which provide treatment in depth, and seminar and independent study courses which introduce students to the problems of historical research.

History majors are expected either (A) to meet the language requirement of reading proficiency at the 202 level as demonstrated by course completion or examination; or (B) to complete four of the following courses in theory and methodology: Mathematics 211—Introduction to Computer Programming; Mathematics 271—Elements of Applied Statistics; Philosophy 273—Formal Logic; Political Science 375—Methods of Political Analysis; Sociology 302—Social Theory; Economics 410—History of Economic Doctrine. History majors may elect either option "A" or "B", but they may not elect a mixture of the two. Any deviation from these options may be approved only by the History faculty meeting as a whole and must be in writing.

All History majors are required to complete one unit of Research Seminar in Historical Method (301). Normally, this will be done during the Junior year.

In addition to History 301, majors must complete a minimum of seven (7) units in the History curriculum. They will concentrate their work in one of three fields:

European History: Students electing the European concentration are required to complete
five units in European courses of study. A minimum of two units outside the European concentration must also be completed.

**American History:** Students electing the American concentration are required to complete five units in American courses of study. A minimum of two units outside the American concentration must also be completed.

**Non-Western History:** Students electing the Non-Western concentration are required to complete five units in Non-Western courses of study. A minimum of two units outside the Non-Western concentration must also be completed.

History majors are encouraged to enroll in 300 level courses in their sophomore year. In order to provide further opportunities for study in depth, advanced majors are advised to take at least two additional upper-level history courses. Majors are also urged to pursue a broad range of other offerings in the Liberal Arts. Such studies will enhance the student's preparation in history and stimulate a well-rounded intellectual development.

### COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit, Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>101, 102</td>
<td>Survey of Western Civilization</td>
<td>1 unit each term</td>
<td>A study of selected topics treating man's development during the last six thousand years, with emphasis upon those institutions, events, and men which have shaped Western society.</td>
</tr>
<tr>
<td>151</td>
<td>East Asian Civilization in Traditional Times</td>
<td>1 unit</td>
<td>A survey of the history of China and Japan from the earliest times until the nineteenth century. Within a historical framework, the student will be introduced to East Asian civilization in a broad cultural sense. Effort will also be made to delineate fundamental differences in attitudes and values between Asian and Western civilizations.</td>
</tr>
<tr>
<td>152</td>
<td>East Asian Civilization in Modern Times</td>
<td>1 unit</td>
<td>Topics to be considered include the penetration of the area by Western powers; similarities and differences in developmental patterns among East Asian peoples; rise of modern nationalism; post-war Japan and Communist China.</td>
</tr>
<tr>
<td>251</td>
<td>History of the United States</td>
<td>1 unit</td>
<td>An inquiry into the significant aspects of the history of the United States since 1776. Particular attention will be given to the development of American society and the political reflections of that development.</td>
</tr>
<tr>
<td>265</td>
<td>History of the Pacific Slope</td>
<td>1 unit</td>
<td>History of the Pacific Coastal region of North America from the discoveries, the gold rush, through the pioneers, the coming of the railroads, the scramble for land, the development of irrigation-agriculture, lumber and labor in the Pacific Northwest, the oil industry of Southern California, to the maturation of the Pacific coastal states.</td>
</tr>
<tr>
<td>301</td>
<td>Research Seminar in Historical Method</td>
<td>1 unit</td>
<td>Introduction to the philosophy of history and the history of historical writing; independent research, within a seminar format, in primary source materials; preparation of advanced research paper.</td>
</tr>
<tr>
<td>313</td>
<td>History of Russia to 1861</td>
<td>1 unit</td>
<td>A survey of the political, social and economic evolution of Russia since the ninth century with equal emphasis on medieval and modern history. The course stresses the changing patterns of the Russian historical experience, underlining discontinuities as well as continuities between the past and the present.</td>
</tr>
<tr>
<td>314</td>
<td>History of Russia and the Soviet Union Since 1861</td>
<td>1 unit</td>
<td>The second semester of History 313 using the same historical approach. Topics covered: the nature of the Russian Imperial state and society, the rise of revolutionary movements, the causes of the revolutions of 1905 and 1917, the creation of the Soviet Union and the transformation of Russian society and civilization.</td>
</tr>
<tr>
<td>321</td>
<td>The Middle Ages</td>
<td>1 unit</td>
<td>The gradual fusion of Classical, Christian, and Germanic elements into a distinctive civilization. Particular emphasis is given to the impact of social and economic change in the development and decline of medieval institutions and value systems.</td>
</tr>
<tr>
<td>323</td>
<td>Nineteenth-Century Europe</td>
<td>1 unit</td>
<td>A study of the varieties and similarities in the European experience during the century which witnessed the maturation of many of the basic systems inherent in twentieth-century society. Attention especially is directed to the interactions of liberalism, nationalism, industrialism, imperialism, and socialism.</td>
</tr>
<tr>
<td>333</td>
<td>Medieval and Early Modern France</td>
<td>1 unit</td>
<td>Examines the foundations of the French monarchy; the cultural heritage of medieval and Renaissance France; development of Bourbon absolutism; seventeenth and eighteenth-century French artistic and intellectual arrangements; disintegration of the Ancien Régime.</td>
</tr>
<tr>
<td>341</td>
<td>History of the Middle East</td>
<td>1 unit</td>
<td>A survey of the history and civilization of the area encompassing modern Arabia, Egypt, Israel, Jordan, Iraq, Syria, Turkey and the Balkans under the Ottoman rule; from 600 to mid-Twentieth Century. (N.B.: History majors may include this course to satisfy one unit of credit in either the European or the Non-Western field of emphasis.)</td>
</tr>
<tr>
<td>344</td>
<td>History of India</td>
<td>1 unit</td>
<td>Begins with a brief review of Indian history prior to the sixteenth century. Major emphasis is directed to an examination of the Moghol and British empires, modern India and the era of nationalism.</td>
</tr>
</tbody>
</table>
346—China in the Twentieth Century
Credit, 1 unit. This course examines the ongoing process of revolution in China in this century. Topics covered include: the decay of politics and society at the end of the Ch'ing dynasty; the 1911 revolution; failure of republicanism; China under the Nationalist Party; the social revolution effected by the Communist Party since 1949.

348—History of Modern Japan
Credit, 1 unit. Emphasis on the political, social, economic, and intellectual history of Japan since the mid-nineteenth century. Includes Japan's reaction to Western intrusion; radical political and cultural transformation during the Meiji restoration; development of constitutional government; Japan's emergence as a world power; post-war Japanese society.

351—Colonial Period of American History
Credit, 1 unit. Traces the main threads in the development of American culture from the Portuguese discoveries to the achievement of independence.

352—The Rise of American Democracy
Credit, 1 unit. A study of the dynamic economic and social forces which occurred in the United States from the rise of machine industry, through the mass migration of people to America and to the West, the Second Great Awakening and Abolitionist Crusade—all within the political framework of the rise and fall of the Democratic Party.

353—The Triumph of American Nationalism
Credit, 1 unit. A treatment of the evolution of the United States as a modern industrial nation, beginning with the final challenge to nationalism in the Civil War era to the triumph of urban-industrialism in 1896.

354—The United States in the Twentieth Century
Credit, 1 unit. An inquiry into the development of American social institutions in the current century as reflected in politics and ideas.

367—The United States since 1945
Credit, 1 unit. An examination of various aspects of United States history since World War II, emphasizing the changing societal features, intellectual trends, and political behavior.

401—History of International Relations Since 1815
Credit, 1 unit. An analysis of the foreign policies of the Great Powers of Europe in the nineteenth and twentieth centuries. Particular stress will be laid on the integration of diplomatic history proper and the general internal political, social, economic, and intellectual factors which condition and direct formulation of foreign policy goals.

412—History of England and the British Empire
Credit, 1 unit. A study of particular periods in British history, as announced in the spring of the year preceding the course offering.

416—Intellectual History of Russia
Credit, 1 unit. An analysis of the men and ideas who have shaped the content of Russian intellectual life with particular emphasis on the nineteenth and twentieth centuries. The course will stress political thought, the interrelationship of Russia and the West, the role of the intelligentsia and the ideologies of the state and of the revolutionary movements.

432—Studies in European Social and Intellectual History
Credit, 1 unit. An examination of the interrelationships of intellectual currents, social change, and economic growth in the development of modern European civilization.

440—China under Communism
Credit, 1 unit. Commences with an examination of the origins and rise to power of the Chinese Communist Party. Main emphasis on Chinese politics and society since 1949. Special attention to development of Maoist ideology and its strategy for social revolution; China's foreign policy.

450—Studies in American Social and Intellectual History
Credit, 1 unit. An intensive study of an intellectual theme or the intellectual dimension of a selected historical period, with particular attention given to the interaction of ideas and the social milieu.

462—History of United States Foreign Policy
Credit, 1 unit. An inquiry into the development of American foreign policy, with emphasis upon the twentieth century. Particular attention will be given to the permanent features of that policy and their adaptation to modern international politics.

466—The New Deal
Credit, 1 unit. Starting with the collapse of the old order in the Great Depression, the course studies in depth the virtual rebirth of the United States during the administration of Franklin D. Roosevelt.

491, 492—Independent Study
Credit, $2-1 unit. Permission of instructor required.

697, 698—Master's Thesis
Credit, 1 unit each term.

HOME ECONOMICS
Assistant Professors Kratzberg (Chairman), Porter; Lecturers Heatley, Williams

Students who major in Home Economics earn the Bachelor of Arts or Bachelor of Science degree. Emphasis can be on: general Home Economics, Home Economics education, elementary education and home economics, retail merchandising, or research.

Any major in Home Economics must include the courses 103, 107, 121, 203, 204, 302, 353, 354, 362, 364, 428, 429. However, to be recommended as a professional home economist, or for a graduate appointment, a student must offer one additional unit of upper-level work.

A Home Economics major should elect Biology or Chemistry to satisfy the science requirement for graduation. Any exceptions must be approved in writing by the chairman of the Home Economics Department.

Requirements for a Bachelor of Science Degree include: a major in Home Economics and the following science courses: Biology 101—General Biology, Biology 221, 222—Human Anatomy and

Requirements for the Home Economics Education major include: a major in Home Economics, 4 units of student teaching in the major area, and other requirements as set up by the School of Education. Any student planning to teach Home Economics should, during the freshman year, have a conference with the Home Economics college supervisor.

Retail Merchandising majors may elect to do an internship. Contact your Home Economics departmental advisor for more information.

Home Economics majors may choose either the Foreign Language or the Methodology requirement. Consult with the departmental advisor on the Methodology courses approved by the Division of Behavioral and Social Sciences for Home Economics majors.

103—Textiles and the Consumer  
*Credit, 1 unit each semester.* Natural and manufactured fibers, processes of fabric construction, physical characteristics of fibers and fabrics, economics of textile industry, and use and care of textile products.

107—Clothing the Family  
*Credit, 1 unit.* Two 1 hour lectures and 3 hours of lab. Fabrics pertaining to clothing construction, and principles of construction methods.

121—Marriage and Family Adjustment  
*(See Sociology 121).*

203—Food Experimentation and Preparation  
*Credit, 1 unit.* Two hours of recitation and five hours of laboratory. Chemical and physical characteristics of foods, principles of food preparation and experimental studies.

204—Advanced Foods  
*Credit, 1 unit. Prerequisite, Course 203 or permission of instructor.* Two hours of recitation and five hours of laboratory. Principles of meal management, food demonstrations and advanced food experimentation. Some study of foreign foods.
302—Family Nutrition
Credit, 1 unit. International and national nutrition problems. Nutrition of the individual.

327—Pattern Design and Advanced Construction
Credit, 1 unit. Pattern design, use of fabric to portray design, and couture fashion and draping techniques.

333—Costume and Culture
Credit, 1 unit. A historical and critical study of costume.

353—Related Art and Home Furnishings
Credit, 1 unit. Prerequisite, Art 100 or 107. Application of art principles to home and its furnishings.

354—Housing and Home Planning
Credit, 1 unit. Prerequisite, Art 100 or 107. Home planning to meet the family's specific needs in location, cost, size, and possible interests. General survey of the subject, including the relation of the house to the occupant, interior design, background, etc.

359—Special Methods of Teaching Secondary Home Economics
Credit, 1 unit. Principles, methods, and materials for secondary school homemaking teachers.

362G—Management in the Urban Home
Credit, 1 unit. Use of family resources, time, energy, money, mental and spiritual resources, and decision-making in attaining desired values, goals, and standards for the family and the individual. Study of equipment in the home.

364—Personal and Family Finance
See Business Administration 364.

371G—Sociocultural Aspects of Clothing
Credit, 1 unit. Interrelationship of clothing, culture, and human behavior.

428G—Psychology of Childhood
Credit, 1 unit. See Psychology 428. Two hours of observation in the nursery school under the direction of the Home Economics departmental supervisor is required for Home Economics majors.

429G—Psychology of Adolescence
See Psychology 429.

491, 492—Directed Study
Credit arranged.

691, 692—Directed Study
Credit arranged.

**POLITICAL SCIENCE**

Professor Happe (Chairman);
Associate Professors Gunter, Jandali;
Assistant Professors Baarsma, Ng’eno, Vidal

The Department of Political Science aims to provide students with preprofessional training for teaching, government service, and for law and graduate school, with a general background of knowledge about government and politics which should be understood by every well-educated citizen. The courses which follow are divided into the following areas: American government, politics and public law; comparative politics; international relations; political theory and political analysis; and independent research.

A major consists of at least 9 units and must normally include: 1) Three of the five introductory courses numbered in the one hundred series; 2) At least one course from each of the areas other than independent research.

Political Science majors may choose either the Foreign Language or the Methodology requirement. Consult with the departmental adviser on the Methodology courses approved by the Behavioral and Social Sciences Division for Political Science majors.

In consultation with the department, it is possible to work out special concentrations in public administration, comparative politics, or international relations. Students who are interested in a law career are advised to consult with the department concerning their prelaw sequence in political science.

**COURSES**

**AMERICAN GOVERNMENT, POLITICS, AND PUBLIC LAW**

109—Introduction to Urban Problems
Credit, 1 unit. An interdisciplinary course focusing on political, socio-economic, psychological and humanistic problems confronting members of urban societies.

111—The American Political System
Credit, 1 unit. The political processes, roles, institutions, and problems of American national government.

205—Law and Society
See Business Administration 205.

306—Public Administration
Credit, 1 unit. Development of basic theories of administrative organization, administrative relationships, and behavioral patterns.

307—State and Local Government
Credit, 1 unit. Analysis of the political processes, roles, institutions, and problems of American state and local government.

308—Political Parties and Political Behavior
Credit, 1 unit. A socio-psychological approach to individual and group political behavior. Emphasis on forces creating conflict and consensus in contemporary society.

309—American Constitutional Law
Credit, 1 unit. Study of principal Supreme Court decisions in terms of legal or constitutional issues, judicial doctrines and the role of the Supreme Court as a policy determinant. Focus on civil liberty cases. A course for the general student and for the prelaw student.

403—The Legislative Process
Credit, 1 unit. The nature of legislation, its origins and variety of objectives, the formal and informal
machinery, and roles played by those outside the legislature. The theory of statutory law and the political dynamics of partisan legislators.

404—The Chief Executive
Credit, 1 unit. The increasing importance of the chief executive in American government at all levels.

408—Environmental Planning and Action
Credit, 1 unit. Environmental planning and control with emphasis on the functional aspects (legal, economic, and political) and the specific disciplines of public health, pollution control and land use planning. Major goal of the course is a problem solving effort by the student of a current environmental issue.

462—Government and Business
See Business Administration 462.

COMPARATIVE POLITICS

110—Introduction to Comparative Politics
Credit, 1 unit. The principal concepts of political science; origins, development and functions of government; questions of law and authority, interrelation of political thought and political practices, and methodology of political science.

340—Western European Political Systems
Credit, 1 unit. Comparative analysis of governmental and political forces and systems of Great Britain, France, West Germany, and Italy.

341—Politics of Canada and Selected Commonwealth Nations
Credit, 1 unit. The historical, political, economic, and social factors which have contributed to the development of contemporary Canada, and an analysis of the main political and economic problems which the country is facing in its present stage of development.

342—Political System of the Soviet Union
Credit, 1 unit. An analysis and evaluation of the political process in the Soviet Union with attention given to the role of Marxism-Leninism, the Communist Party in Soviet government and society, problems of industrialization, stages of de-
development and political change, the balance of political forces, and pressures in a totalitarian state.

343—Political Systems of Developing Societies

Credit, 1 unit. The problems in the political development of the underdeveloped world. The nature of the underdeveloped societies and the means by which they attempt to effect change and modernization. Major emphasis placed on the Sub-Saharan African Societies.

344—Governments and Politics of the Middle East

Credit, 1 unit. The structure and functioning of governments and politics of the contemporary Middle East; analysis of major types of governmental and political institutions, political organization and behavior, and the area's regional problems and international relations. Special attention given to significant economic, social and ideological forces influencing political development.

INTERNATIONAL RELATIONS

100—World Geography

Credit, 1 unit. A survey of world geography.

112—Introduction to International Relations

Credit, 1 unit. The basic factor of contemporary international relations with emphasis on such concepts as power, national interest, principle patterns of cooperation, conflict and their adjustment, the balancing process, and war and world order.

330—Advanced International Politics

Credit, 1 unit. Prerequisite, Course 112. A study of various theoretical approaches in the study of international relations. Various problems of political nature involving relations among states are given consideration.

331—International Law

Credit, 1 unit. A basic understanding of the law of nations—that kind of law which is binding among states and international persons in their mutual relations.

332—American Foreign Policy

Credit, 1 unit.
is an ideological purpose of liberalism.

POLITICAL THEORY AND POLITICAL ANALYSIS

113—Contemporary Ideologies
Credit, 1 unit. Comparative study of important ideological currents: socialism, communism, fascism, capitalism, "welfarism," conservatism, and liberalism.

375—Methods of Political Analysis
Credit, 1 unit. Historical development and analysis of the present state of empirical theory in the discipline and the discussion of contemporary issues and future trends. Particular emphasis on methods of data collection and analysis.

413—Political and Social Thought: Classical, Medieval, and Early Modern
Credit, 1 unit. The basic principles and problems of political thought through an analysis of selected writings from Locke to the 20th century. Emphasis will be placed on European thought.

INDEPENDENT RESEARCH

491, 492—Readings and Internships in Political Science
Credit, ½ unit each term. A course given to majors which presents an opportunity to read selected books to broaden their knowledge and understanding of the general field of political science and of the specific problems of government. This course may also be utilized for internships in municipal and state government. Admission requires staff approval.

493, 494—Seminar
Credit, 1 unit each term. Seminars in political science will be utilized as demands justify for the purposes of individual projects, group study projects, field work, and workshop courses. Admission requires staff approval.

495, 496—Independent Research in Political Science
Credit, ½ unit each term. Admission requires staff approval.

PSYCHOLOGY

Professors Fromong, Harley, (Chairman); Associate Professors Sterling, Glick, Graham; Assistant Professor Tate

Psychology 101 is the basic course and is prerequisite to all other courses in the department (except 200).

A major must include courses:
101—Introduction
220—Learning and Motivation
221—Perception and cognition
321, 322—Experimental Psychology and Data Analysis

In addition, majors must take four other courses within the department, to be chosen by the student in conference with his advisor.

Mathematics 271 (Statistics) is prerequisite to Psychology 320 (Experimental) and should be taken early.

Psychology majors may choose either the Foreign Language or Research Tool requirement of the Social and Behavioral Sciences Division. The Research Tool method offers two alternatives:

Mathematics Tool
Math 111—College Algebra
Math 121-122—Calculus
Math 211—Computer Programming
Math 271—Elements of Statistics

or

Biological Sciences Tool
Biol 101—General Biology
Biol 103—General Zoology
Biol 201—Genetics (or Biology 102, Heredity)
Biol 221-222—Anatomy and Physiology

In exceptional cases, the student may be allowed to substitute another four- or five-course sequence to meet the Research Tool requirement.

COURSES

101—Introductory Psychology
Credit, 1 unit. An introductory survey of systematic topics in psychology from a scientific and historical point of view.

200—Human Sexuality
Credit, 1 unit. A psychological approach to this academically neglected universal human experience. Includes study of the reproductive systems from conception through maturity, sexual arousal and response, pregnancy and parturition to the climacteric and late life. Particular stress is placed on psychological aspects through consideration of our mammalian and cultural heritages and cross-cultural and sub-cultural variations.

220—Learning and Motivation
Credit, 1 unit. The study of major data of learning and inter-relationships with the various concepts of motivation. Includes laboratory testing of experimental variables.

221—Cognition and Perception
Credit, 1 unit. A study of the perceptual process in the organization and integration of stimuli, leading to cognition, creative thinking, and problem solving.

240—Abnormal Psychology
Credit, 1 unit. A study of behavior pathology with emphasis on causation, diagnosis, and treatment.

320—Experimental Psychology
Credit, 1 unit. Prerequisite, Mathematics 271. Organization of the class is based on the assumption that experimental psychology is not so much a content area as a methodological approach, applicable to a variety of problems.

*These introductory courses may be waived if the student has an adequate background.
321, 322—Experimental Psychology and Data Analysis
Credit, 1 unit each term. Includes investigation of the philosophy of science, general procedures of experimentation, data gathering and techniques of data analysis. Emphasis is on experimental design and research methodology. Laboratory and individual research are required.

330—Theories of Personality
Credit, 1 unit. A study of the primary theoretical systems. Freudian, neo-Freudian, and contemporary learning systems are emphasized.

331—History and Systems of Psychology
Credit, 1 unit. A study of the origins of psychology that have led to current positions. The development of ideas on the behavior of man.

341—Physiological Psychology
Credit, 1 unit. The study of psychophysiological variables. The effect of neurological, chemical, etc., aspects on the functioning of the organism.

381G—Social Psychology
Credit, 1 unit. The study of group behavior, the relationship of the individual to other individuals, to groups and to the social system in which he lives.

428G—Child Psychology
Credit, 1 unit. An assessment of primary theories of child behavior. Emphasis is upon several contemporary American, Russian (neo-Pavlovian) and other significant systems, with consideration of differential behavioral results, research techniques and future implications. Field observation may be arranged.

429G—Adolescent Psychology
Credit, 1 unit. A study of the transition from child to adult and the impact of conflicts in identity, roles, behaviors and values. Consideration of some determinants underlying stresses and their resolutions. Clinical factors that impair progression to maturity are considered.
440G—Behavior Modification

Credit, 1 unit. Prerequisite, Course 220. Application of principles of learning to human behavior, with particular focus on children in academic setting.

441—Theory of Psychological Testing

Credit, 1 unit. Prerequisite, six Psychology courses or graduate standing. Offered alternate years. An introduction to the concepts underlying various types of tests, with particular emphasis on intelligence and personality. Appropriate statistical concepts are discussed.

450G—Fieldwork in Psychology

Credit, 1 unit. Individually arranged experience in the various agencies of the community involved in social problems. Emphasis on involvement in programs dealing with significant areas.

493G—Senior Seminar

Credit, 1 unit. A discussion and reading activity emphasizing the most recent development in research, theory, techniques, etc. The integration of previous course material and the exploration of new areas will be primary.

495G, 496G—Independent Study

Credit, ½ unit each term. To provide opportunity for a student to explore, in depth, areas of particular interest or value to a student. Independent study must be negotiated on an individual basis with a staff member and the staff member designated on the registration form.
SOCIOLGY AND
ANTHROPOLOGY

Professors Peterson, Phillips; Associate Professors Miller, Nevaskar (Chairman); Assistant Professors Gadre, Settle; Lecturer Joyce

A major in Sociology should include courses 101, 271, 302, and 401 and a minimum of any five additional courses from Departmental offerings, one of which may be selected from the Anthropological courses. No more than one sociology course may be taken Pass/Fail and included in the nine units of the minimum major. Course 101 is a prerequisite for every other course in the department.

Students majoring in sociology are encouraged to plan graduate study leading to M.A., Ph.D., or M.S.W. degrees. For the students planning graduate study in sociology, the recommended elective courses are 102, 321, 361, 381 and 476. For the students planning on graduate study in social work or employment after the completion of the B.A. degree, the recommended courses are 102, 121, 361, 429 and 476. For the students interested in employment in the criminal justice system, the recommended elective courses are 102, 121, 361, 365, 429 and 476. During the senior year all majors are encouraged to engage in the selected independent study areas of 491, 492, 495 or 496. These programs will be of a varied nature and the student should discuss possible study projects with his faculty advisor.

A basic competence in language is strongly recommended. The language requirement may be met by three satisfactory years of a single language in high school, satisfactory completion of formal course work through the second college year, or passing a language competence test at the second year college level. Alternative programs to foreign language study may be taken in Methodology, English Literature, Fine Arts or Philosophy-Religion.

101—Introduction to Sociology
Credit, 1 unit. A survey of the history, theories, research, and areas of contemporary sociology.

102—Social Problems
Credit, 1 unit. A study of selected problems of modern complex societies with emphasis on the U.S.

121—Marriage and Family Adjustment
Credit, 1 unit. This course directs the student toward a mature understanding of himself, marriage, and the adjustments required in the various phases of family life.

271—Elements of Applied Statistics
See Mathematics 271.

302G—Social Theory
Credit, 1 unit. An intensive survey of major contemporary sociological theories and basic sociological principles.

321G—Sociology of the Family
Credit, 1 unit. A study of the family as an institution in its various historical developments.

361G—Criminology, Penology, and Delinquency
Credit, 1 unit. A study of the extent and types of criminal and delinquent behavior, theories regarding causes of crime and study of penal practices.

362G—The Corrections Process
Credit, 1 unit. A factual and a theoretical study of the correctional process for adults and juvenile offenders from arrest through probation and parole.

363G—Law, Order, and Society
Credit, 1 unit. A study of crime prevention, police community relations and individual and social rights within the socio-cultural system.

365G—Sociology of Law
Credit, 1 unit. The legal system as an institution of social control, emphasizing its interaction with other social institutions.

372G—Sociology of Religion
Credit, 1 unit. A study of religion in its social manifestations and interaction with other social forces.

381G—Social Psychology
See Psychology 381.

401G—Methods of Sociological Research
Credit, 1 unit. Design and analysis of research studies in the field of sociology.

429G—Study of Human Development
Credit, 1 unit. A study of development, behavior, and socialization from birth to death with an emphasis on theories of development and basic research relating to these theories.

450G—Social Structure of India and Pakistan
Credit, 1 unit. Analysis of the major institutions of two non-Western nations. Effects of political development, population growth, and industrialization.

476G—Sociology of the Community
Credit, 1 unit. An analysis of organization and change in rural, suburban and urban communities.

491G, 492G—Reading and Conference
Credit up to 1 unit each term.

495G, 496G—Independent Research
Credit, 1 unit each term. Individual research and analysis for the purpose of individual projects, group projects and intern appointments.

ANTHROPOLOGY

101—Introduction to Anthropology
Credit, 1 unit. A survey of the principal fields of anthropology: physical anthropology, archaeology, and cultural anthropology.

201—Cultural Anthropology
Credit, 1 unit. Prerequisite, Anthropology 101 or sophomore standing. The study of human biol-
ogy: man and the primates, human evolution, fossil men, modern physical types and human genetics.

203—Introduction to Archaeology

Credit, 1 unit. A study of archaeological theories, techniques and discoveries including a survey of the archaeology of Europe, Africa, Asia and the New World. (Field work as schedule permits.)

301—The North American Indian

Credit, 1 unit. Prerequisite, Anthropology 101 or 201. Culture areas and representative cultures, and historic change shown in the study of representative tribes.

303—Peoples of Africa

Credit, 1 unit. Prerequisite, Anthropology 101 or 201. Culture areas and representative cultures of sub-Saharan Africa; traditional ways of life and patterns of change.

Division of Humanities

Robert G. Albertson, Director
Dolores Lee, Secretary
Anneka Mason, Secretary
Mary Lou Raphael, Secretary

The course offerings in the Humanities Division are essentially those organized under headings of art, English, language, philosophy, religion, and Speech-drama. A few inter-departmental offerings, however, are listed under the general heading.

HUMANITIES COURSES

200—Readings in Humanities

Credit, 1 unit. From a list of thirty books representative of five time periods in literature a student selects fifteen (three from each sequence) and reads them independently of any class meetings. When he is ready to be tested on the reading list an examination is prepared and a faculty committee charged with evaluating the student's comprehension and expression of the continuing and changing ideas in those readings.
215—Arts: Historical Approach
Credit, 1 unit. The history of ideas and their expression in literature, art, music, architecture, philosophy and religion are examined in this interdisciplinary approach to the humanities. The use of many media marks the class approach to its inclusive content.

216—Arts: Contemporary Issues
Credit, 1 unit. Ideas and images in the historical approach above, are traced in their contemporary expression.

216—Humanities in Contemporary Life
Credit, 1 unit. An interdisciplinary study of essays concerning the impact of sociologic, scientific and intuitive thought of the 20th century. These topics will be supplemented by an examination of selected arts from the areas of literature, music, dramatic and visual arts and architecture.

ART

Professors Ball, Chubb, Colby, Morrison (Chairman); Associate Professors Fields, Mayes; Assistant Professors Stevens, Vogel; Instructors Barnett, Sarno; Lecturers Gregory, Jartum, Lamken, Sias

The purpose of the Department of Art is to develop creative ability and to stimulate and supplement an understanding and appreciation of the visual arts as essential elements in a liberal arts education. The professors and curriculum provide both historical and creative studio approaches to art.

Within this flexible context the individual pursues his study and discovers a potential commitment. All undergraduate major programs promote an intelligent knowledge and understanding of art as an enjoyable and enriching aspect of life. The Visual Arts are vital to studies in the Humanities and they have general importance to the many diverse professions including architecture, business, drama, engineering, medicine, urban and environmental planning. Good design concepts and visual sensitivity as well as their accompanying artistic manual skills have much to offer in the positive sense to improving and sustaining man’s human condition.

The curriculum and the major programs offer the student an opportunity on completion of undergraduate work to pursue independent advanced studies and creative work or to continue college or university formal work with a graduate-degree goal. This may be pursued in such areas as art history and criticism, museum work, art education, painting, drawing, printmaking, ceramics, and in various fields of applied design.

The Department of Art sponsors a changing monthly program of student and professional exhibits in its Kittredge Galleries. The University’s expanding permanent collection contains paintings, original prints, ceramics, primitive shields, Inca textiles and antique furniture. The Department of Art reserves the right to select work from the student exhibits for its permanent collection.

The Department of Art offers courses leading to the Bachelor of Arts degree with majors in general art, art history, art education, and fine arts. Major selection and course planning is done in consultation with a department advisor. Students are directed to the department when they and/or their admissions application indicate interest and potential in art. Directing and channeling the applicant and his record is accomplished through the Admissions Office for new students and transfer students. Any student is invited to inquire directly
to the department secretary for additional information. Preliminary advisement of the new student is set up by the Admissions Office. One of the art faculty will advise the student, generally regarding his career interests and university and departmental requirements. A student is assigned a major advisor as early in his university work as he and his art professors identify special interests and potential regarding the student's future professional interests. The chairman of the department is also available for consultation in this area.

Foreign students must demonstrate a command of the English language or will be requested to take a reduced program of courses and remedial work to correct deficiencies.

The Major Undergraduate Art Programs

For a B.A. degree with general Art major a minimum of 12 art units are required which include the following courses:

\[
\begin{align*}
\text{Art} & \quad 100, \ 200 - \text{Composition} & & \text{2 units} \\
\text{Art} & \quad 109, \ 209, \ 309 - \text{Drawing} & & \text{2 units} \\
\text{Art} & \quad 105, \ 106, \ 107 - \text{any Art History} & & \text{2 units} \\
\text{Art} & \quad 250 - \text{Painting} & & \text{1 unit} \\
\text{Art} & \quad 147 - \text{Ceramics} & & \text{1 unit} \\
\text{Art} & \quad 381 - \text{Printmaking} & & \text{1 unit} \\
\text{Electives} & & & \text{3 units} \\
\text{Advisors: Professors Ball, Barnett, Chubb, Colby, Fields, Mayes, Morrison, Stevens, Vogel}
\end{align*}
\]

For a B.A. degree with an Art History major a minimum of 12 units are required which include the following courses:

\[
\begin{align*}
\text{Art} & \quad 100 - \text{Composition} & & \\
\text{Art} & \quad 109 - \text{Drawing} & & \\
\text{Art} & \quad 250 - \text{Painting} & & \\
\text{Art} & \quad 381 - \text{Printmaking} & & \text{3 units} \\
\text{Art} & \quad 147 - \text{Ceramics} & & \\
\text{Art} & \quad 107 - \text{20th Century} & & \text{1 unit} \\
\text{Art} & \quad 105, \ 106, \ 423, \ 424, \ 425, \ 426, \ 427, \ 428, \ 429, \ 430 - \text{Art History} & & \text{7 units} \\
\text{Advised elective in a related field} & & \text{1 unit} \\
\end{align*}
\]

In addition to the 12 art units, 2 units of French or German are required or the equivalent as shown by examination.

\[
\text{Advisors: Professors Fields, Chubb and Sarno}
\]

For a B.A. degree with an Art Education major a minimum of 13 units are required which includes the following courses:

\[
\begin{align*}
\text{Art} & \quad 100, \ 200 - \text{Composition} & & \text{2 units} \\
\text{Art} & \quad 109 - \text{Drawing} & & \text{1 unit} \\
\text{Art} & \quad 250, \ 355 - \text{Painting} & & \text{2 units} \\
\text{Art} & \quad 107 \text{ and choice - Art History} & & \text{2 units} \\
\text{Art} & \quad 147 - \text{Ceramics} & & \text{1 unit} \\
\text{Art} & \quad 265 \text{ or } 339 - \text{Sculpture or Jewelry} & & \text{1 unit} \\
\text{Art} & \quad 381 - \text{Printmaking} & & \text{1 unit} \\
\text{Art} & \quad 461, \ 561 - \text{Art Education} & & \text{1 unit} \\
\text{Art Electives} & & & \text{2 units} \\
\end{align*}
\]

The goal of Art Education is to provide an awareness of the total scope of art instruction in today's learning or therapeutic situations. Therefore, it will not be limited solely to the public school classroom context. In addition to his major art requirements the student will select a complementary relating field with the approval of his department advisor and certification credential requirements as outlined in this catalog under the Education Department curriculum.

\[
\text{Advisors: Professors Mayes, Wolf}
\]

\[
\text{COURSES}
\]

*Those courses marked with an asterisk require material fees. See page 13.

100, 200 - Composition I, II

\[
\text{Credit, 1 unit. An approach to composition, stressing the fundamental elements and principles of design through studio problems. Experience in a variety of techniques. Past and present art theories involving ideas for perceptive visualization.}
\]

107 - Understanding the Arts:

\[
\text{Credit, 1 unit. Designed to bring an increased enjoyment and understanding of the arts of today through lectures, slides, films, and discussions. Contemporary trends in painting, architecture, and sculpture will be stressed.}
\]

109 - Drawing I*

\[
\text{Credit, 1 unit. An approach to the visual study of nature through drawing. Discussion of basic conceptual theory and technique. Investigation into the use of various media pertaining to the discipline of drawing.}
\]

147 - Ceramics I*

\[
\text{Credit, 1 unit. Ceramic fundamentals, hand construction, introduction to the potter's wheel, decorative methods, glaze application, and principles of firing.}
\]

209 - Drawing II*

\[
\text{Credit, 1 unit. Problems continuing and expanding; formal and content investigation. Emphasis on anatomy for the artist and drawing the human figure.}
\]

247 - Ceramics II*

\[
\text{Credit, 1 unit. Study of ceramic material and processes; advanced methods of construction, glaze theory, and surface textural exploration.}
\]

250 - Painting I*

\[
\text{Credit, 1 unit. An approach to the fundamentals of painting. Basic investigations in form and content: technical problems involved with preparation of supports, grounds, painting media, and color.}
\]

265 - Sculpture I*

\[
\text{Credit, 1 unit. Fundamentals of sculptural composition and design.}
\]

300 - Lettering

\[
\text{Credit, 1 unit. Study and use of script and lettering styles, and special projects in poster and book design.}
\]
309, 609—Drawing III, IV*  
Credit, 1 unit. Advanced problems in use and expression with traditional and experimental form and content approaches to drawing.

339, 539—Jewelry, I, II*  
Credit, 1 unit. Design and construction of contemporary jewelry, including an investigation of enameling techniques.

347—Ceramics III*  
Credit, 1 unit. Production methods of throwing, emphasizing massive form, architectural ceramics, theory, and practice in kiln firing, and a study of color control in glazes.

350—Painting II  
Credit, 1 unit. An investigation into the theory and philosophy of painting, as well as the technical aspects of the medium itself. Emphasis on the conceptual aspects of painting.

355—Painting III  
Credit, 1 unit. An exploration into general properties of aqueous painting vehicles. Transparent and opaque watercolors—their similarities and differences—form the basis of this course.

365—Sculpture II*  
Credit, 1 unit. Advanced techniques based on contemporary concepts. Investigation of various media suitable for art in the round.

381—Printmaking I*  
Credit, 1 unit. Processes and techniques of etching, wood-cuts, serigraphy, and collagraph.

423, 623—Beginnings of Art  
Credit, 1 unit. A study of prehistoric and ancient art of Europe and the Near East, classic art, pre-Columbian arts of the Americas, and primitive arts of today.

424, 624—The Middle Ages  
Credit, 1 unit. An examination of the major and "minor" art forms in Italy, France, Germany, and Byzantium from A.D. 300 through the High Gothic period. Particular attention is paid to the religious and political milieu in which the forms found their expression.

425, 625—Italian Renaissance  
Credit, 1 unit. Offered in alternate terms with 426 and 626. A survey of Renaissance and pre-Renaissance art from 1350 to 1600 in Italy. The general focus falls upon Tuscan art, and in particular Florentine achievements. Other Italian centers are considered in this context.

426, 626—Northern European Renaissance  
Credit, 1 unit. Offered in alternate terms with 425 and 625. A study of the art of France, Spain, Germany, and the Low Countries from mid-thirteenth century through the sixteenth century. While "Masters" such as Campin, Van Eyck, Durer, and Bruegel are established foci, less well known artists and endeavors are at the core of the study.

427, 627—The Baroque  
Credit, 1 unit. The painting, sculpture, and architecture of Italy, France and the Lowlands are the focus in this study. Major themes are concerned with the Church Triumphant, the Establishment of Absolute Monarchy, and the Netherlandish perception of Nature.

428, 628—Classic and Romantic  
Credit, 1 unit. Offered in alternate terms with 429, 627. A survey of the arts of the 18th and 19th century from the Rococo and Enlightenment through the Romantic artists of 19th century France, Germany and England.

429, 629—American Art  
Credit, 1 unit. Offered in alternate terms with 428, 628. A survey of the architecture, sculpture, graphics, and decorative arts of the 17th, 18th, and 19th centuries.

430, 630—Art of China, Japan and Southeast Asia  
Credit, 1 unit. Offered in alternate terms with 431, 631. Particular attention is paid to the development of the arts of painting, sculpture, and architecture as well as to ceramics and metalwork. The relationships among the several countries are explored with particular references to the religious-philosophical traditions and their political development.

431, 631—Art of India  
Credit, 1 unit. Offered in alternate terms with 430, 630. A survey of the arts on the sub-continent from the Indus Valley civilization through arts of the Mughal Dynasty and Madura Period. A continual thread is to be found in the arts as vehicles for the expression of Hindu, Jainist, and Buddhist concepts.

447—Ceramics IV  
Credit, 1 unit. Introduction to graduate ceramics.
450—Painting IV
Credit, 1 unit. Advanced painting.

461—Art Education I—Media and Concepts for the Elementary Art Teacher*
Credit, 1 unit. Problems and techniques of teaching art in the public schools. Studio-group experience in handling tools and materials suitable for the elementary classroom.

481, 581, 681—Printmaking II, III, IV*
Credit, 1 unit. Advanced problems in selected processes and techniques juxtaposed by conceptual expression and graduate work.

491, 492—Directed Study and Guidance
Credit and time to be arranged. Open only to advanced students.

547, 548, 647, 648—Ceramics V, VI, VII, VIII*
Credit, 1 unit. Prerequisite, Course 447.

550, 555, 650—Painting V, VI, VII
Credit, 1 unit. Prerequisite, Course 450.

561—Art Education II—Media and Concepts for the Secondary Art Teacher*
Credit, 1 unit.

570—Teaching Art
Credit, 1 unit. Individual approaches in any area that reflects the scope of teaching art within the context of any activity center or area such as schools, museums, settlement houses, geographic locale or ethnic group. Individual instruction with permission of instructor generally offered in summers only.

628—Contemporary Art
Credit, 1 unit. Permission of the Instructor required. A forum in which the specific content varies with each offering although the topics under consideration never pre-date the 1960's.

643, 644—Ceramic Production Problems I, II*
Credit, 1 unit.

666—Creative and Developmental Strategies in the Teaching of Art
Credit, 1 unit. Extended aesthetic awareness in terms of leadership training. Open to upper classmen, graduate students in the teaching field, and interested art oriented persons. Generally offered in summers only.

691, 692—Directed Study V, VI
Credit to be arranged.

693—Research I, Ceramics—Technical
Credit to be arranged.

694—Research II, Ceramics—Aesthetic
Credit to be arranged.

695—Research III—Techniques of Research
Credit to be arranged.

696—Seminar in Art History
Credit, 1 unit. Permission of the Instructor required. A study of treatises and documents for a specified period of art history and, where possible, compared with more investigations.

697—Thesis
Credit to be arranged.

ENGLISH

Professors Hager, Martin; Associate Professors Annis, Berry, Corbham, Cousens, Frank, Hansen, Sandler, VanArsdel (Chairman), Wagner; Assistant Professors Baschka, Carley; Instructor Kretschmar; Lecturers Bardeen, Benediksson

The Department of English offers courses leading to a Bachelor of Arts Degree with opportunities to study English and American literature, literature and linguistics, literature and creative writing, or English and comparative literature. Areas of concentration may be arranged by consultation with the English faculty. The following courses are required for a major in English: 211, 221, 251, 414, 421 or 422, 423 or 424, 449 or 450, 451 or 452, 453 or 456, 457 or 458.

COURSES

INTRODUCTION TO LITERATURE
102-112
Credit, 1 unit. A course stressing close reading and careful analysis of literature. A student may select his favorite literary genre from among those offered. Fulfills Group 1 Communications requirement.

101—Expository Writing
102—Research Techniques
103—Aesthetics and Communication
104—Biography and Autobiography
105—Poetry Perspectives
106—Fiction: Short Story
107—Fiction: The Novel
108—Drama
109—The Voice of the Hero (Literary Analysis)
110—Radicals and Revolutionaries
112—Philosophy in Literature
LITERATURE

131, 132—World Literature
Credit, 1 unit each term. Ancient, Medieval, Renaissance, and modern classics.

202—Creative Writing
Credit, 1 unit. Fiction, non-fiction and poetry.

209—Introduction to News Writing
Credit, 1 unit. A course dealing with the basic fundamentals of responsible journalism.

211—Problems of Literary Study
Credit, 1 unit. Introduction to literary theory, bibliography and research, and literary scholarship.

221—American Literature
Credit, 1 unit. Major American authors and literary movements from the colonial period to the present.

225—Politics and Science in Post-World War II Novels
Credit, 1 unit. Explorations in English and American novels.

241—Black Literature
Credit, 1 unit. Poetry, narrative fiction, drama, and essays, emphasizing the developing consciousness of black culture, power and experience.

250—The Bible and Literature of the Near East
Credit, 1 unit. Biblical history, prophecy, apocalypse, song and prose tale. The Old and the New Testaments considered in the context of literature and mythology of the ancient Near East.

251—English Literature
Credit, 1 unit. Major English authors and literary movements from Old English to the 20th century.

301—Introduction to Linguistics
Credit, 1 unit. Theoretical and practical aspects of historical, descriptive, transformational, and comparative linguistics and a survey of various topics in semantic theory.

302—Creative Writing
Credit, 1 unit. Writing for science, social science and the fine arts.

303—History of the English Language and Advanced Grammar
Credit, 1 unit.

341—Contemporary Poetry and Drama
Credit, 1 unit. Introduction to 20th-century English and American poets, emphasizing Frost, Eliot, Auden, Cummings; introduction to contemporary British and American plays.

342—Contemporary Fiction
Credit, 1 unit. Selected American, British, and continental novelists.

359e—Teaching Methods
(See Education listing).

386, 387—English Drama
Credit, 1 unit each term. From the age of Elizabeth I to the present.

388, 389—The English Novel
Credit, 1 unit each semester. British novels from their first appearance in the 18th century to the early 20th century, including such writers as Defoe, Fielding, Austen, the Brontes, Trollope, Eliot, Hardy, Conrad, and others.

395, 396—Independent Research
Credit, 1 unit each term.
The following courses are open to juniors, seniors and graduate students (with the higher number).

402, (502)—Creative Writing
Credit, 1 unit. Advanced seminar. Admission by permission of the instructor only.
409, (509)—Seminar in Language
Credit, 1 unit. A review of the linguistic approaches to the study of language and meaning, an analysis of the inner relationships between linguistics and such disciplines as philosophy, psychology, and anthropology, and an application of linguistic theory to language teaching and learning.

414, (514)—Principles of Literary Criticism
Credit, 1 unit. The principal literary critics from Aristotle to the New Critics.

421, (521)—American Literature: Puritanism
Credit, 1 unit. The Puritan ideology and its literary expression in old and new England.

422, (522)—American Literature: Revolution to Civil War
Credit, 1 unit. The development of a national literature as seen in the significant writers of North and South, from Independence through the “American Renaissance” to the Civil War and Reconstruction.

423, (523)—American Literature: National to International
Credit, 1 unit. Readings realistic and romantic from the Gilded Age to World War I, with emphasis on Henry James.

424, (524)—American Literature: After the Great War
Credit, 1 unit. Individual and social literary aesthetic from World War I, with emphasis on William Faulkner.

448, (548)—Studies in Medieval Literature
Credit, 1 unit. The great heroic, romantic and allegorical literature of the Middle Ages, excluding Chaucer, in the British Isles and Europe; emphasis on the Arthurian legend.

449, (549)—Early English Literature and Chaucer
Credit, 1 unit. Old and Middle English poetry and prose, with emphasis on Chaucer’s Canterbury Tales.

450, (550)—Literature of the English Renaissance
Credit, 1 unit. Major authors, excluding Shakespeare.

451, 452, (551, 552)—Shakespeare
Credit, 1 unit each term. A different group of comedies, tragedies, and histories each semester.

453, (553)—Milton and His Contemporaries
Credit, 1 unit. The earlier 17th century (1603-1660), including Bacon, Donne, Jonson, Herbert, Browne, Marvell and Milton.

456, (556)—The Age of Dryden, Pope, Swift, and Johnson
Credit, 1 unit. Major writers of the English Neoclassical period (1660-1784).

457, (557)—English Romantics
Credit, 1 unit. The poetry of Wordsworth, Coleridge, Byron, Shelley, Keats, and others.

458, (558)—The English Victorians
Credit, 1 unit. Poetry and prose, with the social conditions which gave rise to it; Tennyson, Browning, Arnold, the pre-Raphaelites, Carlyle, Mill, and Ruskin.

459, (559)—The later Victorians and Edwardians
Credit, 1 unit. From 1875 to World War I; Conrad, Kipling, Gissing, Bennett, Hardy, Stevenson, Wells, Shaw, Barrie, Wilde and others.

470, (570)—Contemporary British Literature
Credit, 1 unit. From World War I to the present.

491, 492—Reading and Conference
Credit, 1 unit each term.

493, 494—Advanced Studies
Credit, 1 unit each term.

495, 496—Independent Research
Credit, 1 unit each term.

697, 698—Thesis
Credit, 1 unit each term.

COMPARATIVE LITERATURE
361, (561)—Latin-American Contemporary Thought
Credit, 1 unit. (Offered in alternate years) Concentration on genre and literature of individual countries.

362, (562)—Spanish Contemporary Thought
Credit, 1 unit. (Offered in alternate years) Writings from 1898 through the Civil War to the present.

364, (564)—Spanish-American Literature
Credit, 1 unit. (Offered in alternate years) The colonial period and the early era of independence.

401, (501)—The Literature of Horror
Credit, 1 unit. Originating from, and concerned with, the concentration camps of World War II, and seeking the ultimate significance of systematic and needless suffering.

403, (503)—Freedom vs. Free Doom
Credit, 1 unit. Jean-Paul Sartre’s philosophy in his plays and other writings, as well as in critiques of his work.

481, (581)—Contemporary and Avant-Garde Theater
Credit, 1 unit. Plays by Cocteau, Giraudoux, Montand, Sartre, Camus, Anouilh, Beckett, Ionesco, etc.

482, (582)—Man, Traveller on Earth (The Origins of Spanish Literature)
Credit, 1 unit. Medieval and Renaissance man from the beginnings to the Golden Age.

483, (583)—The God Shaped Vacuum in Search of an Essence
Credit, 1 unit. A study of the plight of modern man as seen through the novels of Gide, Bernanos,
Camus, Malraux, Sartre and Beckett. Emphasis on the existential novel.

491, 492—Special Studies in Comparative Literature

FOREIGN LANGUAGES

Professor Martin (Chairman); Associate Professor Bachimont (Emeritus) Consens; Assistant Professors Acosta, Barnes, Garza, Herschbach, Hodges, Purvis; Instructor Grange; Lecturers Kinds, Luettgen, Niwa

LANGUAGE LABORATORY

The Department of Languages provides a language laboratory which permits the student to train himself extensively in the use of the spoken form of the foreign language in which he is interested.

COURSES

401G—Introduction to Descriptive Linguistics
Credit, 1 unit. Prerequisite, any foreign language course at third year level or permission of instructor. Theory of linguistics, with practical work in phonology, morphology, and syntax. May be taken for credit toward a major in any foreign language in which a major is offered. Meets one communication requirement.

FRENCH

For a major in French a total of 10 units is required above the 102 level or 8 units above the 202 level. Included in the major must be 331 and 485. Residence abroad in France or in a French-speaking country is strongly recommended.


Language Division

101, 102—Elementary French
Credit, 1 unit each term. Classroom and laboratory practice to develop aural, oral, reading, and writing skills.

201, 202—Intermediate French
Credit, 1 unit each term. Prerequisite, Course 102 or satisfactory scores in placement tests. Study of works by modern French writers, review of grammar, practice in oral written French.

251—Conversational Approach to French Civilization and Culture
Credit, 1 unit. Discussions based on background readings in French of great cultural epochs of France, their historical, artistic, literary, and political aspects.

252—Advanced Composition
Credit, 1 unit. Designed to improve writing in French. Background reading in overseas French will serve to broaden the knowledge of French culture elsewhere.

Literature

331—Introduction to Literary Studies
Credit, 1 unit. Prerequisite, Course 202 or equivalent. A study of the elements of style through various literary forms by French and French African writers. Practice in creative writing and interpretation of literature.

361—The Human Condition As Seen In the French Theater (1)
Credit, 1 unit. Offered in alternate years. A study of great plays from the Medieval times to the XVIIIth century. Special emphasis on the classical period.

362—The Human Condition As Seen In the French Theater (2)
Credit, 1 unit. Offered in alternate years. A study of great plays in the XIXth centuries, from the Romantics to the ‘Theatre-Libre’ of Antoine.

363—Man and His Environment
Credit, 1 course. Offered in alternate years. A social, psychological, and philosophical approach to representative novels from the XVIIth to the XIXth centuries. Studies of the literary movements and their manifestations within the works.

364—Highlights of French Poetry
Credit, 1 unit. Offered in alternate years. A study of the major poets from the troubadours to the moderns.

455, 456—French Literature
Credit, 1 unit. The literature of French speaking Africa and West Indies.

481—Contemporary and Avant-Garde Theater
Credit, 1 unit. Study and analysis of plays by Cocteau, Giraudoux, Montherlant, Sartre, Camus, Anouilh, Beckett, Ionesco, etc.

483—The God-Shaped Vacuum in Search of an Essence
Credit, 1 unit. A study of the plight of modern man as seen through the novels of Gide, Bervnans, Camus, Malraux, Sartre and Beckett. Emphasis on the existential novel.

485—Senior Seminar
Credit, 1 course. Designed to synthesize, in chronological perspective, the student’s knowledge of French literature.

491G—Reading and Conference

492G—Reading and Conference
Credit arranged. Permission of instructor required.

493G—Advanced Studies

494G—Advanced Studies
Credit, 1 unit each term.
Alternate courses:
1. Medieval French Literature.
4. From Baudelaire to Surrealisme.
5. French Literature since 1945.

495G—Independent Study

496G—Independent Study
Credit arranged. Prior approval of instructor required. Independent research in specific areas.

GERMAN

A major in German requires eight units above the 202 level to include 331, 354, and six courses in literature and advanced studies. In addition, to supplement the academic program offered here, the student is strongly urged to find the means to make possible an extensive period of residence in Germany or Austria or in a German House which will provide intensive and intimate contact with the language and culture.

Supporting courses strongly recommended for majors: a second language, courses in English (Principles of Literary Criticism; Shakespeare) and History (Early Modern Europe; Europe, Revolution and Reaction—1763-1870).

Requirement for a teaching minor should include above German 202: German 331, 354 and one other advanced class.

101, 102—Elementary German
Credit, 1 unit each term. Phonetics, fundamentals of German grammar, acquisition of a basic vocabulary, elementary composition and conversation, and reading of graded texts of cultural interest. Understanding, Speaking, Reading, Writing.

201, 202—Intermediate German
Credit, 1 unit each term. Prerequisite, Course 102 or satisfactory scores in placement tests. Study of works by modern German writers, review of grammar, practice in oral and written German.

251—Conversation and Culture of Germany
Credit, 1 unit. Offered yearly. An oral approach in living groups.
252—Composition and Conversation

Credit, 1 unit. Offered yearly. Phonetics and word study. A practical approach with extensive oral and written drill.

331—Introduction to Literary Studies

Credit, 1 unit. Prerequisite, Course 202 or equivalent. Offered yearly. Introduction to literary theory, bibliography and research; problems of literary studies and interpretation of literary works from various periods.

354—Advanced Grammar and Stylistics

Credit, 1 unit. Offered yearly. German idioms and structure; idiosyncrasies of German grammar; acquisition of the basic principles of good style through actual writing.

361, 362—Twentieth Century German Literature: The Problem of Man in a Fragmented World

Credit, 1 unit each term. Offered yearly. Analysis and interpretation of drama and prose from the pre-Expressionists to the present day: Thomas Mann, Kafka, Hesse, Wedekind, Toller, Kaiser, Barlach, Zuckmayer, Borchert, Boll, Brecht, Durrenmatt, Frisch and others.

441, 442—Age of Goethe

Credit, 1 unit each term. Offered in alternate years. Analysis and interpretation of the primary exponents of the Sturm and Drang, Klassik, Romantik: Lessing, Goethe, Schiller, Novalis, Wackenroder, Tieck and others.

451—Nineteenth Century Prose

Credit, 1 unit. Offered in alternate years. Readings of selected prose works with emphasis in the German Novelle as a literary form: Kleist, Buchner, Hoffman, Morike, Keller, Meyer, Eichendorff, Droste-Hulshoff, Stifter, Storm and others.

452—Nineteenth Century Drama

Credit, 1 unit. Offered in alternate years. Readings in the primary dramatic works of Kleist, Buchner, Grillparzer, Hebbel, Hauptmann and others.
491, 492—Reading and Conference
Credit, 1 unit each term. Open only to advanced students and majors. Study of a particular subject matter in depth.

493, 494—Advanced Studies
Credit, 1 unit each term. May also be offered in Winterims.
1. Historical development of the German novel as a literary form.
2. German poetry from the Baroque to the eighteenth century.
3. History of the German language.
5. German literature of the sixteenth, seventeenth and early eighteenth century.
6. Middle and High German literature: the epic and the lyric.
7. Contemporary Germany: the political, social and economic composition of the Federal Republic and the German Democratic Republic.
8. The history of ideas: Luther, Kant, Hegel, Schopenhauer, Marx, Nietzsche, Freud.
9. Seminars in individual authors.

495, 496—Independent Study
Credit, 1 unit each term or credit arranged.

ITALIAN
101—Elementary Italian
Credit, 1 unit.

JAPANESE
101, 102—Elementary Japanese
Credit, 1 unit each term. Introduction to pronunciation, conversation, construction patterns, grammar and kana syllabaries.

201, 202—Intermediate Japanese
Credit, 1 unit each term. Prerequisite, Course 102 or an equivalent knowledge of Japanese. Introduction to Chinese characters. Reading, writing and translation of modern Japanese.

RUSSIAN
101, 102—Elementary Russian
Credit, 1 unit each term. Essentials of Russian grammar, oral and written practice, and reading of graded texts.

201, 202—Intermediate Russian
Credit, 1 unit each term. Prerequisite, Course 102 or satisfactory scores in placement tests. Reading of suitable texts, review of grammar, oral and written composition.

SPANISH
For a major in Spanish, a total of 10 units is required above the 102 level or 8 units above the 202 level. Included in the major must be 331 and 485. Residence abroad in a Spanish-speaking country is strongly recommended.


101, 102—Elementary Spanish
Credit, 1 unit each term. An audio-lingual approach to understanding, speaking, reading, and writing Spanish.

201, 202—Intermediate Spanish
Credit, 1 unit each term. Prerequisite, Course 102 or satisfactory scores on placement tests. Readings from Spanish and Spanish-American authors, review of grammar, oral and written composition.

251—Conversation and Culture of Spain
Credit, 1 unit. Conversational approach to civilization and culture, in living groups.

252—Composition and Culture of Spanish-America
Credit, 1 unit. Grammar review, oral and written composition, using as subject matter the civilization and culture of Spanish-America.

331—Introduction to Literary Studies
Credit, 1 unit. Prerequisite, Course 202 or equivalent. A study of the elements of style through various literary forms by Spanish and Latin-Ameri-
can authors. Practice in creative writing and interpretation of literature.

361—Contemporary Thought in Latin America
Credit, 1 unit. Offered in alternate years. The content may vary according to need. This course may study Latin American thought through outstanding writers of our day; or it may concentrate upon a particular genre (poetry, essay, novel, theater); or it may offer the highlights of the literature of a selected Latin American country.

362—Contemporary Thought in Spain
Credit, 1 unit. Offered in alternate years. The content may vary according to need. The course may study the literature of the period previous to the Civil War; or it may center upon the post-Civil War period to our days.

363—From Romanticism to Krausism
Credit, 1 unit. Offered in alternate years. The content of this course may vary in breadth and depth. It may study the general knowledge of the literature of XIXth Century Spanish or it may emphasize any one of its independent movements: Romanticism, Realism, Regionalism, etc.

364—Spanish-American Literature
Credit, 1 unit. Offered in alternate years. The content of this course may vary according to need. It may cover the literature of Latin America in the colonial period and early period of independence; or it may offer in more depth the same period of a selected Latin American country; or it may center upon the Modernista movement.

483—The Age of Cervantes
Credit, 1 unit. Offered in alternate years. At the discretion of the instructor, this course may concentrate upon Cervantes and his works; it may study the literature of the Golden Age; or it may stress the Baroque period.

485—Senior Seminar
Credit, 1 unit. Designed to synthesize, in chronological perspective, the student's knowledge of the fields of Spanish and Hispanic American literatures.

491G—Reading and Conference
Credit arranged. Permission of instructor required.

492G—Reading and Conference
Credit arranged. Permission of instructor required.

Credit, 1 unit. Offered in alternate years. A study of the phonology, morphology and syntax of Spanish, oriented toward the preparation of teachers.

494G—Advanced Studies
Credit arranged. Permission of instructor required.

495G—Independent Study
Credit arranged. Independent research in specific areas. Must have the prior approval of the instructor.

COURSES

104—Introduction to Philosophy
Credit, 1 unit. A course suitable for beginners in the subject and for those who desire a general cultural acquaintance with the nature and place of philosophy in human thought, its chief problems and achievements, and some of its significant thinkers.

215—Ancient and Medieval Philosophy
Credit, 1 unit. A chronological history of the beginnings of philosophy in ancient Greece up through the end of the Middle Ages.

216—Modern Philosophy
Credit, 1 unit. Main topics are the systems of Descartes, Spinoza, and Leibnitz; the development of Empiricism through Locke, Berkeley, and Hume; the critical philosophy of Kant; Absolute Idealism; and the rise of American Pragmatism and Naturalism.

273—Formal Logic
Credit, 1 unit. An introduction to deductive logic and the study of deductive systems.

315—Contemporary Philosophy
Credit, 1 unit. A survey of recent development in philosophy and a detailed examination of some currently discussed philosophical problems.

331—Philosophical Studies
Credit, 1 unit. These studies will examine in rotation significant movements in philosophy and the works of major thinkers, ancient or modern.

363—Philosophy of Language
Credit, 1 unit. Philosophy of language clarifies concepts such as truth, synonymy, and meaning that are crucial to the concept of language. This course will examine the work of leading figures in the philosophy of language and relate the subject to logic, linguistics, and philosophy in general.
373—Symbolic Logic  
**Credit, 1 unit.** A presentation of a logistic system and a discussion of related philosophical problems such as ontology, semantics and the foundation of mathematics.

383—Ethics  
**Credit, 1 unit.** A case study approach to some fundamental personal and social problems. Classical and modern ethical theories and contemporary meta-ethical philosophy will be used in the analysis of cases.

384—Existential Phenomenology  
**Credit, 1 unit.** Two philosophic movements will be studied at the point of their intersecting interests: a careful description of the essential nature of what it means to exist as a human being. Existentialism provides the focus of interest in human existence while phenomenology provides a method for the systematic description of existence. Some existentialists whose work will be studied are Kierkegaard, Heidegger, Sartre, Jaspers, Marcel, and Buber. Some phenomenologists are Husserl, William James, Merleau-Ponty, Ricoeur, Spiegelberg, and Binswanger.

413, 414—Political and Social Thought  
See Political Science 413, 414.

432—Philosophy of Science  
**Credit, 1 unit.** An examination of the logical structure of science. Typical topics dealt with are: the relation between theoretical statements and empirical laws, the possibility of the unity of science, the notion of verification and significance of scientific propositions. To some extent the course will be planned to fit the interests of the students enrolled.

443—Aesthetics  
**Credit, 1 unit.** A critical examination of problems that arise in the effort to understand the creation and appreciation of works of art. A variety of philosophic perspectives, classical and contemporary, will be examined in the elucidation of these questions.

463—Asian Philosophy  
**Credit, 1 unit.** A study of the major philosophies of India and China, concluding with Japanese Zen.

482—Philosophy of Religion  
**Credit, 1 unit.** An examination of those aspects of religious faith that provoke philosophical questions such as the meaning of religious language, the existence of God, the problem of evil, and an appraisal of nonscientific ways of certifying beliefs. (See Religion 482.)

491, 492—Reading and Conference  
**Credit arranged.** Open only to advanced students with the approval of the instructor. Individual investigation of selected topics, with written reports, and conferences.

516—Philosophy of Education  
See Education 516.

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**RELIGION**

**Professors Albertson, Phillips (Chairman), Magee; Associate Professor Overman; Assistant Professors Langbauer, Reck, Smith; Lecturers Anderson, Rosenthal**

The faculty in Religion believes a sympathetic understanding of man's religious faiths and traditions is both a desirable end in itself and a practical necessity today on "spaceship Earth." The faculty also holds that becoming a self-conscious member of the emerging world culture requires some understanding of relationships between the Judeo-Christian tradition and Western society. Therefore the faculty invites students to join it in seeking to help the university fulfill its aims in three related ways:

1. By striving to understand more fully the meaning of Christian faith and its vision of the future.
2. By identifying important ways in which Western society is rooted in the Judeo-Christian tradition.

3. By providing an atmosphere for careful and serious study of the major non-Western religious traditions which also have shaped human existence on our planet and contend for men's loyalty today.

The curriculum in Religion is developed into six areas:

**Area 1: Introductory Courses**  
101-109

**Area 2: The Judeo-Christian Tradition**  
201, 202, 242, 251, 252, 265, 342, 352, 363

**Area 3: Other Religious Traditions**  
262, 263, 264, 266

**Area 4: Perspectives on the Study of Religion**  
364, 372, 482, Philosophy 463

**Area 5: Christian Education**  
302, 304

**Area 6: Advanced and Tutorial Courses**  
395, 396, 491, 492, 493, 494, 495, 496

Courses in Area 1 fulfill the General Studies Requirement for a course in Humanities, Group II. A major with the faculty in Religion consists of 10 courses. Of these, 5 are required: 1 course from Area 1 (prerequisite for all courses at the 200-400 level); 201 or 202; 242 or 251; 1 course from Area 3; 1 course from Area 4. In addition, 5 electives are required from among Areas 2-6. Reading fluency in a language at the 202 level is also required; German, French, Hebrew, Greek, or Latin are especially recommended, but other languages (e.g., Japanese or Sanskrit) may be approved in consultation with the student's major adviser.

Also, a major is offered for those who desire to prepare for work in Christian Education. This preprofessional education will qualify them as educational assistants. The major will include the 2 courses in Area 5.

A modified major, or a program for students desiring to major in another field in addition to Religion, may be arranged in consultation with the faculty.

Students who plan to enter graduate schools of theology should look under "Professional Schools" in this catalog.
COURSES

Courses 101-109 introduce the student to the study of religion as a human phenomenon. The courses in this group resemble each other in dealing with a common body of facts and ideas which the faculty believes are basic to pursuing the goal of sympathetic understanding described above; the courses differ in focusing on various themes, which are noted in the subtitles of the courses.

101—Religion and Modern Man: The Problem of Identity
Credit, 1 unit.

102—Religion and Modern Man: Christian Faith and Contemporary Culture
Credit, 1 unit.

103—Religion and Modern Man: Contemporary Arts
Credit, 1 unit.

104—Religion and Modern Man: World Faiths for Man Today (Judaism, Christianity, Hinduism, Buddhism)
Credit, 1 unit.

105—Religion and Modern Man: Social Factors in Religion
Credit, 1 unit.

106—Religion and Modern Man: What is Christian Faith?
Credit, 1 unit.

107—Religion and Modern Man: Biblical Themes
Credit, 1 unit.

108—Religion and Modern Man: New Testament Themes (Life and Teachings of Jesus
Credit, 1 unit.

109—Religion and Modern Man: The Black Church in America
Credit, 1 unit.
201—History and Literature of the Old Testament

*Credit, 1 unit.* A study of the history and literature of the people of Israel (as found in the Old Testament) from the time of Abraham to the Roman conquest of Palestine in 63 B.C.

202—History and Literature of the New Testament

*Credit, 1 unit.* A study of the growth of the New Testament, discussing date, authorship, place of writing, and purpose of each book. Special attention will be given to the influence of Paul’s life and letters, and to the early church.

242—Ethics in the Christian Tradition

*Credit, 1 unit. Offered alternate years.* An introductory study of the ethics of certain past and present Christian thinkers of prominence, with an intensive application of Christian ethics to selected contemporary social problems.

251, 252—The History of Christian Thought

*Credit, 1 unit each term.* A study of how earlier Christians have thought about God, Jesus, the Church, man, and nature. Readings are designed to acquaint the student with the ideas of such important writers as Augustine and Calvin, and lectures seek to interpret the meaning of these ideas both for their own time and for today. (251, Ancient and Medieval Christian Thought; 252, Reformation and Modern Christian Thought. Either course in this sequence may be taken independently.)

262—Primitive Religion

*Credit, 1 unit. Offered alternate years.* A study of modes and functions of religious thought and action in a variety of societies that may be represented under the blanket title "primitive." Anthropological methods of analysis will be emphasized.

263—Hinduism

*Credit, 1 unit. Offered alternate years.* A historical study of the Hindu religious traditions. The course will emphasize the religious development represented within the Vedic literature and the rise of
"popular Hinduism" associated with the epic and Puranic literature. Attention may also be directed to modern developments within the Indian religious traditions. All readings will be in translation.

264—Buddhism
Credit, 1 unit. Offered alternate years. A historical survey of Buddhist thought and social structures in India, Southeast Asia, China, and Japan. Special emphasis will be given to the Mahayana tradition and the study of the sacred literature in translation.

265—Judaism
Credit, 1 unit. A survey of the development of post-Biblical Judaism, its history, culture, religion, and literature, with special emphasis on the modern period. Sponsored by the Jewish Chautauqua Society.

266—Islam
Credit, 1 unit. Offered alternate years. An investigation of backgrounds, origins and historical development of Islam in Arabia and the broader Muslim world.

302—The Contemporary Church
Credit, 1 unit. Offered alternate years. An examination of the meaning of church structures in our time. This includes the church’s relationship to community organizations, political organizations, denominational structures, and new possibilities for effectiveness. Students who are majoring in Religion will gain experience in local church situations through a field work assignment in connection with the course.

304—Principles and Methods of Christian Education
Credit, 1 unit. Offered alternate years. An examination of possible methods of raising theological questions and giving answers. Special emphasis will be placed on the parabolic method offered by Jesus. Students who are majoring in Religion gain additional experience through fieldwork assignment.

342—Ethics in a Technological Era
Credit, 1 unit. Offered alternate years. A study of religious factors related to the development of industrial-bureaucratic society in the West from about 1500 to the present. The contemporary responses of Protestant and Roman Catholic thinkers to selected social and economic problems of modernization will be cited. Minor emphasis will be given to studies of certain responses to modernization in traditional religions, Islam, and Hinduism.

352—Current Theological Trends
Credit, 1 unit. Offered alternate years. A study of the ideas of men whose thinking now influences the future of Christian thought. Topics include the ‘Death of God,’ Christianity and Marxism, Secularization, the Church and the Ecological Crisis, Roman Catholic-Protestant Dialogue, and Process Theology.

363—Worship and Classics of Devotional Literature
Credit, 1 unit. Offered alternate years. This course investigates the phenomena of public and private worship and reviews the literature associated with them. It is conducted as a seminar, with position papers prepared and presented by students.

364—Psychology of Religion
Credit, 1 unit. Offered alternate years. An examination of what it means to exist in faith, employing especially the tools of currently-developing neo-analytic, personalistic, and existential psychology.

372—Sociology of Religion
See Sociology 372.

395, 396—Independent Study in Religion, Junior Level
Credit, 1 unit. Under the supervision of a professor, the student does research for a thesis. Permission of the professor is required.

482—Philosophy of Religion
Credit, 1 unit. Offered alternate years. An examination of those aspects of religious faith that provoke philosophical questions, such as the meaning of religious language, the existence of God, the problem of evil, and an appraisal of non-scientific ways of certifying belief. (See Philosophy 482.)

491, 492—Reading and Conference
Credit, 1 unit. A tutorial course, in which the student and teacher meet regularly to discuss a list of readings. Permission of the professor is required.

493, 494—Advanced Studies in Religion
Credit, 1 unit. Each term a different topic is treated in this seminar course. Usually the topics are chosen about a year in advance.

495, 496—Independent Study in Religion, Senior Level
Credit, 1 unit. Under the supervision of a professor, the student does research for a thesis. Permission of the professor is required.

THE PAX LEAGUE
A Fellowship of Christian Peace for Modern Man

The League, composed of teachers of Religion and Theology at Pacific Lutheran University, Saint Martin’s College, and University of Puget Sound, offers and shares a series of courses as a contribution to the unity of the human family. During 1972-1974 the League will sponsor the following courses at U.P.S.:

Spring 1972. The Immigrant and the Faith. This course will be taught by Father John Scott, O.S.B., from St. Martin’s Abbey. It will focus on the way American religious life has been affected by waves of immigration.

Fall 1972. Christian Monasticism: The Sacred Drop-out. Taught by monks from St. Martin’s Abbey, this course will examine the monastic life in the context of our modern search for individuality and community.

Spring 1973. Christian Education in a Secular Society. Prof. Stewart Govig of Pacific Lutheran University will offer this course, moving toward a working theology for the educational ministry of the Church in confrontation with ‘secularization.’
Fall 1973. Vatican II and the Aftermath. A study of the recent worldwide Roman Catholic Vatican Council will shed light on many contemporary issues where tradition and change seem to be in conflict. Monks from St. Martin's Abbey will conduct the course.

Spring 1974. Old Testament Studies. Prof. John Petersen of Pacific Lutheran University will offer this course on some major areas of Old Testament inquiry, such as archeology and the Bible, the prophets, and the Wisdom literature.

**SPEECH AND DRAMA**

Professor Baising (Chairman); Associate Professor G. Peterson; Assistant Professors Briody, McLain, Somerville, Tutor; Lecturers Allen, Capp, Estes, Ferguson, Summers

The Department of Speech and Drama offers a broadly based major, leading to the Bachelor of Arts degree, with study in three principal areas:

1. Oral Communication and Public Address
2. Speech Sciences (speech science, speech correction, and hearing),
3. Drama and Interpretation of Literature

The Department directs the University Repertory Theatre, one of a very few University theatres which sponsors a student repertory company. The theatre presents drama chosen from the classic and modern repertories. Students may gain experience in many facets of drama: acting, directing, design, and technical theatre.

An undergraduate preprofessional program in speech correction is offered. Students participate in clinical observation and study through a cooperative program with the Speech and Hearing Clinic of Mary Bridge Children's Hospital. Students who plan to do further study in speech correction are advised to take all units offered in this area (including Winterim units), along with supporting units in psychology, biological sciences, education and occupational therapy as advised by the Chairman of the Department of Speech and Drama.

A wide range of forensic and speech activities is offered. Students may take part in programs of persuasive speaking on issues both on and off the campus. The Department sponsors the Washington Alpha Chapter of Pi Kappa Delta, national forensic honorary. Its members represent the University in intercollegiate forensic competition and sponsor forensic clinics and tournaments on campus.

**Major Requirements**

Requirements for the major reflect our philosophy that majors in Speech and Drama should explore a basic core of studies in each of the principal areas of the field (oral communication and public address, speech sciences, theatre and drama) and should select an area of emphasis from among the following:

- Emphasis in Oral Communication and Public Address
- Emphasis in Speech Sciences and Correction
- Emphasis in Theatre and Drama
- Secondary Teaching Candidates.

The basic core of studies, required of all majors, is listed below:

- Speech 101
- One unit selected from Speech 220, 225, 239, 335
- Speech 240
- One unit selected from Speech 341, 441, 446
- Speech 161
- One unit selected from Speech 270 or 376
- One unit selected from Speech 336, 386, or 387

Two activity credits

A minimum of nine units (other than Winterim units) is required, though most majors will complete ten or more units. Students who plan to apply for admission to a graduate school are advised to take the graduate record examination.

A foreign language requirement must be completed by some majors within the Department of Speech and Drama. In certain cases an alternative requirement may be elected. Primarily, this depends upon the emphasis within the major which is elected by the student:

a. Students who elect an emphasis in Oral Communication and Public Address may complete either the foreign language requirement or four units selected from those listed below:

- History 381, The Historical Method
- Elect one unit from Mathematics 271, Elements of Statistics or Education 541, Statistical Methods
- Philosophy 273, Formal Logic
- Sociology 381, Social Psychology

b. Students who elect an emphasis in speech sciences and correction may complete either the foreign language requirement or four units as indicated below:

- Biology 221 and 222, Human Anatomy and Physiology
- Elect one unit from Mathematics 271, Elements of Statistics or Education 541, Statistical Methods
- Elect one unit from Biology 201, Genetics, or Psychology 240, Abnormal Psychology

c. Students who elect an emphasis in drama within the major must meet a foreign language requirement. This may be met by completing the second year college level of a foreign language or by examination.

**Secondary Education**

Majors who are candidates for the Provisional Certificate at the secondary level must complete professional requirements specified by the School of Education, as well as the following units:

- Speech 101, 161, 220 or 239, 225, 240, 270, 335, 380
- One unit selected from Speech 341, 441, or 446
- One unit selected from Speech 336, 386, or 387
One or more activity credits selected from Speech 128, 129, 328, 329

One or more credits selected from Speech 268, 269, 276, 277, 378, 379

A strong background in English composition and literature is urgently recommended.

ORAL COMMUNICATION AND PUBLIC ADDRESS

101—Fundamentals of Oral Communication
Credit, 1 unit. Study and application of principles of oral communication. Speeches and activities are designed to illustrate communicative relationships between and within individuals. The course will deal specifically with language and its meaning, nonverbal communication, communication breakdown, social influences upon source and receiver.

128, 129—Debate
Credit, ½ unit. Participation in intercollegiate competition, or in persuasive speaking activities on and off campus.

220—Public Speaking
Credit, 1 unit. Advanced study in speech, including the psychological backgrounds of speech, composition, style, audience analysis, and logical arrangement and support.

225—Argumentation and Debate
Credit, 1 unit. The study and practice of argumentation and debate principles. Emphasis is placed on obtaining skills in research, in analysis, and in presentation. As a means of applying theory, all students will debate contemporary controversial issues and/or the national debate topic.

232—Foundations of Urban Communication
Credit, 1 unit. An introductory study of the nature and role of communications media in the modern urban environment.

239—Communication Through Forensic Skills: Forms of Public Speaking
Credit, 1 unit. Individual speaking events and occasions will be approached through various modes of speaking (impromptu, extemore, manuscript) and through the principal types of speeches (exposition, persuasion, stimulation, afterdinner, newscasting, and advanced debate). Students will participate in competitive speaking events and noncompetitive speaking occasions before campus and off-campus audiences.

238, 329—Direction of Speech Activities
Credit, ½ unit. Supervised experience in organizing, conducting, and directing speech and forensic activities.

335G—Communication in Discussion and Group Processes
Credit, 1 unit. Study of the principles and methods of deliberation, of leadership, and of communication in small groups. Examines group dynamics and structure, role-playing, decision-making, and leadership. Emphasis in the course is on opportunities to apply the principles.

336G—History and Criticism of Public Address
Credit, 1 unit. A study of the development of rhetoric and public address from classic antiquity to the modern day.

491G, 492G—Reading and Conference
Credit arranged.

SPEECH SCIENCES

240—Introduction to Speech Science
Credit, 1 unit. An introduction to articulatory phonetics; study of the anatomy and function of the normal vocal mechanism and auditory system.
341G—Introduction to Speech Correction
Credit, 1 unit. An introduction to the functional, organic, and psychogenic disorders of speech in children and adults; theories and methods of diagnosis and treatment. The role of the classroom teacher in cooperating with public school speech correction programs will be emphasized.

348, 349—Directed Observation
Credit, 1/4 unit. Students of Speech Therapy may observe and assist the regularly assigned teacher or therapist. The sites of observation will be chosen from locations such as the Speech and Hearing Clinic of Mary Bridge Children's Hospital, the Central City Learning Center, UPS Group Home, school therapy programs, etc.

441G—Studies in Defective Speech
Credit, 1 unit. Study of the nature, etiology, and treatment of speech disorders with primary attention to aphasia, dysarthria, dysphonia, and stuttering. Case study and observation to be arranged.

446G—Hearing and Deafness
Credit, 1 unit. Study of the anatomy and function of the ear in relation to types of hearing loss; introduction to audiology. The role of the classroom teacher in educating the acoustically handicapped child.

491G, 492G—Reading and Conference
Credit arranged.

DRAMA AND INTERPRETATION OF LITERATURE

161—Introduction to Theatre
Credit, 1 unit. Theatre is viewed as a total communicative process, made up of elements such as the general purpose of theatre, the playwright's purpose and message, the communicative aspects of directing and acting, and the communicative power of visual and auditory elements of the art.

170—Communication in the Performing Arts as Mass Media: Drama, Radio, Film and Television
Credit, 1 unit. This course considers the art of the media and its capabilities and differing styles of communications. Prominent critics and theorists in the field of mass media and communication will be studied.

263—Scene Design
Credit, 1 unit. Prerequisite, Course 161. Study of scene design and lighting for theatre production.

268, 269—Drama Workshop
Credit, 1/4 unit. Participation in scenery construction, lighting, costuming, and properties for major or studio productions.

270—Fundamentals of Acting
Credit, 1 unit. Theory and practice of acting, including presentation of scenes from great dramatic literature. Introductory study of dramatic structure and types of drama.

276, 277—Rehearsal and Performance
Credit, 1/4 unit. Credit contingent upon casting. Acting in a major or studio production.

354G—Story Telling and Interpretation of Children's Literature
Credit, 1 unit. A study of the principles of effective story telling for purposes of education and entertainment. Analysis and classification of stories with reference to each period of the child's development. The work is designed to meet the needs of playground directors, church school leaders, teachers, and school librarians.

355G—Children's Dramatics and Puppetry
Credit, 1 unit. Direction and production of plays for and by children; study of creative dramatics with emphasis on the educational values of dramatics for elementary school programs. Use of marionettes, hand puppets, finger puppets, and flannelgraphs.

370G—Advanced Acting
Credit, 1 unit. Study in various styles of acting. Extensive work in characterization and development of individual technique.

376G—Oral Interpretation of Literature
Credit, 1 unit. A study of various forms of literature (modern poetry, drama, Shakespeare, Biblical literature etc.) as material for oral presentation.

378, 379—Direction of Drama
Credit, 1 unit. Directing a studio theater play.

380G—Directing
Credit, 1 unit. Prerequisite, Courses 161 and 270 or permission. Study of the administrative and artistic functions of the director. Observation of other directors, preparation of script and prompt book, direction of one-act plays and scenes from longer plays, study of selected plays.

386G—Theatre History: I. Greeks to Elizabethans
Credit, 1 unit. A study of the plays and production techniques of the Greek, Roman, Medieval and Renaissance periods. Emphasis will be given to the relationship between the physical playhouse and the performed script.
Division of Natural Sciences and Mathematics

Martin E. Nelson, Director
Helen Abren, Secretary
Carol Mountay, Secretary

Biology

Professors Alcorn (Chairman), Karlstrom; Associate Professors Herbert, Kleyn; Assistant Professors Blanks, Guilford, Lindgren, Schreiweis; Instructor Solie; Lecturer Johnson

Courses required for the major are 103, 104, 201, 493, 494, one course from each of the following areas:

Area A. Fieldwork
  Ornithology
  Mammalogy
  Invertebrate Zoology
  Ecology
  Field Biology

Area B. Advanced Botanical Sciences
  Algalogy
  Mycology
  Morphology of Higher Plants

Area C. Physiology
  Cell Physiology
  Plant Physiology
  Animal Physiology

Three electives from the following:
  Biological Oceanography
  Morphogenesis
  Experimental Genetics
  Evolution
  Histology
  Museum Arts
  Microbiology
  Electron Microscopy

Students interested in Pre-Medical, Pre-Dental, and Medical Technology, see pages 89 and 90.

Biology 103 and 104 (or equivalent) are prerequisites for all courses numbered 200 or higher, except 202.

To receive the B.S. Degree with a major in Biology, students in addition must show the following:

1. Proficiency in a foreign language.
2. Mathematics credit—111 (or equivalent) plus one unit listed in the bulletin; total 1-2 units.
3. Physics credit—One year of college physics; total 3 units.
4. Chemistry credit—Through Organic Chemistry*; total 5 units.

Suggested courses for non-majors are 101, 103, 104, and 202.

Students interested in Environmental Science with a Biology emphasis see page 50. Certain exceptions can be made by the department in the language requirement where the major is Environmental Science with the emphasis on Biology.

COURSES

101—General Biology
Credit, 1 unit. A one-term course devoted to the study of the general laws of life, the fundamental relationships of living things, and those general biological problems which are related to human culture and progress.

103—General Zoology
Credit, 1 unit. This one-term course emphasizes biological processes and animal forms, the interrelationships of animals as well as their relations to the physical and biological environment.

104—General Botany
Credit, 1 unit. A study of the structure and function and relationships of major plant groups.

201—Genetics
Credit, 1 unit. Genetics course for natural science majors. Course covers basic genetic principles, the nature and function of genetic material, population genetics, and evolution.
202—Human Genetics
Credit, 1 unit. Genetics course for non-natural science majors. Course covers basic genetic principles and the nature and function of genetic material. Emphasis will be on the study of human genetics.

221, 222—Human Anatomy and Physiology
Credit, 1 unit each term. An integrated approach of the basic systems to the structure of the human body in relation to its normal processes.

256—Biological Oceanography
Credit, 1 unit. An introductory course dealing with the interrelationships of marine life with the physical and biological forces of their environment.

301—Experimental Genetics
Credit, 1 unit. Prerequisite, 201 or equivalent and permission of the instructor. A laboratory course emphasizing sampling methods, statistical analyses, and research techniques used in general investigations.

310—Plant Morphology
Credit, 1 unit. Structure and structural adaptations including life cycles of selected plants from all plant phyla.

332—Plant Physiology
Credit, 1 unit. Prerequisites, Course 104 and Inorganic Chemistry or permission. An investigation of the internal processes of plants at the molecular, cellular, and organismic levels.

334—Animal Physiology
Credit, 1 unit. Prerequisites, Organic Chemistry 301 and 302. A one-term course designed to present to the student an experimental approach to the basic physiologic principles of animals. Experimental techniques include the fundamental methods of surgery, pharmacology, and physiology.

341—Mycology
Credit, 1 unit. A survey of major groups of fungi with emphasis on phylogeny, life cycles, and iden-
tification. Experimental techniques include the isolation, culturing, and host-parasite interrelationships.

342—Algalogy
Credit, 1 unit. Alternates with 343. Offered 1971-1972. A survey of major groups of Algae with emphasis on evolutionary relationships, life cycle and habitats.

343—Morphology of the Higher Plants
Credit, 1 unit. A study of the life cycles and evolutionary relationships of seed plants with emphasis on developmental anatomy using plant tissue culture techniques. Offered in 1972-1973. Alternates with Course 341.

346—Microbiology
Credit, 1 unit. Prerequisites, a 100 level biology and chemistry course. A course designed primarily for biology majors, in which basic bacteriology, comparative morphology, taxonomy, and physiology of representative microorganisms are emphasized. Recommended also for students interested in medical technology and biochemistry.

352—Field Biology
Credit, 1 unit. This course deals with higher plants and higher animals, their life cycles, and interrelationships. Alternates with Course 354.

353—Mammalogy
Credit, 1 unit. A study of the life cycles, identification, distribution of native mammals. Some techniques of preparation are included.

354—Ornithology
Credit, 1 unit. A general course of field and museum study of the life cycles, identification, and unique characteristics of birds. Alternates with Course 352.

356—Biology of Marine Invertebrates
Credit, 1 unit. A basic study of the ecology and phylogeny of major marine groups in Puget Sound and on the ocean coast. Stress is placed on work in the field and the laboratory.

358—General Ecology
Credit, 1 unit. The analysis of the physical and biotic factors involved in the numbers, distribution, and relationships of plants and animals in their native environment. Offered in alternate years.

361—Museum Arts
Credit, 1/2 unit. Preparation and care of museum material. Given as demanded.

364—Cell Physiology
Credit, 1 unit. Prerequisites, upper division students and permission. A study emphasizing the structure and function of living cells.

371—Histology and Microscopic Technique
Credit, 1 unit. A basic approach to the study of microscopic anatomy of vertebrates, chiefly mammals, utilizing light microscopes and the electron microscope. Part of the laboratory program includes the preparation of slides and other mounted materials.

375—Morphogenesis of Vertebrates
Credit, 1 1/2 units. An integrated approach to the usually separate studies of embryology and comparative anatomy. The coverage is from formation of germ cells and fertilization to the organ systems of adult chordate types with emphasis on functional anatomy and evolutionary relationships.

402—Evolutionary Biology
Credit, 1 unit. The basic factors dictating change and adaptations in both plants and animals. Natural selection is emphasized as well as the forces upon which selection operates.

446—Marine Microbiology
Credit, 1 unit. Prerequisite, 346. A laboratory and field course dealing with the types of microorganisms in salt water and their relationships to physical and biological factor.

452—Electron Microscopy
Credit, 1 unit. Prerequisites, upper division students only, consent of instructor only. A course de-
signed for upper division students with a good background in laboratory sciences. This course will stress the development and principles of electron microscopic techniques and the interpretation of results.

456—Invertebrate Physiology
Credit, 1 unit. Prerequisite, 356. A study of the laws and processes of lower animals with emphasis on the marine forms.

493, 494—Seminar
Credit, 1/2 unit each term.

495, 496—Research
Credit, 1/2 unit each term.

697, 698—Thesis
Credit, 1 unit each term.

MUSEUM OF NATURAL HISTORY

The Puget Sound Museum of Natural History is supervised by the UPS Board of Trustees, the Department of Biology (which has direct supervision), and a Museum Board of Directors. Its function is to acquire and preserve Pacific Northwest natural history specimens for educational purposes. Organized field work helps secure specimens and related regional material. At present, the museum has specimens of about 11,000 birds, 11,000 mammals, 7,000 reptiles and amphibians, 6,000 marine fishes and invertebrates, and 5,000 herbarium sheets.

The museum's present major importance is in connection with certain courses in the Department of Biology, since all students in the department use the facilities and specimens in their study of natural history. In addition to study, the Museum is designed for research and is used in most seminar courses.

Members of the Board of Trustees are Dr. R. Franklin Thompson, President of the University; Lloyd Stuckey, Vice President and Bursar of the University; W. Gerard Banks, Vice President and Bursar (Emeritus); Gordon D. Alcorn, Director and Curator of Birds; Jack Allen, Consultant; Leo King Couch, Mammalogy; Irene O. Creso, Curator of Botany; Garrett Eddy, Ornithology; John B. Hurley, Ornithology (Emeritus); Murray L. Johnson, Curator of Mammals; Ernest L. Karlstrom, Invertebrates; John G. Kley, Mycology; J. Burton Lauckhart, Consultant; Preston Macy, Consultant; Alfred Mioiore, Photography; Victor B. Scheffer, Mammalogy; James R. Slater, Curator of Reptiles and Amphibians; William Street, Consultant; Jan Van Oosten, Ornithology.

MUSEUM STAFF

Murray L. Johnson—Chairman of the Board and Curator of Mammals.
James R. Slater—Vice-Chairman of the Board and Curator of Herpetology.
Gordon D. Alcorn—Secretary-Treasurer, Director of the Museum and Curator of Birds.
Eileen Solie—Assistant to the Curator of Mammals.
Joseph L. Ventura—Assistant to the Curator of Birds.

CHEMISTRY

Associate Professors Berry, Medcalf (Chairman), Mehlhaff, Nigh; Assistant Professors Bland, Clifford.

A major in chemistry may be in either the elective curriculum, or the prescribed curriculum. The Chemistry Department is accredited by the American Chemical Society. In addition, a chemistry major with an emphasis in Environmental Science is offered. Details of this program are listed in the catalog under Environmental Science.

The elective curriculum is designed for students who want a general course in chemistry leading to the Bachelor of Science degree. This might be as a part of a broad general education, a preparation for teaching, or as a preliminary to the study of medicine or dentistry. The requirements for the elective curriculum are the same as the general requirements of the University for a major: namely, this includes courses in general, organic, analytical and physical chemistry. Course 215 and one unit of biology are also required. Three units in a foreign language are required. Three units in fields closely related to chemistry may be substituted for the language units.

The prescribed curriculum is designed for students who wish to use chemistry as a vocation, and the requirements for this curriculum are essentially those specified by the American Chemical Society's Committee on the Professional Training of Chemists. These requirements are: General Chemistry and Quantitative Analysis which may be satisfied by courses 114, 214, and 215.

In addition, one year each of Organic Chemistry and Physical Chemistry including laboratory are required. Advanced courses must include Instrumental Analysis and courses which cover advanced topics in inorganic, organic, and physical chemistry. These advanced courses all require Physical Chemistry as a prerequisite.

As a part of the requirement for the Bachelor of Science degree, students who elect the prescribed curriculum must:

1. Complete Mathematics 221, 222.
2. Have a reading knowledge of scientific German or Russian.
3. Complete one year of college physics.
4. Complete course 460, Senior Topics, and one unit of Biology.

Any entering student who has an exceptional background in chemistry may be given advanced standing to permit enrolling in advanced courses rather than beginning work, with prerequisite courses waived or credit granted. See department chairman if qualified.

A graduate who has completed the prescribed curriculum will have this certified on his permanent record.

The following activities will be required of Chemistry majors:

1. Completion of Chemistry 194, Laboratory Arts.
2. Participation in professional activities of the student affiliate Chapter of the American Chemical Society. This will involve participation in student and departmental seminars and other related professional activities.
COURSES

104—Chemical Science
Credit, 1 unit. See Physical Science 104.

114—Principles of Chemistry
Credit, 1 unit. Three lectures, one laboratory per week. Prerequisite, high school algebra. High school chemistry desirable. The fundamental theories and principles of chemistry, including the gas laws, acids and bases, atomic and molecular structure, and the important aspects of solution chemistry. The laboratory will include separation, purification, and qualitative identification of chemical samples.

194—Laboratory Arts
Credit, 1/2 unit Activity. Instruction in glassblowing and other arts concerned with the construction and maintenance of laboratory equipment.

214—Quantitative Analysis
Credit, 1 unit. Prerequisite, Course 114. Elementary analytical chemistry including gravimetric, volumetric, and colorimetric methods of analyses. Both modern theory and practice.

215—Advanced Principles of Chemistry
Credit, 1 unit. Prerequisite, Chem. 114. A more thorough understanding of the principles and lan-

guage of chemistry. Topics: Chemical equilibrium, reaction mechanisms, transition metal chemistry, electrochemistry, and rates of reactions.

301, 302—Organic Lectures and Laboratory
Credit, 1 1/2 units each term. Prerequisite, Course 114. Study of the hydrogen compounds of carbon and their more important derivatives.

395, 396—Independent Research
Credit to be arranged.

401—Physical Chemistry—Lecture
Credit, 1 unit. Prerequisites, Course 214, 1 year college physics and mathematics through calculus, or consent of the instructor. Introduction to modern theoretical chemistry from the standpoint of the laws of thermodynamics and of the kinetic theory.

402G—Physical Chemistry—Lecture
Credit, 1 unit. Prerequisite, Course 401. A continuation of 401 including an introduction to the principles of quantum theory, statistical mechanics, and atomic and molecular spectra.

403G—Physical Chemistry—Laboratory
Credit, 1 unit. Prerequisite, Course 401. The laboratory will consist of experiments illustrating laboratory techniques as well as experiments in classical and modern physical chemistry.

410G—Instrumental Analysis
Credit, 1 unit. Prerequisites, Courses 214, 401. Will cover instrumental analysis and modern analytical problems.

420G—Biochemistry
Credit, 1 unit. Prerequisite, general organic chemistry. General plant and animal biochemistry. Designed for chemistry and biology majors and others needing a general background.

430G—Chemical Synthesis
Credit, 1 unit. Prerequisite, Course 401. The important aspects of all areas of chemistry as applied to synthetic problems.
440G—The Theory of Reactions
Credit, 1 unit. Prerequisite, Course 401. The theory of chemical reactions with a particular emphasis placed on the modern theory of acid-base behavior and electron transport phenomena.

450G—Spectroscopy and Structure
Credit, 1 unit. Prerequisites, Courses 302, 402. Elements of atomic and molecular theory and the relationship of spectral data to the structure of chemical substances.

460—Senior Topics
Credit, 1 unit. Prerequisite, Course 401 (or concurrent enrollment). Weekly meetings designed to bring all aspects of chemistry to bear on solutions to specific problems related to chemistry. All members of the chemistry faculty will participate in the discussions which will attempt to show that at the problem-solving level, disciplinary lines disappear. Registration may be in either semester, but credits will be given only after participation for two semesters.

491, 492—Reading and Conference
Credit to be arranged.

493, 494—Special Topics
Credit to be arranged. Topics of current interest will be considered in depth.

495, 496—Independent Research
Credit to be arranged.

695, 696—Independent Research
Credit to be arranged.

697, 698—Thesis
Credit to be arranged.

ENVIRONMENTAL SCIENCE

A Bachelor of Science degree is offered in Environmental Science with an emphasis in either biology, physics, or chemistry. The program is administered within the individual departments.

This program is designed to give the student a broad background in the spectrum of science, with sufficient specific education to allow him to function in a particular discipline. Present day problems require broad-based solutions. An education based on this program should give an adequate background to attack these problems. The program is integrated with two courses at the senior level (Environmental Science 450 and 460). Advising and degree requirements are handled by the specific department in which the degree is to be granted. In addition to the courses necessary to satisfy the degree requirements of the specific departments, the following courses should be included:

Chemistry 114, 214, 301, 302, 401
Biology 101 or 103 and 104, 346, 358
Mathematics 121, 122
Physics 201 and 202 or 211 and 212
Geology 101 or Physics 171
1 unit in Economics
Political Science 109 or 307 or 408
Environmental Science 450 and 460

105—Earth and Environmental Science
Credit, 1 unit, 3 hours lecture, 1 hour discussion, 1-3 hour lab period. Interdisciplinary course to acquaint the non-science major with the earth as a closed system, in relation to Man, his socio-
economic system, and pollution. The lab period will be for field trips, outside speakers and group laboratory experiences.

450—Environmental Science
Credit, 1 unit. A study of the environment using the tools of the disciplines of science. A senior course designed to tie together all of the disciplinary courses of the environmental science program.

460—Independent Study
Credit, 1 unit. Prerequisite, Environmental Science 450. Laboratory and field study of environmental problems with a weekly group meeting to discuss results. Specific programs to be arranged with departmental advisors.

GEOLGY

Professor N. Anderson (Chairman); Assistant Professors Eggers, Lousha

Geology is the application of Biology, Chemistry, Mathematics, and Physics to the study of the earth. A student who majors in Geology must have a thorough understanding of the principles of those disciplines in addition to those of his major field. The program of a student majoring in Geology will consist of approximately one-third Geology, one-third other areas of science and mathematics and one-third social studies and humanities (including English and Foreign Language).

A major in Geology must include the following courses: 101, 102, 201, 202, 301, 302, 401, 402, 495 or 496.

A summer field camp program is required of all majors. It usually is taken in the summer session between the junior and senior years.

COURSES

101—Physical Geology
Credit, 1 unit. A survey of the physical processes that act on and within the earth. It is essentially a study of the development of the present landscape.

102—Historical Geology
Credit, 1 unit. Prerequisite, Course 101 or instructor’s permission. A survey of the historical development of the earth and its inhabitants, and the principles and methods employed in studying earth history.

201—Mineralogy
Credit, 1 unit. Prerequisite, Course 101, or instructor’s permission; and General Chemistry is recommended.

202—Petrology and Field Methods
Credit, 1 unit. Prerequisite, Course 201 or instructor’s permission. Saturday field trips required.

301G—Structural Geology
Credit, 1 unit.

302G—Paleontology
Credit, 1 unit.

351—Rocks and Minerals
Credit, 1 unit. Prerequisite, Course 101, or instructor’s permission. Not counted toward a major in Geology. The objective of the course is to enable teachers and amateur geologists to become well acquainted with the physical properties of common rocks and minerals. Each student will be required to purchase a set of rocks and minerals for approximately $10.00. One or two day-long field trips will be taken.

352—Life of the Past
Credit, 1 unit. Prerequisite, Course 102 or instructor’s permission. Not counted toward a major in Geology without departmental approval. An introduction to animals and plants through geologic time. Designed primarily for school teachers and amateur geologists, this course stresses the practical aspects of Paleontology through field trips and laboratory exercises in the identification of fossils. Two or three day-long field trips will be taken.

401G—Stratigraphy-Sedimentation
Credit, 1 unit.

402G—Geomorphology
Credit, 1 unit.

491G, 492G—Reading and Conference
Credit, 1 unit.

495G, 496G—Independent Research and Seminar
Credit, 1 unit. Required of all majors.

MATHEMATICS

Professors Lantz (Chairman), Goman; Associate Professor Sims; Assistant Professors Jacobsen, Snell, Van Enkevort; Lecturer Madden, Pooler

A major in mathematics will include four or more courses numbered 300 or above with two units selected from the year sequence of Math 333, 334, or Math 401, 402. A minimum grade of C must be earned in at least four of these upper level courses.

No foreign language is required, but reading competence in French, German or Russian is strongly recommended. Also a year of Physics is desirable.

COURSES

111—College Algebra and Trigonometry
Credit, 1 unit. Study of algebraic and trigonometric functions with special emphasis on trigonometric identities.

121, 122—Analytic Geometry and Calculus
Credit, 1 unit. Study of the calculus of functions of one variable and analytic geometry of the plane.

141—Mathematics for Business and Economics
Credit, 1 unit. Prerequisite, 3 terms of high school algebra or equivalent. Topics, concepts and techniques frequently used in Business Administration and Economics.

151—Basic Concepts of Mathematics
Credit, 1 unit. Acceptable in partial fulfillment of the general science requirement. A terminal course
designed to acquaint the liberal arts students with some of the basic ideas of mathematics.

211—Introduction to Computer Programming and Numerical Analysis
Credit, 1 unit. A study of computer languages with special emphasis on FORTRAN. Also numerical methods and applications.

221, 222—Calculus, Differential Equations and Linear Algebra
Credit, 1 unit each term. Prerequisite, Course 122. Includes topics in solid analytic geometry, calculus of functions of more than one variable, linear algebra and ordinary differential equations.

241, 242—Basic Concepts of Mathematics for Elementary Teachers
Credit, ½ unit each term. Provides mathematical background needed to teach mathematics at the elementary level. Course 242 includes methods of teaching mathematics. (See Educ. 242.)

271—Elements of Applied Statistics
Credit, 1 unit. A study of common statistical tools and techniques used in the social sciences and education.

333G, 334G—Abstract Algebra
Credit, 1 unit each term. Prerequisite, Course 222.

363G—Complex Variables
Credit, 1 unit. Prerequisite, Course 222 or equivalent.

366G—Topics in Applied Mathematics
Credit, 1 unit. Prerequisite, Course 222 or equivalent. Includes material from ordinary and partial differential equations, Laplace transforms, Fourier series, Bessel functions and finite differences.

401G, 402G—Introduction to Real Analysis
Credit, 1 unit each term. Prerequisite, Course 222.

433G—Introduction to Probability Theory
Credit, 1 unit. Prerequisite, Course 222.

434G—Statistical Decision Theory
Credit, 1 unit. Prerequisite, Course 433G.

491, 492—Directed Study
Credit, 1 unit each term. Permission of department required.

PHYSICAL SCIENCE

Professors N. Anderson, Nelson; Associate Professors K. Berry, Brown

Courses in the Physical Sciences are offered by members of the Chemistry and Physics Department to give students a broad choice of subject matter. These courses are offered primarily for non-science majors and satisfy the General University Requirements.

COURSES

101—Atmospheric Science
Credit, 1 unit. Three lectures and one 3-hour laboratory a week. An introductory study of the physical processes related to weather and climate.

102—Astronomy
Credit, 1 unit. Three lectures and one 3-hour laboratory a week.

103—Physical Science
Credit, 1 unit. Three lectures and one 3-hour laboratory per week. This course deals with the historical development of man's concepts and theories concerning the nature of the physical universe and its processes. Topics include motion, gravitation, radiation, energy transformations and stellar evolution.

104—Physical Science
Credit, 1 unit. A course dealing with the basic laws pertaining to all matter. Topics will include crystals, solutions, acids and bases, radioactivity, and the composition of substances.

108—Physical Oceanography
Credit, 1 unit. Three lectures and one 3-hour lab per week. A study of the physical characteristics of the oceans and their relationships to man's environment.

PHYSICS

Professors Danes, Nelson; Associate Professors Brown (Chairman), Slee

The Bachelor of Science Degree with a major in physics may be granted upon completion of general University requirements, eleven units in physics, six units in mathematics, and two units in chemistry. The department recommends students study a foreign language to attain a competency equivalent to second-year level.

This program is designed to prepare students for graduate work in physics and related fields such as astronomy, engineering, geophysics, and space science. Some variation in the above requirements may be permitted in special cases such as in preparation for secondary teaching and in careers for technical fields and environmental sciences.

Laboratory work is included in all courses except 306, 401, 407 and 408.

COURSES

171, 172—Introductory Geophysics
Credit, 1 unit each term.

201, 202—General College Physics
Credit, 1½ units each term. Prerequisites: high school algebra, geometry, and trigonometry or permission of the instructor. Four lectures, one recitation, and one 3-hour laboratory a week. A noncalculus course. This course satisfies the general University science requirements.

211, 212—General University Physics
Credit, 1½ units each term. Prerequisite, Mathematics 121. Four lectures, one recitation, and one 3-hour laboratory a week. A course for science and mathematics majors.
301G—Intermediate Meteorology
Credit, 1 unit. Prerequisite, Course 202 or 212, or permission of the instructor. Not offered 1971-72. A study of the mechanical and thermal processes of the atmosphere.

306G—Analytical Mechanics
Credit, 1 unit. Prerequisites, Course 211 and Mathematics 122, or permission of the instructor.

322G—Circuits and Electronics
Credit, 1 unit. Prerequisites, Course 202 or 212, or permission of the instructor.

351G, 352G—Electromagnetism
Credit, 1 unit each term. Prerequisites, Course 212 and Mathematics 221, or permission of the instructor.

371G, 372G—Geophysics
Credit, 1 unit. Prerequisite, Course 201, 202 and Mathematics 122, or permission of the instructor.

401G—Statistical Mechanics and Thermodynamics
Credit, 1 unit. Prerequisites, Course 306 and Mathematics 221, or permission of the instructor.

407G, 408G—Theoretical Physics
Credit, 1 unit each term. Prerequisites, Courses 306, 352, and 2 units of upper-level mathematics, or permission of the instructor.

411G, 412G—Atomic and Nuclear Physics
Credit, 1 unit each term. Prerequisites, Courses 306 and 352, or permission of the instructor. Development of the quantum theory of matter.

491G, 492G—Independent Study and Conference
Credit, 1 unit each term.

493G, 494G—Seminar and Directed Study
Credit, 1 unit each term.

495, 496—Independent Research
Credit, 1 unit each term.
PROFESSIONAL SCHOOLS

School of Business Administration and Economics

John W. Prins and Thomas G. Sinclair,
Co-Directors
Doris Anderson, Secretary
Joan Jobson, Secretary

SCHOOL OF BUSINESS ADMINISTRATION
AND ECONOMICS

Professors Hammer, Prins (Co-Director, Emeritus), Sinclair (Co-Director, Emeritus); Associate Professors Combs, Harrison, Ortshman, Polley, Switzer;
Assistant Professors Bafus, Calvert, Dabl, McCord, McNabb, Milligan, Morris, Wells;
Instructor Towing;
Lecturers Daugherty, Keyes, Miller, Wade, Walker

The School of Business Administration and Economics offers curriculum programs leading to the following degrees; Bachelor of Arts with a major in either Business Administration or Economics; and Master of Business Administration (M.B.A.). For clarity the program in Economics is described elsewhere under that heading.

Both degrees in Business Administration are described below. All these programs are integrated under the general concept of analyzing and understanding business and economic institutions in the private enterprise system.

The proper balance should be maintained between the general knowledge required for a good executive and the specialized subject matter in the field of business administration. Accordingly, students are encouraged to take courses outside the School of Business Administration and Economics which have a broadening educational influence.

Students are also encouraged to concentrate mainly on courses in the arts and sciences during their first two years (except for Economics, Law and Society, and Principles of Accounting) and to emphasize the more specialized courses of business administration in their junior and senior years.

Courses taken to satisfy the specialized curriculum requirements for a major in Business Administration or Economics may not be applied to fulfill the university's general curriculum requirements.

The following courses are recommended: Psychology 101, Sociology 101, Mathematics 211, as well as a good background in the Humanities. The student may wish to consider Philosophy 383 and Political Science 414. Students desiring a strong background in modern management and computer sciences should take Mathematics 121, 122, 221, 222, 433, and 434.

Although a foreign language is not required for a major in Business Administration, students who are specializing in the international field should acquire proficiency in at least one foreign language.

REQUIREMENTS FOR A MAJOR IN BUSINESS ADMINISTRATION

Core Requirements:

The following eight "core" courses are required of all majors in Business Administration:
Econ. 101 — Introduction to Economics.
Econ. 102 — Introduction to National Income Analysis.
BA 205 — Law and Society.
BA 210 — Principles of Accounting.
BA 301 — Analysis of Decisions Under Uncertainty or BA 302 — Business Management, Statistics.
BA 350 — Financial Management.
BA 340 — Introduction to Marketing or BA 342 — Marketing Management.
BA 350 — Administrative Behavior or BA 351 — Administrative Management.

Courses taken as part of the Business Administration and Economics core may not apply toward requirements for areas of concentration in Business Administration and Economics.

Area Requirements:

At least four courses are required in one of the following areas:

Financial Administration
Econ. 332 — Money and Banking.
BA 360 — Risk and Insurance.
Econ. 363 — Public Finance and Tax Policy.
BA 432 — Investment Analysis.
BA 532 — Security Analysis.

Management
BA 330 — Administrative Behavior.
BA 351 — Administrative Management.
BA 450 — Managerial Practice.
BA 452 — Personnel Practice.
BA 454 — Organizational Behavior.
BA 455 — Applied Behavioral Science.
BA 541 — Sales Management.
BA 550 — Planning and Decision Theory.
BA 551 — Organization Theory.
BA 552 — Operations Research.
BA 553 — Seminar in Organizational Communication.

Marketing
BA 340 — Introduction to Marketing.
BA 342 — Marketing Management.
BA 344 — Advertising.
BA 442 — Principles of Salesmanship.
BA 540 — Marketing Research.
BA 541 — Principles of Sales Management.
BA 543 — International Marketing.
BA 545 — Marketing Seminar.
BA 563 — International Business.

Professional Accounting
BA 312 — Intermediate Accounting I.
BA 313 — Intermediate Accounting II.
BA 315 — Cost Accounting.
BA 410 — Auditing.
BA 414 — Tax Accounting I.
BA 415 — Tax Accounting II.
BA 512 — Advanced Accounting.
BA 516 — Accounting Theory.
BA 517 — Management Information Systems.
BA 519 — C.P.A. Problems.
The purpose of the area requirement is to provide a general orientation toward career opportunities. With the possible exception of the accounting area, they are not designed to give terminal proficiency. The accounting area does prepare a student for much of the certified public accounting examinations, but a student interested in this field should regularly consult his advisor or a member of the accounting staff.

**Elective Requirements:**

Three elective courses in the field are also required of each Business Administration major. These may be taken in any area not chosen as the area of concentration, or in any Business Administration or Economics course not assigned to an area.

Fifteen courses in the field are required to complete a major in Business Administration.

**COURSES**

Courses in Business Administration are numbered according to the following system. The first digit indicates course level as follows: 100, freshman; 200, sophomore; 300, junior; 400, senior; 500, senior or graduate standing and 600, exclusively graduate credit.

The second digit indicates area as follows: x00-x09, general and required courses; x10-x19, accounting and information systems; x30-x39, financial administration; x40-x49, marketing management; x50-x59, managerial policy; x60-x69, other courses; and x-90-x99, independent research.

A limited number of undergraduate courses designated with a "G" after the number may, with special approval of the student's advisor, be taken for graduate credit. Such courses will normally be at the senior level.

Courses leading to the C.P.A. and C.L.U. designation may be taken for credit if appropriate arrangements are made.

**200—Planning and the Business Environment**

*Credit, 1 unit.* An introduction to business studies that features the distinctive areas and functions of business enterprise. The objectives of the course are to develop the principles of the ethics, environment and career opportunities of business
305—Law and Society
Credit, 1 unit. Basic legal concepts; history of the law; procedure; briefing of human interest and business interest cases.

210—Principles of Accounting
Credit, 1 unit. Corporate approach is used to develop the accounting cycle, adjustments and general procedure. Accounting concepts and principles are studied as the basis for primary and supplementary statement preparation.

301—Analysis of Decisions Under Uncertainty
Credit, 1 unit. Foundations of decision analysis; structuring decision problems; assessment of probabilities; scaling of preferences; solving problems, sampling and simulation—as it relates to the business world. Uses primarily Bayesian Techniques.

302—Business Management Statistics
Credit, 1 unit. Areas covered include: Descriptive Statistics; Measures of central tendency; inferential statistics; probability distributions, sampling techniques, tests of significance, time series and regression and correlation analysis, all oriented toward business management applications.

305—Business Law I
Credit, 1 unit. Prerequisite, BA 205 or permission of instructor. A study of the law of contracts, sales and commercial transactions.

306—Business Law II
Credit, 1 unit. Prerequisite, BA 205 or permission of instructor. A study of the law of property, agency and business organizations.

312—Intermediate Accounting I
Credit, 1 unit. A study of the accounting problems of the corporation. Critical evaluation and interpretations are made of items on the balance sheet and income statement.

313—Intermediate Accounting II
Credit, 1 unit. Continuation and conclusion of BA 312.

315—Cost Accounting
Credit, 1 unit. Deals with data used in planning and controlling routine operations: policy making, long-range planning, and inventory evaluation.

320—Business Communications
Credit, 1 unit. A survey course concerned with the importance of effective communications in the business organization. Special emphasis is placed on report writing, problem solving and the use of good style.

330—Financial Management
Credit, 1 unit. Problems involved in managing and forecasting financing of business and tools available to assist in the decision process.

340—Introduction to Marketing
Credit, 1 unit. An overview of the field of marketing with particular emphasis on consumer behavior and the social-psychological aspects of the distribution process.

341—Retail Management
Credit, 1 unit. Application of the problem approach to the understanding of basic principles and practices in retail management.

342—Marketing Management
Credit, 1 unit. An institutional and functional approach to the problems of managerial decision making in the marketing field. The course employs problem-solving methods in covering product innovation, promotion, image, and acceptance.

344—Advertising
Credit, 1 unit. An overview of the field of advertising. The phenomena of brand-name promotion and image-creation activities are studied, together with an analysis of advertising as a social institution.

350—Administrative Behavior
Credit, 1 unit. An interdisciplinary treatment of management problems combining human behavior, organizational behavior, and practical recommendations.

351—Administrative Management
Credit, 1 unit. A comprehensive treatment of the basic principles involved in managing all types of complex organizations.

360—Risk and Insurance Principles
Credit, 1 unit. Insurance as a device for handling risks, contributions of insurance to society, the insurance contract and social insurance.

361—Computer Science
Credit, 1 unit. An introductory course in the theory of computers and how they can be used with some acquaintance of Cobol and Basic.

364—Personal and Family Finance
Credit, 1 unit. The role of personal finance in the life of the individual and the family; handling of income, insurance, investments, budgeting, credit, and taxation.

372—Transportation
Credit, 1 unit. The economics of rail, air, highway, and inland water transportation in the United States. The economic effects of rate structures with special attention to the industry in question.

410—Auditing
Credit, 1 unit. Analysis of balance sheets and income statements; audit procedures, and study of accounting opinions pertaining to auditing.

414—Tax Accounting I
Credit, 1 unit. A study of federal income tax; the emphasis on tax as applied to individuals.

415—Tax Accounting II
Credit, 1 unit. A study of partnerships, corporations, estates and returns.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit, Units</th>
<th>Description</th>
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<tbody>
<tr>
<td>430</td>
<td>Managerial Accounting</td>
<td>1 unit</td>
<td>A study of the applications of accounting information, services and systems in the solution of management problems in business. Prerequisite: BA 210 or approved equivalent.</td>
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<tr>
<td>432</td>
<td>Investment Analysis</td>
<td>1 unit</td>
<td>Principles of investment portfolio management and methods of security evaluation.</td>
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<tr>
<td>442</td>
<td>Principles of Salesmanship</td>
<td>1 unit</td>
<td>Emphasis on the ability to influence and understand people—the basis for success in any field of endeavor.</td>
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<tr>
<td>450</td>
<td>Managerial Seminar</td>
<td>1 unit</td>
<td>Development of interdisciplinary diagnostic skills related to the understanding and evaluation of management theory and administrative applications.</td>
</tr>
<tr>
<td>452</td>
<td>Personnel Management</td>
<td>1 unit</td>
<td>A case and theory course covering the most critical problems in personnel administration. Issues in the areas of selection, placement, training, and control and compensation of labor will be discussed as well as some of the human factors one must consider in this field.</td>
</tr>
<tr>
<td>454</td>
<td>Business Policy</td>
<td>1 unit</td>
<td>Prerequisite: senior standing. Application of managerial skills to the analysis of business cases from the top management policy and administrative viewpoint. Intended as a capstone course for seniors.</td>
</tr>
<tr>
<td>455</td>
<td>Applied Behavioral Science</td>
<td>1 unit</td>
<td>Application of behavioral techniques to human interaction with particular emphasis on applicability to the solution of problems and the introduction of change.</td>
</tr>
<tr>
<td>461</td>
<td>Advanced Computer Science</td>
<td>1 unit</td>
<td>Application of computers to decision making in business.</td>
</tr>
<tr>
<td>462</td>
<td>Government and Business</td>
<td>1 unit</td>
<td>The nature of governmental controls of business activity; their economic, political, and social implications.</td>
</tr>
<tr>
<td>464</td>
<td>Comparative Business Environmental Systems</td>
<td>1 unit</td>
<td>A comparative analysis of the economic and political environment of business institutions in countries having capitalistic, mixed-economic, fascist, socialist, and communist systems.</td>
</tr>
<tr>
<td>491, 492</td>
<td>Reading and Conference</td>
<td>1 unit</td>
<td>Emphasis on providing the student with in-depth knowledge of specially selected areas or subjects under the academic guidance of a faculty member. Must be arranged individually.</td>
</tr>
<tr>
<td>495, 496</td>
<td>Independent Research</td>
<td>1 unit</td>
<td>Permission of the instructor and the director must be obtained to enroll. Independent research in specific areas.</td>
</tr>
<tr>
<td>501</td>
<td>Advanced Analysis of Decisions Under Uncertainty</td>
<td>1 unit</td>
<td>Prerequisite, Courses 301 or 302, or permission of the instructor. Uses advanced statistical techniques to solve complex management problems, cases from the Harvard Business School, problems as set forth in the Harvard Business Review, and problems and cases as they relate to special business applications.</td>
</tr>
<tr>
<td>505</td>
<td>Legal Aspects of Managing a Business Organization</td>
<td>1 unit</td>
<td>Prerequisite, Course 205. An investigation into the law concerning the rights, privileges, responsibilities and duties of business managers. Historical development, current status of the law and current critical comment are studied with a view toward developing an informal awareness of statute and case law as the boundaries of the management process in particular, and their impact on the evolution of the business corporation in general.</td>
</tr>
<tr>
<td>512</td>
<td>Advanced Accounting</td>
<td>1 unit</td>
<td>Partnerships, consolidated statements, ventures, and allied subjects are studied in the light of generally accepted principles and concepts in the field of accounting.</td>
</tr>
<tr>
<td>516</td>
<td>Accounting Theory</td>
<td>1 unit</td>
<td>Provides a frame of reference to income determination, asset valuation, and the history of accounting thought.</td>
</tr>
<tr>
<td>517</td>
<td>Management Information Systems</td>
<td>1 unit</td>
<td>The design, analysis and implementation of total information systems as they are used in the management of complex organizations.</td>
</tr>
<tr>
<td>519</td>
<td>C.P.A. Problems</td>
<td>1 unit</td>
<td>An intensive course of study to prepare candidates for the CPA examination.</td>
</tr>
<tr>
<td>532</td>
<td>Security Analysis</td>
<td>1 unit</td>
<td>Advanced principles and concepts of security evaluation, selection and portfolio management.</td>
</tr>
<tr>
<td>540</td>
<td>Marketing Research</td>
<td>1 unit</td>
<td>Modern approaches to determining market demand and market characteristics. Both statistical and verbal design methods will be analyzed. Includes a practical problem in the field.</td>
</tr>
<tr>
<td>541</td>
<td>Sales Management</td>
<td>1 unit</td>
<td>Emphasis on the ability to manage sales programs and organizations. Combines the essential elements of sales theory and practice in a managerial context.</td>
</tr>
<tr>
<td>543</td>
<td>International Marketing</td>
<td>1 unit</td>
<td>A study of the world market with particular emphasis on market segmentation based on comparative sociological, anthropological, economic, and cultural factors.</td>
</tr>
<tr>
<td>545</td>
<td>Marketing Seminar for Graduates</td>
<td>1 unit</td>
<td>Extensive and in-depth reading and discussion of advanced marketing concepts and applications.</td>
</tr>
</tbody>
</table>
550—Planning and Decision Theory  
**Credit, 1 unit. Prerequisite, BA 330 or 351.** Review, analysis and discussion of advanced planning techniques and the decision-making process. Particular emphasis is accorded the interdisciplinary and integrative aspects of planning as a framework for decision making and the concept of rational decisions.

551—Organizational Theory  
**Credit, 1 unit. Prerequisite, BA 330 or 351.** Review, analysis and discussion of established and emerging conceptual models and theoretical constructs dealing with the formal and informal structure of complex organizations.

552—Operations Research  
**Credit, 1 unit.** Application of the principles of management science to the solution of complex business problems.

553—Seminar in Organizational Communication  
**Credit, 1 unit. Prerequisite, Course 330 or 351, or special permission of the instructor.** Concentration in depth on a review and analysis of the most significant points-of-view, advanced theories and sophisticated conceptual models dealing with crucial dimensions of human communications as part of the managerial process in complex business organizations.

563—International Business  
**Credit, 1 unit.** A comprehensive study of problems which arise when business firms cross national boundaries. The institutions, practices, and environment of multinational firms are analyzed with reference to their influence on both domestic and international business.

591, 592—Reading and Conference  
**Credit arranged.** Emphasis on providing the graduate student with in-depth knowledge of specially selected areas or subjects under the academic guidance of a faculty member. Must be arranged individually.

593, 594—Seminar  
**Credit arranged.** To be arranged by the business school faculty as the need arises. Special permission requirement for enrollment.

595, 596—Independent Study and Research  
**Credit arranged.** Emphasis on academic research projects using secondary and/or primary sources for well defined study objectives. Must be arranged individually and approved specially.

601—Business Environment  
**Credit, 1 unit.** A seminar for graduate studies about business ethics, social responsibilities and governmental controls as features of the business environment.

650—Policy and Administration  
**Credit, 1 unit.** A case and theory course in the problems of policy formulation and implementation. Intended as an integrative course for students in the last semester of master's program studies.

691, 692—Reading and Conference  
**Credit arranged.** Advanced emphasis on providing the student with in-depth knowledge of specially selected areas or subjects under the academic guidance of a faculty member. Must be arranged individually.

697, 698—M.B.A. Thesis  
**Credit arranged (2 maximum).** A research project involving an optimal balance of scholarly and empirical research using approved research techniques and culminating in a formally written and approved thesis.

### ECONOMICS

**Professor Hamner; Associate Professor Combs; Assistant Professor Bafus**

A curriculum program leading to the major in Economics for the Bachelor of Arts and Master of Arts degrees is offered in conjunction with the School of Business Administration and Economics.

### MAJOR IN ECONOMICS

The major in Economics provides necessary preparation for a graduate who wishes to work in economic analysis, economic forecasting, or business economics in industry and governmental activities.

A major in economics requires Courses 101, 102, 305, 306, and 410; Mathematics 111; a suitable course in Statistical Methods; plus three upper level courses in Economics, chosen as electives.

Students preparing for graduate work in economics, or professional work in computer science should take Mathematics 121, 122, 211, 221, 222, 433 and 434. Philosophy 273 is also recommended.

Students preparing for economic analysis work in business or industry are encouraged to take BA 210 and BA 350 or 351 for additional preparation.

### COURSES

101—Introduction to Economics  
**Credit, 1 unit.** Analysis of the concepts and principles of economics and contemporary problems and policies.

102—Introduction to National Income Analysis  
**Credit, 1 unit.** Components of Gross National Product and the factors and relationships determining the level of GNP at any time. Economic impact of monetary and fiscal policies. Functions and importance of money and banks.

221—Economic History of the United States  
**Credit, 1 unit.** Development of American economic institutions from their European background to the present.

305—Microeconomics  
**Credit, 1 unit. Prerequisite, Course 101, Mathematics 111.** Consumption, production, and pricing under perfect and imperfect competitive conditions, welfare economics, general equilibrium analysis.

306—Intermediate Macroeconomic Theory  
**Credit, 1 unit. Prerequisite, Course 102 and Mathematics 111.** A review of the basic principles of
national income determination. Analysis of selected special problems, such as the effect of changes in price levels upon macroeconomic equilibrium, the role of foreign trade and payments, and economic growth.

332—Money and Banking
*Credit, 1 unit. Prerequisite, Course 102.* A survey of monetary and financial systems, commercial banks, central banks and other banks; the role of money and banking in economic growth.

363—Public Finance and Tax Policy
*Credit, 1 unit. Prerequisite, Course 102.* Taxation, public expenditures, and public debt.

410—History of Economic Doctrine
*Credit, 1 unit.* A survey of the development of economic thought from the mercantilists until the present time; the relation of economic doctrines to the problems of the period and to other scientific thought.

455—Economic Growth and Development
*Credit, 1 unit. Prerequisite, Course 102.* An analysis of selected theories of economic growth as applied to both advanced and underdeveloped economics.

471—International Economics
*Credit, 1 unit. Prerequisites, Econ. 101 and 102 or equivalent.* A survey of the economic analysis relating to trade and payments between nations. Topics considered include the theory of international trade, the theory of tariffs and other restrictions upon the free international exchange of goods and services, the balance of payments and macroeconomic adjustment to balance of payments dis-equilibria.

491, 492—Reading and Conference
*Credit arranged.* Emphasis on providing the student with in-depth knowledge of specially selected areas or subjects under the academic guidance of a faculty member. Must be arranged individually.

495, 496—Independent Research
*Credit arranged.* Independent research in specific areas. Permission of the instructor and the director must be obtained to enroll.

507—Advanced Economic Theory
*Credit, 1 unit. Prerequisites, Economics 305 and 306.* Selected topics in economic theory.

541—Seminar in Labor Economics
*Credit, 1 unit. Prerequisites, Economics 101 and 102.* Concentrates on developing a comprehensive theoretical framework for treating the substantive aspects of labor economics and other related areas.

691, 692—Reading and Conference
*Credit arranged.* Advanced emphasis on providing the student with in-depth knowledge of specially selected areas or subjects under the academic guidance of a faculty member. Must be arranged individually.
School of Education
Ernest J. DeRocher, Director
Blaine Becklund, Secretary
Rosalie George, Secretary
Gale Jelle, Secretary
Louise Lynd, Certification Advisor
Winifred Taft, Secretary

EDUCATION

Professors DeRocher (Director), Dolan, Harris, Heinrich (Emeritus), Hoyt, Lamka, Lee; Associate Professors T. Anderson, Gifford, Glick, Hostetter, J. Jones, Patterson (Emeritus); Assistant Professors: Acheson, Allen, Bender, Gant, Griesel, Robinson, Roussin, Roy; Instructor Guthrie; Lecturers L. Goman, Hardin, Hibbard, Holme, Reynolds, Turbitt

The School of Education offers undergraduate students of the University guidance and instruction in all matters pertaining to teacher certification—the selection of majors and minors to meet current demand, and the professional courses and laboratory experiences that qualify the student for a Washington Provisional Certificate and for teaching in other states.

It provides placement service to assist seniors and graduates in finding suitable positions. It offers graduate students the fifth year of college leading to the Washington Standard Certificate, the Master of Education degree, and courses and laboratory experiences that qualify experienced teachers for a Principal’s Credential.

The Bachelor of Arts in Education degree, which requires a major in Elementary Education, is available only to those students who prepare for elementary school teaching. Students who choose the Secondary or Dual Certificate Program must meet the degree requirements of the department or school which offers the teaching major.

Requirements for establishing two academic areas will be stipulated by the School of Education in consultation with the student and the other Department or School concerned.

The University of Puget Sound is a member of the American Association of Colleges for Teacher Education. The programs leading to the Provisional and Standard Certificates and the Master of Education degree, including preparation for the Provisional and Standard Principal’s Credentials, are approved by the Washington State Board of Education and the National Council for the Accreditation of Teacher Education.

THREE PROVISIONAL CERTIFICATE PROGRAMS

The State of Washington issues Provisional Certificates and Standard Certificates to applicants who have completed the accredited teacher education program of the University and are recommended by the School of Education.

The School of Education provides three programs of preparation for teaching:

1. A program that leads to the Provisional Certificate with recommendation for assignment to the elementary or junior high school level;
2. A program that leads to the Provisional Certificate with recommendation for assignment to the junior or high school level; and
3. A dual-recommendation program that requires preparation and competence at both levels, and leads to the Provisional Certificate with recommendation for assignment to either level. Because there are a number of long-term advantages inherent in the last-mentioned program, most students are urged to choose that program and to plan their years of college study accordingly.

The Provisional Certificate is valid for a three-year period and renewable for an additional three-year period on completion of one year of successful teaching experience and additional hours of the fifth college year. The Standard Certificate is issued upon completion of two years of teaching experience and the fifth year of college study.

The School of Education will disseminate information on appropriate changes in Graduate and Undergraduate programs in accord with newly adopted Washington State requirements.

ADMISSION TO A TEACHER EDUCATION PROGRAM

Every student who wishes to prepare for a teaching career in the public schools should declare his intention at the time of initial enrollment in the University, or as soon thereafter as this decision is reached, so he may receive information concerning the requirements.

The information is supplied by the School of Education. Majors in Elementary Education will be advised by the School of Education at registration time. All other students will be advised jointly by an advisor in the School of Education and an advisor from the major academic area. The School of Education will supply any interested student with information concerning teacher certification requirements.

The student is responsible for planning his university program so that he meets both the requirements for a degree and the requirements for a teaching certificate.

Education 201, Introduction to Teaching, is open to all students of sophomore standing who are not on probation—to those who wish to explore the possibilities of teaching as a career as well as to those who have already made the choice. Elementary Education majors should take Course 201 during the sophomore year. Secondary Education students must take Course 201 during the junior year to be in sequence. Further enrollment in Education courses is open only to students who have met the requirements listed below and have been accepted as teaching certificate candidates by the School of Education.

Formal application for admission to a teaching certificate program must be made prior to the completion of Education 201. Application forms must be secured by the student from the Education 201 instructor. Official transcripts of previous academic work must accompany the application. Criteria for admission to and continuance in a Teacher Education Program will be based upon evidence that the applicant:

1. Has and maintains a cumulative grade point average of 2.25 or higher.
2. Has and maintains a grade point average of 2.50 or higher in his academic major and minor and meets other requirements imposed by major and minor departments.
3. Received a grade of "C" or higher in English Composition, General Psychology and Speech.

4. Attains acceptable scores on a battery of aptitude and achievement tests as required.

5. Is recommended by his academic major department.

6. Provides evidence of a strong commitment to teaching by attitude and performance.

7. Maintains a grade point average of 2.00 or higher in all professional courses with no grade below "C".

UNDERGRADUATE REQUIREMENTS

Requirements for all Teacher Education Candidates

All teaching certificates require the completion of some college degree, competence in an academic major and minor (for teaching in the secondary school), and certain professional courses. The major must be in subjects commonly taught in the public schools and must contain at least 8 units. The minor area should be in subjects commonly taught in the public schools and contain at least 5 units. The elementary school certificate also requires subject matter competence in two areas, but the major will be in Education.

Students working for a degree from UPS must meet the general requirements as listed in the catalog. These requirements should be studied carefully and discussed in repeated meetings with an advisor. Since there are additional specific requirements for each certificate, the student should plan the program with assistance from staff members in the School of Education.

Requirements for the Elementary Certificate

The program leading to the Provisional Elementary Teaching Certificate includes general University requirements, nonprofessional course requirements, courses in each of two academic areas, and professional education courses.

The general University requirements have been listed previously.
Nonprofessional courses required for Elementary Education Certification

Eng. 101, English Composition—one course, "C" or better—1 unit
Speech—one unit from 101, 220, 225, 239, 240, 335, 341, 376
Psych. 101, Psychology, Introductory—1 unit
History 265, History of the Pacific Slope—1 unit
Math. 241, Basic Concepts of Mathematics—1/2 unit

Academic Areas

Five units in each of two academic areas are required. The courses and areas to be selected by the student with advisement from advisor.

The Academic areas are:

Language Arts
English
Speech
Drama
Foreign Language

Social Studies
Anthropology
Economics
Geography
History
Political Science
Psychology
Sociology

Mathematics and Science
Biology
Chemistry
Geology
Mathematics
Physical Science
Physics

Health and Physical Education
Health
Physical Education
Recreation

Fine and Applied Arts
Art
Music
Home Economics

Humanities
Philosophy
Religion
Humanities

Professional Education Courses
Education 201 Introduction to Education—1 unit
Education 202 Psychological Foundations of Education—1 unit
Education 401 Student Teaching—4 units
Education 417 Philosophical and Social Foundations—1 unit
Education 349 Teaching of Reading and Language Arts—1 unit
Education 350 Teaching of Mathematics—1/2 unit

Two units to be selected from the following:
Art 461—Art Education—1 unit
Music 377—El. School Music and Vocal Methods—1 unit
Health and P.E. 365—Health and Physical Education in Elementary School—1 unit
Education 365 Science Education in the El. School—1 unit
Education 345 Social Studies in the El. School—1 unit
Education 348 Creative Arts for Young Children—1 unit
Education 366 Sex Education in El. School—1 unit

Additional subject matter and professional courses are to be taken during the fifth year of college.

Requirements for the Secondary Certificate

Students who wish to prepare for teaching at the secondary level must complete an academic major.

Nonprofessional requirements:

2. General Psychology (Psychology 101)—1 unit.
3. History of the Pacific Slope (History 265)—1 unit. (Required of Social Science Majors, History, Political Science. May be taken by examination, correspondence, or in the fifth year.)

Professional requirements:
1. Introduction to Teaching (201)—1 unit.
2. Psychological Foundations of Education (202)—1 unit.
4. Secondary School Student Teaching (403)—2-4 units.
5. Philosophical and Social Foundations of Education (417)—1 unit.

Additional subject matter and professional courses to be taken during the fifth year of college will be determined by individuals needs and backgrounds.

Requirements for the Dual Recommendation Certificate

In addition to the requirements for all teacher education candidates above, students who wish to prepare for teaching at both the elementary and the secondary level must meet the combined nonprofessional and professional requirements of the Elementary and Secondary Certificate Programs.

Meeting the requirements for the Dual Recommendation Certificate will probably take more than the normal four years, but because two-thirds of the fifth year may be taken prior to teaching experience the eventual total of requirements is not increased. The remaining hours of the fifth year of college will be selected in terms of individual needs and backgrounds.

Requirements for Teaching at the Junior High School Level

Teaching at the junior high school level is authorized under both the Elementary and the Secondary Certificate. The nonprofessional and the
professional requirements for students especially interested in the junior high school level of teaching will be adapted from one of the preceding programs to meet the needs of the individual.

Transfer and Postgraduate Students
While these students must meet the basic requirements for admission to teacher education, due to their previous college work certain adaptations in the nonprofessional and professional requirements may be possible. Each student's previous academic and professional work will be evaluated and a plan designed to meet his individual needs for certification under one of the preceding programs.

Teacher Placement Service
Assistance in securing a teaching position will be given by the University Placement Bureau. This service is open to all seniors and graduates of the School of Education and to other certified teachers who have taken at least 4 units of work in residence. Graduate students in Elementary or Secondary education will be contacted by the Director of the Placement Bureau prior to graduation. Students must complete all necessary forms needed for credential files.

POSTGRADUATE REQUIREMENTS

Initial Teaching Experience
The period of initial teaching experience is on a full-time basis at a regular salary in a public elementary or secondary school and is regarded as an integral part of the program of teacher education. During this period, the employing school district shares responsibility for the guidance and supervision of the beginning teacher with the University.

Fifth Year of College Preparation
Under the regulations of the State Board of Education, teachers holding a Provisional Certificate have six years from the date of original issuance to complete the fifth year of college work. The following standards apply to the fifth year:

1. The fifth year must be completed within five years after the first year of teaching, and at least 2½ units of credit must be completed before the beginning of the fourth year of teaching. Upon satisfactory completion of the fifth year of college, and two years of successful teaching, the teacher will be recommended for the Standard Certificate.

2. The teacher may choose the institution in which he wishes to complete his fifth year.
   a. If he wishes to take his fifth year in an out-of-state institution, he should secure prior approval of his plan from the School of Education, which will then recommend him for the Standard Certificate upon successful completion of the work.
   b. If he chooses to take his fifth year at UPS, the School of Education will recommend him for the Standard Certificate upon completion of the work.
   c. If he chooses to take the fifth year at another higher institution in Washington, that institution will become responsible for recommending the teacher for the Standard Certificate and the teacher will meet the requirements of that institution.

3. There are four provisions governing the pattern of work in the fifth college year:
   a. The fifth year must include a minimum of 9 units, one-half of which must be upper level or graduate work. It shall include study in both academic and professional fields. Two-thirds of the work may be taken prior to or during the first year of teaching.
   b. No more than 2½ units of extension and/or correspondence study may be taken as part of the 9 units of the fifth year.
   c. The preservice institution may designate fifth year requirements to the extent of one-half of the program, subject to the approval of the recommending institution. (UPS will require its graduates to take from 2 to 3 units of professional work as a part of the fifth year.)
   d. A minimum of one-half of the fifth year shall be taken in residence in the recommending institution or in an approved out-of-state institution. Each institution, however, has the privilege of establishing its own residence requirement which may be more than this minimum. (UPS requires 6 units residence.)

4. It is the responsibility of each teacher to initiate the necessary steps for the approval and completion of the fifth year of college work.

A teacher who has taken the undergraduate work at another institution in the State and who wishes to complete the fifth year at the University of Puget Sound should notify the School of Education of his intention and have two transcripts of his credits sent to the Admissions Office. In addition, before he is accepted, recommendations from the undergraduate college concerning plans and qualifications for the fifth year must be forwarded to the School of Education. A transferring student's cumulative grade point average must be at least 2.25, and his major subject average must be 2.50 or higher. Upon satisfactory completion of the fifth year, and 6 units residence, the University of Puget Sound will recommend the candidate for the Standard Certificate.

A teacher who completes the fifth year at the University of Puget Sound may be eligible for the Bachelor of Education degree. With careful planning he may qualify for the Master of Arts or the Master of Education degree.

COURSES

201—Introduction to Teaching
Credit, 1 unit. A course designed to provide field experience, prepare students for entry to the field of education as professionals, provide exploratory experience in a school, allow students to ascertain
their commitment to the educational profession, and provide direct work experience with teachers in a realistic school setting. Students must plan a 3 hour block, either morning or afternoon, in a selected school district. Education 201 is a prerequisite to all other education courses.

202—Psychological Foundations of Education
Credit, 1 unit. Prerequisite, General Psychology, Education 201, and a cumulative grade point average of 2.25 or higher. Required for all certificates. This course emphasizes understanding major theoretical concepts related to human development, learning, and the teaching-learning process, the development of effective teaching-learning strategies, and the application of such concepts and strategies to immediate and future instructional tasks.

207—Seminar in Education
Credit, 1 unit. Undergraduate seminars in the field of education. Designed to provide opportunity for the implementation of special topics by students and faculty.

208—Workshop in Education
Credit, 1 unit. Undergraduate workshops in educational practice. Designed to provide opportunity for the development of short-term concentrated courses of special interest.

241—Basic Mathematical Concepts
Credit ½ unit. (See Math. 241)

242—Mathematical Concepts for the Modern Elementary Teacher
Credit, 1 unit. (See Math. 242)

301—Seminar and Simulation in Urban Education
Credit, 1 unit. Through tapes, films, and dramatization, the student "becomes" the teacher of a sixth grade inner city classroom, and learns the special features and problems of such schools in their communities. Supplemented by simulated school records, readings, and selected field experience.

345—Social Studies in Elementary Education
Credit, 1 unit. Prerequisite, Ed. 201, 202, or approval of instructor. A course related to the rapidly changing curricula, teaching strategies, current research and practical aspects of the teaching of social studies. Laboratory experiences and Microteaching.

348—Creative Arts for Young Children
Credit, 1 unit. Prerequisite, Ed. 201, 202, or approval of instructor. Through the means of puppetry, storytelling, music, design, writing, drawing and painting the student will develop skills in teaching the creative arts to young children; the practical application of such skills in the classroom.

349—Reading and Language Arts
Credit, 1 unit. Prerequisite, Ed. 201, 202. The language arts as interrelated communication processes; analysis of program objectives, methods materials; development of teaching-learning strategies in laboratory and school settings.

350—The Teaching of Arithmetic
Credit, ½ unit. Prerequisite, Ed. 201, 202. Focuses on the techniques of teaching elementary school mathematics, examination of texts, book consultants, films, class demonstrations and tutoring.

359—Teaching Strategies in the Secondary School
Credit, 1 unit. Required for the Provisional Certificate-Secondary. Prerequisite, Ed. 201, 202. Courses will be scheduled each term to give training in methods of teaching specific subjects in the junior and senior high schools. Professors in the major departments offer methods courses in the following fields: Art, Business Education, English Language, Foreign Language, Health and Physical Education, Home Economics, Mathematics, Music, Science, Social Studies, and Speech. A student should select the appropriate one for his major.

359I—Media and Concepts for the Elementary Art Teacher
Credit, 1 unit. (Same as Art 461)

365—Science for Elementary Teachers
Credit, 1 unit. Prerequisite, Ed. 201, 202. Designed to prepare students for teaching science at the elementary school level. It presupposes a basic background in both the biological and physical sciences. Emphasis is placed upon the development of skills in the technique of fusing a science program and materials into a learning experience for children. Students are involved in a teaching field experience two days per week for two-thirds of the term.

366—Sex Education in the Elementary School
Credit, 1 unit. Prerequisite, Ed. 201, 202. Focuses on the role of the school in sex education with examination of methods and materials. Develops attitudes of openness, understanding, and self-knowledge, plus an awareness of hidden prejudices. Frank and open class discussions of human sexuality.

401—Elementary School Student Teaching
Credit, 4 units. Prerequisite, Courses 349, 350. Required for the Provisional Certificate-Elementary. Directed student teaching in the student's preferred grade of the public elementary schools, daily for a full term. A seminar in advanced methods will be included as a part of the teaching experience.

402G—Professional Laboratory Experience
(Optional part of Course 401.) Credit. A second directed teaching experience, requiring special knowledge and skills.

403—Secondary School Student Teaching
Credit, 2 or 4 units. Prerequisite, Courses 201, 202, and 359. Required for the Provisional Certificate-Secondary. Directed student teaching in the student's major and minor fields of concentration at the junior and/or senior high school level for 4-6 class periods daily during a full term. Seminars will be arranged.

417—Philosophical and Social Foundations of Education
Credit, 1 unit. Prerequisite Ed. 201, 202, and Ed. 359, or 4 units of appropriate elementary educa-
tion curriculum courses. Each segment of our fragmented social structure has its value system, and its beliefs about the pupil, the school, and society. This course provides perspective for coping with today's conflicting views of the role of the school and teachers; it should be taken immediately before or immediately after student teaching.

422G—Outdoor Education
Credit, 1 unit. A multidisciplinary approach to living and learning in the out-of-doors, this course is designed to provide learning experience relative to the skills necessary for outdoor living in school programs, recreation, or personal enrichment.

434G—Education of Exceptional Children
Credit, 1 unit. An orientation course providing brief acquaintance with programs of education for atypical children both in and out of public schools. Exploration in many facets or special education is possible and laboratory experience may be arranged during or following the course.

437G—Principles and Practices of Guidance
Credit, 1 unit. Prerequisite, Psychology 101 and previous work in education or counseling. An introductory course for teachers, counselors, and administrators. Current practices and thinking concerning the purposes, roles, and functions of guidance and pupil personnel services in the public schools. Open to juniors, seniors, and beginning Guidance and Counseling candidates.

441—Educational Tests and Pupil Evaluation
Credit, 1 unit. An introduction to standardized testing, construction of teacher-made tests, simple statistics, and student evaluation, marking and reporting.

446G—Creative Teaching
Credit, 1 unit. The phenomenon of the creative experience and its relationship to the educational process at all levels.

448G—Teaching the Language Arts in the Elementary School
Credit, 1 unit. Curriculum patterns and issues in the language arts; critique of methods and materials, development of effective programs and procedures.

449G—Teaching of Reading
Credit, 1/2 unit. Prerequisite, Ed. 349 or instructor approval. Nature and scope of developmental reading programs, elementary and secondary; analysis of teaching procedures and materials; issues in developmental reading with specific reference to individualization of instruction.

450G—The Changing Arithmetic Curriculum
Credit, 1 unit. The new content, language, concepts, and methods of elementary arithmetic.

451G—Reading in the Secondary School
Credit, 1 unit. Reading needs of secondary students; development of reading skills in the content fields; staff and administrative responsibilities in reading improvement.

452—Improvement of Teaching the Social Studies
Credit, 1 unit. Prerequisite, Ed. 345. A course for experienced teachers, exploring current trends in the teaching of the social studies and social sciences in the elementary school.

457—Early Childhood Education
Credit, 1 unit. Emphasis is placed on understanding the young child and developing teaching strategies commensurate with his developmental patterns and his place in the contemporary social scene. Includes field work and observation in nursery school, kindergarten, and primary grades.

460G—Audiovisual Aids in Teaching
Credit, 1 unit. An introduction to the operation and proper use of audiovisual devices and materials to facilitate instruction and learning. Strongly recommended prior to student teaching.

462G—Reading Diagnosis and Correction in the Classroom
Credit, 1 unit. Corrective reading theory; informal and standardized diagnostic materials; teaching procedures and materials for the mildly disabled reader. Concurrent registration in 468G, Practicum in Corrective Reading, recommended.

466G—Sex Education
Credit, 1 unit. Prerequisite, experienced classroom teachers, administrators, counselors. Focuses on the role of the classroom teacher, administrator, etc., in reaching the psychological, social, moral, and emotional aspects of human sexuality and sex roles either in a formal or informal teaching situation. Development of openness, understanding, self-knowledge and an awareness of hidden prejudices. There will be frank and open class discussion of human sexuality.

468G—Practicum in Corrective Reading
Credit, 1 unit. Concurrent registration in 462G recommended. Diagnostic procedures for mildly disabled readers; supervised individually planned corrective teaching.
mental awareness in young children. Basic theory in math, phonetic reading education through the use of materials unique to the Montessori method, and methods for training children in the practical aspects of home and early social environmental are presented.

497G—Studies in Montessori Education
Credit, 1 unit. A continuation of study of Montessori plus art and music. Instruction in the use of Montessori material dealing with reading, basic math concepts, and language development.

507—Seminar in Education
Credit, 1 unit. A course designed to provide faculty and students with the opportunity of exploring programs in areas not found in the normal curricular offerings.

508—Workshop in Education
Credit, 1 unit. Course developed by faculty and students to provide an opportunity to explore new curricular offering on a short term basis.

512—Current Trends in Elementary Education
Credit, 1 unit. A critical study of the modern elementary school, with special reference to philosophy, objectives, curriculum, and methods.

513—Current Trends in Secondary Education
Credit, 1 unit. An advanced critical study of modern secondary education, including extended secondary education and the community college.

515—History of Education
Credit, 1 unit. A study of educational theory and practice from early times to the present. Special attention will be given to American education.

516—Philosophy of Education
Credit, 1 unit. Required for the Master of Education degree. A study of the nature and meaning of philosophy as it relates to education, with an attempt to formulate a sound educational philosophy for the United States.

517—Comparative Education
Credit, 1 unit. A comparative analysis of national systems of education.

518—Cultural Anthropology and Education
Credit, 1 unit. Emphasis is on an understanding of cultural diversity within our own society and among other societies as related to the direction of a group's energies.

521—Outdoor Science for Elementary Teachers
Credit, 1 unit. Involves the use of teaching techniques for promoting the study of wildlife and conservation and will be of special interest to those teaching through the eighth grade.

522—Science Education Seminar
Credit, 1 unit. Designed to provide a basis for exploring science teaching as it relates to the total school curriculum. Students will make an in-depth study of recently developed science programs and design a hypothetical science curriculum for grades K-12.

523—Field Experience
Credit, 1 unit. Arrangements will be made to provide a field experience, within a nearby school district, to complement the defined area of specialization of the individual. Emphasis will be placed upon the union of program, material, and children into an effective, innovative learning experience.

525—Understanding the Young Child
Credit, 1 unit. Psychological, sociological, emotional, and intellectual growth in preschool and primary children as interpreted in current research and as viewed in the urban and suburban classroom. Field work and seminar comprise the two major facets of the course.

529—Human Development and Learning
Credit, 1 unit. Theories of human development and learning; applications to instructional tasks; individualization of instruction to developmental needs, tasks, and abilities.
536—Developmental Guidance
Credit, 1 unit. Prerequisite, Ed. 437G. Designed for counselors, teachers, and administrators who assist people in vocational, educational, and social development. Sources and uses of appropriate information including test information will be related to the developmental aspect of the guidance service.

537—Seminar: Problems in Guidance
Credit, 1 unit. Prerequisite, Ed. 437G. A study of the current problems in Guidance as related to administration, the legal and ethical, and special guidance topics.

538—Theories of Counseling
Credit, 1 unit. Prerequisites, Ed. 437G and Psychology 320. Theories of Personality. An examination of counseling theories, development of an approach to counseling, and initial work in the counseling process.

539—Group Process in Guidance and Counseling
Credit, 1 unit. Prerequisites, 437G and Psychology 101. A study of the group process and related activities, including group guidance, group counseling, and developmental groups. Class members participate in group experiences.

540—Consultation and Behavior Modification
Credit, 1 unit. Prerequisites, Ed. 437G, Psychology 220, or course(s) related to learning theory. Study and practice of the consulting role of the counselor and the use of Behavior Modification in counseling and consulting.

541—Statistical Methods
Credit, 1 unit. A study of the statistical procedures employed in dealing with educational data.

542—Practicum: Procedures in Counseling
Credit, 1 unit. Prerequisites, Ed. 538, 539, and 540. A supervised practical experience in the counseling process.
543—The Technology of Guidance
Credit, 1 unit. Prerequisite, Ed. 437G, 536, and 541, or permission of instructor. A study of the technological aspects of guidance, including measurement and evaluation, related statistical concepts, programs. Use of computer and other technological aids.

544—Educational Measurement and Evaluation
Credit, 1 unit. Basic concepts of educational measurement and evaluation; construction of tests and other evaluative devices; assessment of educational progress.

545—Principles of Public School Curriculum Planning
Credit, 1 unit. An advanced study of curricula and curriculum planning with an emphasis on techniques of organizing staff efforts to improve programs at both the elementary and secondary levels.

551L—Administration of School Libraries
Credit, 1 unit. Objectives, organization, and administration of school libraries. Discussion of standards and study of routines, including circulation and care of materials.

552L—Children’s Literature
Credit, 1 unit. Survey of the development of children’s literature; reading and evaluation of books for elementary school children.

553L—Young People’s Literature
Credit, 1 unit. Study of the recreational and curriculum related literature read by junior and senior high school students.

554L—Reference
Credit, 1 unit. Study of basic reference books and reference methods, including use of card catalog, indexes, bibliographies, etc.

555L—Selection of Library Materials
Credit, 1 unit. Selection of materials of all kinds—books, magazines, pamphlets, pictures, films, records, etc.—to meet the needs of the school curriculum.
556L—Classification and Cataloging  
Credit, 1 unit. Basic classification and cataloging of books and other materials of the school library.

560—Diagnosis and Remediation of Severe Reading Disability  
Credit, 1 unit. Remedial reading theory; diagnostic case study of the severely disabled reader, analysis of suitable materials; specialized techniques of instruction. Recommended registration after 462G and 468G and concurrent with 568, Practicum in Remedial Reading.

561—Exploring Media and Concepts for the High School Art Teacher  
Credit, 1 unit. (See Art 561).

563—Educational Television  
Credit, 1 unit. Understanding nature and use of medium in teaching/learning situations.

568—Practicum in Remedial Reading  
Credit, 1 unit. Diagnostic procedures for severely disabled readers; supervised, individually planned remedial teaching. Recommended registration after 462G and 468G and concurrent with 560, Diagnosis and Remediation of Severe Reading Disability.

569—Advanced Practicum in Remedial Reading  
Credit, 1 unit. In-school work with severely disabled readers.

570—Seminar in Reading  
Credit, ½ unit. Current issues in reading research and practice; individual projects.

571—Special Projects in Art  
Credit, 1 unit. (See Art 570).

576—Educational Leadership  
Credit, 1 unit. Course cuts across grade level lines, covering a wide variety of educational leadership positions, exploring educational areas in learning.

579—Seminar: Current Issues and Trends  
Credit, 1 unit. Designed to provide current and challenging material which focuses on important aspects of education today, being equally adaptable to the needs of the student in undergraduate education as well as teachers returning for additional work.

582—Public School Finance  
Credit, 1 unit. A study of the methods and problems of public school financing in the United States. Stress will be placed upon the study of typical states in comparison with the methods and problems of educating education in the State of Washington. A course for administrators, classroom teachers, and laymen interested in the problem of public school finance.

586—School and Community Relations  
Credit, 1 unit. A restudy of the place of the school in the community, including use of the buildings for community functions, participation of the school personnel in community activities, and the use of community resources to further school purposes.

588—Values in Education  
Credit, 1 unit. This course is based upon the confidence that concern for people is basic to teaching of any subject.

591, 592—Independent Research  
Credit, 1 unit. Open only to advanced students with approval of the School of Education.

593—Introduction to Educational Research  
Credit, 1 unit. A study of the basic methods employed in conducting research in education.

594-595—Supervision of Student Teaching  
Credit, ½ unit each. A course designed to familiarize classroom teachers with student teaching programs. Topics discussed are the University teacher education program, observation techniques, analysis and evaluation of teaching performance. Classroom teaching experience is highly recommended for this course.

642—Internship in Guidance and Counseling  
Credit, to be arranged.

690—Laboratory Experience for Administrators  
Credit, 1 unit. Prerequisite, Ed. 576 or instructor's consent. Required for all principal's credentials. A full year's internship usually concurrent with a full- or part-time teaching assignment.

694—Advanced Seminar  
Credit, 1 unit. Team research and writing, with group consideration of the research projects of the participants.

697—Master's Paper  
Credit, 1 or more units. The Master's paper, an extended project conducted under the direction of the student's advisor, is designed to permit a wider range of activities than normally acceptable under the more formal thesis requirement. The Master's paper may represent experimental or action-type research, a questionnaire study, a case study, development of resource materials, exposition of a theoretical point of view, review of the literature on an educational issue, and other types of projects mutually agreed to by student and advisor. Approved copies of the project are to be filed with the advisor and the Office of Graduate Studies.

698—Thesis


School of Music

J. Bruce Rodgers, Director
Margaret Wilson, Secretary

MUSIC

Professors Myles, Ostransky, Rodgers (Director), Sejerian; Associate Professor Ebert, Goleke, Hansen, Katserman, Taylor; Assistant Professors Herlinger, Musser, Richmond; Lecturers Margelli, Rickard, Wilkie

The University of Puget Sound is a member of the National Association of Schools of Music.

The School of Music offers courses leading to the Bachelor of Music degree, the Bachelor of Arts degree with a major in music and the Master of Music degree.

The School sponsors the following music organizations which are open to all qualified students of the University.

CHORAL

Adelphian Concert Choir—Approximately 40 mixed voices; admittance by audition only. The Adelphians annually make a 16-day tour in the spring; every third year they make an overseas concert tour.

University Madrigal Singers—Of 14 mixed voices specializing primarily in the performance of vocal chamber music.

Choral Society—A large, mixed chorus drawing its membership from University students and residents of the community performing large choral works usually with orchestra.

INSTRUMENTAL

U.P.S.-Tacoma Symphony Orchestra—Sponsored by the University of Puget Sound. Membership consists of university students and residents of the community. Presents world renowned soloists throughout its concert season.

University Symphony Band—Made up of university students. Performs on the campus throughout the year with a concert each term.

University Chamber Orchestra—Membership consists of university students only and makes public appearances throughout the year.

Opera Workshop, small vocal and instrumental ensembles, concerts and recitals by faculty, visiting artists and students are presented throughout the year by the School of Music.

All students who are majors in music (Bachelor of Arts, Bachelor of Music and Master of Music) are required to attend a majority of the concerts and recitals (Faculty, visiting artists and students) sponsored by the School of Music. A grade of D in a required music course will not be counted toward a major in music.

BACHELOR OF MUSIC DEGREE

Students are required to complete a minimum of 36 units for the Bachelor of Music and the Bachelor of Arts degree.

Public performances required for Bachelor of Music candidates majoring in applied music include a minimum of one-half of a formal evening recital or three weekly noon recital appearances in the principal performing medium in the junior year and a full recital demonstrating a high level of musicianship in performance in the principal performing medium in the senior year.

Where a secondary performing medium is required, the student will be expected to make one public appearance either in a solo performance or in an ensemble during one term of his residency.

Candidates for the Bachelor of Music degree in music education must perform at least once in the principal performing medium in all, or a portion, of a noon recital in the junior and senior years.

The following curricula are offered to fulfill the minimum music requirements for the Bachelor of Music degree:

Bachelor of Music, with Major in Piano:

<table>
<thead>
<tr>
<th>Piano</th>
<th>.........................</th>
<th>8 units</th>
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<tbody>
<tr>
<td>2 units in the freshman and sophomore years</td>
<td>Ways to fulfill one-half unit per term</td>
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<tr>
<td>(½ unit each term)</td>
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<tr>
<td>* 6 units in the junior and senior years</td>
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<tr>
<td>(1½ units each term)</td>
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<tr>
<td>2 one-half hour lessons per week, 3 or more hours of practice daily</td>
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<tr>
<td>Theory</td>
<td>.........................</td>
<td>7 units</td>
</tr>
<tr>
<td>First Year Theory (101, 102, 105, 106)</td>
<td>2 units</td>
<td></td>
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<tr>
<td>Second Year Theory (201, 202, 203, 206)</td>
<td>2 units</td>
<td></td>
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<tr>
<td>Form and Texture (561)</td>
<td>1 unit</td>
<td></td>
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<tr>
<td>Orchestration (563)</td>
<td>1 unit</td>
<td></td>
</tr>
<tr>
<td>Counterpoint (under &quot;Special Studies&quot; 501)</td>
<td>1 unit</td>
<td></td>
</tr>
<tr>
<td>Music Literature 503, 504, 532 or 533</td>
<td>3 units</td>
<td></td>
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<tr>
<td>Conducting 507</td>
<td>1 unit</td>
<td></td>
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<tr>
<td>Performance Practice and Literature 549, 550</td>
<td>1 unit</td>
<td></td>
</tr>
<tr>
<td>..................................................</td>
<td>20 units</td>
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</tr>
</tbody>
</table>
Bachelor of Music, with Major in Organ:
Organ ........................................... 8 units
2 units in the freshman and sophomore years
(½ unit each term)
6 units in the junior and senior years
(1½ units each term)
2 one-half hour lessons per week, 3 or more hours of practice daily
Theory ........................................ 7 units
First Year Theory (101, 102, 105, 106) 2 units
Second Year Theory
(201, 202; 205, 206) 2 units
Form and Texture (561) 1 unit
Orchestration (563) 1 unit
Counterpoint (under "Special Studies" 501) 1 unit
Music Literature 503, 504, 532 or 533 ... 3 units
Conducting 507 .......................... 1 unit
Performance Practice and Literature 551, 552 .......................... 1 unit
20 units

Bachelor of Music, with Major in Voice:
Voice ........................................... 8 units
2 units in the freshman and sophomore years
½ unit each term
6 units in the junior and senior years
(1½ units each term)
2 one-half hour lessons per week, 2 or more hours of practice daily
Piano .......................... 1 unit
No more than ½ unit each term
1 one-half hour lesson per week, 1 or more hours of practice daily
Theory .................................... 5 units
First Year Theory (101, 102; 105, 106) 2 units
Second Year Theory
(201, 202; 205, 206) 2 units
Form and Texture (561) 1 unit
Music Literature 503, 504; 532 or 533 ... 3 units
Conducting 507 .......................... 1 unit
Ensemble ³ (Large) .......................... 2-4 units
Performance Practice and Literature 553, 554 .......................... 1 unit
Sight Singing 301 .......................... 1 unit
22-24 units

Bachelor of Music, with Major in Violin or Cello:
Violin or Cello .......................... 8 units
2 units in the freshman and sophomore years
(½ unit each term)
6 units in the junior and senior years
(1½ units each term)
2 one-half hour lessons per week, 3 or more hours of practice daily
Piano .......................... 1 unit
No more than ½ unit per term
1 one-half hour lesson per week, 1 or more hours of practice daily
Theory .................................... 6 units
First Year Theory (101, 102; 105, 106) 2 units
Second Year Theory
(201, 202; 205, 206) 2 units
Form and Texture (561) 1 unit
Orchestration (563) 1 unit
Music Literature 503, 504; 532 or 533 ... 3 units
Conducting 507 .......................... 1 unit
Ensemble ³ (Large) .......................... 2-4 units
21-23 units

Bachelor of Music, with Major in Wind Instrument or Percussion:
Applied Music (Principal)
Performing Medium .......................... 8 units
2 units in the freshman and sophomore years
(½ unit each term)
6 units in the junior and senior years
(1½ units each term)
2 one-half hour lessons per week, 3 or more hours of practice daily
Piano .......................... 1 unit
No more than ½ unit each term
1 one-half hour lesson per week, 1 or more hours of practice daily
Theory .................................... 6 units
First Year Theory (101, 102; 105, 106) 2 units
Second Year Theory
(201, 202; 205, 206) 2 units
Form and Texture (561) 1 unit
Orchestration (563) 1 unit
Music Literature 503, 504; 532 or 533 ... 3 units
Piano .......................... 1 unit
Conducting 507 .......................... 1 unit
Performance Practice and Literature
(Wind majors only) .......................... 1 unit
Ensemble ³ (Small) .......................... 1 unit
(Percussion majors only)
Ensemble ³ (Large) .......................... 2-4 units
22-24 units

Bachelor of Music, with Major in Theory and Composition:
Applied Music .......................... 4 units
1 one-half hour lesson each week, 2 or more hours of practice daily
(½ unit each term)
Theory .................................. 9 units
First Year Theory (101, 102; 105, 106) 2 units
Second Year Theory
(201, 202; 205, 206) 2 units
Composition (316, 401) 2 units
Form and Texture (561) 1 unit
Orchestration (563) 1 unit
Counterpoint (under "Special Studies" 501) 1 unit
Music Literature 503, 504; 532 or 533 ... 3 units
Ensemble ³ (Large) .......................... 2-4 units
21-22 units

Bachelor of Music, with Major in Music Education:
(1) Vocal Emphasis (Secondary, Junior High and Elementary Levels)
Applied Music ¹ (Principal)
Performing Medium .......................... 2 units
1 one-half hour lesson each week, 1 or more hours of practice daily
(½ unit each term)
Applied Music ¹ (Secondary)
Performing Medium .......................... 1 unit
1 one-half hour lesson per week, 1 or more hours of practice daily
(½ unit each term)
Theory .................................. 5 units
First Year Theory (101, 102; 105, 106) 2 units
Second Year Theory
(201, 202; 205, 206) 2 units
**Orchestration (563) 1 unit
Music Literature 503, 504 .......................... 2 units
Conducting 507 .......................... 1 unit
Performance Practice and Literature
553 ............................................ ½ unit
Instrumental Methods (Minor
Instruments Class) 380, 381 .......................... ½ unit
Music Education ³ 378 or 359 .......................... 1 unit
Ensemble ³ .......................... 2-4 units
Secondary 15-17 units
Elementary 14-16 units
Requirements

1. Students will not be accepted as organ majors without adequate piano background. Such piano proficiency to be determined by the organ instructor. When piano proficiency has been established, the student will be accepted as an organ major.

2. Requirement may be waived by special examination if the student shows sufficient proficiency by passing a functional facility at the piano as determined by the piano department. If waived, student must take 1 unit in music as an elective.

3. Students electing voice as their principal performing medium are required to participate in a major vocal performance group (Adelphian Concert Choir, Choral Society) each term in residence. They may elect to perform in additional ensembles if they desire and can qualify, with the exception of members of the Adelphian Concert Choir who cannot elect additional major ensembles, except UPS-Tacoma Symphony and/or University Chamber Orchestra. No more than 2 units will count toward graduation requirements.

4. Requirement may be waived by special examination if the student shows sufficient proficiency by passing a functional facility at the piano as determined by the piano department. If waived, student must take 1 unit in music as an elective.

5. All violin majors must pass a piano proficiency test before graduation but only 1 unit will count toward graduation. Other courses, if needed, must be taken, without credit, until proficiency has been attained to the satisfaction of the piano department.

6. Students electing a stringed instrument as their principal performing medium are required to participate in the UPS-Tacoma Symphony and/or University Chamber Orchestra (election into the UPS-Tacoma Symphony only by audition) each term of residence. They may elect to perform in additional ensembles if they desire and can qualify. No more than 2 units will count toward graduation requirements.

7. Students electing a percussion instrument as their principal performing medium will take part in small ensembles with no more than ½ unit each term.

8. Students electing a wind or percussion instrument as their principal performing medium are required to participate in the University Symphony Band each term of residence. They may elect to perform in additional ensembles if they desire and can qualify. No more than 2 units will count toward graduation requirements.

9. At least 2 units must be taken in piano unless waived by special examination. Applied music courses are able to continue throughout the 4 years. At least one term each in the study of 3 orchestral instruments to include one instrument in each section of the orchestra, i.e., strings, woodwinds, and brass.

10. Principal performing medium may be voice, piano, or organ.

11. Secondary performing medium must be piano if principal performing medium is voice, and voice if principal performing medium is piano and/or organ. A student with vocal emphasis must demonstrate prior to graduation sufficient proficiency by passing a functional facility at the piano as determined by the piano department. Requirement may be waived by special examination if the student shows sufficient proficiency. If waived, student must take 1 unit in music as an elective.

12. Students with an interest in elementary level take Music 378. Students with interest in junior high and senior high school level take Music 359.

13. Brass, woodwind and percussion majors must participate in a minor instruments class.

14. A student with instrumental emphasis must demonstrate prior to graduation sufficient proficiency by passing a functional facility at the piano as determined by the piano department. Requirement may be waived by special examination if the student shows sufficient proficiency. If waived, student must take 1 unit in music as an elective.

15. Students electing a wind or percussion instrument as their principal performing medium are required to participate in the UPS-Tacoma Symphony Band each term of residence. They may elect to perform in additional ensembles if they desire and can qualify. Students electing a string instrument as their principal performing medium are required to participate in the UPS-Tacoma Symphony and/or the University Chamber Orchestra (selection into the UPS-Tacoma Symphony only by audition) each term of residence. They may elect to perform in additional ensembles if they desire and can qualify.

16. Elect any one of the following:
   - Education 345, 348, 365, 366 .......... 1 unit
   - Health and P.E. 365
   - Art 461
Elect any one of the following areas
in a 5-unit block ...................... 5 units
(Note that music education majors automatically have a block in the area of Fine and Applied Arts. It should also be noted that many courses serve a dual purpose, that is, satisfy the requirements for the area of professional education, non-professional education, and the general university requirements. Candidates are requested to check with their advisor periodically.)

Language Arts: English, Speech, Drama, Foreign Language
Social Studies: Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology
Mathematics and Science: Biology, Chemistry, Geology, Mathematics, Physical Science, Physics
Health and Physical Education: Health, Physical Education, Recreation
Humanities: Philosophy, Religion, Humanities

Secondary Teachers—A secondary music teacher will major in music as previously indicated (15-17 units) and professional preparation in a second academic subject (5-unit minimum) commonly taught in the secondary schools.

In addition, specific University requirements and the following courses must be completed:
Education 201, 202 ...................... 2 Units
Education 403 .......................... 2-3-4 units
   (student option)
Education 417 .......................... 1 unit

Dual Recommendation—A student may elect to seek the Provisional Certificate in both the elementary and secondary levels. In such cases a minimum of nine terms will be necessary to complete the prescribed course of study. Students electing this plan will consult with the Director of the School of Music as to specific courses to be taken in the field of music. A minor in some other academic field (5 units minimum) commonly taught in the secondary schools is also required in addition to specific University requirements and the courses listed previously in the areas of elementary and secondary levels.

Note: In each of the three plans the student must maintain a cumulative grade point average of 2.25 as well as 2.50 in music.

BACHELOR OF ARTS DEGREE

Students are required to complete a minimum of 36 units for the Bachelor of Arts degree in music.

Public performance requirements for the Bachelor of Arts degree include a minimum of one appearance in a noon recital in the junior and senior years.

Bachelor of Arts, with Major in Music:
Applied Music .......................... 2 units
   1 one-half lesson each week, 1 or more hours of practice daily
   ¼ unit each term
Theory 101, 102; 105, 106 ................. 2 units
Music Literature 103; 503, 504;
532 or 533 ............................ 4 units
Music Electives ........................ 2 units
                                      10 units

COURSES

The courses are arranged in groups under the headings of theory, history and literature, church music, choral and ensemble courses, applied music, public school music, and general graduate courses.

Note: Courses numbered in the 500's may be taken for graduate or undergraduate credit with the approval of the advisor.

I. THEORY

Note: First Year Theory is a one unit course consisting of courses 101 (½ unit) and 105 (½ unit) in the fall term and 102 (½ unit) and 106 (½ unit) in the spring term, 101 and 102 deal with aural theory and 105 and 106 deal with notational theory. Students are required to register for the full course, one unit, each term as follows:

101, 102—First Year Theory (Aural)
Credit, ½ unit each term. Aural perception through sight-singing, and rhythmic, melodic and harmonic dictation. Three periods weekly. One additional weekly drill session may be required.

105, 106—First Year Theory (Notational)
Credit, ½ unit each term. Fundamentals of musicianship developed through the written harmonic common practice of composers of the 18th and 19th centuries. The use of harmonic progressions, tonality and modality, modulation, and the use of secondary dominants. Two periods weekly.

Note: Second Year Theory is a one unit course consisting of courses 201 (½ unit) and 205 (½ unit) in the fall term and 202 (½ unit) and 206 (½ unit) in the spring term. 201 and 202 deal with aural and 205 and 206 deal with notational theory. Students are required to register for the full course, one unit, each term as follows:

201, 202—Second Year Theory (Aural)
Credit, ½ unit each term. Four-part harmonic dictation including seventh chords, inversions, modulation, altered, and augmented-sixth chords. Advanced melodic and rhythmic dictation. Three periods weekly, one devoted to the continuation of the development of skills in sight-singing. One additional weekly drill session may be required.

205, 206—Second Year Theory (Notational)
Credit, ½ unit each term. A continuation of the fundamental approach of courses 105, 106. Analysis of Bach Chorales, study of seventh and ninth chords and various types of altered chords. Second term devoted principally to the study and writing of counterpoint based on techniques of the 18th and 19th centuries. Original compositions required. Two periods weekly.

301—Sight Singing
Credit, 1 unit. Prerequisite, Courses 201, 202. Sight-singing for voice majors. Sight-reading of vocal literature of various styles and periods, including opera, cantata and oratorio, up to the mid-20th century. Four periods weekly.

316—Composition
Credit, 1 unit. Prerequisite, Courses 205, 206. Creative expression in the larger forms through writing for various instrumental media, solo and ensemble. Four periods weekly.

401—Advanced Composition
Credit, 1 unit. Prerequisite, Course 316. A continuation of Course 316. Four periods weekly.

561—Analysis of Form and Texture in Music
Credit, 1 unit. Prerequisite, Courses 205, 206. Offered in alternate years. Analytical technique involving the smaller forms of musical composition, as well as the variation, rondo and sonata-allegro forms and the concerto and fugue. Four periods weekly.
563—Orchestration
Credit, 1 unit. Prerequisite, Courses 203, 206. For Bachelor of Music and Master of Music students in applied music and Bachelor of Music and Master of Music in music education—string majors. Offered in alternate years. Study of instrumentation; scoring for the classic, romantic and modern orchestra as well as of original compositions. Four periods weekly. Attendance at certain orchestra rehearsals required.

564—Band Arranging
Credit, 1 unit. Prerequisite, Courses 203, 206. For Bachelor of Music and Master of Music students in music education, except string majors. Offered in alternate years. Principles of arranging and scoring for wind and percussion ensembles such as school marching and symphonic bands with special emphasis on problems of arranging for groups of limited ability. Four periods weekly. Attendance at certain band rehearsals required.

565—Twentieth Century Composing Techniques
Credit, 1 unit. An analysis of the principal styles of contemporary music as exemplified in the works of Stravinsky, Bartók, Schoenberg, Schumann, Rieger, Webern, and others. An introduction to such composing techniques as bitonality, bimodality, atonality, twelve-tone and other serial techniques.

566—Stylistic Analysis
Credit, 1 unit.

567—Graduate Composition
Credit, 2 units.

568—Historical Survey of Theory
Credit, 1 unit.

115—Anatomy of Jazz and Theater Music of the 20th Century
Credit, 1 unit. A survey course covering the development of jazz and American theater music in the 20th century, and its sociological impact on American society. The principal styles of jazz and theater music are studied through the practice of such representative jazzmen as King Oliver, Armstrong, Parker, and Mingus; and such representative theater composers as Cole Porter, George Gershwin, and Richard Rodgers. Four lecture periods weekly.

541—History of Opera
Credit, 1 unit. An appreciation course covering the history of opera from early Florentine operas of Peri and his contemporaries through early opera in various countries during the Baroque period, 18th century opera, the Romantic operas of Rossini, Verdi, Wagner, and opera after 1900.

542—History of Music in America
Credit, 1 unit. A survey of music in America from the Ainsworth Psalter of the early Pilgrims through the first public concerts in Boston, Mass., Bethlehem, Pa., to a detailed study of music written by American composers since 1900. Foreign influences and early American musical organizations will also be considered.

III. CHURCH MUSIC

517—Introduction to Church Music and Hymnology
Credit, 1 unit. The musical heritage of the great liturgies of the church and important contemporary trends in the major denominations. Development of hymnody through various religious movements of history. A critical survey of hymns and hymnals. A study of the use of hymnals and concordances. Four periods weekly.

518—Graduate Seminar in Church Music
Credit, 1 unit.

IV. CONDUCTING, CHORAL, INSTRUMENTAL, ENSEMBLE AND PEDAGOGY CLASSES

353, 354—Opera Workshop
Credit, ½ unit each term. Permission of instructor required. Basic techniques for the singing actor; traditional and contemporary acting in opera; preparation and performance of operatic scenes and/or chamber operas each term.

422—Senior Recital
Credit, ½ unit.

507—Conducting (Choral and Instrumental)
Credit, 1 unit. The first half of the course covers basic conducting techniques, elements of choral
direction, and choral analysis. The second half of the course deals with further elements of the conductor's craft as it relates to instrumental conducting including: basic baton techniques, interpretation, score reading, harmonic and formal analysis, knowledge of the instruments, rehearsal techniques, and programming. Student conductors will direct the Laboratory Chorus and the University Chamber Orchestra under faculty supervision. Four periods weekly.

549, 550—Performance Practice and Literature for the Piano
Credit, ½ unit each term. Piano majors take 1 unit; non-major pianists take ½ unit. A survey of piano literature from the Baroque period to the present, covering solo works for one or more pianos and works for piano and orchestra. Analysis of styles and performance practices of different historical periods. Includes discussion and application of pedagogical principles as well as principles of the pianist's role in accompanying and chamber music. Two periods weekly which include lectures, listening, supervised laboratory, and performance.

551, 552—Performance Practice and Literature for the Organ
Credit, ½ unit each term. Prerequisite, at least two years of organ study and/or permission of the instructor. Organ majors take 1 unit; non-major organists take ½ unit. Organ music from its earliest beginnings to contemporary literature. Development of organs in various countries, service playing, pedagogy, accompanying, and performance practices. Two lecture periods weekly.

553, 554—Performance Practice and Literature for the Voice
Credit, ½ unit each term. Voice majors (except music education majors) take 1 unit; non-major vocalists and music education majors (vocal emphasis) take ½ unit. Aquaints the singer with the repertory of voice ranges. A survey of literature for solo voice with emphasis on style and accepted performance practice. The student will be expected to demonstrate in his repertoire the correct style and projection of music and texts. Classes in Italian, French, German, and English

diction. After fundamental instruction in comparative pedagogy the student will be required to teach a beginning singer under the supervision of a member of the voice faculty; he must also demonstrate his teaching ability with his student before the performance and literature class. Two periods weekly.

555, 556—Performance Practice and Literature for Wind Instruments
Credit, ½ unit each term. Wind instrument majors take 1 unit; non-major wind instrumentalists may take ½ unit. An in-depth study of the history and development of the instrument and the literature available for performance.

557, 558—Small Ensemble
Credit, ½ unit each term.

Band
Credit, ½ unit each term. B169, 170; B269, 270; B369, 370; B469, 470; B569, 570. First, second, third, fourth and fifth years of University Symphony Band.

U.P.S.—Tacoma Symphony Orchestra
Credit, ¼ unit each term. O169, 170; O269, 270; O369, 370; O469, 470; O569, 570. First, second, third, fourth and fifth years of Tacoma Symphony.

University Chamber Orchestra
Credit, ¼ unit each term. P169, 170; P269, 270; P369, 370; P469, 470; P569, 570. First, second, third, fourth and fifth years of Chamber Orchestra.

Choral Society
Credit, ¼ unit each term. C169, 170; C269, 270; C369, 370; C469, 470; C569, 570. First, second, third, fourth and fifth years of Choral Society.

University Madrigal Singers
Credit, ¼ unit each term. Permission of instructor required. M169, 170; M269, 270; M369, 370; M469, 470; M569, 570. First, second, third, fourth and fifth years of University Madrigal Singers.

Adelphian Concert Choir
Credit, ½ unit each term. Admission by audition only. Daily rehearsals of 60 minutes. 171, 172; 271, 272; 371, 372; 471, 472; 571, 572. First, second, third, fourth and fifth years of Adelphian Concert Choir.

V. PUBLIC SCHOOL MUSIC

The aim of the curriculum in public school music is to prepare the student to teach and supervise music in the public schools. He must have broad, sound musicianship, knowledge of the subject-matter, skill in musical expression, and ability to adapt himself to the scholastic and community situations.

359—Junior High and Senior High School Teaching Techniques
Credit, 1 unit. Vocal and instrumental techniques for the junior and senior high school choral and instrumental programs. Class is divided as to area of interest (vocal or instrumental emphasis) and taught separately by specialists in the two fields. A study of the literature and materials for the two levels. Students also study teaching strategies in the secondary school taught by specialists in the School of Education (Education 359). Four periods weekly: two in the School of Music and two in the School of Education.

377—Elementary School Music and Vocal Methods
Credit, 1 unit. Introduction to basic fundamentals of music as presented in the elementary school. Methods of presenting singing, rhythm and listening experiences to children. Survey of materials used in the public schools. For elementary classroom teachers. Four periods weekly.

378—Elementary and Junior High School Music and Vocal Methods
Credit, 1 unit. For Music Education Majors. Methods of presenting all phases of musical experiences to elementary pupils, and materials available. Survey of the junior high school general music class materials and techniques from the point of view of the music specialist. Four periods weekly.

380, 381, 382, 383—Instrumental Methods
Credit, ¼ unit. Minor Instruments classes.

380 (¼ unit) is a general survey of the wind instruments and percussion. Taken by all majors in music education.

381 (¼ unit) is devoted to the stringed instruments only. Taken by all majors in music education.
382 and 383 (1/4 unit each) In-depth study of the instruments of the band and orchestra. Wind majors will study all of the brass and woodwinds instruments while the string majors will pursue a study of the string instruments other than their major instrument.

677—Graduate Seminar in Music Education
Credit, 1 unit.

VI. GENERAL GRADUATE COURSES

501, 502—Special Studies
Credit, 1 or 2 units each term. Permission of the Director of the School of Music is required. Designed to offer advanced students the opportunity to do individual study, under faculty supervision, in areas in which the students show exceptional aptitude and keen interest. This includes counterpoint, historical and comparative musicology, and acoustics.

609—Research and Bibliography
Credit, 1 unit. An introduction to the general methods and specific techniques of musicalological research. The course includes applied work-projects in compiling and evaluating bibliographies of biographies, Festschriften, bibliographies, histories of music, music anthologies, historical editions, publishers’ catalogues, thematic catalogues, dictionaries and encyclopedias, and other bibliographic tools.

610—Graduate Seminar
Credit, 1 unit.

622—Graduate Recital
Credit, 1 unit.

697, 698—Thesis
Credit, 1 unit each term.

VII. APPLIED MUSIC

Private lessons to be arranged with the instructor. Credit according to the number of lessons per week and the number of practice hours per day.

1/4, 1/2 or 1 1/2 units offered according to the number of lessons per week, level of performance, and the number of practice hours each day. In general:

1/4 unit: 1 half-hour lesson per week, 1 or more hours of practice daily.
1/2 unit: 2 half-hour lessons per week, 2 or more hours of practice daily. (Music majors only).
1 1/2 units: 2 half-hour lessons per week, 3 or more hours of practice daily. (Applied music majors only during the junior and senior years).

Credit assigned according to student status as follows:
Non-major in music taking applied music courses
Bachelor of Arts in Music
Majors in secondary instrument, except theory-composition majors.
1 private half-hour lesson each week receives 1/4 unit credit.
Theory-Composition majors
1 private half-hour lesson each week receives 1/2 unit credit.
Applied majors (Principal performing medium)
Freshman and sophomore years
2 one-half hour lessons each week
receives 1/2 unit credit
Applied majors (Principal performing medium)
Junior and senior years
2 one-half hour lessons each week
receives 1 1/2 units credit

Use the following system of numbers in registration in consultation with the Director, School of Music.
Organ: 189, 190; 289, 290; 389, 390; 489, 490; 589, 590, for first, second, third, fourth or fifth year.
Piano: 187, 191, 192; 287, 291, 292; 387, 391, 392; 487, 491, 492; 587, 591, 592; for first, second, third, fourth or fifth year.
String Instruments: 193, 194; 293, 294; 393, 394; 493, 494; 593, 594, for first, second, third, fourth or fifth year.
Voice: 195, 196; 295, 296; 395, 396; 495, 496; 595, 596, for first, second, third, fourth or fifth year.
Wind Instruments: 187, 188; 287, 288; 387, 388; 487, 488; 587, 588; for first, second, third, fourth or fifth year.

Lessons which fall on official University holidays cannot be made up. No make-up lessons for absences unless absence is due to illness.

Class Piano is offered for students who lack sufficient background to warrant private lessons. Students in Class Piano may take private lessons upon satisfactory completion of a proficiency test and permission from the head of the piano department.
School of Occupational Therapy

Mrs. Joyce M. Ward, Director
Marie Barnes, Secretary

OCCUPATIONAL THERAPY

Associate Professor Ward (Director); Assistant Professors Hofstead, McClure, Richmond, Wilden; Instructors Kibepakaran, Matthews, Porter

Occupational therapy is one of the oldest of the healing arts. It has a 50-year history as a profession in this country and is recognized as an allied health specialty by the Council on Education, American Medical Association. The School of Occupational Therapy at the University of Puget Sound was founded in 1944 and has been fully accredited since 1947 by the Committee on Medical Education of the American Medical Association and the Accreditation Committee, American Occupational Therapy Association.

Occupational therapy is the art and science of directing man's response to selected activity to promote and maintain health, to prevent disability, to evaluate behavior and to treat or train patients with physical or psychosocial dysfunction. The functions of occupational therapy are evaluative, preventive, restorative, or corrective in their application. The therapist must translate his knowledge of normal function and behavior into specific methods and procedures to benefit patients. All activities used in treatment must have a definite therapeutic goal in mind.

Occupational therapy is a medical service offered in collaboration with physicians and other members of the allied health disciplines. The shortage of health care personnel places an emergency upon the recruitment of motivated individuals for health careers. Increased manpower is essential for the staffing of the comprehensive allied health programs and training institutions of the nation.

Qualified male therapists are especially sought to fill supervisory and administrative positions as well as for programs directly related to vocational evaluation and training and service in veterans hospitals, and corrective institutions. Registered therapists may be employed in every type of medical facility, rehabilitation centers, schools, colleges, and home-bound programs and as consultants to special agencies and approved occupational therapy assistant programs.

The School offers two programs in Occupational Therapy: the undergraduate program leading to a B.S. degree and the Certificate of Proficiency in Occupational Therapy; the post-degree advanced-standing program leading to the same Certificate of Proficiency. It is also possible to earn a second baccalaureate degree from the University of Puget Sound upon completion of the academic requirements of the advanced standing program if a person so elects.

High school graduates must meet the general university requirements and enter in the fall term. The following subjects are recommended for entrance to the undergraduate program at the freshman level:

- Mathematics .................................................. 2-4 units
- Language .................................................. 2-5 units
- Biology, Chemistry, Physics .................................. 1-3 units
- English .................................................. 3-4 units

Transfer students should make application no later than the end of their sophomore year (except in special circumstances) and should complete biology and as many of the university graduation requirements as possible before transfer. Community college students are encouraged to seek admission into the Occupational Therapy program. Faculty of the School will work with these students early in their college career to help them plan an acceptable course of study. Transfer candidates will be asked to submit to the Director of the School of Occupational Therapy three letters of reference from counselors, former employers and other persons able to attest to their academic preparation and personal aptitude for a service profession.

All transcripts of previous college work should be sent, together with the application for admission with advanced standing, to the Office of Admissions. Whenever possible, a personal interview will be arranged with a member of the occupational therapy faculty. If a visit to the campus cannot be arranged, applicants will be provided names of professionals who can conduct an interview at a convenient location.

Applicants for admission as freshmen, or with transfer credit, should apply well in advance of May 1 for enrollment in fall term. Applications for the winter term should be received prior to December 1. Second term applicants should apply prior to January 1. Enrollment in the School of Occupational Therapy is limited.

In addition to the basic University and departmental professional requirements, the undergraduate student in occupational therapy must complete the following required supporting courses listed under their respective departments:

- Biology 101, 221, and 222
- Psychology 101, and 240
- Sociology 101

A grade of C or better must be earned in all courses required for the occupational therapy major, including the required supporting courses given in other departments. The D grade is not acceptable in these courses.

Upon completion of all occupational therapy academic requirements, a B.S. degree is granted and the student then completes eight months of clinical affiliation in a hospital or treatment center, where guided experience in patient contact is given in the areas of general medicine and surgery, pediatrics, physical disabilities, community health, and psychiatry. Upon successful completion of the academic and clinical phases, the student is awarded the Certificate of Proficiency by the School of Occupational Therapy. Successful completion of the entire program makes the student eligible to write the national examination for registration given twice each year by the American Occupational Therapy Association. A passing grade in this examination entitles the individual to official registration as an occupational therapist.

POST-DEGREE PROGRAM

As stated previously, for the person with a baccalaureate degree from an accredited University, the School of Occupational Therapy offers a post-degree advanced standing program leading to the Certificate of Proficiency in Occupational Therapy. Candidates must have completed 2 units in psychology, 1 unit in sociology, and 2 units in biology. These courses must be beyond the introductory level.
Applicants can strengthen their background by individual course work in human development, group dynamics, guidance, education, and the basic skills. A major and previous employment in teaching, physical education, art, nursing, and other related professions presents a most desirable basis for the study of occupational therapy.

Both men and women may enroll in the advanced standing program; no specific age limit is stated. Mature persons desiring to begin a new career will be given every serious consideration.

Fees are the same as for other students. Limited financial aid may be available on a competitive basis for applicants who can demonstrate financial need. Applicants for financial help should apply directly to the Office of Financial Aids.

Admission may be in any term. A summer session, 3 terms and a Winterim are required of most persons to complete this program, plus 8 months of clinical affiliations. The same procedure to become registered as a therapist follows as that previously outlined for undergraduate students.

ADVANCED STANDING COURSE REQUIREMENTS

Offered Summer Session
Biology 221
Biology 222
Art 247 (optional)

Offered Fall Term
Occupational Therapy 11, 201, 312, 321, 332, 334, 401, 431, 505.

Offered Winterim
Therapeutic activities, for the post-degree occupational therapy student, O.T. 102W.

Offered Spring Term
Occupational Therapy 11, 211, 302, 312, 333, and 402.

Note: If a candidate for the advanced standing course in occupational therapy presents a current Anatomy and Physiology course, electives are possible. Five units may be required as contrasted to the usual University four-unit load. An overload fee is thus necessary.
 Fees for all Occupational Therapy students are the same as those for other students in the University except for an additional $100 professional fee required for the clinical-affiliation program, payable at registration for the final term. Limited financial aid may be available on a competitive basis for applicants who can demonstrate financial need. Applicants for such financial assistance should apply directly to the office of Financial Aids.

COURSES

Occupational Therapy 201, 211, 222, 241, 312, and 321 are open to all students of the University, but because of the limited laboratory space, preference must be given to departmental majors. Other Occupational Therapy courses listed are professional courses open to nonmajors only by special permission of the course instructor and the Director of the School of Occupational Therapy.

11—Student Occupational Therapy Association

Non-credit. Required participation in the campus student branch of the national professional organization.

101—Survey of Occupational Therapy
Credit, 1 unit. Exploratory course for those students interested in the helping professions. Designed for non-majors.

201—Basic Concepts in the Theory and Practice of Occupational Therapy
Credit, 1 unit. Existing and proposed health care delivery systems and current issues and problems providing a comprehensive overview of the health care industry. The preparation of O.T. personnel for a health career is examined as it relates to this overview.

211—Therapeutic Activities I
Credit, 1 unit. Selected therapeutic activities such as weaving, leatherwork, basketry, and the needle arts. Optional programming for men interested in vocational and other aspects of treatment.

222—Group Techniques
Credit, 1 unit. Prerequisites, Psychology 101 and Sociology 101. Leadership skills, the principles of group work, recreational needs of handicapped and aged persons and service to these groups. Community leadership experience required in an agency of student's choice.

241—Human Developmental Factors in Occupational Therapy
Credit, 1 unit. Prerequisites, Course 201, Biology 101, Psychology 101, and Sociology 101. The psychological, cognitive, and neuromuscular maturation and development of a child from birth through pre-adolescence. Continued study of the psychological, cognitive and neuromuscular maturation and development of man from pre-adolescence through senescence. Observation experience required in a community agency.

302—Occupational Therapy in Psychosocial Dysfunction
Credit, 1 unit. Prerequisites, Course 201, and Psychology 101, 240. Occupational Therapy evaluation and treatment procedures in psychiatry and mental retardation. Adaptation of media to meet treatment.

305, 505—Advanced Concepts in the Theory and Practice of Occupational Therapy I, and II
Credit, 1 unit each term. Prerequisite, Biology 221, 222. Open only to senior and advanced standing students in occupational therapy. Includes demonstrations and discussions of the activities of daily living, dressing and homemaking for the handicapped individual, selection of wheelchair and adapted equipment, the principles of work simplification, and the construction of hand splints and self-help devices. Reference to supervision, tests, and evaluation in occupational therapy and organization and administration.

312—Therapeutic Activities II
Credit, 1 unit. Principles and practices of wood construction through experience with both hand and power tools. Consideration of safety factors, use and maintenance of equipment and adaptation of equipment and devices for the handicapped individual. Attention to the selection and purchase of supplies, materials and machinery.

321—Kinesiology
Credit, 1 unit. Prerequisite, Biology 221, 222. For majors in Physical Education and Occupational Therapy. The structure and identification of bones and muscles plus the attachment, innervations and actions of the muscles. Familiarization with the mechanical principles of muscle function and human motion. Practice in the techniques of muscle testing, therapeutic exercise, joint measurement and evaluation techniques.

332—Physical Dysfunction, Occupational Therapy Evaluation and Treatment I
Credit, 1 unit. Prerequisites, Course 201, and Biology 221, 222. Lectures pertaining to traumatic injuries or tumors and infections of bones and joints, amputations and metabolic disturbances, cardiovascular disease, plastic surgery, tuberculosis, and problems of hearing. Medical evaluation, diagnosis, and treatment plus the occupational therapist's adaptation of media to disability and treatment.

333—Physical Dysfunction, Occupational Therapy Evaluation and Treatment II
Credit, 1 unit. Prerequisites, Course 201, and Biology 221, 222. Neuroanatomy, neurology, and principles of neurophysiology. Related occupational therapy evaluation and treatment procedures and adaptation of media to meet treatment goals. Special consideration of perceptual motor dysfunction and facilitation technique. Study of appropriate tests and devices in these disability areas.

334—Psychosocial Dysfunction, Occupational Therapy Evaluation and Treatment III
Credit, 1 unit. Prerequisites, Course 201, and Psychology 101, 240. Occupational Therapy 302 must be taken concurrently. Psychiatry and mental retardation. Practice in the techniques of interviewing and counseling. Principles of supervision and administration and the use of tests and measurement in these disability areas.
350—Field Experience in O.T.
Credit, 1 unit. Field experience in local occupational therapy department.

381, 382—Special Problems
Credit, ½ unit each term. Open only to upperclassmen. Permission of instructor and director of the school required.

401, 402—Teaching Clinic
Credit, 1 unit each term. Prerequisites, Course 305, 333, previously or concurrently, for 401; Course 305 previously or concurrently for 402. Open only to seniors and advanced standing students in occupational therapy. Practicum experience with handicapped children and adults in the department Teaching Clinic.

431—Physical Dysfunction, Occupational Therapy Evaluation and Treatment IV
Credit, 1 unit. Prerequisites, Course 201, and Biology 221, 222. A survey of general medical and surgical conditions, cardiovascular, respiratory, communicable, nutritional, endocrine and metabolic diseases and eye problems in adults and children. Attention to the principles of evaluation and diagnosis and treatment in all these disability areas.

491, 492—Reading and Conference
Credit, ½ unit each term. Both terms are required, open only to upperclassmen. Permission of instructor and director of the school required.

495, 496—Independent Research
Credit, ½ unit each term. Both terms required. Open only to upperclassmen. Permission of instructor and director of school required.

497, 498—Thesis (Required for Departmental Honors)
Credit, ½ unit each term. Both terms required. Open only to Seniors and Advanced Standing students. Approval of director of the school required.

500—Occupational Therapy Clinical Affiliations
Credit, non-credit. Supervised clinical practice in physical disabilities and a psychiatric agency required. Student elects third affiliation from areas of general medicine and surgery, pediatrics or geriatrics, and community health. Each is three months in length except the third affiliation may be two months. Students with the proper prerequisites may complete three months of the clinical affiliation during the summer between the Junior and Senior year, thus reducing the affiliation period remaining following graduation. This is usually psychiatry.

GRADUATE COURSES
O.T. 501—Current Supervisory and Skill Techniques in Occupational Therapy
Credit, 1 unit. Study of current methods of treatment of the child with physical and/or psychosocial dysfunction. Methods of treating physical strength and endurance, coordination, range of motion, perceptual motor function and activities of daily living including homemaking skills and motion economy. Opportunity to supervise occupational therapy students in their treatment of school age children.

O.T. 531—Medical/Clinical Observation and Seminar
Credit, 1 unit. Observation and study of patients whose normal growth development and education have been altered by the disease process. Particular emphasis upon neurological and orthopedic conditions. Review of neuroanatomy.

O.T. 541—Developmental Pediatrics
Credit, 1 unit. Study of the psychological, emotional, physical, sociological and intellectual development of the child from birth through adolescence. Special consideration to the effects of the disease process upon the growth and development of the child.

O.T. 550, 551—Practicum in Occupational Therapy Consultancy
Credit, 1 unit each. Field experience in the Franklin Pierce School District working with exceptional children, their parents and school personnel. Focus upon giving assistance to the teacher and parents to minimize the effects of dysfunction upon the learning experience of the child.

O.T. 697—Master’s Project
Credit, 1 unit. An extended project which may include the development of resource materials, experimental research, a questionnaire survey, a case study, or another type of project mutually agreed upon by student and advisor.

O.T. 698—Thesis
Credit, 1 unit.
SPECIAL PROGRAMS

AEROSPACE STUDIES
Lt. Col. Martin Phillips, P.A.S.
Judy Johnson, Secretary

AIR FORCE ROTC

The Department of Aerospace Studies was organized at the University of Puget Sound on July 1, 1951, to select and educate young college men as future officers of the United States Air Force. The curriculum offered by this department is divided into three courses: A General Military Course, a Professional Officers Course conducted on the UPS campus, and Field Training Courses conducted at selected Air Force Bases.

The General Military Course consists of one hour of academic instruction and one hour of military training per week each term of the freshman and sophomore years. Students are eligible to enroll in this course in their freshman year.

The Professional Officers Course consists of three hours of academic instruction and one hour of military training per week each term of the junior and senior years.

The Field Training Course is either four or six weeks in duration, depending upon the program in which the student is participating. Four-week field training is conducted for students who have completed the General Military Course prior to enrollment in the Professional Officers Course. Six-week field training is conducted for students who have been selected for the two-year Air Force ROTC program. Satisfactory completion of this course is a prerequisite for entry into the Professional Officers Course for students who have not completed the General Military Course. All students, whether two-year or four-year students, will normally attend field training between their sophomore and junior years.

Selection for the two-year program is on a competitive basis. Applicants who have completed two years of college remaining may apply for this course annually during December and January. Each student accepted into the Professional Officers Course must:

1. Have satisfactorily completed the General Military Course or the six-week Field Training Course.
2. Have two academic years remaining of either undergraduate or graduate study.
3. Successfully complete Air Force officer qualification testing and medical evaluation.
4. Have a graduation date prior to reaching 26½ years of age if qualified for flight training or 28 years of age if qualified for other than flight training.
5. Enlist in the U.S. Air Force Reserve and agree to attend and faithfully pursue the prescribed course of training.
6. Be accepted by the University and selected by the Professor of Aerospace Studies for enrollment.

Students accepted into the Professional Officers Course receive subsistence pay of $50 per month while attending this course. Students attending the Field Training Course receive pay and allowances and are furnished housing and medical attention during their training period.

All Air Force ROTC students are furnished Air Force uniforms and necessary textbooks for Aerospace Studies courses.

Financial assistance including full tuition, book allowance, laboratory fees and $50 per month subsistence is available to qualified applicants in the four-year Air Force ROTC program. Candidates compete for financial assistance on a best-qualified basis in nation-wide competition. Students completing the six-week Field Training Course are not eligible for financial assistance.

A 36-hour flight instruction program is available to senior cadets in the Professional Officers Course who are qualified for Air Force pilot training. This training may be done under FAA private pilot certification.

Students who successfully complete the Air Force ROTC program and receive an academic degree from the University will be commissioned as second lieutenants in the U.S. Air Force Reserve.

Additional information on the Air Force ROTC program may be obtained by writing the Professor of Aerospace Studies, University of Puget Sound, Tacoma, Washington 98416.

GENERAL MILITARY COURSE

AS 110, 115—U.S. Military Forces in the Contemporary World
Credit, ½ unit each term. The mission, organization, and weaponry of Air Force units. Strategic offensive, strategic defensive, some general purpose, and Aerospace support forces. Training in drill, military customs and courtesies, and Air Force orientation.

AS 210, 215—U.S. Military Forces in the Contemporary World
Credit, ½ unit each term. The U.S. General Purpose and Aerospace support forces. Continuation of courses 110, 115.

PROFESSIONAL OFFICERS COURSE

AS 310, 315—Growth and Development of Aerospace Power
Credit, 1 unit each term. Development of airpower, employment concepts of airpower and the future of manned aircraft. Organization and execution of training activities for the cadet corps.

AS 410, 415—Concepts of Air Force Leadership
Credit, 1 unit each term. Analytical approach to the art of leadership. Cadets plan, organize, direct, and control the military training program for the Cadet Corps.

FIELD TRAINING COURSES

AS 305—Six-week Field Training
Credit, 1 unit. Conducted at an Air Force base during the summer only. This course is a prerequisite for entry into AS 300 and AS 400 series courses for students who did not attend AS 100 and AS 200 courses in their freshman and sophomore years. Military training, Air Force officer orientation, and preparation for enrollment in the Professional Officers Course.
AS 350—Four-week Field Training
Credit, 1 unit. Conducted at an Air Force Base in the summer only. Field training for cadets who entered the Professional Officers Course from the General Military Course. Includes military training and Air Force officer orientation.

CONTINUING EDUCATION

John C. Jones, Director
Nancy Scoebey, Secretary

The Continuing Education Program is an integral part of the School of Education, providing administrative and programming support for off-campus adult training activities. Although its work is directed primarily toward regional education institutions and agencies, the administrative, program development and evaluative services of the Division are available to all departments and members of the University community.

CO-OPERATIVE EDUCATION PROGRAM

Thomas L. Milligan, Director
Cecilia Brewitt, Secretary

The Co-operative Education Program at UPS offers the student an exceptional opportunity to alternate terms of study with periods of on-the-job paid experience.

Those enrolled in the same curriculum areas of the Program are paired off. While one member of the pair attends classes, the other works full-time at a job related, as much as possible, to his field. At the end of each term the students switch positions, continuing this format until graduation, which requires about one year longer than non-Co-op studies.

Through this alternate work-study schedule, each student has the advantage of combining classroom theory with the practical realities of job experience and is provided with a paid job to help finance his university education.

Begun two years ago in the School of Business Administration and Economics, the Program achieved outstanding success and has now been expanded throughout the University.
The Program, which provides normal student draft deferment, is not restricted by sex or major. Applications will be accepted from all students, including transfers, having sophomore through junior standing. Contact Thomas L. Milligan, Director of Co-operative Education, 112 McIntyre Hall.

**Sample Co-op Calendar - two beginning juniors**

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**HONORS PROGRAM**

Ronald M. Fields, Director

The University Honors Program has been designed to provide a means for students of exceptional intellectual promise and demonstrated ability to develop their minds to a degree not always possible within the limits of traditional college work. It seeks, through a program of lectures, seminars, colloquia, cultural activities, and independent research, to encourage in these students the kind of rigorous intellectual inquiry and openness of mind which is the mark of an educated person.

The program is selective. Membership is necessarily limited to those students who have demonstrated their ability to profit most from such a format. Classroom performance, personal interviews, self-selection, and evaluation of general intellectual attitude are elements in the process of selecting members of the Honors Program. A student thus selected remains in the program so long as his academic performance warrants and so long as he himself wishes.

Freshman students are granted "Honors-at-Entrance" by the University on the basis of high school grade point average and Scholastic Aptitude Test scores. For the freshman and sophomore years, the honors scholars must enroll each term in one of the Studies in the Liberal Arts seminars. The specific list of these seminars may be found in the Class Schedule and Advisement Manual. The selected seminar is to be scheduled as a regular part of the student’s academic load. Students who have not been granted "Honors-at-Entrance" may be considered for participation in the honors program upon application and recommendation of faculty members.

At the close of the sophomore year, those students who have demonstrated superior ability to pursue independent study will be invited to participate in the University Scholars program during their junior year. The University Scholar may pursue an academic study project of his own design, under the supervision of a faculty member.

Those juniors who have shown exceptional promise as scholars and who desire to pursue in the senior year an independent project may be accepted as Coolidge Otis Chapman Scholars. Completion of this project is marked by the production of a thesis or other creative work related to their study.

In addition, the honors scholar is encouraged to participate in a variety of other programs designed to reinforce his academic education: the semester abroad, theatre, opera and symphony; and involvement in community affairs.

**LIVING-LEARNING PROGRAM**

Francis L. Cousens, Director

The Living-Learning concept at the University of Puget Sound is designed to promote personalized, residential, tutorial, and experimental experiences in education. At present, we offer Language House activities and an interdisciplinary program at Harrington Hall. The Language Houses, four in number with each stressing a particular language as the means of communication, encourage the participants to study foreign languages by related linguistic groups; one house, for example, concentrates on Germanic languages, and another on Romance languages. Films, plays, multi-lingual conversations, ethnic cooking, seminars, and excursions are inherent parts of the over-all program. The interdisciplinary thrust of the Harrington Hall experiment brings students with diverse intellectual interests and backgrounds together in a context intended to stimulate a search for ways of integrating the various subjects studied at the university. A streamlined but fairly representative list of important books drawn from the sciences and the humanities provides an initial focus for the seminars, lectures, and discussions that characterize the program. Also shaping the activities at Harrington Hall will be a continuing analysis of traditional instruction along with a conscientious attempt to project reasonable alternatives for education in a swiftly changing and increasingly aware world.
Physical Education, Health, and Recreation

Donald A. Duncan, Chairman
Janice Drake, Secretary
Jean Orfano, Secretary

PHYSICAL EDUCATION

Professor Bond; Associate Professor Duncan (Chairman); Assistant Professors Ryan, Wallrof, Zech; Instructors Peyton, Schaltz, McDonell, Price; Lecturers Bloom, Bare, Cross, Dippery

The department offers a bachelor's degree in Physical Education on the secondary level for men and women.

The activity courses in Physical Education are designed to help the student develop an appreciation of the values of physical and recreational activities, and to help him acquire skills which will motivate him to keep active in order to live a healthy, happy life.

Activity courses may be taken Pass-Fail or for a letter grade.

Courses not listed under Men's or Women's courses may be found under Co-educational courses.

BACHELOR OF ARTS IN PHYSICAL EDUCATION

A major in Physical Education for men and women must include the following courses, plus the courses specified immediately following this list:

Biology 101, 221, 222; Physical Education 105, 126, 365, 371, 372, 375, 421, 461, 472.

105—Personal Health and First Aid
Credit, 1 unit.

126—Methods of Teaching Individual and Dual Sports
Credit, 1 unit.

365—Health and Physical Education in the Elementary School
Credit, 1 unit. Prerequisite: Educ. 201 or Junior standing.

371—Methods of Teaching Rhythms
Credit, ½ unit.

372—Physical Education in the Secondary School
Credit, 1 unit.

375—Health Education in the Secondary School
Credit, ½ unit.

421—Kinesiology
Credit, 1 unit. Prerequisite, Biology 221, 222. (See O.T. 421.)

461—Physiology of Exercise
Credit, 1 unit. Prerequisite, Biology 221, 222. Includes theory and methods of training and conditioning.

472—Tests and Measurements in Physical Education
Credit, ½ unit.

In addition to the requirements listed above, the following courses are required of Physical Education majors:

For men:

121—Theory and Methods of Teaching Tumbling and Gymnastics
Credit, 1 unit.

123—Methods of Teaching Team Sports
Credit, 1 unit.

331—Methods of Coaching and Officiating Football and Track
Credit, 1 unit.

332—Methods of Coaching and Officiating Basketball and Baseball
Credit, 1 unit.

For women:

251, 252—Basic Skills
Credit, 1 unit each term. These courses are designed to give the student opportunity to become proficient in the sport and swimming skills required for competent teaching of Physical Education.

349—Administration and Teaching of Aquatics
Credit, 1 unit. This course leads to a Water Safety Instructor's certificate (WSI) and is open to qualified Freshmen who have had Senior Lifesaving.

351—Methods of Teaching Sports (Women)
Credit, 1 unit. Prerequisites, Courses 251, 252, or a written and practical test showing proficiency in field hockey, soccer or speedball, basketball, volleyball, and softball.

RECOMMENDED ELECTIVES

The following additional courses are recommended especially for those students working toward a major or a minor equivalent in Physical Education: Occupational Therapy 111; Physical Education 84, 222, 227, 302, 349, 385, 386, 437.

84—Lifesaving
Credit, ¼ unit.

222—Group Techniques
Credit, 1 unit.

227—Treatment and Prevention of Athletic Injuries
Credit, 1 unit. Athletic injuries, their cause and treatment.

302—Nutrition
See Home Economics 302.
349—Administration and Teaching of Aquatics
Credit, 1 unit. This course leads to a Water Safety Instructor’s certificate (WSI) and is open to qualified Freshmen who have had Senior Lifesaving.

385—Introduction to Community Recreation
Credit, 1 unit. An insight into recreation and leisure in our society. The role of the Federal, State, County, and Local government in the recreation movement. The evaluation and discussion of recreation as a social force.

386—Recreation Leadership and Program Planning
Credit, 1 unit. The principles and methodology of recreational leadership. An over-view of recreation programs and program planning guides.

437—Psychology of Coaching Athletics
Credit, 1 unit. Includes organization of intramurals.

**ACTIVITY COURSES FOR MEN**

1—First-Year Gym Activity
This course is intended to introduce the student to a range of activities with both immediate and continued recreational interest and physical value.

2—Swimming Activity
A swimming course designed to improve skills in four basic strokes—crawl, back crawl, sidestroke and breaststroke. Includes the fundamentals of water polo and basic water safety skills.

3—Second-Year Gym Activity
A continuation of Course 1, allowing the student to improve his abilities in recreational activities.

5—Scuba Diving
(See Co-educational Activity Courses).

14—Restricted Physical Education Activity
Prescribed and restricted activity for students for whom the health examination shows need of precaution in exercise.

21 to 29—Intercollegiate Sports Program
Participation in an intercollegiate sport throughout its entire season by a member of a varsity team who is eligible to participate in athletics under the regulations of the University may be substituted for a term of Physical Education.

21—Varsity Football
22—Varsity Baseball
23—Varsity Basketball
24—Varsity Track
25—Varsity Skiing
26—Varsity Golf
27—Varsity Swimming
28—Varsity Tennis
29—Varsity Wrestling

84—Lifesaving
(See Co-educational Activity Courses).

**ACTIVITY COURSES FOR WOMEN**

These courses are designed to encourage each woman’s understanding of her physical potential, the maintenance and intelligent use of her physical faculties, and an opportunity to develop skills which will contribute to living a well-balanced life.

3—Weight Training and Conditioning for Women
51—Body Mechanics and Conditioning
53—Field Hockey and Volleyball (Beginning)
54—Field Hockey and Volleyball (Intermediate)
56—Basketball and Softball
59—Basketball, Women’s Varsity
76—Gymnastics, Beginning
CO-EDUCATIONAL ACTIVITY COURSES

5—Scuba Diving
14—Restricted Physical Education
25—Skiing, Varsity
61—Tennis and Badminton, Beginning
62—Tennis and Badminton, Intermediate
63—Tennis, Advanced
66—Archery, Beginning
71—Folk Dance
72—Contemporary Dance
81—Swimming, Beginning
82—Swimming, Intermediate
83—Swimming, Advanced and Swimming Conditioning
84—Lifesaving
85—Synchronized Swimming
86—Alpine Hiking and Backpacking
87—Basic Climbing
90—Fencing
91—Bowling, Beginning
92—Bowling, Advanced
93—Golf, Beginning
94—Golf, Intermediate
95—Riding, Beginning
96—Riding, Intermediate
97—Ice Skating, Beginning
98—Ice Skating, Advanced
99—Skiing

PUBLIC ADMINISTRATION

Assistant Professors Baarima, Gardner (Director)

The over-all purpose of the program is threefold:

First, the program will enable students in Public Administration with a career interest in governmental service to major in courses which deal with the practical problems of administration in government. These courses will support and enhance courses currently offered in the social science areas. The public administration program stresses the importance of an interdisciplinary approach in education.

Second, the program will allow non-public administration majors in the liberal arts and sciences to take courses which will give them an opportunity to gain some general administrative awareness before going into public service or public service oriented careers. For example, business and economics majors may wish to take some selected public administration courses so that they may obtain added insight in the public sector.

Third, the public administration program will emphasize in-service and pre-service training and career opportunities for governmental employees. This added emphasis will include the development of special courses, the adaptation of courses offered in the curriculum, and off-campus instruction.

The public administration courses are oriented toward applied social science and problem solving rather than basic theory and research. However, the over-all degree program is interdisciplinary in nature—it includes courses currently offered in political science, business administration, history, sociology, economics, and black studies.

Requirements: Each student who wishes to major in public administration will be required to complete the six core courses, three courses in an area of specialization and one advanced course (P.A. 493, 494, 593, or 594) for a total of 10 units. The program offers three areas of concen-
ulation—general administration, social problems, and economics. Other areas, such as governmental
accounting, may be added on demand. Public administration majors will be encouraged to take
additional courses in the other fields of specialization or from a list of courses recommended by
their advisers.

300—Planning in the Public Sector
Credit, 1 unit.
An evaluation of the basic concepts of planning theory and how these concepts relate to the prac-
tical problems faced by the public administrator. Emphasis on case situations and discussion.

301—Governmental Budgeting
Credit, 1 unit.
An analysis of the problems of developing a budget in a governmental organization. Special em-
phasis will be on the techniques of budget prep-

302—Quantitative Decision-making in Public
Administration
Credit, 1 unit.

303—The Administration of Grant-in-Aid
Programs
Credit, 1 unit.
A review of city, state and national governmental
relationships as they have emerged through grant-
in-aid programming. Problems confronted by ad-
ministrators who must deal with large and com-
plex programs such as urban renewal, model cities,

306—The Administration of Community
Action Programs
Credit, 1 unit.
An examination of the problems an administrator
must face when planning, organizing and funding

programs that deal with solving basic community
problems. Case examples such as establishing a
community mental health program.

307—Lobbying and Public Relations in
Government
Credit, 1 unit.
An overview of how a representative of a private
or public interest might effectively present his
program to decision makers in the public sector.
A case and discussion course.

**STUDY ABROAD PROGRAM**
Dr. Leroy Ostansky, Director;
Dr. Warren Tomlinson, Overseas Coordinator

In recognition of the growing intercultural ex-
change required for a modern education, the Uni-
versity of Puget Sound offers a study program in
overseas centers at Rome, Vienna, Breukelen (Hol-
land), and Rennes (France). A center is also being
contemplated in Spain.

In these study locations, the University of Puget
Sound offers courses in Humanities, Science, and
Language. Thus the program is significantly differ-
ent from language-oriented programs in which the
primary objective is mastery of the foreign lan-
guage. Students receive a substantial general edu-

In addition to these general programs, the Uni-
versity of Puget Sound offers an international busi-
ess program at the Netherlands School of Business
in Breukelen. In this program, the student spends one
year (normally the junior year) studying the culture,
commerce and economic systems of the European
community. Language study is also required.

Finally, under a wide variety of individual study
opportunities, the University of Puget Sound is
able to offer credit for study at several European uni-
versities. These arrangements are made individ-
ually.

With this wide variety of opportunities, the
University of Puget Sound feels that it offers a sub-
stantial preparation in intercultural studies. This
program has been "imported" to the UPS campus
and made a part of the on-campus educational ex-
perience.

**URBAN STUDIES**
Daniel Kelleher, Director
Doris Mason, Secretary
Professor Kelleher (Director); Associate
Professor T. Hansen; Assistant Professor Vialle;
Instructors Baker, Ford (Director, Black
Studies), Smith; Lecturers Barnes, Smith, Heman

The Urban Studies program at the University
of Puget Sound is an inter-disciplinary approach
to the problems facing our urban society. We feel
that the answers to the urban crisis will come
from an integrated approach using all fields of
expertise and involving citizens in all walks of
life. Therefore, the program at UPS operates
through special courses developed within existing
academic departments and integrated through the
urban studies staff.

Since urban studies is a problem-oriented field
of study, the emphasis is on knowledge in action.
In all phases of the program, the student is en-
couraged to work within various community ac-
tion programs in order to gain firsthand experi-
ence with the actual problems covered in his
campus studies. In the junior or senior year the
urban studies major engages in an internship
program involving a year's placement in a com-
munity development project combined with a
seminar and coursework on campus. The intern-
ship is designed to act as a laboratory experience
by tying together the various academic courses the
student has taken in the course of his program.

The Black Studies program at the University
of Puget Sound is incorporated into the ethnic
studies component of Urban Studies. Black Studies
offers a diversity of courses spanning several
areas of culture as it attempts to instill pride,
clarify identity and examine the history and her-
itage of Afro-Americans. All facets of the program
are geared toward a critical understanding of
Blackamerican culture as it relates to other cul-
tures in American society.

Within the urban studies degree program, the
student can choose among emphases in: a) social
change, b) public policy formulation and admin-
istration, c) ethnic studies, and d) human growth
and education. The urban studies staff works with
other University faculty and students to develop
programs within the community in the urban
problems areas of health, housing, employment,
choose, with the help of his advisor, six additional courses within his chosen field of interest from this list, plus four other electives from among the other fields of emphasis. Two additional units of credit will be granted for the internship experience. There are no language or other special requirements for an Urban Studies major other than the general educational requirements of the University.

PREPARATION FOR PROFESSIONS AND PROFESSIONAL SCHOOLS

DENTISTRY

Dental schools require at least two years of pre-dental studies including most of the mathematics and science requirements needed by pre-medical students. However, students are advised to spend three and in many cases four years in pre-dental work before entering dental school. This makes it possible for students to secure a firm foundation in the sciences as well as a broad cultural background. Specific information can be obtained from the Pre-medical-Predental Advisement Committee.

The Dental Aptitude Test is required by all leading dental schools for admission. This test is given at the University of Puget Sound semi-annually. To gain admission into a dental school, a student should be prepared to offer a strong over-all college performance, good score in the Dental Aptitude Test, and the recommendations of instructors involved in his pre-dental preparation.

LAW

Admission into all law schools is based on ability to read, speak and write effectively. Although no particular major subject is prescribed, political science, history or economics are frequently chosen. One is expected to know something of American politics and business life and
also to have some understanding of Anglo-American constitutional history. A broad knowledge of literature and philosophy is also desired.

Because law schools do not generally prescribe specific prelaw programs, the University of Puget Sound provides prelaw advisors. They will help plan programs of study that will be most effective for individual purposes.

**MEDICAL TECHNOLOGY**

The University of Puget Sound has an affiliation with Tacoma General Hospital and another with St. John's Hospital at Longview, Washington. A course of study at the University and with these Schools of Medical Technology leads to the Bachelor of Science degree in Medical Technology. The programs at these affiliations are very similar; therefore, a student preparing to be a medical technologist must complete three years (27 units) of work in the basic sciences and arts at the University. Following this he is eligible for 12 consecutive months of technical training and practical experience in an accredited hospital program of Medical Technology. During this training, the student is registered with the University and will receive academic credit and will be responsible for the University fees. After completion of four years, the student receives a degree of Bachelor of Science in Medical Technology. He is also eligible to take the examination conducted by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists for certification as an MT.

A small monthly stipend is attached to the fourth year studies at both affiliations and a scholarship for Southwestern Washington students can sometimes be secured for the third year program at St. John's Hospital.

Minimum requirements for admission for technical training are:

1. **Biological Sciences: 5 units**
   - (1) One full year (2 units) lecture and laboratory course in general biology or zoology.
   - (2) Recommended: Anatomy and Physiology.
   - (3) Remaining courses may be in bacteriology, embryology, histology, genetics, or mycology.

2. **Chemistry: 5 units**
   - (1) One full year (2 units) general college chemistry.
   - (2) The remaining units may include courses which require prerequisites no higher than general chemistry.

3. **Mathematics: 1 unit**
   - General college mathematics.

4. **Recommended Electives:**
   - (1) Electives, as for any professional career, should include a broad general education in English, Social Studies, Arts and Humanities.
   - (2) Advanced mathematics, statistics and computer science, biochemistry, physics and typing will also prove helpful.

**MEDICINE**

Medical schools have varied admission requirements. A student who has a specific school in mind should become acquainted with its requirements. This information is available through the Premedical-Predental Advisement Committee. In most medical schools, however, preference is given to applicants who not only meet stated requirements but also have a Bachelor's degree. Those who are able to enter medical school with less than four years of preparation are academically exceptional candidates.

A well balanced program in the liberal arts and sciences with major emphasis in biology and chemistry prepares a student for entrance into any medical school. The professional schools do not stipulate that the major must be in any given field, but most premedical students have elected biology or chemistry. Applicants with majors in other fields may also qualify if they have the required courses in chemistry and biology as well. In addition to the required training in fields of science, it is an advantage to have a broad background in literature and other humanities and the social sciences.

Admission to medical school is usually based on strong grades in the areas of premedical preparation as well as overall academic strength, high performance on the Medical College Aptitude Test, and the recommendation of undergraduate instructors.

**COLLEGE OF MEDICAL EDUCATION**

A continuing education program for physicians, nurses, paramedical personnel and teachers, is completely staffed and instructed by physicians from the Puget Sound area. Credit is available in selected courses designed to keep the professional aware of the current trends in medicine.

**SPEECH PATHOLOGY AND AUDIOLOGY**

Students who plan a career in speech and hearing disorders should plan to complete the M.A. degree and earn clinical certification by the American Speech and Hearing Association. Undergraduate preparation should include all units offered in speech science, speech correction and hearing, winterim courses in this area, and a strong background in psychology and biological sciences such as human anatomy and genetics. Study in special education and statistics should be included.

Speech pathologists and audiologists practice primarily in public school programs or in clinical settings. Students who plan to serve in the public schools should include all requirements for appropriate certification. Those who plan to teach children who are profoundly hard of hearing should pursue a similar undergraduate program and must include qualification as a classroom teacher before entering graduate study. Since programs vary extensively according to individual goals, the student should work closely with his advisor.

**COLLEGE AND UNIVERSITY TEACHING**

Teaching positions in institutions of higher learning do not usually require a teaching certificate, but the Master's degree in the subject is generally considered minimum preparation. Superior students who have developed a deep interest in a subject are urged to continue their study to the Master's and Doctor's degrees. A limited number of graduate assistantships are available at UPS for Master's degree candidates.

**THEOLOGY**

Students who desire to follow a vocation as educational assistant in a Christian church should
THE UNIVERSITY COMMUNITY

CAMPUS LIFE

■ CAMPUS LIFE
■ STUDENT SERVICES
■ STUDENT ACTIVITIES

The University desires to reaffirm its belief and policy that all students, faculty, and staff should have equal opportunity for all University services based on necessary qualifications and regulations, and that no such opportunity for admission, financial aid, participation in activities, employment, or membership in University organizations should ever be denied on the basis of race, color, creed, ancestry, or national origin. Evidence of any such discrimination should be reported to University officials for appropriate action.

The University of Puget Sound endorses in principle the "Joint Statement on Rights and Freedoms of Students" (as approved by Association of American Colleges, American Association of University Professors, National Association of Women's Deans, and Counselors, United States National Student Association). The University's Student Conduct Code is on file in the Dean of Student's office. We believe that our academic institution exists for the transmission of knowledge, the pursuit of truth, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to teach and freedom to learn are inseparable facts of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the community. Students should exercise their freedom with responsibility and an awareness of the expectations of the University.

Academic freedom does not include a license to disregard the rights and safety of others.

We believe that our students are both citizens and members of the academic community. As citizens, students should enjoy the same freedom of speech, peaceful assembly, and the right of petition that other citizens enjoy and, as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership.

The disciplinary powers of the University will not be used to duplicate the function of civil authorities. However, if the student's actions are simultaneously detrimental to his own health or to the health, welfare or general well-being of the University community, the University may exercise its disciplinary authority in accordance with the procedures set forth in the Student Handbook.

TRAFFIC REGULATIONS

Regulations pertaining to campus parking and the use of automobiles by students are published by the Traffic Section of the Plant Department and may be obtained from the Traffic Office, South Hall.

All students should learn the traffic regulations which apply to pedestrian as well as to automobile traffic.

STUDENT SERVICES

The University offers a full range of services to students that are Counseling in nature. These services are coordinated through the Dean of Students. Students' questions or concerns about their personal, social or educational welfare may be directed to these offices.

The special concerns of minority students may be directed to the Assistant to the Dean for Minority Students.

LIVING ACCOMMODATIONS

All freshman and sophomore students who do not live with their families in Tacoma or in the home of Tacoma relatives are expected to live on campus. Room reservations should be made for the academic year with the Dean of Men or Dean of Placement Services

The University of Puget Sound provides placement services to assist undergraduates, graduates and alumni in evaluating career possibilities, determining career objectives and seeking career employment. Special provision is made for teacher-placement services.

Employment counseling, interview opportunities and facilities, publications and information about occupations and employers, personal placement files and information related to current job opportunities represent typical placement services available to students. Personnel directors from school districts and representatives of local and national industries, business and government agencies visit the campus annually in search of permanent employees.

The placement directors and staff are available by appointment to provide assistance in the preparation of resumes and counseling to satisfy individual employment requirements.
Women after a student has been accepted for admission and has received resident hall reservation cards from the Office of Admissions. An advance deposit of $50 is held by the University as a reservation and damage and performance deposit, and is returnable only after having checked out of the room and having left it in satisfactory condition. Since reservations are made on a first come first served basis, students are advised to return the reservation cards immediately to be assured campus housing.

Each residence hall is furnished in a similar manner. Lounges, recreation areas and laundry facilities are available in each unit. Every student is provided with a chest of drawers, study desk and chair, drapes, sheets and a pillowcase. Students should provide blankets, pillow, towels, study lamp and personal items. Electric blankets are permissible.

All meals for campus residents are served on campus in the Student Union Dining Hall or in the Union Avenue Housing Complex. Charges for room and board are listed under "Rates for Residence Halls".

Several living-learning opportunities are available in University housing. Interested students should direct their inquiries to the Office of Admissions.

An Assistant Dean is located in Anderson-Langdon Hall during the day to assist students in the development of hall programs.

HEALTH SERVICES

The University of Puget Sound maintains health services with three physicians and two nurses available during regular clinic hours in the Student Center. Physicians are available during morning hours. They provide treatment on campus without charge. Arrangements for emergency care other than during clinic hours should be made through the school nurse.

Campus injury insurance is covered by the General Fee for all full time students. Optional additional insurance is described on page 13 under "other term fees." Students are urged to consider this coverage if other family insurance does not cover them sufficiently.

Psychiatric consultation and treatment is available on a partial payment basis.
All entering students must have had a recent physical examination. The Office of Admissions provides the proper forms for recording physical examinations.

COUNSELING SERVICES

The Counseling Center and its staff respond to the vocational as well as personal needs of the University community. The Center emphasizes a developmental rather than a remedial role. The developmental programs are aimed at students who, whether feeling emotional distress or just wanting personal growth, would like experience in becoming more effective in their human relationships. The staff will help develop a positive yet realistic self image assisting students in the choosing of a career goal, dealing with emotional problems which are impairing their lives, or learning how to satisfy their needs through a more meaningful style of life. The form this function will take will be varied: small groups are frequently available; testing and individual therapy are adjunctive services provided for those whose emotional or vocational concerns require more individualized attention. Educational workshops are offered as well.

The Counseling Center is located on the second floor of the Student Center.

The Assistant to Dean of Students for Minorities provides services for minority students. His function is to assist minority students in adjustment to the main stream of campus life.

Academic counseling is provided by professors assigned to students as advisors. Academic problems are handled through the Dean of Students Office.

STUDENT ACTIVITIES

STUDENT ORGANIZATIONS

The ASSOCIATED STUDENT BODY, the organization of all University of Puget Sound students, has general direction over intramural sports, student publications, debate and oratorical contests, musical, literary, social activities, a guest lecture series and campus films. Governing is exercised mainly through a representative body known as the Central Board, whose delegates represent housing groups and non-resident campus organizations.

ASSOCIATED WOMEN STUDENTS, the organization of all women students, cultivates scholastic, service and cultural aims among women students. AWS sponsors many campus activities including the Freshmen-Faculty Reception, Parents’ Weekend, a Tolo Dance and the Spring Awards Banquet.

ARNOLD AIR SOCIETY is a professional honorary service organization open to selected Air Force Reserve Officer Training Corps Cadets.

ANGEL FLIGHT is a coed auxiliary of the Arnold Air Society that promotes the interest of AFROTC on campus.

BLACK STUDENT UNION, an organization of Black students attending the University, attempts to help fashion a unified program for academic, cultural and moral advancement on campus.

CHINOOK CLUB sponsors a program of hiking, climbing, skiing, snowshoeing and camping.

CHIPS is the coed spirit club whose members represent each living group on campus. Through participation and cooperation with the Rally Staff, Chips promote school spirit at games and other activities pertaining to school sports events.

CHOPPERS is a selective men's organization established to assist in promoting game attendance and to help publicize and plan half-time activities.

DENOMINATIONAL STUDENT MOVEMENTS are Canterbury Club, Christian Science Group, Jewish Student Association, Lutheran Student Association, Methodist Student Movement, Methodist Kappa Phi, and Newman Club.

INTERNATIONAL CLUB provides an opportunity for cross-cultural friendships and understandings. Membership includes many of our students from abroad as well as American students.

KAPPA PHI, a national club, open to any women of Methodist preference, attempts to unite women in friendship, service and a common search for spiritual values.

LETTERMEN’S CLUB, comprised of men who have won varsity letters in intercollegiate athletics, attempts to increase athletic participation and school spirit.

MORTAR BOARD is a national senior women’s service honorary for those who have shown Qualities of leadership, scholarship, service, and womanly character.

MU SIGMA DELTA is the UPS scholastic honorary. Organized in 1929, the society consists of upperclassmen, graduate students, faculty members, and alumni who have shown high academic excellence.

PEOPLE TO PEOPLE, through its UPS chapter, promotes an international association whose aim is the encouragement of international understanding and friendship.

SAILING CLUB is open to any fulltime student interested in sailing and yacht racing.

SILVER SEALS, the women’s synchronized swimming group, sponsors tryouts in the fall, and an annual show in the spring.

SPIRES, composed of sophomore women who earned a 3.5 grade point average as freshmen, is guided by Mortar Board.

SPLINTERS is a selective freshman women’s spirit club, working in cooperation with Chips.

SPURS is the national sophomore women’s service honorary whose members are selected for their participation in campus activities, dependability, scholarship, and ability to fulfill the goals of service and support of University traditions.

WOMEN’S RECREATION ASSOCIATION, open to all active undergraduate women at the University, promotes and coordinates women’s sports events and other activities.

DEPARTMENTAL CLUBS AND HONORARIES

ALPHA KAPPA PSI, limited to male students, is a professional fraternity in commerce and economics.

AMERICAN CHEMICAL SOCIETY is a professional organization which promotes and encour-
ages interest in chemistry. Activities include a series of field trips, lectures, and films, culminating with the ACS regional convention.

DELTA PHI DELTA is a national society for art students.

DER DEUTSCHE VEREIN is an organization of German language students interested in the literature, culture, and life of the German people. Speakers, movies, and group-sponsored programs are included in the year's activities.

GEOLOGY CLUB promotes interest in geology and its application to various fields. Programs, including lectures and movies, are designed to be of interest to non-majors as well as majors.

HOME ECONOMICS CLUB is the UPS chapter of the Washington Association of Home Economics, and is open to anyone interested in this field.

LE CIRCLE FRANCAIS promotes an interest in the French language and culture. Meetings are held once a week at a French table. Slides or lectures are presented once a month.

OCCUPATIONAL THERAPY CLUB gives the students the opportunity to become acquainted with community organizations, to give service, and to promote interest in new developments in the profession.

PHI BETA is a professional society for women in speech and music.

PI GAMMA MU is a national social science fraternity for senior students who have done superior work in that field.

PI KAPPA DELTA is a national society for intercollegiate debaters and orators.

PI PHI NU is a local society for home economics majors.

PHI CHI THETA is a professional sorority in commerce and economics limited to women students.

PHI SIGMA is a national honorary biological society.

SIGMA ALPHA IOTA is a national music sorority.

SOCIETY OF PHYSICS STUDENTS sponsors seminars with speakers or films, field trips to industrial firms, etc. Members receive one or more professional journals.

UNIVERSITY EDUCATION ASSOCIATION is a national organization open to all students interested in teaching.

PERFORMING ARTS

THE ADELPHEAN CONCERT CHOIR—This 40-voice choir is one of the University's outstanding musical organizations. In 1973, they plan to make their fourth European concert tour. The Adelphians also appear on radio and television and record for RCA Victor.

ARTIST AND LECTURE SERIES—A student organized program, the purpose of the Artist and Lecture series is to present to the college community, and the community at large, programs which will enlighten, educate and entertain. Artists and Lecturers are responsible for the presentation of the following programs: Public Affairs Forum, Campus Film Review, Friday-at-Four, Academic Lectures Series, and Artist Entertainment.

KITTEDGE ART GALLERY—Each month of the year the art department sponsors an art show of exhibits by of noteworthy national, regional or local artists representing a wide variety of art media.

CHORAL SOCIETY—This large chorus is composed of both University singers and singers from the community. In addition to the annual presentation of the Christmas portion of the "Messiah," the Society prepares two concerts each season.

FORENSICS—An extensive program of intercollegiate competition is available to all students interested in forensics. The University also hosts and directs annually two high school and three intercollegiate speech events.

UNIVERSITY BAND—In addition to presenting their annual fall and spring concerts, the University Band highlights halftime entertainment at athletic events.

UNIVERSITY MADRIGAL SINGERS—A group of twelve mixed voices, Madrigals specialize in the performance of 16th and 17th-century vocal music.

UNIVERSITY PLAYERS—This student organization participates in productions of the Department of Speech. The production schedule includes four plays chosen from the modern and classical repertory.

TACOMA SYMPHONY—Musicians from the University and community participate jointly in the Tacoma Symphony Orchestra to present five concerts each season.

SOCIAL FRATERNITIES AND SORORITIES

The eight fraternities and seven sororities on campus are chapters of national organizations, with membership by invitation. The fraternities are Beta Theta Pi, Kappa Sigma, Phi Delta Theta, Phi Gamma Delta, Sigma Alpha Epsilon, Sigma Chi, Sigma Nu and Theta Chi. The Interfraternity Council is the governing body for the fraternal system and coordinates all group activities.

The sororities are Alpha Phi, Chi Omega, Delta Delta Delta, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, and Pi Beta Phi. To promote inter-sorority cooperation the sororities at the University are members of a group known as the Panhellenic Association.

INTERCOLLEGIATE ATHLETICS

The University engages in athletic competition with other colleges and universities in the sports of football, basketball, baseball, track, tennis, golf, skiing, swimming and wrestling.

The University is a member of the National Collegiate Athletic Association, observes its regulations, and participates in NCAA sponsored events.

Intercollegiate sports clubs are active in soccer, crew and sailing.

A complete intramural program of athletics operates throughout the year.

STUDENT PUBLICATIONS

THE "TRAIL" is the weekly student newspaper.

THE "TAMANAWAS" is the student yearbook.

THE "LOGGER LEDGER" is the annual student handbook.
ELIGIBILITY FOR ACTIVITIES

A. To represent the University of Puget Sound in any student activity, a student must:

1. Be registered in the University as a fulltime student except as approved in Section C.

2. For intercollegiate athletics a student must, in addition, be in good academic standing (cumulative GPA of 2.00 or higher), and must be making normal progress to a degree (pass at least seven units during preceding calendar year or three units during preceding term).

B. Eligibility procedures are as follows:

1. Eligibility of members of teams or groups must be checked at the beginning of each activity season. Those having charge of any activity must submit a list of participants to the Office of Dean of Students immediately after the first turnout of any activity; except that the eligibility of students participating on intercollegiate teams should be forwarded to the Faculty Athletic Representative for review.

2. Activities in which students compete with other student bodies or represent the University off campus, are under jurisdiction of the Dean of Students.

3. The faculty director of an extra-mural activity which involves off campus travel should submit to the Dean of Students, at a reasonable time prior to the undertaking of the trip, the following information: (1) date, (2) place, (3) number and names of students to participate, (4) financial arrangements, (5) method of transportation.

C. Part-time students may take part in musical organizations, dramatic productions, or other activities of an academic character which do not involve intercollegiate competition.

D. In order to be eligible to represent the University of Puget Sound in any intercollegiate sport, a student must comply with National Collegiate Athletic Association rules as well as the University’s requirements.
REGISTER

- Officers of the Corporation
- Administrative Officers and Assistants
- Faculty

OFFICERS OF THE CORPORATION

NORTON CLAPP .......Chairman of the Board
GERRIT VANDER ENDE ......Vice Chairman
GERRIT VANDER ENDE ......Treasurer
A. E. SAUNDERS ..........Assistant Treasurer
MERTON ELLIOTT ............Secretary
JAMES PAULSON ..........Assistant Secretary

BOARD OF TRUSTEES

Term Expires in 1972
Brown, Richard C. (1966)
Clapp, Norton (1932)
Dolliver, James (1969)
Jewett, Mrs. George F. Jr. (1959)
Penrose, Nathaniel S., Jr. (1971)
Petersen, James W. (1960)
Prichard, Llewelyn (1971)
Saunders, A. E. (1965)
Shaub, Roe E. (1946)
Shotwell, J. Donald (1947)
Sparks, Bishop W. Maynard (1969)
Strobel, Mrs. R. B. (1969)

Term Expires in 1973
Ehlichman, Ben B. (1957)
Ernst, Dr. J. Henry (1961)
Holzinger, Charles M. (1967)
Hoover, Dr. Lon (1967)
Meadowcroft, W. H. (1959)
Paulson, James (1970)
Strong, Dr. Troy M. (1969)
Swanson, Charles (1970)
Tenzler, Herman E. (1955)
Vander Ende, Gerrit P. (1953)
Wallerich, Peter (1970)
Wyatt, Lowry (1970)

Term Expires in 1974
Brown, Harry L. (1919)
Cook, Dr. Raymond E. (1913)
Cowles, Alfred E. (1971)
Elliott, Merton (1964)
Fabulich, Jack (1968)
Hanawalt, Dr. Paul B. (1934)
Thompson, Dr. R. Franklin (1942)
Tuell, Dr. Jack M. (1961)
Wasson, Richard K. (1955)
Wilborg, James H. (1967)
Wilbert, Mrs. R. William (1971)

HONORARY TRUSTEES
Kalten, G. E. (1944)
Landon, L. Evert (1965)
Schiff, Mrs. Helen Harrington (1957)

( ) Date joined the Board

EXECUTIVE COMMITTEE
Norton Clapp, Gerrit P. Vander Ende, A. E. Saunders, Merton Elliott, Donald A. Jaenick, W. H. Meadowcroft, J. Henry Ernst, James Paulson, Charles Holzinger, R. Franklin Thompson; Chairman, Faculty Senate (non-voting); President, Associated Students (non-voting).

ADMINISTRATIVE OFFICERS AND ASSISTANTS

Office of the President
R. Franklin Thompson ............President
A.B., A.M., B.D., Ph.D., L.L.D.,
L.H.D., P.S.D., D.H.

Richard Dale Smith, A.B. . . . . . . . Vice President
and Assistant to the President

Lloyd Stuckey, A.B. ............Vice President and
and Dean of the University
John T. English, B.A., M.A. . . . . . . Vice President
and Dean of Students

Maureen Biber ...... . . . . . . . . . . Secretary
Lois Carlson ..................Assistant Secretary

Office of the Dean of the University
J. Maxson Reeves, A.B., M.A., Ed.D. . . . . Dean of
the University
E. Delmar Gibbs, Ph.D. ............Assistant Dean
Gene B. Davies ..................Secretary
Mildred Ness, A.B. ............Secretary

Educational Officers—University Center
James M. Greenhalgh, A.B. ........ . Fort Lewis
William King, A.B., M.Ed. ........ McCord Air
Force Base
Rose Sowa ............. . Madigan Hospital

Library Staff
Desmond Taylor, A.B., M.S. . . . . Library Director
Raimund E. Matthies, A.B., M.S. . . . . Technical
Services Librarian
Bradley F. Millard ............Reference Librarian
A.B., M.L.S.
Daniel Bischof ............Public Services Librarian
B.A., M.L.S.
Myrtle Carlson ............Bookkeeper/Order Clerk
Laila Sporich ............Binding Clerk
Becky Duncan ............Secretary/A/V Coordinator
Mildred Fawcett ..........Typist/Receptionist
Elin Graston ............Technical Services Clerk
John Jensen ............Circulation Clerk
Rosa Novakova .......... Inter-library Loan Clerk
Patricia Patjens .......... Technical Services Clerk
Marion Race .......... Technical Services Clerk
Margaret Rice .......... Head Circulation Clerk
Clarice Rogers .......... Technical Services Clerk
Lillian Tanaka .......... Filing Clerk
Berdie Kulla .......... Documents Clerk
Marlys Byer .......... Bibliographic Clerk
Nancy Lunsman .......... Cataloging Clerk

Office of the Vice President and Assistant to the President
Richard Dale Smith, A.B., Ph.D. .. Vice President and Assistant to the President
Ila Jane Mills .......... Secretary to the Vice President

Admissions:
Edward P. Bowman, B.A. .. Director of Admissions
Mary Curran, B.A. .......... Associate Director of Admissions
Dorothy Greenwood .......... Assistant Director of Admissions
Dorothy H. Morris, B.A., M.Ed. .. Foreign Student Advisor
George H. Mills, B.S. .......... Admissions Counselor
Maybelle Blau .......... Secretary-Recruitmentist
Mary Connors .......... Admissions Secretary
Marva Mountjoy, B.A. .......... Admissions Secretary

Alumni Affairs:
Roy E. Kimbel, B.A. .......... Alumni Director
Anita Baisinger, A.B. .......... Secretary
Marion Fillinger .......... Records Secretary

Financial Aid:
Lewis E. Dibble, B.A., M.B.A. .......... Director of Financial Aid
Clara Mae Dibble .......... Secretary to Director of Financial Aid
Geraldine Carlson, B.A. .......... Clerk
Cereta Fredrickson .......... Clerk
Andrea M. Huss .......... Stenographer

Intercollegiate Athletics and Fieldhouse:
Douglas McArthur .......... Athletic Director
James Harney, B.S. .......... Fieldhouse and Stadium Manager
Jean Orfanos .......... Secretary
Jessie Richardson .......... Secretary

Placement Services:
Robert W. Denomy, B.S., M.B.A. .......... Placement Director
Ruby J. Bragg .......... Secretary
Gertrude Bilanko .......... Secretary

Office of the Registrar:
Jack A. McGee, B.S., M.A. .......... Registrar
Patsy Kane .......... Registration Supervisor
Evelyn Johnson .......... Receptionist
Olivia Arnason, A.B. .......... Assistant to the Registrar
Marilyn Woods, B.A. .......... Evaluator
Marie Masek .......... Credentials Supervisor
Anna Korslund .......... Recorder
Carrie Wade, B.A. .......... Assistant Recorder
Jill Spencer .......... Secretary to the Registrar
Larry Briggs, B.A. .......... Supervisor Computer Center
W. Paul Alwine, B.A. .......... Assistant Supervisor
Jackie Alban .......... Computer Operator
Karen Davis .......... Keypunch Operator

Office of the Vice President and Bursar
Lloyd Stuckey, A.B. .......... Vice President and Bursar
Clark W. Hillier .......... Business Manager
James A. Smith, B.S., M.B.A. .......... Controller
Richard J. Walsh, Jr., A.B. .......... Director of University Publications and Printing
Vivien Tabor .......... Secretary to the Vice President and Bursar
Jean Springer, B.A. .......... Budget Control Clerk
Doris Sage .......... Secretary to the Business Manager
Elizabeth Turner .......... Secretary to the Controller

Accounting, Disbursing and Credit:
Ella Algeo .......... Assistant Controller
Judith Oliver .......... Accountant
Roberta Cochenette .......... Accounting Machine Operator
Edith Farmer .......... Disbursing Agent
Bert Fisher .......... Accounting Assistant
Shirley Lockard .......... Cashier
Ruth McVay .......... Head Cashier
Joan Taft .......... Cashier
Myrtle Temple .......... Payroll Assistant

Plant:
Eugene Elliott .......... Plant Superintendent
Shelby Scherer .......... Plant Assistant
Jacqueline Loyer .......... Plant Secretary
Jane Becker .......... Inventory Clerk
Ellsworth Paulsen .......... Buildings Maintenance Foreman

Purchasing:
Iline Hitt .......... Purchasing Agent
Mitsi Tanaka .......... Secretary

Residence Halls:
Lawrence J. Nelson .......... Director of Housing
Betty L. Tonellato .......... Secretary
Zac M. Dunn .......... Maintenance Foreman

Student Center and Special Events:
Richard Grimwood .......... Director

Food Service:
Richard Grimwood .......... Director of Food Service

Bookstore:
Patrick Heade .......... Manager
Margaret Fields .......... Bookkeeper
Mickey McMahon .......... Popular Books
Vivian Kay .......... Text Books
Ora Smith .......... Cashier

Fieldhouse and Stadium:
James Harney, B.E. .......... Manager

Copy/Duplicating Center:
Virginia Whannell .......... Manager
Lucy Hill .......... Assistant Manager
Kathy Harstad .......... Addressograph and Mailing
Loyda Thomas .......... Offset Operator

Swimming Pool:
Donald Duncan, A.B., M.S. .......... Manager

Office of the Vice President and Dean of Students:
John T. English, B.A., M.A. .......... Vice President and Dean of Students
Betty Bosting ...................... Secretary
Kathleen M. Kegel, B.A., M.A. . Assistant Dean
Mary Curran, B.A. ................. Dean of Women
Ramon Payne, B.A., M.A. ........ Dean of Men
Dessel Hamilton ................. Coordinator of Women's Counseling
Robert L. Botley, B.A. ....... Assistant to the Dean for Minority Students
Florence Wilson ................. Secretary

Counseling Center:
Jerry M. Eppler, Ph.D. ........... Director
Sheila R. Kohnle, Ph.D. ........... Associate Director

Health Services:
Robert C. Johnson, M.D. .......... Medical Advisor
G. W. C. Bischoff, M.D. Associate Medical Advisor
Ada A. Van Dooren, M.D. ....... Associate Medical Advisor

Esther Landon, R.N. .......... School Nurse
Sandra Lee Canales, R.N. .......... School Nurse

University Chaplains:
Jerry F. Smith, A.B., B.D.

Office of Public Relations:
Dale Bailey, B.A. . . . . . Director of Public Relations
Edith Bartley ..................... Secretary

Office of Public Information:
Joan Lynott, B.A. ........... Director of Public Information

Grant Development Office:
Dale Bailey, B.A. ............... Director

FACULTY

The faculty of the University of Puget Sound is primarily a teaching faculty. Although the faculty's academic interests are wide and diversified, its goal is straightforward and clear. Its principal purpose is to establish and maintain an atmosphere in which intellectual values and the student's search for his identity take precedence over everything else. Nonetheless, creative research among the faculty is greatly encouraged, as is made plain by the ongoing grants awarded the University by the National Science Foundation, and by recent faculty publications in Literature, Music, and Religion.

The general faculty consists of certain officers of administration and all members of the active teaching faculty.

In the following list of the faculty the names are arranged alphabetically. Dates indicate (1) first connection with the University of Puget Sound; (2) date of receiving present rank:

PRESIDENT
ROBERT FRANKLIN THOMPSON, Ph.D.
(1942; 1942)
President of the University
A.B., Nebraska Wesleyan University, 1930
A.M., B.D., Ph.D. Drew University, 1931, 1934, 1940
L.L.D., Nebraska Wesleyan University, 1947
L.H.D., American University, 1960
P.S.D., University of the Pacific, 1967
D.H., Willamette University, 1967

FACULTY EMERITI
BURTON CURTIS ANDRUS, B.A. in B.A.
(1935; 1957)
Consulting Professor of Business Administration
B.A. in B.A., University of Puget Sound, 1955

OTTO GEORGE BACHIMONT, A.M. (1948; 1953)
Associate Professor of German
A.B., Wartburg College, 1927
A.B., A.M., University of Iowa, 1929, 1930

GERARD BANKS, D.B.A. (1946; 1965)
Vice President
A.B., Centenary College, 1927
A.M., University of Virginia, 1930
D.B.A., Willamette University, 1964

ELLERY CAPEN, M.B.A. (1931; 1953)
Professor of Business Administration and Economics
B.B.A., M.B.A., University of Washington, 1925, 1931

LYLE FORD DRUSHEL, A.M. (1931; 1933)
Dean of Women and Associate Professor of English
A.B., University of Puget Sound, 1912
A.M., New York University, 1936
PHILIP RAYMER FEHLANDT, Ph.D. (1937; 1965)
Professor of Chemistry
A.B., Ripon College, 1922
A.M., Ph.D., University of Wisconsin, 1930, 1934

HELEN McKinney FOSSUM, Ph.D. (1938; 1959)
Professor of Romance Languages
A.B., A.M., University of Kansas, 1918, 1926
Ph.D., University of California, 1936

ARTHUR LESTER FREDERICK, LL.D. (1927; 1960)
Professor, John O. Foster Chair of Religious Education
Ph.B., Lawrence College, 1920
A.M., Northwestern University, 1922
LL.D., University of Puget Sound, 1962

JOHN PATRICK HEINRICK, A.M. (1945; 1967)
Professor of Physical Education
A.B., University of Washington, 1926
A.M., Seattle University, 1952

MARION JUNE MYERS, A.B. (1946; 1964)
Assistant Professor of English
A.B., University of Puget Sound, 1921

ALMA LISSOW ONCLEY, D.S.M. (1960; 1969)
Professor of Music
B.M., M.M., Eastman School of Music, 1931, 1933
D.S.M., Union Theological Seminary, 1963

DOROTHY MAYO PATTERSON, A.M. (1955; 1968)
Associate Professor of Music
A.B., Westminster College, 1914
A.M., University of Puget Sound, 1957

WARREN L. FERRY, A.M. (1927; 1927)
Professor, Librarian
A.B., B.S., University of Washington, 1923, 1927
A.M., University of Illinois, 1935

RAYMOND LEO POWELL, Ph.D. (1936; 1962)
Professor of Education
A.B., Coe College, 1923
A.M., Ph.D., University of Iowa, 1928, 1932

JOHN WILLIAM PRINS, J.D. (1955; 1957)
Consulting Professor of Business Administration

JOHN DICKINSON REGESTER, Ph.D. (1924; 1965)
Dean of the Graduate School and Professor of Philosophy
A.B., Allegheny College, 1920
S.T.B., Ph.D., Boston University, 1922, 1928

RAYMOND SANFORD SEWARD, Ph.D. (1923; 1935)
Professor of Physics
B.S., Pomona College, 1912
A.M., University of California, 1921
Ph.D., Stanford University, 1930

THOMAS GIBSON SINCLAIR, M.B.A. (1959; 1968)
Professor of Business Administration, Director of Wimberly Program
A.B., Yale, 1927
M.B.A., Indiana University, 1959

JAMES RODENBURG SLATER, D.Sci. (1919; 1951)
Professor of Biology
Litt.B., Rutgers College, 1913
A.M., M.Ed., Syracuse University, 1917, 1919
D.Sci., University of Puget Sound, 1954

WARREN EVERETT TOLMINSON, Ph.D. (1933; 1947)
Professor of German and Associate Professor of History
A.B., Carleton College, 1924
Ph.D., University of Berlin, 1933

LYNN LEOA WENTWORTH, A.M. (1947; 1957)
Professor of Art

FACULTY

DONALD EUGENE ACHESON, M.S. (1969; 1969)
Assistant Professor of Science Education
B.S., University of Puget Sound, 1955
M.S., Oregon State University, 1964

ROSA MARIA ACOSTA, D.S.N. (1965; 1968)
Assistant Professor of Spanish
Fed.D., D.S.N., University of Havana, 1939, 1949

ROBERT GRANT ALBERTSON, Ph.D. (1956; 1969)
Professor of Religion, Director of Humanities Division
A.B., Colorado State College of Education, 1947
B.D., Garrett Biblical Institute, 1950
Ph.D., Claremont Graduate School, 1966

GORDON DICK ALCORN, Ph.D. (1946; 1947)
Professor of Biology, Graduate School of Graduate Studies
B.S., University of Puget Sound, 1930
M.S., Ph.D., University of Washington, 1933, 1935

DARLENE WOODS ALLEN, M.Ed. (1965; 1969)
Assistant Professor of Education
A.B., San Jose State College, 1957
M.Ed., University of Arizona, 1965

NORMAN RODERICK ANDERSON, Ph.D. (1949; 1966)
Professor of Geology
B.S., University of Puget Sound, 1946
M.S., University of Washington, 1954
Ph.D., University of Utah, 1965

Associate Professor and Director of Faculty Grants
A.B., University of Puget Sound, 1957

LERoy EARL ANNIS, Ph.D. (1966; 1970)
Associate Professor of English

WILLIAM HENRY BAARSMA, A.M. (1968; 1968)
Assistant Professor of Political Science
A.B., University of Puget Sound, 1964
A.M., The George Washington University, 1966
D.P.A. Cand., The George Washington University

WILLIAM BAFUS, JR., M.S. (1968; 1968)
Assistant Professor of Economics
A.B., Willamette University, 1964
M.S., Purdue University, 1968
Ph.D. Cand., Purdue University

WILBUR HOWARD BAISINGER, Ph.D. (1947; 1962)
Professor of Speech and Drama
A.B., University of Puget Sound, 1941
A.M., Ph.D., Northwestern University, 1947, 1958

Instructor in Urban Studies
A.B., Pacific Lutheran University, 1966

F. CARLTON BALL, A.M. (1968; 1968)
Professor of Art
A.B., A.M., University of Southern California, 1933, 1934

MONIQUE ADRIENNE BARNES, A.M. (1966; 1970)
Assistant Professor of French
Certificat de licent, Paris, France, 1955
A.B., University of Puget Sound, 1969
A.M., University of Washington, 1970

JOHN ARTHUR BARNETT, M.A. (1971; 1971)
Instructor in Art
A.B., Western Washington State College, 1966
M.F.A., University of Washington, 1971

WOLFRED BAUER, Ph.D. (1966; 1968)
Associate Professor of History, Director of Honors Program
A.B., Ph.D., University of Washington, 1951, 1964

BARRY ARNOLD BAUSKA, Ph.D. (1971; 1971)
Assistant Professor of English
A.B., Occidental College, 1966
Ph.D., University of Washington, 1971

Assistant Professor of Education
B.S., M.Ed., University of Illinois, 1961, 1964
Ed.D. Cand., University of Illinois

J. RAYMOND BERRY, A.M. (1964; 1971)
Associate Professor of English
A.B., Michigan State University, 1950
A.M., New York University, 1956

KEITH ORAN BERRY, Ph.D. (1965; 1970)
Associate Professor of Chemistry
A.B., Colorado State College, 1960
Ph.D., Iowa State University, 1966

DANIEL RICHARD BISCHEL, M.L.S. (1967; 1971)
Assistant Professor, Public Service Librarian
A.B., University of Oregon, 1962
M.L.S., Rutgers University, 1967
CRAIG GLENN GUNTER, Ed.D. (1968; 1968)
Associate Professor of Political Science
A.B., University of Illinois, 1943
M.S., University of Wisconsin, 1948, 1957
Ed.D., Washington State University, 1964

Assistant Professor of Spanish
A.B., University of Puget Sound, 1961
M.A., University of Oregon, 1963
Ph.D. Candid., University of California at Riverside

Instructor in Education
A.B., University of Puget Sound, 1962
A.M., New York University, 1969

PHILIP ERNEST HAGER, Ph.D. (1957; 1968)
Professor of English
A.B., A.M., Ph.D., University of Washington, 1939, 1946, 1958

HOMER HOWELL HAMNER, Ph.D. (1955; 1963)
E. L. BLAINE Professor of Economic History
A.B., J.D., A.M., Ph.D., University of Southern California, 1938, 1941, 1947, 1949

Associate Professor of Music

JANIS TIM HANSEN, Ph.D. (1968; 1968)
Associate Professor of English and Urban Studies
A.B., Whitman College, 1956
A.M., University of Washington, 1960
Ph.D., University of Oregon, 1965

Assistant Professor of Aerospace Studies
B.S., University of Oregon, 1959
M.B.A., University of Alabama, 1967

THEODORE LESTER HARRIS, Ph.D. (1968; 1968)
Professor of Education
Ph.B., A.M., Ph.D., University of Chicago, 1931, 1938, 1941

ERNST FRANKLIN HARRISON, DBA (1970; 1970)
Associate Professor of Business Administration and Economics

RICHARD BENJAMIN HARTLEY, Ph.D. (1964; 1967)
Professor of Psychology
B.S., Lewis and Clark College, 1950
A.M., Ph.D., University of Denver, 1952, 1954

PAUL HARRY HEPPE, Ph.D. (1960; 1969)
Professor of Political Science
A.B., A.M., Ph.D., University of Wisconsin, 1939, 1948, 1956

EDWARD JAMES HERBERT, Ph.D. (1966; 1970)
Associate Professor of Biology
A.B., Cornell College, 1955
M.S., State University of Iowa, 1959
Ph.D., Southern Illinois University, 1966

ILONA HERLINGER, M.M. (1959; 1965)
Assistant Professor of Music
A.B., Michigan State University, 1955
M.M., University of Michigan, 1956

ROBERT ALEXANDER HERSCHBACH, A.M. (1971; 1971)
Assistant Professor of German
A.B., Yale University, 1967
M.A., University of Massachusetts, 1969
Ph.D. Candid., University of Massachusetts

RENATE ROSE MARIE HODGES, A.M. (1965; 1968)
Assistant Professor of German
A.B., University of Strasbourg, 1950
B.Ed., University of Puget Sound, 1965
A.M., University of Oregon, 1971

JUNE C. HOFSTEAD, M.S. (1969; 1969)
Assistant Professor of Occupational Therapy
B.S., Trenton State College, 1942
M.S., Syracuse University, 1947

Associate Professor of Political Science
A.B., A.M., Central Washington State College, 1959, 1963
D.Ed., University of Oregon, 1969

MILTON HOYT, Ed.D. (1965; 1971)
Professor of Education
B.S., M.S., University of Utah, 1948, 1953
Ed.D., University of Colorado, 1967

ROBERT LELAND JACOBSEN, Ph.D. (1970; 1970)
Assistant Professor of Mathematics
A.B., Carleton College, 1961
A.M., Ph.D., Cornell University, 1966, 1968

A. F. JOHN JANDALI, Ph.D. (1971; 1971)
Associate Professor of Political Science
A.B., American University of Beirut, 1952
A.M., Ph.D., University of Wisconsin, 1954, 1956

Associate Professor of Education

DAVID NORMAN KAISERMAN, M.S. (1968; 1968)
Associate Professor of Music
B.S., M.S., Juilliard School of Music, 1959, 1960
D.M.A. Candid., University of Iowa

ERNST LEONARD KARLSTROM, Ph.D. (1961; 1967)
Professor of Biology
A.B., Augustana College, 1949
M.S., University of Washington, 1952
Ph.D., University of California, 1956

DANIEL KELLEHER, Ph.D. (1969; 1969)
Professor and Director of Urban Studies
B.S., M.S., Ph.D., University of Washington, 1933, 1957, 1960

JOHN GERARD KLEYN, Ph.D. (1965; 1966)
Associate Professor of Biology
B.S., Yale University, 1948
Ph.D., Cornell University, 1951

GEORGIA CLAUDINE KRATZBERG, M.H.E. (1964; 1966)
Assistant Professor of Home Economics
B.S., Wheaton College, 1955
M.H.E., Oregon State University, 1963

EVALYN DILLOW KRETSCHMAR, A.M. (1968; 1968)
Instructor in English

K. KRISHNAN KSHAPAKARAN, B.Sc. (1971; 1971)
Instructor in Occupational Therapy
O.T. Diploma, O.T. School, Nagpur, India, 1960
B.Sc., S.N. College, Quilon, India, 1957

Professor of Education, Coordinator of Teacher Placement
Ed.D., University of Washington, 1965

Assistant Professor of Religion
A.B., Duke University, 1965
A.M., Ph.D., Claremont Graduate School, 1967, 1970

JOHN TOLLET LANTZ, A.M. (1946; 1967)
Professor of Mathematics
B.S., University of Puget Sound, 1946
A.M., University of Washington, 1955

Professor of Education
B.S., Kansas City Teachers College, 1935
A.M., Northwestern University, 1941
Ed.D., University of Washington, 1966

LILIAN MING-TSE LI, A.M. (1971; 1971)
Assistant Professor of History
A.B., Radcliffe College, 1964
A.M., Harvard University, 1965
Ph.D. Candid., Harvard University

ERIC WALTER LINGREN, Ph.D. (1971; 1971)
Assistant Professor of Biology
Ph.D., University of North Carolina, 1971

WALTER EDWARD LOWRIE, A.M. (1960; 1968)
Associate Professor of History
A.B., University of Puget Sound, 1958
A.M., University of Washington, 1960
Ph.D. Candid., Syracuse University

101
Vice President, Dean of the University
A.B., A.M., New York State College for Teachers,
Albany, 1942, 1947
Ed.D., University of Buffalo, 1955

HARRIET DIGGS RICHMOND, M.Ed. (1964; 1967)
Assistant Professor of Occupational Therapy
B.S. in Ed., O.T. Diploma, University of Pennsylvania,
1945, 1946
O.T.R., 1946
M.Ed., University of Puget Sound, 1967

Assistant Professor of Music

JOHN WILLIAM ROBINSON, Ph.D. (1971; 1971)
Assistant Professor of Education
B.S., Oregon College of Education, 1953
M.S., Ph.D., University of Oregon, 1958, 1970

JAMES BRUCE RODGERS, Ph.D. (1952; 1955)
Professor of Music, Director of School of Music
B.M., M.M., Eastman School of Music, 1942, 1947
Ph.D., University of California in Los Angeles, 1954

RAMON L. ROUSSIN, Ph.D. (1971; 1971)
Assistant Professor of Education
A.B., A.M. Michigan State University, 1964, 1966
Ph.D., University of Iowa, 1971

JAMES OLIVER ROY, M.S. (1969; 1969)
Assistant Professor of Education
B.S., Wisconsin State University, 1964
M.S., Stout State University, 1967
Ph.D., Washington State University

ROBERT WILLIAM RYAN, B.Ed. (1965; 1967)
Assistant Professor of Physical Education

FLORENCE JONES SANDLER, Ph.D. (1970; 1970)
Associate Professor of English
A.B., A.M., University of Canterbury, 1958, 1960
Ph.D., University of California at Berkeley, 1966

Instructor in Art
A.B., University of Massachusetts, 1967
A.M., University of Indiana, 1970

DONALD OTTO SCHREIWEIS, Ph.D. (1971; 1971)
Assistant Professor of Biology
A.B., M.S., University of Puget Sound, 1963, 1966
Ph.D., Washington State University, 1971

Instructor in Physical Education
A.B., University of Puget Sound, 1968

EARL STRIKER SCOTT, A.M. (1965; 1968)
Assistant Professor of Philosophy
A.B., Middlebury College, 1962
A.M., New York University, 1965
EDWARD SEFERIAN, M.S. (1959; 1969)
Professor of Music
B.S., M.S., Juilliard School of Music, 1957, 1958

RICHARD LEE SETTLE, J.D. (1968; 1968)
Assistant Professor of Sociology
A.B., J.D., University of Washington, 1964, 1967

WILBUR THOMAS SIMS, M.S. (1963; 1966)
Associate Professor of Mathematics
B.S., M.S., Montana State College, 1952, 1956

FREDERICK WATFORD SLEE, Ph.D. (1966; 1971)
Associate Professor of Physics
B.S., M.S., Ph.D., University of Washington, 1959, 1960, 1966

JEFFREY LEE SMITH, B.D. 1966; 1969)
Assistant Professor of Religion
A.B., University of Puget Sound, 1962
B.D., Drew University, 1965

KENNETH RAY SMITH, JR., B.D. (1971; 1971)
Instructor in Urban Studies-Humanities
A.B., Elizabethtown College, 1965
B.D., Yale Divinity School, 1968

RICHARD DALE SMITH, Ped.D. (1938; 1965)
Vice President, Assistant to the President
A.B., University of Puget Sound, 1936
Ped.D., University of the Pacific, 1961

ROBERT ISAAC SNELL, Ph.D. (1968; 1968)
Assistant Professor of Mathematics
B.S., Northern Michigan University, 1959
M.S., University of Michigan, 1960
Ph.D., University of Colorado, 1968

BARTLETT WALLACE SOLI, A.B. (1971; 1971)
Assistant Professor of Cooperative Education
A.B., University of Puget Sound, 1969

EILEEN SPOONS SOLIE, M.S.T. (1967; 1968)
Instructor in Biology
A.B., M.S.T., University of Puget Sound, 1965, 1967

Assistant Professor of Speech and Drama
A.B., Grinnell College, 1964
A.M., University of South Dakota, 1965
Ph.D. Cand., Florida State University

THEODORE RICHARD STERLING, Ph.D.
(1964, 1967)
Associate Professor of Psychology
A.B., Washburn University, 1951
A.M., University of Kansas, 1956
Ph.D., University of Denver, 1958

KENNETH DAVID STEVENS, Ph.D. (1971; 1971)
Assistant Professor of Art
B.S., Harvey Mudd College, 1961
M.F.A., University of Puget Sound, 1971
Ph.D., University of Washington, 1966
JOYCE McINTYRE WARD, A.M. (1963; 1967)  
Associate Professor of Occupational Therapy,  
Director of School of Occupational Therapy  
A.B., Wellesley College, 1941  
O.T. Certificate, University of Pennsylvania, 1952  
O.T.R., 1952  
A.M., University of Southern California, 1957  
GARY RAY WELLS, Ph.D. (1971; 1971)  
Assistant Professor of Business Administration  
B.S., Idaho State University, 1960  
M.S., Brigham Young University, 1961  
Ph.D., University of Utah, 1971  
DONALD CONRAD ZECH, M.S. (1968; 1968)  
Assistant Professor of Physical Education  
B.S., University of Puget Sound, 1960  
A.M., University of Southern California, 1964  

VISITING TEACHERS, LECTURERS, AND GRADUATE ASSISTANTS  
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MICHAEL D. ANDERSON, Ph.D.; Religion  
THOMAS BARDEEN, A.M.; English  
NANCY JANE BARE, A.B.; Physical Education  
FREDDIE L. BARNES, M.S.W.; Black Studies  
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EVELYN L. BLOOM; Physical Education  
JAY CALDER, A.B.; Art Graduate Assistant  
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WILMA W. DIPPERY; Physical Education  
SUSAN ESTES, A.M.; Speech  
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HOWARD FERGUSON, A.M.; Speech  
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EVELYN HARDIN, A.B.; Education  
CHARLES HEATLEY, A.B.; Home Economics  
ANITA HELLE, A.B.; English Graduate Assistant  
LINDA R. HIBBARD, A.M.; Education  
BARBARA HOLME, A.M.; Education  
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BURTON JOYCE, A.M.; Sociology  
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PHILIP W. KLINDT, Ph.D.; Russian  
ROSE LAMKEN, A.M.; Art  
ELIZABETH L. LATHROP, A.B.; Education Graduate Assistant  
ELSIE LUETTGEN, A.M.; Spanish  
CLAIRE C. LYON, A.B.; Education Graduate Assistant  
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PAUL L. MARGELLI, M.M.; Music  
DAVID E. MILLER, A.B.; Business Administration  
BARBARA NIGHTINGALE, A.B.; History Graduate Assistant  
SEIICHI NIWA; Japanese  
NANCY J. PARSONS, B.S.; Biology Graduate Assistant  
DOROTHY PATTON, B.S.; Biology Graduate Assistant  
RONALD D. PERRY, A.M.; History  
PAMELA P. PETRICH, A.B.; English Graduate Assistant  
LARRY L. POOLER, B.S.; Mathematics  
JAMES REID, A.B.; English Graduate Assistant  
THOMAS REYNOLDS, A.B.; Education  
DOROTHY RICKARD; Music  
MICHAEL RIPKA, B.S.; Biology Graduate Assistant  
RICHARD ROSENTHAL, A.M.; Religion  
JOHN SCHOEN, B.S.; Biology Graduate Assistant  
PATRICIA SIAS, A.M.; Art  
PHILIP SMITH, A.B.; Art Graduate Assistant
WILLIAM C. SMITHERMAN, A.B.; Black Studies  
J. DAVID SOLTMAN, A.B.; Urban Studies  
Graduate Assistant  
CHARLES SUMMERS, A.B.; Speech  
ROBERT SWARTZ, B.S.; Biology Graduate Assistant  
RICHARD THOREEN, A.B.; Art Graduate Assistant  
THELMA TURBITT, M.S.; Education  
WILLIAM VOGLER, A.B.; Art Graduate Assistant  
WILLIAM WADE, A.B.; Business Administration  
AUDREY N. WALKER; Occupational Therapy  
RODNEY E. WALKER, A.B.; Business Administration  
ALAN B. WILKIE, M.M.; Music  
ANN WILLIAMS, A.B.; Home Economics  
ROBERT H. WORKMAN, A.M.; History

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St. John's School of Medical Technology  
Longview, Washington

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P. G. AVALON; Educational Coordinator  
MERRITT D. MOON, M.D.; Clinical Professor, Pathologist  
ELSA OSITIS, D.M.D.; Chief Technologist

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JAMES BILLINGSLEY, M.D.; Clinical Professor
W. BEN BLACKETT, M.D.; Clinical Professor
LAWRENCE N. BRIGHAM, M.D.; Clinical Professor
KURT BRAWAND, M.D.; Clinical Professor
RUSSELL Q. COLLEY, M.D.; Clinical Professor
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TERRENCE FROMONG, Ph.D.
Director, Social Sciences Division
FRED HARRIS, Ph.D.; Clinical Professor
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ROBERT JOHNSON, M.D.; Clinical Professor
JAMES D. LAMBING, A.B., M.D.; Clinical Professor
MARCEL MALDEN, M.D.; Clinical Professor, Committee Chairman
FRANK PETERSON, A.B., Th.D.
Sociology Department
WENDELL G. PETERSON, B.S., M.D.; Clinical Professor
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J. MAXSON REEVES, Ed.D.
Dean of the University
DUMONT S. STAATZ, B.S., M.D.; Clinical Professor
H. C. THULINE, B.S., M.D.; Clinical Professor

OCCUPATIONAL THERAPY AFFILIATES
Washington-Oregon Area

Dr. H. T. Buckner's Rehab. Center, Seattle
Dept. of Labor and Industries
MRS. MARGARET ANDERSON, OTR

Children's Orthopedic Hospital, Seattle
MRS. JO ANNE BRYAN, OTR

Eastern State Hospital, Medical Lake
MISS ALICE KENNEDY, OTR

Good Samaritan Hospital, Puyallup
MRS. SANDRA OLSEN, OTR

Holladay Center, Portland
MRS. LOIS WALSH, OTR

Harbor View General Hospital, Seattle
MISS KAREN HASTI, OTR

Lake Washington Special Ed. Center, Kirkland
MRS. FREDINE LEONARD

Mary Bridge Children's Hospital, Tacoma
MISS BONNIE SCULL. OTR
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**ADVANCED STANDING APPLICATION FOR ADMISSION - UNIVERSITY OF PUGET SOUND**

(PLEASE TYPE OR PRINT WITH INK)

Fall _____ WINTERIM (January only) _____ SPRING _____ SUMMER _____ 19 _____
Will be full-time student _____ part-time _____ late afternoon and evening _____ University Center _____

<table>
<thead>
<tr>
<th>Legal Name</th>
<th>Miss ☐ Mrs. ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. ☐ (Last)</td>
<td>(First) (Middle)</td>
</tr>
</tbody>
</table>

Present Mailing Address ________________________________ Phone ________________________________

Home Address ________________________________ Phone ________________________________

Place of Birth ________________________________ Date of Birth ________________________________ Citizen of ________________________________

Ethnic origin (optional): Caucasian ☐ Black Afro-American ☐ Native American ☐ Chicano ☐ Oriental ☐ Other (specify) ________________________________

Single ☐ Married ☐ Divorced ☐ No. of Children ________________________________

Veteran: Vietnam ☐ Korean ☐ Other ☐ Date of Enlistment ________________________________ Date of Discharge ________________________________

Height ______ Weight ______ Are you physically sound? ______ If not, describe your health condition on separate sheet and attach.

Name and address of legal guardian (if other than father)

Father’s Name ________________________________ Mother’s Name ________________________________

Address ________________________________ Address ________________________________

Occupation ________________________________ Occupation ________________________________

Is he living? ______ If deceased, when ________________________________

Is she living? ______ If deceased, when ________________________________

Colleges or Universities attended and degrees received:

Father ________________________________

Mother ________________________________ If Mother attended UPS, under what name ________________________________

Last high school attended

Name ________________________________ City ________________________________ State ________________________________ Zip ________________________________

Last grade completed ________________________________ Date of graduation ________________________________

---

List of all colleges attended since high school: (Failure to comply will be considered serious breach of honor)

<table>
<thead>
<tr>
<th>NAME OF COLLEGE</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>From (date)</th>
<th>To (date)</th>
<th>Degree Received</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

If you have previously attended UPS indicate: Day (date) Evening (date) Univ. Center (date)

Examinations completed: S.A.T. ☐ G.E.D. ☐ C.L.E.P. ☐ G.R.E. ☐ A.T.G.S.B. ☐ Other ________________

List significant work experiences:

Present Employer ________________________________ Firm ________________________________ City ________________________________ How long employed? ________________________________

What major course do you expect to follow at UPS? (First choice) ________________________________ (Second choice) ________________________________

Do you plan to complete requirements for degree at UPS? Baccalaureate ________________________________ Masters ________________________________

Working for first certificate ________________________________ 5th year ________________________________

If you are planning to teach indicate: Elementary ________________________________ Secondary ________________________________ Have you had teaching experience? (subject) ________________________________

How do you plan to finance your college costs? ________________________________

DATE ________________________________ SIGNATURE ________________________________

RETURN TO: Director of Admissions, University of Puget Sound, 1500 North Warner, Tacoma, Washington 98416

AC 206 789-3521 EXT. 211
**FRESHMAN APPLICATION FOR ADMISSION - UNIVERSITY OF PUGET SOUND**

**SECTION ONE: PERSONAL INFORMATION**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Application to:</td>
<td>DIRECTOR OF ADMISSIONS UNIVERSITY OF PUGET SOUND 1500 NORTH WARNER TACOMA, WASH. 98416</td>
</tr>
<tr>
<td>1b. For admission to (indicate term and year)</td>
<td>Fall □ Spring □ Winterim □ Summer □ 19 □</td>
</tr>
<tr>
<td>2. Legal name Mr. □ (Last) Mrs. □ (First) (Middle)</td>
<td>3. Maiden name</td>
</tr>
<tr>
<td>4a. Mailing address (Street and Number) (City) (State) (Zip)</td>
<td>5. Phone (include area code)</td>
</tr>
<tr>
<td>5b. Phone (include area code)</td>
<td>6. Phone (include area code)</td>
</tr>
<tr>
<td>6a. Permanent address if different (Street and Number) (City) (State) (Zip)</td>
<td>7. Place of birth (City) (State) (County)</td>
</tr>
<tr>
<td>8. Date of Birth</td>
<td>9. Child of deceased veteran? □ No □</td>
</tr>
<tr>
<td>10. Single □ Married □ Divorced □ Widowed □</td>
<td>11. Number of children if married □</td>
</tr>
<tr>
<td>14a. If not U.S. citizen, what nation? □</td>
<td>14b. Type of visa □</td>
</tr>
<tr>
<td>15a. Military veteran? □ No □</td>
<td>15b. Months of active duty □</td>
</tr>
<tr>
<td>16. Height Weight □</td>
<td>16a. Religious preference □</td>
</tr>
<tr>
<td>17a. Mathematical preference □</td>
<td>17b. Member? □</td>
</tr>
<tr>
<td>18a. Number of brothers □ □</td>
<td>18b. Number of sisters □ □</td>
</tr>
<tr>
<td>19. Ethnic origin: American Indian □ Asian American □ Black Afro-American □ Caucasian □ Chicano □ Other □</td>
<td></td>
</tr>
<tr>
<td>20. Have you attended the institution to which you are now applying? □</td>
<td>21. Do you plan to attend □ No □</td>
</tr>
<tr>
<td>22a. Your high school</td>
<td>22b. Address and Zip</td>
</tr>
<tr>
<td>23a. If you are not a high school graduate and do not intend to graduate, indicate highest grade completed and last year of attendance: Grade □ Year □</td>
<td>23b. GED tests taken? □ No □</td>
</tr>
<tr>
<td>24. List names of all other high schools, special schools, and colleges with dates of attendance (no exceptions) (School or college) (City) (State) (Dates: From □ To □) (Diploma or degrees, if any)</td>
<td></td>
</tr>
<tr>
<td>25. If presently enrolled in high school, list your senior year courses</td>
<td>26. Do you plan Graduation from a four-year college? □</td>
</tr>
<tr>
<td>1. □ 2. □ 3. □ 4. □ 5. □ 6. □</td>
<td>27a. Your intended major area of study □</td>
</tr>
<tr>
<td>27b. If undecided, what area interests you most? □</td>
<td>28. What future career interests you most? □</td>
</tr>
<tr>
<td>29a. Name of legal guardian if other than father</td>
<td>29b. Address (Street and number) (City) (State) (Zip)</td>
</tr>
<tr>
<td>30a. Father's name</td>
<td>31a. Mother's name</td>
</tr>
<tr>
<td>30b. Father's address (Street and number)</td>
<td>31b. Maiden name</td>
</tr>
<tr>
<td>30c. (City) (State) (Zip)</td>
<td>31c. Mother's address if different (Street and number)</td>
</tr>
<tr>
<td>30d. Colleges attended by father (Years) (Degrees)</td>
<td>31d. (City) (State) (Zip)</td>
</tr>
<tr>
<td>31e. Colleges attended by mother (Years) (Degrees)</td>
<td>31f. Mother's employer and occupation</td>
</tr>
<tr>
<td>30f. If deceased, when?</td>
<td>31g. If deceased, when?</td>
</tr>
</tbody>
</table>
32. List your significant school and community activities, and honors and awards

33. How do you plan to finance your education?

34a. Do you plan to apply for financial aid from this institution? Yes □ No □
34b. Washington residents: Do you plan to apply for a state grant? Yes □ No □

35. Have you applied or will you apply for residence hall accommodations? Yes □ No □

36. Describe any special circumstances which you believe should be considered in connection with this application. (Attach additional page if necessary.)

I understand that failure to submit complete transcripts from all schools and colleges I have attended may result in the denial of this application or my subsequent dismissal from college. I certify that to the best of my knowledge all statements I have made in this application are complete and true.

Name of applicant (print) ___________________________ Signature of applicant ___________________________ Date ___________________________

After completing Section One, leave this entire application with your school counselor or principal who will complete Section Two and forward the entire form to the admissions office at the University of Puget Sound.

SECTION TWO: School Evaluation

IMPORTANT NOTE TO HIGH SCHOOL OFFICIAL
Please complete the following in every case and forward to the University of Puget Sound, Tacoma, Wash. 98416. Please include an official transcript.

| will be □ | certificate □ |
| This will certify that the student named above was □ graduated ____________________________________________ with |
| was not □ | Month | Year |
| He/she has an average grade point of ... and ranks ____________________ in a class of ______________. Class average __________________________ |
| Class rank and grade-point average above are based on grades 9...10...11...12 (Fall) 12 (Spring) __________ |
| Grading system __________________________. Lowest passing grade______________________This school is accredited □ unaccredited □ |

Name and address of applicant’s high school ___________________________ Signature of principal or other authorized person ___________________________

Candidate’s academic ability, initiative, and motivation

<table>
<thead>
<tr>
<th>Academic ability</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative and motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>a. CEEB PSAT—NMSQT V.___ M.___ Date______________ Please attach a page with personal recommendation</td>
<td></td>
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</tr>
<tr>
<td>b. CEEB SAT V.___ M.___ Date______________</td>
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</tr>
</tbody>
</table>

Counselor’s or principal’s prediction

I predict that at the University of Puget Sound this candidate will be a superior □ above average □ average □ below average □ student; will succeed only by unusual effort □; will not succeed □.

(Date) ___________________________ (Signature) ___________________________ (Title) ___________________________