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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 759-3521 (area code 206).

Admissions Information . . Director of Admissions
Alumni Relations . . . Director of Alumni Affairs
Annuities and Gifts . . . President-Chancellor
Catalogs for General
Distribution . . . . . Director of Admissions
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/University Relations . . . . Director
Room Reservations and
Residence Hall Housing . . . . Director
School of Business and
Public Administration . . . . 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
is located in the residential area of Tacoma (population 154,000) and occupies 37 Tudor-Structures conveniently spaced over the campus of 72 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—Administration  
2. McIntyre Hall  
3. Howarth Hall  
4. Ceramics Building  
5. Kittredge Hall  
6. Student Center  
7. Todd Hall  
8. Register Hall  
9. Seward Hall  
10. Personnel Office  
11. Plant and Maintenance Office  
12. South Hall  
13. Memorial Fieldhouse  
14. Wallace Pool  
15. Women’s Gym  
16. Baker Stadium  
17. Athletic Fields  
18. Burns Diamond  
19. Tennis Courts  
20. Group Housing  
21. Thompson Science Complex  
22. President’s Residence  
23. Kilworth Chapel  
24. Collins Library  
25. Music Building  
26. Schiff Hall  
27. Harrington Hall  
28. Langdon Hall  
29. Anderson Hall  
30. Tenzler Hall  
31. Smith Hall
## UNIVERSITY CALENDAR

### SUMMER SESSION, 1973

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>Friday, June 15</td>
</tr>
<tr>
<td>Classes begin</td>
<td>Monday, June 18</td>
</tr>
<tr>
<td>Independence Day, Holiday</td>
<td>Wednesday, July 4</td>
</tr>
<tr>
<td>End of First Half-Session</td>
<td>Wednesday, July 18</td>
</tr>
<tr>
<td>Classes Begin, Second</td>
<td></td>
</tr>
<tr>
<td>Half-Session</td>
<td>Thursday, July 19</td>
</tr>
<tr>
<td>Last day of Summer Session</td>
<td>Friday, August 17</td>
</tr>
<tr>
<td>Graduation Convocation</td>
<td>2 p.m.</td>
</tr>
<tr>
<td></td>
<td>Friday, August 17</td>
</tr>
</tbody>
</table>

### FALL TERM, 1973

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence Halls Open</td>
<td>12 noon</td>
</tr>
<tr>
<td>(Advisement) and Registration for Day Classes, Freshman Orientation, Advisement and Registration</td>
<td>Wednesday, Thursday, Friday, September 5, 6, 7</td>
</tr>
<tr>
<td>Classes begin—Day</td>
<td>Monday, September 10</td>
</tr>
<tr>
<td>Registration for Continued Education</td>
<td></td>
</tr>
<tr>
<td>Classes</td>
<td>Monday, September 10, 11</td>
</tr>
<tr>
<td>Continued Education</td>
<td></td>
</tr>
<tr>
<td>Classes begin</td>
<td>Monday, September 10</td>
</tr>
<tr>
<td>Latest date to add or enter a course</td>
<td>Wednesday, September 19</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td></td>
</tr>
<tr>
<td>Begins at 10 p.m.</td>
<td>Tuesday, November 20</td>
</tr>
<tr>
<td>Ends at 8 a.m.</td>
<td>Monday, November 26</td>
</tr>
<tr>
<td>Final Registration for Winterim</td>
<td>Wednesday, November 28</td>
</tr>
<tr>
<td>Examinations</td>
<td>December 17, 18, 19, 20</td>
</tr>
<tr>
<td>Last day of the fall term</td>
<td>Friday, December 21</td>
</tr>
<tr>
<td>Graduation Convocation</td>
<td>2 p.m.</td>
</tr>
<tr>
<td>Residence Halls Close</td>
<td>Friday, December 21</td>
</tr>
<tr>
<td>Close</td>
<td>6:00 p.m.</td>
</tr>
</tbody>
</table>

### WINTERIM, 1974

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence Halls Open</td>
<td>12:00 noon</td>
</tr>
<tr>
<td>Winterim begins</td>
<td>Monday, January 7</td>
</tr>
<tr>
<td>End</td>
<td>Friday, February 1</td>
</tr>
</tbody>
</table>

### SPRING TERM, 1974

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Term begins</td>
<td>Thursday, February 7</td>
</tr>
<tr>
<td>Advisement and Registration for Day Classes</td>
<td>Thursday, February 7, 8</td>
</tr>
<tr>
<td>Classes begin—Day</td>
<td>Monday, February 11</td>
</tr>
<tr>
<td>Registration for Continued Education</td>
<td></td>
</tr>
<tr>
<td>Classes</td>
<td>Monday, Tuesday, February 11, 12</td>
</tr>
<tr>
<td>Continued Education</td>
<td></td>
</tr>
<tr>
<td>Classes begin</td>
<td>Monday, February 11</td>
</tr>
<tr>
<td>Latest date to add or enter a course</td>
<td>Wednesday, February 20</td>
</tr>
<tr>
<td>Holiday, Washington's</td>
<td></td>
</tr>
<tr>
<td>Birthday</td>
<td>Monday, February 18</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>Wednesday, April 3</td>
</tr>
<tr>
<td>Spring Recess begins</td>
<td>Saturday, April 6</td>
</tr>
<tr>
<td>Ends at 8 a.m.</td>
<td>Tuesday, April 16</td>
</tr>
<tr>
<td>Holiday, Memorial Day</td>
<td>Monday, May 27</td>
</tr>
<tr>
<td>Examinations</td>
<td>May 28, 29, 30, 31</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Friday, May 31</td>
</tr>
<tr>
<td>Baccalaureate and Graduation Convocation</td>
<td>Sunday, June 2</td>
</tr>
<tr>
<td></td>
<td>6:00 p.m.</td>
</tr>
</tbody>
</table>

### SUMMER SESSION, 1974

<table>
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<tr>
<td>Residence Halls Close</td>
<td>Friday, August 16</td>
</tr>
<tr>
<td>Close</td>
<td>6:00 p.m.</td>
</tr>
</tbody>
</table>

## 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 and Public Administration, a School of Education, a School of Law, 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 courses. 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. A course of study in law leading to the degree of Juris Doctor is also available.

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.

The University has requested inspection and accreditation for its new School of Law through the American Bar Association.

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 1932 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 38.0 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 2750 full-time students are enrolled on the main campus, representing 49 states and 27 foreign countries.

HISTORY

The Puget Sound University 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 Puget Sound University was a success from the beginning. Building and development posed the bigger problems in the early days of the University's history. In 1897 the University changed from a three to a four-year institution. The presidents of the Puget Sound University were: F. B. Cherington, 1890-1892; Crawford R. Thoburn, 1892-1898; Wilmot Whitfield, January, 1899-1901; Dean Orman C. Palmer, acting president, 1901-1902; and vice-president Charles O. Boyer, acting president, 1902-1903.

When the University faced near financial catastrophe 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. Under the leadership of Dr. Edwin M. Randall the corporation of the Puget Sound University was dissolved and a new corporation formed by the same Methodist Annual Conference and named University of Puget Sound. By formal action the Board of Trustees of the new corporation recognized all the graduates, degrees conferred and the Alumni Association of the Puget Sound University. In 1903, the University moved to a new location at 6th and Sprague and 275 students registered for the fall semester.

Dr. Randall became the first president of the new University serving from 1903 to 1904. Other presidents of the University of Puget Sound until 1913 were: Joseph E. Williams, 1904-1907; Professor Lee L. Benbow, acting president, 1907-1908, and president 1908-1909; Julius C. Zeller, 1909-1913.

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 history.

After years of deliberation and planning, a new site was selected for a permanent campus and May 22, 1923, was Ground-Breaking Day for Jones 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 stimulated 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 poured 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 sight 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 was opened for occupancy in the fall of 1970.

An addition to the Collins Memorial Library, which will triple the size of the facility, is scheduled for construction in 1973.

In June 1973 Dr. Thompson retired from the presidency and assumed the newly established office of Chancellor. Dr. Philip Monford Phibbs, Executive Vice President of Wellesley College, was elected President of the University and took office on June 4, 1973.

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.

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 term (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.)

A person will be denied admission to the University of Puget Sound if, by reason of that person's admission, the University as an institution or any of its employees or students will be obligated to accept any form of supervision of or responsibility for that person other than that generally applicable to students currently enrolled at the University.
ADMISSION TO THE FRESHMAN CLASS

The primary criteria for admission include grade point average, rank in class, scores from an 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.

Admission to the University extends the privilege of registering in courses of instruction only for the term stated in the certificate of admission. The University necessarily reserves the option to refuse extension of this privilege and to reject any initial application.

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 109. 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 389, Princeton, New Jersey 08540. For those applicants who would take the Scholastic Aptitude Test solely for the purpose of this application, scores of the American College Testing Program may be substituted.

Candidates are personally responsible for making their own arrangements to take the SAT or the ACT. Well in advance of the test dates, a copy of the CEEB Bulletin of Information or the ACT Bulletin should be obtained from the high school college counselor or from the proper office of the College Entrance Examination Board or the American College Testing Program. 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.

Students attending high school in the state of Washington and who take the Washington Pre-College Test may use these testing results in lieu of the SAT or ACT.

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 term 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 23 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 and is included in the back of this catalog, page 105.

2. The Dean's Report should be signed by the applicant and mailed to 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 Office of Admissions.

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 Education 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 with the exception of Canadians 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 (ATSB) 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 insure 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.

COMMUNITY SERVICE; ON CAMPUS CLASSES

A student may attend Community Service classes on the university campus in the late afternoon and evening as a non-matriculant by completing the following steps with the Office of Admissions:

1. An Advanced Standing Application for those attending the University for the first time.

   Note: This form must be updated if one or more terms have elapsed since previous attendance at Puget Sound.

2. Statement of honorable dismissal from the last institution attended.

   Registration dates and procedures are specified in the Community Service Bulletin.

A student who wishes to enroll in on campus classes and be a candidate for a degree must apply for admission as a regular matriculant. Credits earned in the late afternoon-evening program normally 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.

Admission for summer school as a non-matriculant requires the completion of an Advanced Standing Application.
Non-matriculant summer session students wishing to continue for fall term 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. An 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 either date.

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.

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 two types of graduate study, degree programs leading to the Master's degree and Juris Doctor, and non-degree studies which may be pursued in the following academic departments. The following degrees are offered:

- Master of Arts (M.A.)
  - Art History
  - Art Education
  - Comparative Literature
  - English
  - History

- Master of Fine Arts (M.F.A.)
  - Ceramics

- Master of Business Administration (M.B.A.)

- Master of Education (M.Ed.)
  - Early Childhood Education
  - Guidance and Counseling
  - Improvement of Instruction
  - Reading
  - School Administration
  - School Librarianship
  - Science Education (Elementary)
  - Secondary Teaching (Special Area)

- Master of Music (M.M.)
  - Applied Music
  - Music Education
  - Theory and Composition
  - Church Music

- Master of Science (M.S.)
  - Chemistry
  - Biology
  - Geophysics
  - Occupational Therapy

- Master of Science Teaching (M.S.T.)

- Juris Doctor (J.D.)
  - Law

For information concerning programs offered, admission requirements, applications procedures and other matters pertaining to graduate study,
except Juris Doctor, refer to the Graduate Studies 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.

Students who wish to apply for admission to the School of Law, Juris Doctor program, should write directly to the University of Puget Sound, School of Law, Admissions Office, 8811 South Tacoma Way, Tacoma, Washington 98499.

ADMISSION CRITERIA

Students who wish to enroll for graduate work of either kind must apply to the Office of Admissions, except students who are applying for admission to the School of Law. An applicant must provide the following credentials:

A. Graduate Work (except School of Law)
1. A Bachelor’s Degree from an accredited college or university.
2. Two official transcripts of all undergraduate and graduate work from accredited universities.
3. Graduate Record Examination scores or their equivalent in other acceptable tests. In Business Administration the Admission Test for Graduate Study in Business (ATGSB) is required.

B. School of Law
A Bachelor’s Degree from an accredited college or university is required for admission. In addition, a candidate must have achieved a satisfactory score on the Law School Admission Test (LSAT).

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 .......................... $2,050
Room and Board .................. 1,000
General Fee ........................ 74
Associated Students Fee .......... 36

Estimated expenses amount to $3,160 for an academic year of nine months. This total does not include expenses such as books, clothing, travel, or the summer vacation. Fees may be higher than the sum specified, if students elect courses for which special instruction or services are necessary. Personal expenses will vary with personal tastes and habits.

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. Appropriately 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.

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**Schedule of Fees and Charges**

**Tuition:**

The tuition rate for full-time students for the academic year 1977-78 is $2,050.00. Tuition will be charged at registration each term (Fall and Spring) in accordance with the following schedule:

- **Full-time student** (three or four units) $1,025.00
- More than four units, per unit 260.00
- **Part-time student** (less than three units) per unit 260.00
- Tuition charges for “fractional-unit” courses will be computed at the “per-unit” rate of 260.00.

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, based on the number of courses for which the student is registered at any one point in time. Courses taken consecutively will not be added to compute the load.

**Winterim Tuition:**

- Full-time academic year student No additional charge
- Full-time one-term student $130.00
- Part-time or Winterim only student 260.00

**Auditor’s Fees:**

- Full unit—Lecture, per course $130.00
- Full unit—Laboratory and Creative Art, per course 260.00
- Fractional unit (Appropriate fraction of “per unit” charge)

A student who is enrolled in three or four full units may audit an 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

Student Insurance:

<table>
<thead>
<tr>
<th>Student</th>
<th>Student and One Only</th>
<th>Student and Two or More Dependents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, Winterim, Spring, thru Summer</td>
<td>$26.00</td>
<td>$66.60</td>
</tr>
<tr>
<td>Winterim, Spring, thru Summer</td>
<td>22.50</td>
<td>57.60</td>
</tr>
<tr>
<td>Summer Only</td>
<td>13.00</td>
<td>33.30</td>
</tr>
</tbody>
</table>

Students may cover their spouse (husband or wife) and dependent children between the ages of 14 days and 19 years.

(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 Educational 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 402) .... 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 . . . $1,000.00
A reservation deposit of $50 applicable to room rent is required each year from all students at the time of making application for a room in the University Housing System. This deposit will not be refundable for cancellations received later than June 1. For further details, refer to "Student Resident Housing Terms and Conditions" currently in effect. A copy may be obtained from the Director of Housing.

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. Refer to the University Community, Campus Life section of the catalog dealing with Living Accommodations.

Residence halls are closed during Christmas vacation. Students who desire to stay over this period may contact the Director of Housing for assistance.

**Refunds and Adjustments**

**Tuition:**
Tuition fees are not refundable 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 may be cancelled and payments on room rent may be refundable on a pro-rata basis. The Director of Housing will make this determination. If the student 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.

**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 scholarship funds are limited, the applicant's financial need, high school record, test scores, and leadership potential are reviewed before these awards are made. Completion of admissions requirements and verification of financial need are the only criteria for granting loans. Recipients of financial aid must be prepared to pay the balance of their account at the time of registration.

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 that 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, test scores and $10 application fee) should be filed with the Office of Admissions. No announcements 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 Parents' 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 submit a SFS. A student is ineligible for consideration as a self-supporting student if (1) the student has been claimed as an exemption for Federal Income Tax purposes by either parent or by any other person (except spouse) for the calendar year(s) in which aid is requested or the calendar year preceding the academic year for which such aid was requested; (2) the student has received or will receive support from one or both of his parents or any other person acting in loco parentis (excluding public agencies) in the calendar year(s) for which aid is requested or the calendar year preceding the academic year for which such aid was requested. Contributions in cash or kind of less than $200 do not constitute support for purposes of this part. (3) the student has resided or will reside with his parents or other persons acting in loco parentis (excluding public agencies) during the calendar year(s) in which aid is requested or during the calendar year preceding the academic year for which aid was requested.

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 for students and should be seriously considered by those without adequate financial resources.

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 DIRECT 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. Application is made by submitting a Parents Confidential Statement or Students Financial Statement.

**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. Application forms are available through the Office of Financial Aids.

**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.

**SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)**

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. Application is made during registration for fall term.

**WASHINGTON STATE NEED GRANTS (WSNG)**—directed toward the needy and disadvantaged student resident of the state of Washington. The University submits nominations to the Washington State Council on Higher Education on the basis of the PCS submitted by the applicants.

**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 Services 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 Services 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.

Winterim courses are designed to give students and faculty an opportunity to experiment in learning methods and in subject matters not conventionally included in regular terms. Since the courses are different from those of the fall and spring terms, there is no opportunity to satisfy University requirements and little opportunity to satisfy departmental requirements.

No Winterim is required explicitly, but the total number of units required for graduation in four years cannot be fulfilled without extra time and tuition unless two to four Winterims are taken.

Flexibility and ingenuity are the essence of the Winterim. If a student is uncertain about any particular Winterim offering he should consult the instructor about the course organization, content, bibliography, and requirements. Courses numbered 115W provide opportunities for independent study on a one-to-one or small-group basis.

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, Environmental Science, Geology, Mathematics, Natural Science, 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 students 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 for each additional unit. Enrollment in "activity" courses in excess of one-half unit per term will be charged for at the 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 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 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 his 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:

The two categories of graduate student are:

Graduate (GR)—A student, possessing a baccalaureate degree, and enrolled in graduate courses for the purpose of accumulating graduate units.

Degree Candidate (DC)—A student who, after being admitted with Graduate standing, applies to and is admitted by the Graduate School into a definite degree program.

Non-matriculants:

Non-matriculant—A non-matriculant student has not applied, and has not been accepted as a candidate for a degree. A non-matriculant must complete a personal data sheet obtained from the Office of Admissions prior to enrollment.

Special—A special student has applied for admission but has not satisfied entrance requirements for regular class standing and is therefore not a candidate for a degree. A special student who wishes regular student status must apply through the Office of Admissions, Room 112, Jones Hall. To receive regular student status and become a candidate for a degree, a special student must have successfully completed a minimum of nine (9) 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 Studies Bulletin.)

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 was 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:

   Group I Literature and the Arts
   Art 105, 106, 107, 423, 424, 425, 426, 427, 428, 429, 430, 431
   English 131, 132, 221, 225, 241, 250, 251, 341, 342, 364, 386, 387, 388, 401, 403, 451, 452, 481, 482, 483
   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


Group II  Philosophy and Religion

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


The course, Humanities 200, may apply to either Group I or Group II.

3. Natural Science: Two units selected from Atmospheric Science, Astronomy, Biology, Chemistry, Environmental Science, 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, and pass-fail participation will not exhaust the student’s one pass-fail option for that term.

B. Grade-point and unit credits:

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.

B. Foreign language:

Foreign language proficiency is demonstrated by course completion or examination.

1. Foreign language proficiency at the 202 level is required for a major in Art, History, English, Geology, Philosophy or Religion.

2. Foreign language proficiency at the 202 level or four units in Research Methodology or other alternative programs as recommended by the departments and approved by the faculty in Social and Behavioral Sciences is required for a major in Economics, History, Political Science, Psychology or Sociology.

3. Foreign language proficiency at the 202 level or four alternative units related to the emphasis within the major is required for a major in Speech and Drama. See the Speech and Drama listings, page 41.

4. Foreign language proficiency at the 201 level is required for a major in Biology or Chemistry.

5. No foreign language is required for a major in Art Education, Business and Public Administration, Elementary Education, Environmental Science, Fine Arts, Mathematics, Music (except majors in voice and vocal pedagogy), Natural Science, Occupational Therapy, Physics or Urban Studies.

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.

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 may be awarded, upon recommendation of the faculty, to those students who have demonstrated exceptional excellence. Ordinarily these honors will be granted to no more than one fourth of a department’s graduates.

17
**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>
<td>Passing</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal Passing</td>
<td>0</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrawal Unofficial</td>
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<tr>
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<tr>
<td>F</td>
<td>Fail</td>
<td>0</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<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 academic course per term on a Pass-Fail basis and may not exceed three in any academic year, nor twelve in the degree. (Except that a student who takes Education 201, which means a mandatory Pass-Fail grade, may elect another P-F course that term but may not exceed three P-F courses in that academic year.) 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 activity on a Pass-Fail basis his option for that term is not thereby 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. 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 "IP" grade was received, unless the student and the instructor agree upon an extension of time. "IP" grades which have not been removed within one year or held in abeyance by a time extension shall remain on the record as an "IP" grade. It is the student's responsibility to arrange an extension of time and to request a grade when the work has been completed.

**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 and notification of the extension is sent to the Office of the Registrar. 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.

**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 to be considered for continued enrollment. After review of the student's record, the committee may permit the student to register for the next session on scholastic probation.
ACADEMIC PROGRAM

College of Arts and Sciences
Division of Behavioral and Social Sciences
- Economics
- History
- Home Economics
- Political Science
- Psychology
- Social Science
- 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 and Public Administration
- Education
- Music
- Occupational Therapy

Special Programs
- Aerospace
- Continuing Education
- Co-operative Education
- Honors
- Living-Learning
- Pacific Rim
- Physical Education
- Public Administration
- Study Abroad Programs
- 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
Doris Marion, Secretary
Kato Sherrard, Secretary
Margaret Wild, Secretary

ECONOMICS

Professor Hamner; Associate Professor Combs (Chairman); Assistant Professor Bafus

MAJOR IN ECONOMICS

The major in Economics provides necessary preparation for a graduate who wishes to work in economic analysis in government and industry.

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, 232, 306, 433 and 434. Philosophy 273 is also recommended.

Students preparing for economic analysis work in business are encouraged to take BA 210 and BA 330 for additional preparation.

Students preparing for economic analysis of governmental problems are encouraged to take P.A. 300 and P.A. 301 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.

241—Environmental Economics
Credit, 1 unit. Analyzes the economic consequences of overpopulation, air pollution, water pollution, waste disposal, exhausting of irreplaceable natural resources, and governmental policies designed to cope with these problems.

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 101, 102. An analysis of selected theories of economic growth as applied to both advanced and underdeveloped economies. Includes an analysis of the environmental consequences of economic growth.

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 disequilibria.

491, 492—Reading and Conference
Credit arranged. Prerequisite, approval of supervising professor. Emphasis on providing the student with in-depth knowledge of specially selected areas or subjects under the academic guidance of a faculty member.

495, 496—Independent Research
Credit arranged. Prerequisite, approval of supervising professor. Independent research in specific areas.

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.

HISTORY

Professor Coulter; Associate Professors Bauer, Lourie (Chairman); Assistant Professors Gadre, Li, D. Smith, 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

101, 102—Survey of Western Civilization
Credit, 1 unit each term. A study of selected topics analyzing man's development during the last six thousand years, with emphasis on his continual quest for order in and meaning to his life.

151—East Asian Civilization in Traditional Times
Credit, 1 unit. 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.

152—East Asian Civilization in Modern Times
Credit, 1 unit. 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.

231—Medieval and Early Modern Britain
Credit, 1 unit. Beginning with medieval England, this course examines the development of English social, economic and political institutions. This study concludes with an analysis of the English revolution of 1640 and 1688.
232—Modern Britain
Credit, 1 unit. This course traces the development of British political, social and economic institutions from the eighteenth to the mid-twentieth century. This study will be centered around the impact of the industrial revolution, the formation of the Welfare state, and the rise and fall of British imperialism.

251—History of the United States
Credit, 1 unit. A survey of American history from the colonial founding to the recent past, with particular attention given to the development of American society and the political reflections of that development.

265—History of the Pacific Slope
Credit, 1 unit. 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.

301, 501—Research Seminar in Historical Method
Credit, 1 unit. Divided into two sections, students may select seminars which emphasize an introduction to the philosophy of history and the history of historical writing; or they may engage in independent research in primary source materials and develop an advanced research paper.

305, 505—Rise of European Liberalism
Credit, 1 unit. Liberal thought and its development will be traced through a selection of political theorists, philosophers, and men of letters from Hobbes to Keynes. This study will revolve around the inter-relationships between the evolving definitions of liberalism and the political, social and economic factors in society.

306, 506—Revolution and Counter-Revolution
Credit, 1 unit. A study of a revolutionary phenomenon through a comparative analysis of the English, French and Russian revolutions from the seventeenth to the twentieth century. Concentration will be given to the different aims and pre-conditions in society which produce a quickened rate of change or desire to reconstruct society. Victorian England will be examined as an illustration of a society that was able to counter revolutionary ideas.

313, 513—History of Russia to 1861
Credit, 1 unit. 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.

314, 514—History of Russia and the Soviet Union Since 1861
Credit, 1 unit. 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.

321, 521—The Middle Ages
Credit, 1 unit. 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.

323, 523—Nineteenth-Century Europe
Credit, 1 unit. 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.

324, 524—Twentieth-Century Europe
Credit, 1 unit. Crisis of European civilization; World War I and the new balance of power interrelating with social and ideological forces to contribute to the turbulence of the twentieth-century through the Second World War. Analysis of the resurgence of the European economy and cultural vitality during the past two decades.

333, 533—Medieval and Early Modern France
Credit, 1 unit. 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 attainments; disintegration of the Ancien Régime.

334, 534—Modern France
Credit, 1 unit. Growth of French national consciousness; analysis of the Revolutionary and Napoleonic eras; search for political stability in the nineteenth and twentieth centuries; economic, cultural, and intellectual developments.

341, 541—History of the Middle East
Credit, 1 unit. 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.)

344, 544—History of India
Credit, 1 unit. Begins with a brief review of Indian history prior to the sixteenth century. Major emphasis is directed to an examination of the Mughal and British empires, modern India and the era of nationalism.

346, 546—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, 548—History of Modern Japan
Credit, 1 unit. Emphasis on the political, social, economic, and intellectual history of Japan's re-
action 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, 551—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, 552—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, 553—Late Nineteenth Century America
Credit, 1 unit. A study of the development of an industrial society in the United States and the attendant impact upon thought and politics during the last half of the nineteenth century.

354, 554—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, 567—The United States Since 1945
Credit 1 unit. An examination of changing social features, intellectual trends and political behavior in the United States since World War II.

380, 580—Introduction to American Folklore
Credit, 1 unit. An historical consideration of the folklore in American life through study of folk-songs by regions, contributions of ethnic groups, primitive art collections in nearby depositories, techniques in oral history, and folklore research.

410, 510—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, 512—Victorian Social Reform
Credit, 1 unit. A study of the impetus behind developments in the various areas of social reform, such as: public health, industrial legislation, the police, and the management of the poor, that occurred as a result of the growth of a more industrialized society. Attention will also be given to the popular social movements that accompanied these changes in Victorian England.

416, 516—Russia and the West: The Search for Cultural Identity
Credit, 1 unit. Examination of the cultural interaction between Russia and the West as reflected in the ideas of Russian statesmen, intellectuals, writers, and artists with particular emphasis on the eighteenth to the twentieth centuries.

432, 532—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, 540—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, 550—The Social Gospel and American Politics
Credit, 1 unit. An examination of the interaction of a social theology and the political milieu within which it exists, noting the progressive modification of both theology and public policies during the nineteenth and early twentieth centuries.

462, 562—History of United States Foreign Policy
Credit, 1 unit. An examination of the development of American foreign policy from the 1890s to the recent past, with particular attention given to the competing views of the national interest and their effect upon policy.

463, 563—How We Go To War
Credit, 1 unit. A study of the processes by which the United States has become involved in war, analyzing the nation's wars in terms of national interest, domestic and foreign pressure, perception, diplomatic processes and the exercise of warmaking powers.

466, 566—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, 591, 592—Independent Study
Credit, 1/2-1 unit. Permission of instructor required.

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

Associate Professor Kratzberg (Chairman);
Assistant Professor Porter; Lecturers Healey,
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, 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 Physiology, Biology 346—Microbiology, Chemistry 114—Principles of Chemistry, Chemistry 214—Quantitative Analysis, Chemistry 301—Organic Chemistry and optional Chemistry 302—Organic Chemistry.

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 departmental advisor.

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 fabrics and fibers, economics of the textile industry, and the use and care of textile products.

107—Clothing
Credit, 1 unit. Two 1 hour lecture and five hours of laboratory. 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, 502—Family Nutrition
Credit, 1 unit. International and national nutrition problems. Nutrition of the individual.

327, 527—Pattern Design and Advanced Construction
Credit, 1 unit. Two hours lecture and four hours laboratory. Pattern design, use of fabric to portray design, and couture fashion and draping techniques.

333, 533—Costume and Culture
Credit, 1 unit. An historical and critical study of costume.

353, 553—Related Art and Home Furnishings
Credit, 1 unit. Prerequisite, Art 100 or 107. Application of art principles to the home and its furnishings.

354, 554—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.

364—Personal and Family Finance
See Business Administration 364.

371, 571—Sociocultural Aspects of Clothing
Credit, 1 unit. Interrelation of clothing, culture, and human behavior.

391, 392—Directed Study
Credit arranged.

429—Human Development
Credit, 1 unit. Observation in the nursery school required for Home Economics majors. Four recitations and one two-hour observation. 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.

491, 492—Directed Study
Credit arranged.

691, 692—Directed Study
Credit arranged.
POLITICAL SCIENCE

Professor Heppe (Chairman);
Associate Professors Gunter, Jandali;
Assistant Professors Daray, Ng'eno

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. The second requirement is partially met by the introductory courses selected.

Political Science majors may choose either the Foreign Language or the Methodology requirement. Consult with the departmental advisor 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 our special concentrations in American government and politics, 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 Federal Government
Credit, 1 unit. Organization principles and actual workings of the American federal government and all its branches.

205—Law and Society
See Business Administration 205.

306, 506—Public Administration
Credit, 1 unit. Development of basic theories of administrative organization, administrative relationships, and behavioral patterns.

307, 507—State and Local Government
Credit, 1 unit. Analysis of the political processes, roles, institutions, and problems of American state and local government.

308, 508—Political Parties
Credit, 1 unit. History and development of American political parties, party organization, nominating and convention procedures, campaign techniques, and group political behavior.

309, 509—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, 503—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, 504—The American Presidency
Credit, 1 unit. History of the office, conceptions of the office, powers and limitations, and proposed reforms.

408, 508—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, 562—Government and Business
See Business Administration 462, 562.

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, 540—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, 541—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 state of development.

342, 542—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 development and political change, the balance of political forces, and pressures in a totalitarian state.

343, 543—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, 544—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, conflicts and their adjustment, the balancing process, and war and world order.

150—Model United Nations
Credit, 1/4 unit activity. A course designed to provide understanding of the U.N. and study some behavioral patterns of U.N. delegates by workshops and simulation techniques.

330, 530—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, 531—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, 532—American Foreign Policy
Credit, 1 unit. Political, ideological, institutional, technological, and strategic factors shaping United States foreign policy. Studies of contemporary policy problems and alternative policy strategies.

333, 533—International Organization
Credit, 1 unit. Inquiry into the theory and practice of international organization; its development, methods and functions, as well as its interaction with contemporary international politics. Emphasis on the United Nations, its specialized agencies, and on selected regional organizations.

413, 513—Political and Social Thought: Classical, Medieval and Early Modern
Credit, 1 unit. A study of the basic principles and problems of political thought through an analysis of selected writings of theorists from Plato to Hobbes.

414, 514—Political and Social Thought: Modern European
Credit, 1 unit. A study of the basic principles and problems of political thought through an analysis of selected writings from Locke to the 20th century. An assessment of the universality of the great political theories and their relevance to the understanding of contemporary political systems.

INDEPENDENT RESEARCH

491, 492, 591, 592—Readings and Internships in Political Science
Credit, 1/2 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, 593, 594—Seminars
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, 595, 596—Independent Research in Political Science
Credit, 1/2-1 unit each term. Admission requires staff approval.

499—Off-Campus Study
Credit, 1/2 unit. This course is the means by which political science majors who are participating in the business intern program will receive credit for this work experience.
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 consultation with his advisor.

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—Analytic Geometry and Calculus
Math 211—Computer Programming
Math 271—Elements of Statistics

or

Biological Sciences Tool
Biol 101—General Biology*
Biol 105—Principles of Modern Biology
Biol 201—Genetics (or Biology 202, Human Genetics)
Biol 221-222—Human Anatomy and Physiology

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

*These introductory courses may be waived if the student has an adequate background.

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.

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.

381—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.

428, 528—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.

429, 529—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.

440, 540—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, 541—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.
SOCIAL SCIENCE

Professor Kelleher (Director); Associate Professor T. Hansen; Assistant Professor Ford; Instructors Baker, Smith; Lecturers Levinson, Phippeny, Smitherman, Wade, Wesley, Yamashita

COURSES

111—Women in American Society
Credit, 1 unit. Historical overview of women's role in American society. Special emphasis placed on the socializing agents of women occurring in various periods of their history.

200—American Minority Groups: A Cultural Approach
Credit, 1 unit. This course will explore various aspects of culture of contemporary American minority groups. Students will examine seven areas of culture which define the essence of these groups: mythology, history, social structure, economics, politics, creative motif and ethos.

205—Chicano Studies: La Raza in American Society
Credit, 1 unit. This course will survey life experiences of contemporary Mexican-American society. Students will examine the plight and problems of Chicano people in the farmlands and urban centers of Western United States. Struggles to obtain more political power, adequate jobs, housing and education will be covered.

210—Asian-American Studies: World War II and Beyond
Credit, 1 unit. This course will examine the lifestyles of oriental peoples in America from Pearl Harbor to the present. Students will be exposed to documentation about life in American "incarceration camps" during the war, as well as attempts made by Asian-Americans to maintain their culture while integrating into American society.

215—Native-American Studies: A Struggle to Survive
Credit, 1 unit. This course will survey the lifestyle of the North American Native with respect to his history and culture. Students will be exposed to the struggles of the contemporary reservation and urban Native-American as he fights for a decent life in our society. Aspects of Indian life, such as confederation, the ally, treaty rights and land titles will be explored.

222—Urban Planning and the Minority Community
Credit, 1 unit. This course is an examination of the conditions and problems of Urban Planning in minority and inner-city communities. Students will survey models of planning activities in several major cities, while making a comparison of planning endeavors in the local area. Research models, technical writing, funding sources and political ramifications will be covered.

225—Job Development and the Minority Community
Credit, 1 unit. This course will survey important aspects of job development in the business sector. Students will explore techniques of employee training and counseling. Actual fieldwork experiences will familiarize students with models of training programs and support services for job trainees.

230—Sociology and Politics of Black Power
Credit, 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.

240—Inner City Education and the Minority Experience
Credit, 1 unit. This course will examine the lifestyle of the powerless in our society in their struggle to obtain education within the public school system. Emphasis will be placed on the "culture of poverty," power politics and the poor, alternatives to education and new models in urban education.
241—Politics and Economics of Inner-City Education
Credit, 1 unit. This course will examine both the politics and economics of urban education from the perspective of low-income, minority and powerless families in the community. Issues such as busing, school levies and legislation of morality will be explored.

301—Legal Aspects of American Civil Rights
Credit, 1 unit. This course is an examination of the American Civil Rights Movement from 1954 to the present. Students will examine the efficacy of civil rights legislation and its enforcement in education, housing, employment, public accommodations.

307—Education and Human Relations: Humanistic Education Experiments
Credit, 1 unit. This course examines the importance of openness in education and human relations. Through classroom group experiences, students will explore two dimensions of man’s intellect and feeling. Humanistic education experiments will be examined, as well as a functional model for human relations.

311—Social Systems, Minority Groups, and Conflict
Credit, 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.

469—Independent Study
Credit, 1 unit.

497—Urban Studies Internship
Credit to be arranged.

SOCIIOLOGY AND ANTHROPOLOGY

Professors F. Peterson (Chairman), Phillips; Associate Professors Miller, Nevascar; Assistant Professors Gadre, Kuma, Labovitz; Instructor Smithson; Lecturers Joyce, Kastama

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, 363, and 476. For the students planning 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, 429 and 476.

A basic competence in language is strongly recommended. The language requirement may be met by three satisfactory years of one language in high school or satisfactory completion of formal course work through the second college year. Alternative programs for 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, the marriage relationship, and the adjustments required in the various phases of family life.

220—Race Relations
Credit, 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 of Power: Minority vs. Majority Group
Credit, 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.

271—Elements of Applied Statistics
See Mathematics 271.

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

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

361—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.

362—The Corrections Process
Credit, 1 unit. A factual and theoretical study of the correctional process for adults and juvenile offenders from arrest through probation and parole.
363—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.

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

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

381—Social Psychology
See Psychology 381.

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

429—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.

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

491, 492—Reading and Conference
Credit up to 1 unit each term. Prerequisite, permission of the instructor.

493, 494—Senior Seminar
Credit, 1 unit each term. Prerequisite, permission of the instructor. An intensive study of selected topics.

495, 496—Independent Study
Credit, 1 unit each term. Prerequisite, permission of the instructor. Individual research projects.

497, 498—Internship
Credit, 1 unit each term. Prerequisite, permission of the instructor. Intern appointment with an organization or agency.

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 social customs and beliefs of nonliterate peoples: economic systems, social and political organization, religion, the arts, the life cycle, cultural change.

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.)

205—Peasant Societies
Credit, 1 unit. The study of peasant societies and cultures: peoples of the world whose cultures are a blend of indigenous and urban-industrial economic and social patterns.

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.

491, 492—Reading and Conference
Credit up to 1 unit each term. Prerequisite, permission of the instructor.

Division of Humanities

Robert G. Albertson, Director
Louise Bundy, Secretary
Dolores Lee, Secretary
Anneke 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. 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; Associate Professors Al-Hamdani, Fields (Chairman), Mayes; Assistant Professors Barnett, Stevens, Vogel; Instructor Jartun; Lecturer Gregory

The purpose of the Department of Art is to develop creative ability and to stimulate 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, lace 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 apply 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:

Art 100, 200—Composition .................................. 2 units
Art 109, 209, 309—Drawing .................................. 2 units
Art 105, 106, 107—or any Art History .......................... 2 units
Art 250—Painting .............................................. 1 unit
Art 147—Ceramics .............................................. 1 unit
Art 381—Printmaking ........................................... 1 unit
Electives .......................................................... 3 units

Advisors: Professors Al-Hamdani, Ball, Barnett, Chubb, Colby, Fields, Jartun, Mayes, Morrison, Stevens, Vogel

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

Art 100—Composition
Art 109—Drawing
Art 250—Painting .............................................. 3 units
Art 381—Printmaking ........................................... 1 unit
Art 147—Ceramics .............................................. 1 unit
Art 107—Understanding the Arts ................................ 1 unit
Art 105, 106, 423, 424, 425, 426, 427, 428, 429, 430—Art History .......................... 7 units
Advised elective in a related field ................................ 1 unit

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

Advisors: Professors Al-Hamdani, Chubb, and Fields

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

Art 100, 200—Composition .................................. 2 units
Art 109—Drawing .............................................. 1 unit
Art 250, 355—Painting ........................................... 2 units
Art 107 and choice—Art History .......................... 2 units
Art 147—Ceramics .............................................. 1 unit
Art 265 or 339—Sculpture or Jewelry .......................... 1 unit
Art 381—Printmaking ........................................... 1 unit
Art 461, 561—Art Education ................................ 1 unit
Art Electives ..................................................... 2 units
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.

Advisor: Professor Mayes

For a B.A degree with a Fine Arts major a minimum of 18 units are required which include the following courses. The Fine Arts major is the equivalent of the Bachelor of Fine Arts degree.

Art 100, 200—Composition .............2 units
Art 109, 209, 309—Drawing .............2 units
Art 107 and choice—Art History ........2 units
Art 250—Painting ....................................1 unit
Art 147—Ceramics .................................1 unit
Art 265 or 339—Sculpture or Jewelry ....1 unit
Art 381—Printmaking ............................1 unit
Electives plus possible concentration
in one area ............................................8 units

Advisors: Professors Ball, Barnett, Colby, Jartum, Morrison, Stevens, Vogel

**COURSES**

*Materials fees for courses marked with an asterisk will be collected by classroom instructor.

100, 200—Composition I, II
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.

105—Studies in Western Art I: Ancient Art to 1450
Credit, 1 unit. A slide/lecture course examining the development of Western art from its ancient origins through the Roman and Medieval periods and the re-examination of classic antiquity in the first half of the quattrocento in Florence.

106—Studies in Western Art II: 1450 to the Present
Credit, 1 unit. A slide/lecture course examining the development of Western art from the Italian Renaissance through the following great historical periods to the present. Emphasis will be placed on the stylistic changes in the visual arts of painting, sculpture and graphics.

107—Understanding the Arts:
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*
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*
Credit, 1 unit. Ceramic fundamentals, hand construction, introduction to the potter's wheel, decorative methods, glaze application, and principles of firing.

209—Drawing II*
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*
Credit, 1 unit. Study of ceramic material and processes; advanced methods of construction, glaze theory, and surface textural exploration.

250—Painting I*
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*
Credit, 1 unit. Fundamentals of sculptural composition and design.

300, 400—Lettering I, II
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. 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. 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 Netherlands perception of Nature.

428, 628—Neoclassic and Romantic
Credit, 1 unit. 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. 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. 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 reference to their religious, philosophical traditions and political development.

431, 631—Art of India
Credit, 1 unit. A survey of the arts on the sub-continent from the Indus Valley civilization through the art 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 and workshop work.

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

507—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 1960s.

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

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

555—Painting VI*
Credit, 1 unit. Prerequisite, course 355. Advanced watercolor.

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

570—Special Projects in Art Education
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.

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.

687—Exhibit Production
Credit to be arranged. MFA candidates 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, Corkrum, Couzens, Frank, T. Hansen, Sandler, VanArsdel (Chairman), Wagner; Assistant Professors Bauska, Carley, Garratt; Lecturers Benediktsson, Klints, Sanders

The Department of English offers courses leading to a Bachelor of Arts degree and Master 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. A list of the courses, together with options, may be obtained from the English Department office.

### COURSES

#### INTRODUCTION TO LITERATURE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>101-115</td>
<td>World Literature Credit, 1 unit each term. Ancient, Medieval, Renaissance, and modern classics.</td>
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#### LITERATURE

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<tr>
<th>Course Code</th>
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<tr>
<td>202</td>
<td>Creative Writing Credit, 1 unit. Fiction, non-fiction and poetry.</td>
</tr>
<tr>
<td>209</td>
<td>Introduction to Newswriting Credit, 1 unit. A course dealing with the basic fundamentals of responsible journalism.</td>
</tr>
<tr>
<td>221</td>
<td>American Literature Credit, 1 unit. Major American authors and literary movements from the colonial period to the present.</td>
</tr>
<tr>
<td>225</td>
<td>Politics and Science in Post-World War II Novels Credit, 1 unit. Explorations in English and American novels.</td>
</tr>
<tr>
<td>226</td>
<td>Women in Literature Credit, 1 unit. The course will explore the achievements of the world's significant women writers, with particular emphasis on the ideas of women's fate and role which appear in their works. The woman writer will be studied not only as artist, but as culture-heroine, charismatic personality, model-figure. Common readings and discussions; presentations by students of the biographies and works of writers they have found especially interesting.</td>
</tr>
<tr>
<td>250</td>
<td>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.</td>
</tr>
<tr>
<td>251</td>
<td>English Literature Credit, 1 unit. Major English authors and literary movements from Old English to the 20th century.</td>
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#### 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.

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>341, 541</td>
<td>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.</td>
</tr>
<tr>
<td>342, 542</td>
<td>Contemporary Fiction Credit, 1 unit. Selected American, British, and continental novelists.</td>
</tr>
<tr>
<td>386, 387, 586, 587</td>
<td>English Drama Credit, 1 unit each term. From the age of Elizabeth I to the present.</td>
</tr>
<tr>
<td>388, 389, 588, 589</td>
<td>The English Novel Credit, 1 unit each term. British novels from their first appearance in the 16th century to the early 20th century, including such writers as Defoe, Fielding, Austen, the Brontes, Trollope, Eliot, Hardy, Conrad, and others.</td>
</tr>
<tr>
<td>390</td>
<td>Teaching Methods in the Secondary School Credit, 1 unit.</td>
</tr>
<tr>
<td>395, 396</td>
<td>Independent Research Credit, 1 unit each.</td>
</tr>
</tbody>
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The following courses are open to juniors, seniors and graduate students (with the higher number).

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>402, 502</td>
<td>Creative Writing Credit, 1 unit. Advanced seminar. Admission by permission of the instructor only.</td>
</tr>
</tbody>
</table>
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, 591, 592—Reading and Conference  
*Credit, 1 unit each term.*

493, 494, 593, 594—Advanced Studies  
*Credit, 1 unit each term.*

495, 496, 595, 596—Independent Research  
*Credit, 1 unit each term.*

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

### COMPARATIVE LITERATURE

114—Freshman Seminar in Comparative Literature: The Rise and Fall of the Epic Hero  
*Credit, 1 unit.* A study of the epic hero from classic times to the present, including a look at modern counterparts such as the anti-hero, the victim, the madman, the criminal, and the revolutionary.

115—Freshman Seminar in Comparative Literature: The Rebel in Literature  
*Credit, 1 unit.* A study of the rebel in literature from early times to the present, including an exposure to an international view of the development of literature involved with the rebel.

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, Montherlant, 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
Credit, 1 unit.

FOREIGN LANGUAGES

Professor Martin (Chairman): Associate
Professor Couens; Assistant Professors
Acosta, Barney, Gurza, Herschbach, Hodges,
Luettgen, Prewis; Lecturers Klindt,
Mason, Niwa, Rocchi

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

DUTCH
101—Introduction to Dutch Language and Culture
Credit, 1 unit. Conversation, grammar, and culture.

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 483. Residence abroad in France or in a French-speaking country is strongly recommended.

Language
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 and written French.

251—Conversational Approach to French Civilization and Culture
Credit, 1 unit. Discussions based upon background readings in history, art, literature and political thought of France across the centuries.

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 I
Credit, 1 unit. Offered in alternate years. A study of great plays from Medieval times to the XVIIIth century. Special emphasis on the classical period.

362—The Human Condition As Seen in the French Theater II
Credit, 1 unit. Offered in alternate years. A study of great plays in the XIXth century from the Romantics to the "Theatre-Libre" of Antoine.

363—Man and His Environment
Credit, 1 unit. 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.

481, 581—Contemporary and Avant-Garde Theater
Credit, 1 unit. Study and analysis of plays by Cocteau, Giraudoux, Montherlant, Sartre, Camus, Anouilh, Beckett, Ionesco, etc.

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, Bermanos, Camus, Malraux, Sartre and Beckett. Emphasis on the existential novel.

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

491, 492, 591, 592—Reading and Conference
Credit arranged. Permission of instructor required.

493, 494, 593, 594—Advanced Studies
Credit arranged.

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, residence in Germany or in a German-speaking country is strongly recommended.

Supporting courses strongly recommended for majors: a second language, courses in English (Principles of Literary Criticism; Shakespeare), in History (Early Modern Europe; Europe, Revolution and Reaction—1765-1870), and in Comparative Literature.

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

Language

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. Discussions and readings on issues of contemporary interest in the German-speaking countries.

252—Composition and Conversation
Credit, 1 unit. Phonetics and word study. A practical approach with extensive oral and written drill.

Literature

331—Introduction to Literary Studies
Credit, 1 unit. Prerequisite, Course 202 or equivalent. 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. 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. Analysis and interpretation of drama and prose from the pre-Expressionists to the present day: Thomas Mann, Kafka, Hesse, Wedekind, Toller, Kaiser, Barlach, Zackmayer, Borchert, Boll, Brecht, Duerrenmatt, Frisch and others.

441, 541, 542—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, 551—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, Moerike, Keller, Meyer, Eichendorff, Drost-Huelshoff, Stifter, Storm and others.

452, 552—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, 591, 592—Reading and Conference
Credit, 1 unit each term. Open only to advanced students, majors, and graduate students. Study of a particular subject matter in depth.
### Italian

1. Historical development of the German novel as a literary form.
2. German poetry from the Baroque to the twentieth century.
3. History of the German language.
5. German literature of the sixteenth, seventeenth and early eighteenth century.
6. Middle 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.

### 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.


#### Language

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.

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.

### 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.

### 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 Spanish and Latin-American 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 each time this course is offered. It 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 concentrate upon the Generation of 1898; it 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 concentrate on a general knowledge of the literature of XIXth Century Spain 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 cover the literature of Latin America in the colonial period and early period of independence; or it may cover the literature of Latin America in the colonial period and early period of independence; or it may cover the literature of Latin America in the colonial period and early period of independence; or it may cover the literature of Latin America in the colonial period and early period of independence; or it may cover the literature of Latin America in the colonial period and early period of independence.

482, 582—Man, Traveller on Earth
(The Origins of Spanish Literature)
Credit, 1 unit. Offered in alternate years. Studies of Medieval and Renaissance man through the literature of Spain, from the beginning up to the Golden Age. Although the emphasis is on literary expressions, students will be encouraged to pursue their own interests in other aspects of Spanish Medieval life.

483, 583—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.

491, 492, 591, 592—Reading and Conference
Credit arranged. Permission of instructor required.

493, 593—Advanced Studies
Seminar: Applied Spanish Linguistics
Credit, 1 unit. Offered in alternate years. A study of the phonology, morphology and syntax of Spanish, oriented toward the preparation of teachers.

494, 594—Advanced Studies
Credit arranged. Permission of instructor required.

495, 496, 595, 596—Independent Study
Credit arranged. Independent research in specific areas. Must have the prior approval of the instructor.

### PHILOSOPHY

**Professor Magee (Chairman); Assistant Professors Kunze, Langbauer**

A major consists of nine courses in Philosophy including 215, 216, 273, 315, 383, 373 or 432, 384 or 443, 463 or 482. It is preferable that students take the history of philosophy courses in sequence if possible.

#### 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 study of ancient and medieval philosophy with particular emphasis on the pre-Socratics, Plato, Aristotle, St. Augustine, and St. Thomas.

**216—Modern Philosophy**
Credit, 1 unit. A survey of modern philosophy with detailed attention paid to Descartes, Leibnitz, Berkeley, Hume, Kant, and Hegel.

**273—Formal Logic**
Credit, 1 unit. An introduction to logic. Topics include informal fallacies, definition, Aristotelian and elementary symbolic logic.

**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.

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—Existentialism
Credit, 1 unit. A study of the major concepts relevant to the question: What does it mean to exist as a human being. Some of the existentialists whose work will be studied are Kierkegaard, Heidegger, Sartre, Jaspers, Marxel, and Buber.

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

432—Philosophy of Science
Credit, 1 unit. An introduction to the philosophy of science using examples from the history of science: the pre-Socratic, Aristotle, Ptolemy, Copernicus, Kepler, Galileo, Descartes, Newton, and the leading figures in the development of classical chemistry. The scientific revolution will be characterized chiefly from the standpoint of Thomas Kuhn and other phenomenologists.

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—Philosophical Systems of India and China
Credit, 1 unit. A study of the major Oriental philosophical schools and their systems. Special emphasis will be placed on orthodox Indian schools and the development of Confucian thought. A prior familiarity with Asian culture will enhance this study of the actual texts of Asian philosophy.
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.

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.

RELIGION

Professors Albertson, Phillips (Chairman), Magee; Associate Professors Overman, Johnson; Assistant Professors Langbauer, Reck; Lecturers Anderson, Rosenthal, J. Smith

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 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
101-108

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 advisor.

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 101-108 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.

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 in 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 in alternate years. A study of modes and functions of religious thought and action in a variety of societies that may be described under the blanket title “primitive.” Anthropological methods of analysis will be emphasized.

263—Hinduism
Credit, 1 unit. Offered in 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 in 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 in 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 in 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 in alternate years. An examination of possible methods of raising biblical 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 field work assignment.

342—Ethics in a Technological Era
Credit, 1 unit. Offered in 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 in 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 in 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 in 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 in 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.

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.

SPEECH AND DRAMA

Professor Baisinger (Chairman); Associate Professor G. Peterson; Assistant Professors J. Allen, Broidy, Clavadesscher, Estrin, Somerville, Tutor; Lecturers Estes, 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.

Communication activities at UPS encompass a competitive forensic program and a Speaker’s Bureau service to community organizations. Activities generally associated with competitive forensics include debate, oratory, extemporaneous speaking, oral interpretation, expository speaking, and discussion. The department sponsors the Washington Alpha Chapter of Pi Kappa Delta, national forensic honorary.

The student Speaker’s Bureau encourages University students’ involvement in their community. The Bureau promotes the speakers and assists in making arrangements with requesting organizations.

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 1973-1974 the League will sponsor the following courses at UPS:

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 archaeology and the Bible, the prophets, and the Wisdom literature.
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:

- Oral Communication and Public Address
- Speech Sciences and Correction
- Theatre and Drama
- Secondary Teaching

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

- Speech 101, 161 and 240 .......... 3 units
- Speech 220, 225, 239, or 335 .... 1 unit
- Speech 341, 441, or 446 .......... 1 unit
- Speech 270 or 376 ................ 1 unit
- Speech 336, 386, or 387 .......... 1 unit
- Two activity credits .................. + ½ unit

In addition to the basic core of studies, the following units must be completed:

Students who elect a major emphasis in Oral Communication and Public Address must complete Speech 225, 335, and 336.

Students who elect the emphasis in Speech Sciences must complete Speech 441 and 446. One of the two activity units selected must be 348 or 349.

Students who elect the emphasis in Theatre and Drama must complete Speech 263, 380, and one unit selected from 386 or 387. One of the activity units selected must be 378 or 379.

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
   - Sociology 401, Methods of Social Research
   - Mathematics 211, Introduction to Computer Programming and Numerical Analysis
   - Political Science 375, Methods of Political Analysis

   Under special circumstances, other units may be considered. These must be selected in consultation with the student's advisor, and approved by petition to the faculty of the Department.

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 may complete either the foreign language requirement or four units in other related fields. Under advisement the student may select from the following:
   - History 452, 450
   - Psychology 330, 381
   - Sociology 429
   - Humanities 200, 215, 216
   - Music 113, 503, 504
   - Art 423, 429
   - English 341, 386, 451, 452
   - Comparative Literature 481
   - Physical Education 121
   - Activities Courses 71, 72, 90

Secondary Education

 Majors who are candidates for the provisional certificate at the secondary level must elect the emphasis in either Oral Communication and Public Address, or in the Theatre and Drama. In either case the following units must be included:
   - 225, 335, and 380. In addition, professional requirements specified by the School of Education must be completed. A strong background in English composition and literature is strongly recommended.

   A minimum of nine units (other than Winterim units) is required, though most majors will complete ten or more units.

   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.
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 each, activity. Participation in inter-collegiate competition, or in persuasive speaking activities on and off campus.

220—Public Speaking; Practice and Criticism
Credit, 1 unit. Provides experience in various modes of speaking (impromptu, extemporaneous, manuscript) and in principal types of speaking (expository, persuasive, entertaining). Emphasis includes audience analysis, composition, methods of 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—Theory and Practice of Persuasion
Credit, 1 unit. Traditional and modern theories of persuasive speaking are examined as a process. Elements relative to the source, message, channel, receiver, and environmental context will be stressed through projects and research in the persuasive process.

328, 329—Direction of Speech Activities
Credit, ½ unit each, activity. Supervised experience in organizing, conducting, and directing speech and forensic activities.

335, 535—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.

336, 536—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.

390—Speech Communication and Drama in the Secondary Schools
Credit, ½ unit. This course provides an orientation to tasks and relationships to be faced by the Speech and Drama teacher. Units covered include professional relationships, planning and preparing of courses, evaluation and grading, conducting speech and drama activities, developing specific teaching techniques. Opportunity is provided for practical demonstration of some of the methods and approaches.

347, 547—Language Acquisition and Function in Children
Credit, 1 unit. The nature and acquisition of normal language in children will be studied, along with consideration of language dysfunction. The development of language problems, their assessment and management will be considered.

348, 349—Directed Observation
Credit, ½ 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.

441, 541—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.

446, 546—Hearing and Deafness
Credit, 1 unit. Study of the anatomy and function of the ear in relation to types of hearing loss; introduction to audiometry. The role of the classroom teacher in educating the acoustically handicapped child.

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.

341, 541—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.

491, 492, 591, 592—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.
162—Introduction to Technical Theatre
Credit, 1 unit. The construction of scenery with practical experience in backstage procedures. The use of various materials for the construction of stage properties. Course will include a three-hour laboratory period each week.

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, Speech 162 or permission. In-depth study and practical application of the principles of design, color and perspective. Script analysis for designing and lighting of various types of scenery for the stage.

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

270—Fundamentals of Acting
Credit, 1 unit. Introduction to the art of acting both in theory and practice. Emphasis will be placed on developing the actor’s basic resources—body, voice, and imagination. The student will experience both improvisational acting and more conventional scene study.

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

370, 570—Acting II
Credit, 1 unit. Prerequisite, Speech 270 or permission. Study in techniques of characterization. The student will explore the range of varied physical and psychological approaches to character including the use of textual analysis, the Stanislavski “method,” Actor’s Studio technique, and transactional game theory. Emphasis will be placed on experiencing the character on a deeply personal level through the concepts of subtext and motivation. The student will be encouraged to adapt these theories and develop his own individual technique.

376, 576—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.

578, 579—Direction of Drama
Credit, 1/4 unit each, activity. Directing a studio theater play.

381, 581—Fundamentals of Play Direction
Credit, 1 unit. Study of the artistic and administrative functions of the director. The course will cover theoretical interpretation of scripts, preparation for production, and actual direction of scenes or one-act plays. The student will observe other directors at work, experiment with staging, and explore the relationship between playwright, director, and actor.

386, 586—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.

387, 587—Theatre History: II. French Neoclassic to the Moderns
Credit, 1 unit. Study of the theatre from 1642 to the present with an emphasis on modern theories of playwriting and production.

481, 581—Directing II
Credit, 1 unit. An intensive study of the dominant trends in 20th century directing theory and technique. The student will explore the writings of Brecht, Meyerhold, Artaud, Saint-Denis, Guthrie, Brook, Kott and Grotowski through a combination of seminar and practical production work with acting students.

491, 492, 591, 592—Reading and Conference
Credit to be arranged.

Division of Natural Sciences and Mathematics

Martin E. Nelson, Director
Helen Ahrens, Secretary
Phyllis Rutherford, Secretary

BIOLOGY

Professors Alcorn (Emeritus), Karlstrom (Chairman); Associate Professors Herbert, Kleyn; Assistant Professors Blanks, Lindgren; Instructor Solie; Lecturer Johnston

Courses required for the major are 105, 106, 201, 495, 494; one course from each of the following areas, plus two additional electives above the 100 level excluding 202.

Area A. Physiology
Cell Physiology
Plant Physiology
Animal Physiology

Area B. Advanced Botany
Alalgology
Mycology
Morphology of Higher Plants

Area C. Field Studies
Marine Invertebrates
General Ecology
Field Biology
Ornithology
Mammalogy

Students interested in Pre-Medical, Pre-Dental, and Medical Technology, see pages 84 and 85.

Biology 105 and 106 (or equivalent) are prerequisites for all courses numbered 200 or higher, except 202.

To receive the Bachelor of Science degree with a major in Biology, students in addition must show the following:

1. Proficiency in a foreign language by examination at the 201 level or completion of college-level course at that level.
2. Mathematics credit—One year of college mathematics including 111 or equivalent; total 2 units.
3. Physics credit—One year of college physics; total 3 units.
4. Chemistry credit—Courses through Organic Chemistry; total 4-5 units.

Suggested courses for non-majors are 101 and 202.

Students interested in Environmental Science with a Biology emphasis see page 48. 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.

105—Principles of Modern Biology
Credit, 1 unit. A course designed for science majors which emphasizes current knowledge of organisms at the molecular and cellular level, processes of reproduction and development, and other generalizations basic to life sciences. It is recommended that the student either have background in college chemistry or take chemistry concurrently with this course.

106—Form and Function in Plants and Animals
Credit, 1 unit. Prerequisite, Biology 105 or its equivalent. Studies of the structure and function of the major plant and animal groups and relationships of selected forms to their physical and biological environment.

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. A 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 patterns in man.

221, 222—Human Anatomy and Physiology
Credit, 1 unit each term. Prerequisite, 101 or equivalent. Recommended. 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.

331—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 106, or equivalent and Organic 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 identification. Experimental techniques include the isolation, culturing, and host-parasite interrelationships.

342—Algalogy
Credit 1 unit. Alternates with 343. A survey of major groups of algae with emphasis on evolutionary relationships, life cycles and habitats.

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

346—Microbiology
Credit, 1 unit. Prerequisites, a 100 level biology course and a 100 level 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. Alternates with Course 354. This course deals with higher plants and higher animals, their life cycles, and interrelationships.

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. Alternates with Course 352. A general course of field and museum study of the life cycles, identification, and unique characteristics of birds.
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.

361—Museum Arts
Credit, ½ unit. Preparation and care of museum material. Given as demanded.

364—Cell Physiology
Credit, 1 unit. Prerequisites, upper division students only. A course designed 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.

365—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—Embryology of Vertebrates
Credit, 1 unit. The development of selected vertebrate types from origin of the germ cells to the differentiation of organ systems. Current theories of induction and differentiation are featured.

378—Comparative Anatomy of Vertebrates
Credit, 1 unit. A survey of chordate animals with emphasis on functional morphology and evolutionary relationships. Laboratory dissections are stressed.

402, 502—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, 546—Marine Microbiology
Credit, 1 unit. Prerequisite, 346. Offered in alternate years. A laboratory and field course dealing with the types of microorganisms in salt water and their relationships to physical and biological factors.

452, 552—Electron Microscopy
Credit, 1 unit. Prerequisites, upper division students only, consent of instructor only. A course designed 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, 556—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, 593, 594—Seminar
Credit, ½ unit each term.

495, 496, 595, 596—Research
Credit, ½ unit each term.

601, 602—Graduate Seminar
Credit, ½ 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 Trustees. 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, 12,000 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, Curator of Birds; Jack Allen, Consultant; Leo King Couch, Mammalogy; Irene O. Creso, Curator of Botany; Garrett Eddy, Ornithology; Edward J. Herbert, Consultant; John B. Hurley, Ornithology (Emeritus); Murray L. Johnson, Curator of Mammals; Ernest L. Karlstrom, Invertebrates; John G. Kley, Myology; J. Burton Lauckhart, Consultant; Preston Macy, Consultant; Alfred Milotte, Photography; Victor B. Scheffer, Mammalogy; Arnold Shorthall, Consultant; James R. Slater, Curator of Herpetology (Emeritus); 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.
Edward J. Herbert—Acting Director.
Gordon D. Alcorn—Secretary-Treasurer and Curator of Birds.
Eileen Solie—Assistant to the Curator of Mammals.
Joseph L. Ventura—Assistant to the Curator of Birds.
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 and the prescribed curriculum leads to a professional degree approved by this organization. In addition, a chemistry major with an emphasis in Environmental Science is offered. Details of this program are listed in this catalog under Environmental Science, page 48.

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 courses 114, 214, 215, 301, 302, 401, and 460. Two additional chemistry courses at the 400 level are also required. In addition, three units of college physics, Mathematics 121 and 122, one unit of biology and 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 and 232 or 301.
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 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 all 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
See Physical Science 104.

114—Principles of Chemistry
Credit, 1 unit. Four 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, ½ 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 analysis. Both modern theory and practice.

215—Advanced Principles of Chemistry
Credit, 1 unit. Prerequisite, Chemistry 114. A more thorough understanding of the principles and language of chemistry. Topics: Chemical equilibrium, reaction mechanisms, transition metal chemistry, electrochemistry, and rates of reactions.

250, 251—Functional Organic Chemistry
Credit, 1 unit each term. Prerequisite, Course 114. An introduction to the chemistry of covalent compounds of carbon. Course will cover the nomenclature and reactions of the various classes of organic compounds together with the basic electronic aspects of these compounds. Course includes four lectures and one 3-hour laboratory per week.

301, 302—Principles of Organic Chemistry
Credit, ½ unit each term. Prerequisite, Course 114. The chemistry of covalent compounds emphasizing molecular structure, chemical dynamics and synthesis. Special emphasis will be accorded spectroscopic methods for study of structural and dynamic problems. Course includes four lectures and two 3-hour laboratories per week.

390—Teaching Methods in Chemistry
Credit, 1 unit. Prerequisite, Junior standing in Chemistry. This course is intended for students desiring to teach chemistry at the secondary school level. It will include discussions of the curriculum materials and techniques used in the teaching of chemistry at the secondary school level.

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.
402, 502—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.

403, 503—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.

410, 411, 510, 511—Instrumental Analysis
Credit, 1 unit each term. Prerequisites, Courses 214, 401. A two-semester sequence designed to integrate the theory and operation of instrumental techniques with their application in gathering and interpreting data to solve specific problems. Designed to be sequential. Students completing only the first semester will be acquainted with the basics of most commonly occurring instruments used in chemistry.

420, 520—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.

430, 530—Chemical Synthesis
Credit, 1 unit. Prerequisite, Course 401. The important aspects of all areas of chemistry as applied to synthetic problems.

440, 540—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.

450, 550—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 credit will be given only after participation for two semesters.

491, 492—Independent Study
Credit to be arranged.

495, 496—Independent Research
Credit to be arranged.

593, 594—Advanced Studies
Credit to be arranged. Topics of current interest will be considered in depth.

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 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 105, 106, 346, 358
Mathematics 121, 122
Physics 201 and 202 or 211 and 212
Geology 101 or Physics 171
Economics 241
Political Science 109 or 307 or 408
Environmental Science 450 and 460
Religion 382

105—Earth and Environmental Science
Credit, 1 unit. 3 hours lecture, 1 hour discussion, 3 hours laboratory. 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 laboratory 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—Field 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.
GEOLoGY

Professor N. Anderson (Chairman); Associate Professor Lowther; Assistant Professor Eggers

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, and 495.

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.

171, 172—Introductory Geophysics
See Physics 171, 172.

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.

204—The Geological Environment of Man
Credit, 1 unit. Prerequisite, two college level courses in science, one of which must be in Geology, or instructor's permission. Study of the geological basis for technological man's existence and potential for survival. Emphasis will be on mineral resources—metallic and industrial; organic and inorganic energy sources; surface and underground water; and geological factors controlling construction of dams, highways and other major structures. The course also includes an examination of the influence of geology on public and private institutions.

301—Structural Geology
Credit, 1 unit.

302—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.

371, 372—Geophysics
See Physics 371, 372.

401—Stratigraphy-Sedimentation
Credit, 1 unit.

402—Geomorphology
Credit, 1 unit.

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

495—Undergraduate Research
Credit, 1 unit. Required of all majors.
MATHMATICS

Professors Lantz (Chairman), Goman; Associate Professor Sims; Assistant Professors Lind, Snell, Van Enkevort; Lecturer Gojenola

A major in Mathematics will consist of the equivalent of 121, 122, 221, 232 and five or more courses numbered 300 or above, with two of these units selected from the year sequence of Mathematics 333, 334 or Mathematics 401, 402. An average of C or better in upper division work must be maintained.

No foreign language is required, but reading competence in French, German or Russian is strongly recommended.

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 each term. Study of the calculus of functions of one variable and analytic geometry of the plane.

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 student 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—Multivariate Calculus
Credit, 1 unit. Prerequisite, Course 122. Includes topics in solid analytic geometry and calculus of functions of more than one variable.

232—Linear Algebra
Credit, 1 unit. Prerequisite, Course 121. An introduction to matrices, vector spaces and linear transformations.

241—Basic Concepts of Mathematics for Elementary Teachers
Credit, 1 unit. Provides mathematical background needed to teach mathematics at the elementary level.

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

301—Differential Equations
Credit, 1 unit. Prerequisite, Course 122.

333, 334—Abstract Algebra
Credit, 1 unit each term. Prerequisite, Course 232 or permission of instructor.

363—Complex Variables
Credit, 1 unit. Prerequisite, Course 221 or equivalent.

366—Topics in Applied Mathematics
Credit, 1 unit. Prerequisite, Course 221. Courses 232 and 301 are recommended. Includes material from ordinary and partial differential equations, Laplace transforms, Fourier series, Bessel functions and finite differences.

401, 402—Introduction to Real Analysis
Credit, 1 unit each term. Prerequisite, Course 221. Course 232 or 333 is recommended.

433, 434—Probability and Mathematical Statistics
Credit, 1 unit each term. Prerequisite, 122 for 433 and 232 for 434 although these latter two may be taken concurrently.

491, 492—Directed Study
Credit, 1 unit each term. Prerequisite, approval of supervising professor.

NATURAL SCIENCE

This major is particularly designed to serve the needs of students who plan to teach at junior or senior high school levels. In addition to meeting requirements for either a Bachelor of Arts or a Bachelor of Science degree, it provides for intensification in one field of science as well as a background in the other areas of natural science.

General studies requirements are the same as those to meet other University degree programs:
namely, two courses in communications, two in social sciences and two in humanities. Foreign language competency equivalent to the second-year college level is recommended.

Emphasis in a given science is provided by one of the following combinations:

**SCIENCE MAJOR**

**Chemistry**
Chemistry ........................................ 6 units
Mathematics ...................................... 2 units
Physics ........................................... 2 units
Geology .......................................... 2 units
Biology .......................................... 2 units
12 or 14 units

**Biology**
Biology ........................................... 7 units
Mathematics ...................................... 2 units
Chemistry ........................................ 2 units
Physics .......................................... 2 units
Geology .......................................... 2 units
13 or 15 units

**Physics**
Physics ........................................... 6 units
Mathematics ...................................... 4 units
Chemistry ........................................ 2 units
Geology .......................................... 2 units
or
Biology .......................................... 2 units
14 or 16 units

**Geology**
Geology ........................................... 6 units
Mathematics ...................................... 2 units
Chemistry ........................................ 2 units
Physics .......................................... 2 units
Biology .......................................... 2 units
12 or 14 units

**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 per week. An introductory study of the physical processes related to weather and climate. Background in high school algebra is useful.

102—Astronomy
*Credit, 1 unit.* Three lectures and one 3-hour laboratory per week. Background in high school algebra is useful.

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 laboratory 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), Sleet*

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 that 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, oceanography, meteorology, 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. No prerequisites.* Four class periods per week divided into lectures, laboratory periods and field work as necessary. Topics include: earth's place in the universe; gravity; magnetism; earthquakes; constitution of the earth's interior; age of the earth; origin of oceans, continents and mountains. A course for students not majoring in geology.

201, 202—General College Physics
*Credit, 1 1/2 units each term. Prerequisites, high school algebra, geometry, and trigonometry or permission of the instructor.* Four lectures, one 3-hour laboratory per week. A noncalculus course. This course satisfies the general university science requirement.

211, 212—General University Physics
*Credit, 1 1/2 units each term. Prerequisite, Mathematics 121.* Four lectures and one 3-hour laboratory per week. Physical principles and their applications studied with the use of differential and integral calculus.
PROFESSIONAL SCHOOLS

School of Business and Public Administration

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

BUSINESS ADMINISTRATION

Professors Hammer, Prins (Co-Director, Emeritus); Sinclair (Co-Director, Emeritus); Associate Professors Harrison, Orshman, Polley, Switzer; Assistant Professors Baarsma, Dahl, Hollister, Ketchel, Kunter, McCord, Morris, Tewing; Lecturers Bresler, Crosby, Daugherty, Keyes

The School of Business and Public Administration offers curriculum programs leading to the following degrees: Bachelor of Arts with a major in either Business Administration or Public Administration and Master of Business Administration (M.B.A.), or Master of Public Administration (M.P.A.). For clarity the program in Public Administration 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 and Public Administration 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 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, 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.

A course program in business education, leading to teaching business in the secondary schools, will be individually arranged in conjunction with the School of Education.

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 330—Financial Management.
BA 340—Introduction to Marketing or BA 342—Marketing Management.
BA 350—Administrative Behavior or BA 351—Administrative Management.

301—Intermediate Meteorology
Credit, 1 unit. Prerequisite, Course 202 or 212, or permission of the instructor. A study of the mechanical and thermal processes of the atmosphere.

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

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

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

371, 372—Geophysics
Credit, 1 unit each term. Prerequisites, Courses 201, 202 and Mathematics 122, or permission of the instructor. Four class periods per week, divided into lectures, seminars, laboratory periods and field work as necessary. This course deals with the same topics as Courses 171, 172, but from a more mathematical point of view. A course for students majoring in mathematics and science, mainly geology and physics.

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

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

411, 412—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.

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

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

495, 496—Independent Research
Credit, 1 unit each term.
Courses taken as part of the Business Administration core may not apply toward requirements for areas of concentration in Business Administration.

**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 533—Security Analysis.

**Management**
- BA 350—Administrative Behavior.
- BA 351—Administrative Management.
- BA 450—Managerial Practice.
- BA 452—Personnel Practice.
- BA 454—Business Policy.
- BA 455—Applied Behavioral Science.
- BA 541—Sales Management.
- BA 550—Planning and Decision Theory.
- BA 551—Organizational 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.

**International Business and Economics**
- Econ 455—Economic Growth and Development.
- Econ 471—International Economics.
- BA 462—Government and Business.
- BA 464—Comparative Business Environmental Systems.
- BA 543—International Marketing.
- BA 563—International Business.

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: 100-199, general and required courses; 200-299, accounting and information systems; 300-399, financial administration; 400-499, marketing management; 500-599, managerial policy; 600-699, other courses; and 700-799, independent research.

A limited number of undergraduate courses 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.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 and the type of preparation needed for each of the various fields.

**205—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, techniques, tests of significance, time series and regression and correlation analysis, all oriented toward business management applications.

305—Law of Trade
Credit, 1 unit. Prerequisite, BA 205 or permission of instructor. A study of the law of contracts, sales and secured transactions.

306—Law of Property and Negotiable Instruments
Credit, 1 unit. Prerequisite, BA 205 or permission of instructor. A study of the law of agency, personal and real property and negotiable instruments.

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, 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, 510—Auditing
Credit, 1 unit. Analysis of balance sheets and income statements; audit procedures, and study of accounting opinions pertaining to auditing.

414, 514—Tax Accounting I
Credit, 1 unit. A study of federal income tax; the emphasis is on tax as applied to individuals.

415, 515—Tax Accounting II
Credit, 1 unit. A study of partnerships, corporations, estates and returns.

430, 530—Managerial Accounting
Credit, 1 unit. Prerequisite, BA 210 or approved equivalent. A study of the applications of accounting information, services and systems in the solution of management problems in business.

432, 532—Investment Analysis
Credit, 1 unit. Principles of investment portfolio management and methods of security evaluation.

442, 542—Principles of Salesmanship
Credit, 1 unit. Emphasis on the ability to influence and understand people—the basis for success in any field of endeavor.

450, 550—Managerial Seminar
Credit, 1 unit. Development of interdisciplinary diagnostic skills related to the understanding and evaluation of management theory and administrative applications.

452, 552—Personnel Management
Credit, 1 unit. 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.

454, 554—Business Policy
Credit, 1 unit. 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.
455, 555—Applied Behavioral Science
Credit, 1 unit. Application of behavioral techniques to human interaction with particular emphasis on applicability to the solution of problems and the introduction of change.

461, 561—Advanced Computer Science
Credit, 1 unit. Prerequisite, Course 361. Application of computers to decision making in business.

462, 562—Government and Business
Credit, 1 unit. The nature of governmental controls of business activity; their economic, political, and social implications.

464, 564—Comparative Business Environmental Systems
Credit, 1 unit. A comparative analysis of the economic and political environment of business institutions in countries having capitalistic, mixed-economic, fascist, socialist, and communist systems.

491, 492, 591, 592—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, 595, 596—Independent Research
Credit arranged. Permission of the instructor and the director must be obtained to enroll. Independent research in specific areas.

501—Advanced Analysis of Decisions Under Uncertainty
Credit, 1 unit. 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.

505—Law of Business Organizations
Credit, 1 unit. 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.

512—Advanced Accounting
Credit, 1 unit. Partnerships, consolidated statements, ventures, and allied subjects are studied in light of generally accepted principles and concepts in the field of accounting.

516—Accounting Theory
Credit, 1 unit. Provides a frame of reference to income determination, asset valuation, and the history of accounting thought.

517—Management Information Systems
Credit, 1 unit. Prerequisites, Courses 361, 350 or 351. The design, analysis and implementation of total information systems as they are used in the management of complex organizations.

519—C.P.A. Problems
Credit, 1 unit. An intensive course of study to prepare candidates for the CPA examination.

531—Problems in Finance
Credit, 1 unit. A case course dealing with problems in budgeting; capital investing; sources and mechanisms of raising funds; the effects of taxes, both income and property; depreciation, inventory controls.

533—Security Analysis
Credit, 1 unit. Advanced principles and concepts of security evaluation, selection and portfolio management.

540—Marketing Research
Credit, 1 unit. 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.

541—Sales Management
Credit, 1 unit. Emphasis on the ability to manage sales programs and organizations. Combines the essential elements of sales theory and practice in a managerial context.

543—International Marketing
Credit, 1 unit. A study of the world market with particular emphasis on market segmentation based on comparative sociological, anthropological, economic, and cultural factors.

545—Marketing Seminar for Graduates
Credit, 1 unit. Extensive and in-depth reading and discussion of advanced marketing concepts and applications.

550—Planning and Decision Theory
Credit, 1 unit. Prerequisite, BA 350 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 350 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. Prerequisites, Courses 361, 350 or 351. Application of the principles of management science to the solution of complex business problems.

553—Seminar in Organizational Communication
Credit, 1 unit. Prerequisite, Course 350 or 351, or 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.
PUBLIC ADMINISTRATION

The over-all purpose of the program is three-fold:

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 into 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 majors in Public Administration will be required to complete the following six core courses: Econ. 101, 102, P.S. 111, P.A. 300, 301 and 302. In addition he must complete 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 concentration—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 advisors.

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 practical 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 emphasis will be on the techniques of budget preparation, execution and review within a political environment. Overview of special problems faced by administrators at the local, state and national level.

302—Quantitative Decision-Making in Public Administration
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 public administration.

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 administrators who must deal with large and complex programs such as urban renewal, model cities, etc.

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.

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. Prerequisite, approval of supervising professor. Emphasis on providing the graduate student with in-depth knowledge of specially selected areas or subjects under the academic guidance of a faculty member.

593, 594—Seminar
Credit arranged. Prerequisite, approval of supervising professor. To be arranged by the business school faculty as the need arises.

595, 596—Independent Study and Research
Credit arranged. Prerequisite, approval of supervising professor. Emphasis on academic research projects using secondary and/or primary sources for well defined study objectives.

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. Prerequisite, approval of supervising professor. Advanced emphasis on providing the student with in-depth knowledge of specially selected areas or subjects under the academic guidance of a faculty member.

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.
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 PROVINCIAL 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-named 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 School of Education. 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 meets other requirements imposed by major departments.
3. Received a grade of "C" or higher in English Composition, Introductory 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 (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. A minor area is recommended and 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.

<table>
<thead>
<tr>
<th>Nonprofessional courses required for Elementary Education Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition—one course, &quot;C&quot; or better —1 unit</td>
</tr>
<tr>
<td>Speech—one unit from 101, 220, 225, 239, 240, 335, 341, 376</td>
</tr>
<tr>
<td>Psychology 101, Introductory Psychology—1 unit</td>
</tr>
<tr>
<td>History 265, History of the Pacific Slope—1 unit</td>
</tr>
<tr>
<td>Mathematics 241, Basic Concepts of Mathematics for Elementary Teachers—1 unit</td>
</tr>
</tbody>
</table>

Academic Areas

Five units in each of two academic areas are required. The courses and areas are 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 201</td>
<td>Introduction to Education</td>
<td>1</td>
</tr>
<tr>
<td>Education 202</td>
<td>Psychological Foundations of Education</td>
<td>1</td>
</tr>
<tr>
<td>Education 401</td>
<td>Student Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Education 417</td>
<td>Philosophical and Social Foundations of Education</td>
<td>1</td>
</tr>
<tr>
<td>Education 349</td>
<td>Reading and Language Arts in the Elementary School</td>
<td>1</td>
</tr>
<tr>
<td>Education 350</td>
<td>Mathematics in the Elementary School</td>
<td>1</td>
</tr>
</tbody>
</table>

**Two units to be selected from the following:**

- Art 461—Art Education—1 unit
- Music 377—Elementary School Music and Vocal Methods—1 unit
- P.E. 365—Health and Physical Education in the Elementary School—1 unit
- Education 365—Science in the Elementary School—1 unit
- Education 345—Social Studies in the Elementary School—1 unit
- Education 348—Creative Arts for Young Children—1 unit
- Education 366—Sex Education in the Elementary 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. Introductory Psychology—1 unit.
3. History of the Pacific Slope (History 265) —1 unit. (Required of Social Science, History or Political Science majors. May be taken by examination, correspondence, or in the fifth year.)

**Professional requirements:**

Education 201 Introduction to Education—1 unit.

Education 202 Psychological Foundations of Education—1 unit.

Education 359 Teaching Strategies in the Secondary School—1 unit.

Education 402 Secondary School Student Teaching—4 units.

Education 417 Philosophical and Social Foundations of Education—1 unit.

Additional subject matter and professional courses to be taken during the fifth year of college will be determined by the individual's needs and background.

**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 non-professional 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 division 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 in residence.)
   e. Because some courses may be required by the undergraduate institution, the courses chosen should be selected through consultation with the college or university which will make the recommendation for the Standard Certificate. The major objective in the fifth college year should be the professional growth of the teacher. The first year of teaching should indicate strengths and weaknesses which will guide in selecting studies that will increase teaching skill, add to general knowledge, and fill gaps in the teacher's preparation.

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 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 into 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.

301—Introduction to Urban Education
Credit, 1 unit. The school is a crucial, controversial institution in any urban community of the 70s; no teacher is prepared for today's schools who does not grasp fundamental aspects of "inner city" problems. This course is designed as an arena where prospective teachers from education and students specializing in Urban Studies can confront their common problems and develop better mutual understanding. Beside class lectures and discussions, the class will employ readings in urban sociology and education, films, field experiences, guest speakers, and simulation techniques.
302—Introduction to 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.

303—Introduction to Special Education
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 of special education is possible and laboratory experience may be arranged during or following the course.

345—Social Studies in the Elementary School
Credit, 1 unit. Prerequisite, Ed. 201, 202. A course related to the rapidly changing curricula, teaching strategies, current research and practical aspects of the teaching of social studies. Laboratory experiences and micro-teaching.

348—Creative Arts for Young Children
Credit, 1 unit. Prerequisite, Ed. 201, 202. 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 and the practical application of such skills in the classroom.

349—Reading and Language Arts in the Elementary School
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—Mathematics in the Elementary School
Credit, 1 unit. Prerequisite, Ed. 201, 202, or approval of instructor. Mathematics 241 must be taken prior to or concurrently with this course. Focuses on the techniques of teaching elementary school mathematics, with examination of texts, reports from book consultants, the viewing of films, class presentations, and individual tutoring of elementary students.

358—Reading Instruction in the Secondary School
Credit, 1 unit. Basic principles of reading instruction; nature and scope of the total reading program; methods, materials, and organization of developmental and corrective reading programs in the secondary school.

359—Teaching Strategies in the Secondary School
Credit, 1 unit. Study of curricular and organizational patterns in secondary schools with emphasis on teaching techniques (i.e. lecture, seminar, inquiry, questioning strategies, and use of community resources).

An additional unit in teaching subject matter is to be taught in each of the academic departments having teacher education candidates. The course should be intended for junior level students. The number 390 has been suggested for this course in each academic department.

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 or approval of instructor. Focuses on the role of the school in family life/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. School of Education endorsement required. 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.

402—Secondary School Student Teaching
Credit, 4 units. Prerequisite, Ed. 201, 202, 359. School of Education and major department endorsement required. Required for the Provisional Certificate-Secondary. Directed student teaching in the student's major and minor fields of concentration at the junior high and/or high school level for 4-6 class periods daily during a full term. Seminars will be arranged.

403—Undergraduate Practicum
Credit, maximum 4 units. Permission of instructor and the director of undergraduate studies in education must be obtained to enroll. A field experience designed to provide the student with opportunities to apply special skills, techniques, and theories.

404—Undergraduate Internship
Credit arranged, maximum 4 units. Permission of instructor and the director of undergraduate studies in education must be obtained to enroll. A field experience where the student will have independent responsibility for an educational program in his area of specialization.

408—Workshop in Education
Credit arranged. Undergraduate workshops in educational practice. Designed to provide opportunity for the development of short-term concentrated courses of special interest.

417—Philosophical and Social Foundations of Education
Credit, 1 unit. 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.
421—Introduction to Montessori Education
Credit, 1 unit. An introduction to the background, philosophy and psychology of Montessori education, a study of the principles of child development, an introduction to the Montessori apparatus, the prepared learning environment, and the role of the Montessori teacher. This course covers basic theory and initiates construction of instructional materials essential to using the method.

422—Philosophy and Psychology of Montessori Education
Credit, 1 unit. A continued emphasis on self-motivation, self-accomplishment, and environmental awareness in young children. Basic theory in mathematics, 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 environment are presented.

423—Studies in Montessori Education
Credit, 1 unit. A continuation of study of Montessori plus Art and Music. Instruction in the use of Montessori materials dealing with reading, basic mathematical concepts, and language development.

425—Teaching in the Junior High School
Credit, 1 unit. A study of the philosophy and aims of junior high school education, with attention to current developments.

437—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, fifth year 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.

460—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.

470—Special Education Curriculum, Methods and Materials
Credit, 1 unit. Developing instructional methods, materials, and curriculum for children with learning disabilities.

486—Parent Involvement
Credit, 1 unit. The role of the parent in relation to the early childhood program and parents' involvement in the education of their children will be emphasized. Students will develop studies involving parents and children enrolled in early childhood programs. The development of educational curricula which will involve parents in the educational process will be discussed.

487—Understanding and Guiding 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.

493, 494—Seminar in Education
Credit arranged. Undergraduate seminars in the field of education. Designed to provide opportunity for the implementation of special topics by students and faculty.

495, 496—Undergraduate Independent Study
Credit arranged. Permission of the instructor and the director of undergraduate studies in education must be obtained to enroll. Independent study in specific areas. Written proposals required in advance.

501—Introduction to Educational Research
Credit, 1 unit. A study of the basic methods employed in conducting research in education.

502—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.

503—Practicum
Credit arranged. Permission of instructor and the director of graduate studies in education must be obtained to enroll. A field experience designed to provide the student with opportunities to apply special skills, techniques and theories.

508—Workshop in Education
Credit arranged. Course developed by faculty and students to provide an opportunity to explore new curricular offerings on a short term basis.

514—Statistical Methods in Education
Credit, 1 unit. A study of the statistical procedures employed in dealing with educational data.

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.

519—Current Issues and Trends in Education
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.
| 520—Principles of Public School Curriculum Development |
| 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. |

| 521—Analysis of Teaching |
| Credit, 1 unit. Survey of current observation techniques with an emphasis on the clinical supervision cycle. Course also focuses on development of a trust relationship and skills in communication. |

| 522—Strategies of Teaching |
| Credit, 1 unit. Survey of current teaching strategies with special attention to the concepts of Suchman, Tabo, Gallagher, Hughes, and Glasser. |

| 523—Changing Social Studies Curriculum in the Elementary School |
| 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. |

| 524—Changing Mathematics Curriculum in the Elementary School |
| Credit, 1 unit. The new content, language, concepts, and methods of mathematics instruction. |

| 525—Changing Language Arts Curriculum 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. |

| 526—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. |

| 527—Survey of Science Education |
| 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 science curriculum for grades K-12. |

| 528—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 to outdoor living in school programs, recreation, or personal enrichment. |

| 529—Creative Teaching |
| Credit, 1 unit. The phenomenon of the creative experience and its relationship to the educational process at all levels. |

| 530—Educational Supervision |
| Credit, 1 unit. 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. |

| 533—Alcohol Education |
| Credit, 1 unit. Social and educational problems of alcohol; terminology and research designed to provide the teacher with background; an analysis of educational programs designed to deal with alcohol problems. |

| 534—Drug Education |
| Credit, 1 unit. Introduction to drugs and narcotics, including terminology, history of drug use and control, and laws affecting drug use. Opium, barbiturates, tranquilizers, marijuana, cocaine, amphetamines, delirants, hallucinogenic drugs will be discussed. |

| 535—Sex Education |
| Credit, 1 unit. Focuses on the role of the classroom teacher, administrator, etc., in teaching 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. Prerequisite, experienced classroom teachers, administrators, counselors, certified personnel. |

| 536—Developmental Guidance |
| Credit, 1 unit. Prerequisite, Ed. 437. 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—Organization and Administration of Guidance |
| Credit, 1 unit. Prerequisite, Ed. 437. 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. 437 and Psychology 330, 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 Educational Guidance and Counseling
Credit, 1 unit. Prerequisites, Ed. 437 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. Prerequisite, Ed. 437, 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.

542—Guidance and Counseling: Practicum
Credit, 1 unit. Prerequisites, Ed. 538, 539, 540. Supervised practice in developing counseling techniques. Utilizes video, audio, and immediate supervision of counseling sessions.

543—The Technology of Guidance
Credit, 1 unit. Prerequisites, Ed. 437, 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.

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.

558—Instructional Materials Centers
Credit, 1 unit. Planning and operation of instructional materials centers. Experience in acquisition and cataloging of materials and in local production of learning resources.

559—Educational Television
Credit, 1 unit. Allows the teacher or administrator to explore, develop, and analyze the use of television as a part of the educational program. Develops skill in media production and understanding of the adaptation of media to the curriculum.

560—Teaching of Reading
Credit, ½ unit. Prerequisite, Ed. 349 or instructor approval. Nature and scope of developmental reading programs; analysis of teaching procedures and materials; issues in developmental reading with specific reference to individualization of instruction.

561—Reading, Diagnosis and Correction
Credit, 1 unit. Corrective reading theory; informal and standardized diagnostic materials; teaching procedures and materials for the mildly disabled reader. Concurrent registration in a practicum in Corrective Reading is recommended.

562—Diagnosis and Remediation of Severe Reading Disabilities
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 Ed. 561 and concurrent with a practicum in Remedial Reading.

563—Reading in the Secondary School
Credit, 1 unit. Prerequisites, Ed. 358 or instructor approval. Reading needs of secondary students; development of reading skills in the content fields; staff and administrative responsibilities in reading improvement.

570—Special Education, Curriculum Methods and Materials
Credit, 1 unit. Developing instructional methods, materials, and curriculum for children with learning disabilities.

575—Evaluation of Secondary School Problems
Credit, 1 unit. Study and observation of secondary school management with an emphasis on student and staff involvement in curriculum planning and decision making; special attention will be given to due process as it applies to student rights and staff grievances.

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, teaching, and supervising processes, keeping as its basic perspective the idea of helping educators in leadership capacities to view familiar problems in a new perspective.

577—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.
578—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 financing education in the State of Washington. A course for administrators, classroom teachers, and laymen.

579—School Organizational Patterns
Credit, 1 unit. Study, observation, and evaluation of current developments in school organizational patterns; focusing on open concept methods, multigrading, individually prescribed instruction, computerized programming and student scheduling.

585—Design and Administration of Early Childhood Education Programs
Credit, 1 unit. Historical and contemporary philosophies exploring what children need to know, want to know, and are capable of knowing. Philosophical points of view emphasizing physical, mental, and emotional education and combinations of these with reference to the child's age and personality. The design of curricula related to the identifiable needs of the young child will be discussed from points of view of Montessori, Dewey, Piaget, Maslow, Ninnicht.

604—Internship
Credit arranged (maximum 4). Permission of instructor and the director of graduate studies in education must be obtained to enroll. A field experience where the student will have independent responsibility for an educational program in his area of specialization.

607—Seminar
Credit arranged. A course designed to provide faculty and students with the opportunity of exploring programs in areas not found in the normal curricular offerings.

642—Guidance and Counseling Internship
Credit arranged. Prerequisite, Ed. 542. A supervised field experience with increasing independent responsibility in an elementary or secondary school or other appropriate setting.

691, 692—Independent Study
Credit arranged. Permission of the instructor and the director of graduate studies in education must be obtained to enroll. Independent study in specific areas. Written proposals required in advance.

697—Master's Project
Credit arranged (1-2). An extended project conducted under the direction of the student's advisor, designed to permit a wider range of activities than normally acceptable under the more formal thesis requirement.

698—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.

699—Master's Thesis
Credit arranged (1-2). 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.

School of Music
J. Bruce Rodgers, Director
Diane Cave, Music Librarian
Deanna Thompson, Secretary
Margaret Wilson, Secretary

MUSIC
Professors Myles, Ostransky, Rodgers (Director), Sejorjan; Associate Professors Ebert, Goleeke, E. Hansen, Katurian, Lynch; Assistant Professors Herlinger, Muster, Pendleton; 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 Adelphins annually make a 16-day tour in the spring; every third year they make an overseas concert tour.

University Madrigal Singers—Of 15 mixed voices specializing primarily in the performance of vocal chamber music.

Tacoma 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
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.
Symphonic Band—Prepares and performs music of many styles for large and small wind ensembles. Makes public appearances on and off the campus throughout the year.

University Chamber Orchestra—Membership consists of university students only and makes public appearances throughout the year.

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.

Candidates for an undergraduate degree in pedagogy are required to appear in at least two weekly noon recitals in the principal performing medium in the junior year and a joint (one-half) recital 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:

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### Bachelor of Music, with Major in Piano:

<table>
<thead>
<tr>
<th>Piano</th>
<th>8 units</th>
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</thead>
<tbody>
<tr>
<td>2 units in the freshman and sophomore years</td>
<td>1.5 units each term</td>
</tr>
<tr>
<td>*6 units in the junior and senior years</td>
<td>1.5 units each term</td>
</tr>
<tr>
<td>2 one-half hour lessons per week, 3 or more hours of practice daily</td>
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<table>
<thead>
<tr>
<th>Theory</th>
<th>7 units</th>
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</thead>
<tbody>
<tr>
<td>First Year Theory (101, 102; 105, 106) 2 units</td>
<td></td>
</tr>
<tr>
<td>Second Year Theory (201, 202, 205, 206) 2 units</td>
<td></td>
</tr>
<tr>
<td>Form and Texture (501) 1 unit</td>
<td></td>
</tr>
<tr>
<td>Orchestration (563) 1 unit</td>
<td></td>
</tr>
<tr>
<td>Counterpoint (under &quot;Special Studies&quot; 501) 1 unit</td>
<td></td>
</tr>
<tr>
<td>Music Literature 503, 504; 532 or 533 ... 3 units</td>
<td></td>
</tr>
<tr>
<td>Conducting 507 ... 1 unit</td>
<td></td>
</tr>
<tr>
<td>Performance Practice and Literature 549, 550 ... 1 unit</td>
<td></td>
</tr>
<tr>
<td>20 units</td>
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### Bachelor of Music, with Major in Piano Pedagogy:

<table>
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<th>Piano</th>
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<tbody>
<tr>
<td>2 units in the freshman and sophomore years</td>
<td>1.5 units each term</td>
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<tr>
<td>2 units in the junior year</td>
<td>1 unit each term</td>
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<tr>
<td>3 units in the senior year</td>
<td>1.5 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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<table>
<thead>
<tr>
<th>Theory</th>
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<tbody>
<tr>
<td>First Year Theory (101, 102; 105, 106) 2 units</td>
<td></td>
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<tr>
<td>Second Year Theory (201, 202, 205, 206) 2 units</td>
<td></td>
</tr>
<tr>
<td>Form and Texture (501) 1 unit</td>
<td></td>
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<tr>
<td>Orchestration (563) 1 unit</td>
<td></td>
</tr>
<tr>
<td>Counterpoint (under &quot;Special Studies&quot; 501) 1 unit</td>
<td></td>
</tr>
<tr>
<td>Music Literature 503, 504; 532 or 533 ... 3 units</td>
<td></td>
</tr>
<tr>
<td>Conducting 507 ... 1 unit</td>
<td></td>
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<tr>
<td>Performance Practice and Literature 549, 550 ... 1 unit</td>
<td></td>
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<tr>
<td>Piano Pedagogy 355, 356 ... 1 unit</td>
<td></td>
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<tr>
<td>20 units</td>
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### Bachelor of Music, with Major in Organ:

<table>
<thead>
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<th>Organ</th>
<th>8 units</th>
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<tbody>
<tr>
<td>2 units in the freshman and sophomore years</td>
<td>1.5 units each term</td>
</tr>
<tr>
<td>*6 units in the junior and senior years</td>
<td>1.5 units each term</td>
</tr>
<tr>
<td>2 one-half hour lessons per week, 3 or more hours of practice daily</td>
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<table>
<thead>
<tr>
<th>Theory</th>
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</thead>
<tbody>
<tr>
<td>First Year Theory (101, 102; 105, 106) 2 units</td>
<td></td>
</tr>
<tr>
<td>Second Year Theory (201, 202, 205, 206) 2 units</td>
<td></td>
</tr>
<tr>
<td>Form and Texture (501) 1 unit</td>
<td></td>
</tr>
<tr>
<td>Orchestration (563) 1 unit</td>
<td></td>
</tr>
<tr>
<td>Counterpoint (under &quot;Special Studies&quot; 501) 1 unit</td>
<td></td>
</tr>
<tr>
<td>Music Literature 503, 504; 532 or 533 ... 3 units</td>
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<tr>
<td>Conducting 507 ... 1 unit</td>
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<tr>
<td>Performance Practice and Literature 551, 552 ... 1 unit</td>
<td></td>
</tr>
<tr>
<td>20 units</td>
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### Bachelor of Music, with Major in Voice:

<table>
<thead>
<tr>
<th>Voice</th>
<th>8 units</th>
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<tbody>
<tr>
<td>2 units in the freshman and sophomore years</td>
<td>1.5 units each term</td>
</tr>
<tr>
<td>*6 units in the junior and senior years</td>
<td>1.5 units each term</td>
</tr>
<tr>
<td>2 one-half hour lessons per week, 2 or more hours of practice daily</td>
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</table>

<table>
<thead>
<tr>
<th>Piano</th>
<th>1 unit</th>
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<tbody>
<tr>
<td>No more than 1/4 unit each term</td>
<td></td>
</tr>
<tr>
<td>1 one-half hour lesson per week, 1 or more hours of practice daily</td>
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<table>
<thead>
<tr>
<th>Theory</th>
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</tr>
</thead>
<tbody>
<tr>
<td>First Year Theory (101, 102; 105, 106) 2 units</td>
<td></td>
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<tr>
<td>Second Year Theory (201, 202, 205, 206) 2 units</td>
<td></td>
</tr>
<tr>
<td>Form and Texture (501) 1 unit</td>
<td></td>
</tr>
<tr>
<td>Music Literature 503, 504; 532 or 533 ... 3 units</td>
<td></td>
</tr>
<tr>
<td>Conducting 507 ... 1 unit</td>
<td></td>
</tr>
<tr>
<td>Ensemble (Large) ... 2 units</td>
<td></td>
</tr>
<tr>
<td>Performance Practice and Literature 553, 554 ... 1 unit</td>
<td></td>
</tr>
<tr>
<td>21 units</td>
<td></td>
</tr>
</tbody>
</table>

Voice majors are required to complete a minimum of one year of each of two foreign languages.
**Bachelor of Music, with Major in Vocal Pedagogy:**

Voice ......................................... 7 units
  2 units in the freshman and sophomore years
  (1/2 unit each term)
  2 units in the junior year
  (1 unit each term)
  3 units in the senior year
  (1 1/2 units each term)
  2 one-half hour lessons per week, 2 or more hours
  of practice daily
Piano* ...................................... 1 unit
  No more than 1/4 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
 Ensembles* (Large) .......................... 2 units
 Performance Practice and
 Literature 553, 554 .......................... 1 unit
Vocal Pedagogy 351, 352 ........................ 1 unit

21 units

Vocal Pedagogy majors are required to complete
a minimum of one year each of two foreign
languages.

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**Bachelor of Music, with Major in Violin or Cello:**

Violin or Cello ............................... 8 units
  2 units in the freshman and sophomore years
  (1/2 unit each term)
  *6 units in the junior and senior years
  (1 1/2 units each term)
  2 one-half hour lessons per week, 3 or more hours
  of practice daily
Piano* ...................................... 1 unit
  No more than 1/4 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
Conducting 507 ............................... 1 unit
Ensembles* (Large) .......................... 2 units

21 units

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**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
  (1/2 unit each term)
  *6 units in the junior and senior years
  (1 1/2 units each term)
  2 one-half hour lessons per week, 3 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* (Small) .......................... 1 unit
(Percussion majors only)
Ensemble* (Large) ......................... 2 units

22 units

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**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
  (1/2 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
Ensembles* ................................. 1-2 units
Conducting 507 .............................. 1 unit
Music electives, must include other
theoretical studies under 501, 502 . . . . 3 units

21-22 units
### Bachelor of Music, with Major in Music Education:

**1. Vocal Emphasis (Secondary, Junior High and Elementary Levels)**

#### Applied Music

- **Principal Performing Medium**: 2 units
  - 1 one-half hour lesson each week; 1 or more hours of practice daily (§4 unit each term)

- **Secondary Performing Medium**: 1 unit
  - 1 one-half hour lesson each week; 1 or more hours of practice daily (§4 unit each term)

#### Theory

- 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: ¾ unit
- **Instrumental Methods (Minor Instruments Class)** 380, 381: ½ unit
- **Music Education** 378 or 359: 1 unit
- **Ensemble** 3: 2 units
- Special Studies 501 (Elementary only): ½ unit

#### Secondary 15 units

- **Elementary 14 units**

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**2.** Requirement may be waived by special examination if a student shows sufficient proficiency by passing a functional facility at the piano as determined by the piano department. If waived, the student must take 1 unit of music as an elective.

All violin majors must pass a piano proficiency test before graduation and 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.

#### 3.**

Students electing a stringed instrument as their principal performing medium are required to participate in the Tacoma Symphony and/or University Chamber Orchestra (selection into the 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.

#### 4.**

Students electing a percussion instrument as their principal performing medium will take part in small ensembles with no more than ½ unit each term.

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.

#### 5.**

At least 2 units must be taken in piano unless waived by special examination. Applied music 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.

#### 6.**

Candidate must participate in ensembles for at least four terms during period of residency.

#### 7.**

Principal performing medium may be voice, piano, or organ.

#### 8.**

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 a student shows sufficient proficiency. If waived, student must take 1 unit in music as an elective.

#### 9.**

Students with an interest in elementary level take Music 378. Students with interest in junior high and senior high school level take Music 359.

#### 10.**

Brass, woodwind and percussion majors must participate in a minor instruments class.

String majors will participate in a minor instruments class (woodwind, brass and percussion) for ½ unit (1/4 unit each term); also, in a minor instruments class (strings) for ½ unit (1/4 unit each term).

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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 a student shows sufficient proficiency. If waived, student must take 1 unit of music as an elective.

Students electing a wind or percussion instrument as their principal performing medium are required to participate in the Tacoma Symphony and/or the University Chamber Orchestra (selection into the Tacoma Symphony only by audition) each term of residence. They may elect to perform in additional ensembles if they desire and can qualify.
(2) **Instrumental Emphasis** (Secondary, Junior High and Elementary Levels)

**Applied Music (Principal)**
- Performing Medium ......................................... 2 units
  - 1 one-half hour lesson each week; 1 or more hours of practice daily (1/4 unit each term)
- Instrumental Methods (Minor)
  - Secondary, 1 unit
  - 1 one-half hour lesson each week; 1 or more hours of practice daily (1/4 unit each term)
- Piano14 .................................................... 1 unit
  - 1 one-half hour lesson each week; 1 or more hours of practice daily (1/4 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)** or **Band Arranging (564)** 1 unit
- Music Literature 503, 504 .................................. 2 units
- Conducting 507 ............................................ 1 unit
- Music Education 37814 or 359 ............................ 1 unit
- Ensemble15 ................................................... 2 units
  - Secondary 15 units
  - Elementary 14 units

Nonprofessional courses required for Elementary Education Certification include:
- *English Composition—one course, "C" or better.
- *Speech—one course from 101, 220, 225, 239, 335, 341, 376—"C" or better.
- Mathematics 241—1 unit.
- *Psychology 101—1 unit—Introductory Psychology—"C" or better.

(*These courses may also satisfy general university requirements).

**Academic Areas:** 2 required.
1. Music—14 units.
2. 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

**Physical Education:** Health, Physical Education, Recreation

**Humanities:** Philosophy, Religion, Humanities

**Curriculum Areas**
- Ed. 349 (Reading and Language Arts)—1 unit.
- Ed. 350 (Mathematics in Elem. School)—1 unit.
- Elective—1 unit (from Art 461, Ed. 345, 348, 365, 366, P.E. 365)

**Professional Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 201 (Introduction to Teaching)</td>
<td>1 unit</td>
</tr>
<tr>
<td>Ed. 202 (Psychological Foundations)</td>
<td>1 unit</td>
</tr>
<tr>
<td>Ed. 359 (Teaching Strategies in the Secondary School)</td>
<td>1 unit</td>
</tr>
<tr>
<td>Ed. 402 (Student Teaching)</td>
<td>4 units (3 or 4 may be elected)</td>
</tr>
<tr>
<td>Ed. 417 (Philosophical and Social Foundations)</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

**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.

*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 both the junior and senior years.

**Bachelor of Arts, with Major in Music:**

**Applied Music** ........................................... 2 units
- 1 one-half hour lesson each week, 1 or more hours of practice daily (1/4 unit each term)
- Theory 101, 102; 105, 106 .................................. 2 units
- Music Literature 103, 503, 504 and 532 or 533 ..................... 4 units
- Music Electives ............................................. 2 units
- ................................................................. 10 units
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 (1/2 unit) and 105 (1/2 unit) in the fall term and 102 (1/2 unit) and 106 (1/2 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, 1/2 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, 1/2 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 (1/2 unit) and 205 (1/2 unit) in the fall term and 202 (1/2 unit) and 206 (1/2 unit) in the spring term. 201 and 202 deal with aural theory 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, 1/2 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, 1/2 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.

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 205, 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 205, 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.

611—Twentieth Century Composing Techniques
Credit, 1 unit. An analysis of the principal styles of contemporary music as exemplified in the works of Stravinsky, Bartok, Schoenberg, Schumann, Rieger, Webern, and others. An introduction to such composing techniques as bitonality, bimodality, atonality, twelve-tone and other serial techniques.
613—Stylistic Analysis
Credit, 1 unit.

615—Graduate Composition
Credit, 2 units.

616—Historical Survey of Theory
Credit, 1 unit.

II. HISTORY AND LITERATURE

103—Introduction to Music Literature
Credit, 1 unit. A non-technical study of the development of music, stressing the elements of musical understanding; study of representative compositions, with emphasis on their musical and historical importance. Four lecture periods weekly.

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 practice of such representative jazzmen as Kingsley, Armstrong, Parker, Mingus; and such representative theater composers as Cole Porter, George Gershwin, and Richard Rodgers. Four lecture periods weekly.

503, 504—History of Music in Western Civilization
Credit, 1 unit each term. Admission only with approval of the instructor. A chronological survey of music from the period of plainsong to the present with special emphasis on the stylistic and formal developments of music and the important movements in the history of music. Emphasis is placed on an intimate study of representative works through class participation in discussion and performance as well as an extensive discography. Four periods weekly.

532—Survey of Renaissance and Baroque Music
Credit, 1 unit. Prerequisite, Courses 503, 504. Offered in alternate years. A survey of music from the time of Jacopo da Bologna and Machaut to Monteverdi and thence to J. S. Bach showing the development of musical texture, forms and compositional techniques and stressing the development of the mass, motet, madrigal, fugue, suite, opera, oratorio, concerto, cantata, etc. Four seminars weekly and one listening period.

533—Survey of Classic, Romantic and Contemporary Music
Credit, 1 unit. Prerequisite, Courses 103 or 503, 504. Offered in alternate years. A survey covering the period of the pre-classical composer Porpora, the writings of Mozart and Haydn and the early influences which brought on the romantic movement, the lives and works of Beethoven, Berlioz, Wagner, Verdi and their contemporaries, through the styles and trends in contemporary music from Debussy to recent times. Four lecture periods weekly and one listening period.

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., 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.

614—Graduate Seminar in Church Music
Credit, 1 unit.

IV. CONDUCTING, CHORAL, INSTRUMENTAL, ENSEMBLE AND PEDAGOGY CLASSES

351, 352—Seminar in Vocal Pedagogy
Credit, ½ unit each term. Offered in alternate years. Includes the study of vocal physiology with emphasis on the clarification of terminology and the understanding of the basic principles governing vocal production. Comparative analysis of various books on singing and work on ways of dealing with certain vocal problems. Supervised student teaching is an integral part of this course.

355, 356—Seminar in Piano Pedagogy
Credit, ½ unit each term. Offered in alternate years. Includes presentation of basic concepts of piano techniques and musicianship and their demonstration in the teaching studio. The selection of teaching materials with these goals in mind will include a review of methods, studies, and repertoire of high quality which is drawn from outstanding composers. Emphasis will be placed on creating teaching situations and having students demonstrate their teaching ability for the class.

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. Offered in alternate years. 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 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. 553 is offered each year and 554 in alternate years. Voice majors (except music education majors) take 1 unit; non-major vocalists and music education majors (vocal emphasis) take ½ unit. Acquaints 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.

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.

Symphonic Band
Credit, ½ unit each term. 0169, 170; B269, 270; B369, 370; B469, 470; B569, 570. First, second, third, fourth, and fifth years of Symphonic Band.

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.

Tacoma 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, ¼ 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).

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 each. 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 (¼ 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 student shows exceptional aptitude and keen interest. This includes counterpoint, historical and comparative musicology, and acoustics.
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.

- ¼, ½ or 1½ units offered according to the number of lessons per week, level of performance, and the number of practice hours each day. In general:
  - ¼ unit: 1 half-hour lesson per week, 1 or more hours of practice daily.
  - ½ unit: 2 half-hour lessons per week, 2 or more hours of practice daily. (Music majors only).
  - 1½ 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
Bachelor of Arts in Music
Majors in secondary instrument, except theory-composition majors.

- 1 private half-hour lesson each week
  receives ¼ unit credit.

Theory-Composition majors

- 1 private half-hour lesson each week
  receives ½ unit credit.

Applied majors (Principal performing medium)
Freshman and sophomore years

- 2 one-half hour lessons each week
  receives ½ unit credit

Applied majors (Principal performing medium)
Junior and senior years

- 2 one-half hour lessons each week
  receives 1½ units credit

Applied pedagogy majors (Principal performing medium)
Freshman and Sophomore years

- 2 one-half hour lessons each week
  receives ½ unit credit

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609—Research and Bibliography
Credit, 1 unit. An introduction to the general methods and specific techniques of musicological 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.

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Junior year
2 one-half hour lessons each week
receives 1 unit credit

Senior year
2 one-half hour lessons each week
receives 1½ 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.

Piano18: 191, 192; 291, 292; 391, 392; 491, 492; 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.

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18Class 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 Barnett, Secretary
Jean Sontag, Secretary

OCCUPATIONAL THERAPY

Professor Ward (Director); Associate Professor Richmond; Assistants Professors Hofstead, McClure, Porter, Wilden; Instructors Carle, Kihupakaran; Teaching Assistant Mayahara

Occupational Therapy is one of the oldest of the healing arts. It has a more than 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 Council 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 health disciplines. The shortage of health care personnel places an urgency 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 therapists are especially needed to fill supervisory and administrative positions as well as for programs directly related to vocational evaluation and training and service in veterans hospitals, correctional institutions, and developing community services. 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.

The School offers three programs in Occupational Therapy: the undergraduate program leading to a Bachelor of Science degree and the Certificate of Proficiency in Occupational Therapy; the post-degree advanced-standing program leading to the same Certificate of Proficiency; and the Master of Science program for registered occupational therapists. 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 usually 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 course work in biology, anatomy and physiology (including laboratories) 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. A transfer candidate will be asked to submit to the Director of the School of Occupational Therapy, character references and a two-three page essay stating clearly why you are interested in occupational therapy, your aims in entering such a career, and your appraisal of your aptitudes for this 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 can 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 attendance in fall term. Applications for the winter and spring terms should be received prior to December 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 Bachelor of Science degree is granted and the student then completes six 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 the Certificate of Proficiency in Occupational Therapy. Candidates must have completed at least 6 semester hours in psychology and 3 semester hours in sociology, 6 of which must be beyond the introductory level. They must also have completed 6 semester hours in the biological sciences 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.

Admission may be in any term. A summer session, 3 terms and a Winterim are required of most persons to complete this program, plus 6 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

The sequence of courses for this program is usually as follows:

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<tr>
<th>Session</th>
<th>Courses</th>
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<tr>
<td>Summer Session</td>
<td>Biology 221, Biology 222</td>
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<tr>
<td>Fall Term (First)</td>
<td>Occupational Therapy 201, 321, 334, 505</td>
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<tr>
<td>Winterim</td>
<td>Electives</td>
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<tr>
<td>Spring Term</td>
<td>Occupational Therapy 211, 302, 332, 401 or 402</td>
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<tr>
<td>Summer Session</td>
<td>Clinical Affiliation—3 months</td>
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<tr>
<td>Fall Term (Second)</td>
<td>Occupational Therapy 312, 333, 401 or 402, 431</td>
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Note: If a candidate for the advanced standing option in occupational therapy presents a current Anatomy and Physiology course, summer session may not be necessary unless the candidate lacks other prerequisites.

Maximum limits of 4 years on previous college work and 2 years on previous clinical affiliations must apply, with the exception of those persons who may have been previously employed for 3 years.

COURSES

Occupational Therapy 201, 211, 222, 241, 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.

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 as a health agent in quality health care. Laboratory experience including patient contact and therapeutic skills.

211—Therapeutic Activities I
Credit, 1 unit. Selected therapeutic activities such as weaving, leatherwork, basketry, ceramics, and the needle arts. Optional programming for those interested in vocational and other aspects of treatment.

222—Group Techniques
Credit, 1 unit. Leadership skills, the principles of group work, recreational needs of handicapped and aged persons and service to these groups. Community group experience in an agency of student’s choice optional.

241—Human Developmental Factors in Occupational Therapy
Credit, 1 unit. 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, 334 and Psychology 101, 240. Occupational Therapy evaluation and treatment procedures in psychiatry and mental retardation. Community experience required.

305, 505—Advanced Concepts in the Theory and Practice of Occupational Therapy I, II
Credit, 1 unit. Prerequisite, Biology 221, 222. Open only to upperclass and advanced standing students in occupational therapy. Includes three areas: administration and supervision, with emphasis on how to set up an occupational therapy department, staff, relationships, leadership and management principles; perception, with emphasis on development, testing, and case-study approach to treatment planning; orthotics, with emphasis on principles and construction of hand splints, and function and application of equipment for upper extremity.
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. Instruction in theory and practical application of prevocational evaluation.

321—Kinesiology  
*Credit, 1 unit.* Prerequisite, Biology 221, 222. Student may elect O.T. 321, Spring if Biology 221 completed with a B or better. 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. Orthopedic disabilities of bones and joints, such as resulting from traumatic injury, tumors, infection, metabolic disease, amputation, and congenital anomalies. Plastic surgery, eye, ear, and speech disabilities. 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, principles of neurophysiology, cerebral palsy. 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. Psychiatry and mental retardation. Theoretical background in treatment approaches including recent trends in community mental health care.

350—Field Experience in O.T.  
*Credit, 1 unit.* Field experience in local occupational therapy department.

381, 382—Special Problems  
*Credit, 1/2 unit each term.* Open only to upper division students. Permission of instructor required.

401, 402—Teaching Clinics I, II  
*Credit, 1 unit each term.* Prerequisite: Course 305. Must be taken prior to or concurrent with OT 401 and 402. Open only to seniors and advanced standing students in occupational therapy. Practical experience with handicapped children (401) and adults (402) in the department teaching clinic. O.T. 402 includes consideration of homemaking for the handicapped.

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 in adults and children. Attention to the principles of evaluation and diagnosis and treatment in all these disability areas. Problems of the terminal patient will be considered.

491, 492—Reading and Conference  
*Credit, 1/2 unit each term.* Both terms required. Open only to upper division students. Permission of instructor and director of the school required.

495, 496—Independent Research  
*Credit, 1/2 unit each term.* Both terms required. Open only to upper division students. Permission of instructor and director of the school required.

497, 498—Thesis  
*Credit, 1/2 unit each term.* Both terms required. Open only to seniors and advanced standing students. Approval of director of the school required. May be one consideration for departmental honors.

500—Occupational Therapy Clinical Affiliation  
*Non-credit.* Required supervised clinical practice in physical disabilities and a psychiatric agency. Student may elect third affiliation from areas of general medicine and surgery, pediatrics or geriatrics, and community health. Students with the proper prerequisites may complete three months of the clinical affiliation during the summer between the Junior and Senior years, thus reducing the affiliation period remaining following graduation.

**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.
SPECIAL PROGRAMS

AEROSPACE STUDIES
Lt. Col. Martin Phillips, P.A.S.
Kathleen R. Dunn, Secretary
Janet N. McGonagle, Uniform Custodian

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 best-qualified basis. Applicants with two years of college remaining may apply for this course. Application should be made as early in the school year as possible.

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 30 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.
7. Be in good standing with the University.
8. Be a United States Citizen.

Students accepted into the Professional Officers Course receive subsistence pay of $100.00 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 reimbursement, laboratory fees, and $100.00 per month subsistence is available to qualified applicants in the Air Force ROTC program. Candidates compete for financial assistance on a best-qualified basis.

A 36½-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 lead to 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, or by calling 759-3521, ext. 264.

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. Organization and functions of the Department of Defense, role of the military in U.S. National policies; Soviet and Chinese strategies; role of alliances; elements and the processes in the making of defense policies.

PROFESSIONAL OFFICERS COURSE

AS 310, 315—Growth and Development of Aerospace Power
Credit, 1 unit each term. Communicative skills; level of air power; contemporary air and space power; employment aerospace forces; and orientation in aeronautics and space operations.

AS 410, 415—Air Force Leadership and Management (A2-7)
Credit, 1 unit each term. Theory and application of leadership concepts to Air Force situations; the military justice system; and quantitative approaches to decision making.

FIELD TRAINING COURSES

AS 305—Six-week Field Training
Credit, 1 unit. Conducted at an Air Force base in 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

Dewane E. Lamka, Director
Jacqueline Cunningham, Secretary

The Continuing Education Program provides educational training and development services to the adult and professional community. Continuing Education offers a broad range of supporting services, including curriculum development, resource identification, supervision, evaluation, contract negotiation and preparation, and program-related management. The services are available to the University faculty, staff, and administration, as well as to members of the community.

CO-OPERATIVE EDUCATION PROGRAM

Bartlett W. Soli, Director
Cecilia R. 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 Director of Co-operative Education, 112 McIntyre Hall.
Sample Co-op Calendar for two beginning juniors

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<th>Student B</th>
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<tr>
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<td>Spring</td>
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<td>Work</td>
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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 Oxis 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
Nancy Dowling, Teaching Assistant

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 in Regester Hall.

The Language Houses, two in number with each stressing a particular language, encourage the students to work on foreign languages by related linguistic groups. One house concentrates on Germanic languages and the other on Romance languages. Films, records, plays, multilingual conversations, ethnic cooking, and excursions are inherent parts of the program. Intensive, six-week courses in high-interest languages are set up during Winterim as a regular feature of the activities associated with the Language Houses.

The program in Regester Hall brings students with different intellectual interests and backgrounds together in a context intended to stimulate a search for ways of integrating the various subjects studied at the University. For this purpose, a representative list of important books drawn from the sciences and the humanities provides a focus for the seminars, lectures, and discussions that characterize the program. Also shaping the activities at Regester Hall is a continuing analysis of traditional instruction along with an attempt to project reasonable alternatives for education in a rapidly changing world.

Our intention in the program is to stress the living side of learning. Generally, students are invited to suggest changes in the academic offerings, participate in cultural activities in the community, create learning experiences for the group, and use various forms of involvement to reinforce and integrate their educational objectives.

STUDY ABROAD PROGRAMS
Leroy Ostransky, Director
Desmond Taylor, Assistant Director

In recognition of the growing intercultural exchange required for a modern education, the University of Puget Sound offers a study program in overseas centers at London, Breukelen (Holland), Vienna, Rome, and a Pacific Rim-Asia tour centered at Canberra, Australia. For the University's programs in Asia see Pacific Rim and Asian Studies Program.

In these study locations, the University of Puget Sound offers courses in Humanities, Science, and Language. Thus the program is significantly different from language-oriented programs in which the primary objective is mastery of the foreign language. Students receive a substantial general education in addition to the language study. Credit is granted at the University of Puget Sound for the one term in residence.

The School of Business and Public Administration offers to its students and those of other departments and schools an international business program of studies at the Netherlands School of
Business at Breukelen. In this program, the student spends one year, usually the junior year, in Holland, studying the culture, commerce and economic systems of the whole European community. Language study leading to proficiency is 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 universities. These arrangements are made individually.

With this wide variety of opportunities, the University of Puget Sound feels that it offers a substantial preparation in intercultural studies. This program has been “imported” to the UPS campus and made a part of the on-campus educational experience.

PACIFIC RIM AND ASIAN STUDIES PROGRAM

Delmar Langbauer, Director
Francis Cousens, Pramod Gadre, John Jandali, Lillian Li, John Magee—Administrative Committee

In response to mounting student interest in various aspects of Asian cultures, and considering the increased interest of the Puget Sound business community in understanding Asia and particularly the Pacific Rim region, the University of Puget Sound has developed a new focus of studies on these areas. This development also reflects our belief that it is not justifiable to conduct higher education from a culturally provincial perspective. Students must be given the opportunity to understand foreign nations and cultures in the context of their own traditions. The emergence of our Asian neighbors onto the scene of Western history reminds us that half of the world’s population and two thirds of its land mass share our proximity to the Pacific. These peoples and places have always been important and many enjoy cultures centuries older than our own; now they challenge us to become knowledgeable about them. Our future is tied intimately to theirs. We must accept the challenge. Isolation is no longer possible and has always been incompatible with the very spirit of liberal education.

The purpose of the program is to allow students to develop a systematic understanding of Asian and Pacific Rim countries and their cultures. It is strongly felt that this can best be accomplished through a comparative program. It is comparative in two senses. Students are asked to view their foreign studies with an eye to differences and similarities among the cultures with which they are becoming familiar. They are encouraged to seek the unique characteristics which account for the distinctiveness of a culture. Yet, the discovery of trans-cultural social patterns and recurring solutions to religious or philosophical problems is equally important. The program is also comparative in that students are required to approach their subject with a variety of methods. Thus the respective shortcomings of the methods associated with the several disciplines involved tend to balance each other. The end of such a comparative approach is a broader and more complete view of the subject. The departments of History, Political Science, Sociology, Philosophy, Religion, Art, and Comparative Literature will provide the major courses with the assistance of the departments of Business Administration, Economics, Geology, Biology, and Music. Consistent with the guiding philosophy of the program, several foreign study and travel possibilities are provided to areas under study. It is hoped that such travel will enrich the student affectively as well as furthering his conceptual development. All students will be required to begin the serious study of an appropriate Asian language. Through the use of modern language-teaching techniques, every effort will be made to encourage and help the student in this task. Language learning will be designed to complement and enrich foreign study programs.

All students interested in a PRASP major should contact the program director in order to be assigned an advisor. Majors will be required to furnish their advisor with an outline of their program before the completion of the sophomore year.

AREA OF CONCENTRATION

The student wishing to major in PRASP will choose an area of concentration from the following:

1. East Asia
   History
   East Asian Civilization—Traditional Times
   East Asian Civilization—Modern Times
   China—Twentieth Century
   Japan—Modern
   China under Communism
   Art
   The Art of China, Japan and Southeast Asia
   Literature
   The Literature of China
   The Literature of Japan
   Philosophy
   Philosophical Systems of India and China
   Religion
   Buddhism
   Concepts from Philosophical Taoism (winterim)
   Sociology
   Asian Americans

2. South Asia
   Art
   The Art of India
   History
   History of India—I, II

East Asia
   (China/Japan)
South Asia
   (India/Pakistan/Bangladesh)
Southeast Asia
   (Indonesia/Malaysia)
South Pacific
   (Polynesia/Melanesia/Australia/New Zealand)

The major will consist of ten units plus one year of Asian language study. Six units will be selected from the area of concentration, and three from other areas of concentration or related subjects. During the senior year all students must attend the proseminar.
<table>
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<tr>
<th>Literature</th>
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<tr>
<td>Comparative Studies in Mythic Literature</td>
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<td>Philosophy</td>
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<td>Philosophical Systems of India and China</td>
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<td>Gandhi (winterim)</td>
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<td>Sociology</td>
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<td>Social Structures of India and Pakistan</td>
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3. Southeast Asia

Art
The Art of China, Japan and Southeast Asia

History
Indonesia (Australian National University)

Literature
The Literature of Indonesia (Australian National University)

Philosophy
Philosophical Systems of India and China

Political Science
Politics of South and Southeast Asia

Religion
Buddhism
Islam

Sociology
The Law and Social Structures in Southeast Asia

4. South Pacific

Art
The Art of the Polynesians (winterim)

History
A History of the Pacific Islanders (Australian National University)

Geology
Paleontology
Geomorphology

History
Revolutions and Counter Revolutions

History
History of United States Foreign Policy

Music
History of Music in the Far East (winterim)

Religion
Primitive Religion

Sociology
Law, Order and Society

LANGUAGE

The student will take the equivalent of a year of Chinese, Japanese, Hindi, Sanskrit or Indonesian. Japanese may be taken in the traditional manner and the current curriculum. The other languages, however, will be offered as intensive courses.

PROSEMINAR

In the senior year the student will participate in an inter-departmental proseminar together with two or more faculty members and students from various disciplines and cultural backgrounds. International and intercultural problems will be stressed and especially those of current importance.

Pacific Rim
Fall Term beginning September, 1973
Fiji, Australia (Nine weeks in residence, Australian National University)
New Zealand, Indonesia, Malaysia, Thailand, Hong Kong

Asia
Winterim beginning January, 1974
People's Republic of China or Taiwan or Japan

Asia
Spring Term beginning February, 1974
India, Pakistan, Nepal
Physical Education, Health, and Recreation

Donald A. Duncan, Chairman
Janice Drake, Secretary
Jean Orfano, Secretary

PHYSICAL EDUCATION

Professor Bond; Associate Professors Duncan (Chairman), Zech; Assistants Professors Peyton, Ryan, Wairr; Instructors McDonell, Price, Schuidt; Lecturers Bare, Bloom, 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. Prerequisites: 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—Coaching and Officiating Football
Credit, ½ unit.

332—Coaching and Officiating Basketball
Credit, ½ unit.

333—Coaching and Officiating Track and Field
Credit, ½ unit.

334—Coaching and Officiating Baseball
Credit, ½ unit.

For women:
254—Field Hockey and Volleyball
Credit, ½ unit. Theory and practice.

256—Basketball and Softball
Credit, ½ unit. Theory and practice.

276—Gymnastics
Credit, ½ unit. Theory and practice.

278—Track and Field
Credit, ½ unit. Theory and practice.

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 students with Senior Life-saving or instructor's permission.

351—Methods of Teaching Sports (Women)
Credit, 1 unit. Prerequisites, Courses 254, 256 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, 1/4 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 students with Sr. Life-saving or instructor's permission.

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—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.

3—Weight Training and Conditioning

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  
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  
30—Varsity Cross Country  
31—Varsity Soccer  
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 (Intermediate)  

56—Basketball and Softball  

59—Basketball, Women's Varsity  

76—Gymnastics, Beginning

### CO-EDUCATIONAL ACTIVITY COURSES

5—SCUBA Diving  
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  
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
URBAN STUDIES
Professor Kelleher (Director); Associate Professor T. Hansen; Assistant Professor Ford; Instructors Baker, Smith, Smith; Lecturers Levinson, Phippen, Wade, Wesley, Yamashita

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 encouraged to work within various community action programs in order to gain firsthand experience with the actual problems covered in his course of study. In the junior or senior year the urban studies major engages in an internship program involving a year's placement in a community development project combined with a seminar and coursework on campus. The internship is designed to act as a laboratory experience tying together the various academic courses the student has taken in the course of his program.

The Ethnic Studies Program at the University of Puget Sound is divided into two components: a) Interface, b) Skills Development.

Classes in the Interface curriculum are designed to facilitate intergroup communications among cultures, sharing and appreciating differences and similarities between cultures and a general understanding of the pluralistic nature of our society.

The Skills Development curriculum is designed to provide functional and marketable skills to be used for the development and enrichment of minority communities. These courses have a community development emphasis for those serious students who are interested in minority community-building activities.

All facets of the Ethnic Studies program are geared toward a critical understanding of minority cultures as they relate to themselves and to the majority culture.

Within the Urban Studies degree program, the student can choose among emphases in: a) social change, b) public policy formulation and administration, 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, discrimination, education, law enforcement, mental retardation and ecology. There are job opportunities within both public and private community service agencies for people with a bachelor's degree in the field of urban studies. For those who choose to go on, there are graduate programs leading to both master's degrees and doctorates in urban affairs at many universities across the country.

Degree Requirements—The following core courses are required of all majors:
- Political Science 109—Introduction to Urban Problems
- Social Science 311—Social Systems, Minority Groups and Conflict
- Political Science 306—Public Administration or Public Administration 300—Planning in the Public Sector
- Social Science 200—American Minority Groups Education 301—Seminar in Urban Education

In addition to these core courses, there are selected courses from different departments that are listed under each of the four fields of emphasis. The current list of these selected courses is kept by the faculty advisor. Each student will 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 three years of pre-dental studies including most of the mathematics and science requirements needed by pre-medical students. However, most students are advised to spend 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 Premedical-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 or other accredited schools 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 at the university level in the basic sciences and arts. Following this he is eligible to apply for the 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 available to qualified students during 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) 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 Preclinical 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 the science requirements are met. 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.

SEATTLE MUNICIPAL CAMPUS

The Seattle Municipal Campus was established for the purpose of providing mature persons with opportunities to satisfy degree requirements at the undergraduate and graduate level in Business and Public Administration and to provide professional, cultural and intellectual improvement to those employed in the private as well as public sector of the economy. The program is designed primarily for persons who have completed two years of Community College work or earned a baccalaureate degree from an accredited college or university.

For additional information, inquire:
University of Puget Sound
Seattle Municipal Campus
221 Lyon Building
Third and James
Seattle, Washington 98104
Telephone: 682-2252
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, 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 confer with the faculty in Religion concerning a major in Christian Education.

Students planning to attend graduate schools of theology also should confer with the faculty in Religion to ensure that they follow a course of studies which meets the undergraduate recommendations of the American Association of Theological Schools. In general, a broad liberal arts background is required, and there is a growing tendency for graduate schools to require a concentration in Religion as well as reading knowledge of Greek or Hebrew.

PLACEMENT SERVICES

The University of Puget Sound provides placement services for undergraduates, graduates and alumni in evaluating career possibilities, determining career objectives and seeking career employment.

Employment counseling, interview opportunities and facilities, publications, information about occupations and employers, personal placement files and information related to current job opportunities are typical placement services available to students in all academic disciplines. Representatives of school districts, business organizations, and government agencies regularly visit the campus in search of permanent employees.

Placement personnel are readily available for counseling and to assist in the preparation of material required in the search for career employment.

THE UNIVERSITY COMMUNITY

- CAMPUS LIFE
- STUDENT SERVICES
- STUDENT ACTIVITIES

CAMPUS LIFE

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, obtainable from the Associated Student Body office.

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 coordinated through the Office of the Vice President and Dean of Students. These services focus in three general areas: (1) assistance that is essentially counseling in nature about personal or educational difficulties, (2) acting as a student advocate when difficulty is encountered with University or community processes, and (3) furnishing information and access to resources of interest to students.

The Student Services offices are located predominantly on the second floor of the Student Center. The staff includes an Assistant Dean for Minority Students for the special concerns of 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 Director of Housing after a student has been accepted for admission and has received residence hall reservation cards from the Office of Admissions. An advance deposit of $50 is held by the University as a reservation and performance deposit, and is returnable only as stated in the Student Resident Housing Terms and Conditions. A copy of this document may be obtained from the Director of Housing. 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 Center 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 be particularly convenient to students in that residence area.

Head Residents live in each residence hall to provide residents immediate access to information and assistance with concerns or interests. Resident Assistants work with the Head Resident and, by their living on each floor, are even more immediately available.

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

Counseling is a dimension of the UPS community designed to facilitate emotional and behavioral development that occurs in the most effective manner. The discovery and transmission of self knowledge is used by the Counseling and Human Development Center as a principle means towards the goal of human development.

The Center’s major responsibility is to be aware of and responsive to the mental health needs of the University community. This includes such subtle yet vital goals as maximizing one’s relationships with others and one’s educational and career potential. The developmental programs are designed for healthy functioning students who have a need to pursue further “self development.” These programs are also to serve those students who have acquired behaviors which are blocking their further growth, such as test-anxiety, vocational indecision, or interpersonal conflict. Individuals will have an opportunity to explore their own untapped potential individually or in small groups. A career oriented testing program will also be offered. The educational function of the Center will include work-
shops dealing with such things as drugs, crisis prevention and intervention, sex, and relationship skills.

Additional services are available to previously formed groups such as residence halls, fraternities and sororities, independent interest groups, or student committees. The intact group would formulate the type and duration of services desired from the Center staff and subsequently coordinate the times.

Further information can be obtained from the Counseling and Human Development Center, second floor of the Student Center.

Academic advising is provided by professors assigned to students as advisors. Academic problems are handled through the Dean of Students Office.

STUDENT ACTIVITIES

DIRECTOR OF STUDENT ACTIVITIES

The Director of Student Activities is a member of the Student Services Staff and is advisor to all student activities on campus. He works with student organizations and residences to plan and initiate their programs. Publicity for events and posting of notices are coordinated through his office in the Student Center.

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.

LETERMENS' 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 full-time 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 encourages 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 ADELPHIAN CONCERT CHOIR—This 40-voice choir is one of the University’s outstanding musical organizations. In 1973, they make their fourth European concert tour. The Adelphians also appear on radio and television and annually tour the Western half of the United States.

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 Lectures is responsible for the presentation of the following programs: Public Affairs Forum, Campus Film Review, Friday-at-Four, Academic Lectures Series, and Artist Entertainment.

KITTREDGE ART GALLERY—Each month of the year the art department sponsors an art show of work by noteworthy national, regional or local artists representing a wide variety of art media.

TACOMA CHORAL SOCIETY—This large chorus is composed of both University singers and singers from the community. The society prepares two concerts each season, one in December and one in May.

FORENSICS—Communication activities at UPS encompass a competitive forensic program and a Speaker’s Bureau service to community organizations. Activities generally associated with competitive forensics include debate, oratory, extemporaneous speaking, oral interpretation, expository speaking, and discussion. The department sponsors the Washington Alpha Chapter of Pi Kappa Delta, national Forensic honorary.

The student Speaker’s Bureau encourages University students’ involvement in their community. The Bureau promotes the speakers and assists in making arrangements with requesting organizations.

UNIVERSITY CHAMBER ORCHESTRA—a string organization performing throughout the school year, presenting music from all eras of music history.

UNIVERSITY SYMPHONIC BAND—In addition to presenting their annual fall and spring concerts, the University Symphonic Band appears in concert throughout the Puget Sound area.

UNIVERSITY MADRIGAL SINGERS—a group of fifteen 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 repertoire.

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 seven 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, 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 Panhellinc 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, wrestling and soccer.

The University is a member of the National Collegiate Athletic Association, observes their regulations, and participates in NCAA sponsored events.

Intercollegiate sports clubs are active in 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 full-time 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-curricular 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
JAMES PAULSON ...........Treasurer
A. E. SAUNDERS .......Assistant Treasurer
MERTON ELLIOTT ...........Secretary
JAMES PAULSON .......Assistant Secretary

BOARD OF TRUSTEES

Term Expires in 1973

Ernst, Dr. J. Henry (1961)
Holtzinger, Charles M. (1967)
Hoover, Dr. Lon (1967)
Jenick, Donald A. (1961)
Meadowcroft, W. H. (1959)
Paulson, James (1970)
Strong, Dr. Troy M. (1969)
Swanson, Charles (1970)
Tenzer, Herman E. (1955)
Vander Ende, Gerrit P. (1953)
Wallach, Peter (1970)
Wyatt, Lowry (1970)

Term Expires in 1974

Brown, Richard (1972)
Cook, Dr. Raymond E. (1913)
Cowles, Alfred E. (1971)
Elliott, Merton (1964)
Fabulich, Jack (1968)
Hanawa; Dr. Paul B. (1934)
Phibbs, Dr. Philip M. (1973)
Thompson, Dr. R. Franklin (1942)
Tuell, Bishop Jack M. (1961)
Wasson, Richard K. (1935)
Wiborg, James H. (1967)
Wilbert, Mrs. R. William (1971)
### Administrative Officers and Assistants

**Office of the President**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</table>
| R. Franklin Thompson | President
A.B., M.A., B.D., Ph.D., L.L.D.,
L.H.D., P.S.D., D.H. |

June 4, 1973

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</table>
| Philip Monford Phibbs | President Designate
A.B., M.A., Ph.D. |

June 4, 1973

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tr>
<td>Richard Dale Smith</td>
<td>President and Assistant to the President</td>
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<td>A.B., Ped.D.</td>
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Lloyd Stuckey, A.B. Vice President and Bursar
E. Delmar Gibbs, A.B., B.S., M.A., Ph.D. Acting
Dean of the University

John T. English, A.B., M.A., Ph.D. Vice President
and Dean of Students

Dale Bailey, A.B. Vice President, University
Relations

Mary Curran, A.B. Director of Personnel
Maureen Bibler Secretary
Lois Carlson Assistant Secretary

**Office of the Dean of the University**

<table>
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<tr>
<th>Name</th>
<th>Position</th>
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<tr>
<td>E. Delmar Gibbs</td>
<td>Acting Dean</td>
</tr>
<tr>
<td>A.B., B.S., M.A., Ph.D.</td>
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Mildred Ness, A.B. Secretary

**Educational Officers—University Centers**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</table>
| James M. Greenhalgh | Fort Lewis
A.B.               |

William C. King, A.B., M.Ed. McChord Air
Force Base

Floyd E. Exeter, A.B. Madigan Hospital

**Library Staff**

<table>
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<tr>
<th>Name</th>
<th>Position</th>
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<tr>
<td>Desmond Taylor</td>
<td>Library Director</td>
</tr>
<tr>
<td>A.B., M.S.</td>
<td></td>
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</tbody>
</table>

Raimund E. Mathis, A.B., M.S. Technical
Services Librarian

Bradley F. Millard Reference Librarian
A.B., M.L.S.

**Office of the Vice President and Assistant to the President**

Richard Dale Smith, A.B., Ped.D. Vice President
and Assistant to the President

Ila Jane Mills Secretary to the Vice President

**Admissions:**

Edward P. Bowman, A.B. Director of Admissions
George H. Mills, B.S., M.S. Associate Director
of Admissions

Dorothy Greenwood Assistant Director of Admissions

Dorothy J. Morris, A.B., M.Ed. Foreign Student
Admissions Counselor

Edward G. Rawn, A.B. Admissions Counselor
Joseph Peyton, Jr., A.M. Admissions Counselor

Marcie Murray Secretary-Receptionist

Mary Comfort Admissions Secretary

Miriam Fontaine Admissions Secretary

Judith Tetu Admissions Secretary

**Alumni Affairs:**

Roy E. Kimbel, A.B. Alumni Director
Anita Baisinger, A.B. Secretary

Marion Fillinger Records Secretary

**Financial Aid:**

Lewis E. Dibble, A.B., M.B.A. Director of
Financial Aid

**HONORARY TRUSTEES**

Brown, Harry (1919)
Karlen, G. E. (1944)
Landon, L. Everet (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. Jaenicke, W. H. Meadowcroft, J. Henry Ernst, James Paulson, Charles Holzinger, Llewelyn Pritchard, R. Franklin Thompson, Philip M. Phibbs; Chairman, Faculty Senate (non-voting); President, Associated Students (non-voting).
Office of the Financial Vice President:

Administration:
Lloyd Stuckey, A.B. Financial Vice President
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
David T. Douthit, A.B. Director of Housing
Jean Springer, A.B. Administrative Asst. to the Financial Vice President
Adele Brady ........................................ Fiscal Secretary
Doris Sage ........................................ Secretary to the Business Manager
Elizabeth Turner .................................... Secretary to the Controller

Accounting, Disbursing and Credit:
Ella Algeo ........................................ Assistant Controller
Judith Oliver ........................................ Accountant
Edith Farmer ........................................ Disbursing Agent
Ruth McVay ........................................ Head Cashier
Berta Fisher ........................................ Accounting Assistant
Roberta Cochenette ................................ Accounting Machine Operator
Joan Taft .............................................. Cashier
Barbara Nightingale, M.A. .. Cashier
Gloria Cloud ........................................ Disbursing Assistant
Jeanette Lunceford, A.B............ Accounting Machine Operator
Myrtle Temple .................................... Payroll Supervisor
Shirley Lockard ......................... Payroll Assistant

Mail Services:
Lorraine Wonders, A.B. ............ Manager
Carol Irish ........................................ Clerk
Judy McAfee ........................................ Clerk

Telephone Services:
Velora Dahlum ................................. Manager
Barbara Severin ......................... Assistant Manager

Plant:
Eugene Elliott ............................... Plant Superintendent
Jacqueline Loyer ..................... Plant Secretary
Jane Becker .............................. Inventory Clerk
Dolores Watt ............................... Clerk
Ellsworth Paulsen ...................................Buildings Maintenance Foreman
Carroll Hanson .......................... Grounds Maintenance Foreman
Bernice Rugh ............................ Custodial Supervisor

Purchasing:
Irlene Hitt ................................. Purchasing Agent
Mitsi Tanaka ........................................ Secretary

Residence Halls:
Lawrence J. Nelson . Director of Residence Halls
Zac M. Dunn ........................................ Maintenance Foreman

Student Center and Special Events:
Richard Grimwood .......................... Director

Food Service:
Richard Grimwood .......................... Director

Bookstore:
Patrick Heade ................................. Manager
Mickey McMahon .................................. Popular Books
Florence Wilson ......................... Text Books
Guff McCray .............................. Supplies

Print Shop:
Virginia Whannel .......................... Coordinator
Lucy Hill ................................. Graphic Artist
Cathy Harstad .......................... Addressograph and Mailing
Loyda Thomas .......................... Offset Operator

Swimming Pool:
Donald Duncan, A.B., M.S. .................. Manager

Registration, Records and Computer Center:
Jack A. McGee, B.S., M.A. ............ Registrar
Jill Spencer .......................... Secretary to the Registrar
Olivia Arnsen, A.B. .......................... Assistant to the Registrar
Patricia Meinert, B.S. .... Registration Supervisor
Evelyn Johanson ............................... Receptionist
Marie Masek, A.B. .......................... Supervisor of Records
Anna Korslund .................................. Recorder
Marilee Eerkes ......................... Assistant Recorder-Off Campus
Michelle Havens .............................. Evaluator
W. Paul Alwine, A.B. ........... Director, Computer Center
Robert Burlingham, A.B. .................. Operations Manager
Nathan Kirk ........................................ Academic Liaison
Constance Smallwood .................. Computer Operator
Jackie Kachenko .............................. Keypunch Operator
Arlene Stephens .............................. Keypunch Operator
Gordon Graham ......................... Programmer
Ruth Rogers .............................. Programmer
Barbara Q. Simpson ...................... Secretary

Placement Services:
Robert W. Denomy, B.S., M.B.A. .................. Placement Director
Ruby J. Bragg ........................................ Secretary
Gertrude Bilanko .................................. Secretary

Intercollegiate Athletics and Fieldhouse:
Douglas McArthur .................. Athletic Director
Mike Acres, A.B. ......................... Fieldhouse and Stadium Manager
Jean Orfano .................................. Secretary
Jessie Richardson ............................ Secretary

Records Services:
Clara Mae Dibble .................. Assistant Director of Financial Aid
Geraldine Carlson, A.B. .. Financial Aid Assistant
Cereta Frederickson .................. Financial Aid Assistant
Andrea M. Huss, A.B. ................... Secretary
Mary Lou Johnson ............................ Secretary
Office of the Vice President and Dean of Students:
John T. English, A.B., M.A., Ph.D. ........... Vice President and Dean of Students
Betty Borsting .......................... Secretary
Kathleen M. Kegel, A.B., M.A. ....... Assistant Dean
Ramon Payne, A.B., M.A. .......... Associate Dean
Dessel Hamilton ...................... Assistant Dean
Robert L. Botley, A.B. ............ Assistant Dean for Minority Students
Jeanette Bailey ........................ Secretary
Lloyd M. Matsumani, A.B. ...... Director of Student Activities
Jerry M. Eppler, Ph.D. .......... Director
Steven Sutherland, Ph.D. ............ Counselor
Carol Rollins, B.S. .................... Secretary

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 Chaplain:
Jerry F. Smith, A.B., B.D.

Office of Personnel:
Mary Curran, A.B. ............... Director
Lynda L. Holt, B.S. ............ Assistant Director

Office of University Relations:
Dale Bailey, A.B. .............. Vice President, University Relations
Edith Bartley ....................... Secretary

Public Information:
Joan Lynott, A.B. ............... Director of Public Information

Grant Development:
Shirley Bushnell, M.B.A. ........ Director of Grant Development
Aimee Weaver, A.B. ............ Grant Information Specialist
Dee Lyon ............................ Secretary

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-Chancellor
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, 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

President Designate
PHILIP MONFORD PHIBBS, Ph.D.  (1973-1973)
President-Designate of the University
A.B., Washington State University, 1953
A.M., Ph.D., University of Chicago, 1954, 1957

Faculty Emeriti
GORDON DEE ALCORN, Ph.D.  (1946; 1972)
Director of Graduate Studies
B.S., University of Puget Sound, 1930
M.S., Ph.D., University of Washington, 1933, 1935
Consulting Professor of Business Administration
A.B. in B.A., University of Puget Sound, 1955
OTTO GEORGE BACHIMONT, A.M.  (1948; 1971)
Associate Professor of German
A.B., Wartburg College, 1927
A.B., A.M., University of Iowa, 1929, 1930

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; 1968)
Professor of Business Administration and Economics
B.B.A., M.B.A., University of Washington, 1925, 1931
LYLE FORD DRUSHER, A.M.  (1931; 1953)
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

JOHN PATRICK HEINRICK, A.M.  (1945; 1970)
Professor of Physical Education
A.B., University of Washington, 1926
A.M., Seattle University, 1952

MARTHA PEARL JONES, A.M.  (1930; 1962)
Professor of Speech
B.S., Kansas State College, 1919
A.M., Northwestern University, 1927

MAGON JUNE MYERS, A.B.  (1946; 1964)
Assistant Professor of English
A.B., University of Puget Sound, 1921

ALMA LISSOW ONCLEY, D.S.M.  (1960; 1970)
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; 1971)
Associate Professor of Music
A.B., Western Washington State College, 1951
A.M., University of Puget Sound, 1957

WARREN L. PERRY, A.M.  (1927; 1963)
Professor, Librarian
A.B., B.S., University of Washington, 1923, 1927
A.M., University of Illinois, 1933

RAYMOND LEO POOLE, 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; 1967)
Consulting Professor of Business Administration
JOHN DICKINSON REGESTER, Ph.D. (1924; 1963)  
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; 1955)  
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; 1971)  
Professor of Business Administration, Director of Winterim Program  
A.B., Yale, 1927  
M.B.A., Indiana University, 1959

JAMES RODENBURG SLATER, D.Sc. (1919; 1951)  
Professor of Biology  
Litt.B., Rutgers College, 1913  
A.M., M.Ed., Syracuse University, 1917, 1919  
D.Sc., University of Puget Sound, 1954

WARREN EVERETT TOMLINSON, Ph.D.  
(1933; 1968)  
Professor of German and Associate Professor of History  
A.B., Carleton College, 1924  
Ph.D., University of Berlin, 1933

FACULTY

DONALD EUGENE ACHESON, M.S. (1969; 1969)  
Assistant Professor of Science Education  
B.S., University of Puget Sound, 1935  
M.S., Oregon State University, 1964

ROSA MARIA ACOSTA, D.S.N. (1965; 1968)  
Assistant Professor of Spanish  
Ped.D., D.S.N., University of Habana, 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

BETTY ANN AL-HAMDANI, Ph.D. (1972; 1972)  
Associate Professor of Art  
A.B., University of California at Berkeley, 1953  
A.M., Ph.D., Columbia University, 1957, 1963

DARLENE WOODS ALLEN, M.Ed. (1965; 1969)  
Assistant Professor of Education  
A.B., San Jose State College, 1957  
M.Ed., University of Arizona, 1965

JERRY DEAN ALLEN, M.A. (1972; 1972)  
Associate Professor of Speech  
A.B., M.A., Utah State University, 1970, 1972

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, 1956

Associate Professor of Education  
A.B., University of Puget Sound, 1957  

LEROY EARL ANNIS, Ph.D. (1966; 1970)  
Associate Professor of English  

WILLIAM HENRY BAARSMA, Ph.D. (1968; 1968)  
Assistant Professor of Public Administration  
A.B., University of Puget Sound, 1964  

WILLIAM BAUSKA, Jr., M.S. (1968; 1968)  
Assistant Professor of Economics  
A.B., Willamette University, 1964  
M.S., Purdue University, 1968  
Ph.D. Cand., Purdue University

DALE GARVIN BAILEY, A.B. (1966; 1972)  
Vice President for University Relations  
A.B., University of Puget Sound, 1956

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

JOHN ARTHUR BARNETT, M.F.A. (1971; 1972)  
Assistant Professor of Art  
A.B., Western Washington State College, 1966  
M.F.A., University of Washington, 1971

WOLFRED BAUSKA, Ph.D. (1966; 1968)  
Associate Professor of History  
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

JAMES E. BEAVER, J.D. (1972; 1972)  
Professor of Law  
A.B., Wesleyan University, 1952  
J.D., University of Chicago Law School, 1958

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, 1930  
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 BISCH, M.L.S. (1967; 1971)  
Assistant Professor, Public Service Librarian  
A.B., University of Oregon, 1962  
M.L.S., Rutgers University, 1967

JEFFREY STEWART BLAND, Ph.D. (1971; 1971)  
Assistant Professor of Chemistry  
A.B., University of California at Irvine, 1967  
Ph.D., University of Oregon, 1971

Assistant Professor of Biology  
Ph.D., Oregon State University, 1970

ALICE CLARA BOND, A.M. (1947; 1968)  
Professor of Physical Education  
B.S., University of Iowa, 1931  
A.M., Columbia University, 1932

DAVID MATHEW BRODY, Ph.D. (1971; 1971)  
Assistant Professor of Speech and Drama  
B.S., State University of New York, 1964  
A.M., University of Arizona, 1965  
Ph.D., University of Utah, 1971

BERT ELWOOD BROWN, Ph.D. (1960; 1966)  
Associate Professor of Physics  
B.S., Washington State University, 1949  
M.S., California Institute of Technology, 1953  
Ph.D., Oregon State University, 1963

JANET MARIE CARTE, B.S. (1972; 1972)  
Instructor of Occupational Therapy  
B.S., University of Puget Sound, 1968

FRANCES FULLERTON CHUBB, M.F.A. (1940; 1968)  
Professor of Art  
B.F.A., University of Puget Sound, 1939  
M.F.A., University of Washington, 1952
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<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Institution</th>
</tr>
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<tbody>
<tr>
<td>CARL J. CLAVADETSCHER JR., Ph.D.</td>
<td>(1972; 1972) Assistant Professor of Speech</td>
<td>B.S., Montana State University, 1965 M.S., Southern Illinois University, 1966 Ph.D., University of Oregon, 1972</td>
</tr>
<tr>
<td>HOWARD JAMES CLIFFORD, Ph.D.</td>
<td>(1970; 1970) Assistant Professor of Chemistry</td>
<td>B.S., Ph.D., University of New Mexico, 1963, 1970</td>
</tr>
<tr>
<td>ERNEST FRANKLIN COMBS, Ph.D.</td>
<td>(1959; 1967) Associate Professor of Economics</td>
<td>A.B., Washington State University, 1953 A.M., Cornell University, 1953 Ph.D., University of Washington, 1971</td>
</tr>
<tr>
<td>CALVIN BREWSTER COULTER, JR., Ph.D.</td>
<td>(1945; 1954) Professor of History</td>
<td>A.B., Columbia College, 1938 A.M., Columbia University, 1940 A.M., Ph.D., Princeton University, 1942, 1945</td>
</tr>
<tr>
<td>MICHAEL JOSEPH CURLEY, A.M.T.</td>
<td>(1971; 1971) Assistant Professor of English</td>
<td>A.B., Fairfield University, 1963 A.M.T., Harvard University, 1965 Ph.D. Cand., University of Chicago</td>
</tr>
<tr>
<td>ZDENKO F. DANES, Ph.D.</td>
<td>(1962; 1968) Professor of Physics</td>
<td>B.S., Ph.D., Charles University, Prague, 1947, 1949</td>
</tr>
<tr>
<td>JACK LOUIS DARAY, Ph.D.</td>
<td>(1972; 1972) Associate Professor of Political Science</td>
<td>A.B., Sacramento State College, 1966 Ph.D., Claremont Graduate School, 1971</td>
</tr>
<tr>
<td>DONALD ALLEN DUNCAN, M.S.</td>
<td>(1957; 1968) Associate Professor of Physical Education</td>
<td>A.B., Washington State College, 1951 M.S., University of Washington, 1969</td>
</tr>
<tr>
<td>ROBERT CHARLES FORD, B.S.</td>
<td>(1970; 1972) Assistant Professor of Urban Studies</td>
<td>B.S., Maryland State College, 1963</td>
</tr>
<tr>
<td>CHARLES PAUL FRANK, Ph.D.</td>
<td>(1968; 1968) Associate Professor of English</td>
<td>B.S., University of Wisconsin, 1957 A.M., Ph.D., University of Michigan, 1958, 1964</td>
</tr>
<tr>
<td>RAY OREND GANTZ, M.S.</td>
<td>(1970; 1970) Assistant Professor of Education</td>
<td>B.S., Seattle University, 1950 M.S., University of Portland, 1956</td>
</tr>
<tr>
<td>E. DELMAR GIBBS, Ph.D.</td>
<td>(1941; 1967) Professor of Education, Assistant Dean of the University</td>
<td>A.B., Huron College, 1953 B.S., Dakota Wesleyan University, 1954 A.M., University of South Dakota, 1958 Ph.D., University of Chicago, 1950</td>
</tr>
<tr>
<td>EDWARD GORDON GOMAN, M.S.</td>
<td>(1947; 1965) Professor of Mathematics</td>
<td>B.S., M.S., Oregon State College, 1943, 1947</td>
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<tr>
<td>CRAIG GLENN GUNTER, Ed.D.</td>
<td>(1968; 1968) Associate Professor of Political Science</td>
<td>A.B., University of Illinois, 1943 M.S. (Political Science), University of Wisconsin, 1948 M.S. (Counseling), University of Wisconsin, 1957 Ed.D., Washington State University, 1964</td>
</tr>
<tr>
<td>Name</td>
<td>Degrees and Institutions</td>
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<tr>
<td>Homer Howell Hamner, Ph.D.</td>
<td>(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</td>
<td></td>
</tr>
<tr>
<td>Theodore Lester Harris, Ph.D.</td>
<td>(1968; 1968) Professor of Education Ph.B., A.M., Ph.D., University of Chicago, 1931, 1938, 1941</td>
<td></td>
</tr>
<tr>
<td>Thomas R. Hertz, J.D.</td>
<td>(1972; 1972) Assistant Professor and Assistant Librarian of School of Law A.B., University of Kansas, 1962 J.D., University of Missouri, 1965</td>
<td></td>
</tr>
<tr>
<td>Ilona Herlinger, M.M.</td>
<td>(1959; 1965) Assistant Professor of Music A.B., Michigan State University, 1955 M.M., University of Michigan, 1956</td>
<td></td>
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<tr>
<td>Robert Alexander Herschbach, A.M.</td>
<td>(1971; 1971) Assistant Professor of German A.B., Yale University, 1957 A.M., University of Massachusetts, 1969 Ph.D. Cand., University of Massachusetts</td>
<td></td>
</tr>
<tr>
<td>Renate Rose Marie Hodes, A.M.</td>
<td>(1965; 1968) Assistant Professor of German A.B., University of Strasbourg, 1930 B.Ed., University of Puget Sound, 1965 A.M., University of Oregon, 1971</td>
<td></td>
</tr>
<tr>
<td>June C. Hofstead, M.S.</td>
<td>(1969; 1969) Assistant Professor of Occupational Therapy B.S., Trenton State College, 1942 M.S., Syracuse University, 1947</td>
<td></td>
</tr>
<tr>
<td>Thomas J. Holdych, J.D.</td>
<td>(1972; 1972) Assistant Professor of Law A.B., Rockford College, 1967 J.D., University of Illinois, 1970</td>
<td></td>
</tr>
<tr>
<td>Pierce Johnson, Ph.D.</td>
<td>(1972; 1972) Associate Professor of Religion A.B., Harvard University, 1946 B.D., Union Theological Seminary, 1957 Ph.D., University of New Mexico, 1952</td>
<td></td>
</tr>
<tr>
<td>David Norman Kaizerman, M.S.</td>
<td>(1968; 1968) Associate Professor of Music B.S., M.S., Juilliard School of Music, 1959, 1960 D.M.A., Cand., University of Iowa</td>
<td></td>
</tr>
<tr>
<td>John Gerard Kley, Ph.D.</td>
<td>(1965; 1966) Associate Professor of Biology B.S., Yale University, 1948 Ph.D., Cornell University, 1951</td>
<td></td>
</tr>
<tr>
<td>Georgia Claudine Krajzberg, M.H.E.</td>
<td>(1964; 1972) Associate Professor of Home Economics B.S., Wheaton College, 1953 M.H.E., Oregon State University, 1963</td>
<td></td>
</tr>
<tr>
<td>William C. Kray, Ph.D.</td>
<td>(1972; 1972) Associate Professor of Chemistry B.S., University of Redlands, 1961 M.A., Ph.D., University of California, 1964, 1966</td>
<td></td>
</tr>
<tr>
<td>Robert W. Kunze</td>
<td>Assistant Professor of Philosophy B.S., Rutgers University, 1959 M.S., Yale University, 1963 Ph.D. Cand., Pennsylvania State University</td>
<td></td>
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<tr>
<td>Eugene Martin Labovitz, Ph.D.</td>
<td>(1972; 1972) Associate Professor of Sociology A.B., San Fernando Valley State College, 1966 M.A., University of California, 1968 Ph.D., University of California, 1972</td>
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<tr>
<td>ROBERT BRUCE LIND</td>
<td>Ph.D. (1972; 1972)</td>
<td>Assistant Professor of Mathematics, B.S., Wisconsin State University, 1962, M.S., University of Wisconsin, 1964, Ph.D., University of Wisconsin, 1972</td>
</tr>
<tr>
<td>J. STEWART LOWTHER</td>
<td>Ph.D. (1956; 1972)</td>
<td>Associate Professor of Geology, B.S., M.S., McGill University, 1949, 1950, Ph.D., University of Michigan, 1957</td>
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<tr>
<td>DANIEL LEWIS LYNCH</td>
<td>M.M. (1972; 1972)</td>
<td>Associate Professor of Music, B.M., M.M., Northwestern University, 1951, 1957</td>
</tr>
<tr>
<td>JACQUELINE MARTIN</td>
<td>Ph.D. (1948; 1969)</td>
<td>Professor of Romance Languages and Comparative Literature, A.B., University of Washington, 1944, A.M., Boston University, 1952, PhD., University of Oregon, 1966</td>
</tr>
<tr>
<td>DARRELL GERALD MEDCALF</td>
<td>Ph.D. (1967; 1967)</td>
<td>Associate Professor of Chemistry, A.B., Lewis and Clark College, 1959, M.S., Ph.D., Purdue University, 1962, 1964</td>
</tr>
<tr>
<td>LEON CURTIS MEHLHAFF</td>
<td>Ph.D. (1968; 1971)</td>
<td>Associate Professor of Chemistry, B.S., University of California, 1961, Ph.D., University of Washington, 1965</td>
</tr>
<tr>
<td>PHOEBE VESTAL MILLER</td>
<td>Ph.D. (1968; 1968)</td>
<td>Associate Professor of Sociology, B.A., University of Illinois, 1943, Ph.D., Northwestern University, 1954</td>
</tr>
<tr>
<td>JAMES FITZGERALD MORRIS</td>
<td>M.B.A. (1968; 1968)</td>
<td>Assistant Professor of Business Administration, A.B., M.B.A., Stanford University, 1940, 1947</td>
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<tr>
<td>MARGARET MYLES</td>
<td>(1943; 1970)</td>
<td>Professor of Music</td>
</tr>
<tr>
<td>MARTIN EMMANUEL NELSON</td>
<td>Ph.D. (1946; 1956)</td>
<td>Professor of Physics, Director of Natural Sciences Division, B.S., University of Puget Sound, 1937, M.S., University of Hawaii, 1939, Ph.D., Ohio State University, 1942</td>
</tr>
<tr>
<td>WESLEY GRAY NIGH</td>
<td>Ph.D. (1968, 1971)</td>
<td>Associate Professor of Chemistry, B.S., University of California at Los Angeles, 1960, Ph.D., University of Washington, 1962</td>
</tr>
<tr>
<td>WILLIAM GEORGE ORTHMAN</td>
<td>Ph.D. (1964; 1968)</td>
<td>Associate Professor of Business Administration, B.S., Northwestern University, 1939, A.M. University of Puget Sound, 1964, Ph.D., University of Washington, 1971</td>
</tr>
<tr>
<td>LEROY OSTRANSKY</td>
<td>Ph.D. (1946; 1963)</td>
<td>Professor of Music, A.B., University of Puget Sound, 1948, A.M., New York University, 1951, Ph.D., University of Iowa, 1957</td>
</tr>
<tr>
<td>CHARLES A. PENDLETON</td>
<td>Ph.D. (1972; 1972)</td>
<td>Assistant Professor of Music, B.S., Southeast Missouri State, 1951, M.A., Ph.D., Ohio University, 1961, 1965</td>
</tr>
</tbody>
</table>
FRANK NEWELL PETERSON, Th.D. (1954; 1962)
Professor of Sociology
A.B., University of Puget Sound, 1950
Th.M., Th.D., Iliff School of Theology, 1953, 1960
GARY LEONARD PETERSON, Ph.D. (1969; 1969)
Associate Professor of Speech and Drama
B.S., University of Utah, 1960
A.M., Ph.D., Ohio University, 1961, 1963
JOSEPH PEYTON, Jr., A.M. (1968; 1972)
Assistant Professor of Physical Education
JOHN WILLIAM PHILLIPS, Ph.D. (1947; 1953)
Professor of Religion and Sociology
A.B., Baker University, 1942
S.T.B., Ph.D., Boston University, 1945, 1948
D.D., Baker University, 1967
MARTIN THEODORE PHILLIPS, (Col. USAF),
Professor of Aerospace Studies
B.S., Southern Illinois University, 1955
M.B.A., University of Missouri, 1968
ROY JAMES POLLEY, C.P.A. (1964; 1971)
Associate Professor of Business Administration
JANET ALLEN PORTER, B.S. in O.T. (1967; 1972)
Assistant Professor of Occupational Therapy
B.S. in O.T., University of Puget Sound, 1954
MADELINE E. PORTER, M.S. (1969; 1969)
Assistant Professor of Home Economics
B.S., M.S., Oregon State University, 1966, 1969
MICHAEL BRUCE PRICE, A.M. (1971; 1971)
Instructor in Physical Education
A.B., University of Puget Sound, 1969
A.M., Washington State University, 1971
HOWARD WESLEY PURVIS, Ph.D. (1968; 1968)
Assistant Professor of German
A.B., Lewis and Clark College, 1958
A.M., University of Washington, 1962
Ph.D., University of Oregon, 1972
DARRELL LAUREN REECK, Ph.D. (1969; 1969)
Assistant Professor of Religion
A.B., Seattle Pacific College, 1960
B.D., Evangelical Theological Seminary, 1965
Ph.D., Boston University, 1970
HARRIET DIGGS RICHMOND, M.Ed. (1964; 1972)
Associate Professor of Occupational Therapy
O.T.B., 1946
M.Ed., University of Puget Sound, 1967
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., St. Louis State University, 1967
Ph.D. cand., 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 Physical Education
A.B., University of Puget Sound, 1968
EDWARD SEIFERLON, M.S. (1959; 1969)
Professor of Music
B.S., M.S., Juilliard School of Music, 1957, 1958
RICHARD LEE SETTLE, J.D. (1968; 1972)
Assistant Professor of Law
B.A., 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
JOSEPH ANTHONY SINCLITICO, JR., J.D.
(1972; 1972)
Dean of School of Law
A.B., Holy Cross College, 1936
J.D., Harvard University, 1939
FREDERICK WATFORD SLEE, Ph.D. (1966; 1971)
Associate Professor of Physics
B.S., M.S., Ph.D., University of Washington, 1959, 1960, 1968
DAVID FREDRICK SMITH, Ph.D. (1972; 1972)
Assistant Professor of History
A.B., Bristol University, 1963
M.A., Washington University, 1965
Ph.D., University of Toronto, 1972
KENNETH RAY SMITH, Jr., M. Div. (1971; 1971)
Instructor in Urban Studies-Humanities
A.B., Elizabethtown College, 1965
M.Div., 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
WILLIAM CONRAD SMITHERMAN, A.B.
Instructor in Social Science
A.B., Langston University, 1966
ROBERT ISAAC SNEILL, 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
Professor of Speech and Drama
A.B., Grinnell College, 1964
A.M., University of South Dakota, 1965
Ph.D. cand., Florida State University
ANITA M. STEELE, M. Law Libr. (1972; 1972)
Assistant Professor and Librarian of School of Law
A.B., Radcliffe College, 1948
J.D., University of Virginia Law School, 1971
M. Law Libr., University of Washington, 1972
THEODORE RICHARD STERLING, Ph.D.
(1964; 1967)
Assistant Professor of Psychology
A.B., Washburn University, 1931
A.M., University of Kansas, 1956
Ph.D., University of Denver, 1958
KENNETH DAVID STEVENS, Ph.D. (1971; 1971)
Professor of Art
B.S., Harvey Mudd College, 1961
M.F.A., University of Puget Sound, 1971
Ph.D., University of Washington, 1966
Vice President
A.B., University of the Pacific, 1965
Associate Professor of Business Administration
B.S., Louisiana State University, 1937
M.S., Virginia Polytechnic Institute, 1938
M.B.A., Ph.D., University of Washington, 1962, 1967
Assistant Professor of History  
A.B., University of California at Los Angeles, 1963  
A.M., Harvard University, 1965  
Ph.D. Cand., Harvard University

MICHAEL ALLEN TATE, M.S. (1968; 1970)  
Assistant Professor of Psychology  
B.S., M.S., Washington State University, 1967, 1968

WILLIAM DESMOND TAYLOR, A.M. (1960; 1970)  
Professor, Director of Library  
A.B., Emory and Henry College, 1953  
A.M., University of Illinois, 1960

Assistant Professor of Business Administration  

PETER TILLERS, LL.M. (1972; 1972)  
Assistant Professor of Law  
A.B., Yale University, 1966  

NORINE JOYCE TOWLE, M.S.W. (1972; 1972)  
Assistant Professor of Education  
A.B., University of Montana, 1951  
M.S.W., University of Michigan, 1966

RICHARD MARLIN TUTOR, A.M. (1968; 1968)  
Assistant Professor of Speech and Drama  
A.B., Mississippi College, 1960  
A.M., University of Mississippi, 1964  
Ph.D. Cand., Wayne State University

ROSEMARY T. VAN ARSDEL, Ph.D. (1967; 1970)  
Associate Professor of English  
A.B., A.M., University of Washington, 1947, 1948  
Ph.D., Columbia University, 1961

RONALD LEE VAN ENKEVORT, Ph.D. (1971; 1971)  
Assistant Professor of Mathematics  
B.S., University of Washington, 1962  
M.S., Oregon State University, 1966  
Ph.D., Oregon State University, 1972

Assistant Professor of Art  

Associate Professor of English  
A.B., A.M., Ph.D., Bryn Mawr College, 1939, 1950

PAUL JOHN WALLROF, M.S. (1966; 1969)  
Assistant Professor of Physical Education  
A.B., M.S., University of Washington, 1958, 1965

JOYCE McINTYRE WARD, A.M. (1963; 1972)  
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

JOHN W. WEAVER, J.D. (1972; 1972)  
Assistant Professor of Law  
A.B., Dartmouth College, 1966  
J.D., University of Michigan Law School, 1969

CECILE SONIA WILDIN, A.M. (1971; 1971)  
Assistant Professor of Occupational Therapy  
B.S., University of Puget Sound, 1960  
A.M., University of Southern California, 1964

CHARLES B. WIGGINS, J.D. (1972; 1972)  
Assistant Professor of Law  
A.B., University of Washington, 1966  
J.D., University of California, 1969

DONALD CONRAD ZECH, M.S. (1968; 1972)  
Associate Professor of Physical Education  
B.S., University of Notre Dame, 1954  
M.S., Washington State University, 1955

VISITING TEACHERS, LECTURERS,  
AND GRADUATE ASSISTANTS

MARY AICKIN, Ph.D. Cand.; History

CORINE AIKEN, A.B.: Business and Public Administration Graduate Assistant

MICHAEL D. ANDERSON, Ph.D.; Religion

NANCY JANE BARE, A.B.; Physical Education

THOMAS BENEDIKTSSON, A.M.; English

DOROTHY BERTLER, B.S.; Chemistry Graduate Assistant

EVELYN L. BLOOM; Physical Education

THOMAS BRESELD, A.B.; Business and Public Administration Graduate Assistant

LINDA BRENDEL, A.B.; Art Graduate Assistant

HARVEY BRESLER, J.D.; Business and Public Administration

DAVID BRUBAKER, Ph.D. Cand.; Urban Studies

NICKOLA E. BRUCE, A.B.; Education Graduate Assistant

WILLIAM COOKSON, B.F.A.; M.A. Art Graduate Assistant

WILTON H. CROSBY, A.B.; Business Administration

WILLIAM A. DAUGHERTY, M.B.A.; Business and Public Administration

WILMA W. DIPPERY, A.B.; Physical Education

NANCY DOWLING, A.B.; Living-Learning Program Graduate Assistant

SUSAN ESTES, A.M.; Speech

LINDA FELDHAUS, B.S.; Biology Graduate Assistant

SUSAN J. GIVEN, A.B.; Business and Public Administration Graduate Assistant

BERNARD GOJENOLA, B.S.; Mathematics

LaVERNE GOMAN, A.B. in L.S.; Education

HELEN GREGORY, A.B.; Art

MARIAN A. GRIFFIN, A.B.; Education Graduate Assistant

CURTIS HAEFER, A.B.; Art Graduate Assistant

ROBIN R. HALE, B.S.; Biology Graduate Assistant
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**ASSOCIATE STAFF, SCHOOL OF MEDICAL TECHNOLOGY**

*Tacoma General Hospital*

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<tbody>
<tr>
<td>ANNE BARLOW</td>
<td>Instructor in Microbiology</td>
</tr>
<tr>
<td>CHARLES P. LARSON</td>
<td>Pathologist, Director of Laboratory Program</td>
</tr>
<tr>
<td>LUCILLE FLORENCE LARSON</td>
<td>Supervisor, Pathologist</td>
</tr>
<tr>
<td>CHARLES C. REBERGER</td>
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<tr>
<td>MERRILL JAMES WICKS</td>
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*St. John's School of Medical Technology Longview, Washington*

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<tr>
<td>P. G. AVALON</td>
<td>Educational Coordinator</td>
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<tr>
<td>GRACE BARLOW</td>
<td>Instructor in Mycology</td>
</tr>
<tr>
<td>MERRITT D. MOON</td>
<td>Clinical Professor, Pathologist</td>
</tr>
<tr>
<td>ELSA OSITS</td>
<td>Chief Technologist</td>
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ADVISORY COMMITTEE FOR THE SCHOOL OF OCCUPATIONAL THERAPY

GORDON D. ALCORN, Ph.D.
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Spastic Children's Pre-School and Clinic, Seattle

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Crippled Children's Division, Portland

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University Hospital, Seattle

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Veteran's Administration Hospital, Portland

CHRISTIE ALEXANDER, OTR

Veteran's Administration Hospital, Seattle

VICTORIA BECKER, OTR

Western State Hospital, Ft. Steilacoom

DAVY CROCKETT, 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>
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<tr>
<th>Legal Name Mr.</th>
<th>(Last)</th>
<th>(First)</th>
<th>(Middle)</th>
<th>Maiden Name</th>
<th>Social Security Number</th>
</tr>
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</table>

Present Mailing Address
(Street) | (City) | (State) | (Zip) | Phone |

Home Address
Date of Birth | Citizen of

Place of Birth
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

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>
</table>

If you have previously attended UPS indicate: Day Evening Univ. Center
(date) (date) (date)


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 (subject) Have you had teaching experience?

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 206 759-3521 EXT. 211
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>
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<tr>
<th>Legal Name Mr. □ (Last) (First) (Middle)</th>
<th>Maiden Name</th>
<th>Social Security Number</th>
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</thead>
<tbody>
<tr>
<td>Miss □ Mrs. □</td>
<td></td>
<td></td>
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</tbody>
</table>

Present Mailing Address
(Street) (City) (State) (Zip) Phone ________

Home Address __________________________________________ Date of Birth __________________________ Citizen of __________________________ Phone ________

Place of Birth __________________________________________ Date of Birth __________________________

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>
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<th>NAME OF COLLEGE</th>
<th>City</th>
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<th>From (date)</th>
<th>To (date)</th>
<th>Degree Received</th>
</tr>
</thead>
</table>

If you have previously attended UPS indicate: Day __________________________ Evening __________________________ Univ. Center __________________________

(date) (date) (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 206 759-3521 EXT. 211
# FRESHMAN APPLICATION FOR ADMISSION - UNIVERSITY OF PUGET SOUND

## SECTION ONE: PERSONAL INFORMATION

1a. Application to:  
**DIRECTOR OF ADMISSIONS**  
UNIVERSITY OF PUGET SOUND  
1500 NORTH WARNER  
TACOMA, WASH. 98416  
Area Code 206-759-3521  
Extension #211

1b. For admission to (indicate term and year)  
- Fall □  
- Spring □  
- Winterim □  
- Summer □  
- 19... .

2. Legal name  
- Mr. □ (Last)  
- Miss □  
- Mrs. □ (First)  
- (Middle)  

3. Maiden name  
4. Social Security number

5a. Mailing address (Street and Number)  
- (City)  
- (State)  
- (Zip)

5b. Phone (include area code)

6a. Permanent address if different (Street and Number)  
- (City)  
- (State)  
- (Zip)

6b. Phone (include area code)

7. Place of birth  
- (City)  
- (State)  
- (County)

8. Date of Birth

9. Child of deceased veteran?  
- Yes □  
- No □

10. Single □  
- Married □  
- Divorced □  
- Widowed □

11. Number of children if married  
- Yes □  
- No □

12. Resident of Washington?  
- Yes □  
- No □

13. Length of residence in Washington?  
- From  
- To

14a. If not U.S. citizen, what nation?  
14b. Type of visa  
- Yes □  
- No □

15a. Military veteran?  
15b. Months of active duty  
15c. Separation date

16. Height  
17a. Religious preference  
17b. Member?  
- Yes □  
- No □

18a. Number of brothers  
18b. Number of sisters  
- Older □  
- Younger □

19. Ethnic origin:  
- American Indian □  
- Asian American □  
- Black Afro-American □  
- Caucasian □  
- Chicano □  
- Other □

20. Have you attended the institution to which you are now applying?  
- Yes □  
- No □

21. Do you plan to attend  
- Full time □  
- Part time □

22a. Your high school  
22b. Address and Zip  
22c. Date of your graduation

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  
- Yes □  
- No □

23c. When?

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)

25. If presently enrolled in high school, list your senior year courses  
1.  
2.  
3.  
4.  
5.  
6.  

26. Do you plan  
- Graduation from a four-year college □

27a. Your intended major area of study  
27b. If undecided, what area interests you most?  
28. What future career interests you most?

29a. Name of legal guardian if other than father  
29b. Address (Street and number)  
- (City)  
- (State)  
- (Zip)

30a. Father’s name  
30b. Father’s address (Street and number)  
30c. (City)  
- (State)  
- (Zip)

30d. Colleges attended by father  
- (Years)  
- (Degrees)

30e. Father’s employer and occupation

30f. If deceased, when?

31a. Mother’s name  
31b. Maiden name  
31c. Mother’s address if different  
- (Street and number)

31d. (City)  
- (State)  
- (Zip)

31e. Colleges attended by mother  
- (Years)  
- (Degrees)

31f. Mother’s employer and occupation

31g. If deceased, when?
32. List your significant school and community activities, and honors and awards

33. How do you plan to finance your education?

<table>
<thead>
<tr>
<th>34a. Do you plan to apply for financial aid from this institution?</th>
<th>34b. Washington residents: Do you plan to apply for a state grant?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☐ No ☐</td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

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.

This will certify that the student named above was ☐ graduated ........................................ with  
was not ☐ Month  Year  diploma ☐

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>1</th>
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<th>7</th>
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<td>Academic ability</td>
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<td>Average</td>
<td>Above Average</td>
<td>Excellent</td>
<td>Truly Outstanding</td>
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1. CEEB PSAT—NMSQT  V........ M........ Date............  
2. CEEB SAT  V........ M........ Date............  

3. ACT  V........ M........ Comp................. Date............  
4. WPCT taken Yes ☐ No ☐ Date............

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 ☐.
FRESHMAN APPLICATION FOR ADMISSION - UNIVERSITY OF PUGET SOUND

SECTION ONE: PERSONAL INFORMATION

1a. Application to: [ ] DIRECTOR OF ADMISSIONS
UNIVERSITY OF PUGET SOUND
1500 NORTH WARNER
TACOMA, WASH. 98416

1b. For admission to (indicate term and year):
[ ] Fall □ Spring □ Winterim □ Summer □

2. Legal name Mr. □ (Last) (First) (Middle)
Miss □ Mrs. □

3. Maiden name

4. Social Security number

5a. Mailing address (Street and Number) (City) (State) (Zip)

5b. Phone (include area code)

6a. Permanent address if different (Street and Number) (City) (State) (Zip)

6b. Phone (include area code)

7. Place of birth (City) (State) (County)

8. Date of Birth

9. Child of deceased veteran?
   [ ] Yes □ No □

10. Single □ Married □ Divorced □ Widowed □

11. Number of children if married

12. Resident of Washington?
   [ ] Yes □ No □

13. Length of residence in Washington
   From: __________________________ To: __________________________

14a. If not U.S. citizen, what nation?

14b. Type of visa
   [ ] Yes □ No □

15a. Military veteran?
   [ ] Yes □ No □

15b. Months of active duty

15c. Separation date

16. Height (Inches) (Feet)

17a. Religious preference

17b. Member?
   [ ] Yes □ No □

18a. Number of brothers
   [ ] Older □ Younger □

18b. Number of sisters
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19. Ethnic origin: American Indian □ Asian American □ Black Afro-American □ Caucasian □ Chicano □ Other □

20. Have you attended the institution to which you are now applying? [ ] Yes □ No □

21. Do you plan to attend
   [ ] Full time □ Part time □

22a. Your high school

22b. Address and Zip

22c. Date of your graduation

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: ________

23b. GED tests taken?
   [ ] Yes □ No □

23c. When?

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)

25. If presently enrolled in high school, list your senior year courses
   1. __________________________
   2. __________________________
   3. __________________________
   4. __________________________
   5. __________________________
   6. __________________________

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27b. If undecided, what area interests you most?

28. What future career interests you most?

29a. Name of legal guardian if other than father

29b. Address (Street and number) (City) (State) (Zip)

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30b. Father’s address (Street and number)

30c. (City) (State) (Zip)

30d. Colleges attended by father (Years) (Degrees)

30e. Father’s employer and occupation

30f. If deceased, when?

31a. Mother’s name

31b. Maiden name

31c. Mother’s address if different (Street and number)

31d. (City) (State) (Zip)

31e. Colleges attended by mother (Years) (Degrees)

31f. Mother’s employer and occupation

31g. If deceased, when?
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 [ ]

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This will certify that the student named above was [ ] graduated with [ ] was not [ ]

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

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Candidate's academic ability, initiative, and motivation

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1. CEEB PSAT—NMSQT V [ ] M [ ] Date [ ]

2. CEEB SAT V [ ] M [ ] Date [ ]

3. ACT V [ ] M [ ] Comp [ ] Date [ ]

4. WPCT taken Yes [ ] No [ ] Date [ ]

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)

PLEASE ATTACH A PAGE WITH A PERSONAL RECOMMENDATION
University of Puget Sound
TACOMA, WASHINGTON