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# UNIVERSITY OF OREGON SUMMER SESSION BULLETIN 1971

Eugene



All students must file a Registration Request notice with the Registrar's Office before Summer Session registration procedures can be started.

Postage-paid Registration Request cards are in the back of this bulletin.

## 1971 Summer Session Calendar

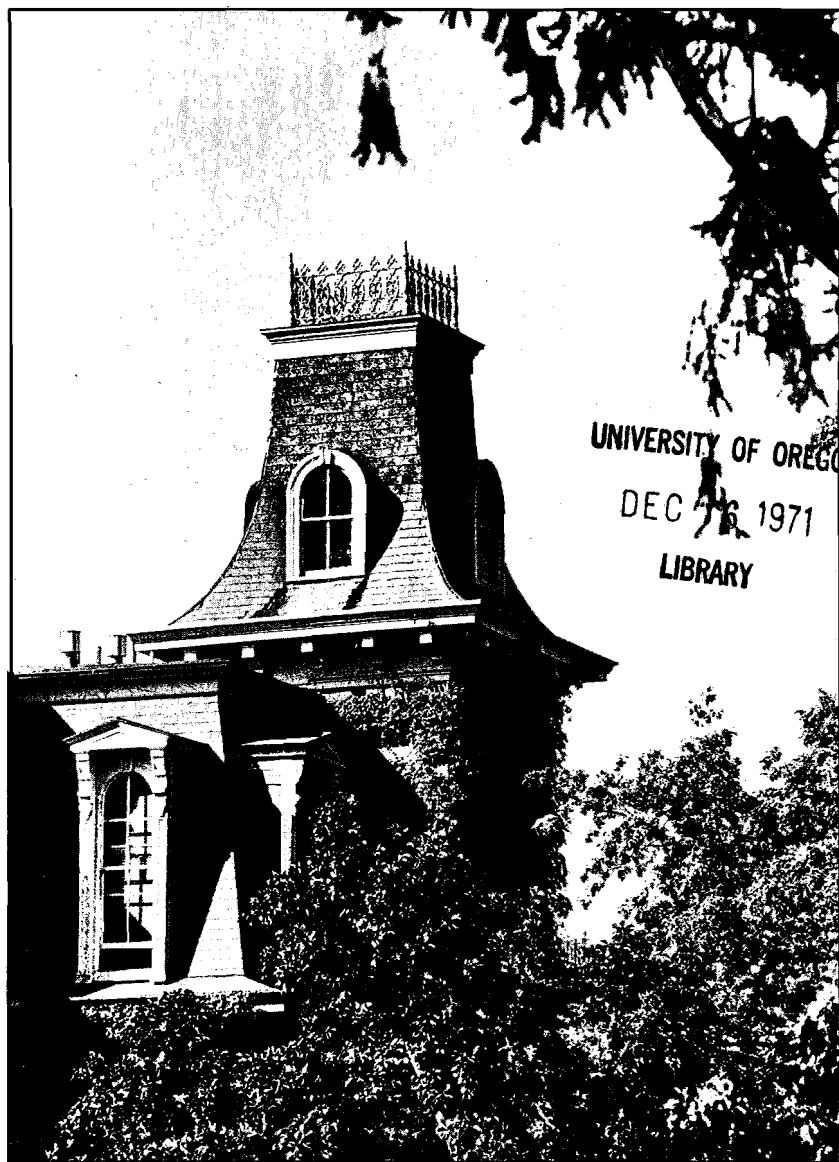
- June 14, Monday..... Presession workshops begin
- June 21, Monday..... Registration
- June 22, Tuesday..... Classes begin
- June 25, Friday..... Last day to pay registration fees for  
eight-week and eleven-week courses without penalty
- July 14, Wednesday..... Last day to apply for all degrees
- July 31, Friday..... Last day for submitting doctoral theses  
to committee and scheduling final oral  
examinations in Graduate School Office
- August 13, Friday..... Last day for submitting "Statement of  
Completion of Requirements for Master's  
Degree" to Graduate School Office
- August 12-13, Thursday-Friday..... Final examinations for eight-week courses
- August 14, Saturday..... Summer Session graduation convocation
- August 20, Friday..... Last day for doctor's final oral examinations
- August 31, Tuesday..... Last day for turning in master's theses and  
doctoral dissertations to Graduate School Office
- September 2-3, Thursday-Friday..... Final examinations for eleven-week courses
- September 3, Friday..... End of Summer Session

### UNIVERSITY OF OREGON BULLETIN

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UNIVERSITY OF OREGON

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1971 BULLETIN  
SUMMER SESSION  
University of Oregon  
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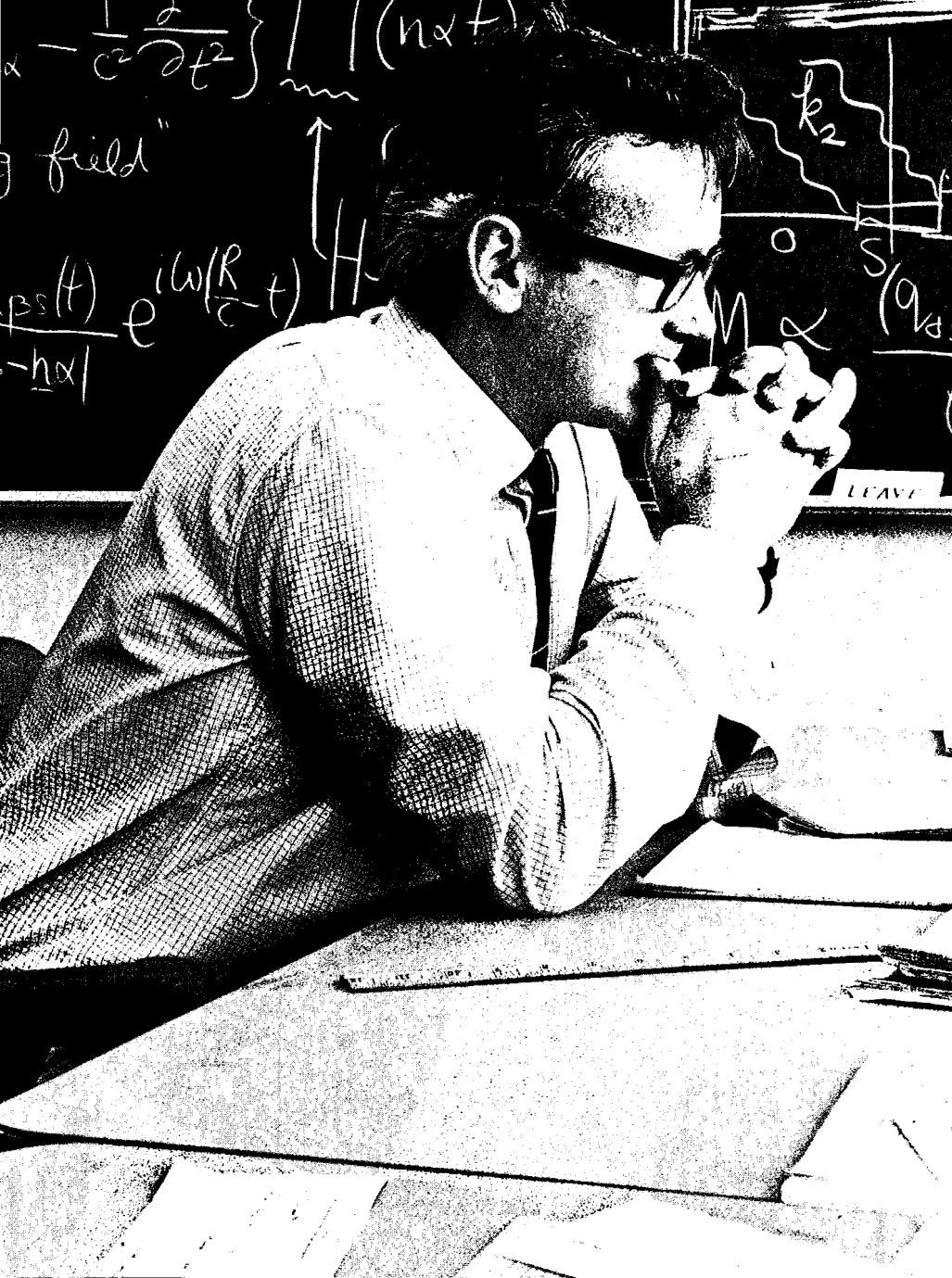
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LEAVE



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- NORBERT W. MAERTENS, Ph.D., Associate Professor of Education.
- EUGENE A. MAIER, Ph.D., Professor of Mathematics.
- GREGORY P. MALTBY, Ed.D., Assistant Professor of Education.
- U. VINCENT MANION, D.B.A., Assistant Professor of Management.
- GENE E. MARTIN, Ph.D., Professor of Geography; Head of Department.
- WALTER T. MARTIN, Ph.D., Professor of Sociology.
- THOMAS MASON, Ph.D., Professor of Music, Northwest Eastern Michigan University; Visiting Professor of Music.
- JAMES G. MAXWELL, M.S., Visiting Assistant Professor of Librarianship.
- HARLAN MAYFIELD, M.S., Instructor in Education.
- MARILYN J. McCULLY, M.A., Instructor in Art History, Pennsylvania State University; Visiting Instructor in Art History.
- DONALD F. MCGAVERN, M.S., Instructor in Physical Education; Diving Coach.
- JERRY MEDLER, Ph.D., Assistant Professor of Political Science.
- ROBERT J. MERTZ, Ph.D., Assistant Professor of Speech.
- JAMES A. MILLER, A.Mus.D., Associate Professor of Music.
- MYRA S. MILLER, B.A., Assistant Professor of Community Service Field Instruction.
- SUSAN MILLER, M.Ed., Senior Instructor in Education.
- ARTHUR MITTMAN, Ph.D., Professor of Education; Head, Department of Educational Psychology.
- WILLIAM MOORE, Ed.S., Instructor in Education.
- PERRY D. MORRISON, D.L.S., Acting Dean, School of Librarianship; Professor of Librarianship.
- ANDREW F. MOURSUND, Ph.D., Professor of Mathematics.
- DAVID MOURSUND, Ph.D., Associate Professor of Mathematics and Computer Science; Head, Department of Computer Science.
- CORLEE MUNSON, Ph.D., Associate Professor of Physical Education.
- GORDON J. MURPHY, M.S., Senior Instructor in Biology.
- WILLIAM MURPHY, M.S., Instructor in Education.
- LEW MYERS, M.D., Assistant Professor of Education.
- BAYARD H. MCCONNAUGHEY, Ph.D., Associate Professor of Biology.
- BETTY F. McCUE, Ph.D., Professor of Physical Education; Head, Department of Physical Education for Women.
- MALCOLM MCFEE, Ph.D., Assistant Professor of Education.
- ELLIOTT G. MCINTIRE, Ph.D., Assistant Professor of Geography, San Fernando Valley State College; Visiting Assistant Professor of Geography.
- LORAINÉ MCKENZIE, B.A., Instructor in Home Economics.
- RICHARD T. McLAIN, M.A., Assistant Professor of Community Service.
- JOHN C. MCMANUS, M.A., Associate Professor of Music.
- JAMES R. McWILLIAMS, Ph.D., Assistant Professor of German.
- JOHN NAGLE, Ph.D., Assistant Professor of Education; Visiting Research Associate, Center for the Advanced Study of Educational Administration.
- LARRY L. NEAL, D.Ed., Assistant Professor of Recreation and Park Management.

- JACK NELSON, M.S.Ed., Instructor in Education.
- ROGER A. NICHOLLS, Ph.D., Professor of German; Head, Department of German and Russian.
- IVAN NIVEN, Ph.D., Professor of Mathematics.
- C. MAX NIXON, B.F.A., Associate Professor of Applied Design.
- GLEN NORRIS, M.S., Instructor in Physical Education.
- RONALD A. NOTTO, M.A., Instructor in Romance Languages.
- ROBERT E. NYE, Ph.D., Professor of Music.
- VERNICE NYE, M.A., Associate Professor of Education.
- DOUGLAS OLSON, Ph.D., Assistant Professor of Quantitative Methods.
- EVA O'NEIL, D.Ed., Assistant Professor of Education.
- JOHN ORBELL, Ph.D., Associate Professor of Political Science.
- WILLIAM N. ORR, Ph.D., Assistant Professor of Geology.
- HENRY OSIBOV, D.Ed., Associate Professor of Education; Assistant to the Dean of Faculties.
- HAROLD J. OWEN, M.Mus., Associate Professor of Music.
- THOMAS PAGENHART, Ph.D., Associate Professor of Geography, Louisiana State University, Baton Rouge; Visiting Associate Professor of Geography.
- WILLIAM H. PARKS, Ph.D., Assistant Professor of Finance.
- CECIL BENNETT PASCAL, Ph.D., Associate Professor of Classics.
- CLYDE P. PATTON, Ph.D., Professor of Geography.
- KENNETH H. PAUL, M.A., Assistant Professor of Art.
- ARTHUR PEARL, Ph.D., Professor of Education.
- JOHN W. PERRIN, Ph.D., Assistant Professor of History.
- PHILIP K. PIELE, Ph.D., Assistant Professor of Education; Director, ERIC Clearinghouse on Educational Management.
- IONE F. PIERRON, M.S., Associate Professor of Librarianship.
- STANLEY PIERSON, Ph.D., Associate Professor of History.
- GUNTIS PLESUMS, M.Arch., Assistant Professor of Architecture.
- JUDSON S. POND, Ph.D., Senior Instructor in Chemistry.
- PATRICIA B. POND, M.A., Assistant Professor of Librarianship; Assistant Professor of Education.
- JOHN L. POWELL, Ph.D., Professor of Physics.
- PERRY J. POWERS, Ph.D., Professor of Romance Languages; Head of Department.
- HERBERT PREHM, Ph.D., Professor of Education; Acting Head, Department of Special Education.
- JESSIE L. PUCKETT, M.S., Associate Professor of Physical Education.
- DAVID J. QUINN, M.A., Instructor in Romance Languages.
- RICHARD J. RANKIN, Ph.D., Professor of Education.
- ROBERT P. RAUS, Re.D., Assistant Professor of Recreation Management.
- GORDON E. RECKORD, B.A., Visiting Professor of Geography; Visiting Research Associate, Institute of International Studies and Overseas Administration.
- DEAN M. REGENOS, M.A., Assistant Professor of English, University of Ohio; Visiting Assistant Professor of English.
- CHARLES M. REICH, Ph.D., Associate Professor of Recreation and Park Management.



- RICHARD W. REID, B.A., Acting Assistant Professor of English.
- EDWARD R. REUTER, Ph.D., Associate Professor of Physical Education.
- JOHN S. REYNOLDS, M.Arch., Assistant Professor of Architecture.
- WILLIAM P. RHODA, D.Ed., Professor of Physical Education; Director of Service Course Program for Men.
- JAMES L. RICE, Ph.D., Assistant Professor of Russian.
- RICHARD RIGGLE, D.Ed., Instructor in Education.
- HELMUT RILLING, Professor of Music, State Academy of Music, Stuttgart, Germany; Visiting Professor of Music.
- CHARLES RIMPLEY, M.S., Instructor in Computer Science.
- MAX D. RISINGER, M.A., Professor of Music.
- PAUL L. RISLEY, Ph.D., Professor of Biology.
- MILDRED C. ROBECK, Ph.D., Professor of Education.
- HORACE W. ROBINSON, M.A., Professor of Speech.
- WILLIAM ROCKETT, Ph.D., Assistant Professor of English.
- LYNN S. RODNEY, Ph.D., Professor of Recreation Management; Head, Department of Recreation and Park Management; Chairman, Leisure Services Administration.
- MARY MARGARET ROGERS, M.S., Instructor in Education.
- LAWRENCE W. ROSS, JR., J.D., Associate Professor of Business Law; Director of Honors College.
- RONALD J. ROUSSEVE, Ph.D., Associate Professor of Education; Associate Professor of Community Service.
- PAUL P. RUDY, Ph.D., Assistant Professor of Biology; Director, Oregon Institute of Marine Biology.
- C. BRYAN RYAN, M.F.A., Professor of Art.
- BURTON E. SABOL, M.A., Acting Assistant Professor of English.
- SHARON SALVETER, M.S., Instructor in Computer Science.
- ADOLPH A. SANDIN, Ph.D., Professor of Education.
- NORMAN N. SAVAGE, Ph.D., Associate Professor of Geology, University of Natal, South Africa; Visiting Associate Professor of Geology.
- OSCAR SCHAAF, Ph.D., Adjunct Professor of Education.
- CHARLES SCHLEICHER, Ph.D., Professor of Political Science.
- RICHARD C. SCHMIDT, M.A., Assistant Professor of Anthropology.
- CLARENCE SCHMINKE, Ph.D., Professor of Education.
- DELWYN SCHUBERT, Ph.D., Professor of Education.
- GARY H. SEARL, M.S., Assistant Professor of Geography, Lane Community College; Visiting Assistant Professor of Geography.
- LESTER G. SELIGMAN, Ph.D., Professor of Political Science.
- GUY SHELENBARGER, M.Ed., Professor of Education.
- GEORGE SHEPERD, Ed.D., Associate Professor of Education.
- RONALD E. SHERRIFFS, Ph.D., Associate Professor of Speech; Director, Broadcast Communication Area.
- PETER R. SHERMAN, M.A., Senior Instructor in Mathematics.
- DON SHUTT, M.Ed., Instructor in Education.
- PETER O. SIGERSETH, D.Ed., Ph.D., Professor of Physical Education.
- HELEN SIMMONS, Ph.D., Assistant Professor of Education.

- PAUL E. SIMONDS, Ph.D., Associate Professor of Anthropology.  
 CLARENCE D. SLOAT, Ph.D., Associate Professor of English.  
 EVERETT G. SMITH, Ph.D., Associate Professor of Geography.  
 RICHARD J. SMITH, Ph.D., Associate Professor of Physical Education.  
 WARREN E. SMITH, Ed.D., Professor of Health Education.  
 JOHN W. SOHA, M.B.A., C.P.A., Associate Professor of Accounting.  
 LLOYD R. SORENSON, Ph.D., Professor of History.  
 JOYCE SPENCE, Ph.D., Assistant Professor of Education.  
 VERNON S. SPRAGUE, Ph.D., Professor of Physical Education.  
 JOHN STAMM, Ph.D., Assistant Professor of Education.  
 VICTOR STEINHARDT, M.A., Assistant Professor of Music.  
 NONDA STONE, M.Ed., Senior Instructor in Education.  
 WILLIAM C. STRANGE, Ph.D., Associate Professor of English.  
 JOHN E. SUTTLE, Ed.D., Professor of Education.  
 ROBERT A. SYLWESTER, Ed.D., Associate Professor of Education.  
 JAMES N. TATTERSALL, Ph.D., Professor of Economics.  
 ROBERT C. TERWILLIGER, Ph.D., Assistant Professor of Biology; Assistant Director, Oregon Institute of Marine Biology.  
 FRANCIS THIEMANN, Ph.D., Associate Professor of Education; Research Associate, Center for the Advanced Study of Educational Administration.  
 ROBERT THOMAS, Ph.D., Associate Professor of Geography, Michigan State University; Visiting Associate Professor of Geography.  
 CLARENCE E. THURBER, Ph.D., Professor of International and Public Affairs; Deputy Director, Institute of International Studies and Overseas Administration.  
 WILBERT THURN, M.A., Instructor in Education.  
 JOHN B. TOELKEN, Ph.D., Associate Professor of English.  
 MURRAY TONDOW, Ed.D., President, United Learning Corporation; Visiting Professor of Education and Computer Science.  
 DONALD E. TOPE, Ph.D., Visiting Professor of Education.  
 RAY TROSS, D.Ed., Professor of Music, New Mexico State University; Visiting Professor of Music.  
 ROBERT M. TROTTER, Ph.D., Dean of the School of Music; Professor of Music.  
 PAUL E. TUCKER, M.Ed., Instructor in Education; Director of Student Teaching.  
 ALVIN W. URQUHART, Ph.D., Associate Professor of Geography.  
 JAMES M. VAN BUSKIRK, Ph.D., Associate Professor of Mathematics.  
 DONALD VAN HOUTEN, Ph.D., Assistant Professor of Sociology.  
 DONALD P. VAN ROSSEN, Ph.D., Associate Professor of Physical Education; Swimming Coach.  
 KENNETH D. VIEGAS, M.S.W., Assistant Professor of Community Service.  
 R. MAX WALES, M.A., Professor of Journalism.  
 HILL WALKER, Ph.D., Associate Professor of Education.  
 RUTH WAUGH, M.S., Senior Instructor in Education.  
 A. K. WEATHERHEAD, Ph.D., Professor of English.  
 CHRISTOF A. WEGELIN, Ph.D., Professor of English.  
 DOUGLAS G. WHITE, M.S., Instructor in Health Education.

- JANET WHITE, M.S.W., Assistant Professor of Community Service.
- GEORGE WICKES, Ph.D., Visiting Professor of English.
- RUTH A. WILLARD, Ed.D., Associate Professor of Education.
- DORTHA A. WILLIAMS, M.L., Director of Learning Resources Center, Southwestern Oregon Community College; Visiting Assistant Professor of Librarianship.
- WILLIS L. WINTER, Ph.D., Associate Professor of Journalism.
- HERBERT P. WISNER, M.A., Instructor in Biology.
- JERRY WOLF, Ph.D., Instructor in Mathematics.
- HUGH B. WOOD, Ed.D., Professor of Education.
- EDNA P. WOOTEN, Ph.D., Professor of Physical Education.
- BEVERLY E. WRIGHT, M.L.S., School Library Consultant, Santa Barbara Public Schools, Santa Barbara, California; Visiting Assistant Professor of Librarianship.
- WILLIAM WRIGHT, M.A., Instructor in Education.
- BOB L. WYNIA, M.S., Assistant Professor of Public Affairs and Administration.
- JAMES YOUNG, Ph.D., Assistant Professor of Education.
- JAN ZACH, Professor of Art.
- M. GEORGE ZANINOVICH, Ph.D., Associate Professor of Political Science.
- CALVIN J. ZIGLER, M.A., Instructor in Education.
- HOWARD B. ZINK, M.S., Instructor in Mathematics; Head, Department of Mathematics, Lane Community College; Visiting Instructor in Mathematics.
- ARNULF ZWEIG, Ph.D., Associate Professor of Philosophy; Head of Department.



# The Summer Program

The University's summer session is designed to meet the educational needs of a broad range of people. The program is arranged to include a wide variety of courses offered within convenient time periods. The program includes:

(1) *Full-term courses eleven weeks in length.* These courses are primarily for undergraduates. Sixteen or more term hours of credit may be earned during the eleven-week session.

(2) *Three-term sequences in the eleven-week session.* In some departments, a three-term sequence can be taken by students wanting to complete a full year's work in one subject during the eleven-week session.

(3) *Eight-week courses.* These courses are designed for both undergraduate and graduate students. Students may normally earn 12 or 13 term hours of credit in eight-week courses.

(4) *Special courses.* The summer program also includes workshops, institutes, conferences, and seminars of varying length and starting at various times throughout the summer.

Students may take courses in any combination of the above time periods.

Further information about summer session may be obtained by writing the Director of Summer Session, Room 130 Education Building, University of Oregon, Eugene 97403.

## Undergraduate Work

**Admission as an undergraduate.** Formal admission to the University is not required for enrollment in the Summer Session. However, the summer student who wishes to become a candidate for a degree from the University or intends to continue his studies in the fall, winter, or spring term is encouraged to complete regular University admissions procedures. As early as possible before the opening of the Summer Session, such a student should send to the Director of Admissions: (1) an application on an official University form; (2) a \$10.00 application fee (not refundable); (3) official transcripts of all high-school and college records. Specific admission requirements are listed in the Regular Session University Catalog.

**Admission through Prefreshman Program.** A resident of Oregon who is unable to qualify for fall-term admission on the basis of his high-school record or College Entrance Examination Board test score, has the opportunity to qualify for admission by doing acceptable work during summer session. Those students seeking to qualify for fall-term admission may choose between registering in a 9-term-hour structured program or 12-term-hour unstructured program of elective course work. The 9-term-hour structured program must include 3 units of writing and any 6-unit combination of humanities, social science, or science. In either the structured or unstructured program, students are required to earn a 2.00 (C) grade-point average to qualify for fall-term admission. Any student who plans to participate in the prefreshman program is advised to contact the Office of Admissions for complete information.

*The prefreshman program is no longer available to out-of-state students because of freshman class fall-term enrollment limitations now in effect.*

**Orientation for New Students.** Admissions counseling and academic advising will be available on Sunday evening, June 20 to undergraduates who have not previously attended the University of Oregon. Time and place will be announced. Personnel from the Admissions Office, the Office of Academic Advising, Registrar's Office, and Business Office will assist new students in understanding the general academic policies of the University and the student-faculty advising system.

**Grading System.** Student work is graded as follows: A, excellent; B, good; C, satisfactory; N, unsatisfactory; I, incomplete; W, withdrawn. Students ordinarily receive one of the four passing grades or N. When the quality of the work is satisfactory, but some minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor, a report of I may be made and additional time (normally not more than three terms) may be granted for completion of the work. In certain no-grade courses, students receive marks of P (pass), or N (no pass). W indicates official withdrawal from a course by filing the proper forms in the Registrar's Office in accordance with University regulations.

Students have the option of electing certain of their courses on an ungraded basis (P or N). Ninety-six of such ungraded courses may be applied to a baccalaureate degree. Each department, school, or special curriculum has its own regulations on ungraded courses for majors. Before exercising this option, students should confer with their advisers.

**Program Planning.** Essential tools for program planning during the summer are the Summer Session Bulletin and the Time Schedule of Classes. Students who plan to attend fall term should also check the Regular Session Catalog, which contains complete statements of official policy and practices on nearly every aspect of the University's operation, including admission to the regular session and degree requirements as well as all of the courses offered in schools and departments of the University.

The Summer Session Time Schedule of Classes indicates the times and places that classes meet. It also has a directory of faculty advisers, the summer academic calendar and term examination schedule, and notes on prerequisites. The Regular Session Catalog and Time Schedule of Classes are available in the Registrar's Office.

**Meeting with an Adviser.** Every student who so desires will be advised by a member of the teaching faculty, and all new students are required to confer with an adviser before completing the registration process. The objectives of the advising program are to help each student make the most of his educational opportunities and, specifically, to help him plan an academic program and to interpret the University's academic requirements and regulations. A Directory of Advisers, which lists faculty advisers by field, can be found in the Summer Session Time Schedule of Classes. Students who have selected a major field should consult with one of the appropriate advisers in the Directory. Other students should report to the Office of Academic Advising, Room 140, Hendricks Hall, for advising. New students must obtain the adviser's signature on the registration card.

**Study Loads.** Although there is no prescribed study load during summer session, students can normally take about 15 credit hours during the eleven-week session, or about 12-13 credit hours during the eight-week session. Students may take courses in both the eleven-week and eight-week sessions concurrently.

**Major.** It is not necessary that a student declare an official major during the summer session. A freshman planning to continue at the University can spend at least one year fulfilling lower-division group requirements while investigating possible major fields.

**Student Conduct.** The University of Oregon operates under a progressive student conduct program, based on the assertion that a university is dedicated "not only to learning and the advancement of knowledge, but also to the development of ethically sensitive and responsible persons." The University seeks to achieve these goals through a sound educational program and policies governing student conduct that encourage independence and maturity.

The University does not provide a protective shelter for its students. The responsibility for discipline is placed on the students and their parents. If a student commits a crime in the larger community, he receives no special consideration because he is a University student. He is subject to city, state, or other laws, just as any other offender.

If a student interferes with the University's educational objectives or with the health or safety of others in the University community, he is then disciplined through one of the University's student courts. Minor offenses are generally handled by minor courts, while major offenses come before the student-faculty court.

The student has the right to appeal to a higher body, the University Appeals Board or other appropriate appellate bodies. The student also has the right to counsel. He may receive assistance from the student defender, a law student who works through the coordinator of the student conduct program, ask a friend or faculty member to appear in his behalf, hire an attorney, or defend himself. The student accused of a violation of the Student Conduct Code has an opportunity to know the nature and source of evidence against him and to present evidence in his own behalf. The coordinator administers the program and is available to counsel with each student referred through him to the student courts.

The section of the Student Conduct Code concerned with general policies, violations, and sanctions appears in the Summer Session Time Schedule of Classes. A complete copy of the code may be obtained from the Office of Student Conduct, Room 62 Straub-Omega Hall.



## Graduate Work

Many summer courses are available for graduate students; in some departments and professional schools much and sometimes all of the work for a master's degree may be completed in summer sessions.

**Admission as a Graduate School Student.** A student who intends to use the credits he earns in the summer session toward an advanced degree at the University must be admitted to the Graduate School. To be admitted to the Graduate School, a student must be a graduate of an accredited four-year college or university and must also be accepted by the professional school or major department in which he proposes to study.\* This acceptance is subject to the approval of the dean of the Graduate School. The schools and departments of the University determine their own specific requirements for graduate admission, which the student should familiarize himself with before applying. Initial acceptance may be either conditional or full.

If the student intends to work on his graduate program only in summer sessions, he should try to submit his application for admission to the Graduate School well in advance of his arrival on the campus, so as to make sure before coming that he will be accepted in his intended graduate program. If for any reason he is unable to submit his application before enrolling, *he must submit it as early as possible in his first summer of enrollment.* Unless he has been accepted by a school or department and admitted to the Graduate School by August 1, the credits he earns during the term cannot normally be applied toward a graduate degree at the University; exceptions to this rule must be approved by the dean of the Graduate School.

Former University of Oregon students must be formally admitted to the Graduate School in the same way as students from other colleges and universities. A student who has been formally admitted to the Graduate School and who desires to change his major must file a "Change of Major" form with the new accepting department and any official documents the department may require.

If a student has not previously been enrolled at the University of Oregon, he must pay a \$10.00 admission application fee at the time he submits his application.

An applicant should address inquiries concerning graduate admission to the department or school in which he plans to study, not to the Graduate School or the Office of Admissions.

**Documents Supporting Application.** An applicant for admission to the Graduate School must submit: (1) the original and one copy of an application on an official University form, and (2) two copies of an official transcript of all previous college work taken. One copy of these credentials should be sent to the department or school in which the applicant plans to study and the other to the Office of Admissions. The individual school or department may require other materials, such as scores on the Graduate Record Examination or Miller Analogies Test, or letters of recommendation. The applicant should ascertain from the school or department what additional material, if any, is expected.

**Continuing Study during Fall Term.** If a student wishes to begin work toward a graduate degree at the University in the summer session and continue in resident study through the fall term, he should indicate this on his application for admission. Acceptance for the summer session does not of itself imply acceptance for the succeeding fall. Application for fall term enrollment should be made as early as possible—preferably in the preceding January. Applications may be accepted by some schools and departments as late as the summer session, but because

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\* Students from unaccredited institutions or from those (usually foreign) which offer the equivalent of baccalaureate instruction but not the degree itself may be admitted under special procedures if they are accepted by a school or department.



the Graduate School is operating under an enrollment limitation, most schools and departments admit the great majority of their students before then, and some do not accept any applications for fall term after a date in February, March, or April.

**Admission as a "Transient" Graduate Student.** A student with a baccalaureate or higher degree who wishes to take graduate courses at the University in the summer session but who does not wish to work for a graduate degree need not apply for admission to the Graduate School. He will be designated a "transient" graduate student. The work he takes will be recorded on his transcript as graduate credit and is transferable to another institution, subject to whatever regulations govern such transfer at the institution concerned, but it may not normally be used toward an advanced degree at the University. Occasional exceptions to this rule may be granted upon petition to the dean of the Graduate School. Such a student may enroll in graduate courses under the same conditions as those that apply to students admitted to the Graduate School, but in courses where class size is limited, Graduate School students will be given preference in enrolling.

**Continuous Enrollment.** A student who has been admitted to the Graduate School either to work toward an advanced degree, or to take a specific program of graduate courses in pursuit of a nondegree objective (certificate, credential) must enroll continuously (except for summer session) in the University from the time he first registers until he has completed all requirements for the degree or for the certificate or credential.\*

In any term in which the student is making use of University services or facilities, he must enroll for a minimum of 3 term hours of graduate course work and pay the appropriate fees. Ordinarily he is expected to take this work in residence, but he may register by proxy for course work to be taken *in absentia*, when for example he is living elsewhere and writing his thesis or dissertation, sending chapters of it to his adviser for criticism.

If the student interrupts his program of study for one or more terms (excluding summer session), he must register for on-leave status in order to maintain his status in the Graduate School and his school or department. When the student registers for on-leave status, he is not required to pay fees, but neither is he permitted to make any demands on University staff or facilities. If he fails to register for on-leave status, it will be assumed that he has decided to discontinue his program and his Graduate School standing will be canceled. In this event, if he should later wish to return he would be required to apply for readmission to the Graduate School and would be subject to the requirements for admission that are in force at that time.

On-leave status is granted for a stated period of time, normally not to exceed one year; it may be extended at the request of the student, subject to the approval of the Graduate School. *A student who does all of his graduate work in summer sessions must secure leave for each ensuing academic year.* An application for on-leave status, endorsed by the major department or professional school, must be received by the Graduate School not later than the last day to register for classes in that term as stated in the Time Schedule of Classes.

**Credit Requirements.** For a master's degree, the student must complete an integrated program of study totaling not less than 45 term hours in courses approved for graduate credit, at least 24 of these hours being earned in pass-differentiated University courses. Integration may be achieved either through a departmental major or through a program of interdisciplinary studies. For the master's degree with a departmental major, a minimum of two-thirds of the work (30 term hours) must ordinarily be in the major field; at least 9 term hours in University courses numbered 500-599 must be taken. A student earning a second master's degree in a different field is required to take not less than 30 term hours in his new major, of which 24 must be in pass-differentiated University courses.

\* Registration for extension courses taken in the Division of Continuing Education does not satisfy the continuous enrollment requirement.

**Grade Requirement.** A graduate student is required to earn at least a B average in all pass-differentiated University courses taken for graduate credit in his degree program. A grade-point average of less than 3.00 at any time during the student's graduate studies is considered unsatisfactory, and may result in disqualification by the dean of the Graduate School after consultation with the student's major department or school. Disqualification means that the student's degree program is terminated and he is dropped from the Graduate School. Graduate credit is not granted for a course in which the student earns a grade of N.

**Residence Requirement.** The residence requirement for the master's degree is 30 term hours of work on the Eugene campus or at the Medical School, Dental School, or School of Nursing in Portland.

**Transferred Credit.** Credit earned at other accredited institutions, or in the Division of Continuing Education of the Oregon State System of Higher Education, may be counted toward the master's degree under the following conditions: (1) the total of transferred credit may not exceed 15 term hours in a 45-hour master's degree program; (2) the courses must be relevant to the degree program as a whole; (3) the transfer must be approved by the student's major department and the Graduate School; (4) the grades earned must be A, B, or P; (5) transferred credit may not be counted in the 24 term hour required pass-differentiated University of Oregon courses (see also "Time Limit" below).

**Distinction Between the M.A. and M.S. Degrees.** For the M.A. degree, the student must show a competence in one foreign language; the level of proficiency and the method of determining that level are decided by his school or major department. There is no language requirement for the M.S. and professional degrees unless specified by the school or department.

**Course Requirement.** For the M.A. or M.S. degree with a departmental major, at least 9 term hours are required in 500-599 courses.

**Time Limit.** All work for a master's degree must be completed within a period of seven years. This includes work for which credit is transferred, theses, and final examination.

**Maximum Course Load.** The maximum summer course load for a graduate student devoting full time to graduate study is 13 term hours for the eight-week session or 16 hours for the eleven-week session. *Credit for work taken in excess of these maximums cannot be applied toward a degree.*

All graduate students using campus facilities or studying under the supervision of a member of the faculty during either the eight-week or eleven-week session are required to register for a minimum of 3 term hours of course work.

**Thesis Registration.** All graduate students working for an advanced degree for which a thesis is required must register for Thesis (503). The candidate for a master's degree with thesis is required to register for a minimum of 9 term hours in Thesis (503) before completing the program for the degree. A student working toward a doctor's degree is required to register for a minimum of 18 term hours in Thesis before completing the program for the degree. With school or department approval, up to 3 of the 9 hours of Thesis required for the master's degree and up to 6 of the 18 required for the doctorate may be in (Research) 501 instead. Credit for Thesis (503) and Research (501) is granted on a no-grade basis.

## Interdisciplinary Studies

In addition to specialized graduate work in the traditional fields of learning, the University provides opportunities for integrated interdisciplinary studies leading to the M.A. or M.S. degree—including both programs planned according



to the individual student's interests and established programs of interdisciplinary studies organized and administered through interdepartmental faculty committees.

Graduate students pursuing a program of interdisciplinary studies during the summer session may supplement courses offered by the several departments and schools with individualized studies, for which they may enroll under the following course numbers:

ISt 501. **Research.** Hours to be arranged.

Eight-week and eleven-week sessions.

ISt 503. **Thesis.** Hours to be arranged.

Eight-week and eleven-week sessions.

ISt 507. **Seminar: International Studies.** 6 hours.

Eight-week session. International management of developing energy resources and related problems involving protection of the natural environment. Case studies on United States-Canadian cooperation in the Pacific Northwest. Prerequisite: consent of instructor. Gange, Reckord, and visiting lecturers.

## Graduate Program for Teachers

A special program of graduate study for students working toward the satisfaction of the Oregon state requirement of a fifth year of college work for final high-school teacher certification is offered as one of the University's programs of interdisciplinary studies. The student must have a reasonable background of undergraduate study in education and in the field in which he proposed to work, and must complete prerequisites for specific courses. The requirements for a master's degree in the program for teachers are as follows:

A total of between 45 and 51 term hours in graduate courses, distributed in accordance with (a) and (b) below:

(a) A total of 36 term hours in subject fields (work in liberal arts departments or professional schools other than education), distributed in accordance with one of the following options:

Option 1. Between 15 and 21 term hours in each of two subject fields.

Option 2. A minimum of 36 term hours in one of the following fields: English, French, geography, history, and mathematics.

Option 3. A minimum of 36 term hours in the composite field of social studies or the composite field of science. A program in social studies must include work in at least three of the following fields: anthropology, economics, geography, history, political science, psychology, and sociology. A program in science must include work in at least three of the following fields: biology, chemistry, geology, mathematics, and physics.

In each of the options listed above, at least 6 term hours of work must be taken in 500 courses. The remaining courses may include, with some restrictions, both the 400 (G) and 400 (g) series. The student's program must be planned to provide well-rounded knowledge, and must not be made up of scattered, unrelated courses.

For Options 1 or 2, 18 term hours in each of the subject fields involved must be presented as an undergraduate prerequisite. For Option 3, the prerequisite is 12 term hours in each of the specific fields involved.

(b) Between 9 and 15 term hours in graduate courses in the field of education, the number of hours to be determined on the basis of the amount of work in education completed by the student as an undergraduate.

The combined total of work transferred from other accredited institutions and work done in the Division of Continuing Education of the Oregon State System of Higher Education cannot exceed 15 term hours.

Inquiries about the interdisciplinary programs for teachers in history, English, mathematics, geography, and French should be directed to the chairmen of these academic departments. Inquiries about programs in other areas should be directed to Lloyd R. Sorenson, Department of History.

## Administrative Certificates

The College of Education at the University of Oregon offers a comprehensive program of graduate work in educational administration based upon a recognized five-year teacher-education program. This provides a plan for professional preparation in a teaching area, an understanding of the learning process, and a general-ized conception of the foundations of education in American society.

One objective of the College of Education is to produce educational administrators with technical knowledge, skills, and attitudes necessary to the efficient operation of a single school, a multiple district, or a completely unified district embracing all levels from kindergarten through twelfth grade and higher education. Such preparation implies: (1) acquisition of knowledge and understanding formulated by interdisciplinary studies, such as the behavioral sciences of anthropology, economics, education, political science, psychology, and sociology; (2) association with the professional organizations on local, state, and national levels that are involved in promoting the best programs in leadership development and maintaining that leadership in the field; (3) participation in research that constantly evaluates the outcomes of educational programs in order to reorganize, reemphasize, retain, or delete phases of the total educational operation; (4) professional development through field studies, in-service workshops, and off-campus internships at all levels of administration.

The program of upper-division and graduate courses, requiring a minimum of 33 term hours for principals and 45 term hours for superintendents, includes participation in all of the above areas of emphasis with expectation of greater depth in some. It is the aim of the college to make the prospective or practicing administrator an educational leader who is able to analyze, interpret, and recommend solutions for complex educational problems.

The candidate who seeks admission to the planned program must have: (1) a valid basic teaching certificate; (2) completed a five-year general teaching norm at the level to be administered; (3) three years of legal, successful teaching experience at the level to be administered; (4) an acceptably high score on a standard college or university examination such as the Miller Analogies Test or Graduate Record Examination; (5) at least three recommendations from persons qualified to evaluate the candidate's potential for becoming a successful school administrator; (6) official admission granted by the University of Oregon and the College of Education.

The candidates who are admitted to a program are required to: (1) complete *in residence* 18 term hours of the 33 required for a standard principal's certificate and 24 term hours of the 45 required for a standard superintendent's certificate. The remainder of the credit hours may be taken at any other accredited institution in or out of Oregon, or the Division of Continuing Education, Oregon State System of Higher Education; (2) maintain a grade average of "B" or better for the required work in the planned program for the standard administrative certificate; (3) plan with an adviser a total 33- or 45-term-hour program which will achieve the desired standard administrative certificate; (4) complete the total planned program for a standard administrative or supervisor's certificate within a four-year period of time.

**Requirements for a Basic Administrative Certificate (Two-Year).** A basic administrative certificate valid for a period of two years shall be issued to an otherwise qualified applicant who: (1) holds a valid basic teaching certificate; (2) has completed a five-year general teaching norm at the level to be administered; (3) verifies three years of legal, successful teaching experience at the level to be administered; (4) verifies completion of 9 quarter hours of upper-division or graduate study in or accepted by a college or university approved by the Oregon Board of Education for the preparation of school administrators, this preparation to be applicable to a planned sixth-year program in the preparation of administrators.

## Registration

All Summer Session students intending to enroll for credit must file a REGISTRATION REQUEST notice with the Registrar's Office before official registration procedures can be started. REGISTRATION REQUEST forms are in the back of this bulletin.

Personalized registration materials will be prepared from the information on this form. *In order to avoid delays in completing the registration process the REGISTRATION REQUEST notice must be filed with the Registrar's Office by June 1 for all eight-week or eleven-week courses.* Students registering for courses (usually workshops) that begin June 14 or after June 22 must file their REGISTRATION REQUEST notice at least three weeks prior to the beginning of the course. Filing of a REGISTRATION REQUEST notice in no way constitutes admission; the notice is for registration purposes only. For information about admission see pages 19-20 of this bulletin.

Registration will be held in McArthur Court on Monday, June 21, for all summer courses. (See Late Registration for instructions on registering for short courses beginning after June 25.) Basically, the arena registration process allows students to register alphabetically in time-block periods. The entire registration process may be completed in McArthur Court and should take the student about an hour. The alphabetical listing below indicates the times when students will be allowed to register. Detailed registration procedures are included in the Time Schedule of Classes, which will be available about May 15 and will be mailed to all students who received a copy of this bulletin by mail.

### Registration Schedule, Monday, June 21

If your last name begins with	Your registration time is	If your last name begins with	Your registration time is
Her through Jn	8:00 a.m.	Ta through Vd	1:00 p.m.
Jo through Kh	8:30 a.m.	Ve through Wik	1:30 p.m.
Ki through Lel	9:00 a.m.	Wil through Zz	2:00 p.m.
Lem through Mc	9:30 a.m.	Aa through Az	2:30 p.m.
Maa through Moq	10:00 a.m.	Ba through Brn	3:00 p.m.
Mor through Nz	10:30 a.m.	Bro through Cld	3:30 p.m.
Oa through Pq	11:00 a.m.	Cle through Dh	4:00 p.m.
Pr through Rz	11:30 a.m.	Di through Fh	4:30 p.m.
Sa through Sk	12:00 noon	Fi through Gq	5:00 p.m.
Sl through Sz	12:30 p.m.	Gr through Heq	5:30 p.m.

### Late Registration

For those who do not complete registration for eight-week or eleven-week courses on Monday, June 21, late registration will begin Tuesday, June 22. Students registering after Monday, June 21 should pick up their registration materials at the Registrar's Office. Late registration fee penalties will be charged after Friday, June 25. See page 31 for late-registration fee schedule.

Students registering in short courses which begin after June 25 may register on the first day of the class and will not be charged a late registration fee.

## Summer Session Fees

Registration and other summer session fees are listed below. Fee payment may be made in the registration arena in McArthur Court on June 21 from 8:00 a.m. to 6:00 p.m. and June 22 and 23 from 8:00 a.m. to 5:00 p.m. During the remainder of the summer, the Business Office will be open for fee payment in Emerald Hall from 10:00 a.m. to 12:00 noon and from 1:00 to 5:00 p.m., Monday through Friday. Fees and schedules are subject to change.

Undergraduate registration for 8 or more term hours (full load), regardless of length of session.....	\$136.00
Graduate registration (any student holding a baccalaureate degree) for 8 or more term hours (full load), regardless of length of session.....	\$162.00
Auditor (8 or more term hours).....	\$136.00
Graduate fellow (summer appointment, at least 0.15 FTE), per term.....	\$ 38.00
Registration on part-time, per-hour basis (undergraduate or graduate, credit or audit).....	\$34.00 to \$119.00
1 or 2 term hours, \$34.00; 3 term hours, \$51.00; 4 term hours, \$68.00; 5 term hours, \$85.00; 6 term hours, \$102.00; 7 term hours, \$119.00.	
Deposit required of all students registering for credit (against breakage or loss of University property; refundable).....	\$ 10.00
Change-of-program fee (assessed immediately, for each course changed from original registration).....	\$ 1.00
Exceptions to procedural deadlines, <i>if approved</i> , may be assessed a penalty fee.....	\$1.00 to \$ 10.00
Late-registration fee for full-time students, per day (after initial charge of \$5.00 for the first day late).....	\$ 1.00
All full-time students pay the late-registration fee if they register for summer- term courses after June 25.	
Graduate qualifying examination fee.....	\$1.00 to \$ 15.00
Staff fee, per term hour.....	\$ 3.00
With specified approval, staff members enrolled in University courses pay a special staff fee of \$3.00 per term hour. Full-time staff members (academic or civil service) may enroll under this fee for a limited amount of work for credit, generally for not more than 3 term hours of work in any term; staff members employed half-time or more, but less than full-time, may enroll under this fee for a maximum of 10 term hours of work.	
Fees for school psychological services:	
Diagnostic service (school enrolled).....	\$ 10.00
Diagnostic service (preschool and postschool service).....	\$ 15.00

**Fee Refunds.** Refunds are not automatically issued. Students who withdraw from the summer session and who have complied with the regulations governing withdrawal are entitled upon written request to certain refunds of fees paid, depending on the time of withdrawal. A schedule of fee refunds is on file in the University Business Office. A refund request must be submitted in writing before the close of the term following the term of withdrawal.

Refunds in all cases are calculated from the date of official withdrawal and not from the date the student ceased attending classes.





## Living Accommodations

All students may select their own living accommodations.

**Dormitories.** The University dormitories open at 9:00 a.m. on Sunday, June 20. Upon arrival students should go to the Housing Office in Carson Hall, Thirteenth Avenue and Emerald Street, to obtain assignments. No deposit, advance payment, or reservation is required for regular summer-session dormitory accommodations. Both single and double rooms are available, and since dormitory room assignments are made as students arrive, friends may room together if they are in the same class and register for their rooms at the same time.

*Terms and Conditions of Occupancy.* Students must sign a contract (terms and conditions of occupancy) which explains rights, privileges, responsibilities, and obligations while the student is a resident of the dormitories. These terms are based on consideration for other residents, health and safety standards, and compliance with established laws and the University Student Conduct Code. Students who do not comply with the terms and conditions of occupancy may be subject to eviction from the dormitories. Housing will be granted only to those students who agree to room and board throughout their length of stay. Students may choose seven-day-week board or five-day-week board (the five-day-week board includes Monday breakfast through Friday lunch; students choosing five-day board may purchase weekend meals on a per meal basis). Any students leaving the University during their designated length of stay will be released from their contract.

*Dormitory Facilities.* Exclusive of personal items students may need, all of the following are furnished :

- (1) Food service : 20 meals each seven-day week ; no meals are served Sunday evenings. Food service begins with breakfast on Monday, June 21.
- (2) Bed linens (two sheets a week), pillow and case, mattress pad and cover, one blanket.
- (3) Draperies, desk, lamp, study chair, mirror, wastebasket, water glass.
- (4) Recreation: Color television sets, ping pong tables, vending machines, basketball standards, and tennis courts.
- (5) Coin operated washers, dryers (free of charge), ironing boards.
- (6) Locked storage space for luggage, trunks, etc.
- (7) Telephone: Floor phones are provided. Residents may order a private telephone for an additional charge.

*Charges.* Room and board charges are payable in advance at the opening of the summer session. Students attending eight-week or eleven-week sessions may, however, elect to pay in two installments each of one-half the total charge. The first installment is due June 21, payable not later than June 30. The second installment is due July 19, payable not later than July 28. A penalty charge of \$1.00 per day up to a maximum of \$5.00 is made if the first installment is not paid by June 30, or if the second installment is not paid by July 28. Dormitory residents enrolled for short courses are charged upon arrival for the number of weeks they will be staying.

Board and room charges are payable at the University Cashier's Office, Emerald Hall, open Monday through Friday, from 10:00 a.m. to 12:00 noon, and from 1:00 p.m. to 4:00 p.m.

*Dormitory Rates.* The tentative rates for room and board in the University dormitories during the summer session are as follows :

Length of Session	Board			Room*	
	Five-Day Week	Seven-Day Week	Multiple	Multiple	Single
Eleven Weeks .....	\$182.00	\$216.00	\$114.00		\$171.00
Ten Weeks .....	165.00	196.00	108.00		162.00
Nine Weeks .....	149.00	178.00	100.00		150.00
Eight Weeks .....	132.00	158.00	92.00		138.00
Seven Weeks .....	116.00	138.00	84.00		126.00
Six Weeks .....	99.00	118.00	76.00		114.00
Five Weeks .....	83.00	98.00	64.00		96.00
Four Weeks .....	76.00	84.00	60.00		90.00
Three Weeks .....	57.00	63.00	48.00		72.00
Two Weeks .....	38.00	42.00	32.00		48.00
One Week .....	19.00	21.00	16.00		24.00
Daily .....	4.50	4.50	3.50		5.00

\* A city room tax of 3 per cent is assessed for a stay of less than 30 days.

**Off-Campus Housing.** Because of budgetary limitations, the University does not maintain a list of off-campus rentals.

The Eugene *Register-Guard* may be consulted for available community rentals.

**Housing for Married Students.** The University operates housing units for married students, some of which are available for the summer session. Married students interested in these quarters should write as soon as possible to the Director of University Housing, Carson Hall.

Dormitory facilities are available for married couples without children at the regular double-room rate for each person. Married couples, to be certain of accommodations, must make advance reservations with the Director of Housing, Carson Hall. Individual applications must be submitted by husband and wife.

**Summer Workshops and Conferences.** Organizers and sponsors of Summer Session workshops or conferences may contact Mr. Charles Harris, the Housing Department Conference Coordinator, at extension 4279, to be assured of housing and food service accommodations for the participants. Past workshops and conferences have found that having the participants live together as a group contributed to the success of the workshop or conference. Limited dormitory facilities are available for housing groups together.

## Services and Facilities

**The University Library.** The services of the University of Oregon Library are organized in broad subject divisions: Social Science, Science, Humanities, and General Reference. Each of the divisions has its own reading areas, conveniently integrated with its book collections. All University students have access to the book stacks.

The services of the subject divisions are supplemented by the Audiovisual Media Center which provides facilities for the production, preservation, and use of recordings, slides, films, and similar materials, and by the Special Collections Division which is responsible for the development and care of collections of Pacific Northwest historical materials, rare books, manuscripts, and University archives.

The Library's facilities for undergraduate work are excellent, and strong collections for advanced study and research are being built in the various fields of liberal and professional scholarships. All of the books in the libraries of the institutions of the Oregon State System of Higher Education are available to the students and faculty of the University.



Books other than reference books and those especially reserved for use in the Library may be borrowed for a period of two weeks, with the privilege of renewal if there is no other demand. Library privileges are extended to all University students and staff members, and may be granted to other persons upon application.

Library hours will be announced just prior to summer session, and will be posted by the doors to the Library.

**Museum of Art.** The primary purpose of the Museum of Art is to promote among students and staff of the University of Oregon and the general public an active interest in the visual arts, both past and present. Erected in 1930, the Museum of Art and the garden court adjoining it, both dedicated to the memory of Prince Lucien Campbell, fourth President of the University, were financed through gifts. The Murray Warner Collection of Oriental Art includes more than 3,000 accessioned objects, representing principally the cultures of China and Japan (but also including some works of art from Cambodia, Korea, Mongolia, and Russia). It was given to the University in 1921 by Mrs. Gertrude Bass Warner as a memorial to her husband, Major Murray Warner. In addition to this bequest Mrs. Warner established a reference collection for studies in Asian cultures and their arts, the books for which are now located in the general library.

Among the collections permanently housed in the Museum of Art are the Shiomi Collection of Oriental Art, the Rolf and Alice Klep Collection, and the Haseltine Collection of Pacific Northwest Art.

The first-floor galleries of the museum are devoted primarily to exhibitions of Pacific Northwest art, but many traveling exhibitions of national and international scope are also frequently on view there. Exhibitions and acquisitions for the permanent collections are financed primarily through the Friends of the Museum, membership in which is open to the public. The museum also houses the Rental Sales Gallery and The Museum Shop, which offers a 10-per-cent discount on sales to Friends of the Museum members. Museum hours: 12:00 noon to 5:00 p.m. Tuesday through Sunday; closed Monday.

**Museum of Natural History.** The Museum of Natural History is primarily a research department devoted to studies of the history of the earth, plants, animals, and man as found in Oregon. The knowledge gained in these studies is made available to the public through displays, publication, a public-school loan program, a museum information service, and loans to other institutions. As a repository, the Museum of Natural History maintains large collections of fossils, plants, animals, rocks, and the objects used by primitive man.

In addition to storage and display areas, the Museum of Natural History has a preparation laboratory and shop, an archaeology laboratory, paleoecology laboratories including facilities for the study of sedimentation and pollen, and drafting, illustration, and darkroom areas, for staff and graduate-student research.

The Museum is located in the science complex.

**Miniature Wagon Museum.** The Miniature Wagon Museum, located in the Erb Memorial Union, houses more than sixty miniatures of wagons, coaches, and other horse-drawn equipment used in America in the nineteenth and early twentieth centuries. The miniatures are authentic reproduction one-eighth actual size. Many of the wagons are displayed in recreated historical settings, including recorded sound effects of the era.

Reference works, photographs, and other research materials are available for study.

**Student Health Center.** Through the Student Health Center the University strives to safeguard the health of its students. This is accomplished through health education, medical treatment of disease, and limited psychiatric and counseling services.

The student health services in the institutions in the Oregon State System of Higher Education are supported by student registration fees. Every student registered for credit during Summer Session is entitled to all the services offered by the Student Health Center. Physical examinations and immunizations are not required of summer students. Summer Session students enrolling in fall term should consult the general bulletin for immunization and physical examination requirements. Health Center hours are 8:00 a.m. to 4:30 p.m., Monday through Friday and 8:00 a.m. to 12:00 noon on Saturdays. Visits are by appointment, except for emergencies.

**The Union.** The Erb Memorial Union is a building dedicated to making the extracurricular activity of students an integral part of their education. A staff of program advisers is available to assist individuals and groups in planning programs. The Union provides group meeting rooms, a lounge, soda bar, cafeteria, and dining room, an art gallery, a large ballroom, and a Browsing Room, a branch of the University Library. Student activity offices are on the third floor. For recreation there is a "listening room" for classical music, a room for jazz, a piano practice room, a "combo" practice room, a sixteen-lane bowling alley, pool and billiard tables, and table tennis and shuffleboard facilities. Also housed in the building are a branch of the United States Post Office, a six-chair barber shop, a concessions stand, an information center, and a lost-and-found office.

**Student Personnel-Services Division.** Under the general direction of the dean of Student Personnel Services, assistance and counseling with students is provided in all aspects of student life at the University—status with the selective service, academic probation and reinstatement, personal difficulties, financial needs, education abroad, and others. The dean is assisted by associate deans and other staff members who deal with problems of undergraduate students, graduate students, international students, student conduct, and in financial aids. The University Counseling Center is also under the general direction of the dean of Student Personnel Services.

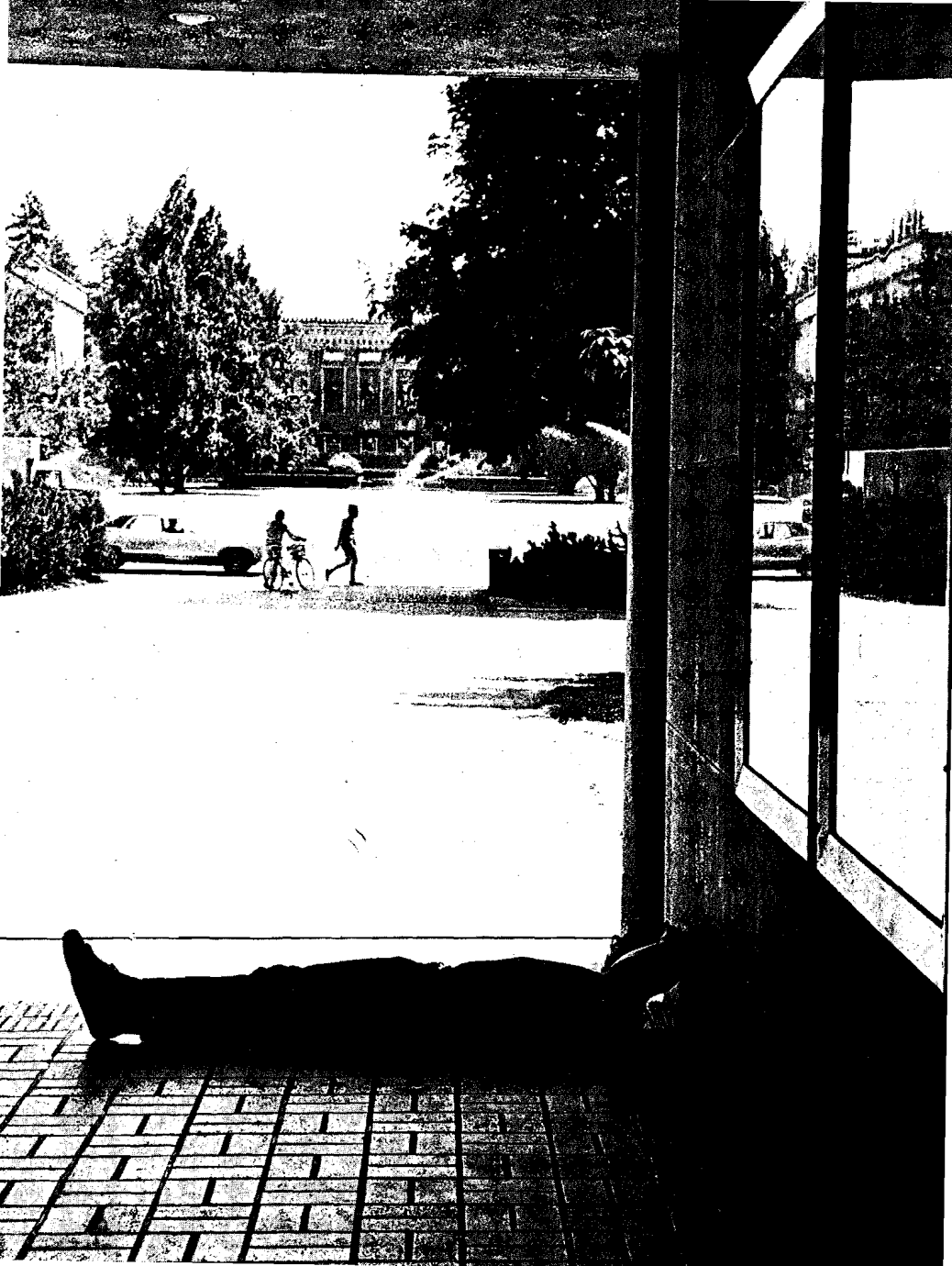
Students are encouraged to call on the dean or on any of his staff for advice and help.

**Office of Academic Advising.** The main responsibility of the Office of Academic Advising is to provide academic advising for students who have not chosen a major field. When a previously uncommitted student selects a major field, he is referred to his department or school for advising.

This office also serves as a coordinating center for the advising program and as a clearing house for information on academic requirements and regulations. Students can direct inquiries on these matters to the Office of Academic Advising at any time.

**Counseling Center.** The University Counseling Center provides facilities for testing and counseling University students. Counseling is available for career decision-making, academic planning, premarriage and marriage counseling, and for other personal concerns. The center offers group as well as individual counseling. In addition, human relations and encounter groups are available. Counseling services are available without fee. A fee of \$7.50 is charged for educational and vocational testing, or for the services of the Reading and Study Skills Center.

The Reading and Study Skills Center, operating in conjunction with the Counseling Center, provides an opportunity for scientific diagnosis and correction of student reading difficulties. Primary emphasis is on improvement of reading rate and comprehension. This noncredit, nongraded developmental program is tailored to individual needs.



**Financial Aid.** The University of Oregon has scholarships, loans, and part-time work available, although on a relatively restricted basis, during the summer session. The largest amount of this aid accrues to continuing students rather than to those attending only the summer session. Persons planning to attend the summer session and who are in need of financial assistance are advised to contact the Office of Financial Aid in Emerald Hall either in person or by mail to permit an early determination of their eligibility for the various types of financial aid available.

**International Student Adviser.** A member of the staff of the Office of Student Services serves as a special adviser to students from abroad who are attending the University, to assist them with personal problems and with adjustments to the customs and procedures of American educational systems. The international student adviser is prepared to give advice and help in connection with visas, government regulations, scholarships, employment, and general orientation to American life. He is also prepared to advise American students planning study abroad.

**Student Employment.** The Student Employment Office, in cooperation with the State of Oregon Employment Division, assists University of Oregon students in finding part-time or temporary work while attending school and assists wives or other dependents of students in finding full-time or part-time work. There is no fee charged for this service. The office is located in the basement of Susan Campbell Hall.

**University Placement Service.** The University maintains a central Placement Service for the assistance of graduating students and alumni seeking new or better positions. The Placement Service serves students in all schools and departments in the University, including those trained in business and technical fields as well as in education and the liberal arts.

Students who are enrolled in or have completed 12 hours of matriculated work at Oregon are eligible for graduate placement services. Initial placement services are extended without charge to students who have pursued uninterrupted study in residence at the University of Oregon and to all students who have completed their baccalaureate degrees. Alumni or graduate students who have been regularly employed or graduate students who did not receive their undergraduate training at the University of Oregon are subject to a \$5.00 fee.

The Placement Service is located in Susan Campbell Hall.

**Selective Service System.** Selective Service regulations current at the time of this printing require that undergraduate students be enrolled for at least 12 term hours of credit in order to be certified as full-time. In addition, undergraduates are expected to maintain "normal progress" toward a degree, which usually means progressing to the next highest class standing at the beginning of each academic year. Graduate students should be enrolled for at least 9 term hours of credit.

If you wish to have your local board informed that you are registered at the University in the summer, see the veterans' selective service clerk in the Registrar's Office.

**Veterans' Benefits.** Information about the G.I. Bill, Oregon State Veterans' Aid and War Orphans' Education Assistance is available at the Registrar's Office. Those who wish to receive benefits for summer attendance should see the veterans' clerk promptly to process the necessary papers and to obtain information about Veterans' Administration rules which affect summer benefits.

**Parking Regulations.** Students, full or part-time, who use University-owned parking lots must purchase and display the proper parking permit. The permit may be purchased during academic registration in the student registration lines or any time in the Office of Campus Security located in Alpha Straub Hall. Hours are from 8:00 a.m. to 5:00 p.m. Monday through Friday. Student parking permits are \$6 during the summer session.



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# Instruction

## Eight-Week and Eleven-Week Sessions

*Eight-week-session courses* begin Tuesday, June 22, and conclude Friday, August 13.

*Eleven-week-session courses* begin Tuesday, June 22, and conclude Friday, September 3.

## Course Numbering System

- 100–299 Lower-division courses; freshman-sophomore level.
- 300–499 Upper-division courses; junior-senior level.
- 500–599 Graduate courses; all courses numbered in the 500s carry graduate credit, as do those in the 400s which have been approved by the Graduate Council. Approved courses in the 400s are designated in this catalog by (G) or (g) following the course title. Courses designated (G) may form a part of either a major or a minor; courses designated (g) may be taken toward a minor or as graduate service courses, or, in certain circumstances, as part of an interdisciplinary master's program. Undergraduate enrollment in 400 courses designated (G) is generally restricted to seniors; undergraduate enrollment in 400 courses designated (g) is generally restricted to juniors and seniors.

Courses numbered in the 500s and designated (p) represent instruction offered at a level of intellectual maturity suitable for graduate students who have earned a bachelor's degree in a field other than their professional field. Such courses carry credit toward a master's degree, but this credit may not be counted toward the minimum requirement of 30 term hours in the major.

## Credit Hours

Credit hours are listed as "hours" in this bulletin; the credit hours are the first items indicated after the course title. The number of lecture, recitation, laboratory, or other periods required per week for courses may be found in the Summer Session Time Schedule of Classes, available about May 15.

# College of Liberal Arts

## Anthropology

Associate Professor : SIMONDS.

Assistant Professors : AIKENS, GRANT, SCHMIDT.

Anth 101, 102, 103. **General Anthropology.** 3 hours each term.

First term: man as a living organism; biological evolution; fossil man.  
Second term: prehistoric cultures. Third term: organization and functioning of culture.

Anth 101. *General Anthropology (First Term).* 3 hours.

First four weeks, June 22-July 16. Grant.

Anth 102. *General Anthropology (Second Term).* 3 hours.

Second four weeks, July 19-August 13. Schmidt.

Anth 103. *General Anthropology (Third Term).* 3 hours.

Three weeks, August 16-September 3. Schmidt.

Anth 321. **Palaeoanthropology.** 3 hours.

Second four weeks, July 19-August 13. Fossil evidence of human evolution; man's place among the primates; variability of populations of fossil hominids. Prerequisite: 9 term hours in anthropology or consent of instructor. Grant.

Anth 407. **Seminar: Language and Culture.** (g) 3 hours.

First four weeks, June 22-July 16. How people interact through verbal and nonverbal codes. An integration of anthropology with linguistics; emphasis on information theory. Schmidt.

Anth 408. **Field Work in Anthropology.** (G) 6-12 hours.

Eight-week session. Introduction to archaeological field techniques by excavation of local sites; lectures and laboratory in techniques. Meets Monday through Friday, 8:30-5:20. Aikens.

Anth 414. **Race and Culture.** (G) 3 hours.

Three weeks, August 16-September 3. Racial classifications and comparisons; the biological base of culture; attitudes toward race in human relations. Prerequisite: 9 hours in anthropology or consent of instructor. Simonds.

Anth 501. **Research.** Hours to be arranged.

Eight-week session.

Anth 503. **Thesis.** Hours to be arranged.

Eight-week session.

Anth 505. **Reading and Conference.** Hours to be arranged.

Eight-week session.

## Biology

Visiting Faculty : BILDERBACK, FOWLER.

Professor : RISLEY.

Assistant Professor : HAGUE.

Instructors : GASS, MURPHY, WISNER.

Bi 101, 102, 103. **General Biology.** 4 hours each term.

A three-term sequence. Fundamental principles of life science illustrated by

- studies of structure, function, and evolution in animals and plants. Students who have taken one or two terms previously should consult the instructor. Bilderback.
- Bi 101. *General Biology (First Term)*. 4 hours.  
First four weeks, June 22-July 16.
- Bi 102. *General Biology (Second Term)*. 4 hours.  
Second four weeks, July 19-August 13.
- Bi 103. *General Biology (Third Term)*. 4 hours.  
Three weeks, August 16-September 3.
- Bi 376. **Natural History of Oregon**. 4 hours.  
Eight-week session. Plants and animals of Oregon; their identification and study of factors relating to their occurrence, distribution, and abundance. Intended primarily for prospective elementary-school teachers planning to teach in Oregon. Lectures, laboratory and field trips. Murphy.
- Bi 401. **Research**. Hours to be arranged.  
Eight-week session.
- Bi 403. **Thesis**. Hours to be arranged.  
Eight-week session.
- Bi 405. **Reading and Conference**. Hours to be arranged.  
Eight-week session.
- Bi 407. **Seminar**. Hours to be arranged.  
Eight-week session.
- Bi 408. **Laboratory Projects**. (G) Hours to be arranged.  
Eight-week session.
- Bi 424. **Human Genetics**. (G) 3 hours.  
Eight-week session. The immunogenetics of the blood groups and transplantation incompatibilities; sex determination and the sex ratio; spontaneous and induced mutation; radiation effects; the genetics of populations; selection, eugenics, and the genetic aspects of the human races. Prerequisite: general biology and consent of instructor. Fowler.
- Bi 426. **Evolution**. (G) 3 hours.  
Eight-week session. Theories of biological variation, race, and species formation. Fowler.
- Bi 442. **Biology of Vascular Plants**. (G) 5 hours.  
Eight-week session. The plant as a photoautotrophic organism. Cellular control mechanisms in growth and differentiation, including development of cells, tissues, and organs. Prerequisite: cell biology and general botany or equivalent or consent of instructor. Hague.
- Bi 456. **Vertebrate Embryology**. (G) 4 hours.  
Eight-week session. Germ cell development, fertilization, cell differentiation, morphogenesis, and differentiation of organs and organ systems in vertebrate organisms. 2 lectures; 2 three-hour laboratory periods. Prerequisite: Bi 306 or equivalent; consent of instructor. Risley.
- Bi 459. **Ornithology**. (G) 4 hours.  
Eight-week session. Natural history and identification of birds involving field work and supporting laboratory activities. Study will include aspects of structural adaptation, behavior, distribution, migration, and ecology. Some interest will be directed to the consideration of the relationship of human activities to breeding success of birds and birds as possible indicators of environmental conditions. It is intended to be of special value to teachers. Prerequisite: consent of instructor. Wisner.
- Bi 494. **Laboratory and Field Methods in Biology**. (G) 4 hours.  
Eight-week session. Designed primarily to meet the needs of biology teachers. Emphasis on sharpening the abilities of teachers to direct laboratory and field

studies toward generating questions and answers concerning the functional relationships to be found in biological systems. Training in the collection, culture, and utilization of field material in experimental and descriptive work in the biology teaching laboratory. Field trips are taken to explore the various kind of habitats found in the Northwest. Students learn to design and create their own teaching tools, using photography, television, and other media. Gass.

Bi 501. **Research.** Hours to be arranged.

Eight-week session.

Bi 502. **Supervised College Teaching.** 1-6 hours.

Eight-week and eleven-week sessions. Practical experience in planning and teaching college biology (laboratories and discussion).

Bi 503. **Thesis.** Hours to be arranged.

Eight-week session.

Bi 505. **Reading and Conference.** Hours to be arranged.

Eight-week session.

Bi 507. **Seminar.** Hours to be arranged.

Eight-week session.

## Oregon Institute of Marine Biology

Professor : FRANK.

Associate Professor : MCCONNAUGHEY.

Assistant Professors : DERSHAM, LIPPERT, RUDY, TERWILLIGER.

The following courses will be offered at the Oregon Institute of Marine Biology, Charleston, Oregon. A detailed description of these courses is published in a special announcement available on request to the Director, Oregon Institute of Marine Biology, Charleston, Oregon 97420.

An application, available with the announcement, must be submitted as soon as possible in order to enroll at this institute.

Bi 401, 501. **Research.** Hours to be arranged.

Eight-week session.

Bi 403, 503. **Thesis.** Hours to be arranged.

Eight-week session.

Bi 407, 507. **Seminar in Marine Biology.** 2 hours.

Eight-week session.

Bi 408. **Laboratory Projects.** Hours to be arranged.

Eight-week session.

Bi 413. **Comparative Physiology.** (G) 8 hours.

Eight-week session. Studies of salt and water balance, marine invertebrates and vertebrates. Comparison of the structure and function of respiratory pigments. Physiology of excitable tissue of invertebrates (nerve and muscle). Prerequisites : general and organic chemistry, college zoology, college physics. Dersham, Rudy, Terwilliger.

Bi 433. **Algae.** (G) 4 hours.

Eight-week session. Structure, systematics, life history, and ecology of representative marine and fresh-water algae. Lippert.

Bi 461. **Invertebrate Zoology.** (G) 8 hours.

Eight-week session. Survey of representative invertebrate groups with em-

phasis on marine forms. Morphology, systematics, life history, and ecology. McConnaughey.

Bi 478. **Marine Ecology.** (G) 8 hours.

Eight-week session. An examination of productivity and dynamics of marine populations, with field emphasis on local intertidal and shallow-water communities. Prerequisites: invertebrate zoology and/or algae, college algebra; statistics and calculus desirable. Frank.

## Chemistry

Senior Instructor: POND.

Ch 324. **Elementary Quantitative Analysis.** 5 hours.

Eight-week session. Lectures on fundamentals of quantitative analysis; laboratory work devoted mainly to volumetric analysis. Intended to satisfy the needs of secondary teachers and others not intending to major in chemistry.

Ch 401, 501. **Research.** Hours to be arranged.

Eight-week session.

Ch 403, 503. **Thesis.** Hours to be arranged.

Eight-week session.

Ch 405, 505. **Reading and Conference.** Hours to be arranged.

Eight-week session.

Ch 409. **Special Laboratory Problems.** (G) Hours to be arranged.

Eight-week session. Students wishing laboratory instruction not classifiable as research or thesis may enroll under this number.

Ch 429. **Survey of Analytical Chemistry.** (g) 5 hours.

Eight-week session. Lectures on fundamentals of quantitative analysis; laboratory work devoted mainly to volumetric analysis. Intended to satisfy the needs of secondary teachers and others not intending to major in chemistry.

Ch 439. **Survey of Organic Chemistry.** (g) 5 hours.

Eight-week session. Lectures on fundamental principles of organic chemistry and types of organic reactions; laboratory work on representative procedures. Intended for teachers of science in secondary schools and others not majoring in chemistry.

## Classics

Associate Professor: PASCAL.

Fellow: LOVE.

CL 60, 61, 62. **First-Year Latin.** 4 hours first two terms; 3 hours third term.

Fundamentals of Latin and reading of selections from Caesar. Pascal, Love.

CL 60. *First-Year Latin (First Term)*. 4 hours.

First four weeks, June 22-July 16.

CL 61. *First-Year Latin (Second Term)*. 4 hours.

Second four weeks, July 19-August 13.

CL 62. *First-Year Latin (Third Term)*. 3 hours.

Three weeks, August 16-September 3.

CL 503. **Thesis.** Hours to be arranged.

Eight-week session.

- CL 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- CL 514. **Studies in Latin Literature.** 3 hours.  
Eight-week session. Pascal.

## Computer Science

Visiting Faculty : GOLTON, TONDOW.

Associate Professor : D. MOURSUND.

Assistant Professors : T. BEYER, KLOFFENSTEIN, OLSON.

Instructors : BECK, BEISSE, HEILMAN, RIMPLEY, SALVETER, WOLFE.

The Computer Science Department offers bachelor's and master's degrees in computer science. The department also offers a master's degree especially suitable for secondary school mathematics teachers. Details of these programs are available at the Computer Science office.

Several computer science courses are offered in a computer science institute for secondary-school teachers. A limited number of teachers who are not participants in the institute will be allowed to enroll in one or more of these courses.

The University of Oregon has an IBM 360/50 computer for batch processing, a PDP-10 computer with a number of remote terminals, several Varian 620-i computers, and a number of other small computers.

- CS 221. **Concepts of Computing.** 2 hours.  
Eight-week session. An introduction to the capabilities and limitations of computers, including a survey of current applications. Not a computer programming course.
- CS 233. **Introduction to Numerical Computation.** 4 hours.  
Eight-week session. An introductory course in FORTRAN programming and basic principles of digital computers. Prerequisite: Mth 104 or Mth 107 or equivalent.
- CS 290. **Seminar: Time-Shared Computing.** 4 hours.  
Eight-week session. An introductory course covering the use of FORTRAN, BASIC, AID, TECO and other facilities of the PDP-10 time-shared computer. Prerequisite: CS 233 or equivalent.
- CS 405. **Reading and Conference.** (g) Hours to be arranged.  
Eight-week and eleven-week sessions.
- CS 407. **Seminar.** (g) Hours to be arranged.  
Eight-week and eleven-week sessions.
- CS 407. **Seminar: Computer Simulation.** (g) 4 hours.  
Eight-week session. Development of simulation models of discrete probabilistic processes; use of computer languages for representation of simulation models; analysis of the output generated by computer simulation models. A class project involving the programming of a simulation model is required. Prerequisite: CS 233 or equivalent, and one term of elementary statistics.
- CS 407. **Seminar: Principles of Laboratory Computing.** (g) 1-3 hours.  
Eight-week session. An introduction to experimental control by computers, for scientists with no previous work in the field. Some previous work with computers (in FORTRAN or BASIC) desirable, but not essential. Experiments to be conducted in the course will include nuclear magnetic resonance, electron spin resonance, and gas chromatography. Prerequisite: consent of instructor.

- CS 421. **FORTTRAN in an Operating Environment.** (g) 4 hours.  
Eight-week session. The capabilities and limitations of a complete FORTRAN IV system on the IBM 360/50 computer. Prerequisite: CS 233 or equivalent.
- CS 424. **Assembly Language Programming.** (g) 4 hours.  
Eight-week session. Assembly language programming, with emphasis on IBM 360 assembly language. Prerequisite: CS 233 or equivalent, and CS 421 or equivalent (concurrent enrollment allowed).
- CS 505. **Reading and Conference.** Hours to be arranged.  
Eight-week and eleven-week sessions.
- CS 507. **Seminar.** Hours to be arranged.  
Eight-week and eleven-week sessions.
- CS 507. **Seminar: Computer Simulation.** 4 hours.  
Eight-week session. Covers the same material as Seminar: Computer Simulation (CS 407). Involves more extensive programming projects, and is intended for students with an extensive background in computer science. Prerequisite: one year of statistics and at least one year of computer science.
- CS 507. **Seminar: Computer-Assisted/Managed Instruction.** 4 hours.  
Eight-week session. An introduction to computer-assisted instruction (CAI) and computer managed instruction (CMI). Will include work with a CAI system. Intended both for education majors and for computer science majors. Prerequisite: consent of instructor.
- CS 507. **Seminar: Symbol Manipulation.** 4 hours.  
Eight-week session. A study of formal algebraic symbol manipulation systems such as FORMAC and MATHLAB. An introduction to SNOBOL, and its use in symbol manipulation. Discussion of the literature, and programming of a class project. Prerequisite: CS 421 or equivalent.

## Computer Science Institute

The University of Oregon has been granted funds by the National Science Foundation to conduct several institutes in mathematics and one institute in computer science. (The mathematics institutes are discussed under MATHEMATICS in this bulletin.) The courses in these institutes are especially designed for in-service secondary-school teachers of science and mathematics. A limited number of teachers (secondary and college level) who are not institute participants will be allowed to enroll in these courses. They must have the approval of David Moursund, director.

### Summer Institute in Computer Science for High-School Teachers of Mathematics

D. G. Moursund, director.

- Mth 407. **Seminar: Introduction to Numerical Analysis.** (g) 5 hours.  
Eight-week session. Solution of functional equations, Taylor's series approximations, interpolation theory, numerical differentiation and integration. Emphasis on methods suitable for use on a digital computer. Prerequisite: a knowledge of elementary calculus.
- CS 412. **Scientific Computation.** (g) 5 hours.  
Eight-week session. A comprehensive introduction to computers, computing and computer science. Students will write and run a number of FORTRAN programs. Applications to secondary-school curricula will be discussed. Prerequisite: a knowledge of elementary calculus.



**CS 507. Seminar: Concepts of Computer Science.** 2 hours.

Eight-week session. A sequence of lecture and discussion sessions designed to illustrate the basic ideas and goals of computer science, including basic concepts of computer programming and the teaching of computer programming. Intended for participants in the computer science summer institute.

**CS 507. Seminar: Advanced Programming.** 5 hours.

Eight-week session. A course in machine and assembly language programming, compiler language programming, and related theory, for students with a working knowledge of programming in a compiler language. Prerequisite: CS 412 or equivalent.

## Economics

Professors: GROVE, KOPLIN, TATTERSALL.

Associate Professor: KHANG.

Instructors: HANIOTIS, MURRAY, NEWTON.

**Ec 201. Introduction to Economic Analysis.** 3 hours.

Eight-week session. A systematic introduction to the tools of economic analysis. Haniotis.

**Ec 202. Special Topics in Economics.** 3 hours.

Eight-week session. Economics and the quality of the environment. Emphasizes an analytical approach to the problem of environmental quality. Environmental problems defined in economic terms, analyzed in a broad theoretical context. Alternative solutions examined with an emphasis on benefit-versus-cost considerations. Murray.

**Ec 203. Special Topics in Economics.** 3 hours.

Eight-week session. The economics of poverty. An introduction to the problem of poverty. Examination of some contemporary studies of low-income populations, presentation of a framework with which to interpret the basic assumptions about the poor, and a discussion and critique of alternative policy procedures. Newton.

**Ec 321. Money and Banking.** 3 hours.

Eight-week session. Operations of commercial banks, the Federal Reserve System, and the Treasury that affect the United States monetary system. Current issues in monetary policy.

**Ec 322. Taxation and Fiscal Policy.** 3 hours.

Eight-week session. Principles and problems of government financing. Expenditures, revenues, debt, and financial administration. Koplin.

**Ec 407. Seminar: Marxian Economics.** 3 hours.

Eight-week session. Examination and critical analysis of the economics of Marx, with some attention to pre- and post-Marxian thought. Koplin.

**Ec 417. Contemporary Economic Problems.** 3 hours.

Eight-week session. An analysis and description of contemporary economic problems. Selection determined by topicality and the availability of suitable materials. Probable topics include inflation, unemployment, poverty, and regional versus urban problems. Intended for nonmajors. Tattersall.

**Ec 501. Research.** Hours to be arranged.

Eight-week session. Grove.

**Ec 503. Thesis.** Hours to be arranged.

Eight-week session. Grove.

Ec 505. **Reading and Conference.** Hours to be arranged.

Eight-week session. Grove.

Ec 507. **Seminar: Pure Theory of Trade.** 3 hours.

Eight-week session. Topics such as factor price equalization theorem, Heckscher-Ohlin theorem, Stolper-Samuelson theorem, as well as gains from trade will be examined in detail. Khang.

Ec 507. **Seminar: The Theory of Production.** 3 hours.

Eight-week session. Linear as well as neoclassical production theory including the properties of such well-know production functions as Cobb-Douglas and CES will be examined. Khang.

## English

Visiting Faculty: REISS, WICKES, REGENOS.

Professors: GRIFFITH, HANDY, McNEIR, WEATHERHEAD, WEGELIN.

Associate Professors: ALBRECHT, CADBURY, HYNES, LOVE, SLOAT, STRANGE, TOELKEN.

Assistant Professors: LYONS, REID, ROCKETT, SABOL.

## Literature

Eng 104. **Introduction to Literature (First Term).** 3 hours.

Eight-week session.

Eng 105. **Introduction to Literature (Second Term).** 3 hours.

Eight-week session.

Eng 106. **Introduction to Literature (Third Term).** 3 hours.

Eight-week session.

Eng 108. **World Literature (Second Term).** 3 hours.

Eight-week session.

Eng 109. **World Literature (Third Term).** 3 hours.

Eight-week session.

Eng 196. **Special Problems.** 2-3 hours.

Eight-week session. Black literature.

Eng 201. **Shakespeare (First Term).** 3 hours.

Eight-week session. Reid.

Eng 202. **Shakespeare (Second Term).** 3 hours.

Eight-week session. Reid.

Eng 203. **Shakespeare (Third Term).** 3 hours.

Eight-week session. Wickes.

Eng 253. **Survey of American Literature.** 3 hours.

Eight-week session. Ethnic study. Albrecht.

Eng 324. **American Satire.** 3 hours.

Eight-week session. Satire in American literature; its nature, development, and significant contributions to the interpretation of American life. Love.

Eng 394. **Twentieth-Century Literature (First Term).** 3 hours.

Eight-week session. Sabol.

Eng 395. **Twentieth-Century Literature (Second Term).** 3 hours.

Eight-week session. Hynes.

- Eng 396. **Twentieth-Century Literature (Third Term)**. 3 hours.  
Eight-week session. Weatherhead.
- Eng 403. **Thesis**. Hours to be arranged.  
Eight-week session.
- Eng 405. **Reading and Conference**. Hours to be arranged.  
Eight-week session.
- Eng 407. **Seminar: Ethnic Minority Study for Teachers**. (G) 3 hours.  
Eight-week session. Toelken.
- Eng 407. **Seminar: Film as Literature**. (G) 3 hours.  
Eight-week session. Cadbury.
- Eng 407. **Seminar: Search for Identity in American Fiction**. (G) 3 hours.  
June 28-July 16. Wegelin.
- Eng 407. **Seminar: Ashland Plays**. (G) 3 hours.  
Eight-week session. McNeir.
- Eng 414. **History of Literary Criticism (First Term)**. (G) 3 hours.  
Eight-week session. Studies in the theory and practice of literary criticism from Plato and Aristotle to the present. Reiss.
- Eng 416. **History of Literary Criticism (Third Term)**. (G) 3 hours.  
Eight-week session. Studies in the theory and practice of literary criticism from Plato and Aristotle to the present. Handy.
- Eng 417. **Introduction to Folklore and Mythology**. (g) 3 hours.  
Eight-week session. Toelken.
- Eng 428. **Chaucer**. (g) 3 hours.  
Eight-week session. As much of Chaucer's work read as time permits. Reiss.
- Eng 440. **Seventeenth-Century Literature (First Term)**. (G) 3 hours.  
Eight-week session. Poetry and prose from Jonson through the Restoration studied in relation to the trends of thought and feeling which characterize the century. Rockett.
- Eng 462. **The Romantic Poets (Third Term)**. (G) 3 hours.  
Eight-week session. Byron, Shelley and others.
- Eng 464. **The Victorian Poets (Second Term)**. (G) 3 hours.  
Eight-week session. Victorian poetry as a response to urbanization and the rise of industrial capitalism; emphasis on the major figures in the light of modern critical theory. Browning and others. Cadbury.
- Eng 477. **Nineteenth-Century American Literature (First Term)**. (G) 3 hours.  
Eight-week session. An intensive study of the American literary tradition. The beginnings of national literature.
- Eng 478. **Nineteenth-Century American Literature (Second Term)**. (G) 3 hours.  
Eight-week session. An intensive study of the American literary tradition. Transcendentalism and anti-transcendentalism.
- Eng 481. **Major American Writers (First Term)**. (G) 3 hours.  
Eight-week session. Intensive study of two or three major authors. Handy.
- Eng 491. **History of the English Language**. (g) 3 hours.  
Eight-week session. A general view of modern English vocabulary, grammar, pronunciation, and spelling. Recommended for students preparing for the teaching of English in the secondary schools. Sloat.
- Eng 492. **Modern English Grammar**. (g) 3 hours.  
Eight-week session. Comprehensive study of the grammar of modern English, for prospective teachers of English; examination of traditional, structural, and transformational theories. Settera.

- Eng 493. **Advanced English Grammar.** (g) 3 hours.  
Eight-week session. An examination of the theoretical bases of the traditionalist, structuralist, and transformationalist grammar. Prerequisite: Eng 492 or consent of instructor. Sloat.
- Eng 501. **Research.** Hours to be arranged.  
Eight-week session.
- Eng 503. **Thesis.** Hours to be arranged.  
Eight-week session.
- Eng 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- Eng 507. **Seminar: Whitman.** 5 hours.  
Eight-week session. Griffith.
- Eng 507. **Seminar: Contemporary British Literature.** 5 hours.  
Eight-week session. Hynes.
- Eng 507. **Seminar: John Donne.** 5 hours.  
Eight-week session. Rockett.
- Eng 507. **Seminar: African and West Indian Literature.** 5 hours.  
Eight-week session. Strange.
- Eng 507. **Seminar: Rise of the Modern Novel.** 5 hours.  
Eight-week session. Wickes.
- Eng 530. **Shakespeare (First Term).** 5 hours.  
Eight-week session. Representative comedies of Shakespeare's early, middle, and late periods. McNeir.
- Eng 589. **Modern Poetry (Second Term).** 5 hours.  
Eight-week session. American poetry from the imagists to the present. Weatherhead.

## Writing

- Wr 121. **English Composition.** 3 hours.  
Eight-week session. Fundamentals of expository prose; frequent written themes. Special attention to substance and structure in written discourse.
- Wr 323. **English Composition.** 3 hours.  
Eight-week session. Advanced expository prose; frequent written themes. Special attention to the relationship between style and content in exposition.
- Wr 324. **Short Story Writing.** 3 hours.  
Eight-week session. For students interested in creative writing or in professional writing for magazines. Prerequisite: consent of instructor. Regenos.
- Wr 404. **Writing and Conference.** Hours to be arranged.  
Eight-week session.
- Wr 411. **English Composition for Teachers.** (g) 3 hours.  
Eight-week session. For students planning to teach English in high school. Practice in writing and a review of the rules of composition. Recommended for satisfaction of the high-school teaching requirement in English.
- Wr 503. **Thesis.** Hours to be arranged.  
Eight-week session.
- Wr 504. **Writing and Conference.** Hours to be arranged.  
Eight-week session.
- Wr 530. **Graduate Creative Writing.** 3 hours.  
Eight-week session. A graduate-level sequence for M.A. and M.F.A. candi-

dates interested in forms other than the novel : short story, poetry, playwriting.  
Prerequisite : admission to the M.A. or the M.F.A. program in creative writing  
and consent of the instructor. Lyons.

## Geography

Visiting Faculty : BENNETT, FERRATÉ, McINTIRE, PAGENHART, SEARL, THOMAS.

Professors : MARTIN, PATTON.

Associate Professors : SMITH, URQUHART.

Assistant Professor : LOY.

Instructors : BENTLEY, EGGLESTON.

Geog 105, 106, 107. **Introductory Geography.** 3 hours each term.

A general introduction to the field of geography, in sequence as follows : Geog 105, introduction to geography ; Geog 107, cultural geography ; Geog 106, physical geography.

Geog 105. *Introductory Geography (First Term)*. 3 hours.

First four weeks, June 22-July 16.

Geog 107. *Introductory Geography (Third Term)*. 3 hours.

Second four weeks, July 19-August 13.

Geog 106. *Introductory Geography (Second Term)*. 3 hours.

Three weeks, August 16-September 3.

Geog 201, 202, 203. **World Regional Geography.** 3 hours each term.

A general introduction to the field of geography through the study of selected parts of the earth's surface. Special emphasis will be placed on the physical and cultural processes that have given a different character to each of the major world environments.

Geog 201. *Geography of Europe (First Term)*. 3 hours.

First four weeks, June 22-July 16.

Geog 202. *Geography of South America (Second Term)*. 3 hours.

Second four weeks, July 19-August 13.

Geog 203. *Geography of Asia (Third Term)*. 3 hours.

Three weeks, August 16-September 3.

Geog 301. **Geography of Oregon.** 3 hours.

First four weeks, June 22-July 16. A physical and cultural geography focusing on the origin and characteristics of Oregon landscapes. Martin.

Geog 302. **Geography of North America.** 3 hours.

Second four weeks, July 19-August 13. Physical and cultural geography of the American West. McIntire.

Geog 303. **Geography of North America.** 3 hours.

Three weeks, August 16-September 3. Physical and cultural geography of Eastern North America. Pagenhart.

Geog 401. **Research.** Hours to be arranged.

First four weeks ; second four weeks ; three weeks, August 16-September 3.

Geog 405. **Reading and Conference.** Hours to be arranged.

First four weeks ; second four weeks ; three weeks, August 16-September 3.

Geog 407. **Seminar : Population and Migration.** 3 hours.

Second four weeks, July 19-August 13. World population characteristics and the movements of peoples. Also listed as Geog 507. Thomas.

- Geog 407. **Seminar: Landscape and Environment.** 3 hours.  
Eight-week session. Inquiry into the processes and agents molding man's sensible surroundings. Also listed as Geog 507. McIntire.
- Geog 408. **Workshop: Field Study of Southeastern Oregon.** (g) 2 hours.  
August 16-20. Physical and cultural geography of the Harney Basin-Steens Mountains area of southeastern Oregon. Field observation and study of landforms, settlement patterns, and environmental problems. Supplemental fee (in addition to tuition) of \$41. Bentley, Eggleston.
- Geog 408. **Workshop: Use of Air Photographs in Classroom Teaching.** (g) 2 hours.  
August 16-20. Introduction to use and interpretation of air photographs. Emphasis will be placed on how air photographs can be utilized to stimulate students' interest in social, geographical and environmental problems. Ferrate.
- Geog 408. **Workshop: Practical Map-making for Classroom Teachers.** (g) 2 hours.  
June 14-18. A maximum number of map-making techniques applicable to the classroom situation will be practiced by the participants in the time allotted. Skills to be gained range from basic field mapping to the use of commercially prepared aids for the rapid production of professional-quality maps. Loy.
- Geog 434. **Economic Geography.** (G) 3 hours.  
First four weeks, June 22-July 16. Location factors in primary and secondary industries, and the distribution of these industries over the earth. McIntire.
- Geog 435. **Urban Geography.** (G) 3 hours.  
First four weeks, June 22-July 16. Urbanization throughout the world; pre-conditions for the rise of urban settlements; significance of location for urban development; elements and patterns of urban forms and functions in both preindustrial and industrial settlements. Smith.
- Geog 453. **Geography of Africa.** (G) 3 hours.  
First four weeks, June 22-July 16. Analysis of the physical and cultural landscapes of Africa. Urquhart.
- Geog 462. **Geography of South America.** (G) 3 hours.  
Second four weeks, July 19-August 13. Analysis of the physical and cultural landscapes of South America. Martin.
- Geog 481. **Geomorphology.** (G) 5 hours.  
Eight-week session. Systematic study of landforms. Loy.
- Geog 484. **Interpretation of Aerial Photographs.** (G) 3 hours.  
Eight-week session. Introduction to the use and interpretation of air photographs. Ferrate.
- Geog 491. **Cultural Geography.** (G) 3 hours.  
Second four weeks, July 19-August 13. Systematic study of the elements of the cultural landscape; origin and spread of ways of living; treatment of culture by geographers. Pagenhart.
- Geog 501. **Research.** Hours to be arranged.  
First four weeks; second four weeks; three weeks, August 16-September 3.
- Geog 502. **Supervised College Teaching.** Hours to be arranged.  
Eight-week session.
- Geog 503. **Thesis.** Hours to be arranged.  
First four weeks; second four weeks; three weeks, August 16-September 3.
- Geog 505. **Reading and Conference.** Hours to be arranged.  
First four weeks; second four weeks; three weeks, August 16-September 3.
- Geog 507. **Seminar.** Hours to be arranged.  
Eight-week and eleven-week sessions.

- Geog 507. **Seminar: Landscape and Environment.** 3 hours.  
Eight-week session. Inquiry into the processes and agents molding man's sensible surroundings. McIntire.
- Geog 507. **Seminar: Population and Migration.** 3 hours.  
Second four weeks, July 19-August 13. Inquiry into world population characteristics and the movements of peoples. Thomas.
- Geog 508. **Workshop: Geography: Its Structure and Inquiry in a Modern Education.** 3 hours.  
First four weeks, June 22-July 16. The nature of geography, its structure, and method of inquiry. Methods and materials will be adaptable to all teaching levels with opportunity for individual projects or curriculum work. Also offered for education credit. Bennett, Searl.
- Geog 508. **Workshop: The Geographical Environment: Its Role in Social Studies.** 3 hours.  
Second four weeks, July 19-August 13. Man's use and modification of his environment; the nature and character of the environment and the effects of various types of pollution. Opportunities for teachers of all levels to build or produce materials for instruction. Also offered for education credit. Bennett, Searl.
- Geog 508. **Workshop: The Oregon Environment.** 3 hours.  
Eight-week session. The nature of Oregon: its natural and human resources, its changing patterns of settlement, its urbanization and economic development, and its problems of environmental use. Martin.

## Geology

Professor: BALDWIN.

Associate Professors: BOGGS, KAYS, LUND, SAVAGE.

Assistant Professor: ORR.

- Geol 101, 102, 103. **General Geology.** 4 hours each term.  
Earth materials, processes, and forms; formation of economic mineral deposits; the main events in earth history. Lectures, laboratory, and field trips. Savage, Baldwin.
- Geol 101. *General Geology (First Term).* 4 hours.  
First four weeks, June 22-July 16.
- Geol 102. *General Geology (Second Term).* 4 hours.  
Second four weeks, July 19-August 13.
- Geol 103. *General Geology (Third Term).* 4 hours.  
Three weeks, August 16-September 3.
- Geol 401. **Research.** Hours to be arranged.  
Eleven-week session.
- Geol 405. **Reading and Conference.** Hours to be arranged.  
Eleven-week session.
- Geol 406. **Field Geology.** 9 hours.  
Eight-week session. Geological field work in selected parts of Oregon. Prerequisite: General Geology, stratigraphy, structural geology, and/or consent of instructor. Kays, Boggs.
- Geol 407. **Seminar.** Hours to be arranged.  
Eleven-week session.
- Geol 408. **Workshop: Animal and Plant Fossils of Oregon.** (g) 3 hours.  
Eight days, August 16-23. Field trip in the Cascades and Eastern Oregon

collecting and identifying plant and animal fossils from a representative suite of ages and environments. Advance registration by May 14. Fees in addition to tuition are approximately \$97 for bus transportation and materials. Orr.

Geol 455. **Studies in Physical Geology.** (g) 3 hours.

First four weeks, June 22-July 16. Survey course designed primarily for teachers of earth science. Origin and composition of rocks and minerals, structure of earth, volcanism, earthquakes, molding of the landscape by physical processes. Lectures, field trips. Lund.

Geol 501. **Research.** Hours to be arranged.

Eleven-week session.

Geol 503. **Thesis.** Hours to be arranged.

Eleven-week session.

Geol 505. **Reading and Conference.** Hours to be arranged.

Eleven-week session.

Geol 506. **Advanced Field Geology.** Hours to be arranged.

Eleven-week session. Geologic field work chiefly in connection with graduate theses. Emphasis on individual problems. Prerequisite: graduate standing, consent of thesis adviser.

## German and Russian

Professors : LEPPMANN, NICHOLLS.

Associate Professors : DILLER, GONTRUM.

Assistant Professors : McWILLIAMS, RICE.

GL 50, 51, 52. **First-Year German.** 4 hours first two terms; 3 hours third term.

Designed to provide a thorough grammatical foundation and an elementary reading knowledge of German, as well as an understanding of the spoken language. Diller.

GL 50. *First-Year German (First Term).* 4 hours.

First four weeks, June 22-July 16.

GL 51. *First-Year German (Second Term).* 4 hours.

Second four weeks, July 19-August 13.

GL 52. *First-Year German (Third Term).* 3 hours.

Three weeks, August 16-September 3.

GL 101, 102, 103. **Second-Year German.** 4 hours first and second terms; 3 hours third term.

Review of grammar and composition; reading of selections from representative authors; conversation. Gontrum.

GL 101. *Second-Year German (First Term).* 4 hours.

First four weeks, June 22-July 16.

GL 102. *Second-Year German (Second Term).* 4 hours.

Second four weeks, July 19-August 13.

GL 103. *Second-Year German (Third Term).* 3 hours.

Three weeks, August 16-September 3.

GL 321, 322, 323. **German for Reading Knowledge.** 3 hours each term.

Intensive practice in grammar, followed by the reading of texts in the student's major field. Intended principally for graduate students. Nicholls.

GL 321. *German for Reading Knowledge (First Term).* 3 hours.

First four weeks, June 22-July 16.

GL 322. *German for Reading Knowledge (Second Term).* 3 hours.

Second four weeks, July 19-August 13.



- GL 323. *German for Reading Knowledge (Third Term)*. 3 hours.  
Three weeks, August 16-September 3.
- GL 324, 325, 326. **German Literature of the Twentieth Century**. 3 hours each term.  
Introduction to the prose, poetry, and drama of the modern period. Particular attention to literary trends (naturalism, neoromanticism, expressionism, post-World War II literature) and experimental forms of the period. Emphasis on representative authors including Hauptmann, Thomas Mann, Rilke, Hesse, Kafka, Brecht. Leppmann, McWilliams.
- GL 324. *German Literature of the Twentieth Century (First Term)*. 3 hours.  
First four weeks, June 22-July 16.
- GL 325. *German Literature of the Twentieth Century (Second Term)*. 3 hours.  
Second four weeks, July 19-August 13.
- GL 326. *German Literature of the Twentieth Century (Third Term)*. 3 hours.  
Three weeks, August 16-September 3.
- GL 334. **German Composition and Conversation**. 3 hours.  
Eight-week session. Extensive practice in speaking and writing. Required of German majors. Conducted in German. Prerequisite: two years of college German.
- GL 405. **Reading and Conference**. Hours to be arranged.  
Eight-week session.
- GL 503. **Thesis**. Hours to be arranged.  
Eight-week session.
- GL 505. **Reading and Conference**. Hours to be arranged.  
Eight-week session.
- GL 546. **Modern German Novel: Thomas Mann**. 5 hours.  
Eight-week session. Readings in Mann's earlier stories and novels leading to a detailed study of *Der Zauberberg*. Nicholls.
- SL 50, 51, 52. **First-Year Russian**. 4 hours first two terms; 3 hours third term.  
Elementary Russian grammar, reading, conversation, and composition.
- SL 50. *First-Year Russian (First Term)*. 4 hours.  
First four weeks, June 22-July 16.
- SL 51. *First-Year Russian (Second Term)*. 4 hours.  
Second four weeks, July 19-August 13.
- SL 52. *First-Year Russian (Third Term)*. 3 hours.  
Three weeks, August 16-September 3.
- SL 421. **Modern Russian Short Story**. (G) 3 hours.  
Eight-week session. Development of Russian short story. All readings in English, but Russian majors are expected to do selected readings in the original. Rice.
- SL 503. **Thesis**. Hours to be arranged.  
Eight-week session. No-grade course. Rice.
- SL 505. **Reading and Conference**. Hours to be arranged.  
Eight-week session. Rice.

## Institute for Teachers of German

Designed to provide teachers with training in the latest techniques for the teaching of German. A major part of the schedule allocated to practice in teaching classes in German at all levels. Participants may select any combination of course units, in accordance with their needs. Credit earned is applicable to the Standard

Teaching Certificate of the State of Oregon. Credit may also be applied toward the Master of Arts Degree in teaching German. Diller.

GL 508. *Principles of Modern Language Teaching (First Term)*. 2 hours.  
First four weeks, June 22-July 16.

GL 508. *Applied Linguistics (First Term)*. 2 hours.  
First four weeks, June 22-July 16.

GL 508. *Advanced Methods for Teaching German (Second Term)*. 2 hours.  
Second four weeks, July 19-August 13.

GL 508. *Culture and Civilization (Second Term)*. 2 hours.  
Second four weeks, July 19-August 13.

## History

Visiting Faculty : BURKE, HAYCOX, JACOBS.

Professors : ALEF, GOVAN, SORENSON.

Associate Professors : BIRN, FALCONERI, PIERSON.

Assistant Professors : AVERY, BERDAHL, BRADY, KIMBALL, MADDEX, PERRIN.

Hst 101. **History of Western Civilization**. 3 hours.

Eight-week session. Origin and development of Western Civilization from ancient times through the Middle Ages. Perrin.

Hst 102. **History of Western Civilization**. 3 hours.

Eight-week session. From the Renaissance through the Napoleonic Wars. Jacobs.

Hst 103. **History of Western Civilization**. 3 hours.

Eight-week session. From 1815 to the present. Kimball.

Hst 201. **History of the United States**. 3 hours.

Eight-week session. From colonial times to 1840. Haycox.

Hst 202. **History of the United States**. 3 hours.

Eight-week session. From 1840 to 1900.

Hst 203. **History of the United States**. 3 hours.

Eight-week session. Since 1900. Avery.

Hst 303. **Europe Since 1789**. 3 hours.

Eight-week session. Political, social, economic, and cultural trends from 1918 to the present. Berdahl.

Hst 393. **Far East in Modern Times**. 3 hours.

Eight-week session. Political, economic, and diplomatic history of China and Japan from 1912 to the present. Falconeri.

Hst 405. **Reading and Conference**. Hours to be arranged.

Eight-week session.

Hst 408. **Colloquium: Studies in Orthodox Church History**. 3 hours.

Eight-week session. Alef.

Hst 408. **Colloquium: The Political Death of God in the Middle Ages**. 3 hours.

Eight-week session. Perrin.

Hst 408. **Colloquium: Right, Power and Force in Renaissance Political Thought**. 3 hours.

Eight-week session. Brady.

- Hst 408. **Colloquium: Readings in the Works of Great Historians.** 3 hours.  
Eight-week session. Birn.
- Hst 408. **Colloquium: Politics and Social Conflict in Nineteenth-Century Germany.** 3 hours.  
Eight-week session. Berdahl.
- Hst 408. **Colloquium: Studies in Twentieth-Century European Thought and Culture.** 3 hours.  
Eight-week session. Pierson.
- Hst 408. **Colloquium: Alexander Hamilton.** 3 hours.  
Eight-week session. Govan.
- Hst 408. **Colloquium: The Coming of the American Civil War.** 3 hours.  
Eight-week session. Maddex.
- Hst 408. **Colloquium: The New Deal.** 3 hours.  
Eight-week session. Burke.
- Hst 428. **The Later Roman Empire.** (G) 3 hours.  
Eight-week session. A study of political, social, and economic developments from Constantine to the Macedonian period. Alef.
- Hst 431. **Renaissance.** (G) 3 hours.  
Eight-week session. The social history of the later Renaissance with special emphasis on the towns. Brady.
- Hst 433. **Enlightenment and the French Revolution.** (G) 3 hours.  
Eight-week session. An analysis of the social and intellectual background of the French Revolution and the years from 1789-1794. Birn.
- Hst 419. **Studies in Western Civilization.** (G) 3 hours.  
Eight-week session. The encounter of Europe and the non-Western world, 1880 to the present. Sorenson.
- Hst 440. **Cultural and Intellectual History of Modern Europe.** (G) 3 hours.  
Eight-week session. Major thinkers and issues in European thought and culture from 1880 to 1920. Pierson.
- Hst 459. **The Era of American Sectional Conflict.** (G) 3 hours.  
Eight-week session. Social, economic and political trends during the period of reconstruction. Maddex.
- Hst 472. **Radicalism as an Aspect of American History.** (G) 3 hours.  
Eight-week session. The contribution of radical religious and political thinkers to the formation of American society. Govan.
- Hst 481. **The United States in the Twentieth Century.** (G) 3 hours.  
Eight-week session. Economic, social, and political trends since 1933. Burke.
- Hst 501. **Research.** Hours to be arranged.  
Eight-week session.
- Hst 503. **Thesis.** Hours to be arranged.  
Eight-week session.
- Hst 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- Hst 508. **Colloquium: Studies in Orthodox Church History.** 5 hours.  
Eight-week session. Alef.
- Hst 508. **Colloquium: The Political Death of God in the Middle Ages.** 5 hours.  
Eight-week session. Perrin.

- Hst 508. **Colloquium: Right, Power, and Force in Renaissance Political Thought.** 5 hours.  
Eight-week session. Brady.
- Hst 508. **Colloquium: Readings in the Works of Great Historians.** 5 hours.  
Eight-week session. Birn.
- Hst 508. **Colloquium: Politics and Social Conflict in Nineteenth-Century Germany.** 5 hours.  
Eight-week session. Berdahl.
- Hst 508. **Colloquium: Studies in Twentieth-Century European Thought and Culture.** 5 hours.  
Eight-week session. Pierson.
- Hst 508. **Colloquium: Alexander Hamilton.** 5 hours.  
Eight-week session. Govan.
- Hst 508. **Colloquium: The Coming of the American Civil War.** 5 hours.  
Eight-week session. Maddex.
- Hst 508. **Colloquium: The New Deal.** 5 hours.  
Eight-week session. Burke.

## Home Economics

Assistant Professor: HANSEN.

Instructors: ARMSTRONG, KING, MCKENZIE.

- HEc 222. **Family Relationships.** 3 hours.  
June 22-July 2. A course in marriage preparation and family living. Content includes decision making, interpersonal relationships, male-female role changes, and adjustment within a family. McKenzie.
- HEc 225. **Nutrition.** 3 hours.  
First four weeks, June 22-July 16. Study of the functions of nutrients in the body; selection of food sources for the maintenance of a high degree of vitality throughout life; current national and international problems; evaluation of nutrition information in the mass media. King.
- HEc 325. **Child Care.** 3 hours.  
Second four weeks, July 19-August 13. Current concepts of growth and development; prenatal care; the pre-school child's physical, motor, intellectual, emotional, and social growth and development studied against the background of home and family. Armstrong.
- CI 407. **Seminar: Contemporary Family Problems.** (g) 3 hours.  
June 22-July 2. For description, see CURRICULUM AND INSTRUCTION.
- HEc 430. **Personal and Family Finance.** 3 hours.  
July 6-16. Management of personal and family income, including budgeting, use of consumer credit, insurance, social security, savings and investments, taxes, home ownership, and estate planning.
- CI 408. **Workshop: Nutrition Education in Action.** (g) 3 hours.  
July 19-30. For description, see CURRICULUM AND INSTRUCTION.
- CI 408. **Workshop: Family Finance.** (g) 3 hours.  
July 6-16. For description, see CURRICULUM AND INSTRUCTION.

# Mathematics

Visiting Faculty : GAGE, HAWKES, ZINK.

Professors : ANDERSON, CURTIS, GHENT, HARRISON, MAIER, A. MOURSUND, NIVEN.

Associate Professors : KOCH, D. MOURSUND, VAN BUSKIRK.

Assistant Professor : DYER.

Instructors : BEELMAN, SHERMAN.

Upper-division and graduate courses offered by the Department of Mathematics during the summer session differ from those offered during the regular session. Usually, however, the needs of all students can be met. Regular-session students should consult mathematics advisers before planning their programs.

Candidates for the M.A., M.S., and Ph.D. degrees may obtain detailed information on requirements for these degrees at the mathematics office.

The department offers a master's degree especially suitable for secondary-school mathematics teachers. The following courses are designed primarily for candidates for this degree: Foundations of Mathematics (Mth 457, 458, 459); Probability and Statistics (Mth 468, 469); Algebra (Mth 478, 479; Mth 578, 580); Geometry (Mth 487, 488, 489; Mth 589); Analysis (Mth 498, 499; Mth 598, 599).

The department offers these courses on a rotating basis, so that a student may complete a large number of them in four summers. This summer Mth 458, Mth 469, Mth 479, Mth 487, Mth 498, Mth 580, Mth 589, Mth 599 will be offered. Candidates for the degree must meet teacher certification requirements in Oregon or in their home states.

Each summer the department also offers a selection of its regular undergraduate and graduate courses and seminars, with considerable concentration on those of interest to teachers. See also the courses listed under MATHEMATICS INSTITUTES. A limited number of teachers who are not in the institutes may enroll for some of the courses with approval of the directors.

The department also offers a special master's degree suitable for community-college, junior-college, small-college, and high-school teachers which does not require the candidate to meet teacher certification requirements. The program for the degree consists of a combination of regular courses and the more advanced of the special courses listed above.

## Mth 95. **Intermediate Algebra.** 4 hours.

Eight-week session. Intended for students with inadequate preparation for introductory college mathematics courses, such as Mth 104. Prerequisite: one year of high-school algebra.

## Mth 104. **College Algebra.** 4 hours.

Eight-week and eleven-week sessions. A standard course intended for students who plan to take further work in mathematics. Prerequisite: one and one-half years of high-school algebra or intermediate algebra in college.

## Mth 105. **Elementary Functions.** 4 hours.

Eight-week and eleven-week sessions. Trigonometric, logarithmic, and exponential functions and their graphs. Prerequisite: college algebra or the high-school equivalent of that course.

## Mth 106. **Elements of Calculus.** 4 hours.

Eight-week and eleven-week sessions. Concepts of differential and integral calculus of algebraic functions. Equivalent to the third terms of the former sequences, Introductory College Mathematics and Fundamentals of Mathematics. Prerequisite: college algebra or equivalent.

- Mth 115. **Preparation for Calculus.** 4 hours.  
 Eleven-week session. Intended for students with considerable high-school mathematics but who are not quite ready for a college course in the calculus. Prerequisite: high-school trigonometry or equivalent.
- Mth 121. **Mathematics for Elementary Teachers.** 3 hours.  
 Eight-week session. First term of a two-term sequence included in the elementary teacher program. Basic concepts of arithmetic and elementary algebra. Emphasis on the real number system and deductive processes within the system. Sherman.
- Mth 122. **Mathematics for Elementary Teachers.** 3 hours.  
 Eight-week session. Second term of a two-term sequence in the elementary teacher program. Prerequisite: Mth 121 or equivalent, or consent of instructor. Sherman.
- Mth 150. **Introduction to Probability.** 3 hours.  
 Eight-week session. An elementary survey emphasizing basic concepts and applications. Prerequisite: two years of high-school algebra or intermediate algebra in college.
- Mth 200, 201, 202. **Calculus with Analytic Geometry.** 4 hours each term.  
 A three-term sequence in differential and integral calculus, with topics from analytic geometry included as needed. Students should consult the department for information concerning topics covered in each term. Prerequisite: college algebra and trigonometry or equivalent in high-school courses. Students with no college mathematics should secure the consent of a mathematics adviser.
- Mth 200. *Calculus with Analytic Geometry (First Term).* 4 hours.  
 Eight-week session.
- Mth 201. *Calculus with Analytic Geometry (Second Term).* 4 hours.  
 Eight-week session.
- Mth 202. *Calculus with Analytic Geometry (Third Term).* 4 hours.  
 Eight-week session.
- Mth 290. **Seminar.** Hours to be arranged.  
 Eight-week and eleven-week sessions.
- Mth 405. **Reading and Conference.** Hours to be arranged.  
 Eight-week and eleven-week sessions.
- Mth 407. **Seminar.** (g) Hours to be arranged.  
 Eight-week and eleven-week sessions.
- Mth 411. **Introductory Linear Algebra.** (g) 4 hours.  
 Eight-week session. Computational matrix algebra, vector spaces, systems of linear equations, matrices, determinants, characteristic roots, quadratic forms and diagonalization. Equivalent to the special teachers' course, Mth 479. Prerequisite: Mth 202 or 205 or consent of department.
- Mth 415. **Introduction to Abstract Algebra.** (G) 3 hours.  
 Eight-week session. Basic concepts of algebra; groups, rings, fields, the integers and other topics. Prerequisite: linear algebra or consent of department.
- Mth 416. **Introduction to Abstract Algebra.** (G) 3 hours.  
 Eight-week session. Introduction to the theory of rings, integral domains, fields and related topics. Prerequisite: one term of Introduction to Abstract Algebra or consent of department.
- Mth 418. **Differential Equations.** (g) 3-4 hours.  
 Eight-week and eleven-week sessions. Linear differential equations, applications, systems of equations. Prerequisite: a year sequence in college calculus or consent of department.

**Mth 419. Functions of Several Variables.** (g) 3-4 hours.

Eight-week and eleven-week sessions. Infinite series, power series, partial differentiation, multiple integrals, and other related topics. May be elected in place of Mth 332 offered in academic years. Prerequisite: a year sequence in college calculus or consent of department.

**Mth 425. Elements of Statistical Methods.** (g) 3 hours.

Eight-week session. An introductory course in statistics intended for upper-division and graduate students with little mathematical preparation. Not intended as preparation for other mathematics courses. Prerequisite: one and one-half years of high-school algebra or intermediate algebra in college.

**Mth 431. Introduction to Analysis I.** (G) 4 hours.

Eight-week session. Functions, limits, continuity, uniform continuity; properties of continuous and monotone functions; derivatives; Riemann integrals; the fundamental theorem of the calculus. Prerequisite: one year of calculus.

**Mth 433. Analysis.** (G) 4 hours.

Eight-week session. Topics selected to enable students who have credit for two terms of analysis taken in summer session to complete a sequence. Prerequisite: approval of the department.

**Mth 458. Logic and Set Theory I.** (g) 4 hours.

Eight-week session. The first term of a two-term course which includes the propositional calculus, elements of predicate calculus, the algebra of sets, relations and functions, cardinal numbers, ordinal numbers, and other selected topics. Prerequisite: one year of college mathematics.

**Mth 469. Probability and Statistics II.** 4 hours.

Eight-week session. Continuation and amplification of Probability and Statistics I, which introduced such topics as elementary probability theory, binomial and normal probability functions, statistical inference. Emphasis on applications. Prerequisite: Probability and Statistics I or consent of department.

**Mth 487. Geometry.** (G) 4 hours.

Eight-week session. Axiomatic development of Euclidean geometry from both the metric and synthetic points of view. Prerequisite: one year of college mathematics.

**Mth 501. Research.** Hours to be arranged.

Eight-week and eleven-week sessions.

**Mth 503. Thesis.** Hours to be arranged.

Eight-week and eleven-week sessions.

**Mth 505. Reading and Conference.** Hours to be arranged.

Eight-week and eleven-week sessions.

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

Eight-week and eleven-week sessions.

**Mth 507. Seminar: Numerical Analysis.** 4 hours.

Eight-week session. Solution of linear and nonlinear equations. Taylor's series and interpolating polynomial approximations, numerical differentiation, and numerical integration. A substantial amount of computing will be included using remote terminals and the language BASIC. Algorithmic development and testing; error analysis. Prerequisite: calculus; linear algebra recommended. D. Moursund.

**Mth 589. Geometry.** 4 hours.

Eight-week session. Neutral geometry, Euclid's parallel postulate and equivalent statements; the Lobachevskian parallel postulate and resulting geometry; Riemannian geometry; consistency of non-Euclidean geometries; other topics as time permits. Prerequisite: Foundations of Geometry I or consent of department.

## Mathematics Institutes and Special Programs

The University has been granted funds by the National Science Foundation to conduct the following institutes and special programs.

Institute courses which parallel regular summer-session courses already described are not again listed in this section. Some institute courses are open only to institute participants. Those open to a limited number of nonparticipant teachers are designated with an asterisk (\*).

### Summer Institute in Mathematics for Secondary-School Teachers

A. F. Moursund, director.

\*Mth 460. **Inequalities.** (g) 2 hours.

First four weeks, June 22-July 16. Fundamentals, tools, absolute value, classical inequalities, maximization and minimization problems, properties of distance. Prerequisite: admission to the institute. Niven.

\*Mth 479. **Linear Algebra.** (g) 4 hours.

Eight-week session. An introductory course. Computational matrix algebra, vector spaces, systems of linear equations, and other topics. Essentially equivalent to Mth 411. Prerequisite: one year of calculus or consent of department.

\*Mth 498. **Foundations of Calculus.** (g) 4 hours.

Eight-week session. A review of selected basic topics with emphasis on understanding and simple applications. Some topics will be treated intuitively, others rigorously as seems appropriate. Prerequisite: one year of calculus. A. Moursund.

\*Mth 580. **Number Theory.** 4 hours.

Eight-week session. Properties of the integers. Divisibility, congruences, number theoretic functions, Diophantine equations, and others topics as time permits. The course will be taught at a relatively sophisticated level. Prerequisite: open only to third- and fourth-year participants or by special approval of the associate director.

\*Mth 599. **Analysis II.** 4 hours.

Eight-week session. A rigorous treatment of sequences and series. Sequences of constants and functions pointwise and uniform approach to a limit. Convergence and uniform convergence of series. Theorems on termwise differentiation and integration. Power series applications. Prerequisite: Analysis I (Derivatives and Integrals) or equivalent. A. Moursund.

Mth 507. **Participants' Seminar.** 1-2 hours.

### Oregon Community Colleges—University of Oregon Cooperative Mathematics Project

E. A. Maier, director.

H. E. Zink, co-director.

The program of the project will consist of four curriculum seminars concerned with background material, content, and to some extent methods of teaching some of the lower-division mathematics courses usually offered in community colleges.

\*Mth 507. **Seminar: Probability, Statistics, Linear Algebra.** 5 hours.

First four weeks, June 22-July 16. Maier.

\*Mth 507. **Seminar: Vocational Technical Mathematics.** 2 hours.

Second four weeks, July 19-August 13.



\*Mth 507. **Seminar: Mathematics for Elementary Teachers.** 2 hours.

Second four weeks, July 19-August 13.

\*Mth 507. **Seminar: Use and Development of Instructional Aids.** 2 hours.

Second four weeks, July 19-August 13.

### **NSF Short Course for College Teachers: Algebra**

A. F. Moursund, director.

Three weeks, August 2-August 20.

Participants will be selected on a national basis primarily from members of the mathematics faculties of colleges and universities offering major programs in mathematics culminating in at least the bachelor's degree and at most the master's degree. A few participants may be chosen from universities having newly established doctoral programs.

Topics covered will include: Endomorphism rings (The Wedderburn Theory) and duality. Anderson.

Quadratic forms and commutative rings. Harrison.

Colloquium lectures on topics to be selected. Curtis and Hawkes.

### **Summer Institute in Computer Science for High-School Teachers of Mathematics**

D. G. Moursund, director.

See COMPUTER SCIENCE.

### **Undergraduate Research Participation Program**

A. F. Moursund, director.

For selected undergraduates who have completed the junior year and shown promise in mathematics.

Mth 407. **Seminar: NSF Undergraduates.** 12 hours.

Ten weeks, June 22-August 27. Selected research and individual study topics for program participants only. Koch and staff.

## **Philosophy**

Associate Professor: ZWEIG.

Assistant Professors: DAVIE, GEDDES, LEVI.

Phl 201. **Elementary Ethics.** 3 hours.

Eight-week session. An introduction to the philosophical study of morality, e.g., ethical relativism, the justification of moral judgments, the concepts of duty, right, and wrong. Geddes.

Phl 205. **Contemporary Moral Issues.** 3 hours.

Eight-week session. Philosophical problems connected with such topics as civil disobedience, the morality of war, abortion, conscription, compensatory justice. Levi.

- Phl 306. **History of Modern Philosophy.** 3 hours.  
Eight-week session. Survey of the history of western philosophy in the 20th century: Pragmatism, Existentialism, Positivism, Analytic Philosophy. Zweig.
- Phl 405. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- Phl 432. **Philosophy in Literature.** (G) 3 hours.  
Eight-week session. A study of philosophical ideas and attitudes expressed in some European and American literary works. Davie.
- Phl 501. **Research.** Hours to be arranged.  
Eight-week session. No-grade course.
- Phl 503. **Thesis.** Hours to be arranged.  
Eight-week and eleven-week sessions. No-grade course.
- Phl 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session.

## Physics

Professors: EBBIGHAUSEN, POWELL.

- GS 104. **Physical Science Survey.** 4 hours.  
Eight-week session. General introduction to the physical sciences; principles of physics and chemistry, and man's relation to them. Emphasis on scientific method. GS 104, GS 105, and GS 106 need not be taken in sequence and may be taken concurrently.
- GS 105. **Physical Science Survey.** 4 hours.  
Eight-week session.
- GS 106. **Physical Science Survey.** 4 hours.  
Eight-week session.
- Ph 401. **Research.** Hours to be arranged.  
Eight-week session.
- Ph 405. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- Ph 419. **Elements of Atomic, Nuclear, and Solid State Physics.** (G) 4 hours.  
Eight-week session. An introductory treatment of atomic, nuclear, and solid state physics with emphasis on the experimental foundation of these subjects. Topics covered include relativity; atomic structures; optical and X-ray spectra; nuclear reactions; fundamental particles; particle accelerators; crystal structures; and properties of metals, insulators, and semiconductors. Designed for students preparing for secondary-school teaching.
- Ph 501. **Research.** Hours to be arranged.  
Eight-week and eleven-week sessions.
- Ph 503. **Thesis.** Hours to be arranged.  
Eight-week and eleven-week sessions.
- Ph 505. **Reading and Conference.** Hours to be arranged.  
Eight-week and eleven-week sessions.
- Ph 507. **Seminar: Selected Topics.** 4 hours.  
Eight-week session.

## Political Science

Professors : GOLDRICH, KLONOSKI, SCHLEICHER, SELIGMAN.

Associate Professors : ALLMAN, FISZMAN, ORBELL, ZANINOVICH.

Assistant Professor : MEDLER.

- PS 100. **American Governments: Concepts and Institutions.** 4 hours.  
Eight-week session. Introduction to the concepts of American government, including Federalism and separation of powers; its institutions, including the Presidency, Congress, and the Supreme Court. J. Allman.
- PS 403. **Thesis.** Hours to be arranged.  
Eight-week and eleven-week sessions.
- PS 405. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- PS 407. **Seminar.** Hours to be arranged.  
Eight-week session.
- PS 407. **Seminar: Teaching Practicum.** Hours to be arranged.  
Eight-week session.
- PS 407. **Seminar: Scope and Methods.** 5 hours.  
Eight-week session. A survey of some of the major methodological tools currently being used in social science research. This material is presented and integrated under the assumption that methodology is that set of operations which gives the researcher some degree of control over the validity of the information he produces through the process of research. Explicit emphasis is given to some topics as: research design, measurement techniques, methods of information extraction and models of special processes. Medler.
- PS 407. **Seminar: Classical and Contemporary Marxism.** 5 hours.  
Eight-week session. A survey and analysis of Marxism and its various interpretations over time. Fiszman.
- PS 407. **Seminar: The Presidency.** 5 hours.  
Eight-week session. The modern historical developments of the office of chief executive and its structural differentiations. Political leadership and political decision-making. Comparison with chief executives in other Western democracies. Seligman.
- PS 407. **Seminar: Analysis and Operation of Foreign Relations.** 5 hours.  
Eight-week session. Groups represent real nations. Foreign policies analyzed and foreign relations conducted in Real-Nation Gaming and Simulation. Subject matter and teaching techniques emphasized. Schleicher.
- PS 407. **Seminar: Political Development in the Balkans.** 5 hours.  
Eight-week session. A survey of the growth of national states in the Balkans; an assessment of the nation-building process under the Communist system. Zaninovich.
- PS 407. **Seminar: Problems in American Political Development.** 5 hours.  
Eight-week session. Recent assessments of American politics, from economic, social, cultural perspectives; consideration of the political development concept in relation to post-industrial society. Goldrich.
- PS 452. **Public Opinion and Political Participation.** (G) 5 hours.  
Eight-week session. Participation and opinions treated as independent variables; explanation of various patterns which exist; comparative and historical approach, emphasizing social dynamics. Topics: conceptual distinctions, political socialization, group dynamics, the social and political context, inter-relations of opinions and behaviors, questionnaire construction, sampling interview techniques, normative implications of participation. Orbell.

- PS 485. **The Supreme Court in America.** (G) 5 hours.  
The Supreme Court's rulings on civil liberties and civil rights, freedom, and equality, especially since 1953. Klonoski.
- PS 501. **Research.** Hours to be arranged.  
Eight- and eleven-week sessions.
- PS 503. **Thesis.** Hours to be arranged.  
Eight- and eleven-week sessions.
- PS 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- PS 507. **Seminar.** Hours to be arranged.  
Eight-week session.
- PS 507. **Seminar: The Presidency.** 5 hours.  
Eight-week session. The modern historical developments of the office of Chief Executive and its structural differentiations. Political leadership and political decision-making. Comparison will be made with chief executives in other Western democracies. Seligman.
- PS 507. **Seminar: Analysis and Operation of Foreign Relations.** 5 hours.  
Eight-week session. Groups represent real nations. Foreign policies analyzed and foreign relations conducted in Real-Nation Gaming and Simulation. Subject matter and teaching techniques emphasized. Schleicher.
- PS 507. **Seminar: Scope and Methods.** 5 hours.  
Eight-week session. A survey of some of the major methodological tools currently being used in social science research. This material is presented and integrated under the assumption that methodology is that set of operations which gives the researcher some degree of control over the validity of the information he produces through the process of research. Explicit emphasis is given to such topics as: research design, measurement techniques, methods of information extraction and models of social processes. Medler.
- PS 507. **Seminar: Classical and Contemporary Marxism.** 5 hours.  
Eight-week session. A survey and analysis of Marxism and its various interpretations over time. Fiszman.
- PS 507. **Seminar: Political Development in the Balkans.** 5 hours.  
Eight-week session. A survey of the growth of national states in the Balkans; an assessment of the nation-building process under the Communist system. Zaninovich.
- PS 507. **Seminar: Problems in American Political Development.** 5 hours.  
Eight-week session. Recent assessments of American politics, from economic, social, cultural perspectives; consideration of the political development concept in relation to post-industrial society. Goldrich.
- PS 509. **Teaching Practicum.** Hours to be arranged.  
Eight-week session.

## Psychology

Professor : LITTMAN.

Associate Professors : DAWES, LICHTENSTEIN.

Assistant Professors : ADKINS, ARKOWITZ, LoPICCOLO, B. FAGOT.

Psy 211. **Sensation and Perception (First Term).** 4 hours.

First four weeks, June 22-July 16. Introduction to sensory and perceptual processes; demonstrations.

- Psy 212. **Learning, Thinking and Conditioning (Second Term).** 4 hours.  
Second four weeks, July 19-August 13. Classical and operant conditioning; acquisition, retention, and utilization of information and behavior; demonstrations.
- Psy 213. **Motivation and Physiological Psychology (Third Term).** 4 hours.  
Three weeks, August 16-September 3. Relation of brain to behavior, biological and physiological conditions of motivated behavior; demonstrations.
- Psy 214. **Learning and Perception (First Term).** 4 hours.  
First four weeks, June 22-July 16. Perceptual processes; conditioning and learning; data and theories considered oriented toward social behavior, demonstrations.
- Psy 215. **Development and Social Behavior (Second Term).** 4 hours.  
Second four weeks, July 19-August 13. Species, individual, and cultural sources of social behavior; emphasis on developmental processes involved in formation of individual and social types of behavior, including attitudes and beliefs and pathologies; demonstrations.
- Psy 216. **Personality and Individual Differences (Third Term).** 4 hours.  
Three weeks, August 16-September 3. Assessment, structure, function, and modification of adult personality and behavior; individual differences in various aspects of personality and behavior studies; demonstrations.
- Psy 407. **Seminar.** Hours to be arranged.  
Eight-week session.
- Psy 501. **Research.** Hours to be arranged.  
Eight-week session.
- Psy 405. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- Psy 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- Psy 407. **Seminar.** Hours to be arranged.  
Eight-week session.
- Psy 507. **Seminar.** Hours to be arranged.  
Eight-week session.
- Psy 407. **Seminar: Psychology of Prejudice.** (g) 3 hours.  
Eight-week session. An examination of intergroup hostility, with particular emphasis on black-white relations in the United States. The origin, maintenance, and reduction of ethnic prejudice, with primary emphasis on domestic problems.
- Psy 407. **Seminar: Behavioral Technology.** (g) 3 hours.  
Eight-week session. Emphasis on current applications of the experimental analysis of behavior to the modification of normal and deviant behavior. The basic principles of respondent and operant conditioning and their current applications in behavior modification and educational technology.
- Psy 407. **Seminar: Violence and Aggression.** (g) 3 hours.  
Eight-week session. Introductory lectures, followed by student presentations of selected topics and group discussions of assigned readings. Topics: instinctive and ethological methods of aggression; comparative studies of aggression; the role of learning; the relation of aggression to other motives; implications of theories of aggression for its control.
- Psy 407. **Seminar: Human Sexual Behavior.** (g) 3 hours.  
Eight-week session.
- Psy 407. **Seminar: Measurement of Social and Political Attitudes.** 3 hours.  
Eight-week session. A review of issues and techniques related to the assess-

ment of social and political attitudes. Although the course will focus on technical aspects of attitude measurement, there will be consideration of substantive issues in lectures and through class projects.

**Psy 407. Seminar: Psychological Aspects of Social Change.** 3 hours.

Eight-week session. This seminar is concerned with topics of social change related to current research projects. Typical topics include changing family, political and educational institutions. The topics change with the interests of the faculty member offering the seminar and the current social scene.

**Psy 407. Seminar: Psychology of Population Control.** 3 hours.

Eight-week session. The population problem is not only a food and environmental problem but also a psychological problem (e.g., crowding and quality of life). The control of population growth is similarly not only medical (supply of better contraception) but also psychological. People *decide* to have children and the study of such decisions is a psychological problem.

**Psy 435. Theories of Personality.** (g) 3 hours.

Eight-week session. The main phenomena of personality; a critical comparison of the outstanding conceptual systems that have been developed to account for these phenomena.

**Psy 437. Social Psychology.** (g) 3 hours.

Eight-week session. The relationship of the individual to his social environment, especially in his participation in small groups; social perception and motivation as shown in the acquaintance process, power and dependence, roles in the group, and the part played by the group in attitude change. Materials and issues treated in terms of basic psychological concepts.

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

Eight-week session. Various forms of unusual behavior, including anxiety states, hysteria, hypnotic phenomena, and psychoses. Normal motives and adjustments considered in their exaggerations in the so-called neurotic person. Psy 324 recommended as preparation for this course.

**Psy 451. Physiological Psychology.** (g) 3 hours.

Eight-week session. Study of relationships between nervous system functions and behavior. Emphasis on neuropsychological analysis of stimulus processing, motivation, learning. Kimble.

**Psy 460. Developmental Psychology.** (g) 3 hours.

Eight-week session. Survey of the development of behavior and psychological activity through the prenatal period, infancy, childhood, adolescence. Topics include development of language and cognition, socialization, emotional development, and the development of motor capabilities. Emphasis on social influence. Not recommended for majors.

**Psy 465. Motivation.** (g) 3 hours.

Eight-week session. Conceptions of motivation; human and animal research on instinct, arousal, motivational psychology, learned motives, conflict and stress, and organization of dispositions.

**Psy 490. Psychology of Learning.** (g) 3 hours.

Eight-week session. Survey of fundamental concepts of conditioning, rote learning, discrimination, problem solving, memory and motor skills. Theory and experimental literature. Psy 324 or equivalent strongly recommended as preparation for this course.

**Psy 499. History and Systems.** (g) 3 hours.

Eight-week session. Survey of the development of modern psychology. Critical study of the comprehensive theoretical systems such as behaviorism, S-R psychology, Gestalt psychology, psychoanalysis, and mathematical models, developed to help deal with the methodological and substantive problems of psychology. Prerequisite: 12 hours of upper-division psychology. Littman.

- Psy 503. **Thesis.** Hours to be arranged.  
Eight-week session.
- Psy 507. **Seminar: Scope and Methods in the Social Sciences.** 3 hours.  
Eight-week session.
- Psy 509. **Practicum Experience.** 3 hours.  
Eight-week session. Supervised work in assessment and treatment coordinated with didactic clinical core courses. Prerequisite: consent of instructor.

## Religious Studies

Visiting Faculty: STEPHENSON.

Professor: STRATON.

- R 302. **Religions of Mankind.** 3 hours.  
Eight-week session. Oriental religions: Hindu-Buddhist and, time permitting, Confucian-Taoist philosophic and religious systems.
- R 303. **Religions of Mankind.** 3 hours.  
Eight-week session. Western religions: Judeo-Christian and Islamic philosophic and religious systems.
- R 407. **Seminar: Teaching About Religions in the Schools.** (g) 3 hours.  
Eight-week session. Content same as R 302 and R 303. Public-school teachers desiring graduate credit should enroll in R 407. A research paper on one of the great religions is required.

## Romance Languages

Visiting Faculty: CASILLAS, DANON.

Professors: BEALL, POWERS.

Associate Professors: BIRN, DESROCHES, HATZANTONIS.

Instructors: BECK, CASAGRANDE, COOPER, CURLAND, GREENSTEIN, JACKSON, LIPMANN, NOTTO, QUINN.

### French

- RL 50, 51, 52. **First-Year French.** 4 hours first two terms; 3 hours third term.  
An introduction to the language, stressing reading, comprehension of the spoken tongue, and the basic principles of French grammar. Equivalent to first-year French given during the regular academic year. Greenstein, Notto.
- RL 50. *First-Year French (First Term).* 4 hours.  
First four weeks, June 22-July 16.
- RL 51. *First-Year French (Second Term).* 4 hours.  
Second four weeks, July 19-August 13.
- RL 52. *First-Year French (Third Term).* 3 hours.  
Three weeks, August 16-September 3.
- RL 101, 102, 103. **Second-Year French.** 4 hours first two terms; 3 hours third term.  
Study of selections from representative authors; review of grammar; considerable attention to oral use of the language. Equivalent to Second-Year French given during the regular academic year. Cooper, Desroches.

- RL 101. *Second-Year French (First Term)*. 4 hours.  
First four weeks, June 22-July 16.
- RL 102. *Second-Year French (Second Term)*. 4 hours.  
Second four weeks, July 19-August 13.
- RL 103. *Second-Year French (Third Term)*. 3 hours.  
Three weeks, August 16-September 3.
- RL 407. **Seminar: The New Novel**. (G) 3 hours.  
Eight-week session. A detailed analysis of selected contemporary novels with special emphasis on new narrative techniques. Birn.
- RL 407. **Seminar: French Poetry of the Renaissance**. (G) 3 hours.  
Eight-week session. Special attention will be given to Marot and DuBella. Beall.
- RL 407. **Seminar: François Villon**. (G) 3 hours.  
Eight-week session. A detailed study of the works of Villon as well as an examination of Pierre Guiraud's recent work (*Le Jargon de Villon, ou le Gai Savoir de la Coquille*) on the *ballades en jargon*. Danon.
- RL 407. **Seminar: Seventeenth-Century French Theater**. (G) 3 hours.  
A close analysis of representative plays by Corneille, Racine, and Molière. Danon.
- RL 469. **Advanced French Composition**. (G) 3 hours.  
Eight-week session. Translation of modern literary texts into French and writing of original themes. Special attention to the needs of teachers and prospective teachers. Conducted in French. Prerequisite: RL 321, 322, 323, or the equivalent. Desroches.
- RL 503. **Thesis**. Hours to be arranged.  
Eight-week session. Beall, Birn, Desroches.
- RL 505. **Reading and Conference**. Hours to be arranged.  
Eight-week session. Beall, Desroches.
- RL 507. **Seminar: The New Novel**. 3 hours.  
Eight-week session. A detailed analysis of selected contemporary novels with special emphasis on new narrative techniques. Birn.
- RL 507. **Seminar: French Poetry of the Renaissance**. 3 hours.  
Eight-week session. Special attention will be given to Marot and DuBella. Beall.
- RL 507. **Seminar: Seventeenth-Century French Theater**. 3 hours.  
A close analysis of representative plays by Corneille, Racine, and Molière. Danon.
- RL 544. **François Villon**. 3 hours.  
Eight-week session. A detailed study of the works of Villon as well as an examination of Pierre Guiraud's recent work (*Le Jargon de Villon, ou le Gai Savoir de la Coquille*) on the *ballades en jargon*. Danon.

## Institute for Teachers of Modern Languages

The institute is designed to provide teachers of French or Spanish with training in the latest techniques of teaching their respective languages. An innovation this year makes it possible for participants to select any combination of course units. A large part of the institute schedule is allocated to actual practice in teaching French and Spanish. Credit earned is applicable to the Standard Teacher's Certificate of the State of Oregon. Credit may also be applied toward the Master of Arts Degree in Teaching German.



- RL 508. **Workshop: Principles of Modern Language Teaching.** 2 hours.  
First four weeks, June 22-July 16. First term.
- RL 508. **Workshop: Pronunciation and Phonetics.** 2 hours.  
First four weeks, June 22-July 16. First term, by language.
- RL 508. **Workshop: Advanced Methods.** 2 hours.  
Second four weeks, July 19-August 13. Second term.
- RL 508. **Workshop: Applied Linguistics.** 2 hours.  
Second four weeks, July 19-August 13. Second term.
- RL 508. **Workshop: Latin American Culture and Civilization.** 2 hours.  
Second four weeks, July 19-August 13. Designed to meet requirements for the Standard Teacher's Certificate in Oregon. Elements of Latin American geography, history, and politics, taught by specialists from the various disciplines. Conducted by Dr. Gene Martin, Professor of Geography.
- RL 508. **Workshop: French Culture and Civilization.** 2 hours.  
Second four weeks, July 19-August 13. Designed to meet requirements for the Standard Teacher's Certificate in Oregon. Elements of French geography, history, and politics, taught by specialists from the various disciplines. Conducted in French by Dr. Clyde Patton, Professor of Geography.

## Italian

- RL 70, 71, 72. **First-Year Italian.** 4 hours first two terms ; 3 hours third term.  
Grammar, pronunciation, composition, and translation of modern authors. Equivalent to First-Year Italian given during the regular academic year. Casagrande, Hatzantonis.
- RL 70. *First-Year Italian (First Term).* 4 hours.  
First four weeks, June 22-July 16.
- RL 71. *First-Year Italian (Second Term).* 4 hours.  
Second four weeks, July 19-August 13.
- RL 72. *First-Year Italian (Third Term).* 3 hours.  
Three weeks, August 16-September 3.
- RL 104, 105. **Second-Year Italian.** 4 hours each term.  
Study of selections from representative authors. Composition, pronunciation, grammar. Equivalent to the first two terms of Second-Year Italian given during the regular academic year. Casagrande.
- RL 104. *Second-Year Italian (First Term).* 4 hours.  
First four weeks, June 22-July 16.
- RL 105. *Second-Year Italian (Second Term).* 4 hours.  
Second four weeks, July 19-August 13.
- RL 405. **Reading and Conference.** Hours to be arranged.  
Eight-week session. Casagrande, Hatzantonis.
- RL 407. **Seminar: Lorenzo de' Medici's Poetic Circle.** (G) 3 hours.  
Eight-week session. Lorenzo's contributions to the traditional Medici patronage of men of letters ; the poetry of Lorenzo himself and that of the two major poets in his court : L. Pulci and A. Poliziano. Hatzantonis.
- RL 503. **Thesis.** Hours to be arranged.  
Eight-week session. Hatzantonis.
- RL 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session. Casagrande, Hatzantonis.
- RL 507. **Seminar: Lorenzo de' Medici's Poetic Circle.** 3 hours.  
Eight-week session. See RL 407, above, for description. Hatzantonis.

## Spanish

- RL 60, 61, 62. **First-Year Spanish.** 4 hours first two terms; 3 hours third term.  
An introduction to Spanish, stressing speaking and reading; exercises in elementary composition. Equivalent to First-Year Spanish given during the regular academic year. Beck, Jackson.
- RL 60. *First-Year Spanish (First Term).* 4 hours.  
First four weeks, June 22-July 16.
- RL 61. *First-Year Spanish (Second Term).* 4 hours.  
Second four weeks, July 19-August 13.
- RL 62. *First-Year Spanish (Third Term).* 3 hours.  
Three weeks, August 16-September 3.
- RL 107, 108, 109. **Second-Year Spanish.** 4 hours first two terms; 3 hours third term.  
Intensive oral and written exercises designed to help the student acquire an accurate and fluent use of Spanish. Study of selections from representative authors. Equivalent to Second-Year Spanish given during the regular academic year. Lipmann.
- RL 107. *Second-Year Spanish (First Term).* 4 hours.  
First four weeks, June 22-July 16.
- RL 108. *Second-Year Spanish (Second Term).* 4 hours.  
Second four weeks, July 19-August 13.
- RL 109. *Second-Year Spanish (Third Term).* 3 hours.  
Three weeks, August 16-September 3.
- RL 407. **Seminar: The Novel in Argentina and Uruguay in the Twentieth Century.** (G) 3 hours.  
Eight-week session. Development of the modern novel in the River Plate countries, reading authors who deal primarily with the isolation of man: Gálvez, Arlt, Mallea, Onetti, Cortázar, Sábato, Benedetti. Ayora.
- RL 407. **Seminar: Modern Spanish Theater.** (G) 3 hours.  
Eight-week session. Experiments in the drama in twentieth-century Spain, particularly in works by García Lorca. Selected plays by other writers read for comparison. Beck.
- RL 407. **Seminar: The Spanish Mystics.** (G) 3 hours.  
Eight-week session. A study of selected writings of Ramón Llull, Santa Teresa and San Juan de la Cruz. Related reading: *The Cloud of Unknowing*, Alfonso de Valdés, Loyola's *Spiritual Exercises*, Fray Luis de León, Evelyn Underhill's *Mysticism*. Powers.
- RL 461. **Advanced Spanish Composition and Conversation.** (G) 3 hours.  
Eight-week session. Normally required of Spanish majors and of candidates for teacher certification. Prerequisite: RL 347, 348, 349 or equivalent. Conducted in Spanish. Ayora.
- RL 503. **Thesis.** Hours to be arranged.  
Eight-week session. Ayora, Powers.
- RL 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session. Ayora, Powers.
- RL 507. **Seminar: The Novel in Argentina and Uruguay in the Twentieth Century.** 3 hours.  
Eight-week session. See RL 407, above (with same course title), for description. Ayora.
- RL 507. **Seminar: Modern Spanish Theater.** 3 hours.  
Eight-week session. Experiments in the drama in twentieth-century Spain, particularly García Lorca. Selected plays by other writers will be read for purposes of comparison. Beck.

RL 507. **Seminar: The Spanish Mystics.** 3 hours.

Eight-week session. A study of selected writings of Ramón Llull, Santa Teresa and San Juan de la Cruz. Related readings: *The Cloud of Unknowing*, Alfonso de Valdés, Loyola's *Spiritual Exercises*, Fray Luis de León, Evelyn Underhill's *Mysticism*. Powers.

RL 508. **MAT Workshop Abroad for Teachers of Spanish.** 9 hours.

Eight-week session. Conducted each summer in Spain or Mexico by the Department of Romance Languages. Open only to MAT candidates or selected advanced students preparing to teach Spanish in the public schools. Prerequisite: consent of instructor. Curland.

## Institute for Teachers of Modern Languages

(See pages 72-73 for description and course listings.)

## Sociology

Visiting Faculty: HARRISON.

Professors: JACKSON, JOHANNIS, MARTIN.

Associate Professor: DEUTSCH.

Assistant Professors: FAICH, GALE, KNAPP, VAN HOUTEN.

Instructor: KING.

Soc 204. **General Sociology.** 3 hours.

First four weeks, June 22-July 16. Introduction to the sociological perspective: sociology as a discipline; the components of society, social organization, and social life; culture; socialization; social change. Faich.

Soc 205. **General Sociology.** 3 hours.

First four weeks, June 22-July 16. Communities, population, and resources. Analysis of the interrelationship of population and resources in the structuring of human communities; examination of processes of community change which occur in response to major social problems, population redistribution, and resource alteration; alternatives to the traditional community. Gale.

Soc 206. **General Sociology.** 3 hours.

Eight-week session. Social issues and social movements; a look at the primary social issues that affect the United States, both domestic and foreign. Problems of war, the environment, race, the use and misuse of science, technocracy, poverty, and imperialism, along with social movements (the counter culture, the advocacy movement, the anti-war movement, etc.) that these issues have stimulated. Emphasis on discussion. Knapp.

Soc 301. **American Society.** 3 hours.

First four weeks, June 22-July 16. An analysis of American society in terms of its significant structural traits and their functions; major changes in American society and selected contemporary problems examined in their relation to institutional structures. Prerequisite: Soc 204 or Soc 300. Deutsch.

Soc 327. **Introduction to Social Research.** 3 hours.

First four weeks, June 22-July 16. The nature of social scientific inquiry; basic methods and techniques; examination of representative sociological studies from the standpoint of methodology; laboratory experience in typical research procedures. Prerequisite: Soc 204 or consent of instructor. King.

Soc 401. **Research.** Hours to be arranged.

Eight-week session.

- Soc 403. **Thesis for Honors Candidates.** Hours to be arranged.  
Eight-week session.
- Soc 405. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- Soc 406. **Supervised Field Study.** Hours to be arranged.  
Eight-week session. No more than three hours of Supervised Field Study may be counted toward a degree in sociology.
- Soc 407. **Seminar: Environmental Movements.** 3 hours.  
First four weeks, June 22-July 16. A sociological analysis of the contemporary environmental movement. Primary concern is with the social processes involving conflict and competition over the use of the natural environment. Particular attention is given to the political process and to the role of citizen voluntary associations, government agencies, and industry. Prerequisite: Soc 204 or Soc 300. Gale.
- Soc 407. **Seminar: Role Theory.** 3 hours.  
Eight-week session. A review of the concepts, measures, and theoretical issues of role theory within a systematic framework. Prerequisite: course in social psychology. Jackson.
- Soc 407. **Seminar: Social Psychology.** 3 hours.  
Eight-week session. Systematic introduction to social psychology and most of its major areas of theory and research. Prerequisite: introductory sociology and introductory psychology courses. Jackson.
- Soc 407. **Seminar: Organizational Power.** 3 hours.  
Eight-week session. An examination of the causes and consequences of organizational power including analyses of the distribution of power within organizations and how organizations exercise power over their environments. Prerequisite: 9 term hours in sociology. Van Houten.
- Soc 407. **Seminar: Social Movements.** 3 hours.  
Eight-week session. An attempt to understand the nature and process of social movements as a form of human organization. Students choose a particular social movement for study and reconstruct its history, the biographies of its leaders, changes in its goals and tactics over time, and its actual or potential impact on the institutional structure. Prerequisite: 9 term hours in sociology. Knapp.
- Soc 407, 507. **Seminar: European Tradition in Sociological Theory.** 2 hours.  
Eight-week session. A consideration of the contributions of European sociologists to sociological theory. Harrison.
- Soc 442. **Urbanization and the City.** (G) 3 hours.  
Second four weeks, July 19-August 13. Determinants and consequences of urbanization under different conditions; the city as a social and ecological system. Prerequisite: 9 term hours in sociology. Martin.
- Soc 449. **Social Change.** (G) 3 hours.  
Eight-week session. Analysis of the processes, characteristics, and conditions of change in large social systems; systematic examination of various theoretical problems and formulations. Prerequisite: 9 hours in sociology. Harrison.
- Soc 490. **Sociology of Leisure.** (G) 3 hours.  
First four weeks, June 22-July 16. Sociological analysis of nonwork time and leisure behavior; the relationship between patterns of use of nonwork time and leisure and other social institutions. Prerequisite: Soc 204 or Soc 300. Johannis.
- Soc 501. **Research.** Hours to be arranged.  
Eight-week session.
- Soc 503. **Thesis.** Hours to be arranged.  
Eight-week session.

- Soc 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- Soc 506. **Supervised Field Study.** Hours to be arranged.  
Eight-week session. No more than three hours of Supervised Field Study may be counted toward a degree in sociology.
- Soc 507. **Seminar: Sociology of Economic Development.** 3 hours.  
First four weeks, June 22-July 16. An advanced analysis of selected theories and problems of economic development. Convergences and conflict in theories noted with an especial emphasis upon building a sociological approach which links political economy and social change theory. Prerequisite: graduate standing in sociology and consent of instructor. Deutsch.
- Soc 507. **Seminar: Factor Analysis.** 3 hours.  
Eight-week session. Assumptions of factor analysis; diagonal, centroid, multiple-group and principal-axes extraction methods; orthogonal and oblique rotations; interpretations and applications. Prerequisite: introductory statistics through bivariate correlational analysis. Faich.
- Soc 507. **Seminar: Organizational Power.** 3 hours.  
Eight-week session. An examination of the causes and consequences of organizational power including analyses of the distribution of power within organizations and how organizations exercise power over their environments. Prerequisite: 9 term hours in sociology. Van Houten.

## Speech

Visiting Faculty: HERVEY.

Professors: DECHAINED, FRIEDMAN, KRETSINGER, ROBINSON.

Associate Professors: CARMICHAEL, CHRISTENSEN, CUTLER, SHERRIFFS.

Assistant Professors: ELLINGWOOD, GLOEKLER, KEIL, MERTZ.

Instructor: CARROLL.

## Rhetoric and Public Address

- Rht 121. **Fundamentals of Speech.** 3 hours.  
Eight-week session. Carmichael.
- Rht 321. **The Logic of Argument.** 3 hours.  
Eight-week session. The study of principles of reasoning and evidence, particularly as they apply to oral discourse. Includes theory and practice. Keil.
- Rht 322. **Persuasion.** 3 hours.  
Eight-week session. The study of motivation and audience adaptation, particularly as they apply to oral communication. Includes theory and practice. Keil.
- Rht 424. **Ethics and Freedom of Speech.** (G) 3 hours.  
Eight-week session. Study of varied positions on the ethics of persuasion and of the history and development of freedom of speech in the United States. Friedman.
- Rht 430. **Quantitative Methods in Speech.** (G) 3 hours.  
Eight-week session. Empirical and experimental methods of research in speech communication. Introduction to the experimental method, frequently used statistics, experimental design, problems in empirical research, and philosophical problems in quantitative research. Carmichael.

- Rht 432. **Speech Communication and Group Process.** (G) 3 hours.  
Eight-week session. Survey and analysis of small-group literature, relevant to speech communication. Carmichael.
- Rht 501. **Research.** Hours to be arranged.  
Eight-week session.
- Rht 503. **Thesis.** Hours to be arranged.  
Eight-week session.
- Rht 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- Rht 507. **Seminar: Contemporary Public Address.** 3 hours.  
Eight-week session. Friedman.
- Rht 507. **Seminar: Theory of Argumentation.** 3 hours.  
Eight-week session. Keil.
- Rht 508. **Workshop: Theory of Argumentation.** 3 hours.  
August 16-27. Keil.
- Rht 508. **Workshop: Directing the Forensic Program.** 3 hours.  
August 16-27. Keil.
- Rht 509. **Practicum.** Hours to be arranged.  
Eight-week session.

## Broadcast Communication

- BC 241. **Fundamentals of Broadcasting.** 2 hours.  
Eight-week session. General survey of broadcasting, including history, growth, social aspects, laws and policies, station and network organization, programming, the advertiser, the listener, public interest, and standards of criticism. Mertz.
- J 341. **Principles of Advertising.** 3 hours.  
For description, see JOURNALISM.
- J 361. **Reporting I.** 4 hours.  
For description, see JOURNALISM.
- J 431. **Radio-Television News I.** 3 hours.  
For description, see JOURNALISM.
- BC 444. **Radio-Television Production.** (G) 3 hours.  
Eight-week session. Problems and procedures in the synthesis of talent, material, sponsorship, etc., in broadcast production. Preparation and production of live broadcasts. Prerequisite: consent of instructor. Sherriffs.
- J 459. **Principles of Public Relations.** 3 hours.  
For description, see JOURNALISM.
- BC 470. **Methods in the Production of Educational Television.** (G) 3 hours.  
Eight-week session. Intensive study of distinctive characteristics of instruction by television through both open and closed circuit. Studio exercises built around regular projects and demonstrations of television teaching for critical evaluation and analysis. Prerequisite: consent of instructor. Sherriffs.
- J 487. **History of Journalism.** (G) 3 hours.  
For description, see JOURNALISM.
- J 494. **Journalism and Public Opinion.** (G) 3 hours.  
For description, see JOURNALISM.
- BC 501. **Research.** Hours to be arranged.  
Eight-week session.

- BC 503. **Thesis.** Hours to be arranged.  
Eight-week session.
- BC 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- BC 508. **Workshop: Educational Television.** 4 hours.  
Section One, June 14-25. Section Two, August 16-27. An intensive program of class and laboratory work for teachers and administrators in the arts and skills of production and performance in the use of television in education. Kretsinger, Carroll.
- J 508. **Workshop: Photographing the American West.** 12 hours.  
For description, see JOURNALISM.
- J 513. **Theories of Mass Communications.** 3 hours.  
For description, see JOURNALISM.
- J 520. **Public Relations Planning and Administration.** 3 hours.  
For description, see JOURNALISM.
- BC 541. **Theory and Criticism of Broadcasting.** 3 hours.  
Eight-week session. A comparative study of systems of broadcasting; the development of ethical, artistic, and critical standards in radio and television. Mertz.

## Speech Pathology and Audiology

- SPA 221. **Introduction to Speech Pathology and Audiology.** 3 hours.  
Eight-week session. The incidence and nature of speech disorders; types of therapies; the speech and hearing processes; speech improvement; development of speech in the individual.
- SPA 405. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- SPA 407. **Seminar.** Hours to be arranged.  
Eight-week session.
- SPA 409. **Clinical Practicum.** (G) Hours to be arranged.  
Eight-week session. Supervised clinical work with speech-, hearing-, and/or language-disordered children and adults enrolled for counseling, testing, and treatment in the university Speech and Hearing Center or other campus-affiliated locations in the community. Maximum credit: 9 hours. Prerequisite: SPA 370, 371, SPA 481, 482, or consent of staff. Christensen, Hervey.
- SPA 473. **Visual Language and Lip Reading.** (G) 3 hours.  
Eight-week session. Methods of teaching lip reading to the deaf and hard of hearing; the nature of visual communication; teaching approaches at the pre-school, school, and adult levels; research studies concerning lipreading; and relationships of lipreading to other aspects of audiological rehabilitation and training. Christensen.
- SPA 481. **Functional Speech Disorders.** (G) 3 hours.  
Eight-week session. The incidence, nature, and correction of articulatory disorders, stuttering and other speech defects associated with mental disturbances. Hervey.
- SPA 487. **Fundamentals of Audiology.** (G) 3 hours.  
Eight-week session. Basic neurology and anatomy of the ear; psychophysics of hearing; causes, types, and symptomatology of hearing impairments; introduction to hearing measurement. Christensen.
- SPA 501. **Research.** Hours to be arranged.  
Eight-week session.

- SPA 503. **Thesis.** Hours to be arranged.  
Eight-week session.
- SPA 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- SPA 507. **Seminar.** Hours to be arranged.  
Eight-week session.
- SPA 509. **Practicum.** Hours to be arranged.  
Eight-week session.
- SPA 572. **Disorders of Articulation.** 3 hours.  
Eight-week session. Advanced study of the nature of articulation and articulatory problems in children and adults including delayed speech development; evaluation of techniques in testing; evaluation of materials and procedures used in therapy; study of current research findings; demonstration with clinical cases. Hervey.
- SPA 578. **Diagnostic Procedures in Speech Pathology.** 3 hours.  
Eight-week session. Rationale and use of the major instruments, procedures, and materials used in conducting diagnostic work in cases of speech disorders; organizing diagnostic data and writing the clinical report.

## Theater

- Th 264, 265, 266. **Production Workshop.** 3 hours.  
Eight-week session. Practical experience in the construction, painting, and handling of scenery, and in the lighting of plays. Students register for one course number throughout the eight-week session. Ellingwood.
- Th 324. **Advanced Interpretation.** 3 hours.  
Eight-week session. Instruction in the discovery and oral expression of meaning and feeling in prose, poetry, and dramatic literature.
- Th 325. **Costume Workshop.** 3 hours.  
Eight-week session. Instruction in the art and craft of stage costuming; practical experience in the design, construction, and maintenance of theatrical costumes. Gloekler.
- Th 353. **Advanced Acting.** 3 hours.  
Eight-week session.
- Th 407. **Seminar: Advanced Acting.** 3 hours.  
Eight-week session.
- Th 407. **Seminar: Oral Interpretation.** 3 hours.  
Eight-week session.
- Th 407. **Seminar: Advanced Technical Practice.** 3 hours.  
Eight-week session. Ellingwood.
- Th 407. **Seminar: Directing.** 3 hours.  
Eight-week session. DeChaine.
- Th 407. **Seminar: Costume Design.** 3 hours.  
Eight-week session. Gloekler.
- Th 409. **Practicum: Theater Production.** Hours to be arranged.  
Eight-week session. DeChaine.
- Th 461. **Introduction to Scene Design.** (G) 3 hours.  
Eight-week session. Basic principles and techniques of theatrical design for the school and community theater.
- Th 503. **Thesis.** Hours to be arranged.  
Eight-week session.



- Th 507. **Seminar: Advanced Technical Practice.** 3 hours.  
Eight-week session. Ellingwood.
- Th 507. **Seminar: Advanced Acting.** 3 hours.  
Eight-week session.
- Th 507. **Seminar: Directing.** 3 hours.  
Eight-week session. DeChaine.
- Th 507. **Seminar: Costume Design.** 3 hours.  
Eight-week session. Gloekler.
- Th 508. **Workshop: Motion-Picture Production.** 8 hours.  
June 22-July 18. Script preparation: scenario, story board, outline, or shot list; organization of production teams: director, assistant director, cameraman, assistant cameraman, soundman, continuity, grips, editor; types of equipment and supplies; shooting the film; editing film and sound tracks. Screening and critique of films. Each individual will participate in the making of more than one film. Limited enrollment. Prerequisite: consent of instructor.
- Th 508. **Workshop in Procedures and Instructional Techniques in Motion Picture Production.** 8 hours.  
June 22-July 18. The student will assist in the planning, filming, and editing of a motion picture and compile a handbook on equipment, materials, supplies, and methods. Limited enrollment. Cutler.
- Th 551. **Theory of Dramatic Production.** 3 hours.  
Eight-week session.

## School of Architecture and Allied Arts

Visiting Faculty: McCULLY.

Professors: BALLINGER, BURGNER, FOSTER, JAMES, RYAN, ZACH.

Associate Professors: BUCKNER, DIETHELM, GILLHAM, HAVENS, JOHNSON, KENS-  
LER, NIXON.

Assistant Professors: BERGER, CAPPUCCIO, FAWKES, FINROW, HACKER, PAUL,  
PLESUMS, REYNOLDS.

### Architecture

- Arch 333. **Introduction to Architectural Media.** 4 hours.  
Eight-week session. Exploration of media as means of perceiving and discovering qualities and characteristics of the physical environment. Development of techniques and skills in abstracting information for communication, study, and projection. Prerequisite: consent of instructor. No-grade course.
- Arch 380. **Architectural Design.** 5 hours.  
Eight-week session. Design projects requiring comprehensive and integrative study. Individual criticism, group discussions, lectures, and review of projects. Prerequisite: Arch 180 and consent of department. No-grade course.
- Arch 401. **Special Studies.** Hours to be arranged.  
Eight-week session. Prerequisite: consent of instructor.
- Arch 403. **Thesis.** Hours to be arranged.  
Eight-week session. Students may propose studies in interconnection, design, or subject areas. Faculty approval required. No-grade course.

Arch 503. **Thesis.** Hours to be arranged.

Eight-week session. Open only to master's degree candidates. No-grade course.

## Art Education

ArE 321, 322. **Art in the Elementary School.** 2 hours each term.

Introduction to the visual arts through laboratory experiences; design, drawing, painting, and other two-dimensional activities with materials appropriate for the primary and secondary school child; lectures, group discussions, evaluations, studio work. Second term: continuation of art experiences for the elementary school child with emphasis on three-dimensional form. No-grade course. Burgner.

ArE 321. *Art in the Elementary School (First Term).* 2 hours.

First two weeks. June 22-July 2.

ArE 322. *Art in the Elementary School (Second Term).* 2 hours.

Second two weeks. July 5-July 16. Prerequisite: Art 321.

ArE 323. **Art in the Elementary School.** 3 hours.

Second four weeks, July 19-August 13. Critical examination of individual and group activities currently offered in the elementary-school art program; lectures, curriculum design, evaluation of process and techniques; literature in the field. Satisfies the Oregon State Department of Education methods-course requirement. Prerequisite: Art 321, 322, or consent of instructor. Burgner.

ArE 407. **Seminar: Teaching Art History in the Secondary School.** 3 hours.

Second four weeks, July 19-August 13. Ballinger.

ArE 430. **Art in Special Education: The Mentally Retarded Child.** (G) 3 hours.

First four weeks, June 22-July 16. Ballinger.

ArE 501. **Special Studies.** Hours to be arranged.

Eight-week session. First four weeks, June 22-July 16. Second four weeks, July 19-August 13. Staff.

ArE 503. **Thesis.** Hours to be arranged.

Eight-week session. Kensler.

ArE 505. **Reading and Conference.** Hours to be arranged.

Eight-week session. First four weeks, June 22-July 16. Second four weeks, July 19-August 13. Staff.

ArE 507. **Seminar: Advanced Curriculum Development in Art.** 3 hours.

First four weeks, June 22-July 16. Kensler.

ArE 507. **Seminar: Teaching Art History in Secondary School.** 3 hours.

Second four weeks, July 19-August 13. Ballinger.

## Art History

ArH 206. **History of Western Art.** 3 hours.

Eight-week session. An historical survey of the visual arts from prehistoric to modern times. Selected works of painting, sculpture, architecture, and other arts are studied in relation to the cultures producing them. Designed for non-majors. Third term of a sequence. Prerequisite: ArH 204, 205, or consent of instructor. McCully.

ArH 401. **Special Studies.** Hours to be arranged.

Eight-week session.

ArH 405. **Reading and Conference.** Hours to be arranged.

Eight-week session.

- ArH 407. **Seminar: Twentieth-Century Art.** 3 hours.  
Eight-week session. Recent currents in the art of the twentieth century; architecture, painting, and sculpture. Prerequisite: consent of instructor. McCully.
- ArH 501. **Special Studies.** Hours to be arranged.  
Eight-week session.
- ArH 503. **Thesis.** Hours to be arranged.  
Eight-week session.
- ArH 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- ArH 507. **Seminar: Twentieth-Century Art.** 3 hours.  
Eight-week session. Recent currents in the art of the twentieth century; architecture, painting, and sculpture. Prerequisite: consent of instructor. McCully.

## Interior Architecture

- Arch 288. **Interior Design.** 2 hours.  
Eight-week session. Introduction to the field of interior design; relation to architecture and allied arts; the basic principles of design and planning processes by which interior spaces and forms are studied and executed. No-grade course. Berger.
- Arch 388. **Interior Design.** 5 hours.  
Eight-week session. A series of creative problems in interior design. Prerequisite: Arch 288, 380. No-grade course. Johnson.
- Arch 401. **Special Studies: Interior Design.** 3 hours.  
Eight-week session. No-grade course. Berger.
- Arch 488. **Interior Design.** 5 hours.  
Eight-week session. A series of advanced creative design problems. Prerequisite: consent of instructor. No-grade course. Johnson.
- Arch 501. **Special Studies.** Hours to be arranged.  
Eight-week session. No-grade course. Johnson.
- Arch 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session. Johnson.

## Landscape Architecture

- LA 389. **Landscape Design.** 4-8 hours.  
Eight-week session. A series of problems in landscape architecture, beginning a three-year sequence of intensive study in analysis, solution, and presentation. Prerequisite: consent of instructor. 4 credit-hour minimum registration. No-grade course. Gillham, Havens.
- LA 401. **Special Studies.** Hours to be arranged.  
Eight-week session.
- LA 489. **Landscape Design.** 4-10 hours.  
Eight-week session. A series of advanced problems in landscape architecture. Prerequisite: consent of instructor. 4 credit-hour minimum registration. No-grade course. Gillham, Havens.
- LA 501. **Special Studies.** Hours to be arranged.  
Eight-week session.

LA 509. **Graduate Terminal Project.** Hours to be arranged.  
Eight-week session.

LA 589. **Landscape Design.** 6-12 hours.

Eight-week session. Landscape design problems of increasing complexity. Prerequisite: consent of instructor. 6 credit-hour minimum registration. No-grade course. Gillham, Havens.

## Fine and Applied Arts

### Painting and Printmaking

Art 290. **Painting.** 2-3 hours.

Eight-week session. Instruction in the use of oil color, water color, and other media. Cappuccio, Fawkes.

Art 291. **Drawing.** 1-3 hours.

Eight-week session. Training in observation and selection of significant elements. Fawkes, Paul.

Art 349. **Fundamentals of Printmaking.** 3 hours.

Eight-week session. Graphic reproduction and print techniques in silk screen, block printing, and photographic processes. Paul.

Art 401. **Special Studies.** Hours to be arranged.

Eight-week session.

Art 405. **Reading and Conference.** Hours to be arranged.

Eight-week session.

Art 490. **Advanced Painting.** (g) 2-4 hours.

Eight-week session. Advanced problems in portrait, figure, landscape, and still life, in all media. Prerequisite: 12 hours in Art 290 or Art 390. Ryan.

Art 491. **Advanced Drawing.** (g) 1-4 hours.

Eight-week session. Advanced work in drawing. Study of form from the figure. Prerequisite: 6 hours in Art 291 or Art 391. Fawkes.

Art 492. **Composition and Visual Theory.** (G) 2-4 hours.

Eight-week session. A study of light, color, and visual processes as they relate to easel and mural painting. Ryan.

Art 501. **Special Studies.** Hours to be arranged.

Eight-week session.

Art 501. **Special Studies: Advanced Printmaking.** Hours to be arranged.

Eight-week session.

Art 505. **Reading and Conference.** Hours to be arranged.

Eight-week session.

Art 509. **Terminal Creative Project.** Hours to be arranged.

Eight-week session.

Art 590. **Graduate Studies in Painting.** Hours to be arranged.

Eight-week session. Ryan.

Art 591. **Graduate Studies in Drawing.** Hours to be arranged.

Eight-week session.

### Sculpture

Art 293. **Elementary Sculpture.** 2-4 hours.

Eight-week session. Introduction to materials. Elementary considerations of

forms ; technical and compositional exercises in clay, plaster, wood, and stone. Open to nonmajors. Buckner.

Art 393. **Techniques of Sculpture.** 2-4 hours.

Eight-week session. Modeling problem in portraiture, figure study, and group composition. Technical and aesthetic considerations of the several sculptural media. Buckner.

Art 401. **Special Studies.** Hours to be arranged.

Eight-week session.

Art 494. **Advanced Sculpture.** (G) 2-4 hours.

Eight-week session. Coordination of sculpture with related fields of architectural, landscape, interior, and industrial design. Zach.

Art 501. **Special Studies.** Hours to be arranged.

Eight-week session.

Art 509. **Terminal Project.** Hours to be arranged.

Eight-week session.

## Graphic Design

Art 401. **Special Studies: Visual Communication.** Hours to be arranged.

Eight-week session. Foster.

Art 401. **Special Studies.** Hours to be arranged.

Eight-week session.

Art 405. **Reading and Conference.** Hours to be arranged.

Eight-week session.

Art 493. **Visual Continuity.** (G) 1-3 hours.

Eight-week session. Study of the problems of image sequence and continuity in printed material, display, photography, and film. Foster.

Art 495. **Cinemagraphics.** (G) 2-4 hours.

Eight-week session. Study of moving imagery, both diagrammatic and photographic; use of film in visual communication. Prerequisite: Art 492 or Art 493. Foster.

Art 501. **Special Studies.** Hours to be arranged.

Eight-week session.

Art 505. **Reading and Conference.** Hours to be arranged.

Eight-week session.

Art 509. **Terminal Creative Project.** Hours to be arranged.

Eight-week session.

Art 592. **Graduate Studies in Visual Theory and Design.** Hours to be arranged.

Eight-week session. Foster.

## Ceramics

Art 255. **Ceramics.** 2-3 hours.

Eight-week session. Introduction to ceramic techniques and materials: throwing, molding, and hand building; surface decoration of two- and three-dimensional surfaces. Students participate in stacking, firing, and drawing the kiln. Open to nonmajors. James.

Art 401. **Special Studies: Ceramics.** Hours to be arranged.

Eight-week session. Prerequisite: consent of instructor. James.

Art 405. **Reading and Conference.** Hours to be arranged.

Eight-week session.

Art 455. **Advanced Ceramics.** (G) 2-3 hours.

Eight-week session. Advanced studio work; individual projects; emphasis on creative form. Study of material, texture, and functional relationships; body and glaze making; earthenware, stoneware, and porcelain; kiln atmosphere and effects on body glaze. Students assume responsibility for firing their own works. Prerequisite: 6 term hours of Art 255. James.

Art 501. **Special Studies: Ceramics.** Hours to be arranged.

Eight-week session. Prerequisite: consent of instructor. James.

Art 505. **Reading and Conference.** Hours to be arranged.

Eight-week session.

Art 509. **Terminal Project.** Hours to be arranged.

Eight-week session.

## Jewelry and Metalsmithing

Art 257. **Jewelry and Metalsmithing.** 2-3 hours.

Eight-week session. The handworking of nonferrous metals—copper, brass, pewter, silver, and gold. Development of design for metal objects; enameling on metal; centrifuge casting. Nixon.

Art 401. **Special Studies.** Hours to be arranged.

Eight-week session.

Art 405. **Reading and Conference.** Hours to be arranged.

Eight-week session.

Art 457. **Advanced Jewelry and Metalsmithing.** (G) 2-3 hours.

Eight-week session. Emphasis on creative work. Advanced problems of forging, centrifuge casting, enameling, etching, and repousse. Nixon.

Art 498. **Terminal Creative Project.** (G) Hours to be arranged.

Eight-week session. Open only to candidates for the B.F.A. degree.

Art 501. **Special Studies.** Hours to be arranged.

Eight-week session.

Art 505. **Reading and Conference.** Hours to be arranged.

Eight-week session.

Art 509. **Terminal Creative Project.** Hours to be arranged.

Eight-week session.

## Weaving

Art 256. **Beginning Weaving.** 2-3 hours.

Eight-week session. Introduction to basic weaving techniques; the dressing, care, and manipulation of several types of looms; experimentation with a wide variety of fibers; production of textiles of original design on four- and ten-harness looms. Nixon.

Art 401. **Special Studies.** Hours to be arranged.

Eight-week session.

Art 405. **Reading and Conference.** Hours to be arranged.

Eight-week session. Prerequisite: consent of instructor.

Art 501. **Special Studies.** Hours to be arranged.

Eight-week session.

Art 505. **Reading and Conference.** Hours to be arranged.

Eight-week session. Prerequisite: consent of instructor.

Art 509. **Terminal Creative Project.** Hours to be arranged.

Eight-week session. Nixon.

# College of Business Administration

Professors : BEAL, HARWOOD, HOSKINSON.

Associate Professors : ALBAUM, LUNESKI, ROSS, SOHA.

Assistant Professors : ELIASON, HOPEWELL, OLSON, PARKS.

## Accounting and Quantitative Methods

Ac 221. **Financial Accounting.** 3 hours.

Eight-week session. Description and derivation of the major financial statements prepared by accountants; the accounting rationale; primary emphasis placed on reports to stockholders and other investors. Intended both as an introduction to other courses and as a one-term terminal course in financial accounting. Prerequisite : sophomore standing. Soha.

Ac 323. **Managerial Accounting.** 3 hours.

Eight-week session. Introduction to the development, presentation, and interpretation of accounting data to aid management in planning and controlling operations. Prerequisite : Ac 221. Luneski.

Ac 360. **Principles of Cost Accounting.** 3 hours.

Eight-week session. Continuation of Ac 323. Development, presentation, and interpretation of cost information for management; methods of data collection and display; problems of cost allocation; cost-price nexus; standard costs for control; capacity-overhead issues. Prerequisite: one year of college mathematics, QM 232, Ac 323. Harwood.

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

Eight-week session.

Ac 501. **Research.** Hours to be arranged.

Eight-week session.

Ac 503. **Thesis.** Hours to be arranged.

Eight-week session.

Ac 507. **Seminar.** Hours to be arranged.

Eight-week session.

QM 232. **Introduction to Business Statistics.** 3 hours.

Eight-week session. Elementary statistics as a tool for business decision making. Introduction to probability, discrete and continuous distributions, sampling distributions, and a preview of problems of inference. Prerequisite: Mth 109 or equivalent. Olson.

QM 333. **Elementary Inference in Business Statistics.** 3 hours.

Eight-week session. Applications of statistical inference to business situations; sampling and its role in estimation and hypothesis testing; simple linear regression analysis and correlation. Prerequisite: Mth 109, QM 232 or equivalent. Olson.

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

Eight-week session.

QM 501. **Research.** Hours to be arranged.

Eight-week session.

QM 503. **Thesis.** Hours to be arranged.

Eight-week session.

QM 507. **Seminar.** Hours to be arranged.

Eight-week session.

## Finance and Business Environment

### FBE 226. **Introduction to Law.** 3 hours.

Eight-week session. Forms and functions of the law in society. Examination of the American legal environment; structure of the courts; trial and appellate procedure; origin of rules; methods of legal reasoning; roles of trial participants. Emphasis on the law of contracts, including appropriate references to the Uniform Commercial Code. Prerequisite: sophomore standing. Ross.

### FBE 321. **Financial Institutions.** 3 hours.

Eight-week session. Study of the structure and functions of financial institutions. Survey of monetary policy and its relationship to individual banks and the banking system; analysis of the nature and functions of money and credit and the interrelationship of money, credit, and the price level; analysis of the sources and uses of funds by financial institutions; the economic role of these institutions. Prerequisite: Ec 201. McClay.

### FBE 322. **Financial Management.** 3 hours.

Eight-week session. Policies and practices required to plan and control the sources and uses of a firm's funds; emphasis on formulation, implementation, and modification of corporate financial policies; management of liquid assets; selection among alternative investment opportunities; funds acquisition; dividend policies; determination of the optimal debt-equity mix. Economic, accounting, and statistical tools and concepts studied and related to the decision-making process. Prerequisite: Ac 323. Miller.

### FBE 363. **Introduction to Investments.** 3 hours.

Eight-week session. Study of the economic and investment environment as it relates to security investment decisions; appraisal of investment characteristics; introductory investment analysis of various stocks and bonds. The determination of investment objectives and the execution of portfolio policies for various types of individual and institutional investors. Prerequisite: FBE 322. Miller.

### FBE 459. **Financial Analysis.** 3 hours.

Eight-week session. Analysis of the financial aspects of complex business problems; diversified reading in the literature in the field; concepts of interest and opportunity cost; time value of money and valuation of various income streams; methods of evaluating and ordering investment alternatives; concepts of certainty, certainty-equivalence, and uncertainty related to financial decision making. Prerequisite: FBE 322.

### FBE 407. **Seminar.** Hours to be arranged.

Eight-week session.

### FBE 501. **Research.** Hours to be arranged.

Eight-week session.

### FBE 503. **Thesis.** Hours to be arranged.

Eight-week session.

### FBE 507. **Seminar.** Hours to be arranged.

Eight-week session.

### FBE 530. **Problems in Business Planning and Forecasting.** 3 hours.

Eight-week session. Establishment of business plans for expansion and development on the basis of economic and market data; planning fundamentals, forecasting procedures, interrelations of marketing, financial and personnel planning, organization of the planning and forecasting process; theories of business cycles and economic growth. Hopewell.

### FBE 545. **Theory of Finance.** 3 hours.

Eight-week session. Managing the capital structure: the influence of debt, dividend policy, and growth on the cost of capital; problems of valuation,



merger, and reorganization; role and behavior of capital markets. Theory and cases. Prerequisite: FBE 516 or equivalent. Parks.

**FBE 575. The Money Market.** 3 hours.

Eight-week session. Analysis of the money market and its several segments, including the markets for United States Government securities, commercial paper, bankers; acceptances, certificates of deposit, Federal (Reserve) funds, and Euro-dollars—with special emphasis on the relations of monetary management to the market, and on the key positions of Federal Reserve Banks and commercial banks. Prerequisite: FBE 514 or equivalent. Hopewell.

## Marketing, Insurance, and Transportation

**MIT 323. Marketing Systems and Demand Analysis.** 3 hours.

Eight-week session. The dynamics of demand; economic and behavioral approaches to the analysis of demand; purchase motivations—consumer versus industrial; flows of goods and services; nature of marketing institutions. Prerequisite: one economics course, or consent of instructor.

**MIT 330. Retail Administration.** 3 hours.

Eight-week session. Structure of retailing; efficiency in the retail sector; organizing the firm; management of price and nonprice competition; space allocation and stock control; management science and retailing; retailing and the future. Prerequisite: MIT 323.

**MIT 331. Introduction to Real Estate.** 3 hours.

Eight-week session. Real estate principles and practices, with special emphasis on urban land-use analysis; nature of real property and property rights; organization of the real estate industry and real estate markets; the urban spatial structure and location analysis; land-use competition; management of real properties; subdivision and land development; real estate financing; the impact of government policies upon the real estate industry.

**MIT 341. Analysis of Consumer Behavior.** 3 hours.

Eight-week session. The consumer-firm relationship analyzed through the application of concepts drawn from contemporary behavioral science to concrete business cases and practices; role theory, theories of attitude, change, and principles of perception given primary emphasis; analysis directed to advertising, display, layout, packaging, design of retail establishments, interpersonal relations of consumer and seller, and business "image." Prerequisite: Psy 201, 202, or Soc 204, 205, 206; Soc 300 or one 3-hour upper-division course in sociology; or consent of instructor; MIT 323 recommended.

**MIT 349. Transportation and Distribution Systems.** 3 hours.

Eight-week session. Designed to acquaint the student with principles and practices of transportation and its role in the distribution process. The physical transportation plant of the United States and its performance, carrier responsibilities, services, and cooperation; economic and legal basis of rates, freight classification and tariffs; relationships between transportation and the location of economic activity; public policies regarding regulation, unification, labor-management relations, promotion, and similar transportation problems.

**MIT 354. Risk and Insurance.** 3 hours.

Eight-week session. Introduction to the basic principles of insurance from the viewpoint of the consumer; risk and risk bearing; ways of handling risk; insurance as a device to handle risk; principles of insurance buying, including carrier and agency selection; major types of private insurance—life, property, and liability—with emphasis on the underlying economic problems each type is designed to meet; the insurance contract and its legal basis, with emphasis on the elements common to all insurance contracts; economic and historical significance of insurance; insurance regulation.

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

Eight-week session.

**MIT 442. Marketing Communications.** 3 hours.

Eight-week session. Problems of marketing to consumers considered as problems in communication; advertising and sales promotion as formal channels of communication; economics of advertising and sales promotion; marketing communications as they relate to the public and to public policy. Prerequisite: MIT 341; MIT 415 recommended. Hawkins.

**MIT 501. Research.** Hours to be arranged.

Eight-week session.

**MIT 503. Thesis.** Hours to be arranged.

Eight-week session.

**MIT 507. Seminar.** Hours to be arranged.

Eight-week session.

**MIT 511. Administration of the Marketing Function.** (p) 3 hours.

Eight-week session. Environment of marketing decision; design of a marketing program; nature and behavior of markets; marketing planning; product, channel, pricing, and promotion decisions; marketing and the law; evaluating marketing efficiency.

**MIT 561. Analysis of Consumer Behavior.** 3 hours.

Eight-week session. Behavioral-science concepts utilized in the analysis of life-style patterns of the ultimate consumer; values and behavioral patterns of consumer segments, and their significance for marketing. Not open to students who have taken MIT 341. Prerequisite: Soc 204, 205, 206; or Soc 300, plus one 3-hour upper-division course in sociology, or consent of instructor.

**MIT 562. Marketing Communications.** 3 hours.

Eight-week session. Analysis of the environmental conditions that enhance or inhibit the firm's attempt to design and use the most effective communication for demand cultivation. Prerequisite: MIT 561. Not open to students who have taken MIT 442. Hawkins.

## Personnel and Industrial Management

**PIM 321. Organization and Interpersonal Relations.** 3 hours.

Eight-week session. The design of organizations and their impact on work groups and individual behavior. Topics include interpersonal relations, communication, leadership, organizational structure, and individual motivation. Wattle.

**PIM 329. Production Management.** 3 hours.

Eight-week session. Survey of planning, operations, and control of mass-production manufacturing; procurement, handling, and control of materials and control of quantity and quality. Ways of setting standards and improving methods; use of motion and time study; automation and automatic processing equipment. Supervision of operating employees and personnel relations as they affect production work. Emphasis on principles and relationships rather than specific techniques. Laboratory sessions (including field trips) illustrate selected methods, techniques, and management tools. Parsons.

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

Eight-week session.

**PIM 412. Personnel Management.** 3 hours.

Eight-week session. Personnel management in the modern business organization; personnel policies and practices conducive to good relations with employees; personnel problems of small organizations. Beal.

**PIM 416. Organizational Behavior.** 3 hours.

Eight-week session. An analysis of human performance as it affects, and is affected by the organization. Examination of research studies dealing with

the effect of organization structure and policies on productivity, motivation and morale, group behavior, communication, conflict, change, innovation, and decision-making. Prerequisite: PIM 321 and senior standing. Scott.

PIM 453. **Business Policy.** 3 hours.

Eight-week session. The interdependence of the different departments of a business concern. Designed to provide an integrated view of business operations, and to coordinate the more specialized instruction of the school. Prerequisite: senior standing. Knudsen.

PIM 501. **Research.** Hours to be arranged.

Eight-week session.

PIM 503. **Thesis.** Hours to be arranged.

Eight-week session.

PIM 507. **Seminar.** Hours to be arranged.

Eight-week session.

PIM 507. **Seminar: Operations Research.** 3 hours.

Eight-week session.

PIM 532. **Business Policy.** 3 hours.

Eight-week session. Business policy formulation considered as a derivative of corporate objectives and philosophy; emphasis on the effects of intra- and extra-organizational forces which require periodic policy modifications. Analysis of specific case illustrations on a company and an industry basis. Research into the conceptual and operational ramifications of a current problem. Eliason.

PIM 541. **Theory of Business Organization.** 3 hours.

Eight-week session. Strategies for studying organizations. Behavioral research, theory, and business examples dealing with organizational structure, goal formation, human and social factors, communication, control, technology, decision making, organizational dynamics, and the administrative process. Beal.

## Business Education and Secretarial Science

BEd 508. **Workshop: Trends in Shorthand and Transcription.** 3 hours.

First two weeks, June 22-July 2. Hoskinson.

BEd 508. **Workshop: Trends in Data Processing and Bookkeeping.** 3 hours.

Second two weeks, July 6-July 16.

## Wallace School of Community Service and Public Affairs

Professors: JOHANNIS, RODNEY, THURBER.

Associate Professors: BREWER, R. COLLINS, ROUSSEVE.

Assistant Professors: J. COLLINS, FULLERTON, McLAIN, MILLER, NEAL, RAUS, VIEGAS, WHITE, WYNIA.

The Lila Acheson Wallace School of Community Service and Public Affairs was established as a professional school in 1967 to prepare students for various careers in community service and public affairs. The four-year program leading to a Bachelor of Arts or Bachelor of Science degree is based on a broad liberal

arts education plus specialized courses offered by the school or other departments and schools within the University. The school currently offers the following majors with various specializations or individualized courses of study available within these programs: community service; public affairs and administration; international development; leisure and cultural services administration.

Programs include a combination of classroom instruction, field observation, and supervised field study. Most courses are also available to nonmajors. Most 400-level courses carry graduate credit. Any course may be taken on ungraded (pass-no pass) basis. Advisers are available to any student prior to registration. Requests for Supervised Field Study (CSPA 409) must be received prior to June 1. Students considering majoring in community service and public affairs are advised to request an Advising Guide and consider consulting with a school adviser.

The Interdisciplinary Master's Degree Program in Public Affairs, administered by the school, is a part of the Interdisciplinary Studies division of the Graduate School. The degrees offered are Master of Arts and Master of Science. A total of 45 term hours of graduate work is required—36 term hours of course work and 9 hours of thesis. Each candidate, with the aid and approval of the Interdisciplinary Committee, puts together his own plan of study with his career objective in public affairs providing the central focus. Public affairs is a broad field and has room for many candidates whose interests and career objectives cut across the traditional disciplines. The program permits a highly professionalized public administration focus or individualized programs that serve unique needs and purposes in the broad area of public affairs. Inquiries about this degree program should be directed to Richard C. Collins, Chairman, Interdisciplinary Master's Program in Public Affairs, University of Oregon, Eugene, Oregon 97403.

**CSPA 221. Social Issues and Policies.** 2-3 hours.

Eight-week session. Introduction to major socio-economic trends in American society, social problems associated with these trends, and public-policy issues raised. Viegas.

**CSPA 321. Public Administration Concepts.** 3 hours.

Eight-week session. An introductory course designed to provide an understanding of concepts, processes, and methods involved in the administration of public agencies and institutions. Wynia.

**CSPA 323. Strategies of Intervention.** 3-5 hours.

Eight-week session. Alternative approaches for professional intervention in individual, small group, organizational, and community settings. Fullerton, staff.

**CSPA 401. Research.** (g) Hours to be arranged.

Eight-week session.

**CSPA 403. Thesis.** (g) Hours to be arranged.

Eight-week session.

**CSPA 405. Reading and Conference.** (g) Hours to be arranged.

Eight-week session.

**CSPA 406. Special Problems.** (g) Hours to be arranged.

Eight-week session.

**CSPA 407. Seminar.** (g) Hours to be arranged.

Eight-week session.

**CSPA 407. Seminar: Creating Futures.** (g) 3 hours.

Eight-week session. Deals with the new techniques that have been developed, as well as with the problems attendant to forecasting, planning, and execution of governmental policy in a rapidly changing environment. Selected policy areas given special attention. R. Collins.

**CSPA 407. Seminar: Values and Identity in Counseling.** (g) 3 hours.

Eight-week session. A psychological analysis of identity crises and problems in building a system of personal values in contemporary life. Case descriptions of people "in search of themselves" and consideration of various ethical orientations in modern society. General principles applicable to counseling and other types of helping relationships. Rousseve.

**CSPA 407. Seminar: Leisure in Society.** (g) 3 hours.

Eight-week session. Analysis of the role and development of leisure in modern society. Focus upon what form leisure education should take and its potential in directing the leisure-centered society of the future. Neal.

**CSPA 407. Seminar: Outdoor Education in the Public Schools.** (g) 3 hours.

Eight-week session. Development of outdoor education including school camping; theories, practices, educational significance, methodology, organization, administration, and program planning. The course will include laboratory experiences. Raus.

**CSPA 407. Seminar: United States and United Nations Aid to Developing Countries.** (g) 3 hours.

Eight-week session. An examination and analysis of bilateral and multilateral approaches in aid to developing countries and problems of planning development of governments in developing countries. Special attention to Southeast Asia and India; methods for better teaching with regard to developing countries stressed, with simulations, games, films, and other audiovisual materials. Thurber.

**CSPA 408. Workshop: Life Planning for Mature Women.** (g) 2 hours, each section.

Section I, June 28-July 2. Section II, August 2-August 6.

Provides an opportunity for students to explore their interests, abilities, and values; to participate in small-group interaction with other women; to discuss with experts the advantages and disadvantages of volunteer opportunities, the work of work, or returning to school; to develop greater skills in making personal and career decisions. Includes interest testing and test interpretations by a qualified staff. Designed for mature women interested in exploring alternatives in personal development and action. Scott.

**CSPA 409. Supervised Field Study.** Up to 15 hours.

Eight-week and eleven-week sessions. Participation in activities of community service and public affairs agencies or institutions either on part-time or full-time basis during summer session. May include work with individuals, groups, or the community either in community services or administrative functions. Requests for field placements must be received prior to June 1, 1971. Students also are required to enroll in Theory-Practice Integration (CSPA 411 or 412). Prerequisite: consent of instructor. Brewer, staff.

**CSPA 411, 412. Theory-Practice Integration.** 3 hours each term.

Eight-week and eleven-week sessions. Companion courses to Supervised Field Study (CSPA 409). Designed to provide an introduction to the organization, character, and conduct of community and public-agency programs as a link between theoretical concepts and participation in Supervised Field Study (CSPA 409). CSPA 411 taken if registering for first field placement; CSPA 412 if registering for subsequent placement. Prerequisite: consent of instructor. Brewer, staff.

## College of Education

Visiting Faculty: DARLING, DUGGER, DURKIN, EDSON, FUCHS, HROMYK, JACKSON, SCHUBERT, TONDOW, TOPE.

Professors: ACKER, BECKER, CANDLAND, CARLSON, DEJUNG, DIZNEY, ERICKSON, HEARN, JACOBSON, KAMBLY, LOUGHARY, LOWE, MITTMAN, PEARL, PREHM,

RANKIN, ROBECK, SANDIN, SCHAAF, SCHMINKE, SHELLNBARGER, SUTTLE, WOOD.

Associate Professors: ACHESON, BENSON, BOWERS, BOWLIN, COHEN, EIDELL, ENGELMANN, ESPESETH, FREDERICK, GILMORE, HALPERN, HANSEN, HARRIS, HOTCHKISS, KRANZLER, LANCE, LOVELL, MAERTENS, NYE, OSIBOV, ROUSSEVE, SHEPERD, SYLWESTER, THIEMANN, WALKER, WALLEN, WILLARD.

Assistant Professors: BOGATZ, BRABANDT, BROWNING, COBB, DANIEL, DEDMAN, DEHAVEN, DUDLEY, HAUGHTON, HILL, HULL, JAMES, JOHNSTON, KEHL, LEPPALUOTO, LILLY, MALTBY, MANION, MCFEE, MYERS, NAGLE, O'NEIL, PIELE, SIMMONDS, SPENCE, STAMM, YOUNG.

Seniors Instructors: FERRINGTON, MILLER, STONE, WAUGH.

Instructors: ABBOTT, ARENDS, BURTON, CHRISTIANSEN, COOKE, CORDIS, CURRY, ELLIOTT, ESSIG, FINLEY, HARP, HORNE, JOHNSON, JONES, KEATING, KELENBERGER, LACEY, LARSEN, MADSEN, MAYFIELD, MOORE, MURPHY, NELSON, RIGGLE, ROGERS, SHUTT, THURN, TUCKER, WRIGHT, ZIGLER.

## Counseling

Practicum instruction is organized on two levels. Students who are receiving their first experience in a field and require relatively close supervision are enrolled in Coun 409; advanced students able to work more independently are enrolled in Coun 509.

Students interested in enrolling in the practica must make arrangements with R. N. Lowe, coordinator of practicum enrollments, Counseling Department, College of Education, University of Oregon, before June 1.

Coun 407. **Seminar: Adolescent Psycho-Sexual Development.** (G) 6 hours. Eight-week session. Emerging sexuality in adolescent development; various patterns of adolescent sexual expression. Designed to help participants understand and communicate with adolescents regarding sexual issues. Acker.

Coun 407. **Seminar: Research in Counseling.** (G) 3 hours. Eight-week session. Students serve as research project staff members and complete projects of interest to the group. Emphasis on systems approach. Prerequisite: consent of instructor. Loughary.

Coun 407. **Seminar: Group Counseling.** (G) 3 hours. Eight-week session. Examination of principles and theories of group counseling. Review and evaluation of current practices in several types of settings and with various populations. Prerequisite: consent of instructor. Clements.

Coun 407. **Seminar: Appraisal in Counseling II.** (G) 3 hours. Eight-week session. An intensive study of the various kinds of group and individual tests commonly used in counseling settings and an examination of other methods of appraisal of the individual. Kranzler.

Coun 407. **Seminar: Issues in Rehabilitation.** (G) 3 hours. Eight-week session. Systematic analysis of relationship between philosophical and legislative components of rehabilitation on the one hand and rehabilitation as it actually functions. Some interaction with state and Federal rehabilitation officials. Prerequisite: consent of instructor. James.

Coun 407. **Seminar: Computer-Based Personnel Systems.** (G) 3 hours. Eight-week session. Includes a review of current computer systems for functions such as testing, scheduling, pupil accounting, occupational information, school and job selection, and other guidance functions. Practice in analyzing and designing information systems. Tondow.

Coun 407. **Seminar: Professional Seminar; Masters.** (G) 3 hours. Eight-week session. Orientation to counseling as a profession, examination

of critical issues, and survey of various work settings. Required of all first-term master's degree candidate students. Brockway.

**Coun 407. Seminar: Interviewing.** (G) 3 hours.

Eight-week session. Study of the interview as a tool for data collection, measurement, evaluation, diagnosis, and counseling. Review of research and principles; demonstration and exercises. Acker.

**Coun 407. Seminar: Appraisal in Counseling I.** (G) 3 hours.

Eight-week session. Introduction to the interpretations and use of educational and psychological tests in counseling and guidance settings. Kranzler.

**Coun 409. Practicum.** (G) Hours to be arranged.

Eight-week session. Prerequisite: consent of instructor. Staff.

**Coun 409. Practicum: Procedures in Family Counseling.** (G) 3 hours.

Eight-week session. Students interested in pursuing the professional aspects of family counseling gain understanding and skills in counseling and administration in the Community Parent-Teacher Education Center. Prerequisite: consent of instructor. Lowe.

**Coun 409. Practicum: Family Counseling.** (G) 3 hours.

Eight-week session. Designed to afford students experience in counseling parents and children within the scope and purposes of the Community Parent-Teacher Education Center. Prerequisite: consent of instructor. Lowe.

**Coun 409. Practicum: Community College Counseling.** (G) 3-6 hours.

Eight-week session. Observation, co-counseling, individual counseling.

**Coun 409. Practicum: Group Counseling.** (G) 3 hours.

Eight-week session. Observation, staffing, participation in group counseling. Prerequisite: consent of instructor. Clements.

**Coun 409. Practicum: Secondary-School Counseling.** (G) Hours to be arranged.

Eight-week session. Open only to students in programs leading to specialization in secondary-school counseling. Observation, staffing of cases, counseling, case writing, testing. Prerequisite: consent of instructor. Brockway.

**Coun 409. Practicum: Counseling.** (G) 3 hours.

Eight-week session. Observation, individual counseling, staffing. Prerequisite: consent of instructor. Dudley.

**Coun 409. Practicum: Rehabilitation Field Agencies.** (G) 6-9 hours.

Eight-week session. Supervised counseling experience in community rehabilitation agencies and facilities. Open to rehabilitation majors only. James.

**Coun 409. Practicum: College Counseling.** (G) Hours to be arranged.

Eight-week session. Open only to students in programs leading to specialization in college counseling. Observation, staffing of cases, counseling, case writing, testing. Prerequisite: consent of instructor. Kirtner.

**Coun 485. Principles and Practices of Guidance Services.** (G) 3 hours.

Eight-week session. The need for guidance services in the schools; tests, inventories, questionnaires, and records; the role of the home and the community in guidance; counseling the individual student. Rousseve.

**Coun 488. Educational and Vocational Guidance.** (G) 3 hours.

Eight-week session. An examination of vocational guidance across the age span and the relationship of career development theory and vocational counseling in practice in various settings.

**Coun 501. Research.** Hours to be arranged.

Eight-week session.

**Coun 503. Thesis.** Hours to be arranged.

Eight-week session.

- Coun 505. **Reading and Conference.** Hours to be arranged.  
Eight-week and eleven-week sessions.
- Coun 507. **Seminar: Research in Counseling.** 3 hours.  
Eight-week session. Students serve as research project staff members and complete projects of interest to the group. Emphasis on systems approach.  
Prerequisite: consent of instructor. Loughary.
- Coun 509. **Practicum.** Hours to be arranged.  
Eight-week session. Prerequisite: consent of instructor. Staff.
- Coun 509. **Practicum: Group Counseling.** 3 hours.  
Eight-week session. Observation, staffing, participation in group counseling.  
Prerequisite: consent of instructor. Clements.
- Coun 509. **Practicum: Secondary-School Counseling.** 3 hours.  
Eight-week session. Open only to students in programs leading to specialization in secondary-school counseling. Same as Coun 409 except that the student is expected to work with less immediate supervision. Prerequisite: consent of instructor. Brockway.
- Coun 509. **Practicum: Rehabilitation Field Agencies.** 6-12 hours.  
Eight-week session. Extensive experiences in a rehabilitation agency. Limited to students enrolled in the rehabilitation-counselor program. Prerequisite: Practicum: Rehabilitation Field Agencies (Coun 409), consent of instructor. James.
- Coun 509. **Practicum: College Counseling.** Hours to be arranged.  
Eight-week session. Same as Coun 409 except that the student is expected to work with less immediate supervision. Prerequisite: Practicum: College Counseling (Coun 409), consent of instructor. Kirtner.
- Coun 526. **Counseling Theories.** 3 hours.  
Eight-week session. Designed primarily for persons preparing for positions in both school and nonschool settings; includes a survey of counseling theories, a consideration of the nature and function of theory, and efforts to translate theory into practice. Gilmore.

## Curriculum and Instruction

In addition to the regular program, the Department of Curriculum and Instruction will offer special courses which combine regular departmental offerings with related innovative developments. Work taken in these courses is applicable to planned masters' programs. Advance registration is suggested. Address inquiries to John H. Hansen, Department of Curriculum and Instruction, College of Education, University of Oregon, Eugene, Oregon 97403.

### Special Courses

- CI 407. **Seminar: Contemporary Family Problems.** (g) 3 hours.  
June 22-July 2. A study of the current concerns in family life. Explores the changing attitudes and values related to family structures.
- CI 408. **Workshop: Family Finance.** (g) 3 hours.  
July 6-16. An overview of problems and possibilities of consumer education both for personal and classroom use. Considers budgeting, credit, insurance, investment, and planning.
- CI 408. **Workshop: Nutrition Education in Action.** (g) 3 hours.  
July 19-30. A practical application of nutrition information for elementary teachers, physical-education teachers, coaches, health educators and community workers. Relation of nutrition to the growth and development of



young children and to the physical fitness of teenagers, athletes, young college adults, and parents. Instructional aids and resources which may be used to coordinate nutrition with school, home, and community activities. Preparation of a related paper suited to the individual's needs.

CI 507. **Seminar: Questioning Strategies.** 6 hours.

First four weeks, June 22-July 16. Use of a wide range of questioning to cause more productive thinking; planning and practicing use of questioning grids to develop concepts selected by the teacher; analysis of practice session. Miller.

CI 507. **Seminar: Teaching New Science Programs.** 6 hours.

First four weeks, June 22-July 16. Consideration of objectives and organization of the new science programs, and teaching methods associated with these programs; new programs and application of methods and philosophies of new science curricula to the existing science programs. Hull, Kambly.

CI 507. **Seminar: Learning Activity Packages.** 6 hours.

First two weeks, June 22-July 16. Preparation and utilization of individualized materials including performance, criterion, multi-media approaches, and evaluation. Jackson.

CI 508. **Workshop: Managing the Future of Education.** 3 hours.

First two weeks, June 14-28. First week in residence; second week independent study. An analysis of the resources available through professional organizations, the roles of its professional organizations in the improvement of public education, the responsibilities of educators in developing leadership for professional growth and development, and techniques and skills necessary in professional work. Hull.

CI 508. **Workshop: Community Education Development.** 1 hour.

June 14-18. Basic philosophy of the community school concept, its implication for community development, implementation strategies and sources of assistance. Horyna.

CI 508. **Workshop: Mathematics.** 6 hours.

Second four weeks, July 19-August 13. Mathematics curriculum materials from kindergarten through pre-algebra mathematics. Introduction to materials for the gifted child and for the slow learner. Selected experimental programs discussed and evaluated. Maertens.

CI 508. **Workshop: Individual Reading Instruction.** 6 hours.

First four weeks, June 22-July 16. Identification of and provision for the specific reading skill needs of children in elementary classrooms. Procedures for individualizing reading instruction with which different published reading materials can be used. Wallen.

CI 508. **Workshop: Community Education.** 4 hours.

Weeks 6-7, July 26-August 6. Historical evolution, basic tenets, philosophical implication, implementation strategies and sources of assistance of community school programs. Horyna.

CI 508. **Workshop: The Student Council.** 3 hours.

Weeks 9-10, August 16-August 27. A study of programs which provide for student participation in school government: aims and objectives, problems, projects, and evaluation. The first week will be devoted to group work and the second week to individual study. Hearn.

CI 508. **Workshop: Responsive Learning Environment.** 6 hours.

Second four weeks, July 19-August 13. A concentrated study of human behavior and its relation to learning, pupil-teacher interaction, and classroom activities. Emphasis on developing instructional strategies which build upon a free learning climate. Hull.

CI 508. **Workshop: Field Investigations for Elementary Science.** 2 hours.

Week nine, August 16-20. An investigation of the role of field experiences in elementary science in association with visits to sites in Lane County appropriate for field trips or for collection of field-oriented materials. Hull.

## Elementary Education

- CI 333. **Teaching Mathematics in Elementary Schools.** 3 hours.  
First four weeks, June 22-July 16. Arithmetic in the elementary program. Types of instruction, criteria for selection, placement, and organization of content. Prerequisite: Ed 315. Schminke.
- CI 451. **Early Childhood Education.** (G) 3 hours.  
First four weeks, June 22-July 16. Relationship of the development of young children to educational programs provided for them. Program planning; group behavior. Nye.
- CI 534. **Science in the Elementary School.** 3 hours.  
Eight-week session. The place of science in the elementary school, with particular reference to the value of science in the lives of children; selecting and organizing content; coordinating science with elementary-school activities; methods and materials. Kambly.
- CI 535. **Social Studies in the Elementary School.** 3 hours.  
Eight-week session. Social education objectives; children's social problems; unit development; work-study skills, organization of the program; materials research findings basic to the social education of children.
- CI 536. **Language Arts in the Elementary School.** 3 hours.  
Eight-week session. The role of language arts in the elementary-school program; objectives; research findings on language development; the teaching of spelling, writing, and speaking-listening skills; newer instructional materials; testing and evaluation.
- CI 537. **Reading in the Elementary School.** 3 hours.  
Eight-week session. Nature of the reading process, objectives and organization of a desirable reading program; reading readiness, reading skills; procedures and materials for developing children's reading abilities; methods of diagnosing difficulties and evaluating progress. Wallen.
- CI 538. **Mathematics in the Elementary School.** 3 hours.  
Second four weeks, July 19-August 13. Number abilities needed by children; designing number experiences; theories of teaching, desirable teaching procedures, selection and use of materials. Maertens.

## Secondary Education

- CI 417. **Student Teaching: Senior High School.** 3-15 hours.  
Eight-week session.
- CI 427. **School Activities.** (G) 3 hours.  
First four weeks, June 22-July 16. Principles and purposes of school activities; pupil participation in school government; assemblies; clubs, social activities; athletics, speech activities, drama, music, publications; evaluation of the school activity program. Shellenbarger.
- CI 484. **The Junior High School.** (G) 3 hours.  
Second four weeks, July 19-August 13. Origin and functions of the junior high school; characteristics and needs of the early adolescent; administration of the junior high school; curriculum and instruction; guidance; school activities; evaluation. Tucker.
- CI 585. **Instructional Practices in Secondary Schools.** 3 hours.  
First four weeks, June 22-July 16. Study, observation, and evaluation of innovative practices in junior and senior high schools; special attention to provisions for gifted and slow learners, flexible scheduling, large and small group instruction, independent study, the house plan, and instructional materials centers.

**CI 593. Methods in Secondary-School Language Arts.** 3 hours.

Eight-week session. Review of research in the problems of teaching language arts in the secondary schools; observation and participation in demonstration teaching of literature, grammar, and composition. Designed for administrators and supervisors, as well as classroom teachers. Prerequisite: teaching experience or consent of instructor.

**CI 594. Methods in Secondary-School Mathematics.** 3 hours.

Eight-week session. Development of proficiency in the use of the problem-solving approach to the teaching of topics in arithmetic, algebra, geometry, and advanced high-school mathematics. Consideration of the strength, inadequacies, and needed revisions of the present-day mathematics curriculum. Prerequisite: teaching experience or consent of instructor. Schaaf.

**CI 596. Methods in Secondary-School Social Studies.** 3 hours.

First four weeks, June 22-July 16. Trends in the social-studies curriculum; unit methods of teaching; core curriculum; social-studies materials and teaching techniques; teaching reflective thinking; teaching current affairs. Students may work on problems of individual interest, and prepare materials for use in junior and senior high-school classes. Prerequisite: teaching experience or consent of instructor. Arends.

## Reading, Language Arts, and Remediation Center

**CI 407, 507. Seminar: The Language-Experience Approach to Teaching Communication Skills.** (G) 3 hours.

First four weeks, June 22-July 16. The psychological and philosophical rationale for, and the techniques and materials used in utilizing children's experience and language patterns in teaching communication skills. The place of language in the socialization and cognitive development of the child. Organizing time, space, and instructional materials to encourage self-direction in oral expression, creative and functional writing, encoding, decoding, and critical reading skills. Candland.

**CI 409, 509. Practicum: Remedial Clinic (Diagnosis).** (G) 3 hours.

Eight-week session. Supervised clinical experience in the diagnosis of learning difficulties of school pupils. Concurrent enrollment in SpEd 465 required. Prerequisite: consent of instructor. Waugh.

**CI 409, 509. Practicum: Remedial Clinic (Remediation).** (G) 3 hours.

Eight-week session. Supervised clinical experience in the remediation of learning difficulties of school pupils. Concurrent registration in SpEd 468 required. Prerequisite: consent of instructor. Daily clinic sessions plus weekly staff meeting. O'Neil.

**CI 428. Psychology of Reading Instruction.** (G) 3 hours.

Eight-week session. Nature of the reading process; factors of learning and development related to reading achievement; psychological foundations of methods and materials of reading instruction; nature and treatment of reading disability. Frederick.

**CI 429. Principles of Remedial Education.** (G) 3 hours.

Eight-week session. Survey of diagnosis and correction of reading problems; emphasis on presentation of many basic diagnostic instruments; philosophy and practice of correction and remediation of reading problems. A first course in diagnosis and correction of reading problems; applies to both elementary and secondary education.

**CI 469. Reading in High School and College.** (G) 3 hours.

Eight-week session. Basic principles of reading instruction; nature and scope of the total reading program; methods, materials, and organization of the developmental and corrective reading programs in high school. Abbott.

**CI 537. Reading in the Elementary School.** 3 hours.

Eight-week session. Nature of the reading process, objectives, organization of a desirable reading program: reading readiness, reading skills; procedures and materials for developing children's reading abilities; methods of diagnosing difficulties and evaluating progress; research findings concerning the teaching of children to read. Wallen.

## Intern Program

**\*CI 407. Seminar: Teaching Elementary School.** 3 hours.

Second four weeks, July 19-August 13. Practical insight into various areas which confront a beginning teacher: elementary curriculum, classroom management and control, parent conferences, differentiating instruction, lesson planning and preparation, and some methods and materials. Restricted to intern teachers, or admission by consent of instructor.

**\*CI 407. Seminar: Human Development and Learning.** 3 hours.

Eight-week session. Intensive study of learning behavior at all levels of children's development in the elementary- and high-school setting; concepts of individual differences, learning theory and patterns of learning are applied to the classroom setting. Restricted to intern teachers, or admission by consent of instructor.

**\*CI 407. Seminar: Reading in the Elementary School.** 3 hours.

First four weeks, June 22-July 16. The reading process: objectives and organization. Emphasis on readiness, procedures, materials, and the skills for diagnosing difficulties and evaluating progress.

**\*CI 407. Seminar: Mathematics in the Elementary School.** 3 hours.

Second four weeks, July 19-August 13. The elementary-school arithmetic program. The organization of content, placement of students, current materials and methods of approach.

**\*CI 407. Seminar.** Hours to be arranged.

Eight-week session.

**CI 417. Student Teaching: Senior High School.** 3-15 hours.

Eight-week session. 15 hours maximum credit for CI 416 or CI 417 or any combination thereof.

**\*CI 505. Reading and Conference.** Hours to be arranged.

Eight-week session.

**CI 507. Seminar: Communications and Data Gathering in Supervision.** 2 hours.

One week, August 23-28 (Week 10). A study, for teachers or supervisors of group and individual communications problems. Part of the session includes learning data, collecting skills for assessing the effectiveness of classroom instruction.

**\*ArE 507. Seminar: Art in the Elementary School.** 3 hours.

First four weeks, June 22-July 16. A study of significant literature and research in the field, laboratory investigation of materials, ideas, and methods currently used in elementary schools.

**\*CI 508. Workshop: Teaching Elementary School or Teaching Secondary School.** 3 hours.

Two weeks, June 14-18, and August 23-27. Beginning interns work cooperatively with their supervisors in orientation to the program and introduction to their teaching assignment. Interns returning to campus after their teaching year, evaluate their experience, and assess their needs. Workshops for secondary teachers will include divisions for social studies, language arts, mathematics, science, art, and physical education.

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\* Open to interns only.

**\*CI 509. Practicum: Teaching Elementary School.** 3-7 hours.

First five weeks, June 22-July 23. Practice teaching and observation in the public school for a four- to five-week period. Students will be involved for one-half day plus needed planning time. Restricted to intern teachers, or admission by consent of instructor.

**\*CI 509. Practicum: Teaching Secondary School.** 3-7 hours.

Eight-week session. Practice teaching and observation in the public school for eight weeks. Students will be involved one-half day plus needed planning time. Special areas will include language arts, social studies, mathematics, science and others as they can be arranged. Restricted to intern teachers, or admission by consent of instructor.

**\*CI 535. Social Studies in the Elementary School.** 3 hours.

Eight-week session. Social-education objectives; children's social problems; unit development; work-study skills, organization of the program; materials, research findings basic to the social education of children.

## Disadvantaged Youth

**CI 407. Seminar: Alienated-Youth Education.** 3 hours.

Eight-week session. School in a changing society; attributes of a school which tend to disengage the student from the learning process. Student leadership in producing change. Pearl.

**CI 407. Seminar: Life Styles of the Poor.** 3 hours.

Eight-week session. Alternative strategies for elimination of poverty and development of competence in evaluating each strategy. Pearl.

**CI 407. Seminar: Disadvantaged Youth.** 3-6 hours.

Eight-week session. Problems of teaching disadvantaged youth. Must be taken concurrently with Practicum: Disadvantaged Youth (CI 409), held at Tongue Point Job Corps Center, Astoria, Oregon. Preregistration required.

**CI 407. Seminar: Teaching the Migrant Child.** 3 hours.

Eight-week session. Discussion of characteristics of migrant life, its effects on the child, his peers, and the school setting. Includes observation of migrant children in their settings.

**CI 407. Seminar: The Teacher and the Ecology of Struggle.** 3 hours.

Eight-week session. Provides students with an opportunity to appraise analytically issues that are related to planning change in elementary and secondary schools as well as providing students with a systematic analysis of the scope and magnitude of the ecological problems existing in the educational system. Hill.

**CI 407. Seminar: Theory and Research of the Poor.** 3 hours.

Eight-week session. An analysis of two approaches to studying the phenomenon of poor academic performance among youth in low-income settings. Hill.

**CI 409. Practicum: Disadvantaged Youth.** 9-12 hours.

June 14-August 13. Teaching and observation experiences at the Tongue Point Job Corps Center, Astoria, Oregon. Must be taken concurrently with Seminar: Disadvantaged Youth (CI 407).

**CI 509. Practicum: Disadvantaged Youth.** 9-12 hours.

June 14-August 13. Teaching and observation experiences at the Tongue Point Job Corps Center, Astoria, Oregon. Must be taken concurrently with Seminar: Disadvantaged Youth (CI 407).

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\* Open to interns only.

## Curriculum and Supervision

### CI 427. **School Activities.** (G) 3 hours.

First four weeks, June 22-July 16. Principles and purposes of school activities; pupil participation in school government; assemblies; clubs, social activities; athletics, speech activities, drama, music, publications; evaluation of the school activity program. Shellenbarger.

### CI 435. **Audiovisual Aids.** (G) 4 hours.

First four weeks, June 22-July 16. Second four weeks, July 19-August 13. The development and use of audiovisual aids in education; emphasis on actual learning situations in which radio, recordings, films, slides, pictures, maps, charts, etc., are utilized; sources of materials and equipment; administration of audiovisual programs. Ferrington, Thurn.

### CI 484. **Junior High School.** (G) 3 hours.

Second four weeks, July 19-August 13. A survey course dealing with the history, problems, and programs of the junior high school. Topics include definition, historical development, the adolescent, the instructional program, teacher education, administration, guidance, and evaluation.

### CI 507. **Seminar: Evaluation of the Elementary-School Program.** 3 hours.

First four weeks, June 22-July 16. Historical and recent developments in evaluation of the elementary school; practices, problems, and issues; significant evaluative research studies; evaluative criteria; published evaluation materials for appraising the educational program; approaches to school evaluation. Staff.

### CI 507. **Seminar: Systematic Procedures of Classroom Observation.** 3 hours.

Second four weeks, July 19-August 13. The acquisition and application of both sophisticated and paper-pencil means of analyzing teaching behavior. Audio, video, and film recordings in addition to summer-school classroom situations used for analysis.

### CI 507. **Seminar: Clinical Supervision.** 3 hours.

First four weeks, June 22-July 16. Observation as a means of supervision. The rationale for practice of clinical supervision and analysis of the supervision cycle. Must be taken concurrently with Practicum: Clinical Supervision (Ed 509). Zigler, staff.

### CI 509. **Practicum: Clinical Supervision.** 3 hours.

First four weeks, June 22-July 16. Practice of supervisory skills under supervision designed to improve the individual's skills in supervision. Must be taken concurrently with Seminar: Clinical Supervision (CI 507). Zigler, staff.

### CI 522. **Secondary School Curriculum.** 3 hours.

First four weeks, June 22-July 16. The secondary-school curriculum, emphasizing the various subject fields, organization of the school for curriculum development, educational objectives, course of study, evaluation of the secondary-school program. Hearn.

### CI 553. **The Elementary-School Curriculum.** 4 hours.

Eight-week session. Systematic study of elementary-school curriculum, including pupil needs in everyday life situations, objectives, essentials of a good program, varying curriculum designs, organization of learning experiences, evaluation of learning, and appraisal of new curriculum practices. Sylwester.

### CI 565. **Curriculum Foundations.** 4 hours.

First four weeks, June 22-July 16. Implications of basic social, philosophical and psychological factors in curriculum planning and organization; historical background; techniques of curriculum planning. Staff.

### CI 566. **Curriculum Construction.** 4 hours.

Eight-week session. Consideration of the processes of curriculum changes, sources of curriculum decisions, and proposals for curriculum design; issues, problems, and trends in curriculum development are explored. Suttle.

CI 574. **School Supervision.** 3 hours.

The role of the supervisor in keeping education geared to the changing demands of society. Theories of leadership, group processes, individual conference techniques, action research and related approaches to curriculum change. Analysis of supervisory problems. Acheson.

## Educational Administration

EdAd 501. **Research.** Hours to be arranged.

Eight-week session.

EdAd 501. **Research: Field Studies.** Hours to be arranged.

Eight-week session. Prerequisite: consent of instructor. Erickson.

EdAd 503. **Thesis.** Hours to be arranged.

Eight-week session. Instruction may be arranged for all or part of the session.

EdAd 505. **Reading and Conference.** Hours to be arranged.

Eight-week session. Instruction may be arranged for all or part of the session.

EdAd 507. **Seminar: The Nongraded Elementary School.** 3 hours.

First four weeks, June 22-July 16. Fundamental considerations, theory, review of research, current practices, issues and anticipated projections related to nongrading the elementary school. Sandin.

EdAd 507. **Seminar: Nature and Problems of Administrative Behavior.** 6 hours.

Eight-week session. For advanced graduate students. Draws from the literature and related fields of business administration, economics, social psychology, sociology, and political science. Emphasis on fundamental research underlying human behavior as a basis for the theory and practice of administrative behavior. Prerequisite: consent of instructor. Jacobson, staff.

EdAd 507. **Seminar: Change in Organizations.** 3 hours.

Eight-week session. Analysis of the principles of change affecting educational organizations and review of the research on change in organizations from related behavioral science disciplines. Carlson.

EdAd 507. **Seminar: Data-Based Educational Planning.** 3 hours.

First four weeks, June 22-July 16. Didactic presentations, group simulations, and individual exercises related to planning, programming, and budgeting systems; program budget development and manipulation; program planning and evaluation, including aspects of benefit-cost and cost-effectiveness analysis; relation to systems analysis and information systems; educational budgetary operations; value issues raised; recommended steps for implementation. Eidell, Nagle.

EdAd 507. **Seminar: Advanced Administrative Problems.** 3 hours.

Eight-week session. A study of current problems and issues in educational administration. Tope.

EdAd 508. **Workshop: Program Development.** 2-3 hours.

One week, June 21-25. For elementary-school administrators, supervisors, directors and others with special interest in differentiated staffing, continuous progress, and open-space classroom developments. Cosponsored by Oregon Elementary School Principals Association and the Oregon Board of Education. Advance registration required. Sandin, staff.

EdAd 527. **Secondary-School Administration and Supervision.** 3 hours.

Second four weeks, July 19-August 13. Secondary-school principalship, principles of administration, staff relationships, public relations, and professional growth. Business administration, administration of guidance services, curriculum, school activities, evaluation of the secondary school. Hearn.

EdAd 552. **Elementary-School Problems.** 3 hours.

Second four weeks, July 19-August 13. A study of current problems, issues, significant research, and theories in the field of elementary education. Sandin.

EdAd 554. **Elementary-School Administration and Supervision.** 3 hours.

Second four weeks, July 19-August 13. For students in elementary education preparing for administration or for supervisory positions. Characteristics of good elementary schools, leadership responsibilities and processes, school-organization patterns, pupil-personnel policies, and school-community relationships.

EdAd 559. **Evaluation of Secondary-School Programs.** 3 hours.

Second four weeks, July 19-August 13. Appraisal of secondary schools on the basis of evaluative criteria, with special attention to the work of the National Study of Secondary School Evaluation. Shellenbarger.

EdAd 560. **Secondary-School Problems.** 3 hours.

Second four weeks, July 19-August 13. Emphasis upon leadership responsibility for the improvement of the secondary-school instructional program with particular attention to the needs of the student. Implementation of basic principles through the use of such materials as study habits, inventories, time-distribution sheets, quintile classifications, interest inventories and cumulative personnel records.

EdAd 572. **Public-School Administration.** 3 hours.

Eight-week session. Interpersonal relations in administration, school-board powers, duties, roles, relationships. Administrative roles, responsibilities, issues, and problems. Problems of staff personnel. Student personal problems at the local school-district level. Problems and issues related to the development of effective school-community relationships.

EdAd 573. **Public-School Organization.** 3 hours.

Eight-week session. The schools in relation to state and Federal agencies. The intermediate unit, its purposes, organization, and trends. Local school district problems of organization, planning, and management. School business administration, transportation, finance, textbooks, and supplies. Extra-legal agencies affecting education. Maltby.

EdAd 575. **School Finance.** 3 hours.

Eight-week session. Problems of school finance, business management, sources of school income, relationship to the state financial structure, budgeting and accounting, construction of the school budget. Prerequisite: work in administration, organization, or consent of instructor. Osibov.

EdAd 576. **School Buildings.** 3 hours.

Eight-week session. Problems involved in planning, financing and construction of school buildings. Care and maintenance of buildings. Problems of equipment. Analysis of the problem of a specific district. Prerequisite: work in administration, organization, or consent of instructor. Piele.

EdAd 580. **School Personnel Administration.** 3 hours.

Eight-week session. An investigation and consideration of the best principles and practices in school-personnel administration and determining its role in facilitating the educational process.

## Educational Foundations

EdF 317. **Social Foundations of Teaching.** 3 hours.

Eight-week session. Nature and influence of such social determinants of child behavior as family, class structure, peer groups, mass media, etc.; the social status of childhood; emerging rights, agencies concerned with children.

EdF 440. **History of Education.** 3 hours.

Eight-week session. A study of the major ideas and issues that have influenced



the development of education in the West. Attention will also be given to the relation of educational issues to social, political and philosophical ideas. Edson.

EdF 441. **History of American Education.** (G) 3 hours.

Eight-week session. A study of ideas and events in American education from the Puritans to the present. Edson.

EdF 445. **Modern Philosophies of Education.** (G) 3 hours.

Eight-week session. An examination of how the ideas of Sartre, Buber, and Dewey are related to current educational aims and practices. Special attention is given to humanistic values in education. Bowers.

EdF 507. **Seminar: Values and Education.** 3 hours.

Eight-week session. A seminar designed to take a critical look at value systems—what they are, how they work, and how they may conflict—especially in regard to the educator and the student. Curry.

EdF 507. **Seminar: Cross Cultural Education.** 3 hours.

Eight-week session. Fuchs.

EdF 507. **Seminar: Existentialism and Education.** 3 hours.

Eight-week session. An examination of issues raised by existential writers—Marcel, Buber, Nietzsche, Camus, Sartre—and how these issues relate to the aims and practice of education. Bowers.

EdF 507. **Seminar: Anthropology and Education.** 3 hours.

Eight-week session. Analysis of cultural transmission in the family and other informal and formal socialization agencies. Child-rearing practices in primitive and complex societies. The culturally deprived child and the school. Fuchs.

EdF 542. **Urbanization, the Pupil, and the School.** 3 hours.

Eight-week session. Prevailing social patterns in urban society that are pertinent to an understanding of what pupils learn and study, pupil behavior in general, and school problems; impact of urbanization on the changing American family, teenage culture, population migrations, and the school. Emphasis on effects on children.

EdF 545. **School and Society in the Recent Past.** 3 hours.

Eight-week session. An examination of the issues that have arisen in education as a result of recent social, political, and intellectual developments. An analysis of these issues as presented in the writings of Ortega, Marcuse, Ellul, Freud, and Skinner, among others, will be a major part of the course work.

## Educational Psychology

EPsy 326. **Human Development and Learning.** 5 hours.

Eight-week session. The understanding of children's behavior at various developmental levels during the school years; learning theories and principles, and application to classroom situations; individual differences as they affect developmental and learning patterns; methods of evaluating changes in children's behavior. Johnston.

EPsy 405. **Reading and Conference.** Hours to be arranged.

Eight-week session.

EPsy 407. **Seminar.** (G) Hours to be arranged.

Eight-week session.

EPsy 407. **Seminar: Developmental Psychology of the Adolescent.** (G) 3 hours.

Eight-week session. The study of the adolescent—the developmental aspects of behavior during the adolescent period and young adulthood. Lovell.

EPsy 408, 508. **Workshop: Institute: Education for the Retirement Years.** 12 hours.

Six weeks, June 22-July 30.

*Workshop I: Orientation to Gerontology.* 4 hours. June 22-July 2.

*Workshop II: Educational Resources for Teaching the Mature Adult.* 4 hours. July 6-July 16.

*Workshop III: Demonstration of a Preretirement Program.* 4 hours. July 19-July 30.

Open to students whose studies or professional goals involve the initiation, development, administration, or improvement of educational programs for the mature adult or the aging. Background and skills in designing, administering, and conducting preretirement programs. Theory and techniques of using the group approach to human relations counseling. Manion, staff, and consultants.

EPsy 409. **Practicum.** (G) Hours to be arranged.

Eight-week session.

EPsy 409. **Practicum: Binet.** (G) 3 hours.

Eight-week session. Practice in the use of the theory and concepts of individual intelligence testing with the Stanford-Binet being the instrument employed. Rankin.

EPsy 409. **Practicum: School Psychology.** (G) 3 hours.

Eight-week session. Supervised practice in university, community-agency, and public-school facilities. Leppaluoto.

EPsy 424. **Measurement in Education.** (G) 3 hours.

Eight-week session. Use and interpretation of informal and standardized tests as supervisory and guidance instruments for the diagnosis, analysis, evaluation, and improvement of instruction in the elementary and secondary schools; test planning, item writing, essay testing, administration and scoring analysis of scores, and grade assignment; simple statistics of test interpretation. Dizney.

EPsy 439. **The Gifted Child.** (G) 3 hours.

Eight-week session. The psychology, education, and guidance of the mentally superior and the extraordinarily gifted child. Lovell.

EPsy 501. **Research.** Hours to be arranged.

Eight-week session.

EPsy 503. **Thesis.** Hours to be arranged.

Eight-week session.

EPsy 505. **Reading and Conference.** Hours to be arranged.

Eight-week session.

EPsy 507. **Seminar.** Hours to be arranged.

Eight-week session.

EPsy 507. **Seminar: Thesis.** 1 hour.

Eight-week session. Johnston.

EPsy 507. **Seminar: Attitude Change and Learning.** 3 hours.

Eight-week session. The study of attitude changes during the learning process and the relationship between them. Leppaluoto.

EPsy 507. **Seminar: The Evaluation of Instructional Programs.** 3 hours.

Eight-week session. A study of the issues and problems associated with this problem of special interest to curriculum coordinators and administrators as well as measurement specialists. Prerequisites: EPsy 424, 512 or consent of instructor. Mittman.

EPsy 508. **Workshop.** Hours to be arranged.

Eight-week session.

EPsy 509. **Practicum.** Hours to be arranged.  
Eight-week session.

EPsy 512. **Introduction to Research Procedures in Education.** 3 hours.  
Eight-week session. An introductory course in research methodology for students at the master's-degree level or for beginning doctoral students. Special attention devoted to the topics: definition of a problem, statement of hypotheses, sampling, elementary types of experimental design. Examples used throughout the course. Prerequisite: statistics or consent of instructor. Dizney.

EPsy 515. **Educational Statistics.** 3 hours.  
Eight-week session. Introduction to the quantitative techniques basic to educational research. No calculus required. First term of two-term sequence. Staff.

EPsy 564. **Mental Tests.** 4 hours.  
Eight-week session. Investigation into the rationale underlying modern ability tests. Factorial and G factor models described with the intent of developing the concept of the nature of ability. Literature is reviewed showing how tests in general contribute to psycho-educational theory. Attention is paid to practical psychometric problems. A knowledge of correlational statistics is assumed. Prerequisite: consent of instructor. Rankin.

## Higher Education

HiEd 501. **Research.** Hours to be arranged.  
Eight-week session.

HiEd 503. **Thesis.** Hours to be arranged.  
Eight-week session.

HiEd 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session.

HiEd 507. **Seminar: Community-College Administration.** 3 hours.  
Eight-week session. Administration of colleges and complex institutions, focusing on business affairs and administration of curriculum and programs. Thiemann.

HiEd 509. **Practicum.** Hours to be arranged.  
Eight-week session. Bowlin.

Coun 526. **Counseling Theories.** 3 hours.  
For description, see COUNSELING.

HiEd 597. **Methods of College Teaching.** 3-4 hours.  
First four weeks, June 22-July 16. Planning for teaching, course design, choice and preparation of instructional material, psychology of learning, teaching systems, techniques of teaching, evaluation. Wood.

## Special Education

SpEd 405. **Reading and Conference.** Hours to be arranged.  
Eight-week and eleven-week sessions.

SpEd 407. **Seminar: Curriculum for Trainable Mentally Retarded.** (G) 3 hours.  
Eight-week session. Curriculum, methods and materials specifically for the trainable retarded. Prerequisite: consent of instructor.

SpEd 407. **Seminar: The Physically Handicapped.** (G) 3 hours.  
Eight-week session. The medical and psychological aspects of orthopedically and other health-impaired children. Staff.

- SpEd 407. **Seminar: The Education of the Physically Handicapped.** (G) 3 hours.  
Eight-week session. Educational techniques and materials for orthopedically and other health-impaired children. Espeseth.
- SpEd 407. **Seminar: Research in Exceptional Children.** (G) 3 hours.  
Eight-week session. Examination of individual research proposals with emphasis on problem conceptualization and research procedure. deJung.
- SpEd 407. **Seminar: Extended Curriculum for the Mentally Retarded.** (G) 3 hours.  
Eight-week session. Survey of art, crafts, recreation, music, physical education, etc., as related to programs for the mentally retarded. Madsen.
- SpEd 407. **Seminar: Education of Exceptional Children.** (G) 1 hour.  
Eight-week session. Stone.
- SpEd 407. **Seminar: Behaviorism in Special Education.** (G) 3 hours.  
Eight-week session. Provides an introduction to learning theory, operant conditioning, and behavior modification. Designed for those with no previous background in this area. Walker.
- SpEd 407. **Seminar: Patterns in Child Behavior.** 3 hours.  
Eight-week session. Lowe. Prerequisite: consent of instructor.
- SpEd 407. **Seminar: Behavior Disorders.** 3 hours.  
Eight-week session. Behavior disorders as a broad consideration of the relationship between behaviors identified in school children as atypical, and their settings. Spence.
- SpEd 408. **Workshop: Role-Playing Techniques.** (G) 3 hours.  
Eight-week session. Lowe. Prerequisite: consent of instructor.
- SpEd 409. **Practicum: Teaching the Mentally Retarded.** (G) 3 hours.  
Eight-week session. Classroom experience working with the trainable retarded child. Prerequisite: consent of instructor.
- SpEd 409. **Practicum: Teaching the Physically Handicapped.** (G) 3-9 hours.  
Eight-week session. Practical experience in the field with programs for physically handicapped children and adults. Horne.
- SpEd 409. **Practicum: Teaching the Mentally Retarded.** (G) 1-6 hours.  
June 22-August 1. Classroom experiences with educable mentally retarded children. Madsen.
- SpEd 409. **Practicum: Administration of Special Education.** Hours to be arranged.  
Eight-week session. Brabandt.
- SpEd 409, 509. **Practicum: Remedial Clinic (Diagnosis).** (G) 3 hours.  
Eight-week session. Supervised clinical experience in the diagnosis of learning difficulties of school pupils. Concurrent enrollment in SpEd 465 required. Prerequisite: consent of instructor. Waugh.
- SpEd 409. **Practicum: Diagnosis of Basic Skills.** Hours to be arranged.  
Eight-week session. Waugh.
- SpEd 462. **Psychology of Exceptional Children.** (G) 3 hours.  
Eight-week session. Characteristics and problems of all types of exceptional children with special emphasis on those with sensory handicaps. Consideration of essential educational adaptations. Stone.
- SpEd 463. **The Maladjusted Child.** (G) 3 hours.  
Eight-week session. The discovery and treatment of the emotionally and socially maladjusted child; the home, school, and community in relation to the child's mental health. Opportunities for the observation of family counseling techniques. Lowe.

- SpEd 464. **The Mentally Retarded Child.** (G) 3 hours.  
Eight-week session. Introduction to psychological, biological, educational, and social characteristics of the retarded. Prehm.
- SpEd 465. **Diagnostic Techniques in the Basic Skills.** (G) 3 hours.  
Eight-week session. Analysis of difficulty in the skills of reading, spelling, arithmetic, and handwriting; selection, administration, and interpretation of group and individual diagnostic achievement tests; diagnostic procedures; development of the diagnostic report; concurrent enrollment in Practicum: Remedial Clinic (Diagnostic) (SpEd 409, 509) required. Prerequisite: consent of instructor. Waugh.
- SpEd 468. **Remedial Techniques in the Basic Skills.** (G) 3 hours.  
Eight-week session. Organization and implementation of the remedial program; specific procedures in remediation of difficulty in the skills of reading, spelling, arithmetic, and handwriting; location and creation of remedial instrumental materials. Concurrent enrollment in Practicum: Remedial Clinic (Remediation) (SpEd 409, 509) required. Prerequisite: consent of instructor. O'Neil.
- SpEd 471. **Administration of Special Education.** (G) 3 hours.  
Eight-week session. Administration and supervision of special education programs. Brabandt.
- SpEd 489. **Curriculum Methods for Mentally Retarded.** (G) 3 hours.  
Eight-week session. Curriculum, methods, and materials developed on the basis of the diagnosed characteristics of mentally retarded children. Prerequisite: consent of instructor. Stamm.
- SpEd 501. **Research.** Hours to be arranged.  
Eight-week and eleven-week sessions.
- SpEd 503. **Thesis.** Hours to be arranged.  
Eight-week and eleven-week sessions.
- SpEd 505. **Reading and Conference.** Hours to be arranged.  
Eight-week and eleven-week sessions.
- SpEd 507. **Seminar: The Neurologically Impaired.** 3 hours.  
Eight-week session. Description and discussion of neurologically impaired conditions, including etiology, diagnosis, and remediation. Myers.
- SpEd 507. **Seminar: Research in Exceptional Children.** 3 hours.  
Eight-week session. Examination of individual research proposals with emphasis on problem conceptualization and research procedures. deJung.
- SpEd 507. **Seminar: Approaches to Behavior Management.** 3 hours.  
Eight-week session. The study of useful classroom management techniques with behaviorally disordered children. Spence.
- SpEd 508. **Methods and Materials for Special Education.** 8 hours.  
June 22-July 16. An intensive training session in the diagnostic-prescriptive aspects of individualizing instruction. Participants will engage in activities designed to prepare them as methods and materials specialists. Emphasis will be on the educational assessment of individual learning characteristics; the prescription of educational programs based on that assessment; evaluation and application of instructional materials; and techniques for serving as a resource teacher, working with other teachers and principals. Prerequisite: consent of instructor. Bogatz.
- SpEd 509. **Practicum: Teaching the Mentally Retarded.** 3 hours.  
Eight-week session. Classroom experience working with the trainable retarded child. Prerequisite: consent of instructor.
- SpEd 509. **Practicum: Teaching the Physically Handicapped.** 3-9 hours.  
Eight-week session. Advanced practical experiences in the field with programs for physically handicapped children and adults. Horne.

- SpEd 509. **Practicum: Teaching the Mentally Retarded.** 1-6 hours.  
June 22-August 1. Classroom experiences working with educable mentally retarded children. Madsen.
- SpEd 509. **Practicum: Evaluation of Special Education Materials.** Hours to be arranged.  
Eight-week session. Procedures and techniques for evaluating the instructional materials now available in special education. Bogatz.
- SpEd 509. **Practicum: Administration of Special Education.** 3-6 hours.  
Eight-week session. Brabandt.
- SpEd 563. **Diagnosis of the Mentally Retarded.** 3 hours.  
Eight-week session. Evaluation: classification, diagnosis, and recommendations. Prerequisite: consent of instructor. Espeseth.

## School of Health, Physical Education, and Recreation

Professors: CLARKE, ESSLINGER, EVONUK, HAAR, KIME, McCUE, RHODA, RODNEY, SIGERSETH, W. SMITH, SPRAGUE, WOOTEN.

Associate Professors: ADLER, BORCHARDT, GESER, MUNSON, PUCKETT, REICH, REUTER, VAN ROSSEN.

Assistant Professors: BRUBAKER, HOSOKAWA, NEAL, RAUS.

Instructors: BORREVIK, GRAY, IVERSON, MCGAVERN, WHITE.

### Workshops

- PE 408. **Workshop: Physical Education for Secondary School and College** 1-4 hours.  
First two weeks, June 22-July 2. Instruction in a wide variety of activities. Designed to give opportunity for raising proficiency level of teachers and to offer innovations in teaching. All sections include teaching materials and method.  
Areas of Study: *Gymnastics*—conditioning, lead-up skills; *Individual and Dual Sports*—classes for teachers; *Track and Field*—analysis, improvement of skill in field events, track events; *Basketball*—a laboratory for play and study in up-to-date basketball teaching; *Volleyball*—skill analysis, strategies, teaching innovations developed in a climate of participation and practice. Additional sections planned from *personal defense* and *trampoline*. A complete daily schedule may be obtained by writing to 151 Gerlinger Annex. A workshop fee of \$15 will be charged in addition to regular Summer Session fees. Puckett and staff.
- PE 408, 508. **Workshop: Management of Aquatic Facilities.** 2 hours.  
June 14-18. Designed for the administrator and pool operator responsible for the management and operation of aquatic facilities. Lecture, demonstrations and laboratory experiences provided to develop the skills required for the understanding of operational systems of varied aquatic facilities. Successful completion of the workshop meets certification requirements of the National Swimming Pool Institute, Washington, D. C. Van Rossen.
- HE 408, 508. **Workshop: Environmental Education.** 3 hours.  
First four weeks, June 22-July 16. Present and future environmental problems, their causes and solutions. Material related to the public-school situation. Iverson.

- HE 508. **Workshop: Methods and Materials in Sex Education.** 3 hours.  
Second four weeks, July 19-August 13. Development of curriculum with appropriate methods and materials for elementary, junior, and senior high-school family life and sex education programs. Gray.
- HE 408, 508. **Workshop: Psychedelic Drugs.** 3 hours.  
June 14-18. Designed to provide current, accurate information for the teacher regarding the physical, psychological, and social aspects of drug use and abuse. Emphasis on methods and materials of drug education. Hosokawa.

## Coaching Clinic

- PE 408. **Coaching Clinic for Women.** 2 hours.  
June 14-18. A clinic for women coaches on high-school and college level. Areas of emphasis: gymnastics, tennis and badminton, volleyball, basketball, and track and field. Participants select two areas of their choice. The psychology of coaching, injury prevention, and problems in competition emphasized. Write to 151 Gerlinger Annex for a complete daily schedule. A workshop-fee of \$10 will be charged in addition to regular Summer Session fees. Pucket and staff.

## Physical Education (Professional Courses)

- PE 321. **Games for the Elementary School.** 2 hours.  
Eight-week session. Creative games, games of low organization, and fundamental sport skills suitable for elementary children. Munson.
- PE 323. **Rhythms and Dance.** 2 hours.  
Eight-week session. Dance program for children in the elementary school, grades one through six. Locomotor and nonlocomotor movement; dramatization and creative dance studies; singing games, traditional dance skills, and folk dances for children of the intermediate grades. Munson.
- PE 405. **Reading and Conference.** Hours to be arranged.  
Eight-week session. Reading and assignments in connection with other courses for extra credit. Honors readings. Prerequisite: consent of instructor; approval of the dean.
- PE 406. **Special Problems.** Hours to be arranged.  
Eight-week session. Prerequisite: approval of the dean.
- PE 406. **Special Problems: Human Anatomy.** 3 hours.  
Eight-week session. Gross anatomy; the skeletal and muscular structure; circulatory, respiratory, digestive and neural systems, and their functioning in physical activities. Prerequisite: Bi 101, 102, 103. Brubaker.
- PE 409. **Practicum.** Hours to be arranged.  
Eight-week session.
- PE 446. **Tests and Measurements in Physical Education.** (G) 3 hours.  
Eight-week session. Use of tests and measurements in physical education; evaluation of objectives, programs, and student achievement through measurement techniques. Reuter.
- PE 472. **Kinesiology.** 3 hours.  
Eight-week session. Action of muscles involved in fundamental movements, calisthenics, gymnastics, and athletics. Prerequisite: Bi 391, 392. Brubaker.
- PE 473. **Physiology of Exercise.** 3 hours.  
Eight-week session. Physiological effects of muscular exercise, physical conditioning, and training; significance of these effects for health and for performance in activity programs. Prerequisite: Bi 312, 313. Evonuk.

- PE 501. **Research.** Hours to be arranged.  
Eight-week session.
- PE 501. **Research Thesis Seminar.** 3 hours.  
Eight-week session. Designed to aid master's and doctoral students prepare a proposal to conduct a thesis or dissertation study. Seminar group acts as sounding board for presentation of proposals. Prerequisite: master's thesis: PE 540, 544; doctoral dissertation: PE 540, 541, 544. Geser.
- PE 503. **Thesis.** Hours to be arranged.  
Eight-week session.
- PE 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session. Prerequisite: approval of the dean.
- PE 506. **Special Problems: Physical Education in the Elementary School.** 3 hours.  
Eight-week session. Program development; methods of instruction in elementary-school physical education. The purposes and requirements of the elementary physical education program, with emphasis on program planning, methods, and materials of instruction. Munson.
- PE 506. **Special Problems: Sports Psychology.** 3 hours.  
Eight-week session. Analysis of psychological factors and principles in physical performance, behavior, and emotions in sports with reference to differences within and between individuals and teams. Van Rossen.
- PE 506. **Special Problems: Competitive Athletics for Women.** 3 hours.  
Eight-week session. Current problems and status of athletics for women explored along with consideration of present practice and historical background. McCue.
- PE 507. **Seminar: Philosophy of Physical Education.** 3 hours.  
Eight-week session. Integration and application of the philosophic process as a foundation for the development of a meaningful philosophy of modern physical education. McCue.
- PE 507. **Seminar: Administration of Higher Education Basic Instructional Programs.** 3 hours.  
Eight-week session. Covers all aspects of college and university physical education programs. Objectives, policies, activities, foundations and fundamental courses, student attitudes and needs, exemptions, proficiency examinations, textbooks, evaluation and use of teaching assistants. Rhoda.
- PE 507. **Seminar: Comparative Physical Education.** 3 hours.  
Eight-week session. Review and evaluation of current systems of physical education in different countries of the world. Particular emphasis on programs in western European countries, Russia and Japan. Esslinger.
- PE 507. **Seminar: Advanced Exercise Physiology.** 3 hours.  
Eight-week session. Physiological principles and facts related to human performance, physical conditioning, and training. Prerequisite: Bi 312, 313. Evonuk.
- PE 508. **Workshop.** Hours to be arranged.  
Eight-week session.
- PE 509. **Practicum.** Hours to be arranged.  
Eight-week session. Practical experience in handling corrective cases; to be taken in conjunction with PE 521, 522, 523.
- PE 521. **Basic Procedures in Corrective Physical Education.** 3 hours.  
Eight-week session. Common postural deviations; causes; basic principles underlying the prescription of exercise for those conditions which may be handled safely by the physical-education teacher; methods of referral when advisable. Prerequisite: Bi 391, 392; PE 472. Wooten.



- PE 523. **Physical Education for the Handicapped.** 3 hours.  
Eight-week session. The major crippling conditions, such as cerebral palsy and poliomyelitis, and functional disturbances, such as cardiac and respiratory conditions; planning the physical-education program for these conditions. Wooten.
- PE 533. **Motor Skill Learning.** 3 hours.  
Eight-week session. Review of the psychology of learning as it pertains to motor skills; research bearing upon the teaching and learning of gross motor skills. Prerequisite: PE 517, PE 540, at least one year of teaching experience. Adler.
- PE 540. **Statistical Methods in Physical Education.** 3 hours.  
Eight-week session. Elementary statistics applied to research, including central tendency, variability, normal probability curve, reliability and correlation. Prerequisite: graduate standing. Clarke.
- PE 544. **Critique and Interpretation of Research.** 3 hours.  
Eight-week session. Examination of completed research in health, physical education, and recreation; exercises in applying research results to practical situations. Geser.
- PE 554. **Administration of Athletics.** 3 hours.  
Eight-week session. Historical development of athletics and their control. Place of athletics in education; purposes, administrative control, management, operational policies, care of equipment and facilities. Sprague.
- PE 555. **Intramural Organization and Management.** 3 hours.  
Eight-week session. Nature and purposes of intramural programs; history of their development. Departmental organization. Relationship of the program to physical-education instruction. Administrative problems. Borchardt.
- PE 556. **Administration of Buildings and Facilities.** 3 hours.  
Eight-week session. Building layout and equipment; the relationship of the various functional units—equipment service, dressing facilities, activity spaces, administrative units, permanent and dismantlable equipment. Rhoda.
- PE 558. **Curriculum Construction in Physical Education.** 3 hours.  
Eight-week session. Basic elements and procedures of curriculum construction in physical education; special application at the city, county, and state levels. For supervisors and administrators of physical-education programs. Sprague.
- PE 573. **Gross Anatomy.** 3 hours.  
Eight-week session. Principles and facts in the fields of myology, osteology, arthrology, neurology, and angiology of importance to college teachers of physical education who give instruction in anatomy, kinesiology, and physiology of exercise. Application to body movement and performance. Prerequisite: Bi 391, 392, or equivalent. Sigerseth.
- PE 575. **Mechanical Analysis of Motor Skills.** 3 hours.  
Eight-week session. Analysis of various physical education activities to determine their relation to laws of physics concerning motion, force, inertia, levers, etc. Prerequisite: Bi 391, 392, PE 472, or equivalent. Sigerseth.

## Physical Education (Service Courses)

- WPE 132, MPE 137, WPE 334, MPE 337. **Swimming.** 1 hour.  
Eight-week session. For men and women.
- WPE 172, MPE 163, WPE 372, MPE 363. **Tennis.** 1 hour.  
Eight-week session. For men and women.
- WPE 162, MPE 151, WPE 362, MPE 351. **Golf.** 1 hour.  
Eight-week session. For men and women.

- WPE 125, MPE 124, WPE 325, MPE 324. **Body Building.** 1 hour.  
Eight-week session. For men and women.
- WPE 129, MPE 135, WPE 329, MPE 335. **Personal Defense.** 1 hour.  
Eight-week session. For men and women.
- WPE 159, MPE 167, WPE 359, MPE 367. **Bowling.** 1 hour.  
Eight-week session. For men and women.

## Health Education (Professional Courses)

- HE 250. **Personal Health.** 3 hours.  
Eight-week session. Study of the personal health problems of university men and women, with emphasis on implications for family life. Mental health, communicable diseases, degenerative diseases, nutrition. Satisfies the University requirement in health education for men and women. White.
- HE 405. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- HE 406. **Special Problems.** Hours to be arranged.  
Eight-week session.
- HE 406, 506. **Special Problems: Disease Control.** 3 hours.  
Eight-week session. An introduction to the nature, prevention, and control of common diseases in man. Focus is upon prevention through education. Hosokawa.
- HE 406. **Special Problems: Public Health.** 3 hours.  
Eight-week session. The outstanding public health problems in the United States, state of Oregon, and local communities. The latest literature, research, public health literature, and the various public health organizations are investigated. Topics include government planning, health manpower, government insurance and finance programs, the basic issues of the health-care policy, and administrative problem solving. Haar.
- HE 450. **Elementary-School Health Education.** (g) 3 hours.  
Eight-week session. Purposes and requirements of the school health-service program, with emphasis on organization and procedures for the school health examination. Organization and presentation of teaching materials, based on the health needs of the child, community needs, and school health services. Iverson.
- HE 501. **Research.** Hours to be arranged.  
Eight-week session.
- HE 501. **Research Problems in Health Education.** 3 hours.  
Eight-week session. An analysis of research procedures, techniques, and designs commonly employed in health education. Topics include: sampling, grouping, nature and control of bias, types of experiments, experimental design methods, ex-post-facto research, and research analysis and interpretation. Hosokawa.
- HE 503. **Thesis.** Hours to be arranged.  
Eight-week session.
- HE 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- HE 506. **Special Problems.** Hours to be arranged.  
Eight-week session. Study of selected problems in the field of health education.
- HE 506. **Special Problems: Public Health.** 3 hours.  
Eight-week session. The outstanding public health problems in the United States, Oregon, and local communities. The latest literature, research, public

health literature, and the various public health organizations are investigated. Topics include government planning, health manpower, government insurance and finance programs, basic issues of the health-care policy, and administrative problem-solving. Haar.

HE 507. **Seminar.** Hours to be arranged.

Eight-week session. Seminars dealing with special aspects of health education are conducted each term. Open to qualified graduate students.

HE 507. **Seminar: Philosophical Foundations of Health Education.** 3 hours.

Eight-week session. An examination of the principles of health and education as developed through educational programs. Kime.

HE 542. **Basic Issues in Health Education.** 3 hours.

Eight-week session. Current issues and problems in school health education; economic and social forces affecting health education; implications for programs. Haar.

HE 543. **Advanced Health Instruction.** 3 hours.

Eight-week session. Organization of the public-school health instruction program; for health teachers, supervisors, and coordinators. Basic steps in the development of the program. Prerequisite: HE 464 or consent of instructor. Smith.

HE 561. **Psychology of Accident Prevention.** 3 hours.

Eight-week session. Characteristics of problem drivers, teenage behavior related to accidents and accident prevention, effective methods in safety education programs. Kime.

## Recreation Management (Professional Courses)

RM 150. **Recreation in Society.** 3 hours.

Eight-week session. Concept of community recreation; scope of recreation in American life; the role of recreation, parks, and sports in human experience and in the structure of community living. Neal.

RM 251. **History and Theory of Recreation.** 3 hours.

Eight-week session. Introduction to the basic historical and philosophical foundations of leisure and recreation. Raus.

RM 405. **Reading and Conference.** Hours to be arranged.

Eight-week session.

RM 406. **Special Problems.** Hours to be arranged.

Eight-week session. Prerequisite: approval of department head.

RM 407. **Seminar.** 3 hours.

Eight-week session. Rodney.

RM 407. **Seminar: School and Community Recreation Program.** 3 hours.

Eight-week session. Principles of program planning for school and community; types of programs considered in relation to sex and age and individual interests, needs, and capacities. Reich.

RM 407. **Seminar: Program Analysis.** 1-6 hours.

Eight-week session. Linkage between theoretical concepts and participation in supervised field work. Rodney.

RM 409. **Practicum.** Hours to be arranged.

Eight-week session.

RM 415. **Supervised Field Study.** Hours to be arranged. 1-12 hours.

Eight-week session.

RM 501. **Research.** Hours to be arranged.

Eight-week session.

- RM 503. **Thesis.** Hours to be arranged.  
Eight-week session.
- RM 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session. Prerequisite: approval of department head.
- RM 506. **Special Problems.** Hours to be arranged.  
Eight-week session. Study of selected problems in recreation. Prerequisite: approval of department head.
- RM 507. **Seminar.** 3 hours.  
Eight-week session. Rodney.
- RM 507. **Seminar: School and Community Recreation Program.** 3 hours.  
Eight-week session. Principles of program planning for school and community; types of programs considered in relation to sex and age and individual interests, needs, and capacities. Reich.
- RM 507. **Seminar: Basic Issues in Parks and Recreation.** 3 hours.  
Eight-week session. Seminar discussion of selected contemporary issues confronting the park, recreation, conservation, and leisure services profession; emphasis on nationally identified issues and the establishment of priorities and suggested solutions. Rodney.

## School of Journalism

Professors: CRAWFORD, FREEMESSER, WALES.

Associate Professors: EWAN, HALVERSON, WINTER.

Assistant Professors: BELTRAN, SHEETZ.

Graduate Teaching Fellows: TIPPO.

- J 341. **Principles of Advertising.** 3 hours.  
Eight-week session. Advertising as a factor in the distributive process; the advertising agency; the "campaign"; the function of research and testing; the selection of media; newspaper, magazine, broadcasting, outdoor advertising, direct mail. Winter.
- J 361. **Reporting I.** 4 hours.  
Eight-week session. Basic training in news writing and reporting; coverage of city and county affairs; reporting of special news. Lectures, individual conferences, laboratory. Halverson.
- J 405. **Reading and Conference.** Hours to be arranged.  
Eight-week session.
- J 407. **Seminar: Radio-Television Problems.** 3 hours.  
Eight-week session. Problems in radio and television station management. Tippo.
- J 408. **Workshop for High School Newspaper Advisers.** (g) 2 hours.  
June 14-18. All aspects of producing a high school newspaper, including writing, reporting, copy editing, page make-up, photography, and advertising. Sheetz.
- J 431. **Radio-Television News I.** 3 hours.  
Eight-week session. Gathering and writing news for broadcast media. Emphasis on broadcast style, basic aspects of radio-television news writing, and radio news operation. Lectures, individual conferences, and laboratory. Tippo.
- BC 444. **Radio-Television Production.** (G) 3 hours.  
For description see SPEECH.

**J 459. Principles of Public Relations.** 3 hours.

Eight-week session. Theory and practice of public relations as viewed by business, government, and civic organizations; study of mass media as publicity channels; role of the public relations practitioner; public relations departments and agencies. Wales.

**J 487. History of Journalism.** (G) 3 hours.

Eight-week session. Study of the changing character of the newspaper, with emphasis on the contributions of outstanding editors, publishers, and inventors. The evolution of the press, editorial and business standards, mechanics, and advertising practices. Halverson.

**J 494. Journalism and Public Opinion.** (G) 3 hours.

Eight-week session. The formation, reinforcement, and changing of opinions. The role of major social and political institutions, with emphasis upon the mass media. Crawford.

**J 501. Research.** Hours to be arranged.

Eight-week session.

**J 503. Thesis.** Hours to be arranged.

Eight-week session.

**J 505. Reading and Conference.** Hours to be arranged.

Eight-week session.

**J 508. Workshop: Photographing the American West.** 12 hours.

Eight-week session. The quest for significant form in the natural environment. Extensive travel and camping in the western United States. Advanced techniques in negative and print processing and application of the zone system of photography. Seminars to review student work. Special seminars: design of the photographic book; history, literature, and teaching of photography; the photographer and the urban crisis; film in a democratic society. For teachers and advanced students of photography. In addition to regular summer-session fees, a \$90 workshop fee will be charged each participant. Enrollment limited to 25 students. Beltran, Freemesser.

**J 513. Theories of Mass Communications.** 3 hours.

Eight-week session. The communications process; communication perception and attention; audiences of the mass media; mass communication and attitude change. Winter.

**J 520. Public Relations Planning and Administration.** 3 hours.

Second four weeks, July 19-August 13. Fundamental concepts of public relations for students in journalism, business, urban planning, education, public affairs and other graduate professional areas where communication and institutional relations are significant. Involves a major public relations proposal to management in the student's field of study. Ewan.

**BC 541. Theory and Criticism of Broadcasting.** 3 hours.

For description see SPEECH.

## School of Librarianship

Visiting Faculty: HEWITT, MAXWELL, VOIT, WILLIAMS, WRIGHT.

Professors: FINDLY, MORRISON.

Associate Professor: PIERRON.

Assistant Professors: FISHER, KEMPER, POND.

**Lib 411. Cataloging I.** (G) 3 hours.

Eight-week session. Constructing, maintaining, and using a library catalog. Main entry, descriptive cataloging, cross references, and filing. Williams.

- Lib 421. **Bibliography and Reference.** (G) 3 hours.  
Eight-week session. Introduction to reference services; evaluation and use of reference materials; correct bibliographical forms; practical problems in the use of reference books. Voit.
- Lib 431. **The Library in Society.** (G) 3 hours.  
Eight-week session. The development of American libraries; their functions as educational institutions; legal structure; interlibrary cooperation; relations with the mass media; librarianship as a profession. Pierron.
- Lib 432. **The School Library as an Instructional Materials Center.** (G) 3 hours.  
Eight-week session. Introduction to school librarianship and to methods of organization and maintenance of effective material-centered libraries in elementary and secondary schools. Maxwell.
- Lib 442. **Selection and Acquisition of Materials.** (G) 3 hours.  
Eight-week session. Reviewing media, selection aids, and other means of evaluating and selecting books and other materials in the light of library objectives. Acquisition procedures. Intellectual freedom and censorship. Pierron.
- Lib 445. **The Library and Audiovisual Materials.** (G) 3 hours.  
Eight-week session. Evaluation and use of audiovisual resources and consideration of uses of all forms of nonprint communications media in library programs for all types of libraries. Maxwell.
- Lib 451. **Children's Literature.** (G) 3 hours.  
Eight-week session. Survey of children's literature, with emphasis on selection and evaluation of books suitable for public and school libraries; reading guidance in relation to both personal and curricular needs. Wright.
- Lib 455. **Books and Related Materials for Young Adults.** (G) 3 hours.  
Eight-week session. Survey of books and nonbook materials suitable for students of junior and senior high-school age; emphasis on selection and evaluation of books, adolescent reading interests, and reading guidance for curricular and personal needs. Williams.
- Lib 505. **Reading and Conference.** 3 hours.  
Eight-week session.
- Lib 512. **Cataloging II.** 3 hours.  
Eight-week session. Constructing, maintaining, and using a library catalog. Descriptive cataloging, classification, subject heading, administration of the catalog department. Kemper.
- Lib 522. **Advanced Bibliography and Reference.** 3 hours.  
Eight-week session. Reference books in the various subject fields; theory and history of bibliography; interlibrary loan. Prerequisite: Lib 421. Findly.
- Lib 523. **Government Publications.** 3 hours.  
Eight-week session. The acquisition, organization, and use of government publications of the United States, selected foreign countries, and international organizations, with special attention to United States government documents. Prerequisite: Lib 421. Findly.
- Lib 535. **The Special Library.** 3 hours.  
Eight-week session. Administration, organization, resources, and services of the special library or information center. Prerequisite: consent of instructor. Hewitt.
- Lib 538. **Library Administration.** 3 hours.  
Eight-week session. Processes of administration as applied to the government, organization, staffing, financing, housing, interpretation, and evaluation of libraries. Student projects relate the processes to specific types of libraries. Prerequisite: 9 hours in librarianship. Hewitt.

**Lib 558. Storytelling.** 3 hours.

Eight-week session. Fundamental principles of the art of storytelling, including the planning of a story hour, location of suitable materials for use, and the techniques of learning and presenting the story; study and selection of literature appropriate for oral presentation to children of all ages. Hewitt.

**Lib 571. Research in Librarianship.** 3 hours.

Eight-week session. Survey of library literature, with attention to significant research in librarianship; selection and definition of a project, collection of data, historical, experimental, and descriptive methods, evaluation of data, statistical concepts; values of research in librarianship. Morrison.

**Lib 572. Library Automation.** 3 hours.

Eight-week session. Flow of recorded information in library development and use, with emphasis on mechanical aids and systems of control. Data-processing techniques from punched cards to computers. Basics of systems analysis and evaluation as applied to library procedures. Prerequisite: Lib 411. Kemper.

**Lib 581. Introduction to Archives.** 3 hours.

Eight-week session. Historical development of archival practices and problems; analysis of current trends in Federal, state, local, business, church, and university archives. Archival processing, records management procedures, accession, arrangement, storage; research use of archival source material. Fisher.

## School of Music

Visiting Faculty: AEBISCHER, RILLING, TROSS.

Professors: CYKLER, HLADKY, LEE, NYE, RISINGER, TROTTER.

Associate Professors: BREIDENTHAL, McMANUS, MILLER, OWEN.

Assistant Professors: FARMER, HURWITZ, STEINHARDT.

## Music

**Mus 190. Performance Studies (Studio Instruction).** 1-2 hours.

Eight-week session. Individual instruction in the technical and stylistic aspects of artistic solo performance. Students specializing in performance normally enroll for two half-hour lessons a week (2 term hours of credit) in their principal instrument each term during their undergraduate years. Maximum credit in performance studies for nonmajors, 12 term hours; for not more than 12 hours during freshman and sophomore years. Information concerning required levels of proficiency at each level (Mus 190 through Mus 590) may be obtained in the School of Music office. Prerequisite: audition.

Piano—Farmer, Steinhardt  
String Instruments—Hladky  
Voice—Breidenthal, Miller  
Harpsichord—Rodgers

Brass Instruments—Aebischer  
Woodwind Instruments—  
McManus, Tross  
Organ—Garrett

**Mus 195. Band.** 1 hour.

Eight-week session. Upper-division students enroll in Mus 395. Prerequisite: audition; consent of instructor. Lee, Tross.

**Mus 196. Orchestra.** 1 hour.

Eight-week session. Chamber orchestra. Upper-division students enroll in Mus 396. Prerequisite: audition; consent of instructor. Hurwitz.

**Mus 197. Chorus.** 1 hour.

Eight-week session. Upper-division students enroll in Mus 397. Prerequisite: audition; consent of instructor. Risinger.

- Mus 290. **Performance Studies (Studio Instruction)**. 1-2 hours.  
Eight-week session. Prerequisite: proficiency required for satisfactory completion of Mus 190. For further information, see Mus 190.
- Mus 321. **Music Fundamentals**. 2 hours.  
Eight-week session. Study of musical notation and terminology; rudiments of sight singing and ear training; introduction to simple melodic and rhythmic instruments. Designed to provide students without previous musical training with some insight into musical language and basic performance skills. Not open to music majors. Required in the elementary education program and for majors in recreation leadership and in camping and outdoor education. 2 recitations; 2 one-hour laboratories.
- Mus 390. **Performance Studies (Studio Instruction)**. 2-4 hours.  
Eight-week session. Prerequisite: proficiency required for satisfactory completion of Mus 290; jury audition. For further information, see Mus 190.
- Mus 391. **Performance Studies (Studio Instruction)**. 1-2 hours.  
Eight-week session. Prerequisite: successful completion of Mus 290. For further information, see Mus 190.
- Mus 395. **Band**. 1 hour. (6 hours maximum credit).  
Eight-week session. Prerequisite: upper-division standing; audition. Lee, Tross.
- Mus 396. **Orchestra**. 1 hour. (6 hours maximum credit).  
Eight-week session. Chamber orchestra. Prerequisite: upper-division standing; audition. Hurwitz.
- Mus 397. **Chorus**. 1 hour. (6 hours maximum credit).  
Eight-week session. Prerequisite: upper-division standing; audition. Risinger.
- Mus 405. **Reading and Conference**. Hours to be arranged.  
Eight-week session. Prerequisite: consent of dean.
- Mus 407. **Seminar**. (G) Hours to be arranged.  
Eight-week session.
- Mus 407. **Seminar: Theory Review**. 1 hour.  
Eight-week session. Hurwitz.
- Mus 407. **Seminar: History Review**. 1 hour.  
Eight-week session. Farmer.
- Mus 440. **Composition II**. (G) 2 hours.  
Eight-week session. Composition in larger forms for large instrumental combinations. Prerequisite: Mus 342. Owen.
- Mus 467. **Solo Vocal Music**. (G) 2 hours.  
Eight-week session. Solo songs with accompaniment; the lute air and Purcell; the nineteenth-century art song in Germany and France; twentieth-century British, American, and continental song literature; development of bases for artistic performance and sound critical judgment through study of text, voice, and accompaniment. Prerequisite: Mus 361. Breidenthal.
- Mus 471. **Orchestral Music**. (G) 2 hours.  
Eight-week session. Major types of orchestral music, from the eighteenth to the twentieth century; dance suite, symphony, tone poem, descriptive suite; pieces for string orchestra. Prerequisite: Mus 361. Hladky.
- Mus 477. **Wind-Instrument Music**. (G) 3 hours.  
Eight-week session. Survey of literature for brass instruments and woodwinds from the sixteenth century to post-World War II; emphasis on style as it affects performance and on the development of bases for critical judgment. Prerequisite: Mus 361. Tross.



- Mus 490. **Performance Studies (Studio Instruction).** 2-4 hours.  
Eight-week session. Prerequisite: proficiency required for satisfactory completion of Mus 390; consent of instructor. For further information, see Mus 190.
- Mus 493. **Collegium Musicum.** (G) 1 hour.  
Eight-week session. Study of music repertoire of the mediaeval, Renaissance, and baroque periods through rehearsals and extensive sight reading; vocal and instrumental repertoire. Owen.
- Mus 501. **Research.** Hours to be arranged.  
Eight-week session.
- Mus 503. **Thesis.** Hours to be arranged.  
Eight-week session.
- Mus 505. **Reading and Conference.** Hours to be arranged.  
Eight-week session. Prerequisite: consent of dean.
- Mus 507. **Seminar.** Hours to be arranged.  
Eight-week session.
- Mus 507. **Seminar: Afro-American Music and Jazz.** 1 hour.  
Two weeks, July 6-July 16. Cole.
- Mus 507. **Seminar: Comparative Arts.** 3 hours.  
Eight-week session. An examination of the arts and aesthetic principles. Miller.
- Mus 508. **Workshop: Bach Choral Technique and Interpretation.** 2-4 hours.  
Five weeks, July 6-August 8. Study and public performance of Bach's St. John Passion and motets. Performing participation—4 hours credit. Enrollment limited and by audition. Nonparticipation open to all students for 2 hours credit. Rilling, Saltzman.
- Mus 508. **Workshop: Bach Solo Repertoire.** 4 hours.  
Five weeks, July 6-August 8. Study of the solos, vocal ensembles and recitatives of Bach's St. John Passion. Participation limited and by audition only. Class members will participate as soloists in public performance. Rilling, Breidenthal, Miller.
- Mus 508. **Workshop: Conducting Problems in Bach Performance.** 2-4 hours.  
Five weeks, July 6-August 8. Analyses and rehearsal procedures for performance of Bach's St. John Passion. Participation limited and by audition only—4 hours credit. Nonparticipation open to all students for 2 hours credit. Rilling, Saltzman, Risinger.
- Mus 511. **Research Methods in Music.** 3 hours.  
Eight-week session. The use of general bibliographical sources and reference materials in music. Cykler.
- Mus 561. **Music in the Renaissance.** 3 hours.  
Eight-week session. The influence of Italian humanism on continental and English styles. Poetic and musical practice in mass, motet, and secular choral song. Notational developments; music printing. Luther and music; neo-Aristotelian rhetorical theory; Counter-Reformation in Rome and Venice. Owen.
- Mus 565. **Music in the Twentieth Century.** 3 hours.  
Eight-week session. Romantic roots of twentieth-century music; Debussy, Ravel, and impressionism; Schoenberg's school and expressionism; Stravinsky, Ives, and eclecticism; Bartok and nationalism; Hindemith and Gebrauchsmusik; traditionalists, progressives, experimentalists, and avant-garde. Hurwitz.
- Mus 590. **Performance Studies (Studio Instruction).** 2-4 hours.  
Eight-week session. Prerequisite: proficiency required for satisfactory com-

pletion of Mus 490; sufficient talent to justify the undertaking of graduate studies in performance; jury audition. For further information see Mus 190.

Mus 591. **Performance Studies (Studio Instruction)**. 1-2 hours. (6 hours maximum credit).

Eight-week session. For graduate students not specializing in performance. Prerequisite: proficiency required to complete Mus 290; jury audition. For further information see Mus 190.

Mus 592. **Performance Studies (Studio Instruction)**. (p) 1 hour. (3 hours maximum credit).

Eight-week session. For graduate students who need this instruction in a supplementary performance area. Prerequisite: proficiency in another instrument or voice required for admission to Mus 390 or Mus 391; jury audition. For further information see Mus 190.

Mus 595. **Band**. 1 hour.

Eight-week session. Lee, Tross.

Mus 596. **Orchestra**. 1 hour.

Eight-week session. Chamber orchestra. Hurwitz.

Mus 597. **Chorus**. 1 hour.

Eight-week session. Risinger.

## Music Education

MuE 383. **Music Methods for Elementary Teachers**. 3 hours.

Eight-week session. Planning and organizing musical activities for elementary-school children. Required for elementary-education majors. Prerequisite: Mus 321, 322. Nye.

MuE 405. **Reading and Conference**. Hours to be arranged.

Eight-week session. Prerequisite: consent of dean.

MuE 407. **Seminar**. (G) Hours to be arranged.

Eight-week session.

MuE 491. **Advanced Pedagogy**. (G) 3 hours.

Eight-week session. Cello and string bass. Hladky.

MuE 491. **Advanced Pedagogy**. (G) 3 hours.

Eight-week session. Musicianship. Owen.

MuE 491. **Advanced Pedagogy**. (G) 3 hours.

Eight-week session. Woodwinds. Tross.

MuE 501. **Research**. Hours to be arranged.

Eight-week session. No-grade course. Prerequisite: consent of dean.

MuE 503. **Thesis**. Hours to be arranged.

Eight-week session. No-grade course.

MuE 505. **Reading and Conference**. Hours to be arranged.

Eight-week session. Prerequisite: consent of dean.

MuE 507. **Seminar: Music Education**. 3 hours.

Eight-week session. Required of candidates for Master of Music, with a major area in music education. Consideration of current concerns in music education, with emphasis on identification and concentrated study of individual interests of students. Prerequisite: MuE 532. McManus.

MuE 507. **Seminar: New Directions in Music Education**. 3 hours.

Eight-week session. McManus.

**MuE 507. Seminar: Advanced Choral Conducting.** 3 hours.

Eight-week session. Refinement of choral conducting techniques; analytical study of musical scores, with emphasis upon interpretation and rehearsal procedures. Risinger.

**MuE 507. Seminar: Percussion.** 3 hours.

Eight-week session.

**MuE 507. Seminar: Elementary Music.** 3 hours.

Eight-week session. Nye.

**MuE 532. Basic Concepts in the Teaching of Music.** 3 hours.

Eight-week session. Principles and issues in the teaching of music; recent history of concepts basic to music education today. Implications of recent developments. Nye.

**MuE 535. Music in the Senior High School.** 3 hours.

Eight-week session. Curricula, organization, methods, and materials in senior high-school music, both vocal and instrumental. Risinger.

**MuE 536. Administration of School Music.** 3 hours.

Eight-week session. Principles underlying a sound policy in the administration of school music programs; budget, personnel, curriculum, facilities. Aebischer.

# Department of Military Science and Aerospace Studies

## Military Science

Professor: CURTIS.

**Mil 221, 222, 223. Military Science II.** 1 hour each term.

American military history; map and aerial photograph reading; fundamentals of tactics. Sequential course which follows Military Science I. Instructor's consent required prior to registration. Curtis.

**Mil 221. Military Science II (First Term).** 1 hour.

First four weeks, June 22-July 16.

**Mil 222. Military Science II (Second Term).** 1 hour.

Second four weeks, July 19-August 13.

**Mil 223. Military Science II (Third Term).** 1 hour.

Three weeks, August 16-September 3.

## Vacation College

The 1971 Vacation College, established in 1964 as the first college in the United States to follow the model of Danish vacation colleges, will be in session from August 15 to August 22. Each year the general theme is "Understanding Contemporary America." In 1971, one group will study "Perspectives of Change" under the leadership of Joseph M. Allman, political scientist. Another group will study "Conceptions of Human Nature" under the leadership of Lawrence Ross, Jr., lawyer and business-law specialist.

Designed for adults, Vacation College has no entrance requirements and no examinations. It offers no college credit. Classes are held during the week from 9:00 a.m. until noon. The afternoons are free for reading, browsing, tours, or recreational activities. Special entertainment is provided every evening. Following these programs, Gerta Ross will offer a Swedish Slim and Trim class for those who wish to participate.

The faculty is composed of Grace Graham, director, Joseph M. Allman, Lawrence Ross, Jr., and Gerta Ross. In addition to this faculty, each day at least two faculty consultants will lecture on their specialties and join Vacation College students for lunch and dinner conversations. These specialists are David J. Finlay, political scientist; Richard P. Gale, sociologist; Charles L. Hosford, behavioral scientist, N.T.L. Institute for Applied Behavioral Science; Jay M. Jackson, sociologist; Carolin Keutzer, psychologist; Robert E. Kime, health educator; Father Patrick LaBelle, pastor, Newman House; Jan Newton, economist; Richard A. Littman, psychologist; Aaron Novick, biologist; the Reverend Norman D. Pott, pastor, Central Presbyterian Church, Eugene; M. George Zaninovich, political scientist.

A fee of \$145 covers all expenses, including board and room, tuition, and tickets to plays, movies, and other entertainment. Linen and towels will be furnished. For students who do not room and eat breakfast in the dormitory the fee is \$105. Sons and daughters of high-school age may register and participate for the same fees.

For further information, write to the director, Vacation College, University of Oregon, Eugene, Oregon 97403.

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## South American Travel-Study Program

Offered in cooperation with the Ecuador Ministry of Education and the Colombian Institute for Advanced Training Abroad.

**Ecuador.** June 20-July 17. Lectures conducted at Central University in Quito. Lectures involve the Center for Higher Studies in Latin American Journalism, the Ministry of Education, and the Institute of Economic Planning. Topics include Ecuadorian culture, art, history, geography, anthropology, national economy, and cultural and sociological differences between the Americas. \$898. The fee includes round-trip air fare from Miami to Quito, Ecuador, transportation within Ecuador, field trips and excursions, hotel accommodations and three meals daily, and fee payment for six credit hours.

**Colombia.** July 18-August 14. The program is centered in Bogota, Cartagena, and Medellin. Participants attend lectures at the University of Antioquia and at the Bi-National Center in Cartagena. Embassy briefings, field trips, and visits to shrines and historic sites are an integral part of the Colombian program. \$899. The fee includes round-trip air fare from Miami to Bogota, Colombia, transportation within Colombia, field trips and excursions, hotel accommodations and three meals daily, and fee payment for six credit hours.

Advance reservations are required. For an application, write to Mrs. Jennelle Moorhead, 130 Education, University of Oregon, Eugene, Oregon 97403.





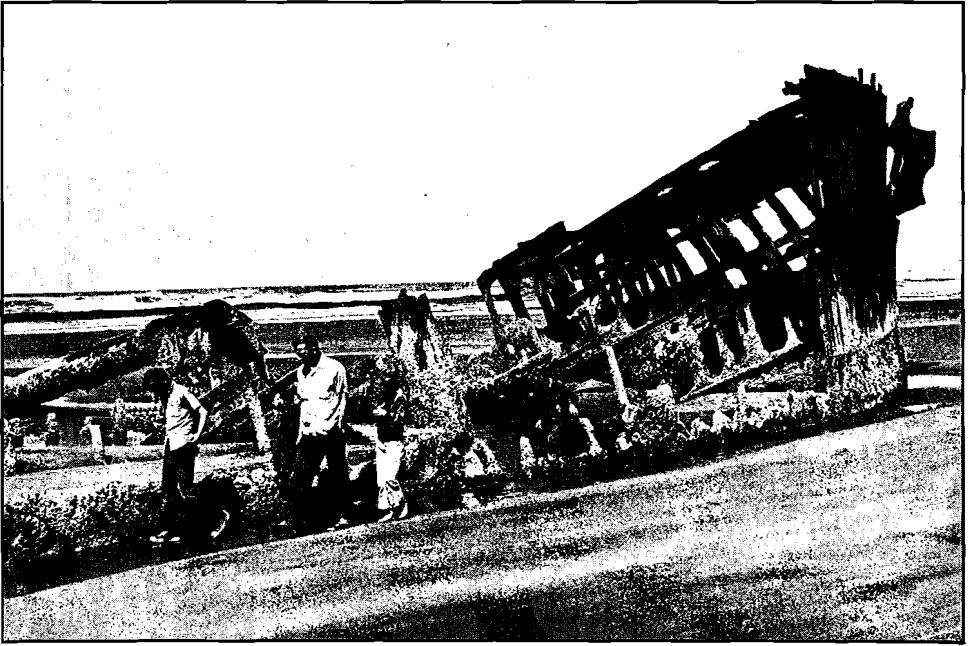
## Summer in Oregon

**While studies** will be foremost on your program, summer is an ideal time to enjoy the scenic attractions of Oregon. The Coast is about an hour's drive from Eugene, the Cascade Mountains are eighty miles to the east, and Portland is less than a two-hour drive to the north. Eugene and the surrounding area offer summer session students a number of recreational activities. Several golf courses, swimming pools, boating areas, and city parks are available for leisure-time activity. Water sports are especially popular in the Eugene area, with sailing, water skiing, and canoeing on nearby lakes, reservoirs, and rivers

offering a wide variety of water-recreation possibilities. Hikers, climbers, and campers have the Cascades to explore; anglers can fish a variety of nearby streams, rivers, and lakes.

For a copy of "Lane County's Great Outdoors," a detailed map of Lane County's recreational facilities, write Summer Session, University of Oregon, Eugene, Oregon 97403

**The serenity** and beauty of the Cascade range can captivate the hiker and backpacker. Ten-thousand foot Mt. Jefferson (above) is about 100 miles from Eugene.



**The Oregon coast** is a veritable museum of nature for summer students to explore. Entombed in the Clatsop Beach sand since 1906 the rusting skeleton of the sailing bark **Peter Iredale** (above) is a melancholy monument to the era of the sailing vessel.



**Salt Creek Falls** (left) on the middle fork of the Willamette River is on Highway 58, about an hour drive southeast of Eugene





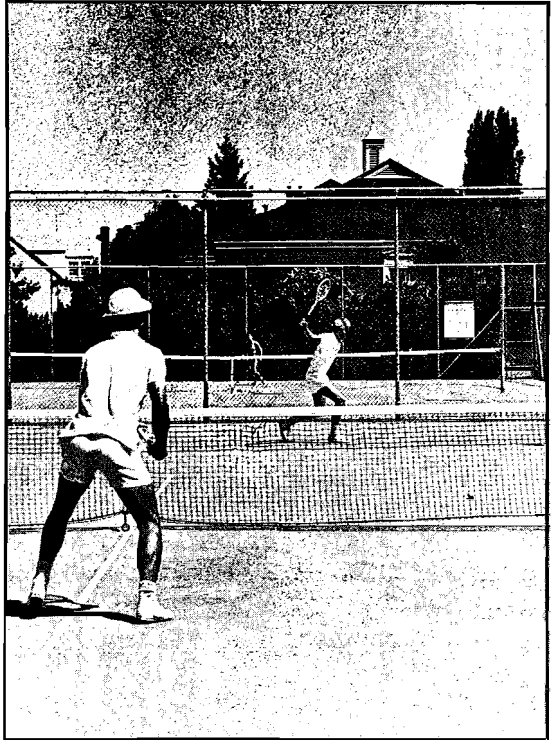


**Eugene canoe** and kayak enthusiasts have a wide variety of water conditions to choose from. Canoe rentals are available on the placid campus millrace (above middle) or the more adventuresome can try the Willamette River (above far left) or the faster waters of the nearby McKenzie River.

**Orchard Point Park** (bottom left) on Fern Ridge Reservoir attracts many students during the summer. The popular sailing and water-skiing area is about 20 miles west of Eugene.

**Eugene has** several parks and playground facilities. Skinners Butte Park (above right) as seen through the mouth of a concrete sculptured play whale borders the Willamette River.

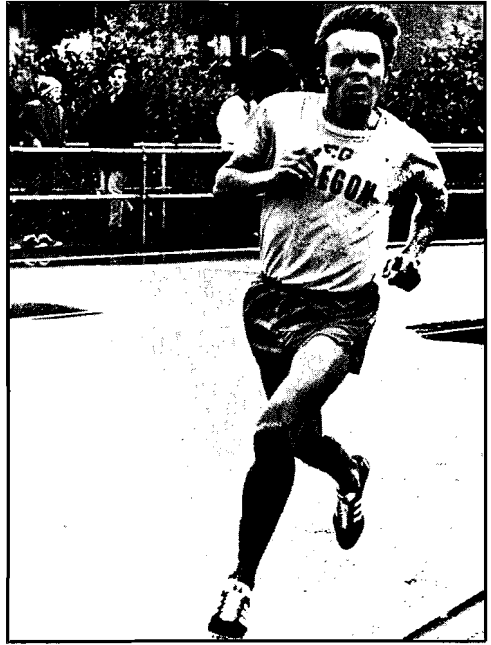
**The mild** Willamette Valley summers are appreciated by tennis fans. In addition to the University courts (right) the city maintains many courts. Several golf courses are also located in the Eugene area.



**Track fans** will have an opportunity to see Oregon distance runner Steve Prefontaine (right) in action during the National AAU Championships June 26-27 on the University's all-weather Stevenson Track.

**The University Outdoor Program** can take a summer student about as far as he wants. The climber (far right) practices crevasse rescue techniques on a Mt. Jefferson glacier.

**The Erb Memorial Union** (below) is the hub of campus activity during the summer.

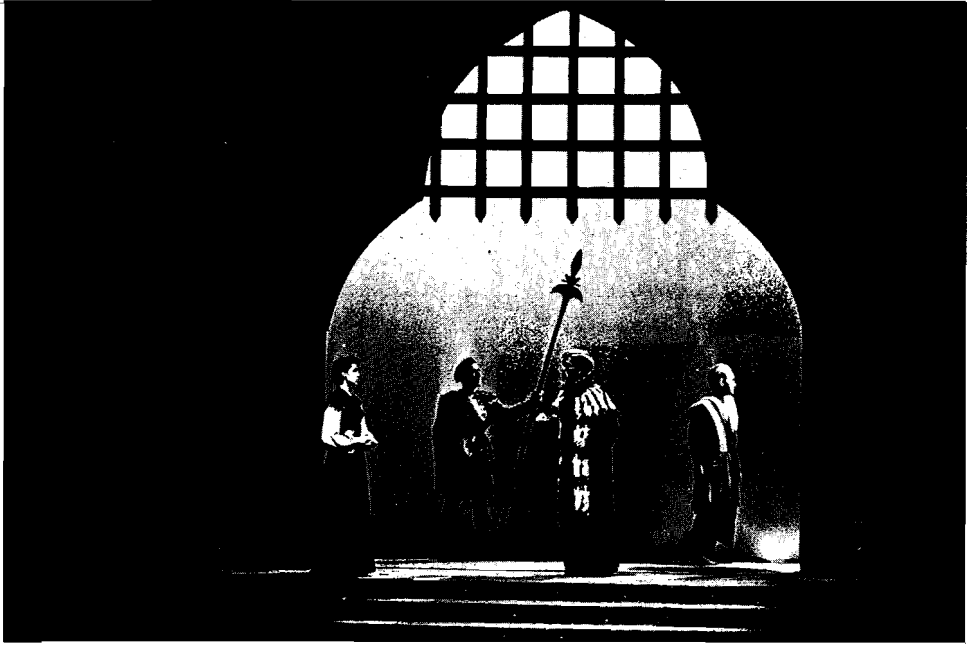




**The University Outdoor Program** offers all members of the University community an opportunity to participate in outdoor activities. Operating without the usual bureaucratic hindrances of elected officers, dues, and mandatory meetings, program participants are free to make decisions consistent with their own values. Good sense, individual accountability, and reciprocity are the guidelines. Those wishing to explore the Northwest or merely retreat from daily routine may join scheduled day, weekend, or longer trips, or plan their own. Those who are unfamiliar with outdoor activities but with a desire to learn, may participate in the instructional parts of the program. Summer activities of the program include camping, hiking, canoeing, kayaking, community environmental education, sailing, bicycling, mountaineering, conservation, rock and snow climbing, and photography. For additional information contact the Outdoor Program, room 23 in the Erb Memorial Union.

**The Erb Memorial Union** (left) is a center for extra-curricular activity during the summer. The Union sponsors feature movies, folk dancing, a bowling league, bridge and chess sessions, tennis, billiards, and other game tournaments for the enjoyment of summer session students. The recreation area in the basement of the Union provides bowling, billiards, shuffleboard, and table tennis.

A number of tours to many of Oregon's scenic areas are planned each summer by the Union. These include a one-day trip to the coast, a week-end trip to the Rogue River, a trip to Crater Lake, and the Shakespearean Festival in Ashland. Art exhibits, lectures, concerts, and luncheon discussions also are sponsored by the Union during the summer.



**Carnival Theatre** is a summer repertory company operating as an independent organization. The summer of 1971 will be its ninth season. Carnival Theatre offers a nine-week session of concentrated theater activity with all types of participation: acting, directing, scenic design, theater management, costuming, scene building, painting, and lighting under an experienced professional staff in a well equipped plant. Some course work for credit is offered in connection with the various Carnival Theatre activities.

Performances are presented almost nightly, with a new play each week—rehearsal and preparation each afternoon. The repertoire of comedy, drama, and musical production supplies diverse entertainment at special reduced rates for summer students. Approximately 50 persons make up the company, including guest stars,

professional directors and technicians, salaried actors, singers, dancers, technicians, and business personnel. The theatre seats about 400 persons. Those interested in participation should contact Faber DeChaine, Director of Carnival Theatre, well before Summer Session begins.

**In addition** to a number of on-campus cultural activities during the summer, Eugene and many nearby communities provide activities and events which many summer students enjoy. Fairs, rodeos, and several community festivals offer the summer student an opportunity to enjoy activities which are unique to the summer season. A favorite of summer students is the Shakespearean Festival located at Ashland, which is about a three-hour drive from Eugene. Production begins in mid-July.