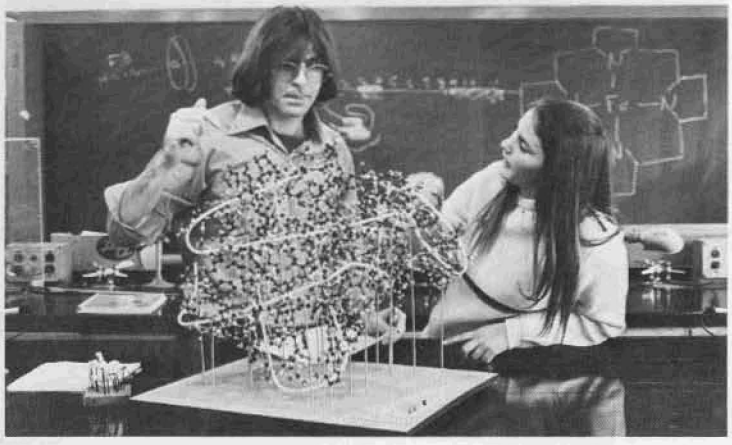
1977-78
University of Oregon
Bulletin



1977-78
University of Oregon
Bulletin

General Catalog

Address for all University offices is:

University of Oregon
Eugene, Oregon 97403

Telephone, University information, is:
(area code 503) 686-3111

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Every effort is made to ensure the accuracy of information at the time of publication, but circumstances constantly change within a large institution and new decisions may affect the accuracy of details appearing here. Fee schedules, for example, were being reviewed by the State Board of Higher Education when this Bulletin went to press.

Students are advised to give close study to the *Time Schedule of Classes,* available at registration. It contains University rules, regulations, academic requirements, class schedules, and other current information. Students are also advised to consult with faculty advisers for information and assistance. Students are expected to follow University rules and procedures and to assume personal responsibility for planning an appropriate course of study to fulfill academic requirements of the University of Oregon. Questions concerning any aspect of the University's programs of instruction are welcomed. Direct inquiries to the Director of Admissions, the Registrar, or to the appropriate dean or department head.

Copies of this publication, *University of Oregon Bulletin: 1977-78 General Catalog,* are available by mail or on-campus. Cost is $2.00. Address mail orders to:

University of Oregon
Box 3449
University Station
Eugene, Oregon 97403

Zip code must be included in the return address. Copies are available on-campus at the University Bookstore and at the Erb Memorial Union.

The *University of Oregon Bulletin: 1978-79 General Catalog* will be published in July of 1978 and may be purchased in the same manner. The *University of Oregon Bulletin: 1977-78 Law School Catalog* will be published in September 1977. Address requests to the School of Law. The third publication in the University's Bulletin series, *Entering Oregon,* will be published in October 1977. It is available from the Director of Admissions. The *1978 Summer Session Catalog,* fourth in the series, will be published in March 1978. Address requests to Summer Session. These latter three publications are available at no charge.

New Series
University of Oregon Bulletin
Number 16
July 1977

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Catherine Miller Lauris, Editor.

1977-78 The One Hundred and First Year

Fall Term 1977

Last day to apply for fall term admission.....Monday 15 August
New Student Week.....Sunday to Saturday 18-24 September
Registration.....Thursday and Friday 22-23 September
Classes begin.....Monday 26 September
Last day to pay fees without penalty.....Wednesday 28 September
Last day for fall term registration.....Friday 7 October
Last day to change courses.....Friday 14 October
Thanksgiving vacation.....Thursday to Sunday 24-27 November
Fall term graduation convocation.....Friday 9 December
Fall term examinations.....Monday to Saturday 12-17 December

Winter Term 1978

Registration.....Tuesday and Wednesday 3-4 January
Classes begin.....Thursday 5 January
Last day to pay fees without penalty.....Monday 9 January
Last day for winter term registration.....Friday 20 January
Last day to change courses.....Friday 27 January
Winter term graduation convocation.....Friday 10 March
Winter term examinations.....Monday to Saturday 13-18 March
Spring vacation.....Monday to Sunday 20-26 March

Spring Term 1978

Registration.....Tuesday and Wednesday 28-29 March
Classes begin.....Thursday 30 March
Last day to pay fees without penalty.....Friday 31 March
Last day for spring term registration.....Friday 7 April
Last day to change courses.....Friday 14 April
Memorial Day Holiday.....Monday 29 May
Spring term examinations.....Monday to Saturday 5-10 June
Alumni Weekend.....Friday to Sunday 9-11 June
Commencement Day.....Sunday 11 June

Summer Session 1978

Registration.....Monday 19 June
Classes begin.....Tuesday 20 June
Last day to pay fees without penalty.....Friday 23 June
Last day for summer session registration.....Friday 30 June
Independence Day Holiday.....Tuesday 4 July
Last day to change courses.....Friday 7 July
Eight-week session ends.....Friday 11 August
Summer Session graduation convocation.....Saturday 12 August
Summer Session ends.....Friday 1 September

Fall Term 1978

Last day to apply for fall term admission.....Tuesday 15 August
New Student Week.....Sunday to Saturday 17-23 September
Registration.....Thursday and Friday 21-22 September
Classes begin.....Monday 25 September
Last day to pay fees without penalty.....Wednesday 27 September
Last day for fall ter mregistration.....Friday 6 October
Last day to change courses.....Friday 13 October
Thanksgiving vacation.....Thursday to Sunday 23-26 November
Fall term graduation convocation.....Friday 8 December
Fall term examinations.....Monday to Saturday 11-16 December

September 1977

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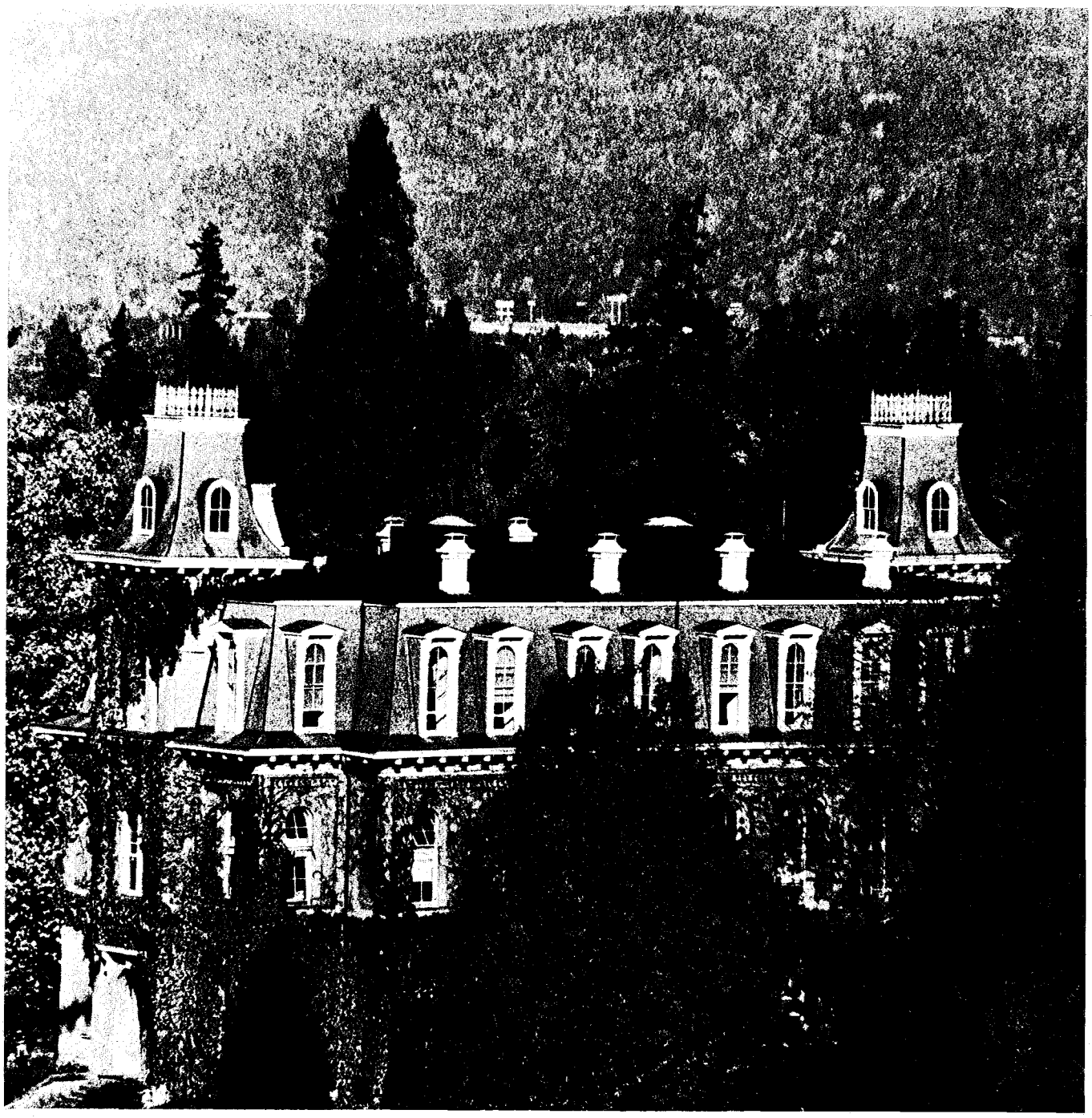
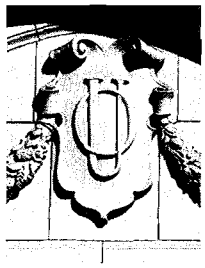


The University of Oregon



Heritage: The history of the University of Oregon as a state institution dates from October 19, 1872, when the University was established by an act of the Oregon Legislature, although it was four years later, on October 16, 1876, that the institution formally opened its doors for instruction to 177 students.

Founding of the University grew out of the grant of two townships of land "to aid in the establishment of a university in the territory of Oregon." This grant was provided within the Congressional "Donation Act" of September 27, 1850. As the territory then comprised the whole of the old Oregon Country and it was specified that one of the two townships selected was to be located north of the Columbia River, the grant in this respect was modified on July 17, 1854, reserving two townships each for the then newly created Washington territory and Oregon territory. This was confirmed February 14, 1859, when the Act of Congress admitting Oregon into the Union provided for a grant of seventy-two sections of land for the establishment and support of a state university. The state Legislature by an act of June 3, 1859, committed the people of Oregon to the application of the proceeds from the grant "to the use and support of a state university."

The pioneer settlement of the then very remote Oregon proceeded slowly so the accumulation of funds from the sale of these university lands was not rapid. The population of Oregon in 1850 (including the entire Oregon Country) was only 13,294. In 1860, the European population of the state was 52,465 and in 1870, 90,923. Already five denominational colleges were established in the state in 1860, and the United States census of 1870 reports twenty as the number of "classical, professional and technical" institutions ("not public") in the state. The creation of a state university had naturally been deferred.

The Legislature on October 19, 1872, however, passed an act "to create, organize and locate the University of the State of Oregon" after a fund of $31,635 had accumulated from the sales of university lands. Eugene was chosen as the site for the University after the Lane County delegation offered to provide a building and campus worth $50,000. The Union University association of Eugene, the organization promoting the school, was given two years by the Legislature in which to construct this building.

But, unfortunately, the genesis of the University and the economic troubles of 1873 came at about the same time and the University progenitors ran into difficulties when strong opposition developed to the county tax which was authorized by the Legislature to raise $30,000 of the $50,000. The levy was eventually rescinded. However, construction on the first University building, Deady Hall, began in May, 1873. After an intense struggle to keep the enterprise alive and a two-year extension of time for completion had been granted, the conditions specified as required to be met in creating the University were declared fulfilled and the site and building were accepted by the state July 28, 1876, and classrooms opened that fall.

The first University courses offered classical and literary subjects and some scientific studies. The institution's growth necessitated broadening the curriculum to include scientific and professional courses. The first class was graduated in June 1878.

Since its founding, the University of Oregon has been served by 17 presidents: John Wesley Johnson, 1876-1893 (A.B. and A.M., Yale, 1865); John Straub, acting president, 1893 (M.A., Mercersburg, 1879); Charles Hiram Chapman, 1893-1899 (Ph.D., Johns Hopkins, 1890); Frank Strong, 1899-1902 (Ph.D., Yale, 1897); Prince Lucien Campbell, 1902-1925 (A.B., Harvard, 1886); Arnold Bennett Hall, 1926-1932 (J.D., Chicago, 1907, LL.D., Franklin, 1924); Clarence Valentine Boyer, 1934-1938 (J.D., Pittsburgh, 1904, Ph.D., Princeton, 1911); Donald Milton Erb, 1938-1943 (Ph.D., Harvard, 1930); Orlando John Hollis, acting president, 1944-1945 (J.D., 1928, Oregon); Harry K. Newburn, 1945-1953 (Ph.D., Iowa, 1933); Victor Pierpont Morris, acting president, 1953-1954 (Ph.D., Columbia, 1930); O. Meredith Wilson, 1954-1960 (Ph.D., California at Berkeley, 1943); William C. Jones, acting president, 1960-1961 (Ph.D., Minnesota, 1940); Arthur S. Flemming, 1961-1968 (LL.D., George Washington, 1933); Charles Ellicott Johnson, acting president, 1968-1969 (Ph.D., Minnesota, 1952); Robert D. Clark, 1969-1975 (Ph.D., University of Southern California, 1946); William Beaty Boyd, since 1975 (Ph.D., Pennsylvania, 1954).

The University Today: General guidelines—goals and objectives—for the several institutions of the Oregon State System of Higher Education were adopted by the Oregon State Board of Higher Education in 1964. The Board reviewed the guidelines in subsequent years and reaffirmed them in 1973. Guidelines for the University of Oregon are summarized in part below.

The University is guided by the principle that it shall make available educational opportunities of high quality which can help students acquire knowledge, skills, and wisdom for (1) personal development and enrichment, including emphasis on the arts, letters, and other expressions of the human spirit, (2) an understanding of science and technology; (3) an understanding of other peoples and cultures as well as our own; and (4) responsible participation in a democratic society.

Fundamental to the success of the University's educational mission is preserving and encouraging an atmosphere of intellectual freedom. Without the freedom to seek information and knowledge in the library, in the classroom, in the laboratory, in field studies, in the words of campus speakers, the objectives of a University cannot be achieved.

The University is dedicated to making available opportunities for professional and graduate education, in areas appropriate to its mission, which will enable students to render effective service in a rapidly changing society; and to help meet the needs of the state and nation for teachers at all levels of education as well as pro-

viding for graduate preparation in business, government, science, the professions, and other areas of human endeavor.

The University is committed to the advancement of knowledge through encouragement and development of scholarship, research, and artistic and professional achievements.

The University is committed to provide service to the state of Oregon and to make available the results of research and study in the solution of local, state, and national problems.

Currently, 16,762 students are enrolled, including 4,451 graduate students. The University has 932 full-time faculty members engaged in teaching and research. The current curriculum covers a broad range of knowledge: thirty-five departments and special programs in the arts and sciences; nine professional schools and colleges; twelve research bureaus, institutes, and centers; and a graduate division.

Accreditation: The University of Oregon was named to membership in the Association of American Universities in 1969. The University has full accreditation from the Northwest Association of Schools and Colleges. Professional schools and colleges have approval from the appropriate accrediting organization: American Assembly of College Schools of Business, American Institute of Planners, American Council on Education for Journalism, American Library Association, American Psychological Association, Association of American Law Schools, Foundation for Interior Design and Research, National Architectural Accrediting Board, National Association of Schools of Music, National Athletic Trainers Association, National Council for the Accreditation of Teacher Education, National Council of Instruction in Landscape Architecture, National Council on Social Work Education, and Teachers Standards and Practices Commission of Oregon.

Income: Funds for the support of higher education in Oregon are derived primarily from state appropriations for the operation of institutions, specified sums from the national government assigned for definite purposes by Congressional acts, income from student tuition and other fees, and such sources as gifts, grants, sales, and service charges. The current annual budget for the University of Oregon is $70,049,980.

The Community: The University of Oregon main campus is in Eugene, a city of over 96,600 people, located at the southern tip of the Willamette Valley. The city is a center for government, farming, the lumber industry, transportation, health and medical services, education, music, and theater. There are numerous parks and public gardens, and facilities for sports and outdoor recreation. Although the community is the state's second largest metropolitan area, it retains much of the atmosphere of a small town.

Both campus and community sponsor and patronize a wide variety of lectures, art exhibits, concerts, theatrical productions, and sports events. Local education, recreation, shopping, and medical care are excellent.

Eugene is an hour's drive from either the Pacific Ocean or the Cascade Mountains. Because of its location, its unspoiled natural environment, and mild year-round climate, outdoor activities such as camping, hiking, fishing, boating, and skiing are extremely popular.

Outside the metropolitan area, the county is pleasantly rural. The evergreen forests help make it the lumber capital of the United States; agriculture ranks as the second industry. Eugene is the county seat for Lane County, and the site for a number of federal, state, and local governmental agencies.

University students are able to gain academic credit, practical experience, and income by working in local governmental offices, businesses, social agencies, parks, and schools. Faculty and staff members serve the community in many advisory and volunteer roles, and are members of such bodies as the city council, school boards, and various public and private boards and commissions. Students may and do take part in all aspects of community life.

Campus and Buildings: The 250-acre tree-shaded campus includes 25 large classroom buildings, a great central library and several specialized libraries, a student union, health center, clinics and laboratories, administration and service buildings, six large dormitories, and athletic facilities for men and women.

The following descriptions, arranged alphabetically, list the principal structures and their purposes. In each case, the date of erection is noted; if a building was constructed in successive units, the dates for the respective units are indicated in order. Location of the buildings is found on the map in the back of this catalog.

Allen Hall (1922, 1954) houses the School of Journalism and the University Printing Department; it is named for the late Eric William Allen, who came to Oregon in 1912 and was the first Dean of the School, 1916-1944.

Bean Complex (1967) houses the dormitory halls Caswell, DeBusk, Ganoe, Henderson, Moore, Parsons, Thornton, and Willcox, all named for past members of the University faculty. Robert Sharp Bean was a member of the first graduation class at the University of Oregon in 1878; he later became a member of the Board of Regents (1899-1920), and was a United States District Judge.

Carson Hall (1949) women's dormitory, named for Luella Clay Carson, Professor of English Literature (1888-1895) and the first Dean of Women (1900-1909).

Clinical Services Building (1969) houses such special training programs and community services as speech pathology and audiology, mental retardation, and the Center on Human Development.

Chapman Hall (1939) houses the School of Librarianship, the Department of Religious Studies, the Graduate School and the vice-chancellor for Facilities Planning; it is named for Charles H. Chapman, second President of the University of Oregon, 1893-1899.

Computing Center (1967, 1970) houses the computing facilities for the University, serving instructional, research, and administrative needs.

Condon Hall (1924, 1968) provides classrooms and offices for the Departments of Geography and Classics, the University Library Map Room and the Learning Resources Center; it is named for Dr. Thomas Condon, a member of the first faculty and professor of geology (1876-1905).

Deady Hall (1876, 1913) houses classrooms and offices of the Department of Mathematics; for almost a decade, this building was the University and all university functions took place here. It was built by the citizens of Lane County and given to the state for the State University. Matthew Deady, for whom it is named, was a member and president of the Board of Regents (1873-1893) and author of the Oregon Civil Code. He was a United States District Judge. Deady Hall is listed on the National Register of Historic Places.

Earl Complex (1955) houses the dormitory halls McClure, Morton, Stafford, and Young, all named for past faculty members. Virgil Delman Earl, for whom it is named, was Dean of Men, 1931-1948.

The Education Building (1921) houses offices and classrooms for the College of Education.

Erb Memorial Union (1949, 1963, 1974) houses a variety of student cultural and recreational activities, including the offices of the Associated Students and the *Oregon Daily Emerald*, and is financed with student fees and its own earnings; initial funding for construction came from alumni, friends, students, and Eugene merchants. It is named for Donald Erb, seventh president (1938-1943), who was instrumental in creating interest in the need for a student union on the campus.

A. A. Esslinger Hall (1936, 1967, 1971) houses the offices and classrooms for the College of Health, Physical Education, and Parks and Recreation, and a number of gymnasiums and courts. Dr. Esslinger was dean of the School, 1953-1973.

Faculty Center (1885, 1963) is a wooden Victorian residence originally constructed by Professor George Collier (1879-1895) and purchased by the University in 1896. It was the residence of the University President, 1896-1930, the Chancellor, 1932-37, and again the President, 1937-1940. It has been remodeled to house Faculty Club dining and meeting rooms.

Fenton Hall (1906, 1914, 1977), built originally for the University Library, in 1938 became the School of Law. It has undergone major remodeling for use by the Department of Mathematics main office and the University Archives. William David Fenton was a lawyer and judge in Oregon, and donated the Kenneth Lucas Fenton Memorial Library to the School of Law in memory of his son.

Friendly Hall (1893, 1914, 1929) was the first co-ed dormitory at the University (1893). It became a men's dormitory in 1894 and remained this until 1929. It currently houses the offices of the Dean of Arts and Sciences, and of Academic Advising, and classrooms and offices for the various language departments. The Robert Donald Clark Honors College is here also, named for the eleventh University President. Samson Friendly was a Regent, 1895-1915, and a founder of the University.

Gerlinger Hall (1921) houses the beautiful Alumni social hall, classrooms, a swimming pool, and a part of the Physical Education department and facilities. It is named for Irene Hazard (Mrs. George) Gerlinger, who led the drive for funds to finance its construction and was a member of the Board of Regents, 1914-1929.

James Henry Gilbert Hall (1916, 1921, 1954) houses the College of Business and the Department of Anthropology, and provides classrooms and lecture halls for the general University. Dr. Gilbert was professor of economics from 1907, and dean of liberal arts, 1925-1947.

Hayward Field Grandstands (1920, 1925, 1975) provide spectator seats for about 10,000 persons at track events. William Louis Hayward was professor and track coach, 1904-1947, trainer for all athletic teams, 1903-1940, coach for the Olympic teams, 1908, 1912, and Olympic trainer, 1912-1932.

Hamilton Complex (1962) houses the dormitory halls Boynton, Cloran, McClain, Tingle, Spiller, Robbins, Dunn, Collier, Burgess, and Watson; all are named for past University faculty members. James W. Hamilton was a Regent, 1901-1929, and a Circuit Court Judge.

Hendricks Hall (1918), originally a women's dormitory, now houses the School of Community Service and Public Affairs, and the Bureau of Governmental Research and Service; it is named for Thomas Hendricks, banker and Regent, 1872-1885, and a founder of the University.

Johnson Hall (1915) also known as the Administration Building, houses the offices of the President and the Vice-Presidents and their various staffs, the offices of the Chancellor and his staff, and the telephone exchange. John Wesley Johnson was the first president of the University, 1876-1893, and Professor of Latin, 1876-1898.

Law Center (1970) houses the School of Law, the Kenneth Lucas Fenton Memorial Law Library, and a federal courtroom.

Lawrence Hall (1902, 1914, 1957, 1971) houses the various departments, offices, and studios of the School of Architecture and Allied Arts, and the Architecture Library; it is named for Ellis Fuller Lawrence, first dean of the School of Architecture, 1914-1946, and the architect for some seventeen structures on campus.

Leighton Pool (1959) men's swimming pool, is named for Ralph Waldo Leighton, dean of the School of Physical Education, 1938-1953.

Library (1937, 1950, 1966). It was constructed initially by PWA labor and a loan from the Federal government that was repaid by the student building fee. The original part of the library cost $448,000 and the state paid no part of the construction cost.

McArthur Court (1926, 1959), constructed almost entirely from funds derived by the use of the student building fee, was at the time of its construction one of the largest and best-equipped athletic buildings in the West. It is named for Clifton N. "Pat" McArthur, "Father of University Athletics," who while a student (Class of 1901) served as student manager for athletics (similar to the modern post of athletic director); he was a member of the U.S. House of Representatives, 1915-1923.

Museum of Art (1931), a gift of the people of the state and University alumni and friends, particularly Gertrude Bass Warner, who contributed the Murray Warner Collection of Oriental Art.

Music Building (1921, 1949, 1972) houses the School of Music, and the Beall Concert Hall.

Oregon Hall (1973) houses various administrative and student services, including the business office, the registrar, student personnel, and student finance.

Prince Lucien Campbell Hall (1964, 1967) houses the College of Arts and Sciences departments of Economics, English, History, Philosophy, Political Science, and Sociology, and the offices for Summer Session and Continuing Education, among others. Campbell was President of the University, 1902-1925.

Science Complex (1951, 1961, 1966, 1971, 1973) houses the College of Arts and Sciences departments of Biology, Chemistry, Geology, and Physics, and the Museum of Natural History.

Science Library (1968) houses the specialized library collections required by the various science disciplines.

Straub Hall (1929, 1975) was originally a men's dormitory named the John Straub Memorial Building. It houses the Department of Psychology. John Straub was professor of Greek 1878-1930, acting president, 1893, Dean of Men, 1900-1925, Dean of the College of Literature, Sciences, and the Arts 1900-1920. He served as Dean of Men and Women, 1888-1900, and continued as an active Professor of Greek through 1930.

Student Health Center (1965) houses the offices of physicians and nurses, and an infirmary.

Susan Campbell Hall (1921), originally built as a dormitory for 112 women, now houses a variety of administrative offices including the Development Fund, University Relations, *Old Oregon*, Publications, News Bureau, Alumni Office, Counseling, and Career Planning and Placement. Susan Church Campbell was initially employed by the University in 1908 as Director of Dormitories, a position she gave up when she married President Campbell. She was an active supporter of the University and its fund-raising drives.

Tennis Courts (1972), an open-air pavilion roofed for protection from rain and wind, provides year-round courts for handball and tennis.

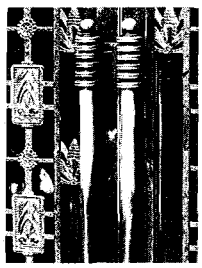
University Inn (1967), formerly College Inn, a privately owned housing facility for 450 students, was purchased by the State Board of Higher Education in 1975 for use as a dormitory.

Villard Hall (1886, 1949) ties with the Faculty Center as the second oldest building on campus. It houses the Department of Speech, the radio and television broadcast studios, and the Horace W. Robinson Theatre in a separate wing. Henry Villard was President of the North Pacific Railroad and the first benefactor of the University. Villard Hall is listed on the National Register of Historic Places.

Volcanology Center (1936, 1965), originally constructed as the infirmary and student health center, the building was remodeled to accommodate graduate instruction and research in volcanic geology, petrology, geochemistry, and geophysics.

Walton Complex (1957) houses the dormitory halls Adams Clark, Douglass, Smith, Sweetser, Schafer, McAlister, Hawthorne, Dyment, and DeCou, all named for past faculty members of the University. Joshua J. Walton was a lawyer, judge, and Regent, 1872-1885 and 1893-1895; he was secretary of the Board of Regents, 1873-1906, and a founder of the University.

Admissions



Undergraduate Admissions: To be admitted or to earn credit in the fall, winter or spring terms, undergraduate students must send to the Office of Admissions: (1) an application on an official University form, obtainable through the Office of Admissions or in the office of the principal in high schools of Oregon; (2) a $10.00 application fee (this fee is not refundable); (3) official transcripts of all high school or college records or both. (College transfers need not file a separate high-school transcript if the appropriate information is recorded on the college record.)

Freshmen applicants (including college transfers who either will transfer with less than 15 credit hours of advanced standing or who have not completed a course in English Composition) must also file with the Office of Admissions the results of either the *Scholastic Aptitude Test*, or the *American College Testing* assessment. The test results are used for advising and for course-placement recommendations, an integral part of the admissions process. Applicants who will submit transcripts from schools which do not employ a traditional grading system (A = 4.00, etc.) should submit the results of the American College Test.

Applications and supporting materials should be filed well before the applicant intends to enter the University; late filing may delay or prevent registration. Undergraduate students (except foreign students) seeking admission must submit their applications to the Office of Admissions no later than thirty days prior to the start of the term to which admission is sought. Students (except foreign students) planning to enter the University in the fall term should submit their applications no later than August 15.

An undergraduate applicant who is not a citizen of the United States, and who does not possess an immigrant visa, must file an application and the available supporting credentials by May 1 if seeking admission to the summer session or the fall term. Application deadline for winter term is October 15; for spring term, January 15.

If a student fails to submit the required documents in complete and satisfactory form, admission and registration may be cancelled. All records submitted, filed, and accumulated in the Office of Admissions and the Office of the Registrar become the property of the University.

To be considered for admission to the University's undergraduate colleges and schools, a student must satisfy the minimum criteria described below. However, satisfaction of these minimum admission standards does not guarantee acceptance.

Admission to the College of Arts and Sciences

To be admitted to freshman standing in the College of Arts and Sciences, a student must be a graduate of a standard or accredited high school and, in addition, must meet certain qualitative educational standards. The qualitative requirements for residents of Oregon differ from those of nonresident students.

Resident Freshmen: To be eligible for admission with freshman standing, a student who is a resident of Oregon must have a 2.50 grade-point average in all high-school subjects taken for graduation. If a grade-point average of 2.50 has not been achieved, the student may still be admitted to any term provided the grade-point average combined with the results of either the *Scholastic Aptitude Test* or *American College Testing* scores, yields a predicted first term college grade-point average of at least 2.00. The predicted grade-point average is the product of a formula which weights the three elements involved, *i.e.*, grade-point average, verbal aptitude, and mathematics aptitude according to the contribution each seems to make in the forecasting of academic success at the University.

Another admission option is to achieve a grade-point average of 2.00 on either a structured 12 credit-hour course load in a University of Oregon summer session or a 15 credit-hour (10 semester credits equal 15 term credits) load of the students' choice in any accredited college which then qualifies the student for admission as a transfer student. The structured 12-credit load in the University of Oregon summer session must include Writing 121 and any 9-credit combination of arts and letters, social science, and science courses which will satisfy the three group requirements. All credit taken under either option must be graded.

Nonresident Students: To be eligible for admission with freshman standing, a student who is not a resident of Oregon must: (1) have a 2.75 grade-point average in all high-school subjects taken for graduation; or (2) have a 2.25 high school grade-point average combined with satisfactory scores on either the *Scholastic Aptitude Test* or the *American College Testing* assessment which yields a predicted first-term college grade-point average of at least 2.10; or (3) achieve a grade-point average of 2.00 on either the 12 or 15 credit hour summer session options defined above for Oregon residents.

Early Admission: A high-school student who meets the above criteria for either resident or nonresident applicants by the end of the first six semesters of high school work will be granted admission with subsequent enrollment contingent only upon completion of high-school graduation requirements, and maintenance of the minimum qualifying standard.

Admission of Undergraduate Transfers

Transfer students are persons admitted to the University of Oregon after having been registered in other universities, colleges, and community colleges, or in a department or center of extension work, including the Division of Continuing Education of the Oregon State System of Higher Education. Transfer students must present evidence that they were in good standing when leaving the college or university previously attended. They must meet certain qualitative standards of scholastic attainment. To be eligible for admission as a transfer student, an applicant must present a grade-point average of 2.00 covering all previous transferable college work attempted. Transfer students who have completed less than 15 term credits (10 semester units) of graded college work must meet the requirements for freshman admission.

The amount of transferred credit granted depends upon the nature and quality of the applicant's previous work evaluated according to the academic requirements of the University. Records from institutions fully accredited by appropriate regional accrediting associations are evaluated before admission is granted. A maximum of 108 credit hours earned at an accredited community college or junior college may be counted toward the baccalaureate degree. Usually, no advanced standing is granted at entrance for

work done in nonaccredited collegiate institutions. This policy, however, is tempered by recommendations contained in the *Report of Credit Given by Educational Institutions*, published by the American Association of Collegiate Registrars and Admissions Officers. Validating examinations may be required.

Admission to Professional Schools and Colleges

The requirements for admission to the University's professional schools and colleges establish minimum standards for a particular program. Meeting these standards does not guarantee acceptance to it. Applicants for admission to the professional schools and colleges must meet the same minimum admission standards as were previously cited for the College of Arts and Sciences. Students are seldom admitted to the professional schools with less than junior standing. Several schools and colleges employ additional criteria and selection techniques to insure that enrollment does not exceed their capability to deal effectively with it. Please consult the departmental sections of this catalog for further details.

Architecture and Allied Arts: Prospective Art Education, Art History and Fine and Applied Arts majors are admitted with major status if they meet the University admission standards. Landscape Architecture applicants who have earned college credits, and Architecture and Interior Architecture applicants are requested to submit supplementary information as specified by the department. Instructions are forwarded to applicants when the application for admission to the University is received by the Admissions Office. No special submissions are required for Landscape Architecture applicants who will be freshmen. The deadline for applying is February 15. Students are admitted for the Fall term only.

Business Administration: Applicants are admitted with major status if they indicate a specific major on the University application form. Applicants who are undecided about a specific major in the college are admitted with pre-major status.

Community Service and Public Affairs: Applicants who will have completed less than 90 credit hours at the time of their matriculation are admitted to the School with pre-major status. To be admitted as a major in the School requires, in addition to the general standards, that the applicant be a college junior (90 credit hours of advanced standing) and have completed most of the general University requirements.

In addition to the University application, prospective majors are required to submit a separate application for admission to the School of Community Service and Public Affairs which is obtained from the School's undergraduate advising office. The deadlines for applying are winter term, November 1; spring term, February 1; summer and fall, April 15; extended fall deadline, July 30.

Education: Prospective majors are admitted with premajor status and must complete specified courses in Education to be classified as majors. Students transferring to the University will have their prior record reviewed by the college for placement in the curriculum (See Education section of this catalog for details).

Health, Physical Education, and Recreation: Prospective Physical Education majors are admitted with major status. To be accepted as a major in Health or Recreation Management, the applicant must have completed a number of general University of Oregon and departmental requirements (See Health or Recreation and Park Management section for details).

The Department of Dance accepts students who are not Dance majors in many classes offered by the Department. To enroll in technique classes, however, requires an audition. Students accepted initially as pre-majors must satisfactorily complete a number of foundation courses specified by the Department to become classified as Dance majors.

Journalism: Acceptance as a journalism major requires that the student be a college junior (90 credit hours), have substantially satisfied the lower-division requirements of the University, and have achieved a grade-point average of 2.50, or higher. In addition, the student must have completed, with credit, Journalistic Writing (J 250) or equivalent, or have passed the school's waiver examination for this course. Since many students transferring from other institutions will not have had the opportunity to fulfill this requirement, they begin their professional studies as pre-journalism students.

Music: An applicant seeking admission to the School of Music will be asked to submit supplementary information when the application is received in the Office of Admissions. Arrangements will also have to be made for an audition which may be done in person or be satisfied by the submission of a tape recording of the applicant's personal vocal or instrumental performance, or of a performance of the applicant's own compositions. (For details of these procedures refer to the School of Music portion of this catalog.)

Nursing: Students planning to enter the School of Nursing of the University of Oregon Health Sciences Center need to qualify for the pre-sursing program on the Eugene campus by meeting the general requirements for admission to the College of Arts and Sciences. Selection to the School of Nursing in Portland will be determined from applications directed later to that school.

School of Law and *School of Librarianship:* Admission to either of these schools at the University of Oregon is predicated upon the receipt of an undergraduate degree. Information about admission to those graduate programs may be obtained by writing directly to the deans of the schools.

For further details on admission, direct inquiries to the Director of Admissions, University of Oregon, Eugene, Oregon 97403.

Nonresident Fee

Under the regulations of the Oregon State Board of Higher Education, an unemancipated student whose parent or guardian is a bona fide resident of Oregon qualifies for enrollment under the resident fee. Only persons who are citizens or permanent residents of the United States may qualify for resident classification. An emancipated student whose domicile is independent of parent or guardian qualifies for enrollment under the resident fee if convincing evidence is presented that the student established a domicile in Oregon six months prior to his or her first registration in any institution of higher learning in the State of Oregon (enrollment in any term including a summer session constitutes registration).

An emancipated student is one who has a domicile independent of parents or legal guardian and receives no financial support from them. Students claiming emancipation on the basis of independence of domicile and financial support are required to furnish a notarized statement from parent or guardian. This statement must verify that: (1) The parent is not supporting the student financially and has not since the date nonsupport began, as attested in the sworn statement. (2) The parent did not claim the student as a Federal income tax deduction in the most recent tax returns and will not do so in the future. The time requirement (for either the six-months rule or twelve-months rule) for residency will begin with the date appearing on the notarized statement of the parent or legal guardian.

An emancipated student who seeks to qualify for residency by virtue of residing in Oregon six months prior to the time of registration at the University must not only be present in Oregon in person, but must demonstrate that a bona fide permanent domicile in Oregon has been established.

An emancipated student who fails to establish an Oregon domicile at least six months prior to initial registration at an Oregon

institution of higher education, but who pays nonresident fees for an entire school year, and lives continuously in Oregon during twelve consecutive months, may be considered a resident of Oregon for fee purposes if it can be demonstrated that a bona fide permanent domicile has been established.

All other students are required to pay the nonresident fee, with the following exceptions: (1) a student who holds a baccalaureate degree from an accredited college or university (however, a nonresident student with a baccalaureate degree enrolled in a curriculum at the Medical or Dental School of the University of Oregon Health Sciences Center leading to the degree of Doctor of Medicine or Doctor of Dental Medicine is required to pay the nonresident fee); (2) a student attending a summer session.

A student who has been classified as a nonresident may be considered for reclassification as a resident under the following conditions:

(1) For an unemancipated student, if parent or guardian has moved to Oregon and has established a bona fide domicile in the state.

(2) For an emancipated student whose domicile is independent of that of parent or guardian, convincing evidenct must be presented that domicile has been established in Oregon, that the student has lived in the state for an entire year immediately prior to the term for which classification is sought, and that there is no intention of moving out of the state immediately after school work is completed.

A student whose official record shows a domicile outside Oregon is *prima facie* a nonresident and the burden is upon the student to prove Oregon residence. If the student's academic record shows attendance at a school outside Oregon, further proof of Oregon domicile may be required.

Applicants with questions concerning the rules governing the administration of these policies should consult the Office of Admissions.

Placement Examinations

Either *Scholastic Aptitude Test* or *American College Testing* results must be filed by freshmen applicants, including transfers with less than 15 term hours of advanced standing, before the application can be reviewed. Transfer applicants who have not completed a course in English Composition must also submit the test scores. Results of these tests determine the student's proper placement in Writing and Mathematics. In addition, an individual who has studied one foreign language for two or more years in high school should take the College Board Achievement Test in that language for potential placement usage, if the language is to be studied in college, or for possible waiver of the language requirement for a degree when this is appropriate. Special campus administration of placement tests sometimes may be arranged for those who seek admission too late to be served by one of the nationally scheduled testing dates.

Advanced Placement Program

Students who receive satisfactory grades in Advanced Placement examinations administered by the College Entrance Examination Board may, on admission to the University, be granted credit toward a baccalaureate degree in comparable University courses.

The fields included in the Advanced Placement Programs are: English composition and literature, Art History, American history, European history, biology, chemistry, physics, mathematics, French, German, Spanish, and Latin. Information concerning advanced placement may be obtained from the Office of Admissions, Oregon Hall.

Credit by Examination

Students may acquire undergraduate credit by examination for any University of Oregon course numbered 100-499, with the exception of 199, and 401-420 inclusive, unless the department or school responsible for the course has specifically withdrawn the course for such purpose. Students may also receive credit through examinations in CLEP (College Level Examination Program). The CLEP fields approved at the University include the general examinations in social sciences (history), natural sciences, and humanities, and the subject examinations in Afro-American history, American history, American literature, analysis and interpretation of literature, biology, college algebra, college algebra-trigonometry, English literature, general chemistry, geology, introductory business law, introductory sociology, money and banking, and trigonometry.

Information concerning credit by examination, covering either University courses or CLEP, may be obtained from the Counseling Center office.

Honors

The University of Oregon offers special programs of study as a challenge to students of superior scholastic ability. Students interested in such programs may consult their major department or school for details. Recognition of outstanding scholarship is also provided through election to membership in several honor societies.

Honors College: The University of Oregon Honors College offers a four-year program of study leading to the degree of Bachelor of Arts (Honors College). For further information see the Honors College section of this catalog.

Master's Degree with Honors: Candidates for the master's degree who pass a final examination with exceptional merit may, by vote of the examining committee, be awarded the degree with honors.

Honor Societies: University of Oregon chapters of several national scholastic honor societies recognize exceptional distinction in scholarship through election to membership. Among these societies are: Phi Beta Kappa (liberal arts), Sigma Xi (science), Order of the Coif (law), Kappa Tau Alpha (journalism), Beta Gamma Sigma (business administration), Pi Kappa Lambda (music), Alpha Lambda Delta (freshman women), Phi Eta Sigma (freshmen men).

Outstanding Students: Four significant awards of merit are traditionally given to outstanding students during Parents Weekend in May. A student-faculty committee chooses the recipients according to criteria set by the men and women who established the prizes.

The AAUW Senior Woman Recognition Award goes each year to an outstanding Senior woman at the University. The Oregon State Division of the American Association of University Women criteria for selection are outstanding scholarship, character, personality, contribution to campus and community life, and potential for future growth.

The Gerlinger Cup is awarded to a Junior woman for her achievements in scholarship, leadership, and service to the University. This award was created in 1918 by Irene Hazard Gerlinger, first woman to serve on the University's Board of Regents.

The Maurice Harold Hunter Leadership Scholarship, awarded annually to a Junior man with qualities of leadership, was established in 1948 in memory of Captain Hunter, class of 1941.

The Koyl Cup was created in 1918 by Charles W. Koyl, Class of 1911, and is to be awarded to the Junior man who has shown the best all-around progress in areas of leadership, service, and academic achievement.

Enrollment and Academic Regulations

Registration Procedure: A registration period is set aside, with published dates, preceding the beginning of classes in each term or session. Currently, the registration process takes place in the arena of McArthur Court; students register by student identification number (Social Security Number) in a period of time reserved for them. Complete registration instructions are contained in the *Time Schedule of Classes*, which is furnished to each student at registration. Students are officially registered and entitled to attend classes only when they have completed the prescribed procedures.

Students planning to register in a term of the regular academic year after absence of a term or more must notify the Office of the Registrar by filing a re-enrollment card several weeks before registration, in order to allow time for the preparation of registration materials. If notice is not given, registration will be delayed, and the student may become subject to penalties.

Graduate students will find re-enrollment procedures detailed on page 54.

Students planning to register in a summer session should file, well in advance, a form stating this intent and supplying identifying and statistical information. This form is provided in the *Summer Session Catalog* and from the Summer Session Office or the Office of the Registrar.

All regular students are required to file official transcripts of any academic work taken at other institutions since their first enrollment in the University; a student's official records must be kept complete at all times. Exceptions are made only for "special" and "provisional" students who are formally admitted under individual arrangements, and for summer "transient" students, who are not formally evaluated and admitted. Any failure to file all required records is considered a breach of ethics, and may result in the cancellation of admission, registration, and credits.

The Student Health Center requires that all regular-session students returning after more than one year's absence be cleared through that office.

Students who need to be registered at the same time in more than one unit of the State System (*e.g.*, the University and the division of Continuing Education) may accomplish this without paying excess fees, under the provisions for "concurrent enrollment." The necessary forms and instructions are available in the Office of the Registrar.

Academic Advising: Academic advising is regarded by the University as an extension of the teaching function and, therefore, as an important responsibility of the faculty. Faculty members are trained to provide a pleasant session for the student's first contact with the University's academic community. It is expected that students also will prepare for their advising session with advance study of the University's various published materials. Academic advisers communicate to students, particularly freshmen, the meaning of higher education and its significance to the student. Advisers also explain University academic requirements and assist individual students in building programs which satisfy these requirements.

The Office of Academic Advising coordinates a general program of advising in which each student is assigned a faculty adviser, normally one who teaches in the student's major field. Students must have their first-term programs in the University signed by their advisers, and should consult with their advisers whenever they have academic problems.

Advisers for all students who have chosen a field of major study are assigned by major schools and departments; advisers for other students are assigned by the Office of Academic Advising. The director of Academic Advising is affiliated with the Office of the Dean, College of Arts and Sciences.

Students are encouraged to meet with their academic advisers frequently.

Academic Procedure: The regular academic year throughout the Oregon State System of Higher Education is divided into three terms of approximately twelve weeks each. (Except for the School of Law, which operates on a semester calendar.)

The summer session supplements the work of the regular year, for which special announcements are issued. Students may enter at the beginning of any term. It is important that freshmen and transferring students entering in the fall term be present for New Student Week. A detailed calendar for the current year appears in the opening pages of this catalog.

Students are held responsible for familiarity with University requirements governing such matters as routine of registration, academic standards, student activities, organizations, and the like. Complete academic regulations are included each term in the separately published *Time Schedule of Classes*, a copy of which is furnished each student at registration.

When regulations are changed, the changes are effective on the date of their publication, unless a later date is indicated.

Academic Standing: The administration of the regulations governing academic standing is vested in the Committee on Scholastic Deficiency of the faculty. This committee may disqualify a student from attending the University of Oregon when it appears that work is of such character that he or she is not maintaining substantial progress toward meeting graduation requirements. In general, profitable and creditable work means substantial progres toward meeting graduation requirements. Any term or cumulative record which is considered unsatisfactory may bring the student's record under review by the committee. A student's progres is determined by the percentage of course work completed satisfactorily. Students who fail to pass a major portion of the work attempted wil be reviewed by the committee. Further details on committee procedures are published each term in the *Time Schedule of Classes.*

Alternate Methods for Earning Academic Credit: A variety of alternative means are available which enable students to earn credit toward graduation and thereby lessen the time and cost required for the usual four years of undergraduate study. Brief descriptions of these programs appear below. Additional information is available from counselors, the Office of Admissions, and from the academic departments concerned.

Advanced Placement: Students who have completed college-level studies in high school under the Advanced Placement Program sponsored by the College Entrance Examination Board, and who have received grades which meet the University requirement for creditable work, may be granted credit in comparable University courses upon matriculation to freshman standing.

College Level Examination: For some courses, departments

have authorized the use of subject examinations prepared by the College Entrance Examination Board under its College Level Examination Program (CLEP). Examinations are available, for example, in American history, principles of economics, calculus, and biology. Students who have not completed their sophomore year may also take CLEP general examination in the humanities, sciences, and social sciences. A score of 500 or better on each general examination earns nine hours of credit toward graduation and fulfillment of the group requirements for the baccalaureate degree.

The University will accept for transfer credit, upon admission to the University, the successful completion of CLEP subject and general examinations by students.

Nonmatriculation Program: Individuals who want to enroll for a limited number of regular University courses without the forfality of applying for admission may do so. A wide variety of courses are available for part-time, nonmatriculated persons of all ages. Further information on regulations governing enrollment and credit is available by phone or letter from the Office of Admissions, 270 Oregon Hall.

Course Challenge: Students may challenge undergraduate University courses by examination without actually registering in the courses. Students must be enrolled at the University on a part-time or a full-time basis. Any course may be challenged, if the department has not withdrawn it, if the course challenged does not duplicate credit already earned, and if the student has not already earned credit for courses more advanced than the course challenged. The fee is $15.00 per course challenge. The rules governing credit by examination are as follows:

(1) The student's petition to the Academic Requirements Committee must have the approval of the individual faculty member administering the test and approval of the dean or department head.

(2) Arrangements for the examination must be completed at least one month before the examination date.

(3) The student must pay, in advance, a special examination fee of $15.00 per course.

(4) The student is allowed only one opportunity to qualify for credit by examination in any given course.

(5) The student has the option of credit recorded with a mark of Pass (P) or Grade (A, B, C).

(6) Credit by examination may not be counted toward the satisfaction of the residence requirement.

(7) Credit by examination may be earned only in courses whose content is identified by the title in the University of Oregon catalog; credit by examination may not be earned for special studies (199), courses numbered 50-99, 200, or courses numbered 400-410.

(8) A student may not receive credit by examination in courses (a) which would substantially duplicate credit already received; (b) which are more elementary than courses in which previous credit has been received or status has been established.

(9) A student must be a regularly admitted student and registered for classes the term in which the examination is administered.

Definitions: The material which appears under this heading defines for the student some of the academic terminology in frequent use.

One credit hour represents approximately three hours of the student's time each week for one term. This time may be assigned to work in classroom or laboratory or to outside preparation. The number of lecture, recitation, laboratory, or other periods required per week for any course may be found in the *Time Schedule of Classes* published each term.

A course is a subject, or an instructional subdivision of a subject, offered through a single term.

A curriculum is an organized program of study arranged to provide integrated cultural or professional education.

A year sequence consists of three closely articulated courses extending through three terms of the academic year.

Prerequisite refers to a predetermined order in which courses must be completed before another can be taken; i.e., Mth 101 or its equivalent is prerequisite to Mth 102.

Reading and conference is a particular selection of material to be read by an individual student and discussed in conference with a professor.

Residence credit is academic work completed while the student is formally admitted and officially registered at the University of Oregon.

A seminar is a small group of advanced students studying a subject under a professor, each doing some original research, and all exchanging results through informal lectures, reports, and discussions.

To waive refers to the setting aside without credit, upon application by petition to the appropriate faculty committee, certain requirements for a degree.

A term is approximately one-third of the academic year, either fall, winter, or spring.

Course Numbering System: Courses in University of Oregon catalogs are numbered in accordance with the course-numbering plan of the Oregon State System of Higher Education. The plan, as it applies to University courses, is as follows:

1-49. Remedial courses which carry no credit toward a degree.

50-99. Beginning courses in subjects taught in high school which carry credit toward a bachelor degree.

100-299. Lower-division courses.

300-499. Upper-division courses.

400-410. Upper-division courses which may be repeated for successive terms under the same number, credit being granted according to the amount of work to be done. Certain numbers in this bracket are reserved for special types of work: 400 SEARCH; 401 Research or other supervised original work; 403 Thesis; 405 Reading and Conference; 406 Problems; 407 Seminar: 408 Workshop; and 409 Practicum; 410 Experimental Course. Informally termed open-ended courses, these generally do not have predetermined credits; credit is arranged.

400-499, with designation (G) or (g). Upper-division courses which may be taken for graduate credit. Courses which may be taken for graduate *major* credit are designated (G); courses which may be taken for graduate *minor or service-course* credit only are designated (g). Note: Print-outs from a computer replace the small (g) with M.)

500-599. Graduate courses. Seniors of superior scholastic achievement may be admitted to 500 courses on the approval of the instructor.

500-510. Graduate courses which may be repeated for successive terms under the same number, credit being granted according to the amount of work to be done (credit hours arranged). Certain numbers in this bracket are reserved for special types of work: 501 Research or other supervised original work: 503 Thesis; 505 Reading and Conference; 506 Special Studies; 507 Seminar; 508 Workshop; 509 Practicum; and 510 Experimental Course. In all divisions except the School of Law, Research (501) and Thesis (503) are classified as no-grade courses.

500-599 with designation (P). Courses in a professional field offered at a level of intellectual maturity suitable for graduate students who have earned a baccalaureate degree in a field other than their graduate professional field.

600-699. Courses of a highly professional or technical nature, which count toward a professional degree only (not toward advanced academic degrees such as M.A., M.S., Ph.D.).

The Grading System (Undergraduates): The University grading system is based on a dual structure. When permitted by pertinent regulations, a student may elect to be marked on either a Pass-Differentiated (A, B, C, D, F) or Pass-Undifferentiated (P/N) system. To meet the requirements for a baccalaureate degree, at least 90 credit hours of all undergraduate work must be completed satisfactorily under the Pass-Differentiated system. Graduation requirements for most undergraduate majors include 186 credit hours of satisfactorily completed work. Each department, school or special program has its own regulations on ungraded courses for majors. Before exercising the ungraded option, students should confer with advisers. At least 45 of the 90 graded credit hours must have been taken in residence at the University.

Grades: Student work is graded or marked as follows: A, excellent; B, good; C, satisfactory; P, satisfactory or better; D, inferior performance; F, unsatisfactory performance (no credit); N, less than satisfactory performance (no credit); I, incomplete; W, withdrawn; X, no grade reported by instructor; Y, no basis for grade (I, W, X, Y, are marks, not grades). Students ordinarily receive one of the four passing grades or N. Instructors may affix [+] and [−] marks to the grades A, B, C, and D (implementation may be delayed until 1978-79). 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 (Incomplete) may be made and additional time (normally not more than three terms for undergraduate student) granted for completion of the work. Graduate students are referred to page 55 of the catalog for time limits on the removal of incompletes.

Students may withdraw from a course by filing the proper forms in the Office of the Registrar in accordance with University regulations.

Pass-Differentiated (graded): Pass-differentiated grades are: A, excellent; B, good; C, satisfactory; D, inferior performance; F, unsatisfactory performance (no credit).

Pass-Undifferentiated (ungraded): Under certain conditions, students work may be entered in University records with a grade of "pass" (P) or "no pass" (N). Credits with a grade of P are granted: (1) for courses offered only on a no-grade basis and so designated in the *Catalog* and *Time Schedule of Classes*; (2) for any University course at the option of the student, provided that the pass-undifferentiated option is not contrary to the policy of the division offering the course; (3) for courses in which the student receives advanced-placement credit; (4) for work taken at another collegiate institution, in cases where the Director of Admissions is unable to evaluate the specific quality of the work in terms of the University grading system. A student who wants to exercise the pass-undifferentiated option in any course must do so at the time of registration, or within the period allowed for changes. Acceptability of credit earned with a mark of P toward the satisfaction of major requirements is determined by the school, department, or committee directing the major program.

Grade-Point Average: For the convenience of students wanting such information, there is noted here the following numerical equivalents of pass-differentiated grades: A, 4 points per credit hour; B, 3 points per credit hour; C, 2 points per credit hour; D, 1 point per credit hour; however, the University no longer computes a grade-point average to determine eligibility for graduation.

Application for a Degree: Students who plan to receive a degree from the University of Oregon must make application by filing the proper form in the Office of the Registrar before the close of the third week of classes in the same term as the anticipated date of graduation; late application will delay graduation. All University academic obligations must be satisfied before any degree will be conferred. Graduation dates and convocation exercises are scheduled toward the close of each of the four academic terms.

Degrees Offered by the University

The University of Oregon offers the following degrees:

Honors College: Bachelor of Arts.

Interdisciplinary Studies: Master of Arts, Master of Science.

Arts and Sciences: Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, Master of Fine Arts, Doctor of Philosophy, Doctor of Arts (English only).

Architecture and Allied Arts: Bachelor of Arts, Bachelor of Science, Bachelor of Architecture, Bachelor of Interior Architecture, Bachelor of Fine Arts, Bachelor of Landscape Architecture, Master of Arts, Master of Science, Master of Architecture, Master of Fine Arts, Master of Landscape Architecture, Master of Urban Planning, Doctor of Philosophy (Art History).

Business Administration: Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Master of Arts, Master of Science, Master of Business Administration, Doctor of Philosophy.

Community Service and Public Affairs: Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science.

Education: Bachelor of Arts, Bachelor of Science, Bachelor of Education, Master of Arts, Master of Science, Master of Education, Doctor of Education, Doctor of Philosophy.

Health, Physical Education, and Recreation: Bachelor of Arts, Bachelor of Science, Bachelor of Physical Education, Master of Arts, Master of Science, Doctor of Education, Doctor of Philosophy.

Journalism: Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science.

Law: Bachelor of Arts, Bachelor of Science, Doctor of Jurisprudence.

Librarianship: Master of Library Science.

Music: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Arts, Master of Music, Doctor of Musical Arts.

When requirements for degrees are changed, special arrangements may be made for students who have taken work under former requirements. In general, however, a student will be required to meet existing requirements at the time the degree is expected.

Students who plan their academic programs carefully may work toward a baccalaureate degree with more than one major.

For details on graduate degrees and departments offering them, please see the Graduate section of this catalog.

Graduation Requirements for the Baccalaureate Degree

Before the University of Oregon may confer a baccalaureate degree, an undergraduate student who is a candidate for a degree must have fulfilled the requirements which are itemized below. These include a minimum number of credit hours, a required level of academic performance, certain basic courses, completion of study in three different groups of academic disciplines, specific requirements in language and literature or science and social science. There is also a list of general limitations which apply in some circumstances.

Students determine their major fields in consultation with the Office of Academic Advising and with the appropriate department of instruction. The designation becomes part of the student's official record until a request for change is approved. Details on major classification and procedures for change appear in the *Time Schedule of Classes*. The University of Oregon no longer requires nor authorizes a minor, although it is possible to earn a double major by satisfying major requirements in more than one area.

(1) Minimum Credit Hours

(a) CUMULATIVE (SATISFACTORY WORK):
186—B.A., B.S., B.B.A., B.Ed., B.P.E., B.Mus. degrees
220—B.Arch., B.F.A., B.I.Arch., or B.L.A. degrees

(b) UPPER DIVISION:
62 credit hours of upper-division work for all baccalaureate degrees.

(c) ACADEMIC MAJOR:
36 credit hours in the major for all degrees; includes 24 credits in upper-division courses. Specific requirements are listed by the department, school, or college.

(d) RESIDENCE WORK AT UNIVERSITY OF OREGON:
Of the 186 or 220 hours required, 45 of the last 60 must be taken at the University of Oregon—this applies to all degrees. Only University of Oregon work completed in residence through registration at the University may be counted toward satisfaction of this requirement. (Courses completed through Continuing Education or through the University as a nonmatriculated student may not be counted as residence credit.)

(e) GRADED HOURS (A, B, C, D):
Ninety, of which a minimum of 45 credit hours must be earned at the University of Oregon.

(f) UNIVERSITY OF OREGON SATISFACTORY WORK:
Eighty-five per cent of all work graded A, B, C, D, P, F, N (I, X, Y are marks and are not counted as work completed) completed at the University of Oregon must be passed satisfactorily, and 90 per cent of credit earned (A, B, C, D, P) must be passed with grades of A, B, C, P)—this applies to all undergraduate degrees. No credit is allowed for a grade of N or F. (The University of Oregon does not compute the GPA.)

(2) Basic Courses Required for All Degrees

(a) *Written English;* six credit hours (Wr 121 and either Wr 122 or Wr 123 or Wr 323) with grade of C or better.

(b) *Physical Education;* five terms in activity courses (MPE 121-399, WPE 121-399, and CPE 121-399) unless excused.

(c) *Health Education;* HE 150, HE 250, or HE 440 (normally completed before the end of the sophomore year).

(d) *Group Requirements;* study completed in a spectrum of courses is required by the University of Oregon to promote breadth in a liberal education. All students are required to register for and complete work in each of three groups—Arts and Letters, Social Science, and Science. The courses that will fulfill this requirement are listed below.

The exclusions that will not satisfy this requirement are courses numbered 199, 200, 400-410, all writing courses numbered below 200, all courses numbered below 100, and graduate courses numbered 500 and above.

The baccalaureate degree in the College of Arts and Sciences requires six courses of at least 3 credit hours each, completed in each of the three groups—Arts and Letters, Social Science, and Science.

The baccalaureate degree in a Professional School or College requires three courses of at least 3 credit hours each taken in each of the three groups—Arts and Letters, Social Science, and Science —and three courses in any of the three groups or any combination of the three groups.

No more than six courses in any one department may be counted toward satisfaction of the group requirement.

ARTS AND LETTERS GROUP

Art History 201, 202, 203, 204, 205, 206, 207, 208, 209
Classics, and Chinese and Japanese
English, Writing (except as noted below)
General Literature
German and Russian
Linguistics 150
Music 201, 202, 203, 261, 262, 263
Philosophy 204, 212, 222, 301, 302, 303, 304, 305, 306, 411, 413, 416, 419, 423, 425, 427, 429, 430, 431, 432, 433, 434, 435, 438, 439, 440, 441, 442, 443, 447, 448
Romance Languages
Speech
Writing courses under 200 and other courses used for satisfaction of the written English requirement cannot be counted toward satisfaction of the Arts and Letters group requirement.

SOCIAL SCIENCE GROUP

Anthropology (*except* Anth 101, 320, 321, 322, 323, 470, 474, 475, 476, 477, 479)
Economics
Ethnic Studies
Geography (*except* Geog 101 481, 482, 487, 488, 489)
History
Linguistics 489, 490
Philosophy 201, 202, 203, 205, 206, 210, 221, 307, 308, 309, 321, 322, 323, 324, 325, 326, 339, 340, 350, 351, 444, 453, 454, 455, 456, 458, 459, 461, 462, 463, 465, 468, 480, 481, 482
Political Science
Psychology 201, 214, 215, 216, 353, 374, 388, 437 (and courses of at least 3 credits numbered 411-429 and 451-499)
Religious Studies
Sociology
Women's Studies

SCIENCE GROUP

Anthropology 101, 104, 211, 320, 321, 322, 323, 324, 470, 474, 475, 476, 477, 479
Computer Science
Biology
Chemistry
General Science
Geography 101, 481, 482, 487, 488, 489
Geology
Linguistics 290, 411, 412, 450, 451, 460
Mathematics
Physics
Psychology 211, 212, 213, 217, 218, 219, 302, 485 (and courses of at least 3 credits numbered 430-450)

(3) Specific Requirements

(a) B.A. only—Language and Literature, 36 credit hours, and proficiency in a foreign language. The language requirement for a B.A. degree may be met in any one of the following ways:

(i) Satisfactory completion of at least 3rd term, 2nd year foreign language.

(ii) Examination administered by the appropriate department, showing language competence equivalent to that attained at the end of two years of college study.

Scores on the Foreign Language exam taken by incoming freshment indicate level the student *might* begin, not where he *must* begin.

Language and Literature Fields: Classics ,Chinese and Japanese, Comparative Literature, English, General Literature, Linguistics 150, Romance Languages, Speech, Writing.

(b) B.S. Only—Science, 36 credit hours *or* Social Science, 36 credit hours:

(i) *Social Science Fields:* Anthropology (except those listed under Science), Economics, Ethnic Studies, Geography (except those listed under science), History, Linguistics 489, 490, Philosophy, Political Science, Psychology (except those listed under Science), Religious Studies, Sociology, Women's Studies.

(ii) *Science Fields:* Anthropology 101, 104, 211, 320, 321, 322, 323, 470, 474, 475, 476, 477, 478, 479), Biology, Chemistry, Computer Science, General Science, Geology, Geography 101, 481, 482, 487, 488, 489, Linguistics 290, 411, 412, 450, 451, 460, Mathematics, Physics, Psychology 211, 212, 213, 217, 218, 219, 302, 351, 485 and courses numbered 430-450.

(4) General Limitations

(a) A maximum of 108 credit hours earned at an accredited community college or junior college may be counted toward the baccalaureate degree.

(b) Correspondence study: maximum 60 credit hours.

(c) Law, medicine, dentistry, technology: maximum, 48 credit hours in professional courses toward any degree other than a professional degree.

(d) A maximum of 24 hours with not more than 12 in any one of the following areas:

(i) Lower division vocational technical courses.

(ii) Physical Education activity courses (normally MPE, WPE and CPE), except for majors in Health, Physical Education and Recreation.

(iii) Studio instruction in Music, except for majors in Music.

(e) Music Majors: towards the B.A., B.S. degree, a maximum of 24 hours in studio instruction of which not more than 12 hours may be taken in the student's freshman and sophomore years.

(f) Changes of grades including removal of incompletes must be filed within 30 days after the granting of a degree.

(5) Academic Majors

A student may be awarded a baccalaureate degree with more than one major by completing the following:

(a) All general University degree requirements appropriate to each designated major.

(b) All requirements in each major as specified by the appropriate departments, colleges, or schools.

(5) Second Baccalaureate Degree

A student who has been awarded a baccalaureate degree from an accredited institution may earn an additional baccalaureate degree at the University of Oregon. The student must satisfactorily complete all departmental, school, or college requirements for the second degree; of these requirements, the following must be satisfactorily completed subsequent to certification of the prior degree:

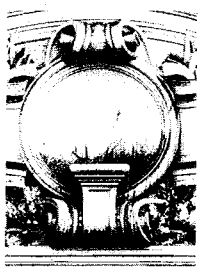
The student must satisfactorily complete an additional 36 credit hours in residence if the prior baccalaureate degree was awarded at the University of Oregon, or an additional 45 credit hours in residence if the prior baccalaureate degree was not awarded at the University of Oregon.

(a) At least 85 per cent of all work completed at the University of Oregon since the first baccalaureate degree must be passed satisfactorily.

(b) A minimum of 18 credit hours must be graded if the prior baccalaureate was earned at the University of Oregon, or 23 credit hours if from another institution.

(c) Seventy-five per cent of all course work in the major to be counted toward the second degree must be completed subsequent to the completion of work for the prior degree and certified by the major department.

Tuition and Fees



Regular tuition charges paid by students enrolled in the institutions of the Oregon State System of Higher Education include instruction fees, health service, incidental, and building fees.

Payment of the stipulated tuition entitles students enrolled for academic credit to services maintained by the University for the benefit of students. These services include: instruction in University courses; use of the University Library; use of Laboratory and course equipment and materials in connection with courses for which the student is registered; medical attention at the Student Health Center; use of gymnasium equipment (including gymnasium suits and laundry service); admission to concert and lecture series sponsored by the University. No reduction is made for students who may not want to use some of these services.

Tuition is paid by all students under the usual conditions of undergraduate or graduate study, and are payable as specified in the annual *Time Schedule of Classes* or other official notices at the time of registration each term. Special fees are paid under the special conditions noted.

Tuition Schedule

Tuition is specified for one term only; there are three terms in the regular academic year: fall, winter, spring (except for the School of Law which operates on a two-semester system). The sums listed below are the charges in effect for the 1976-77 academic years. When this catalog went to press, the Oregon State Board of Higher Education had not yet determined the tuition for the 1977-78 academic year. The Board reserves the right to make changes in the tuition schedule. The final tuition schedule will appear in the *Time Schedule of Classes* and other supplementary publications.

Undergraduate Tuition: Resident (one term)

Full-time registration:	12–21 credit hours	$238.00
Part-time registration:	1 credit hour	56.00
	2 credit hours	72.00
	3 credit hours	88.00
	4 credit hours	104.00
	5 credit hours	120.00
	6 credit hours	136.00
	7 credit hours	153.00
	8 credit hours	170.00
	9 credit hours	187.00
	10 credit hours	204.00
	11 credit hours	221.00
Over full-time registration:	(per credit hour)	15.00

Undergraduate Tuition: Nonresident (one term)

Full-time registration:	12–21 credit hours	$769.00
Part-time registration:	1 credit hour	100.00
	2 credit hours	160.00
	3 credit hours	219.00
	4 credit hours	278.00
	5 credit hours	337.00
	6 credit hours	396.00
	7 credit hours	458.00
	8 credit hours	520.00
	9 credit hours	582.00
	10 credit hours	644.00
	11 credit hours	706.00
Over full-time registration:	(per credit hour)	59.00

Graduate Tuition (one term)

Full-time registration:	9–16 credit hours	$370.00
Part-time registration:	1 credit hour	75.00
	2 credit hours	110.00
	3 credit hours	145.00
	4 credit hours	182.00
	5 credit hours	219.00
	6 credit hours	255.00
	7 credit hours	295.00
	8 credit hours	332.00
Over full-time registration:	(per credit hour)	34.00

Law School Tuition (one semester)

Full-time registration:	9–16 credit hours	$705.50
Part-time registration:	1 credit hour	129.00
	2 credit hours	199.00
	3 credit hours	269.00
	4 credit hours	340.00
	5 credit hours	411.00
	6 credit hours	482.00
	7 credit hours	560.00
	8 credit hours	632.00
Over full-time registration:	(per credit hour)	52.00

General Deposit: All persons who enroll for academic credit (except staff members) must make a general deposit of $25.00 payable at the time of registration. The deposit is required for protection of the University against loss of or damage to institutional property such as dormitory and laboratory equipment, military uniforms, Library books, and locker keys, and against failure to pay promptly nominal fines and assessments, such as Library fines, campus traffic fines, and Health Center charges. If at any time charges against this deposit become excessive, the student may be called upon to re-establish the original amount. Refund policies are stated in *The Time Schedule of Classes* and on page 19 of this catalog.

Special Fees

The following fees are assessed to University students under the special conditions noted.

Application Fee: $10.00. This fee is required of students not previously enrolled at the University of Oregon. It is payable when the application for admission is submitted. The fee is nonrefundable.

Late Registration: $5.00 plus. Students who register late will be charged a late-registration fee of $5.00 for the first late day plus $1.00 for each late day thereafter. Late registration paid by a returned check is also subject to the $5.00 returned check charge. The regulation applies to both full-time and part-time students. The last day in each term to register without payment of penalty is: Fall, September 28, 1977; Winter, January 9, 1978; Spring, March 31, 1978.

Change of Program: $1.00-$5.00. This fee may be required for each change in the student's official program.

Exceptions to Procedures: $1.00-$25.00. Approved exceptions to procedural deadlines are subject to this fee.

Examination for Credit $15.00 per course. This fee is assessed for the privilege of taking an examination for advanced credit. The fee applies to each special examination regardless of the number of credit hours sought.

Graduate Qualifying Examination: $1.00-$15.00. This fee is assessed to students taking the Graduate Record Examination or other standard tests of ability to do graduate work.

Counseling and Testing: $7.50.

Transcripts: $2.00. The first copy of an official copy of a student's University academic record is $2.00; each additional copy furnished at the same time is $1.00. The University reserves the right to withhold transcripts for persons who have unpaid financial obligations to the institution.

Replacement of I.D. Card: $4.00.

Replacement of Certificate of Registration: $1.50.

Reinstatement: $2.00. The fee is assessed whenever a student is permitted to continue studies after having had registration cancelled for failure to comply with the regulations of the institution.

Returned Check: $5.00. A penalty is imposed if any institutional charges are paid by a check with is returned because of an irregularity for which the person submitting it is responsible.

Senior Citizens: No charge. Persons 65 years of age and older not seeking academic credit nor working toward a degree are authorized to attend classes on a space-available basis. Charges for any special materials may be made. Incidental fee services are not provided.

Staff: $6.00 per credit hour. University employees are permitted to enroll in University classes; academic staff enroll with the approval of the Payroll Department; civil service staff enroll with the approval of the Personnel Office. Full-time employees are usually limited to 3 credit hours of work in any term; part-time employees may enroll for a maximum of 10 credit hours. The fee is nonrefundable.

Auditor: (1) Students registering totally as auditors will be assessed on the basis of course level. (2) Regular students will be assessed according to the schedule listed above. A student's academic record will carry no entry of audited courses.

Nonmatriculant: Students registered as nonmatriculants will be assessed on the basis of course level.

Refunds

Fee Refunds: In the event of complete withdrawal from the University or a reduction in course load, refunds may be granted to students in accordance with the refund schedule on file in the University Business Office. All refunds are subject to the following regulations:

(1) Withdrawal or course reduction does not automatically result in a refund. Any claim for refund must be made in writing within the current term but no later than the close of the following term.

(2) Refunds in all cases are calculated from the date that the student officially withdraws from the University, not from the date when the student ceased attending classes, except in unusual cases when formal withdrawal has been delayed through causes largely beyond the control of the student.

(3) No refunds will be made for any amount less than $1.00.

(4) Refunds of incidental fees are subject to return of Certificate of Registration.

General Deposit Refund: The $25.00 general deposit, less any deductions which may have been made, is refundable within the term following the term of withdrawal, if a request is made in writing to the Business Office. Otherwise an automatic refund is made during the summer following the close of the academic year.

Automobile Fees

Although students are not encouraged to bring automobiles to the University, a minimum amount of parking space is available near the dormitories; regulations govern its use. Students who use University parking lots must purchase and display the proper parking permit. Student parking permits are $18.00 for automobiles and $9.00 for motorcycles during the regular school year; student permits are $4.50 during the summer session. All such fees, however, are subject to change.

Parking permits may be purchased during registration in the EMU and at other times from the Office of Campus Security in Straub Hall. Parking regulations are enforced at all times, and penalties for violations are imposed.

Bicycle racks and ramps are provided throughout the campus, and the development of cycling paths is underway both on campus and in the community. There is an adequate city bus system.

A summary of University parking regulations appears in the *Time Schedule of Classes.* Copies of the complete regulations are available from the Office of Campus Security.

Deferred Tuition

Students who experience difficulty in meeting payment of tuition at the time of registration may apply for a Deferred Tuition Loan to be repaid one-third at registration plus the general deposit and special fees. The balance is payable in two equal installments. A service charge of $3.00 is assessed.

Excluded from the deferred tuition loan are board and room, married housing rent, fines, deposits, program changes, and other special charges and fees.

Complete details of the Deferred Tuition Loan program appear in the fall 1977-78 *Time Schedule of Classes.*

Nonmatriculation

Tuition for part-time nonmatriculants enrolling for 6 credits or less is determined by the level of the courses taken: courses accepted for graduate credit are assessed at graduate tuition level; all others at the undergraduate level, plus a $10.00 Incidental Fee.

Costs of University Attendance: Because student living arrangements and personal spending habits vary widely, there is no single figure that represents the cost of attendance at the University of Oregon. The information presented below may be a useful guide for individual planning. Estimated costs to a student for one academic year are as follows:

Tuition and fees for Oregon resident undergraduates for the academic year 1976-77 were $238 per quarter ($714 per year), and for out-of-state undergraduates, $769 per quarter ($2,307 per year). Tuition and fees for post-baccalaureate and graduate students, for 1976-77, were $370 per quarter ($1,110 per academic year). Tuition and fee schedules are subject to revision by the State Board of Higher Education and may be increased for the 1977-78 academic year.

A general deposit is an annual requirement of $25.00 payable at fall term registration to cover breakage, library fines, and such. The unused portion is returned at the end of the school year.

Books and supplies average from $175 to $250 or more per year depending upon individual taste and the required reading lists.

Room-and-board costs depend upon location, size, number of roommates, and personal style. Off-campus rentals range from $810-$1,305 for the school year, and food costs range from $900-$1,500 for nine months.

Dormitory room and board for 1976-77 ranged from $1,329-$2,134 per school year. Co-operative housing costs approximately $200 less than the minimum dormitory rate for the school year. Sororities and fraternities range from $1,250-$1,350 for the school year.

Health insurance is optional. The cost by the term or for a full 12 month coverage may be obtained from the University Business Office. Coverage for dependents of students is also available.

Personal expenses are governed by individual preference but may include such items as car insurance, maintenance, and operation; an optional University parking permit of $5.00-$15.00 a year; a mandatory $2.00 city bicycle license; vacation and weekend travel; theater, movie, and athletic tickets, and other entertainment; such incidentals as laundry, toilet articles, gifts, and dining out.

Financial Aid

Philosophy

The primary purpose of financial aid programs is to provide equal access to higher education. The underlying assumption of the uniform method of determining financial aid eligibility is that parents have an obligation to finance the education of their children to the extent that they are able to do so. The family's income and assets, size of the family, age of parents, number of family members in college, medical expenses, and other factors affecting the family's financial strength, are all considered in determining the amount the parents reasonably may be expected to contribute toward the student's educational expenses. Every student is expected to contribute a minimum of $600 self-help. Spouses of married students, who are not also students, are expected to contribute a minimum of $200 per month toward family living expenses. Each year, costs of attendance at the University of Oregon are reviewed and maximum allowable budgets for students in various categories are determined. The difference between the allowable budget and the expected family contribution is the student's "financial aid eligibility." Each student will be considered for all types of financial aid for which he or she is eligible. The financial aid may be a scholarship, grant, loan, or work-study, or a combination of these.

Application Procedures

Priority Deadline: The deadline for scholarship application and for priority consideration for all other types of aid for summer and for all or part of the next academic year is April 1. Applications submitted after that date will be considered on the basis of available funds. The "Request for Financial Aid" and all supporting documents must reach the Office of Student Financial Aid by April 1 to be given priority consideration. Oregon students should note that the priority date to be considered for awards made by the Oregon State Scholarship Commission is February 1.

Self-supporting Students: Parents of students are expected to contribute to educational costs unless it is determined that the student is self-supporting. According to the Office of Education's definition, a "self-supporting" or "independent" student is one who: "(1) Has not and will not be listed as an exemption for federal income tax purposes by any person except his or her spouse for the calendar year(s) in which aid is received and the calendar year prior to the academic year for which aid is requested; (2) Has not received and will not receive financial assistance of more than $600 from his or her parent(s) in the calendar year(s) in which aid is received and the calendar year prior to the academic year for which aid is requested; and (3) Has not lived or will not live for more than 2 consecutive weeks in the home of a parent during the calendar year in which aid is received and the calendar year prior to the academic year for which aid is requested."

Applicants under 22 years of age who are filing as "self-supporting" must have the signature of parent(s) on the Financial Aid Form or the Continuing Student Application, verifying their independent status.

Entering Freshmen: Part II of the three-part Application for Admission is a "Request for Financial Aid" which will be forwarded to the Office of Student Financial Aid by the Office of Admissions. This form, along with required supporting documents described below, will serve as an application for all programs administered by the Office of Student Financial Aid except the Basic Educational Opportunity Grant, the Guaranteed Student Loan, and the Law Enforcement Education Programs. The supporting documents are: (1) a copy of the student applicant's federal income tax return (Form 1040); (2) a copy of the dependent student's parent(s)' federal income tax return; (Parents or students who are not required to file a federal income tax return may, instead, file a notarized affidavit stating that no tax return was or will be filed.) (3) a Financial Aid Form (FAF) filed with the College Scholarship Service, listing the University of Oregon (CSS Code 4846) as the institutional recipient of the report; (4) a Student Eligibility Report (SER) indicating that the student made application for the Basic Educational Opportunity Grant. All undergraduate students who wish to be considered for campus-based financial aid programs must apply for a Basic Grant. (5) Entering freshmen will be considered for scholarships on the basis of their cumulative high school grade-point-average

and their SAT or ACT scores. No special scholarship application form is required.

Oregon residents may apply for Oregon State Scholarship Commission (OSSC) Cash Awards or Need Grants by listing the OSSC (CSS Code 0410) as a program recipient of the report on the Financial Aid Form submitted to the College Scholarship Service. These programs are described on pages 22, 23.

Transfer Students: Students who plan to transfer from other post-secondary institutions to the University of Oregon, and who have not previously been enrolled at the University of Oregon, follow the instructions outlined above for entering freshmen. In addition to the other required documentation, a student who has attended any other post-secondary institution must submit a Financial Aid Transcript from the financial aid office of each of the institutions previously attended, whether or not financial aid was received.

To be considered for scholarships, transfer students who have a cumulative grade point average of 3.0 (B) or higher in their college work should request a Scholarship Supplement form and should attach an academic transcript of all college work. Transfer students who have previously been enrolled at the University of Oregon follow the procedures for returning undergraduates except that, for scholarships, they should include a transcript of all college work completed at other institutions if these were not submitted for a prior year.

Returning Undergraduate Students: Undergraduate students who are reenrolling at the University file a combined application and financial aid form which may be obtained from the Office of Student Financial Aid. The completed form should be submitted to the University Business Office with a $3.50 processing fee. Supporting documents should be submitted directly to the Office of Student Financial Aid. Required supporting documents are: (1) a copy of the student's federal income tax return (IRS Form 1040); (2) for dependent students, a copy of the parent(s) federal income tax form (IRS Form 1040). Parents or students not required to file a federal income tax return may, instead, file a notarized statement that no tax return was/or will be filed; (3) a Student Eligibility Report (SER) indicating that the student made application for a Basic Educational Opportunity Grant. All undergraduate students who want to be considered for campus-based financial aid programs must apply for a Basic Educational Opportunity Grant unless they have received the grant for twelve terms (or eight semesters) and are therefore ineligible; in this case a notarized statement to that effect may be filed instead. The eligibility report must be submitted to the Office of Student Financial Aid whether or not the student is declared ineligible.

Oregon residents wanting to be considered for initial or renewal awards through the Oregon State Scholarship Commission (Cash Awards or Need Grant) must, in addition, file a Financial Aid Form with the College Scholarship Service, listing the Oregon State Scholarship Commission as a program recipient of the report.

Undergraduate students who have a cumulative grade index of B average or higher may apply for a University Scholarship by filing a Scholarship Supplement which includes recommendations from two faculty members. This Supplement is used for all scholarships administered by the Office of Student Financial Aid. Scholarship applicants should also inquire as to special scholarships administered by their own major departments or colleges.

Previously Enrolled Graduate Students follow the same procedures as outlined above for returning undergraduate students with the exception that graduate students are not required to apply for a Basic Educational Opportunity Grant.

New Graduate Students submit a Graduate Student Application for Financial Aid to the Office of Student Financial Aid. The following documents are required: (1) a Financial Aid Form submitted to the College Scholarship Service listing the University of Oregon as a program recipient of the report; (2) a copy of the student's federal income tax return (IRS Form 1040); (3) for dependent students, a copy of parent(s) federal income tax return (IRS Form 1040); (4) a Financial Aid Transcript from each post-secondary institution attended. Students or parents who were not required to file a federal income tax return may, instead, submit a notarized statement that they were not required to file. Application forms and Financial Aid Transcript forms may be obtained from the Office of Student Financial Aid. The priority deadline is April 1. Students who complete the application process after that date will be considered on the basis of funds available.

Post-Baccalaureate Students. Students who have earned a baccalaureate degree but have not been admitted to a degree program in the Graduate School may apply for financial assistance and the application procedures are the same as those listed above for graduate students.

Exchange Students

University of Oregon students planning to attend other institutions in the United States on an exchange basis must apply for financial aid through the institution in which they will be enrolled. Except for the Basic Educational Opportunity Grant (BEOG), financial aid cannot be transferred. Please note that priority deadlines vary from institution to institution. It is important to apply *early* if one wants to be considered.

Exchange students from other institutions enrolling at the University of Oregon should apply to the University of Oregon for financial aid, following instructions under "Transfer Students" unless their home institution or state is providing financial aid.

Students who are receiving OSSC Cash Awards or Need Grants should inform the OSSC of their plans for the exchange program in order to preserve their renewal status. OSSC awards may be used at other state institutions if approved by the OSSC but cannot be used at institutions outside Oregon.

Foreign Study Programs

Timing is crucial if one plans to apply for financial aid to help finance studies abroad through an Oregon State System of Higher Education Studies Abroad Program. Applications with all required supporting documents must be completed by April 1. Write "Study Abroad" and the name of the program across the top of all financial aid forms. Check with a financial aid counselor regarding requirements such as power-of-attorney and transfer of monies to the proper state institution.

University of Oregon students accepted to participate in academic-year-study-abroad programs sponsored by the University of Oregon enroll at Oregon and receive resident credit. University of Oregon students also may arrange to participate in academic year or summer study programs sponsored by Oregon State University and Portland State University. For information about study-abroad opportunities, please consult International Student Services, 172 Oregon Hall, University of Oregon.

Types of Financial Aid

National Direct Student Loans (NDSL): Under this federal program, undergraduates may borrow up to $2,500 for the first two years, $5,000 for four years. Graduate students may borrow up to an aggregate of $10,000 for both undergraduate and graduate study, or a maximum of $2,500 per year. Because eligibility is limited to $2,500 until the student earns junior class standing, University policy limits loans to freshmen to $1,250 for the academic year. Other undergraduates are limited to a maximum of $600 per quarter; graduate students to $750 per quarter. Repayment of NDS loans is made through the Business Office on a repayment schedule set up at the time the borrower ceases to be at least a half-time student. No interest is charged the student

during the time enrolled. Interest is charged during the repayment period at the rate of three per cent simple interest. Repaymnt of loans must be made in installments of $30.00 per month minimum with a maximum repayment period of 10 years.

Guaranteed Student Loans: Oregon resident students who are enrolled at least half time may apply for a bank loan guaranteed by the Oregon State Scholarship Commission up to a maximum of $833 per term. Oregon lenders, however, will not generally lend more than $500 per term. Students who qualify for a federal interest subsidy are not charged interest during the time they are enrolled at least half time, plus a grace period of nine months. The federal interest subsidy is available to students whose adjusted family income is under $25,000. Seven per cent simple interest is charged on the balance of the principal after the repayment period begins. A processing fee of one per cent is charged at the time the loan is secured and also at the time of extension on repayment. A nonresident student may apply for a guaranteed student loan through the home state loan guaranty agency or, if no state program exists, for a Federally Insured Student Loan. Federal regulations for the Guaranteed Student Loan program limit the loans to $2,500 per academic year, $7,500 aggregate for undergraduates. This maximum may be increased to $10,000 if the borrower is in a graduate program. Repayment is in monthly installments of not less than $30.00 and will be greater if more than $2,585 has been borrowed. The term of the repayment may not exceed 120 months although adjustments may be made for some types of deferments.

Law Enforcement Education Loans: Loans covering tuition and books are available to undergraduate and graduate students whose programs of study prepare them for work in the law enforcement field. At the present time, only students who were in the Law Enforcement Education Program prior to 1973, either at the University of Oregon or another institution, and students who are employed by law enforcement agencies are eligible to borrow.

University Long Term Loans: Low-interest loans in the amount of $200 for freshmen, $400 for sophomores, $600 for juniors, and $800 for seniors and graduate students, are available to full-time students who are in good standing and who have completed at least one previous term at the University. Two co-signers are required for University long-term loans. Students, staff and faculty of the University are not eligible to act as co-signers. Interest accrues at the rate of four per cent annually on the unpaid principal balance during at least half-time enrollment. Interest will accrue at six per cent annually on the unpaid principal when the borrower terminates enrollment at the University. Repayment begins the first day of the fourth month after termination of enrollment.

Emergency Loans: A maximum of $100 may be borrowed for thirty to ninety days by any student currently enrolled at the University of Oregon at least half-time if the student does not have an outstanding Short Term Loan or delinquent accounts with the University. A small service charge is made on these loans which are non-interest bearing.

Tuition Loans (Deferred Tuition): See page 19 for information regarding payment of tuition in installments.

Basic Educational Opportunity Grant (BEOG): The BEOG is an entitlement program for which applications are filed directly with the BEOG office, P.O. Box A, Iowa City, Iowa 52240. The maximum award a student may receive under this program is $1,400 minus the amount the student and his or her family are expected to contribute toward the cost of the student's education; the grant cannot exceed one-half the cost of attendance. The actual amount of the grant is adjusted according to the funds appropriated for the program.

The Basic Grant, as its name implies, is intended to be the basis for other types of financial aid. It is a direct grant in that the recipient may use it at any eligible institution of higher education, but the funds are disbursed through the school. All undergraduate students who want to be considered for financial aid must present a Student Eligibility Report (SER) to the Office of Student Financial Aid before funds from campus-based programs will be awarded. Applications for the Basic Grant are available through high school counselors, college financial aid offices, public libraries, or from the Basic Grant Office, P.O. Box 84, Washington, D.C. 20044.

Supplementary Educational Opportunity Grant (SEOG): The federal government provides funds for grants to students with exceptional financial need. When other forms of financial aid available are insufficient to meet the student's educational costs, a Supplementary Educational Opportunity Grant may be awarded. Grants range from $200 to $1,500 per academic year with a twelve-term aggregate not to exceed $4,000. The SEOG must be matched with an equal amount of other types of financial aid awarded by the University.

State Need Grant: State Need Grants from $100 to $500 per academic year are awarded to undergraduate Oregon residents on the basis of financial need. Students may apply to the Oregon State Scholarship Commission by filing a Financial Aid Form with the College Scholarship Service, listing the Oregon State Scholarship Commission as a recipient. Awards are transferable to other Oregon institutions and are renewable for up to twelve terms as long as the student is in good standing, is making normal academic progress, and continues to have financial need. The award cannot exceed one-half the student's need based on the College Scholarship Service Financial Need Analysis Report. Students wanting to apply for a renewal of an OSSC award must reapply each year by filing the Financial Aid Form.

Law Enforcement Education Grants: Full-time employees of law enforcement agencies are eligible for grants to cover tuition and books for full-time enrollment at the University, up to a maximum of $250 per term. The Law Enforcement Education Program (LEEP) at the University of Oregon is coordinated by the School of Community Service and Public Affairs. Applications for loans or grants may be obtained from the LEEP Coordinator or from the Office of Student Financial Aid. An interview with the Coordinator is required to determine eligibility.

College Work-Study Program: Part-time employment is available to eligible students through the College Work-Study Program. Eligibility is based on financial aid eligibility. Under this program, students may work a maximum of 20 hours per week while enrolled as full-time students. Students may work 40 hours per week during periods when classes are not in session. When sufficient funds are available, a limited number of full-time positions are available during the summer, either at the University or in nonprofit agencies which have Work-Study contracts with the University.

Scholarships are awarded to students through the Office of Student Financial Aid, the University of Oregon Development Fund, through colleges or departments in certain major fields, and through many private businesses and organizations. Scholarships awarded through the Office of Student Financial Aid are usually based on need as well as academic achievement.

To apply for a University Scholarship, all students except entering freshmen must file a scholarship supplement and two faculty recommendations in addition to the general application for financial aid. Transfer students should also include a copy of their transcripts (in addition to the copy filed with Admissions). An applicant will be considered for all University scholarships for which he or she is eligible. Freshmen are awarded scholarships on the basis of their high school grade point average and SAT and ACT scores.

For scholarships in specific fields of study, the student should consult the scholarship committee of his or her major department or college. Scholarships offered by private donors are awarded on the basis of applications submitted directly to the donor or donor organization. Information on privately funded scholarships is generally available through high school counselors, college financial aid offices or public libraries.

Oregon State Scholarship Commission Cash Awards: Returning students and transfer students who have received OSSC Cash Awards in previous years may apply for renewals by requesting the College Scholarship Service to send a copy of the need analysis and the Financial Aid Form to the Scholarship Commission. Cash awards may be in an amount equal to one-half the student's financial aid eligibility or $500 maximum.

In compliance with federal regulations (Title IX), students who receive University of Oregon scholarships are selected without regard to sex. Awards of specific scholarships are made with consideration for eligibility requirements for those scholarships.

A description of various scholarships offered to University of Oregon students follows.

Scholarships and Fellowships

Scholarships and fellowships are available to University students of ability and promise. Most of these awards have been established through the generosity of private donors. The scholarships listed below are open to competition by all students or by specified groups of students. Scholarships donated through the University of Oregon Development Fund are identified by an asterisk (*).

At the University of Oregon, grants which are based on academic achievement for undergraduate students are referred to as scholarships; for graduate students, as fellowships.

General University of Oregon Scholarships are awarded by a faculty committee on scholarships and are based on an application for financial aid plus a Scholarship Supplement. A student applying for a particular scholarship is given consideration for all scholarships for which he or she may be eligible.

Entering freshmen who have applied for financial aid will be awarded scholarships on the basis of their high school grade point average and SAT or ACT scores. Other applicants may obtain forms from the Office of Student Financial Aid for general University scholarships, and from departments for scholarships awarded in specific academic fields. Further information may be obtained from the Office of Student Financial Aid. Applications should be filed not later than April 1.

Graduate students interested in fellowships or assistantships should consult the Assistant Dean of the Graduate School or the department or college to which they are applying. Undergraduate students may apply for scholarships by filing an application for financial aid along with a scholarship supplement. Undergraduate students with high academic records are also encouraged to consult their own departments or colleges for information about scholarships which may be available in special fields of study.

A student whose major work is completed on an ungraded basis should present evaluations or letters of recommendation from an adviser or major professors in support of the scholarship application since awards are normally made on the basis of cumulative grade-point average.

State Cash Scholarships: A limited number of cash scholarships, with a maximum value of $500, are awarded annually by the Oregon State Scholarship Commission to especially able graduates of Oregon high schools who are in need of financial assistance; the scholarships may be used in any accredited institution of higher education in the state of Oregon. Application may be made by filing a Financial Aid Form with the College Scholarship Service, listing the Oregon State Scholarship Commission as a recipient; applications for renewal must be filed annually. Scholarships may be renewed up to 12 terms provided the student meets eligibility requirements.

Foreign Student Scholarships: A limited number of money is available each year for partial tuition scholarships for needy foreign students. The scholarships are under the supervision of the State Scholarship Commission. Applications may be obtained from the Office of International Student Services. A few additional awards, supported by alumni and friends, are also available to students from other countries.

University Assistantships: Teaching and research assistantships are awarded annually by the University to qualified graduate students. For stipends and application procedure, call or write the Graduate School.

Army and Air Force Reserve Officer Training Corps Scholarships: Financial assistance is offered to outstanding young men and women in Army and Air Force R.O.T.C. programs. Each scholarship covers full tuition, fees, and costs of textbooks, plus $100 a month subsistence pay during the school year. Both services offer two, three, and four-year scholarships. In addition, the Army offers a one-year scholarship.

American Indian Scholarships: The United States Government, through the Bureau of Indian Affairs, provides annual scholarship grants to American Indian students. Recipients must possess one-fourth or more degree American Indian, Eskimo, or Aleut heritage, as recognized by a tribal group served by the Bureau of Indian Affairs. Scholastic ability and financial need are considered.

*Court Ballinger Memorial Scholarship:** Established in 1974 by Mr. and Mrs. Douglas Ballinger in memory of their son, this award is made annually to a member of Iota Chapter of Sigma Chi fraternity on the basis of academic record and demonstrated need.

*Clarence M. Bishop Scholarship:** The Pendleton Woolen Mills established this four-year scholarship to provide a qualified Oregon man an opportunity to receive a college education at the University of Oregon. The scholarship covers tuition, board and room. The recipient must be a graduate of an Oregon high school, must be of good character and have participated in football in high school. A minimum cumulative GPA of 2.75 is required. While enrolled at the University, the recipient must participate in football (unless eliminated from competition because of injury) and remain academically and athletically eligible.

*Neil David Blackman Memorial Scholarship:** This scholarship was established by Mr. and Mrs. Edward Blackman as a memorial to their son, Neil David Blackman. The award is made annually to a student in counseling or a service area, based on need and an interest in helping others.

Robert A. Booth Fellowship in Public Service: This fellowship, supported by a bequest from the late Robert A. Booth of Eugene, Oregon, is awarded to an outstanding graduate of an accredited college or university. The award, between $250 and $500, is made on the basis of scholarship, character, personality, financial need, and interest in public service as a career.

*James H. Bosard Scholarship:** This scholarship was established by James H. Bosard of Roseburg, Oregon. An award is made annually to an outstanding student, based on scholarship and need.

Edith Kerns Chambers Scholarship: Funds are provided by the State Association of University Women for an annual award to an undergraduate student on the basis of high scholastic promise and need.

Joan Warwick Childs Scholarship: This scholarship fund was established by a gift from George F. Childs, matched by funds

from the Kaiser Steel Corporation. The scholarship is awarded to an undergraduate.

The Class of 1902 and *The Class of 1903* established scholarship funds on the occasion of the 50th class reunions. Awards are made from each of these funds as income permits, based on scholarship and financial need.

Coca Cola Scholarship: This scholarship, at present approximately $500, is awarded, as funds permit, to a graduating senior of the University of Oregon, as an aid to post-graduate study at the University. In choosing a Coca Cola scholar, a faculty committee gives consideration to scholastic record, character, good citizenship, and promise as a graduate student. The scholarship is endowed through a gift from the late John G. Foster, Sr., who, until his death in 1971, was owner and president of the Eugene Coca Cola Bottling Company.

Co-op Housing-Janet Smith Scholarships: One or more scholarships are awarded annually to members of women's cooperative houses on the University campus. The scholarships are named in memory of the late Miss Janet Smith, adviser to the cooperative houses.

Frances P. Courteau Scholarship: An annual award is made through this fund which was established in 1963.

*Cowden Scholarship:** A scholarship, supported through an endowment provided by Nordon Cowden, Class of '14, is awarded annually to a worthy student who is in need of financial assistance.

Leon A. Culbertson Scholarships: Scholarships ranging from $300 to $700 are supported through interest on an endowment under the will of the late Leon A. Culbertson, Class of '23. Awards are based on character, financial need, and scholastic achievement. Scholarships are awarded for one year, but recipients may reapply for the scholarship in subsequent years.

*Colonel Harry L. Dale Scholarship:** Under the terms of the will of the late Colonel Harry L. Dale, worthy students from Baker High School, Oregon, attending the University of Oregon, may receive a $500 scholarship through the University of Oregon Development Fund. Candidates are nominated by a committee from Baker on the basis of personal integrity, potential value as citizens, scholarship, leadership, character, and need. The scholarships are paid in three annual installments and are renewable up to twelve terms. Recipients must file a renewal application each year prior to March 1.

Bernard Daly Scholarships: Under terms of the will of the late Dr. Bernard Daly of Lakeview, Oregon, worthy young men and women of Lake County, Oregon may receive a portion of their college expenses from the Bernard Daly Educational Fund. The fund is administered by a board of trustees, including a representative of the University of Oregon; the board selects the scholars annually after a qualifying examination held in Lake County.

*La Verne Darby Scholarship:** Financial assistance to deserving undergraduate women is provided by this scholarship, established in 1973 by Herbert J. Darby, in honor of his wife, La Verne.

Delta Delta Delta Scholarships: Two scholarships of $100 to $300 are awarded annually by the Delta Delta Delta Sorority to University women students. The awards are made on the basis of need, scholarship, and record of student activities. The scholarships are financed by the local Delta Delta Delta chapter and by alumnae groups. Winners of the local competition are entered in a national competition for a $1,000 scholarship.

Development Fund Scholarships: A number of University of Oregon Development Fund scholarships are awarded annually. The scholarships are awarded on the basis of merit and financial need. These scholarships are available to both in-state and out-of-state students.

*Ella Travis Edmundson and Mercy Travis Davis Memorial Scholarship:** This scholarship is awarded to an undergraduate woman beyond the freshman year. The recipient must be in good academic standing and must have demonstrated potential leadership capabilities and an interest in giving service in an open community after graduation. Applications should be made to the secretary of the Campus YWCA.

*Edward W. Elfving Scholarship:** This memorial scholarship was established by a gift to the Oregon Development Fund by Mr. and Mrs. John Warren of Eugene. The award is made annually to an eligible upperclass member of Gamma Zeta Chapter of Sigma Nu Fraternity based on financial need and above-average academic record. The recipient must reside in the chapter house.

Eric Englund Fellowship: The Eric Englund Award, made possible by a bequest from the late Dr. Eric Englund, is given for post-graduate study in American literature, American history, or related subjects. It provides for one scholarship of $2000 annually for a graduate of the University of Oregon, to be used in any college or university selected by the student with the advice and approval of the University of Oregon authorities. The award is administered by the head of the English Department.

Gerontology Traineeships: Funds made available through a Federal Grant provide a number of traineeships ranging from $300 to $2,500. Traineeship awards are based on financial need as determined by the College Scholarship Service's Need Analysis and recipients must have demonstrated an interest in a career in the field of Gerontology. Application should be made through the Gerontology Office as well as the Office of Student Financial Aid. Recipients may be upper-division, undergraduate, or graduate students.

*D. K. Gillespie Memorial Scholarship:** The recipient of this scholarship is selected by the faculty of the Department of Health Education. The fund was established in 1969 as a memorial to Dorwin K. Gillespie, a professor of Health Education at the University of Oregon.

*Rose M. Gross Scholarships:** Through a provision in the will of Rose M. Gross, income from her estate provides funds for a number of scholarships each year. Awards are made to assist worthy and needy students whose academic studies prepare them for a career in teaching.

*Harold C. Hagg Memorial Athletic Scholarship:** An award is made annually to a student athlete selected by the head coaches and the Director of Athletics. A recipient may receive the scholarship for more than one year.

Edna Mae Harris Memorial Scholarship: This scholarship is awarded to an undergraduate student who is a resident of Oregon and in need of financial assistance to continue his or her education.

Jennie Beatie Harris Scholarship: Two $250 scholarships are awarded annually to full-time women students on the basis of scholastic record, character, good citizenship, and financial need. The scholarships are supported by income from the Jennie Beatie Harris Loan Fund established by the State Association of University of Oregon Women.

*James, Alice Withers, Homer and Alsea Hawley Scholarship:** This scholarship fund was established in 1974 in accordance with the terms of the will of Alsea Hawley, the owner of a Century Farm in Cotatge Grove, daughter of one of Lane County's pioneer cattlemen, and a student at the University of Oregon from 1910 to 1912. The recipient of this scholarship must be a graduate of Cottage Grove High School, an undergraduate in good standing at the University of Oregon, and in need of financial assistance.

*Elma Hendricks Scholarship:** Income from the Hendricks Scholarship Fund provides a number of scholarships annually. The

award, based on high scholastic achievement, is made for one year but may be renewed.

Holmes Scholarship: A tuition scholarship, named in honor of Harry and David Holmes of Medford, is awarded annually to a graduate of a Jackson County, Oregon high school who is in financial need and shows high scholastic promise.

Herbert Crombie Howe Scholarship: This scholarship is endowed through a gift from Mrs. Herbert Crombie Howe in memory of her husband, a member of the faculty of the Department of English from 1901 until his death in 1940, and for many years faculty representative to the Pacific Coast Intercollegiate Athletic Conference. It is awarded to students injured in athletic competition, to help them continue their education.

Maurice Harold Hunter Scholarship: The Maurice Harold Hunter Leadership Scholarship, covering full tuition, is awarded annually to the junior man in the University, a resident of the state of Oregon, who is judged to have made the most notable contribution, through his own achievements and good example, toward the development of qualities of leadership among his fellow students. The name of the recipients are engraved on a permanent plaque, which is displayed in the Erb Memorial Union. The scholarship is supported through gifts to the University by the late Chancellor and Mrs. Frederick Maurice Hunter and Dr. and Mrs. Arthur Francis Hunter, in honor of their son and brother, Captain Maurice Harold Hunter, Class of '41. Captain Hunter was killed in action in Burma on January 31, 1945.

Jackson Foundation Scholarship: In addition to special scholarship awards made by the Law School, the School of Journalism, and the University of Oregon Medical School, one Jackson Foundation Scholarship of $1,200 is made to an outstanding undergraduate student who is a graduate of an Oregon high school and who has financial need. Others things being equal, preference is given to children of present or former employees of the *Oregon Journal.*

*Charles Koyl II Scholarship:** An award is made annually to an outstanding junior man based on scholarship, leadership, service, and financial need.

*Herm Lind Jr. Memorial Scholarship:** Lineal descendants of University of Oregon Phi Gamma Delta Fraternity alumni are eligible to apply for the Herm Lind Jr. Memorial Scholarship, established by the Epsilon Omicron Association in 1973. Two $500 scholarships are awarded annually to eligible University of Oregon students.

Lowe Scholarships: Two $150 scholarships, supported by Mr. and Mrs. George K. Lowe of Eugene, Oregon, are awarded annually to University men students on the basis of scholastic ability and performance, character, citizenship, interest and proficiency in wrestling and track, and need of financial assistance.

*Skeet Manerud Athletic Scholarship:** A scholarship for a student athlete who participates in either football, basketball, or baseball is awarded annually from this fund which was established by Clifford "Skeet" Manerud, Class of 1922, a participant in those sports while a student at the University of Oregon.

Marine Corps Scholarships: The U. S. Marine Corps offers scholarships to college students who have completed their freshman year. These scholarships are in the form of a monthly stipend of $100 plus pay during six-week summer training sessions the end of the freshman and junior years. Students interested in Marine Corps careers should communicate with the Corps or the Office of Student Financial Aid for additional information about these scholarships.

*Peggy Mitchell Memorial Scholarship:** An outstanding student is selected annually for this award from among graduating seniors of Roosevelt High School, Portland, Oregon, who are nominated by the Roosevelt High School Scholarship committee. Nominations are based on good citizenship, leadership, character, and willingness to accept responsibility. Funds for the scholarship have been donated by Mr. and Mrs. Everett Mitchell in memory of their daughter, Peggy, who was a freshman at the University of Oregon at the time of her death in an air craft in 1966.

*Karl W. Onthank Scholarships:** Several scolarships are awarded annually to out-of-state students and to in-state students, for their freshman year, in honor of the late Karl W. Onthank, Class of '16 and member of the University faculty from 1916 until his death in 1967.

Oregon Dads Scholarships: The Oregon Dads organization awards several tuition scholarships each year. Recipients of the scholarships are chosen on the basis of character, citizenship, academic record, and financial need.

*Oregon Mothers Scholarships:** The Oregon Mothers organization awards several $500 scholarships annually. Recipients of the scholarships are chosen on the basis of academic record and financial need.

*Joni Paulson Memorial Scholarship:** Members of Alpha Xi Chapter of Kappa Alpha Theta who are in need of financial assistance are eligible for this award. The Scholarship Fund was established in 1972 as a memorial to Joni Paulson who was a student at the University of Oregon at the time of her death.

Phi Gamma Delta Scholarship: The Phi Gamma Delta Scholarship, a memorial to Robert C. Jones, is a $200 award given annually to a junior student who is outstanding in scholarship, leadership, and prospects for future service. Mr. Jones, Class of '43, was killed on December 26, 1944 in the Battle of the Bulge. The scholarship has been endowed by Mrs. Eleanor Jones Mumm and Mr. and Mrs. Frank C. Jones.

Rockwell Scholarships: Scholarships, endowed through a bequest from the late Mrs. Mary E. Rockwell, are awarded annually "to assist worthy, ambitious, and needy young men and women to acquire an education" at the University of Oregon, "so that they may be better fitted and qualified to appreciate and help to preserve the laws and institutions of this country."

Loretta Showers Rossman Scholarships: One or two scholarships are awarded annually to worthy students in memory of Loretta Showers Rossman, a graduate of the University of Oregon in the Class of '10.

Silva Scholarship: A tuition scholarship, endowed by Julio W. Silva of Eugene, is awarded annually to a graduate of a Lane County, Oregon high school, preferably a student from the Eugene-Springfield area. The award is made on the basis of scholarship, leadership, character, and need.

*Richard Shore Smith Memorial Scholarship:** A $600 scholarship is awarded annually to a University man on the basis of scholastic performance, character, leadership, interest and proficiency in sports, and need. The scholarship is supported by the income from an endowment given to the University by Dr. and Mrs. Donald B. Slocum of Eugene, Oregon as a memorial to Mrs. Slocum's father, the late Richard Shore Smith, Class of '01.

Mary Spiller Scholarship: One or more scholarships of $500 are awarded annually to women students who have been enrolled in the University for three full terms; the awards are made on the basis of scholastic record, character, good citizenship, and financial need. The scholarships are supported by income from the Mary Spiller Endowment fund and the Mary Spiller Loan Fund, memorials to the first woman teacher in the University, and sponsored by the State Association of University of Oregon Women.

*Standard Oil Communication-Journalism Scholarship:** An award is made annually of $1,000 per year for two years to students who have attained junior status at the University of Oregon and are communication majors. These scholarships are being offered in an effort to encourage communication graduates to be more conversant with basic economics and business issues.

Joseph Kinsman Starr Scholarship: The funds for this scholarship were bequeathed by Joseph Kinsman Starr, a 1907 graduate of the University of Oregon, for deserving students who are citizens of the United States of America and who need financial assistance to attend the University.

Stetson Scholarships: Through a bequest, an endowment fund has been established by the late Professor Fred Lea Stetson, Professor Emeritus, Education, and his daughter, the late Dr. Elisabeth Stetson Edwards, Class of 1939. Awards will be made to outstanding undergraduate students by the University of Oregon Scholarship Committee.

William W. Stout Scholarships: Several scholarships, ranging in amount from $300 to $900, are awarded annually to worthy students who need financial assistance to get the maximum benefit from their education. The scholarships are supported through a bequest from the late William W. Stout of California.

C. P. Tillman Scholarship: The C. P. Tillman Scholarship, about $100, is awarded annually to a University freshman residing in the Eugene-Springfield area, on the basis of ability and financial need. The scholarship is supported by an endowment bequeathed to the University by the late C. P. Tillman of Eugene, Oregon.

Harry S. Truman Memorial Scholarship: One award per state will be awarded annually on the basis of merit to a student who will be a college junior and who has an outstanding potential for leadership in government service. One candidate will be nominated by the University on the basis of a qualifying test administered in December, an essay by the nominee, and three independent evaluations, including one from a faculty member in the nominee's major field and one from an individual who can discuss the nominee's potential for a career in public service.

Each scholarship will cover tuition, fees, books, and room and board, up to a maximum of $5,000 annually. A Truman Scholar must be enrolled or accepted for enrollment in the fall as a full-time student at an accredited institution of higher education. The Scholar must pursue a baccalaureate degree program that will prepare him or her for some aspect of government service. A Faculty Representative for the Truman Scholarship Program is appointed by the President of the University. For information, please consult the Scholarship Coordinator, Office of Student Financial Aid.

Max Tucker Scholarships: Two or three $1,000 scholarships are awarded annually to University of Oregon students from a fund established by the will of the late Max Tucker of Lebanon, Oregon. In the selection of Tucker scholars, special consideration is given to graduates of Lebanon High School.

*Jean Twohig Scholarship:** This scholarship was established in 1973 by Mr. Jean Twohig of Eugene, Oregon. The award is made annually to a student who is regularly enrolled in the School of Community Service and Public Affairs. The recipient must also possess "a well-balanced mind, both intellectually and emotionally, sensitivity to the neeeds of others, including those of other races, and a quick and ready sense of humor."

Carolyn Benson Unander Memorial Scholarship: This award is made to an undergraduate living in Gamma Phi Beta chapter house. Funds for the scholarship are provided by the Gamma Phi Beta Alumnae Association.

*Margaret Warren Scholarship:** A $500 award is made annually to a member of the Oregon Alpha Chapter of Pi Beta Phi Sorority who has an above-average academic record and financial need. The recipient must have junior or senior class standing and must reside in the chapter house. Preference is given to Oregon residents.

Golda Wickham Award: This award is made annually to an outstanding student, based on scholastic achievement, leadership, and service to the University or the community. Funds for the full tuition and fees scholarship are provided by the Oregon Mothers organization.

*Walter W. Woodard Scholarship:** To be eligible for this scholarship a student must be a graduate of Cottage Grove High School and must have one parent employed by the Village Green Corporation or the Kimwood Corporation. The recipient must be of good character and must meet entrance requirements of the University of Oregon. The fund was established in 1973 by Mrs. Woodard in memory of her husband, Walter A. Woodard, who was a member of the Board of Directors of the University of Oregon Development Fund.

Zimmerman Scholarships: The Joseph P. and Eva Zimmerman scholarships, of varying amounts, are awarded to seniors. The scholarships are supported through a bequest of the late Miss Lois Zimmerman, Class of '28, and are named in memory of her father and mother.

Arts and Science

*Stanley David and Lucille Borgen Adamson Memorial Fellowship:** This fellowship was established in 1971 by Mr. and Mrs. Herbert Borgen in memory of their daughter and son-in-law, Lucille Borgen and Stanley David Adamson. Awards are made to graduate students in biology, chemistry, or molecular biology.

Thomas Condon Fellowship in Paleontology: The Thomas Condon Fellowship is awarded by the Department of Geology as an aid to graduate study in the field of paleontology. The fellowship is endowed through a bequest from the late Mrs. Ellen Condon McCornack, and is named in memory of her father, Dr. Thomas Condon, pioneer Oregon geologist and a member of the University faculty from 1876 until his death in 1906.

*Rudolf Ernst Graduate Fellowship in English:** A grant of $500 is awarded to a graduate student who has completed all the requirements for the doctorate degree except the dissertation. The purpose of the award is to encourage candidates of the highest professional promise. The fund was established in 1967 by Alice Henson Ernst, in memory of her husband, Rudolf Ernst, Professor of English at the University of Oregon from 1923 to 1951.

*Ralph Heustis Scholarship** is an award made to a student majoring in biology.

Roger Hong Scholarship: Five $100 awards are made annually to undergraduate majors in Chinese, based on academic record, motivation, and financial need.

Robert H. Knapp Memorial Scholarship: To qualify for this scholarship, a student must be enrolled full-time as a junior or senior, be of good moral character and repute, have achieved a grade point average of at least 3.0 during the first two years of undergraduate study, and have established a major in one of the general sciences. This scholarship was established by Mrs. Joseph B. Knapp in honor of her son Robert.

Leona M. Kail Scholarship: This scholarship is awarded in varying amounts, based on financial need, to students majoring in foreign languages.

*Walter Moberly III Endowment Scholarship:** A $100 scholarship is awarded to an outstanding student based on work done in the field of marine biology.

Phi Beta Scholarship: A $50 scholarship is given each term to an outstanding student majoring in theater or music.

F. G. G. Schmidt Fellowship in German: A $250 fellowship, supported by a gift from the late Dr. F. G. G. Schmidt, a member of the University faculty from 1897 until his death in 1945, is awarded annually to a worthy Ph.D. candidate majoring in German, who has passed the comprehensive examinations.

*Sheldon-Furguson Memorial Scholarship:** The funds for this scholarship were donated as a memorial to Robert Furguson and Henry D. Sheldon. The award is made to an upper-division or graduate student majoring in history and is based on academic success and need.

*Lloyd W. Staples Scholarship:** The primary purpose of this fund is to make scholarships available to undergraduate students who have shown special interest in mineralogy or economic geology. Grants may be made to other undergraduate or graduate students majoring in Geology, however. The scholarship fund was established in honor of Professor Lloyd W. Staples who retired in 1974 after thirty-five years of service to the University. Recipients are selected on the basis of recommendation from faculty members to the head of the Geology Department.

*Charles H. Stickels Scholars Fund:** Annual earnings from an endowment made by Charles H. Stickels provide financial assistance to students in the program known as the Master of Arts in Teaching Foreign Languages (MAT). First consideration is given to scholars for costs connected with study and residence in Mexico.

*James Stovall Scholarships:** A $100 award is offered to an academically outstanding senior geology major.

*Kester Svendsen Memorial Fellowship:** A fellowship of $3,500 is awarded annually from this memorial fund to a graduate student majoring in English. Other awards may be made from the fund as earnings permit. Royalties from books provide a substantial part of the fund.

*Victor T. Todd Scholarship:** An award is made annually through the Oregon Development Fund to a student majoring in East Asian Affairs.

*Frank Edwin Wood Memorial Scholarship:** A scholarship is awarded annually to a regularly enrolled mathematics major who is of good character and ranks in the upper third of his or her class. The recipient must have upper class or graduate standing. This fund was established in 1972 as a memorial to Frank Edwin Wood, Associate Professor of Mathematics at the University of Oregon.

Architecture and Allied Arts

Lyle P. Bartholomew Scholarship and Loan Fund: This scholarship is available for awards to majors in Architecture. The fund was established by a bequest from the will of Lyle P. Bartholomew, who received a B.S. in Architecture in 1922.

Maude I. Kerns Scholarship: A $100 scholarship is awarded annually to a junior, senior, or graduate student majoring in art education. This scholarship is supported by gifts to the University from friends and students of the late Miss Maude I. Kerns, Class of '99 and member of the University faculty from 1921 to 1947.

Ion Lewis Scholarship in Architecture: A $3,000 travel scholarship is awarded, when funds are available, to Oregon architects, draftsmen, or advanced architectural students who are under 30 years of age and have a combined architecture education and experience of at least six years. Award is made on the basis of character, ability, promise, and need of travel. The scholarship is supported by a trust fund established by the late Ion Lewis of Portland, Oregon.

Ina McClung Art Scholarships: Several scholarships of varying amounts up to $500 are awarded annually to students in the School of Architecture and Allied Arts from the income of an endowment established by Mrs. Katherine H. McClung. The scholarships are named in memory of the late Miss Ina McClung, Class of '95.

Northwest Plaster Bureau Scholarship: A $250 scholarship is awarded annually by the Northwest Plaster Bureau, Inc., to an architecture student recommended by the architecture faculty and the dean of the school.

Ellen M. Pennell Scholarships: Several scholarships, $30 to $100, are awarded for a term or a year to students in the School of Architecture and Allied Arts. They are endowed through a bequest from Mrs. Ellen M. Pennell, for many years a member of the University Library staff.

Women's Architectural League Scholarship: Scholarships in varying amounts, supported by the Women's Architectural League, are awarded annually to a fourth year student of architecture. Scholarships are based on potential and achievement in the professional field.

Southwestern Oregon Chapter of the American Institute of Architects awards a tuition credit (the amount of in-state tuition) to a third, fourth, or fifth year student, based on financial need and potential in the field of architecture or interior architecture.

National American Institute of Architects awards a scholarship of $500 or more to a student majoring in architecture, based on scholastic achievement and financial need.

Architecture Faculty Scholarship: This full or partial tuition scholarship is based on achievement, potential, and financial need, and is made possible through faculty donations.

Marie and Arthur Berger Scholarships are awarded to landscape architecture students on the basis of merit and financial need. A number of work scholarships are also available through this fund, made possible by endowment funds from the estates of Marie and Arthur Berger, landscape architects.

*Phillip Halley Johnson Tuition Scholarships** are awarded to majors in painting and printmaking in the Department of Fine and Applied Arts. This scholarship fund was made possible by a bequest from the will of Phillip Halley Johnson, who received a B.S. in Fine Arts, 1935, and an M.F.A. in 1937.

S. H. Kress Foundation Scholarships: A five-year grant to the Department of Art History from the S. H. Kress Foundation has made possible the award of several graduate scholarships for the period of the grant, 1975 to 1980. One Samuel H. Kress Foundation Fellowship of $3,000 is awarded annually to a graduate student. Awards are based on academic excellence.

*Patricia L. Slayter Memorial Scholarships** for students career-oriented toward teaching in art education are awarded in varying amounts each year as funds are available. The scholarship fund was established by friends in memory of Patricia Slayter, a Eugene art teacher.

Business Administration

American Society of Women Accountants: A scholarship of at least $200 is awarded annually to an outstanding woman accounting student enrolled in an Oregon college. Scholastic achievement, aptitude, and financial need are considered. Funds for the scholarship are provided by the Portland Chapter #35 of the American Society of Women Accountants.

Autzen Foundation Scholarship: The Autzen Foundation provides an annual award of $625 to an upper-division student in business administration. The award is made on the basis of scholarship, qualities of leadership, and probable success in a business career.

*W. A. "Pete" Brooks Scholarship:** An annual scholarship consisting of up to one year tuition and fees remission to a University of Oregon student demonstrating an interest in insurance as a field of study and as a business.

*Cole, Clark and Cunningham Scholarship:** The firm of Cole, Clark and Cunningham Insurance, Portland, Oregon, awards a $500 scholarship annually to a deserving senior student majoring in business administration. The recipient is selected by the Business Administration Awards Committee of the College of Business Administration.

Newel H. Comish Scholarship Award: A $50.00 award is given each year to a student in marketing on the basis of high scholastic achievement and high moral character.

First National Bank of Oregon Scholarship: The First National Bank of Oregon awards annually two $500 scholarships to students of junior standing with an interest in finance and who are Oregon residents. The award is based on leadership ability and scholastic achievement.

*Gregor Endowment Scholarship:** Up to $500 is available to a regularly enrolled senior student in accounting who intends to become a certified public accountant.

Hanna Mining Company Scholarship: A $1,000 award annually for up to three years to a student selected at the beginning of the sophomore year. Award is based on academic achievement and promise as a business leader. Preferential consideration is given to employees of the Hanna Mining Co. or their children. Recipient must maintain a 3.3 GPA.

Bruce J. Herzinger Book Award: An award of $100 toward the purchase of books and supplies to an outstanding student in accounting.

Walter E. Heller Fellowship: $1,000 from Walter E. Heller & Co., is given to an M.B.A. candidate on the basis of academic promise.

*Lundquist Scholarship:** A $1,000 scholarship is offered to a deserving student in business.

*August Quinby Memorial Scholarship:** $150 is given alternately by the College of Business Administration and the Economics Department to a male student working for his master's or doctoral degree in economics or business, determined on the basis of demonstrated ability, financial need, and general worthiness.

Stretch and Sew, Inc. Scholarship: Two $600 scholarships are awarded on the basis of scholastic achievement and leadership displayed in the fields of marketing, transportation, finance, and behavioral science. Majors in these fields must be entering their final year as undergraduate or MBA students.

Wall Street Journal Award: A medallion and a year's subscription to the *Wall Street Journal* are presented to an outstanding student majoring in finance.

Arthur Young Scholarship: A $250 scholarship to an outstanding student completing the junior year in accounting.

Journalism

Arlyn E. Cole Memorial Scholarship: This award is presented annually by Cole and Weber, an advertising and public relations firm, in memory of the late Arlyn E. Cole, a founder of the firm. It provides a financial grant and summer internship experience to an outstanding junior in the field of advertising.

Crown Zellerbach Scholarships: A $750 scholarship is awarded annually by the Crown Zellerbach Foundation to upper-division students majoring in journalism. Scholarship, character, and journalistic ability are the major criteria for selection; financial need is not a criterion. Candidates must be United States citizens and preferably residents of the Pacific Northwest.

Eugene Register-Guard Allen Scholarships: Two $500 scholarships are awarded annually by the Eugene *Register-Guard* to journalism students, on the basis of scholastic achievement, journalistic ability, and financial need. Candidates must intend to make newspaper work their career. The scholarships are named in memory of Eric W. Allen, first dean of the School of Journalism and member of the University faculty from 1912 until his death in 1944.

Howard Hillis Scholarship: A $200 scholarship, named in honor of Howard Hillis, is awarded annually to a freshman student who intends to major in journalism. Funds for the scholarship are provided by the Oregon Scholastic Press and friends of the School of Journalism.

Jackson Foundation Scholarship in Journalism: Three $1,200 scholarships are awarded annually to students in the School of Journalism by the Jackson Foundation of Portland. The awards are based upon scholastic achievement, professional promise, and financial need. The Jackson Foundation was established by the family of the founder of the *Oregon Journal.*

Oregon Newspaper Publishers Association Scholarships: Six scholarships, ranging from $100 to $250, are provided through the Journalism Scholarship Fund of the Oregon Newspaper Publishers Association. The scholarships are awarded by the School of Journalism faculty to journalism majors or premajors who intend to enter the newspaper field.

Register-Guard 20-Year Club Scholarship: A tuition scholarship is awarded annually by the 20-Year Club of the Eugene *Register-Guard* to a sophomore or junior student in journalism who shows promise of achievement in the field, whose home is in the circulation area of the *Register-Guard,* and who has a need for financial assistance.

Florence Sweet Memorial Scholarship: A $200 scholarship, named in memory of the late Miss Florence Sweet, is awarded annually to a freshman student who intends to major in journalism. Miss Sweet was adviser to the Pendleton High School *Lantern* and president of the National Association of Journalism Directors. Funds for the scholarship are provided by the Oregon Scholastic Press and friends of the School of Journalism.

KPOK Broadcasting Scholarship of $1,200 is awarded by the Oregon Association of Broadcasters to an outstanding student preparing for a career in broadcasting. Application must be made to the Association.

Oregon Association of Broadcasters: A scholarship of $250 is awarded each year to a student planning a career in broadcasting. Application must be made to the Association.

American Newspaper Publishers Foundation awards scholarships to black students majoring in journalism. Application must be made to the Foundation.

Theta Sigma Phi, journalism honorary, awards a $250 scholarship biennially to an outstanding student majoring in journalism.

Law

American College of Trial Lawyers Scholarship: A $500 scholarship is provided annually by the Oregon members of the American College of Trial Lawyers for a law student who gives promise of becoming a competent advocate after admission to the bar.

*James D. Barnett Scholarship:** One or more scholarships are awarded annually by the faculty of the School of Law to needy and worthy students. The scholarships are supported through the income of an endowment fund, established by Mrs. Winifred Barnett Allendoerfer and Professor Carl Allendoerfer, in memory of Dr. James D. Barnett, member of the University faculty from 1908 until his death in 1957.

Henry E. Collier Law Scholarships: Several scholarships are awarded annually, on the basis of financial need and good moral character, to worthy men students in the School of Law who intend to make the practice of law their life work. The scholarships are supported by the income of a $50,000 trust fund established under the will of the late Henry E. Collier, Portland attorney. No recipient may be awarded more than $500 in any one year.

Lane County Lawyers Wives Association Scholarship: A scholarship covering fees for one term is awarded annually by the Lane County Lawyers Wives Association to a second- or third-year law student on the basis of financial need and academic achievement.

*Lorienne Conlee Fowler Law Scholarship:** The Loriene Conlee Fowler Scholarship is awarded, on the basis of need and scholastic record, to a woman student in the School of Law; the scholarship may be renewed as long as the recipient continues to make satisfactory progress toward a professional law degree. The award consists of the income of a $5,000 trust fund established by Dr. Frank E. Fowler, Class of '20, in memory of his wife, Mrs. Lorienne Conlee Fowler.

Herbert B. Galton Scholarship: A $300 scholarship is provided annually by Herbert B. Galton, a Portland attorney and a member of the Class of '38, to be awarded to a second-year student, for use during the third year in the School of Law, on the basis of interest in the field of labor law or problems of employed persons or other factors demonstrated by writings.

*Charles G. Howard Law Scholarships:** Several scholarships, of varying amounts, are awarded annually on the basis of satisfactory academic progress, financial need, and the applicant's effort to solve personal financial problems, to students in the School of Law. The scholarships are supported through a trust fund established by members of Phi Alpha Delta, legal fraternity, and are named in honor of Charles G. Howard, professor emeritus of law, and a member of the faculty of the School of Law from 1928 to 1971.

James T. Landye Scholarship: One or more scholarships are awarded annually to scholastically superior students who are in need of financial assistance. The scholarship is financed by the income from a fund contributed by the friends of the late James T. Landye, a Portland lawyer and a member of the Class of '34.

*Law School Alumni Scholarships:** Twelve $330 scholarships are provided by the Law School Alumni Association for award to deserving members of the entering class of the School of Law whose prelegal academic records are of B-average quality or higher. The recipients of these scholarships are selected by the president of the association and the dean of the school.

*Paul Patterson Memorial Fellowship:** A $1,250 fellowship is awarded annually to a student completing the second year in the School of Law who best exemplifies the high qualities of integrity, leadership, and dedication to public service which characterized the late governor of Oregon, Paul L. Patterson, Class of '26. The fellowship is supported through gifts from alumni and friends of the University.

*Kathryn Fenning Owens Memorial Scholarship** is awarded on the basis of academic success and financial need with preference given to a women student.

Jackson Foundation Scholarship: The trustees of the Jackson Foundation, a trust of the late Maria C. Jackson, widow of C. S. Jackson, founder of the *Oregon Journal*, offer annually a substantial scholarship to a needy law student of high ability who is a graduate of a secondary school in Oregon. Other things being equal, preference is given to the child of any present or former employee of the *Oregon Journal*. Selection is made by the School of Law faculty.

Women's Association of the Multnomah County Bar Scholarships: Annual scholarships of $500 are provided each year by the Women's Association of the Multnomah County Bar for award, on the basis of financial need and academic achievement, to third-year law students enrolled in law schools in Oregon.

Medicine

Kenneth A. J. Mackenzie Memorial Scholarship: A $2,500 scholarship is awarded annually for the study of medicine to the outstanding University of Oregon premedical student in the last year of premedical studies. The student receives $500 during the last year of premedical work at the University and $500 each year at the University of Oregon Health Sciences Center School of Medicine if he or she continues to maintain a high scholastic record. If the student does not maintain a high scholastic record at the School of Medicine, the scholarship is transferred to an outstanding member of the same School of Medicine class who took his or her premedical work at the University. The scholarships are a memorial to Dr. Kenneth A. J. Mackenzie, former dean of the Medical School; they are endowed through a bequest from the late Mrs. Mildred Anna Williams.

*John J. Rogers Premedical Scholarship:** A $500 scholarship is awarded annually to a premedical student. The scholarship is supported by Mrs. John J. Rogers of Eugene, Oregon.

The William and Marjorie Shearon Memorial Scholarship in Medicine is awarded annually to an outstanding student who has been accepted at a medical school in the United States. The $500 scholarship is supported through the income of an endowment fund established by Mrs. Marjorie (William) Shearon.

See also the Medical School catalog.

Music

Lotta Carll Scholarship in Music: This scholarship fund was established in 1962 by Charlotte Wenter, in honor of her mother, Lotta Carll. The recipient is selected on the basis of auditions and interviews by the Phi Beta Patronesses. The scholarship covers the cost of one music lesson per week plus a practice room.

Maude Densmore Memorial Music Scholarship: The Maude Densmore Memorial Music Scholarship, approximately $250, is awarded annually to an upper-division student in music at the University. The scholarship is supported by the Eugene Women's Choral Society.

Eugene Women's Choral Society Scholarship: The Eugene Women's Choral Society awards annually a $150 scholarship for music instruction in the University to a graduate of an Oregon high school. First consideration is given to voice students. The award is made on the basis of ability and objectives in music and on financial need.

Mu Phi Epsilon Scholarships: These scholarships, covering fees for private instruction in performance, are awarded by the members of the Eugene, Oregon alumnae chapter and patronesses of Mu Phi Epsilon to women students in the School of Music.

Musicians' Mutual Association Scholarship: The School of Music awards annually a $120 scholarship for woodwind, brass, or percussion instruction in the University to a Lane County, Oregon resident. The scholarship is supported by funds provided by the Musicians' Mutual Association, Local 689, American Federation of Musicians.

Phi Beta Scholarships: Several scholarships, covering fees for private instruction in performance, are awarded by alumnae and patroness groups of Phi Beta, women's national professional fraternity for music and drama, to women students in the School of Music on the basis of talent, scholarship, and worthiness.

Eugene Symphony Association Scholarships: Awards in varying amounts are made to students participating in the Symphony.

Presser Foundation Scholarships are awarded in varying amounts to undergraduate students with preference to future teachers of music.

The Max Risinger Award of $200 is granted annually to an upper-division or graduate student in choral music education who shows promise of outstanding success in the field. The recipient is selected by a committee of the music education faculty on the basis of observed talent and performance in choral music education.

Paul Clarke Stauffer Scholarship is awarded to a male student majoring in music. First consideration is given to current high school graduating seniors from Eugene, Oregon; next consideration is given to high school graduates from other areas in the state of Oregon.

Ruth Lorraine Close Musical Fellowship Awards in Music: Approximately $30,000 is available annually through a bequest from the late Mrs. Ruth Lorraine Close Gracely to be presented in minimum academic year awards of $2,000. These are granted to advanced music students of exceptional talent and achievement, with preference given to residents of Oregon or Washington who are specializing in the study of harp or composition.

Physical Education

Faculty Scholarship in Women's Physical Education: The faculty of the division of physical education for women awards a scholarship of $250 to an upper-division woman student who is preparing for a teaching career in health, physical education, or dance.

*Antoinette Shumway Stanton Scholarship:** This award is available to an student majoring in Health Education and is based on ability, interest, and financial need.

Physical Education Scholarship for Men: The Service Course Committee for Men in the Department of Physical Education awards a $100 scholarship each term to an undergraduate physical education major in recognition of high academic and professional achievement.

Janet G. Woodruff Alumnae Scholarship: The Association of Oregon Physical Education Alumnae makes one to three $100 awards annually to women professional students in physical education. Awards are based on scholarship, professional interest, and teaching promise.

University of Oregon Loan Fund

The University of Oregon Loan Fund has been established through donations and bequests for the purpose of aiding University of Oregon students in continuing their education. Information on funds available and questions on applications may be referred to the Office of Student Financial Aid.

Each year the funds have increased from interest on loans or investments of available cash. The Loan Fund is composed of two basic categories, short-term and long-term loans.

Short-Term Loans

Under the Short-Term Loan Program, a maximum amount of $100 may be borrowed for thirty to ninety days. Loans up to $250 may be made should emergency circumstances exist. A small service charge is assessed on the loans which are noninterest bearing. Eligibility requirements are:

(1) Borrower must be enrolled half-time (six credit hours) or more.

(2) No more than one short-term loan may be outstanding.

(3) Students may not have any delinquent University of Oregon accounts.

Long-Term Loans

The University Long-Term Loan Program provides for loans on a graduated scale of $200 for freshmen, $400 for sophomores, $600 for juniors, and $800 for seniors and graduate students; two co-signers are required. Faculty, staff, and students of the University are not eligible to co-sign. The maximum amount borrowed may not exceed $800. The borrower must have completed one term at the University. Interest accrues at the rate of four per cent annually on the unpaid principal balance during at least half-time enrollment. The interest will accrue at six per cent annually on the unpaid principal when the borrower terminates enrollment in the University.

All loans are repayable in equal monthly installments with the initial payment due the first day of the fourth month after the borrower terminates enrollment.

Available Funds

Donations have been provided for unrestricted loan purposes; special restrictions apply in some instances. Individual loan funds and fund balances within the University loan fund are as follows:

Unrestricted Funds

The unrestricted funds are considered within the general loan fund and are disbursed in accordance with the policies described above. The donors and equities in the unrestricted fund are as follows:

Fund Name	*Fund Balance June 30, 1976*
Long or Short Term (Various Unidentified Donors)	$ 97,608.00
Associated Women Students	8,173.00
Class of 1931	1,015.00
Class of 1932	1,847.00
Class of 1933	2,729.00
Class of 1934	3,154.00
Eugene Fortnightly Club	11,402.00
Rose M. Hollenbeck Loan Fund	80,952.00
A. P. McKinley Student Loan Fund	13,228.00
Selling Emergency Loan Fund	2,638.00
Alice Wrisley & Adelaide Church	55,031.00
Elizabeth Dudley Whitten Memorial	1,925.00
George C. Widmer Fund	8,084.00
Joseph & George Widmer Fund	2,784.00
Class of 1941 Endowment Fund	1,858.00
Class of 1942 Endowment Fund	1,296.00
Pi Lambda Theta	347.00
Eulalie Crosby Barnett Loan Fund	2,368.00
Schroff Art Students	97,933.00
Lucille Gunderson Memorial Student Loan Fund	540.00
Day Churchman Memorial Student Loan Fund	220.00
Rose E. Buchman Memorial Loan Fund	45,984.00
Norman Oswald Memorial	189.00
J. A. Murray Bequest	61,094.00
Bruce and Emma Brundage Short Term Loan	55,744.00
Carson IV 1967-68	126.00
Class of 1911	1,820.00
Catherine C. Fleming Fund	10,096.00
McDowell-Catt Loan Foundation	15,425.00
Richard C. Nelson Memorial	250.00
Charles C. Rikhoff, Jr. Student Loan Fund	1,588.00

University of Oregon Development Fund	1,203.00
David Turtledove Memorial	64.00
Joseph E. Havenner Memorial Loan Fund	128.00
Charles A. Howard	2,848.00
Ida Lakin Bear Estate	22,676.00
University of Oregon Mothers Endowment Grant and Loan Fund	43,866.00
Robert Bailey Memorial Endowment	1,735.00
Class of 1940 Endowment	1,232.00
Mary Ellen Showers Harris	473.00
Patroness Loan Fund of Mu Phi Epsilon	1,858.00
Eugene Women's Choral Club Loan Fund	1,977.00
Mary P. Spiller	14,222.00
Total Unrestricted Fund	$679,730.00

Restricted Funds

Fund Name	*Fund Balance June 30, 1976*
Thomas Robert Trust: Loans to students not to exceed $200, with annual payments of four per cent interest. Notes are due on or before five years from date of issuance	$ 2,180.00
LeRoy Kerns Loan Fund: Loans to students in School of Architecture. Applications require approval of Dean of School of Architecture. Interest is two per cent until graduation and four per cent thereafter	4,235.00
Phi Beta Alumnae Fund: Loans to students majoring in Music, Drama, Speech, or Theater	522.00
Edith Kerns Chambers Scholarship Loan Fund: Loans not to exceed $500 to male or female students in upper-division courses maintaining a 3.0 GPA. Interest at the rate of two per cent annually	1,269.00
Susan Campbell Fund: Loans not to exceed $500.00 to male or female students in upper-division courses maintaining 3.0 GPA. Interest at the rate of two per cent annually	1,139.00
American Association of University Women Regular Student Loan Fund: Loans to be issued to women only subject to University loan rules and regulations	938.00
Oscar Brun Civil Engineering Fund: Long-term loan funds for pre-engineering students progressing towards a civil engineering degree	5,793.00
Luella Clay Carson Loan Fund: A general fund for long or short-term loans, for women only	6,336.00
U of O Orchestra Loan Fund: Loans for payment of music fees. If no music fees, the purpose of loan fund shall be determined by the Dean of the School of Music	11,847.00
Mary E. McCornack Music Loan Fund: Regular long-term loan fund for music students preparing for life of religious work as singers and musicians. Applications must be approved by Dean of School of Music. Interest shall be six per cent while student and eight per cent upon graduation	900.00
Oregon Journal Fund: Long term loans for men enrolled in School of Journalism with GPA of at least 2.5. Borrowers are to be recommended by Dean of School of Journalism. No interest charged while student is enrolled at the University of Oregon, and no interest for two years after student has left the University. If any portion of the loan remains unpaid two years after student leaves the University, the loan balance will bear interest at the regular student loan rate of six per cent	11,847.00
Eugene Mineral Club: Loans limited to registered Geology majors, $200 maximum. Applications must be approved by the Head of the Geology Department	2,635.00
Arthur and Marian Rudd Journalism Fund: Regular long-term loans are noninterest bearing during enrollment and six per cent annually after leaving the University	6,164.00
University of Oregon Law School: Advance to United Student Aid Fund which provides additional Loan Funds at ratio of twelve and one-half to one. Interest rate is seven per cent. Arrangements for repayment must be made within three months after graduation. First monthly payment is due on the first day of the eleventh month after leaving school	1,000.00
College of Business Administration: European Exchange Program. Advance to United Student Aid Funds, procedures same as for fund for the Law School	2,000.00
Dads Club: Advanced to United Student Aid Funds with procedures same as for Law School fund	11,000.00
Indian Student Loan Fund: The maximum loan is $50 for three months	203.00
Ray Ellickson Memorial Fund: Loans are limited to Physics students, graduate or undergraduate, to be approved by the Chairman of the Physics Department; loans are for small amounts, $25-$50 for short periods; University loan regulations apply	407.00
Men's Emergency Loan Fund of the Class of 1933: Short term loans to be issued to men only	194.00
Miscellaneous Emergency: Loans not to exceed one year; interest at the same rate as charged on long-term student loans	5,758.00
Panhellenic Emergency: Emergency loans to sophomores, juniors, or senior women not to exceed sixty days	367.00
Phi Kappa Psi Gift: Loans for Phi Kappa Psi members only with 2.00 or better GPA. Loans are due September 1, of the following year. Interest is six per cent	261.00
American Association of University Women: Emergency loans to women upon recommendation of the Office of Student Services, subject to University regulations	156.00
Coos Bay-North Bend Rotary Scholarship Fund: General Fund available for short or long-term loans in priority sequence of (1) 4-H scholarship students from Coos Bay, North Bend, or Coos River; (2) other students from Coos Bay, North Bend, or Coos River high schools; and (3) any worthy student	263.00
Gamma Alpha Chi Fund: Short or long-term loans for women majoring in Journalism. Requires the approval of the Dean of the School of Journalism	1,675.00
J. W. Walton Memorial Fund: Loans to be issued to law students in accordance with regular loan policy	487.00
Lottie Lee Lamb Fund: Loans to be issued to women in Librarianship	370.00
Foreign Student Fund: Loans to be issued to International students in accordance with University loan policy	6,390.00
Jennie B. Harris Scholarship Loan Fund: Long or short-term loans for regularly enrolled women students. Interest earnings are to be used for scholarships	6,500.00

Graduate Student Aid Fund: Noninterest loans of $100 maximum for one year with six month extension, for advanced graduate students. Applications must be authorized by Dean of Graduate School and Associate Dean of Students for Graduate Students 4,975.00

Fred and Elva Cuthbert Fund: Loans are to be issued to married students in fourth, fifth, or graduate year as majors in Architecture or Allied Arts. No co-signers are required. No loan exceeds $200, repayable within one year from the date of issuance, and interest-free is paid in four months from date issued. Three per cent interest after the first four-month period. Loans must be approved by the Dean of the School of Architecture and Allied Arts 845.00

Eleanor Anderson Loan Fund: Noninterest bearing loans awarded by the English Department and disbursed in accordance with University loan policy 1,627.00

Douglas and Myrtle Cossman Fund: Long or short-term loans subject to the University loan rules and regulations. Interest earnings may be used for scholarships 1,401.00

Class of 1896 Loan Fund: Loan preference will be given to lineal descendants of members of Class of 1896. Loans may also be given to other University students. Interest usually at four per cent; trustees are sole judge of loan terms. Loan eligibility in accordance with University loan policy 16,399.00

L. S. Cressman Memorial Fund: Loans are noninterest bearing and due four months from date issued. The loans will be available to Anthropology majors upon approval of the Head of the Anthropology Department 699.00

Chemistry Loan Fund: Loans are disbursed upon recommendation of the Chemistry Department Head with the concurrence of the Director of Business Affairs 534.00

Total Restricted Fund $109,011.00

Total Loan Fund $788,741.00

Student Employment

More than 65 per cent of University of Oregon students are employed in part-time work in order to supplement income. The following information is intended to be of some help for students who seek employment either on the campus or in the community. Some students are ingenious in creating goods or services that fill a demand and provide income on an independent basis.

Campus

Student Employment is a part of the total service provided by the Office of Student Financial Aid. The Student Employment Office of the University and the Oregon State Employment Division is organized to assist University of Oregon students, their spouses, and dependents in finding part-time work. No fee is charged for the service. Students are encouraged to register with this office upon arrival at the University and after determining class schedules. Openings are usually available in child care, gardening, and typing. Most other part-time jobs fluctuate with the general employment situation in the Eugene area. The office is located in 262 Oregon Hall.

College Work-Study is a federally funded program. This program is designed to assist those students who are from low and middle-income families who need funds to continue their education and who are accepted or enrolled for at least half-time study at the University. The on-campus and off-campus work-study jobs are limited to an average of 20 hours per week during the school year. These jobs should not be confused with the employment offered by the State Student Employment Service. The College Work-Study Program is limited to those students whose financial aid eligibility has been determined on the basis of the financial statement(s) which are a part of the application for financial aid, and who are awarded work-study.

Office of Student Financial Aid: The University of Oregon receives an annual appropriation from the federal government to make funds available through the College Work-Study Program for part-time employment of students whose parents can make little or no contribution to their higher education expenses.

Personnel Department: This office manages staff employment (Oregon Civil Service) at the University. Assistance is provided for spouses of students wanting civil service employment on campus. Information regarding general State of Oregon employment is also available. Enrolled students are not normally employed through this office; students may apply for work through the Student Employment Office. The Personnel Department is in 463 Oregon Hall.

Dormitories: Food Service and Resident Adviser positions are available in the dormitories. Dormitory residents are given first priority for these positions. Interested persons should consult dormitory food supervisors upon arrival on campus.

The Resident Assistant positions, open to both men and women, provide room and board in exchange for dormitory counseling responsibilities. Appointments are generally made by the end of April for the following school year; applications are due on or before April 11. Apply directly to the Housing Office, Carson Hall.

Student Union: A variety of positions, including food service, are available in the Erb Memorial Union (student union). Inquiries should be sent to the Personnel Clerk, Erb Memorial Student Union.

Physical Plant: Students, both women and men, who seek custodial or grounds maintenance work should direct inquiries to the Physical Plant, University of Oregon.

Instruction and Research: Advanced students wanting to be considered for positions as assistants in instruction and research should apply to the head of their department. Reader positions are also handled by the departments, or by individual instructors.

Community

Craft Sales: Many students with the necessary skills and equipment produce a wide variety of craft items for sale at local markets, retail outlets, specialty shops, and periodic outdoor events. Profits on such sales are generally low, however. Students selling craft items are urged to familiarize themselves with local ordinances governing such sales, since in some cases (food sales, for instance), various vending licenses are required.

Apartment Managers: These positions are usually advertised in the daily newspaper under "Help Wanted: Couples."

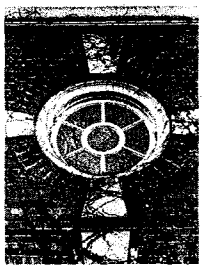
Restaurants and Taverns: Many students find employment in restaurants and taverns near campus. Flexible schedules and the possibility of tips make these jobs attractive.

Oregon State Employment Office: This office provides information and referral for jobs in the Eugene-Springfield area; the office is located at 432 W. 11th, Eugene, Oregon.

Switchboard: This is a local community information and referral service located at 454 Willamette, Eugene, Oregon; the telephone number is 686-8453.

Sales Clerks: A number of part-time jobs are available in shops near campus (including the University Bookstore), as well as throughout the Eugene-Springfield community.

Housing



Students at the University of Oregon are free to choose their own living arrangements from a variety of accommodations provided both by the University and by the community. Minimum regulations have been established for mutual convenience. It is expected that students will conduct themselves with the same respect for the comfort and property of others, the payment of financial obligations, and the general responsibility for order that is expected of all persons living in the community.

The following information lists the University-owned housing available and procedures for making reservations. A section is also devoted to the kinds of private rentals available with some advice on procedures.

Dormitories

The University maintains six dormitory complexes which house approximately 2900 students; names of the five main campus dormitory complexes are Bean, Carson, Earl, Hamilton, and Walton. The sixth dormitory, University Inn, is five blocks west of the campus. Single and multiple rooms are available in all dormitories, including units reserved for freshman, upper-division, and graduate students. Carson Hall offers coed living for upper-division and graduate students; entire floors are reserved alternately for men or for women; University Inn offers living in areas either segregated by sex or coed; most other dormitory complexes devote the living units entirely to one sex or the other.

Facilities: The following services are provided to dormitory residents: (1) food service: 20 meals per week except during vacations (no meals are served Sunday evenings); (2) bed linens; carpeting, lounge chairs in single rooms; (3) draperies, desk lamp, study chair; (4) recreation: color television, table tennis, vending machines, basketball standards, tennis courts; (5) coin-operated washers, dryers, ironing boards; (6) locked storage space for luggage; (7) telephones: floor phones for campus calls, pay phones, and private phones available for an additional charge, except for University Inn where private phones are provided; (8) refrigerators available for extra charge.

Costs: The following rates for room and board are for the 1977-78 academic year:

Term	*Multiple Room and Board*	*Single Room and Board*
Fall	$ 630	$ 819
Winter	420	546
Spring	350	455
Total	1400	1820

University Inn, on Patterson Street, offers additional services and private baths; the rates are:

Fall	$ 819	$1065
Winter	546	710
Spring	455	591
Total	1820	2366

These charges are payable at the beginning of the term, or in two installments, the first at the beginning, the second at a fixed date during the term. Ten-day leeway is allowed at the beginning of each term, after which a $1.00 per day late penalty fee is charged. If fees are not paid within twenty days, University eviction and collection procedures wil be initiated. Hall dues are $3.00 per term.

Note: When the actual expense of operation exceeds the housing budget by 3 per cent or more, the Oregon State Board of Higher Education may exercise its right to increase rates.

Reservations: Reservations should be made as soon as possible before the opening of the school year, if possible with the application for admission; a reservation form is provided along with the form for application for admission. However, a dormitory reservation may be made at a late date if one prefers. Priority for filing reservations is determined by the date application is received in the Housing Office. Inquiries may be addressed to the office in Carson Hall, University of Oregon, Eugene, Oregon 97403. The dormitory application forms must be accompanied with a $50.00 deposit.

Contract: Dormitory residents are required to sign a contract—the terms and conditions of occupancy—which explains rights, privileges, and responsibilities of dormitory residency. These terms are based on consideration for other residents, health and safety standards, and compliance with established laws and the University Conduct Code. Failure to comply with the terms and conditions of occupancy may lead to eviction.

Rooms are available only to those who agree to room and board in a dormitory throughout the entire school year (except Summer Session; see below). However, while remaining in the University, a student may be released from contract by providing a satisfactory replacement or by the payment of $1.00 a day for the remaining days in the school year; in either case, the $50.00 deposit is forfeited.

Cancellation of dormitory reservations must be made in writing to the Housing Office by August 1 for fall term or at least 14 calendar days before winter or spring term begins. Forty dollars of the $50.00 deposit will be refunded; $10 of the deposit will be retained as a processing fee. If notification of cancellation is received after August 1 for fall term or less than 14 calendar days before winter or spring term begins, the entire $50.00 deposit will be forfeited.

Charges for room and board are made on a full term basis. If persons withdraw from the dormitory and the University before the tenth week of the term, any unearned room and board payments will be refunded according to an established schedule. Board charges during an absence from Eugene of ten or more consecutive full days are refunded at the rate of $2.00 per day.

Vacations: There is no food service during vacation breaks. Students may remain in their rooms during Thanksgiving at no charge. Students who remain during Christmas and spring breaks are moved together and charged an additional fee ($30.00 and $15.00 respectively).

Summer Session: Summer Session students may select a seven- or five-day board: the five day week includes Monday breakfast through Friday lunch with the option to purchase weekend meals on a per-meal basis. A contract for both room and board is required. Students leaving the University during their designated length of stay will be released from contract.

Dormitory facilities are available to married couples at the regular double-room and board rate for each person. In addition, housing and food services are available to workshop and conference groups. Address inquiries to Housing Office, Carson Hall, University of Oregon, Eugene, Oregon 97403.

Student Jobs: Part-time kitchen jobs for students are available in the dormitories, with dormitory residents given first priority. Minimum hourly wage is $2.35. Applications may be made to the dormitory food-service supervisor.

Sorority and Fraternity Rushees: Students hoping to join a fraternal living group and to continue living in a dormitory, should make a dormitory reservation. Reservations are not necessary for rushees not planning to live in a dormitory. Students who do not pledge a sorority or fraternity at the end of rush week may reserve a dormitory room if space is available.

Student-Family Housing

University-owned apartment housing is available to married students with or without children and to single students with children. Westmoreland, three miles from campus, has 408 one- and two-bedroom furnished apartments. Rent* is $98.00 and $115.00 per month. Designed for comfort and easy care, these apartments have electric heat and appliances, ceramic tile baths and ample storage; the grounds are landscaped and maintained the year round. Excellent public bus service to the campus is available; an elementary school and a shopping area are within walking distance. (*Proposed rates for 1977-78, subject to change.)

Amazon, a much older complex within walking distance of campus, has 246 unfurnished two-bedroom units. Schools and parks are nearby. Rent is $00.00 per month and includes water, garbage collection service, and television cable. Tenants provide stoves and refrigerators; a few are available to rent from the University.

Both Westmoreland and Amazon have playgrounds for children; a recreation center for tenants' social assemblies is available. Cooperative nursery schools operated by parents of three- and four-year olds are available in each project. Modern coin-operated laundries are located in both communities.

To be eligible for student family housing, students must be enrolled for a minimum of course work as follows: graduate fellows holding half-time appointments, 6 credit hours; graduate fellows holding one-third-time appointments, 9 credit hours; other graduate students, 9 credit hours; undergraduates, 12 credit hours. Graduate students holding appointments for more than half-time are not eligible. A $20.00 security deposit is required for all family housing.

Those applicants with net income low enough to qualify for financial aid will be given special consideration in assignment. Assignments are made to graduate assistants first, then graduate students, then undergraduates in descending order of class standing. Date of application is used to assign each priority classification. Assignment is generally possible during the school year.

Occupancy is restricted to members of one family only, and the following maximums are allowed in tenant occupancy: one-bedroom apartments—two adults and one child under the age of one year; two-bedroom apartments—two adults and two children over the age of one year and one child under the age of one year. Pets are not allowed in either Amazon or Westmoreland housing.

Miscellaneous Housing for Student Families: Over 100 miscellaneous unfurnished houses located adjacent to the campus are owned and rented to student families by the Housing Office according to a priority that includes student status, size of family, and date of application. Pets are permitted in many of these units. Monthly rents are set as near to the local rental market rate as possible. The rental contract is on a monthly basis and currently includes a $20.00 security deposit. Inquire at the Housing Office, Carson Hall.

During the Summer Session, dormitory facilities are available for married couples without children at the regular double-room and board rate for each person. Inquiries about Student-Family Housing should be made to the Housing Office, Carson Hall.

All rental rates are subject to change by the State Board, and the Oregon State Board of Higher Education reserves the right to increase rates during the year when actual expenses of housing operations exceed budgeted expenses of three per cent or more.

Co-operatives

Each of the four co-ops is a student-owned and operated living organization. The co-ops are able to provide room and board at a lower cost than dormitories because each member shares in the responsibility for upkeep and maintenance. Membership in the co-ops ranges from thirty to forty students per unit.. All four houses are within one block of campus.

At University House, a co-ed house at 791 East 15th Avenue, and Parr Tower, a women's house at 1648 Alder Street, each resident owns approximately 1/82 of the business enterprise for the period rent and board are paid.

Study rooms are shared with one to three other people, depending upon the size of the room. Everyone sleeps on an unheated sleeping porch with bunk beds; private study rooms and sleeping porches are located on the second and third floors.

The main floor and basement are considered the public areas. The first floor includes the head resident's apartment, kitchen, dining room, living room, and television room. The recreation room, bike room, laundry, and library are located in the basement.

The following services are available in these two co-ops: (1) Professional cooks prepare lunch and dinner Monday through Friday, and preliminary preparations for weekend meals; (2) bunk beds and mattresses; (3) desk and chair; (4) recreation: piano, television, stereo, and vending machines; (5) washer and dryer, ironing boards; (6) storage space, study room, closet, drawers; (7) telephone: floor phones for campus and local calls.

Philadelphia House, a Christian men's living unit, is located at 1883 University Street. Facilities include Newton Chapel, separate sleeping porches and study rooms, a parking lot, and complete laundry facilities. Recreation facilities include a piano, television, stereo, and table tennis equipment. A professional cook prepares weekday lunch and dinner meals, and preliminary preparations for weekend meals. Elected officers lead the house, and each member may participate in the government of the house through weekly hous meetings and committees. The incorporated board of directors is elected from the membership and from the clergy and laity of the community.

Campbell Club, 1670 Alder, houses men and women students. Rooms, for two persons, include individual desks, chairs, and ample closet and dresser space. Campbell Club also provides a large living room, den, dining room, kitchen, basement, laundry facilities, luggage room, University extension phones and a pay phone, study rooms, and recreation facilities. Professionally cooked meals include dinners six days a week. Other meals are prepared by students who reside in the house. Campbell Club is self-governing, with annually elected officers.

Requests for applications or further information may be directed to the addresses above.

Fraternities and Sororities

Fraternities and sororities provide comfortable small group living accommodations with homecooked meals. There are quiet study rooms, and someone is available to help if studying problems arise.

There are also areas for recreational and social activities. Fraternities and sororities also provide quiet sleeping areas.

Each chapter house offers the individual an opportunity to become part of a community made up of people with many different interests and motivations who are held together by personal friendships and affiliation. There is an opportunity for involvement in social- and service-oriented activities both on the campus and in the community.

"Rush" is the term that fraternities and sororities use to describe the process of choosing new members. Rush period, which includes house visitations, is scheduled before fall registration to permit students time to get acquainted with each other and to meet members of the various fraternities and sororities. If you plan to attend fraternity or sorority rush and are uncertain about fall term housing plans, it is not necessary to reserve a room in a dormitory for the academic year until after a decision on pledging. Dormitory rooms are guaranteed to students who do not pledge; however, roommate choice will be more limited at this time. Informal rush continues throughout the academic year, so decisions may be made at a leisurely pace.

Costs for room, board, and social fees vary from one house to another. Yearly costs for sorority members average $1,350 for the first year; fraternity costs average $1,250. Dormitory residents belonging to sororities or fraternities pay an average bill of $16.00 per month for weekly meals at the chapter house, social events, and dues. Monthly or quarterly arrangements may be made for payment of room, board, and chapter activities.

Sororities at Oregon include: Alpha Chi Omega, Alpha Delta Pi, Alpha Omicron Pi, Alpha Phi, Chi Omega, Delta Delta Delta, Delta Gamma, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, Pi Beta Phi, and Sigma Kappa.

Fraternities include: Alpha Tau Omega, Beta Theta Pi, Chi Psi, Delta Tau Delta, Delta Upsilon, Kappa Sigma, Phi Delta Gamma, Phi Kappa Psi, Pi Kappa Alpha, Sigma Chi, Sigma Nu, Sigma Phi Epsilon, Sigma Alpha Epsilon, and Theta Chi.

Students interested in more information about fraternities and sororities should direct requests to the Interfraternity Council (men) or Panhellenic (women), Erb Memorial Union.

Off-Campus Housing

There is an inadequate supply of acceptable low-cost housing in Eugene. Finding an inexpensive place to live may be a time-consuming problem, especially if one has pets, is looking for something near campus, or wants to live alone.

Apartments: Most students live in one- or two-bedroom apartments within a mile of campus. In that area, rents are generally 10 to 20 per cent higher than in the rest of Eugene-Springfield and range from $100.00-$160.00 for furnished one-bedroom apartments. Some studios and quad apartments are available for $85.00-$125.00. A quad is a single sleeping room with kitchen and bath facilities sometimes shared with three other units. Two-bedroom apartments cost from $150.00-$250.00. Unfurnished units are about $10.00 to $25.00 less. Most buildings have coin-operated laundry machines. Tenants are often required to pay their own utility bills in addition to the stated rental fees.

Houses: Single-family houses are the most popular housing option. Because they are so popular, demand far exceeds available supply. Many fine homes are being demolished to make way for apartment complexes. Finding a house may take a long time; one must check the newspapers, bulletin boards, and referral services. Many houses are passed on among friends and never advertised. Many are rented from a window or lawn sign, and never appear in the newspapers or referral lists.

Rooms and Roommates: A few rooms are available in private homes. There are a few boarding houses in Eugene. Some students rent large apartments or houses, then rent rooms or look for roommates. For most students the only way to raise enough rent money is to share an apartment or house with one or two others.

Finding a Place: Off-Campus Housing (Suite 3, Erb Memorial Union, University of Oregon) maintains a free referral for all types of rental housing. This office has information about houses, apartments, studios, rooms, quads, and temporary quarters. There are also lists of people looking for roommates. This is all kept on bulletin boards in the hall outside the office. In addition to the referral service, the office has maps of Eugene, model rental agreements, inventory-and-condition reports, information about landlord-tenant law, and a courtesy phone—all free of charge. The *Oregon Daily Emerald*, the *Springfield News*, the *Willamette Valley Observer*, and the *Eugene Register-Guard* carry classified advertisements of rentals. The latter is available in many county libraries; a look at the newspaper before arriving in Eugene will provide an idea of costs and where to look. The best rentals appearing in the papers are usually taken within a few hours; experienced students get the papers as they come off the press.

Many bulletin boards scattered around campus and in stores near the University and several boards in the Erb Memorial Union have information about available housing. Many real estate firms rent apartments and houses in the Eugene area. Also, two commercial rent-referral services operate in Eugene. Confer with Off-Campus Housing for more information.

Written Leases: Most landlords require tenants to sign some sort of agreement. Read it carefully. Ask for an explanation of any provisions you do not understand, and request modification of those that appear unreasonable. Most rental agreements are designed to protect the landlord, not the tenant. In the absence of a written agreement, the landlord can evict a tenant for nonpayment when the rent is ten days late. The landlord can also evict a tenant with thirty days written notice.

Copies of a model rental agreement are available from Off-Campus Housing.

Deposits: Most landlords require a deposit (damage, cleaning, or security) to cover any damage the tenant may cause beyond normal wear and tear. Problems may arise when the tenant moves out and asks for a deposit refund, regardless of the condition of the dwelling. There may also be honest disagreement about the condition of the dwelling, or about what each party had promised to do. It is important to read the lease or rental agreement carefully. Be sure you understand what the deposit is for and under what conditions it will be returned. Write down any promises which the landlord makes orally, and have him sign the list.

To help assure that the deposit will be returned properly:

(1) Complete an Inventory-and-Condition Report upon moving in. These are available from the Off-Campus Housing Office. Make two copies; give one to the landlord after he signs it, and keep one.

(2) Keep a receipt or cancelled check to verify payment of deposit and the exact amount.

(3) Clean the unit thoroughly before leaving, and then ask the landlord to inspect it. During the inspection, complete another inventory form.

(4) With the landlord, agree upon the amount of the deposit to be refunded, and the date by which it should be received.

Consult the Off-Campus Housing Office for further advice on deposits, or if problems arise.

Student Government/Erb Memorial Union/Bookstore

Associated Students of the University of Oregon

Purpose: Student government at the University of Oregon is the Associated Students of the University of Oregon (ASUO). Administrative offices are in the Erb Memorial Union. It is a rainbow of agencies, activities, and programs designed to serve student needs and interests. The purpose of the ASUO is to give students the opportunity to plan and direct their own programs, to become involved with every aspect of University life, and to influence the decisions that affect the quality of education and student life at the University of Oregon.

The ASUO shares the University's belief in the student's worth as an individual human being, and attempts to reinforce this within all levels of the University experience. Through its various programs, the ASUO continually provides opportunities for students to become involved in the political realities of campus life, and encourages their co-operative participation.

Structure: The ASUO is divided into executive, fiscal, and judicial branches. The executive body is composed of a president, vice-presidents, and administrative officers. It is responsible for the ASUO budget and assists the ASUO programs. The executive branch also recommends the appointment of student members to the many regular and ad hoc committees that serve the University and its administration.

The judicial branch of the ASUO is the constitution committee. It has the responsibility for interpreting the ASUO constitution. ASUO elections are administered by the elections board with an elections court, both functionally responsible to an ASUO vice-president.

The Incidental Fee Committee is composed of seven students elected from the student body at large. Each year all recipients of support from incidental fees (the Athletic Department, the EMU, and the ASUO, among others) submit their proposed budgets to the ASUO Incidental Fee Committee. After a series of hearings on each budget proposal, the Incidental Fee Committee presents its recommendations to the ASUO president, who forwards the ASUO recommendation on the allocation of incidental fees to the President of the University. The final incidental-fee budget is approved by the State Board of Higher Education.

Student University Affairs Board: SUAB is an 18-member elected body which deals specifically with issues relating to student affairs within the University. Members are elected by students from each academic constituency for a two-year term. The SUAB is also responsible for the operation of the Information and Grievance Center in the Erb Memorial Union.

Housing Office: This service offers a free rent referral service and counsels students who are involved in landlord-tenant disputes. The office also distributes pamphlets dealing with tenant rights, finding housing in Eugene, and other housing-related issues.

Student Projects, Inc.: SPI, a student operated nonprofit corporation, includes two major units: Footnotes, which each term publishes class notes for large lecture courses; and ARSEP, the Andreason Recreation and Services for the Elderly Program, in which students provide recreation and service programs for older people in the community's nursing homes and senior activity centers.

OSPIRG: The Oregon Student Public Interest Research Group is a statewide organization of college students, funded with student fees, to investigate consumer and environmental problems.

International Education Center: The IEC was established as a campus information and coordinating agency for overseas travel, work, and study programs. Its services have expanded to provide coordination of campus and national programs promoting international understanding.

Survival Center: The Survival Center offers a way for students and community to share information and concern about environmental issues, and provides the organization for projects directed at specific problems. An example is Project Intercept, designed to recycle paper used by all departments on the campus.

ESCAPE: Student-initiated and student-run, ESCAPE is an accredited practicum which places student volunteers as teaching aides, tutors, and counselors in public and private local schools, day-care centers, nursing homes, and other educational agencies throughout the Eugene area.

Emerald Subscription: The ASUO purchases a subscription to the *Oregon Daily Emerald*, an independent newspaper, for each member of the University student body.

The Oregana: is the Yearbook for the University of Oregon. Produced entirely by students, the *Oregana* provides a pictorial record of events and is published annually. It also provides students with the opportunity to exercise journalistic skills to produce the yearbook.

Drug Information Center: The Drug Information Center provides answers to any and all questions concerning drugs and drug usage. This includes the physiological, psychological, and sociological aspects of prescription, over-the-counter preparations, herbals, and street drugs. The Drug Analysis Project, provided free and anonymously, is available by calling 686-5411. The DIC also sponsors University classes on drugs.

Action Now: A University-based lending library of tools which offers students the opportunity for on-the-job experience in construction, designing, and remodeling. The program has developed a self-sufficient-energy dwelling which is both inhabitable and open to the public as an educational resource in energy use.

University Theater: The ASUO contributes funds to the University Theater in order to reduce the costs of admissions for students.

Music: The ASUO provides some financial support for student music activities, bands, choirs, and symphony orchestra, which are administered by the School of Music.

Repertory Dancers: The Modern Repertory Company, composed of faculty and advanced modern dance students, performs works choreographed by students and the director. The company performs on campus several times each year.

Recreational Folk Dancing: This program provides folk dance instruction and evening dance recreation up to three nights a week for interested members of the University community.

SEARCH Office of Experimental and Innovative Education: SEARCH is the ASUO agency responsible for student initiated and frequently student-taught courses labeled experimental or innovative either because the content, or learning situation, or both, differ greatly from the regular curriculum. These courses carry University academic credit.

Women's Resource and Referral Service provides services for University and community women who require counseling and advice on matters appropriate only to women. It provides an educational resource for understanding potentialities and realities for today's women.

Forensics: Forensics is the University's debating society, funded by the ASUO and advised by faculty and staff from the Department of Speech.

Crisis Center: An ASUO-funded program available all hours of the day and night to students and community people in need of crisis-intervention counseling. This unique program offers help to those who are depressed, freaked-out, or unable to cope.

Associated Oregon Study Lobby is a federation of student governments devoted to the interests of students in Oregon institutions of Higher Education. Member organizations are Oregon, Oregon State University, Portland State University, Southern Oregon State College, Oregon Institute of Technology, Oregon College of Education, and Eastern Oregon State College. Main Office of the AOSL is in Salem.

Legal Services: The ASUO Legal Services Office, staffed by two lawyers and several secretaries, provides legal services for all students who have paid their incidental fees, excluding litigation and some exceptions such as the preparation of tax returns and wills. The office also provides legal advice to the ASUO executive and ASUO programs.

National Student Lobby: The National Student Lobby is a federation of state organizations, student governments, and individuals devoted to the interests of the recently enfranchised millions of college and secondary school students throughout the United States. As a registered lobby with the U.C. Congress, the NSL maintains close contact with state student lobbies (legislative coordinators) and other statewide student associations, providing mutual support in their respective endeavors. The ASUO encourages University students to participate in the NSL.

Alert: Alert is an organization whose purpose is to represent the needs of the handicapped student to the University, and to help orient handicapped students to the campus community.

Asian American Student Union: The Asian American Student Union (AASU) exists to serve the needs of the University's considerable population of Oriental-Americans. This Union exists so that Asian-Americans might define and articulate an authentic identity on their own terms.

Black Student Union: The Black Student Union is the focus of social and cultural activities, the agent for developing community unity and black consciousness, and the center for promoting interest and involvement in University affairs among black students.

Chinese Student Association: The Chinese Student Association represents about 300 Chinese students on campus. The CSA's major goals are to coordinate academic, social, and cultural activities within the Association, and to present them to the University community.

Foreign Student Organization: The Foreign Student Organization (FSO) represents the University's foreign students before the State Board of Higher Education, the Legislature, the University administration, and the student body in matters that directly affect foreign students.

Gay People's Alliance: The Gay People's Alliance serves those gay students who seek a relaxed, nonoppressive atmosphere for significant social interaction and worthwhile activities with other gay students, and who seek to affirm a positive sense of self.

Gerontology Association: An ASUO-funded program which offers students the opportunity to work in close association with elderly people in the community to provide such services as transportation to the polls, social activities, and the publication of a popular newsletter, The SAGE.

MEChA: This organization represents the Chicano students at the University. MEChA stands for *Movimiento Estudiantil Chicanos de Aztlan*, or Student Movement of Chicanos of Aztlan. It coordinates Chicano student activities and represents the interests of Chicano students at the University.

Native American Student Union: The Native American Student Union (NASU) is primarily concerned with orienting native Americans to campus life through cultural, recreational, and social events; and in educating the community to native American life styles, both historic and contemporary.

Prehealth Sciences Center: Annual programs of PHSC include a seminar on medical issues, professional-school information, and clinical observation for premedical and predental students. The PHSC newsletter is a source of information for these programs and for some aspects of health care.

Student Bar Association: The Student Bar Association (SBA) functions as the umbrella agency for student interest groups within the University of Oregon School of Law.

3-D Program: Brings children of different ethnic backgrounds together to participate in cultural, recreational, and educational activities. The goal of the program is to perpetuate cultural awareness and social interaction between the children and their parents.

Food-Op, Inc.: a student-run nonprofit organization which provides food to students and to student households at reduced prices. The General Store is at 15th Avenue and Agate. For a nominal fee, students may become Food-Op members. The Food-Op also provides service to off-campus living organizations.

ASUO News Bureau serves the ASUO programs and governance bodies by acting as liaison between the ASUO and the mass media to publicize campus issues, events, and activities.

Erb Memorial Union

Adell McMillan, M.S., Director.
Hal R. Smith, M.A., Associate Director.
Ned Shafer, M.S., University Program Consultant.
Gary Grimm, M.A., Outdoor Program Coordinator.
Sandra Vaughn, M.S., Recreation Coordinator.
Tom Urban, M.F.A., Craft Center Coordinator.
Wanda Venturacci, B.S., Child Care and Development Center Director.
Edd Casto, EMU Day Care Center Director.

The Erb Memorial Union (EMU) is a combination of facilities, services, and programs dedicated to making the extracurricular life of students an integral part of their education. The EMU provides group meeting rooms, a variety of food service units, an art gallery, lounges, and a recreation center, and a staff of program consultants to help groups and individuals in planning programs. Student government and activities offices are located on the ground floor of the EMU. Also housed in the building are a branch of the U.S. Post Office, and the EMU Print Shop, an information center, a small store, a ticket outlet, the University lost-and-found, and the Outdoor Resource Center store. Also a part of the EMU, but not housed in the building, is the Canoe Shack providing canoe rental for use on the Millrace and elsewhere.

The Erb Memorial Union is funded from two sources, the Incidental Fee paid by all students each term, and from income generated by some of its units. Each year the EMU submits its budget to the ASUO Incidental Fee Committee, who make recommendations to the President of the University regarding the allocation of the Incidental Fee to the Athletic Department, the ASUO, and the Erb Memorial Union.

Board of Directors: The Board has the responsibility for making general policy decisions and long-range plans for the Erb Memorial Union. The Board also advises the staff of the Union on matters of the day-to-day management and administration. Membership on the Board is made up of elected students, appointed students, and appointed faculty. Three subcommittees work with Food Service, House, and Budget.

In addition to providing services and facilities, the EMU also provides activities and programs for the educational, cultural, and recreational enrichment of the University community. These EMU programs are:

Cultural Forum: The Cultural Forum presents a program of campus-wide entertainment and cultural activities, including films, concerts, art exhibitions, lectures, symposiums, and other cultural events.

Outdoor Program: The Outdoor Program offers an opportunity to participate in many outdoor activities, including camping, hiking, mountaineering, ski-touring, canoeing, kayaking, and bicycle-touring.

Craft Center: Open to all members of the University community, the Craft Center provides the opportunity for informal work in ceramics, jewelry, woodworking, graphics, photography, and various other crafts.

Child Care Centers: Three child-care centers and one day-care center are available for use by University students, staff, and faculty.

Club Sports and Recreation Center: Participation by all interested students is the emphasis of the Club Sports Program, a special intercollegiate program with teams in soccer, rugby, lacrosse, judo, karate, fencing, water polo, table tennis, volleyball, rodeo, ski, crew, badminton, sailing, handball, bicycling, racquetball, bowling, and an equestrian team. The Recreation Center sponsors tournaments in billiards, table tennis. shuffle-board, chess and bridge.

University of Oregon Bookstore

James Williams, Manager.
Otto Henrickson, Textbook Manager.
Thom Chambliss, Tradebook Manager.
Judi Johnson, Office Manager.
Bob Spencer, Supply Department.
Marj Jones, Receiving Manager.

Services: The University of Oregon Bookstore, Inc., located at 13th Avenue and Kincaid Street, has been serving the needs of students and faculty since 1920. The Bookstore supplies the majority of texts for University classes and has a wide variety of tradebooks and current best-sellers. It supplies a good selection of schools supplies including such necessities as typewriters and electronic calculators. Also supplied are a myriad of dry-goods, including toiletries and personal care goods, and such souvenir items as University of Oregon mementos and tee-shirts. Candy, cigarettes, and magazines of all types supplement the inventory. There is a check-cashing service for students and faculty.

Organization and Management: For many years a cooperative store, the Bookstore is now an independent, nonprofit corporation composed of all the students, faculty, and classified staff of the University. Policy decisions are made by a Board of Directors of eight students and two faculty members. The directors are elected by the Bookstore's membership in annual elections. The operation of the store is handled by six full-time management men and women and a large staff, many of whom are spouses of students or students working part-time.

Policy: It is the sole policy of the Bookstore to supply the consumer needs of the students and faculty in the best manner possible.

Textbooks are discounted 10 per cent since they are the heart of a student's education and the Bookstore wants to help keep down as much as possible the cost of higher education.

The Bookstore is constantly striving to find new ways to better serve its membership and welcomes suggestions and constructive criticism. To serve this end, a suggestion box is placed in the lobby of the store with a standing invitation for all to use it.

Administration

The University's organization has twenty-eight administrative offices whose staff are responsible for some aspect of student life. Directors of these services report to the president or to one of the vice-presidents. A student may have occasional or frequent association with one or more of these services. Others will seldom come to student attention. All supplement the academic life with necessary services and functions.

Office of the President

William Boyd, Ph.D., President.

John E. Lallas, Ed.D., Executive Dean.

Myra Maurice Willard, B.A., Director, Affirmative Action.

David B. Frohnmayer, J.D., Assistant for Legal Affairs.

Carl O. Fisher, Director, Development and Alumni.

Muriel Kappeler Jackson, M.S., Director, University Relations.

The fundamental structure for the government of the University of Oregon was established on October 28, 1876, in a legislative statute commonly known as the University Charter. It specified that the President and the professors constituted the University faculty, and that this faculty should "have the immediate government" of the institution. This established a tradition of consultative and mutual responsibility that has continued to the present time. For example, basic academic requirements and many of the academic practices of the University are established at the monthly open faculty meetings.

Among the President's closest advisers on University policies are the members of the Faculty Advisory Council, who are elected by the faculty and who, in regular meetings with the President, provide faculty opinion and counsel on University affairs.

In addition to the Faculty Advisory Council, the President is advised by the Council of Deans, by faculty and administrative committees composed of both faculty and students, by the officers of the Associated Students of the University of Oregon (ASUO), and several other groups. The latter include citizens' committees, and the Development Fund Board of Directors.

Office of the Vice-President for Academic Affairs and Provost

Paul Olum, Ph.D., Vice-President for Academic Affairs and Provost.

Marshall D. Wattles, Ph.D., Vice-Provost for Academic Administration.

Robert C. Albrecht, Vice-Provost for Academic Planning and Resources.

Henry Osibov, D.Ed., Assistant for Faculty Personnel.

This office has overall responsibility for academic planning and budgeting, curriculum development, and faculty personnel administration for all the University's professional schools and colleges, the College of Arts and Sciences, and the Graduate School. Other academic and service programs within the jurisdiction of this office are the University Library, the Division of Broadcast Services, the Summer Session, and Continuing Education. The office also has overall responsibility for certain of the University's student services including Admissions, Registration, Financial Aids, Erb Memorial Union, and Student Personnel Services. The courses of instruction and other details of service offered by these divisions are described elsewhere in this catalog.

Office of the Vice-President for Administration and Finance

N. Ray Hawk, D.Ed., Vice-President for Administration and Finance.

Ralph C. Sunderland, B.S., Assistant and Director of Management and Budget.

Herbert Penny, B.S., Assistant for Administration.

This office is responsible for general administrative and fiscal affairs of the University primarily in areas other than those directly associated with curricula and faculty. Coming within the jurisdiction of this office are the administrative division for Business Affairs, Classified Personnel, University Computing, Environmental Health and Safety Programs, Intercollegiate Athletics, the Museum of Art, and the Physical Plant. In addition, certain of the University's student services report to this office including Housing, Security, and Health Services. Details concerning the function of these divisions appear elsewhere in this catalog.

Affirmative Action

Myra T. Maurice Willard, B.A., Director and Title IX Officer.

Equal Opportunity: The University of Oregon is committed to provide equal opportunity and access to University facilities to everyone, without regard to race, creed, color, age, sex, handicap, or national origin. In an affirmative action policy statement adopted on October 15, 1971, and revised in December 1974, the University pledged as follows:

Policy: It is the policy of the University of Oregon that discrimination based on race, color, religion, sex, age, handicap, or national origin shall not exist in the University. This applies to all facets of the University, and is intended to carry out explicitly all state and Federal laws and executive orders which pertain to discrimination. Through an Affirmative Action Program, the University is pledged to seek actively new and creative ways to combat discrimination and to insure that nondiscrimination is a pervasive part of the University environment. The primary objectives of the Affirmative Action Program are to:

(1) increase substantially the employment of women and minority-group persons in all segments of the University's work force to levels at least equal to their availability within comparable work forces.

(2) insure that women, minority-group, handicapped, and older workers receive equal opportunity and treatment with other employees in respect to appointments, salary, promotion, advancement, and all other aspects of employment.

(3) improve admissions of minority and female students, particularly to Ph.D. and other graduate and professional programs.

The University of Oregon has established an Office of Affirmative Action to carry out this program.

Inquiries about Title IX may be directed to the Title IX Officer, 465 Oregon Hall, telephone 686-3123, or to the Office for Civil Rights, Department of Health, Education, and Welfare, Washington, D.C., 20201.

Alumni Association

Lois Black McCarty, Director.

Anyone who has ever attended the University of Oregon is a member of one of the largest clubs in the state: the Alumni Association. The Association, which had 89,000 members in the spring of 1977, gives alumni an opportunity to keep in touch with their alma mater and each other, for their own benefit and the benefit of the University.

Alumni are the best friends a university has. Alumni support is crucial to the fulfillment of the University's mission. Through the UO Alumni Association, alumni may contribute to that mission.

The major programs now being carried on by the Alumni Association include:

establishment and maintenance of alumni groups throughout the country;

cooperating in publishing the alumni publications, *Old Oregon* and *OregonToday,* which are mailed to all alumni;

maintenance of accurate alumni records;

foreign travel programs and tours;

vacation/learning opportunities for continuing education;

support services for special alumni and friends groups, such as Law alumni, Business alumni, and the State Association of UO Women, which has been providing loan funds and scholarships for students since 1907;

speakers available to community groups;

Annual class reunions;

commencement receptions;

career fairs for students.

The Alumni programs are administered through the Alumni Office in Susan Campbell Hall on the University of Oregon campus. The governing body of the Alumni Association is the Board of Directors, as of May 1977:

Robert Kraus, Lake Oswego (president)
Harold Snow, Warrenton (vice-president)
Larry Campbell, Eugene (treasurer)
Lois Black McCarty, Eugene (secretary)
Keith Barker, Portland
Norma Jones Barnhisel, Corvallis
Robert Boivin, Klamath Falls
Mike DeVore, Medford
Albert Durgan, Ontario
Ancer Haggerty, Portland
Mike Hillis, Bend
Mary Jane Rud Holland, Eugene
Peg Larpenteur Hoyt, Eugene
Richard Imwalle, Los Angeles
Peter King, Seattle
William Kirby, Enterprise
Dave Mackin, San Mateo
Roger Martin, Portland
John Charles Morris, Portland
Daryle Nelson, Coos Bay
Joan Palmer Perkins, Lake Oswego
Dick Portwood, Salem
James Roberts, Spokane
S. Douglas Seymour Jr., Portland
George Stadelman, The Dalles
Stoddard Malarkey, Eugene

Development Fund

Carl O. Fisher, Assistant to the President.
Clifton C. Cole, B.S., Acting Director.

The University of Oregon Development Fund is an independent, nonprofit corporation chartered under Oregon Law in 1957 by the Oregon Legislature. The primary purpose of the Development Fund is to provide opportunity for private donors to support the educational programs of the University on a basis of need and priority. Responsibility for administering the Development Fund rests in the hands of the Board of Directors, which consists of twenty-five distinguished citizens from Oregon, Washington, and California together with *ex officio* members representing faculty, students, parents, schools, and agencies.

Among fund-raising programs conducted by the Development Fund are the Annual Alumni Fund, which seeks unrestricted gifts, a Deferred Gifts program, a Corporate Gifts program, and a Foundation Gifts program. Also continuing into 1977 is the Second Century Fund campaign seeking capital gifts for the University.

Information concerning the program and the University needs for which private support is essential may be obtained from the director and his staff. The office is located in Room 111, Susan Campbell Hall. The Fund also maintains a Portland office in the Morgan Building, 720 SW Washington.

University Relations

Muriel Kappeler Jackson, M.S., Director.
Mary Alden Hudzikiewicz, M.S., Director of Community Services.
Robert K. Bruce, Ed.S., Director of the News Bureau.
George Beltran, M.S., Director of Publications.
Catherine Miller Lauris, B.A., Catalog Editor.
Barbara Edwards, M.A., Editor, Alumni Publications.

The Office of University Relations is responsible for coordinating the University's communications and interaction with the public, both on and off campus. As part of its community service responsibilities, the Office maintains an Information Desk in Oregon Hall and prepares general information materials for public distribution; handles all arrangements for commencement exercises; assists in arranging public visits and tours, meetings, and conferences on campus; organizes Parents' Weekend and other on-campus events; provides University speakers on request; and maintains liaison with the University of Oregon Mothers and Dads Clubs. The Office of University Relations is also responsible for supervision of three production units:

News Bureau: This unit writes and distributes news stories to newspapers, periodicals, and radio and television stations concerning University programs and personnel. It also develops information in response to inquiries from the news corps and assists news representatives to prepare articles and interviews about University affairs.

Oregon Week, the weekly faculty and staff news bulletin, is produced by this department.

Publications Office: The staff of this unit produces the University's general catalog and other catalogs, the faculty-staff directory, and certain other University-wide publications. It also provides consultation and assistance in the design, writing, editing, and final preparation of departmental publications which are to be printed by the University Printing Department. All University printing orders, except for simple duplicating, must be approved by the Publications Office before being submitted to the Printing Department.

Alumni Publications: This unit produces two publications which alternate, one appearing every six weeks—the quarterly alumni

magazine, *Old Oregon*, and a quarterly eight-page tabloid, *Oregon Today*. Both publications are distributed to 56,000 alumni and friends of the University.

Athletics

John Caine, Ed.D., Director of Men's Athletics.
Becky L. Sisley, Ed.D., Director of Women's Athletics.

Athletics at the University of Oregon are an integral part of the institution's educational program. Opportunity to participate in athletics is offered to students of both sexes at every level of experience and skill. Through its Affirmative Action program, the University is committed to a program of athletics which will give equal opportunity to all student athletes.

Men's athletics include a comprehensive program that is earning local, national, and world recognition. Teams are fielded in nine major sports—football, basketball, baseball, wrestling, gymnastics, swimming, golf, tennis, and track and field (also, cross country as a part of the track program).

The University of Oregon has a rich athletic heritage that includes four national track and field championships, three national cross-country championships and the first-ever NCAA basketball championship.

Numerous Oregon teams have won league and district titles, and many Oregon athletes have won individual national titles and participated in the Olympic Games, World Games, and other major competitions.

Oregon belongs to the Pacific-8 Conference. Other member institutions are UCLA, USC, Stanford, California, Oregon State, Washington, and Washington State. Pac-8 schools have captured far more national titles than any other conference in the nation.

The success of Oregon sports has made Eugene and the University of Oregon an attractive site for national championships. Oregon has been host to national track, gymnastics, wrestling, and golf championships, the 1972 and 1976 Olympic Track and Field Trials; and Eugene is hailed as the track and field capital of the world. In 1978, NCAA meets to be held in Eugene include track, golf, gymnastics, and the first round in basketball.

Women's Intercollegiate Athletics are administered within the Department of Intercollegiate Athletics. All coaches are qualified faculty members. The Department also employs assistant coaches, athletic trainers, and secretarial personnel. The dedication, qualifications, and enthusiasm of the staff enables the University of Oregon to offer a sound educational experience in a quality competitive program. The program is designed to provide opportunities for women to develop their talents at a notable level of excellence. Teams are fielded in ten sports: basketball, cross country, field hockey, golf, gymnastics, softball, swimming and diving, track and field, and volleyball.

Oregon offers the most comprehensive, quality sports program for women in the northwest. Nine of the ten women's teams from Oregon participated in national championships during the past two years. Oregon's women's teams consistently rank among the top twenty nationally. Grants-in-aid for women athletes at Oregon will be initiated during the 1977-78 academic year.

Close to 225 women participate in the program. The Women's Sports Council serves as the voice of the women student-athletes on campus; it is composed of two student representatives from each competitive team. The Council meets three times per term to act on concerns of the athletes and sponsors projects which benefit all participants within the program.

The University of Oregon belongs to the Northwest College Women's Sports Association which was founded in 1966. This organization is the regional structure governing athletic competition for women among its 75 member institutions. There are both area and regional championships sanctioned by the NCWSA in which Oregon teams compete.

The University of Oregon is also a member of the Association for Intercollegiate Athletics for Women and thus competes in regional qualifying events which lead to national championships. The AIAW, founded in 1971, has mushroomed into a 725 member organization sponsoring ten different championships. Plans are projected to continue participation in these championships as teams qualify.

Business Affairs

W. N. McLaughlin, B.S., C.P.A., Director.
Donald L. Thomas, B.S., C.P.A., Assistant Business Manager.
Harry Cronan, B.S., Auditor.
Rod Bowman, B.A., Data Systems Coordinator.
Sierra King, Disbursement Auditor.
Carole Brown, B.S., Distribution Center.
Donald C. Howard, B.S., P.A., Financial Research.
Walter Parsons, Printing Department.
Dorothy Grover, Telephone Exchange.

The Business Affairs division is responsible for receiving and disbursing all University funds. In addition to the necessary internal functions for processing financial data, auditing records, contracts, and similar business matters, the division supervises three service divisions: the University Printing Department, the Distribution Center, and the Telephone Exchange.

Services provided for students include a centralized billing for all charges from various University departments; administration of deferred tuition payments, billing and collection for all loans, service charges, fines, telephone bills, general deposits, housing deposits and charges, student insurance; administration of all student payroll transactions; and preparation of sailing permits for international students leaving the United States.

Computing Center

To be appointed, Director of University Computing.
Fredric Beisse, M.A., Managing Director.
Gordon P. Ashby, M.B.A., Systems Programming Supervisor.
Norman L. Beck, M.S., Senior Systems Programmer.
Kathleen M. Beyer, M.A., Senior Applications Programmer.
W. Terry Beyer, Ph.D., Senior Systems Programmer.
James A. Calvin, B.S., Applications Programmer.
Richard W. Haller, Ph.D., Senior Research Consultant.
Joanne R. Hugi, M.S., User Services Director.
Richard M. Millhollin, B.S., Senior Applications Programmer.
Robert L. Moore, M.S., Facilities Manager.
Gus P. Pusateri, B.S., Administrative Officer.
Tim F. Sullivan, B.S., Systems Programmer.
David A. Thompson, B.S., Systems Programmer.
David B. Ulrich, B.A., Programmer Analyst.

The Computing Center provides computing facilities and services for the University, serving instructional, research, and administrative needs. Facilities include an IBM system 360/50H, used for batch processing, a PDP-10/50 computer, used primarily for time-sharing, and peripheral data processing equipment. Programming systems and languages available include Fortran, FLECS, WATFIV, PL/1, COBOL, BASIC, Assemblers for 360 and PDP-10, SIMSCRIPT, GPSS, SPSS, BMD, LISP, SNOBOL, and ALGOL. A documents room includes a library of manuals and documentation on programs and equipment. Applied programming and data entry services are available, and the staff provides consulting assistance and tutorials on elementary and advanced topics concerning the use of computers.

Campus Security

Oakley Glenn, Director.
Linda Truitt, Parking.
Richard D. Tanner, Security Supervisor.
Betty Pyle, Key Issuance.
John Parsons, Police.

This office is responsible for the general safety of the campus on a twenty-four hour basis. Campus parking permits for staff and students are available here. The office is in Straub Hall on Fifteenth Avenue.

Physical Plant

Harold C. Babcock, M.S., Director.
Leland Lorange, B.S., Assistant Director, Physical Plant.
Jon Kahananui, B.Arch., Assistant Director, Architecture.
J. David Rowe, B.S., Director, University Planning.
William Norwood, B.S., Superintendent, Heat and Power Plant.

Campus buildings and grounds are maintained by the University's Physical Plant. A landscape maintenance crew cares for the lawn, trees, and shrubs on more than 250 acres of campus. A team of licensed tradesmen in cabinetry, carpentry, painting, electrical work, and plumbing care for the campus buildings, which encompass some three million square feet of space. Also administered by the Physical Plant is the heating and power plant which provides steam heat to most campus buildings, and which supplies sixty per cent of the University's electrical needs. Responsible for the proper functional and esthetic use of the University's facilities are the professional members of the Physical Plant's planning and architectural staffs. These include the campus planner, the space analyst, and the University architect. The Physical Plant maintains two University facilities in other parts of the state, the Marine Biology Station at Charleston on the Oregon coast, and Pine Mountain Observatory near Bend in central Oregon. The Physical Plant employs about 220 full-time employees and seventy-five seasonal and part-time employees, of whom fifty are students.

Student Personnel Services

Robert L. Bowlin, Ed.D., Dean of Students.

The University offers to students an integrated program of counseling and assistance under the direction of the Dean of Students. The dean's staff has responsibility for counseling, career planning and placement, the conduct program, assistance to international students, assistance to older students, reading and study skill assistance, advising student organizations, and other aspects of student welfare.

Office of Student Services

Shirley J. Wilson, M.A., Director.
Joe Wade, M.S., Associate Director.
Judith R. Bogen, M.Ed., Counselor (on leave 1977-78).
Jane M. Farrand, M.S., Counselor.
George Wasson, M.S., Counselor.

The Office of Student Services is at the service of students who need help with resolving problems that interfere with academic progress. The staff gives general information about the University and its varied campus learning resources, and is ready to help with specific student concerns, including counseling those with individual problems and providing written recommendations. Staff members also serve as advocates for students in administrative and academic conflicts, consult with students about scholastic deficiency problems and, should the need arise, advise about reinstatement to the University.

Lifelong Learning Services: This specialized service is geared to aid men and women who are interested in attending the University, but who may have been away from high school or college classes for a number of years.

Physically Limited Students: Individual assistance is available for physically limited students through the Office of Student Services. This may include help in class planning and registration, coordination of volunteer services, or a planned modification of architectural barriers. Several off-campus agencies and many offices throughout the University cooperate to keep these services at maximum effectiveness. For information, consult the Office of Student Services, 164 Oregon Hall.

Orientation Office

Neil Murray, Ph.D., Director.
Joanie Leaton, Assistant Director.

All programs dealing with orientation for undergraduate students are the responsibility of the Orientation Office. They are:

Early Orientation and Registration Program: The Early Orientation and Registration Program (EORP) is a specially arranged opportunity for entering freshmen to get academic advising and to register early during the month of July, for fall term classes. By participating in EORP, entering freshmen can begin their academic careers during the summer lull, without the pressures of fall registration added to the period of adjustment to a new environment. Parents are also invited to take part in EORP so that they may learn about the University, its personnel, and programs.

New Student Week: This is an annual variety of experiences and encounters between new students and the University of Oregon. Held during the week of fall term registration, New Student Week helps new students feel at home at the University, meet other students, and discover campus and community resources for the fulfillment of educational goals.

International Student Orientation assists all foreign students entering the United States and the University of Oregon for the first time. The program includes an introduction to the academic system of the University, its social and cultural environment, and a temporary stay with a host family in Eugene. International Student Orientation Week is one week before New Student Week.

Special Programs and Assistance: Upon request, the Orientation Office cooperates with any campus office or group to plan and present special orientation programs for undergraduate students. The help offered includes planning and arranging printed materials, physical facilities, workshops and other projects that involve human resources. The office is in 164B Oregon Hall.

University Counseling Center

Saul Toobert, Ph.D., Acting Director.
W. A. Brooksby, M.D., Psychiatric Consultant.
Carolin S. Keutzer, Ph.D., Counselor.
Jack L. Kickel, Ph.D., Counselor.
Carole Kirkpatrick, Ph.D., Counselor.
William L. Kirtner, Ph.D., Counselor.
Sheila L. Link, Ph.D., Counselor.
Andrew Thompson, Ph.D., Counselor.

The University Counseling Center, staffed by professionally trained counselors, provides services for the benefit of students. Resources, including testing, are provided to assist in making decisions regarding personal and academic concerns, career choices, and problems in interpersonal relationships; marriage and premarital counseling are also available. Staff

members offer group process consultation to the various departments of the University and, upon request, will consult with faculty members or students on either behavioral or mental health problems. Except for a modest charge for testing, there is no fee for Counseling Center services.

The Counseling Center serves as a coordinator for most of the national testing programs, such as the College Level Equivalency Program (CLEP), the College Entrance Examination Boards, the Graduate Record Examination, and the Law School Admission Test. Application forms and registration materials for these programs are available at the Counseling Center, 150 Susan Campbell Hall.

The Center's regular hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. The Crisis Center, a telephone contact service supervised by the Counseling Center, operates evenings and weekends.

The Center also offers doctoral internship training and practicum courses for graduate students in counseling psychology.

Career Planning and Placement Service

Donald McCarty, B.A., Director.
Theresa Ripley, Ph.D., Coordinator of Career Planning.
Sanford Heins, M.S., Coordinator of Educational Placement.
June Wyant, M.L.S., Career Information Specialist.

Career planning and placement services are available to students from all departments on campus and to University of Oregon alumni. Services include assistance in career planning to undergraduates deciding on career alternatives, and to persons seeking a second career; placement help for graduating students and alumni looking for new or better positions; workshops covering resumé writing, job search, and interviews.

Students who are currently enrolled, alumni, and persons who have completed twelve or more credit hours at the University are eligible to register for placement service. Limited placement service is provided without charge to graduating seniors and graduate students during their last year at the University. Alumni using the placement service are charged a fee.

The offices of Career Planning and Placement Service are in Susan Campbell Hall.

Learning Resources Center

Nancy S. Ames, M.S., Director.
Susan Lesyk, M.A.

Classes in learning skills are offered by the Learning Resources Center for students who want to increase their proficiency in dealing with academic work. The noncredit classes are designed to raise the level of comprehension in University courses and are often an effective step toward improved grades.

The Speed Reading class uses the student's own textbooks to teach rate increase, comprehension skills, and retention techniques. Other classes include Vocabulary Development, Examination Skills, Time Liberation, Term Paper Writing, Memory Techniques, and Spelling. The Learning Resources Center, located at 268 Condon Hall, offers individual tutoring in University courses. A fee is charged for the services.

Student Conduct Program

Donald McCarty, B.A., Coordinator.

The University operates under a progressive student-conduct program designed to develop maturity among students while protecting the University's educational objectives and the health and safety of individuals within the University community.

A faculty-student committee has primary responsibility for formulating and evaluating student-conduct policies and procedures. The program is administered by the Coordinator of Student Conduct, whose office is at 1479 Moss Street.

The Code of Student Conduct and detailed information concerning the Student Conduct Program appear in the Student Handbook section of the *Time Schedule of Classes.*

International Student Services

Thomas J. Mills, Ph.D., Director.
Fred Farrand, M.A., Assistant Director.
Mary E. Litchman, A.A., Special Assistant.

The staff and Director of International Student Services assist students from abroad who are attending the University. Help is given with admission to the University, personal problems, adjustments to the procedures of American higher education, scholarships, employment, government regulations, visas, and general adjustment to life in the United States.

Study Abroad Assistance: The International Student Services staff helps University of Oregon students who are planning to study or teach abroad by providing them with up-to-date information on foreign universities and overseas study programs. It advises students about transferring credits from foreign universities and helps locate information about scholarships, financial aid, passports, and visas.

International Student Services, 172 Oregon Hall, also provides information and advice on Fulbright-Hays and Rotary scholarships for overseas study.

The University of Oregon currently offers the following opportunities for study abroad: The Oregon Study Center in Japan at Waseda University, Tokyo; the Oregon Study Center in Germany, with administrative headquarters in Stuttgart; the University of Poitiers; The Netherlands School of Business, Breukelen; the Center for International Music Education, Reading, England; and a summer session at the Italian University for Foreigners, Perugia.

Lifelong Learning Services

Jane Farrand, M.S., Coordinator.

The staff of this office helps people who have been away from high school or college classes for a number of years and want now to resume their education at this University. These students are offered pre-enrollment information and advice, help in resolving procedural problems, and general assistance to ease the return to the classroom.

National Student Exchange

The University of Oregon is a member of the National Student Exchange (NSE) and welcomes to this campus the state college and university students who qualify for participation in the program. The exchange program gives students an opportunity to study at an educational institution in a new setting and to become better acquainted with the varied social, educational, and cultural patterns in the different areas of the United States. Through NSE, students may take advantage of specialized courses or unique programs perhaps not available on the home campus. Participation in the program is limited to one year.

To qualify, a student should be in the sophomore or junior year during the exchange and be a full-time student in good standing at his or her home campus.

Tuition is assessed by the host institution at the in-state (resident) rate.

Student Administrative Services

James R. Buch, M.A., Director, Admissions.
Leslie Turner, M.Ed., Registrar.
Edmund Vignol, M.S., Director, Financial Aid.
Vernon Barkhurst, M.S., Associate Dean, Student Administrative Services, School Relations.
William Ballester, M.S., Student Athletics Coordinator.
Jack E. Schulz, Manager, Data Reduction Services.
Robert H. Campillo, M.A., Associate Director, Admissions.
Wanda M. Johnson, B.S., Assistant Registrar.
Christopher Munoz, B.A., Assistant Registrar.
Ruth K. Burns, Ph.D., Associate Director, Financial Aid.
Emmett R. Williams, Ph.D., Associate Director, Financial Aid.
Lance Popoff, B.S., Assistant Director, Financial Aid.
Carol Richard, M.L.S., Assistant Director, Financial Aid.

This Division is responsible for admission, registration, and student financial assistance. Student Administrative Services maintains student personnel and academic records and provides statistical data for institutional planning and management. The Division assists in the transition from secondary schools and other colleges to the University. Concern continues after enrollment and is evident in efforts to make instruction and supportive services responsive to student needs.

The school and college relations area of the Division replies to requests for complimentary copies of the University catalog supplying schools, counselors, libraries, and other appropriate agencies. Address requests to: Associate Dean, Student Administrative Services (Relations with Schools and Colleges), Oregon Hall; catalog sales are processed by the Distribution Center, Box 3449, University Station, Eugene, Oregon 97403.

The Veterans' Representative supplies information on disability, pension, home loans, insurance, and other veteran-related programs. This service area acts as intermediary between veterans and other service agencies such as the Veterans' Administration, Lane County and Oregon State social service agencies, including the Lane County Food Stamp Office and the State Employment Office, as well as other campus organizations.

Scoring examinations and designing tests for mechanical scoring are services provided by the Data Reduction Service of the Division. The area provides statistical reports including instructor/course evaluations to academic units of the University. The area consults in design and purchase of forms. Services are available to other state agencies and to the University community on a nonprofit, contract basis.

The University Identification Card Service supplies students, faculty, staff, and University Library community patrons. Automated correspondence services are provided to campus departments by the Correspondence Processing Center.

Office of Admissions: The Office of Admissions implements the policy of the University and the Oregon State System of Higher Education regarding admissions criteria and procedures for both undergraduate and graduate applicants. In addition to determining applicant eligibility, this Office makes course placement recommendations in English Composition and mathematics for freshmen, evaluates advanced standing for transfer students, and rules on residency classification for new, returning, and continuing students at the University.

The Office of Admissions disseminates information concerned with all aspects of the University. Published materials include *Entering Oregon,* a comprehensive handbook, and catalog offprints of the academic departments of instruction of the University.

Admissions officers provide preadmissions counseling via correspondence and office visits. Campus visits by individuals and groups are encouraged. "U of O Preview," a special opportunity for prospective students and parents is held each year in early February. This is a splendid occasion to visit the campus.

Office of the Registrar: The Office of the Registrar prepares and publishes a *Time Schedule of Classes,* provides registration materials for each student, and keeps students informed of regulations and dates which are crucial to academic conduct. The Office of the Registrar is responsible for compiling, preserving, and providing each student's academic record promptly and accurately. This Office verifys the completion of degree requirements for each student, checks, authenticates, and issues diplomas, provides information to students and former students regarding their academic records, and makes official copies of records on request.

The Office of the Registrar standardizes and supervises the details of the registration procedure, publishes academic regulations, checks student records for fulfillment of degree requirements, and administers faculty legislation regarding academic requirements.

Data generated by the Office of the Registrar provides statistical information to the faculty, other administrative offices, and to governmental and other agencies. Information concerning the G. I. Bill, Oregon State Veterans Aid, and War Orphans' Education Assistance is available at the Office of the Registrar.

Office of Student Financial Aid: This Office, on the second floor of Oregon Hall, offers counseling and information to students and parents regarding all types of financial assistance available at the University of Oregon.

The University participates in all federal programs: National Direct Student Loan, Basic Educational Opportunity Grant, Supplementary Educational Opportunity Grant, College Work-Study, Law Enforcement Educational Program, and the Federally Insured Student Loan program. The Office of Student Financial Aid cooperates with participating lending institutions, the Oregon State Scholarship Commission, and guaranteeing agencies of other states in the Guaranteed Student Loan programs.

Through endowment funds and the generosity of private donors, the University offers scholarships to students with high scholastic records as well as financial need, and low-interest loans for emergencies. Undergraduate students who are residents of Oregon may also be eligible for state scholarships and grants. Application for both initial and renewal awards may be made by filing a Financial Aid Form (FAF) with the College Scholarship Service, listing the Oregon State Scholarship Commission (CSS Code 0410) as a recipient of the FAF.

With the exceptions listed, students are considered for all programs for which they are eligible on the basis of a single application form and a Financial Aid Form or the Continuing Student Application Form alone. A separate application is needed for a Federally Insured Student Loan, a Guaranteed Student Loan, the Basic Educational Opportunity Grant, the Law Enforcement Education Program grants and loans, and for scholarships awarded by individual colleges or departments of the University.

Financial aid eligibility is determined by substracting the resources of the student and the expected contribution of parents from the total student expenses. Parents' contribution is estimated by considering their income and assets as well as taxes, medical expenses, and other family liabilities.

The type of financial aid awarded is determined by the Office of Student Financial Aid based on the student's eligibility for the various programs, the student's preferences as stated on the application form, and the funds available. All applicants must have been admitted to the University before financial aid will be awarded.

All undergraduate transfers and new graduate students must provide financial aid information from previous post-secondary institutions with application forms. Students who receive scholarship or grant awards from sources outside the University are to

report this aid as an additional resource. If such awards are received after a financial aid offer has been received, the financial aid "package" wil be adjusted accordingly.

Please see page 20 for application procedures.

Student Health Center

Avard C. Long, M.D., Director.
Herbert C. Lemon, M.D., Associate Director.
Associate University Physicians: Paul S. Bassford, M.D., Frank L. Baynes, M.D., Wilford A. Brooksby, M.D., Stanley A. Brown, M.D., Frances J. Colwell, M.D., Daniel C. Jepsen, M.D., William R. McCluskey, M.D., Murdock E. McIntyre, M.D.

The purposes of the Student Health Center are to assure students of the University of Oregon a healthy environment in which to live and work, to safeguard the general health of the students, and to teach them the value of preventive and curative medicine through health education and individual, informal, health counseling.

The student health services in the institutions in the Oregon State System of Higher Education are supported by a student health fee and such charges as are necessary. Only students registered for the current term are entitled to the services of the Student Health Center. All students must complete the required health-history form.

In general, medical services offered include: (1) general medical attention and treatment, including clinical gynecology, family planning and counseling, and minor surgery (major surgery and other procedures requiring general anesthesia, intensive medical care, and specialists' services are referred); (2) fifteen-day infirmary care in the Student Health Center facility during one academic year if recommended by a Health Center physician; (3) twenty-four-hour limited emergency service during regular school terms (major emergencies are referred to the general hospital located near the campus); (4) routine laboratory procedures, and X-rays; (5) a registered pharmacy; (6) psychiatric and counseling services by a psychiatrist; (7) limited physical therapy.

Visits to the Student Health Center are by appointment, except for emergencies. An appointment may be made by telephone or by a visit to the Student Health Center during clinic hours, 8:00 a.m. to 4:30 p.m. Appointments are not necessary for the Saturday morning clinic from 8:00 a.m. to 11:30 a.m.

Charges are made for prescriptions, X-ray, laboratory procedures, and services, such as immunizations and physical therapy, but every attempt is made to keep these as low as possible.

All expenses of, or connected with, surgical operations or specialized services must be borne by the student. This includes the services of a special nurse, where deemed necessary, and medical or surgical specialists who see patients in consultation in the Student Health Center or elsewhere. Under no circumstances will the Student Health Center pay or be responsible for bills from private physicians or private hospitals. It is recommended that all students who are not covered by sicknes and accident insurance buy the Sickness and Accident Insurance Policy that is tailored to meet the specific needs of college students and may be purchased through the Associated Students of the University of Oregon. Student insurance does not entitle a person not registered for the current term to Student Health Center services but does apply to general medical care elsewhere as indicated in the policy. Parents are reminded that in family medical and hospital insurance policies, coverage may cease for their children when they reach the age of nineteen years.

The services of the Student Health Center are not available to members of the faculty.

Immunization Requirements: For protection of the public health, the Board of Higher Education requires of all students, as a condition for admission to the University: (1) an intradermal tuberculin test within six months of registration unless there is a history of a previous positive test, in which case a chest X-ray is required; and (2) proof, to the satisfaction of the University physician, of diphtheria-tetanus immunication within ten years, unless medically contraindicated. The immunization and tuberculin test requirements apply to students returning to the University after a period of absence. These students should consult the Student Health Center concerning possible deficiencies.

Students who decline immunization because of religious conviction may be admitted after completion of forms supplied by the Student Health Center. Students may choose to have a chest X-ray in lieu of the skin test, but must have an annual chest X-ray while enrolled at the University.

Student Housing

H. Philip Barnhart, B.S., Director.
Donald Moon Lee, B.S., Assistant Director.
Dick Romm, B.A., Dormitory Student Personnel Services.
Marjory Ramey, Assistant Director, Conference Coordinator, Special Programs.
Jeanette Dettmer, Executive Housekeeper.
Patricia Smith, B.S., R.D., Food Services Coordinator.
John Thorpe, B,S., R.S., Student-Family Housing, Director.
Sally Smith, B.A., Student-Family Housing, Assistant Director.

All University of Oregon students choose their own living arrangements. Available choices include the dormitories student-family housing, cooperative houses, sororities, fraternities, and private housing. The majority of students rent from owners of private apartments, rooms, and houses.

Dormitory housing is available for about 2,900 students in the University's six dormitories. Dormitory living is designed to complement the formal education of the classroom and to be a significant part of the University learning environment.

Student-family Housing offers about 750 units available for rent to student families. This housing is located in two different apartment complexes away from the main campus; a few single-family houses are available in the neighborhood adjacent to the campus. This housing is provided to student families who want to live in a community conducive to family life while pursuing their education. For details on student and University-owned housing please turn to page 33 of this catalog.

Administrators Emeriti

George N. Belknap, M.A., University Editor Emeritus with the Rank of Professor. At Oregon since 1934.

J. Spencer Carlson, M.A., University Registrar Emeritus with the Rank of Professor. At Oregon since 1947.

Leonard J. Casanova, Ph.B., Director Emeritus of Department of Athletics with the Rank of Professor. At Oregon since 1951.

Robert D. Clark, Ph.D., University President Emeritus with the Rank of Professor. At Oregon 1943-1964 and since 1969.

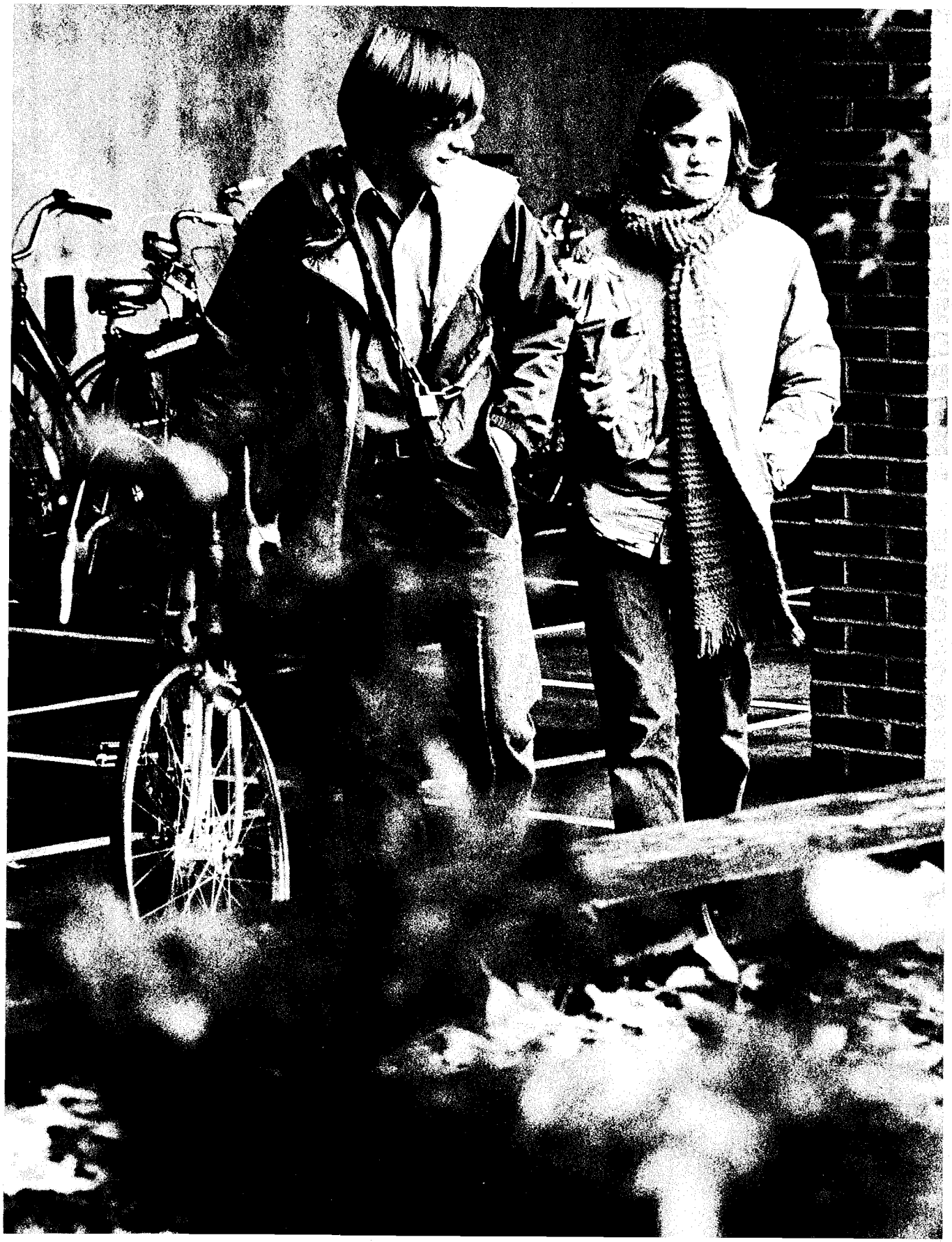
Clifford L. Constance, M.A., Registrar Emeritus with the Rank of Professor. At Oregon since 1931.

Donald M. DuShane, M.A., Dean Emeritus of Students with the Rank of Professor. At Oregon since 1948.

Leo A. Harris, M.A., Director Emeritus of the Department of Athletics with the Rank of Professor. At Oregon since 1947.

J. Orville Lindstrom, B.S., Director Emeritus of Fiscal Affairs with the Rank of Professor. At Oregon since 1932.

Josephine Stofiel Moore, B.S., Director Emerita of the News Bureau with the Rank of Assistant Professor. At Oregon since 1946.



University Library

H. William Axford, Ph.D., University Librarian, Professor, University Library. A.B., 1950, Reed; M.A., 1958, Ph.D., 1969, Denver; at Oregon since 1973.

Nancy P. Adams, M.L.S., Visiting Instructor, University Library; Law Library. B.A., 1965, M.L.S., 1973, Oregon; at Oregon since 1976.

Eugene B. Barnes, Ph.D., Professor, University Library. Head Acquisition Librarian. B.A., 1941, M.A., 1943, Minnesota; Ph.D., 1947, Chicago; at Oregon since 1947.

George E. Bynon, M.S., Instructor, University Library; Instructional Media Center. B.A., 1973, Willamette; M.S., 1975, Oregon College of Education; at Oregon since 1976.

Rodney E. Christensen, M.S., Assistant Professor, University Library, Social Science Section. B.S., 1956, M.S., 1957, Northern Illinois; M.S., 1967, Southern California; at Oregon since 1967.

Kathleen Susan Clark, M.S., Visiting Instructor, University Library; Map Room. B.A., 1967, Chico State; M.S., 1971, Oregon; at Oregon June 1976 to February 1977.

Jane B. Durnell, M.L.S., Associate Professor, University Library; Documents Section. B.A., 1938, Iowa; M.L.S., 1968, Oregon; at Oregon since 1968.

James R. Dwyer, M.L., Instructor, University Library; Catalog Department. B.A., 1971, M.L., 1973, Washington; at Oregon since 1976.

Katherine G. Eaton, M.S., Assistant Professor, University Library; Head, Bureau of Governmental Research and Service Branch Library. B.A., 1944, Minnesota; M.S., 1952, M.S., 1968, Oregon; at Oregon since 1970.

Sheila Karen Ekman, M.L.S., Visiting Instructor, University Library; Social Science Section. B.A., 1969, M.L.S., 1973, Oregon; at Oregon June to December 1976.

Susan V. Emerson, Ph.D., Visiting Instructor, University Library; Documents Section. B.A., 1961, City College of New York; M.L.S., 1964, Pratt Institute; Ph.D., 1975, Case Western Reserve; at Oregon since 1976.

Joanne V. Halgren, M.L., Assistant Professor, University Library; Head, Interlibrary Loan Service, General Library. B.A., 1966, George Fox; M.L., 1967, Washington; at Oregon since 1967.

J. Richard Heinzkill, M.L.S., Associate Professor, University Library; Humanities Section. B.A., 1955, St. John's, Minn.; M.L.S., 1964, Michigan; at Oregon since 1967.

Jane Yen-Cheng Hsu, B.A., Assistant Professor, University Library; Catalog Department; Bibliographer, Orientalia Collection. B.A., 1946, Gingling Girls' School, Nanking; at Oregon since 1956.

Donald L. Hunter, B.S., Professor, University Library; Media Center. B.S., 1945, Nebraska; at Oregon since 1946.

Dennis R. Hyatt, J.D., Assistant Professor, University Library; Associate Law Librarian. B.A., 1969, Missouri; J.D., 1972, M.L.L., 1974, Washington; at Oregon since 1976.

Holway R. Jones, M.A., Professor, University Library; Head, Social Science Section; Professor of Librarianship. B.A., 1948, B.L.S., 1951, M.A., 1957, California; at Oregon since 1963. (On sabbatical leave 1976-77.)

Edward C. Kemp, M.L.S., Professor, University Library; Acquisition Department. A.B., 1951, Harvard; M.L.S., 1955, California; at Oregon since 1955.

Elaine A. Kemp, M.L.S., Instructor, University Library; Head, Catalog Department. B.A., 1962, M.L.S., 1970, Oregon; at Oregon since 1971.

William C. Leonard, M.S., Assistant Professor, University Library; Head, Graphic Arts Service. B.S., 1965, M.S., 1970, Oregon; at Oregon since 1968.

Robert R. Lockard, M.A., M.A., Assistant Professor, University Library; Social Science Section. B.A., 1952, Colorado State College of Education; M.A., 1965, Denver; M.A., 1970, Oregon; at Oregon since 1961.

Robin B. Lodewick, M.L.S., Assistant Professor, University Library; Catalog Department. B.A., 1959, Brooklyn; M.L.S., 1961, Rutgers; at Oregon since 1961.

Richard J. Long, M.S., Senior Instructor, University Library; Social Science Section. B.S., 1949, Pennsylvania State; M.S., 1966, Oregon; at Oregon since 1966.

Robert R. McCollough, M.A., M.S., Professor, University Library; Head, Humanities Section. B.A., 1940, M.A., 1942, Wyoming; M.S., 1950, Columbia; at Oregon since 1950.

Reyburn R. McCready, M.A., Associate Professor, University Library; Head, Architecture and Allied Arts Branch Library. B.A., 1950, John Brown; M.A., 1961, Denver; at Oregon since 1961. (On sabbatical leave 1976-77.)

Deirdre D. Malarkey, M.A., M.L.S., Instructor, University Library; Head, Documents Section. B.A., 1957, Reed; M.L.S., 1968; M.A., 1974, Oregon; at Oregon since 1970. (On leave fall term 1976.)

Claire Meyer, M.A., Assistant Professor, University Library; Social Science Section. B.A., 1958, M.A., 1961, Minnesota; at Oregon since 1961.

Kim Nelson, Ph.D., Assistant Professor, University Library; Director, Instructional Media Center. B.A., B.A., 1955, M.A., 1963, Eastern Washington State College; Ph.D., 1975, Oregon; at Oregon since 1975.

Anthony J. O'Connor, M.A., M.L.S., Instructor, University Library; Science Library. B.S., 1971, Siena; M.A., 1975, M.L.S., 1975, State University College, Geneseo, New York; at Oregon since 1975.

Kay Ollerenshaw, M.L.S., Instructor, University Library; Law Library. B.A., 1969, M.L.S., 1972, Oregon; at Oregon since 1972.

Christine Olson, M.L.S., Instructor, University Library; Catalog Department. B.A., 1971, M.L.S., 1972, Oregon; at Oregon since 1973. (On leave 1976-77.)

Barbara O'Neill, M.A., Visiting Instructor, University Library; Catalog Department. B.A., 1971, M.A., 1972, Wisconsin; at Oregon since 1976.

M. Cecily Orr, M.L.S., Instructor, University Library; Humanities Section. B.A., 1973, Vermont; M.L.S., 1974, Indiana; at Oregon since 1974.

Guido A. Palandri, B.A., B.L.S., Associate Professor, University Library; Assistant Head, Catalog Department. B.A., 1949, Oregon; B.L.S., 1954, California; at Oregon 1954-56, and since 1960.

Virginia Parr, M.L.S., Instructor, University Library; Education-Psychology Section. B.A., 1959, Oberlin; M.A., 1961, Michigan; M.L.S., 1973, Oregon; at Oregon since 1973.

Huibert Paul, M.L.S., Assistant Professor, University Library; Acquisition Department. B.A., 1963, Sophia, Tokyo; M.L.S., 1965, California; at Oregon since 1965.

K. Keith Richard, M.S., M.L.S., Assistant Professor, Univer-

sity Library; University Archivist. B.S., 1958, Oregon College of Education; M.S., 1964, M.L.S., 1971, Oregon; at Oregon since 1972.

Howard W. Robertson, M.S.L.S., Instructor, University Library; Catalog Department. B.A., 1970, Oregon; M.S.L.S., 1975, Southern California; at Oregon since 1975.

Juan A. Sandoval, Jr., M.A., Instructor, University Library; Minorities Program Librarian. B.A., 1969, Adams State, Colorado; M.A., 1975, Denver; at Oregon since 1975.

Martin Schmitt, B.S., B.S. in L.S., Professor, University Library; Curator of Special Collections. B.S., 1938, B.S. in L.S., 1939, Illinois; at Oregon since 1947.

Lois M. Schreiner, M.L.S., Assistant Professor, University Library; Documents Section. B.S., 1968, M.L.S., 1969, Oregon; at Oregon since 1970.

Rose Marie Service, M.A., M.A., Associate Professor, University Library; Head, Education-Psychology Section. A.B., 1944, Michigan State Normal, Ypsilanti; M.A., 1950, M.A., 1955, Minnesota; at Oregon since 1961.

Betty Hertzler Shafer, M.L.S., Assistant Professor, University Library; Head, Architecture and Allied Arts Branch Library. B.A., 1945, Oberlin; M.L.S., 1972, Simmons; at Oregon since 1973.

Marcia J. Sigler, M.L.S., Assistant Professor, University Library; Catalog Department. B.A., 1944, Ohio Wesleyan; B.S., 1956, M.L.S., 1958, California; at Oregon since 1969.

Rodney A. Slade, M.L.S., Visiting Instructor, University Library; Interlibrary Loan Service. B.A., 1974, Texas Technical, M.L.S., 1976, Oregon; at Oregon January to June 1977.

Donald T. Smith, M.A., M.S., Professor, University Library; Assistant University Librarian. B.A., 1949, M.A., 1950, Wesleyan; M.S., 1951, Columbia; at Oregon since 1963.

Edmund F. Soule, Ph.D., Associate Professor, University Library; Humanities Section; Music Librarian. B.Mus., 1939, M.A., 1964, Pennsylvania; B.Mus., 1948, Yale; Ph.D., 1956, Eastman; M.A., 1966, Denver; at Oregon since 1966.

Richard H. Surles, Jr., J.D., Professor of Law, University Library; Law Librarian. B.A., 1963, Texas A & M; J.D., 1968, Houston; M.L.L., 1969, Washington; at Oregon since 1976.

Edward P. Thatcher, M.A., Associate Professor, University Library; Map Librarian. B.A., 1940, Swarthmore; M.A., 1940, B.S. in L.S., 1952, Minnesota; at Oregon since 1952. (On sabbatical leave 1976-77.)

Paulette Thompson, M.L.S., Instructor, University Library; Educational Psychology Section. B.A., 1954, Augsburg; M.A., 1960, Minnesota; M.L.S., 1972, Oregon; at Oregon since 1972.

Ryoko Toyama, M.S. in L.S., Instructor, University Library; Catalog Department; Bibliographer, Orientalia Collection. B.A., 1960, Niigata; M.S. in L.S., 1973, Catholic University of America; at Oregon since 1973.

Luise E. Walker, A.M.L.S., M.S., Associate Professor, University Library; Head, Science Library. A.B., 1951, Washington; A.M.L.S., 1955, Michigan; M.S., 1961, State University of New York, College of Forestry; at Oregon since 1967.

Kathleen M. Wiederholt, M.A.L.S., Instructor, University Library; Education-Psychology Section. B.A., 1961, Immaculate Heart (Calif.), M.A.L.S., 1970, Rosary (Ill.); at Oregon since 1970.

J. Gail Wiemann, M.L.S., Instructor, University Library; Head, Slide Collection. B.A., 1969, M.L.S., 1970, Rutgers; at Oregon since 1970.

Christina Joy Woo, M.L.S., Visiting Instructor, University Library; Law Library. A.B., 1972, California at Los Angeles; M.L.S., 1975, California; at Oregon since 1975.

Faculty Emeriti

Lois I. Baker, M.A., Law Librarian Emerita. B.A., 1927, M.A., 1932, Oregon; Cert., 1935, California; at Oregon since 1935.

Ella S. Carrick, B.A., Senior Instructor in Library Administration Emerita, Senior Catalog Librarian Emerita. B.A., 1929, Oregon; at Oregon since 1929.

Alfred Heilpern, M.L., Senior Instructor in Library Administration Emeritus, Acquisition Librarian Emeritus. B.A., 1956, M.L., 1957, Washington; at Oregon since 1957.

Carl W. Hintz, Ph.D., Professor of Librarianship Emeritus, University Librarian Emeritus. A.B., 1932, DePauw; A.B.L.S., 1933, A.M.L.S., 1935. Michigan; Ph.D., 1952, Chicago; at Oregon since 1948

Dwight H. Humphrey, M.A., Senior Instructor in Library Administration Emeritus, Catalog Librarian Emeritus. A.B., 1934, B.S. in L.S., 1939, M.A., 1963, Southern California; at Oregon since 1963.

Clarice E. Krieg, A.M., Professor Emerita, University Library. B.A., 1932, Iowa; B.S. in L.S., 1933, A.M., 1935, Illinois; at Oregon since 1941.

Corinne C. McNeir, M.S. in L.S., Associate Professor of Library Administration Emerita, Documents Librarian Emerita. B.A., 1930, Rice; M.S. in L.S., 1957, Louisiana State; at Oregon since 1961.

Margaret Markley, A.B., B.S. in L.S., Associate Professor of Library Administration Emerita, Senior Catalog Librarian Emerita. A.B., 1933, Southwest Missouri State; B.S. in L.S., 1941, Illinois; at Oregon since 1945.

Frances S. Newsom, M.A., Architecture and Allied Arts Librarian Emerita. B.A., 1928, Oregon; M.A., 1953, Denver; at Oregon since 1950.

The University of Oregon Library collections consist of about 1,300,000 volumes in the General Library and 97,000 in the Kenneth Lucas Fenton Memorial Law Library. Other materials include international, federal, state, and local government documents, a substantial collection of microforms and audiovisual resources, and one and three-quarter million manuscripts. The University Archives are also a Library responsibility.

Library service is based on a broad subject division system: Social Science, Science and Humanities. Each division has its own reading and reference area. The book collections are on open stacks. The Science Division is housed in a separate library within the science complex.

The on-hand resources of the Library are augmented through membership in the Center for Research Libraries. Through this facility the Library has books and periodicals, and has access to The British Library's Lending Division. More immediately available are the collections of all Oregon State System of Higher Education libraries.

The Library is a member of the Association of Research Libraries. Special areas of strength for advanced studies include the American West, 20th Century American politics, particularly conservatism, children's literature, book and magazine illustration, American missions and missionaries, 17th and 19th century England, Oriental art.

Library Fines and Charges: The following regulations govern Library fines and charges in all Oregon State System of Higher Education libraries except the Health Sciences Library in Portland.

(1) A fine of 25 cents per day is charged for each overdue book, recording, or other Library material other than reserve books and material circulated by special permission (maximum, $10.00 each item).

(2) The following fines are charged for violation of rules governing reserve books and material circulated by special permission: (a) for overdue books, 25 cents an hour or fraction thereof (maximum, $10.00 each item), until the material is returned or reported lost (a maximum charge of $1.00 an hour

may be made in case of flagrant violation of the rules); (b) for failure to return books to proper department desk, 25 cents.

(3) Books needed for use in the Library are subject to recall at any time. A maximum fine of $1.00 a day may be imposed for failure to return promptly.

(4) Borrowers losing Library materials are charged: (a) the replacement cost of the material, (b) the amount of fine incurred up to the time the material is reported missing (maximum, $10.00 each item), and (c) a service charge of $3.00 for each title. A charge to be determined by the librarian will be made for the repair or replacement of mutilated library materials.

(5) When a lost book, for which the borrow has been billed, is returned before a replacement has been ordered, a refund not exceeding the replacement cost may be made. In cases where a replacement has been ordered, any refunds to the borrower are at the discretion of the librarian.

(6) The State System libraries will honor each other's faculty and student identification cards for the purpose of borrowing library materials subject to the lending library's circulation policies. Any fines or charges accrued by faculty and students from other State System libraries will be submitted to the head librarian of their home institution for routine billing in accordance with the procedure of the home institution.

Instruction: The University Library cooperates with the School of Librarianship in offering the following service course for the convenience of undergraduates:

Lib 127. Use of the Library. 3 credit hours.
Initial training in the use of library materials and services and in elements of bibliographic form. Designed to help undergraduate students use the library more effectively. Durnell.

Museum of Art

Richard C. Paulin, M.A., Director.
Tommy Griffin, M.F.A., Chief Preparator.
Michael J. Whitenack, M.A.T., Supervisor of Statewide Services.

The University of Oregon Museum of Arts was built in 1930 with private funds provided by the generosity of friends throughout the state. The primary purpose for the museum was the promotion among the students and faculty at this University, and the public at large, of an active and continuing interest in the visual arts, both past and present. The adjoining courtyard of contemporary sculpture was dedicated to the memory of Prince Lucien Campbell, fourth president of this University, and construction was funded exclusively by his many friends and supporters.

The Murray Warner Collection of Oriental Arts was the nucleus of the museum's collections in the early 1930s and includes over 6,000 objects, representing principally the cultures of China and Japan, but also works from Cambodia, Korea, Mongolia, Russia, and American and British works of Oriental influence. More than 800 items, through gift and purchase, have been acquired in the Oriental and Greater Pacific Basin areas since the completion of the Warner bequest in 1940. The Orient and Greater Pacific Basin collections are constantly growing in quality and number. Recent additions to these collections have been made in Ghandaran and Indian sculpture, Chinese jade, Persian miniatures and ceramics, Syrian glass, and contemporary Japanese arts and crafts.

In addition, this museum has been actively and successfully collecting in the contemporary American, European and Greater Pacific Basin areas, with particular emphasis on contemporary artists and craftsmen from the Pacific Northwest; a major new collection of African crafts is primarily from Ghana and Nigeria. Over 1,943 works are currently contained in a growing collection of Contemporary Pacific Northwest and American art. In 1970, a permanent gallery was devoted exclusively to this area. Included in this collection are the over 500 works, both archival and major, executed by the internationally renowned Northwest artist, Morris Graves, and over 137 photographs of buildings throughout this nation designed by the internationally famous Northwest architect, Pietro Beluschi.

The museum serves as an extension service and a resource center for students and faculty at this University in all academic disciplines, but primarily serves those in the School of Architecture and Allied Arts and in Asian Studies. Art History and Art Education classes and seminars make frequent use of this museum. The museum maintains a student study center where small exhibitions of particular works may be viewed upon request by faculty and students. Study carels for students, faculty, and visiting scholars are available. A Museology course is offered annually on a three-quarter basis by the Director of this museum through the Department of Art History, and is available to seniors and graduate students primarily from the School of Architecture and Allied Arts. Master of Fine Arts candidates from the Department of Fine Arts are provided the opportunity annually to exhibit their projects at this museum.

An extensive changing exhibitions program is maintained. Exhibitions are local, national, and international in scope All exhibitions and programs are funded privately with assistance from The Friends of the Museum. The Friends of the Museum, which was organized in 1957, maintains an active statewide membership with helps to support such activities as an outreach program, Statewide Services, the Docent Council, and the staffing of the New Rental-Sales Gallery and Rainbow Gift Shop. Membership in the Friends of the Museum is open to the public with dues ranging from $3 (Student) to $250 and higher (Benefactor).

The Museum of Art constantly strives to maintain diverse exhibitions and programs to provide for the many and varied needs and interests of the students, faculty, and public at large. Attendance has steadily grown from 8,200 visitors in 1953 (when the museum first opened to the public on a regular basis) to over 90,000 this past year. The museum is closed to the public on Monday;s from the middle of August until the opening of the University fall term; and during all University holidays. The public is always welcome. Admission is free.

Broadcast Services and Televised Instruction

John R. Shepherd, Ph.D., Director.
Ronald E. Sherriffs, Ph.D., Associate Director.
William B. Willingham, M.A., Operations Manager.
Michael K. Moskovitz, B.S., Broadcast Production Coordinator.
Katie L. Sloan, M.L.S., Program Director, Station KWAX-FM.
Karen Bryan, B.A., Production Director, Station KWAX-FM.
David R. Primuth, B.S., Director of Operations and Development, Station KWAX-FM.
Frank D. Murphy, Chief Engineer.
James A. Lacock, Engineer.

The Division of Broadcast Services was established in July of 1964 to serve the entire academic community of the University of Oregon. The Division operates station KWAX-FM, a 20-thousand-watt stereophonic radio station, on the air from 6:00 a.m. to 2:00 a.m. daily, at 91.1 Mhz. KWAX-FM is a member of the National Public Radio network.

KWAX-FM has a full-time staff which includes a General Manager, an Operations and Development Director, a Production Director, a Program Music Director, and Chief Engineer. The format features music and fine arts, with block programs of different types and periods of music. The Station offers various programs from National Public Radio.

KWAX produces the Beall Concert Series in cooperation with the School of Music at the University. This weekly series features faculty and guest artist performances, taped at the School. The

Station has a full stereo production facility and produces programs for both OEPBS and NPR.

The Station offers students an opportunity for experience and employment in broadcasting.

KWAX-FM publishes a monthly program guide that is supported by listeners' subscriptions. For more information call the station at 686-4245.

Television: In addition to the radio activities, the Division is extensively involved in television production, producing programs for the statewide Oregon Educational and Public Broadcasting System, for community distribution via Teleprompter's cable station, KOZY, and for campus use through PL-3TV, the on-campus closed circuit television system.

Television equipment now available to the campus includes two image orthicon camera chains, one studio color camera chain, two vidicon camera units, six videotape machines, including one broadcast model Ampex 1100 recorder, a film and slide chain, and two portable videotape recorders.

Related to these basic units is the production equipment such as switcher, monitors, transmitters (including a microwave link to OEPBS stations KOAC-TV and KOAP-TV), amplifiers, monitors, and lights.

Equipment maintenance: The Division has maintenance responsibility for television equipment housed in the various satellite facilities throughout the campus, and will undertake the repair of such equipment within the limits imposed by staff and budget limitations. Those bringing equipment for repair should expect to bear the cost of necessary parts and materials.

Distribution Equipment: Television programming is distributed via PL-3TV, the campus closed-circuit television system. Twenty-six classrooms are wired for television service. These will accommodate 1,315 students. In addition, thirty-four dormitory dining room areas are wired to accommodate a total of 2,700 students.

Videotape Library: One important function of the Division is to act as a resource for the acquisition and development of television materials suitable for classroom instruction and curricular enrichment. Important lectures, laboratory demonstrations, guest speakers, and other special events may be videotaped and retained for future use.

Instructional Television: The Division of Broadcast Services offers faculty, staff, and students an opportunity to use television as a teaching, research, and administrative tool. The staff of the Division will offer experienced assistance in the preparation, development and production of instructional television material for any agency of the University. Anyone interested in exploring the possible application of television as a supplement to classroom in-instruction is invited to arrange for a consultation with the Division of Broadcast Services.

The activities of the Division are funded in the general budget of the University, as well as with grants from the Corporation for Public Broadcasting and the Station Support Program of voluntary giving administered through the Development Fund. There is no direct charge for most of the services provided.

Summer Session

Clarence W. Schminke, Ph.D., Director.

The Open Campus Concept: The summer program is open to anyone wanting to study in summer. Formal admission is required only if participation in a formal degree program is wanted. The only requirement is that a *Registration Request* card be filed at least three weeks in advance of registration day to allow preparation of a personalized registration packet. Two *Registration Request* cards are provided in the back of each Summer Session Catalog for student convenience. Additional cards, if needed, may be obtained from the Summer Session Office or the Office of the Registrar. All summer courses offer bona-fide University credit.

Course Scheduling: More than thirty instructional units offer over 800 courses in addition to individual study and research opportunities. Eight-week courses comprise the majority of summer offerings. Shorter courses ranging from one to six weeks in length are available and begin at various times throughout the summer. Eleven-week courses are restricted to concentrated study programs in which three terms or one academic year of credit may be earned for a course during one summer. A small number of workshops are usually available during the week preceding the opening date for Summer Session.

1978 Summer Session Calendar: June 12-16 are the dates for presession courses, with eight-week courses beginning June 20 and ending August 11, and eleven-week courses extending from June 20 until September 1. June 19 is registration day for courses that begin June 20; students may also register at this time for courses that begin later in the Summer Session. Registration before June 19 is not possible, with the exception of courses in the presession week. Students may register for other courses (those starting after June 20) either on or before the first day of class. The *Summer Time Schedule of Classes* contains detailed registration procedures and will be available at registration.

Summer Session Students: An estimated 7,000 students enroll for credit in summer courses. About 50 per cent of this total are undergraduates. Approximately half the total enrollment is composed of students who were enrolled either fall, winter, or spring quarters. Teachers, students previously admitted to a degree program, summer-only graduate degree candidates, and the once-only matriculators account for the other half of the summer student population. One-third of the Summer Session enrollees come from out of state since nonresident fees have traditionally been waived for summer .The difference in student body composition is evident when compared with the regular academic year, when 75 per cent are undergraduates and 25 per cent are graduates. Over 16,000 students are on campus during the regular year.

Summer Faculty: Some 450 faculty members and 225 graduate teaching fellows serve students during the summer. The summer teaching program is enriched with contributions of approximately 75 visiting faculty. The concentrated nature of the summer program allows more frequent contact with the faculty.

Prefreshman Program: A resident of Oregon who is unable to qualify for fall-term admission on the basis of a high-school record or either SAT or ACT test scores, has the opportunity to qualify for admission by doing acceptable work during Summer Session. Any student who wants to participate in the prefreshman program is advised to consult the Office of Admissions, 270 Oregon Hall, for complete information.

Summer Fees: Fee structures are subject to change, but the fees charged for Summer Session generally are the same as those charged during the preceding spring term. It is likely that the fee schedule on page 18 of this Catalog will be followed for the 1978 Summer Session. A notable exception is that nonresident fees are waived.

Housing: Dormitory facilities during the summer are abundant, making reservations prior to registration unnecessary. Double rooms are available for married couples without children. Although a few vacancies may become available, the student-family housing projects are usually occupied during the summer by year-round students. Rental houses, apartments, and boarding houses are located near the campus. Complete housing information is in the *Summer Session Catalog.* Inquiries about University housing should be directed to the Housing Office in Carson Hall.

Financial Aid: The University has scholarships, loans, and part-time work available, although on a relatively restricted basis during the summer. The largest amount of this aid accrues to

continuing students rather than to those attending only during the summer. Students planning to attend the Summer Session who are in need of financial assistance should consult the Office of Financial Aid to permit an early determination of their eligibility for the various types of financial aids available.

Summer Session Publications: The comprehensive *Summer Session Catalog* will be available in March 1978, and the *Summer Time Schedule of Classes* after May 26 (for on-campus distribution only). Various special programs are highlighted in separate circulars.

For More Information: Further information about the Summer Session may be obtained from the *Summer Session Catalog* or by writing the Summer Session Office, Room 64 Prince Lucien Campbell, University of Oregon, Eugene, Oregon 97403, or calling (503) 686-3475.

Continuing Education

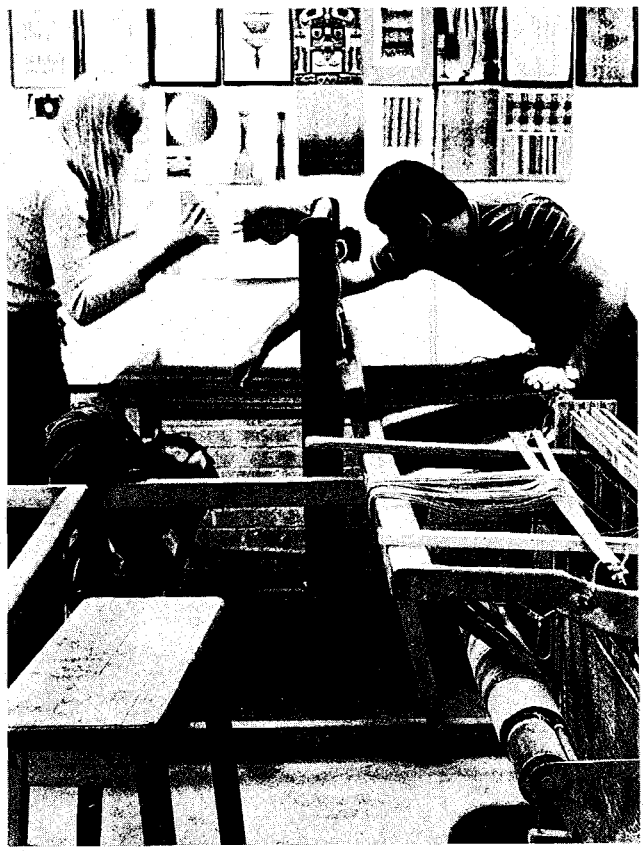
Kenneth R. Thomas, M.A., Director.

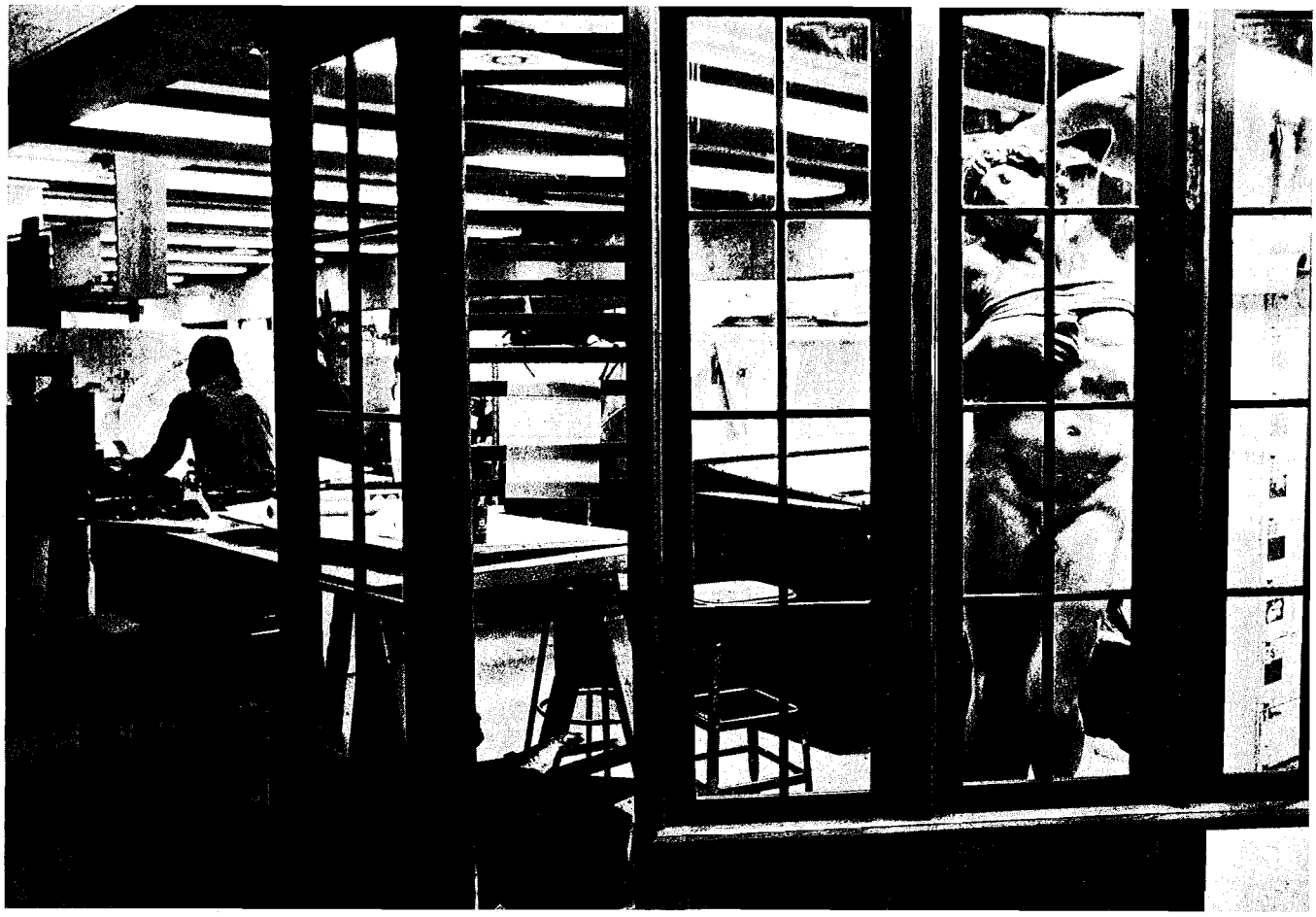
The continuing education program is primarily an extension of University resources to persons not enrolled as students on campus. The program includes conferences, cultural offerings, special educational service projects, and courses offered for credit by special arrangement.

Continuing education programs reach many communities in Oregon and are developed to meet varying needs. They are designed to help people learn to do their jobs well, to lead useful lives, and to make good use of leisure time.

Special educational programs are provided in outlying areas of the state by means of correspondence study and educational broadcasts.

Detailed information may be obtained from the University of Oregon Office of Continuing Education, 1479 Moss Street, University of Oregon, Eugene, Oregon 97403.





Arts and Sciences and Professional Studies

Statements in this section are announcements of present policies only and are subject to change.

The graduate curriculum at the University of Oregon allows considerable flexibility. All study beyond the baccalaureate degree, except for professional study in law, medicine, and dentistry, is administered through the Graduate School. The formulation of graduate programs is the responsibility of the instructional department, subject, however, to the general rules and requirements of the Graduate School. Individual graduate student programs are developed in consultation with advisers, subject to departmental and Graduate School requirements.

For details of graduate study in any given discipline, please refer to the section entitled "Graduate Studies" in the appropriate department of instruction within a school or college.

Aaron Novick, Ph.D., Dean.
Frederick S. Wilhelm, M.S., Assistant to the Dean.
Joanne Carlson, B.A., Assistant Dean for Program Development.
Graduate Council: Dean Novick, Chairman ex officio; Peter Bergquist, Jan Broekhoff, Barbara Caulfield, Carolin Keutzer, Jack Maddex, Clyde Patton, Robert Sylwester.

Advanced Degrees

Through the Graduate School, the University of Oregon offers studies leading to advanced degrees in the liberal arts and sciences, and in the professional fields of architecture and allied arts, business administration, education, health, physical education, and recreation, journalism, library science, and music. The advanced degrees granted are listed below with the departments offering programs of study leading to these degrees.

The requirements for the majority of these degrees appear in the departmental sections of this catalog. General requirements appear in the following pages.

College of Arts and Sciences
Anthropology: M.A., M.S., Ph.D.; Biology: M.A., M.S., Ph.D.; Chemistry: M.A., M.S., Ph.D.; Classics: M.A.; Comparative Literature: M.A., Ph.D.; Computer Science: M.A., M.S.; Economics: M.A., M.S., Ph.D.; English: M.A., M.F.A., D.A., Ph.D.; Geography: M.A., M.S., Ph.D.; Geology: M.A., M.S., Ph.D.; Germanic Languages: M.A., Ph.D.; History: M.A., Ph.D.; Mathematics: M.A., M.S., Ph.D.; Philosophy: M.A., Ph.D.; Physics: M.A., M.S., Ph.D.; Political Science: M.A., M.S., Ph.D.; Psychology: M.A., M.S., Ph.D.; Romance Languages: M.A., Ph.D.; Russian: M.A.; Sociology: M.A., M.S., Ph.D.; Speech: M.A., M.S., M.F.A., Ph.D.

School of Architecture and Allied Arts
Architecture: M.Arch.; Art Education: M.A., M.S.; Art History: M.A., Ph.D.; Fine and Applied Arts: M.A., M.S., M.F.A.; Landscape Architecture: M.L.A.; Urban and Regional Planning: M.U.P.

College of Business Administration
Accounting and Quantitative Methods: M.A., M.S., M.B.A., Ph.D.; Finance: M.A., M.S., M.B.A., Ph.D.; Marketing, Transportation, and Business Environment: M.A., M.S., M.B.A., Ph.D.; Management: M.A., M.S., M.B.A., Ph.D.

College of Education
Counseling: M.A., M.S., M.Ed., D.Ed., Ph.D.; Curriculum and Instruction: M.A., M.S., M.Ed., D.Ed., Ph.D.; Educational Administration: D.Ed., Ph.D.; Educational Policy: D.Ed., Ph.D.; Educational Psychology: M.A., M.S., M.Ed., D.Ed., Ph.D.; Higher Education: D.Ed., Ph.D.; Special Education: M.A., M.S., M.Ed., D.Ed., Ph.D.; Speech Pathology-Audiology: M.A., M.S., M.Ed., Ph.D.

School of Community Service and Public Affairs
International Studies: M.A., M.S.; Public Affairs: M.A., M.S.

College of Health, Physical Education, and Recreation
Health Education: M.A., M.S., D.Ed., Ph.D.; Physical Education: M.A., M.S., D.Ed., Ph.D.; Recreation and Park Management: M.A., M.S., D.Ed., Ph.D.; Dance: M.A., M.S.

School of Journalism
Journalism: M.A., M.S.

School of Librarianship
Library Science: M.L.S.

School of Music
Music: M.A., M.Mus., D.M.A.

Interdisciplinary Studies
Asian Studies: M.A., M.S.; Industrial and Labor Relations: M.A., M.S.; Juvenile Corrections: M.A., M.S.; Linguistics: M.A., M.S.; Teaching: M.A., M.S.; Individualized Program: M.A., M.S.

General Regulations

Students wanting to earn a graduate degree at the University must be admitted to the Graduate School in accordance with the procedures described below.

Admission to the Graduate School: To be admitted to the Graduate School for the purpose of seeking an advanced degree, 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 or she proposes to study. (Students from unaccredited institutions or from those 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.) 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, with which the student should become familiar before applying. Initial admission may be either *conditional or full.* If a student who has been conditionally admitted has not been granted full admission after the completion of 36 credit hours of graduate course work, the Graduate School will inquire of his or her school or department as to the reason and recommend that a decision on the student's status be made as soon as possible.

Former University of Oregon students must be formally admitted to the Graduate School in the same way as students from other colleges and universities. Students who have been formally

admitted to the Graduate School and who want to change their major must be accepted by the new department, which is accomplished by filling a "Change of Major" form and any official documents the department may require.

Students not previously enrolled at the University of Oregon are required to pay a $10.00 admission application fee at the time of applying for admission.

Applicants should address inquiries concerning graduate admission to the department or school in which they plan 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 an application on an official University form, transcripts of all previous college work, and any additional information as required by the Graduate School. The first copy of this form and an official transcript from the college or university from which he or she received a baccalaureate degree and all subsequent post-baccalaureate degree work must be sent to the Office of Admissions, University of Oregon, Eugene, Oregon 97403. (University of Oregon graduates must provide the Admissions Office with an official transcript of all post-baccalaureate degree work taken at all *other* institutions.) The remaining copies of the form, and an official transcript of all previous college work, both undergraduate and graduate, must be sent to the department or professional school of the University in which the student wants to study. At the option of the school or department, the student may also be required to furnish such additional material as transcripts of test scores (Graduate Record Examination, Miller Analogies, etc.), evidence of foreign language proficiency, and letters of reference. The applicant should ascertain from the school or department what additional material, if any, is expected.

Admission to the University for Post-Baccalaureate Study: Applicants with a baccalaureate degree or the equivalent from an accredited institution who want either (1) to take additional undergraduate or graduate work for professional or cultural reasons, or (2) to earn another undergraduate degree without entering a graduate degree or certification program, must submit the official application form and an official transcript from the college or university from which he or she received either the baccalaureate degree or a subsequent advanced degree to the Office of Admissions, University of Oregon, Eugene, Oregon, 97403. (University of Oregon graduates—disregard the sending of an official transcript to the Office of Admissions.) Admission to post-baccalaureate status is a nondegree classification and is granted only for one academic year. A satisfactory record is a factor in determining re-enrollment privileges. Credits earned by post-baccalaureate students are recorded in the Registrar's Office. Refer to the subsequent section entitled On-Campus Nondegree Graduate Classifications for additional information.

Continuous Enrollment: Students who have been admitted to the Graduate School to work toward an advanced degree or to pursue a specific program of graduate course work with a nondegree objective (certificate, credential) must enroll continuously in the University from the time they first register until they have completed all requirements for a degree or other program. (Registration in extension courses taken through the Division of Continuing Education does not satisfy the continuous enrollment requirement.)

In any term in which students are making use of University services or facilities, they must enroll for a minimum of 3 credit hours of graduate course work and pay the appropriate fees. Ordinarily students are expected to take this work in residence, but they may register by proxy for approved course work to be taken *in absentia,* when, for example, they are living elsewhere while writing a thesis or dissertation and sending chapters of it to an adviser for criticism. (Proxy registration will be permitted only during the normal registration period for the term in question and must be completed by the date indicated in the *Time Schedule of Classes* as the last day to register for that term.)

If students interrupt their program of graduate study for one or more terms (excluding summer term), they must register for on-leave status to insure that a place will be kept open for them by the Graduate School and their school or department until they return. When students register for on-leave status, they are not required to pay fees, nor are they permitted to place any demands on University staff or facilities. If a student fails to register for on-leave status, it will be assumed that he or she has decided to discontinue the graduate program, and Graduate School standing will be cancelled. In this event, if they should later want to return, they must apply for permission to re-register in the Graduate School. On-leave status is granted for a stated period of time, but may not exceed one calendar year. If the student's request for on-leave status is denied, he or she must file a *Permission to Re-register* form for the term planned for return. Students who are able to pursue their master-degree work only in the summer term must apply for leave status for each ensuing school year; they may request extensions of leave up to but not beyond the seven-year limitation on credit earned toward a master's degree. 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 annual *Time Schedule of Classes.*

Students may not apply for on-leave status unless they are graduate students in good standing in the school or department to which they have been admitted. Leave status is not applicable to post-baccalaureate students.

Reservation of Graduate Credit: Superior students who have taken graduate seminars and courses at the University of Oregon during their senior year in excess of all baccalaureate-degree requirements may petition to apply the credit earned toward a master's degree. Such graduate credit may be earned for graded courses in which either an A or B was recorded, or for nongraded courses for which the student presents the instructor's evaluation stating that the work was of graduate quality, and has the approval of the major department. A *Transfer of Baccalaureate Credit* form, available in the office of the Graduate School, must be filed not later than two terms after matriculation to a master's-degree program at the University of Oregon, and not later than two years after receipt of the baccalaureate degree. Such transfer of credit is limited to a maximum of 9 credit hours, and is limited to courses and seminars carrying graduate credit. Credit hours in research, thesis, reading and conference, practicums, and workshops do not qualify for transfer. Graded credit hours accepted for transfer under this provision will count in meeting all relevant University master's degree requirements.

Course Registration Requirements: All graduate students using campus facilities or studying under the supervision of a member of the faculty are required to register for a minimum of 3 credit hours of graduate course work per term. This rule applies also to students taking comprehensive or final examinations, or presenting recitals or terminal projects for advanced degrees. If all degree requirements, including examinations and completion of thesis, have been completed in the term before that in which the degree is to be awarded, the student need only register for on-leave status. Final copies of the thesis must be filed at the Graduate School three working days before registration for the next term or the student will be required to register for the minimum 3 hours.

Students working for a 45-hour master's degree with thesis are required to register for a minimum of 36 credit hours of course work and 9 credit hours of Thesis (503) before completing the program for the degree. Students working for a Ph.D. or for a professional doctorate are required to register for a minimum of 18 credit 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 pass/no-pass basis.

Graduate students holding half-time teaching or research appointments are required to enroll for a minimum of 6 credit hours of graduate course work; students holding three-tenths appointments must enroll for a minimum of 9 credit hours and a student holding an appointment at .15 FTE may register for a maximum of 15 credit hours. Social security will be withheld for graduate appointees registered for less than 9 credit hours per term.

A student holding a half-time graduate teaching or research appointment may register for a maximum of 10 graduate-credit hours in any one term of the academic year; a student holding a three-tenths graduate teaching or research appointment may register for a maximum of 12.

For students who do not hold a graduate teaching or research appointment, the normal full-time course load for a graduate student is 16 credit hours. Students wanting to register in excess of of this level must obtain permission from the appropriate school, college, or department and must pay additional fees for each credit hour in excess of the 16. Included in the 16-hour total are credits earned in pre-session and post-session workshops, seminars, and other credit-yielding activities commonly associated with the summer session.

(Faculty and staff members wanting to take graduate courses should refer to the University's *Administrative Manual* for information about maximum hours and permission to enroll. Persons holding faculty rank may not pursue studies toward an advanced degree in the same department in which they are employed; faculty members must petition the dean of the Graduate School within the first term after admission for permission to seek an advanced degree in a school or department other than the one in which they are currently employed.)

Graduate students and advisers are reminded that various agen-agencies and offices, both on and off campus, have their own course-load requirements. For example, a graduate student who has a loan must register for the number of hours needed to meet the loan agency requirements. The Registrar's Office cannot certify a student for registration except for the hours indicated on an official registration card. The minimum registration requirements of the Graduate School do not affect a student's responsibility to register for the number of hours required by the outside supporting agency.

Grade Requirement: To qualify for an advanced degree, a graduate student is required to earn at least a B grade average in all graduate courses taken in a degree program at the University of Oregon. Of the 45 credit hours the Graduate School requires for a master's degree, at least 24 must be University of Oregon graded graduate courses. A grade-point average of less than 3.00 at any time during a graduate student's studies, or the accumulation of more than five hours of N grades, regardless of the grade point average, 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 a student's degree program is terminated by the student being dropped from the Graduate School and from further work in an advanced degree program in that department or school.

Beginning fall term 1977, grades of D or F for graduate courses will not be accepted for graduate credit but they will be computed in the GPA. Graduate credit is not granted for a course in which the student earns a grade of N nor is it computed in the GPA.

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 (and in the *Time Schedule of Classes* by G or M). Courses designated (G) may form a part of either a major or a minor; courses designated (g) may be taken toward a minor or for a nonmajor, or, in approved circumstances, as part of an interdisciplinary master's program. Undergraduate enrollment in the 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 baccalaureate 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 credit hours in the major.

On-Campus Nondegree Graduate Classifications: In addition to the classifications for graduate students in master's and doctoral degree programs, there are classifications for students who are not seeking graduate degrees. These classifications include post-baccalaureate, nonmatriculant, and summer-session transient. Graduate credits earned by students in these nondegree classifications are recorded on a student's transcript. If such a student is subsequently admitted to a graduate-degree program, up to a maximum of fifteen graduate credits taken on the University of Oregon campus from any combination of the nondegree program classifications or on-campus DCE registration may be counted in a master's program if approved by petition. Such a petition must be endorsed by the department or school and approved by the Graduate School. Approved courses may be used in meeting all relevant University degree requirements.

Removal of Incompletes: In order to obtain credit for a graduate course which was marked incomplete, a graduate student must convert the incomplete into a passing grade by the last day of the next term in residence or within one calendar year of the assignment of the mark of I, whichever occurs first. Incompletes not converted in accordance with the above schedule will not be counted in meeting advanced degree requirements without approval by the Dean of the Graduate School of a petition from the student, signed by the instructor extending the term for removal of the incomplete. The petition must state the minor, yet essential, requirements of the course which were not initially completed. This restriction does not apply to incompletes assigned to Research (501), Thesis (503), and Terminal Project (509). This policy became effective with grades reportable for winter term 1975.

Off-Campus Graduate Courses: Graduate students at the University of Oregon may, with the consent of their adviser, take courses carrying graduate credit at any of the other institutions in the Oregon State System of Higher Educotion. Students register for these courses with the University of Oregon Registrar. Grades are transmitted by the instructor to the University Registrar and recorded on the student's University of Oregon transcript.

Graduate Credit by Examination: A currently enrolled graduate student may petition the Dean of the Graduate School for permission to receive graduate credit by examination in areas for which he or she has qualified by experience or independent study, provided these areas are directly equivalent to graduate courses listed by title in the current Catalog of the University of Oregon. The rules governing such credit by examination are as follows:

(1) The student's petition must be approved by a graduate adviser and the dean or department head of the division offering the course.

(2) Arrangements for the examination must be completed at least one month before the date of the examination.

(3) The student must pay in advance a special examination fee of $15.00 per course.

(4) Graduate credit by examination is recorded with a mark of "pass" (P) unless the course in question is listed in the most recent *Time Schedule* as graded only. The courses may not count toward the satisfaction of the residence requirement for the master's degree.

(5) Credit by examination is not awarded for the following courses: Research, Thesis, Reading and Conference, Workshop, and Practicum (401-410 and 501-510).

(6) Students may not receive graduate credit by examination in courses (a) in which they have previously enrolled and failed at the University of Oregon or elsewhere; or (b) which would substantially duplicate credit already received and which is being applied toward an advanced degree at the University of Oregon.

Tuition, Fees, and Deposits: Regular tuition and fees for graduate students, both residents of Oregon and nonresidents, enrolled for a total of 9 to 16 credit hours of work are currently $319.50 a term or $958.50 for the three-term academic year. A surcharge of $30.00 per credit hour is made for all hours in excess of 16. Students holding graduate teaching or research appointments pay reduced tuition and fees, currently $54.50 a term or $163.50 for the three-term academic year.

Tuition for less than a full-time program is as follows:

3 credit hours	$124.00
4 credit hours	155.00
5 credit hours	186.00
6 credit hours	218.00
7 credit hours	254.00
8 credit hours	286.00

All fees are subject to change by the State Board of Higher Education.

Graduate students must make a $25.00 general deposit once each year at the time of first registration, as a protection to the University against loss of or damage to institutional property.

A new graduate student, who has not been previously enrolled at the University of Oregon, pays a $10.00 application fee; this fee, which is not refundable, must be sent to the Office of Admissions with the student's application for admission.

All doctoral students and master's degree candidates who write a thesis are assessed a microfilming fee to cover the cost of reproduction.

All doctoral students are required to submit their dissertation to Xerox University Microfilm in Ann Arbor, Michigan. Current fees for this service are:

Full Publishing Service (required)	$25.00
Microform (required)	6.00
Copyright Service (optional)	15.00

If the thesis committee for a master's candidate recommends that the thesis abstract be published in *Master's Abstracts* and publication through Xerox University Microfilm, the current fees are:

Full Publishing Service (required)	$20.00
Microform (required)	6.00
Copyright Service (optional)	15.00

All master's candidates who write a thesis are required to have a microfilm copy of the thesis on file in the University Archives. The Library provides the microfilming service for a fee of $4.00 from the student. This is an economic savings to the student since it reduces the number of printed copies required. If a master's thesis is submitted to Xerox University Microfilm, the $4.00 fee is not assessed.

Degree Requirements for Master of Arts, Master of Science

Credit Requirements: For a master's degree, the student must complete an integrated program of study totaling not less than 45 credit hours in courses approved for graduate credit of which at least 24 must be University of Oregon graded graduate 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 credit hours) ordinarily must be in the major. A student earning the first master's degree from the University of Oregon may receive the second master's degree in a different field by taking not less than 30 graduate credits in the new major at the University of Oregon, of which 24 must be in University graded graduate courses. Schools and departments may require more than this minimum in individual cases. If the first master's degree is from another institution, the second master's must comply with the normal University master's-degree requirements. Graduate courses graded P may be counted in the 45 credit hours required for a master's degree (or in the 30 for a second master's), but may not be counted in the required 24 credit hours of University graded graduate course.

Residence Requirement: The minimum residence requirement for the master's degree is thirty graduate credit hours which are taken on the Eugene campus and which are included in the degree requirements. These thirty credit hours must extend over a minimum of two terms of work on the Eugene campus. The residence requirement for the M.F.A. degree in studio arts is two academic years (six terms). Individual schools or departments may increase the minimum residence requirement. The residence requirement for a second master's degree from the University of Oregon is a minimum of two terms of full-time study on the Eugene campus.

Transferred Credit: Graduate credit earned while a graduate student in another accredited Graduate School, or through 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 credit hours in a 45-hour master-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 used to meet the requirement of 24 hours of credit in University graded graduate courses. Graduate credit is not allowed for correspondence courses. Credit granted for work done at another institution is tentative until validated by work in residence.

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 the major school or department. There is no language requirement for the M.S. and professional degrees unless specified by the school or department.

Course Requirements: For the M.A. or M.S. degree with a departmental major, at least 9 credit hours in 500-599 courses taken on the University of Oregon campus are required; for the interdisciplinary master's degree, at least 6 credit hours in 500-599 courses are required.

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 from another institution, thesis, and the final examination.

Examinations: Qualifying and final examinations may be required in any field at the discretion of the department or school. The conduct and content of these examinations are departmental or school responsibilities.

Thesis: In some fields, all candidates for the master's degree are required to present a thesis; in others the thesis is optional or not required.

A student who writes a thesis should request from the major school or department information on the various steps involved and the standards expected. The student should also obtain from Graduate School a current copy of the *Style Manual for Theses and Dissertations*, which sets forth the requirements governing format, abstracts, and other regulations. The candidate should inquire as to the specific number of copies of the thesis to turn in, and also submit three copies of an abstract (150 words maximum). All master's theses will be microfilmed for which there is a fee that is assessed at the time the thesis is submitted to the Graduate School (see page 56). Copies of theses will not be accepted by the Graduate School unless they meet the standards of form and style specified in the *Style Manual*.

Interdisciplinary Master Programs

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

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

ISt 501. Research. Credit hours to be arranged. No-grade course

ISt 503. Thesis. Credit hours to be arranged. No-grade course.

ISt 505. Reading and Conference. Credit hours to be arranged. No-grade course.
Industrial Relations
Juvenile Corrections.

ISt 506. Special Studies. Credit hours to be arranged.
Juvenile Corrections.

ISt 507. Seminar. Credit hours to be arranged. No-grade course.
Industrial Relations
Juvenile Corrections.
Asian Studies. Grade required for majors.

The established interdisciplinary programs approved by the Graduate Council are listed below. A student interested in one of these programs should send an inquiry to the program director:

Asian Studies, *Joseph Esherick*; Juvenile Corrections, *Kenneth Polk*; Industrial and Labor Relations, *Eaton H. Conant*; Linguistics, *Dale Sloat*.

The requirements for an M.S. degree in interdisciplinary studies are the same as those for the departmental master's degree, except those requirements relating to major or minor fields. For the M.A. degree, the student must show, either by examination (GSFLT minimum score 440) or by adequate undergraduate courses (satisfactory completion of the second-year college course), a reading knowledge of a foreign language.

Interdisciplinary Individualized Program: The Individualized Program is the University's most flexible interdisciplinary program leading to a master's degree. The Program is intended to meet the needs of students who have particular, well-articulated goals which cannot be reached through specific departmental programs.

Applicants are asked to propose a course of studies drawn from existing curricular offerings in approved master's degree programs from three different departments or professional schools. Each applicant must find an adviser in each of the three curricular areas represented in the proposed program. Acceptance into the Program is determined in part by the extent to which an applicant's proposed courses and advisers are appropriate to the student's stated goals. Applicants who have previously been denied admission to other advanced degree programs are generally not accepted for admission into the Individualized Program.

The degree program may culminate in a thesis, a terminal project, or a comprehensive written or oral examination. This is normally determined at the beginning of the course of study by the student and the advisers. The program must also meet the University of Oregon Graduate School's minimum requirements for a master's degree.

Inquiries about the Individualized Program shoul be addressed to the Director, Interdisciplinary Individualized Program, Graduate School, University of Oregon, Eugene, Oregon 97403.

Interdisciplinary Master's Program for Secondary Teachers: An interdisciplinary master's degree program for secondary teachers who are also working toward the satisfaction of the Oregon state requirement of a fifth year of college work for the standard secondary teaching certificate is offered as one of the University's programs of interdisciplinary studies. Students must have a reasonable background of undergraduate study in education and in the field in which they proposed to work, as evidenced by holding a basic certificate of secondary teaching.

Certification requirements for the institutional recommendation for the standard certificate are separate from the University of Oregon master's degree requirements. However, some courses taken in a master's degree program may be applied in meeting certification requirements. Depending upon individual student background, additional courses at either graduate or undergraduate levels or both may be required for certification. Inquiries regarding certification requirements should be directed to the Office of Teacher Certification in the College of Education. All students admitted to this program should file their planned program to meet certification requirements with the Office of Teacher Certification in the College of Education.

The program requirements for an interdisciplinary master's degree for secondary teachers are as follows: A total of between 45 and 51 credit hours in graduate courses, distributed in accord with (a) and (b) below.

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

(Option 1) A minimum of 36 credit hours in a subject matter field in which secondary certificates are issued.

(Option 2) Between 15 and 21 credit hours in each of two subject matter fields in which secondary certificates are issued.

(Option 3) A minimum of 36 credit 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 credit hours of work must be taken in 500-level 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. The program culminates in a comprehensive examination in the subject-matter fields or an approved terminal project.

A student electing either option 1 or option 2 must have had at least 18 credit hours of undergraduate course work in the subject field involved. A student electing option 3 must have had at least 12 credit hours of course work in each of the three subject fields involved.

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

Inquiries about programs under option 1, above, should be

directed to the chairman of the appropriate department. General inquiries about the program and options 2 and 3 should be addressed to the Director, Interdisciplinary Master's Teaching Program, Graduate School, University of Oregon, Eugene, Oregon 97403.

Doctor of Philosophy

The degree of Doctor of Philosophy is granted primarily for attainments and proven ability. Requirements of time and credit are secondary; but no candidate will be recommended for the degree until the minimum requirements of residence and study have been satisfied. It is recommended that a student not take all undergraduate and all graduate work at the University of Oregon.

Residence Requirement: For the Ph.D. degree, at least three years of full-time work beyond the bachelor degree are required, of which at least one academic year (three consecutive terms of full-time study, with a minimum of 9 credit hours per term) must be spent in residence on the Eugene campus. In the event the master's degree is conferred by the University of Oregon, the three consecutive terms in continuous full-time residence must be after all requirements for all master degrees are completed.

Language Requirement: Knowledge of a foreign language or of other specialized disciplines such as computer science or statistics is required by individual schools or departments as part of a Ph.D. program. For information on such requirements, the student should consult the school or department directly.

Comprehensive Examinations: The student working toward the Ph.D. degree must pass a group of comprehensive examinations (oral or written or both). These examinations are expected to cover major areas in the student's program of graduate study and may cover any supporting area requested by the school or department. The student will be held responsible not merely for material directly covered in the graduate courses completed, but also for additional independent study in his or her field, with the object of demonstrating a comprehensive and integrated command of the selected discipline.

Within two weeks after the student has passed the comprehensive examinations, the major school or department will submit a report to the Dean of the Graduate School recommending advancement to candidacy.

The defense of the thesis for a doctorate (whether Ph.D. or professional) must be held not later than three calendar years after advancement to candidacy. Failure to complete requirements for the degree within this period will invalidate the student's comprehensive examinations.

Advisory Committee: The advisory committee of the candidate for the Ph.D. degree determines the amount of work the student is to do for the degree in light of academic background and objectives.

This committee is appointed by the head of the department or dean of the school in which the student is working. Its membership need not be approved by the Graduate School. The committee usually is made up of three or four members, with the student's adviser serving as chairman. It may or may not have an outside member, depending on the preference of the department or school, which also may determine the time at which the committee is to be appointed.

Thesis: Every candidate for the Ph.D. degree must submit a thesis embodying the results of research and showing evidence of originality and ability in independent investigation. The thesis must be a significant contribution to knowledge, based on the candidate's own investigations. It must show a mastery of the literature of the subject, and be written in creditable literary style. It is expected that the preparation of an acceptable thesis will require at least the greater part of an academic year.

Dissertation Committee: This Committee normally is composed of the members of the advisory committee, with the candidate's dissertation adviser, from his or her major department, serving as chairman. It will usually include at least three members from the graduate faculty of the candidate's major department or school and an additional member of the graduate faculty not affiliated with that department or school who is regarded as a representative of the Dean of the Graduate School.

The candidate's department or school proposes the membership of the committee to the Dean of the Graduate School, who, after approving it, officially appoints the committee. There may be instances when appointment of one or more members of the graduate faculty from another University is appropriate. In appointing any additional members, the Dean may act either independently or in accordance with nominations submitted by the candidate's major department or school; such additional members may include representatives of supporting or related disciplines.

The membership of the committee should be proposed to the Dean of the Graduate School one month after advancement to candidacy and no later than three months before the date when the candidate is expected to complete the dissertation.

Defense of Thesis: A formal public defense of the thesis on the Eugene campus is obligatory. During this public defense, the candidate will present the major ideas, findings, and results in the thesis, and be subject to questions by the general public and members of the dissertation committee. The defense of thesis must be scheduled by the chairman of the dissertation committee, with the cooperation of the candidate's department and the Graduate School at least three weeks prior to the date of the defense. A legible draft of the final thesis must be available for committee members at least three weeks prior to be defense of thesis.

The candidate's dissertation committee must attend the oral defense; chairman of the committee must certify to the Graduate School that the defense was made as scheduled.

Completion of Thesis: Following the defense of thesis but before the thesis is submitted in duplicate to the Graduate School, each member of the dissertation committee must confirm in writing that he or she approves the final version of the thesis. In the event that the thesis fails to gain unanimous approval of the dissertation committee, it becomes the responsibility of the Dean of the Graduate School, after consultation with the student, the department chairman, and the committee, to determine the review procedure.

Copies of the thesis will not be accepted by the Graduate School unless they meet satisfactory standards of form and style. The student should obtain from the Graduate School a copy of the *Style Manual for Thesis and Dissertations,* which defines these standards. Three copies of an abstract (not longer than 600 words) must be filed with the Graduate School at least three weeks before the date of the public defense.

Doctor of Education

General Requirements: The degree of Doctor of Education is granted in recognition of mastery of theory, practice, and research in professional education or in health, physical education, and recreation. In addition to a primary of specialization, the student's plan of study should include work in supporting areas of education, foundation areas, a research area, and some noneducation courses related to the program.

With the exceptions noted here, the general requirements for the qualifying examination, residence, comprehensive examinations, thesis, and final examinations for the D.Ed. degree are the same as those listed above for the Ph.D. degree.

Thesis: The doctoral dissertation may be either a report of research which makes an original contribution to knowledge or a study in which the student deals with knowledge already available and produces a constructive result of importance and value for educational practice. The dissertation proposal should be developed early in the doctoral program.

Advancement to Candidacy: Advancement to candidacy for the D.Ed. degree in the College of Education is based on proficiency shown in comprehensive examinations and the recommendation of a doctoral advisory committee. The comprehensive examinations may be taken only after the student has (1) been admitted to the degree program, (2) completed substantially all of the total course work planned, and received the consent of an adviser to take the examinations. Students interested in the D.Ed. degree in the College of Health, Physical Education, and Recreation must meet requirements established by that school.

Doctor of Musical Arts

Requirements for the degree of Doctor of Musical Arts include formal admission, proficiency examinations, languages, a program of study, an area of emphasis, comprehensive examinations, and a dissertation. Please consult page 334 for details.

Fellowships

Teaching and research fellowships are available to qualified graduate students. Applications should be made to the department before March 1. All persons holding these positions must enroll in the Graduate School, and must be admitted to a program leading to an advanced degree.

Teaching Fellowships: Nearly all schools and departments award graduate teaching fellowships. Stipends range from $2835 to $6500 for an academic year. Graduate students holding appointments at 30 per cent of full time may register for a maximum of 12 credit hours and a minimum of 9 credit hours. Those holding half-time appointments may register for a maximum of 10 hours and a minimum of 6 credit hours. Tuition for graduate teaching fellows is normally waived.

Research Fellowships: A number of departments and schools employ graduate students to work on research projects under the supervision of faculty members for up to 15 hours a week. Funds come from research grants and contracts. Stipends, fees, and credit hour enrollment limitations are about the same as for graduate students with teaching fellowships. Tuition is generally waived for graduate research appointments. It is sometimes possible to extend these fellowships through the summer, thus increasing the total stipend.

Special Fellowship Programs: Graduate students at the University of Oregon are normally eligible for fellowship awards granted by the federal agencies and privately endowed foundations. Specific information concerning the programs available may be obtained in the office of the Graduate School.

Postdoctoral Fellowships: The University of Oregon participates in several postdoctoral fellowship programs and provides facilities for postdoctoral study under faculty supervision.

Loans: Graduate students are eligible for loans from University loan funds and from funds available under the federal student loan programs. Information regarding loans may be obtained from the Office of Financial Aid.

Research Institutes

Several interdisciplinary institutes administered through the Graduate School provide opportunities for graduate training and research in addition to those offered by schools and departments. Institute staff members hold joint appointments in related teaching departments. Graduate students who intend to do thesis research work in one of the institutes must also satisfy the graduate degree requirements of the related department through which they will receive their degree.

Students who want to work in any of the fields may obtain detailed information concerning the programs and available financial aid from the institute directors whose names appear below.

Oregon Institute of Marine Biology

Paul P. Rudy, Ph.D., Associate Professor of Biology, Director.
Robert C. Terwilliger, Ph.D., Associate Professor of Biology, Assistant Director.

The Oregon Institute of Marine Biology is situated on about 85 acres of property along Coos Bay at Coos Head, on the Oregon coast. The many different marine environments in that area provide the institute with an ideal situation for the study of marine organisms. The institute offers a full program of summer study, and facilities for individual research are available throughout the year. The training deals principally with living marine organisms and is a strong complement to the work of a traditional campus course. Advanced students may undertake specialized work or research on an individual basis.

Current research is centered in the areas of the physiology of salt and water balance, biochemistry of respiratory pigments, and marine ecology. Each spring, the Institute offers a multi-disciplined course for undergraduates entitled "People and the Oregon Coast." The course is fully described on page 78.

A fall program, principally for students majoring in Biology, has been initiated on an experimental basis with its continuation dependent upon how well it meets the needs of these students. Detailed information and applications may be obtained from the Department of Biology on the Eugene campus or by writing to: Director, O.I.M.B., Charleston, Oregon 97420.

Institute of Molecular Biology

Peter H. von Hippel, Ph.D., Professor of Chemistry, Director.
Sidney A. Bernhard, Ph.D., Professor of Chemistry.
Roderick A. Capaldi, Ph.D., Assistant Professor of Biology.
Frederick Dahlquist, Ph.D., Associate Professor of Chemistry.
O. Hayes Griffith, Ph.D., Professor of Chemistry.
Ira Herskowitz, Ph.D., Assistant Professor of Biology.
Brian W. Matthews, Ph.D., Professor of Physics.
Aaron Novick, Ph.D., Professor of Biology.
John A. Schellman, Ph.D., Professor of Chemistry.
Warner L. Peticolas, Ph.D., Professor of Chemistry.
Gerald Smith, Ph.D., Assistant Professor of Biology.
Franklin W. Stahl, Ph.D., Professor of Biology.
George Streisinger, Ph.D., Professor of Biology.

Associates

Edward Herbert, Ph.D., Professor of Chemistry.
William R. Sistrom, Ph.D., Professor of Biology.
Raymond G. Wolfe, Ph.D., Professor of Chemistry.

The Institute of Molecular Biology offers the facilities, support, and research guidance necessary for investigations of biological problems at the molecular level. The approach is interdisciplinary, with the techniques of biology, chemistry, and physics all being brought to bear as appropriate. Problems under active investigation include: spectroscopic studies of compounds of biological interest, determinations of the three-dimensional atomic structures of proteins and nucleic acids, the role of solvent in determining macromolecular structure and stability, mechanisms of enzyme catalysis, membrane structure and function, protein-nucleic acid interactions, mechanisms and regulation of protein and nucleic acid synthesis, the molecular basis of mutation and recombination, and the molecular basis of genetic expression.

Staff members hold joint appointments in the science departments at the University. Research scientists are encouraged to visit the institute for varying periods. Graduate awards are given by the institute and fellowships from the National Institutes of Health are administered under the program.

Institute of Theoretical Science

Rudolph C. Hwa, Ph.D., Professor of Physics, Director.
Paul L. Csonka, Ph.D., Associate Professor of Physics.
Nilendra G. Deshpande, Ph.D., Visiting Associate Professor of Physics.
Russell J. Donnelly, Ph.D., Professor of Physics.
Marvin D. Girardeau, Ph.D., Professor of Physics.
Amit Goswami, Ph.D., Professor of Physics.
David R. Herrick, Ph.D., Assistant Professor of Chemistry.
Ilmun Ju, Ph.D., Research Associate.
Michael Kellman, Ph.D., Research Associate.
Ernest S. K. Ma, Ph.D., Research Associate.
Philip Mannheim, Ph.D., Research Associate.
Robert M. Mazo, Ph.D., Professor of Chemistry.
Joel W. McClure, Ph.D., Professor of Physics.
Michael J. Moravcsik, Ph.D., Professor of Physics.
Pieter Visscher, Ph.D., Assistant Professor of Physics.
Robert L. Zimmerman, Ph.D., Associate Professor of Physics.

Associates

Richard B. Barrar, Ph.D., Professor of Mathematics.
Robert S. Freeman, Ph.D., Associate Professor of Mathematics.
John L. Powell, Ph.D., Professor of Physics.
William T. Simpson, Ph.D., Professor of Chemistry.
Gregory H. Wannier, Ph.D., Professor of Physics.

The Institute of Theoretical Science provides a center for interdisciplinary research in overlapping areas of theoretical physics, theoretical chemistry, and mathematics. Current research is centered in the areas of statistical mechanics, chemical physics, theory of solids and liquids, nuclear theory, elementary particle theory, accelerator design, astrophysics, general relativity, and applied mathematics.

Graduate students with adequate preparation in one of the science departments may elect thesis research in the Institute. The Institute also sponsors postdoctoral research associateships and visiting professorships, usually funded by the U.S. Atomic Energy Commission and National Science Foundation.

Oregon Institute for Land Use Research

Jerome Diethelm, M.L.Arch., Director.
Participating Faculty

Landscape Architecture: Gene Bressler, Richard Britz, Kenneth Helphand, Ronald Lovinger, Joseph Meyers, Polly Cooper.
Urban Planning: Ting-Li Cho, Gregory Lipton, David Povey, Richard Ragatz.

Geography: Samuel Dicken, Jack Mrowka, William Loy, Edward Price, Everett Smith, Alvin Urquhart.

Bureau of Governmental Research: Don Johnson, Robert Keith, James Mattis, Karen Seidel, Ken Tollenaar, Mark Westling.

Architecture: Robert Harris, Wilmot Gilland, Pasquale Piccioni.

Biology: Stanton Cook, Paul Rudy.

Economics: Edward Whitelaw.

Finance: Richard Lindholm.

Geology: Frederick Swanson.

Law: George Platt.

Political Science: Daniel Goldrich.

The Oregon Institute for Land Use Research was established in January 1975. The formation of the Institute was in recognition of a central task facing Oregon and the nation: the need to establish a healthy balance between the continued growth and development of human potential and the wise management of our land and other related resources. Thus the Institute is intended to provide the necessary visibility and presence for existing faculty research, community service projects, and graduate-program activities in the broad area of landscape, land-use planning, and land-related policy analysis.

Solar Energy Center

John S. Reynolds, M.Arch., Professor of Architecture, Director.
David K. McDaniels, Ph.D., Professor of Physics.

Associates

Douglas Lowndes, Ph.D., Associate Professor of Physics.
Peter N. Swan, LL.B., Professor of Law.
Dan Kaehn, Ph.D., Research Associate in Physics.
M. Steven Baker, M.U.P., Research Associate in Architecture.
Gerrit deWilde, Glassblowing, Senior Instructor in Chemistry.
A. Mark Westling, Planning Consultant, Bureau of Governmental Research.

The Solar Energy Center emphasizes research toward a regional approach to the utilization of the sun's radiant energy for heating water and the heating and cooling of buildings. Current work includes expanded collection and improved monitoring of insolation data in Oregon, further development of optimum collector-reflector combinations, and development of passive solar design information. The Center's efforts also include the development and distribution of information, the development of needed technology and facilitating its application, and the study of legal, economic, and subsequent technical problems which accompany solar energy development in this region.

University research personnel in the areas of Architecture, Business Administration, Law, and Physics are initially involved in the Center, together with Mechanical Engineering personnel at Oregon State University.

In addition to continuing publications, the Center sponsors a weekly seminar attended by University and community people involved in various aspects of solar energy utilization. Courses in solar energy are offered in the Departments of Architecture and Physics.

Inter-University Centre of Postgraduate Studies, Dubrovnik, Yugoslavia

University of Oregon faculty, graduate and undergraduate students are eligible to participate in the Inter-University Centre of Post-Graduate Studies in Dubrovnik, Yugoslavia. The Centre, an international consortium of eighty-three universities, offers an in-residence program of seminars in the humanities, social sciences, and natural sciences throughout the academic year. Seminars are multi-disciplinary and generally of one-month duration. Faculty are recruited from member universities. University of Oregon faculty have participated in Centre activities since Oregon became a member in 1973.

Fees are approximately $22.00 per month; in-residence room and board costs are approximately $9.00 per day. Arrangements for academic graduate credit may be made through the Graduate School. Individuals wishing further information should consult Steven Deutsch, Professor of Sociology, who is the University's coordinator for Centre activities.

Institute for Social Science Research

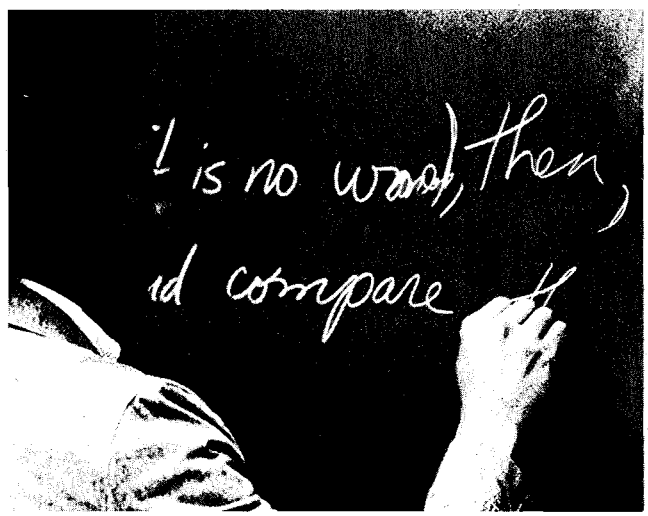
Richard J. Hill, Ph.D., Professor of Sociology, Director.
Joyce Mitchell, Ph.D., Professor of Political Science.
William Mitchell, Ph.D., Professor of Political Science.
John Orbell, Ph.D., Professor of Political Science.
Lawrence Pierce, Ph.D., Associate Professor of Political Science.
Lawrence Carter, Ph.D., Assistant Professor of Sociology.
Walter Martin, Ph.D., Professor of Sociology.

Graduate Fellows

David Lyons, Sociology.
Marlene McKinnon, Sociology.

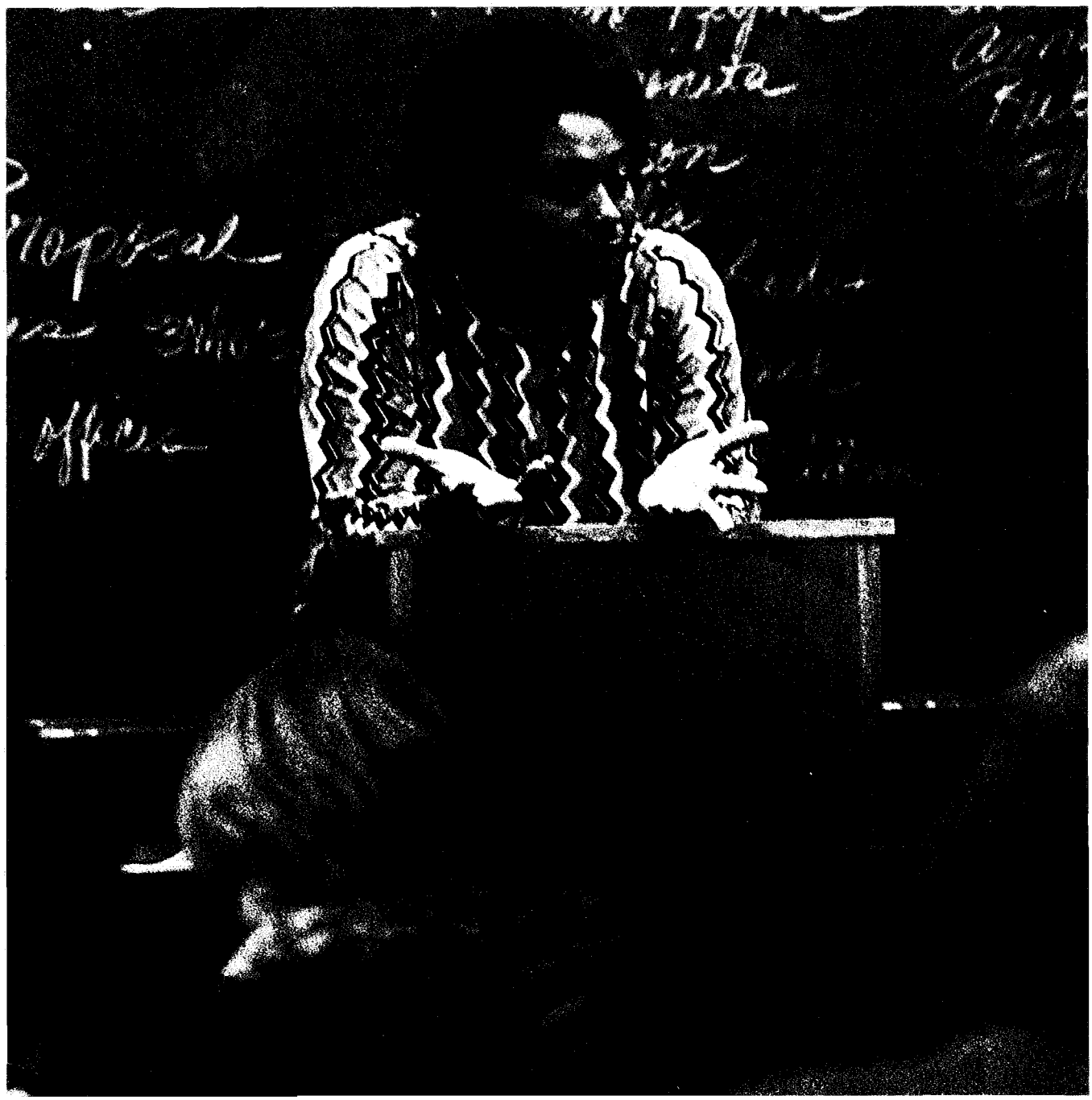
The Institute for Social Science Research was established to facilitate the investigation of the broad range of problems addressed by the various social sciences. Of particular concern is the provision of basic support for those areas of inquiry which demand interdisciplinary cooperation.

The Institute houses an archive containing data collected in various national and regional surveys as well as selected census files. These data are available to both faculty and students for purposes of secondary analysis. The Institute also maintains a small research library whose holdings are primarily in the area of evaluation research. A working paper series has been established to facilitate the dissemination of the results of research conducted by those associated with the Institute.

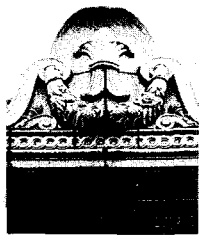


Outline of Procedure Leading to Doctoral Degrees

Procedure	*Responsible Agency*	*Chronology*
(1) Admission.	Department, school, or college.	First step.
(2) Course work and residence. Student's advisory committee, appointed by school or department, determines the program, which must include three years of work beyond the bachelor degree, of which at least one academic year (three consecutive terms of full-time study—minimum of 9 credit hours per term) must be spent on the Eugene campus.	Department, school, or college.	After appointment of advisory committee.
(3) Foreign languages or specialized knowledge.	Advisory committee; college, school, or department.	Before comprehensive examination.
(4) Comprehensive examination covers the major discipline comprehensively; advances the student to candidacy for the degree.	Department, school, or college.	After substantially all course work has been taken, and after virtually all other requirements for the degree have been satisfied except the completion of the dissertation and the defense of it.
(5) Thesis required for all doctorates.	Department, school, or college.	After comprehensive examination. Thesis abstract must be filed with the Graduate School not later than three weeks before date of defense of thesis.
(6) Application for degree.	Student via Registrar.	First three weeks of the term.
(7) Defense of thesis. Dissertation committee normally consists of at least three members from the graduate faculty of the candidate's major department or school as well as an additional member of the graduate faculty not affiliated with that department or school who is regarded as a representative of the Dean of the Graduate School.	Department, school, or college.	Acceptance of thesis within three years after advancement to candidacy (otherwise a new comprehensive examination must be taken).
(8) Thesis reproduction. $25.00 fee required.	Graduate School and Business Office	Before certification of completion.
(9) Granting of degree.	General faculty, on certification by Graduate School; Registrar.	After all requirements have been satisfied. At end of term in which all degree requirements are satisfied.
(10) Certificate of completion.	Graduate School; Registrar.	
(11) Diploma.	Registrar.	Dated as of Commencement.



Departments and Programs



The College of Arts and Sciences seeks to communicate, advance, and generate knowledge in its manifold forms. Students in the College's courses and programs are encouraged to learn different approaches toward organizing facts and developing insights, to think with discipline and alertness, and to discern between truth and error, fact and prejudice, thought and pseudothought. Through general courses in the sciences, the social sciences, and the humanities, students gain a wide perspective of human experience and the physical universe. Concentrated effort in one area provides the developed competence needed for present and future personal and career choices. A degree program within the College of Arts and Sciences should provide a sound foundation for a lifetime enriched by higher education.

The University of Oregon has a well-developed tradition of emphasis on liberal education. As its name implies, the College of Arts and Sciences, the liberal arts component of the University, offers a wide spectrum of curricular choices. Students majoring in the liberal arts disciplines, as well as those planning a major in one of the several professional schools of the University, take a core of courses in the three broad areas of the College—humanities, social science, and science. Thus the courses offered in the College range from those designed to provide a general liberal arts base for professional degrees, to those of an advanced and specialized nature. The latter are intended to bring students to the limits of knowledge and understanding in areas of inquiry within the College and to encourage their participation in efforts to extend those limits.

The instructional departments of the College are: Anthropology, Biology, Chemistry, Chinese and Japanese, Classics, Computer Science, Economics, English, Geography, Geology, German and Russian, History, Linguistics, Mathematics, Philosophy, Physics, Political Science, Psychology, Religious Studies, Romance Languages, Sociology, and Speech.

The College also provides administrative support for the Robert D. Clark Honors College and for numerous interdisciplinary and special programs: Asian studies, classical archaeology, classical civilization, comparative literature, ethnic studies, general humanities, general literature, general science, Latin American studies, Russian and East European Studies, and women's studies. Preparatory programs for careers in dentistry, medical technology, medicine, nursing, and pharmacy are available through the science departments of the College.

Curricula and services to help the traditionally disadvantaged student achieve personal and academic success are provided through academic departments and programs, and centrally through the Center for Self-Development. Assistance is provided in developing basic educational skills as well as survival techniques in what in many cases is an unfamiliarly intensive academic environment.

John Baldwin, Ph.D., Dean.
Stoddard Malarkey, Ph.D., Associate Dean.
Daniel Weill, Ph.D., Associate Dean.

Anthropology

Don E. Dumond, Ph.D., Department Head, Professor of Anthropology (New World archaeology). B.A., New Mexico, 1949; M.A., Mexico City College, 1957; Ph.D., Oregon, 1962; at Oregon since 1962.

C. Melvin Aikens, Ph.D., Associate Professor of Anthropology (New World archaeology). B.A., Utah, 1960; M.A., 1962, Ph.D., 1966, Chicago; at Oregon since 1968. (On leave 1977-78.)

William S. Ayres, Ph.D., Assistant Professor of Anthropology (Pacific archaeology; Old World prehistory). B.A., Wyoming, 1966; Ph. D., Tulane, 1973; at Oregon since 1976.

Richard P. Chaney, Ph.D., Associate Professor of Anthropology (cross-cultural methods). B.A., 1963, Ph.D., 1971, Indiana; at Oregon since 1968.

Vernon R. Dorjahn, Ph.D., Professor of Anthropology (cultural anthropology, Africa). B.S., Northwestern, 1950; M.A., Wisconsin, 1951; Ph.D., Northwestern, 1954; at Oregon since 1956.

Madronna Holden, Ph.D., Assistant Professor of Anthropology and Ethnic Studies (joint appointment with Ethnic Studies program) (cultural anthropology, folklore, American culture, fieldwork, women's roles). B.A., St. Martin's College, 1968; M.A., 1971, Ph.D., 1974, New School for Social Research; at Oregon since 1976.

Martin W. Horeis, Ph.D., Visiting Assistant Professor of Anthropology (cultural and medical anthropology, aging, Latin America). B.S., California, Berkeley, 1968, M.S., 1971, Ph.D., 1974, Cornell; at Oregon since 1977.

John R. Lukacs, Ph.D., Assistant Professor of Anthropology (physical anthropology, palaeoanthropology, dental evolution, South Asia). A.B., 1969, M.A., 1970, Syracuse; Ph.D., Cornell, 1977; at Oregon since 1976.

Malcolm McFee, Ph.D., Associate Professor of Anthropology (cultural anthropology, North American Indians). B.A., San Jose State, 1956; M.A., 1958, Ph.D., 1962, Stanford; at Oregon since 1965.

Geraldine Moreno-Black, Ph.D., Assistant Professor of Anthropology (physical anthropology; primate ecology and evolution). B.A., State University of New York, Buffalo, 1967; M.A., Arizona, 1970; Ph.D., Florida, 1974; at Oregon since 1974.

Ann G. Simonds, Ph.D., Assistant Professor of Anthropology (cultural anthropology; history of anthropological theory). B.A., 1959, Ph.D., 1964 California, Berkeley; at Oregon since 1966. (On leave 1977-78.)

Paul E. Simonds, Ph.D., Professor of Anthropology (human evolution, primate behavior). B.A., 1954, M.A., 1959, Ph.D., 1963 California, Berkeley; at Oregon since 1962. (On leave 1977-78.)

Theodore Stern, Ph.D., Professor of Anthropology (cultural anthropology; North American Indians, Southeast Asia). B.A., Bowdoin, 1939; A.M., 1941, Ph.D., 1948, Pennsylvania; at Oregon since 1948.

Robert Tonkinson, Ph.D., Associate Professor of Anthropology (social anthropology; Oceania and Australia). B.A., 1962, M.A., 1966, Western Australia; Ph.D., British Columbia, 1972; at Oregon since 1971. (On leave 1977-79.)

Philip D. Young, Ph.D., Associate Professor of Anthropology (social anthropology; Latin America). B.A., 1961, Ph.D., 1968, Illinois; at Oregon since 1966. (On leave 1977-78.)

Faculty Emeriti

Homer G. Barnett, Ph.D., Professor Emeritus of Anthropology (cultural change). A.B., Stanford, 1927; Ph.D., California, 1938; at Oregon since 1939.

Luther S. Cressman, Ph.D., Professor Emeritus of Anthropology (archaeology of western North America). A.B., Pennsylvania State, 1918; S.T.B., General Theological Seminary, 1923; M.A., 1923, Ph.D., 1925, Columbia; at Oregon since 1929.

Undergraduate Studies

Anthropology embraces the study of human development and diversity, both physical and social, and may be divided between social or cultural anthropology, physical anthropology, and prehistory. The courses offered are intended to provide a broad understanding of human nature and society for students in all fields, as well as integrated programs for majors in anthropology.

Recent graduates in anthropology who have not chosen to continue their studies beyond the baccalaureate are to be found in all of those pursuits normally open to other graduates in the various liberal arts, as well as among teachers of social studies in secondary schools. A bachelor degree alone, however, is seldom sufficient to permit the graduate to secure professional employment as an anthropologist or as a social scientist.

High school students planning to major in anthropology are advised to take two years of high school mathematics, preferably algebra, and some work in a modern foreign language, preferably German, Russian, French, or Spanish. Students should also have a sound background in English, so that they can read with understanding and express themselves with clarity.

A two-year transfer student is advised to come with a year's work in introductory anthropology if possible, otherwise, with introductory courses in other social sciences. Introductory biology, introductory computer science, and the equivalent of two years of college instruction in one of the modern foreign languages listed above will be helpful.

The department offers work leading to the Bachelor of Arts and the Bachelor of Science. The major requirements are the same for both (differences between the two degrees in other respects are explained in the general section of the catalog).

Majors in anthropology are required to take the following courses: (1) 9 credit hours in introductory anthropology (100-200 level; Anth 199 does not qualify); (2) 9 credit hours in physical anthropology at the 300-499 level; (3) 9 credit hours in cultural anthropology at the 300-499 level; (4) 9 credit hours in prehistory at the 400 level (Anth 408, 464, 465, and 466 do not qualify); (5) three elective courses (at least 9 credit hours) at the 400 level.

Of the 45 credit hours in anthropology, 36 credit hours must be graded. To insure a broad liberal education, it is strongly recommended that the student limit undergraduate work in anthropology to a maximum of 51 credit hours. Students planning to do graduate work are advised, but not required, to complete two years of one or more foreign languages. Preparation in statistics and computer science is desirable.

Model Programs for the Undergraduate Major

Major requirements may be met by the following schedule. Freshman year: three courses in introductory anthropology, chosen from Anth 101, 102, 103, 104, 207, 208, 209, 210, 211 (may be taken in any combination or order). Sophomore year: no prescribed anthropology courses; may choose electives among Anth 207, 208, 209, 210. Junior year: 9 credit hours in cultural anthropology, Anth 301, 302, 303 or Anth 420, 445, 446, 447, 448, or area sequences; 9 credit hours in physical anthropology, chosen from Anth 320, 321, 322, 323, 324, 470, 474, 475, 476, 477, 478, 479. Senior year: three courses in prehistory, chosen from Anth 411, 412, 413, 461, 462, 463 (may be taken in any combination or order); 3 optional courses (at least 9 credit hours) at the 400-499 level.

Secondary School Teaching

The Department of Anthropology offers a program leading to certification as a teacher of Social Studies in junior or senior high schools. To be recommended by the University for such Oregon certification the student must satisfactorily complete the University's approved program for preparing secondary teachers which

includes (1) subject matter content for the teaching specialty (norm) and (2) a professional education component.

The student who wishes to be recommended for basic certification as a teacher of Social Studies should consult the member of the Department faculty who serves as norm adviser for prospective teachers. Students in the College of Liberal Arts should consult the designated departmental norm adviser and the Office of Secondary Education in the College of Education for assignment to an adviser for the professional education component of the program.

Graduate Studies

Three advanced degrees are offered in anthropology, the Master of Arts, the Master of Science, and the Doctor of Philosophy. These degrees entail work in the following subfields: archaeology, cultural anthropology, linguistics, and physical anthropology. Graduate students are required to demonstrate competence in each of these subfields, ordinarily in work at the master's level. Consequently, the first year, and, in some instances, the first two years of graduate study are devoted to achieving a broad foundation in anthropology for the specialization to follow.

The master's degrees each require a minimum of 45 credit hours of graduate work, of which at least 30 must be in anthropology, and the successful completion of an examination in each of the four subfields of anthropology mentioned above. No thesis is required. To receive the M.A., the candidate must also demonstrate competence in one foreign language. There is no language requirement for the M.S., but the candidate for that degree must demonstrate proficiency in one special skill (such as statistics or computer science) approved by the department faculty. The master's degrees are appropriate for employment in certain positions in government, museums, or junior colleges.

There are no absolute requirements for admission to the master's program. A baccalaureate degree in anthropology is helpful, but by no means required. Admission is limited, however, and preference is given to those applicants with good overall academic records who have had at least a solid beginning in anthropology, who have had some training in foreign languages, and who can demonstrate evidence of a sincere interest in the field.

Requirement for admission to the doctoral program is the possession of a valid master's degree in anthropology from a recognized institution, or the completion of the master's examinations. Those who enter with a master's degree in another discipline, therefore, will take the master's examinations early in the program.

The Ph.D. qualifies the holder for full university teaching and research careers, in addition to those just noted. Formal requirements of time and credit are secondary, but no candidate will be recommended for the degree until the minimum Graduate School requirements for credits, residence, and study have been satisfied. In addition, the department requires that the candidate demonstrate competence in two modern foreign languages or in two substitute special skills, approved by the department faculty. The student's progress is determined by performance on the master's examinations, in course work, research papers, in a comprehensive examination in three special fields of concentration within anthropology, and finally in the dissertation. The dissertation should be based upon original research, which ordinarily involves field or laboratory work. It must be written in fully professional and publishable style appropriate to the subfield of specialization.

Information regarding general requirements of the Graduate School is included in the appropriate section of this catalog. More specific information regarding advanced degree programs in anthropology may be obtained from the Department of Anthropology.

Undergraduate Courses

Anth 101. Introduction to Physical Anthropology. 3 credit hours. Homo sapiens as a living organism; biological evolution; fossil hominids. Two lectures, one discussion period. Lukacs, Moreno-Black, P. Simonds.

Anth 102. Introduction to Prehistory. 3 credit hours. Archaeological evidence for the evolution of human culture. Two lectures, one discussion period. Aikens, Ayres, Dumond.

Anth 103. Introduction to Cultural Anthropology. 3 credit hours. Organization and functioning of society and culture. Two lectures, one discussion period. Chaney, McFee, Stern.

Anth 104. Introduction to Monkeys and Apes. 3 credit hours. Introduction to the evolution and biology of the primates. Topics include the fossil record and changing ecology during the age of mammals, comparative primate anatomy as a means of understanding locomotor and feeding adaptations, taxonomic relationships, and an introduction to primate ethology.

Anth 199. Special Studies. 1-3 credit hours.

Anth 207. Introduction to Human Ethology. 3 credit hours. The study of human behavior from the basis of animal ethology. Material is drawn primarily from primate behavior, cultural anthropology, and recent works concerning human behavioral biology. P. Simonds.

Anth 208. Introduction to the History of Anthropology. 3 credit hours. Lectures and readings on the historical development of the major anthropological theories, methods, and concepts. Anthropology 103 recommended as prerequisite. A. Simonds.

Anth 209. Introduction to Language and Culture. 3 credit hours. General introduction to language and culture relationships and the methodology of language and culture study.

Anth 210. Selected Topics in Ethnology. 3 credit hours. Selected topics in cultural anthropology. Content will vary from term to term but will emphasize the comparison of cultures and the anthropological understanding of contemporary peoples. May be repeated for credit with different subtitles.

Anth 211. Selected Topics in Physical Anthropology. 3 credit hours any term. Selected topics in physical anthropology. Content will vary from term to term but will draw from various aspects of human and primate evolution, anatomy, and ethology. May be repeated for credit, with the consent of the instructor.

Anth 301, 302, 303. Society and Culture. 3 credit hours each term. An introductory course in cultural anthropology for upper-division students. People from different parts of the world are examined in detail, with emphasis on comparative social organization. Prerequisite: upper-division standing. Horeis.

Anth 310. Exploring Other Cultures. 3 credit hours any term. An introduction to how anthropologists study and describe human cultures. Content will vary from term to term but will draw from aspects such as fieldwork and other methods for gathering information, the published reports on other cultures (ethnographies), famous ethnographies and ethnographers, specific ethnographic areas and their problems, comparative study of selected cultures. May be repeated for credit with the consent of the instructor when the topic changes.

Anth 320. Human Ecology. 3 credit hours. Cultural and biological adaptations to environmental changes in the course of man's evolution. Prerequisite: 9 credit hours in anthropology or biology, or consent of instructor. Moreno-Black.

Anth 321. Paleaoanthropology. 3 credit hours. Fossil evidence of human evolution; man's place among the primates; variability of populations of fossil hominids. Prerequisite. 9 credit hours in anthropology, or consent of instructor. Lukacs, P. Simonds.

Anth 322. Biology of Living Human Populations. 3 credit hours. Genetic and biological structure of human populations; population dynamics and causes of diversity; analysis of genetically differentiated human populations and their geographic distribution. Prerequisite: 9 credit hours in anthropology, or consent of instructor. Lukacs.

Anth 323. Laboratory in Physical Anthropology: Osteology. 3 credit hours. Optional laboratory for students enrolled in Anthropology 320, 321, or 322. Human and nonhuman primate osteology and osteometry; fundamentals of dissection and primate anatomy.

Anth 324. Evolutionary Biology of the Primates. 3 credit hours. Comparative biology and anatomy of the nonhuman primates with special emphasis on evolutionary trends and adaptive complexes. Moreno-Black.

Anth 333. Food and Culture. 3 credit hours. Interrelationship between culture and biology as specifically seen in the area of human nutrition. Emphasis will be on the anthropological approach to the role of nutrients in human development (individual and

populational) as well as cultural determinants which influence, emphasize and result in populational differences. Other topics include: Anthropology and World Food Policy, Applied Nutritional Anthropology. Moreno-Black.

Anth 401. Research. Credit hours to be arranged.

Anth 403. Thesis. Credit hours to be arranged.

Anth 405. Reading and Conference. Credit hours to be arranged.

Anth 409. Practicum. Credit hours to be arranged. No grade.

Upper-Division Courses Carrying Graduate Credit

Anth 407. Seminar. (G) Credit hours to be arranged.

Anth 408. Field Work in Anthropology. (G) Credit hours to be arranged.

Anth 409. Practicum. (G) Credit hours (1-3) to be arranged.

Anth 410. Experimental Course. (G) Credit hours to be arranged.

Anth 411. European and African Prehistory. (G) 3 credit hours. Survey of the main developments in the prehistory of Europe and Africa, with emphasis on the Paleolithic. Upper-division standing required. Ayres.

Anth 412. South and East Asian Prehistory. (G) 3 credit hours. Survey of the main developments in the prehistory of India, China, and southeast Asia. Upper-division standing required. Ayres.

Anth 413. Near Eastern Prehistory. (G) 3 credit hours. Survey of the main developments in the prehistory of the Near East, with emphasis on the development of early civilizations. Upper-division standing required. Ayres.

Anth 414. Race and Culture. (G) 3 credit hours. Racial classifications and comparisons; the biological base of culture; attitudes toward race in human relations. Prerequisite: 9 credit hours in anthropology, or consent of instructor. Moreno-Black, P. Simonds.

Anth 415. Cultural Transmission. (G) 3 credit hours. Methods of child rearing, education, and social control among primitive peoples. Prerequisite: 9 credit hours in anthropology, or consent of instructor. McFee, Stern.

Anth 416. History of Anthropology. (G) 3 credit hours. A nontheoretical exposition of the beginnings and specialized developments within the fields of archaeology, physical anthropology, ethnology, and linguistics. Prerequisite: 9 credit hours in anthropology, or consent of instructor. Chaney, McFee.

Anth 417. The American Indian: North America. (G) 3 credit hours. Indian and Eskimo life in North America before white contact; contemporary life. Prerequisite: 9 credit hours in anthropology, or consent of instructor. McFee.

Anth 418. The American Indian: Mexico and Central America. (G) 3 credit hours. Contact period and contemporary ethnography of native peoples; ecological adaptation, socio-economic organization, culture change. Prerequisite: 9 credit hours in anthropology, or consent of instructor. Horeis.

Anth 419. The American Indian: South America. (G) 3 credit hours. Contact period and contemporary ethnography of native peoples; ecological adaptation, socio-economic organization, and culture change. Prerequisite: 9 credit hours in anthropology, or consent of instructor. Horeis.

Anth 420. Culture and Personality. (G) 3 credit hours. Interrelation of group and individual conceptual frameworks in cross-cultural study of human behavior. Prerequisite: 9 credit hours in cultural anthropology, or consent of instructor. Chaney.

Anth 423, 424, 425. Peoples of the Pacific. (G) 3 credit hours each term. Fall: Aboriginal Australia, traditional culture and social change. Winter: Melanesia, cultural themes, social organization, religion, Cargo Cults. Spring: Micronesia and Polynesia, migration theories, ecology and social stratification, contemporary politics and problems. Prerequisite: 9 credit hours of social or cultural anthropology, or consent of instructor.

Anth 426, 427, 428. Peoples of Africa. (G) 3 credit hours each term. The cultures of Sub-Saharan Africa; their history and development; their contemporary problems. Fall: current problems and South Africa. Winter: Central and East Africa. Spring: West Africa, the Sudan, and the Sahara. Prerequisite: 9 credit hours in anthropology, or consent of instructor. Dorjahn.

Anth 438, 439, 440. Peoples of Southern and Eastern Asia. (G) 3 credit hours each term. Introduction to the cultures of India and Pakistan, China, and Southeast Asia; development of distinctive culture configurations; interrelationships of culture; impact of westernization; ethnic and linguistic factors. Fall: South Asia; winter: the Chinese culture sphere; spring: Southeast Asia. Prerequisite: 9 credit hours in anthropology, or consent of instructor. Stern.

Anth 441, 442, 443. Linguistics. (G) 3 credit hours each term. Fall: nature and forms of language; linguistic structure and change; relation of language and culture; macro-sociolinguistics. Winter: sound patterning (phonetics and phonemics); grammatical structuring (morphology and syntax); micro-sociolinguistics. Spring: techniques of sociolinguistic and descriptive linguistic recording and analysis; work with native speakers. Prerequisite: senior standing, consent of instructor.

Anth 444. Religion and Magic of Primitives. (G) 3 credit hours. The religions and systems of magic of primitive peoples as reflections of their thought processes; supernatural systems in the life of primitive people. Prerequisite: 9 credit hours in anthropology, or consent of instructor. Stern.

Anth 445. Folklore and Mythology of Primitives. (G) 3 credit hours. Unwritten literature as an expression of the imaginative and creative thought of primitive peoples. Prerequisite: 9 credit hours in anthropology, or consent of instructor. Stern.

Anth 446. Art Among Primitives. (G) 3 credit hours. The artist and aesthetic expression among primitive peoples. Prerequisite: 9 credit hours in anthropology, or consent of instructor. Stern.

Anth 447. Kinship and Social Structure. (g) 3 credit hours. An empirical and theoretical examination of the interrelationship of kinship and the structure of society. Prerequisite: Anth 103, or Anth 301, 302, 303, or consent of instructor. A. Simonds.

Anth 448. Contemporary Issues in Anthropology. (G) 3 credit hours. An overview of diverse presuppositions that structure various theoretical and methodological orientations in contemporary anthropological discussions. Prerequisite: 9 credit hours of cultural anthropology, or consent of instructor. Chaney.

Anth 450, 451, 452. Cultural Dynamics. (G) 3 credit hours each term. Evaluation of approaches to the problem of cultural changes; analysis of invention and intergroup cultural borrowing; agents and conditions promoting change; mechanics of cultural growth; application of techniques for inducing change. Prerequisite: 9 credit hours in anthropology, or consent of instructor. Chaney.

Anth 456, 457, 458. Communication and Culture. (G) 3 credit hours each term. Interaction of people through verbal and nonverbal signals, codes, messages, and networks; an integration of anthropology with information theory and social psychology. Prerequisite: 9 credit hours in anthropology, or consent of instructor. (Not offered 1977-78.)

Anth 461. North American Prehistory. (G) 3 credit hours. Survey of interdisciplinary research applied to prehistoric man and his environment in North America. Prerequisite: 9 credit hours in anthropology, or consent of instructor.

Anth 462. Middle American Prehistory. (G) 3 credit hours. The archaeology and prehistory of Mexico and Central America. Prerequisite: 9 credit hours in anthropology, or consent of instructor. Dumond.

Anth 463. South American Prehistory. (G) 3 credit hours. Survey of interdisciplinary research related to prehistoric man in South America. Prerequisite: 9 credit hours in anthropology, or consent of instructor.

Anth 464. Scientific Aids in Archaeology. (G) 3 credit hours. Research methods applied to archaeological problems. Includes dating and discovery techniques; analysis of materials, human remains, diet and ancient technology; interdisciplinary research strategies. Prerequisite: 9 credit hours of anthropology, or consent of instructor.

Anth 465. Prehistoric Technology. (G) 3 credit hours. Introduction to stone-flaking techniques; manufacturing of stone

artifacts; typological analysis of tools. Investigation of tool usage and microscopic analysis of wear patterns; instructor's consent.

Anth 466. Tabletop Archaeology. (G) 3 credit hours. Simulated archaeological excavation, followed by preparation of descriptive and comparative reports. Prerequisite: 9 credit hours in advanced prehistory courses, and consent of instructor. Aikens. (Not offered 1977-78.)

Anth 470. Human Population Genetics. (G) 3 credit hours. The development of theoretical and mathematical models in population genetics and their applicability to human populations. Work requires the use of algebra, some differential calculus, and presumes an understanding of elementary genetics. Consent of instructor required. Lukacs.

Anth 474. Advanced Laboratory in Physical Anthropology. (G) 3-6 credit hours. Introduction to techniques for the assessment and analysis of genetic, physiological, and anthropometric variability in living human populations. Registration in excess of 3 credit hours must have instructor's consent. Prerequisite: Anth 322 (may be taken concurrently).

Anth 475. Primate Behavior. (G) 3 credit hours. Ecology and ethology of free-ranging primates. Classification, distribution and ecological relationships of the living primates; social structure and social organization of a variety of species. Materials are drawn primarily from field studies, secondarily from laboratory studies. Prerequisite: upper-division standing, or consen of instructor. P. Simonds.

Anth 476. Primate Anatomy. (G) 3 credit hours. Comparative functional anatomy of the primates. Emphasis upon bone-muscle relationships of the locomotor and masticatory skeleton. Comparison of living and fossil primates, including man. Prerequisite: Anth 101, Anth 324, or consent of instructor. Moreno-Black.

Anth 477. Primate Systematics and Taxonomy. (G) 3 credit hours. Historical development of taxonomy; methods and principles of evolutionary classification; numerical phenetics and taxonomic theory; primate and hominid classification. Prerequisite: Anth 320, Anth 321, or consent of instructor. P. Simonds.

Anth 478. Laboratory in Primate Anatomy. (G) 2 credit hours. Optional laboratory for students enrolled in Anth 476. Primate osteology and myology; dissection of specimens; individual projects. Two three-hour laboratory periods. Consent of instructor is required. Moreno-Black.

Anth 479. Palaeoprimatology. (G) 3 credit hours. The fossil record and theoretical implications of the Cenozoic primates with special reference to their various adaptations; locomotion, special senses, dentition. The evolution of hominid characteristics is traced as far as possible. Prerequisite: Anth 320, or consent of instructor. Luckacs, P. Simonds.

Graduate Courses

Anth 501. Research. Credit hours to be arranged.

Anth 503. Thesis. Credit hours to be arranged. No-grade course.

Anth 505. Reading and Conference. Credit hours to be arranged. No-grade course.

Anth 506. Special Problems. Credit hours to be arranged.

Anth 507. Seminar. Credit hours to be arranged.

Anth 507. Seminar: Research Methods. Credit hours to be arranged. Orientation of graduate students to basic research tools, particularly the explicit inductive methods of statistical and other formal analysis needed to formulate problems and conduct research. Required of majors in the first year of graduate study. Chaney.

Anth 509. Supervised Teaching Practicum. Credit hours to be arranged. No-grade course.

Anth 511. Culture, Society, and the Individual. 3 credit hours. A review and evaluation of the concepts of culture and society, as the terms are employed by anthropologists. The relationships between culture and society, between culture and the individual, and between society and the individual. Prerequisite: graduate standing in the social sciences. McFee, Chaney.

Anth 512. The Beginnings of Civilization. 3 credit hours. The transition from food-gathering to food-producing economies, and from egalitarian to state-level societies. Prerequisite: graduate standing in the social sciences.

Anth 513, 514. Primitive Social Organization. 3 credit hours each term. Primitive social organization, with particular emphasis on family, marriage, residence, descent systems, lineage organization, allance, and analysis of kinship systems.

Anth 515. Primitive Political Systems. 3 credit hours. Government in primitive societies, considered from a cross-cultural perspective. Special attention to political innovations under colonial rule, and to the new nationalistic administrations in Africa and Asia. Prerequisite: graduate standing in social science. Dorjahn.

Anth 516. Primitive Economic Systems. 3 credit hours. Production, consumption, distribution, and exchange in primitive societies. Economic surplus, change in economic systems, and relationships between nonpecuniary economies and the world economy. Prerequisite: graduate standing in social science. Dorjahn.

Anth 517. Contemporary Indians of the United States. 3 credit hours. Indian life on reservations and in cities, social and cultural dimensions and implications. Problems of land, economics, politics and law; Indian health, education and welfare; social problems; religion; treaties, legislation and court decisions. Anthropologists and Indians—current studies, theoretical and applied. Prerequisite: graduate standing, or consent of instructor. McFee.

Anth 521. Functional Anatomy. 3 credit hours. Comparative functional studies of primates and other animals. Principles of animal mechanics. Students engage in individual research projects, two three-hour laboratory periods. Prerequisite: Anth 476, Bi 391, 392, or consent of instructor. Moreno-Black.

Anth 522. Comparative Morphology and Human Evolution. 3 credit hours. Principles of comparative morphology and comparative morphology of the primates. Application to the study of the primate fossils implicated in human evolution. Consent of instructor required.

Anth 526. Archaeology and Anthropology. 3 credit hours. Examination of the use by archaeologists of theoretical and methodological concepts drawn from anthropology, with consideration of the modifications and additions to these concepts made necessary by the nature of archaeological data. Consent of instructor is required. Aikens, Ayres, Dumond.

Anth 530. Cultural Ecology. 3 credit hours. Comparative analysis of cultural responses to environmental conditions, with implications for cultural evolution. Prerequisite: graduate standing in anthropology or consent of instructor. Dumond.

Geol 541. Archaeological Geology. 3 credit hours. Application of geology to the practice of archaeology. A review of the essential principles of mineralogy, petrology, and stratigraphy; topical discussions of the various applications of geologic methods to archaeological investigation: petrologic examination of the materials of stone-tool industries; characterization and tracing of stone implements; geological stratigraphy; physical techniques of dating materials and deposits; alluvial deposits and stream terraces; interpretation of sediments, soils, stone resources, and environmental geology at archaeological sites. Intended as preparation for professional archaeologists. Two lectures, one two-hour laboratory session per week. Prior study in a physical science strongly recommended. Normally given in alternate years. Will be offered 1977-78. Prerequisite: graduate standing and consent of instructor. Kittleman (Department of Geology).

Anth 570. Basic Graduate Physical Anthropology. 4 credit hours. An introduction to physical anthropology for graduate students who have had little or no background in the area. Introduces students to the major subfields in physical anthropology; their data, theory, and problems. Topics covered are: geochronology, principles of classification applied to primates, paleoprimatology, paleoanthropology, modern human biology and diversity, processes of evolution as applied to man, and primate and human ethology. Lukacs, Moreno-Black, P. Simonds.

Anth 575. Advanced Primate Ethology. 3 credit hours any term. For students of primate behavior and adaptation. Special emphasis is placed on advanced work in primate studies with a focus chosen each time it is offered. May be repeated for credit. Prerequisite: Anth 475 or equivalent work, and consent of instructor. P. Simonds.

Biology

Sanford S. Tepfer, Ph.D., Department Head, Professor of Biology (plant development; floral development). B.S., College of City of New York, 1938; M.S., Cornell, 1939; Ph.D., California, Berkeley, 1950; at Oregon since 1955.

Andrew S. Bajer, D.Sc., Professor of Biology (cell division; mechanism and fine structure). Ph.D., 1950, D.Sc., 1956, Cracow; at Oregon since 1964.

David L. Barker, Ph.D., Assistant Professor of Biology (biochemistry of identified nerve cells). B.S., California Institute of Technology, 1963; Ph.D., Brandeis, 1969; at Oregon since 1971.

Howard T. Bonnett, Jr., Ph.D., Professor of Biology (plant morphogenesis). B.A., Amherst, 1958; Ph.D., Harvard, 1964; at Oregon since 1965.

William E. Bradshaw, Ph.D., Associate Professor of Biology (physiological and geographical ecology; photoperiodism and phenology of mosquitoes). B.A., Princeton, 1964; M.S., 1965, Ph.D., 1969, Michigan; at Oregon since 1971. (On sabbatical leave 1977-78.)

Roderick A. Capaldi, Ph.D., Assistant Professor of Biology (membrane structure and function). B.S., London, 1967; Ph.D., York, 1970; at Oregon since 1973.

George C. Carroll, Ph.D., Associate Professor of Biology (microbiology of coniferous forest canopy; spore development in fungi). B.A., Swarthmore, 1962; Ph.D., Texas, 1966; at Oregon since 1967.

Richard W. Castenholz, Ph.D., Professor of Biology (algal and microbial ecology). B.S., Michigan, 1952; Ph.D., Washington State, 1957; at Oregon since 1957. (On sabbatical leave 1977-78.)

Stanton A. Cook, Ph.D., Associate Professor of Biology (ecology and evolution). A.B., Harvard, 1951; Ph.D., California, Berkeley, 1960; at Oregon since 1960.

Rudy Dam, Senior Instructor in Biology; at Oregon since 1962.

Russell Fernald, Ph.D., Assistant Professor of Biology (neural control of vertebrate behavior). B.S., 1963, Swarthmore; Ph.D., 1968, Pennsylvania; at Oregon since 1975.

Peter W. Frank, Ph.D., Professor of Biology (population ecology). B.A., Earlham, 1944; Ph.D., Chicago, 1951; at Oregon since 1957.

Philip Grant, Ph.D., Professor of Biology (developmental biology). B.S., College of City of New York, 1947; M.A., 1949, Ph.D., 1952, Columbia; at Oregon since 1966.

Jane Gray, Ph.D., Professor of Biology (paleobotany and palynology). Curator of Paleobotany, Museum of Natural History. B.A., Radcliffe, 1951; Ph.D., California, Berkeley, 1958; at Oregon since 1963.

Donald R. Hague, Ph.D., Associate Professor of Biology (molecular aspects of plant development and function). B.S., Franklin and Marshall, 1953; Ph.D., Oregon, 1966; at Oregon since 1966.

Patricia Jean Harris, Ph.D., Adjunct Associate Professor of Biology (fine structure and biochemical studies of cell division). B.S., California, 1954; M.S., Yale, 1958; Ph.D., California, 1962; at Oregon since 1973.

M. Charlene Heimbigner, M.S., Senior Instructor in Biology (thermophilic algae). B.S., Washington State, 1963; M.S., Oregon, 1967; at Oregon since 1967.

Ira Herskowitz, Ph.D., Associate Professor of Biology (gene control in bacteriophage, bacteria, and yeast; phage-host interactions). B.S., California Institute of Technology, 1967; Ph.D., Massachusetts Institute of Technology, 1971; at Oregon since 1972.

Harrison M. Howard, Senior Instructor in Biology (microscopy and scientific photography); at Oregon since 1968.

Graham Hoyle, D.Sc., Professor of Biology (neurophysiology). B.Sc., (chemistry, physics), 1944, B.Sc., 1950, (zoology, botany), London; D.Sc., Glasgow, 1955; at Oregon since 1961.

Charles B. Kimmel, Ph.D., Associate Professor of Biology (developmental biology). B.A., Swarthmore, 1962; Ph.D., Johns Hopkins, 1966; at Oregon since 1969.

Edith A. Maynard, Ph.D., Professor of Biology (morphological and cytochemical studies of neural degeneration and regeneration). B.A., Mt. Holyoke, 1952; Ph.D., California at Los Angeles, 1958; at Oregon since 1970.

Bayard H. McConnaughey, Ph.D., Professor of Biology (invertebrate zoology; marine biology). B.A., Pomona, 1938; M.A., Hawaii, 1941; Ph.D., California, Berkeley, 1948; at Oregon since 1948.

Robert W. Morris, Ph.D., Professor of Biology (biology of fishes). A.B., Wichita, 1942; M.S., Oregon State, 1948; Ph.D., Stanford, 1954; at Oregon since 1955.

Frederick W. Munz, Ph.D., Professor of Biology (visual physiology). B.A., Pomona, 1950; M.A., 1952, Ph.D., 1958, California at Los Angeles; at Oregon since 1959.

Gordon J. Murphy, M.S., Senior Instructor in Biology (natural history); Assistant to Department Head. B.S., 1953, M.S., 1958, Oregon State; at Oregon 1962-64, and since 1965.

Aaron Novick, Ph.D., Professor of Biology (cellular control mechanisms; membranes); Dean of the Graduate School. B.S., 1940, Ph.D., 1943, Chicago; at Oregon since 1959.

Edward Novitski, Ph.D., Professor of Biology (genetics of higher organisms). B.S., Purdue, 1938; Ph.D., California Institute of Technology, 1942; at Oregon since 1958.

Laurence H. Pike, Ph.D., Adjunct Assistant Professor of Biology (ecology of nitrogen-fixing lichens). B.A., Colby College, 1966; M.S., 1967, Ph.D., 1971, Oregon; at Oregon since 1975.

John H. Postlethwait, Ph.D., Associate Professor of Biology (genetic and endocrine regulation of development). B.S., Purdue, 1966; Ph.D., Case Western Reserve, 1970; at Oregon since 1971. (On leave 1977-78.)

Paul P. Rudy, Ph.D., Associate Professor of Biology (physiology of salt and water balance); Director, Oregon Institute of Marine Biology. B.A., 1955, M.A., 1959, Ph.D., 1966, California, Davis; at Oregon since 1968.

Eric Schabtach, B.S., Senior Instructor in Biology (development and application of new techniques in biological ultrastructural investigations); Director, Electron Microscope Facility. B.S., McGill, 1963; at Oregon since 1969.

Ronald Sederoff, Ph.D., Assistant Professor of Biology (molecular genetics). B.A., 1961; M.A., 1963; Ph.D., 1966, UCLA; at Oregon since 1975.

William R. Sistrom, Ph.D., Professor of Biology (bacterial physiology). A.B., Harvard, 1950; Ph.D., California, Berkeley, 1954; at Oregon since 1963.

Gerald R. Smith, Ph.D., Assistant Professor of Biology (genetic regulatory mechanisms; nucleic acid sequencing). B.S., Cornell, 1966; Ph.D., Massachusetts Institute of Technology, 1970; at Oregon since 1975.

Arnold L. Soderwall, Ph.D., Professor of Biology (aging and reproduction of rodents). B.A., Linfield, 1936; M.A., Illinois, 1938; Ph.D., Brown, 1941; at Oregon since 1941.

Franklin W. Stahl, Ph.D., Professor of Biology (genetics of bacteriophage); Research Associate, Institute of Molecular Biology. A.B., Harvard, 1951; Ph.D., Rochester, 1956; at Oregon since 1959.

George Streisinger, Ph.D., Professor of Biology (genetic control and development of nervous systems); Research Associate, Institute of Molecular Biology. B.S., Cornell, 1950; Ph.D., Illinois, 1954; at Oregon since 1960.

Robert C. Terwilliger, Ph.D., Associate Professor of Biology (comparative physiology and biochemistry); Assistant Director, Oregon Institute of Marine Biology. B.A., Bowdoin, 1962; M.A., 1964, Ph.D., 1967, Boston; at Oregon since 1969.

J. Daniel Udovic, Ph.D., Assistant Professor of Biology (popu-

lation biology; mathematical ecology). B.A., Texas, 1970; Ph.D., Cornell, 1973; at Oregon since 1973.

David H. Wagner, Ph.D., Assistant Professor of Biology (plant taxonomy, evolutionary mechanisms in pteridophytes); Curator of Herbarium. B.A., University of Puget Sound, 1968; M.S., 1974, Ph.D., 1976, Washington State; at Oregon since 1976.

James A. Weston, Ph.D., Professor of Biology (developmental biology). B.A., Cornell, 1958; Ph.D., Yale, 1963; at Oregon since 1970.

Wayne A. Wiitanen, Ph.D., Assistant Professor of Biology (neurobiology; computer applications in biology). B.A., 1967, M.A., 1968, Ph.D., 1971, Harvard; at Oregon since 1971.

Donald E. Wimber, Ph.D., Professor of Biology (structure of chromosomes, localization of gene function). B.A., San Diego State, 1952; M.A., 1954, Ph.D., 1956, Claremont; at Oregon since 1963.

Herbert P. Wisner, M.A., Senior Instructor in Biology (breeding biology, distribution of birds). B.A., 1949, M.A., 1950, Syracuse; at Oregon since 1966.

Faculty Emeriti

Clarence W. Clancy, Ph.D., Professor Emeritus of Biology (developmental genetics). B.S., 1930, M.S., 1932, Illinois; Ph.D., Stanford, 1940; at Oregon since 1940.

James Kezer, Ph.D., Professor Emeritus of Biology (chromosome structure and function). B.A., Iowa, 1930; M.S., 1937, Ph.D., 1948, Cornell; at Oregon since 1954.

Bradley T. Scheer, Ph.D., Professor Emeritus of Biology (hormonal control of molting and metabolism in crustaceans; ionic regulation; membrane transport). B.S., California Institute of Technology, 1936; Ph.D., California, Berkeley, 1940; at Oregon since 1950.

Special Staff

Donald Allen, Ph.D., Research Associate. B.A., 1963, M.A., 1967, Ph.D., 1970, University of Oregon; at Oregon since 1975.

Fanny E. Carroll, Ph.D., Research Associate. Diploma in Pharmacy, University of Paris, 1962; Ph.D., Oregon, 1971; at Oregon 1971-73 and since 1975.

Dhruba Chattoraj, Ph.D., Research Associate. B.Sc., 1962, M.Sc., 1965, Ph.D., 1970, Calcutta University, India; at Oregon since 1973.

Carol J. Cogswell, M.A., Research Assistant. B.A., 1969, M.A., 1971, Oregon; at Oregon since 1969.

Jean M. Crasemann, Ph.D., Research Associate. B.A., University of Saskatchewan, Canada, 1942; M.A., 1946, Ph.D., 1952, California, Berkeley; at Oregon 1955, and since 1958.

Elizabeth Ehrlich, B.A., Research Assistant. B.A., California at Los Angeles, 1935; at Oregon 1961-73 and since 1975.

Douglas Ewald, Ph.D., Research Associate. B.A., 1967, Yale; Ph.D., 1974, California, Berkeley; at Oregon since 1974.

Dale Grace, Ph.D., Research Associate. B.S., 1963, Illinois; M.A., 1967, Ph.D., 1970, UCLA; at Oregon since 1975.

Russel G. Grieg, Ph.D., Research Associate. Ph.D., University of Manchester, 1976; at Oregon since 1976.

Robert Hard, Ph.D., Research Associate. B.A., 1967, M.S., 1970, University of Washington; Ph.D., 1975, SUNY at Albany; at Oregon since 1975.

Christina M. Holzapfel, Ph.D., Research Associate. B.A., Goucher College, 1964; M.S., 1968, Ph.D., 1970, Michigan; at Oregon since 1971.

Judith L. Horstmann, M.S., Research Assistant. B.A., Occidental College, 1969; M.S., Oregon, 1974; at Oregon since 1972.

Carl L. Johannessen, Ph.D., Professor of Geography and Research Associate in Biology. B.A., 1950, M.A., 1953, Ph.D., 1959, California; at Oregon since 1959.

Neil MacDonald, Ph.D., Research Associate. B.Sc., 1971, Ph.D., 1975, Edinburgh; at Oregon since 1976.

Barbara Mahoney, B.S., Research Assistant. B.S., Oregon, 1974; at Oregon since 1974.

Jadwiga Molè-Bajer, D.Sc., Research Associate. M.Sc., 1950, Ph.D., 1956, D.Sc., 1962, Jagellonian University, Poland; at Oregon since 1966.

Joyce Owen, Ph.D., Research Associate. A.B., University of Chicago, 1956; Ph.D., Oregon, 1971; at Oregon since 1958.

Zdenka Pospisil, Research Assistant; at Oregon 1965-73 and since 1976.

Douglas M. Sears, M.A., Research Assistant. B.A., Pomona College, 1967; M.A., Oregon, 1969; at Oregon since 1972.

Stanley K. Sessions, B.A., Research Assistant. B.A., Oregon, 1975; at Oregon since 1973.

Nora Terwilliger, M.S., Research Assistant. B.S., Vermont, 1963; M.S., Wisconsin, 1965; at Oregon since 1972.

George B. Van Schaack, Ph.D., Research Associate; Honorary Curator of Herbarium. B.A., 1929, M.A., 1932, Ph.D., 1935, Harvard; at Oregon since 1973.

David Voegtlin, Ph.D., Research Associate. B.S., 1966, Eastern Mennonite College; M.S., 1968, Madison College; Ph.D., 1976, California, Berkeley; at Oregon since 1976.

Melissa Williams, B.S., Research Assistant. B.S., 1974, Oregon; at Oregon since 1974.

Doris R. Wimber, M.A., Research Assistant. B.A., Manchester College, 1955; M.A., Claremont Graduate School, 1958; at Oregon since 1972.

Undergraduate Studies

The Department of Biology offers an undergraduate program planned to provide an understanding of the living world as a part of a liberal education, to prepare students for professional careers in industry, government, and secondary education, and to provide preparation for graduate work leading to careers in higher education, research, and the medical sciences.

In meeting an objective to provide courses of interest to students in the Liberal Arts, there is offered a series of courses numbered Bi 101-107 and Bi 212-272. These courses need not be taken in sequence, there are no prerequisites, and they are not primarily for biology majors. Each course is complete in itself, and is devoted to a special interest or topic within biology. The content varies from term to term, as indicated in the course descriptions.

Modern biology is a quantitative science; students planning to specialize in biology should include in their high-school preparation as much mathematics as possible, including at least algebra and geometry. Preparation in English is essential, and work in French or German, chemistry, and physics is highly desirable.

Major Requirements

A major in biology leads to the Bachelor of Science degree in Biology or to the Bachelor of Arts degree in Biology, with completion of appropriate literature and language requirements. The specific courses required for a major in biology are:

General Chemistry (Ch 104, 105, 106 or Ch 204, 205, 206) three credit hours each term; Introductory Chemistry Laboratory (Ch 107) two credit hours; Introductory Analytical Chemistry (Ch 108, 109) two credit hours each term; Mathematics to include either Calculus (Mth 201) or Calculus for the Nonphysical Sciences (Mth 207) four credit hours (students without a previous course in trigonometry will be required to take Mth 102, Elementary Functions, as a prerequisite for General Physics); General Physics (Phi 201, 202, 203) four credit hours each term; Organic Chemistry (Ch 331, 332) three credit hours each term; Physiology and Diversity (Bi 301) five credit hours; Cell Physiology (Bi 302) five credit hours; Plant Diversity and Physiology (Bi 303) five credit hours; Molecular Genetics (Bi 304) five credit hours; Gene Action and Development (Bi 305) five credit hours; Animal Physiology (Bi 306) five credit hours; Evolution and Ecology (Bi 307) four credit hours; two additional terms of 400-level electives in biology of at least 3 credit hours each. The 400-level electives in biology must be formal courses numbered 410 through 499 (or 510-599) unless substitutions have been approved in advance by the Department Head.

The courses, Animal Diversity (Bi 301), Cell Physiology (Bi 302), Plant Diversity and Physiology (Bi 303), Molecular Genetics (Bi 304), Gene Action and Development (Bi 305), Animal Physiology (Bi 306) and Evolution and Ecology (Bi 307), constitute a core curriculum in biology that conveys a body of information and thought essential to an understanding of modern biology regardless of the student's area of subsequent specialization. For certain students, specified 400-level courses in chemistry or psy-

chology may be accepted in place of the required 400-level electives in biology. Because of the growing interest in an applicability of digital computers in modern biology, at least an elementary course in computer science in highly recommended for biology majors. Students who intend to enter graduate work are urged to include a full year of calculus and two years of French, German, or Russian in their programs.

The recommended program for biology majors includes mathematics and general chemistry in the freshman year, but not biology; organic chemistry, Animal Diversity, Cell Physiology, and Plant Diversity and Physiology in the sophomore year; Molecular Genetics, Gene Action and Development, and Animal Physiology in the junior year, with general physics; and Evolution and Ecology with the two 400-level Biology electives in the senior year. Students with minimal or no science backgrounds may take 100- or 200-level courses in biology in the freshman year, but these courses do not meet major requirements.

Any course required for the biology major may be taken on a pass-undifferentiated basis, at the option of the student, within the limitation of the general University requirement of 90 pass-differentiated hours for the bachelor degree. Students are advised to exercise the pass-undifferentiated option sparingly or not at all if they plan to attend medical school, dental school, or to take graduate work in biology.

Transfer Students

Students transferring in as biology majors following two years of college elsewhere should have completed a year of general chemistry with laboratory, a year of college-level mathematics, and a year of college physics. Such students need not include biology courses in their first two years of study.

Professional Students

Premedical, predental and premedical technology students who wish to major in biology should plan to complete the biology major requirements; such preprofessional students should consult with their biology advisers regarding course scheduling for the bachelor-degree program in biology, and for completion of medical school entrance requirements. Further information regarding medical school requirements and admission procedures will be found on page 190; inquiries may be addressed to Adviser for Premedicine, Department of Biology. Although Organic Chemistry (Ch 333), Organic Chemistry Laboratory (Ch 337, 338) and Physics Laboratory (Ph 204, 205, 206) are not required for the biology major, they are required by most medical schools, including the University of Oregon Health Sciences Center. Biology majors who plan to enter medical or dental school for their senior year may use courses in anatomy and physiology taken in professional school as substitutes for the two terms of 400-level electives, and Evolution and Ecology (Bi 307).

Secondary School Teaching

The Department of Biology offers a program leading to certification as a teacher of biology in junior or senior high schools.
Basic Certification:

(1) For certification as a teacher of biology in Oregon high schools, the Teacher Standards and Practices Commission requires completion of an approved teacher-education program which includes satisfaction of (a) certain requirements in subject-matter preparation for the teaching endorsement; (b) certain requirements in professional education preparation; and (c) the endorsement of the institution at which the student completes the preparation.

(2) For details of this program, consult the endorsement adviser for teacher education in the Department of Biology, and the Office of Secondary Education in the College of Education.

Standard Certification

The University will endorse students for the Standard Teaching Certificate upon successful completion of a planned program of advanced teacher education, which plan must must be filed with the Office of Teacher Certification in the College of Education at the time the work is initiated. Completion of work required for a master's degree does not satisfy requirements for either the Standard Teaching Certificate or endorsement, unless the degree work also includes certificate and endorsement requirements. Program planning forms and information relating to the University's Standard Teacher certification program may be secured from the Office of Teacher Certification.

Students who have not previously attended the University of Oregon, but otherwise meet requirements for certification (either the Basic or the Standard), will be required to complete one term as a full-time student, *and* two 400-level Biology courses of at least 3 credit hours each.

Careers and Employment

Career opportunities exist for graduates in biology with a variety of federal, state, and local government agencies, in private industry, in teaching, and in self-employment. With a baccalaureate degree, persons can qualify for positions involving inspection and testing, production and operation work, technical sales and service, and administrative duties in connection with the enforcement of government regulations. They may also obtain positions such as senior technicians, particularly in the area of medical biology. Those who graduate near the top of their class may have opportunities to do research, although mostly of a routine nature or under close supervision.

Special Opportunities for Biology Undergraduates

Students majoring in biology may take advantage of one or a number of opportunities for research, seminars and other meetings, access to examination files, or part-time employment.

Students majoring in biology may elect to become involved in research through arrangement with a member of the Biology Department faculty. Such research is usually best carried out during the junior or senior year, and credit may be earned by enrolling in Bi 401, Bi 406, or Bi 408. Undergraduate students with special interest and demonstrated aptitude may apply for acceptance in the Undergraduate Research Participation program sponsored by the Department of Biology. This program enables the student to carry on research during the year under the direction of a research scientist in any of a number of fields of biology. Specific information regarding this program is available through the Biology Department office.

Interested students are invited to attend the Biology Seminars held most Thursday or Friday afternoons and occasionally at other times. They are announced by posters on the bulletin boards.

Students are encouraged to express ideas and to offer suggestions regarding curriculum, student relations, and aspects of administration directly to the Head of the Biology Department. It is hoped that providing this opportunity will promote the dialogue necessary to keep the Department informed about student needs and interests. In this way the Department expects to establish a sound basis for curricular and administrative policies required to meet changing times and new situations. Undergraduate majors in biology are represented on committees whose work and deliberations affect directly the undergraduate major program. Students interested in working on such committees should make their interest known to the Department Head.

The Department of Biology maintains a file of past exams given in biology courses during previous years. Most of these files have been deposited either in the Biology office or in the Reserve Book Room of the main Library, where they may be used for study by interested students.

Opportunities exist for students majoring in biology to arrange to assist in the teaching of laboratory sections of some biology courses. These assistantships are limited in number but applications may be filed with the Department by any student majoring in biology. Prevailing wages for such assistantships range from $3.42 to $4.00 per hour.

Graduate Studies

Facilities are available for graduate study in most of the basic science areas of botany and zoology, including cytology, development, ecology, genetics, marine biology, microbiology, morphology, neurobiology, physiology (comparative, general mammalian, and plant), and systematics. Interdisciplinary programs are offered in developmental biology, neurobiology, and molecular biology, in-

volving the three Departments of Biology, Chemistry, and Psychology, as well as the Institute of Molecular Biology.

Degrees

The Department offers graduate work leading to the Doctor of Philosophy degree, and to the degrees of Master of Arts and Master of Science for students primarily interested in teaching careers in the high schools and junior colleges. The Department will continue to grant Master's degrees *en passant* to Ph.D. candidates, if they wish, and as a terminal degree to other students who for any reason are not continuing for the Ph.D. Candidates for higher degrees are expected to meet the equivalent of the University undergraduate major requirements before advancement to candidacy for the degree.

Admission

Requirements for admission to a Master's program are:

(1) A completed application for admission form; (2) three letters of recommendation; (3) transcripts of all college work; (4) scores on the Graduate Record Examination.

Application forms, reference forms and additional information may be obtained from the Department office. Completed application forms, copies of college transcripts, and letters of reference are to be sent to the Department of Biology in care of the Graduate Secretary. Copies of official transcripts of all college work must be ordered to be sent directly to the Department of Biology.

The graduate program leading to the Doctor of Philosophy degree in biology requires the same procedure of application for admission as described above for a Master's program.

Institute of Marine Biology

The University operates the Oregon Institute of Marine Biology at Charleston on Coos Bay. The Institute is located in a setting providing access to an unusual variety of richly populated marine and terrestrial habitats. A full program of undergraduate and graduate studies is offered during the summer session. On an experimental basis, an organized instructional program is being offered during fall term, including undergraduate and graduate courses. The research facilities are available throughout the year.

Institute of Molecular Biology

A program of research and research instruction in areas of biology where phenomena can be understood in terms of the structure of molecules is conducted through the Institute of Molecular Biology. For further information, see Institute of Molecular Biology, page 78; or direct inquiries to the Director.

Biosocial Research Center

The Departments of Biology, Anthropology, and Psychology support a multi-disciplinary facility devoted to research into the substrates of behavior, including ethological, neurological, and developmental factors. The center is situated on 2.5 acres near the science complex. It contains 4,000 square feet of laboratory and conference space, including facilities for maintaining colonies of mice, behavioral laboratories, observation areas, controlled temperature rooms, and a modern surgery. There are, in addition, outside enclosures for larger animals.

Undergraduate Courses

The lower-division courses in Biology, described immediately below, are designed primarily to meet general liberal arts requirements in science.

Bi 101. Selected Topics in Biology. 3 credit hours. Subjects of general interest covering the role of biology in modern life, with emphasis on the elementary biological principles necessary for an understanding of current problems. Content will vary from term to term with topics to include biology, ethics and society; behavioral biology; developmental biology; concer biology; and other topics of current interest. May be repeated for credit with different subtitles.

Bi 102. Selected Topics in Animal Biology. 4 credit hours. Basic information regarding various aspects of the biology of animal life, including the human organism. Specific content will vary from term to term with topics to include human blood, the nervous system, fishes as a natural resource, and others of current interest. Lectures plus laboratory, demonstration, or discussion. May be repeated for credit with different subtitles.

Bi 104. Selected Topics in Plant Biology. 4 credit hours. Aspects of the biology of plant life and plant cells, including lower plants and seed plants. Specific content may vary from term to term with topics to include introductory plant science, our mouldy earth, flowering plants, and others of current interest. Lectures and laboratory, demonstration, or discussion. May be repeated for credit with different subtitles.

Bi 105. The Physical Basis of Life. 4 credit hours. The study of those aspects of growth, reproduction, and heredity that are common to all living things. Explanations will be phrased in terms of experimental observations and will be at the level of the molecules that play important roles in living systems. Lectures and discussion or laboratory.

Bi 106. Principles of Evolution. 4 credit hours. The elementary biological principles involved in the development of diverse life forms, illustrated by examples from selected animals and plants. Lectures, demonstration or discussion.

Bi 107. Selected Topics in Natural History. 4 credit hours. Organisms and their natural environments. Separate terms will include the marine environment, the freshwater environment, and varied terrestrial systems. Topics will include marine biology, social insects, natural history of birds, and others of current interest. Lectures, demonstrations, and field trips. May be repeated for credit with different subtitles.

Bi 199. Special Studies. 1-2 credit hours.

Bi 200. SEARCH. 1-2 credit hours. No-grade course.

Bi 212. Photobiology. 4 credit hours. Introduction to the biological actions of light on plants and animals. Emphasis on photosynthesis and vision, but other topics such as sunburn, phototropism, photoperiodism, and bioluminescence are also discussed. The biological examples are unified by the principles underlying the absorption of light by pigments and its conversion into chemical energy. Evolutionary adaptations of organisms are considered in relation to the light available in their environments. This course is designed for majors in areas other than biology. Munz.

Bi 222. Genetics and Man. 3 credit hours. Basic concepts of genetics, especially as they relate to man, and a discussion of related topics such as blood group immunology, medicolegal problems, transplantation and the immune reaction, prenatal effects, genetic effects of radiation, the biology of twinning, selection in man and sociological implications of genetic findings. Biology majors interested in this subject or students who have completed any of the courses Bi 101 through Bi 107 should consult the instructor. Novitski.

Bi 232. The Biology of Common and Useful Plants. 4 credit hours. Survey of the origin, culture, and biology of the major groups of plants of importance to man, and a discussion of basic requirements for plant growth, principles of plant breeding and genetics, plant morphology, plant viruses, fungal diseases, herbicides and pesticides, weeds, alkaloids and drugs, soils and systems of agriculture, organic gardening, conservation of natural plant communities. This course is intended for students majoring in areas other than biology, and is not recommended for biology majors. Hague.

Bi 242. Paleobiology and Evolution of Plants. 4 credit hours. Survey of major trends in the evolution, ecology, and distribution of the world's plants through geologic time based on the fossil record and interrelated with the geologic history of the earth. Consideration of the origin, development, and interrelations of major groups of plants, as well as morphological levels of increasing complexity and specialization in plants through time, and the imperfections of the fossil record in documenting the course of plant evolution. Lectures, laboratory, or discussion. Gray. Offered alternate years; not available 1977-78.

Bi 272. Introduction to Ecology. 3 credit hours. The energetics of organisms: the extent and efficiency of energy capture in human, plant and animal nutrition; the cycling of nutrient materials; ecological succession; population growth; species interrelations and meaning of species diversity. This course is designed for

students majoring in areas other than biology, and is not recommended for biology majors. Cook, Frank, Udovic.

Note: Bi 301-307 described immediately below constitute the core program for students majoring in biology.

Bi 301. Animal Diversity. 5 credit hours fall term. A presentation of the basic features of the anatomy and physiology of representatives of important groups of invertebrate and vertebrate animals. Three lectures, one laboratory/discussion period. Prerequisites: one year of General Chemistry; Organic Chemistry and college mathematics, or must be taken concurrently.

Bi 302. Cell Physiology. 3-5 credit hours winter term. An examination of the structural and biochemical unity of cells which underlies the diversity of plants and animals. Topics include: cellular architecture, structure of proteins, enzyme action, structure of cellular membranes, energy metabolism, biosynthetic pathways, and control of cellular metabolism. Three lectures, one laboratory/discussion period. Prerequisites: one year of General Chemistry; Organic Chemistry and college mathematics or must be taken concurrently.

Bi 303. Plant Diversity and Physiology. 5 credit hours spring term. Integrated study of the structure, development, and physiology of representatives of the important plant phyla, including adaptations essential for colonization and survival in various aquatic and terrestrial environments. Three lectures, one laboratory/discussion period. Prerequisites: one year of General Chemistry; Organic Chemistry and college mathematics are prerequisite or must be taken concurrently.

Bi 304. Molecular Genetics. 3-5 credit hours fall term. An examination of the biologically fundamental processes of reproduction and variation at the molecular level. Experiments leading to our present views are described. Topics are the chemical structure of the genic material, the mechanisms of gene duplication, mutation, and recombination, and the formal relationships between genes and their protein products. Students taking this course should plan to take Bi 305 in the following term; Bi 304 and 305 are precisely dovetailed in their presentation of the biochemical and genetic basis of cellular activities. Three lectures, one laboratory/discussion period. Prerequisites: *either* Organic Chemistry and one year of college mathematics, *or* one year of General Chemistry and one year of General Physics.

Bi 305. Gene Action and Development. 3-5 credit hours winter term. How the genetic information is utilized to direct cellular and organismal development. Particular topics include control of protein synthesis and enzyme activity, macromolecular architecture and organelle assembly, and aspects of animal development (embryogenesis, cell determination and differentiation, patterning). Three lectures, one laboratory/discussion period. Prerequisite: Bi 304.

Bi 306. Animal Physiology. 3-5 credit hours spring term. Elementary neurophysiology and muscle contraction. Homeostatic mechanisms of circulation, respiration, metabolism, ionic regulation and excretion are described in mammals and compared with those in other animals. Three lectures, one laboratory/discussion period. Prerequisite: Bi 305 or equivalent.

Bi 307. Evolution and Ecology. 4 credit hours. The relationship of organisms to their environment in space and time: the evolution of species and populations, factors controlling the distribution and abundance of organisms, and community and systems ecology. Three lectures per week and three all-day Saturday or Sunday field trips per term.

Note: The 300-level courses described immediately below are designed primarily for students other than biology majors.

Bi 321, 322. Human Physiology. 3 credit hours each term. Required for majors in health education and physical education, elective for others. Prerequisite: one year of college chemistry and one year of college biology. Soderwall.

Bi 360. Coastal Biology. 4 credit hours. Introduces students to a wide range of environments on the Oregon Coast: the open ocean, rocky intertidal, sand beach, and estuarine environments demonstrate basic biological principles through a comparative study of these coastal environments. Three lectures, one four-hour laboratory per week. Prerequisite: one year of Biology core or equivalent. Limited to 10 students.

Bi 370. The Human Environment. 3 credit hours. An analysis of the human-environmental relationship. Consideration of behavior-guiding world views both as determinants of how humans treat the world, and as responses to how it treats them; illustrated by case histories. Contrast of materialist-objectivist and sensual-subjectivist views, evaluation of scientific humanism. Open to students in any field seeking holistic understanding of current adaptational problems. Cook. (A complementary course is offered by the Geology Department under the title Mineral Resources and the Environment, Geol 321. This course deals with the use of minerals and energy and the relation of their use to the environment.)

Bi 376. Natural History of Oregon. 4 credit hours. Plants and animals of Oregon; their identification and factors relating to their occurrence, distribution and abundance. Intended primarily for prospective teachers planning to teach in Oregon. Murphy. Offered Summer Sessions only.

Bi 381. Introduction to Bacteriology. 3 credit hours. Basic principles and techniques of bacteriology; role of bacteria and other micro-organisms in transformations of organic matter and in physical and chemical transformations in soil and water; their importance to man. Three lectures. Prerequisite: general chemistry. McConnaughey.

Bi 383. Introduction to Bacteriology Laboratory. 2 credit hours. Basic techniques in the culturing, microscopic examination, and characterization of micro-organisms. Prerequisite: either concurrent or prior enrollment in Bi 381 or consent of instructor. McConnaughey.

Bi 391, 392. Human Anatomy. 3 credit hours each term. Gross anatomy; the skeletal, muscular, and neural systems; the circulatory, respiratory, digestive, and uro-genital systems. Two lectures; one two-hour laboratory period. Prerequisite: one year of college biology or equivalent or consent of instructor.

Note: The 400-level courses described immediately below are designed primarily for undergraduate majors in biology.

Bi 401. Research. Credit hours to be arranged. No-grade course.

Bi 403. Thesis. Credit hours to be arranged. No-grade course.

Bi 405. Reading and Conference. Credit hours to be arranged. No-grade course.

Bi 407. Seminar. Credit hours to be arranged. No-grade course.

Bi 409. Practicum. 1-3 credit hours any term. No-grade course.

Upper-Division Courses Carrying Graduate Credit

Bi 406. Field Studies. (G) Credit hours to be arranged.

Bi 407. Seminar. (G) Credit hours to be arranged. No-grade course.

Bi 408. Laboratory Projects. (G) Credit hours to be arranged. Special laboratory training in research methods.

Bi 410. Experimental Course. (G) Credit hours to be arranged.

Bi 413. Comparative Physiology. (G) 4-12 credit hours. Lectures, demonstrations, and laboratory experiments with emphasis on respiration, osmoregulation and excretion, nerve and muscle physiology of major animal groups. Prerequisite: cell biology; or general physiology, organic chemistry, and college zoology; or consent of instructor. Offered at Oregon Institute of Marine Biology.

Bi 414, 415. General and Comparative Physiology. (G) 4 hours each term. First term: study of homeostatic mechanisms in the areas of ionic and osmotic regulation, excretion, circulation, respiration, metabolism, and body-temperature regulation. Second term: physiology of excitation, conduction, synaptic transmission, muscular contraction, sensory transduction, and reflex action in animals. Two lectures, six hours of laboratory-discussion. Consent of instructor is required. Prerequisite: general physics, Bi 301 through Bi 306 or equivalent. Munz, Hoyle.

Bi 416. Comparative Neurobiology. (G) 4 credit hours. Con-

tinuation of material introduced in Bi 415 with particular emphasis on neural integration, sense organs, and brain function. Two lectures, two three-hour laboratories per week. Hoyle.

Bi 417. Biological Clocks. (G) 4 credit hours. The physiology and ecology of biological clocks with emphasis on circadian rhythms, thermoperiodism, photoperiodism, and seasonal development. Consideration will also be given to the ontogeny of periodic behavior, sun-compass orientation, migration, and tidal, lunar, and annual rhythms. Two lectures and two laboratory discussions. Prerequisite: Bi 301, 302, 303. Bradshaw. Offered alternate years. Not available 1977-78.

Bi 422. Genetics. (G) 3 credit hours. A study of the transmission and regulation of the hereditary material in eucaryotic organisms including classical gene mapping, and somatic cell genetics, sex determination, genome structure and change, developmental genetics, and an introduction to population genetics. Prerequisite: Bi 304 or equivalent, or consent of instructor. Sederoff.

Bi 423. Genetics Laboratory. (G) 2 credit hours. An experimental approach to the transmission and regulation of the hereditary material in eucaryotes, using Drosophila, including population genetics, biochemical genetics, and developmental genetics. Sederoff.

Bi 424. Human Genetics. (G) 3 credit hours. 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 medical aspects of genetic disease. Three lectures. Consent of instructor is required. Novitski.

Bi 428. Cell Organelles. (G) 3 credit hours. Stress on the fine structure of the motile organelles and cell division. Transport within the cell: endoplasmic reticulum, Golgi complex, lysosomes. Microtubules and microfilaments and their role in movement. Fine structure of the spindle and mechanism of chromosome movements. Review of selected techniques and tools in ultrastructural studies. Bajer.

Bi 429. Nuclear Cytology. (G) 4 credit hours. Structure and function of the nucleus. Behavior of chromosomes; elementary cytogenetics; methods of study and experimental procedures. Two lectures, two three-hour laboratory periods. Consent of instructor is required. Wimber.

Bi 432. Mycology. (G) 5 credit hours. Physiology, ecology, structure, and classification of the fungi; emphasis on structural and physiological adaptations to saprophytic, parasitic and symbiotic modes of existence. Three lectures, two three-hour laboratory periods. Prerequisite: Bi 301, 302, 303, or Bi 304, 305, 306 or equivalent, or consent of instructor. Carroll.

Bi 433. Algae. (G) 5 credit hours. Structure, cytology, life history, and ecology of representative fresh-water and marine algae. Three lectures; two three-hour laboratory periods. Consent of instructor is required. Offered alternate years; not available 1977-78. Castenholz.

Bi 435. Methods of Pollen Analysis. (G) 4 credit hours. A lecture-laboratory course concerned with the morphology of pollen, techniques of collection and preparation of pollen for study, and methods of pollen analysis. Two four-hour combined lecture and laboratory meetings each week. Consent of instructor is required. Gray.

Bi 438. Systematic Botany. (G) 5 credit hours. Principles of plant classification; introduction to taxonomic theory and methods of biosystematics; collection and identification procedures; recognition of common families in native flora. Wagner.

Bi 439. Field Botany. (G) 4 credit hours. Field study and identification of the flora of Northwest Oregon. Vascular plants will be emphasized, but the algae, fungi, and mosses will be considered as they are met in the field. Recognition of diverse plant communities; utilization of materials for laboratory teaching. Prerequisite: one year of biology or consent of instructor. Offered in Summer Session only.

Bi 440. Morphology of Vascular Plants. (G) 5 credit hours. Comparative study of the structure, life history, and evolution of representatives of the ferns, fern allies, and seed plants. Three lectures; two three-hour laboratory periods. Prerequisite: Bi 303, or consent of instructor. Tepfer.

Bi 441. Plant Physiology. (G) 3 credit hours. Physiology and biochemistry of vascular plants, including nucleic acid and protein synthesis, photochemical reactions of photosynthesis, photomorphogenesis, water relations, ion uptake, and transport of organic molecules. Three lectures. Prerequisite: Bi 303, or consent of instructor. Hague.

Bi 442. Plant Morphogenesis. (G) 3 credit hours. Structure and development of cells, tissues, and organs, including discussion of the mechanism of action and metabolism of plant growth substances and control mechanisms in growth and differentiation. Three lectures. Prerequisite: Bi 303, or consent of instructor. Bonnett.

Psy 442. Animal Behavior. (G) 3 credit hours. May be taken for credit toward a biology major. Survey of ethology plus its relation to experimental psychology and the biological sciences. Areas include: evolutionary and comparative foundations, sensory-motor integration, neural control of behavioral sequences, interactions between motivational systems, neuro-behavioral development. Prerequisite: upper-division work in psychology or biology. Fernald.

Bi 443. Plant Physiology Laboratory. (G) 2 credit hours. Experience in analysis of basic physiological processes of plant function. Offered alternate years. Not available 1977-78.

Bi 444. Plant Morphogenesis Laboratory. (G) 2 credit hours. Laboratory analysis of the experimental foundations for hormonal regulations of plant growth and development. Offered 1977-78 and alternate years.

Bi 451, 452. Developmental Biology. (G) 3 credit hours each term. An examination of selected topics in developmental biology, including genetic regulation, nucleo-cytoplasmic interactions, organellogenesis, morphogenesis, pattern formation, cell differentiation, developmental neurobiology, and neoplasia. Prerequisite: Bi 305 or equivalent, or consent of instructor. Grant, Kimmel, Postlethwait, Weston.

Bi 453, 454. Developmental Biology Laboratory. (G) 2 credit hours each term. Experience in the analysis of developing systems, with emphasis on cell and tissue culture methods in the study of differentiation, cellular interactions and morphogenesis. Discussion plus laboratory. Consent of instructor is required. Grant, Kimmel, Weston.

Bi 455. Histology. (G) 4 credit hours. Functionally oriented study of microscopic anatomy of vertebrate tissue and organs. Two lectures; two three-hour laboratory periods. Consent of instructor is required; Bi 301-306 or equivalent strongly recommended. Maynard.

Bi 458. Marine Birds and Mammals. (G) 4 credit hours. An introduction of some general principles of ecology, ethology, and systematics as demonstrated through study of birds and mammals of the Oregon coast. Intensive study of the comparative faunas from the open sea to the inland dry communities. Prerequisite: introductory biology course. Offered at Oregon Institute of Marine Biology.

Bi 459. Field Ornithology. (G) 3 credit hours. 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. Consideration of the relationship of human activities to breeding success of birds; birds as possible indicators of environmental conditions. Of special value to teachers. Offered Summer Session only.

Bi 461. Invertebrate Zoology. (G) 5 or 8 credit hours. Survey of representative invertebrate groups, with emphasis on marine forms; morphology, systematics, life history, and ecology. Offered at Oregon Institute of Marine Biology for 8 credits and on Eugene campus for 5 credits. Consent of instructor is required.

Bi 462. Biology of Insects. (G) 4 credit hours. The anatomy and physiology of typical insects. A survey of the major orders of insects introduces the student to the wide variety of morphological types and remarkable physiological and behavioral adaptations to the environment. Insect societies discussed in some detail. Three

lectures, one four-hour laboratory per week. Prerequisite: one year of the Biology Core or equivalent. Wiitanen.

Ch 461, 462, 463. Biochemistry. (G) 4 credit hours each term. Emphasis on the structure and functions of biological macromolecules, metabolism and metabolic control processes, protein and nucleic acid synthesis, and biological genetics. Prerequisite: Ch 104, 105, 106; Ch 331, 332, or their equivalents. Some prior exposure to calculus and physical chemistry helpful but not required. May be taken for credit toward a biology major.

Bi 463. Parasitology. (G) 4 credit hours. Survey of important parasitic groups. Biological relationships of parasite and host, and the effect of such relationships on each. Two lectures; two three-hour laboratory periods. Offered alternate years; not available 1977-78. Prerequisite: Bi 301, 302, 303 or equivalent, or consent of instructor. McConnaughey.

Bi 465. Comparative Biochemistry. (G) 8 credit hours. A general experimental biochemistry course, utilizing marine organisms, with an emphasis on methods of purification of proteins and a study of protein structure and function. The biochemical properties of small molecules such as various pigments, peptides, indoles, and phosphagens are examined. Prerequisite: Bi 301, 302, 303; or general and organic chemistry, and college zoology. Offered at Oregon Institute of Marine Biology. Terwilliger.

Bi 469. Experimental Invertebrate Embryology. (G) 5 or 8 credit hours. Lecture and laboratory dealing with modes of development of the major invertebrate groups, the identification of common larval forms, the methods utilized in obtaining and rearing embryos and larvae of marine animals and the methods used in the execution of fundamental experiments for the analysis of development. Offered at Oregon Institute of Marine Biology for 8 credits, on Eugene campus for 5 credits. Prerequisite: Invertebrate zoology. Consent of instructor is required.

Bi 470. Dynamic Systems in Biology. (G) 4 credit hours. Formulation, construction, testing, interpretation, and evaluation of biological models. Participants will be guided in the writing of simulation programs and use of digital computer as an aid in studying groups of disparate biological systems ranging from ecological systems to cellular ones. No prior knowledge of computers is required. Prerequisite: Calculus, Bi 301, 302, 303, or equivalent; senior standing in Biology. Consent of instructor is required. CS 133 is recommended. Wiitanen.

Bi 471. Population Growth and Evolution. (G) 4 credit hours. Part I of the ecology-and-evolution sequence. An integrated course for students specializing in population biology or related fields. Population growth and structure, population genetics, mechanisms of evolution, and theories of species formation. Three lectures and laboratory work. One or two weekend field trips. Consent of instructor is required. Background in genetics essential. Offered fall term. Udovic.

Bi 472. Population Interactions. (G) 5 credit hours. Part II of the ecology-and-evolution sequence. The demographic and evolutionary consequences of competition, predation and mutualism. Three lectures, problem session. Laboratory work. One or two field trips. Consent of instructor is required. Bi 471 is strongly recommended. Offered winter term. Udovic, Frank.

Bi 473. Biological Communities. (G) 5 credit hours. Part III of the ecology-and-evolution sequence. The theory and measurement of community structure, diversity, and stability. Three lectures, field work. Consent of instructor is required. Bi 472 is strongly recommended. Offered spring term. Frank.

Bi 474. Terrestrial Ecosystems. (G) 5 credit hours. Part IV of the ecology-and-evolution sequence. The interaction between terrestrial communities and their physical environment. Energy flow and energetics. Mineral cycling. Succession. Three lectures, field work. Consent of instructor is required. Bi 473 is strongly recommended. (Those interested in aquatic ecosystems are referred to Bi 475.) Offered fall term. Cook.

Bi 475. Limnology. (G) 5 credit hours. A study of fresh water environments, particularly those of lakes. Chemical, physical and biological interactions. Three lectures, two laboratory-field periods. Consent of instructor is required. Not offered 1977-78. Castenholz.

Bi 476. Quantitative Field Ecology. (G) 5 credit hours. Extensive study and learning experience in the field. Poses questions which can be more clearly defined or answered by gathering quantitative data in nature and on the reduction and manipulation of one's own field data. Six overnight (weekend) field trips; one discussion per week; no formal lectures or examinations, but up to six research reports will be required. Prerequisites: an upper-division course in ecology. Offered alternate spring terms. Not offered 1977-78. Bradshaw.

Bi 478. Marine Ecology. (G) 4 or 8 credit hours. An examination of the characteristics of marine and estuarine habitats and organisms, with emphasis on primary and secondary productivity, and on community structure and dynamics. Field emphasis will be on local intertidal and shallow-water communities; an independent field research project is required. Prerequisite: Invertebrate Zoology or Algae or both; statistics and calculus desirable. Offered at Oregon Institute of Marine Biology.

Bi 479. The Marine Environment. (G) 4-8 credit hours. An introduction to the biota, life zones, and populations of the open ocean. Descriptions of currents, water masses, the chemistry of sea water, and their relationship to the biology of the oceans. An analysis of concepts and theories used to explain biological events observed in the ocean. Offered at the Institute of Marine Biology.

Bi 481, 482. Biology of Prokaryotic Organisms. (G) 3 credit hours each term. Bi 481: Biology of photosynthetic prokaryotic organisms, including structure, physiology, genetics, and natural history of the blue-green algae and photosynthetic bacteria. Three hours of lecture per week. Consent of instructor is required. Offered alternate years. Not available 1977-78. Castenholz and Sistrom. Bi 482: Biology of bacteria, including structure, physiology, genetics, and natural history. Major emphasis on nonphotosynthetic bacteria. Three hours of lecture per week. Consent of instructor is required. Offered 1977-78 and alternate years. Sistrom.

Bi 483, 484. Biology of Prokaryotic Organisms Laboratory. (G) 2 credit hours each term. Bi 483: Isolation of diverse blue-green algae and photosynthetic bacteria from nature. As time permits, the physiology of selected organisms will be examined in more detail. Enrollment limited to 14. Consent of instructor is required. Offered alternate years, concurrently with Bi 481. Not available 1977-78. Castenholz and Sistrom. Bi 484: Isolation of diverse bacteria from nature. As time permits, the physiology of selected organisms will be examined in more detail. Enrollment limited to 14. Consent of instructor is required. Offered 1977-78 and alternate years, concurrently with Bi 482. Sistrom.

Bi 485. Microbial Ecology. (G) 3 credit hours. Biology and interactions of protists in soil, fresh water, and the sea. Emphasis on roles played in geo-chemical cycles, interactions with each other and with other groups of organisms. Eucaryotic as well as prokaryotic organisms will be considered. The laboratory work will emphasize eucaryotic organisms. Consent of instructor is required. Prerequisite: Bi 381 or equivalent, or consent of instructor. Offered 1977-78 and alternate years. McConnaughey.

Bi 486. Microbial Ecology Laboratory. (G) 2 credit hours. Isolation, culture, and identification of eucaryotic protists. Prerequisite: concurrent enrollment in Bi 485. Limited to twenty students. Offered 1977-78 and alternate years. McConnaughey.

Bi 487. Advanced Molecular Genetics. (G) 3 credit hours. Growth, mutation, recombination, and regulation of DNA, RNA, and protein synthesis in phage, bacteria, and lower eukaryotes. Two lectures and conference. Prerequisite: Bi 304 and Bi 305, or equivalent, or consent of instructor. Herskowitz, Smith, Stahl.

Bi 489. Membrane Structure and Function. (G) 3 credit hours. Chemical composition and molecular structure of biological membranes, with particular reference to mitochondrial and erythrocyte membranes. Functions of membranes including transport, cell-cell recognition and interaction, energy transduction, hormone action. Two lectures and conference. Capaldi.

Bi 491, 492, 493. Historical Biogeography. (G) 3 credit hours each term. Fall: classification of mammals and mammalian morphology, with emphasis on comparative osteology. Winter: history of mammals; principles involved in their chronological distribution. Spring: biogeography and paleoecology. Two lectures; one

three-hour laboratory period. Prerequisite: senior standing in biology, geology, or anthropology. Not offered 1977-78.

Bi 494. Laboratory and Field Methods in Biology. (G) 4 credit hours. Designed especially for biology teachers in secondary schools. Field collection, identification and culturing of living material, utilization of this material in the biology teaching laboratory. Field trips for exploration of various kinds of habitats in the Pacific Northwest. Offered Summer Session only.

Bi 495. History of Biological Ideas. (G) 3 credit hours. Lectures, readings, and discussion of the historical origin and present status of leading biological ideas, and the contribution of biological thought to contemporary culture.

Graduate Courses

Bi 501. Research. Credit hours to be arranged. No-grade course.

Bi 502. Supervised College Teaching. Credit hours to be arranged. No-grade course.

Bi 503. Thesis. Credit hours to be arranged. No-grade course.

Bi 505. Reading and Conference. Credit hours to be arranged. No-grade course.

Bi 507. Seminar. Credit hours to be arranged. No-grade course.
Animal Physiology.
Botany.
Cytology.
Developmental Biology.
Ecology.
Genetics.
Molecular Biology.

Bi 508. Special Topics. Credit hours to be arranged. Lecture course devoted to advanced topics, primarily in ecology and evolution. Topics reflect the current research interests of the instructors. Some examples follow:
Phenology and Seasonality Modeling. Bradshaw.
Vascular Plant Autecology. Cook.
Experimental Design in Ecology. Frank. (To be offered 1977-78.)
Paleoecology. Gray and Boucot.
Mathematical Modeling in Ecology and Evolution. Udovic.
Insect-Plant Interactions. Udovic.

Bi 509. Practicum. 1-3 credit hours any term. No-grade course.

Bi 510. Experimental Course. Credit hours to be arranged.

Bi 511. Vertebrate Endocrinology. 3 credit hours. The morphology and physiology of glands of internal secretion; their role in normal body function of the vertebrates. Offered alternate years. Not available 1977-78.

Bi 512. Physiology of Reproduction. 3 credit hours. Biochemical, histochemical, physiological, and other experimental approaches to problems in the physiology of reproduction. Offered 1977-78 and alternate years. Soderwall.

Bi 513. Endocrinology Laboratory. 1-3 credit hours. Laboratory work related to Bi 511. Offered alternate years. Not available 1977-78.

Bi 514. Advanced Mammalian Neurobiology. 3 credit hours. Sensory inputs from the periphery are traced through successive processing stages in the central nervous system until they arrive at the cerebral cortex. Motor commands are then traced from motor cortex down through the descending pathways until the final effectors are reached. At each stage of the ascending and descending pathways, anatomy, physiology, and pathology are described. In many cases, information-processing models will be discussed for both ascending and descending systems. Not offered 1977-78. Wiitanen.

Bi 515. Neurochemistry. 3 credit hours. Biochemistry specific to the nervous system with an emphasis on synaptic chemistry; identification of neurotransmitters; metabolism, storage, release of the known transmitters; post-synaptic events; correlation of chemical events with neuroanatomy and physiology; current problems and experimental approaches. Two lectures and one hour of discussion. Consent of instructor in required. Prerequisite: Ch 333, Bi 415, or equivalent. Barker.

Bi 516. Neurobiological Basis of Behavior. 3 credit hours each term. Physiology and morphology of neuromuscular systems of animals, with emphasis on comparative development and the evolution of animal behavior. Not offered 1977-78.

Bi 517. Neurobiology Laboratory. 3 credit hours each term. Laboratory work to accompany Bi 516, with emphasis on the electrical and anatomical techniques for study of nerve and muscle function. Not offered 1977-78.

Bi 518. Comparative Vertebrate Nervous Systems. 3-5 credit hours. Lectures emphasize the principles of organization of vertebrate nervous systems, with emphasis on functionally significant variations; evolution of lemniscal systems, motor control systems, forebrain, cerebral cortex; discussion of problems of homology in chordate nervous systems. Laboratory work, one afternoon per week, includes gross anatomy and dissection of sheep brain, and microscopic study of the brains of representative vertebrates. Consent of instructor required; basic knowledge of the anatomy of one vertebrate nervous system is prerequisite. Maynard. Offered alternate years; not available 1977-78.

Bi 519. Comparative Neurocytology and Neurohistology. 3 credit hours. Lectures and discussions on the contributions of classical neurohistology, contemporary electron microscopy, and cytochemistry to the understanding of function in vertebrate and invertebrate nervous systems. Consent of instructor required. Maynard. Offered 1977-78 and alternate years.

Bi 520, 521, 522. Advanced Genetics. 2 credit hours each term. Selected topics from the following: gene action, mutation, chromosome mechanics, population genetics, statistical methods, radiation genetics. Two lectures. Consent of instructor is required. Novitski.

Bi 523, 524, 525. Principles of Microscopic Techniques. 2-5 credit hours each term. Procedures and techniques requisite for current microscopic research on biological materials. Fall: fixation, dehydration, infiltration, embedding, sectioning, and staining biological materials for examination with the light microscope; autoradiography and elementary cytochemistry. Winter: theory and application of techniques of electron microscopy, including fixation, embedding, microscope operation, negative and positive staining, metal shadowing, and freeze-etching. Spring: the light microscope on practical and theoretical levels, including bright field optics and modifications allowing for dark field, interference, polarization, phase and differential contrast microscopy; principles and practices of scientific macrophotography, microphotography, and photomicrography. Wimber, Schabtach, Howard.

Bi 526. Developmental Genetics. 3 credit hours. An analysis of genetic regulation of development including investigations of molecular mechanisms and studies of developmental mutants. Topics discussed include molecular biology of eucaryotic chromosomes, polytene and lampbrush chromosomes, conditional lethal mutants, genetic mosaics, and models of gene regulation. Sederoff.

Bi 541. Advanced Plant Physiology. 3 credit hours. Lectures on special aspects of plant respiration, salt metabolism, the photochemical reactions of photosynthesis, and on the role, mechanism of action, and metabolism of plant growth substances. Consent of instructor is required. Not offered 1977-78.

Bi 551. Biology of Fishes. 4 or 8 credit hours. The anatomy, development, and biology of fishes. Offered at Institute of Marine Biology for 8 credits. Morris.

Bi 591. Collection and Analysis of Physiological Data. 5 credit hours. The nature of physiological data, how they may be collected, what to do with them after they have been collected. Introduction to use of minicomputers as laboratory tools by means of a specially designed laboratory language, and by use of electronic devices that simulate in a realistic way actual physiological systems. Prerequisites: Bi 414, 415, and a fundamental course in computer science. Wiitanen. Not offered 1977-78.

Courses Offered Infrequently and Only in Summer Session at Eugene or at Institute of Marine Biology

Bi 468. Invertebrate Embryology. (G) 4 credit hours.

Bi 477. Planktonology. (G) 4 credit hours.

Bi 590. Recent Advances in Biology. 4 credit hours.

Oregon Institute of Marine Biology

Paul P. Rudy, Ph.D., Director, Associate Professor of Biology.
Robert C. Terlilliger, Ph.D., Assistant Director, Associate Professor of Biology.

The University operates the Oregon Institute of Marine Biology at Charleston on Coos Bay, an environment where native vegetation and animal life have been preserved insofar as possible.

The Institute offers a full program of summer study which in in recent summers has included such courses as Coastal Biology, Comparative Physiology, Marine Birds and Mammals, Invertebrate Zoology, Experimental Invertebrate Embryology, Marine Ecology, Planktonology, and Biology of Fishes. Summer faculty includes visiting biologists from around the country as well as faculty from the Eugene campus and Institute personnel. A full program of seminars is also available featuring presentations by a variety of guest lecturers.

In the fall term, a program designed especially for undergraduate students majoring in Biology is being offered on an experimental basis. Courses offered include Evolution and Ecology (Bi 307), as well as those kinds of courses available during the Summer. A full seminar program on a variety of topics is also offered during this fall term.

Spring term at the Institute offers a multi-disciplined course for undergraduates, *People and the Oregon Coast,* which coordinates the specialized knowledge of biology, sociology, geography, landscape architecture, and urban planning. Environmental concerns are explored and solutions to society's dilemmas are sought through an integration of these disciplines. Students are encouraged to gain first-hand appreciation of the pressures involved in practical decision-making at the local community level. A combination of lectures and field study uses the Coos Bay region as a natural laboratory.

The Marine Station is ideally situated for the study of marine organisms, as many different marine environments are close to the laboratories. The Coos Bay estuary contains interesting rock, mud, sand, eelgrass, and piling communities. The open coast has an exceptionally rich, rocky intertidal area and long stretches of sandy beaches. The laboratories are close to the harbor entrance, and Station boats collect open ocean organisms within minutes of leaving the dock.

The Station has about 107 acres of property along Coos Bay at Coos Head. The buildings are located on a tract on the bay side of the property close to the post office and stores of Charleston, a small fishing village. The Station is eight miles from Coos Bay and eight from North Bend.

The region is diverse, with urban complexes, estuarine coastal environments, agricultural lands, a major port, and large timber and fishing industries. The social-environmental problems engendered include unemployment, conflict in land use, management of coastal resources, potential urbanization, population increase, tourist impact, industrial development, and declining timber and fishing stock. The region is a natural field station for observation.

Students and faculty reside on the Institute grounds in Charleston; a community of students and staff is able to evolve in a relaxed and informal setting which helps to blend the various disciplines, encourages personal interaction between teacher and student, and has proven to be an exceptionally stimulating educational arrangement. There are four large teaching laboratories, an auditorium, and a dining hall serving as a common room and a fifth lecture hall. The dormitories house fifty students, which is the upper enrollment limit. Five houses are on the station for the staff.

Detailed information and applications may be obtained from the Department of Biology on the Eugene campus, or by writing to the Director, O.I.M.B., Charleston, Oregon 97420.

Chemistry

Richard M. Noyes, Ph.D., Department Head, Professor of Chemistry (physical). A.B., Harvard, 1939; Ph.D., California Institute of Technology, 1942; at Oregon since 1958.

John E. Baldwin, Ph.D., Professor of Chemistry (organic), and Dean, College of Liberal Arts. A.B., Dartmouth, 1959; Ph.D., California Institute of Technology, 1963; at Oregon since 1968.

Ralph J. Barnhard, M.S., Senior Instructor in Chemistry and Administrative Assistant (organic) and Assistant Dean, Director of Science Services. B.S., Otterbein, 1959; M.S., University of Oregon, 1965; at Oregon since 1966.

Sidney A. Bernhard, Ph.D., Professor of Chemistry (biochemistry), and Member, Institute of Molecular Biology. B.S., Brooklyn, 1948; M.S., Pennsylvania, 1949; Ph.D., Columbia, 1951; at Oregon since 1961.

Virgil C. Boekelheide, Ph.D., Professor of Chemistry (organic). A.B., 1939, Ph.D., 1943, Minnesota; at Oregon since 1960.

Frederick W. Dahlquist, Ph.D., Assistant Professor of Chemistry (biochemistry), and Member, Institute of Molecular Biology. B.A., Wabash College, 1964; Ph.D., California Institute of Technology, 1968; at Oregon since 1971.

Lloyd J. Dolby, Ph.D., Professor of Chemistry (organic). B.S., Illinois, 1956; Ph.D., University of California, Berkeley, 1959; at Oregon since 1960.

Thomas R. Dyke, Ph.D., Assistant Professor of Chemistry (physical). B.A., College of Wooster, 1966; Ph.D., Harvard, 1972; at Oregon since 1974.

Gordon G. Goles, Ph.D., Professor of Chemistry and Geology (geochemistry, cosmochemistry). A.B., Harvard, 1956, Ph.D. Chicago, 1961; at Oregon since 1966.

O. Hayes Griffith, Ph.D., Professor of Chemistry (physical, biophysical); Member, Institute of Molecular Biology. A.B., University of California, Riverside, 1960; Ph.D., California Institute of Technology, 1964; at Oregon since 1965.

Edward Herbert, Ph.D., Professor of Chemistry (biochemistry). B.S., University of Connecticut, 1948; Ph.D., University of Pennsylvania, 1953; at Oregon since 1963.

David R. Herrick, Ph.D., Assistant Professor of Chemistry (physical), and Member, Institute of Theoretical Science. B.S., Rochester, 1969; Ph.D., Yale, 1973; at Oregon since 1975.

John F. W. Keana, Ph.D., Associate Professor of Chemistry (organic). B.A., Kalamazoo College, 1961; Ph.D., Stanford, 1965; at Oregon since 1965.

LeRoy H. Klemm, Ph.D., Professor of Chemistry (organic). B.S., University of Illinois, 1941; M.S., 1943, Ph.D., 1945, University of Michigan; at Oregon since 1952.

Charles E. Klopfenstein, Ph.D., Associate Professor of Chemistry and Director of Laboratories (organic). B.A., 1962, Ph.D., 1966, Oregon; at Oregon since 1966.

Thomas W. Koenig, Ph.D., Professor of Chemistry (organic). B.S., Southern Methodist, 1959; Ph.D., Illinois, 1963; at Oregon since 1963.

Robert M. Mazo, Ph.D., Professor of Chemistry (physical), and Member, Institute of Theoretical Science. B.A., Harvard, 1952; M.S., 1953, Ph.D., 1955, Yale; at Oregon since 1962.

Warner L. Peticolas, Ph.D., Professor of Chemistry (physical). B.S., Texas Technological, 1950; Ph.D., Northwestern, 1954; at Oregon since 1967.

Judson S. Pond, Ph.D., Senior Instructor in Chemistry (inorganic). B.M.E., 1943, B.B.A., 1955, Ph.D., 1964, Minnesota; at Oregon since 1968.

Francis J. Reithel, Ph.D., Professor of Chemistry (biochemistry). B.A., Reed College, 1936; M.A., 1938, Ph.D., 1942, University of Oregon Medical School; at Oregon since 1946.

F. Charlotte Schellman, Ph.D., Adjunct Associate Professor of Chemistry (physical). B.S., University of California, Los Angeles, 1946; M.S., 1948, Ph.D., 1950, Stanford; at Oregon since 1960.

John A. Schellman, Ph.D., Professor of Chemistry (physical). A.B., Temple University, 1948; M.A., 1949, Ph.D., 1951, Princeton; at Oregon since 1958.

William T. Simpson, Ph.D., Professor of Chemistry (physical); and Member, Institute of Theoretical Science and Institute of Molecular Biology. A.B., 1943, Ph.D., 1948, California, Berkeley; at Oregon since 1963.

Donald F. Swinehart, Ph.D., Professor of Chemistry (physical). B.S., Capital University, 1939; M.S., 1941, Ph.D., 1943, Ohio State; at Oregon since 1946.

Peter H. von Hippel, Ph.D., Professor of Chemistry (physical biochemistry). Director, Institute of Molecular Biology. B.S., 1952, M.S., 1953, Ph.D., 1955, Massachusetts Institute of Technology; at Oregon since 1967.

Raymond G. Wolfe, Jr., Ph.D., Professor of Chemistry (biochemistry). A.B., 1942, M.A., 1948, Ph.D., 1955, University of California, Berkeley; at Oregon since 1956.

Special Staff

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Patricia Jost, Ph.D., Research Associate. B.S., Michigan State, 1952; M.S., Georgia, 1959; Ph.D., Oregon, 1966; at Oregon since 1966.

Joseph J. Karchesy, Ph.D., Research Associate. M.S., Victoria, 1970; Ph.D., Oregon State, 1974; at Oregon since 1975.

Kenneth Showalter, Ph.D., Research Associate. B.S., Fort Lewis College, 1971; Ph.D., Colorado, 1975; at Oregon since 1975.

Louis D. Sims, Research Assistant, Institute of Molecular Biology and Assistant Director of Laboratory, Chemistry; at Oregon since 1975.

Jean Sturm, Ph.D., Research Associate. Ph.D., Strasburg, 1974; at Oregon since 1975.

Richard A. Wielesek, Ph.D., Research Associate. B.S., Illinois Institute of Technology, 1964; Ph.D., Oregon, 1968; at Oregon since 1973.

Undergraduate Studies

Undergraduate courses in chemistry are designed primarily to provide a broad knowledge of the field as a part of the program of liberal education offered by the College of Arts and Sciences. They are also designed to provide a substantial foundation in chemistry for students interested in (1) advanced work in chemistry or other chemistry-based sciences, including particularly biochemistry, molecular biology, geochemistry, and chemical physics; (2) teaching in colleges or secondary schools; (3) a career in industrial chemistry; and (4) premedical or predental studies.

The high-school preparation of a prospective chemistry major should include as much mathematics as possible. One year each of algebra and geometry is a minimum. Students entering with insufficient preparation in mathematics must remedy their deficiencies in elementary courses offered by the University. Substantial preparation in English, social science, literature, and foreign lan-

guages is expected. High-school work in chemistry and physics is desirable but not required.

Two-year college students planning to transfer to the University to major in chemistry should prepare by taking courses equivalent to those outlined below for the freshman and sophomore years. Questions of course equivalence may be referred to the Department of Chemistry at the University.

For students with superior high school preparation who intend to major in chemistry, who are enrolled in the Honors College, or who are in other sciences, the department offers an advanced General Chemistry course. This consists of the lecture sequence, Ch 204, 205, 206, and an accompanying laboratory sequence, Ch 207, 208, and 209. The quantitative and theoretical aspects of chemistry are emphasized.

The recommended curriculum for majors includes the following courses in chemistry and related fields (variations in order may be worked out in consultation with an adviser):

Freshman Year. General Chemistry (Ch 204, 205, 206 with Ch 207, 208, 209; or Ch 104, 105, 106 with Ch 107, Ch 108, Ch 109, followed in a subsequent year by Ch 324; a year sequence in mathematics (mathematics placement is determined by high-school records supplemented by College Board scores); a foreign language (German, French, or Russian).

Sophomore Year. Organic Chemistry (Ch 334, 335, 336); Organic Chemistry Laboratory (Ch 340, 341, 342); General Physics (Ph 201, 202, 203, Ph 204, 205, 206); Calculus (Mth 201, 202, 203) or Analytical Geometry and Calculus (Mth 204, 205, 206), if not taken in the freshman year; a foreign language.

Junior Year. Physical Chemistry (Ch 441, 442, 443); Physical-Chemistry Laboratory (Ch 446, 447, 448).

Senior Year. Research (Ch 401); an advanced elective in chemistry.

The advanced elective in the senior year may be elected from such courses as Biochemistry (Ch 461, 462, 463), Biochemistry Laboratory (Ch 464), Principles of Chemical Thermodynamics (Ch 451), Principles of Statistical Mechanics (Ch 453), Principles of Quantum Chemistry (Ch 455), Principles of Chemical Kinetics (Ch 457), Advanced Organic Chemistry (Ch 531, 532, 533), Chemical Kinetics (Ch 541, 542, 543), or it may be arranged with an adviser to include other advanced courses in chemistry or related sciences (*i.e.*, Neurochemistry [Bi 515], X-ray Crystallography [Ph 591], etc.).

The recommendations for the major outlined above meet the specifications of the Committee on Undergraduate Training of the American Chemical Society. Upon notification by the Department of Chemistry, the Society issues certificates to students who successfully complete the recommended curriculum. Students who want a less specialized major, without American Chemical Society certification, may omit the foreign language and in the senior year complete 9 credit hours of advanced elective work at the 400 or 500 level (other than Ch 403, 405 or 409). If chemical research is elected as part of the 9 credit hours of advanced work at least 6 credits of Ch 401 must be completed.

Biochemistry Major

Many undergraduate students who are ultimately interested in advanced study in the sciences at the interface between chemistry, biology and physics (*e.g.*, biochemistry, molecular biology, physical biochemistry and perhaps research medicine), may wish to base their training in chemistry, but include, as well, relevant courses in biologically-based subjects. For these students, the Chemistry Department offers a modified major, with emphasis in biochemistry. The recommended curriculum for these "biochemistry-track" chemistry majors includes the following courses in chemistry and related fields:

Freshman Year: General Chemistry (Ch 104, 105, 106 with Ch 107, 108, 109; or Ch 204, 205, 206 with Ch 207, 208, 209); a year sequence in mathematics; General Physics (Ph 201, 202, 203); Seminar.

Sophomore Year: Organic Chemistry (Ch 331, 332, 333); Organic Chemistry Lab (Ch 337, 338, 342); Calculus (if not studied as freshman); Molecular, Developmental and Neurobiology (Bi 304, 305, 306); Seminar.

Junior Year: Physical Chemistry (Ch 441, 442, 443); Physical Chemistry Lab (Ch 446, 447); Biochemistry (Ch 461, 462, 463); Seminar.

Senior Year: Biochemistry Lab (Ch 464); Research (Ch 401) and/or an advanced elective; Biochemistry Seminar.

The advanced elective courses (9 credit hours) in the senior year may include research and are otherwise similar to those listed under the regular chemistry major curricula; however, more attention might be directed to courses of a biological or biochemistry nature. If chemical research is included as part of the 9 credit hours of advanced work at least 6 credits of Ch 401 must be completed.

Students who plan to apply to medical schools are advised to research the need for a physics laboratory course that is not included in this curriculum. If certification of the major by the American Chemical Society is sought, then physics laboratory, quantitative analysis, and a foreign language are required in addition to the major requirements cited above along with both chemical research and an advanced elective sequence.

Secondary-School Teaching in Chemistry

To be eligible to teach in the public secondary schools, the Oregon Teacher Standards and Practices Commission requires completion of an approved secondary teacher education program which includes (1) preparation for the teaching specialty, and (2) preparation in professional education. In conjunction with the College of Education, the Department of Chemistry offers programs leading to Oregon Basic and Standard certification as a teacher of chemistry. Interested students should consult the Department adviser for teacher education, and the Office of Secondary Education in the College of Education for specific information.

To be recommended by the Department for the Basic teaching endorsement in Chemistry requires completion of the following program: *Chemistry:* General Chemistry; Ch 104, 105, 106, 107, 108, 109. Organic Chemistry; Ch 331, 332, 333, 337, 338. Quantitative Analysis; Ch 324. Physical Chemistry; Ch 441 or 442 or 443, and 446 or 447 or 448, or the equivalent. *Related Sciences:* eighteen quarter hours to include: *Earth Science:* At least one course from Geol 101, 102, 103, 291, 301, 302, 303, 321, 325, 326, 327, or equivalent. *Physical Science;* At least one course from Ph 201, 202, 203, 204, 205, 206, 104, 105, 106, 114, or equivalent.

For the Standard Norm, fifteen additional hours are required to develop further competence in science with not less than thirty-six credit hours in Chemistry.

The program does not satisfy the requirements for a bachelor degree with a major in chemistry. Students intending to teach chemistry in secondary schools may meet the requirements for a bachelor degree with a major in general science. Additional courses for secondary-school teachers are offered in the summer session.

Graduate Studies

Graduate work in chemistry is a research-oriented Ph.D. program with options in organic, physical, biochemistry, chemical physics, and geochemistry. M.S. and M.A. degrees are also offered. However, except under unusual circumstances, priorities for admission of new students are reserved for the Ph.D. program.

The University of Oregon is on the list of schools approved by the Committee on the Professional Training of Chemists of the American Chemical Society. The Department of Chemistry is housed in a modern science complex, which has ample facilities for research and study, including a machine shop, an electronics shop, a glass blower, and an adjoining "student" shop (directly accessible to graduate students). Graduate students also benefit from the presence of chemistry postdoctoral research fellows on the staff.

Teaching and research fellowships, and postdoctoral fellowships are available. Among the current sponsors of these appointments are the National Science Foundation and the Public Health Service. Additional information on these awards may be obtained at the time the student applies for admission. Although subject to variation, stipends of fellows, with summer research work, are currently $4,400 for the calendar year. During 1976-77, research projects in the Department of Chemistry were sponsored by the Energy

Research and Development Administration, the National Institutes of Health, the National Science Foundation, the DuPont Corporation, the Hoffman La Roache Foundation and the Sloan Foundation.

An illustrated publication describing the graduate program in chemistry is available upon request to the department. The booklet presents complete details on the program, facilities, financial support, the faculty and their individual research interests, course offerings, housing, and the local environment. Persons requesting the booklet will also receive additional information concerning requirements for admission, and instructions and application forms for admission and teaching assistantships.

For convenience, current research interests of the faculty are grouped as biochemistry, organic chemistry, and physical chemistry programs.

Biochemistry

The research interests of chemistry faculty members in the biochemistry group encompasses a broad spectrum of approaches to the study of the chemistry of the cell. These include the use of physical methods such as X-ray crystallography, analytical ultracentrifugation, and electron spin resonance in studies of the conformation of macromolecules in crystals and in solution, and range to chemical and biological methods such as fluorescence and temperature jump measurements, cell culture techniques, immunochemical methods, protein and nucleic acid fractionation and sequencing techniques, and the latest radiochemical methods to examine the function and biosynthesis of macromolecules.

Research problems currently in progress include studies of the structure and function of DNA and DNA-protein complexes (DNA- histones and DNA-repressor molecules), protein self-assembly and enzyme activity, studies on effects of heavy metal ions on proteins, the structure of nitrogen-fixing enzymes, enzyme catalytic mechanisms, and regulation of synthesis and secretion of adrenocorticotrophic hormone (ACTH) in cell culture systems.

In 1967, as a consequence of a Health Sciences Advancement Award from the NIH, major interdisciplinary programs were initiated or strengthened in the areas of neurobiology, developmental biology, and macromolecular chemistry. These programs have fostered strong interactions among members of the chemistry, biology, psychology, and physics departments.

New research and teaching programs have developed in these areas and in the study of the structure and function of biological membranes and immuno-chemistry. Thus, entering graduate students in chemistry are in an excellent position to take advantage of this molecularly oriented avenue to biological problems. The interdisciplinary nature of these various programs at the University has encouraged communication between staff and students in related disciplines.

Organic Chemistry

Research activity in organic chemistry is broad in scope, but not simply diffuse. The diverse projects under active investigation evidence the freedom of inquiry and the idiosyncrasies of individual scientists as well as a consensus acknowledging the importance of synthetic ability and inventiveness, detailed and rigorous mechanistic probing, direct theoretical or practical relevance, and modernity in research techniques and instrumentation.

Specific problems in the area of natural products include syntheses of tetrodotoxin and its physiologically active derivatives; syntheses of strigol, allethrolone, and related hydroxycyclopentanone derivatives having pesticide activity; syntheses of fungal metabolites such as chaetocin having either antiviral or antitumor activity or both; and syntheses of spin-labelled phospholipids closely related in structure to phospholipids occurring in cell membranes. Systematic studies on new synthetic methods are exploring the use of sulfides and sulfones as synthetic intermediates.

Synthesis of unusual molecules having substituents within the cavity of the pi-electron cloud are being made to provide data for a better theoretical understanding of aromaticity. Mechanistic studies secure and utilize reaction kinetic data, isotopic tracers, kinetic isotope effects, stereochemical tests, and photochemical tests, and photochemical, electrochemical, and thermal reactivity as probes for examining hydrocarbon rearrangements, cycloaddition, free-radical, and ionic reactions, rules based on the conservation of orbital symmetry, the role of solvent in fast reactions, such as radical-radical recombinations, and heterogeneous and homogeneous catalysis. Computer methods are being applied both to facilitate routine spectral measurements as well as to extend the range and enhance the power of these established methods.

The space occupied by the organic research group is new and extremely well equipped. In addition to the usual instrumentation and a microanalytical laboratory service, items of note include a high-resolution, double-focusing mass spectrometer with an accompanying dedicated computer and microdensitometer; a 100 MHz N.M.R. spectrometer complete with Fourier transform capability, heteronuclear decoupler and probes for various nuclei; a spin-echo N.M.R. spectrometer; 12 Varian 620-I satellite computers for data collection, processing, and, if necessary, transfer to a large computer in the computer center; Fourier transform infrared instrumentation; and a photoelectron-spectrometer. A fully automated X-ray laboratory with two diffractometers in the Institute of Molecular Biology, located on the floor directly below the organic laboratories, is available on a collaborative basis.

Physical Chemistry

Research interests cover a wide range of areas including molecular spectroscopy, theoretical chemistry, chemical dynamics, biophysics, and physical geochemistry. Current interest extends from reactions of diatomic molecules to the conformations of complex biological macromolecules. Specific theoretical work includes the study of molecular electronic state spectra, equilibrium and non-equilibrium statistical thermodynamics, bond excitations and Rydberg states of large molecules, statistical theories of transport processes, theory of very fast chemical reactions, second quantization treatment of molecular exciton Hamiltonians, spin Hamiltonians, theory of vibronic mixing in two and three photon processes, structures of atoms with two electrons excited, and the theory of circular dichroism and optical rotary dispersion. Interdisciplinary cooperation with the Departments of Physics and Mathematics is encouraged and actively supported through ties with the Institute of Theoretical Science. In addition, a Chemical Physics program is available for interested graduate students.

Current experimental studies include vacuum ultraviolet spectroscopy, fluorescence spectroscopy and energy transfer in aromatic molecules, spectroscopy of oriented systems, Raman and two and three photon spectroscopic processes involving the scattering and absorption of laser light, molecular beam electric resonance spectroscopy, mechanisms of oscillating chemical reactions, rates of diffusion-controlled reactions, kinetics of unimolecular reactions in the gas phase, neutron activation analysis of igneous and metamorphic rocks and ores, factors which determine the three-dimensional structure of proteins and nucleic acids, electron spin resonance of spin-labeled macromolecules, nuclear magnetic resonance of membrane models, and photoelectron spectroscopy of biological surfaces. A number of portable computers are available for on-site signal enhancement, data processing, and instrument control. The Departments of Chemistry, Physics, and Biology maintain central instrument, electronic, and glass shops so that above-average facilities are available for the design and construction of new scientific instruments. The Institute of Molecular Biology is located directly above many of the physical chemistry laboratories and the Institute's coffee room is often a center for lively discussions of macromolecular chemistry.

Undergraduate Courses

Ch 101, 102, 103. Elementary Chemistry. 4 credit hours each term. A one-year survey of chemistry for the nonscience major. Major areas of emphasis are basic principles, organic chemistry and biochemistry. Does not satisfy prerequisite for upper-division courses in chemistry. Three lectures, one discussion period fall term; two lectures, one discussion period, one three-hour laboratory winter and spring. High school algebra or concurrent enrollment in Mth 95 is recommended.

Ch 104, 105, 106. General Chemistry. 3 credit hours each term. An introduction to the field of chemistry, providing an understanding of chemical structure, chemical equilibrium, chemical dynamics, and the chemical reactions of the elements. May be used as a prerequisite for upper-division courses in chemistry. Three lectures. Prerequisite: concurrent Mth 101 or higher.

Ch 107. Introductory Chemistry Laboratory. 2 credit hours fall. Experiments related to fundamental chemical principles. One lecture-discussion and one three-hour laboratory period. Prerequisite: Mth 101, or equivalent; Ch 104, or concurrent enrollment.

Ch 108. Introductory Analytical Chemistry I. 2 credit hours winter. Introduction to quantitative inorganic analysis employing gravimetric and volumetric techniques. Prerequisite: Ch 107; Ch 105, or concurrent enrollment.

Ch 109. Introductory Analytical Chemistry II. 2 credit hours spring. Continuation of Ch 108. Introduction of potentiometric and photometric instrumental methods. Prerequisite: Ch 108; Ch 106, or concurrent enrollment.

Ch 110, 111, 112. General Chemistry Seminar. 1 credit hour each term. A study of relationships of chemistry to the concerns of liberal arts: interactions between chemical technology and science, relation of abstraction to empiricism in chemistry, and the economic and cultural consequences of chemical research. Designed for students not continuing in chemistry, but wishing to use Ch 104, 105, 106 to fulfill group requirement. May be substituted for Ch 107, 108, 109 for this purpose. Prerequisite: concurrent enrollment in Ch 104, 105, 106. Not offered 1977-78.

Ch 121. Chemistry, Nutrition, and World Food. 3 credit hours. A chemistry course about food designed for nonscience-oriented students. Some basic chemical concepts such as atoms, molecules, and energy as they relate to food are presented, followed by a consideration of food chemicals such as proteins, carbohydrates, fats, minerals, vitamins, and food additives. Other topics include essential nutrients, nutritional diseases, problems of world food production (green revolution, fertilizers, energy, land and water) and distribution, nonrenewable resources, population growth, and the "Lifeboat Ethic." No prerequisites.

Ch 123. Chemical Origins of Life. 3 credit hours. The chemical composition and changing nature of the earth before life began, the types of molecules which could provide building blocks for self-reproducing (living) systems, and theories of transitions to living systems. The question of extraterrestrial life. Experimental evidence and theories on the origins of life and its existence elsewhere. Intended for, but not restricted to, nonscience majors. Bi 105 recommended, but not required as prerequisite.

Ch 204, 205, 206. General Chemistry. 3 credit hours each term. First-year college chemistry for selected students with excellent backgrounds in high-school chemistry, physics, and mathematics. Quantitative and theoretical aspects of the subject emphasized, with less descriptive material than in Ch 104, 105, 106. Open to Honors College students and other well-prepared students. Selection is based chiefly on mathematics preparation. Three lectures. Prerequisite: prior study of or concurrent registration in calculus.

Ch 207. Semi-micro Inorganic Qualitative Analysis. 3 credit hours fall. The separation and identification of cations and anions by semimicro methods. Planned to accompany Ch 204. Intended primarily for prospective chemistry majors and Honors College students. Admission limited to selected students. Two three-hour laboratory periods; one lecture period.

Ch 208. Volumetric Analysis. 3 credit hours winter. The quantitative estimation of selected molecular species by titration procedures. Planned to accompany Ch 205. Intended primarily for prospective chemistry majors and Honors College students. Admission limited to selected students. Two three-hour laboratory periods; one lecture period.

Ch 209. Gravimetric Analysis. 3 credit hours spring. The separation and gravimetric determination of selected inorganic species. Planned to accompany Ch 206. Intended primarily for prospective chemistry majors and Honors College students. Admission limited to selected students. Two three-hour laboratory periods; one lecture period.

Ch 324. Quantitative Analysis. 4 credit hours spring. Laboratory work includes volumetric, chromatographic, and various instrumental techniques. Designed to follow Ch 109. Satisfies the requirements in quantitative analysis for admission to medical or dental schools. Prerequisite: Ch 109 or Ch 209.

Ch 331, 332, 333. Organic Chemistry. 3 credit hours each term. A study of the compounds of carbon, their structure, reactions, and synthesis with special emphasis on examples having biological interest. As the course progresses, emphasis will turn to organic chemical applications for biological systems and an introduction to biochemistry covering aspects of proteins (enzymes), nucleic acids, and their conformations and functions in biocatalysis and replication. Ch 331, 332, 333 is designed as a sequence appropriate to the needs and interests of "Biochemistry Track" chemistry majors, biology majors, premedical and predental students, and medical technology students. Prerequisite: Ch 106 or 206 with a grade of C or better.

Ch 334, 335, 336. Organic Chemistry. 3 credit hours each term. A comprehensive study of the chemistry of the compounds of carbon. Required for chemistry majors; open to Honors College students and others wanting more extensive coverage of organic chemistry. Three lectures. Prerequisite: Ch 106, or Ch 206, with a grade of C or better.

Ch 337, 338. Introductory Organic Laboratory. 2 credit hours each term, fall and winter. Introduction to the principles and techniques of laboratory practice in organic chemistry. Special emphasis on examples having biological interest. A laboratory sequence to accompany Ch 331 and Ch 332. Prerequisite: Ch 109, or Ch 209, with a grade of C or better. One lecture; one three-hour laboratory period.

Ch 340, 341, 342. Organic Chemistry Laboratory. 3 credit hours each term. A survey of the principles and techniques fundamental to laboratory practice in organic chemistry, including aspects of both qualitative and quantitative organic analysis. Prerequisite: Ch 109, or Ch 209, with a grade of C or better. Required for chemistry majors; open to Honors College students by selection, and to others wanting a more comprehensive training in laboratory practice than is provided in Ch 337, 338. One lecture; two three-hour laboratory periods.

Ch 401. Research. Credit hours to be arranged. For advanced undergraduates. An introduction to the methods of chemical investigation.

Ch 403. Thesis. Credit hours to be arranged. Open only to students eligible to work for the bachelor degree with honors in chemistry.

Ch 405. Reading and Conference. Credit hours to be arranged.

Ch 407. Seminar. Credit hours to be arranged.

Biochemistry. 1 credit hours fall term. For the participation of undergraduates, who have not yet taken the Biochemistry sequence (Ch 461, 462, 463), in informal discussion of topics on current research interest. Students must be enrolled in the "Biochemistry Track" program. Discussions will be led by the biochemistry staff. Pass/No Pass only.

Ch 407. Seminar. (g) Credit hours to be arranged.

Biochemistry. 1 credit hour fall, winter, and spring terms. For the participation of undergraduates in the graduate student seminar who are enrolled in the "Biochemistry Track" program and who have already taken the Biochemistry sequence (Ch 461, 462, 463). Pass/No Pass only.

Ch 409. Special Laboratory Problems. Credit hours to be arranged. Provides laboratory instruction not classifiable as research; laboratory work covered in other courses is not duplicated. Consent of instructor is required.

Ch 410. Experimental Course. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Ch 411, 412. Physical-Inorganic Chemistry. (G) 3 credit hours each term, fall and winter. A comprehensive study of the structure, properties, and reactions of atomic and molecular species in the various states of aggregation. Prerequisite: three years of college chemistry. Not offered 1977-78.

Ch 429. Survey of Analytical Chemistry. (g) 4 or 5 credit hours. Offered in Summer Session only.

Ch 441, 442, 443. Physical Chemistry. (g) 4 credit hours each term. Comprehensive study of the theoretical aspects of physical-chemical phenomena. Atomic and molecular properties; macroscopic systems in equilibrium; nonequilibrium macroscopic systems. Four lectures. Prerequisite: two years of college chemistry (except for physics majors), one year of calculus; and college physics.

Ch 446, 447, 448. Physical Chemistry Laboratory. (g) 3 credit hours each term. Instrumental techniques of present-day research. An introduction to electronics and chemical instrumentation; experiments utilizing optical spectroscopy, nuclear magnetic resonance, high vacuum techniques, gas chromatography, computers, electron spin resonance, and other instrumental methods. Experiments include thermodynamic and kinetic measurements and individual research projects. Prerequisite: Ch 441, 442, 443 (may be taken concurrently). Two three-hour laboratory periods, one one-hour discussion.

Ch 451. Principles of Chemical Thermodynamics. (G) 3 credit hours. The laws of thermodynamics and their applications, including those to nonideal chemical systems. Prerequisite: Ch 441, 442, 443, or equivalent.

Ch 453. Principles of Statistical Mechanics. (G) 3 credit hours. The molecular basis of thermodynamics. Applications to the calculations of the properties of noninteracting and weakly interacting systems. Prerequisite: Ch 441, 442, 443, or equivalent.

Ch 455. Principles of Quantum Chemistry. (G) 3 credit hours. The principles of quantum mechanics and their application to problems of chemical interest, including time-dependent problems. Prerequisite: Ch 441, 442, 443, or equivalent.

Ch 457. Principles of Chemical Kinetics. (G) 3 credit hours. Description and interpretation of the time evolution of chemical systems. Prerequisite: Ch 441, 442, 443, or equivalent.

Ch 461, 462, 463. Biochemistry. (G) 3 credit hours each term. Emphasis on the structure and functions of biological macromolecules, metabolism and metabolic control processes, protein and nucleic acid synthesis, and biochemical genetics. Prerequisite: Ch 104, 105, 106; Ch 331, 332, or their equivalents. Some prior exposure to calculus and physical chemistry helpful but not required.

Ch 464. Biochemistry Laboratory. (G) 4 credit hours winter. Designed to illustrate approaches currently being used in research in enzyme kinetics, protein purification, protein structure, nucleic acid purification, nucleic acid structure, and in the study of protein synthesis in intact cells and cell-free systems. Two four-hour laboratory periods and one to two hours of conference a week. Selected students may continue with projects in the spring term under Ch 409. Consent of instructor is required.

Ch 471. Chemical Instrumentation. (G) 3 credit hours. Theory and operation of chemical instrumentation used to research laboratories; techniques used to perfect instrument performance, including application of computer technology for acquisition and presentation of data. Consent of instructor is required.

Graduate Courses

Ch 501. Research. Credit hours to be arranged. No-grade course.

Ch 503. Thesis. Credit hours to be arranged. No-grade course.

Ch 505. Reading and Conference. Credit hours to be arranged.

Ch 507. Seminar. 1 credit hour each term. Seminars offered in physical chemistry, organic chemistry, biochemistry, and molecular biology.

Ch 510. Experimental Course. Credit hours to be arranged.

Ch 511. Special Topics in Physical Chemistry. 3 credit hours. Topics of current interest reflecting research activities of the staff include:
Magnetic Resonance Spectroscopy. Griffith.
Nonequilibrium Thermodynamics and Statistical Mechanics. Mazo.
Diffusion-Controlled Reactions. Noyes.
Multiphoton Spectroscopy. Peticolas.
Theory of Optical Rotation. Schellman.
Theory of Unimolecular Reactions. Swinehart.
Optical Spectroscopy. Schellman, Peticolas.

Ch 512. Special Topics in Organic Chemistry. 3 credit hours. Topics include catalysis and surface chemistry, concerted cycloaddition reactions, free radical chemistry, heterocyclic chemistry, molecular calculations, molecular spectroscopy, natural products and alkaloid chemistry, and synthetic methods.

Ch 513. Special Topics in Biochemistry. 3 credit hours. Topics of current interest are:
Enzyme Mechanisms. Bernhard, Wolfe.
Stability and Conformation of Macromolecules. Von Hippel.
Structure and Function of Nucleic Acids and Nucleic Acid Protein Complexes. Von Hippel.
Conformational Analysis of Macromolecules. Schellman.
Protein and Nucleic Acid Biosynthesis. Herbert.
Macromolecular Carbohydrates and Glycoproteins. Reithel.
Protein Subunit Equilibria and Self-Assembly Problems in Biological Structures. Reithel.
Biochemical Regulation in Higher Organisms. Herbert.
X-Ray Crystallography. Matthews.
Membrane Structure and Function.

Ch 531, 532, 533. Advanced Organic Chemistry. 3 credit hours each term. Advanced general survey of organic chemistry; structural theory, syntheses, scope and mechanism of reactions.

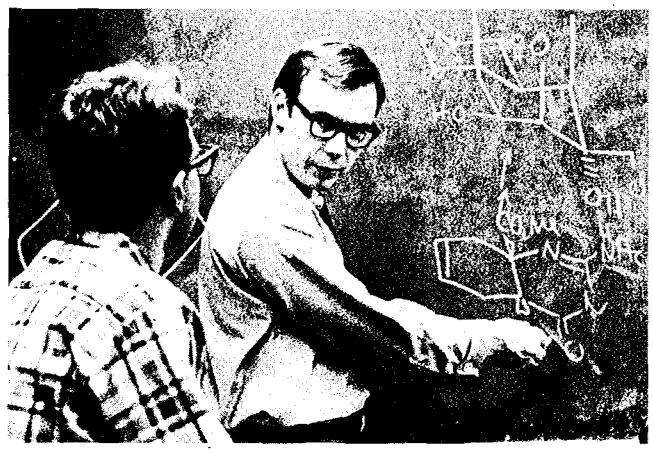
Ch 541, 542, 543. Chemical Kinetics. 3 credit hours each term. The work of each term is selected from such topics as: classical kinetic theory of gases, statistical mechanics, statistical thermodynamics, chemical kinetics in the gas phase and in solution, catalysis. Offered alternate years.

Ch 545, 546. Quantum Chemistry. 3 credit hours each term. Topics of chemical interest discussed in terms of the quantum theory. Introduction to wave mechanics, discussion of chemical bonding and the origin of the theory of resonance, and topics from atomic and molecular spectra.

Ch 553, 554. Statistical Thermodynamics. 3 credit hours each term, winter and spring. Molecular interpretation of the properties of equilibrium systems; principles and applications to gases, crystals, liquids, phase transitions, solutions, electrolytes, gas adsorption, polymers, chemical equilibria, etc. Offered alternate years. Students may take Ph 451, 452, 453 when Ch 553, 554 are not offered.

Ch 562, 563. Advanced Biochemistry. 3 credit hours each term, winter and spring. Enzyme kinetics and detailed consideration of glycolysis, biological oxidation, lipid metabolism, and selected biological synthesis.

Ch 564, 565. Physical Biochemistry. 3 credit hours each term, winter and spring. The Physical Chemical Properties of Biological Macromolecules. Topics include the forces and interactions involved in establishing and maintaining macromolecular conformations, the physical bases of the spectroscopic, hydrodynamic, and rapid reaction techniques used in the investigation of these conformations. Prerequisite: calculus and a knowledge of the elements of thermodynamics. Offered alternate years.



Michael B. Fish, Ph.D., Department Head, Assistant Professor of Chinese (T'ang and earlier literature). B.A., Knox College, 1965; M.A., 1968, Ph.D., 1973, Indiana; at Oregon since 1970.

Angela Jung, Ph.D., Professor of Chinese (classical and modern Chinese literature). B.A., Catholic University of Peking, 1946; M.A., 1949, M.L.S., 1954, Ph.D., 1955, Washington; at Oregon 1954-56 and since 1962.

Stephen W. Kohl, Ph.D., Assistant Professor of Japanese (modern and classical Japanese literature). B.A., 1967, Ph.D., 1974, Washington; at Oregon since 1972.

Yoko M. McClain, M.A., Instructor of Japanese (modern Japanese language and literature). Diploma Tsuda College, Tokyo, 1950; B.A., 1956, M.A., 1967, Oregon; at Oregon since 1968.

Yoshiyuki Nakai, Ph.D., Assistant Professor of Japanese (modern Japanese literature). B.A., 1962, M.A., 1964, Tokyo University; M.A., 1968, Ph.D., 1974, Harvard; at Oregon since 1974.

Lucia Yang Washburn, Ph.D., Assistant Professor of Chinese (Chinese language and linguistics). B.A., San Francisco State, 1967; M.S., 1970, Ph.D., 1975, Georgetown; at Oregon since 1976.

The aim of the programs in Chinese and Japanese is to enable a student to achieve proficiency in reading, writing, and speaking the language and to acquire a fundamental knowledge of the literature of the country.

Students considering a major in Chinese or Japanese are advised to decide upon their major at the earliest possible stage of their university career, so that they are able to satisfy the requirements in the usual four years of undergraduate study.

Major Requirements

Major requirements for the Bachelor of Arts Degree are as follows:

Chinese. Thirty-nine credit hours are required in courses beyond the second-year level, including the Introduction to Chinese Literature (Chn 307, 308, 309), Contemporary Chinese (Chn 414, 415, 416), and Advanced Readings in Modern Chinese Literature (Chn 420, 421, 422). The remaining credit hours may be earned in other upper-level Chinese language, literature, and linguistics courses. Students are encouraged to take courses involving Chinese culture in other disciplines, such as history, religion, and art history.

Japanese. Thirty-nine credit hours are required in courses beyond the second-year level, including the Introduction to Japanese Literature (Jpn 301, 302, 303), Contemporary Japanese (Jpn 411, 412, 413), and Advanced Readings in Modern Japanese Literature (Jpn 417, 418, 419). The remaining credit hours may be earned in any other upper-level Japanese language and literature courses. Students are encouraged to take courses involving Japanese culture in other disciplines, such as history, religion, and art history.

Chinese

Undergraduate Courses

Chn 50, 51, 52. First-Year Chinese. 5 credit hours each term. An introduction to Mandarin: initial conversation, reading, and writing. Characters and spoken language presented concurrently throughout the year with emphasis on grammatical patterns. Washburn.

Chn 101, 102, 103. Second-Year Chinese. 5 credit hours each term. The increased use of characters; designed to build fluency in reading, writing, and conversation.

Chn 199. Special Studies. 1-3 credit hours.

Chn 307, 308, 309. Introduction to Chinese Literature. 3 credit hours each term. A survey of traditional Chinese literature from the earliest poetry anthologies to the novels of the late nineteenth century. Fall readings include selections from the *Book of Songs, Songs of Ch'u, Chuang-tzu,* the histories, prose-poems of the Han, and poetry of the Six Dynasties; in Winter special attention is paid to T'ang and Sung poetry, to the supernatural tales of the Six Dynasties, the literary tales of the T'ang and the Sung storytellers; and Spring readings cover Yuan drama. Ming short stories, and novels of the Ming and Ch'ing, such as *Monkey, Dream of the Red Chamber,* and *The Travels of Lao Ts'an.* All readings are in English.

Chn 330, 331, 332. Chinese Composition and Conversation. 2 credit hours each term. Exercises in writing Chinese and in translating English into Chinese. Systematic review of grammar and development of conversational proficiency. Prerequisite: two years' study of Chinese, or consent of instructor. Washburn.

Chn 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Chn 407. Seminar. Credit hours to be arranged.

Chn 414, 415, 416. Contemporary Chinese. (g) 3 credit hours each term. Study of contemporary Chinese literature to increase reading ability in modern writing style (e.g., documentary and journalistic). Fish.

Chn 420, 421, 422. Advanced Readings in Modern Chinese Literature. (g) 3 credit hours each term. Readings from the prose and poetry of representative modern authors, including Lao Sheh, Lu Hsun, and Kuo Mu-jo. Emphasis on increasing the student's knowledge of the language and the literature. Consent of instructor is required. Jung. Not offered 1977-78.

Chn 423, 424, 425. T'ang Poetry. (g) 3 credit hours each term. Comprehensive study of T'ang dynasty poetry: critical analysis and appreciation of works of major poets of the period, including Li Po, Wang Wei, Tu Fu, Po Chu-yi, and Li Shang-yin. Consent of instructor is required. Offered alternate years. Fish. Not offered 1977-78.

Chn 436, 437, 438. Literary Chinese. (g) 3 credit hours each term. Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. A preparation for research. Offered 1977-78 and alternate years. Fish.

Chn 440. History of the Chinese Language. (g) 3 credit hours. A study of the historical development of the Chinese language in different linguistic aspects: phonological, morphological, syntactic, and orthographic. Prerequisite: two years of Chinese, or consent of instructor. Washburn.

Chn 441. Applied Chinese Phonetics. (g) 3 credit hours. An examination of the articulatory basis of the Chinese pronunciation and an analytical study of the major forms of the Chinese language. Prerequisite: one year of Chinese, or consent of instructor. Washburn.

Chn 442. Chinese Morphology and Syntax. (g) 3 credit hours. Description of morphemes and word formation, application of linguistic techniques, such as tagmemics and transformation, to the analysis of Mandarin Chinese. Prerequisites: one year of Chinese, or Linguistics 290. Yang.

Chn 443. Semantic Structure of Chinese. (g) 3 credit hours. Introduction and application of modern semantic theories, such as case grammar, to the analysis of the Chinese language. Prerequisite: one year of Chinese, or Linguistics 290. Yang.

Chn 445. Chinese Dialects. (g) 3 credit hours. A comparative study of the major dialects in Chinese, their historical origins, and their phonological and syntactic characteristics. Prerequisite: two years of Chinese, or consent of instructor.

Chn 453. Chinese Bibliography. (g) 2 credit hours. Examination of reference works in Chinese studies, covering Western sin-

ology, major sources in Chinese, and training in research methods. Prerequisite: two years' study of Chinese, or consent of instructor. Fish.

Chn 461. The Chinese Classics. (g) 3 credit hours. An examination of the Confucian and Taoist canons which are considered the main body of ancient Chinese literature and major sources of Chinese thought and culture. All readings in English.

Chn 462. Twentieth Century Chinese Literature. (g) 3 credit hours. A comprehensive study of the literature from the May Fourth Movement of 1919 to the present day. Western influences on the various literary genres and continuity of the tradition are traced. Major works of the 20th century are analyzed in terms of the aesthetic, social, and political significance. All readings in English. Jung. Not offered 1977-78.

Japanese

Undergraduate Courses

Jpn 60, 61, 62. First-Year Japanese. 5 credit hours each term. An introduction to Japanese: elementary reading, writing, and conversation. Stress on grammatical patterns and the presentation of characters and the syllabary. McClain.

Jpn 104, 105, 106. Second-Year Japanese. 5 credit hours each term. The increased use of characters and grammatical patterns; designed to build fluency in reading, writing, and conversation. Nakai.

Jpn 301, 302, 303. Introduction to Japanese Literature. 3 credit hours each term. Historical survey of Japanese literature from the Eighth Century to the present. Analysis and appreciation of major works, authors, and genres, such as the *Manyoshu, The Tale of Genji, Saikaku*, and the Haiku. All readings in English. Nakai, Kohl.

Jpn 327, 328, 329. Japanese Composition and Conversation. 2 credit hours each term. Exercises in writing Japanese and in translating English into Japanese. Systematic review of grammar and development of conversational proficiency. Prerequisite: two years' study of Japanese, or consent of instructor. McClain.

Jpn 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Jpn 407. Seminar. (g) 3 credit hours. Japanese literature both in Japanese and in English translation.

Jpn 411, 412, 413. Contemporary Japanese. (g) 3 credit hours. Advanced readings in modern documentary and literary Japanese, and use of standard reference materials. Kohl.

Jpn 417, 418, 419. Advanced Readings in Modern Japanese Literature. (g) 3 credit hours each term. Reading of prose works of representative modern authors, including Shimei, Ogai, Soseki, Akutagawa, Tanizaki, Kawabata. Consent of instructor is required. Nakai, McClain.

Jpn 426, 427, 428. Literary Japanese. (g) 3 credit hours each term. Readings in various styles and genres of Japanese prose literature in premodern periods. A preparation for research. Offered alternate years. Kohl.

Jpn 433, 434, 435. Japanese Poetry. (g) 3 credit hours each term. Critical analysis and appreciation of Japanese poetry through reading of works in different forms and of different periods. Prerequisite: two years' study of language, or consent of instructor. Offered alternate years.

Jpn 450. Japanese Bibliography. (g) 2 credit hours. Bibliography for Japanese studies: examination of basic reference works in both Western languages and Japanese and training in research methods. Prerequisite: two years' study of Japanese, or consent of instructor. Kohl.

Classics

Donald S. Taylor, Ph.D., Program Adviser, Professor of English.

Teresa C. Carp, Ph.D., Assistant Professor of Classics (Latin and Greek literature, Roman history, papyrology). B.A., Washington University, St. Louis, 1966; M.A., 1968, Ph.D., 1972, California; at Oregon since 1974.

Patricia M. Lowenstam, M.A., Adjunct Instructor of Classics (Greek and Latin literature, Archaeology). B.A., 1968, Manhattanville College; M.A., 1970, Harvard; at Oregon since 1975.

Steven D. Lowenstam, Ph.D., Assistant Professor of Classics (Greek and Latin literature, Homer, linguistics). B.A., Chicago, 1967; M.A., 1969, Ph.D., 1975, Harvard; at Oregon since 1975.

C. Bennett Pascal, Ph.D., Professor of Classics (Latin and Greek literature, Roman religion). B.A., 1949, M.A., 1950, California at Los Angeles; M.A., 1953, Ph.D., 1956, Harvard; at Oregon since 1960.

Faculty Emeriti

Frederick M. Combellack, Ph.D., Professor Emeritus of Greek Literature (Greek literature). B.A., Stanford, 1928; Ph.D., California, 1936; at Oregon since 1937.

Undergraduate Studies

The aim of the program in classics is to equip students to deal directly with the civilizations of Greece and Rome by giving them the necessary command of Greek and Latin, and providing a variety of courses covering the most important Greek and Latin poets, historians, orators, and philosophers. Courses in Greek and Roman history are offered by the Department of History and courses in ancient art and archaeology by the School of Architecture and Allied Arts.

Major Requirements

Major requirements for the Bachelor of Arts degree are as follows:

Greek or Latin. Twenty-four credit hours in Greek or Latin beyond the second-year sequence; History of Greece (Hst 411), History of Rome (Hst 412, 414). Majors in Greek or Latin are normally expected to take work in the other classical language and should, if possible, also take some work in a modern language. Students planning to do graduate work in Classics are urged to take German.

Classical Civilization

A nonspecialized course of study of the arts and institutions of ancient Greece and Rome, for students who desire a broad, classically based education, with a minimum of language study.

Requirements for the Bachelor of Arts degree. Latin or Greek, 2nd-year level. (Students with four years of high-school Latin or Greek take one year of a third-year course at the University of Oregon.) History of Greece (Hst 411), History of Rome (Hst 412, 413); Literature of the Ancient World (Cl 301, 302, 303); Ancient Art (ArH 411, 412, 413, or 414, 415, 416); 18 credit hours of electives in Classics, Arts and Letters, Rhetoric, English, Philosophy, or Religion selected in consultation with an adviser from Classics.

Electives may be chosen from the following list of options: New Testament Readings (Grk 231); Greek and Latin courses numbered from 301-519; Classical Elements of English, 3 credit hours (Ling 150, Cl 210); Classical World, 3 credit hours each term (Cl 307, 308, 309); Classic Myths, 3 credit hours (Cl 321); Early Mediterranean Art, 3 credit hours each term (ArH 411, 412, 413); Greek and Roman Art, 3 credit hours each term (ArH 414, 415, 416); Theory and Literature of Rhetoric, 3 credit hours each term (RhCm 301, 302, 303); Rhetorical Theory: 400 B.C.-1 A.D., 3 credit hours (RhCm 414); Rhetorical Theory: 1 A.D.-800 A.D., 3 credit hours (RhCm 415); History of Ancient Philosophy, 3 credit hours each term (Phl 301, 302, 303); Plato, 3 credit hours (Phl 411); Aristotle, 3 credit hours (Phl 413); Tragedy, Epic, Comedy, Satire, 3 credit hours each term (Eng 301, 303, 304, 305); History of Literary Criticism, 3 credit hours each term (Eng 414, 415, 416); History of Christianity, 3 credit hours each term (R 321, 322, 323); seminars and colloquia (400-410, 500-510) on classical topics, with consent of adviser.

Secondary-School Teaching of Latin

For certification as a teacher of Latin in Oregon high schools, the Oregon Teacher Standards and Practices Commission requires (1) the satisfaction of certain minimum standards of subject preparation, and (2) the recommendation of the institution in which the student completed subject preparation.

Completion of 45 credit hours of work in Latin satisfies the state standards for undergraduate preparation and the requirements for recommendation by the University of Oregon. Students planning to enter secondary-school teaching should consult the College of Education about requirements and specific recommended courses.

For permanent certification, after a fifth year of preparation, the student must complete an additional 15 credit hours in linguistics, culture, and civilization. The following courses are recommended: Ling 450, 451, 460; Hst 411; Hst 412, 413.

Graduate Studies

Graduate programs are offered in Classics leading to the degree of Master of Arts in (1) Greek, (2) Latin, and (3) Classics. In either (1) or (2), the student concentrates his or her graduate work in either Greek or Latin. In (3) the student takes graduate work in both Greek and Latin. Students working toward a degree in either Greek or Latin will ordinarily be expected to take some work in the other language unless they have already done so. All students must demonstrate a proficiency in French or German sufficient for conducting research in the Classics. Students who have not already had a year course in ancient history will be expected to include ancient history in their graduate program.

The Master of Arts degree without thesis will be awarded upon the completion of 45 hours of course work and a written examination, which will be based in part on an outside reading list, which will have been compiled in cooperation with the student's adviser.

Interdisciplinary M.A. in Classical Civilization

The department is currently developing an interdisciplinary Master of Arts degree for students whose primary interest is not ancient literature, but who contemplate advanced study or careers in Classical Archaeology, Ancient History, Ancient Philosophy, or Religion.

Greek

Undergraduate Courses

Grk 50, 51, 52. First-Year Greek. 4 credit hours each term. First two terms, the fundamentals of the Attic Greek language. Third term, continuation of grammatical study with most of the term devoted to readings in Attic Greek and in *koine.*

Grk 199. Special Studies. 1-3 credit hours.

Grk 231. New Testament Readings. 1-4 credit hours. Selected readings from the Gospels and Paul's Epistles. May be repeated for credit.

Grk 301. Greek Prose and Poetry. 3 credit hours. Each term will be devoted to the study of a major Greek author: Homer,

Plato, or Euripides. May be repeated for credit under different subtitles.

Grk 347, 348, 349. Greek Prose Composition. 1 credit hour each term.

Grk 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Grk 407. Greek Seminar. (G) Credit hours to be arranged.

Grk 411. Greek Authors. (G) 3 credit hours. Each term will be devoted to a different author or literary genre: Euripides and other tragedians, Sophocles, Aeschylus, Plato, Aristotle, Demosthenes, Herodotus, Lyric Poetry, Comedy, Pastoral, etc. May be repeated for credit under different subtitles.

Cl 415. Aristotle's Ethics. (G) 3 credit hours. Reading of the Nicomachean *Ethics*. Lectures on ancient ethical theories and on Aristotle's relationship to Plato. Not offered 1977-78.

Graduate Courses

Grk 501. Research. Credit hours to be arranged.

Grk 503. Thesis. Credit hours to be arranged. No-grade course.

Grk 505. Reading and Conference. Credit hours to be arranged.

Grk 507. Greek Seminar. Credit hours to be arranged.

Latin

Undergraduate Courses

Lat 50, 51, 52. First-Year Latin. 4 credit hours each term. Fall and winter: fundamentals of Latin grammar; spring: selected readings from classical and medieval authors.

Lat 101, 102, 103. Introduction to Latin Prose, Poetry, and Drama. 4 credit hours each term. Each term will be devoted to the study of a major Latin author: Cicero, Virgil, or Terence.

Lat 199. Special Studies. 1-3 credit hours.

Lat 301, 302, 303. Latin Prose and Poetry. 3 credit hours each term. Readings in selected authors of the Roman Golden Age: Livy, Virgil, Horace.

Lat 347, 348, 349. Latin Composition. 1 credit hour each term. Survey of classical Latin syntax; extensive practice in prose composition. Designed for majors and prospective teachers. Offered alternating years. Pascal.

Lat 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Lat 407. Latin Seminar. (G) Credit hours to be arranged.

Lat 411. Latin Authors. (G) 3 credit hours any term. Each term will be devoted to a different author or literary genre: Catullus, Tacitus, Juvenal, Pliny, Lucretius, Comedy, Philosophy, Elegy, Epic, Satire, etc. May be repeated for credit under different subtitles.

Lat 414. Readings in Medieval Latin. (G) Credit hours to be arranged. May be repeated for credit.

Lat 417. Cicero's Philosophical Works. (G) 3 credit hours. Reading of the *Tuscalan Disputations* and the *De officiis*. Cicero's role as an eclectic philosopher. Not offered 1977-78.

Lat 447, 448, 449. Latin Prose Composition. (G) 1 credit hour each term. Composition of continuous Latin prose based on an intensive study of stylistic models from classical literature. Prerequisite: Lat 347, 348, 349. Offered in alternating years.

Graduate Courses

Lat 501. Research. Credit hours to be arranged.

Lat 503. Thesis. Credit hours to be arranged. No-grade course.

Lat 505. Reading and Conference. Credit hours to be arranged.

Lat 507. Latin Seminar. Credit hours to be arranged.

Classics in Translation

Undergraduate Courses

Cl 199. Special Studies. Credit hours to be arranged.

Cl 301, 302, 303. Literature of the Ancient World. 3 credit hours each term. Each term will be devoted to a different literary genre or historical period: Fifth-Century Athens, Hellenistic Greece, Roman Golden Age, Roman Silver Age, Epic, Tragedy, Comedy, Social and Philosophical Satire, Literary Romance, etc. May be repeated for credit under different subtitles. S. Lowenstam.

Cl 307, 308, 309. Classical World. 3 credit hours each term. Source materials and lectures will provide a general introduction to the origins and development of the major social, economic, political, religious and intellectual systems of the Classical age of the West. Fall: ancient Greece; Winter: Hellenistic Civilization; Spring: ancient Rome. The major Greek and Latin authors as well as some documentary sources will be read in English. Carp.

Cl 320. Classical Archaeology. 3 credit hours. Explores the rationale and aims of Classical archaeology, examines the day-to-day processes of a major ongoing excavation, and asks the questions which might help elucidate the problems concerning the religion, culture, and history of the ancient world. P. Lowenstam.

Cl 321. Classic Myths. 3 credit hours. The major mythological cycles of the ancient world: Troy, Thebes, and heroes. Literary and mythographic sources will be read in English. Pascal.

Cl 405. Reading and Conference. Credit hours to be arranged.

Cl 407. Seminar. (g) Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Cl 407. Seminar. (G) Credit hours to be arranged.

Cl 410. Experimental Course. (G) Credit hours to be arranged.

Graduate Courses

Cl 501. Research. Credit hours to be arranged.

Cl 503. Thesis. Credit hours to be arranged. No-grade course.

Cl 505. Reading and Conference. Credit hours to be arranged.

Cl 507. Seminar. Credit hours to be arranged.

Cl 509. Practicum. Credit hours to be arranged.

Computer Science

Stephen Hedetniemi, Ph.D., Department Head, Professor of Computer Science (analysis of algorithms). B.S., 1960, M.S., 1962, Ph.D., 1966, Michigan; at Oregon since 1977.

Gordon P. Ashby, M.B.A., Senior Instructor in Computer Science (systems programming); joint appointment with the Computing Center. B.S., Oregon State University, 1959; M.B.A., University of California at Los Angeles, 1961; at Oregon since 1966.

Norman Lee Beck, M.S., Instructor in Computer Science (systems programming); joint appointment with the Computing Center. B.A., 1968, M.S., 1972, Oregon; at Oregon since 1968.

G. Fredric Beisse, M.A., Instructor in Computer Science (applications programming); joint appointment with the Computing Center. B.A., Western Washington State College, 1964; M.A., Oregon, 1968; at Oregon since 1969.

Wendell Terry Beyer, Ph.D., Assistant Professor of Computer Science (computer programming, theory of computation); joint appointment with Computing Center. B.A., 1962, M.A., 1964, Oregon; Ph.D., Massachusetts Institute of Technology, 1969; at Oregon since 1969.

Arthur M. Farley, Ph.D., Assistant Professor of Computer Science (artificial intelligence). B.S., Rensselaer, 1968; Ph.D., Carnegie-Mellon University, 1974; at Oregon since 1974.

Gary A. Ford, M.S., Acting Visiting Assistant Professor of Computer Science (parallel processing). B.S., Massachusetts Institute of Technology, 1969; M.S., Maryland, 1971; at Oregon since 1974.

Joanne A. Hugi, M.S., Instructor in Computer Science (administrative applications programming); joint appointment with the Computing Center. B.S., Connecticut, 1965; M.S., Oregon, 1971; at Oregon since 1971.

Richard M. Millhollin, M.S., Instructor in Computer Science (applications programming). B.S., Southern Oregon College, 1968; M.S., Oregon, 1975; at Oregon since 1972.

Peter Gorham Moulton, Ph.D., Assistant Professor of Computer Science (microcomputer applications, geographic information systems). B.S., University of Chicago, 1960; M.S., 1966, Ph.D., 1971, University of Wisconsin; at Oregon since 1971.

David G. Moursund, Ph.D., Professor of Computer Science (computers in education, numerical analysis). B.A., Oregon, 1958; M.S., 1960, Ph.D., 1963, Wisconsin; at Oregon since 1967.

Michael Joseph Neill, M.S., Visiting Instructor in Computer Science (computers in education). B.S., Illinois, 1962; M.S., Cornell, 1966; at Oregon since 1975.

Andrzej Proskurowski, Ph.D., Assistant Professor of Computer Science (combinatorial algorithms, complexity of computation). M.S., Warsaw University, 1967; Ph.D., Royal Institute of Technology, Stockholm, Sweden, 1974; at Oregon since 1975.

George W. Struble, Ph.D., Associate Professor of Computer Science. B.A., Swarthmore, 1954; M.S., 1957, Ph.D., 1961, University of Wisconsin; at Oregon since 1961.

Patrick Wang, M.S., Acting Assistant Professor of Computer Science (formal languages, compilers). B.S., National Chiao Tung University, 1968; M.S., National Taiwan University, 1971; M.S., Georgia Institute of Technology, 1974; at Oregon since 1976.

Computer Science courses are designed to provide applied and theoretical training in the use of computers. Introductory and service courses are both designed to fit the needs of students majoring in a variety of fields. More advanced courses are designed for students seeking a career in the computer science field.

Computing facilities available for instructional purposes include an IBM 360/50 used for batch processing and a PDP-10 used for time-shared computing. The University of Oregon has about two dozen small computers, mostly used for research and instruction in the various sciences. The computer science department has a Microdata 3200 and an IMSAI 8080 system for such purposes.

The computer science program at the University of Oregon has been changing in recent years. Each year, the content of many courses changes substantially, and new courses are added. New courses are generally offered as CS 410 or CS 510 experimental courses the first time or two that they are offered. The computer science department also offers a substantial summer session program, including more than fifteen different courses.

Undergraduate Studies

The Department of Computer Science offers the Bachelor of Arts and Bachelor of Science degrees. Each program requires a minimum of 36 credit hours of work in computer science (of which at least 24 credit hours must be upper division), and an 18 credit hour upper-division minor in a field outside of computer science. A student's program must include at least one year of mathematics, to include at least one term of calculus. Six (term) courses in science besides computer science must be taken. Required computer-science courses include Programming Practicum (CS 423, 4 credit hours), and the year sequence, Intermediate Computer Science (CS 301, 302, 303, 4 credit hours each term). The course CS 302 has Mth 231 as a prerequisite, and Mth 232 as a prerequisite or corequisite. Thus these courses (or their equivalent) must be included in the CS major's program. Potential CS majors starting in CS 201 should consider taking Mth 231 and 232 concurrenly wih CS 202 and 203.

High school students planning to major in computer science should pursue a strong academic program, and include substantial work in mathematics. Work in the computer programming field is desirable, but not required. Entering freshmen will ordinarily take Introduction to Computer Science (CS 201, 202, 203, 4 credit hours each term) if they intend to major in computer science.

Transfer students from two-year colleges and other schools should attempt to complete as many of the general requirements of the University as they can before entering the University. In addition, they should complete at least one year of mathematics (including one term of calculus), and lower-division courses in a field in which they intend to complete their upper-division work as a minor. Finally, they should take some introductory computer-programming courses. Students transferring from a school offering only a single computer-programming course (or no programming courses) should consult a Computer Science adviser about the possibility of attending a University of Oregon Summer Session to obtain additional computer-programming background prior to transferring to the University of Oregon.

Graduate Studies

The Department of Computer Science offers the Master of Arts and Master of Science degrees, as well as interdisciplinary master degrees between computer science and various other fields. It also offers a master's degree in computer-science education for teachers.

The Department of Computer Science does not currently offer a doctoral program. Doctorates in numerical analysis and combinatorics are available through the Department of Mathematics.

A doctorate in computer-science education is available through the College of Education. A doctorate involving considerable work in computers in business is available through the College of Business Administration. All of these programs allow and encourage the inclusion of substantial coursework from the Department of Computer Science.

Candidates for admission to a master's-degree program should have included some work in computing in their undergraduate program; however, an undergraduate degree in computer science is

not required. The master's degree requires 45 credit hours of work at the graduate level. Students who have had about one year of course work in computing at the undergraduate level will ordinarily require two full years of graduate work to complete a master's degree. Students with the equivalent of an undergraduate major in computer science will ordinarily require four terms (one of which may be summer) to complete a master's degree.

Additional details on master's-degree programs, as well as application forms for admission to the program, are available from the department. General information concerning graduate work is available in the Graduate School section of this Catalog.

Undergraduate Courses

CS 121. Concepts of Computing. 3 credit hours. A survey of the capabilities, limitations, and implications of computers; designed as a general-interest introduction to the field. The course includes an introduction to programming in time-shared BASIC. No prerequisite.

CS 131. Introduction to Business Data Processing. 4 credit hours. First term of the sequence CS 131, CS 331. Basic principles of business data processing and programming using the language BASIC. Examples and applications will be taken from the area of Business Data Processing. Prerequisite: Mth 101 or equivalent.

CS 133. Introduction to Numerical Computation. 4 credit hours. Basic concepts of problem analysis and computation; programming a computer using the language FORTRAN. Prerequisite: Mth 101 or equivalent.

CS 150. Selected Topics in Computer Science. 3 credit hours. Subjects of general interest covering computer applications, with emphasis upon current and potential capabilities and limitations of computers, and social, vocational, and educational implications of computers. Content will vary from term to term, with topics to include computer graphics; modeling and simulation; information storage and retrieval. Prerequisite: The normal prerequisite will be CS 121 or equivalent. However, certain selected topics will have other prerequisites, such as CS 133 or equivalent.

CS 199. Special Studies in Computer Science. Credit hours and topics to be arranged. Topics offered vary with the interests and needs of students and faculty. Typical subjects offered have included: Self-instruction FORTRAN; Self-instruction FLECS; Environmental Modeling and Simulation.

CS 201, 202, 203. Introduction to Computer Science. 4 credit hours each term. A year-long sequence for majors and others seriously interested in Computer Science. CS 201 covers introductory programming, program structuring, and an introduction to the nature of computers. CS 202 provides a description of data structures with applications in game playing, compiling, business data processing and numerical methods. CS 203 studies the file maintenance and job sequencing operations provided by the PDP-10 and IBM-360 operating systems. Use of the time sharing system is covered with an introduction to the language SNOBOL. Prerequisite: four years of high-school mathematics, or Mth 101, or consent of instructor. Students having taken CS 133 may enter CS 202 by simultaneously taking CS 199 Self-instruction FLECS. Students having taken CS 245 and CS 333 may enter the major sequence by taking CS 203.

CS 245. Introduction to Time-Shared Computing. 2 credit hours. An introduction to time-shared computing on a large time-shared computer. Command language; use of an editor to create files; manipulation of files; programming in several time-shared languages. Prerequisite: CS 201 or CS 133, or equivalent knowledge of programming in a batch-processing mode. A no-grade course.

CS 301, 302, 303. Intermediate Computer Science. 4 credit hours each term. A second-year sequence for computer science majors. Includes machine organization, structure, and instruction sets; concepts of data organization, methods of representing data in storage, techniques for operating upon data structures; structured programming, program verification, and algorithm analysis. Prerequisite for CS 301 is CS 203 or the equivalent of a strong first-year sequence in computer science. CS 302 has as prerequisite CS 301 and Mth 231, and as prerequisite or corequisite Mth 232. Prerequisite for CS 303 is CS 302.

CS 331. Business Data Processing. 4 credit hours. Second term of the sequence CS 131, CS 331. Introduction to the programming language COBOL; fundamentals of business data processing. Prerequisite: CS 131 or CS 133 or CS 201.

CS 333. FORTRAN in an Operating Environment. 4 credit hours. Capabilities and limitations of a complete FORTRAN IV system. Prerequisite: CS 133 or equivalent.

CS 403. Thesis. Credit hours to be arranged.

CS 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

CS 407. Seminar. (G) Credit hours to be arranged. Seminars to allow small groups of students to study further the material of an upper-division course or to study in greater depth specific topics arising out of other courses. The seminars offered vary according to the interests and needs of students and availability of faculty; not all of the seminars offered will be suitable for CS graduate majors. Typical subjects offered are:
Computers for Laboratory Control
Computer Installation Management
Computer Simulation
Mini-computers

CS 410. Experimental Course. (G) Credit hours to be arranged. New regular courses will normally be offered under this number the first year or two, before final definition of the course and subsequent University approval.

CS 411. Introduction to Analysis of Algorithms. (G) 4 credit hours. Definitions of algorithms and presentation of different formalisms to describe them. Models of computations (Turing machine, finite automata). Problem solving tools—mathematical induction, recurrence relations, generating functions—in analysis of algorithms. Prerequisite: CS 303.

CS 423. Programming Practicum. (g) 4 credit hours. Experience in the computer-programming process. Emphasis on improving the quality of programs written. Program design, optimization, conventions, debugging, documentation; includes programming a sizeable project. Admission usually restricted to CS majors. Prerequisite: CS 302 or equivalent. A no-grade course.

CS 424. Assembly Language Programming. (g) 4 credit hours. Machine organization and structure, representation of data, I/O operations, interrupts, and instruction sets. Labs will be directed toward understanding basic notions of data structures. Prerequisite: CS 301 or equivalent.

CS 428, 429. Computer Systems. (G) 4 credit hours each term. Functional structure of computers and detailed structural analysis of operating systems. Properties and components of monitors, evolution of systems from sequential to multiprogramming, advances in operating systems related to integrated hardware-software design and time-sharing. Study of real-time monitors, input-output, interrupt systems, multiprocessing, and file organization. Prerequisite for CS 428 is CS 302 or equivalent, for 429 it is CS 428 and consent of instructor.

CS 430. Systems Programming. (G) 4 credit hours. Study of advanced operating systems with emphasis upon the examination of the interrelationships of hardware and software components for a single system. Prerequisite: CS 429; consent of instructor is required.

CS 431. Business Data Processing. (g) 4 credit hours. An advanced course in COBOL programming and analysis of business systems from a computer science point of view. Intended for students with a professional interest in COBOL programming. Prerequisite: 12-16 hours of computer science including CS 331; consent of instructor required.

CS 441. Computer Graphics. (g) 4 credit hours. Introduction to the use of computers for input, manipulation, and display of graphical information. Types of display hardware and underlying principles. Graphical input methods and interactive graphics. Survey of applications. Display of curves and 3-dimensional surfaces;

hidden line and surface elimination; shading; rotation. Hands-on use of available graphic equipment and software. Prerequisite: Consent of instructor and CS 302 or equivalent background.

CS 445. Simulation. (G) 4 credit hours. Theoretical foundations for the modeling and computer simulation of discrete and continuous systems. Projects making use of currently available simulation languages such as SIMULA or GPSS. Prerequisite. CS 302.

CS 447. Computer Assisted Experimentation. (g) 4 credit hours. An introduction to the use of computers for data acquisition and experimental control. Prerequisite: CS 201, CS 133, or equivalent.

CS 451. Information Retrieval. (G) 4 credit hours. An introduction to the use of computers for storing, selecting, and retrieving data. Physical storage devices, data-base organization, safety and recovery, sorting and searching, privacy and security, commercial systems. Prerequisite: CS 302, or consent of instructor.

CS 461. Computing Techniques for Statistical Analysis. (g) 4 credit hours. For advanced undergraduates and graduate-level students with statistical or social science backgrounds and interests. Views computing as a tool which is used in statistical data analysis, simulation and graphic display. A useful third course to follow CS 133 and CS 333. Prerequisite: CS 333 or equivalent, and at least two terms in statistics or research methods.

CS 472, 473. Computers in Education. (g) 4 credit hours each term. Designed primarily as service courses for advanced undergraduate and graduate students in the field of education. A study of applications and implications of computers in education, including substantial work with the programming language BASIC and computer-based curriculum materials. Prerequisite: One CS course (CS 121 is recommended), or consent of instructor.

Graduate Courses

CS 503. Thesis. Credit hours to be arranged. No-grade course.

CS 505. Reading and Conference. Credit hours to be arranged.

CS 507. Seminar. Credit hours to be arranged. Seminars offered vary according to the interests and needs of students and availability of faculty. Typical subjects offered are:
Computer Graphics
Analysis of Business Systems
Computer Logic Design
Computers in Education
Scene Analysis
Microprogramming
Topics in Artificial Intelligence

CS 510. Experimental Course. Credit hours to be arranged. New regular graduate courses will normally be offered under this number the first year or two, before final definition of the course and subsequent University approval.

CS 521, 522. Theory of Computation. 4 credit hours each term. Structure and behavior of finite and infinite machines; formal languages and syntactic analysis; relationship between formal languages and machines; Turing machines, computability, and undecidability; computational complexity. Prerequisite: CS 411 or equivalent.

CS 524, 525. Structure of Programming Languages. 4 credit hours each term. Syntax and semantics of programming languages; formal representation of computational processes, formal representation of grammars and related parsing methods, comparison and design of programming languages. Prerequisite: CS 302 or equivalent.

CS 526. Compiler Construction. 4 credit hours. Techniques involved in the analysis of source-language statements and the generation of object code. Some theory; emphasis on construction of compilers. Prerequisite: CS 525.

CS 571. Artificial Intelligence. 4 credit hours. Basic ideas and goals of artificial inteligence. Heuristic methods and programming techniques. State space-search methods. Survey of representative application areas such as pattern recognition, theorem proving, game playing, natural language comprehension, cognitive simulation. Prerequisite: CS 302, or consent of instructor.

CS 573. Pattern Recognition. 4 credit hours. Methods of pattern recognition including basic sets of recognition techniques and descriptive techniques. A number of extant systems which employ these methods will be studied. Prerequisite: CS 571. Offered in alternate years, alternating with CS 575.

CS 575. Natural Language Processing. 4 credit hours. Problems associated with the acquisition, representation, and appropriate utilization of knowledge by programmed systems. Suitable contexts for language processing systems are defined, and the outline of an understanding system for a chosen context is developed. Prerequisite: CS 571. Offered in alternate years, alternating with CS 573.

Summer
Artifical Intelligence

Economics

Henry N. Goldstein, Ph.D., Department Head, Professor of Economics (international finance). B.A., North Carolina, 1950; M.S., 1953, Ph.D., 1967, Johns Hopkins; at Oregon since 1967.

Gerald O. Bierwag, Ph.D., Professor of Economics (econometrics). B.A., Idaho, 1958; Ph.D., Northwestern, 1962; at Oregon since 1962.

Robert Campbell, Ph.D., Professor of Economics (history of thought). B.A., Berkeley, 1947; B.S., U.S. Merchant Marine Academy, 1950; Ph.D., Berkeley, 1953; at Oregon since 1952.

Richard M. Davis, Ph.D., Professor of Economics (economic theory). B.A., Colgate, 1939; M.A., 1941, Ph.D., 1949, Cornell; at Oregon since 1954.

Randall PW. Eberts, M.A., Assistant Professor of Economics (regional economics and econometrics). B.A., San Diego, 1973; M.A., Northwestern, 1975; at Oregon since 1977.

Myron A. Grove, Ph.D., Professor of Economics (economic theory, mathematical economics). B.S., 1957, M.S., 1959, Oregon; Ph.D., Northwestern, 1964; at Oregon since 1963.

Chulsoon Khang, Ph.D., Professor of Economics (pure theory of international trade). B.A., Michigan State, 1959; M.A., 1962, Ph.D., 1965, Minnesota; at Oregon since 1966.

H. T. Koplin, Ph.D., Professor of Economics (economic theory, public finance). B.A., Oberlin, 1947; Ph.D., Cornell, 1952; at Oregon since 1950.

Raymond F. Mikesell, Ph.D., W. E. Miner Professor of Economics (international economics and economic development). B.A., 1935, M.A., 1935, Ph.D., 1939, Ohio State; at Oregon since 1957. (On sabbatical leave winter 1978.)

Barry N. Siegel, Ph.D., Professor of Economics (monetary theory). B.A., 1951, Ph.D., 1957, California; at Oregon since 1961.

Margaret H. Simeral, Ph.D., Assistant Professor of Economics (labor and manpower economics). B.A., Southern California, 1969; Ph.D., Claremont, 1975; at Oregon since 1974.

Paul B. Simpson, Ph.D., Professor of Economics (mathematical economics). B.A., Reed, 1936; Ph.D., Cornell, 1949; at Oregon 1949-53 and since 1955.

Robert E. Smith, Ph.D., Professor of Economics (industrial organization and public policy and the multinational corporation). B.A., Southern California, 1943; Ph.D., California at Los Angeles, 1963; at Oregon since 1962.

James N. Tattersall, Ph.D., Professor of Economics (economic history). B.A., 1954, M.S., 1956, Ph.D., 1960, Washington; at Oregon since 1957. (On sabbatical leave fall and winter 1977-78.)

Marshall D. Wattles, Ph.D., Professor of Economics; Vice-Provost for Academic Administration. B.A., Southwest Missouri State, 1938; M.A., Missouri, 1941; Ph.D., Ohio State, 1950; at Oregon since 1950.

W. Edward Whitelaw, Ph.D., Associate Professor of Economics (urban economics). B.A., Montana, 1963; Ph.D., Massachusetts Institute of Technology, 1968; at Oregon since 1967.

Faculty Emeriti

Corwin D. Edwards, Ph.D., Professor Emeritus of Economics. A.B., 1920, B.J., 1921, Missouri; B.Litt., Oxford, 1924; Ph.D., Cornell, 1928; at Oregon since 1963.

Paul L. Kleinsorge, Ph.D., Professor Emeritus of Economics. A.B., Stanford, 1927; M.B.A., Harvard, 1929; Ph.D., Stanford, 1939; at Oregon since 1948.

Undergraduate Studies

The Department of Economics offers undergraduate work leading to a baccalaureate degree. Students doing outstanding work in their major program may be eligible for departmental Honors. The undergraduate courses in economics are designed primarily to provide a broad knowledge of the field as a part of the program of liberal education offered by the College of Arts and Sciences. They are also designed to give a substantial foundation in economics to students interested in (1) professional careers in business, law, and government, (2) secondary-school teaching, and (3) professional graduate training in economics.

Suggested preparation for entering freshmen is four years of high-school mathematics. Prospective majors are strongly urged to satisfy part of their science group requirement with an introductory calculus course, to be taken in the freshman or sophomore year. Suggested preparation for two-year college transfers is the equivalent of Ec 201, 202 and the equivalent of Mth 207, 208, 209 or Mth 201, 202, 203.

Major Requirements

The following courses are required for an undergraduate major in economics:

(1) Intermediate Economic Analysis (Ec 375, 376, 377 or Ec 475, 476, 477); (2) Introduction to Statistical Theory (Mth 441, 442) or Introduction to Econometrics (Ec 420. 421), or Econometrics (Ec 493); (3) 27 additional credit hours of work in economics numbered 300 or above, no more than 3 of which may be in Ec 409 Practicum.

Program Suggestions for Majors

(1) Normally, all major students should plan to complete the two required courses (Ec 375, 376, 377, and Ec 420, 421) by the end of their junior year.

(2) Preprofessional major students should consult advisers in their intended professional school for recommendations.

(3) Major students planning graduate study in economics should take Mth 201, 202, 203 before the end of their second year and include additional work in mathematics and statistics. Prospective graduate students and others with some mathematical background should also satisfy their intermediate theory requirement with Ec 475, 476, 477 instead of Ec 375, 376, 377.

Secondary-School Teaching

(1) For basic certification as a teacher of Social Studies in Oregon high schools, the Teacher Standards and Practices Commission requires completion of an approved teacher-education program which includes satisfaction of [1] certain requirements in subject-matter preparation for the teaching endorsement, [2] certain requirements in professional education preparation, and [3] the recommendation of the institution at which the student completes the preparation.

(2) For details of this program, consult the norm adviser for teacher education in the Department of Economics and the Office of Secondary Education in the College of Education.

(3) The University will recommend for the Standard Teaching Certificate and Standard endorsements upon successful completion of a planned program of advanced teacher education; the plan must be filed with the Office of Teacher Certification in the College of Education at the time the work is initiated. Completion of work required for a master's degree does not satisfy requirements for either the Standard Teaching Certificate or endorsement, unless the degre work also includes certificate and endorsement requirements. Program planning forms and information relating to the University's Standard teacher education program may be secured from the Office of Teacher Certification.

Graduate Studies

The Department of Economics offers graduate work leading to the degrees of Master of Arts, Master of Science, and Doctor of Philosophy. General information about graduate work at the University of Oregon is available in the Graduate School section of this Catalog. A detailed description of departmental degree requirements may be obtained from the department office.

Applicants for admission must submit the following to the department: (1) scores in the Graduate Record General Aptitude Examination and the Advanced Test in Economics; (2) three letters of recommendation; (3) complete transcripts of previous work. Applicants whose native language is not English must also submit their score in the Test of English as a Foreign Language.

Master's Degree

The Department of Economics offers a master's-degree program for students wishing to teach in two-year or other colleges willing to hire people with master's degrees, and for students who want research careers. The program requires a minimum of 45 hours of graduate credit and students must meet the other University and Graduate School requirements for the degree. In addition, students must meet the following departmental requirements: knowledge in mathematics equivalent to that contained in Mth 207, 208 or a higher level calculus course; knowledge in statistics and econometrics equivalent to that contained in Ec 420, 421 at the graduate credit level, or Ec 493, 494; appropriate work in micro- and macro-economic theory equivalent to that contained in Ec 475, 476, 477; completion of an acceptable research paper, or, alternatively, a thesis approved by at least two staff members of the department. Students must maintain a minimum G.P.A. of 3.00 on all graduate work undertaken and must complete all requirements for the degree within five years after beginning graduate work in economics at the University of Oregon.

Doctor of Philosophy degree

Every graduate student seeking the Ph.D. degree must satisfactorily complete a first-year core program, including required work in micro- and macro-economic theory seminars (Ec 507) and econometrics (Ec 493, 494, 495). Students must pass an examination over this core program before continuing with the second year of the Ph.D. program.

An advisory committee is appointed for each student to guide the student in the second year of study, after the core examination is passed. Work in the second year will emphasize area and research seminars appropriate for the student's dissertation research interests. When the student has successfully completed the second year requirements established by the advisory committee, including the submission of an acecptable prospectus for the dissertation project, the student will be advanced to candidacy. Following this stage in the program, the student will be guided by a dissertation committee. At the option of the student, a master's degree may be awarded upon advancement to candidacy for the Ph.D. degree.

Detailed requirements are currently under review and revision. Students are advised to apply to the department for information.

Undergraduate Courses

Ec 199. Special Studies in Economics. 1-3 credit hours.

Ec 201. Introduction to Economic Analysis: Microeconomics. 3 credit hours. Topics may include: scarcity; comparative advantage; exchange; consumer choice; theory of the firm; supply and demand; price and output under competition and monopoly; market failures and public policy; theories of wages, profits, rent.

Ec 202. Introduction to Economic Analysis: Macroeconomics. 3 credit hours. Topics may include: national income accounting; determinants of national income; employment and unemployment; monetary system; inflation and recession; Federal Reserve System and monetary policy; fiscal policy; management of the public debt; balance of payments; world monetary system; economic growth.

Ec 203. Special Topics in Economics. 3 credit hours any term. A selection of topics applying the tools developed in Ec 201 and/or 202 to major economic issues and problems. Topics offered have included: Unemployment-Inflation Dilemma, Economics and the Quality of the Environment, Economics of Poverty, Images of Capitalism, A Critique of Radical Economics, Urban America, Economic Problems of the Third World, Gold and the Dollar. Prerequisite: Either Ec 201 or Ec 202, depending upon topic. May be repeated for credit.

Ec 321. Money and Banking. 3 credit hours fall. Operations of commercial banks, the Federal Reserve System, and the Treasury that affect the United States monetary system. Prerequisite: Ec 201 and 202. Siegel.

Ec 322. Taxation and Fiscal Policy. 3 credit hours winter. Principles and problems of government financing. Expenditures, revenues, debt, and financial administration. Production by government versus production by the private sector. Tax measures to control externalities. Prerequisite: Ec 201 and 202. Eberts.

Ec 323. International Finance. 3 credit hours spring. The nature of foreign-exchange markets; techniques of international payments; exchange rates and their determination, problems of an international monetary standard; international banking facilities; economic aspects of major international organizations. Prerequisite: Ec 201 and 202. Goldstein.

Ec 375, 376, 377. Intermediate Economic Analysis. 3 credit hours each term. First term: income and employment theory. Second term: theory of the consumer; theory of the first; determination of prices in various kinds of markets. Third term: general equilibrium; welfare economics; collective choice and rules for evaluating economic policy. Prerequisite: Ec 201 for Ec 376, Ec 202 for Ec 375, Ec 376 for Ec 377. Mth 207, 208, or equivalent, is required for Ec 375 or 376.

Ec 401. Research. Credit hours to be arranged.

Ec 405. Reading and Conference. Credit hours to be arranged.

Ec 409. Supervised Tutoring Practicum. 1-3 credit hours.

Upper-Division Courses Carrying Graduate Credit

Ec 407. Seminar. (G) Credit hours to be arranged. Opportunity for small groups of students to pursue further the subject matter of an upper-division course or to explore in depth a specific topic arising out of material covered in a course. The seminars offered vary from year to year, depending upon interests and needs of students and upon availability of faculty. Typical offerings are:
Welfare Economics. Koplin.
International Economic Agencies. Mikesell.
Benefit Cost Analysis. Simpson.
Public Expenditure Economics. Tattersall.

Ec 411. Monetary Policy. (G) 3 credit hours. Nature and role of money; commercial banking system; Federal Reserve System; theory of credit and money supply control; Keynesian and monetarist theories of national income determination and inflation. Prerequisite: Ec 375. Siegel.

Ec 412. Monetarist Economics: Theories and Evidence. (G) 3 credit hours. Commercial bank behavior and monetary control; nonbank financial intermediaries and the problem of monetary control "free reserves" and other indicators and targets of monetary control; fiscal policies versus monetary policies as tools for economic stabilization. Prerequisite: Ec 321 or Ec 411. Siegel.

Ec 413. Money and Credit Markets. (G) 3 credit hours. Credit markets; mortgage markets and constduction; money flow studies; institutional lending policies; theories of interest; term structure of interest rates; interest rates and the demand for money; role of interest in social investment policy. Prerequisite: Ec 321 or Ec 411.

Ec 414. Regional Economics. (G) 3 credit hours. Location theory; interregional multiplier theory; regional growth; techniques of regional analysis: regional income accounting, economic base studies, input-output analysis, linear programming; regional and interregional models. Prerequisite: Ec 201; Mth 207, 208, or equivalent. Eberts.

Ec 415. Urban Economics I. (G) 3 credit hours. Location theory, urbanization and metropolitan growth; intra urban rent, location and land use; size distribution of urban areas; welfare economics, political economy and urban problems. Prerequisite: Ec 201; Mth 207, 208, or equivalent. Whitelaw.

Ec 416. Urban Economics II. (G) 3 credit hours. Problems of race and poverty in the city! urban education systems, defacto segregation, and equality of educational opportunity; housing, residential segregation, slums and urban renewal; urban transportation; financing local government; urban crime; pollution and environmental quality; urban planning and normative models of the city. Prerequisite: Ec 415. Whitelaw.

Ec 417. Contemporary Economic Problems. (g) 3 credit hours. Contemporary economic conditions and problems; analysis of economic policies and practices affecting such problems.

Ec 418. Economy of the Pacific Northwest. (g) 3 credit hours. Historical development and present industrial structure of the Pacific Northwest economy. Locational factors influencing development of the region's major industries; recent changes in income and population; analysis of problems and governmental policies in the areas of taxation, environment, and planning.

Ec 420, 421. Introduction to Econometrics. (G) 4 credit hours each term. Survey of elementary econometric methodology and empirical work in econometrics. Covers economic applications of statistical theory, regression, and correlation analysis. Use of calculator and computer required. Must be taken as a two-term sequence. Prerequisite: Ec 201 and 202, and the equivalent of college algebra. Grove.

Ec 429, 430, 431. Public Finance. (G) 3 credit hours each term. Fall and winter: the place of public finance in economic policy; rationale of the public sector; models of the optimal public budget; impact of the public budget on individual economic decipenditure; analysis and cimparison of various forms of taxation; government enterprise. Spring: fiscal aspects of stabilization sions; detailed consideration of the principles of taxation and expolicy; impact of the public budget on the total levels of economic activity. Prerequisite: Ec 201 and 202. Should be taken in sequence.

Ec 432, 433, 434. The Economics of Public Policy. (G) 3 credit hours each term. Application of economic principles and techniques to public policy issues; function of the economist in the formulation and implementation of public policy. Case studies involving systematic treatment of economic issues. Whitelaw.

Ec 440, 441, 442. International Economics. (G) 3 credit hours each term. First term: the nature and significance of the foreign exchange market; interaction between spot and forward markets; speculation and interest arbitrage; balance-of-payments accounting and alternative measures of payments deficits and surpluses; different ways to deal with a payments deficit. Second term: institutional arrangements to generate international liquidity; the role of the International Monetary Fund; special drawing rights; the pros and cons of flexible exchange rates; proposals to introduce moderated exchange-rate flexibility. Third term: the "pure" theory of international trade; determination of the direction of trade, international prices, the volume of goods traded; the effects of tariffs, quotas, customs unions, and common markets; the effects of free and restricted trade on economic welfare. Should be taken in sequence. Prerequisite: Ec 201 and 202.

Ec 444. Labor Economics. (G) 3 credit hours. An analysis of the operation and political economy of labor markets with particular emphasis on the implications of a market system for wage determination and the nature of material production. General outline of topics: supply and demand for labor, wage determination under various market structures, low-wage labor markets, segmentation, the role of trade unions, wage differentials, discrimination, and the nature of work. Prerequisite: Ec 201; recommended: Ec 376. Simeral.

Ec 445. Issues in Labor Economics. (G) 3 credit hours. Analysis of current problems associated with labor markets in advanced industrial countries. Topics include theories of unemployment, alienation, inequality, human resources, and the impact of unions. Special attention will be given to economic policy affecting labor markets, particularly policies and institutions relating to unemployment. Prerequisite: Ec 201 and Ec 202. Simeral.

Ec 446. Collective Bargaining in Public Policy. (G) 3 credit hours. An historical and analytical treatment of trade unions and their contribution to the development of industrial jurisprudence and industrial democracy in the work place. Focus on the trade union and the development of public policy with respect to its activities, with special emphasis on collective bargaining. Prerequisite: Ec 201. Smith.

Ec 447, 448, 449. Collective Bargaining. (G) 2 credit hours each term. Major techniques of negotiation; union and management policies; strikes and lockouts. Methods of settling labor disputes, including grievance procedures, concilation, fact finding, and arbitration. Not offered 1977-78.

Ec 450. Marxian Economics. (G) 3 credit hours. Marx's theory of the working of the economic system, primarily as developed in the *Communifest Manifesto* and *Capital*. Readings in Marx are accompanied by modern writings designed to describe the Marxian system in the language of contemporary economics. Prerequisite: Ec 201 and 202. Recommended: Ec 375, 376. Davis.

Ec 451. Planned Economies. (G) 3 credit hours. Theory of centralized and decentralized economic planning. Studies in the operation of planned economies, primarily in Eastern Europe. Prerequisite: Ec 201 and 202. Recommended: Ec 375, 376. Davis.

Ec 454, 455, 466. Economic History of Modern Europe. (G) 3 credit hours each term. The economic development and economic institutions of modern Europe. Fall: from the beginning of the sixteenth century to the beginnings of the Industrial Revolution in Britain; winter: late eighteenth century to end of nineteenth century; spring: twentieth century.

Ec 457, 458, 459. Economic Development. (G) 3 credit hours each term. Experience of developed countries and theories of development. Policy ingredients of development programs: role of agriculture; sources of finance; techniques and strategy of investment planning. Prerequisite: Ec 201, 202.

Ec 460. The Economics of Industrial Organization. (G) 3 credit hours. A survey and evaluation of the theories, quantitative measures, and institutional descriptions associated with the structure, conduct, and results that characterize American industry. The emphasis is on the determinants and consequences of market power. Smith.

Ec 461. Industrial Organization and Public Policy. (G) 3 credit hours. A description and critique of the major policy instruments that have been developed to cope with social problems created by market power. The two principal instruments are antitrust and income policies. Smith.

Ec 462. The Multinational Corporation. (G) 3 credit hours. Analysis of market power in international trade covering cartels, licensing arrangements, multinational corporations, and relevant national and international policy considerations. Smith.

Ec 463. Economics of Regulated Industries. (G) 3 credit hours. An analysis (1) of the economic characteristics of industries in which the decision-making proces is regulated by government administration rather than by market forces, (2) of the consequences of regulation, and (3) of alternate forms of social control. The industries usually covered include transportation, communications, and the production of electricity, natural gas, and crude oil. Smith.

Ec 470. Early Economic Thought. (G) 3 credit hours. Approaches to the study of the history of ideas. Early economic ideas and their relationship to the scientific and philosophical thought of the ancient and medieval world. Consideration of early conceptualizations of economic systems.

Ec 471. Classical Economics. (G) 3 credit hours. Concepts of a market economy and economic growth in the works of Adam Smith, T. R. Malthus, David Ricardo, and Karl Marx.

Ec 472. The Evolution of Modern Economic Analysis. (G) 3 credit hours. The nineteenth century marginalist approach to microeconomic analysis; partial versus general equilibrium models of the economy; institutionalist and theoretical critiques of the neoclassical tradition; from the ideas of W. S. Jevons to those of J. M. Keynes. Prerequisite: an elementary knowledge of economic concepts and relationships.

Ec 475, 476, 477. Advanced Economic Theory. (G) 3 credit hours each term. Intensive examination of basis principles of price, distribution theory, income, and employment analysis.

Ec 480, 481, 482. Mathematical Economics. (G) 3 credit hours each term. Ec 480: economic theory as formulated in mathematics; linear programming; positive and negative definite quadritic forms; necessary and sufficient conditions for maxima and minima of functions of n variables. Ec 481: comparative static problems; individual demand curves; Slutsky equation analysis of consumer demand; homogeneous functions; production function; substitution of factors; general equilibrium. Ec 482: elementary growth models; turnpike theorems; stability analysis and equilibrium behavior under uncertainty with related mathematical topics of matrices, characteristic roots and differential equations. Must be taken in sequence. Prerequisite: Ec 201, 202, and elementary calculus.

Ec 483, 484, 485. National Income and Business Cycles. (G) 3 credit hours each term. Theory and practice of social accounting, index numbers, measure of business cycle stages, leading and lagging series, behavior of labor cost, productivity, and other economic measures of business fluctuations. Prerequisite: Ec 201 and 202. Not offered 1977-78.

Hst 487, 488, 489. American Economic History. (G) 3 credit hours each term. The economic development of the United States. First term: preindustrial America; second term: Civil War to World War I; third term: World War I to present. Pope.

Ec 490, 491, 492. Development of Industrial Economies. (G) 3 credit hours each term. Comparative study of economic development in the advanced industrial nations. Fall term: industrialization in long term historical perspective; its origins and geographic spread in the 18th and 19th centuries. Winter and spring term: case studies selected from the historical experience of North America, Western Europe, U.S.S.R., Japan, with emphasis on 20th century developments. Tattersall. Not offered 1977-78.

Ec 493, 494, 495. Econometrics. (G) 3 credit hours each term. Study of regression problems in which autocorrelation, heteroskedasticity, multicollinearity, and lagged dependent variables obtain; special single-equation estimating techniques; the identification problem in simultaneous equation settings; development of simultaneous equation estimating procedures; the properties of these estimators; applications of these procedures to the problem of obtaining estimates of structural parameters in economic models containing many equations. Consent of instructor is required. Prerequisite: statistics. Bierwag.

Graduate Courses

Ec 501. Research. Credit hours to be arranged. Ungraded.

Ec 503. Thesis. Credit hours to be arranged. Ungraded.

Ec 505. Reading and Conference. Credit hours to be arranged.

Ec 507. Seminar. Credit hours to be arranged.
Capital Theory.
Econometrics. Bierwag.
Economic History. Tattersall.
General Equilibrium.
Growth and Dynamics.
Industrial Organization and Control. Smith
History of Economic Thought. Campbell.
Labor Economics. Simeral.
International Economics. Mikesell.
Macrostatics.
Mathematical Economics
Money and Credit. Siegel.
Optimization Techniques.
Public Finance.

Ec 509. Practicum. 1-3 credit hours.

Ec 514, 515, 516. Urban and Regional Economic Analysis. 3 credit hours each term. Analysis of the growth and structure of urban and regional economies: theories of metropolitan, regional, and interregional relations; intra- and inter-urban rent, location and land use; patterns of natural-resource use; and techniques of analysis. Analysis of the applied welfare economics and political economy of cities and regions: race and poverty; housing; education; state and local public finance; transportation; environmental quality; and crime. Whitelaw.

Ec 524, 525, 526. Economic Growth and Development. 3 credit hours each term. Economic, cultural, and political factors in economic development with special emphasis on low-income countries. Theory of economic development; case studies in economic growth; measures for accelerating development of poor countries; special problems of underdeveloped countries. Prerequisite: Ec 201 and 202, 12 credit hours in upper-division social science. Mikesell. Not offered 1977-78.

English

George Wickes, Ph.D., Department Head, Professor of English (twentieth century). B.A., Toronto, 1944; M.A., Columbia, 1949; Ph.D., California, 1954; at Oregon since 1970. (On sabbatical leave, winter, spring, 1978.)

Robert C. Albrecht, Ph.D., Professor of English (American literature). B.A., Illinois, 1955; M.A., Michigan, 1957; Ph.D., Minnesota, 1962; at Oregon since 1967.

Lucile F. Aly, Ph.D., Associate Professor of English (rhetoric; teacher education). B.S., Missouri, 1936; M.A., Columbia, 1942; Ph.D., Missouri, 1959; at Oregon since 1960. (On sabbatical leave spring 1978.)

Roland C. Ball, Ph.D., Professor of English (comparative literature: romanticism, modern drama). B.A., Swarthmore, 1939; M.A., Cornell, 1941; Ph.D., California, 1953; at Oregon since 1952.

Roland Bartel, Ph.D., Professor of English (English education; romanticism). B.A., Bethel, 1947; Ph.D., Indiana, 1951; at Oregon since 1951.

James L. Boren, Ph.D., Associate Professor of English (Old and Middle English). B.A., San Francisco State, 1965; M.A., 1967, Ph.D., 1970, Iowa; at Oregon since 1970. (On sabbatical leave, fall 1977.)

Edwin L. Coleman, Jr., Ph.D., Associate Professor of English (black literature). B.A., 1961, M.A., 1962, San Francisco State College; Ph.D., Oregon, 1971; at Oregon since 1971.

Kathleen E. Dubs, Ph.D., Assistant Professor of English (Old and Middle English; Old Icelandic), Director of Composition. A.B., 1969, A.M., 1971, Illinois; Ph.D., 1974, Iowa; at Oregon since 1974.

Marilyn Farwell, Ph.D., Assistant Professor of English (Renaissance; criticism; women writers). A.B., MacMurray College, 1963; M.A., 1966, Ph.D., 1971, University of Illinois; at Oregon since 1971.

Stanley B. Greenfield, Ph.D., Professor of English (Old and Middle English). B.A., Cornell, 1942; M.A., 1947, Ph.D., 1950, California; at Oregon since 1959.

Thelma Greenfield, Ph.D., Professor of English (Renaissance drama). B.A., 1944, M.A., 1947, Oregon; Ph.D., Wisconsin, 1952; at Oregon since 1963.

Clark Griffith, Ph.D., Professor of English (American literature). A.B., Central College (Mo.), 1947; M.A., Southern Methodist, 1948; Ph.D., Iowa, 1952; at Oregon since 1970.

Robert Grudin, Ph.D., Assistant Professor of English (Renaissance). B.A., Harvard, 1960; M.A., 1963, Ph.D., 1969, California; at Oregon since 1971.

John A. Haislip, Ph.D., Professor of English (poetry writing). B.A., 1950, Ph.D., 1965, Washington; at Oregon since 1966.

William J. Handy, Ph.D., Professor of English (modern American; criticism). B.A., 1947, M.A., 1949, Ph.D., 1954, Oklahoma; at Oregon since 1965.

James E. Hoard, Ph.D., Associate Professor of English (linguistics). B.A., 1963, M.A., 1966, Ph.D., 1967, University of Washington; at Oregon since 1972.

Joseph A. Hynes, Jr., Ph.D., Professor of English (modern literature; fiction). A.B., Detroit, 1951; A.M., 1952, Ph.D., 1961, Michigan; at Oregon since 1957.

Gloria E. Johnson, Ph.D., Associate Professor of English (English drama). B.A., Barnard, 1944; M.A., 1946, Ph.D., 1954, Columbia; at Oregon since 1959.

Albert R. Kitzhaber, Ph.D., Professor of English (rhetoric; teacher education). B.A., Coe, 1939; M.A., Washington State, 1941; Ph.D., Washington, 1953; at Oregon since 1962. (On sabbatical leave 1977-78.)

Glen A. Love, Ph.D., Professor of English (American literature; rhetoric). B.A., 1954, M.A., 1959, Ph.D., 1964, Washington; at Oregon since 1965.

Richard M. Lyons, M.F.A., Associate Professor of English (fiction writing). Director of Creative Writing. B.A., Brooklyn, 1957; M.F.A., Iowa, 1962; at Oregon since 1969.

Stoddard Malarkey, Ph.D., Associate Professor of English (Middle English). A.B., Reed, 1955; M.Ed., Oregon State, 1960; Ph.D., Oregon, 1964; at Oregon since 1965.

Derry Malsch, Ph.D., Assistant Professor of English (linguistics). B.A., 1965, M.A., 1967, University of Chicago; Ph.D., University of Wisconsin, 1971; at Oregon since 1971. (On sabbatical leave winter, spring 1978.)

Stanley R. Maveety, Ph.D., Professor of English (Renaissance; Bible literature). B.S., Northwestern, 1943; M.A., Columbia, 1950; Ph.D., Stanford, 1956; at Oregon since 1955.

Barbara Clarke Mossberg, Ph.D., Assistant Professor of English (American literature; genre studies). B.A., California at Los Angeles, 1970; M.A., 1972, Ph.D., 1976, Indiana University; at Oregon since 1976.

William Rockett, Ph.D., Associate Professor of English (Renaissance). B.A., 1961, M.A., 1963, Oklahoma; Ph.D., Wisconsin, 1969; at Oregon since 1966.

Ralph J. Salisbury, M.F.A., Professor of English (creative writing). B.A., 1949, M.F.A., 1951, Iowa; at Oregon since 1960.

Sharon Rochelle Sherman, Ph.D., Assistant Professor of English (folklore). Ph.B., Wayne State University, 1965; M.A., California at Los Angeles, 1971; Ph.D., Indiana, 1976; at Oregon since 1976.

Irma Z. Sherwood, Ph.D., Associate Professor of English (eighteenth century). A.B., Barnard, 1940; M.A., 1942, Ph.D., 1945, Yale; at Oregon 1946-48, 1954-55, 1962-64, and since 1965. (On sabbatical leave fall 1977.)

John C. Sherwood, Ph.D., Professor of English (eighteenth century). B.A., Lafayette, 1941; M.A., 1942, Ph.D., 1945, Yale; at Oregon since 1946. (On leave fall 1977.)

Clarence Sloat, Ph.D., Professor of English (linguistics). B.A., 1958, M.A., 1960, Idaho State; Ph.D., Washington, 1966; at Oregon since 1966.

Richard L. Stein, Ph.D., Associate Professor of English (Victorian; literature and the fine arts). B.A., Amherst College, 1965; A.M., 1966, Ph.D., 1970, California; at Oregon since 1976.

Richard C. Stevenson, Ph.D., Associate Professor of English (English novel; Victorian literature). A.B., 1961, A.M., 1963, Ph.D., 1969, Harvard; at Oregon since 1968.

William C. Strange, Ph.D., Professor of English (romanticism; lyric). B.A., Whitman, 1952; M.A., Montana, 1953; Ph.D., Washington, 1963; at Oregon since 1960.

Donald S. Taylor, Ph.D., Professor of English (eighteenth century). B.A., 1947, M.A., 1948, Ph.D., 1950, California, Berkeley; at Oregon since 1968.

Nathaniel Teich, Ph.D., Associate Professor of English (romanticism; literary criticism). B.S., Carnegie Institute of Technology, 1960; M.A., Columbia, 1962; Ph.D., California, Riverside, 1970; at Oregon since 1969. (On sabbatical leave 1977-78.)

J. Barre Toelken, Ph.D., Professor of English (folklore). B.S., Utah State, 1958; M.A., Washington State, 1959; Ph.D., Oregon, 1964; at Oregon since 1966.

A. Kingsley Weatherhead, Ph.D., Professor of English (modern poetry, fiction). M.A., Cambridge, 1949; M.A., Edinburgh, 1949; Ph.D., Washington, 1958; at Oregon since 1960.

Mas'ud Zavarzadeh, Ph.D., Associate Professor of English (post-war American, poetics of fiction). B.A., Tehran University, 1963; Dip., Nottingham, 1964; Dip., Cambridge, 1964; M.A., Birmingham, 1966; Ph.D., Indiana, 1973; at Oregon since 1971. (On leave 1977-78.)

Faculty Emeriti

Constance Bordwell, M.A., Associate Professor Emerita of English (writing; applied linguistics). B.A., Oregon, 1931; M.A., Washington State, 1932; Dip. in Linguistics, University College, London, 1970; at Oregon 1947-49 and since 1958.

Alice T. Ernst, M.A., Associate Professor Emerita of English. B.A., 1912, M.A., 1913, Washington; at Oregon since 1924.

Ruth F. Jackson, M.A., Senior Instructor Emerita in English. B.A., 1929, M.A., 1933, Oregon; at Oregon since 1955.

Edward D. Kittoe, M.A., Assistant Professor Emeritus of English. B.A., 1931, M.A., 1936, Oregon; at Oregon since 1936.

Waldo F. McNeir, Ph.D., Professor Emeritus of English (Renaissance). B.A., Rice, 1929; M.A., 1932, Ph.D., 1940, North Carolina; at Oregon since 1961.

Ernest G. Moll, A.M., Professor Emeritus of English. A.B., Lawrence, 1922; A.M., Harvard, 1923; at Oregon since 1928.

Carlisle Moore, Ph.D., Professor Emeritus of English (Victorian and modern). B.A., 1933, M.A., 1934, Ph.D., 1940, Princeton; at Oregon since 1946.

Helen L. Soehren, M.A., Associate Professor Emerita of English (expository writing). B.A., 1935, M.A., 1938, Oregon; at Oregon since 1942.

Christof A. Wegelin, Ph.D., Professor Emeritus of English (modern fiction, American literature). Dip. Tech. Winterthur, 1933; M.A., North Carolina, 1942; Ph.D., Johns Hopkins, 1947; at Oregon since 1952.

Oliver M. Willard, Ph.D., Associate Professor Emeritus of English. B.A., Stanford, 1927; A.M., 1931, Ph.D., 1936, Harvard; at Oregon since 1946.

The Department of English offers instruction in English literature, American literature, writing, linguistics, folklore, and the literature of ethnic minorities. Its lower-division courses provide training in writing and introduce the student to literature as a humanistic discipline. Its upper-division courses emphasize the humanistic values that emerge from studying literature and allied disciplines in depth.

Undergraduate Studies

Major Requirements

The Department of English expects its majors to acquire, in addition to a knowledge of English and American literature, a general knowledge of history and a reading knowledge of at least one foreign language. The general major requirements for the degree of Bachelor of Arts in the Department of English are as follows:

(1) Satisfaction of the University language requirements for the Bachelor of Arts degree.

(2) Three terms of history.

(3) Three terms of literature chosen from Eng 104, 105, 106, 107, 108, 109, 204, 205, 206.

(4) Three terms of Shakespeare—Eng 201, 202, 203.

(5) The upper-division requirements of 36 graded credit hours may be met in one of two ways: (a) a total of 36 graded credit hours in upper-division courses in the Department, including 3 credit hours in the Middle Ages, 9 in other literature before 1800, and 9 in literature since 1800 (these hours need not be taken in period courses); or (b) six rationally related upper-division courses in language, literature, or writing (18 credit hours) as a coherent program of study, and 18 additional upper-division credit hours. Students choosing program (b) must have the written approval of their advisers and of the Department Curriculum Committee.

Within the framework of these requirements, the student should construct, with an adviser's guidance, a balanced and coherent program consistent with his or her personal interests and vocational needs. Possible emphases are suggested at the opening of this section, and further innovation is encouraged. Prospective high school teachers must satisfy state certification requirements.

Secondary-School Teaching of English

For certification as a teacher of English in Oregon high schools, the Teacher Standards and Practices Commission requires (1) the satisfaction of certain minimum standards of subject preparation and professional education and (2) the recommendation of the institution at which the student completes subject preparation.

For a basic certificate in Language Arts from the University of Oregon, the student must complete (1) 30 credit hours of literature: 9 or more hours in American, including both traditional and recent literature; 12 or more hours in English literature, including both traditional and recent literature; world literature; and literary criticism; and (2) 21 credit hours of communications to include advanced expository writing (in addition to the composition requirement), linguistics, history and structure of the language, and the impact of mass media on society. See the English Department for recommended courses in literature and communications and the College of Education for recommended courses in professional education.

For a standard certificate in Language Arts from the University of Oregon, the student must complete (1) 15 credit hours of literature in addition to those required for the basic certificate, which must include at least a term of criticism in addition to Eng 488; and (2) a second course in language chosen from Eng 491, 492, 493 (unless two were completed for the basic certificate) and select other courses in communications to remove whatever weaknesses became apparent during the student's teaching experience.

English Department Honors Program

This program is designed to provide serious undergraduate majors with a number of important educational opportunities. During the sophomore and junior years, honors students will participate in honors seminars dealing with literary topics to be announced at the beginning of each academic year. During the senior year, honors students will work on an extended writing project of their own choosing, prepared in conjunction with a course of study tailored to their own specific academic needs and conducted on a tutorial basis with a faculty member. The Honors Program is fully compatible with courses and programs currently available in the Department; the Program's emphasis, particularly during the junior and senior years, is on the detailed study of limited topics—an extended consideration of one or two authors, a single literary problem, and so on.

Requirements for the degree of Honors in English. Honors students will take a minimum of three seminars during their sophomore and junior years, normally three terms of Eng 407 (Honors section) or the equivalent. Under special circumstances, e.g., entry into the program after completion of the sophomore year, the requirement may be reduced to two seminars. At the end of the junior year, students will submit their topics for Senior Honors Projects to the Program Chairman. Honors seniors will enroll in Eng 403 during the first two terms of their senior year. The Senior Honors Project will consist of a thirty-forty page essay, creative work, or the equivalent, and will be due at the end of the second term of Eng 403. The project will be evaluated, along with the rest of the student's work, to determine if he or she is to receive the degree of Honors in English.

Admission to the Honors Program. Students will normally apply to the English Department for admission into the Program during the spring term of their freshman year. Admission will be determined by performance in literature and composition courses and by other evidence of superior academic ability.

Whenever possible, honors sections of lower division courses should be taken. Also strongly recommended are Eng 300 and a year's study in the literature of a foreign language, preferably in the original.

Graduate Studies

The Department of English offers graduate work in English literature, American literature, and linguistics, leading to the Master of Arts degree in English, the Master of Arts and Master of Fine Arts degrees in imaginative writing, the interdisciplinary Master of Arts degree in English and education, and the Doctor of Arts and Doctor of Philosophy degrees in English. A Ph.D. program in comparative literature, administered by a committee representing the Departments of English, Classics, Chinese and

Japanese, German and Russian, and Romance Languages, offers opportunity for advanced study of several literatures in their original languages. A detailed description of the programs will be sent with the Application for Admission Form. The department also offers a Ph.D. in English with concentration in linguistics. See description under Linguistics Program.

Master of Arts Degrees

The usual requirements for Admission to the M.A. in English and the M.A. in imaginative writing:

(1) An undergraduate GPA of 3.0 or, if the student has twelve or more hours of graduate work in English, a 3.0 graduate GPA.

(2) A combined Graduate Record Examination score of 1100 on the Verbal Section of the General Aptitude Test and the Advanced Test in Literature in English. (The Quantitative part of the GAT is optional.)

(3) (For nonnative speakers:) a score of 600 on the TOEFL examination.

(4) Other materials submitted under Admission Procedures that give evidence that the candidate will be able to complete the prescribed course of study satisfactorily.

Admissions Procedures:

(1) Obtain an Application for Graduate Admission Form from the Graduate English Department (GED).

(2) Send the first copy to the University Admissions Office with a $10.00 fee, and the remaining copies to the GED.

(3) Arrange to have two copies of graduate and undergraduate transcripts sent, one to the University Admissions Office, the other to the GED.

(4) Have an official transcript of scores on the GRE tests sent to the GED.

(5) Ask three persons familiar with your academic background and intellectual abilities to send letters of recommendation to the GED.

(6) Submit to the GED a 200-word statement of background and objectives in pursuing the course of study.

(7) Submit to the GED a copy of a course paper that demonstrates your ability in literary studies.

The completed file will be reviewed by the Departmental Admissions Committee, which will notify the candidate of its decision. All admissions are conditional, and some may be limited to Summer Session only; after the candidate has completed from four to six courses at the University, his or her academic record will be reviewed for clearance toward the degree.

Degree Requirements:

The Department offers both a 55-credit hours degree program, for candidates who do not plan to go beyond the M.A., and a 45-credit hour program, for those who contemplate proceeding to a doctoral degree.

The 45-credit-hour program requires a reading knowledge of a foreign language (GSFLT score of 25th percentile or its equivalent). It also involves passing three fields of study from among the following: (1) Old English literature, (2) Middle English literature, (3) Renaissance dramatic literature, (4) Renaissance nondramatic literature, (5) English literature 1660-1780, (6) English literature 1780-1830, (7) English literature 1830-1900, (8) American literature to 1890, (9) American literature since 1890, (10) special studies, (11) English linguistics, (12) British and American literature 1900-1945, (13) British and American literature since 1945. Candidates who elect field (9) may not elect (12) and/or (13); and those who elect (12) and/or (13) may not elect (9). Field 10 provides for a nonperiod approach in areas such as folklore, the Bible as and in literature, film as literature, psychology and literature, black literature, literature in another language; only one Field 10 may be used to satisfy this field requirement for the M.A. At least one of the three fields chosen must be satisfied by examination; the other two may be satisfied by examination or course work. The 55-credit-hour program differs from the 45-credit-hour program in not having special field requirements or an examination. Neither program requires a thesis.

The M.A. in imaginative writing may be earned in either program. It differs from the other M.A. degrees chiefly in substituting up to 10 credit hours of creative writing for courses in literature, and in requiring a thesis (a work of imaginative writing) in place of 5 credit hours of formal course work.

Master of Fine Arts Degree

Requirements for Admission:

(1) An undergraduate degree.

(2) Other materials submitted under Admission Procedures that give evidence that the candidate will be able to complete the prescribed course of study satisfactorily.

Admissions Procedures:

(1) Obtain an Application for Graduate Admission Form from the Director of Creative Writing Programs, Department of English.

(2) Send the first copy to the University Admissions Office with a $10.00 fee, and the remaining copies to the Director.

(3) Arrange to have two copies of graduate and undergraduate transcripts sent, one to the University Admissions Office, the other to the Director.

(4) Ask two persons familiar with your potential as a writer to send letters of recommendation to the Director.

(5) Submit a sample of your creative writing to the Director.

Application may be made for any term except Summer Session.

Degree Requirements:

The candidate for the M.F.A. degree completes 72 credit hours of graduate work including at least 18 credit hours in English and American literature and literature in translation, at least 18 credit hours in writing, and 18 credit hours in thesis, the result of which must be a work of literary merit. The remaining credit hours may be taken in related fine-arts fields such as the history and criticism of art, music, and drama; in additional literary studies, aesthetics, or other fields relevant to the candidate's needs as a writer. The candidate must also pass a written examination on a reading list of works of fiction, poetry, or drama.

Doctor of Arts and Doctor of Philosophy Degrees

The usual requirements for Admission:

(1) An M.A. in English, with a 3.33 graduate G.P.A.

(2) A combined Graduate Record Examination score of 1250 on the Verbal Section of the General Aptitude Test and the Advanced Test in Literature in English. (The Quantitative part of the GAT is optional.)

(3) (For nonnative speakers:) a score of 600 on the TOEFL examination.

(4) Other materials submitted under Admission Procedure that give evidence that the candidate will be able to complete the prescribed course of study successfully.

Admissions Procedures: same as for Master of Arts degrees. Applicants who received M.A. at Oregon see graduate secretary.

Degree Requirements:

The doctoral programs require a minimum of three years of full-time study beyond the baccalaureate degree, at least the first year of which must be spent in residence on the Eugene campus where the candidate must take a minimum of six formal courses or seminars in English. Both the D.A. and the Ph.D. degrees include the following requirements:

(1) Either high-competence knowledge of one foreign language, usually French or German (GSFLT score 70th percentile or third-year sequence); or second-year competence in two languages (GSFLT 25th percentile).

(2) A Bibliography course, Eng 540 (a candidate who has had equivalent graduate work elsewhere may consult the Director of English Graduate Studies about using that work to satisfy part or all of this requirement). A doctoral candidate in English is required to take Eng 540 no later than the first term it is available after he or she has received the M.A.

(3) Passing six fields of study from among those listed under the Degree Requirements for the Master of Arts degrees; two of these

fields may be a Field 10. At least three of the fields must be satisfied by examination, the rest by examination or course work. Fields passed for the M.A. at the University of Oregon count toward the six. Students entering with an M.A. or transfer graduate credits may petition to satisfy up to three fields on the basis of their former graduate course work, but they must satisfy a minimum of three fields by examination at the University of Oregon.

(4) Supervised experience as classroom teachers in the Department.

When all such requirements are satisfactorily completed, the candidate, upon passing a special examination, may obtain the Doctor of Arts degree.

The Ph.D. is granted upon completion of all such requirements (except the Doctor of Arts examination) and of a dissertation and examination (or presentation) thereon. The dissertation may be a work of literary or linguistic scholarship on a single subject or, if the proposed director of the dissertation is agreeable, a collection of three substantial essays exhibiting internal coherence but not necessarily treating a single precisely defined subject. The Department does not offer a Ph.D. in creative writing.

Literature

Undergraduate Courses.

Eng 52. Corrective Reading. 1 credit hour any term. Designed for students who have difficulties in reading at the college level. Methods for increasing speed and comprehension. A no-grade course. Not offered 1977-78.

Eng 104, 105, 106. Introduction to Literature. 3 credit hours each term. Study of literature and the nature of literary experience through the reading of great works of prose and poetry, drawn from English and other literatures. Works representing the principal literary types are read in their entirety when possible, with emphasis on such elements as structure, style, characterization, imagery, and symbolism. Eng 104: fiction; Eng 105: drama; Eng 106: poetry.

Eng 107, 108, 109. World Literature. 3 credit hours each term. Study of the literary and cultural foundations of the Western world through the analysis of a selection of masterpieces of literature, ancient and modern, read in chronological order. The readings include continental, English, and American works.

Eng 151. Introduction to Black Literature. 3 credit hours. Reading and critical analysis of Afro-American fiction, poetry, and drama in historical and thematic perspective; examination of various movements in the black experience which influenced the literature. Coleman.

Eng 199. Special Studies. 1-3 credit hours.

Eng 200. SEARCH . 1-3 credit hours.

Eng 201, 202, 203. Shakespeare. 3 credit hours each term. Study of the important plays—comedies, histories, and tragedies. Required for majors. Boren, Farwell, T. Greenfield, Grudin, Johnson, Maveety, Rockett, I. Sherwood, Strange.

Eng 204, 205, 206. Survey of English Literature. 3 credit hours each term. Study of the principal works of English literature based on reading selected to represent great writers, literary forms, and significant currents of thought. Provides a background that will be useful in the study of other literatures and other fields of cultural history. Fall: Anglo-Saxon beginnings to the Renaissance; winter: Milton to Wordsworth; spring: Byron to present. Bartel, Dubs, Kitzhaber.

Eng 240. Introduction to Native American Literature. 3 credit hours. A study of the literature of Native Americans. The nature and function of oral literature necessarily forms an important part of the course. The traditional literature provides a background for a study of contemporary Native American writing. Toelken.

Eng 250. Introduction to Folklore and Myth. 3 credit hours. Study and discussion of the processes and genres of traditional (i.e.) folk patterning; the relations between these forms of expression and other arts, especially English and American literature. Sherman, Toelken.

Eng 253, 254, 255. Survey of American Literature. 3 credit hours each term. American literature from its beginnings to the present day. Albrecht, Ball, Love, Wickes, Zavarzadeh, staff.

Eng 260. Introduction to Women Writers. 3 credit hours. A study of women writers and their work in western society: the status of women writers with critics and public, their view of the role of women in society and their unique literary styles and perspectives. Farwell.

Eng 300. Critical Approaches to Literary Study. 3 credit hours. A study of the purposes and techniques of literary analysis and argument, including extrinsic and intrinsic approaches to criticism (historical, generic, formalistic, mythic, etc.) and the use of library resources. The term's work involves several written exercises reflecting different modes of investigation. Recommended for majors in their sophomore or early junior year. Farwell, Teich.

Eng 301. Tragedy. 3 credit hours. A study of the nature of tragedy and of tragic expression in various literary forms. Mossberg.

Eng 302. Romance. 3 credit hours. An introduction to critical theory of the genre; readings of narratives of adventure and quest, including works in the allegorical mode. Classical, medieval, and modern examples, with attention to romance elements in twentieth-century works. Ball.

Eng 303. Epic. 3 credit hours. A study of epic and heroic literary masterpieces and of the nature of the epic genre. Dubs, Strange.

Eng 304. Comedy. 3 credit hours. The comic view in both dramatic and nondramatic forms. Main emphasis on English masters, but with attention also to classical and continental writers. Principal theories of the comic and of comic literary forms and types. Mossberg, I. Sherwood, Stein.

Eng 305. Satire. 3 credit hours. Satire, or criticism through ridicule, as a major type of literary expression. Examples from various literary forms—dramatic, narrative, poetic, and graphic—and from ancient and foreign literatures as well as English. Special emphasis on contemporary satire. Mossberg.

Eng 310. Black Prose. 3 credit hours. Forms, themes, and styles in the fictional and nonfictional prose of Africa, the West Indies, and Afro-America. Reading will include novels, short stories, essays, autobiographies, and other anarratives. Coleman.

Eng 311. Black Poetry. 3 credit hours. The study of African, West Indian, and Afro-American poetry, written and performed. Coleman.

Eng 312. Black Drama. 3 credit hours. Major achievements in African, West Indian, and Afro-American drama. Coleman.

Eng 321, 322, 323. English Novel. 3 credit hours each term. Fall: rise of the novel from Defoe to Austen; winter: Scott to Hardy; spring: Conrad to the present. Stevenson.

Eng 324. American Satire. 3 credit hours. Satire in American literature; its nature, development, and significant contributions to the interpretation of American life. Love.

Eng 391, 392, 393. American Novel. 3 credit hours each term. Development of the American novel from its beginnings to the present. Griffith, Love.

Eng 394, 395, 396. Twentieth-Century Literature. 3 credit hours each term. A critical survey of British, American, and some European literature from 1890 to the present; significant works of poetry, drama, and fiction studied in relation to intellectual and historical developments. Hynes, Weatherhead, Zavarzadeh.

Eng 400. SEARCH. 1-3 credit hours.

Eng 401. Research. Credit hours to be arranged.

Eng 403. Thesis. Credit hours to be arranged.

Eng 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Eng 407. Seminar. (G) Credit hours to be arranged.

Backgrounds of Medieval Literature. Boren.
The Bible in the Renaissance. Maveety.
Renaissance Women Writers. Farwell.

Dryden. J. Sherwood.
Boswell and Johnson. I. Sherwood.
Eighteenth-Century Women Writers. I. Sherwood, Taylor.
Eighteenth-Century Novel. Taylor.
Eighteenth-Century Poetry. Taylor.
Satiric Poetry. Taylor.
The American Short Story. Griffith, Albrecht.
Northwest Literature. Love.
Western American Literature. Love.
American Poetry. Griffith.
Major Black Writers. Coleman.
Myth and Literature. Toelken.
Folklore of Ethnic Minorities. Toelken.
Experimental Fiction. Hynes.
Theory of Literary History. Taylor.
Theories of Modernism and Postmodernism. Zavarzadeh.
Guthrie and Dylan. W. Strange.
Psychology and Literature. Albrecht.
The Novel of Youth and Initiation. Stevenson.
Classical Comedy. Ball.
Teaching Writing. Teich.
Black Literature for Teachers. Coleman.
Contemporary American Poetry. Haislip.
Metafiction. Zavarzadeh.
Realist Novel. Ball.
Art and Literature: 1750-1900. Stein.
The Historical Novel. Stein.
Modern Lyric. Strange.
Biography and Autobiography. Wickes.
Popular Culture and Literature. Sherman.
Fiction Now. Zavarzadeh.
Prose Styles. Weatherhead.
Native American Traditional Literature. Toelken.

Eng 407. Seminar. (g) Credit hours to be arranged.

Eng 408. Workshop. (g) Credit hours to be arranged.

Eng 409. Supervised Tutoring Practicum. (G) 1-3 credit hours any term. A no-grade course.

Eng 410. Experimental Course. (G) Credit hours to be arranged.

Eng 411, 412, 413. English Drama. (G) 3 credit hours each term. Development of English drama from medieval to modern times, with emphasis on the growth of genres and connections with cultural history. Fall: Middle Ages to Marlowe; winter: Jacobean period; spring: Restoration, eighteenth, and nineteenth centuries, from Dryden to Shaw. Johnson. Not offered 1977-78.

Eng 414, 415, 416. History of Literary Criticism. (G) 3 credit hours each term. Studies in the theory and practice of literary criticism from Plato and Aristotle to the present. Farwell, Handy, J. Sherwood.

Eng 417. Studies in Mythology. (G) 3 credit hours. A survey of the mythology of one or more cultures with special attention to comparative relationships, world views, theoretical schools of interpretation, and the use of myth in literature. Sherman. Toelken.

Eng 418. Folklore and Mythology of the British Isles. (G) 3 credit hours. A study of some basic folk traditions in the British Isles (*e.g.,* ballads, folktales, legends, myths, jokes, games, festivals, folk drama) and their treatment in the written literature of major British authors (*e.g.,* Chaucer, Shakespeare, Romantic poets, Dickens, Hardy, Yeats). Sherman, Toelken.

Eng 419. American Folklore. (G) 3 credit hours. A study of American folklore; its connections in American history and culture; its role in the development of the writings of selected American authors (e.g., Hawthorne, Melville). Sherman, Toelken.

Eng 420, 421, 422. Modern Drama. (G) 3 credit hours each term. Fall: growth of the modern theater in Europe through 1919, naturalism, symbolism, expressionism; winter: European and American drama between 1920-1949, the experimental theater and its effects on realism; spring: international developments in drama from 1950 to the present. Ball.

Eng 425. Early English Literature. (g) 3 credit hours. The literature of the Middle Ages, in relation to the social and literary ideas of the period. Boren.

Eng 428. Chaucer. (g) 3 credit hours. As much of Chaucer's work as time permits. Boren, Dubs, Malarkey, Toelken.

Eng 430, 431, 432. Literature of the Renaissance. (G) 3 credit hours each term. Fall: Renaissance thought; winter: Renaissance epic and prose narrative; spring: English lyric from Wyatt to Herrick. T. Greenfield, Grudin, Maveety. Not offered 1977-78.

Eng 434. Spenser. (G) 3 credit hours. T. Greenfield.

Eng 436. Advanced Shakespeare. (G) 3 credit hours. Detailed study of selected plays. When offered in spring term or summer session, the course may concentrate on the plays to be presented in Ashland that summer. Johnson.

Eng 437, 438. The Literature of the English Bible. (G) 3 credit hours each term. Study of the literary qualities of the English Bible, with some reference to its influence on English and American literature. Maveety.

Eng 440, 441, 442. Seventeenth-Century Literature. (G) 3 credit hours each term. Poetry and prose from Jonson through the Restoration studied in relation to the trends of thought and feeling which characterize the century. Maveety, Rockett.

Eng 444. Milton's Minor Poems and Prose. (G) 3 credit hours. The *Poems* of 1645 and the major prose works on liberty, education, and politics. Farwell.

Eng 445. Milton's Major Poems. (G) 3 credit hours. *Paradise Lost, Paradise Regained,* and *Samson Agonistes.* Farwell, Maveety.

Eng 450, 451, 452. Eighteenth-Century Literature. (G) 3 credit hours each term. Fall: Restoration; winter: primarily Swift and Pope; spring: primarily Johnson and circle. Works are studied in relation to specific literary traditions. I. Sherwood, J. Sherwood, Taylor.

Eng 460, 461, 462. English Romantic Writers. (G) 3 credit hours each term. Studies in the variety of romantic thought and expression. Fall: Blake, Burns, and other writers of the age of gothic and sensibility; winter: Wordsworth, Coleridge, Hazlitt, and other writers of the age of revolution; spring: Byron, Shelley, Keats, and other writers of the second generation. Ball, Strange, Teich.

Eng 463, 464, 465. The Victorian Poets. (G) 3 credit hours each term. 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. Fall: Tennyson; winter: Browning, Meredith, Thomson, Fitzgerald, Clough, Patmore, Hopkins, Wilde, Kipling. Stein. Not offered 1977-78.

Eng 470, 471, 472. Nineteenth-Century Prose. (G) 3 credit hours each term. Main currents of thought as reflected in Carlyle, Mill, Newman, Ruskin, Huxley, Arnold, Pater. Stein. Not offered 1977-78.

Eng 473, 474. Nineteenth-Century English Fiction. (G) 3 credit hours each term. An introduction to the detailed study of nineteenth-century English fiction. Emphasis is on analysis of texts in critical and social perspective. Stevenson.

Eng 477, 478, 479. American Literature Before 1900. (G) 3 credit hours each term. Early American literature; romanticism; realism and naturalism. Not a sequence course. Albrecht, Griffith. Not offered 1977-78.

Eng 480. Major British Writers. (G) 3 credit hours. Detailed study of two or three British authors not substantially treated in other courses. May be repeated for credit. Hynes, Taylor, Wickes.

Eng 481, 482, 483. Major American Writers. (G) 3 credit hours each term. Detailed study of two or three major authors each term, such as Hawthorne, Emerson, Whitman, Melville, James, Twain, Dickinson, Frost, Eliot, Hemingway, Faulkner. Albrecht, Handy, Love, Wickes, Zavarzadeh.

Eng 487. Yeats and Joqce. (G) 3 credit hours. The principal works of Yeats and Joyce, considered against the background of the Irish Renaissance. J. Sherwood.

Eng 488. Literary Analysis for Teachers. (g) 3 credit hours. For students interested in teaching high-school English. Training in comprehension and analysis of fiction, poetry, and drama from English and American literature. Bartel.

Eng 490. English Grammar. (G) 3 credit hours. A comprehensive survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria. Malsch.

Eng 491. History of the English Language. (g) 3 credit hours. The study of the linguistic origins and development of English for prospective teachers of English. Prerequisite: Ling 290. Malsch, Sloat.

Eng 492. Applied English Linguistics. (g) 3 credit hours. Study of modern English linguistics for prospective teachers of English. Prerequisite: Ling 290. Hoard, Malsch, Sloat.

Eng 493. Structure of English. (g) 3 credit hours. A detailed examination of modern English grammars. Prerequisite: Ling 290. Hoard, Malsch, Sloat.

Eng 494. Existentialism and Modern Literature. (G) 3 credit hours. A critical study of nineteenth- and twentieth-century works which reflect the characteristic subject matter and themes of existentialism, works by such authors as Kierkegaard, Nietzsche, Tolstoy, Pirandello, Camus, Sartre, Kafka, Beckett, Albee, Kesey. Ball, Handy.

Eng 496, 497. Contemporary American Literature. (G) 3 credit hours each term. A critical study of post-World War II American writing in the context of contemporary aesthetic and cultural developments. Exploration of the new generic, thematic, and stylistic directions in recent fiction, poetry, and drama, with attention to the literary (dis)continuities in postmodern American literature and the shaping of such innovative modes as metafiction, the nonfiction novel, speculative fiction, concrete poetry, dramatic happenings, and paracriticism. Zavarzadeh.

Eng 498. Studies in Women and Literature. (G) 3 credit hours. An examination of specific topics related either to women writers or to women and literature or to both. Topics may include women writers of a specific era, feminist criticism, genres such as autobiography, diary, novel, and poetry, and in-depth studies of the work of one (or at most a few) women writers. May be repeated for maximum of nine credit hours. Farwell, I. Sherwood.

Writing

Creative Writing

The Department offers creative writing courses for nonmajors and majors. Undergraduate English majors planning a program emphasizing creative writing are advised to complete at least 6 credit hours of Introduction to Imaginative Writing, Wr 241, 242, 243. For information on the graduate program leading to the M.A. or M.F.A. degree, consult the Director of the Creative Writing Program.

Expository Writing

The Department offers required and elective courses in expository writing for all University students to help them improve their abilities to write clearly and effectively. All students must fulfill the University writing requirement of 6 hours of composition or be cleared according to established waiver and exemption policies. Beginning Fall 1976, the requirement is: Wr 121 and Wr 122 or Wr 123, or their approved equivalents, excluding courses numbered 199 and 400-410. During the period in which Wr 323 (the previously required junior-level course) is being phased out of the requirement, Wr 323 may serve as second required course.

Exemptions from the first term of writing will be given to students who demonstrate superior abilities by scoring 650 and above on the CEEB SAT Verbal or Achievement Test in English Composition (EN). Students should present official copies of their scores to the Composition Office, English Department, if not granted exemption at time of admission. No credit is awarded for this exemption. Students with CEEB Advanced Placement Test scores in English composition of 3, 4, or 5 will clear the requirement and receive 6 hours of transfer credit in writing.

Waiver exams for Wr 121 and Wr 122 (or Wr 323) are offered regularly at the Testing Office, Counseling Center, and should be considered by students who are highly competent writers. Additionally there are substitutions possible for the second required course; students who were exempt from or earned an **A** in Wr 121 may select any 200-or 300-level expository writing course to fulfill the requirement.

Students who are insufficiently prepared for college-level writing, as evidenced by low scores on the SAT Verbal or TSWE (Test of Standard Written English), are required to enroll in and pass Wr 120, Preparatory Composition, before taking Wr 121. Wr 120 carries University credit but will not satisfy the composition requirement nor the arts and letters group requirement.

For proper writing placement, a test score on the TSWE is necessary for all new students and transfer students who have not satisfied the writing requirement. Students should sign up for the TSWE before registration at the Counseling Center Testing Office, or during registration at the English table. Transfer students in doubt about the equivalency of courses taken elsewhere should bring transcripts and catalog descriptions to the Composition Office, English Department, for evaluation.

Undergraduate Courses

Wr 91, 92, 93. English as a Second Language. 3 credit hours each term. Study of written and spoken English for students whose native language is not English. Includes practice in pronunciation, vocabulary building, reading, and writing. Staff.

Wr 120. Preparatory English Composition. 3 credit hours. A basic skills course for those with insufficient preparation for college-level writing. Includes practice in sentence structure, punctuation, usage, and organization. Required for those with low writing placement scores as a prerequisite to Wr 121; does not satisfy the two-term writing requirement. Staff.

Wr 121. English Composition. 3 credit hours. Fundamentals of expository prose; frequent written themes. Practice in various rhetorical modes with special attention to the relation between substance and structure in written discourse. Staff.

Wr 122. English Composition. 3 credit hours. Advanced expository prose; frequent written themes. Special attention to style and audience. Prerequisite: Wr 121 or equivalent. Staff.

Wr 123. English Composition. 3 credit hours. Research Paper; the techniques for compiling and writing academic and technical papers. Practice in writing a long paper based on the use of library resources and taking notes. Prerequisite: Wr 121 or equivalent. Staff.

Wr 199. Special Studies. 1-3 credit hours.

Wr 227. Scientific and Technical Writing. 3 credit hours. Practice in scientific and technical expository writing. Emphasis on the organization, form, and style of scientific, technical, and professional reports, articles, abstracts, summaries, memoranda, and correspondence. Prerequisite: Wr 121 or equivalent. Kitzhaber.

Wr 241, 242, 243. Introduction to Imaginative Writing. 3 credit hours each term. Introductory courses for students interested in the techniques of writing fiction, drama, and poetry, and in the development of a critical appreciation of the art of writing. Wr 241: fiction; Wr 242: drama; Wr 243: poetry. Staff.

Wr 316. Advanced Expository Writing. 3 credit hours. Practice in various forms of expository writing. Frequent written themes. Prerequisite: Wr 121 or equivalent. Aly, Kitzhaber.

Wr 321. Business and Technical Communications. 3 credit hours. Practice writing and analyzing internal and external messages common to business, industry, and professions. Suggested for students of business and management. Prerequisite: Wr 121 or equivalent.

Wr 324, 325, 326. Short-Story Writing. 3 credit hours each term. An upper-level course for students interested in short-story writing. Examination of the basic techniques and structure of the short story; extensive analyses of student work and established models. Consent of instructor is required. Lyons, Salisbury.

Wr 331, 332, 333. Play Writing. 3 credit hours each term. Creative experiment in the writing of plays, with incidental study

of models. Analysis and discussion of student work. Consent of instructor is required. Not offered 1977-78.

Wr 341, 342, 343. Poetry Writing. 3 credit hours each term. Verse writing; study of various verse forms as media of expression. Analysis of class work. Consent of instructor is required. Haislip, Salisbury.

Wr 404. Writing and Conference. Credit hours to be arranged.

Wr 430, 431, 432. Senior Creative Writing. 3 credit hours each term. An advanced sequence in short story, poetry, and playwriting. Consent of instructor is required. Haislip, Lyons, Salisbury.

Wr 451, 452, 453. Projects in Writing. 3 credit hours each term. For students who desire advanced instruction and practice in writing short stories, novels, television dramas, nonfiction, etc. Consent of instructor is required. Haislip, Lyons, Salisbury.

Upper-Division Courses Carrying Graduate Credit

Wr 409. Supervised Tutoring Practicum. (G) 1-3 credit hours. A no-grade course.

Wr 411. English Composition for Teachers. (g) 3 credit hours. 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. Aly, Kitzhaber.

Wr 420, 421, 422. Novel Writing. (G) 3 credit hours each term. Designed to provide apprentice training in writing of novels, and to develop a critical grasp of fiction problems. Sustained work on a writing project continued through the year. Individual assigned readings. Consent of instructor is required. Lyons. Not offered 1977-78.

Graduate Courses

Literature

Consent of instructor is required for all 500-level courses.

Eng 501. Research. Credit hours to be arranged. A no-grade course.

Eng 502. Supervised College Teaching. Credit hours to be arranged. A requirement for English graduate students who do not have teaching experience and who intend to apply for teaching fellowships. Consent of instructor required. A no-grade course.

Eng 503. Thesis. Credit hours to be arranged. Consent of instructor is required. A no-grade course.

Eng 505. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

Eng 507. Seminar. Credit hours to be arranged. Consent of instructor is required.

There are thirteen fields of interest in the graduate program. Master's degree candidates are required to show competence in three such fields; Doctoral candidates must show competence in six fields. A choice among the following seminars, along with 407 seminars and courses at the 400 and 500 level, may be used to help fulfill these requirements. Students should plan their programs judiciously, for only a selection of these seminars is offered in any given academic year.

Old English Literature and Criticism. S. Greenfield.
Arthurian Tradition in Medieval Literature. Boren, Malarkey.
The Ballad. Toelken.
Shakespeare Studies. Grudin, Maveety.
Special Authors in Renaissance Drama. T. Greenfield, Grudin, Johnson.
Special Authors in Renaissance Nondramatic Literature. Farwell, T. Greenfield, Grudin, Maveety.
Renaissance Criticism. Rockett.
Metaphysical Poets. Farwell, Rockett.
Restoration Drama. I. Sherwood.
Dryden. J. Sherwood.
Boswell and Johnson. I. Sherwood.
Major Authors from 1660-1800. I. Sherwood, J. Sherwood, Taylor.
Blake: the Major Prophecies; the Designs. W. Strange.
Romantic Fiction. Ball.
Shakespeare and the Romantics. Strange.
Romantic Criticism. Teich.
Victorian Fiction. Stevenson.
The Heroine in British Fiction. Stevenson.
Ruskin and Pater. Stein.
Swinburne and Wilde. Stein.
Victorian Historicism. Stein.
Studies in American Romanticism. Albrecht, Griffith.
Studies in American Realism and Naturalism. Albrecht, Griffith, Love.
Colonial American Literature. Griffith.
Melville. Albrecht, Griffith.
Mark Twain. Albrecht, Griffith, Love.
Faulkner. Handy.
American Transcendentalism. Griffith.
Contemporary British and American Drama. Ball.
Modern Criticism. Handy, J. Sherwood.
Narratology. Zavarzadeh.
Psychological Criticism. Albrecht.
Literary Structures. Albrecht.
Symbolism. Ball.
Major Black Writers. Coleman.
African Literature. Coleman.
West Indian Literature. Coleman.
Studies in Folklore. Toelken.
Folklore and Literature. Sherman, Toelken.
Folklore Fieldwork. Sherman, Toelken.
Modern Novel. Wickes.
Henry James. Hynes.
Joyce. Handy, J. Sherwood.
Recent American Poetry. Weatherhead.
Innovative American Fiction. Zavarzadeh.
Literary Theory. Zavarzadeh.
Linguistics. Please page 124.

Eng 508. Workshop. Credit hours to be arranged.

Eng 510. Experimental Course. Credit hours to be arranged.

Eng 511, 512, 513. Old English. 5 credit hours each term. Linguistic study; selected readings in prose and poetry, including entire *Beowulf*. Consent of instructor is required. Dubs, S. Greenfield.

Eng 514, 515, 516. Old Icelandic. 5 credit hours each term. Linguistics and literary study: East and West Norse; reading from historical sources, the sagas, the *Prose Edda*, and skaldic poetry. Of particular interest to students of Old English and Germanic antiquity. Consent of instructor is required. Offered in 1976-77 and alternate years. Dubs.

Eng 517. Middle English Dialects. 5 credit hours. An introduction to English grammar, dialects, and literature from the Norman conquest to the early modern period. Consent of instructor is required. Dubs, Boren.

Eng 518. Middle English Survey. 5 credit hours. A study of the literature of the Middle English period exclusive of Chaucer and the work of the *Pearl*-poet. Prerequisite: Eng 517. Consent of instructor is required. Boren, Malarkey.

Eng 519. The Pearl Poet. 5 credit hours. Detailed study of the works attributed to the *Pearl*-poet, with concentration on *Pearl*, and *Sir Gawain and the Green Knight*. Prerequisite: Eng 517, and consent of the instructor. Boren, Malarkey.

Eng 520, 521, 522. History and Structure of the English Language. 5 credit hours each term. The study of English syntactic, semantic, and phonological systems, both modern and historical, from the perspective of current linguistic theory. Prerequisite: Ling 421 or Eng 490. Consent of instructor is required. Malsch.

Eng 524. Chaucer's Troilus and Criseyde. 5 credit hours. Detailed study of *Troilus and Criseyde* and the minor poems. Prerequisite: Eng 517, and consent of the instructor. Boren, Malarkey. Not offered 1977-78.

Eng 530, 531, 532. Shakespeare. 5 credit hours each term. Fall: representative comedies of Shakespeare's early, middle, and late periods; winter: historical plays; spring: tragedies. Consent

of instructor is required. Grudin, T. Greenfield. Not offered 1977-78.

Eng 535, 536, 537. Tudor and Stuart Drama. 5 credit hours each term. Fall: beginnings through Marlow; winter: Dekker through Jonson; spring: Webster through Ford. Shakespeare not included. Consent of instructor is required. T. Greenfield.

Eng 540. Introduction to Literary Research. 3 credit hours. A study of bibliographical tools and methods of research. Practical training in research projects. Recommended for M.A. candidates with research interests. Required of Ph.D. candidates; to be completed not later than the first year of doctoral study. Ordinarily given winter term. Consent of instructor is required. Rockett.

Eng 588, 589. Modern Poetry. 5 credit hours each term. Fall: British poetry from Hopkins to the present; winter: American poetry from the imagists to the present. Consent of instructor is required. Weatherhead.

Eng 590, 591, 592. Modern Fiction. 5 credit hours each term. Major tendencies in the fiction of the past hundred years. Fall: the rise and development of realism; winter: naturalism; spring: postnaturalism. Consent of instructor is required. Wickes, Zavarzadeh.

Eng 593, 594. Contemporary British Fiction. 5 credit hours each term. A study of British fiction since the late 1930s. The two terms are a chronological treatment of developments in British fiction-writing of the past forty years, with emphasis on analyses of particular works by important writers. First term: such authors as Elizabeth Bowen, Henry Green, Evelyn Waugh, Graham Greene, Joyce Cary, Samuel Beckett. Second term: such authors as Anthony Powell, Doris Lessing, Iris Murdoch, Muriel Spark, Anthony Burgess, William Golding, Kingsley Amis, Alan Sillitoe, John Fowles. Consent of instructor is required. Hynes.

Writing

Wr 503. Thesis. Credit hours to be arranged. A no-grade course. Consent of instructor is required.

Wr 504. Writing and Conference. Credit hours to be arranged. Consent of instructor is required.

Wr 530, 531, 532. Graduate Creative Writing. 3 credit hours each term. A graduate level sequence required of M.F.A. candidates, but open to other graduate students with interest and talent. Concentration on student writing in a workshop approach. Consent of instructor is required. Haislip, Lyons, Salisbury.

Geography

Everett G. Smith, Jr., Ph.D., Department Head, Associate Professor (social geography, urban geography). B.A., 1953, M.A., 1956, Illinois; Ph.D., Minnesota, 1962; at Oregon since 1965.

Carl L. Johannessen, Ph.D., Professor (biogeography, Central America). B.A., 1950, M.A., 1953, Ph.D., 1959, California; at Oregon since 1959.

William G. Loy, Ph.D., Associate Professor (cartography, interpretation of aerial imagery, geomorphology). B.A., Minnesota, 1958; M.S., Chicago, 1962; Ph.D., Minnesota, 1967; at Oregon since 1967.

Jack P. Mrowka, Ph.D., Assistant Professor (geomorphology, hydrology, Latin America). B.A., 1966, S.U.N.Y., Buffalo; M.A., 1969, Ph.D., 1974, U.C.L.A.; at Oregon since 1974.

Clyde P. Patton, Ph.D., Professor (climatology, Western Europe, cultural geography). A.B., 1948, M.A., 1950, Ph.D., 1953, California; at Oregon since 1958.

Edward T. Price, Ph.D., Professor (North America, cultural geography, historical geography). B.S., California Institute of Technology, 1937; Ph.D., California, 1950; at Oregon since 1963.

Gary H. Searl, M.S., Adjunct Assistant Professor (geographic education, Oregon). B.B.A., 1959, M.S., 1966, Oregon; at Oregon since 1968.

Alvin W. Urquhart, Ph.D., Professor (cultural geography, Africa). B.A., 1953, M.A., 1958, Ph.D., 1962, California; at Oregon 1960-61 and since 19n3.

Ronald Wixman, M.A., Visiting Acting Assistant Professor (Soviet Union, Eastern Europe, cultural geography). B.A., Hunter College, 1968; M.A., Columbia, 1972; at Oregon since 1975.

Faculty Emeriti

Samuel N. Dicken, Ph.D., Professor Emeritus (coastal geomorphology, cultural geography, Oregon). B.A., Marietta, 1924; Ph.D., California, 1930; at Oregon since 1947.

Undergraduate Studies

Undergraduate students in geography develop an awareness of the landscapes of several regions of the world and investigate the physical and cultural processes which form landscapes. A major emphasis is given to the historical role of man in changing the face of the earth. All entering students are encouraged to take any lower-division course in geography. None have prerequisites or require particular high-school background. For students transfering to the University in their third year, preparation in introductory college geography courses is desirable.

An undergraduate major in geography may follow a broadly based general degree program or more specialized curricula which emphasize environmental studies, social science teaching, or urban studies. Both Bachelor of Arts and Bachelor of Science degrees are offered in the Department.

Major programs and requirements

I. General Geography Emphasis (B.A. or B.S.): 15 courses, of which 10 must be upper division.

(A) Physical Geography Courses: 3 courses selected from the following: Geog 101, The Natural Environment; Geog 410. Water Resources; Geog 481, Geomorphology; Geog 482, Climatology; Geog 487, World Regional Climatology; Geog 488, 489, Biogeography.

(B) Cultural Geography: 3 courses selected from the following: Geog 103, Landscape, Environment, and Culture; Geog 105, Urban Environment; Geog 433, Political Geography; Geog 434, Economic Geography; Geog 435, 436, Urban Geography; Geog 491, 492, 493, Cultural Geography.

(C) Regional Geography: 3 courses selected from the following: Geog 201, Geography of Europe; Geog 202, Geography of Latin America; Geog 203, Geography of Asia; Geog 204, Geography of the Soviet Union; Geog 205, Geography of Africa; Geog 301, Geography of Oregon; Geog 302, Eastern North America; Geog 303, The American West; Geog 453, Cultural Geography of Africa; Geog 461, The South American Tropics; Geog 462, Southern South America; Geog 463, Geography of Middle America; Geog 471, Geography of Western Europe; Geog 472, Mediterranean Landscapes.

(D) Techniques of Geographers: 3 courses selected from the following: Geog 280, Reading and Interpretation of Maps; Geog 421, 422, 423, Geographic Field Methods; Geog 484, Aerial Photo Interpretation and Remote Sensing; Geog 485, 486, Cartography.

(E) Any research seminar for undergraduate majors, Geog 407.

(F) Electives in Geography: courses, seminars, reading and conference, research.

(G) Required for B.A.: Two years of foreign language or equivalent proficiency.

II. Environmental Studies Emphasis (B.S.) 15 courses of which 10 must be upper division.

(A) Basic Geography courses: Geog 101, The Natural Environment; Geog 103, Landscape, Environment, and Culture; Geog 105, Urban Environment; Geog 280, Reading and Interpretation of maps; Geog 301, Geography of Oregon.

Advanced Geography courses: 4 to be selected from: Geog 481, Geomorphology; Geog 482, Climatology; Geog 488, Biogeography; Geog 491, 492, Cultural Geography.

Geographic Techniques for Environmental Research: 5 courses to be selected from: Geog 421, 422, 423, Geographic Field Methods; Geog 484, Aerial Photo Interpretation and Remote Sensing; Geog 485, 486, Cartography; Geog 407 (required), any research seminar for undergraduate majors.

(B) Supporting Fields: 8 courses from the following: Arch 221, Environment and Communication; Arch 222, Environment and Cultural Milieu; Arch 223, Environment and Life Support; Arch 321, 322, Environmental Control Systems; LA 225, Introduction to Landscape Architecture; LA 226, Plant Communities and Environments; LA 361, Site Analysis; CSPA 420, Behavioral Ecology; Soc 210, Community, Population, and Resources; Soc 407, Seminar on Resource or Conservation Topic; RPM 492, Recreation and Natural Resources; PS 458, Democracy and Public Policy; Ec 202, Special Topics in Economics: Environmental Economics. Anth 320, Human Ecology; Anth 470, Human Population Genetics; Bi 101, Selected Topics in Biology; Bi 102, Selected Topics in Animal Biology; Bi 104, Selected Topics in Plant Biology (see adviser for appropriate class); Bi 107, Human Population Genetics; Bi 101, Selected Topics in Biology; Bi 272, Introduction to Ecology; Bi 307, Evolution and Ecology; Bi 370, Man and His Environment; Bi 471, 472, 473, Principles of Ecology; Bi 381, 382, Introduction to Bacteriology; Bi 438, Systematic Botany; Bi 474, The Marine Environment; Bi 475, Limnology; Geol 321, Mineral Resources and the Environment; Geol 353, Oceanography; Geol 352, Geology of Oregon; Ph 114, Physics of Energy and Pollution; Ph 116, The Sun as a Future Energy Source. Other courses with clearly identifiable environmental concerns or topics may be substituted.

III. Urban Studies Emphasis

(A) Geography: 15 courses of which 10 must be upper division. (1) Basic Geography courses: Geog 101, The Natural Environment; Geog 103, Landscape, Environment, and Culture; Geog 105, Urban Environment: Geog 280, Reading and Interpretation of Maps.

(2) Advanced Geography courses: 9 to be selected from: Geog 433, Political Geography; Geog 434, Economic Geography; Geog

435, 436, Urban Geography; Geog 421, 422, 423, Geographic Field Methods; Geog 484, Aerial Photo Interpretation and Remote Sensing; Geog 485, 486, Cartography; Geog 301, Oregon; Geog 302, 303, North America; Geog 407 (required), any research seminar for undergraduate majors.

(B) UP 350, Survey of Urban Planning.

(C) At least 12 courses from the following: Mth 101, 207, 208, Algebra, Calculus for the Nonphysical Sciences; Mth 156, Concepts of Statistics; Mth 150, Introduction to Probability; CS 121, Concepts of Computing; CS 133, Introduction to Numerical Computation; Ec 201, Introduction to Economic Analysis: Microeconomics; Ec 202, Introduction to Economic Analysis: Macroeconomics: Ec 203, Selected Topics in Economics; Hst 207, Origins of World Civilizations; Phl 221, Elementary Logic; Soc 201, Introduction to Sociology; Soc 210, Communities, Population, and Resources; PS 203, State and Local Government; PS 230, Urban Politics; Psy 216, Social Psychology; Anth 301, 302, 303, Society and Culture; Anth 414, Race and Culture; Ec 414, 415, 416, Regional and Urban Economics; Hst 301, 302, 303, Europe Since 1789; Hst 376, The American City in the 20th Century; Soc 303, World Population and Social Structure; Soc 304, The Community; Soc 442, Urbanization and the City; Soc 447, Industrial Sociology; PS 345, Urban Politics; PS 438, Urban Politics; PS 490, 491, Community Politics; Psy 461, Environmental Psychology; Trn 349, Transportation and Distribution Systems; Trn 351, International Transportation and Distribution Management; Fin 341, Introduction to Real Estate; Fin 442, Real Estate Environmental Analysis; Mkt 311, Marketing Systems and Demand Analysis ;CSPA 420, Behavioral Ecology; CSPA 463, Metropolitan Government; CSPA 465, 466, Administration of State and Local Government.

IV. Secondary School Teaching of Social Studies

For basic certification as a teacher of Social Studies in Oregon high schools, the Teacher Standards and Practices Commission requires completion of an approved teacher education program which includes satisfaction of (1) certain requirements in subject-matter preparation for the teaching endorsement, (2) certain requirements in professional education preparation, and (3) the recommendation of the institution at which the student completes the preparation.

For details of this program, consult the norm adviser for teacher education in the Department of Geography and the Office of Secondary Education in the College of Education.

Students must complete 12 courses in geography in which 6 are for upper-division credit. In addition, students must complete 10 other social science courses in at least four fields other than geography.

The University will recommend for the Standard Teaching Certificate and Standard endorsements upon successful completion of a planned program of advanced teacher education; the plan must be filed with the Office of Teacher Certification in the College of Education at the time the work is initiated. Completion of work required for a master's degree does not satisfy requirements for either the Standard Teaching Certificate or endorsement, unless the degree work also includes certificate and endorsement requirements. Program planning forms and information relating to the University's Standard teacher education program may be secured from the Office of Teacher Certification.

Honors College Program in Geography

The Honors College student in geography must do the following work in the department: Geog 481, Geomorphology; Geog 482, Climatology; Geog 488, Biogeography; Geog 421, 422, 423, Geographic Field Methods; Geog 491, 492, 493, Cultural Geography; junior and senior honors seminars; and senior honors thesis.

Graduate Studies

Graduate work leading to both the Master of Arts and Doctor of Philosophy degrees is offered. The department also supervises those students wishing to obtain an interdisciplinary Master of Science degree with a major emphasis in geography. This degree combines course work in geography and in education.

Although the department requires knowledge of the fundamentals of geography, it welcomes students whose undergraduate work has been in other disciplines and who can apply their previous training to geographic problems. Field studies, seminars, and the preparation of theses form the heart of advanced geographic training.

Admission

To apply for admission, send the Admissions Office the original copy of the application for admission form, and the application fee and transcripts as explained in the Graduate Studies section of this catalog. The Department of Geography should receive: (1) the four copies of the admission application; (2) official transcripts of all undergraduate and graduate college work; (3) three letters of reference; (4) score from the Miller Analogies Test or the Graduate Record Examination Aptitude Test; and, if planning to apply for an assistantship or fellowship, (5) the application for a graduate award. Preference for fall admission will be given to applicants whose papers are received by March 1.

Master's Program

The M.A. degree in geography emphasizes general proficiency in physical and cultural geography and basic skills in the use of geographic techniques and methods through the following program of 45 graduate credit hours, at least 36 in geography. The program will include the following courses if not previously completed:

(1) These courses, or their equivalent: Physical Geography (Geog 481, 482, 488); Cultural Geography (Geog 491, 492, 493); Field Geography (Geog 421, 422, 423); Aerial Photographic Interpretation and Cartography (Geog 484, 485, 486).

(2) Three graduate seminars in geography totaling 9 credit hours.

(3) Reading skill in one foreign language. Students will be expected to translate relevant passages from foreign sources in their graduate courses and seminars. Competence will be determined by the Geography Faculty.

(4) Thesis approved by a Geography Faculty Committee.

The interdisciplinary M.S. degree program requires 36 credit hours of work in geography and 9 to 15 credit hours in education. Courses and seminars parallel those of the M.A. candidates. Teaching skills are substituted for foreign language competence. A final oral examination by a committee of the Geography Faculty is required.

Doctoral Program

The Ph.D. program requires more specialization of the student who must demonstrate thorough knowledge of the geography of a major region of the world and competent understanding of one of the systematic fields of geography.

This program is designed to suit each individual's background and interests. In addition to a selection of seminars and courses, the candidate may use the flexibility of Geog 501 (Research) and Geog 505 (Reading and Conference) to follow specific interests with individual members of the faculty. The Ph.D. program, planned with faculty committee approval, is measured by achievement of the stated goals rather than by any specific number of credit hours. Prospective candidates should pay particular attention to the systematic specialization and regional interests of the staff before applying for admission.

Required for a Ph.D. in Geography are:

(1) Completion of a M.A. degree in geography or equivalent study which include courses required for the M.A. degree in geography at the University of Oregon.

(2) Six graduate seminars including those taken for the M.A. degree.

(3) Reading knowledge of two foreign languages or speaking and reading knowledge of one foreign language.

(4) Passing a series of comprehensive, written examinations (scheduled during fall and spring terms) in these three subject areas: (a) Regional geography of an area such as North America, Middle America, Arid Lands, or Western Europe. (b) Systematic field of geography such as geomorphology, climatology, biogeography, population and settlement geography, cultural geography,

urban geography, or economic geography. (c) Geographic thought and method.

(5) An approved field of study in a department or departments suggested by the student.

(6) A dissertation presenting the results of research of a substantive and original nature on a significant geographic problem.

The dissertation must be approved by a faculty committee and presented at a public lecture.

All courses in geography taken by M.A. and Ph.D. candidates in geography are taken under the Pass/No Pass grade option.

Financial Assistance

A limited number of graduate teaching fellowships with stipends ranging from $2800 to $3500 for the academic year, September to June, are available. A few fellowships, for smaller stipends, are also available for summer sessions. Fellows are charged reduced tuition fees. Graduate teaching fellows usually register for 9 to 12 credit hours of coursework per term and are assigned duties limited to 12 to 15 hours a week. Applications for fellowships should be received by March 1.

The Work-Study Program (under Federal funding for students from low-income families) provides an alternative means of financial assistance. The Department of Geography has several positions under this program at a maximum of 20 hours per week and rate of approximately $2.50 per hour. For certification under Work-Study and for applications for loans or grants, a separate request for forms should be made to the Office of Financial Aids. Their deadline for applications is March 1.

Undergraduate Courses

Geog 101. The Natural Environment. 3 credit hours. An introductory physical geography of the earth with special emphasis on vegetation, landforms, climate, and soils. Patton, Mrowka, Johannessen.

Geog 103. Landscape, Environment, and Culture. 3 credit hours. An introductory cultural geography that focuses on the ways in which various cultures have evaluated, used, and modified the landscapes and environments they have occupied. Urquhart.

Geog 105. Urban Environment. 3 credit hours. Urban locations and patterns around the world. Smith.

Geog 199. Special Topics in Geography. 3 credit hours.

Geog 200. SEARCH. 1-3 credit hours.

Geog 201. Geography of Europe. 3 credit hours. An introduction to geography through the study of the physical and cultural processes that have shaped the rural and urban landscapes of Europe.

Geog 202. Geography of Latin America. 3 credit hours. An introductory geography focusing on the ways in which major cultural groups have modified the environments of Latin America throughout history. Mrowka.

Geog 203. Geography of Asia. 3 credit hours. An introduction to the major physical and cultural realms of Asia, excluding Soviet Asia.

Geog 204. Geography of the Soviet Union. 3 credit hours. Natural regions, major population groups and the economic development of the U.S.S.R. Wixman.

Geog 205. Geography of Africa. 3 credit hours. An introduction to geography through the study of the physical and cultural processes that have shaped the rural and urban landscapes of Africa. Urquhart.

Geog 280. Reading and Interpretation of Maps. 3 credit hours. Introduction to the interpretation of physical and cultural features on maps. Critical analysis of cartographic styles employed by atlas and map makers.

Geog 301. Geography of Oregon. 3 credit hours. The nature of Oregon: its natural and human resources, changing patterns of settlement, urbanization and economic development, and problems of environmental use. Searl, Loy.

Geog 302. Eastern North America. 3 credit hours. Growth of major regions from Atlantic colonies. Agriculture, industry, population, and metropolitan centers. Price.

Geog 303. The American West. 3 credit hours. Areas of attraction and aversion. Their development into modern regions. Price.

Geog 400. SEARCH. 1-3 credit hours.

Geog 401. Research. Credit hours and topics to be arranged.

Geog 405. Reading and Conference. Credit hours and topics to be arranged.

Geog 406. Field Studies. Credit hours and topics to be arranged.

Geog 407. Seminar: 3 credit hours. The following seminar topics will be offered 1977-78. Enrollment in each will be limited to 15 undergraduate majors in geography.

Pre-Columbia Transoceanic Diffusion: Study of the distribution of cultural traits in the New and Old World in pre-Columbia times as an aid to understanding cultural development in the New World. Johannessen.

Quantitative Methods in Geography: A mathematical preprimer designed for geographers. Introduces students to the basic quantitative techniques currently in vogue and alerts them to the assumptions underlying their use and the care needed in interpreting their results. Patton.

Landsat Mapping Problems: Study of ways earth satellite photography can be transformed into map products. Loy.

Geomorphology of Lane County: Analysis of spatial variations in landforms and geomorphic processes within Lane County. Seminar includes field trips and discussion of man's impact on landforms within this Oregon county. Mrowka.

Australia: Regional patterns and geographic problems. Price.

Urban Plans and Layouts: Description and analysis of street, lot, and building patterns from place to place and from time to time. Interpretation and evaluation of intents and achievements of designers and builders. Smith.

Social Landscapes of Eugene-Springfield: Investigation of schools, churches, entertainment centers, etc., as types of landscape. Urquhart.

Geog 408. Workshop. Credit hours to be arranged.

Geog 409. Supervised Tutoring. Credit hours to be arranged. A no-grade course.

Geog 410. Environmental Alteration. 3 credit hours. The human alteration of natural systems and the environment. The consequences of human activity at different times and places in regard to soils, climate, vegetation, landforms, and water.

Upper-Division Courses Carrying Graduate Credit

Geog 410. Experimental Course. (G) 3 credit hours.

Geography of Water Resources: The geography of water, the spatial distribution of water, and the factors which control this distribution on a global and regional scale. Hydrologic cycle, floods, and man's impact on the hydrologic cycle, including deforestation, urban hydrology, and water pollution. Mrowka.

Geographic Research Materials: Locating materials needed for research in geography and related fields. Use of government documents. Use of resources of the University library and its branch libraries. Malarkey.

Geography of Languages: An introductory overview of the languages of the world. The course focuses on current numbers of speakers, present areal distributions, and their historical antecedents. Particular attention is paid to the social, educational, and political problems caused by minority languages. Patton.

Geog 421, 422, 423. Geographic Field Methods. (G) 3 credit hours each term. Research techniques in geography applied to local areas and problems. Prerequisite: 9 credit hours of geography. Geography Faculty.

Geog 433. Political Geography. (G) 3 credit hours. Global political patterns and variable resources; impact of boundaries on the landscape; voting distributions; and locations and consequences of differing jurisdictions. Patton.

Geog 434. Economic Geography. (G) 3 credit hours. Geographic patterns of economic activity and processes influencing the organization of economic space. Smith.

Geog 435, 436. Urban Geography. (G) 3 credit hours each term. Urbanization throughout the world; the structure of urban settlements; cities as regional centers, physical places, and homes for people; geographic problems in major urban environments. Prerequisite: upper division or graduate standing. Geog 436 not offered 1977-78. Smith.

Geog 453. Cultural Geography of Africa. (G) 3 credit hours. Study of African cultural landscape. Prerequisite: 6 credit hours of lower-division geography. Urquhart. Not offered 1977-78.

Geog 461. The South American Tropics. (G) 3 credit hours. The Andes and the Amazon: an analysis of tropical highland and tropical lowland natural environments, in terms of their settlement history, and present use. Mrowka. Not offered 1977-78.

Geog 462. Southern South America. (G) 3 credit hours. An analysis of the natural environments of Argentina, Chile, Uruguay, and Paraguay, their settlement history, and present use. Emphasis on the physical and cultural processes and their spatial characteristics within this region. Mrowka. Not offered 1977-78.

Geog 463. Geography of Middle America. (G) 3 credit hours. Physical, historical and cultural processes that have shaped the landscapes of Mexico, Central America, and the Caribbean Islands. Prerequisite: 6 credit hours of lower-division geography. Johannessen.

Geog 471. Geography of Western Europe. (G) 3 credit hours. Natural environments, cultural groups, and distinctive regional landscapes of western Europe. Patton.

Geog 472. Mediterranean Landscapes. (G) 3 credit hours. The Mediterranean environments. Imprints of cultural groups on the landscape. Geographic problems of the area. Prerequisite: 6 credit hours of lower-division geography. Loy. Not offered 1977-78.

Geog 481. Geomorphology. (G) 3 credit hours. Systematic study of the land-forming processes in the physical landscape with emphasis on fluvial processes. Maps and air photos as primary tools of geomorphic investigation. Prerequisite: Geol 101, 102, or Geol 201, 202. Mrowka.

Geog 482. Climatology. (G) 3 credit hours. Elements of climate: the heat and water balance at the surface of the earth, atmospheric processes that affect climate, factors of climatic change. Prerequisite: 6 credit hours of lower-division geography. Patton.

Geog 484. Aerial Photo Interpretation and Remote Sensing. (G) 3 credit hours. Introduction to the use of aerial photographs and other forms of imagery. Prerequisite: 9 credit hours of geography. Loy.

Geog 485, 486. Cartography. (G) 3 credit hours each term. Introduction to map design and construction. First term: elementary map construction, map design, and map projections. Second term: advanced map construction, preparation of graphs and diagrams, and a final individual project. Prerequisite: 9 credit hours of geography. Loy.

Geog 487. World Regional Climatology. (G) 3 credit hours. Problems in climatic classification. Description and explanation of the distribution of climates on the surface of the earth. Prerequisite: Geog 482. Patton.

Geog 488, 489. Biogeography. (G) 3 credit hours each term, two-term sequence. Relation to plants and animals to the environment; distribution of individual species; historical changes in plant distribution; aerial photo interpretation and mapping of vegetation; domestication of plants and animals. Johannessen.

Geog 491. Cultural Geography. (G) 3 credit hours. Growth of man's exploitation of his habitat. Origin and spread of ways of living. Prerequisite: Geog 103. Price.

Geog 492. Cultural Geography. (G) 3 credit hours. Concepts and examples of the cultural landscape. Prerequisite: Geog 103. Urquhart.

Geog 493. Cultural Geography. (G) 3 credit hours. Treatment of culture by geographers. Student reports developed in Geog 491, 492. Prerequisite: Geog 491 or 492. Price and Urquhart.

Graduate Courses

Geog 501. Research. Credit hours and topics to be arranged. A no-grade course.

Geog 502. Supervised College Teaching. Credit hours to be arranged. No-grade course.

Geog 503. Thesis. Credit hours to be arranged. No-grade course.

Geog 505. Reading and Conference. Credit hours and topics to be arranged.

Geog 506. Field Studies. Credit hours and topics to be arranged.

Geog 507. Seminar. The following topics are offered in graduate seminars for 1977-78:
Domestication of Plants and Animals. Johannessen.
Problems in Cartography. Loy.
Problems in Climatology. Patton.
Problems in Geomorphology. Mrowka.
Geographic Origins of American Towns. Price.
Problems in Urban Geography. Smith.
Landscape and the Organization of Space. Urquhart.

Geog 508. Workshop. Credit hours to be arranged.

Geog 509. Supervised Tutoring. Credit hours to be arranged.

Geog 510. Experimental Course. Credit hours to be arranged.

Geog 555. History of Geographic Thought. 3 credit hours. Development of concepts of the earth and of man's relation to it; ends and means of geographic study. Price.

Geology

Sam Boggs, Jr., Ph.D., Department Head, Professor of Geology (sedimentation and sedimentary petrology). B.S., Kentucky, 1956; Ph.D., Colorado, 1964; at Oregon since 1965.

Brian H. Baker, Ph.D., Associate Professor of Geology (structural geology and tectonics). Director, Center for Volcanology. B.Sc., Birmingham (England), 1949; Ph.D., University of East Africa, 1971; at Oregon since 1971. (On leave Fall and winter 1977-78.)

Ewart M. Baldwin, Ph.D., Professor of Geology (stratigraphy and regional geology). B.S., 1938, M.S., 1939, Washington State; Ph.D., Cornell, 1943; at Oregon since 1947. (On leave winter and Spring 1977-78.)

Gordon G. Goles, Ph.D., Professor of Chemistry and Geology (geochemistry). A.B., Harvard, 1956; Ph.D., Chicago, 1961; at Oregon since 1966.

William T. Holser, Ph.D., Professor of Geology (mineralogy and geochemistry). B.S., 1942, M.S., 1946, California Institute of Technology; Ph.D., Columbia, 1950; at Oregon since 1970.

M. Allan Kays, Ph.D., Associate Professor of Geology (metamorphic and igneous petrology). B.A., Southern Illinois, 1956; M.A., 1958, Ph.D., 1960, Washington University; at Oregon since 1961.

Alan R. Leeds, Ph.D., Assistant Professor of Geology (geophysics). B.A., 1966, Ph.D., 1973, California at Los Angeles; at Oregon since 1975.

Ernest H. Lund, Ph.D., Professor of Geology (general geology). B.S., Oregon, 1944; Ph.D., Minnesota, 1950; at Oregon since 1957.

Alexander R. McBirney, Ph.D., Professor of Geology (igneous petrology, volcanology). B.S., U.S. Military Academy, West Point, 1946; Ph.D., California at Berkeley, 1961; at Oregon since 1965.

William N. Orr, Ph.D., Associate Professor of Geology (micropaleontology and biostratigraphy). B.S., Oklahoma, 1961; M.A., California at Riverside and Los Angeles, 1963; Ph.D., Michigan State, 1967; at Oregon since 1967.

Jack M. Rice, Ph.D., Assistant Professor of Geology (geochemistry). B.S., Dartmouth, 1970; M.S., 1972, Ph.D., 1975, Washington; at Oregon since 1977.

Norman M. Savage, Ph.D., Associate Professor of Geology (Paleozoic paleontology and stratigraphy). B.Sc., Bristol, 1959; Ph.D., Sydney, 1968; at Oregon since 1971. (On leave 1977-78.)

Daniel F. Weill, Ph.D., Professor of Geology (experimental petrology and geochemistry). B.A., Cornell, 1956; M.S., Illinois, 1958; Ph.D., California, Berkeley, 1962; at Oregon since 1966.

Associates

Arthur J. Boucot, Ph.D., Adjunct Professor of Geology, Professor of Geology, Oregon State University; A.B., 1948, Harvard College; A.M., 1949, Ph.D., 1953, Harvard.

Jane Gray, Ph.D., Adjunct Professor of Geology, Curator of Paleobotany, Professor of Biology; B.A., 1951, Radcliffe; Ph.D., 1958, California, Berkeley; at Oregon since 1963.

Laurence R. Kittleman, Ph.D., Adjunct Associate Professor of Geology, Curator of Geology; B.S., 1953, Colorado College; M.S., 1956, Colorado; Ph.D., 1962, Oregon; at Oregon 1959-60 and since 1962.

Special Staff

Gary G. Cunningham, M.S., Spectroscopist Assayer. B.S., 1963, M.S., 1973, San Jose State; at Oregon since 1973.

Robert H. Fletcher, Research Assistant in Geology (microprobe operations).

Faculty Emeriti

Lloyd W. Staples, Ph.D., Professor Emeritus of Geology (mineralogy, economic and engineering geology). A.B., Columbia, 1929; M.S., Michigan, 1930; Ph.D., Stanford, 1935; at Oregon since 1939.

Richard F. Freeman, Research Assistant Emeritus in Geology (laboratory equipment).

Undergraduate Studies

Geology studies the materials and processes that have shaped the earth, moon, and planets, and that have generated our surface environment and mineral resources. It applies all of the basic sciences—biology, chemistry, mathematics, and physics—to the understanding of these processes, and, furthermore, does this in the historical context of geological time. It is a science that explores these problems by combining field investigations with laboratory experiments and theoretical studies.

An undergraduate degree with a major in geology (Bachelor of Science or Bachelor of Arts) is most often preparation for professional graduate study leading to the master's degree or the Doctor of Philosophy degree; one of these degrees is required for most professional employment, as in the petroleum, mining, and construction industries, in government surveys, or in college teaching. An undergraduate degree may also serve as a strong background for high-school teaching, or for a broad education.

High-school students planning to major in geology at the University are advised to include in their high-school program: algebra, geometry, trigonometry, geography, science (physics, chemistry, biology, or general science). Transfers from two-year colleges should have completed the basic requirements listed below for lower-division students, and as many as possible of the University requirements for undergraduates.

Two curricular options are available under the major in geology.

Curriculum in Geology. In this program, lower-division students are required to take General Geology (Geol 201, 202, 203, 4 credit hours each, recommended; but Geol 101, 102, 103, 3 credit hours each, plus Geol 104, 105, 106, 1 credit hour each, may be substituted); a year-course in Calculus (Mth 204, 205, 206, 5 credit hours each; or Mth 201, 202, 203, 4 credit hours each); General Chemistry (Ch 104, 105, 106, 3 credit hours each); Introductory Chemistry Laboratory (Ch 107, 2 credit hours); Introductory Analytical Chemistry (Ch 108, 109, 2 credit hours each); and General Physics (Ph 201, 202, 203, 4 credit hours each). Upper-division students are required to take Mineralogy (Geol 325, 326, 327, 4 credit hours each); Structural Geology (Geol 391, 4 credit hours); Stratigraphy and Sedimentation (Geol 392, 3 credit hours); Field Geology (Geol 406, 9 credit hours); Scientific and Technical Writing (Wr 227, 3 credit hours); either Economic Mineral Deposits (Geol 423, 3 credit hours) or Thermodynamic Geochemistry (Geol 461, 3 credit hours); and Petrology and Petrography (Geol 414, 415, 416, 4 credit hours each). Depending on individual interests and plans for graduate study, students are expected to take additional courses outside of the Department, for example, Advanced General Physics (Ph 324, 325, 326, 4 credit hours each); Physical Chemistry (Ch 441, 442, 443, 4 credit hours each); Fundamentals of Statistics (Mth 346, 3 credit hours) or Elements of Statistical Methods (Mth 425, 426, 427, 3 credit hours each), and Differential Equations (Mth 461, 3 credit hours).

Curriculum in Geology-Paleontology. Lower-division students are required to take General Geology (Geol 201, 202, 203, 4 credit hours each, recommended; but Geol 101, 102, 103, 3 credit hours each, plus Geol 104, 105, 106, 1 credit hour each, may be substituted); College Algebra (Mth 101, 4 credit hours); Elementary Functions (Mth 102, 4 credit hours); Concepts of Statistics (Mth 156, 3 credit hours); General Chemistry (Ch 104, 105, 106, 3 credit

hours each); Introductory Chemistry Laboratory (Ch 107, 2 credit hours); Introductory Analytical Chemistry (Ch 108, 109, 2 credit hours each); General Physics (Ph 201, 202, 203, 4 credit hours each; and a minimum of 18 hours of biology courses chosen from Bi 242, Bi 301-307, and Bi 413-495. Upper-division students are required to take Mineralogy (Geol 325, 326, 327, 4 credit hours each), Paleontology (Geol 431, 432, 3 credit hours each); Stratigraphy and Sedimentation (Geol 392, 3 credit hours); Field Geology (Geol 406, 9 credit hours); Scientific and Technical Writing (Wr 227, 3 credit hours); Lithology (Geol 411, 3 credit hours); Structural Geology (Geol 391, 4 credit hours).

Geology undergraduates must take for grade (pass/no pass not acceptable) all geology courses required in their option for graduation. Required courses taken outside the Geology Department (*e.g.,* Mathematics, Chemistry, Physics, Biology, Scientific and Technical Writing) must also be taken for grade.

Curriculum in Secondary School Teaching. Students who are interested in teaching Earth Science in the public schools of Oregon may obtain certification in this field through a major in either Geology or General Science. For certification as a teacher of Earth or Integrated Science or both in Oregon high schools, the Teacher Standards and Practices Commission requires completion of an approved teacher education program which includes satisfaction of (1) certain requirements in subject-matter preparation for the teaching endorsement, (2) certain requirements in professional education preparation, and (3) the recommendation of the institution at which the student completes the preparation.

The minimum requirements for the basic certificate are General Chemistry, Essentials of Physics or General Physics, General Geology, Rocks and Minerals, Oceanography, Geology of Oregon, Biology, Astronomy, and Climatology. The standard certificate may be earned by taking fifteen additional upper-division credit hours selected from Astronomy, Geology, Meteorology or Climatology, and Oceanography. For details of this program, consult the norm adviser for teacher education in the Department of Geology and the Office of Secondary Education in the College of Education.

The University will recommend for the Standard Teaching Certificate and Standard endorsements upon successful completion of a planned program of advanced teacher education; this plan must be filed with the Office of Teacher Certification in the College of Education at the time the work is initiated. Completion of work required for a master's degree does not satisfy requirements for either the Standard Teaching Certificate or endorsement, unless the degree work also includes certificate and endorsement requirements. Program planning forms and information relating to the University's Standard teacher education program may be secured from the Office of Teacher Certification.

Graduate Studies

The Department offers programs of graduate study covering the wide range of interests indicated in the list of faculty. Many of the research programs combine the most recent techniques of both laboratory and field observation to solve geological problems. The location of Eugene between the volcanic rocks of the Cascades and Columbia Plateau to the east, the Tertiary sediments of the Coast Range to the west, and the Mesozoic and Paleozoic sedimentary, plutonic, and metamorphic complex of the Klamath and Trinity mountains to the south, provides abundant local opportunity for field study. Recent expeditions have conducted studies throughout the world, from Greenland and Arctic Canada to the Galapagos and Kenya.

Programs of study are offered leading toward Master of Science, Master of Arts, and Doctor of Philosophy degrees. Admission to the graduate program is competitive, and based on earlier academic record, scores of the Graduate Record Examination, and letters of recommendation. Applications are welcome from students in related fields, such as physics, chemistry, and biology, who have an interest in applying their background to the solution of geological problems. Those incoming graduate students who do not have an undergraduate preparation equivalent to that of the bachelor degree in geology at the University of Oregon will be expected to take courses here to correct deficiencies. In other respects course work is designed to meet the individual needs and special interests of the student.

Advising responsibility to graduate students is met by assigning each student to a guidance committee consisting of three faculty members. This committee meets with the student shortly after he or she arrives on campus and as often thereafter as necessary for planning purposes. Once a Ph.D. student has been formally accepted into the Ph.D. program and has chosen a thesis adviser, the guidance committee is dissolved and is replaced with the student's advisory committee. The guidance committee for master's candidates remains in operation during the residence of the student.

The University requirements for graduate degrees are detailed in the Graduate School section of this catalog; the Department of Geology sets the following additional requirements. A minimum proficiency in three general areas of geology is required of all graduate students. This requirement is met by the Graduate Record Examination, Advanced Test in Geology, for which scale subscores are given in three areas of geology. Passing scores are 65 percentile in each of the three areas and an average score of 80 percentile; these are converted from the scaled subscores by the normative data published at the time the test was taken. If they have not already done so before entrance, students will be expected to pass this examination by the end of their first year in residence; students whose previous major was in a field other than geology will be allowed an appropriately longer time.

A thesis is required for master's degrees, based on a proposal circulated to the faculty of the department for comment and approval. A student may earn up to 15 hours of credit for thesis, but only 9 will apply towards the 45 credit hours required for the degree by the Graduate School. Up to 15 hours of graduate-level courses in related sciences may be applied toward fulfilling the 45-hour requirement. Master's candidates must earn 30 graded credit hours in classroom courses exclusive of independent work such as research, thesis, and reading and conference, and at least 9 of the 30 hours must be in courses numbered 500-599. An examining committee for defense of the master's thesis consists of at least three faculty one of whom may be from outside the department.

After a student working toward a Ph.D. has passed the three qualifying examinations described above, the student's qualifications will be considered by the full faculty for acceptance into the Ph.D. program. After acceptance, the student will arrange with a faculty member to be thesis adviser and chairman of the student's advisory committee, which will consist of four or more members (including one from outside the department) appointed by the Department Head. The student's course program is determined by the guidance committee and the advisory committee and will include a minimum of 15 credit hours of graduate level work in related sciences. A student may petition to substitute appropriate graduate level course work completed at another institution to fulfill this requirement. The program should also include 30 credit hours of graded work in graduate-level geology courses, exclusive of research, thesis, and reading and conference. Proficiency must be demonstrated in one foreign language pertinent to the student's field of work, by two years college course work (GPA 2.5), GSFLT score (50 percentile), or a reading examination administered by a designated faculty member of the Department. Proficiency in German may also be demonstrated by successful completion of German for Reading Knowledge (GL 321, 322, 323).

The comprehensive examination is intended to determine the Ph.D. student's preparation in the special field of the thesis research and is taken after the student has satisfied the language requirement and completed most of the course work. It may be either written or oral or both. The examining committee usually will be the same as the advisory committee but may include other persons invited by the advisory committee. The examination is to be taken at least one academic year before the student expects to complete the work for the degree. On passing the comprehensive examination, the student is advanced to candidacy.

A thesis is required for the Ph.D. degree. The student must have a dissertation committee appointed by the Graduate School. This committee normally is composed of members of the advisory committee but must include one member of the graduate faculty who is not a member of the Geology Department. Current regulations

of the Graduate School require a formal public defense of the thesis. Policy of the Department of Geology stipulates further that the dissertation committee meet with the candidate for an examination on the thesis after it is sufficiently completed for presentation, but at an early enough date to allow required changes to be made before the final thesis is presented for signature.

All graduate students are required to present a public seminar of at least 30 minutes duration at least once every two years during their residence in the Department.

Graduate awards in the department include teaching and research fellowships. Research fellows are selected by individual faculty members who have grant-supported research, and persons for the other awards are selected by a committee of three faculty members. Primary consideration in making the selection is academic promise. A second factor is the person's ability to perform the work that needs to be done in connection with the appointment. A student's financial need is also considered.

Teaching fellowship awards are made for a single academic year, on a competitive basis. A student who is currently holding a teaching fellowship will be reappointed if the student has maintained a GPA of at least 3.00, if satisfactory progress is being made towards completion of the degree, and if funds are available to the Department. A master candidate may receive support for a maximum of two years and a Ph.D. candidate for a maximum of four years on awards made by the department or on awards for which the department selects the recipient. Research fellowships are not subject to the maximum tenures outlined above.

Students are urged to apply for financial support from outside the department whenever possible. Grants are made directly to graduate students by organizations such as the Geological Society of America, Sigma Xi, American Association of Petroleum Geologists, National Science Foundation, and other government agencies.

The department administers a small student research fund to assist graduate students in their research and preparation of thesis. This fund is supported by unrestricted grants from petroleum and mining companies. Proposals may be submitted to the chairman of the student research fund committee. Small awards to graduate and undergraduate students are also made from time to time, as funds permit, from the Condon Fellowship, Stovall Fellowship, Staples Fellowship, and the Maynard Fellowship.

The department has a fund for making small, short-term loans to "students in financial distress." The Department Head authorizes these loans on the recommendation of the member of the faculty assigned responsibility for the loan fund (usually the chief adviser).

Center for Volcanology

The Department of Geology includes a Center for Volcanology; the staff of the Center includes faculty whose principal interests are in the fields of igneous petrology, volcanic geology, geochemistry, and geophysics. Oregon and the Pacific Northwest provide exceptional opportunities for field study of volcanic rocks and structures. The facilities at Eugene include equipment for analysis of rocks and minerals by a wide range of modern procedures, as well as for synthetic studies.

Undergraduate Courses

Geol 101, 102, 103. General Geology. 3 credit hours each term.
An introduction to the Earth and the main events of the Earth's history that have shaped it. For students, including those not intending to major in the sciences, who want a basic understanding of their planet. Geol 101: general introduction to the Earth as an evolving planet; geological time scale; rocks and minerals; the Earth's surface features; weathering; erosion; groundwater; streams; glaciers; deserts; oceans; sedimentation. Geol 102: the Earth's internal heat engine; igneous rocks; volcanism; metamorphism; earthquakes and the Earth's interior structure; geomagnetism; gravity; plate tectonics; rock deformation; resources of matter and energy; geology of the planets. Geol 103: time-historical account of the Earth's history; the fossil record of life; reconstruction of paleogeography. The normal sequence may be started either in the fall or winter term. Students wishing to take these courses out of sequence may do so with consent of the instructor. The complementary laboratory sequence (Geol 104, 105, 106) is recommended, but not required. Three lectures per week and one optional field trip per term (for which there is a transportation charge). Baker, Baldwin, Goles, Kays, Leeds, Lund, Savage, Weill.

Geol 104, 105, 106. General Geology Laboratory. 1 credit hour each term.
Laboratory studies recommended to supplement and complement the correlative parts of Geol 101, 102, 103. Identification and properties of minerals and rocks, how to read topographic and geologic maps and use aerial photographs, reproduction of geological processes by model studies, fossils as evidence of evolutionary processes. One two-hour session per week. Previous or concurrent registration in corresponding lecture course in Geol 101, 102, 103 is required. Staff.

Geol 199. Special Studies. 1-3 credit hours.
Studies of special geologic topics that will combine background lectures with guided field trips to areas of particular geologic interest. Open to students in any field. Staff.

Geol 201, 202, 203. General Geology. 4 credit hours each term.
An introductory course in geology that covers the same general ground as Geol 101, 102, 103, but on a more detailed scale for science majors, Honors College students, and other students with backgrounds in chemistry, physics, and mathematics. Three lectures, one two-hour laboratory, field trips. McBirney, Baker, Orr.

Geol 291. Rocks and Minerals. 3 credit hours.
Common minerals and rocks; origin, and properties of precious, semiprecious and ornamental stones; economically important rocks and minerals. A course for nonmajors that does not require previous work in geology. Two lectures; one three-hour laboratory period. Prerequisite: chemistry at high-school level. Lund.

Geol 292. Volcanoes and Earthquakes. 2 credit hours.
An elementary course for the general student as well as for majors in geology, designed to give the student an understanding of the forces and manifestations of volcanism and seismic activity. Emphasis on practical aspects, including the hazards of living in regions of strong earthquake activity, potentialities of geothermal resources, and the role of volcanism in forming the landscape of Oregon. Open to students in any field. Two lectures, one Saturday or Sunday field trip (transportation charge). McBirney.

Geol 301. Fossils and the Origin of Life. 3 credit hours.
Origins of the Earth and solar system; a model for the origin of life in the Precambrian; Precambrian fossil evidence; evolution of plants and invertebrate animals. Intended for juniors and seniors majoring in areas other than geology. Savage.

Geol 302. Fossil Dinosaurs and Lower Vertebrates. 3 credit hours.
The evolution of fish, amphibians, reptiles, and dinosaurs; discussion of evolution, migrations, and extinctions of the lower vertebrates. Intended for juniors and seniors majoring in areas other than geology. Savage.

Geol 303. Fossil Mammals. 3 credit hours.
Appearance of the early mammals and their subsequent history; comparative morphology of mammals; discussion of evolution, migrations, and extinctions of the mammals. Intended for juniors and seniors majoring in areas other than geology. Orr.

Geol 321. Mineral Resources and the Environment. 3 credit hours.
The physical aspects of man's relation to his environment: sources, limits and hazards of resources of fossil fuels, nuclear energy, metals and nonmetals; and geological hazards. The scientific principles that underlie these central problems, and that are the basis for future planning, will be presented .Open to students in any field. Winter term. The complementary course Bi 370, Man and His Environment in spring term considers the biological and social aspects of man's environment. Two lectures, discussion groups, term projects. Goles.

Geol 325, 326, 327. Mineralogy. 4 credit hours each term.
A general introduction to the minerals that constitute the common rocks and ore deposits: description, determination, and occurrence. Geol 325: crystal structure, symmetry, physical and chemical properties of minerals, X-ray powder diffraction; Geol 326: optical crystallography, polarizing microscope, description, identifi-

cation, and occurrence of nonsilicate minerals; Geol 327: description, identification, and occurrence of silicate minerals. Two lectures, two laboratories. Prerequisite: Ch 104, 105, 106; Ch 107, 108, 109; Geol 101, 102, or 201, 202. Holzer.

Geol 352. Geology of Oregon. 3 credit hours.
Lectures, assigned reading, and field trips, to acquaint the student with some of the salient features of the geology of the state. Open to students in any field. Two lectures, two field trips (for which there is a transportation charge). Baldwin.

Geol 353. Oceanography. 3 credit hours.
An introduction to the physical, chemical, and biological processes of the world's oceans. Emphasis on the history and geology of the ocean basins. Special section on ocean pollution, ecology and law. Open to students in any field. Two lectures, demonstration/discussion section, Saturday or Sunday field trip (for which there is a transportation charge). Orr.

Geol 354. Geology of the Moon and Planets. 3 credit hours.
An introduction to the results of recent exploration of the lunar surface and of remote observations of the planets; inferences from the studies of meteorites; relations to the early history of the Earth. Open to students in any field. Three lectures. Goles.

Geol 391. Structural Geology. 4 credit hours.
Description, classification and origin of major and minor geologic structures; mechanics of rock deformation; use of stereographic projection in structural analysis; exercises on geologic maps and sections. Three lectures, one laboratory. Prerequisite: Geol 101, 102, 104, 105, or 201, 202. Baker.

Geol 392. Stratigraphy and Sedimentation. 3 credit hours.
A general introduction to stratified rocks and the utility of integrating sedimentologic, paleontologic, and geochemical evidence to effect correlations and reconstruct paleoenvironments. Topics explored include the textural and mineralogical properties and field relationships of sedimentary rocks, concepts of physical stratigraphy and biostratigraphy, and modern and ancient depositional sedimentary environments. Three lectures per week, one Saturday or Sunday field trip (for which a transportation fee is required). Prerequisites: Geol 201, 202, 203. Boggs.

Geol 401. Research. Credit hours to be arranged. A no-grade course.

Geol 405. Reading and Conference. Credit hours to be arranged. A no-grade course.

Upper-Division Courses Carrying Graduate Credit

Geol 407. Seminar. (G) Credit hours to be arranged.

Geol 410. Experimental Course. (G) Credit hours to be arranged.

Geol 411. Lithology. (g) 3 credit hours.
The origin, occurrence, and classification of rock types. Laboratory examination and classification of rocks in hand specimens. Two lectures, one laboratory. Prerequisite: Geol 326. Lund.

Geol 412. Written and Spoken Exposition of Geology. 1 credit hour.
Practice in the organization, preparation, and presentation of geological reports. Staff.

Geol 414, 415, 416. Petrology and Petrography. (G) 4 credit hours each term.
Origins, occurrences, and classifications of rocks. Laboratory work in both megascopic and microscopic examination of rocks. Geol 414: igneous rocks; Geol 415: metamorphic rocks; Geol 416: sedimentary rocks. Two lectures, two laboratories. Prerequisites: Ph 201, 202, 203; Geol 325, 326, 327. McBirney, Kays, Boggs.

Geol 417. Electron Beam Analysis in Mineralogy and Petrology. (G) 4 credit hours.
Theory and application of electron probe microanalysis and electron scanning microscopy in the analysis of minerals and rocks. Systematic description of instrumental functions and beam-sample interactions. Correction procedures for quantitative X-ray analysis according to Bence-Albee-Ray method and ZAF theoretical approach. Three hours of lecture and one laboratory. Given in alternate years; offered in 1977-78. Prerequisite: Geol 325, 326, 327 and first year physics or consent of the instructor. Weill.

Geol 421. Engineering Geology. (G) 3 credit hours.
The application of geology to engineering problems, especially those related to landslides, foundations, dams, and tunnels. Three lectures; field trips. Given in alternate years; not offered 1977-78. Prerequisite: Geol 325, 326, 327. Staff.

Geol 422. Petroleum Geology. (G) 3 credit hours.
Origin and accumulation of petroleum, methods of locating oil and gas, organization of exploratory programs, current economic and political factors affecting the petroleum industry. Three lectures. Given in alternate years; offered in 1977-78. Prerequisite: Geol 391, 392. Boggs.

Geol 423. Economic Mineral Deposits. (G) 3 credit hours.
The general principles of the formation of metallic and nonmetallic economic mineral deposits; principal economic deposits, domestic and foreign. Two lectures; one laboratory. Prerequisite: Geol 325, 326, 327. Kays.

Geol 425, 426. Properties of Crystals. (G) 3 credit hours each term.
Continuing beyond elementary mineralogy, applying modern theory to explain physical properties of minerals in order to apply them to problems in petrology, geochemistry, and geophysics. Geol 425: packing and framework structures, crystal defects and dislocations, symmetry of points, lattices, space groups, and physical properties. Geol 426: general relations of physical properties in crystals and in rock textures, electrical and magnetic properties, optical and dielectric properties, thermal properties, elasticity, deformation of crystals, crystal growth. Three lectures. Prerequisite: Geol 325, 326, 327, or one year of college chemistry. Given in alternate years; 425 offered in 1977-78. Holser.

Geol 428. Materials and Processes of Ceramics. (g) 3 credit hours.
Clays are studied as components of the geological landscape, the rock cycle, and geochemistry. Their composition and structure are explained as a basis for important properties: clay-water colloidal interactions in wetting and drying, firing reactions in the clay body, glass formation, crystal growth, thermal expansion and glaze fit. The course is designed for art majors without science background. Two lecture/discussion meetings and one meeting for laboratory projects and discussion each week; two half-day field trips. Given in alternate years; offered in 1977-78. Holser.

Geol 431, 432. Paleontology. (G) 3 credit hours each term.
Geol 431: biostratigraphy, evolution, and paleoecology of invertebrates; systematic consideration of invertebrates with emphasis on groups abundant in the Paleozoic. Geol 432: systematic consideration of invertebrates with emphasis on groups abundant in the Mesozoic and Cenozoic. Two lectures, one laboratory. Prerequisite: Geol 103 or Geol 203. Orr, Savage.

Geol 451. Pacific Coast Geology. (G) 3 credit hours.
The general geology of the west coast of the United States and Canada from Alaska to southern California; special problems of the region. Two lectures, and two field trips (for which there is a transportation charge). Prerequisite: Geol 392; senior or graduate standing. Given in alternate years; not offered in 1977-78.

Geol 461. Thermodynamic Geochemistry. (G) 3 credit hours.
An introduction to the basic concepts of thermodynamics as applied in mineralogy, petrology, and geochemistry. Recommended for students wanting an introduction to classical chemical thermodynamics and wanting to become familiar with its geological applications. Gibbs free energy and its temperature, pressure and composition derivatives; fugacity; activity; chemical potential; solutions, ideal and nonideal; phase equilibria under the psysicochemical conditions in the Earth; thermodynamic basis for phase equilibrium diagrams. Prerequisite: Geol 325, one year of college chemistry, elementary calculus, or consent of the instructor. Weill.

Geol 462. Tectonics. (G) 3 credit hours.
Large-scale processes of orogeny, sea-floor spreading and plate tectonics with emphasis on current research. Three lectures. Given in alternate years; not offered in 1977-78. Prerequisite: Geol 391, 392, or consent of instructor. Baker.

Geol 463. General Geophysics and Planetology. (G) 3 credit hours.
Physics of the Earth: origin and composition of the Earth, elasticity and seismic waves, gravity and isostasy, body-wave seismology, surface waves, lateral variations in the crust and mantle, geomagnetism, heat flow, plate tectonics and convection. Given in alternate years; not offered in 1977-78. Prerequisite: one year of calculus and physics, or consent of instructor. Leeds.

Geol 464. Exploration Geophysics. (G) 4 credit hours.
Theory and application of geophysical methods used in geologic mapping and resource exploration. Gravity and magnetic surveys and their interpretation; exploration seismology; electrical and electromagnetic methods; radioactivity surveys; remote sensing. Lectures and laboratory or field exercises. Given in alternate years; offered in 1977-78. Prerequisite: one year of calculus and physics; Geol 391, Geol 463, or consent of instructor. Staff.

Geol 470. Geochemistry. (G) 3 credit hours.
Introduction to the application of chemical principles to geologic processes. Distribution of the elements in the earth and the processes by which these distribution patterns evolve. Three lectures. Given in alternate years; offered in 1977-78. Prerequisite: Geol 325, 326, 327; Ch 441, 442, 443; or consent of instructor. Goles.

Geol 473. Photogeology. (G) 3 credit hours.
Geologic interpretation of air photographs, including simple photogrammetry, methods of photogeologic mapping, use of stereometers, introduction to remote sensing. Laboratory exercises in a variety of problems of photogeological interpretation. Lectures and laboratories. Given in alternate years. Offered in 1977-78. Prerequisite: Geol 201, 202, or 101, 102; Geol 391, 392. Baker.

Graduate Courses

Geol 501. Research. Credit hours to be arranged. A no-grade course.

Geol 503. Thesis. Credit hours to be arranged. A no-grade course.

Geol 505. Reading and Conference. Credit hours to be arranged. A no-grade course.

Geol 506. Field Studies.
Credit hours to be arranged. Geologic field work principally in connection with graduate theses. Emphasis on individual problems. Prerequisite: graduate standing, consent of thesis adviser. A no-grade course.

Geol 507. Seminar.
Credit hours to be arranged.

Geol 510. Experimental Course. Credit hours to be arranged.

Geol 511. Advanced Microscopy and Instrumentation. 4 credit hours.
Methods of study rocks and minerals by conventional laboratory techniques. Emphasis placed on optical and X-ray methods. During the course, students carry out a detailed study of all the mineral phases in a course-grained igneous rock and evaluate the relative merits of different techniques. Offered in alternate years; not offered in 1977-78. Prerequisite: Geolo 414, 415, 416. McBirney.

Geol 514. Advanced Metamorphic Petrology. 4 credit hours.
The origin and genetic relations of metamorphic rocks emphasizing especially factors and processes involved in metamorphic recrystallization, and study of well-defined equilibria for a range of metamorphic conditions; microscopic examination of rock suites selected for study of petrologic principles and problems. Two lectures; two laboratories. Given in alternate years; offered in 1977-78. Prerequisite: Geol 415. Kays.

Geol 515. Advanced Igneous Petrology I. 3 credit hours.
Igneous rocks of differentiated basic intrusions and the oceans. Course content varies each year according to current research interests. Selected rock suites are examined microscopically. Lectures and laboratories. Given in alternate years; offered in 1977-78. Prerequisite: Geol 414, 461 or equivalent. McBirney.

Geol 516. Advanced Igneous Petrology II. 3 credit hours.
Orogenic igneous rocks, including calc-alkaline series, granites, and rocks of the stable continental interior. Course content varies each year according to current research interests. Selected rock suites are examined microscopically. Two lectures and one laboratory each week. Given in alternate years; not offered in 1977-78. Prerequisite: Geol 414, 461 or equivalent. McBirney.

Geol 520. Advanced Economic Geology. 3 credit hours.
Theories of the origin of mineral deposits; study of examples illustrating general principles. Student reports on selected types of deposits. Review of current literature. Prerequisite: Geol 423. Given in alternate years; not offered in 1977-78.

Geol 523. Petrology of Detrital Rocks. 3 credit hours.
Examination and interpretation of detrital sedimentary rocks, with emphasis on sandstones. Lectures deal with the processes that control the composition, texture, and structure of detrital rocks and include aspects of provenance, transportation, deposition and diagenesis. Laboratory work emphasizes use of the petrographic microscope and techniques for textural analysis. Two lectures and one laboratory each week. Given in alternate years; offered in 1977-78. Prerequisite: Geol 392, 416, one term of statistics or consent of instructor. Boggs.

Geol 524. Petrology of Carbonate Rocks. 3 credit hours.
Study of the origin, composition, texture, and diagenesis of carbonate sedimentary rocks. Lectures emphasize the processes that control deposition and diagenetic alteration of limestones and include discussion of carbonate geochemistry. Laboratory work emphasizes petrographic microscope examination of mineral composition and texture of limestones and dolomites and interpretation of these rock properties. Two lectures and one laboratory period each week. Given in alternate years; not offered in 1977-78. Prerequisite: Geol 392, 416. Boggs.

Geol 525. Stratigraphy of North America. 3 credit hours.
Stratigraphic framework of the United States and neighboring countries. Three lectures. Given in alternate years; not offered in 1977-78. Prerequisite: Geol 392. Baldwin.

Geol 526. Global Stratigraphy. 3 credit hours.
An examination of the major stratigraphic events of geologic history from the Precambrian to the Present. Possible relationships between orogenesis, continental drift, plate tectonics, geosyncline formation, marine transgression and regression, and climatic variation are discussed. The stratigraphic record in different parts of the world is examined in an attempt to form a global picture of these events. The major paleontologic changes are described and problems of evolutionary outbursts, extinction, faunal provinces, and migration are considered. Three lectures. Given in alternate years; not offered in 1977-78. Registration limited to seniors and graduate students. Savage.

Geol 527. Petrology of Volcaniclastic Rocks. 3 credit hours.
Petrology of the fragmental sediments and rocks that are derived from volcanic sources. Lectures, laboratory practices, and perusal of the literature. Topics include systems of classification, genesis and transportation, interpretation of grain-size variations, microscopic petrography, pyroclastic-flow deposits and base-surges, laharic breccias, atmospheric effects of explosive volcanism, phreatomagmatic rocks, alteration and diagenesis, techniques of geochronometry. Two lectures and one laboratory per week. Given in alternate years; will be offered in 1977-78. Prerequisite: Geol 392, 416 or consent of instructor. Kittleman.

Geol 531, 532. Advanced Paleontology. 3 credit hours each term.
Applied problems in paleontology, principles of taxonomy. Problems and theory of biostratigraphy, manuscript preparation. Collection, preparation, and scientific illustration of fossil specimens. Survey of classical paleontological literature, readings on specific problems in paleontology, problems in ecology and paleoecology. Two lectures, one laboratory; field trips to collecting localities. Given in alternate years; Geol 531 offered in 1977-78. Prerequisite: Geol 431. Orr, Savage.

Geol 533. Micropaleontology. 3 credit hours.
Survey of all major plant and animal microfossil groups. Separation from matrices and preparation for microscopy. Fundamentals of microscopy. Microtechniques, biology and ecology of important microfossil groups. Emphasis on biostratigraphy. Classification of parataxa, petroleum, and oceanographic micropaleontology. Liter-

ature survey, field trips to collect microfossils. One lecture, two laboratory periods. Given in alternate years; not offered in 1977-78. Prerequisite: Geol 103, or 203. Orr.

Geol 541. Archaeological Geology. 3 credit hours.
Application of geology to the practices of archaeology. A review of the esential principles of mineralogy, petrology, and stratigraphy is followed by topical discussions of the various applications of geologic methods to archaeological investigation: petrologic examination of the materials of stone-tool industries, characterization and tracing of stone implements, geological stratigraphy, physical techniques of dating materials and deposits, alluvial deposits and stream terraces, interpretation of sediments, soils, stone resources, and environmental geology at archaeological sites. Intended for majors in archaeology. Lectures and laboratories. Given in alternate years; offered in 1977-78. Prerequisite: graduate standing and consent of instructor; previous course work in a physical science recommended. Kittleman.

Geol 561. Advanced Geochemistry I. 3 credit hours.
Alternates between discussions of cosmochemistry (origin of elements and the solar system, geochemistry and origin of meteorites, lunar geochemistry, available information on geochemistry of planets other than Earth and Moon) and discussions of special topics closely related to the terrestrial research interests of the instructor (*e.g.*, geochemistry of the Skaergaard Intrusion, or origins of rocks of intercontinental rift zones, or applications of trace element geochemistry to problems of igneous petrogenesis in in more general sense.) Given in alternate years; offered in 1977-78. Prerequisite: Ch 442 or Geol 461 or consent of instructor. Goles.

Geol 562. Advanced Geochemistry II. 3 credit hours.
Advanced topics in geochemistry and petrology: properties of silicate melts, thermodynamics of mixtures, excess functions geothermometry, trace element distribution, petrogenetic modeling, diffusion. Given in alternate years; offered in 1977-78. Lectures. Prerequisite: Geol 414, 461 or consent of the instructor. Weill.

Geol 563. Advanced Geochemistry III. 3 credit hours.
Advanced topics in low temperature and stable isotope geochemistry. Given in alternate years; not offered in 1977-78. Three lectures. Prerequisite: Geol 461 or consent of instructor. Holser.

Geol 571, 572, 573. Geophysics. 3 credit hours each term.
Selected topics in geophysics. Given in alternate years with subject matter to be selected by the instructor (previous topics have included seismology and dynamics of the upper mantle); Geol 571 offered in 1977-78. Lectures. Prerequisite: consent of instructor. Staff.

Geol 591. Advanced Structural Geology. 3 credit hours.
Selected topics in Structural Geology and Tectonics: theory of fracture; emplacement of magma; structure and origin of the Basin and Range; principles of structural analysis; inter-relation of structure and movement pattern. Lectures. Given in alternate years; offered in 1977-78. Prerequisite: Geol 391. Baker.

Geol 592. Volcanology. 2 credit hours.
The products and processes of volcanism, origin of magmas, eruptive mechanisms, and relation of volcanism to orogeny and tectonic processes. Two lectures. Given in alternate years; offered in 1977-78. McBirney.

Courses Offered Only in Summer Session

Geol 406. Field Geology. 9 credit hours.
Geological field work in selected parts of Oregon, emphasizing mapping at several scales in sedimentary, igneous, and metamorphic terrains. Projects include topographic and airphoto bases, and plane-table-alidade. Meets in the field for six weeks immediately after spring term. Prerequisite: Geol 201, 202, 203 or 101 through 106; 325, 326, 392, or consent of instructor. Kays, Boggs.

Geol 408. Workshop. (g) Credit hours to be arranged.

Geol 455. Studies in Physical Geology. (g) 3 credit hours.
Topics include earth materials, geologic processes, and landform development. Classwork is supplemented with field trips. The course is not meant to satisfy course requirements in graduate degrees in science. Prerequisite: upper-division standing. Not offered in 1977. Staff.

Geol 456. Regional Geology of North America. (g) 3 credit hours.
A regional approach to the study of North American geology, rock units, structures, landforms, and geologic history. Field trips supplement classroom work. Survey course not meant to satisfy course requirements in graduate degrees in science; prerequisite: upper-division standing. Field trips on weekends; choice of several. Not offered in 1977. Baldwin.

Center for Volcanology

Brian H. Baker, Ph.D., Associate Professor of Geology.
Gordon G. Goles, Ph.D., Professor of Chemistry and Geology.
Alexander R. McBirney, Ph.D., Professor of Geology.
Daniel F. Weill, Ph.D., Professor of Geology.

The Center for Volcanology is organized within the Department of Geology to provide a focus for a major intensive research program on the chemistry, physics, petrology, and geological relations of volcanoes and volcanic rocks. The program includes theoretical studies, experimental laboratory investigations, field mapping, and geophysical surveys. Graduate students in geology, chemistry, and physics take part in the research of the Center.

German and Russian

Wolfgang A. Leppmann, Ph.D., Department Head, Professor of German (Goethe and 18th century literature). B.A., 1948, M.A., 1949, McGill; Ph.D., Princeton, 1952; at Oregon 1954-68 and since 1969.

Karen B. Achberger, Ph.D., Assistant Professor (culture and civilization, German language instruction). B.S., 1967, M.A., 1968, Ph.D., 1975, Wisconsin; at Oregon since 1974.

John Fred Beebe, Ph.D., Associate Professor of Russian (literature, linguistics). B.A., Wabash, 1946; M.A., Indiana, 1954; Ph.D., Harvard, 1958; at Oregon since 1968.

Edward Diller, D.M.L., Professor of German (20th century literature). B.A., California at Los Angeles, 1953; M.A., Los Angeles State, 1954; D.M.L., Middlebury, 1961; at Oregon since 1965.

Peter B. Gontrum, Ph.D., Professor of German (20th century literature, poetry). A.B., Haverford, 1954; M.A., Princeton, 1956; Ph.D., Munich, 1958; at Oregon since 1961.

Walther L. Hahn, Ph.D., Professor of German (romanticism, 19th century novel and Novelle). Dip., Teachers College, Berlin, 1949; M.A., Rice, 1954; Ph.D., Texas, 1956; at Oregon since 1961.

Albert Leong, Ph.D., Associate Professor of Slavic Languages (19th and 20th century literature). B.A., 1961, M.A., 1966, Ph.D., 1970, Chicago; at Oregon since 1966.

Beth E. Maveety, Ph.D., Assistant Professor (teacher training and German literature). B.A., 1937, M.A., 1966, San Jose State; Ph.D., Oregon, 1969; at Oregon since 1970.

James R. McWilliams, Ph.D., Associate Professor of German (19th and 20th century literature). B.A., 1951, M.A., 1957, Ph.D., 1963, California; at Oregon since 1960.

Roger A. Nicholls, Ph.D., Professor of German (drama; 19th century literature). B.A., Oxford, 1949; Ph.D., California, 1953; at Oregon since 1963.

Tanya Page, Ph.D., Visiting Assistant Professor of Russian (Old Russian, 18th and 19th century literature). B.A., Hunter, 1964; M.A., 1967, Ph.D., 1973, Columbia; at Oregon since 1975.

Helmut R. Plant, Ph.D., Associate Professor of German (Germanic linguistics, paleography). B.A., Fairmont, 1957; M.A., 1961, Ph.D., 1964, Cincinnati; at Oregon since 1966.

James L. Rice, Ph.D., Associate Professor of Russian (folklore, 18th and 19th century literature). A.B., Harvard, 1960; M.A., 1964, Ph.D., 1965, Chicago; at Oregon since 1967.

Ingrid A. Weatherhead, M.A., Instructor in Scandinavian (Norwegian). B.A., 1950, M.A., 1951, Puget Sound; at Oregon 1962-63 and since 1969.

Jean M. Woods, Ph.D., Assistant Professor of German (16th century, baroque, and 18th century literature). B.A., Wellesley, 1948; M.A., 1965, Ph.D., 1968, Oregon; at Oregon since 1965.

Fruim Yurevich, M.A., Instructor of Russian (language, literature, culture). Diploma (M.A. equivalent) Astrakhan State Pedagogical Institute, 1959; at Oregon since 1975.

Virpi Zuck, Ph.D., Assistant Professor (Scandinavian literature). B.A., 1964, M.A., 1965, University of Helsinki; Ph.D., 1977, Wisconsin; at Oregon since 1974.

Faculty Emeriti

Edmund P. Kremer, J.U.D., Professor Emeritus of German. J.U.D., Frankfort on Main, 1924; at Oregon since 1928.

Astrid M. Williams, Ph.D., Professor Emerita of German. B.S., 1921, M.A., 1932, Oregon; Ph.D., Marburg, 1934; at Oregon since 1935.

Undergraduate Studies

The Department of German and Russian offers an undergraduate program in both language and literature. The program is designed to enable the student to achieve proficiency in reading, writing, and speaking the language, and to provide a solid grounding in the literature of the country.

Requirements for Baccalaureate Degree in German. A total of 39 credit hours in the following courses is required of all candidates for the Bachelor of Arts degree in German: Survey of German Literature (GL 301, 302, 303); Composition and Conversation (GL 334, 335, 336); Advanced German Composition and Conversation (GL 424, 425, 426); at least 12 credit hours from the following literature courses: Readings in Modern German Literature (GL 324, 325, 326); The Age of Goethe (GL 411, 412, 413); Nineteenth Century Novelle (GL 414, 415, 416); German Literature of the 20th Century (GL 431, 432, 433).

The German Department has an optional course of studies for the B.A. in German. This program requires 36 credit hours (beyond second year) within the department and 9 credit hours outside of the department: 6 credit hours German Culture and Civilization (GL 340, 341), prerequisites for which include 3 credit hours of Contemporary Germany (GL 240); 3 credit hours Topics in German Culture and Civilization (GL 440); 9 credit hours German language courses at the 300-level; 9 credit hours German language courses at the 400-level; 9 credit hours in any literature courses, excluding those in translation. Those courses outside of the department may be chosen from the following (or other courses approved by the department adviser): German Reformation (Hst 432); History of Germany (Hst 436, 437); 20th Century Germany (Hst 438); Nietzsche to Freud (Hst 440); Kant (Phl 429, 430); Leibniz (Phl 423); Wittgenstein (Phl 447, 448); Music of Bach and Handel (Mus 451); The Classic Symphony and Sonata (Mus 452: Haydn, Mozart and Beethoven); Political Systems of Germany (PS 407G).

A third alternative is focused on German and Scandinavian languages. A total of 36 credit hours is required in the following courses: Composition and Conversation (GL 334, 335, 336); Advanced Composition and Conversation (GL 424, 425, 426); Third-Year Swedish (GL 357, 358, 359); and one year of Norwegian (GL 60, 61, 62); or a third year of Norwegian and one year of Swedish (GL 70, 71, 72).

The department encourages students in German to spend a year at the German Study Center in Stuttgart, operated by the Oregon State System of Higher Education. For further information, students should consult the departmental representative.

German students are invited to apply for accommodation in a residential "German House" which offers room and board at regular dormitory rates. Application should be made through the Department.

Undergraduate students preparing for graduate work in German are advised to begin a second foreign language, and to take related courses in either English or other European literature or both, or philosophy or history.

To gain a Bachelor of Arts with Honors, a student must maintain a 3.5 grade point average and write an honors essay or thesis approved by the department honors committee, for three credit hours.

Undergraduate majors planning to teach English in Germany are advised to take Applied German Phonetics (GL 498) and English grammar courses. The department will be glad to assist in locating teaching positions in Germany.

Requirements for Baccalaureate Degree in Russian. Candidates for the Bachelor of Arts degree in Russian are required to take 48 credit hours of work beyond the second-year sequence (SL 101, 102, 103 or its equivalent). This work normally includes the following sequences: Third-Year Russian (SL 316, 317, 318); Introduction to Russian Literature (SL 313, 314, 315); History of Russia (Hst 447, 448, 449) or Russian Culture and Civilization (SL 340, 341, 342). In addition, 15 credit hours or more are taken

from the following electives in Russian literature and linguistics: Modern Russian Novel (SL 420); Modern Russian Short Story (SL 421); Modern Russian Poetry (SL 422); Modern Russian Drama (SL 423); Dostoevsky (SL 424); Tolstoy (SL 425); Gogol (SL 426); Turgenev (SL 427); Chekhov (SL 428); Soviet Russian Literature (SL 429); Seminar (SL 407); Fourth-Year Russian (SL 416, 417, 418); Structure of Russian (SL 440, 441, 442).

Students preparing for graduate work in Russian are advised to take either French or German, and to complete a balanced program of related courses in literature, history, philosophy, political science, art, and music.

To gain a Bachelor of Arts with Honors, a student must maintain a 3.5 grade point average and write an honors essay or thesis approved by the department honors committee, for three credit hours.

Secondary-School Teaching of Foreign Languages. For certification as a teacher of German or Russian in Oregon high schools, the Oregon Teacher Standards and Practices Commission requires (1) the completion of 45 credit hours of subject preparation; (2) the completion of Human Development and Learning (EPsy 326 or equivalent); Special Secondary Methods (CI 408); Seminar in Applied Linguistics (GL 407 or SL 407); Student Teaching: Junior High School (CI 416) or Student Teaching: Senior High School (CI 417); and (3) the recommendation of the institution at which the student completes the subject preparation.

The Department of German and Russian will approve for student teaching only those students whose course work in the language they plan to teach is of high quality, and who have attained reasonable oral and written control of that language.

For permanent certification, after a fifth year of preparation, students must complete an additional 15 credit hours in linguistics, culture and civilization, and phonetics. The following courses are recommended: German: German Culture and Civilization (GL 340, 341, 342), Applied German Phonetics (GL 498); Russian: Russian Culture and Civilization (SL 340, 341, 342); Russian Phonetics (SL 324), Structure of Russian (SL 440, 441, 442); both languages: Introduction to Linguistics (Ling 290), Phonology and Morphology (Ling 450), and Syntax and Semantics (Ling 451), in that order.

It is recommended that, if possible, students complete the five-year program for permanent certification before they begin teaching, and that, during the fifth year, they satisfy the requirements for the interdisciplinary master degree in teaching.

For further information, the student should consult a member of the departmental committee on teacher training.

Graduate Studies

The Department offers programs leading to the degrees of Master of Arts and Doctor of Philosophy in German, and Master of Arts in Russian. For the master's degree in German, work in German literature is offered, which may be supplemented by courses in Germanic philology (Middle High German, History of the German language, and others). The doctoral program may be centered on literature or on philology as the student prefers, but not on one to the exclusion of the other. Potential candidates should consult Peter Gontrum for information about institutional and departmental requirements. Applicants will be required to provide GRE test scores.

In addition to the regular Master of Arts degree, the department offers a program in German and in Russian for a Master of Arts degree in teaching. It provides the secondary-school teacher with an opportunity to study literature at the graduate level, to achieve competence in the written and spoken language, and to study and practice methods of presenting classroom material. The program in German offers the student the option of an eight-week summer course in Germany to be completed immediately after the nine-month session at the University. Alternative courses will be available during the regular University summer session for students who cannot travel abroad. The program also fulfills the State of Oregon requirements for the Standard Secondary Teacher's Certificate.

The Master of Arts program in Russian provides substantive training in Russian language, literature, and linguistics for students who wish to prepare for careers in teaching, research, translation, or government service. Creative imagination, a spirit of commitment to the Slavic field, and a knowledge of Russian sufficient for graduate work—usually three or more years of college work—are the principal prerequisites for admission. Candidates should acquire a reading knowledge of either French or German, preferably both, prior to admission or soon thereafter.

German

Undergraduate Courses

GL 50, 51, 52. First-Year German. 4 credit hours each term.
Designed to provide a thorough grammatical foundation and an elementary reading knowledge of German, as well as an understanding of the spoken language. Woods, staff.

GL 53, 54. First-Year German. 6 credit hours each term, winter and spring.
A two-term sequence covering the work of GL 50, 51, 52. For students who wish to begin German in the winter term.

GL 55, 56, 57. First-Year German "GUTEN TAG": Speaking. 2 credit hours each term.
Three-term sequence. Audiovisual first-year German course based on film series *Guten Tag* and incorporating the use of tapes, movies, slides, and small conversation groups. To complete the 4-credit hour foreign language requirement for the B.A. degree, students may in addition take the two-hour first-year German *Guten Tag:* Reading course (GL 80, 81, 82), below. Students enrolled in First-Year German (GL 50, 51, 52) may take *Guten Tag:* Speaking (GL 55, 56, 57) to supplement their studies, but may not enroll in the *Guten Tag:* Reading section (GL 80, 81, 82) for credit. Achberger, staff.

GL 80, 81, 82. First-Year German "GUTEN TAG": Reading. 2 credit hours each term.
Three-term sequence. Reading and grammar section to accompany first-year German *Guten Tag:* Speaking (GL 55, 56, 57) above. Students enrolled in GL 55 above may take this course to meet the 4-credit hour foreign language requirements for the B.A. degree. Not open for credit to students in First-Year German (GL 50, 51, 52). Achberger, staff.

GL 101, 102, 103. Second-Year German. 4 credit hours each term.
Review of grammar and composition; reading of selections from representative authors: conversation. Open to students who have completed GL 52 or GL 57 and GL 82, or the equivalent.

GL 110, 111, 112. Second-Year German "GUTEN TAG." 2-4 credit hours each term.
Three-term sequence. This course continues first-year German *Guten Tag* (both GL 57 and 82), but is open to all students who have taken first-year German (GL 52 or GL 54). The audiovisual part of this course may be taken separately for 2 hours of credit, and also by students enrolled in GL 101. Students wishing to meet the foreign language requirement for the B.A. degree must take a total of 4 hours of credit. Achberger, staff.

GL 121, 122, 123. Conversational German. 2 credit hours each term.
Review of pronunciation rules, practice in reading aloud and in audio comprehension. Exercises in free speaking, acquisition of small but active vocabulary. Extensive use of motion pictures from German newsreel *Deutschlandspiegel* to feature-length films. Prerequisite: one year of college German, or consent of instructor. May not be taken in place of second-year German (GL 103 or GL 112) to satisfy the language requirement, but is recommended as a supplementary course for German majors. Plant.

GL 199. Special Studies. 1-3 credit hours.

GL 200. SEARCH. 1-3 credit hours.

GL 240. Contemporary Germany. 3 credit hours.
Survey of the cultural and historical heritage influencing contemporary life in the German-speaking countries of Central Europe, with emphasis on social and cultural conditions. Lecture format,

including guest lecturers from other disciplines (*e.g.,* History, Music, Philosophy, Political Science) and films. All lectures in English; no previous knowledge of German required. Achberger.

GL 250, 251, 252. German Literature in Translation. 3 credit hours each term.
Readings in German Literature in English: Goethe and Nietzsche; Kleist and Büchner. Schnitzler, Brecht, Kafka, Hesse, Thomas Mann, Dürrenmatt, Böll and Frisch. Lectures and class discussion.

GL 301, 302, 303. Survey of German Literature. 3 credit hours each term.
German literature from the Middle Ages to the twentieth century; readings from representative authors. Prerequisite: two years of college German, or consent of the instructor. Required for German majors. McWilliams.

GL 321, 322, 323. German for Reading Knowledge. 3 credit hours each term.
Intensive practice in grammar, followed by the reading of texts in the student's major field. Intended pricipally for graduate students.

GL 324, 325, 326. Readings in Modern German Literature. 3 credit hours each term.
The accurate and careful reading of selected texts mostly from 20th-century German literature. Emphasis on drama and poetry of the period. Background lectures in German on the authors and the works discussed. Prerequisite: two years of college German, or consent of the instructor.

GL 334, 335, 336. German Composition and Conversation. 3 credit hours each term.
Extensive practice in speaking and writing. Required of German majors. Conducted in German. Prerequisite: two years of college German.

GL 340, 341, 342. German Culture and Civilization. 3 credit hours each term.
Historical and political backgrounds of German literature and art. Prerequisite: reading knowledge of German. Achberger.

GL 400. SEARCH. 1-3 credit hours.

GL 401. Research. Credit hours to be arranged.

GL 403. Thesis. Credit hours to be arranged.

GL 405. Reading and Conference. Credit hours to be arranged.

GL 406. Special Problems. Credit hours to be arranged.

GL 409. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Upper-Division Courses Carrying Graduate Credit

GL 407. Seminar. (G) Credit hours to be arranged.

GL 408. Workshop. (G) Credit hours to be arranged.

GL 410. Experimental Course. (G) Credit hours to be arranged.

GL 411, 412, 413. The Age of Goethe. (G) 3 credit hours each term.
Readings in the main dramatic works of Lessing, Schiller, Kleist, and Goethe; Goethe's lyric poetry and selections from his prose. Prerequisite: Survey of German Literature. Leppmann.

GL 414, 415, 416. The Nineteenth-Century German Novelle. (G) 3 credit hours each term.
The theory and history of the *Novelle.* Readings of selected *Novellen* from Goethe to Fontane. Hahn.

GL 424, 425, 426. Advanced German Composition and Conversation. (G) 3 credit hours each term.
Systematic review of grammar; historical survey of the German language; translation of modern literary texts into German; writing of original themes. Conducted in German. Normally required of German majors.

GL 431, 432, 433. German Literature of the 20th Century. (G) 3 credit hours each term.
Study of 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, Hesse, Rilke, Kafka, Brecht. Diller.

GL 440. Topics in German Culture and Civilization. 3 credit hours.
Political, social, economic, and cultural aspects of the Federal Republic of Germany (FRG) and the German Democratic Republic (GDR). Students will be required to write a term paper covering one of the topics dealt with in the lectures. Taught in German. Prerequisites: GL 340 and 341. Achberger.

GL 450. Performance of German Drama. 3 credit hours.
Performance of a play in German. Extensive practice in effective oral communication with emphasis on correct pronunciation. Prior to performance, reading of play and scene rehearsals in class. Public performance at end of term. Conducted in German. Prerequisites: two years of college German or consent of instructor.

GL 498. Applied German Phonetics. (G) 3 credit hours.
The articulatory basis of German pronunciation; analytic comparison of the sounds of German and English; diagnosis and remedy of common errors in American pronunciation of German. Required for teacher certification and for candidates for graduate degrees in German. Prerequisite: three years of college German, or consent of instructor. Plant.

Graduate Courses

GL 501. Research. Credit hours to be arranged.

GL 503. Thesis. Credit hours to be arranged. A no-grade course.

GL 505. Reading and Conference. Credit hours to be arranged.

GL 507. Seminar. Credit hours to be arranged.

GL 508. Workshop. Credit hours to be arranged.
term. A no-grade course.

GL 509. Supervised Tutoring Practicum. 1-3 credit hours.

GL 510. Experimental Course. Credit hours to be arranged.

GL 511, 512, 513. The German Lyric. 4 credit hours each term.
Study of German lyric poetry from the eighteenth century to the present, with readings from all major authors. Special emphasis on the *Lied* and the ballad and on the contemporary lyric poetry of George, Hofmannsthal, Rilke. Gontrum.

GL 514. Introduction to Middle High German. 4 credit hours.
Introduction to Middle High German grammar; emphasis on a nonhistorical description of the language of manuscripts. Plant.

GL 515, 516. Readings in Middle High German Literature. 4 credit hours each term.
Study of an entire work, in facsimile edition where available. Reading of manuscript, and some manuscript copying. Texts will include the *Nibelungenlied, Iwein,* the Manesse Codex, and other works of Middle High German literature as they become available in facsimile editions. Prerequisite for either course: GL 514. Plant.

GL 517, 518, 519. German Romanticism. 4 credit hours each term.
Readings in the works of Tieck, F. Schlegel, Novalis, Hoffman, Mörike, and Eichendorff. The concept of romantic poetry and its underlying philosophical ideas. The romanticists' contributions to literary criticism. Prerequisite: Survey of German Literature (GL 301, 302, 303). Hahn.

GL 520. Research Methods in German. 3 credit hours fall term.
Bibliography and methods of research in German language and literature as an introduction to graduate study. Woods.

GL 524. German Literature of the Sixteenth Century. 4 credit hours.
Humanism and the Reformation as reflected in German literature. The influence of Luther. Readings in works by Hans Sachs, Fischart, and Brant, as well as typical *Volksbücher.* Woods.

GL 526. German Literature 1700-1750. 4 credit hours.
The German Enlightenment and its relation to the Enlightenment in England and France. Readings from works by Gottsched, Klopstock, Wieland, and other typical figures of the period. Woods.

GL 527, 528, 529. Goethe. 4 credit hours each term.
Comprehensive examination of Goethe's works, including an intensive study of *Faust,* and Goethe's aesthetic and critical views. Leppmann.

GL 530, 531. Old High German. 4 credit hours each term.
Nonhistorical description of the structure of Old High German; emphasis on syntax. Some reading of manuscripts. Representative selections from Old High German literature. Plant.

GL 532. Introduction to Gothic. 4 credit hours.
Introduction to Gothic grammar and script. Selected readings in the Gothic Bible, comparison with West-Germanic translations of corresponding passages of the New Testament. Of interest to students in Old English and Old Norse. Plant.

GL 533. Structure of Modern German. 4 credit hours.
Nonhistorical description of the structure of modern German; emphasis on syntax. Introduction to modern German dialects. "East German" and "West German." Plant.

GL 534. History of New High German. 4 credit hours.
Grammar, orthography, and semantics of High German prose writings from the nineteenth century back to the ninth century, based on early newspapers, pamphlets, nature treatises, and religious tracts. Readings in the seminal works of German linguistic science. Plant.

GL 536. Lessing. 4 credit hours.
Detailed study of Lessing's dramas, his theoretical and philosophical writings, and his contribution to German classicism. Nicholls.

GL 537. Sturm und Drang. 4 credit hours.
The dramatic works of the Storm and Stress writers, and their contribution to a new understanding of literature. Nicholls.

GL 538. Schiller. 4 credit hours.
An intensive study of Schiller as a dramatist and poet, with particular consideration also of his important critical essays. Nicholls.

GL 539. Introduction to Old Saxon. 4 credit hours.
Introduction to Old Saxon grammar, with emphasis on syntactic structures; some manuscript readings; critical translation of major portions of *Heliand* and *Genesis*. Recommended for students in Old English. Plant.

GL 540, 541, 542. German Drama of the Nineteenth Century. 4 credit hours each term.
Analysis of the dramas of Kleist, Bücher, Grabbe, Grillparzer, and Hebbel; special emphasis on dramatic technique and on the individual contributions of these writers to the genre. Nicholls.

GL 543, 544, 545. Contemporary German Lyric. 4 credit hours each term.
Fall: Rilke; winter: George and Hofmannsthal; spring: Benn, Trakl, and contemporaries. Detailed and intensive study of these writers' poetry in terms of themes, form, and imagery. Gontrum.

GL 546, 547, 548. Modern German Novel. 4 credit hours each term.
Detailed study of individual writers: Thomas Mann, Hesse, Kafka, Musil, Grass, Frisch, or others. Emphasis on the nature of the genre and its gradual transformation as well as on narrative style and technique. Gontrum, Diller, Leppmann, Nicholls.

GL 550, 551, 552. Modern German Drama. 4 credit hours each term.
Fall: Gerhart Hauptmann, Arthur Schnitzler; winter: Wedekind and the Expressionists; spring: Brecht, Dürrenmatt, Frisch. Intensive study of the dramatic works of these writers, particularly in terms of new dramatic techniques. Gontrum.

GL 555, 556, 557. German Novel of the Nineteenth Century. 4 credit hours each term.
Detailed study of the novels of Jean Paul, Mörike, Immermann, Stifter, Keller, Raabe and Fontane. Emphasis on the *Bildungs* or *Erziehungsroman* through treatment of narrative structure and technique. Hahn.

GL 558. German Lyric of the Seventeenth Century. 4 credit hours.
Poetry by Weckerlin, Opitz, Spee, Dach, Gryphius, and Hofmannswaldau. Poetic theory of Opitz, Harsdörffer, and other theoreticians of the period. Woods.

GL 559. German Drama and Prose of the Seventeenth Century. 4 credit hours.
Dramas by Gryphius, Lohenstein, and Reuter. The baroque novel and the work of Grimmelshausen. Woods.

Scandinavian

Undergraduate Courses

GL 60, 61, 62. First-Year Norwegian. 3 credit hours each term.
Designed to give a thorough grammatical foundation in idiomatic Norwegian, with emphasis on both the reading and the speaking of the language. Weatherhead.

GL 70, 71, 72. First-Year Swedish. 3 credit hours each term.
Designed to give a thorough grammatical foundation in idiomatic Swedish, with emphasis on both the reading and the speaking of the language.

GL 104, 105, 106. Second-Year Norwegian. 3 credit hours each term.
Review of grammar, composition, conversation; study of selections from representative authors.

GL 107, 108, 109. Second-Year Swedish. 3 credit hours each term.
Review of grammar, composition, conversation; study of selections from representative authors. Zuck.

GL 351, 352, 353. Scandinavian Literature in Translation. 3 credit hours each term.
Fall (GL 351). Ibsen to Hamsun in Translation: Comprehensive study of a limited number of outstanding Danish and Norwegian authors in the context of Scandinavian intellectual history. Readings and lectures in English. Zuck; Winter (GL 352). August Strindberg to Ingmar Bergman in Translation: A century of Swedish literature and film in revolt and in transition. Readings and lectures in English. Zuck; Spring (GL 353). Literature and Scandinavian Society in Translation. Close study of selected aspects of Scandinavian society, past and present, based on readings of major Scandinavian writers as well as other documentary material. Readings and lectures on English. Zuck.

GL 357, 358, 359. Third-Year Swedish. 3 credit hours each term.
Systematic review of grammar; historical survey of the language; intensive study of modern idiomatic Swedish with extensive practice in oral communication and written composition. Conducted in Swedish. Prerequisites: two years of college Swedish. Zuck.

Russian

Undergraduate Courses

SL 50, 51, 52. First-Year Russian. 5 credit hours each term.
Elementary Russian grammar, reading, conversation, and composition. Beebe, Leong, staff.

SL 101, 102, 103. Second-Year Russian. 5 credit hours each term.
Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works. Beebe, Yurevich, staff.

SL 199. Special Studies. 1-3 credit hours.

SL 313, 314, 315. Introduction to Russian Literature. 3 credit hours each term.
Russian literature from origins to 1917, with special emphasis on Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and others. All readings in English, but Russian majors are expected to do selected readings in the original. Leong, Rice.

SL 316, 317, 318. Third-Year Russian. 5 credit hours each term.
Intensive study in Russian of literary works by representative nineteenth- and twentieth-century writers, with extensive practice in speaking, writing, and comprehension. Prerequisite: two years of college Russian or equivalent. Yurevich.

SL 324. Russian Phonetics. 3 credit hours.
Scientific study of Russian sounds, rhythms, and intonation, with supervised individual practice. Beebe.

SL 340, 341, 342. Russian Culture and Civilization. 3 credit hours each term.
The comparative aesthetics and development of art, film, music, and literature within the context of Russian intellectual history.

Recent topics: Emigré Russian Culture; Nabokov; Human Rights Movement in USSR; The 1920s. Leong.

SL 403. Thesis. Credit hours to be arranged.

SL 405. Reading and Conference. Credit hours to be arranged.

SL 409. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Upper-Division Courses Carrying Graduate Credit

SL 407. Seminar. (G) Credit hours to be arranged.

SL 416, 417, 418. Fourth-Year Russian. (G) 5 credit hours each term.
Stylistic analysis of advanced Russian literary texts with extensive practice in conversation, composition, and comprehension. Prerequisite: SL 316, 317, 318 or equivalent. Yurevich.

SL 420. Modern Russian Novel. (G) 3 credit hours.
Development of modern Russian novel, with emphasis on minor prose masters. Readings in English; Russian majors do selected readings in the original. Leong, Rice.

SL 421. Modern Russian Short Story. (G) 3 credit hours.
Development of Russian short story. All readings in English, but Russian majors are expected to do selected readings in the original. Leong, Page, Rice.

SL 422. Modern Russian Poetry. (G) 3 credit hours.
Detailed study of Russian symbolism, acmeism, futurism, and contemporary poetry. All readings and lectures in Russian. Leong, Rice, Beebe, Yurevich.

SL 423. Modern Russian Drama. (G) 3 credit hours.
Evolution of Russian drama. All readings in English, but Russian majors are expected to do selected readings in the original. Leong, Page, Rice.

SL 424. Dostoevsky. (G) 3 credit hours.
Dostoevsky's intellectual and artistic development; context and structure of *The House of the Dead, Notes From the Underground, Crime and Punishment, The Idiot, The Brothers Karamazov,* and other works. All readings in English, but Russian majors are expected to do selected readings in the original. Leong, Rice.

SL 425. Tolstoy. (G) 3 credit hours.
Development and context of Tolstoy's art; analysis of *War and Peace, Anna Karenina,* representative short novels, stories, plays, and essays. All readings in English, but Russian majors are expected to do selected readings in the original. Leong, Page.

SL 426. Gogol. (G) 3 credit hours.
Comprehensive study of Gogol's works; critical analysis of *Evenings on a Farm near Dikanka, Mirgorod,* Petersburg tales, *The Inspector General* and other plays, *Dead Souls.* Readings in English; Russian majors do selected readings in the original. Beebe, Page, Rice.

SL 427. Turgenev. (G) 3 credit hours.
Literary development and context of Turgenev's art; analysis of novels *Rudin, A Nest of Gentlefolk, On the Eve, Fathers and Sons, Smoke, Virgin Soil,* stories, plays, and critical essays. Readings in English; Russian majors do selected readings in the original. Rice.

SL 428. Chekhov. (G) 3 credit hours.
Critical study of Chekhov's art; structure, style, and development of representative prose fiction and plays, including *The Seagull, Uncle Vanya, Three Sisters, The Cherry Orchard.* Readings in English; Russian majors do selected reading in the original. Page, Leong, Rice.

SL 429. Soviet Russian Literature. (G) 3 credit hours.
Major developments in Russian literature since 1917; theory and practice of "socialist realism"; critical analysis of representative works by Gorky, Sholokhov, Pasternak, Babel, Olesha, Mayakovsky, Bulgakov, Zoshchenko, Solzhenitsyn, and others. Readings in English; Russian majors do selected readings in the original. Leong, Yurevich.

SL 440, 441, 442. Structure of Russian. (G) 3 credit hours each term.
Phonetics, grammatical and syntactical patterns of standard contemporary Russian. Beebe.

Graduate Courses

SL 503. Thesis. Credit hours to be arranged. A no-grade course.
SL 505. Reading and Conference. Credit hours to be arranged.
SL 507. Seminar. Credit hours to be arranged.
Russian Literary Criticism.

SL 509. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

SL 520. Research Methods in Russian. 5 credit hours.
Bibliography and research methods in the graduate study of Russian literature. Leong, Rice.

SL 521. Old Russian Literature. 5 credit hours.
An introductory discussion of the system of literary genres in Kievan Rus', with attention to the subsequent development of that system, its bonds with oral poetry and other aesthetic forms, and its significance for modern Russian civilization. Conducted in English with selected close readings in Old Russian. Offered alternate years. Page, Rice.

SL 522. Russian Folklore. 5 credit hours.
An introductory discussion of Russian folklore, primarily verbal art, in its social and aesthetic functions, with special attention to the paradigmatic eighteenth century collection attributed to Kirsha Danilov and to various literary adaptations of folklore forms. Conducted in English with readings in Russian. Offered alternate years. Rice.

SL 523. Eighteenth-Century Russian Literature. 5 credit hours.
An introductory discussion of the refashioning of Russian poetic imagination in response to the simultaneous discoveries of classical antiquity, the Renaissance, French neoclassicism, the Enlightenment, Russian history, and new aesthetic values in the Russian vernacular and oral poetry. Conducted in English with selected close readings in Russian. Offered alternate years. Page, Rice.

SL 524. Pushkin. 5 credit hours.
Detailed study of Pushkin's narrative and lyric poetry, dramas, prose fiction, folk stylizations, and *Evgenij Onegin,* with special attention to his poetics and its influence on the subsequent development of Russian literature. Conducted in Russian. Offered alternate years. Leong, Page.

SL 540. Old Church Slavonic. 3 credit hours.
History and grammar of Old Church Slavonic; sound system, morphology, and elements of syntax. Reading of texts. Beebe.

SL 541, 542. History of Russian. 3 credit hours each term.
Survey of East Slavic phonology and morphology from Common Slavic to the present. Dialectal divergence in Old Russian and the modern literary languages. Dialects of East Slavic. Reading of Old and Middle Russian texts. Beebe.

Slavic

Upper-Division Courses Carrying Graduate Credit

SL 480, 481, 482. First-Year Serbo-Croatian. (G) 4 credit hours each term.
Elementary Serbo-Croatian grammar, conversation, reading, and composition. Prerequisite: two years of Russian or equivalent.

SL 483, 484, 485. First-Year Polish. (G) 4 credit hours each term.
Elementary Polish grammar, conversation, reading, and composition. Prerequisite: two years of Russian or equivalent.

SL 486, 487, 488. First-Year Czech. (G) 4 credit hours each term.
Czech grammar, reading, and composition. Prerequisite: two years of Russian, or equivalent.

SL 490, 491, 492. First-Year Ukrainian. (G) 4 credit hours each term.
Elementary Ukrainian grammar, reading, and composition. Prerequisite: two years of Russian, or equivalent.

History

Raymond Birn, Ph.D., Department Head, Professor of History (European history, 1600-1815). A.B., New York University, 1956; M.A., 1957, Ph.D., 1961, University of Illinois; at Oregon since 1961.

Gustave Alef, Ph.D., Professor of History (medieval Russia). B.A., 1949, M.A., 1950, Rutgers; M.A., 1952, Ph.D., 1956, Princeton; at Oregon since 1956.

Robert M. Berdahl, Ph.D., Associate Professor of History (Germany). B.A., Augustana, 1959; M.A., Illinois, 1961; Ph.D., Minnesota, 1965; at Oregon since 1967.

Edwin R. Bingham, Ph.D., Professor of History (cultural American history—Pacific northwest). B.A., 1941, M.A., 1942, Occidental; Ph.D., California at Los Angeles, 1951; at Oregon since 1949.

William B. Boyd, Ph.D., Professor of History (modern Europe). President, University of Oregon. B.A., Presbyterian, 1946; M.A., Emory, 1947; Ph.D., Pennsylvania, 1954; at Oregon since 1975.

Thomas A. Brady, Ph.D., Associate Professor of History (renaissance and reformation). B.A., Notre Dame, 1959; M.A., Columbia, 1963; Ph.D., Chicago, 1968; at Oregon since 1967.

Roger P. Chickering, Ph.D., Associate Professor of History (Germany—20th century). B.A., Cornell, 1964; M.A., 1965, Ph.D., 1968, Stanford; at Oregon since 1968.

Joseph W. Esherick, Ph.D., Associate Professor of History (China). B.A., Harvard, 1964; M.A., 1966, Ph.D., 1971, California, Berkeley; at Oregon since 1971.

Mark Falcoff, Ph.D., Associate Professor of History (Spain, Latin America). B.A., Missouri, 1963; M.A., 1969, Ph.D., 1970, Princeton; at Oregon since 1971. (On sabbatical leave 1977-78.)

G. Ralph Falconeri, Ph.D., Associate Professor of History (Japan and modern China). B.A., Nevada, 1949; M.A., 1958, Ph.D., 1967, Michigan; at Oregon since 1963.

William S. Hanna, Ph.D., Associate Professor of History (colonial America). A.B., 1949, M.A., 1954, Ph.D., 1959, California, Berkeley; at Oregon since 1965.

Paul S. Holbo, Ph.D., Professor of History (American foreign relations). B.A., Yale, 1951; M.A., 1955, Ph.D., 1961, Chicago; at Oregon since 1959.

R. Alan Kimball, Ph.D., Associate Professor of History (modern Russia). B.A., Kansas, 1961; M.A., 1963, Ph.D., 1967, Washington; at Oregon since 1967.

Robert G. Lang, Ph.D., Associate Professor of History (Tudor and Stuart England). A.B., Columbia, 1955; D.Phil., Oxford, 1963; at Oregon since 1964.

Jerzy Linderski, Ph.D., Professor of History (ancient history). M.A., 1955, Ph.D., 1960, Crakow; at Oregon since 1971. (On leave 1977-78.)

Jack P. Maddex, Ph.D., Associate Professor of History (Civil War). B.A., Princeton, 1963; Ph.D., North Carolina, 1966; at Oregon since 1966.

Mavis Howe Mate, Ph.D., Assistant Professor of History (medieval, women's history). B.A., 1956, M.A., 1961, Oxford; Ph.D., 1967, Ohio State; at Oregon since 1974.

Kate Wildman Nakai, Ph.D., Assistant Professor of History (pre-modern China and Japan). B.A., 1963, M.A., 1964, Stanford; Ph.D., Harvard, 1972; at Oregon since 1974.

Stanley A. Pierson, Ph.D., Professor of History (cultural and intellectual European). B.A., Oregon, 1950; A.M., 1951, Ph.D., 1957, Harvard; at Oregon since 1957.

Daniel A. Pope, Ph.D., Assistant Professor of History (American economic history). B.A., Swarthmore, 1966; M.A., 1968, Ph.D., 1973, Columbia; at Oregon since 1975.

George J. Sheridan, Jr., M.A., Assistant Professor of History (France, European social-economic). B.A., Princeton, 1969; M.A., 1974, Yale; at Oregon since 1976.

Robert W. Smith, Ph.D., Professor of History (modern Britain). B.A., Chicago, 1937; M.A., 1940, Ph.D., 1942, California at Los Angeles; at Oregon since 1947.

Lloyd Sorenson, Ph.D., Professor of History (history of civilization). B.A., North Dakota, 1938; M.A., 1945, Ph.D., 1947, Illinois; at Oregon since 1947.

William Toll, Ph.D., Assistant Professor of History (Afro-America, U.S. ethnic). B.A., Pennsylvania, 1963; M.A., 1963, Ph.D., 1972, California, Berkeley; at Oregon since 1972.

Louise Carroll Wade, Ph.D., Associate Professor of History (U.S. social, urban, and labor history). B.A., Wellesley, 1948; Ph.D., Rochester, 1954; at Oregon since 1975.

Faculty Emeriti

Leslie Decker, Ph.D., Professor Emeritus of History (American economic history). B.A., Maine, 1951; M.A., Oklahoma State, 1952; Ph.D., Cornell, 1961; at Oregon since 1969.

Paul S. Dull, Ph.D., Professor Emeritus of History. B.A., 1935, Ph.D., 1940, Washington; at Oregon since 1946.

Thomas P. Govan, Ph.D., Professor Emeritus of History. B.S., Georgia Institute of Technology, 1928; M.A., Emory, 1934; Ph.D., Vanderbilt, 1937; at Oregon since 1967.

Val R. Lorwin, Ph.D., Professor Emeritus of History (France—social and economic). B.A., Cornell, 1927; M.A., Ohio State, 1929; Ph.D., Cornell, 1953; at Oregon since 1957.

Earl Pomeroy, Ph.D., Beekman Professor Emeritus of Northwest and Pacific History (20th-century American). B.A., San Jose State, 1936; M.A., 1937, Ph.D., 1940, California; at Oregon since 1949.

Kenneth W. Porter, Ph.D., Professor Emeritus of History. B.A., Sterling, 1926; M.A., Minnesota, 1927; Ph.D., Harvard, 1936; at Oregon since 1958.

Undergraduate Studies

The study of history offers both a framework for a liberal education and a broad foundation for a variety of careers—teaching and research, law, journalism, foreign service, government, business, the ministry, librarianship. It provides a context of historical knowledge essential for an understanding of the contemporary world. Through analyzing interpretative studies and accounts by witnesses to historical events, students appreciate more fully the complexity of human experience. By examining social changes in other times, they develop a broad perspective and the ability to weigh evidence and argument that free people need in a rapidly changing world.

The Department of History offers programs sufficiently structured to guide the student, yet flexible enough to encourage the development of individual interests. The department strongly urges upon history students the importance of mastering foreign languages in order to use foreign languages in their studies, read more widely, and meet entrance requirements for graduate schools. Upon deciding to major in history, students must get approval of their program from department advisers, who are available for periodic review. They may choose one of the three options presented below.

History courses that satisfy department major requirements must be taken on a graded basis.

Option One: The General Major in History. This option is recommended for students who want a balanced program of historical study; it combines a wide range of courses with specialized inquiry by means of departmental seminars and colloquia. The department strongly recommends satisfying University requirements for the Bachelor of Arts degree. Specific requirements follow:

(1) Satisfaction of the University requirements for the Bachelor of Arts or the Bachelor of Science degree.

(2) Forty-five credit hours in history courses, of which 27 must be upper-division, including at least 12 credit hours in courses numbered 400 to 499. Students who have not taken Western Civilization are required to complete 6 credit hours of work in European history before 1800.

(3) Six hours of upper-division credit in each of three fields selected from the following: (a) European history before 1600; (b) European history after 1600; (c) United States history; (d) one of the following: East Asian or Latin American history.

(4) A research paper written in a History 407 Seminar. In exceptional circumstances, a term paper written in a History 408 Colloquium or in a 400-level lecture course may be expanded into a research paper. Students expanding a term paper are to enroll in Hst 405 Reading and Conference for two credit hours.

Option Two: The History Major with a concentration on a time period, a geographical area, or an important theme. In these programs, courses outside of history which relate to the student's theme, period, or area will be an integral part of the program. Examples of such programs are available in the departmental office. A student pursuing a program of this kind will need the continuing guidance of a faculty member. Specific requirements are as follows:

(1) Satisfaction of the University requirements for the Bachelor of Arts degree.

(2) No later than the second term of the junior year, the student and adviser will plan a program of courses in history and related fields centering upon the study of a theme, period, or area and submit it to the department for approval. A thematic approach may, for example, focus on revolutions, warfare, the city, or the development of science; a period approach may concentrate on a span of time in one country such as post-Meiji Japan or colonial America, or in several countries as in the study of Early Modern Europe; an area approach may deal with the common historical problems found, for example, in Latin America, or Central and Eastern Europe, or the Atlantic Community.

Option Three: The History Major with an endorsement in Social Studies. The specific requirements are as follows:

(1) Satisfaction of the University requirements for the Bachelor of Arts or Bachelor of Science degree.

(2) Forty-five credit hours in history courses of which 27 must be upper-division, including at least 12 credit hours in courses numbered 400-499. Upper-division courses are distributed as follows: (a) 9 credit hours in European history; (b) 9 credit hours in United States history; (c) 9 credit hours in Asian, African, or Latin American history. (With the approval of the adviser, nine credit hours of upper-division anthropology, geography, political science, religion, or art history courses dealing with Asia, Africa or Latin America, may be substituted for history courses in meeting this requirement and will count toward the major.) (d) History 407 Seminar; or History 408 Colloquium and 2 credit hours in History 405 Reading and Conference resulting in a research paper; or 2 credit hours in History 405 to complete a research paper written in conjunction with a 400-level course.

(3) Additional work in other social sciences and professional education to satisfy requirements for a basic secondary certificate in social studies. For endorsement as a teacher of social studies in Oregon high schools, the Oregon Teacher Standards and Practices Commission requires (1) the satisfaction of certain minimum standards of subject preparation; (2) the satisfaction of certain minimum standards of professional education preparation; and (3) recommendation of the institution at which the student completes the subject preparation. For details consult with the special adviser for teacher education in the Department of History or the Office of Student Teaching and Teacher Certification in the College of Education.

History Scholars Program. Each year the department will invite a small number of students, in their junior year or at the beginning of their senior year, both from within and from outside the Honors College, to participate in the History Scholars Program. They may come from any one of the three options indicated above. As "history scholars" they will have the opportunity for independent study, which will normally lead to a substantial research paper or interpretative essay.

Graduate Studies

The department offers graduate instruction leading to the degrees of Master of Arts and Doctor of Philosophy. For the M.A. degree, the student concentrates work in three of the following fields: (1) Ancient, (2) Medieval, (3) Renaissance and Reformation, (4) Early Modern Europe to 1815, (5) Europe 1789-1914, (6) Europe Since 1870, (7) United States to 1865, (8) United States Since 1850, (9) Great Britain Since 1485, (10) Russian, (11) East Asian, (12) Latin America. At least one field must be chosen from (1), (2), (3), (4), (11), or (12). Of the 45 credit hours for the degree, 9 must be in courses numbered 501 or above. The student may either follow a thesis program, which includes a final oral examination covering the thesis and three fields of history, or a nonthesis program, which requires two research papers and oral and written examinations in three fields of history. The department administers an interdisciplinary master's program for teachers that satisfies requirements for standard certification and endorsement in Social Studies.

For the Ph.D. degree, the student must pass an oral qualifying examination at the time of registration. The candidate must pass reading examinations in two foreign languages, comprehensive examinations in four of the above fields of history (a related field outside history, or a field designed especially for the individual program may be substituted for standard fields above), and complete 18 credit hours of research seminars. Every candidate must take either a minor or supporting work in a related field outside the field of history. The dissertation must show evidence of originality and ability in independent investigation.

Undergraduate Courses

Hst 101, 102, 103. History of Western Civilization. 3 credit hours each term.
An introduction to the historical development of the Western world. Lectures and readings deal with the major changes in value systems, ideas, social structures, economic institutions, and forms of political life. Fall: Ancient and Medieval societies; winter: from the Renaissance to Napoleon; spring: nineteenth and twentieth centuries.

Hst 107, 108, 109. History (Honors College). 3 credit hours each term.
Significant events, ideas, and institutions in the development of Western civilization.

Hst 199. Special Studies. 2-3 credit hours each term.
Lower-division problem-oriented courses rarely enrolling more than 30 students. Designed for students interested in history who may or may not become majors. Recent topics: War and Ancient Society, The Slavic World, The Environment in American History, Religion and Revolt.

Hst 201, 202, 203. History of the United States. 3 credit hours each term.
The development of the American political and cultural tradition with an emphasis on those issues and themes that show how the present is connected with the past. Fall: Puritanism and Revolution, The Enlightenment and Romanticism; winter: Expansion, Disunion, Reconstruction, and the Gilded Age; spring: War, Peace, Politics and Social Change in the Twentieth Century.

Hst 207, 208, 209. World Civilizations. 3 credit hours each term.
An introduction to the major world civilizations and their historical interaction. Lectures and readings deal with political, religious, and social thought, institutions, and developments. Fall: origins of civilizations in the Middle East, the Mediterranean area, the Indian subcontinent, and China to the end of the ancient era. Winter: modern civilizations during the era of Western imperialism. Spring: modern civilizations during the present century of world crisis. Sorenson.

Hst 211, 212. History of American Foreign Relations since 1941. 3 credit hours each term.
Not offered 1977-78. American Foreign Relations will be offered at the 300-level, Hst 321-322.

Hst 216. War and the Modern World. 3 credit hours.
The evolution of the conduct of war in the 19th and 20th centuries as a reflection of social, political, and technological developments. The end of classical warfare, Napoleon, Clausewitz, American Civil War, industrialization of warfare, militarism, World War I, World War II, guerrilla warfare. Chickering.

Hst 221, 222, 223. Afro-American History. 3 credit hours each term.
Survey of African civilizations; the slave trade; development of the blacks, free and slave, as a subculture. Toll.

Hst 231. History of Southern Africa. 3 credit hours.
South Africa and her neighbors since the 16th century. Comparison of political, economic, and social development of the Southern African states. Growth of the first modern industrial society in Africa. Smith.

Hst 290. Foundations of East Asian Civilization. 3 credit hours.
A thematic, interdisciplinary introduction to traditional China and Japan. Literature and art as well as materials drawn from social and political history will be used to present East Asian civilization as a coherent whole, while a thematic approach will offer unity and depth. Some typical themes: Man and the universe; individual, family and state; women; the common man; center and periphery. Nakai.

Hst 291. China, Past and Present. 3 credit hours.
An introduction to key aspects of traditional and contemporary China, structured around the problem of continuity and change. Chinese values and social structure, both Confucian and Communist; the Chinese state system, under the Emperors and under Mao Tse-tung; the family village, city, economy, and foreign relations of China in both traditional and contemporary times. Esherick.

Hst 292. Japanese Society Past and Present. 3 credit hours.
A first introduction to Japanese culture emphasizing persistence and change in value and social behavior. Topical and analytical approach stressing interdependence of peculiarly Japanese institutions and processes for understanding this unique people. Falconeri.

Hst 301, 302, 303. Europe since 1789. 3 credit hours each term.
Political, social, economic, and cultural trends from the French Revolution to the present. Fall: 1789 to 1870; winter: 1870 to 1918; spring: 1918 to the present. Berdahl, Pierson.

Hst 304, 305, 306. English History. 3 credit hours each term.
A survey of British history from Roman times to the 20th century. Fall: institutional, constitutional, and economic development of England from the Romano-British period to the 16th century. Winter: political, religious, economic, and social change from the Tudor age to the Industrial Revolution. Spring: the Victorian age and the 20th century with emphasis upon the background of modern Britain's social and economic problems and position in Europe and the world. Lang, Smith.

Hst 307. Radicalism in Early American History. 3 credit hours.
Radical challengers of the established order in church and state: the Puritans, the eighteenth-century revolutionaries, and the nullifiers. Pope.

Hst 308. Radicalism in Nineteenth and Twentieth Century American History. 3 credit hours.
The abolitionists, the communal experiments, anarchists, Marxists, and their opponents. Pope.

Hst 311. Reformation Europe. 3 credit hours.
Europe in the 16th century with emphasis on the Reformation and Counter-reformation as the last great crisis of feudal Europe; the end of Mediterranean economic and cultural supremacy and the rise to hegemony of Atlantic Europe. Brady.

Hst 312. The Crisis of the 17th Century. 3 credit hours.
Seventeenth-century Europe seen in terms of a prolonged crisis. Economic depression, warfare, social dislocation, mid-century revolutions; the plight of peasants and townspeople; the attempts of absolutist regimes to offer ways out of crisis; traditional culture and the challenge of science and rationalism. Birn.

Hst 313. Enlightenment and Revolution: Europe, 1715-1799. 3 credit hours.
Eighteenth-century Europe: the Golden Age of aristocratic society, the liberal challenge, and the revolutionary upheavals; the Enlightenment and its effects upon both elite and popular culture; European expansion and the demographic revolution. Birn.

Hst 324, 325, 326. Byzantium and the Slavs. 3 credit hours each term.
Fall: from Rome to Byzantium, 284-610; winter: the Byzantine Apogee, 610-1071; spring: Byzantium and the Slavs. Offered alternate years. Alef.

Hst 331. Perceptions and Roles of Women from the Greeks through the 17th Century. 3 credit hours.
The way in which perceptions about women's role in society in part reflected and in part contrasted with their actual role in society. Mate.

Hst 332. Women and Social Movements in Europe from 1750 to the Present. 3 credit hours.
Methods used by women to improve their position in society, including participation in revolution, voting, and practicing birth control. Reasons for the success or failure of these methods and analysis of the merits of other solutions proposed by various writers. Mate.

Hst 350, 351, 352. Hispanic America. 3 credit hours each term.
A three-part survey of Latin American history emphasizing major economic, political, and cultural trends and continuities. The first term deals with the background and colonial period; the second, problems of nationhood in the nineteenth century; the third, developments since 1914. Falcoff.

Hst 363. History of Canada. 3 credit hours.
A survey of the growth of Canada from colony to nation. Emphasis on British and French influences, relations with the United States, the backgrounds of constitutional, economic and cultural problems of Canada today. Smith.

Hst 375. American Towns and Cities to 1900. 3 credit hours.
A survey of the settlement and growth of urban centers. Special characteristics of port, river, canal, and railroad towns; regional differences; urban economic bases; absorption of immigrants; class structure and residential patterns; expanding role of municipal government; the quality of urban leadership. Wade.

Hst 376. The American City in the 20th Century. 3 credit hours.
Growth of cities as dominant locales in American life; demographic and cultural changes in urban life and their effects on American values, habits, and public policy; structural similarities and regional and individual variations in city growth; ethnic and class relations in different urban settings. Toll.

Hst 391, 392, 393. East Asia in Modern Times. 3 credit hours each term.
Political, social, and diplomatic history of China and Japan, with some attention to Korea and Southeast Asia, from 1800 to the present. Falconeri.

Hst 403. Thesis. Credit hours to be arranged. A no-grade course.

Hst 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Hst 407. Seminar. (G)
Credit hours to be arranged. Recent topics: American Biography, Japanese Militarism, Plato and Athens, Ethnicity and Social Structure.

Hst 408. Colloquium. (G)
Credit hours to be arranged. Recent topics: Russian Aristocracy, 17th Century Europe, Mexican Revolution, Women in the Middle Ages.

Hst 409. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Hst 410. Experimental Course. (G) 3 credit hours.
Upper-division problem-oriented courses customarily enrolling 15 to 30 students. Topics in 1977-78 will include Society in the 14th Century, Origins of American Culture, European Labor, The Family in European History, English Revolution, Jewish History. Staff.

Hst 411. History of Greece. (G) 3 credit hours.
Political, social, and cultural history of the Hellenic world from the Mycenaeans to Alexander the Great. Linderski. Not offered in 1977-78.

Hst 412, 413. History of Rome. (G) 3 credit hours each term.
Winter: political, social, and constitutional history of Rome from its earliest beginnings to the end of the Republic; spring: the period of the Empire. Linderski. Not offered in 1977-78.

Hst 421, 422, 423. Middle Ages. (G) 3 credit hours each term.
History of Europe from the decline of the Western Roman Empire to the Renaissance. Fall: to 1100; winter: to 1300; spring: to 1400. Mate.

Hst 430. Renaissance Italy. (G) 3 credit hours each term.
Renaissance humanism and its social foundations; the rise and fall of the urban republics and the building of the city-states; social and political basis of the Florentine Renaissance; civic humanism from Petrarch to the mid-fifteenth century; humanism and neo-Platonism and the resurgence of the aristocracy; the Italian around 1500; Machiavelli and Castiglione. Brady.

Hst 432. Problems in the German Reformation. (G) 3 credit hours.
The German Reformation as an ideological and social movement; Hussitism and the anti-feudal movement in Germany; nominalism, mysticism, humanism and the revolt of Luther; the Peasants War, Anabaptism and the lost revolution; the urban reform; the princes' reform and the rise of Protestantism. Brady.

Hst 434, 435. Making of the Western Mind. (G) 4 credit hours each term.
Intensive study of selected ideas and institutions that have influenced the history of Western civilization. Sorenson.

Hst 436, 437. History of Germany. (G) 3 credit hours each term.
First term: from the Peace of Augsburg (1555) to the death of Frederick the Great (1786). Second term: to the fall of Bismarck (1890). Berdahl, Chickering.

Hst 438. Germany in the Twentieth Century. (G) 3 credit hours.
Domestic tension and outward pressure during the Wilhelmine empire; the German Revolution; the Weimar Republic; National Socialism; Germany since 1945. Chickering.

Hst 439. From Wordsworth to Marx. (G) 3 credit hours.
Major issues in the cultural and intellectual life of Europe 1790-1850. Pierson.

Hst 440. From Nietzsche to Freud. (G) 3 credit hours.
Major issues in the cultural and intellectual life of Europe 1870-1920. Pierson.

Hst 441, 442, 443. History of France. (G) 3 credit hours each term.

Hst 441: Old Regime; Hst 442: Revolutionary and Napoleonic era, nineteenth century to 1870; Hst 443: Third Republic to the present. Sheridan.

Hst 444, 445. Twentieth-Century Europe. (G) 3 credit hours each term.
Political, socio-economic, military, diplomatic, and intellectual aspects of European history since 1900. Stresses the European responses to the two world wars and the depression. First term covers up to 1929; the second term, to the present. Chickering.

Hst 447, 448, 449. History of Russia. (G) 3 credit hours each term.
Fall: the Kievan state and the emergence of Muscovy; winter: creation of the Russian Empire, political, social and economic developments; spring: revolutionary Russia, 1861 to the present. Alef, Kimball.

Hst 450, 451. History of Spain. (G) 3 credit hours.
A survey of Spanish history from the earliest settlements through the most recent period. First term: rise of the Spanish nation, the Golden Age and the Overseas Empire, the causes of decline, and the Bourbon reforms. Second term: the land question, church-state relations, separatist movements, and the civil war. Falcoff. Not offered in 1977-78.

Hst 452, 453. The Russian Revolution. (G) 3 credit hours each term.
The origins of the Revolution; transition and instability in pre-revolutionary Russia. The consequences of the Revolution; the place of the 1917 Revolution in the European and world revolutionary traditions. Kimball.

Hst 454, 455, 456. Economic History of Modern Europe. (G) 3 credit hours each term.
The social and economic development of modern Europe. Fall: from the beginnings of the sixteenth century to the beginnings of the Industrial Revolution in Britain; winter: late eighteenth century to end of nineteenth century; spring: twentieth century. Sheridan.

Hst 457, 458, 459. The Era of American Sectional Conflict. (G) 3 credit hours each term.
The United States during the nineteenth century, focusing on the origins, events, and effects of the sectional conflict whose military phase was the Civil War. Fall: from Jefferson to Polk; winter: sectional crisis and civil war; spring: Reconstruction and the late nineteenth century. Maddex.

Hst 460, 461, 462. History of American Thought and Culture. (G) 3 credit hours each term.
Main currents of American intellectual and cultural life from colonial times to the present. Prerequisite: Hst 201, 202, 203, or consent of the instructor. Bingham.

Hst 463. History of the South. (G) 3 credit hours.
A survey of the regional history of the American South, and of successive Southern ways of life. Evolution of the South as a slaveholding society, its bid for independence, and its subsequent redefinitions and adaptations to national norms. Maddex.

Hst 464. History of Mexico. (G) 3 credit hours.
A survey of Mexican history from 1810 to 1946. Special attention is given to the problems of nationhood, economic development, church-state relations, the quest for a Mexican identity, and the origins and course of the Revolution of 1910. Falcoff. Not offered in 1977-78.

Hst 465. Cuba in the Modern World. (G) 3 credit hours.
A survey of Cuban history from the fall of Havana to the British in 1762 to the Missile Crisis of 1962. Special emphasis is given to the development of social and economic institutions—monoculture, slavery, economic dependency on outside areas—and to the intellectual and cultural tensions in the late nineteenth and twentieth centuries. Falcoff. Not offered in 1977-78.

Hst 466. Tudor England. (G) 3 credit hours.
The political, social, economic, and intellectual development of England through the reigns of the Tudor sovereigns, 1485-1603. Lang.

Hst 468. Victorian England. (G) 3 credit hours.
Social, political, economic, and intellectual history of England from 1815 to 1900. Smith.

Hst 469. Twentieth-Century England. (G) 3 credit hours.
A study of British society as it changed from laissez-faire liberalism to increasing governmental concern with economic growth, public education, public health and welfare; the rise of labor; the consequences of two world wars and the loss of an empire for Britain's international position. Smith.

Hst 470, 471. American Social History. (G) 3 credit hours each term.
A study of American society in the 19th and 20th centuries, emphasizing population changes, ethnic and religious differences, class and family structure, the expanding role of women, and the evolution of state and federal social legislation. The influence of these changes upon American character and values and popular

culture. First term: nineteenth century; second term: twentieth century. Wade.

Hst 472. The Negro in American History. (G) 5 credit hours. Afro-American history from West Africa in the days of the slave trade to the "black revolution" of the 1960s.

Hst 473, 474, 475. American Foreign Relations. (G) 3 credit hours each term.
The character and consequences of American foreign policies. Fall: from the Revolution to the Civil War; winter: to World War I; spring: through World War II. Segments are independent. Holbo.

Hst 476, 477. The American West. (G) 3 credit hours each term.
The American frontier. First term: the early American frontier; second term: the Great Plains and the Far West.

Hst 478. History of the Pacific Northwest. (G) 3 credit hours. Detailed study of the building of civilization in the Pacific Northwest. Prerequisite: Hst 201, 202, or consent of instructor. Bingham.

Hst 479. American Labor Movement. (G) 3 credit hours.
A survey of the trade union movement from 1870 to the present, with emphasis upon labor organizers and leaders, union membership, major strikes, evolution of state and federal labor laws, and political activities of organized labor. Wade.

Hst 480, 481, 482. The United States in the Twentieth Century. (G) 3 credit hours each term.
First term: to 1921; second term: to 1945; third term: since 1945.

Hst 484, 485, 486. Early History of the American People. (G) 3 credit hours each term.
An examination of social and cultural developments during the first half of American history. A combination of lectures, independent study and discussion seminars. Fall: 17th century; winter: first half of 18th century; spring: 1763-1790. Hanna.

Hst 487, 488, 489. American Economic History. (G) 3 credit hours each term.
The economic development of the United States. First term: preindustrial America; second term: Civil War to World War I; Third term: World War I to the present.

Hst 490. The Era of Jackson. (G) 4 credit hours.
The triumph of the Jeffersonian ideology during the administration of Andrew Jackson, and the consequences. Not offered in 1977-78.

Hst 491, 492. Thought and Society in East Asia. (G) 3 credit hours each term.
Key issues in the intellectual life of China and Japan, with emphasis on the interaction between ideas and their social and political context. First term: to 1800; second term: 1800 to the present. Nakai.

Hst 494, 495, 496. History of China. (G) 3 credit hours each term.
Fall: from the city-state of Shang through the feudal age to the cultural, economic and bureaucratic heights of the Sung (960-1279); winter: quickly through the Mongols and the Ming to a consideration of the impact of imperialism in the Ch'ing (1644-1911); spring: the Chinese revolutionary experience in the twentieth century. Nakai, Esherick.

Hst 497, 498, 499. History of Japan. (G) 3 credit hours each term.
Fall: 660 B.C. to 1600; mythology, Shinto, Buddhism, courtly aesthetics and the warrior in the formation of a unique cultural tradition; winter: to World War I; confrontation with the West, emergence from isolation, Japanese imperialism; spring: to the present; democracy, ultranationalism and the New Order, World War II disaster, U.S. occupation, and postwar surge to superstate status. Nakai, Falconeri.

Graduate Courses

Hst 501. Research.
Credit hours to be arranged.

Hst 502. Supervised College Teaching.
Credit hours to be arranged.

Hst 503. Thesis.
Credit hours to be arranged. A no-grade course.

Hst 505. Reading and Conference.
Credit hours to be arranged.

Hst 507. Seminar.
Credit hours to be arranged. The seminars offered vary from year to year, depending upon interests and needs of students and upon availability of faculty. Typical subjects offered are:

Greek and Roman History. Linderski.
European History: French. Birn, Sheridan.
European History: English Eighteenth and Nineteenth Centuries. Smith.
European History: English Sixteenth and Seventeenth Centuries. Lang.
European History: Medieval Russia. Alef.
European History: Cultural and Intellectual. Pierson.
European History: Modern Russia. Kimball.
European History: Social and Economic. Sheridan.
European History: German. Berdahl, Chickering.
United States History: Colonial. Hanna.
United States History: American Biography. Bingham.
United States History: Diplomatic. Holbo.
United States History: Economic. Pope.
United States History: Social, Labor. Wade.
U.S. Ethnic History. Toll.
U.S. Recent.
East Asian History. Esherick, Falconeri, Nakai.
Latin American History. Falcoff.
Historical Theory. Sorenson.

Hst 508. Colloquium. Credit hours to be arranged. The colloquia offered vary from year to year, depending upon interests and needs of students and upon availability of faculty. Typical subjects offered are:

Ancient History. Linderski.
Middle Ages. Mate.
Renaissance and Reformation. Brady.
Seventeenth-Century England. Lang.
Medieval Russia. Alef.
Byzantium. Alef.
Modern Russia. Kimball.
Age of Enlightenment. Birn.
German History. Berdahl, Chickering.
European Social and Economic History. Sheridan.
Interpretations of American History. Hanna.
Southern History. Maddex.
American Diplomacy. Holbo.
American Economic History. Pope.
American Social History. Wade.
Interpretations of Latin-American History. Falcoff.
Japanese History. Nakai, Falconeri.
Chinese History. Nakai, Esherick.
Historiography. Birn, Sorenson.
Women's History. Mate.

Hst 509. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Linguistics

Clarence Sloat, Ph.D., Department Head, Professor of Linguistics and English. B.A., 1958, M.A., 1960, Idaho State; Ph.D., Washington, 1966; at Oregon since 1966.

Colette G. Craig, Ph.D., Assistant Professor of Linguistics. Licence, 1968, Maitrise, 1969, Université de Paris-Nanterre; Ph.D., 1975, Harvard; at Oregon since 1974.

James E. Hoard, Ph.D., Associate Professor of Linguistics and English. B.A., 1963, M.A., 1966, Ph.D., 1967, University of Washington; at Oregon since 1972.

Derry Malsch, Ph.D., Assistant Professor of Linguistics and English. B.A., 1965, M.A., 1967, University of Chicago; Ph.D., University of Wisconsin, 1971; at Oregon since 1971.

The University offers curricula in linguistics leading to the Bachelor of Arts and Master of Arts degrees. These curricula are administered by the Department of Linguistics. The Department of English offers work leading to the Doctor of Philosophy degree with a major concentration in English linguistics and the possibility of substantial preparation in other areas of linguistics.

Undergraduate Studies

Programs in linguistics offer instruction in the nature of language and the analysis of particular languages. The primary aim of linguistic science is to develop a theory which accounts for the human ability to communicate by means of natural language. Although linguists may work with individual languages, they are in search of properties and processes common to all languages. Such common features of human languages are thought to reflect basic aspects of the structure of the human mind. The concerns of linguistics for precision and formality gives it an affinity with mathematics, logic, and computer science. Linguistics also has close ties to several of the humanities and social sciences. Its concern for properties of the mind link it closely to philosophy and psychology. The social context of language use gives linguistics a connection with anthropology, sociology, and the various language and literature disciplines. Linguists work in areas as varied as child development, college teaching, cryptography, lexicography, preparation of language descriptions and teaching materials, and translation.

The bachelor degree provides a basis for graduate study in linguistics and in interdisciplinary fields (such as psycholinguistics, the philosophy of language, and computational linguistics), as well as opportunities for advanced work in a range of applied linguistics fields (including the teaching of certain foreign languages, teaching English as a foreign language, reading, and language arts).

Requirements for the Bachelor of Arts Degree. (1) Two years of one foreign language and one year of another.

(2) (a) A minimum total of 36 hours credit in linguistics courses which must include: Ling 150. Classical Elements of English. 3 credit hours; Ling 290. Introduction to Linguistics. 3 credit hours; Ling 411. Articulatory Phonetics. 3 credit hours; Ling 450. Phonology and Morphology. 3 credit hours; Ling 451, 452. Syntax and Semantics. 3 credit hours each term; Ling 460. Historical and Comparative Linguistics. 3 credit hours; Ling 489. Dialect Geography. 3 credit hours; Ling 490. Sociolinguistics. 3 credit hours. (b) Six additional credit hours selected from: (i) Courses with linguistics designations; (ii) Eng 491. History of the English Language. 3 credit hours; Eng 492. Applied English Linguistics. 3 credit hours; Eng 493. Structure of English. 3 credit hours; RL 331, 332, 333. French Pronunciation and Phonetics. 2 credit hours each term; RL 350, 351. Spanish Pronunciation and Phonetics. 2 credit hours each term; SL 324. Russian Phonetics. 3 credit hours. (iii) Any courses numbered between 400-499 in the list of courses approved for the Master of Arts Program.

(3) Upper-division courses applied toward major requirements must be taken on a pass-differentiated basis. Majors in linguistics must have their programs approved periodically by an adviser from the Department of Linguistics.

Graduate Studies

The Master of Arts program in linguistics provides curricula that combine a general foundation of required courses with a wide choice of areas of specialization. Graduate linguistics courses are also open to students in disciplines for which linguistics is a necessary or useful background.

Research equipment includes the language laboratory, sound reproduction equipment, a sound spectrograph, and University computer facilities.

A limited number of graduate teaching fellowships are available to qualified applicants. Interested students should write directly to the Department Head.

Prerequisites for Admission. (1) Courses in linguistics equivalent to Ling 450 and Ling 451, 452.

(2) Two college-level years of a language not native to the student.

Students who do not meet these prerequisites, but have an undergraduate major in a related field (such as anthropology, computer science, English, a foreign language, mathematics, philosophy, psychology, sociology, or speech pathology and audiology), may be accepted with the provision that deficiencies be made up as soon as possible after beginning the master program. General University regulations governing graduate admission appear in the Graduate School section of this Catalog.

Requirements for the Master of Arts Degree. (1) Two terms of Ling 507. Seminar. 5 credit hours each term.

(2) Ling 514, 515, 516. Linguistic Theory. 12 credit hours.

(3) Three terms of Ling 507. Colloquium. 1 credit hour each term.

(4) Eight additional credit hours in linguistics courses carrying graduate credit.

A maximum of 6 credit hours in Ling 503 and 505 may be counted toward the 15-hour requirement.

(5) Courses comprising a minimum of 15 credit hours selected from: (a) linguistics courses carrying graduate credit; (b) Anth 456, 457, 458. Communication and Culture. (G) 3 credit hours each term; Chn 440. History of the Chinese Language. (G) 3 credit hours; Chn 441. Applied Chinese Phonetics. (G) 3 credit hours; Chn 442. Morphology and Syntax. (G) 3 credit hours; Chn 443. Semantic Structure of Chinese. 3 credit hours. CS 521, 522. Theory of Computation. 4 credit hours each term; Eng 511. Old English. 5 credit hours; Eng 514. Old Icelandic. 5 credit hours; Eng 517. Middle English Dialects. 5 credit hours; Eng 520, 521, 522; History and Structure of the English Language. 5 credit hours each term; GL 490. Applied German Phonetics. (G) 3 credit hours; GL 514. Introduction to Middle High German. 5 credit hours; GL 530, 531. Old High German. 5 credit hours each term; GL 532. Introduction to Gothic. 5 credit hours; GL 533. Structure of Modern German. 5 credit hours; GL 534. History of New High German. 5 credit hours; GL 539. Introduction to Old Saxon. 5 credit hours; Psy 476. Language Acquisition. 3 credit hours; Phl 461, 462. Symbolic Logic. (G) 3 credit hours each term; SL 440, 441, 442. Structure of Russian. (G) 3 credit hours each term; SL 540. Old Church Slavonic. 3 credit hours; SL 541, 542. History of Russian. 3 credit hours each term; SPA 570. Psychology of Speech. 3 credit hours; SPA 573. Speech and Language Development. 3 credit hours; (c) relevant seminars in related disciplines.

(6) A four-hour terminal comprehensive examination on synchronic and diachronic theory and method.

Undergraduate Courses

Ling 150,151, 152. Classical Elements of English. 3 credit hours each term.
The analysis of English word structure as a means of building vocabulary. The study of Latin and Greek roots, prefixes, and suffixes.

Ling 199. Special Studies. 1-3 credit hours.

Ling 290. Introduction to Linguistics. 3 credit hours.
Introduction to the scientific study of language. Examination of the characteristics of language and language diversity, including sounds, structure, linguistic change, and theories of origin. The relation of linguistic science to the social sciences and to the humanities. Credit in Ling 290 precludes credit in Ling 421.

Ling 411. Articulatory Phonetics. (g) 3 credit hours.
Study of the classification of speech sounds according to the manner of their production. Prerequisite: Ling 290 (may be taken concurrently).

Ling 421. Elements of Linguistics. (g) 3 credit hours.
Not intended for majors. The basics of linguistic study, including introductory syntax, semantics, phonology. Credit in Ling 421 precludes credit in Ling 290.

Ling 450. Phonology and Morphology. (g) 3 credit hours.
An introduction to the study of sound systems and the structure of words. A variety of phonological problems will be considered with the goal of examining current phonological theory. Examples will be drawn from English and other Indo-European languages, as well as from American Indian, Asian, Oceanic, and African languages. Prerequisite: Ling 411 or the equivalent.

Ling 451, 452. Syntax and Semantics. (g) 3 credit hours each term.
An introduction to the study of sentence structures in various languages and how these structures convey meaning. The course covers current techniques and theories for the analysis of sentential and lexical data. Prerequisite: Ling 290 or Ling 421.

Upper-Division Courses Carrying Graduate Credit

Ling 401. Research. (G) Credit hours to be arranged.

Ling 405. Reading and Conference. (G) Credit hours to be arranged.

Ling 407. Seminar. (G) Credit hours to be arranged.

Ling 409. Supervised Tutoring: Practicum. (G) 1-3 credit hours any term.

Ling 430. Acoustic and Experimental Phonetics. (G) 3 credit hours.
Experimental and classificatory study of the acoustic properties of speech sounds. Offered alternate years. Prerequisite: Ling 411.

Ling 443. Methodology of Language Teaching. (G) 3 credit hours.
Introduction to the theories and techniques of teaching the pronunciation, grammar, and vocabulary of foreign languages. Prerequisite: Ling 290 or Ling 421.

Ling 444. Teaching English as a Second Language. (G) 3 credit hours.
Introduction to the methods and materials for teaching English to speakers of other languages. Prerequisite: Ling 290 or Ling 421.

Ling 460. Historical and Comparative Linguistics. (G) 3 credit hours.
An introduction to the principles of language change and of the comparative method with particular stress on the Indo-European language family. Offered alternate years. Prerequisite: Ling 450.

Ling 489. Dialect Geography. (G) 3 credit hours.
Investigation of the assumptions and methods of dialectology. A survey of principal dialect studies and atlas projects, including an examination of the major differences between British and American English, and of the principal dialect areas of the United States. Offered alternate years. Prerequisite: Ling 450.

Ling 490. Sociolinguistics. (G) 3 credit hours.
Introduction to the study of language in a social matrix. Examination of social class and ethnic dialects, argots, and multilingual societies. Offered alternate years. Prerequisite: Ling 450 or Ling 451 and 411 or the equivalent.

Graduate Courses

Ling 501. Research. Credit hours to be arranged. Ungraded.

Ling 503. Thesis. Credit hours to be arranged. Ungraded.

Ling 505. Reading and Conference. Credit hours to be arranged.

Ling 507. Seminar. Credit hours to be arranged.
Recent seminar topics in linguistics and related disciplines have been:
Phonology.
Syntax.
Semantics.
Psycholinguistics.
Lexical Structures.
Linguistic Variation.
Indo-European Linguistics.
Linguistic field work.
Historical Linguistics.

Ling 514, 515. Linguistic Theory. 3 credit hours per term.
A detailed investigation of current developments in syntax and semantics. Prerequisite: Ling 452.

Ling 516. Linguistic Theory. 3 credit hours.
A detailed investigation of current developments in phonology. Prerequisite: Ling 450.

Mathematics

Fred C. Andrews, Ph.D., Department Head, Professor of Mathematics (statistics). B.S., 1946, M.S., 1948, Washington; Ph.D., California, Berkeley, 1953; at Oregon since 1957.

Frank W. Anderson, Ph.D., Professor of Mathematics (algebra). B.A., 1951, M.S., 1952, Ph.D., 1954, Iowa; at Oregon since 1957.

Bruce A. Barnes, Ph.D., Professor of Mathematics (Banach algebras, operator theory). B.A., Dartmouth, 1960; Ph.D., Cornell, 1964; at Oregon since 1966.

Richard B. Barrar, Ph.D., Professor of Mathematics (applied mathematics, differential equations). B.S., 1947, M.S., 1948, Ph.D., 1952, Michigan; at Oregon since 1967.

Glenn T. Beelman, A.M., Senior Instructor in Mathematics; Assistant to the Department Head. B.S., South Dakota State, 1938; A.M., George Washington, 1962; at Oregon since 1966.

Paul Civin, Ph.D., Professor of Mathematics (Banach algebras). B.A., Buffalo, 1939; M.A., 1941, Ph.D., 1942, Duke; at Oregon since 1946.

Charles W. Curtis, Ph.D., Professor of Mathematics (algebra). B.A., Bowdoin, 1947; M.A., 1948, Ph.D., 1951, Yale; at Oregon since 1963.

Micheal N. Dyer, Ph.D., Associate Professor of Mathematics (algebraic topology). B.A., Rice, 1960; Ph.D., California, Los Angeles, 1965; at Oregon since 1967.

Robert S. Freeman, Ph.D., Associate Professor of Mathematics (partial differential equations, operator theory). B.A.E., New York University, 1947; Ph.D., California, Berkeley, 1958; at Oregon since 1967.

David K. Harrison, Ph.D., Professor of Mathematics (algebra). B.A., Williams, 1953; Ph.D., Princeton, 1956; at Oregon since 1963. (On sabbatical leave 1977-78.)

Alan R. Hoffer, Ph.D., Associate Professor of Mathematics (geometry, mathematics education). B.A., California, Los Angeles, 1958; M.S., Notre Dame, 1963; Ph.D., Michigan, 1969; at Oregon since 1971. (On sabbatical leave 1977-78.)

William Kantor, Ph.D., Associate Professor of Mathematics (finite geometries, finite groups, combinatorics). B.S., Brooklyn College, 1964; M.A., 1965, Ph.D., 1968, Wisconsin; at Oregon since 1971. (On sabbatical leave 1977-78.)

Richard M. Koch, Ph.D., Associate Professor of Mathematics (differential geometry). B.A., Harvard, 1961; Ph.D., Princeton, 1964; at Oregon since 1966.

John V. Leahy, Ph.D., Associate Professor of Mathematics (algebraic and differential geometry). Ph.D., Pennsylvania, 1965; at Oregon since 1966.

Henry L. Loeb, Ph.D., Professor of Mathematics (numerical analysis, approximation theory). B.S., Wisconsin, 1949; M.A., Columbia, 1958; Ph.D., California, Los Angeles, 1965; at Oregon since 1966.

Eugene A. Maier, Ph.D., Professor of Mathematics (number theory, mathematics education). B.A., 1950, M.A., 1951, Ph.D., 1954, Oregon; at Oregon since 1961.

Kenneth G. Miller, Ph.D., Assistant Professor of Mathematics (partial differential equations). B.A., Macalester College, 1969; S.M., 1970, Ph.D., 1975, Chicago; at Oregon since 1976.

Ivan M. Niven, Ph.D., Professor of Mathematics (number theory). B.A., 1934, M.A., 1936, British Columbia; Ph.D., Chicago, 1938; at Oregon since 1947.

Paul Olum, Ph.D., Professor of Mathematics (algebraic topology), Vice-President for Academic Affairs and Provost. A.B., Harvard, 1940; M.A., Princeton, 1942; Ph.D., Harvard (1947); at Oregon since 1976.

Theodore W. Palmer, Ph.D., Professor of Mathematics (analysis). B.A., 1958, M.A., 1958, Johns Hopkins; A.M., 1959, Ph.D., 1966, Harvard; at Oregon since 1970.

Kenneth A. Ross, Ph.D., Professor of Mathematics (harmonic analysis). B.S., Utah, 1956; M.S., 1958, Ph.D., 1960, Washington; at Oregon since 1964.

Gary M. Seitz, Ph.D., Associate Professor of Mathematics (group theory). A.B., 1964, M.A., 1965, California, Berkeley; Ph.D., Oregon, 1968; at Oregon since 1970.

Peter R. Sherman, M.S., Senior Instructor in Mathematics (mathematics education). B.S., 1947, M.S., 1949, Oregon; B.D., Pacific School of Religion, 1952; at Oregon since 1960.

Allan J. Sieradski, Ph.D., Associate Professor of Mathematics (algebraic topology, homotopy theory). B.S., Dayton, 1962; M.S., 1964, Ph.D., 1967, Michigan; at Oregon since 1967.

Robert T. Smythe, Ph.D., Assistant Professor of Mathematics (probability). A.B., Oberlin, 1963; B.A., Oxford, 1965; Ph.D., Stanford, 1969; at Oregon since 1976.

Paul L. Speckman, Ph.D., Assistant Professor of Mathematics (statistics). B.A., 1969, M.A., 1973, Ph.D., 1976, California, Los Angeles; at Oregon since 1976.

Colin E. Sutherland, Ph.D., Assistant Professor of Mathematics (operator algebras). B.Sc. (Honors), Canterbury, New Zealand, 1969; Ph.D., California, Los Angeles, 1973; at Oregon since 1976.

Robert F. Tate, Ph.D., Professor of Mathematics (statistics). B.A., California, Berkeley, 1944; M.S., North Carolina, 1949; Ph.D., California, Berkeley, 1952; at Oregon since 1965.

Donald R. Truax, Ph.D., Professor of Mathematics (statistics). B.S., 1951, M.S., 1953, Washington; Ph.D., Stanford, 1955; at Oregon since 1959.

James M. Van Buskirk, Ph.D., Associate Professor of Mathematics (topology, knot theory). B.S., Wisconsin State, Superior, 1954; M.S., 1955, Ph.D., 1962, Wisconsin; at Oregon since 1962.

Marie A. Vitulli, Ph.D., Assistant Professor of Mathematics (algebraic geometry). B.A., Rochester, 1971; M.A., 1973, Ph.D., 1976, Pennsylvania; at Oregon since 1976.

Lewis E. Ward, Jr., Ph.D., Professor of Mathematics (topology). A.B., California, Berkeley, 1949; M.S., 1951, Ph.D., 1953, Tulane; at Oregon since 1959.

Jerry M. Wolfe, Ph.D., Associate Professor of Mathematics (numerical analysis). B.S., Oregon State, 1966; M.A., 1969, Ph.D., 1972, Washington; at Oregon since 1970.

Charles R. B. Wright, Ph.D., Professor of Mathematics (group theory). B.A., 1956, M.A., 1957, Nebraska; Ph.D., Wisconsin, 1959; at Oregon since 1961.

Faculty Emeriti

Kenneth S. Ghent, Ph.D., Professor Emeritus of Mathematics (number theory). B.A., McMaster, 1932; S.M., 1933, Ph.D., 1935, Chicago; at Oregon since 1935.

Lulu V. Moursund, M.A., Instructor Emerita in Mathematics. Ph.B., 1929, M.A., 1930, Brown; at Oregon 1956-57 and since 1961.

Undergraduate Studies

Mathematics courses at the University are designed to satisfy the needs of students, majors and nonmajors, interested in mathematics primarily as part of a broad liberal education. They also provide basic mathematical and statistical training for students in the social, biological, and physical sciences and in the professional schools; prepare teachers of mathematics; and provide advanced and graduate work for students specializing in the field.

Preparation for Major Work. Students planning to major in mathematics at the University should take as much mathematics in high school as they can work into their programs. Courses in algebra, geometry, trigonometry, and more advanced topics should be included whether offered as separate courses or in unified form. Prospective mathematics majors should arrange with the Depart-

ment of Mathematics to discuss their programs with an adviser at the earliest opportunity.

College transfer students who have completed a year of calculus by the time they enter the university should be able to complete the major requirements in mathematics in two additional years. Junior and community college students planning to major in mathematics who complete a year of calculus as freshmen should plan to transfer to the University at the beginning of the sophomore year.

Science-Group Requirement. The department offers several one-term courses (Mth 124, 150, 151, 152, 153, 154, 155, 156, 157) and an Honors College sequence (Mth 190, 191, 192) specifically intended for students who do not necessarily plan to take advanced work in mathematics, but who wish to satisfy all or part of the science-group requirement in mathematics. These courses present ideas from areas of important mathematical activity in an elementary setting, stressing concepts more than computation. They do not provide preparation for other mathematics courses, but are not incompatible with entering a calculus sequence.

Three sequences of calculus are offered. Calculus for the Nonphysical Sciences (Mth 207, 208, 209) is designed for students of the social sciences and managerial sciences. The first two terms (Mth 207, 208) provide a basic introduction to matrices and calculus suitable for many students in business and other fields. Calculus (Mth 201, 202, 203) is the standard sequence recommended to most students in the physical sciences and mathematics. A more intensive alternative is Analytic Geometry and Calculus (Mth 204, 205, 206). Mathematics majors and other students with a special interest in mathematics are advised to take Theory of Calculus (Mth 210, 211, 212) along with Mth 201, 202, 203 or Mth 204, 205, 206. Elements of Discrete Mathematics (Mth 231, 232, 233) provides an introduction to concepts that are needed in computer science and other areas.

Students may not enroll for credit in courses that are prerequisite to those in which they are concurrently enrolled or for which credit has been received.

Major Programs. The department offers undergraduate preparation for graduate work in mathematics and statistics, for mathematics teaching at the secondary level, and for positions in government, business, and industry requiring mathematical training. Each mathematics major's program is individually constructed in consultation with an adviser and includes a year of calculus.

Students who have advanced placement credit in calculus may skip some terms of the calculus sequence or, in some cases, start upper-division work at once. Theory of Calculus (Mth 210, 211, 212), taken concurrently with the year of calculus, is recommended for all majors and for other students with substantial interest and aptitude in mathematics. Majors whose high school preparation does not qualify them to begin calculus must make up their deficiencies by enrolling in the appropriate calculus-preparatory courses.

Requirements for Baccalaureate Degree. To qualify for a baccalaureate degree with a major in mathematics, a student must satisfy the requirements listed in one of the seven options below. The upper-division courses used to satisfy these requirements must be graded (as opposed to P-NP). At least twelve credit hours in upper-division mathematics courses must be taken in residence.

Option One: Graduate Preparatory

Required: 36 upper-division mathematics credits (exclusive of Mth 425, 426, 427), including Mth 331, 332, 333; Mth 321 or Mth 212; Mth 412 and at least two terms selected from one sequence and two terms selected from another sequence in the following sets: Mth 413, Mth 414, Mth 415, 416; Mth 431, 432; Mth 437, 438, 439; Mth 447, 448, 449.

Recommended: Mth 421, 422; Mth 461; Mth 462.

Mathematics majors using this option should seriously consider taking graduate courses as well.

Option Two: With Emphasis in Statistics

Required: 36 upper-division mathematics credits (exclusive of Mth 425, 426, 427), including Mth 331, 332, 333; Mth 321 or Mth 212; Mth 412; Mth 454, 455 and either Mth 441, 442, Mth 443, Mth 444 or Mth 447, 448, 449.

Recommended: CS 201, 202, 203.

NOTE: Students planning graduate work in statistics are urged to take Mth 447, 448, 449 and Mth 431, 432. In this case, Mth 431, 432 may replace the Mth 454, 455 requirements.

Option Three: With Emphasis in Physical Sciences

Required: 34 upper-division mathematics credits (exclusive of Mth 425, 426, 427), including Mth 331, 332, 333; Mth 321 or Mth 212; Mth 412 and at least five terms selected from among Mth 421, 422; Mth 428, 429, 430; Mth 441, 442; Mth 443; Mth 461; Mth 462; Mth 465; Mth 466; Mth 467.

Also required: any two of the following three sets of sequences —Ch 204, 205, 206 or Ch 104, 105, 106; Geol 201, 202, 203 or Geol 101, 102, 103; Ph 201, 202, 203. An upper-division three-term sequence in chemistry, geology or physics may be substituted for one of these sequences.

Recommended: Mth 417; Mth 418, 419; Mth 431, 432; Mth 444; Ph 324, 325, 326; Ph 421, 422, 423; Ph 441, 442, 443; Ch 441, 442, 443; Geol 463.

Option Four: With Emphasis in Computer Science

Required: 30 upper-division mathematics credits (exclusive of Mth 425, 426, 427), including Mth 331, 332, 333; Mth 321 or Mth 212; Mth 412 and either Mth 428, 429, 430 or Mth 417, Mth 418, 419.

Also required: CS 301, 302, 303.

Recommended: Mth 441, 442; Mth 443; Mth 465.

Option Five: With Emphasis in Social Science or Business

Required: 36 upper-division mathematics credits (exclusive of Mth 425, 426, 427), including Mth 331, 332, 333; Mth 321 or Mth 212; Mth 412; Mth 417; Mth 441, 442; Mth 443.

Recommended: Mth 354, 355; Mth 418, 419; Mth 428, 429, 430; Mth 437, 438, 439; Mth 444; Mth 454, 455; Mth 461; Mth 462; Ec 494, 495; Psy 433; QM 432. Since this emphasis covers such diverse areas, it is essential for students to obtain explicit guidance from a mathematics adviser and an adviser in one of the social science departments or the College of Business.

Option Six: With Emphasis in Biological Sciences

Required: 28 upper-division mathematics credits (exclusive of Mth 425, 426, 427), including Mth 331, 332, 333; Mth 321 or Mth 212; Mth 412; Mth 441, 442; Mth 461.

Also required: Ch 204, 205, 206 or Ch 104, 105, 106; Ph 201, 202, 203; and Bi 301, 302, 303.

Recommended: Mth 417; Mth 443; Mth 444; Mth 462; Mth 465; Mth 466; CS 201, 202, 203; Bi 422; Bi 471; Bi 472; Bi 473.

Option Seven: With Emphasis in Secondary Teaching

Required: 30 upper-division mathematics credits (exclusive of Mth 425, 426, 427) including Mth 321 or Mth 212; Mth 341, 342, 343; Mth 344, 345; Mth 346; Mth 411 or Mth 333.

Also required: CS 133 or CS 201 and at least 18 credit hours in education courses which apply toward the Oregon Basic Teaching Certificate.

Recommended: Mth 328; Mth 354, 355.

Regular session courses with similar content and special upper-division and graduate courses offered during summer session may be approved by the departmental teacher-education committee as acceptable substitutes for these courses. Prospective teachers should plan to do student teaching during a term which does not conflict with the required mathematics courses.

Secondary School Teaching of Mathematics. For certification as a teacher of mathematics in Oregon high schools, the Teacher Standards and Practices Commission requires completion of an approved teacher education program. For an unrestricted endorsement in mathematics, the approved program includes (1) the requirements of a major in mathematics under option seven, (2) certain requirements in professional education and (3) the recommendation of the institution at which the student completes the preparation. For additional details, consult the norm adviser for teacher education in the Department of Mathematics and the Office of Secondary Education in the College of Education.

The University will recommend for the Standard Teaching Certificate and Standard endorsement upon successful completion of a planned program of advanced teacher education; this

plan must be filed with the Office of Teacher Certification in the College of Education at the time the work is initiated. Completion of work required for a master's degree does not satisfy requirements for either the Standard Teaching Certificate or endorsement, unless the degree work also includes certificate and endorsement requirements. Program planning forms and information relating to the University's Standard teacher education program may be secured from the Office of Teacher Certification.

Elementary School Teaching of Mathematics. For certification to teach in an elementary school in Oregon, the Oregon Teacher Standards and Practices Commission requires demonstrated competence in mathematics. This requirement may be fulfilled by satisfactorily completing the third term of the sequence Mathematics for Elementary Teachers (Mth 121, 122, 123).

The state will recognize as a Mathematics Specialist one who chooses mathematics as the area of concentration required by the University for elementary-school certification. The mathematics requirement for concentration consists of twelve credit hours in mathematics courses numbered above 123, excluding Mth 199. A suggested program consists of at least four courses selected from Mth 150, 151, 152, 153, 154, 155, 156, 157.

Exact minimum certification requirements are available from the College of Education.

Other Information. Students wanting to graduate "with honors in mathematics" should notify the chairman of the Undergraduate Affairs Committee not later than the first term of their senior year. They must complete two of the four sets of sequences Mth 413, Mth 414, (or Mth 415, 416); Mth 431, 432; Mth 437, 438, 439; Mth 447, 448, 449, with an average grade of B or higher. They must also write a thesis covering advanced topics assigned by their adviser. The honors degree will be awarded those whose work is judged truly exceptional.

The William Lowell Putnam examination, a competitive, nationally-administered mathematics exam, is given early each December; it contains twelve very challenging problems, with prizes awarded the top finishers in the nation. Those interested should consult the chairman of the Undergraduate Affairs Committee at the beginning of the fall term.

There is a small undergraduate lounge in Deady Hall, equipped with tables, blackboards, and a collection of mathematics books and periodicals.

Graduate Studies

The University offers graduate work in mathematics leading to the Master of Arts, Master of Science, and Doctor of Philosophy degrees.

Two basic curricula are available for the M.S. and M.A. programs, one designed for persons intending to terminate their study of mathematics with a master's degree, and the other designed for those intending to continue work toward the Ph.D.

Coordinated master's degree programs are also offered for the training of secondary-school and community-college teachers of mathematics which terminate with an M.S. or M.A. in mathematics or interdisciplinary studies. These programs may be pursued during summer sessions as well as in regular sessions. Applicants for a summers-only admission are exempt from the enrollment limitations in force during the academic year, but must otherwise satisfy the admissions requirements.

The department offers programs leading to the Ph.D. degree in the following areas: algebra, analysis, applied mathematics, combinatorics, differential equations, geometry, number theory, numerical analysis, probability, statistics, and topology.

The number of new graduate students that can be admitted each academic year into the departmental programs is limited. Admission is dependent upon the student's previous academic record, as to both overall academic quality and adequate mathematical background for the applicant's proposed degree program. Application forms for admission to the Graduate School may be obtained by writing to the head of the Department of Mathematics. Prospective applicants should note also the general University requirements for graduate admission which appear in the Graduate School section of this catalog.

In addition to transcripts from all undergraduate and graduate institutions attended, copies of Graduate Record Examination scores in the "Verbal," "Quantitative" and "Advanced Mathematics" tests should be submitted to the Department of Mathematics.

In addition to the general requirements of the Graduate School, the specific course requirements and conditions to be fulfilled in the graduate-degree programs are shown below.

Pre-Ph.D. Master's Program

(1) Of the required 45 credit hours, at least 18 must be mathematics courses in the 500 level; at most, 15 may be in graduate level courses other than mathematics.

(2) Students should take at least one sequence from each of the following groups: (a) Mth 551, 552, 553; Mth 554, 555, 556; (b) Mth 521, 522, 523; Mth 534, 535, 536; Mth 541, 542, 543; Mth 571, 572, 573; Mth 581, 582, 583; Mth 507 (seminars) in Differential Geometry or Number Theory or any two from Mth 412, Mth 413, Mth 414 or Mth 412, Mth 415, 416; Mth 437, 438, 439; Mth 447, 448, 449; Mth 454, 455, 456; Mth 487, 488, 489; (c) Another 500-level sequence, which may be selected from (a) or (b) except that the sequence topic may not duplicate any 400-level sequence used to satisfy requirements.

Terminal Master's Program

(1) Of the required 45 credit hours, at least 9 must be mathematics courses in the 500 level, excluding Mth 505; at most, 15 may be in graduate level courses other than mathematics.

(2) Students should take at a minimum two of the following sequences and one 500-level sequence, or two 500-level sequences and one of the following: Mth 412, Mth 413, Mth 414 or Mth 412, Mth 415, 416; Mth 431, 432; Mth 437, 438, 439; Mth 447, 448, 449; Mth 454, 455, 456.

(3) Students should have taken, at some time, a year upper-division or graduate course in statistics, numerical analysis, computing, or other applied mathematics.

Teacher's Master's Program

(1) Of the required 45 credit hours, at least 9 must be mathematics courses in the 500 level.

(2) Students must take at least 36 credit hours in mathematics courses of either 400 (G) or 500-level, or both, to include the following or their equivalents: (a) Mth 412, Mth 413, Mth 414 or Mth 412, Mth 415, 416; (b) Mth 431, 432; (c) Two terms from one of the following: Mth 437, 438, 439; Mth 447, 448, 449; Mth 454, 455, 456; Mth 487, 488, 489; Mth 534, 535, 536.

(3) Students should have taken, at some time, a one-term or longer course in both Introductory Linear Algebra and Set Theory and Mathematical Logic, and one from Differential Equations, or Functions or Several Variables.

Interdisciplinary Studies, Teaching, Mathematics

(1) Of the required 45 credit hours, at least 9 must be in 500-level courses.

(2) Students must take a minimum of 9 credit hours of planned graduate education, and 36 credit hours of planned graduate mathematics courses (400g, 400G and 500 levels).

(3) Planned courses are selected and approved at the start of the program of study, and may not be altered except with permission of the student's adviser.

Doctor of Philosophy

The Ph.D. is a degree of quality not to be conferred in routine fashion after completion of any specific number of courses or attendance in Graduate School for a given number of years. The course program of a Ph.D. student in mathematics is worked out in consultation with a faculty adviser. Each Ph.D. candidate must take three sets of examinations (the qualifying exams, the language exams, and the preliminary exam), write a thesis approved by a majority of the members of the dissertation committee, and present the thesis orally in a formal public meeting.

(1) Qualifying Examinations. Students specializing in Algebra, Analysis, Differential Equations, Number Theory, Geometry, or Topology must take exams in the following subjects: (a) One

from Complex Analysis or Real Analysis, (b) Two selected from the three groupings: (i) Algebra; (ii) Differential Geometry or Topology; (iii) Differential Equations, Number Theory, Numerical Analysis, Probability, or Statistics.

Students specializing in Numerical Analysis, Probability, or Statistics must take three examinations selected from the following three groupings, including one from each of the first two: (i) Complex Analysis or Real Analysis; (ii) Numerical Analysis, Probability or Statistics; (iii) Algebra, Differential Equations, Differential Geometry, Number Theory, or Topology.

(2) Language Examinations. This department requires a reading knowledge of two foreign languages selected from French, German, or Russian. (Alternative languages are acceptable in certain fields.) Language requirements may be fulfilled by: (a) passing a departmentally administered exam; (b) satisfactory completion of a second-year college-level language course; or (c) passing an ETS exam.

(3) Preliminary Examination. This is an oral exam with emphasis on the student's major field. The student is not eligible to take this exam until after completion of qualifying and language examinations, and completing substantially all of the course work for the Ph.D.

(4) Dissertation. Ph.D. candidates in mathematics must submit a dissertation containing substantial original work in mathematics.

(5) Final Presentation of Thesis. There are no requirements in mathematics other than those of the Graduate School.

Undergraduate Courses

Mth 95. Intermediate Algebra. 4 credit hours.
Fundamentals of algebra. Intended for students entering with less than two years of high school algebra; not open for credit to students entering with four years of high school mathematics including trigonometry.

Mth 101. College Algebra. 4 credit hours.
Intended as preparation for other mathematics courses when recommended by entrance placement, or to satisfy major requirements in other departments. Prerequisite: one and one-half years of high school algebra, or Mth 95.

Mth 102. Elementary Functions. 4 credit hours.
Trigonometric, logarithmic, and exponential functions and their graphs. Intended as preparation for Mth 201 or Mth 204. Prerequisite: Mth 101, or equivalent.

Mth 115. Preparation for Calculus. 4 credit hours.
Selected topics from algebra, trigonometry, and other areas. For entering students who have had a considerable amount of high school mathematics, including trigonometry, and whose placement scores indicate a need for a brief course in pre-calculus mathematics. Consent of department is required.

Mth 121, 122, 123. Mathematics for Elementary Teachers. 3 credit hours each term.
Basic concepts of arithmetic, elementary algebra, and elementary geometry. Emphasis on the real number system and deductive processes within the system. Open only to prospective elementary teachers.

Mth 124. Mathematics of Finance. 4 credit hours.
Simple and compound interest and discount annuities, periodic-payment plans, bonds, depreciation, mathematics of insurance, and other topics related to business. Prerequisite: Mth 101, or equivalent. Not offered in 1977-78.

Mth 150. Introduction to Probability. 3 credit hours.
An elementary survey emphasizing basic concepts, with application to problems in many fields. Not open to students with credit for Mth 232. Prerequisite: Mth 95 or two years of high school algebra or entrance placement for Mth 101.

Mth 151. Counting. 3 credit hours.
Study of counting problems where simple enumeration is impractical. Permutations, networks. Interesting historical problems. Applications to economics, statistics, and computer programming. Not open to students with credit for Mth 232. Prerequisite: Mth 95, or two years of high school algebra, or entrance placement for Mth 101.

Mth 152. Mathematical Symmetry. 3 credit hours.
An introduction to the common mathematical symmetry properties of objects occurring in architecture, art, and the natural sciences; reflections and rotations; the concept of a group of symmetries. Prerequisite: one year of high school geometry and Mth 95, or two years of high school algebra, or entrance placement for Mth 101.

Mth 153. Introduction to Game Theory. 3 credit hours.
Introduction to the theory of games of strategy. A study of decision-making in situations where the outcome is affected by the participants in a competitive environment. Restricted to games with two participants where the gains of one are the losses of the other. Prerequisite: Mth 95, or two years of high school algebra, or entrance placement for Mth 101.

Mth 154. Mathematical Milestones. 3 credit hours.
An examination of several major mathematical discoveries of the eighteenth and nineteenth centuries with emphasis on particular results rather than on the overall flow of history. Prerequisite: one term of 100 level mathematics, or consent of department.

Mth 155. Inequalities. 3 credit hours.
A study of inequalities as they arise in problems in arithmetic, geometry, and algebra. Applications to variational problems. Prerequisite: Mth 101, or equivalent.

Mth 156. Concepts of Statistics. 3 credit hours.
Fundamental ideas of statistics, with illustrative examples. Particular attention to correct problem formulation and correct use of definitions and notation. Intended to expose features of modern statistical thinking in a mathematically elementary atmosphere. Primarily for lower-division students. Prerequisite: Mth 95, or two years of high school algebra, or entrance placement for Mth 101.

Mth 157. Elementary Theory of Numbers. 3 credit hours.
Introduction to elementary, basic properties of whole numbers. Topics include prime numbers, congruences, Fermat's theorem, equations in integers, irrational numbers, and famous unsolved problems. Prerequisite: Mth 95, or two years of high school algebra, or entrance placement for Mth 101.

Mth 190, 191, 192. Topics in Modern Mathematics (Honors College). 4 credit hours each term.
Selected topics chosen to illustrate mathematical thought and application of mathematics to contemporary problems. Does not provide preparation for calculus. Prerequisite: one and one-half years of high school algebra, or Mth 95. Not offered in 1977-78.

Mth 199. Special Studies. 1-3 credit hours.

Mth 201, 202, 203. Calculus. 4 credit hours each term.
Standard sequence for students of physical, biological, and social sciences, and mathematics. Prerequisite: high school trigonometry and a high placement score; or Mth 115; or Mth 102. Not open to students who have credit for Mth 204, 205, 206 or Mth 207, 208, 209.

Mth 204, 205, 206. Analytic Geometry and Calculus. 5 credit hours each term.
An intensive treatment of calculus for well-prepared students who want to cover as much material as possible in a year. Special section for honors college and other superior students. Prerequisite: high school trigonometry and a high placement score; or Mth 115; or Mth 102. Not open to students who have credit for Mth 201, 202, 203 or Mth 207, 208, 209. Not offered in 1977-78.

Mth 207, 208, 209. Calculus for the Nonphysical Sciences. 4 credit hours each term.
Vectors and matrices, differential and integral calculus, introduction to several variable calculus and differential equations. This calculus sequence is designed for students of the social sciences and managerial sciences. Mathematics students and students of the physical sciences should not take this sequence; they should take Mth 201, 202, 203 or Mth 204, 205, 206. Students anticipating later taking Mth 331, 332, 333 should take Mth 201, 202, 203 or Mth 204, 205, 206. Prerequisite: Mth 101 or equivalent. Not open to students who have credit for Mth 201, 203, 203 or 204, 205, 206.

Mth 210, 211, 212. Theory of Calculus. 2 credit hours each term.
A rigorous treatment of the theoretical aspects of the calculus that

are introduced and used in Mth 201, 202, 203 and Mth 204, 205, 206. Related topics are also studied. For students with high aptitude for and interest in mathematics. Recommended for all mathematics majors. Intended for students concurrently enrolled in Mth 201, 202, 203 or Mth 204, 205, 206.

Mth 215. Topics from Calculus. 4 credit hours fall.
For entering students whose calculus backgrounds include most but not all of a year of university calculus. Designed to produce a level of proficiency in calculus sufficient for upper-division mathematics courses. Consent of department is required. Not offered in 1977-78.

Mth 231, 232, 233. Elements of Discrete Mathematics. 4 credit hours each term.
Set algebra, mappings and relations. Truth tables. Elements of graph theory, combinatorics, probability, vectors and matrices. Semigroups and groups. Axiomatic mathematical logic, predicate calculus, decidability, transfinite numbers. Does not provide preparation for calculus. Prerequisite: Mth 101, or equivalent.

Mth 321. Elementary Analysis. 4 credit hours.
A rigorous treatment of certain topics introduced in calculus, including continuity and differentiation, sequences and series, uniform convergence and continuity. Prequisite: year sequence in calculus. Not recommended for students who have taken Mth 212.

Mth 328. Number Theory. 3 credit hours.
Divisibility, congruences, number theoretic functions, Diophantine equations. Prerequisite: year sequence in calculus, or consent of instructor.

Mth 331, 332, 333. Calculus of Several Variables with Linear Algebra. 4 credit hours each term.
Calculus of functions of several variables from a vector viewpoint, including partial differentiation, the gradient, divergence and curl, Lagrange multipliers, multiple integration, line and surface integrals, Green's theorem, Stoke's theorem, Gauss' theorem. Mth 333 also includes an introduction to linear algebra: computational vector and matrix algebra, vector spaces, systems of linear equations, linear maps, eigenvalues, rank, nullity, determinants. This sequence covers the material in Mth 411 and students will not get credit for both Mth 333 and Mth 411. Prerequisite: Mth 203 or Mth 206 or consent of instructor.

Mth 341, 342, 343. Fundamentals of Algebra. 3 credit hours each term.
An introduction to algebraic structures including groups, rings, fields and polynomial rings. Prerequisite: year sequence in calculus, or consent of instructor.

Mth 344, 345. Fundamentals of Geometry. 3 credit hours each term.
Geometric transformations. Length, area, volume, and the related limit problem. Ruler and compass constructions, locus problems. Euclidean and non-Euclidean geometries. Coordinate and non-coordinate techniques in the plane and in space. Prerequisite: year sequence in calculus, or consent of instructor.

Mth 346. Fundamentals of Statistics. 3 credit hours.
Topics in probability and statistics for prospective secondary-school teachers of mathematics. Probability and random variables on finite sets. Binomial and hypergeometric distributions. Random number tables. Frequency distributions and histograms. Algebra of elementary statistical distributions. Tests of hypotheses and linear estimates. Prerequisite: year sequence in calculus, or consent of instructor.

Mth 354, 355. Mathematical Logic and Set Theory. 3 credit hours each term.
Basic concepts of mathematical logic and set theory. Propositional calculus, predicate calculus, algebra of sets, functions and relations, cardinal numbers, ordinal numbers, point sets on the real line. Prerequisite: year sequence in calculus, or consent of instructor.

Mth 403. Thesis. Credit hours to be arranged.

Mth 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Mth 407. Seminar. (g) Credit hours to be arranged.

Mth 407. Seminar. (G) Credit hours to be arranged.

Mth 410. Experimental Course. (G)
Topics and credit hours to be arranged.

Mth 411. Introductory Linear Algebra. (g) 3 credit hours.
Computational vector and matrix algebra. Vector spaces. Systems of linear equations. Linear maps. Rank, nullity. Determinants. Applications. Prerequisite: two quarters of calculus or consent of instructor. Not open to students who have credit for Mth 333.

Mth 412. Linear Algebra. (G) 3 credit hours.
Abstract vector spaces; bases and dimensions; linear transformations, quadratic forms, minimal polynomials; characteristic roots and vectors; orthogonal, unitary, symmetric, and normal transformations. Prerequisite: Mth 333 or Mth 411, or consent of instructor.

Mth 413. Topics in Linear Algebra. (G) 3 credit hours.
Minimal polynomials, primary decomposition; Jordan canonical forms; hermitian forms; unitary, self-adjoint and normal transformations; spectral theorems; introduction to the classical linear groups and geometries associated with them. Prerequisite: Mth 412.

Mth 414. Algebraic Structures. (G) 3 credit hours.
Introduction to the theory of groups, rings, fields. Prerequisite: Mth 413. Not open to students with credit for Mth 415 or 416.

Mth 415, 416. Introduction to Abstract Algebra. (G) 3 credit hours each term.
Introduction to the theory of groups, rings, fields, polynomial rings. Special topics as time permits. Prerequisite: Mth 412, or consent of instructor. Not offered in 1977-78.

Mth 417. Applied Linear Algebra. (g) 3 credit hours.
Linear inequalities and convex sets in Euclidean space. Linear programming with applications to economic models, transportation problems, game theory. Stochastic matrices with applications to Markov processes, random walks. Prerequisite: Mth 333 or Mth 411.

Mth 418, 419. Applied Algebra. (g) 3 credit hours each term.
Modular arithmetic, elementary properties of groups, polynomial ideals, finite fields. Construction of combinatorial designs and orthogonal Latin squares, algebraic coding theory. Prerequisite: Mth 333 or Mth 411.

Mth 421, 422. Functions of a Complex Variable. (g) 3 credit hours each term.
Complex numbers, linear fractional transformations, Cauchy- Riemann equations, Cauchy's theorem and applications, power series, residue theorem, contour integration, harmonic functions, conformal mapping, infinite products. Prerequisite: Mth 332, or consent of instructor.

Mth 425, 426, 427. Elements of Statistical Methods. (g) 3 credit hours each term.
A basic sequence in statistical methods; not intended for mathematics majors. Presentation of data; sampling distributions; tests of significance; confidence intervals; regression; analysis of variance; correlation; nonparametric statistics. Prerequisite: Mth 95, or equivalent.

Mth 428, 429, 430. Introduction to Numerical Analysis. (g) 3 credit hours each term.
Methods of numerical analysis with applications. Elementary theory for numerical integration and for solving equations numerically. Prerequisite: Mth 212 or Mth 321; CS 201. (Mth 321 may be taken concurrently with Mth 428.)

Mth 431, 432. Introduction to Analysis. (G) 3 credit hours each term.
A rigorous treatment of advanced topics including Riemann-Stieltjes integral, metric spaces, sequences and series of functions, Weierstrass approximation theorem, Ascoli's theorem, fixed-point theorems, inverse and implicit function theorems. Prerequisite: Mth 212 or Mth 321; Mth 333 or Mth 411.

Mth 437, 438, 439. Introduction to Topology. (G) 3 credit hours each term.

Elementary point-set topology with an introduction to combinatorial topology and homotopy. Prerequisite: an upper-division mathematics sequence or consent of instructor.

Mth 441, 442. Introduction to Statistical Theory. (g) 3 credit hours each term.
Elementary theory of probability, sampling distributions, estimation and testing of hypotheses. Prerequisite: year sequence in calculus.

Mth 443. Regression Analysis and Analysis of Variance. (g) 3 credit hours.
Least squares, simple linear regression, multiple regression, model-1 analysis of variance as an example of regression, orthogonal polynomials, nonlinear regression, adaptation of regression problems for computer programming. Prerequisite: Mth 442.

Mth 444. Nonparametric Statistics. (g) 3 credit hours.
Statistical procedures valid under minimal assumptions; theory of rank order tests; sign test, Wilcoxon test, k-sample tests for independent and matched samples; tests for randomness and goodness of fit; comparison of tests including large sample power and efficiency; estimation based on order statistics; robust methods of inference in linear models. Prerequisite: Mth 442.

Mth 447, 448, 449. Mathematical Statistics. (G) 3 credit hours each term.
Probability theory and applications to the derivation of sampling distributions; best unbiased estimates; properties of maximum likelihood estimates; Neyman-Pearson theory of testing hypotheses; likelihood ratio tests. Prerequisite: Mth 331, 332, 333, or consent of instructor.

Mth 450, 451. Statistical Design and Analysis of Experiments. (G) 3 credit hours each term.
Linear models and analysis of variance, factorial designs, incomplete and partially balanced designs, response surfaces, existence of various designs. Prerequisite: Mth 442, and Mth 333 or Mth 411. Not offered in 1977-78.

Mth 454, 455, 456. Discrete Probability Theory and Applications. (G) 3 credit hours each term.
Discrete sample spaces, combinatorial analysis, limit theorems for discrete random variables, recurrent events, Markov chains, nonmeasure-theoretic treatment of simple stochastic processes, applications. Prerequisite: year sequence in calculus, or consent of instructor.

Mth 461. Introduction to Differential Equations. (g) 3 credit hours.
Linear differential equations, applications, series solutions of differential equations. Equivalent to Mth 418 offered prior to Fall 1977. Prerequisite: year sequence in calculus.

Mth 462. Differential Equations. (g) 3 credit hours.
Systems of equations, boundary value problems, Green's functions, special functions. Prerequisites: Mth 333 or Mth 411; Mth 461.

Mth 465. Fourier Series and Orthogonal Functions. (g) 3 credit hours.
Orthogonal functions; mean convergence; Fourier series, Legendre polynomials; Bessel functions. Applications to partial differential equations. Prerequisite: Mth 333 or Mth 411; Mth 212 or Mth 321.

Mth 466. Fourier and Laplace Integrals. (g) 3 credit hours.
Fourier and Laplace transforms and applications to partial differential equations. Prerequisite: Mth 422, or consent of instructor. (Mth 422 may be taken concurrently with Mth 466.)

Mth 467. Topics in Applied Mathematics. (g) 3 credit hours.
Topics selected from: integral equations, distribution theory. Prerequisite: Mth 422, or consent of instructor.

Mth 487, 488, 489. Geometry. (G) 3-4 credit hours each term.
Axiomatic development of absolute geometries from both the synthetic and metric points of view; Euclidean and Lobachevskian geometry; area theory; ruler and compass constructions; elements of projective geometry; subgeometries of projective geometry; geometric transformations. Intended primarily for secondary-school and prospective secondary-school mathematics teachers. Prerequisite: year sequence in calculus and senior or graduate standing, or consent of instructor. Not offered in 1977-78.

Graduate Courses

Mth 501. Research. Credit hours to be arranged. A no-grade course.

Mth 503. Thesis. Credit hours to be arranged. A no-grade course.

Mth 505. Reading and Conference. Credit hours to be arranged.

Mth 507. Seminar. Credit hours to be arranged.
Algebraic Geometry. Leahy, Vitulli.
Algebraic Topology. Dyer, Olum, Sieradski.
Applied Mathematics. Barrar.
Banach Algebras. Barnes, Palmer, Sutherland.
Combinatorics and Finite Geometry. Hoffer, Kantor.
Commutative Algebra. Anderson, Harrison, Vitulli.
Differential Geometry. Koch, Leahy.
Groups and Representations. Curtis, Kantor, Seitz, Sutherland, Wright.
Harmonic Analysis. Ross.
Homological Algebra. Anderson, Harrison, Vitulli.
Lie Algebras and Algebraic Groups. Curtis.
Noncommutative Rings. Anderson, Harrison.
Number Theory. Niven.
Numerical Analysis. Loeb, Wolfe.
Partial Differential Equations. Freeman, Miller.
Probability. Smythe, Truax.
Selected Topics for Mathematics Teachers. Ghent, Hoffer, Maier.
Statistics. Andrews, Smythe, Speckman, Tate, Truax.
Topics in Functional Analysis. Barnes, Civin, Palmer, Ross, Sutherland.
Topology. Dyer, Olum, Sieradski, Van Buskirk, Ward.

Mth 510. Experimental Course. Topics and credit hours to be arranged.

Mth 521, 522, 523. Partial Differential Equations. 3 credit hours each term.
Cauchy-Kowalewsky theorem, first-order systems, classification of second-order equations, boundary-value problems for the Laplace and Poisson equations, initial value, and mixed problems for the heat and wave equations, eigenvalue problems. Prerequisite: Mth 431, 432 and Mth 333 or Mth 411; Mth 421 recommended.

Mth 531, 532, 533. Linear Analysis in Applied Mathematics. 3 credit hours each term.
Topics selected from the theory of integral equations, calculus of variations, partial differential equations, boundary value problems, linear operators, integral transforms, spectral theory distributions, eigenfunction expansions with applications. Of primary interest to physical science majors. Prerequisite: Mth 333, Mth 461, and Mth 421 or equivalent, or consent of instructor.

Mth 534, 535, 536. Numerical Analysis. 3 credit hours each term.
Analysis of numerical methods for solving a variety of mathematical problems including the solution of linear and nonlinear equations, the computation of eigenvalues and eigenvectors, interpolation, integration, and the solution of differential equations; rates of convergence and numerical stability. Prerequisite: Mth 412, Mth 432, Mth 461, and an introductory course in numerical analysis, or consent of the instructor.

Mth 541, 542, 543. Abstract Algebra. 3 credit hours each term.
Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras.

Mth 544, 545, 546. Structure of Rings and Algebras. 3 credit hours each term.
Topics selected from: rings with minimum condition, algebras over a commutative ring, rings without finiteness assumptions, and nonassociative rings and algebras.

Mth 547, 548, 549. Algebraic Number Theory. 3 credit hours each term.
Algebraic, irrational, transcendental, and normal numbers; approximation of algebraic and transcendental numbers by rationals.

Mth 551, 552, 553. Theory of Functions of a Real Variable. 3 credit hours each term.
Measure and integration, Hilbert and Banach spaces, and related topics.

Mth 554, 555, 556. Theory of Functions of a Complex Variable. 3 credit hours each term.
The theory of Cauchy, power series, contour integration, analytic continuation, entire functions, and related topics.

Mth 557, 558, 559. Topics in Classical Analysis. 3 credit hours each term.
Fourier series, Fourier transforms, integral equations, linear operations in Hilbert space, spectral theory.

Mth 561, 562, 563. Modern Theories in Analysis. 3 credit hours each term.
Measure theory, Banach spaces and algebras, analysis in topological groups; modern functional analysis, with emphasis on the connections with classical analysis and on applications to harmonic analysis.

Mth 571, 572, 573. Topology. 3 credit hours each term.
General and point-set topology, introduction to algebraic topology.

Mth 581, 582, 583. Theory of Estimation and Testing Hypotheses. 3 credit hours each term.
Uniformly most powerful tests; unbiased tests; invariant tests; minimax tests; the univariate and multivariate general linear hypothesis. Minimum variance unbiased estimation; properties of maximum likelihood estimates, Bayes estimates, and minimax estimates.

Mth 584, 585, 586. Theory of Probability. 3 credit hours each term.
Measure and integration, probability spaces, laws of large numbers, the central limit theory, conditioning martingales, random walks.

Mth 587, 588. Stochastic Processes. 3 credit hours each term.

Mth 591, 592, 593. Advanced Mathematical Statistics. 3 credit hours each term.
Topics selected from: analysis of variance and design of experiments; nonparametric statistics; multivariate analysis; large sample theory; sequential analysis.

Mth 594. Theory of Games. 3 credit hours.
The theory of games, with special emphasis on zero-sum two-person games.

Mth 595, 596. Statistical Decision Theory. 3 credit hours each term.
Statistical decision theory based on the theory of games; sequential decision theory; comparison of experiments.

Courses Offered Only in Summer Session

Mth 457, 458, 459. Foundations of Mathematics. (g) 2-4 credit hours each term.

Mth 468, 469. Probability and Statistics. (g) 2-4 credit hours each term.

Mth 478, 479. Algebra. (g) 2-4 credit hours each term.

Mth 498, 499. Analysis. (g) 2-4 credit hours each term.

Mth 579, 580. Algebra. 2-4 credit hours each term.

Mth 589. Geometry. 2-4 credit hours.

Mth 598, 599. Analysis. 2-4 credit hours each term.

Philosophy

William E. Davie, Ph.D., Department Head, Assistant Professor of Philosophy (ethics, history of philosophy). B.A., Washington, 1964; Ph.D., California, Irvine, 1969; at Oregon since 1968.

Henry A. Alexander, Jr., Ph.D., Associate Professor of Philosophy (epistemology, history of philosophy). B.A., Princeton, 1947; M.A., 1951, Ph.D., 1955, California, Berkeley; at Oregon since 1964.

Frank B. Ebersole, Ph.D., Professor of Philosophy (philosophy of language, philosophy of mind). A.B., Heidelberg, 1941; Ph.D., Chicago, 1947; at Oregon since 1961.

Robert T. Herbert, Ph.D., Associate Professor of Philosophy (aesthetics, philosophy of religion). B.A., 1952, M.A., 1954, Ph.D., 1962, Nebraska; at Oregon since 1966.

Don S. Levi, Ph.D., Associate Professor of Philosophy (logic, philosophy of mathematics). B.A., Wisconsin, 1956; M.A., 1961, Ph.D., 1962, Harvard; at Oregon since 1964.

Kathleen M. Menton, M.A., Acting Assistant Professor of Philosophy (Wittgenstein, history of philosophy). A.B., Cornell, 1971; M.A., Johns Hopkins, 1974; at Oregon since 1976.

Cheyney C. Ryan, Ph.D., Assistant Professor of Philosophy (political philosophy, philosophy of social science). M.A., 1973, Ph.D., 1974, Boston University; at Oregon since 1974.

Arnulf Zweig, Ph.D., Professor of Philosophy (Kant, philosophy of law, history of philosophy). B.A., Rochester, 1952; Ph.D., Stanford, 1960; at Oregon since 1956.

Faculty Emeriti

John Wisdom, M.A., Emeritus Professor of Philosophy (philosophical methods). B.A., 1923, M.A., 1934, Cambridge.

Undergraduate Studies

The Department of Philosophy offers many lower- and upper-division courses of interest to students in areas of concentration other than philosophy. A major program leading to either the Bachelor of Arts or Bachelor of Science degree is also available. Freshmen and transfer students planning to study philosophy should be prepared to read rather difficult prose, since virtually all courses in the department make use of primary rather than secondary sources. The ability to write precise, analytical, and coherent essays is also an essential skill in most philosophy courses.

Major Requirements. The minimum major requirement is 45 credit hours of work in philosophy with grades of C or better, including 36 hours in upper-division courses. The 45-hour requirement must include any three terms from the History of Ancient Philosophy (Phl 301, 302, 303) or the History of Modern Philosophy (Phl 304, 305, 306); Symbolic Logic (Phl 461, 462) or History of Logic (Phl 455, 456); and 6 credit hours of courses on the works of specific authors. Courses of study must be arranged in consultation with the undergraduate major adviser.

Honors. Any philosophy major may, by fulfilling the requirements described below, graduate "with honors." The requirements are as follows:

(1) Grade Point Average. To enter the program, the student must have a GPA of at least 3.5 in philosophy courses at the end of the junior year; to complete the program the student must have a GPA of at least 3.5 in philosophy courses at the end of the senior year.

(2) Courses. Besides those courses required of all philosophy majors, a candidate for honors must take an additional six hours of the 45 credit hours in philosophy at the 400 level.

(3) Senior Thesis. The candidate must write an honors thesis under the guidance of a member of the philosophy faculty chosen as Thesis Adviser. The thesis must be a substantial piece of work, and may be a revised and expanded version of a term paper. The thesis requires approval of the Thesis Adviser only.

Upon fulfilling these requirements, the candidate is then approved for graduation with honors.

Graduate Studies

The department offers a graduate program leading to the Master of Arts and Doctor of Philosophy degrees. The department's graduate offerings are intended to meet the needs of three classes of students: (1) those preparing to work for the Ph.D. in philosophy with a goal of teaching and research; (2) those not intending to take further graduate work in philosophy after earning a master's degree; (3) those interested in philosophy as part of a program with a major in some other department.

The department's graduate program offers the possibility of concentration in various areas of philosophy, e.g., ethics, theory of knowledge, philosophy of mind, metaphysics, aesthetics, legal philosophy, philosophy of language. Each student's graduate program is individually determined by consultation with an Advisory Committee. Advanced work in mathematical logic, phenomenology, and Oriental philosophy is not currently offered at Oregon.

Applicants for admission to graduate studies are asked to write a brief letter explaining their philosophical background and their specific philosophical interests, to help the department's Admissions Committee decide whether ours is the most appropriate philosophy department for the applicant's goals. Applicants are urged to read some of the publications of faculty members in the department in order to see the sort of work being done here.

In addition to the general University regulations governing graduate admission, which begin on page 54, the Department of Philosophy also requires applicants to submit three confidential report forms completed by teachers (preferably philosophy professors) familiar with the applicant's academic background. The Graduate Record Examination is recommended, though it is not a formal requirement of admission. Applicants should write to the department, explaining their interest in graduate studies here, and requesting an application blank for admission. The first copy (green), and one complete set of transcripts, together with the ten dollar application fee should be sent to the Graduate Admissions Office, Emerald Hall. The other four copies of the application, along with another set of transcripts, should be forwarded to the Department of Philosophy. Confidential report forms should be sent directly to the Department by the professors recommending the applicant.

Graduate assistantships are the only form of financial aid available in the Philosophy Department. An application form will normally be included with the application for admissions form.

Undergraduate Courses

Phl 201. Elementary Ethics. 3 credit hours.
The philosophical study of morality, e.g., ethical relativism, the justification of moral judgments, the concepts of duty, right and wrong.

Phl 202. Introduction to Theory of Knowledge. 3 credit hours.
Philosophical analysis of problems of knowledge, e.g., empiricism, rationalism, skepticism, the problems of a priori knowledge, perception, sense-data.

Phl 203. Introduction to Metaphysics. 3 credit hours.
Some classical metaphysical problems, e.g., substance, universals, causality, mind and body, the nature and justification of metaphysical claims.

Phl 204. Introduction to Philosophy of Religion. 3 credit hours.
Philosophical analysis and justification of religious claims and concepts, e.g., God, the soul, immortality.

Phl 205. Contemporary Moral Issues. 3 credit hours.
Philosophical problems connected with such topics as civil disobedience, the morality of war, abortion, conscription, compensatory justice.

Phl 206. Science and Humanity. 3 credit hours.
Philosophical problems concerning the nature of scientific explanation and its implications concerning the nature of humanity and human actions.

Phl 210. Free Will and Determinism. 3 credit hours.
Philosophical investigation of such topics as behaviorism, foreknowledge and free will, indeterminism and determinism, human action and responsibility.

Phl 212. Existentialism. 3 credit hours.
The basic ideas of the Christian and atheistic divisions of the existentialist movement; reading of selected works of representative philosophers; some attention to precursors and to the general modern philosophical situation which has negatively generated the existentialist rebellion.

Phl 221. Elementary Logic. 3 credit hours.
Introduction to the study of reasoning. How to recognize, analyze, criticize, and construct the main types of argument and proof.

Phl 222. Elementary Aesthetics. 3 credit hours.
Study of aesthetic fact and value, and of the relation of aesthetic interest to other human interests, such as the moral, the intellectual, and the religious.

Phl 301, 302, 303. History of Ancient Philosophy. 3 credit hours each term.
Survey of the history of philosophy from the pre-Socratic through the medieval period, with particular attention to Plato and Aristotle.

Phl 304, 305, 306. History of Modern Philosophy. 3 credit hours each term.
Survey of the history of western philosophy from Descartes through the twentieth century.

Phl 307, 308, 309. Social and Political Philosophy. 3 credit hours each term.
A survey of the major social and political theories from Plato through Marx. Inquiry into such ideas as justice, natural law, natural rights, and the social contract. Not offered 1977-78.

Phl 321, 322. Theory of Knowledge. 3 credit hours each term.
A study of the source, certainty, and limits of human knowledge as well as the ground and nature of belief. Rationalism, empiricism, and skepticism. Theories of perception. The problem of abstraction. The nature of truth. Prerequisite: one previous course in philosophy. Offered alternate years.

Phl 323, 324. Ethics. 3 credit hours each term.
Study of the most important traditional ethical theories; modern philosophical analysis of moral terms and statements. Prerequisite: one previous course in philosophy.

Phl 325, 326. Philosophy of Language. 3 credit hours each term.
Examination of philosophical theories of language and meaning; ideals and methods of clarification; definition analysis; philosophy as study of language. Selected readings. Prerequisite: One previous course in philosophy. Not offered 1977-78.

Phl 339, 340. Introduction to Philosophy of Science. 3 credit hours each term.
Analysis of basic concepts of science such as "explanation," "chance," "causation," etc. Nature of mathematics and its relation to science. Prerequisite: one previous course in philosophy.

Phl 350, 351. Metaphysics. 3 credit hours each term.
A critical treatment of traditional issues in metaphysics, selected from among such topics as substance, existence, time, causation, God, the nature of persons, the meaningfulness of metaphysics. Prerequisite: one previous course in philosophy. Not offered 1977-78. Offered alternate years.

Phl 405. Reading and Conference.
Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Phl 407. Seminar. (G) Credit hours to be arranged.

Phl 411. Plato. (G) 3 credit hours.
Analysis of Plato's major dialogues. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

Phl 413. Aristotle. (G) 3 credit hours.
Aristotle's major writings on theory of knowledge, metaphysics, and ethics. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years. Not offered 1977-78.

Phl 416. Descartes. (G) 3 credit hours.
A study of Descartes' writings on method, knowledge, philosophy of mind, and metaphysics. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years. Not offered 1977-78.

Phl 419. Locke. (G) 3 credit hours.
A study of Locke's account of knowledge, languafie, personal identity, substance, and his distinction between primary and secondary qualities. Offered alternate years. Prerequisite: 9 credit hours in philosophy or instructor's consent.

Phl 423. Leibniz. (G) 3 credit hours.
A study of Leibniz's writings in logic and metaphysics. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternatie years. Not offered 1977-78.

Phl 425. Berkeley. (G) 3 credit hours.
A study of Berkeley's major writings on knowledge and perception. Offered alternate years. Prerequisite: 9 credit hours in philosophy or instructor's consent.

Phl 427. Hume. (G) 3 credit hours.
Hume's writings on knowledge, morals, and religion. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years. Not offered 1977-78.

Phl 429, 430. Kant. (G) 3 credit hours each term.
Kant's major writings in epistemology, ethics and the philosophy of religion: *Critique of Pure Reason, Foundations of the Metaphysics of Morals, Critique of Practical Reason, Religion Within the Limits of Reason Alone.* Offered alternate years. Prerequisite: 9 credit hours in philosophy or instructor's consent.

Phl 431, 432. Philosophy in Literature. (G) 3 credit hours each term.
Selective study of major philosophical ideas and attitudes expressed in the literature of Europe and America. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years. Not offered 1977-78.

Phl 433, 434, 435. Advanced Ethics. (G) 3 credit hours each term.
Classical problems and authors in moral philosophy and twentieth-century controversies in ethical theory, e.g., emotivism, the naturalistic fallacy, act and rule utilitarianism, duty and supererogation. Prerequisite: 9 credit hours of philosophy or instructor's consent.

Phl 438. Kierkegaard. (G) 3 credit hours.
An examination of Kierkegaard's major philosophical and polemical writings: *Concluding Unscientific Postscript, Either/Or, The Sickness unto Death, The Attack on 'Christendom'.* Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years. Not offered 1977-78.

Phl 439, 440. Philosophy of Religion. (G) 3 credit hours each term.
An intensive study of specific issues arising from reflection upon such topics as the nature of faith, proofs for the existence of God, the nature of divine attributes, the problems of evil, and religious ethics. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years. Not offered 1977-78.

Phl 441, 442, 443. Aesthetics. (G) 3 credit hours each term.
Systematic study of the meaning and value of aesthetic experience in everyday life and in the arts—painting, music, literature, etc. Prerequisite: 9 credit hours in philosophy or instructor's consent.

Phl 444. Philosophy of Law. (G) 3 credit hours.
Theories of law and jurisprudence. Theories of guilt and punishment. Law and morality. The nature of legal reasoning. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

Phl 447, 448. Wittgenstein. (G) 3 credit hours each term.
A study of Wittgenstein's *Tractatus Logico-Philosophicus, Philosophical Investigations,* and several minor works. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

Phl 453, 454. Analytic Philosophy. (G) 3 credit hours each term.
A critical study of recent analytic philosophy, with special emphasis on the writings of the logical positivists and their predecessors and of contemporary British "linguistic" philosophers. Prerequisite: 9 credit hours in philosophy or instructor's consent.

Phl 455, 456. History of Logic. (G) 3 credit hours each term.
A study of writers in the philosophy of logic: e.g., Plato, Aristotle, the Stoics, Ockham, Frege, Strawson. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

Phl 458, 459. Philosophy of Mind. (G) 3 credit hours each term.
Analysis of some basic concepts of psychology, such as "mind" and "behavior": discussion of the mind-body problem and of methodological issues in psychology. Prerequisite: 9 credit hours in philosophy or instructor's consent.

Phl 461, 462. Symbolic Logic. (G) 3 credit hours each term.
A consideration of the critical results of mathematical logic; e.g., the completeness and undecidability of the predicate calculus, the essential incompleteness of elementary number theory, set and recursive function theory. No prerequisite. Offered alternate years. Not offered 1977-78.

Phl 463. Philosophy of Mathematics. (G) 3 credit hours.
The status of mathematical theorems and formulas; truth and falsity, necessity, justification in mathematics; Hilbert's program; Frege; mathematics and the world. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years. Not offered 1977-78.

Phl 465. Logical Theory. (G) 3 credit hours.
Formal and informal logic; proof; acceptability of logic; measuring, computing, formalizing and arguing, contradiction and paradox. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

Phl 468. Problems in Philosophy of Science. (G) 3 credit hours.
Probability and statistics; the nature of scientific discovery; hypothetico-deductive systems; the scope of science; science and metaphysics. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

Phl 480, 481, 482. Philosophy of the Social Sciences. (G) 3 credit hours each term.
Inquiry into the possibility of a science of society. Holism and methodological individualism; behavioralism; value-neutrality. Selected special topics, such as ideology, relativity of concepts, ethno-linguistics.

Graduate Courses

Phl 501. Research. Credit hours to be arranged. A no-grade course.

Phl 503. Thesis. Credit hours to be arranged. A no-grade course.

Phl 505. Reading and Conference. Credit hours to be arranged.

Phl 507. Seminar. Credit hours to be arranged.
Metaphysics.
Practical Reasoning.
Problems in the Philosophy of Language.

Phl 511, 512, 513. Problems of Knowledge. 3 credit hours each term.
Examinations of attempts at philosophical analysis and justification of knowledge; perception, memory, induction, the self and other selves. Prerequisite: 9 credit hours in philosophy or consent of instructor. Not offered 1977-78.

Phl 514, 515, 516. Ethical Theory. 3 credit hours each term.
An examination of contemporary ethical theory. Prerequisite: 9 credit hours in philosophy or consent of instructor. Offered alternate years.

Phl 517, 518. Problems in Philosophy of Language. 3 credit hours each term.
Analysis of current issues in the philosophy of language. Prerequisite: 9 credit hours in philosophy or constructor of instructor. Offered alternate years.

Phl523, 524. Problems in Philosophy of Mind. 3 credit hours each term.
Examination of current literature on perception, action, intention, motives and mauses, other minds. Prerequisite: 9 credit hours in philosophy or consent of instructor. Offered alternate years.

Physics

Bernd Crasemann, Ph.D., Department Head, Professor of Physics (atomic and nuclear physics). A.B., California at Los Angeles, 1948; Ph.D., California, Berkeley, 1953; at Oregon since 1953.

Gregory O. Boeshaar, Ph.D., Assistant Professor of Astronomy (observational astronomy, astrophysics). B.S., Wittenberg University, 1967; Ph.D., Ohio State, 1977; at Oregon since 1977.

John C. Burg, M.S., Senior Instructor in Physics (science instruction). B.S., 1959, M.S., 1963, Oregon; at Oregon since 1965.

Paul L. Csonka, Ph.D., Professor of Physics (elementary particle theory). Ph.D., Johns Hopkins, 1963; at Oregon since 1968.

Francis E. Dart, Ph.D., Professor of Physics (science and society). B.A., Oberlin College, 1937; M.S., Notre Dame, 1939; Ph.D., Cornell, 1947; at Oregon since 1949.

Nilendra G. Deshpande, Ph.D., Visiting Associate Professor of Physics (elementary particle theory). B.Sc., 1959, M.Sc., 1960, University of Madras; Ph.D., Pennsylvania, 1965; at Oregon since 1975.

Russell J. Donnelly, Ph.D., Professor of Physics (superfluidity, astronomy, air pollution). B.Sc., 1951, M.Sc., 1952, McMaster University; M.S., 1953, Ph.D., 1956, Yale; at Oregon since 1966.

Marvin D. Girardeau, Ph.D., Professor of Physics (many-body theory, statistical mechanics). B.S., Case Institute of Technology, 1952; M.S., Illinois, 1954; Ph.D., Syracuse, 1958; at Oregon since 1963.

Amit Goswami, Ph.D., Professor of Physics (theoretical nuclear physics). M.Sc., 1960, Ph.D., 1964, Calcutta University; at Oregon since 1968.

Richard J. Higgins, Ph.D., Professor of Physics (solid state physics). B.S., Massachusetts Institute of Technology, 1960; Ph.D., Northwestern, 1965; at Oregon since 1965.

Rudolph C. Hwa, Ph.D., Professor of Physics (elementary particle theory). Director, Institute of Theoretical Science. B.S., 1952, M.S., 1953, Ph.D., 1957, (electrical engineering), Illinois; Ph.D., Brown, 1962; at Oregon since 1971.

Paul D. Ingalls, Ph.D., Visiting Assistant Professor of Physics (nuclear physics). B.S., Washington, 1966; Ph.D., Princeton, 1971; at Oregon since 1975.

James C. Kemp, Ph.D., Professor of Physics (astronomy). A.B., 1955, Ph.D., 1960, California; at Oregon since 1961.

Harlan W. Lefevre, Ph.D., Professor of Physics (nuclear physics). B.A., Reed, 1951; M.S., Idaho, 1957; Ph.D., Wisconsin, 1961; at Oregon since 1961.

Douglas H. Lowndes, Ph.D., Associate Professor of Physics (solid state physics). B.S., Stanford, 1961; Ph.D., Colorado, 1968; at Oregon since 1970.

Brian W. Matthews, Ph.D., Professor of Physics (protein crystallography). B.Sc., 1959, B.Sc., (Honors, 1st Class), 1960; Ph.D., 1963, University of Adelaide; at Oregon since 1969.

Joel W. McClure, Jr., Ph.D., Professor of Physics (solid state theory). B.S., 1949, M.S., 1951, Northwestern; Ph.D., Chicago, 1954; at Oregon 1954-56, and since 1961.

David K. McDaniels, Ph.D., Professor of Physics (nuclear physics). B.S., Washington State, 1951; M.S., 1958, Ph.D., 1960, Washington; at Oregon since 1963.

Michael J. Moravcsik, Ph.D., Professor of Physics (elementary particle theory). A.B., Harvard, 1951; Ph.D., Cornell, 1956; at Oregon since 1967.

Jack C. Overley, Ph.D., Associate Professor of Physics (nuclear physics). B.S., Massachusetts Institute of Technology, 1954; Ph.D., California Institute of Technology, 1960; at Oregon since 1968.

Kwangjai Park, Ph.D., Associate Professor of Physics (solid state physics). B.A., Harvard, 1958; Ph.D., California, 1965; at Oregon since 1966.

John L. Powell, Ph.D., Professor of Physics (theoretical physics). B.A., Reed, 1943; Ph.D., Wisconsin, 1948; at Oregon since 1955.

George W. Rayfield, Ph.D., Associate Professor of Physics (biophysics, low temperature physics). B.S., Stanford, 1958; Ph.D., California, 1964; at Oregon since 1967.

Pieter B. Visscher, Ph.D., Assistant Professor of Physics (solid state theory). B.A., Harvard, 1967; M.A., 1968, Ph.D., 1971, California, Berkeley; at Oregon since 1975.

Robert L. Zimmerman, Ph.D., Associate Professor of Physics (astrophysics, general relativity). B.A., Oregon, 1958; Ph.D., Washington, 1963; at Oregon since 1966.

Faculty Emeriti

Shang-Yi Ch'en, Ph.D., Professor Emeritus of Physics (atomic spectroscopy). B.S., 1932, M.S., 1934, Yenching; Ph.D., California Institute of Technology, 1940; at Oregon since 1949.

Edwin G. Ebbighausen, Ph.D., Professor Emeritus of Physics and Astronomy (astronomy). B.S., Minnesota, 1936; Ph.D., Chicago, 1940; at Oregon since 1946.

Gregory H. Wannier, Ph.D., Professor Emeritus of Physics (theoretical solid state and atomic physics). Ph.D., University of Basel, 1935; at Oregon 1959, and since 1961.

Special Staff

Mau Hsiung Chen, Research Associate, Adjunct Assistant Professor of Physics (theoretical atomic physics), Ph.D., Oregon, 1972.

Yun Chung, Research Associate (low temperature physics), Ph.D., Oregon, 1975.

John C. Cooper, Research Associate (air pollution), Ph.D., Oregon, 1970.

Peter Kittel, Research Associate (superfluidity), Ph.D., Oxford, 1974.

Ernest K. Ma, Research Associate (elementary particle theory), Ph.D., California, Irvine, 1971.

Philip D. Mannheim, Research Associate/Adjunct Assistant Professor of Physics (many-body and quantum field theory), Ph.D., Weizmann Institute, 1970.

Ira G. Nolt, Research Associate (infra-red astronomy), Ph.D., Cornell, 1967.

Richard M. Ostermeier, Research Associate/Adjunct Assistant Professor of Physics (air pollution), Ph.D., Chicago, 1973.

J. V. Radostitz, Research Associate (scientific instrumentation), Washburn School, 1960.

Dinh Ton-That, Research Associate (theoretical atomic and molecular physics), Ph.D., Yale, 1973.

Yung Kee Yeo, Research Associate (solid state physics), Ph.D., Southern California, 1971.

Undergraduate Studies

Courses offered by the Department of Physics are intended for students embarked on professional careers in physics, for persons who wish to obtain a broad liberal arts education centered around a major in physics, for major students in other science fields, for premedical and predental students, and for students planning to teach the physical sciences in the secondary schools.

Preparation for Entering Freshmen. Students planning to major in physics at the University should take as much mathematics in high school as possible. Students entering with insufficient preparation in mathematics must remedy their deficiencies in elementary courses offered by the University. Substantial preparation in English and a foreign language is desirable. High-school work in chemistry and physics is desirable but not required.

Preparation for Transfer Students. Students transferring from two-year colleges should be ready for upper-division course work.

They should have completed a year sequence in differential and integral calculus (other than Mth 207, 208, 209), General Physics (Ph 201, 202, 203), Introductory Physics Laboratory (Ph 204, 205, 206), or equivalent courses, and a year sequence in chemistry, including laboratory. In addition, they should have completed as many basic courses and group requirements as possible.

Requirements for a Baccalaureate Degree. Students may qualify for either a Bachelor of Arts or a Bachelor of Science degree.

A physics major who satisfies the Arts and Letters group requirement without taking a foreign language will generally be entitled to a Bachelor of Science degree. However, physics majors who contemplate graduate work are urged to include at least one foreign language in their undergraduate program and qualify for a Bachelor of Arts degree, since proficiency in a foreign language is required by most graduate schools.

To qualify for a baccalaureate degree with a major in physics, a student must complete General Physics (Ph 201, 202, 203), Introductory Physics Laboratory (Ph 204, 205, 206), and at least 24 credit hours in upper-division physics courses including Elements of Classical Physics (Ph 321, 322, 323) or Classical Mechanics (Ph 324, 325, 326). (Physics 407 may not be included in the 24 upper-division credit hours without explicit approval of the department.) All physics majors must complete a year sequence in differential and integral calculus (other than Mth 207, 208, 209) and a year sequence in chemistry, including laboratory.

Students preparing for graduate work in physics should include in their programs: Electricity and Magnetism (Ph 441, 442, 443), Modern Physics (Ph 421, 422, 423), a year sequence in advanced calculus (Mth 331, 332, 333), and at least one additional upper-division sequence in physics.

Honors Program in Physics. To qualify for a baccalaureate degree with honors in physics, a student must complete a total of four 400-level three-term sequence physics courses, take all physics courses pass-differentiated (graded), must have at least a 3.5 grade point average in physics courses, and no grade of "C" in any physics course.

Secondary-School Teaching of Physics. For certification as a teacher of physics in Oregon high schools, the Teacher Standards and Practices Commission requires (1) the satisfaction of certain minimum standards of subject preparation, (2) certain requirements in professional education preparation, and (3) the recommendation of the institution at which the student completes subject preparation.

For information concerning subject preparation required to meet state standards in physics and to obtain the recommendation of the University of Oregon, the student should consult the member of the faculty of the Department of Physics who serves as adviser for prospective teachers.

Graduate Studies

The Department of Physics offers a program of graduate work leading to the Master of Arts, Master of Science, and Doctor of Philosophy degrees, with a variety of opportunities for research. Research in the Department of Physics currently includes work in astrophysics and astronomy, atomic physics, elementary particle theory, many-body theory, nuclear physics, solid state physics, statistical mechanics, superfluidity, and areas of applied physics. Co-operative programs are also possible in biophysics through the Institute of Molecular Biology, in the Physical Chemistry or Chemical Physics programs of the Department of Chemistry, or in geophysics programs of the Department of Chemistry, or in geophysics through the Center for Volcanology of the Department of Geology.

Entering students should consult closely with their advisers. Students showing a lack of preparation are advised to take the necessary undergraduate courses, without graduate credit, to remedy their deficiency.

Admission. For admission as a graduate student, the student must meet minimum University requirements described in the Graduate School section of this catalog. Applicants must submit the following documents to the Department of Physics: one copy of the official application; one copy of transcripts of all prior academic work; three letters of reference from people well acquainted with the candidate's ability and recent work in physics.

Foreign students should also submit scores on the Graduate Record Examination, including the Advanced Test, Physics category, and the Test of English as a Foreign Language (TOEFL).

Master's Degree Requirements. Course requirements for a master's degree with a major in physics normally include, in addition to the substantial equivalent of the undergraduate physics degree: two 3-term sequences in physics, at least one of which must be a 500-level sequence; and one of the following sequences in mathematics—Fourier Series and Orthogonal Functions, Fourier and Laplace Integrals, Topics in Applied Mathematics (Mth 465, 466, 467); Linear Analysis in Applied Mathematics (Mth 531, 532, 533); Functions of a Complex Variable (Mth 421, 422), plus Mth 531 or another term of 400-level mathematics approved by the Director of Graduate Studies; Linear Algebra, Differential Equations (Mth 411, 412, 462); Numerical Analysis (Mth 428, 429, 430); Statistics and Regression Analysis (Mth 441, 442, 443); or three terms of 400- or 500-level mathematics approved by the Director of Graduate Studies before registration.

College Teacher Preparation. A substantial number of Oregon's graduate students intend to become college teachers. Most students acquire some teaching experience in the first year or two as teaching assistants. Students who want advanced experience may arrange a program of practice teaching supervised by physics faculty members, registering for credit in Ph 509 Supervised Tutoring Practicum.

Ph.D. Degree Requirements. The Physics Department has few course requirements, relying primarily on demonstrated competence in the Qualifying Examination, Comprehensive Examination, and doctoral thesis research. A course schedule is arrived at in individual conferences with an adviser. After making up any gaps in undergraduate (400-level) background, the student generally prepares for the qualifying examination by taking graduate-level Quantum Mechanics (Ph 531, 532, 533), Theoretical Mechanics (Ph 511, 512, 513), and Electromagnetic Theory (Ph 521, 522, 523).

The Ph.D. Qualifying Examination covers undergraduate physics (mechanics, electricity and magnetism, optics, modern physics, and thermodynamics) and the core of graduate physics (theoretical mechanics, statistical mechanics, quantum mechanics, and electromagnetic theory).

Before taking the Comprehensive Examination, the student is to round out his or her personal knowledge of physics and to acquire a knowledge of some area of current research in physics. Advanced studies in at least two specialized fields will be pursued. Normally, the requirement is met by taking at least two courses, not all from the same class: Class I. Solid State and Statistical Physics; Class II. Nuclear and Particle Physics; Class III. Atomic Physics.

The Comprehensive Examination is an oral examination. The candidate will present a discussion, lasting about an hour, of a current problem in physics, and propose an idea for a research project. The candidate is expected to understand the background and fundamental physics of the problem, and to communicate this knowledge to physicists in other fields.

The thesis is the most important requirement. Every candidate for the Ph.D. degree must submit a thesis embodying the results of research, and showing evidence of originality and ability in independent investigation. The thesis must be a real contribution to knowledge, based on the candidate's own investigations. It must show a mastery of the literature of the subject, and be written in creditable literary style.

Foreign Language Requirement. The Department of Physics expects that all incoming graduate students whose native language is English will have proficiency in one of the following foreign languages: French, German, or Russian. Proficiency may be demonstrated by passing the foreign language standard achievement test of the College Entrance Examination Board, or by completing certain courses.

Students whose native language is *not* English may select English as the required foreign language. Such students must then

pass an English proficiency test administered by the Counseling Center with an equivalent grade of "C" or better.

The language requirement must be satisfied before the student can take the Comprehensive Examination.

Undergraduate Courses

Ph 101, 102, 103. Essentials of Physics. 3 credit hours each term.
For students not majoring in physics, chemistry, or biology but who require a sound technical knowledge of fundamental physical principles. Less mathematical preparation is needed than for Ph 201, 202, 203. Three lectures. Prerequisite: Mth 95.

Ph 104, 105, 106. Descriptive Astronomy. 4 credit hours each term. (Offered for 3 credits each term, 1977-78.)
Descriptive treatment of both the solar and stellar systems, including the earth, moon, sun, planets, comets and meteors, properties of individual stars, star clusters, bright and dark nebulae, double and multiple stars, variable stars, our galaxy, the extragalactic system, and the expanding universe. Techniques of astronomical discovery are emphasized. Occasional viewing of celestial objects with a telescope. A working knowledge of high-school algebra is required. Three lectures.

Ph 108, 109. Elementary Astronomy. 3 credit hours each term.
Ph 108: The Solar System. A brief discussion of the solar system, including the sun; the individual planets, their motions and satellites; the origin, nature and behavior of comets; meteorites; and the origin of the solar system. Three lectures. Ph 109: The Stellar System. A brief discussion of individual stars and their properties, double stars, star clusters and details of our galaxy, the universe of galaxies and the expanding universe. Three lectures.

Ph 110. Atoms and Nuclei. 3 credit hours.
Nonmathematical introduction to the physics of atoms and nuclei, intended for liberal arts students who want an understanding of contemporary scientific thinking without technical details. Topics include the most important general concepts of atomic and nuclear physics, submicroscopic systems, the wave nature of matter, and uncertainty. Nuclear forces, radioactivity, fission and fusion are covered with emphasis on the underlying ideas. Three lectures.

Ph 112. Space, Time, and Motion. 3 credit hours.
Interpretation of the fundamental properties of space, time, and motion. Newton's laws of motion are postulated and applied and Newtonian concepts of space and time are discussed. The properties of light are reviewed and shown to be inconsistent with Newtonian concepts. The development of the special and general theories of relativity are traced, and relativistic concepts extended to include the effects of gravity on space-time. Prerequisite: High school algebra. Three lectures.

Ph 114. Physics of Energy and Pollution. 3 credit hours.
Physical aspects of human use of energy and accompanying changes in the environment; nature of the present energy and environmental crises and suggested solutions; power needs and sources, pollution problems and remedies. Primarily for nonscience majors. Three lectures.

Ph 116. The Sun as a Future Energy Source. 3 credit hours.
The physics of solar energy and its application to man's energy problems. Electromagnetic waves, quantization, geometrical optics, and thermodynamics as they apply to sunlight are considered. The theory of energy generation by the stars; the greenhouse effect of the earth's atmosphere; concentrating and planar solar-energy collectors, solar cells, and solar furnaces are discussed. Practical aspects of generating electrical power from solar energy using a conventional thermodynamic cycle, and heating and cooling of homes with solar energy are examined in detail. Prerequisite: High school algebra. Three lectures.

Ph 117. Elementary Electricity. 3 credit hours.
Elementary study of magnetic and electromagnetic phenomena and their applications in everyday life. Electrical charge and current; magnetism; energy production and conversion; the electron and electromagnetic waves; applications in electric power generation and transmission, electric motors, radio, radar, and television. Three lectures.

Ph 131. Physics of Sound and Music. 3 credit hours.
An elementary explanation of the physics of sound presented in a way particularly useful for music majors. Class size limited because of equipment used in demonstrations. Primarily for music majors. Three lecture/demonstrations.

Ph 199. Special Studies. 1-3 credit hours.

Ph 201, 202, 203. General Physics. 4 credit hours each term.
First-year college physics for science majors. Prerequisite: for standard section, Mth 101, 102 or equivalent; for advanced section, prior study of calculus or concurrent registration in Mth 201 or Mth 204. Four lectures.

Ph 204, 205, 206. Introductory Physics Laboratory. 2 credit hours each term.
Introduction to principles and methods used in experimental science. Students learn to solve physical problems based on real physical situations, correlating experiment and theory. Fall: Experimental error, force, momentum, energy; Winter: Electricity, magnetism, electronic measurements; Spring: Optics, atomic and nuclear physics. Prerequisite: Ph 101, 102, 103; or Ph 201, 202, 203, or concurrent registration in either. One discussion and one three-hour laboratory period.
Note: General physics and calculus, or consent of instructor, are prerequisite to all upper-division and graduate courses except for Ph 321, 322, 323.

Ph 321, 322, 323. Elements of Classical Physics. 4 credit hours each term.
An intermediate treatment of mechanics, electricity and magnetism, and thermal physics. This course is especially suitable for students who plan to teach science subjects in secondary schools. Not open to students who have credit for Ph 324, 325, 326. Prerequisite: Ph 101, 102, 103. Prerequisite or concurrent: Mth 207, 208, 209 or equivalent. Four lectures.

Ph 324, 325, 326. Classical Mechanics. 3 credit hours each term.
Fundamental principles of Newtonian mechanics; conservation laws; small oscillations; rigid bodies; special relativity; planetary motion; Lagrangian and Hamiltonian mechanics. Three lectures.

Ph 351, 352, 353. Thermodynamics and Statistical Physics. 3 credit hours each term.
Thermodynamics: equation of state, laws of thermodynamics, phase changes, entropy. Kinetic Theory: collision processes, transport phenomena, plasma state. Statistical Physics: phase space, entropy and probability, canonical distribution, quantum statistics, specific heat, low temperature phenomena. Prerequisite: concurrent registration in Ph 324, 325, 326 or consent of instructor. Three lectures.

Ph 401. Research. Credit hours to be arranged.

Ph 405. Reading and Conference. Credit hours to be arranged.

Ph 408. Special Laboratory Problems. Credit hours to be arranged.

Ph 409. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Upper-Division Courses Carrying Graduate Credit

Ph 407. Seminar. (G) Credit hours to be arranged.

Ph 417, 418, 419. Elements of Atomic, Nuclear, and Solid State Physics. (g) 4 credit hours each term.
An introductory treatment of atomic, nuclear, and solid state physics with major emphasis upon the experimental foundations. Especially suitable for students preparing for secondary-school teaching of chemistry or physics. Topics covered include relativity, atomic structure, optical and X-ray spectra, nuclear reactions, fundamental particles, particle accelerators, crystal structure, and properties of metals, insulators, and semiconductors. Not open to students who have credit for Ph 421, 422, 423. Four lectures.

Ph 421, 422, 423. Modern Physics. (G) 3 credit hours each term.
The experimental foundations of quantum physics. Atomic physics; introductory nuclear physics; solid state physics. Prerequisite: Ph 324, 325, 326, or consent of instructor. Not open to students who have credit for Ph 417, 418, 419. Three lectures.

Ph 431, 432, 433. Optics and Atomic Spectra. (G) 3 credit hours each term.
Image formation for coaxial systems, defects of images, effects of

apertures, optical instruments. Interference, diffraction, polarization. Propagation of light through anisotropic media. Electromagnetic theory of reflection and refraction; absorption and dispersion; scattering; magneto- and electro-optics. Atomic energy states, vector model and quantum-mechanical description. Fine structure and hyperfine structure, Zeeman effect, X-ray spectra. Three lectures.

Ph 434, 435, 436. Optics Laboratory. (G) 1 credit hour each term.
Laboratory exercises in geometrical and physical optics, designed to accompany the material discussed in Ph 431, 432, 433. One three-hour laboratory period.

Ph 441, 442, 443. Electricity and Magnetism. (G) 3 credit hours each term.
Advanced undergraduate study of electromagnetic phenomena, with primary emphasis on Maxwell's equations, electromagnetic waves and applications of wave theory to interference, diffraction, polarization, wave guides, cavities, etc. Prerequisite: Ph 324, 325, 326. Three lectures.

Ph 451, 452, 453. Introduction to Quantum Mechanics. (G) 3 credit hours each term.
Elementary quantum mechanics; the Schroedinger equation, wave functions and wave packets, uncertainty principle, hermitian operators, one-dimensional problems, the WKBJ approximation, angular momentum and spin, the hydrogen atom, identical particles, approximate methods, elementary scattering theory. Prerequisite: Ph 324, 325, 326 and concurrent registration in Ph 421, 422, 423. Three lectures.

Ph 461, 462, 463. Electronics. (G) 4 credit hours each term.
Circuits and techniques for physical measurements. Emphasis is on modular integrated circuit building blocks and modular instrumentation. The three quarters may be taken independently but form an integrated sequence. Fall: Discrete circuits and measurements. Passive and active solid state components; general circuit concepts and theorems; general measuring techniques and instruments. Winter: Analog electronics. Operational amplifiers, with applications in control, simulation, generation, and processing of signals. Spring: Digital electronics. Use of integrated circuit switching modules; digital logic and its electronic representation; digital measurements and control.

Ph 481. Special Relativity. (G) 3 credit hours.
The Lorentz transformation, relativistic kinematics, 4-vectors, electromagnetic fields. Three lectures.

Ph 491. X-Ray Crystallography. (G) 4 credit hours.
X-ray diffraction. Bragg's law, crystal symmetry, the reciprocal lattice, structure factors and Fourier syntheses, the phase problem, methods of determining small and macromolecular crystal structures. Laboratory work includes manipulation and alignment of crystals, taking and analyzing X-ray photographs, and use of basic X-ray diffraction equipment. Three lectures, one laboratory period. Consent of instructor is required.

Graduate Courses

Ph 501. Research. Credit hours to be arranged.

Ph 503. Thesis. Credit hours to be arranged.

Ph 505. Reading and Conference. Credit hours to be arranged.

Ph 507. Seminar. Credit hours to be arranged.
The following topics are offered with 1 credit hour each term, no grade.
Physics Colloquium.
Condensed Matter Seminar.
Atomic and Nuclear Physics Seminar.
Theoretical Physics Seminar.

Ph 509. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Ph 511, 512, 513. Theoretical Mechanics. 3 credit hours each term.
Lagrangian and Hamiltonian mechanics; small oscillations; rigid bodies; introduction to statistical mechanics.

Ph 521, 522, 523. Electromagnetic Theory. 3 credit hours each term.
Microscopic form of Maxwell's equations; derivation and solution of the wave equation; relativistic formulation; motion of charges in given fields; propagation and diffraction, radiation by given sources; coupled motion of sources and fields; the electromagnetic field in dense media. Three lectures.

Ph 531, 532, 533. Quantum Mechanics. 3 credit hours each term.
Matter waves and Schroedinger equation; statistical interpretation; measure process; uncertainty relations; complementarity; classical limit and WKBJ approximation; scattering symmetries and conservation laws; identical particles and permutation symmetry; approximation methods; Dirac equation; field quantization and radiation theory; recent advances. Prerequisite: Ph 451, 452, 453; Ph 511, 512, 513, and Ph 521, 522, 523, or concurrent registration in the latter two.

Ph 541, 542, 543. Statistical Physics. 3 credit hours each term.
Thermodynamics, statistical mechanics, kinetic theory; application to gases, liquids, solids, atoms, molecules, and the structure of matter. Three lectures.

Ph 551, 552, 553. Nuclear Physics. 3 credit hours each term.
Properties of nuclei; the deuteron; nuclear forces; electromagnetic transitions, beta decay; single-particle and collective aspects of nuclear structure; nuclear reactions; neutron physics. Prerequisite: an introductory course in quantum mechanics, such as Ph 452, 452, 453.

Ph 554, 555, 556. Theoretical Nuclear Physics. 3 credit hours each term.
Selected topics on the theory of nuclear structure and nuclear reactions. Three lectures.

Ph 561, 562, 563. Elementary Particle Physics. 3 credit hours each term.
Intrinsic properties of elementary particles, conservation laws. Electromagnetic, strong and weak interactions of elementary particles. Fundamentals of experimental techniques. Field theory, S-matrix theory, group theory, and other constructs. Phenomenological methods used to analyze particle reactions. Elements of scattering theory. Prerequisite: Ph 531, 532, 533, or equivalent. Three lectures.

Ph 564, 565, 566. Advanced Elementary Particle Physics. 3 credit hours each term.
Detailed discussion of special topics in elementary particle physics, to be chosen each year from such areas as scattering theory, field theory, dispersion relations, group theoretical symmetries, current algebras, general relativity, as well as other timely subjects as they arise in current elementary particle research. Prerequisite: Ph 561, 562, 563. Three lectures.

Ph 571, 572, 573. Solid State Physics. 3 credit hours each term.
Crystallography; thermal, electrical, optical, and magnetic properties of solids; band theory; metals, semiconductors, and insulators; defects in solids. Prerequisite: Ph 451, 452, 453.

Ph 574, 575, 576. Theory of Condensed Matter. 3 credit hours each term.
Advanced statistical mechanics and many-particle quantum mechanics, with emphasis on collective effects such as superfluidity, superconductivity, and ferromagnetism. Prerequisite: Ph 531, 532, 533, Ph 541, 542, 543, and Ph 571, 572, 573.

Ph 581, 582, 583. Atomic Spectra. 3 credit hours each term.
Relation of observed spectra to the theory of atomic and molecular structure, electron configurations, spectral terms, Zeeman effect, Stark effect, hyperfine structure, X-ray spectra; spectral line shape; rotational, vibrational, and electronic band spectra of diatomic molecules.

Ph 584, 585, 586. Experimental Spectroscopy. 1 credit hour each term.
Spectroscopic instruments (prismatic and grating); flame, arc, and spark spectra of elements; analysis of series lines in atomic spectra; Zeeman effect, analysis of band spectra of diatomic molecules, absorption spectra, Raman spectra, and photographic photometry. One three-hour laboratory period.

Ph 594, 595, 596. General Relativity. 3 credit hours each term.
Tensor analysis and Riemannian geometry; Einstein's field equations; experimental observations; symmetries and conservation laws; gravitational radiation; other theories of gravity; applications to astrophysics and cosmology. Prerequisite: Ph 511, 512, 513. Three lectures.

Political Science

John M. Orbell, Ph.D., Department Head, Professor of Political Science (choice theory, urban, elections). B.A., 1957, M.A., 1960, New Zealand; Ph.D., North Carolina, 1965; at Oregon since 1967.

Joseph M. Allman, Ph.D., Associate Professor of Political Science (community problem-solving). B.A., Antioch, 1960; M.A., 1966, Ph.D., 1968, Michigan State; at Oregon since 1966.

James C. Davies, Ph.D., Professor of Political Science (political behavior; revolution; fiction). A.B., Oberlin, 1939; Ph.D., California, Berkeley, 1952; at Oregon since 1963.

David J. Finlay, Ph.D., Professor of Political Science (international relations). B.A., Willamette, 1956; M.A., 1958, Ph.D., 1962, Stanford; at Oregon since 1965.

Joseph R. Fiszman, Ph.D., Professor of Political Science (comparative politics). B.A., St. John's, Shanghai, 1948; M.A., Emory, 1956; Ph.D., Michigan State, 1964; at Oregon since 1959.

Daniel Goldrich, Ph.D., Professor of Political Science (political development: American, third world). B.A., Antioch, 1955; M.A., 1957, Ph.D., 1959, North Carolina; at Oregon since 1963.

Arthur M. Hanhardt, Jr., Ph.D., Professor of Political Science (comparative politics, Europe). B.A., Rochester, 1953; M.A., Colgate, 1958; Ph.D., Northwestern, 1963; at Oregon since 1963.

Thomas Hovet, Jr., Ph.D., Professor of Political Science (international organization). A.B., Washington, 1948; M.A., New York University, 1949; Ph.D., New Zealand, 1954; at Oregon since 1965.

James R. Klonoski, Ph.D., Professor of Political Science (American government; presidency; constitutional law and politics). B.S., 1947, M.A., 1948, Minnesota; Ph.D., Michigan, 1958; at Oregon 1961-68, and since 1969.

Jerry F. Medler, Ph.D., Associate Professor of Political Science (political theory, research methods). B.A., Northwestern, 1963; M.A., 1965, Ph.D., 1966, Oregon; at Oregon since 1968.

Judith Merkle, Ph.D., Assistant Professor of Political Science (public administration). B.A., California, Berkeley, 1962; M.A., Harvard, 1964; Ph.D., California, Berkeley, 1974; at Oregon since 1971.

Joyce M. Mitchell, Ph.D., Professor of Political Science (public policy, legislative politics). B.A., Pomona, 1952; M.A., 1954, Ph.D., 1964, California, Berkeley; at Oregon since 1960.

William C. Mitchell, Ph.D., Professor of Political Science (democratic institutions, public policy). B.A., Michigan State, 1950; M.A., Illinois, 1951; Ph.D., Harvard, 1960; at Oregon since 1960.

Lawrence C. Pierce, Ph.D., Associate Professor of Political Science (public administration, public finance). B.A., Yale, 1959; M.P.A., 1965, Ph.D., 1970, Cornell; at Oregon since 1969.

Parkes Riley, Ph.D., Assistant Professor of Political Science (South Asia, political theory). A.B., Harvard, 1963; M.A., 1965, Ph.D., 1974, California, Berkeley; at Oregon since 1971.

Peter R. Schneider, Ph.D., Assistant Professor (international relations, cross-national political analysis). B.A., Oklahoma State University, 1967; M.A., 1968, Ph.D., 1973, Indiana University; at Oregon since 1973.

M. George Zaninovich, Ph.D., Professor of Political Science (political theory; eastern Europe). B.A., 1953, M.A., 1959, Ph.D., 1964, Stanford; at Oregon since 1966.

L. Harmon Zeigler, Ph.D., Professor of Political Science; Research Associate, Center for Educational Policy and Management (American politics). B.A., 1957, M.A., 1958, Emory; Ph.D., Illinois, 1960; at Oregon since 1964.

Faculty Emeriti

Charles Schleicher, Ph.D., Professor of Emeritus of Political Science (international relations). A.B., College of Pacific, 1928; M.A., Hawaii, 1931; Ph.D., Stanford, 1936; at Oregon since 1947.

Political Science at Oregon offers a variety of approaches to understanding politics and government. Students may study political science with an emphasis on the normative, traditional perspective, the "behavioral persuasion" of the 1950s and 60s, and the public policy and public choice thrust of the "post-behavioral era." The department encourages students to become involved in individual and group research projects, focusing on the political problems and issues besetting local, state, and national communities.

Undergraduate Studies

The undergraduate program in political science is designed: (1) to provide a systematic understanding of the political process; (2) to provide a basic background to students preparing for careers in government (local, state, and national), law, journalism, and the teaching of social studies; (3) to prepare students for graduate work leading to professional careers in political science.

The 100- and 200-level (lower-division) courses in the department are designed to provide fundamental introductory courses, basic to building a major in political science.

The 300-level (upper-division) courses are designed to provide awareness of the chief areas and concerns of political science. PS 321, Introduction to Political Analysis; PS 322, Introduction to Comparative Politics; and PS 325, American Foreign Policy, are conceived as primary courses, providing a useful basis for 400-level courses. In response to student demand, the department recently added several new 300 courses, including: PS 330, Introduction to Political Theory; PS 339, Middle East Politics; PS 345, Urban Politics; PS 347, Political Power, Influence, and Control; PS 340, Introduction to Public Policy; and PS 348, The Politics of Education.

The 400-level (also upper-division) courses are the advanced and specialized courses in the department. A variety of these courses are offered in the chief areas of political theory and methodology, comparative government, public policy, and international relations. At the discretion of the instructor, there may be specific course prerequisites for taking certain 400-level courses. It is recommended, but not required, that students have at least 9 credit hours in political science courses before taking 400-level courses.

Requirements for a Political Science Major. Students majoring in political science are required to complete a minimum of 42 credit hours of undergraduate political science courses leading to a Bachelor of Arts or Bachelor of Science degree. At least 30 credit hours must be upper-division courses and graded. However, 12 credit hours of lower-division (100- and 200-level) courses may be taken on a pass-no pass basis. Work completed in Seminars (PS 407) may be included within the 42-hour requirement. Search courses may be taken only on a pass-no pass basis and therefore do not count toward the political science requirements. No special curriculum is required for political science majors.

No more than 10 credit hours of field work may be applied toward the 42 hours. This work must be done under the direction of a faculty member who has set up academic criteria to evaluate the work. The student must be registered in the University while earning credit.

There are no departmental requirements for entering freshmen. Students planning to transfer to Oregon from two-year colleges should take the basic introductory political science courses offered at those institutions. *At least six courses in political science must be completed in residence at the University of Oregon to qualify for a B.A. or B.S. degree in political science.*

The department believes that each student should plan a personal course program in the light of what courses will be most useful for each student's career objective. The pass-no pass opportunity for 12 credit hours of lower-division courses is made available so that students will feel encouraged to get these fundamental courses without apprehension about a grade. It is hoped that students taking those courses will therefore concentrate on building a solid base for other more advanced courses.

By requiring only 42 credit hours of courses, instead of specific course requirements, the department is placing the responsibility on each student to carefully plan a program of courses that will be most useful to career goals. It is recognized that different career goals may merit different course programs. We also recognize that a career goal may well involve not simply planning a course program in political science, but also should involve an awareness of courses in other departments of the University that are relevant. Undergraduate majors have to realize that the choice of courses they select may well affect their career opportunities. It is extremely important that decisions about a course program be carefully planned.

With the help of a faculty adviser, the student should set out a model program. This is not intended to be mandatory but rather to suggest what courses might be appropriate for the particular career objectives. Some "model" course programs are available from the department. It is essential that a student consult as soon as possible before registration, and frequently thereafter with advisers in considering choices of actual courses.

The department owns television equipment which is available for use in classes and for research projects undertaken by students under the direction of members of the staff.

Secondary-School Teaching of Social Studies. For certification as a teacher of social studies in Oregon high schools, the Teacher Standards and Practices Commission requires (1) the satisfiction of certain minimum standards of subject preparation, (2) the satisfaction of certain minimum standards of professional education preparation, and (3) the recommendation of the institution at which the student completes the subject preparation. For details of this program, consult the special adviser for teacher education in the Department of Political Science or the Office of Student Teaching and Teacher Certification in the College of Education.

Graduate Studies

The Department of Political Science offers a graduate program of studies leading to the Master of Arts, Master of Science, and Doctor of Philosophy degrees. The program is designed to prepare a student for teaching, research, and governmental or other public service, as well as to enable the student to understand and participate in public affairs. Regular members of the department, special lecturers, and occasional visiting faculty members offer advanced courses and seminars in most fields of political science. Joint faculty-student studies, inter-departmental research projects, and individual research are currently being conducted in such diverse areas as public administration in European nations, political parties, the politics of educational finance, the failure of public programs, political socialization in East Europe, revolution, the politics of the sea, public policy in several countries, international relations, origins of violence and the theory of democratic institutions.

The program is designed for flexibility. There are no courses specifically required (other than the Graduate School language requirement), and no designated fields of political science. A group of courses dealing with techniques of analysis is offered, but—because students enter graduate school with varying skills—no particular sequence is required. Students are encouraged to consult with their adviser and the course instructors in developing a "skill" program that meets their particular needs.

The student develops a program in conjunction with a special committee chosen by the student and consisting of three faculty members. This committee evaluates the student's progress toward a degree. During the first month of graduate work, each student selects a faculty member to serve as chairman of a special committee. It is the privilege of the graduate student to ask any faculty member in the department to serve as the chairman of the committee. The chairman discusses with the graduate student the area of interest in political science and recommends other faculty members either within the department or in other departments of the University who might represent those areas on the special committee.

During the first phase of the graduate program (for master candidates), the special committee helps the graduate student select a program of study and supervises the preparation of a bibliographic essay. The special committee also evaluates the essay and overall performance and decides whether the student is permitted to advance to the Ph.D. program.

During the second phase of the graduate program (for students in the Ph.D. program), each graduate student continues to be directed by a special committee. Since the student may have been uncertain of specific interests at the time the master committee was chosen, the student is encouraged to change the membership of the special committee (called Committee 1 and Committee 2, at this stage) as interests in political science change.

The three-person committee, however constituted, advises the student on the program of study, and supervises either the writing of two research papers or the teaching of a course or both. Because the committees for the two Ph.D. papers must not overlap, students are obliged to work with at least six different faculty members; if they select different committees for their three papers and dissertation, they will have worked with at least twelve faculty members.

When the student has completed either a research paper or a course or both, the special committee evaluates the paper or course and schedules a public presentation. Successful completion and presentation of a research paper or course is a requisite for continuing on to a second paper or the teaching of a course. That is, Committee 1 advises on the first paper or course with oral examination. Upon successful completion of both research papers or one paper and teaching one course, the student is advanced to candidacy for the Ph.D. degree.

Details of the graduate program may be obtained by consulting the department. Information indicating admission requirements and procedures and describing graduate work will be provided by the department in response to all inquiries.

Undergraduate Courses

PS 100. American Government. 3 credit hours.
A theoretical introduction to American institutions, American political doctrines, and the American ideology as these affect the course of politics and public policy in America. Klonoski, Fiszman, Medler, staff.

PS 101. Modern World Governments. 3 credit hours.
An introduction to the political systems, practices, and institutions of leading contemporary nations, including Britain, France, the Soviet Union, China, and selected nations within Africa and Latin America. Riley, Merkle.

PS 105. Crisis and Response in International Politics. 3 credit hours.
Four major and continuing international crises examined in terms of the collective responses made by nation-states and international organizations: instability and conflict; environment; uneven economic development; population. A limited number of specific cases characterizing international crises and response analyzed each term. Hanhardt.

PS 199. Special Studies. 1-3 credit hours. Topics of study to be arranged.

PS 203. State and Local Governments. 3 credit hours.
Emphasis is on linkage between elites (decision-makers) and masses, with attention to: values, beliefs, participation, process. Topics of study include mass participation, state and community elites, violence, public policy, and other related phases of the local and state political systems. Structure of the political system not emphasized. Zeigler, staff.

PS 205. International Relations. 3 credit hours.
Emphasis varies. (I) An introduction to the intellectual tools for the analysis of relations among nations; the nature of international relations. Staff. (II) Political and economic relations between the U.S. and the Third World. Sources of U.S. involvement in Third World politics: U.S. structure of power in foreign and defense policy areas; national security bureaucracy; concentration and growth of American political and economic power, consequences for relationships with the Third World; the public and foreign policy toward the Third World; development strategies. Goldrich, Finlay, Hovet.

PS 207. Introduction to Political Science. 3 credit hours.
Theories, concepts, and research methods appropriate to understanding how conflicts among people are resolved; political analysis in the context of the behavioral sciences; conflict resolution, institutions, and organizations which operate to resolve conflict. Allman, Medler, Riley, Orbell, staff.

PS 225. Political Ideology. 3 credit hours.
Examines the role of ideology, the organization of propaganda, and the structure of mass political action in the modern state. Systems of 20th century political thought, including the Liberal-Democratic, Socialist, Fascist, and Communist, will be discussed. Merkle, Zaninovich.

PS 230. Urban Politics. 3 credit hours.
Conflict in cities; power structures; protest movements and political participation; urban political institutions; critiques of urban politics; black politics. Orbell, staff.

PS 250. Logic of the Good Society. 3 credit hours.
The problem of how to organize a "good society" given the logic of collective dilemmas: that self-interested action by individuals can lead to collective outcomes that are against everyone's interests, economically, environmentally, and socially. Orbell.

PS 321. Introduction to Political Analysis. 3 credit hours.
Introductory survey of the basic scope and methods of contemporary political science, including: philosophy of social science, political ethics, empirical theory, and political methodology. Medler, J. Mitchell, Riley, W. Mitchell, Orbell, staff.

PS 322. Introduction to Comparative Politics. 3 credit hours.
Analysis of major concepts and approaches in the study of comparative government and politics. Hanhardt, Riley.

PS 325. American Foreign Policy. 5 credit hours.
Basic concepts underlying the formulation and implementation of American foreign policy; relationships between American society and American foreign policy, the relationship of the United States to other governments, and the relationship of the United States to its international environment, including governmental and non-governmental organizations. Schneider.

PS 326. Theories of International Politics. 5 credit hours.
A systematic analysis, drawing upon a variety of theoretical frameworks of the basic features of the international political system, the goals and objectives of its members, and the strategies whereby the members of the system seek to obtain their goals. Schneider.

PS 330. Introduction to Political Theory. 3 credit hours.
Various approaches suggested by selected political theorists, past and present; problem of knowledge as it relates to politics for practitioner and scientist; various modes of transmitting ideas about the nature of political experience; relationship between political knowledge and political activity. Zaninovich.

PS 337. Southern Asia in Modern Times. 5 credit hours.
Historical background and contemporary political systems and major problems of India, Pakistan, Bangladesh and Sri Lanka since 1947. Riley.

PS 338. Southern Asia in Modern Times. 5 credit hours.
Historical background and contemporary political systems and major problems of Burma, Thailand, Malaysia, Singapore, Laos, Cambodia, Vietnam, the Philippines, and Indonesia. Riley.

PS 339. Middle East Politics. 3 credit hours.
Course to cover history, traditions, culture, and politics of the Middle East. Emphasis is on dimensions of conflict, impact of tradition and culture on local and national politics, comparison of Middle Eastern political systems, and the role of the Middle East in international politics. Schneider.

PS 340. Introduction to Public Policy. 3 credit hours.
Consideration of alternative means of explaining the process of policy-making, and alternative strategies of decision-making in the policy process, applied to issues of contemporary concern. J. Mitchell.

PS 345. Urban Politics. 3 credit hours.
Conflict in the city, general theory; power and political resources; where power resides; the uses of protest; the meanings of violence; strategies for the discontented; alternative strategies for blacks; community control as an alternative; urban politics; a theoretical overview. Orbell.

PS 347. Political Power, Influence, and Control. 3 credit hours.
Examination of political power as a central concept in the study of politics and as an important aspect of political reality; major theoretical and empirical analyses in a variety of contexts; power in interpersonal relations as well as governmental institutions; relationship between power and democracy. Medler.

PS 348. The Politics of Education. 3 credit hours.
Assessment of the impact of high schools upon the political values and styles of students. Major emphasis of the course is: linkages between educational and political systems. Zeigler.

PS 351. Introduction to Public Administration. 3 credit hours.
Examination of various approaches to and conceptions of public administration; application of various theories of administration to the study of public organizations; substantive problems of organizations; structure and internal administration; personnel and finance. Merkle, Pierce.

PS 403. Thesis. Credit hours to be arranged.

PS 405. Reading and Conference. Credit hours to be arranged.

PS 406. Supervised Field Study. Credit hours to be arranged.

PS 409. Supervised Tutoring Practicum. 1-3 credit hours.

Upper-Division Courses Carrying Graduate Credit

PS 407. Seminar. (G) Credit hours to be arranged. Not all of the following topics will be offered in any one year. Offerings vary from year to year, depending upon student interests and needs, and availability of faculty.

Community Problem-Solving. Allman.
Africa. Finlay.
African Political Literature. Finlay.
Conflict Management. Finlay.
Futurology. Finlay.
International Relations Theory. Finlay.
Students and Politics. Finlay.
Theory of Conflict and War. Finlay.
Classic Comparative Political Literature. Fiszman.
Comparative Communist Systems. Fiszman.
Comparative Labor Movements. Fiszman.
Comparative Community Politics. Fiszman.
Comparative East European Political Behavior. Fiszman.
Marxism: Classical and Contemporary. Fiszman.
Marxism: Revolution vs. Guerrilla Warfare. Fiszman.
Problems in American Political Development. Goldrich.
Problems of Developing Nations. Goldrich.
Environmental Politics. Goldrich.
Politics of a Divided Nation. Hanhardt.
Introduction to Comparative Politics. Hanhardt.
Politics of Aging. Hanhardt.
International Relations Theory. Hovet.
International Organization. Hovet.
International Law. Hovet.
Asian Political Thought. Hovet.
U.S. Senate Simulation. Klonoski.
Comparative Administration. Merkle.
Comparative Government National Defense Policy. Merkle.
Russian Revolutionary Theory. Merkle.
Sino-Soviet Relations. Merkle.
Women in Politics. Merkle.
Introduction to Methodology. Medler.
Intermediate Research Methods. Medler.
Mathematical Foundations. Medler.
Policy Analysis. J. Mitchell.
Policy Evaluation. J. Mitchell.
Public Education Finance. Pierce.
History of Political Theory: Machiavelli to Rousseau. Riley.
History of Political Theory: Plato and Aristotle. Riley, Merkle.
Twentieth Century Political Theory. Riley.

Nationalism and Imperialism. Riley.
Comparative Politics of the Third World. Riley.
Empirical Political Theory. Riley.
Cross-National Political Analysis. Schneider.
Quantitative Approaches to International Politics. Schneider.
Government and Politics of the Mid-East. Schneider.
Political Development in the Balkans. Zaninovich.
Myth, Ritual, and Authority. Zaninovich.
Philosophy of Political Inquiry. Zaninovich.
Comparative Communism: Theory and Method. Zaninovich.

The Human Organism and Political Development. Davies. An analysis of research and theory in the human central nervous and endocrine systems that helps to explain the organic roots of frustration and the often violent demand for political change. Prerequisite: PS 470, or consent of instructor. Recommended prerequisite: course work in neurophysiology, physiological psychology, or developmental psychology.

PS 412. Administrative Organization and Behavior. (G) 3 credit hours.
Theories of bureaucratic organization analyzed in different contexts; organizational theory considered, including small groups, the nature of authority and decision making; research fiindings from several social sciences brought to bear: implications of large-scale organization for the individual reviewed in attempt to understand the kinds of accommodations individuals make to complex structures. Merkle, Pierce.

PS 413. The Politics of Bureaucracy. (G) 3 credit hours.
Examination of effects of bureaucratic organization on the behavior of people in bureaus, and the factors affecting the supply of goods and services by bureaus; alternative forms of public organization and the conditions under which they are likely to improve the performance of government. Pierce.

PS 414. Political Parties. (G) 3 credit hours.
Major theories of the United States political parties; the primary function of parties in the United States as compared with other systems; socialization and recruitment, political identification, voting behavior and party organizations. Klonoski.

PS 415. Political Parties. (G) 3 credit hours.
Political parties in the context of United States, federalism; parties in the states considered comparatively; Oregon political parties in the context of metropolitan areas; the interrelationships of parties on several levels of government; comparison with other systems. Klonoski.

PS 416. Political Parties. (G) 3 credit hours.
Parties on the national level—in Congress, the Presidency, administration, interest groups; parties and national decisionmaking. Emphasis on the Presidency and political leadership. Comparison with Western Europe and developing systems. Klonoski.

PS 417. Unionization of Public Employees. (G) 3 credit hours.
Unionization of public employees has produced fundamental changes in the manner in which decision are made in the public sector. Explores the growth of public sector unions and the public policy issues unionization creates. The implications of unionization and collective bargaining in public education. Wherever possible, the topic of discussion will be related to Oregon's experience under its comprehensive collective bargaining statute. Pierce.

PS 418. Literature and Politics of the USSR and Eastern Europe. (G) 5 credit hours.
Soviet and East European life (styles, social relations, values, and standards) and politics as seen through the works of native novelists, poets, and dramatists. Fiszman.

PS 420. International Organization. (G) 3 credit hours.
Nature and extent of the organization of interaction among nations. Focus on the United Nations, but illustrations and generalization from a wide range of regional and functional organizations including the specialized agencies. Emphasis is on the process of communication interaction and bargaining negotiation within the organization environment. Hovet.

PS 421. International Organization. (G) 3 credit hours.
Role of international organizations in the management and resolution of conflict. Specific conflict situations in the U.N., regional and functional organizations considered in attempting to assess the utility of international organizations in handling conflict and affecting integration among states. Hovet.

PS 422. International Law. (G) 3 credit hours.
Introduction to international public law as an aspect of international organization; international law and the political process; the international Court of Justice. Hovet.

PS 424. Politics of Western Europe I. (G) 3 credit hours.
Governmental institutions and political processes of Great Britain, France, the Federal Republic of Germany. Special attention to interest groups, parties and voting behavior in the period since World War II. Hanhardt.

PS 425. Politics of Western Europe II. (G) 3 credit hours.
Governmental institutions and political processes of the smaller Western European democracies: Italy, Belgium, The Netherlands, and the Scandinavian countries. Hanhardt.

PS 427, 428. Government and Politics of the Soviet Union. (G) 3 credit hours each term.
Governmental institutions and political processes in the Soviet Union. Fiszman.

PS 430. Political Theory: Ancient and Medieval. (G) 3 credit hours.
Survey of the theories of political order and process of the Ancient World and the Middle Ages; covers early Middle-Eastern political thought (including experience, Socrates and Plato, Aristotle and the Greek polis, Cicero and universal political community, Augustine and early Christian political theory, and Aquinas and rediscovery of Aristotle; an overview of this early period of the development of political theory in the Western World. Zaninovich.

PS 431. Political Theory: Renaissance, Reformation, and Early Modern. (G) 3 credit hours.
Survey of the development of political theory from the Renaissance (Machiavelli) through reactions to the French Revolution (Burke, Hegel); primary figures to be covered during the term are Machiavelli, Hobbes, Locke, Rousseau, and Hegel; brief attention to the Conciliarists, Luther, Calvin, Bodin, Hooker, Harrington, Montesquieu, Kant, and Hume. Zaninovich, Riley.

PS 432. Political Theory: Nineteenth and Twentieth Centuries. (G) 3 credit hours.
Survey of the history of political theory during the nineteenth century and the first half of the twentieth including sources and origins of contemporary political thought; Utilitarianism and liberalism (Bentham, Tocqueville, Mill), radical and revolutionary traditions (Bakunin, Marx, Nietzsche, Sorel, Lenin, the Fabians), the beginning of social science (French positivism, Weber), and critiques or defenses of mass democracy (Michels, Mosca, Pareto, Freud, Ortega, Dewey. Riley, Zaninovich.

PS 433. Marxist Political Theories. (G) 3 credit hours.
Examines the rich variations in Marxist theorizing—taking this in its broadest sense; also an investigation of the theoretical responses of Marxism to various environmental contexts. The different schools surveyed historically. Study of the problem of how Marxist theoretical expression and adaptation in one environment might compare to that in another. Zaninovich, Fiszman.

PS 435. Perspectives on Law. (G) 3 credit hours.
Systematic examination of the variety of perspectives on the concept of law generated in Western political thought; includes the views of Plato, Aristotle, Aquinas, Hobbes, Marx, Austin, Weber, Kelsen, contemporary scholars in legal anthropology.

PS 438. Urban Politics. (G) 3 credit hours.
Theoretical perspectives; the dispute about power structures; the political context; community conflict; political participation; urban protest movements; new political forms, community control; black politics in the city. Instructor's consent is required. Orbell.

PS 440. Comparative Foreign Policies. (G) 3 credit hours.
Comparative analysis of the international behavior of selected states in conflict such as the Middle Eastern states, etc. Consideration of the systemic and societal variables influencing their behavior, and an analysis of the quality and content of their international behavior. Hovet.

PS 441. Comparative Foreign Policies. (G) 3 credit hours.
Comparative analysis of the international behavior of major states (i.e., USA, USSR, China). Consideration of the systemic and societal variables influencing their behavior, and an analysis of the quality and content of their international behavior. Hovet.

PS 442. Comparative Foreign Policies. (G) 3 credit hours.
A comparative analysis of the international behavior of selected developing states such as India, Nigeria, Brazil, others. Consideration of the systemic and societal variables influencing their behavior and an analysis of the quality and content of their international behavior. Hovet.

PS 452. Elections and Opinions. (G) 3 credit hours.
Electoral response in past presidential elections; electoral theory; primary elections; campaigning strategies; impact of the mass media. Orbell.

PS 453. Elections and Opinions. (G) 3 credit hours.
Attitudes and beliefs in politics; ideology; voter motivation and values; party response to voters; impact of mass preferences on policy outcomes; elections and the democratic order. Orbell.

PS 456. Democratic Processes. (G) 3 credit hours.
Application of formal rational models to democratic institutions and processes. W. Mitchell, Riley.

PS 457. Democratic Processes. (G) 3 credit hours.
Details of democratic processes of resource allocation, distributions of benefits and burdens, and control. W. Mitchell, Riley.

PS 458. Democracy and Public Policy. (G) 3 credit hours.
Criteria for the assessment of policy alternatives are reviewed and applied to a variety of situations involving resource allocation, distributions of benefits and costs, and the design of controls in a democracy. W. Mitchell.

PS 460, 461. Government and Politics of the Far East: China. (G) 3 credit hours each term.
The political organization of modern China and the political behavior of significant groups of elites within Communist China; historical and ideological background, revolutions, the problems facing the present regime, the relationships with other Communist states; treatment of various classes and groups in terms of ideology as well as political practice. Merkle.

PS 463. Government and Politics of Latin America. (G) 3 credit hours.
Concept, structure, and dynamics of dependency; the inter-American political economy; the degree of interdependence between the U.S. and Latin America regarding markets, trade, resources, investment; the relevance of the Chinese model; range of third-world formulations on development values and associated strategies; the ecological crisis in relation to Latin America's escape from dependency. Goldrich.

PS 464. Government and Politics of Latin America. (G) 3 credit hours.
A comparative assessment of development directions in the dynamic Latin American societies—Brazil, Peru, Chile, and Cuba; special attention to the Andean Common Market. Consequences of the adopted strategy in meeting basic human material and social needs. Special resources or weaknesses of each country for developing independence. Goldrich.

PS 465. Government and the Economy. (G) 3 credit hours.
Examines the relationship between government and the market economy; includes the politics of fiscal and monetary policy, government budgeting and the regulation of economic activity. Pierce.

PS 466. Government Budgeting. (G) 3 credit hours.
Introduction to major theories, practices, and problems of government budgeting. Theory of public-resource allocation, the Federal budget, budgeting practices, incremental budgeting system, budgeting, the planning-programming-budgeting system, budgetary control, the politics of budgeting, intergovernmental fiscal relations, state and local budgeting, and current problems of government budgeting. Pierce.

PS 467. The American Presidency. (G) 3 credit hours.
The Presidency is viewed ambivalently as the key institution in the American political system: the source of great good, but also of great harm. The positive and negative impact of the Presidency upon American democracy, its people and its institutions. Analysis of Watergate within context of national experience with the Presidency. Klonoski.

PS 470. Political Behavior. (G) 5 credit hours.
Political behavior of individuals examined in the light of psychological and sociological theory; types of political institutions and kinds of government adapted to the needs and behavioral tendencies of people living in either developing or modern industrial and technological society. Recommended prerequisite: an introductory psychology course. Davies.

PS 475. Political Revolution. (G) 5 credit hours.
Analysis of causes of revolution, using historical, psychological, and sociological data to explain how violent changes in political power come about. Analysis of specific past revolutions in the search for common phenomena and general theory. Prerequisite: PS 470 or consent of instructor. Davies.

PS 476. Political Revolution: Research and Theory. (G) 5 credit hours.
Oral and written reports on particular revolutions or revolutions in general. Prerequisite: PS 475. Davies.

PS 478. Political Fiction. (G) 5 credit hours.
Analysis of a variety of novels and other literature in the light of the implications of such works for the understanding of why people act as they do in their relationships to government. Recommended prerequisite: PS 470 and PS 475. Davies.

PS 480. Oregon Legislative Process. (G) 3 credit hours.
Examines major bills before the legislature and the politics of enacting them. Offered bi-annually during sessions of Oregon Legislature. Field trips required. Pierce.

PS 481. Oregon Administrative Process. (G) 3 credit hours.
Explores major executive agencies and their rule-making and administrative behavior. Offered bi-annually in alternate years from PS 480. Pierce.

PS 482. Legislative Politics. (G) 3 credit hours.
The study of legislative operations in various governmental settings; their functions and exercises of power, composition, decision-making, and influence in the political system. J. Mitchell.

PS 483. Allocation of Justice. (G) 3 credit hours.
Study of the nature of justice and how it is administered by police, lawyers, district attorneys, juries, and judges. Klonoski.

PS 484. The Supreme Court in America. (G) 3 credit hours.
The Supreme Court is analyzed as a political body and the judicial role is studied in the context of the economic, political, social, and psychological factors that influence the Court's decisions. Klonoski.

PS 485. Civil Rights and Civil Liberties. (G) 3 credit hours.
The Supreme Court's rulings on civil liberties and civil rights, freedom and equality, especially under Warren and Burger. Klonoski.

PS 488. The Policy Process. (G) 3 credit hours.
Systematic study of the factors involved in policy-making. Sources of demands, nature of decisions, problems of effectuation, and political consequences compared in various policy areas. J. Mitchell.

PS 489. Comparative Public Policies. (G) 3 credit hours.
Definition and measurement of public policies for comparative purposes, in local, national and cross-national settings. Means of assessing their relationships, purposes, and impacts. Investigation of comparative theories about policymaking in terms of political, social, and environmental factors.

PS 490. Community Politics I. (G) 3 credit hours.
Analysis of the nature of political processes and institutions at the local level, formal and informal decision-making; distribution of political power in the context of democratic theory. Students prepare and show an audio-visual presentation (film, video tape, etc.) analyzing some aspect of community politics. Medler, Goldrich.

PS 491. Community Politics II. (G) 3 credit hours.
Critical analysis of research in the area of community politics. Students are encouraged to develop and execute their own research projects. Prerequisite: PS 490. Medler, Goldrich.

PS 492. Political Decision-Making. (G) 3 credit hours.
Field studies, explorations of collective or public decision-making, theories of power, goals, and strategies, competition, and coalition formation applied to a variety of current political situations. J. Mitchell.

PS 496. National Security Policy. (G) 3 credit hours.
Factors in the development of national security policy, with emphasis upon decision-making, and the implications and consequences of such policies, nationally and abroad. J. Mitchell, Merkle.

PS 498. Public Policy and Citizen Action. (G) 3 credit hours.
This course is a quest for ideas on ways ordinary persons can affect the operation of governmental policy, other than by the regular political party campaign and electoral process. It will be concerned with methods, strategies, resources, and opportunities for action aimed at effecting policies. Cases and precepts will be considered by members of the class from assigned readings, observed situations, or research sources. J. Mitchell.

Graduate Courses

PS 501. Research. Credit hours to be arranged.

PS 503. Thesis. Credit hours to be arranged.

PS 505. Reading and Conference. Credit hours to be arranged.

PS 506. Supervised Field Study. Credit hours to be arranged.

PS 507. Seminar. Credit hours to be arranged.

Political Behavior. Davies.
Contemporary Political Theory. W. Mitchell.
Logic of Good Society. Orbell.
Modes of Theory Construction. Orbell.

PS 509. Teaching Practicum. 1-5 credit hours.

PS 511. Quantitative Approaches to International Politics I. 5 credit hours.
A periodic review of the research literature, with attention given to the epistemological, methodological, and substantive concerns of scholars who employ quantitative approaches to international politics. Schneider.

PS 512. Quantitative Approaches to International Politics II. 5 credit hours.
Specific topics in quantitative international politics. Schneider.

PS 520. Cross-National Political Analysis I. 5 credit hours.
Examination of research literature in the field; includes basic epistemological and methodological issues encountered in cross-national analysis as procedure of scientific political inquiry, quality of cross-national data, concept formation, operationalization and measurement, research design, and data-analytic techniques. Schneider.

PS 521. Cross-National Political Analysis II. 5 credit hours.
See PS 520 for details. PS 521 devoted to such specific areas of cross-national research as political development, domestic violence, etc. Schneider.

Psychology

Robert F. Fagot, Ph.D., Department Head, Professor (measurement theory, choice theory, psychophysics). B.S., Massachusetts Institute of Technology, 1946; Ph.D., Stanford, 1956; at Oregon since 1956.

Fred Attneave, Ph.D., Professor (perception, learning). B.A., Mississippi, 1942; Ph.D., Stanford, 1950; at Oregon since 1958.

Jacob Beck, Ph.D., Professor (perception, psychophysics, vision). B.A., Yeshiva, 1950; M.A., 1951, Ph.D., 1957, Cornell; at Oregon since 1966.

Anthony Biglan, Ph.D., Assistant Professor (clinical, continuing education). A.B., 1966, Rochester; Ph.D., 1971, Illinois; at Oregon since 1973.

Sheldon Cohen, Ph.D., Assistant Professor (social, environmental, race relations). Ph.B., Monteith College, Wayne State, 1969; Ph.D., New York University, 1973; at Oregon since 1973.

Robyn M. Dawes, Ph.D., Professor (social judgment, assessment, math models). B.A., Harvard, 1958; M.A., 1960, Ph.D., 1963, Michigan; at Oregon since 1967.

Beverly Fagot, Ph.D., Assistant Professor (developmental, early childhood). B.A., Occidental, 1960; Ph.D., Oregon, 1967; at Oregon since 1965.

Fred Fosmire, Ph.D., Professor (social, group problem solving, group consultation). B.A., 1948, M.A., 1949, Ph.D., 1952, Texas; at Oregon since 1958.

Lewis Goldberg, Ph.D., Professor (assessment, personality, clinical judgment). A.B., Harvard, 1953; M.A., 1954, Ph.D., 1958, Michigan; at Oregon since 1960.

Barbara Gordon-Lickey, Ph.D., Associate Professor (sensory physiology, sensory processing). A.B., Radcliffe, 1963; Ph.D., Massachusetts Institute of Technology, 1966; at Oregon since 1969.

Marvin Gordon-Lickey, Ph.D., Associate Professor (physiological, learning). A.B., Oberlin, 1959; M.A., 1962, Ph.D., 1965, Michigan; at Oregon since 1967.

Douglas Hintzman, Ph.D., Professor (human learning and memory, computer simulation of cognitive processes). B.A., Northwestern, 1963; Ph.D., Stanford, 1967; at Oregon since 1969.

Ray Hyman, Ph.D., Professor (perception-cognition, coding processes, problem solving). A.B., Boston, 1950; M.A., 1952, Ph.D., 1953, Johns Hopkins; at Oregon since 1961.

Stephen M. Johnson, Ph.D., Associate Professor (behavior modification, child clinical, family interaction). B.A., Pittsburgh, 1964; M.A., 1966, Ph.D., 1968, Northwestern; at Oregon since 1968.

Steven Keele, Ph.D., Professor (human learning, human performance, motor skills). B.S., Oregon, 1962; M.S., 1965, Ph.D., 1966, Wisconsin; at Oregon since 1968.

James G. Kelly, Ph.D., Professor, dual appointment with CSPA (human ecology and methods of social intervention). B.A., Cincinnati, 1953; M.A., Bowling Green, 1954; Ph.D., Texas, 1958; at Oregon since 1972.

Carolin Keutzer, Ph.D., Associate Professor (laboratory learning, interpersonal communication, outcome research in psychotherapy). B.A., 1960, M.A., 1963, Ph.D., 1967, Oregon; at Oregon since 1967.

Daniel P. Kimble, Ph.D., Professor (physiological, memory). B.A., Knox, 1956; Ph.D., Michigan, 1961; at Oregon since 1963.

Peter M. Lewinsohn, Ph.D., Professor (clinical, depression, neuropsychology). B.S., Allegheny, 1951; M.A., 1953, Ph.D., 1955, Johns Hopkins; at Oregon since 1965.

Edward Lichtenstein, Ph.D., Professor (clinical, psychotherapy research, community). B.A., Duke, 1956; M.A., 1957, Ph.D., 1961, Michigan; at Oregon since 1966.

Richard Littman, Ph.D., Professor (experimental, systematic, developmental). A.B., George Washington, 1943; Ph.D., Ohio State, 1948; at Oregon since 1948.

Richard Marrocco, Ph.D., Assistant Professor (sensory psychophysiology, vision). B.A., UCLA, 1965; Ph.D., Indiana, 1971; at Oregon since 1973.

Kenneth Morganstern, Ph.D., Assistant Professor (clinical, behavior modification, clinical psychophysiology). B.A., Queens College, 1967; M.S., 1967, Ph.D., 1974, Pennsylvania State; at Oregon since 1974.

Vivian Olum, Ph.D., Adjunct Associate Professor (clinical, child). B.A., Swarthmore College, 1943; Ph.D., Cornell University, 1957; at Oregon since 1976.

Diana L. Pien, Ph.D., Assistant Professor (developmental, learning, psycholinguistics). B.S., University of Illinois, 1969; Ph.D., California, Los Angeles, 1973; at Oregon since 1973.

Michael I. Posner, Ph.D., Professor (thinking, human performance, learning). B.S., 1957, M.S., 1959, Washington; Ph.D., Michigan, 1962; at Oregon since 1965.

Mary K. Rothbart, Ph.D., Assistant Professor (developmental, socialization, development of laughter and humor in children). B.A., Reed, 1962; Ph.D., Stanford, 1967; at Oregon since 1969.

Myron Rothbart, Ph.D., Associate Professor (social, personality). B.A., Reed, 1962; Ph.D., Stanford, 1966; at Oregon since 1969.

Philip Runkel, Ph.D., Professor (social, cognitive structure), dual appointment with CASEA. B.S., Wisconsin State, 1939; M.A., 1954, Ph.D., 1956, Michigan; at Oregon since 1964.

Benson Schaeffer, Ph.D., Associate Professor (developmental, cognitive, psycholinguistics). B.A., 1962, M.A., 1964, Ph.D., 1969, California; at Oregon since 1966.

Lonnie R. Snowden, Jr., Ph.D., Assistant Professor (clinical, community psychology). B.A., Michigan, 1969; M.A., 1972, Ph.D., 1974, Wayne State; at Oregon since 1974.

Norman Sundberg, Ph.D., Professor (clinical, personality, community). B.A., Nebraska, 1947; M.A., 1949, Ph.D., 1952, Minnesota; at Oregon since 1952.

Robert L. Weiss, Ph.D., Professor (clinical, personality, marital interaction). B.A., 1952, Ph.D., 1958, State University of New York at Buffalo; at Oregon since 1966.

Wayne Wickelgren, Ph.D., Professor (learning and memory). A.B., Harvard, 1960; Ph.D., Berkeley, 1962; at Oregon since 1969.

Faculty Emeriti

Robert Leeper, Ph.D., Professor Emeritus (learning, personality). B.A., Allegheny, 1925; M.A., 1928, Ph.D., 1930, Clark; at Oregon since 1937.

Leona Tyler, Ph.D., Professor Emerita (individual differences, interest development). B.S., 1925, M.S., 1939, Ph.D., 1941, Minnesota; at Oregon since 1940.

Undergraduate Studies

The undergraduate courses in psychology offered by the University are designed to serve several different objectives: to provide a sound basis for later professional or graduate training in psychology; to satisfy the needs of students, majors and nonmajors, who are interested in psychology primarily as a part of a broad liberal education; and to provide a background in psychological principles and techniques as intellectual tools for work in other social and biological sciences and in such professional fields as education, business, law, and journalism.

The lower-division courses are intended to facilitate the several objectives of the psychology curriculum. A one-term general introduction to psychology (Psy 201) is designed to provide the student with an understanding of the fields of psychology and the common methods used. Psychology 211, 212, and 213 are designed to provide instruction in the content of psychology as a natural

science. Psychology 214, 215, and 216 are designed to provide instruction in the content of psychology as a social science. An Honors College introduction is available (Psy 217 and 218). The student should plan on taking not more than three courses at the lower-division level before starting upper-division work. The introductory courses should be chosen with an eye toward suggested prerequisites of upper division courses and to providing a broad background in the field.

Following an introduction to psychology, the student is ready to move to the upper-division level. These courses fall into three categories. First, Psy 301 and Psy 302 are designed to teach research skills and methodologies. Second, 300- and 400-level non cluster courses are of broad interest to many different majors throughout the university as well as to Psychology majors. And third, 400-level cluster courses are designed for Psychology majors but also are open to other students who fulfill the prerequisites.

All cluster courses require Psy 301 and Psy 302 or some equivalent methodological background, or the instructor's consent for enrollment. The cluster courses are so called because they are organized into specialty groups to help the student organize a curriculum. This organization and other aids for planning a curriculum are more fully explained in an undergraduate handbook for Psychology majors which is available in the Psychology Department (room 131 Straub Hall).

The following courses have been approved for satisfaction of the social science and science group requirements which partially fulfill the graduation requirements for all University undergraduates:

Social Science. Psy 201, 214, 215, 216, 301, 351, 353, 357, 374, 383, 388, 411, 413, 415, 417, 419, 421, 423, 425, 427, 456, 457, 458, 462, 466, 467, 470, 472, 473, 475, 476, 478, 485, 487, 488, 489, 490, 491, 492.

Science. Psy 211, 212, 213, 217, 218, 219, 302, 430, 431, 432, 433, 434, 436, 437, 438, 439, 442, 443, 445, 447, 448, 449, 450.

Major Requirements. The Psychology department has recently revised its major requirements. Students who entered the University prior to Fall term 1977 have the option of graduating under either the old requirements or the new requirements. Students entering Fall term 1977 or after must fulfill the new requirements.

Old Major Requirements. A minimum of 36 credit hours in psychology courses, including at least 24 upper-division hours, is required of all Psychology majors. At least 12 of the required upper-division hours must be taken at the University of Oregon. Mth 425 and/or 426 (or, alternatively, Mth 441 and/or 442) may be included in the 24-hour upper-division requirement. Of the 36 credit hours used to satisfy the major requirement, at least 24 must be taken on a graded basis. Eighty-five per cent of all work completed and graded must be passed satisfactorily.

New Major Requirements. A minimum of 36 credit hours in psychology courses including at least 24 upper-division hours is required of all Psychology majors. At least 12 of the required upper-division hours must be taken at the University of Oregon. Mth 425 and/or 426 (or, alternatively, Mth 441 and/or 442) may be included in the 24-hour upper-division requirement. The 36 hours will include Psy 301 (Research Methods), Psy 302 (Quantitative Methods), or other appropriate methodological preparation, and a course from three of the five 400-level clusters. These clusters are: Physiological-Ethology; Human Experimental Psychology; Developmental Psychology; Social Psychology; and Personality-Psychopathology. At least one of the cluster courses must be from those giving science credit (Physiological-Ethology or Human Experimental) and at least one from those giving social science credit (Developmental, Social, or Personality-Psychopathology). Of the 36 credit hours used to satisfy the major, at least 24 must be taken on a graded basis. Eighty-five per cent of all psychology work completed (excluding work receiving I, X, or Y) must be satisfactorily passed. It is recommended that prior to taking 301 and 302 the major have either Psy 201 or two other 200-level courses: one from the social science list (214, 215, 216) and one from the science list (211, 212, 213).

Psy 301 and 302, or other appropriate methodological preparation (or instructor's consent), are prerequisites for all cluster-level 400 courses and should be taken prior to taking any of those courses. In addition, students should examine prerequisites for all 400-level courses carefully.

Planning a Program. The Department of Psychology wants to develop habits of self-study and independence among its majors. Careful observation of one's own behavior and mental processes and the behavior of others is basic to an understanding of psychology. To help the student develop personal skills and practice them outside of formal classroom assignments, the department has developed an Inquiry program consisting of self-study experimental and observational modules using computers and TV tapes to aid the instruction. Information on this program is available in the Undergraduate Labs, Straub Hall rooms 170-179, and in the Undergraduate Resource Room, 141 Straub Hall.

The departmental requirements for a Psychology major are designed to maximize individual curriculum planning. This should be done with close and frequent consultation with the adviser. There are four major options available within the general departmental requirements. These include an Honors Curriculum, a Professional Curriculum, a Secondary Teaching Curriculum, and a Liberal Arts Curriculum.

Honors Curriculum. Students with good records who plan to pursue a career in psychology may consider applying to the departmental Honors Program at the end of their junior year. The Honors Program centers around an independent research project which the student develops and carries out under the supervision of a departmental committee. Information about admission criteria and how to apply are available from the Department.

Professional Curriculum. The professional curriculum is designed for those not planning to do graduate work in Psychology, but who might want to work in Counseling, Social Work, School Psychology, or Industrial Psychology, or who plan to enter into government or business after graduation and want to be prepared to apply their psychological knowledge in an administrative capacity. It stresses a broad knowledge of psychology plus experience in a variety of different settings in which psychology is applied. Special emphasis is upon statistics, writing, computer programming, and other skills which will make the prospective student a more attractive job candidate or will give him an advantage once he begins to work.

Of special importance are opportunities to work on applied psychological projects or papers. These opportunities can be gained through special seminars (407), tutorials, reading, or research. The student should have prepared a number of papers applying psychology in real life settings by time of graduation. The exact curriculum designed will depend upon the setting or the department in which advanced study is sought. Some settings in which psychology is applied are: Education, Welfare-Social work, Youth work, Industry, and Mental Health. Psychology courses that may be especially appropriate for certain settings are: Education: 374, 388, 417, 421, 423, 434, 437, 470, 472, 475, 476, 478, 487-8-9; Welfare-Social Work: 384, 388, 411, 417, 427, 456, 457, 462, 470, 473, 487-8-9; Youth Work: 374, 383, 388, 417, 421, 423, 473, 475, 476, 478; Industry: 353, 417, 419, 436, 462, 470, 487-8-9; Mental Health: 383, 388, 411, 413, 417, 427, 445, 462, 466, 467, 470, 472, 473, 487-8-9; many seminars (407) are also appropriate.

Secondary Teaching Certificate. For basic certification as a teacher of Social Studies in Oregon high schools, the Teacher Standards and Practices Commission requires completion of an approved teacher education program which includes satisfaction of (a) certain requirements in subject-matter preparation for the teaching endorsement, (b) certain requirements in professional education preparation, and (c) the recommendation of the institution at which the student completes the preparation.

For details of this program, consult the norm adviser for teacher education in the Department of Psychology and the Office of Secondary Education in the College of Education. The subject matter content for the psychology norm requirement includes work in the science and social science areas of psychology as well as work in four additional social science fields.

The University will recommend for the Standard Teaching Certificate and Standard endorsements upon successful completion of a planned program of advanced teacher education; this

plan must be filed with the Office of Teacher Certification in the College of Education at the time the work is initiated. Completion of work required for a master's degree does not satisfy requirements for either the Standard Teaching Certificate or endorsement, unless the degree work also includes certificate and endorsement requirements. Program planning forms and information relating to the University's Standard teacher education program may be secured from the Office of Teacher Certification.

Liberal Arts Curriculum. Some students are interested in studying psychology with a view toward understanding the diversity of human nature, its relation to literature, science, and the arts, and its contribution to general intellectual currents. They will want to de-emphasize technical skills in giving tests, running experiments or analyzing data, and placing strong emphasis on the theories and ideas which serve as a background for research. It is difficult to design any single advisory curriculum for such students. However, the curriculum should combine psychology with a strong emphasis on work in the humanities and with courses in science which stress its relation to philosophy and human concerns. Different courses would, of course, be advisable in programs which stress the relation between psychology and the natural sciences.

For further information the student should consult the *Psychology Undergraduate Handbook.*

Preparation for Graduate Study. A baccalaureate degree is seldom sufficient qualification for professional work in psychology; even the simpler professional positions require at least a master's degree. Students should not undertake graduate work unless their grades in undergraduate psychology and related courses have averaged better than B.

Prospective graduate students in psychology are advised not to take a large number of psychology credits beyond the minimum of 36, leaving time for work in related fields such as anthropology, biology, computer science, chemistry, mathematics, physics, and sociology. Strong preparation in quantitative methods is advisable and might include statistics from Mathematics. A reading knowledge in at least one foreign language appropriate to psychology (German, French, Russian, Japanese) may be useful.

Graduate Studies

The department emphasizes graduate work leading to the degree of Doctor of Philosophy. It also awards the degree of Master of Arts and Master of Science primarily, though not exclusively, to those students working toward a Ph.D. A terminal master's program for a limited number of students is available. The four major graduate programs are: general experimental; physiological, which emphasizes an interdisciplinary program in cooperation with the Department of Biology; clinical; and developmental-social-personality. The department maintains a general experimental laboratory, animal laboratories, and a psychology clinic, as well as several other specialized facilities.

All students applying for admission for graduate work in psychology must provide scores on the Graduate Record Examination, verbal and quantitative scores, and three letters of recommendation on special forms provided by the department. Detailed information on admission, including application forms and information on awards and assistantships, may be obtained from the Department.

During the first year of graduate work, students acquire a broad background in psychology and an introduction to research. The student's specific program is planned in relation to prior background, current interests, and future goals. A thesis is required for all advanced degrees. Research experience is required of all Ph.D. candidates; and teaching experience is recommended, and opportunities to teach are made available. For general regulations governing graduate work at the University, see the Graduate School section of this catalog.

Clinical Program. A research-oriented approach to theories and methods of clinical psychology is taken by the Department of Psychology. A clinical psychologist, in the view of the department, is a behavioral scientist with an area of specialization in clinical psychology. As a part of the graduate training, the student learns to devise approaches to clinical problems which lead to a better conceptual understanding of the phenomena under study. The program stresses a data-oriented approach to the complexities of clinical problems. During the first and second years of graduate study the student completes (1) the core program, including work in experimental psychology and quantitative methods, as do students in all other programs, (2) a pro-seminar in clinical research topics, and (3) a clinical core sequence in assessment and in behavior change, with an associated practicum. The second-year practicum experience, as well as advanced-level clinical-research training is provided in large part through the Psychology Clinic, a training clinic operated by the clinical staff and students.

Beyond the second year, there is considerable latitude in planning a program of study and research. The student must pass a major clinical preliminary examination (covering assessment, psychopathology, and behavior change) and a minor preliminary examination in an area of special interest to the student (e.g., learning approaches to behavior change, social psychology, etc.).

Upon completion of formal coursework and practica, students are required to take a one-year clinical internship to round out their professional training.

Undergraduate Courses

Psy 199. Special Studies. 1-3 credit hours.

Psy 200. SEARCH. 1-3 credit hours. No-grade course.

Psy 201. Introduction to Psychology. 4 credit hours.
A one-term integrated introduction to psychology based on lectures and laboratory exercises. The course deals with perception, learning, thinking, development, social behavior, motives and emotion, and both the normal and abnormal personality. The course provides an overview of modern psychology in terms of both biological and social factors.

Psy 211. Sensation and Perception. 4 credit hours.
Consideration of how the various sense organs work and how sensory information is organized into knowledge about the world around us.

Psy 212. Learning, Thinking, and Conditioning. 4 credit hours.
Modern behaviorism emphasizing both the practical role that reinforcement and punishment play in the control of behavior and theoretical conceptions of the learning process; information processing conceptions of learning including the study of memory and attention; psycholinguistics or other complex cognitive processes such as thinking and creativity.

Psy 213. Introduction to Physiological Psychology. 4 credit hours.
Explores relationships between activity of the nervous and endocrine systems and behavior. Topics typically covered include sensation, perception, consciousness, sexual behavior, eating and drinking, sleeping and dreaming, learning, and special properties of the human brain. No prerequisite.

Psy 214. Personality. 4 credit hours.
Nature and organization of personality, normal and abnormal; individual differences; psychometric and behavioral assessment.

Psy 215. Developmental Psychology. 4 credit hours.
Growth of individual and social forms of behavior (mainly in human); intelligence; motor behavior; perception, learning and other cognitive functions; motivation and emotion.

Psy 216. Social Psychology. 4 credit hours.
Attitudes and beliefs; social perception and judgment; communication; social interaction and group influences on behavior; aggression, altruism, and conformity.

Psy 217, 218, 219. Introduction to Experimental Psychology (Honors College). 4 credit hours each term.
An integrated lecture-laboratory course designed to acquaint the student with the fundamental concepts and facts in perception, learning, and motivation. Open to selected students outside Honors College through permission of instructor. Enrollment limited to twenty to twenty-five.

Psy 301. Research Methods in Psychology. 4 credit hours.
A general introduction to research methods used in the various areas of psychology. The use of library and bibliographic methods, handling of survey data, coding from literary and tape sources,

interviews, questionnaires, tests, and experiments are the methods to be introduced and used by students. This course will be required for all upper-division cluster-area courses and is required for psychology majors. Prerequisite: Psy 201; or one course from Psy 211, 212, or 213 and one course from Psy 214, 215, or 216; or Psy 217 and 218.

Psy 302. Quantitative Methods in Psychology. 4 credit hours. Introduction to probability and statistics as applied in psychological research. Topics covered include hypothesis testing, correlation and regression, and introduction to design of experiments. Required of psychology majors. Prerequisite: Mth 95.

Psy 351. Motivation. 3 credit hours.
Conceptions of motivation; human and animal research on instinct, arousal, motivational physiology, learned motives, conflict and stress, and organization of dispositions.

Psy 353. Psychology of Work. 3 credit hours.
Factors that influence human efficiency and the motivation to work. Topics include: boredom, fatigue, aging, incentives, working environment, decision-making, design of man-machine systems, achievement motivation, and social influences.

Psy 357. Pseudopsychologies. 3 credit hours.
Pseudopsychologies refers to a vaguely defined and poorly bounded set of systems, beliefs, and practices. They include astrology, I Ching, faith healing, water divining, ouija, Scientology, meditation systems, sensitivity and encounter groups, flying saucer cults, Bermuda triangle believers, certain alleged psychics, etc. The course discusses means of evaluation of the various systems and offers reasons why much of the evidence and claims put forth in support of pseudospychologies cannot be accepted. The many ways that the mind can be deceived or deceive itself are the major focus of this inquiry.

Psy 374. Infancy. 3 credit hours.
The development of infants from the time of conception to the age of two years. Topics include heredity and prenatal development, birth, characteristics of the newborn, cognitive development, and the effects of early experience. Attention is given to individual differences in temperament and early interaction patterns of infant and caretaker. Prior course work in psychology is required.

Psy 383. Drugs and Behavior. 3 credit hours.
Concerns the physiological and behavioral effects of psychoactive drugs such as alcohol, opiates, barbiturates, and excitants. Attention will be devoted to the psychology of use and overuse and therapies for correcting drug problems.

Psy 388. Human Sexual Behavior. 3 credit hours.
The nature of human sexuality; hormonal, instinctual, and learned factors in sexuality; psychosexual development; frequency and significance of various types of sexual behavior; sexual inadequacy; homosexuality; sexual deviation.

Psy 400. SEARCH. 1-3 credit hours. No-grade course.

Psy 401. Research. Credit hours to be arranged.

Psy 403. Thesis. Credit hours to be arranged.

Psy 405. Reading and Conference. Credit hours to be arranged.

Psy 406. Field Studies. Credit hours to be arranged.

Psy 408. Laboratory Projects. Credit hours to be arranged.

Psy 409. Practicum. 1-3 credit hours any term. No-grade course.

Upper-Division Courses Carrying Graduate Credit

Psy 407. Seminar. (g) Credit hours to be arranged. Opportunity for small groups of students to pursue further the subject matter of an upper-division course or to explore in depth a specific topic arising out of material covered in a course. The seminars offered vary from year to year depending upon interests and needs of students and upon availability of faculty. Typical subjects are:
Psycholinguistics.
Problem-solving.
Color Vision.
Activity and Rest.
Cognitive Development.
Behavior Modification.
Social Cognition.
Socialization.

Psy 410. Experimental Course. (G) Credit hours to be arranged.

Psy 411. Theories of Personality. (g) 3 credit hours.
A description of the main phenomena of personality and a critical comparison of the outstanding conceptual systems that have been developed to account for these phenomena.

Psy 413. Humanistic Psychology. (g) 3 credit hours.
An understanding and appreciation of the philosophy and theories of personality propounded by the major figures (*e.g.,* Maslow, Rogers, Allport, Murray, Journard, Buhler) in the "Third Force" school of psychology; the differences in logical assumptions, research methods, and theoretical implications which distinguish humanistic psychology from behavioristic, psychoanalytic, cognitive, existential, and transpersonal theories of personality. Prerequisite: Psy 411, or consent of instructor.

Psy 415. Prejudice. (g) 3 credit hours.
Examination of theory and research on the origins, maintenance, and modification of intergroup prejudice. Prerequisite: Previous courses in social psychology, or consent of instructor.

Psy 417. Environmental Psychology. (g) 3 credit hours.
Examination of a wide range of topics having to do with the effects of the physical environment on human behavior, including mankind's use of space, population regulation, physical environment and development, and architectural design and behavior. Prerequisite: courses in social psychology, or consent of instructor.

Psy 419. Group and Individual Differences. (g) 3 credit hours.
Basic principles for quantitative assessment of human characteristics; research findings concerning intelligence, achievement, aptitudes, interests, and personality; group differences related to sex, age, social class, race, nationality. Psy 302, or equivalent, recommended as preparation for this course.

Psy 421. Psychobiological Development. (g) 3 credit hours.
Early development of the young child and the young of other species. Developmental psychophysiology, ethological approaches, behavior genetics, prenatal development, effect of early experience, and aging. Consent of instructor is required. Prior courses in physiological or comparative psychology are required.

Psy 423. Psychological Aspects of Early Childhood Education. (g) 3 credit hours.
An upper-division course designed to provide a broad survey of methods (both theoretical and practical aspects) of early childhood education. More important, the course is designed to teach the student to use psychological research techniques to evaluate the desirability and effectiveness of these methods. Prior courses in developmental or learning, or consent of instructor is required.

Psy 425. Psychology of Sex Differences. (g) 3 credit hours.
A broad view of the development of sex differences, considering biological differences, societal sex roles and sex-typing, personality theorists' view of the woman, and the differential status of girl and boy, man and woman throughout the life cycle. Prior courses in psychology are required.

Psy 427. Abnormal Psychology. (g) 3 credit hours.
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 302 is recommended as preparation for this course.

Experimental Cluster:

Psy 430, 431, 432. Advanced Experimental Psychology. (G) 5 credit hours each term.
Attempts an understanding of the functional operations of the human nervous system in perceiving, remembering, transforming, and responding to information; techniques of information theory, signal-detection theory, statistics, and computer control of experiments; laboratory work, data analysis, and experimental design integrated with substantive material. Consent of instructor is required. Prerequisite: Introductory Psychology, Statistics.

Psy 433. Psychology of Learning. (G) 3 credit hours.
Survey of experimental and theoretical work on learning in animals and humans. Environmental and biological determinants of conditioning; symbolic learning and memory in humans.

Psy 434. Conditioning. (G) 3 credit hours.
Experimental and theoretical literature on simple forms of learn-

ing. Habituation and sensitization, classical. instrumental, and operant conditioning; biological constraints on learning.

Psy 436. Human Performance. (G) 3 credit hours.
Unified approach to the complexities of skilled human performance. The capacities which the human being brings to the performance of motor and intellectual skills; limitations in human ability to sense, perceive, store, and transmit information; experimental analysis of the flow of information within the human nervous system; applications of performance principles to the study of man-machine systems. Prerequisite: Psy 302, or equivalent.

Psy 437. Cognitive Processes. (G) 5 credit hours.
Issues of memory including coding for storage, control processes for storage, semantic memory, and retrieval of memory codes; attention and cognitive control; analysis of more complex cognitive tasks such as reading and sentence comprehension in terms of elementary cognitive processes; classical and modern approaches to problem-solving. Prerequisites: Psy 301, 302, and either 434 or 436.

Psy 438. Perception. (G) 3 credit hours.
Survey of fundamental concepts of vision, audition, somesthesis, etc. Psychophysiological factors and psychophysical methodology. Psy 302 strongly recommended as preparation.

Psy 439. Perception Laboratory. (G) 3 credit hours.
Laboratory work in design, conduct, and analysis of experiments in perception. Prerequisite: Psy 302.

Physiological Cluster:

Psy 442. Animal Behavior. (G) 3 credit hours.
Survey of ethology plus its relation to experimental psychology and the biological sciences. Areas include: evolutionary and comparative foundations, sensory-motor integration, neural control of behavior sequences, interactions between motivational systems, neuro-behavioral development. Prerequisite: upper-division work in psychology or biology.

Psy 443. Laboratory in Animal Behavior. (G) 2 credit hours.
Laboratory experience with rats and monkeys. Prerequisite: Psy 302.

Psy 445. Brain Mechanisms of Behavior. (G) 3 credit hours.
The functional organization of the mammalian brain, including that of man. Brain mechanisms of sensation, perception, arousal and vigilance, reproductive behavior, and memory. Prerequisite: previous work in biology or Psy 213.

Psy 447. Cellular Mechanisms of Behavior. (G) 3 credit hours.
The physiological and biophysical properties of nerve cells which provide mechanisms underlying coordinated movement, sensation, perception, and certain aspects of motivation. Prerequisite: chemistry or physics.

Psy 448. Higher Brain Function. (G) 3 credit hours.
Concentration on the possible neural basis of higher brain functions such as selective attention, perceptual discrimination, pattern recognition, and motor control. Prerequisite: Psy 445 or 447.

Psy 449. Sensory Processes. (G) 3 credit hours.
Cellular mechanisms of sensory reception and coding in the major mammalian sensory modalities. Prerequisite: Psy 447, Bi 414, or Psy 445.

Psy 450. Hormones and Behavior. (G) 3 credit hours.
A consideration of the interactions among the brain, endocrine system, and behavior. Topics typically covered include sexual, parental, and aggressive-defensive behaviors. Prerequisite: Psy 213 or equivalent work in Biology.

Social Cluster:

Psy 456. Social Psychology I: Attitudes and Social Behavior. (G) 3 credit hours.
Examination of the factors that lead to the development, maintenance, and modification of social attitudes and beliefs; theory and research on human aggression, prejudice, and altruism examined in order to analyze the attitudinal and situational components of social behavior.

Psy 457. Social Psychology II: Group Processes. (G) 3 credit hours.
Relationship of the individual to social environment, especially in 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 456 recommended.

Psy 458. Experimental Social Psychology Laboratory. (G) 3 credit hours.
Research methods and problems in social psychology. Readings and coordinate laboratory problems in theory and research, experimental design, experimental methods, the social psychology of the individual group influence upon individual behavior, social interaction, and group structure and membership. Students required to complete a minimum of two experiments either individually or with a subgroup. Prerequisite: Psy 456, 457, or consent of instructor.

Psy 462. Group Consultation. (G) 3 credit hours.
Laboratory course in the study, evaluation, and modification of group processes. Emphasis on conceptualization of problem-solving groups as part of larger social systems, with particular attention to the analysis of constraints imposed by the larger system. Prerequisite: Psy 456 or 457, Soc 430 or 431, or consent of instructor.

Personality and Psychopathology Cluster:

Psy 466. Personality Research. (G) 3 credit hours.
A review of current areas of personality research deriving from the leading conceptual models of individual differences; how knowledge about personality effects is generated; examination of organismic and situational influences on behavior; acquisition of personality traits, development of self-concept, interpersonal perception, studies of modeling, and behavior change. Prerequisite: Psy 411 or equivalent.

Psy 467. Survey of Psychotherapeutic Methods. (G) 3 credit hours.
Overview of the major models and methods of psychological treatment and their application in both community and institutional settings. Prerequisite: Psy 427, or equivalent, or consent of instructor.

Psy 470. Principles and Methods of Psychological Assessment. (G) 3 credit hours.
Application of psychological methods to the study of the individual; theoretical and statistical rationale of test construction and interpretation; problems involved in the prediction of human behavior; survey of psychological assessment techniques. Prerequisite: Psy 302, or Mth 425, or equivalent.

Psy 472. Behavior Modification. (G) 3 credit hours.
Description and critical analysis of the principles of behavior modification and their application to behavior problems in clinical, institutional, and community settings.

Psy 473. Marriage. (G) 3 credit hours.
A survey of the behavioral-science basis of dyadic interactions, emphasizing adult intimacy and love relationships in marriage. Focuses on clinical-counseling approaches to the study of marital interactions, including assessment, marital therapies, and evaluation of procedures designed to bring about changes in couples' relationships. Topics include models of marital adjustment, assessment of interpersonal relationships, especially marital interactions, therapeutic and educational approaches to relationship change, and evaluation of effectiveness.

Developmental Cluster:

Psy 475. Cognitive Development. (G) 3 credit hours.
Intellectual development in children; classical and operant conditioning, memory, attention and concept formation; perceptual, motor, and language development. Prior courses in learning, or consent of instructor is required.

Psy 476. Language Acquisition. (G) 3 credit hours.
Studies and theories concerning semantic and syntactic development. Language acquisition discussed in the broader framework of the development of communication skills. Provides coverage in depth of an important area of child development covered only superficially in other courses. Prior courses in learning or developmental psychology, or consent of instructor is required.

Psy 478. Child Socialization. (G) 3 credit hours.
Socialization processes in infancy, childhood, adolescence, maturity, and old age. Emphasis on the development of attachments in infants, growth of identification, conscience and morality, importance of peer groups, role of family interaction, and the development of psychopathology. Prior courses in personality, social, abnormal, or developmental psychology, or consent of instructor is required.

General Advanced Courses:

Psy 485. History and Systems of Psychology. (G) 3 credit hours.
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 credit hours of upper-division psychology.

Psy 487, 488, 489. Advanced Applied Psychology. 3 credit hours each.
A year-long course covering theory and practice in the application of psychology to problems of individuals, groups, and organizations. Emphasis on data-gathering and data-based interventions, based broadly on systems theory. Previous work in experimental, personality, and social psychology is highly desirable.

Psy 490, 491, 492. Honors. 1 credit hour each term.

Graduate Courses

Psy 501. Research. Credit hours to be arranged. No-grade course.

Psy 502. Supervised College Teaching. Credit hours to be arranged. No-grade course.

Psy 503. Thesis. Credit hours to be arranged. No-grade course.

Psy 505. Reading and Conference. Credit hours to be arranged. No-grade course. Topics vary from year to year.

Psy 507. Seminar. Credit hours to be arranged. Seminars offered vary from year to year, depending on faculty interests. Typical studies are:

Group Dynamics.
Social Influence.
Social Cognition.
Attitudes.
Language and Cognition.
Cognitive Development.
Socialization.
Human Performance.
Memory.
Perception.
Thinking.
Community Psychology.
Proseminars: Developmental; Personality-Social; Clinical; Experimental; Physiological.

Psy 508. Clinical Work with Children. 1-9 credit hours.
Work with deviant children and their families, emphasizing the behavior-modification approach. Enrollment for minimum of three consecutive terms. Prerequisite: course work in learning and behavior modification, and consent of instructor.

Psy 509. Practicum. 1-9 credit hours.
Supervised work in assessment and treatment coordinated with didactic clinical core courses. Consent of instructor is required.

Psy 510. Experimental Course. Credit hours to be arranged.

Psy 511, 512, 513. Statistical and Quantitative Methods in Psychology. 3 credit hours each term.
Application of basic concepts of probability and statistics to psychological problems. Use of probability theory in psychological theory construction; application of multivariate methods; design of experiments. Prerequisite: Mth 425, or equivalent.

Psy 514. Learning. 3 credit hours.
The capacities and functions involved in learning, storage, retrieval, and transformation of information in a variety of experimental situations. Discussion involves studies of classical and instrumental learning, skill learning, short- and long-term memory, classification and rule learning, problem solving, and language behavior. Prerequisite: Basic knowledge of experimental psychology, consent of instructor.

Psy 515. Perception. 3 credit hours.
Factual knowledge and theory concerning sensory function and perceptual information processing.

Psy 516. Physiological Psychology. 3 credit hours.
A survey of the fundamental aspects of brain-behavior relationships. Neuron physiology, sensory systems, nonspecific afferent systems; emotion, motivation, and learning from neurophysiological viewpoint. Lectures and discussion.

Psy 517. Social Psychology. 3 credit hours.
Current theory and research concerning the individual within a social context.

Psy 518. Developmental Psychology. 3 credit hours.
Study of the development of the child's behavior and judgment from infancy to early adolescence. Topics include the development of conceptual ability, language, affectional and social behavior, aggression, imitation, and morality. Emphasis on cognitive development viewed from both learning theory and Piagetian frameworks.

Psy 519. Personality. 3 credit hours.
Critical consideration of personality theory and research.

Psy 520. Psychopathology. 3 credit hours.
Problems in the definition and measurement of deviant behavior; critical review of research literature on etiology, intervention, and outcome in psychoses, neuroses, and personality disorders. Prerequisite: Psy 427 or consent of the instructor.

Psy 521. History and Systems of Psychology. 3 credit hours.
Analysis of selected psychological problems in an historical and methodological perspective. Topics vary from year to year.

Psy 524, 525, 526. Proseminar in Clinical Psychology. 1-3 credit hours each term.
Survey of current issues and problems in clinical psychology with emphasis on the application of relevant research strategies. Required of first-year graduate students in clinical psychology. A no-grade course.

Psy 528. Assessment I: Psychological Testing. 3 credit hours.
Theories and methods of objective psychological test construction, emphasizing logic of test construction, reliability, validity, and other psychometric problems. Prerequisite: Psy 512, or equivalent.

Psy 529. Assessment II: Personality Assessment. 3 credit hours.
Theory, methods, and related research in approaches to personality assessment, including projective and objective methods. Prerequisite: Psy 512, or equivalent, and Psy 528.

Psy 530. Assessment III: Assessment of Cognitive Functions. 3 credit hours.
Intensive study of selected clinical decision-making situations requiring information about cognitive functioning. Includes a practicum with neurologically damaged individuals. Prerequisite: Psy 528 and 529, or equivalent.

Psy 531. Behavior Change I: Interview Therapies. 3 credit hours.
Comparative review of the major systems of individual psychotherapy. Required of second year clinical graduate students; for other students, consent of instructor is required.

Psy 532. Behavior Change II: Behavior Modification. 3 credit hours.
Selected topics of the experimental and theoretical basis of behavioral modification techniques and issues related to their application. Course goals: (1) To familiarize the student with extant procedures and their origins in experimental psychology; (2) to indicate strengths and limitations of these techniques; and (3) to suggest specific problem areas requiring research exploration. Required of second year clinical graduate students; for other students, consent of instructor is required.

Psy 533. Behavior Change III: Child and Family Therapy. 3 credit hours.
Selected approaches to the conceptualization of modification of deviant child behaviors, particularly in the family setting; emphasis on interpersonal and operant approaches to child and family therapy. Required of second-year clinical graduate students; for other students, consent of instructor is required.

Psy 534. Research in Psychotherapeutic Methods. 3 credit hours.
Empirical and methodological contributions to the problems of evaluating behavior change in individual psychotherapy; emphasis on process variables affecting behavior change..

Psy 535. Advanced Social Psychology. 3 credit hours.
Social behavior in relation to current psychological theory and research.

Psy 536. Experimental Methods in Social Psychology. 3 credit hours.
A critical analysis of the design and implementation of laboratory experiments concerning social behavior.

Psy 537, 538, 539. Advanced Clinical-Research Practicum. 1-9 credit hours each term.
Specialized work with particular clinical problems (e.g., depression, self-control, etc.), focusing on the development of testable hypotheses about the phenomena. Students work in small teams with the clinical staff in an attempt to generate systematic assessment and treatment approaches.

Psy 543. Measurement: Theory and Application. 3 credit hours.
Nature of measurement; logic of measurement; the role of measurement in psychological theory; theory and application of psychological scaling methods. Prerequisite: Psy 511, or equivalent.

Psy 544. Choice Behavior. 3 credit hours.
Measurement and choice behavior; algebraic and probabilistic theories of choice for certain and uncertain outcomes. Prerequisite: Psy 543, and elementary probability theory.

Religious Studies

Jack T. Sanders, Ph.D., Department Head, Professor of Religious Studies (biblical studies). B.A., Texas Wesleyan, 1956; M.Div., Emory, 1960; Ph.D., Claremont, 1963; at Oregon since 1969.

Hee-Jin Kim, Ph.D., Associate Professor of Religious Studies (Oriental religions). B.A., 1957, M.A., 1958, California; Ph.D., Claremont, 1966; at Oregon since 1973.

Stephen Reynolds, Ph.D., Associate Professor of Religious Studies (history of western religious thought). B.A., Princeton, 1958; M.A., 1963, Ph.D., 1966, Harvard; at Oregon since 1966.

G. Douglas Straton, Ph.D., Professor of Religious Studies (philosophy of religion and ethics). B.A., Harvard, 1938; B.D., Andover Newton, 1941; Ph.D., Columbia, 1950; at Oregon since 1959.

Faculty Emeriti

Paul B. Means, Ph.D., Professor Emeritus of Religious Studies. B.A., Yale, 1915; B.Litt., Oxford, 1923; Ph.D., Columbia, 1935; at Oregon since 1941.

The Department of Religious Studies, which was established at the University in 1934, seeks to acquaint students with the religious beliefs and practices of the world's major religions. The Department does not represent the viewpoint of any religious group, nor does it acknowledge any religion to be superior to others.

The study of religion at the University of Oregon involved a study of the history and philosophy of religions. Courses examine the origins, sacred texts, rituals and practices, beliefs, and subgroups of the world's major religions. The courses offered are intended to provide a broad understanding of the nature and role of religion in the world's different cultures, both present and past, for students in all fields, as well as integrated programs for majors in religious studies.

Recent graduates in religious studies who have not continued their studies of religions beyond the baccalaureate have entered those pursuits normally open to graduates in the various liberal arts, including public school teaching. Many graduates, however, have chosen to enter a graduate program in religious studies.

The Department annually sponsors a Distinguished Visiting Lecturers program, which brings outstanding scholars in various fields of religious studies to the campus for several days of lectures and meetings.

Major in Religious Studies. The Department offers both a general and a specialized major. Any student may choose either track, but students planning to teach in public schools and to qualify for a Secondary Social Studies Norm endorsement are advised to follow the general track; students planning on graduate school, research, and college or university teaching are advised to follow the specialized track. Major Requirements: All students: R 201, 202, 203. General track: three of the following: R 301, 302, 303, 306, 307; all of the following: R 311, 312, 313; recommended: Soc 461 and two of the following: R 419, 420, Phl 439, 440.

Specialized track: One of the following four "Focus Areas":

I. Ancient Near Eastern and Mediterranean Religions: four of the following: R 304, 305, 311, 312, 313; two of the following: R 440, 441, 442, any course numbered R 405, 406, 407, 408, 410, CL 405, 406, 407, 408, 410; Hst 405, 406, 407, 408, or 410 in the subject field; recommended: ArH 411, 412, 413, 414, 415, 416, CL 321, Hst 207, 411, 412, 413, Phl 301, 302.

II. History of Christianity: four of the following: R 313, 321, 322, 323, 324, 325; two of the following: Hst 432, any course numbered R 405, 406, 407, 408, 410, Hst 405, 406, 407, 408, or 410 in the subject field; recommended: ArH 421, 422, 423, 424, 425, 426, Hst 421, 422, 423.

III. Asian Religions: R 301, 302, 303; three of the following: Chn 460, 461, 462, any course numbered R 405, 406, 407, 408, or 410 in the subject field; recommended: ArH 464, 465, 466, 467, 468, 469, Hst 291, 292, 494, 495, 497, 498.

IV. Philosophy of Religion and Theology: R 419, 420; four of the following: R 421, 423, 424, 425, Phl 204, 439, 440; recommended: Phl 301, 302, 303, 323, 324, 438.

All students: eighteen additional hours in Religious Studies, nine hours of which must be upper-division. Certain courses in other departments may be applied toward the satisfaction of this eighteen hours (a list of such courses is maintained in the Department). All required courses must be taken on a graded basis.

Honors in Religious Studies. Requirements for honors: (1) satisfaction of the requirements for a major, (2) a cumulative grade point average of 3.5 in courses taken toward the satisfaction of the major requirement, and (3) satisfactory completion of an honors thesis. The candidate for honors will normally register for 3 credit hours of R 401 in the winter term of the senior year in order to prepare for the writing of the thesis, and for 3 credit hours of R 403 during the spring term, during which time the thesis will be written. A faculty committee of two will supervise the thesis project. A first draft of the thesis must be submitted six weeks before the end of the term in which the student expects to graduate, and the final draft four weeks before the end of the term.

Undergraduate Courses

R 199. Special Studies. 1-3 credit hours. Topics of study to be arranged.

R 200. SEARCH. 1-3 credit hours.

R 201, 202, 203. Great Religions of the World. 3 credit hours each term.
Introduction to the study of Hinduism, Buddhism, Confucianism, Taoism, Shinto, Zoroastrianism, Judaism, Christianity, and Islam; the philosophy of these religions as shown in their classic scriptures; concluding resumé of their present organization and major divisions; analysis of their world views and conceptions of God, nature, humanity, ethics, human destiny, and salvation. R 202 prerequisite to R 203. Straton, Reynolds.

R 301. Religions of India. 3 credit hours.
Study of the varieties of religious ideas, practices, values, and symbols in early Indian Vedic religion, classical Hinduism, Jainism, Buddhism, Sikhism, and folk religion as they are manifested in the history and culture of India. Kim.

R 302. Chinese Religions. 3 credit hours.
Study of the major religious ideas, practices, values, and symbols of Confucianism, Taoism, Buddhism, and folk religion as they are expressed in the history and culture of China. Kim.

R 303. Japanese Religions. 3 credit hours.
Study of the religious ideas, practices, values, and symbols of the various Japanese religious traditions such as Shinto, Buddhism, folk religion, etc. as they have developed in and affected the history and culture of Japan. Kim.

R 304. Ancient Near Eastern Religions. 3 credit hours.
Study of the principal religious concepts and practices of the civilizations of the Ancient Near East: Egypt, Mesopotamia, Asia Minor, Persia, and Israel. Sanders.

R 305. Ancient Mediterranean Religions. 3 credit hours.
Religions of ancient Greece and Rome, including the Hellenistic period, and the beginnings of Christianity. Sanders.

R 306. Judaism and Christianity since C.E. 70. 3 credit hours.
Study of post-Biblical developments in Judaism and Christianity, including the rise of Talmudic Judaism; medieval Jewish philosophy and mysticism, and modern developments, especially the Enlightenment and Zionism; the separation of Christianity from

Judaism and the appearance of Christian Hellenism; the patristic synthesis; the East-West rift in Christianity and the medieval reform movements; the Reformation; post-Reformation Christendom. Reynolds.

R 307. Religions of the Islamic World. 3 credit hours.
Study of the rise of Islam and its extension in Asia and Africa; Muslim theology, philosophy, and mysticism; the transition to the modern nation-state and recent developments in Islam. Attention will also be given to non-Muslim religious communities within the Muslim world. Reynolds.

R 311, 312, 313. The Bible and Ancient Civilization. 3 credit hours each term.
Survey of the major religious ideas of the Bible, including Apocrypha and New Testament. Fall: law, covenant, and salvation history; winter: prophecy, wisdom, and apocalyptic; spring: opposition to law, the emergence of gospel, varieties of gospels. Must be taken in sequence. Sanders.

R 321, 322, 323. History of Christianity. 3 credit hours each term.
The course of Christian history in East and West; the relations between spirituality, doctrine, and institutional forms. Fall: from the New Testament period to the Iconoclastic Controversy; winter: the Middle Ages, the schism between East and West, and the reform movement in the West; spring: the Reformation, and the modern period. R 322 and 323 offered in alternate years. Reynolds.

R 324, 325. History of Eastern Christianity. 3 credit hours each term.
Winter: the church in the Eastern Roman Empire and its expansion in Europe; the eastern churches and Islam. Spring: the eastern churches from the fifteenth century to the present. Prerequisite: R 321, or equivalent. Offered in alternate years. Reynolds.

R 400. SEARCH. 1-3 credit hours.

R 401. Research. Credit hours to be arranged.

R 403. Thesis. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

R 405. Reading and Conference. (g) Credit hours to be arranged.

R 406. Special Problems. (g) Credit hours to be arranged.

R 407. Seminar. (g) Credit hours to be arranged.

R 408. Colloquium. (g) Credit hours to be arranged.

R 409. Practicum. (g) Credit hours to be arranged.

R 410. Experimental Course. (g) Credit hours to be arranged.

R 419, 420. Philosophy of Religion. (g) 3 credit hours each term.
Religious concepts of reality and human nature. Fall: method in philosophy of religion, major ideas of Deity, patterns of reasoning concerning God as personal being, the problem of evil; winter: idea of human being as spiritual, moral, and religious beings in the light of other philosophies of humanity. Straton.

R 421. Contemporary Social Problems and Religion. (g) 3 credit hours spring.
Religious ideas of ethical duty; the New Testament and ethical problems, the ethics of the family and sexuality, of race, of the political and economic orders; the concepts of history and human dentiny in Judeo-Christian thought. Straton.

R 423, 424, 425. Contemporary Philosophies of Religion and Theological Movements. (g) 3 credit hours each term.
A great books, seminar method of study, with presentation of student papers toward end of each term. Fall: selected readings from major representatives of the traditions of Idealism and Emergentistic Naturalism in philosophy of religion. Winter: selected readings from representatives of Existentialism, Naturalism, and Personalism in philosophy of religion. Spring: selected readings from representatives of Mysticism, Death of God, and Situation Ethics movements in philosophy of religion. Straton.

R 440. Foundations of Biblical Ethics. (g) 3 credit hours.
The basic ethical principles endorsed or proposed by biblical writers; special attention to the deuteronomic law code, the prophets, Jesus, and Paul. Prerequisite: R 311, 312, 313, or consent of instructor. Sanders.

R 441. Recent Discoveries in Biblical Studies. (g) 3 credit hours.
The significance for biblical studies of recently found texts, such as the Dead Sea Scrolls and the Coptic Gnostic Library, and recent archaeological discoveries. Prerequisite: R 311, 312, 313, or consent of instructor. Sanders.

R 442. Recent Developments in Biblical Theology. (g) 3 credit hours.
The major writings in biblical theology that have been formative for the present generation. The most recent innovations and *avant garde* positions. Prerequisite: R 311, 312, 313, or consent of instructor. Sanders.

Romance Languages

William Calin, Ph.D., Department Head, Professor of Romance Languages (Medieval and Renaissance French Literature, French Poetry). B.A., 1957, Ph.D., 1960, Yale; at Oregon since 1973.

George Ayora, Ph.D., Associate Professor of Romance Languages (Spanish-American literature). B.A., 1962, M.A., 1964, University of Washington; Ph.D., Vanderbilt University, 1969; at Oregon since 1970.

Randi M. Birn, Ph.D., Professor of Romance Languages (contemporary French literature). Cand. Philol., Oslo, 1960; Ph.D., Illinois, 1965; at Oregon since 1965.

Françoise Calin, Ph.D., Assistant Professor of Romance Languages (Modern French Novel and Poetry). Licence, 1963, Diplôme d'Études Supérieures, 1964, CAPES, 1966, Sorbonne; Ph.D., Stanford, 1972; at Oregon since 1973.

Henry F. Cooper, M.A., Senior Instructor in Romance Languages (French). B.A., Willamette, 1950; M.A., Middlebury, 1956; at Oregon since 1960.

David J. Curland, M.A., Senior Instructor in Romance Languages (Spanish). B.A., California at Los Angeles, 1950; M.A., Oregon, 1963; at Oregon since 1966.

Richard H. Desroches, Ph.D., Associate Professor of Romance Languages (18th-Century French literature). B.A., Clark University, 1947; Ph.D., Yale, 1962; at Oregon since 1957.

Sylvia B. Giustina, M.A., Instructor in Romance Languages (Italian). B.A., Marylhurst, 1956; M.A., Oregon, 1966; at Oregon since 1968.

Thomas R. Hart, Ph.D., Professor of Romance Languages (Spanish, Portuguese, Middle Ages, Renaissance). Editor, *Comparative Literature.* B.A., 1948, Ph.D., 1952, Yale; at Oregon since 1964.

Emmanuel S. Hatzantonis, Ph.D., Professor of Romance Languages (Italian language and literature). B.A., City College of New York, 1952; M.A., Columbia, 1953; Ph.D., California, 1958; at Oregon since 1959.

Robert M. Jackson, Ph.D., Associate Professor of Romance Languages (Spanish narrative). B.A., Dartmouth, 1963; M.A., 1964, Ph.D., 1968, Harvard; at Oregon since 1969.

Enrique R. Lamadrid, Ph.D., Visiting Assistant Professor (Chicano, Spanish-American literatlre). B.A., New Mexico, 1970; M.A., 1976, Ph.D., 1977, Southern California; at Oregon since 1976.

Elisabeth A. Marlow, Ph.D., Assistant Professor of Romance Languages (French, 17th-century literature and civilization). Diploma, Hautes Études Commerciales, Paris; M.A., 1958, Ph.D., 1966, Oregon; at Oregon since 1958.

Barbara Dale May, Ph.D., Assistant Professor of Romance Languages (modern Spanish poetry). B.A., 1972, M.A., 1973, Ph.D., 1975, Utah; at Oregon since 1976.

Louis A. Olivier, Ph.D., Assistant Professor of Romance Languages (18th-19th century French novel). B.A., 1962, M.A., 1963, Utah; Ph.D., 1976, Johns Hopkins; at Oregon since 1966.

Perry J. Powers, Ph.D., Professor of Romance Languages (Spanish Golden Age). B.A., Oregon, 1941; Ph.D., Johns Hopkins, 1947; at Oregon since 1946.

Steven F. Rendall, Ph.D., Associate Professor of Romance Languages (French literature). B.A., Colorado, 1961; Ph.D., Johns Hopkins, 1967; at Oregon since 1967.

Wolfgang F. Sohlich, Ph.D., Associate Professor of Romance Languages (modern French poetry, theater). B.A., Johns Hopkins, 1959; M.A., 1970, Ph.D., 1971, Emory; at Oregon since 1970.

Faculty Emeriti

Chandler B. Beall, Ph.D., Professor Emeritus of Romance Languages. B.A., 1922, Ph.D., 1930, Johns Hopkins; at Oregon since 1929.

David M. Dougherty, Ph.D., Professor Emeritus of Romance Languages. B.A., Delaware, 1925; M.A., 1927, Ph.D., 1932, Harvard; at Oregon since 1947.

Carl L. Johnson, Ph.D., Professor Emeritus of Romance Languages. B.A., 1924, M.A., 1925, Iowa; Ph.D., Harvard, 1933; at Oregon since 1935.

Leavitt O. Wright, Ph.D., Professor Emeritus of Romance Languages. B.A., Harvard, 1914; Ph.D., California, 1928; at Oregon since 1926.

The Department of Romance Languages offers instruction in French, Italian, and Spanish language and literature. The major in Romance Languages is a liberal arts major. Although giving the necessary background for professional graduate work, it is not restricted to prospective teachers. Its purpose is to provide students with sound training in a humanistic discipline.

Undergraduate Studies

Programs leading to undergraduate majors are provided in French, Italian, and Spanish. Students who major in the department are primarily concerned with Romance literatures, literary history, and criticism. Attention is given to developing the skills of understanding, speaking, and writing the modern idiom. A fully equipped laboratory furnishes a valuable adjunct to classroom exercises. Those students who intend to do graduate work in Romance Languages are advised to begin a second Romance language and to take a year's work in Latin. Courses in English and other literatures are also recommended.

Major requirements for the Bachelor of Arts degree are:

Romance Languages. Thirty credit hours in one language beyond the second-year sequence, of which at least 9 hours must be in literature and 9 hours in composition and conversation (the students whose concentration is in French must have 18 hours of literature, normally to include the Introduction to French Literature), plus 15 hours beyond the second-year sequence in a second Romance Language.

French. (1) RL 301, 302, 303, Introduction to French Literature, or the equivalent. (2) Thirty-six additional hours in upper-division courses. At least nine of these hours must be in courses of French composition. At least eighteen credit hours must be in literature courses. Additional work in related fields is recommended (e.g., another Romance language, English, history of art, music, and philosophy).

Italian. Forty-five credit hours beyond the second-year sequence, which may be distributed as follows: (1) three terms of either Survey of Italian Literature (RL 307, 308, 309) or Introduction to Italian Literature (RL 377, 378, 379); (2) three terms of Composition and Conversation (RL 374, 375, 376); (3) six terms of upper-division literature courses; (4) three terms of work in one or more related fields (e.g., another Romance literature, history, art history, etc.) to be determined in consultation with the student's adviser.

Spanish. Two major programs in Spanish are available: (A) one emphasizes the study of Spanish and Latin American literature, and (B) the second designed for students with strong interests in the related fields of linguistics, the social sciences, area studies.

(A) In the major with the literary emphasis, 45 credit hours of work beyond the second-year sequence, distributed as follows: (1) Introduction to the Reading of Spanish Literature (RL 311); (2) three from the following: Medieval Spanish Literature (RL 312), The Golden Age (RL 313), Modern Spanish Literature (RL 314), Spanish-American Literature (RL 315); (3) Cervantes (RL 360); (4) five terms of Spanish, Spanish-American

or Portuguese literature courses numbered 405 or above; (5) three terms of composition and conversation: RL 347, 348, 349 or RL 461, 462, 463, or a combination of these; (6) two terms of upper-division work in one or more related fields; e.g., art history, philosophy, or political science.

(B) In the alternate major, 45 credit hours beyond the second-year sequence, distributed as follows: (1) Six terms of work in upper-division and advanced language classes: RL 350, 351, 347, 348, 349, 461, 462, 463; (2) five terms of upper-division course work in literature, distributed as follows: (a) RL 311; (b) four from the following: RL 312, RL 313, RL 314, RL 315, RL 360; (3) four terms of upper-division work in related courses; e.g., History of Spain, Hispanic America, History of Art, Art in Latin America, or Latin American geography, including culture and civilization in the department.

Minor requirements for the Bachelor of Arts degree are:

Romance Languages: A minor in any of the Romance languages will consist of 15 hours beyond the second-year level in that language, normally to include three terms of composition and conversation plus two terms of literature.

Secondary-School Teaching of Foreign Languages. The Department of Romance Languages offers a program leading to certification as a teacher of French, Italian, or Spanish in junior or senior high schools. To be recommended by the University and the Department for such certification, the student must satisfactorily complete the approved program for preparing secondary teachers which includes (1) subject matter content for the teaching specialty, essentially equivalent to major requirements in a single language, and (2) a professional education component. Candidates must also have a 3.0 GPA in the major and attain a 250 percentile score or better in the MLA proficiency test in order for the department to recommend them for student teaching and certification.

For detailed information, consult the Romance Languages department office, and the office of the College of Education, Department of Curriculum and Instruction.

Graduate Studies

The Department of Romance Languages offers programs of study leading to the degree of Master of Arts in Romance Languages (French, Italian, Spanish, or a combination), and to the degree of Doctor of Philosophy in Romance Languages. It is important that courses taken outside the Department form part of a coherent program and have the approval of the adviser.

The Master of Arts Program. Although the student normally takes work to improve linguistic skills, the M.A. is primarily a degree in the study of literature. Courses are offered in French, Italian, Portuguese, Peninsular and American Spanish languages and literatures; with major work available in French, Italian, and Peninsular Spanish. The student's program may include work in two of these fields, and must include a second field if one is Italian or Spanish-American literature. The minimum requirement for this degree is the completion of 45 credit hours of graduate study with grades of B or higher. The program does not include a thesis.

Alternative programs in French and Italian are available to M.A. candidates. Upon application to the graduate committee, the committee with the advice and consent of the student's adviser, may allow the student to take 56 units of courses and no examination. Students selecting this alternative must pass the Master of Arts examination before continuing toward the Ph.D.

Interdisciplinary Master's Program in French. The department supervises an interdisciplinary program designed particularly for the preparation of secondary-school teachers. The program requires 36 credit hours of graduate work in French and a minimum of 9 credit hours in education. For further information, consult the director of the program, Elisabeth Marlow.

Master of Arts in Teaching Spanish. The department offers a program of advanced study leading to the Master of Arts in Teaching Spanish, with emphasis on the preparation of secondary-school teachers. In addition to a year's study at the University, this program will include an eight-week summer term in Mexico or Spain. The program is designed to afford prospective teachers of Spanish an opportunity to achieve competence in the written and spoken language, to study literature at the graduate level, and to develop and practice methods of presenting both language and literature to secondary-school students. Completion of this course of study will fulfill the requirements for the Oregon Standard (five-year) Secondary Teacher Certificate, but courses in civilization and phonetics, required for this certificate, should be taken prior to admission.

The Doctor of Philosophy program permits the student to choose among a variety of approaches to advanced study in Romance literatures. Major fields of study include: (1) a national literature; (2) a period (e.g., the Renaissance); (3) a genre (e.g., the novel). Candidates must complete a minimum of 15 graduate courses, including at least three terms of work in the literature of one or more Romance languages other than the major, as well as two terms of work in philology or medieval literature. A comprehensive examination and a thesis are required. In addition to command of the languages and familiarity with the chosen literatures, the student is expected to develop skill in critical writing and competence in individual research. Students interested in the doctoral program should request the description of the program from the departmental secretary or consult with the director of graduate studies.

The graduate program in comparative literature is administered by a committee representing the departments of English, German and Russian, and Romance Languages; it offers opportunity for advanced study of several literatures in their original languages.

The resources of the University Library for research in French, Italian, and Spanish are fully adequate for the department's graduate programs; in some fields they are outstanding. The Library's holdings of learned periodicals are extensive; the quarterly journal, *Comparative Literature,* is edited by a member of the department.

Overseas Study. The Oregon State System of Higher Education provides opportunities for a year's study in Poitiers, France. The program is administered by Oregon State University but students of the University of Oregon register with their home institution. While the program is primarily intended for undergraduates, some graduate credit may be obtained if proper arrangements are made with the Department of Romance Languages.

In addition, the University of Oregon offers an eight-week summer program in Perugia, Italy, and an eight-week program in Mexico.

French

Undergraduate Courses

RL 50, 51, 52. First-Year French. 4 credit hours each term. An introduction to French, stressing comprehension, speaking, reading, and writing with a modern approach through the use of a series of French educational films. Beginning with the winter term, one classroom hour is devoted to viewing color films which range over a wide cultural spectrum of French life. The remaining three classroom hours are devoted to discussion of the film script, grammar, elementary composition, and oral drill. Marlow, staff.

RL 53, 54. First-Year French. 6 credit hours each term, winter and spring.
Covers in two terms the work of RL 50, 51, 52. For students who wish to begin French in the winter term. Persons whose competence in the language already exceeds the scope of this course will not be admitted.

RL 101, 102, 103. Second-Year French. 4 credit hours each term.
Study of selections from representative authors; review of grammar; considerable attention to oral use of the language. Special section for Honors College students and for the students who wish to concentrate on reading. Persons whose competence in the lan-

guage already exceeds the scope of this course will not be admitted. F. Calin, staff.

RL 199. Special Studies. 1-3 credit hours.

RL 301, 302, 303. Introduction to French Literature. 3 credit hours each term.
Study of representative works from the Middle Ages to the present. Each year this course will be organized around a theme. Prerequisite: Two years of college French or the equivalent. Staff.

RL 304, 305, 306. The French Novel. 3 credit hours each term.
Study of selected novels from the seventeenth century to the present. Offered in alternate years. Birn, Olivier.

RL 318. Contemporary French Theater. 3 credit hours.
Study of major trends and movements in modern French drama. Offered in alternate years. Birn, Sohlich.

RL 319. Baudelaire, Verlaine, Rimbaud. 3 credit hours.
Study of masterworks by three creators of the modern spirit in poetry; introduction to textual analysis. Offered in alternate years. F. Calin, Sohlich.

RL 320. Short Fiction. 3 credit hours.
Study of selected short fiction by such authors as Voltaire, Diderot, Mérimée, Maupassant, Camus, Aymé, Beckett, Robbe-Grillet. Some attention given to the evolution of the short story as a genre. Normally to be offered in alternate years in the spring term. Desroches, Rendall.

RL 321, 322, 323. French Composition and Conversation. 3 credit hours each term.
Exercises in pronunciation, comprehension, and composition. Ample opportunity for conversation. Conducted in French. Prerequisite: two years of college French or equivalent. F. Calin, Desroches, Marlow, Olivier, Sohlich.

RL 331, 332, 333. French Pronunciation and Phonetics. 2 credit hours each term.
A thorough study of the fundamentals of French pronunciation, with special attention to each student's difficulties. Prerequisite: two years of college French or equivalent. Normally required of French majors and of candidates for teacher certification. Craig and staff.

RL 403. Thesis. Credit hours to be arranged.

RL 405. Reading and Conference. Credit hours to be arranged.

RL 409. Practicum. Credit hours to be arranged. Pass or No-Pass grade only.

Upper-Division Courses Carrying Graduate Credit

RL 407. Seminar. (G) 4 credit hours.
Several seminars are offered each term. Recent topics: Late 19th-century novel, Diderot, Montaigne, Genet, Sartre, Molière, Racine, Preromanticism, Black African literature, Balzac.

RL 410. Experimental Course. (G) Credit hours to be arranged.

RL 411, 412, 413. Seventeenth-Century French Literature. (G) 3 credit hours each term.
Each term devoted to an intensive study of a problem, author, or genre. Recent topics: fictional technique in *La Princesse de Clèves*; Corneille; La Rochefoucauld and the art of the maxim. Prerequisite: RL 301, 302, 303. Marlow, Rendall.

RL 417, 418, 419. Nineteenth-Century French Literature. (G) 3 credit hours each term.
Study of the literary movements and major writers. Prerequisite: RL 301, 302, 303. F. Calin.

RL 423, 424, 425. Twentieth-Century French Literature. (G) 3 credit hours each term.
Study of major writers and movements. Prerequisite: RL 301, 302, 303. Birn, F. Calin, Sohlich.

RL 429, 430, 431. French Culture and Civilization. (G) 3 credit hours each term.
The political and social backgrounds of French literature; introduction to French music and art. Prerequisite: RL 301, 302, 303, or RL 321, 322, 323, or equivalent. Marlow, Olivier.

RL 435, 436, 437. Eighteenth-Century French Literature. (G) 3 credit hours each term.
Study of the origins and triumph of the philosophical spirit from Bayle to the *Encyclopédie* with emphasis on Montesquieu, Voltaire, Diderot, and Rousseau. Special attention to evolution of literary genres of novel and theater. Desroches, Olivier.

RL 467, 468, 469. Advanced French Composition and Conversation. (G) 2 or 3 credit hours each term.
Translation of modern literary texts into French, and writing of original themes. Discussion of topics of a political, sociological or cultural nature taken from current issues of French magazines. Conducted in French. Normally required of French majors and of candidates for teacher certification. Prerequisite: RL 321, 322, 323 or equivalent. Marlow.

RL 470. Text Explication. (G) 3 credit hours.
Introduction to basic critical concepts and methods of explication; intensive analysis of selected poetry and prose. Offered in alternate years.

Graduate Courses

RL 503. Thesis. Credit hours to be arranged. A no-grade course.

RL 505. Reading and Conference. Credit hours to be arranged.

RL 507. Seminar. Credit hours to be arranged. Recent topics have been:
Studies in French Poetry. W. Calin.
Montaigne. Rendall.
Diderot. Desroches.
Eighteenth-Century French Novel. Desroches.
French Romantic Drama.
The Portrayal of Women in the French Novel 1750-1950.
Naturalism.
The Theater of the Absurd. Sohlich.
The New Novel in France. Birn, F. Calin.
Modern French Novelists. Birn.
The Rhetoric of Nonfiction. Hart, Rendall.

RL 508. Workshop. Credit hours to be arranged.

RL 509. Practicum. Credit hours to be arranged. Pass or No-Pass grade only.

RL 517, 518, 519. Sixteenth-Century French Literature. 4 credit hours each term.
A general survey of literature in the Renaissance, with emphasis on Marguerite de Navarre, Rabelais, Marot, Ronsard, Du Bellay, d'Aubigné, and Montaigne. Rendall.

RL 530. Introduction to Medieval French Literature. 4 credit hours.
Initiation to reading texts in Old French. Study of four masterpieces from the perspective of modern criticism. W. Calin.

RL 531, 532. Medieval French Narrative. 4 credit hours each term.
Study of three principal medieval narrative genres: epic, romance, allegory of love. Critical analysis of *chansons de geste,* works by Chrétien de Troyes, and *Le Roman de la Rose.* Prerequisite: RL 530. W. Calin.

RL 533, 534. The Waning of the Middle Ages in France. 4 credit hours each term.
Study of French narrative fiction, poetry, and theater of the fourteenth and fifteenth centuries. Special attention given to Guillaume de Machaut and François Villon. W. Calin.

RL 541, 542. French Renaissance and Baroque Poetry. 4 credit hours each term.
Study of the evolution of lyric genres and of mentalities in the sixteenth and early seventeenth centuries. Analysis of works by Du Bellay, Ronsard, Sponde, La Ceppède, D'Aubigné, Saint-Amant, La Fontaine, from the perspective of modern criticism. W. Calin.

RL 543. French Poetry: 1650-1850. 4 credit hours.
A close reading of poetry from the classical and romantic periods. Among the authors to be studied: La Fontaine, Boileau, Voltaire, Chénier, Lamartine, Vigny, Hugo. W. Calin.

RL 546. Molière. 4 credit hours.
A critical analysis of selected plays, with emphasis on Molière's comic technique. Rendall.

RL 547. Voltaire. 4 credit hours.
Study of Voltaire's satire and historical prose. Desroches.

RL 550, 551. Proust. 4 credit hours each term.
Detailed study of *A la Recherche du temps perdu.* Birn.

RL 552. Zola. 4 credit hours.
Study of representative works by Zola.

RL 553. Modern French Poetry. 4 credit hours.
Study of several major modern poets. F. Calin, W. Calin, Sohlich.

Courses Offered Only in Poitiers

The following are the courses most frequently taken by students at the Oregon Study Center in France. Since final curricular authority for these courses remains with the University of Poitiers, their exact content may vary. A wide range of other courses at various levels is also available at Poitiers.

RL 324, 325. Intermediate French Grammar. 3 credit hours each term.
Systematic study of French grammar and syntax. Includes exercises in dictation with subsequent analysis of sentence structure and grammar, as well as the study of theory. Offered only through the Oregon Study at the University of Poitiers, France.

RL 326, 327. Exercises in French Style. 3 credit hours each term.
Introduction to close analysis of texts. Teaches techniques of close reading through exercises in summarizing and outlining texts from both literary and journalistic sources. Offered only through the Oregon Study Center at the University of Poitiers, France.

RL 334, 335. Introduction to French Civilization. 3 credit hours each term.
Survey of French civilization from Gallo-Roman times to the 20th century, complemented by study of the geography of France. Emphasis on social history and on the history of the arts, particularly th visual arts and architecture. Work devoted to geography emphasizes regional cultures and economics in addition to physical geography. Offered only through the Oregon Study Center at the University of Poitiers, France.

RL 336, 337. Masterworks of French Literature. 3 credit hours each term.
Intensive study of major works of French literature from the 17th, 18th, and 19th centuries. Recently the program has included La Fontaine, *Fables*; Balzac, *Cesar Birotteau*; Flaubert, *Madame Bovary*. Offered only through the Oregon Study Center at the University of Poitiers, France.

RL 338, 339. Readings in Modern French Literature. 3 credit hours each term.
Readings in the modern French novel. At least ten modern novels are read and discussed each term. Recent authors have included Joseph Kessel, Albert Camus, Jean-Paul Sartre, and Francois Mauriac among others. Offered only through the Oregon Study Center at the University of Poitiers, France.

RL 340. Intensive Conversational French. 3 credit hours.
Development of oral French skills through audio-visual techniques and small group discussion sections. Concentration is on colloquial and standard conversational French, accompanied by some composition of dialogues. Offered only through the Oregon Study Center at the University of Poitiers, France.

RL 341. Orientation for Study in France. 3 credit hours.
Introduction to a broad range of subjects pertinent to study in France for an academic year; cultural adaptation, practical information about the university and the community, orientation to the French educational system and philosophy, and pedagogical methods. Includes several excursions to artistic and historical sites of interest like La Rochelle, the romanesque churches of Poitou, Gallo-Roman ruins, etc. Offered only through the Oregon Study Center at the University of Poitiers, France.

RL 342. Contemporary France via Television. 3 credit hours.
Study of contemporary French language and society through the use of televised news and documentary material, supplemented by exercises and classroom discussion. Actual news and documentary broadcasts via videotapes. Offered only through the Oregon Study Center at the University of Poitiers, France.

Italian

Undergraduate Courses

RL 70, 71, 72. First-Year Italian. 4 credit hours each term.
Introduction to Italian, stressing conversation and readings of modern texts. One section each of RL 71 (winter) and RL 72 (spring) offered students showing exceptional ability in RL 70. Hatzantonis and staff.

RL 73, 74. First-Year Italian. 6 credit hours each term, winter and spring.
Covers in two terms the work of RL 70, 71, 72.

RL 104, 105, 106. Second-Year Italian. 4 credit hours each term.
Study of selections from representative authors. Composition, pronunciation, grammar. Giustina.

RL 111, 112, 113. Conversational Second-Year Italian. 4 credit hours each term.
Fall: review of grammar. Winter and spring: intensive audio-oral practice in classroom and laboratory, to help students master everyday Italian. Designed for students planning to enroll in or returning from the Oregon State System of Higher Education programs in Italy.

RL 199. Special Studies. 1-3 credit hours.

RL 307, 308, 309. Survey of Italian Literature. 3 credit hours each term.
Introduction to major currents from Dante to the present. Close examination of representative texts. Prerequisite: two years of college Italian or equivalent. Giustina.

RL 374, 375, 376. Italian Composition and Conversation. 3 credit hours each term.
Instruction in Italian grammar and current idiomatic patterns; extensive exercises in oral communication and written composition. Conducted in Italian. Prerequisite: two years of college Italian or equivalent.

RL 377, 378, 379. Introduction to Italian Literature. 3 credit hours each term.
RL 377: methods of literary study. RL 378: analysis of poetic texts. RL 379: critical readings of prose: fiction and nonfiction. Offered alternately with RL 307, 308, 309. Giustina.

RL 387. Readings in Italian. 3 credit hours.
Intended for students with advanced knowledge of other Romance Languages or Latin who wish to acquire proficiency in reading literary texts. Students who complete this course may enroll in upper-division and graduate courses in literature. Consent of instructor is required. Hatzantonis.

RL 405. Reading and Conference. Credit hours to be arranged.

RL 408. Workshop. Credit hours to be arranged.
Designed for special group activities, such as production of Italian plays. Prerequisite: two years of college Italian, or consent of instructor. Giustina.

RL 409. Practicum. Credit hours to be arranged. Pass or No-Pass grade only.

Upper-Division Courses Carrying Graduate Credit

RL 407. Seminar. (G) Credit hours to be arranged.

RL 410. Experimental Course. (G) Credit hours to be arranged.

RL 464, 465, 466. Dante and His Times. (G) 3 credit hours each term.
Historical and literary background of the *Divine Comedy*; study of the poem and of Dante's minor works; Petrarch and Boccaccio. Hatzantonis.

RL 480, 481, 482. Italian Renaissance Literature. (G) 3 credit hours each term.
Study of tragedy, comedy, epic, lyric, *novella*, historical and poli-

tical prose, courtesy books, criticism. Italy's role in European Renaissance. Hatzantonis.

RL 483, 484, 485. Nineteenth-Century Italian Literature. (G) 3 credit hours each term.
Study of selected Italian authors of the romantic and post-romantic movements. Emphasis on works of Foscolo, Manzoni, Leopardi, Verga, De Sanctis, Carducci, and Pascoli. Prerequisite: RL 307, 308, 309, or consent of instructor. Hatzantonis.

RL 486, 487, 488. Twentieth-Century Italian Literature. (G) 3 credit hours each term.
The main trends in poetry, drama, and the novel, starting respectively with D'Annunzio, Pirandello, and Svevo to the present. Prerequisite: RL 307, 308, 309, or consent of instructor. Hatzantonis.

Graduate Courses

RL 505. Reading and Conference. Credit hours to be arranged.

RL 507. Seminar. 4 credit hours.
Recent topics: The Italian Lyric; Dante, Petrarch, and Boccaccio; Petrarch and His Influence; Lorenzo de' Medici's Poetic Circle; The Literature of the Italian Enlightenment; Italian Romanticism; Verga's Narrative.

RL 508. Workshop. Credit hours to be arranged.

RL 509. Practicum. Credit hours to be arranged. Pass or No-Pass grade only.

Portuguese

No classes in Portuguese will be offered during the 1977-78 academic year.

Upper-Division Courses Carrying Graduate Credit

RL 471, 472, 473. Portuguese and Brazilian Literature. (G) 3 credit hours each term.
Fall: systematic comparison of Portuguese and Spanish; practice in speaking and understanding Portuguese; readings in Brazilian culture and civilization. Winter and Spring: close study of selected fiction, poetry and plays of Portugal and Brazil. May be counted towards the major in Spanish.

RL 474, 475, 476. Brazilian Novel. (G) 3 credit hours each term.
An historical and critical study of the Brazilian novel of the nineteenth and twentieth centuries. May be counted toward the major in Spanish. Prerequisite: a reading knowledge of Portuguese.

RL 477, 478. Advanced Portuguese Language. (G) 3 credit hours each term, winter and spring.
Winter: the Portuguese verb system, language laboratory practice; spring: advanced grammar review and conversation.

Provençal

RL 523, 524, 525. The Troubadors. 4 credit hours each term.
Descriptive grammar of Old Provençal. Close study of selected lyrics in an attempt to define the contribution of the troubadors to European poetry. Prerequisite: a reading knowledge of French, Italian or Spanish. Hart.

Spanish

Undergraduate Courses

RL 60, 61, 62. First-Year Spanish. 4 credit hours each term.
An introduction to Spanish, stressing speaking and reading. Exercises in elementary composition. Students whose competence in the language already exceeds the scope of this course will not be admitted. Curland, staff.

RL 63, 64. First-Year Spanish. 6 credit hours each term, winter and spring.
Covers in two terms the work of RL 60, 61, 62. For students who wish to begin Spanish in the winter term. Students whose competence in the language already exceeds the scope of this course will not be admitted.

RL 107, 108, 109. Second-Year Spanish. 4 credit hours each 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. Special sections for Honors College students and for the students who wish to concentrate on reading. Students whose competence in the language already exceeds the scope of this course will not be admitted. Curland, staff.

RL 199. Special Studies. 1-3 credit hours.

RL 311. Introduction to the Reading of Spanish Literature. 3 credit hours.
Training of the student to read closely texts in all major genres; explicating a text; use of library facilities; introduction to critical writings. Usually taken before work in other literature courses. R. Jackson, May.

RL 312. Medieval Spanish Literature. 3 credit hours.
Close study of *Cantar de Mio Cid,* the *Libro de buen amor,* and *La Celestina.* Topics to be discussed include: the nature of medieval epic; medieval comedy and parody; the literary tradition of courtly love. Some attention to Spanish social and intellectual history and the historical development of the Castilian language. Prerequisite: RL 311. R. Jackson, May.

RL 313. The Golden Age. 3 credit hours.
Introduction to lyric poetry, prose, and theater of the Spanish Renaissance and Baroque, selected generally from the works of Garcilaso de la Vega, Fray Luis de León, San Juan de la Cruz, *Lazarillo de Tormes,* Cervantes, Lope de Vega, Calderón, and others. Prerequisite: RL 311. R. Jackson, Powers, staff.

RL 314. Modern Spanish Literature. 3 credit hours.
Major themes and forms of nineteenth- and twentieth-century Spanish literature. Training in the application of basic critical concepts to selected modern works. Prerequisite: RL 311. Ayora, R. Jackson, May.

RL 315. Spanish-American Literature. 3 credit hours.
Introduction to the basic currents and movements in the Spanish-American novel, poetry, and short story. Readings and discussions will center almost exclusively on the nineteenth and twentieth centuries. Prerequisite: RL 311. Ayora.

RL 347, 348, 349. Spanish Composition and Conversation. 3 credit hours each term.
Fundamentals of pronunciation. Extensive oral and written practice. Conducted in Spanish. Prerequisite: two years of college Spanish. Ayora, Curland, Craig.

RL 350, 351. Spanish Pronunciation and Phonetics. 2 credit hours each term.
Scientific study of Spanish sounds, rhythms, and intonation. Supervised practice, with individual use of recording equipment. Normally required of Spanish majors and of candidates for teacher certification. Consent of instructor is required. Curland, Craig.

RL 360. Cervantes. 3 credit hours.
The course will center on *Don Quijote* and will stress its importance in the development of the modern novel. The text may be read either in Spanish or in English translation. Spanish majors must do the reading in Spanish. Prerequisite: RL 311, but this will be waived for those students who wish to do the reading in English. Hart, Jackson, Powers.

RL 403. Thesis. Credit hours to be arranged.

RL 405. Reading and Conference. Credit hours to be arranged.

RL 409. Practicum. Credit hours to be arranged. Pass or No-Pass grade only.

Upper-Division Courses Carrying Graduate Credit

RL 407. Seminar. (G) 4 credit hours.
Several seminars are offered each term. Recent topics: 19th-Century Novel; Spanish Naturalism; Literature of Concern; 20th-Century Novel; Latin American fiction; contemporary po-

etry; Cortázar; history of the language; Galdós; Valle-Inclán; bilingualism.

RL 410. Experimental Course. (G) Credit hours to be arranged.

RL 432, 433, 434. Hispanic Culture and Civilization. (G) 3 credit hours each term.
Intellectual, cultural, and historical backgrounds of Hispanic literatures. Fall: the medieval and Golden Age periods; winter: the eighteenth and nineteenth centuries; spring: the twentieth century. Conducted in Spanish.

RL 444, 445, 446. Spanish-American Literature. (G) 3 credit hours each term.
Study of the principal authors of Spanish America since the beginning of the sixteenth century. Selections from the works of Ercilla, Sor Juana, Bello, Heredia, Sarmiento, Darío, Silva, Nervo,, González Prada, Mistral, and others. Prerequisite: RL 315. Ayora.

RL 451. Spanish Prose of the Golden Age. (G) 3 credit hours.
A critical reading in several prose genres of the sixteenth and seventeenth centuries: dialogs, *libros de caballerías*, pastoral and picaresque novels, the *novela ejemplar*. Prerequisite: RL 313. Powers.

RL 452. Renaissance and Baroque Poetry. (G) 3 credit hours.
The Petrarchism of Garcilaso and Herrera; traditional forms, especially the *romance*; the religious and mystic poetry of Fray Luis de León, San Juan de la Cruz; Santa Teresa; three seventeenth-century poets: Góngora, Lope de Vega, and Quevedo. Prerequisite: RL 313. Powers.

RL 453. Introduction to the Drama of the Golden Age. (G) 3 credit hours.
Readings in the works of Cervantes, Lope de Vega, Tirso de Molina, Ruiz de Alarcón, and Calderón de la Barca. Prerequisite: RL 313. Powers.

RL 454. History of the Spanish Language. (G) 3 credit hours.
The place of Spanish among the Romance Languages and the development of the literary language from the Middle Ages to the present, with some attention to the development of a distinctively American form of Spanish. Hart.

RL 455. The Nineteenth-Century Novel. (G) 3 credit hours.
Development of realism in Spanish narrative and its relationship to social and political change of the period. Naturalism in its Spanish form. Galdós, Clarín, Valera, Pardo, Bazán. Prerequisite: Previous work in Spanish literature. Offered alternate years. R. Jackson.

RL 456. Pre-Civil War Spanish Narrative. (G) 3 credit hours.
Experimental prose narrative from the turn of the century until 1936, with emphasis on the Generation of '98. Prerequisite: Previous work in Spanish literature. Offered alternate years. R. Jackson.

RL 457. Post-Civil War Narrative. (G) 3 credit hours.
Study of major novels and short stories and their relationship to social and political conditions of the period. Prerequisite: Previous work in Spanish literature. Offered alternate years. R. Jackson.

RL 458. Modern Spanish Poetry. (G) 3 credit hours.
Vanguard movements in poetry, and their relationship to film and art. Emphasis on García Lorca and his generation. Prerequisite: Previous work in Spanish Literature. Offered alternate years. R Jackson, B. May.

RL 459. Literature and the Spanish Civil War. (G) 3 credit hours.
A survey of literature arising from the Spanish Civil War. Consideration of the themes of artistic commitment and the relationship between propaganda and literature. Writers include: Hemingway, Malraux, Koestler, George Orwell, and others. Reading knowledge of Spanish desirable but not essential. Offered alternate years. R. Jackson.

RL 461, 462, 463. Advanced Spanish Composition and Conversation. (G) 2 or 3 credit hours each term.
Normally required of Spanish majors and of candidates for teacher certification. Prerequisite: RL 347, 348, 349 or equivalent. Conducted in Spanish. Ayora, Curland, Jackson.

Graduate Courses

RL 503. Thesis. Credit hours to be arranged. A no-grade course.

RL 505. Reading and Conference. Credit hours to be arranged.

RL 507. Seminar. Credit hours to be arranged. Recent topics have been:
History of the Spanish Language. Hart.
La Celestina. Hart, Jackson.
The Renaissance Lyric in Spain and Portugal. Hart.
Cervantes. Powers.
Lope de Vega. Powers.
The Nineteenth-Century Spanish Novel. Jackson.
Spanish Vanguard Movements. Jackson.
Jorge Luis Borges: Poetry, Short Story, and Essay. Ayora.
The Spanish-American Short Story. Ayora.

RL 508. Workshop. Credit hours to be arranged.

RL 509. Practicum. Credit hours to be arranged. Pass or No-Pass grade only.

RL 535, 536, 537. The Literature of Medieval Spain. 4 credit hours each term.
Introduction to reading texts in Old Spanish. Close study of *Poema de Mio Cid, Libro de buen amor,* and *La Celestina,* with attention to recent developments in criticism. Hart.

RL 554, 555, 556. Drama of the Golden Age. 4 credit hours each term.
Interpretation and criticism of selected *comedias* of Lope de Vega, Calderón, Tirso de Molina, Ruiz de Alarcón, Augustín Moreto, and Rojas Zorilla. Conducted in Spanish. Powers.

RL 557, 558, 559. The Modernista Movement. 4 credit hours each term.
Interpretation and criticism of the work of leading Spanish American "modernista" writers: Martí, Silva, Julián del Casal, Gutiérrez Nájera, Darío, Lugones, and others.

RL 561, 562, 563. Spanish-American Novel. 4 credit hours each term.
Study of the novel as a literary form in Spanish America.

Sociology

Donald R. Van Houten, Ph.D., Department Head, Associate Professor of Sociology (complex organizations, sociology of occupations and work, sociological theory). B.A., Oberlin, 1958; Ph.D., Pittsburgh, 1967; at Oregon since 1968.

Harry Alpert, Ph.D., Professor of Sociology (sociology of science). A.B., College of City of New York, 1932; Cert. de soc., Bordeaux, 1933; A.M., 1935, Ph.D., 1938, Columbia; at Oregon since 1958.

Joan R. Acker, Ph.D., Associate Professor of Sociology (sociology of women, stratification, sociology of social welfare, organizations and occupations). B.A., Hunter, 1946; M.A., Chicago, 1948; Ph.D., Oregon, 1967; at Oregon since 1964.

Lawrence R. Carter, Ph.D., Assistant Professor of Sociology (demography, human ecology, urban sociology, economic sociology). B.S., Howard, 1958; M.A., 1970, Ph.D., 1973, Oregon; at Oregon since 1973.

Steven E. Deutsch, Ph.D., Professor of Sociology (economic, political, comparative sociology). B.A., Oberlin, 1958; M.A., 1959, Ph.D., 1964, Michigan State; at Oregon since 1966.

Richard P. Gale, Ph.D., Associate Professor of Sociology (environmental sociology, industrial sociology, sociology of development; Latin American studies). B.A., Reed, 1960; M.A., Washington State, 1962; Ph.D., Michigan State, 1968; at Oregon since 1967.

Marion Sherman Goldman, Ph.D., Assistant Professor of Sociology (sociology of law, sociology of deviance, sociology of women). A.B., California, Berkeley, 1967; M.A., 1970, Ph.D., 1977, Chicago; at Oregon since 1973.

Daniel N. Gordon, Ph.D., Associate Professor of Sociology (community, urban sociology and ecology, sociology of law, social change). B.A., Johns Hopkins, 1961; M.S., 1964, Ph.D., 1967, Wisconsin; at Oregon since 1969.

Richard J. Hill, Ph.D., Professor of Sociology (methodology, social psychology, formal theory). A.B., 1950, M.A., 1951, Stanford; Ph.D., Washington, 1955; at Oregon since 1971.

Jay M. Jackson, Ph.D., Professor of Sociology (social psychology, formal organization, role theory, methodology). B.A., 1948, M.A., 1950, McGill; Ph.D., Michigan, 1953; at Oregon since 1963.

Theodore B. Johannis, Jr., Ph.D., Professor of Sociology and Family Studies (sociology of time and leisure, socialization, marriage and the family). B.A., 1948, M.A., 1948, Washington State; Ph.D., Florida State, 1955; at Oregon since 1953.

Benton Johnson, Ph.D., Professor of Sociology (sociology of religion, sociological theory, stratification). B.A., North Carolina, 1947; M.A., 1953, Ph.D., 1954, Harvard; at Oregon since 1957.

Miriam M. Johnson, Ph.D., Assistant Professor of Sociology (socialization, sex roles, the family). B.A., North Carolina, 1948; M.A., 1953, Ph.D., 1955, Harvard; at Oregon 1959-1962 and since 1973.

Walter T. Martin, Ph.D., Professor of Sociology (population deviance, ecology, urban sociology). B.A., 1943, M.A., 1947, Ph.D., 1949, Washington; at Oregon since 1947.

Kenneth Polk, Ph.D., Professor of Sociology (delinquency and criminology, methodology). B.A., San Diego State, 1956; M.A., Northwestern, 1957; Ph.D., California at Los Angeles, 1961; at Oregon since 1960.

Jean Stockard, Ph.D., Assistant Professor of Sociology (sociology of education, methodology and statistics, socialization). B.A., 1969, M.A., 1972, Ph.D., 1974, Oregon; at Oregon since 1974.

Albert J. Szymanski, Ph.D., Associate Professor of Sociology (stratification, social movements, sociological theory, political sociology). B.A., Rhode Island, 1964; Ph.D., Columbia, 1971; at Oregon since 1970.

David T. Wellman, Ph.D., Associate Professor of Sociology (race and ethnic relations, sociological theory, critical Marxism, field methods, sociology of working class life). B.A., Wayne State, 1962; M.A., 1966, Ph.D., 1974, California at Berkeley; at Oregon since 1971.

Faculty Emeriti

Joel V. Berreman, Ph.D., Professor Emeritus of Sociology (social psychology, race relations). B.A., 1927, Willamette; M.A., 1933, Oregon; Ph.D., 1940, Stanford; at Oregon since 1946.

John M. Foskett, Ph.D., Professor Emeritus of Sociology (social institutions, history of social thought, sociological theory). A.B., 1932, M.A., 1935, Ph.D., 1939, California; at Oregon since 1946.

Undergraduate Studies

Sociology is the analytical study of the development, structure, and function of human groups and societies. It is concerned with the scientific understanding of human behavior as it relates to, and is a consequence of, interaction within groups.

The undergraduate program in sociology is designed: (1) to provide a basis for understanding the rapidly changing modern world; (2) to provide a useful background for students preparing to enter directly into beginning positions in social work, personnel work, recreation, and social-studies teaching; (3) to prepare students for graduate work leading to professional careers in sociology and closely related fields. Students who are interested in professional social work should consider majoring in the School of Community Service and Public Affairs.

The lower division 200-level courses are designed to provide an introduction to the field. The basic course is the one-term Introduction to Sociology (Soc 201). Students typically take Soc 201 and at least two additional courses from the Soc 206, 210-217 group before moving on to upper-division courses. Courses in the Soc 206, 210-217 group provide an introduction to some of the areas of specialization within the field, such as race and ethnic relations (Soc 212, Race, Class, and Ethnic Groups in America) and political sociology (Soc 215, Social Issues and Social Movements).

The 300-level (upper-division) courses are designed to extend the student's knowledge of subjects covered in the 200-level courses, provide an introduction to social research methods and social theory.

The 400-level (upper-division) courses are the advanced and specialized courses in the department. Most build on background obtained in the 200-level and 300-level courses. Students interested in the sociology of the community, for example, may take Communities, Population, and Resources (Soc 210), The Community (Soc 304), Urbanization and the City (Soc 442) and The Urban Community (Soc 443). Students interested in criminology, juvenile delinquency, and the field of corrections, for example, may take Social Deviancy and Social Control (Soc 211), and Criminology and Delinquency (Soc 440 and 441). It is recommended that students have at least 9 credit hours in sociology courses before taking 400-level courses.

Requirements for Baccalaureate Degree. Candidates for the baccalaureate degree with a major in sociology must satisfy all general requirements of the University and the College of Arts and Sciences. Majors in sociology are required to complete a minimum of 42 credit hours of undergraduate sociology courses. Of the 42 credit hours, at least 30 must be in upper-division courses, excluding Soc 400 SEARCH courses and Soc 409, and not more than nine of those 30 may be numbered Soc 401, Soc 405, or Soc 406. Seminars (Soc 407) may be counted toward the upper-division credit hours requirement for the major.

No specific courses are required for the major, although students are urged to take at least one course in sociological theory and one

course in social-research methods as part of their program. The department has no restriction on the number of courses in the major that may be taken on a pass-undifferentiated basis.

Sociology majors are urged to establish and maintain communication with their academic advisers. Although majors may select advisers from the entire sociology faculty, a student may want to choose as adviser the faculty member who shares interests with the student, or has indicated a preference for working with undergraduates with particular career goals or backgrounds.

Each student should plan a course program which will emphasize those experiences most useful for the student's educational and career objectives. The individual model program reflects the formal courses, reading and conference courses, seminars, and research experiences through which the student builds a solid base as an undergraduate sociology major. By leaving the entire matter of course selection to the student, the department is placing the responsibility on each student to carefully plan an undergraduate program which will be most useful to the student. It is recognized that different educational and career goals involve different course programs. Also, it is recognized that a sound undergraduate program in sociology should involve awareness of related courses in other departments of the University. Undergraduate majors need to realize that the courses selected may affect their career opportunities. Students seeking specialized undergraduate training will want to supplement formal course work with reading or research.

With the help of a faculty adviser, the student should set out a model program. The program is not intended to be a series of mandatory courses, but should include courses and other experiences (reading, research, field experience) relevant for the student's objectives. Several suggested model programs are listed below. It is essential, however, that students consult with their faculty advisers concerning the selection of specific courses.

Program for General Sociology Majors. For students who want a broad liberal education, the sociology department offers a wide variety of courses covering a full range of human social life, while at the same time providing theoretical and methodological perspectives which help to integrate their studies.

General majors should begin with Soc 201 and a number of other 200-level courses in their freshman and sophomore years. These lower-division courses provide an introduction to the discipline, with an emphasis on how sociology can be applied to contemporary social issues.

In their upper-division years, general majors may choose from courses which provide more depth in the study of each of the institutional areas in modern society, such as: the family, education, economic life, politics, criminology, social welfare, war and peace, and leisure. Courses such as social stratification, social psychology, and social change help to tie these diverse areas together by providing perspectives which are useful in the study of any institutional area. Finally, courses in sociological theory and methodology provide more general analytical and research skills which will be useful both in sociology courses and in whatever activities the student may pursue after graduation.

Program for Majors Interested in the Social Service Professions. The "social service professions" are those which help people—social work, counseling, community relations specialists, housing specialists, labor relations and personnel specialists, counselors in different institutional settings. Students interested in these occupations should consider majoring in the School of Community Service and Public Affairs, rather than in sociology. However, many students may wish to retain a major in sociology, supplementing their program with course work in the School of Community Service and Public Affairs, and the departments of psychology, education, and political science.

Many of these occupations require graduate training or field training. Students should consult the Counseling Center for more detailed information.

Students majoring in sociology who want to enter one of the helping professions should take at least one course in sociological methodology, at least two courses in social psychology, and several courses which deal with specific problem areas in society (race, crime, the cities, population).

Program for Majors Interested in Business or Government Service. Many sociology majors find employment with business or governmental organizations. These organizations typically seek general human-relations skills, some awareness of organizations and the surrounding social environment, and an ability to analyze and understand basic social data.

Students interested in possible employment with business organizations should, of course, consider a major in the College of Business Administration. Sociology majors interested in business organizations should include courses in the College of Business Administration (e.g., accounting, personnel management) and in the economics department.

Students with career goals in governmental service may want to consider a major in the School of Community Service and Public Affairs. Sociology majors should include courses in public administration and political science.

Secondary School Teaching. For basic certification as a teacher of Social Studies in Oregon high schools, the Teacher Standards and Practices Commission requires completion of an approved teacher-education program which includes satisfaction of (1) certain requirements in subject-matter preparation for the teaching endorsement, (2) certain requirements in professional education preparation, and (3) the recommendation of the institution at which the student completes the preparation.

For details of this program, consult the norm adviser for teacher education in the Department of Sociology and the Office of Secondary Education in the College of Education.

The University will recommend for the Standard Teaching Certificate and Standard endorsements upon successful completion of a planned program of advanced teacher education; this plan must be filed with the Office of Teacher Certification in the College of Education at the time the work is initiated. Completion of work required for a master's degree does not satisfy requirements for either the Standard Teaching Certificate or endorsement, unless the degree work also includes certificate and endorsement requirements. Program planning forms and information relating to the University's Standard teacher education program may be secured from the Office of Teacher Education.

Program for Majors Interested in Graduate Training in Sociology. Many students who continue in the field of sociology eventually enter a program leading to the Ph.D. in sociology. Students planning to pursue graduate work in sociology should have a strong background in sociological theory and social research methods. Students also should begin to think about the special areas within sociology which are of greatest interest, and about those graduate schools which offer specialized training in these areas. Application to graduate school should be made in the fall or winter of the year before the student wishes to enter a graduate program. Some graduate schools emphasize a broad social science background. Many will require either undergraduate work in mathematics or statistics for admission, or ask that new graduate students take remedial, noncredit courses if admitted to the program. Some universities still require competence in a foreign language for the Master or Ph.D. degrees, and will prefer to admit students with some undergraduate language training. Others look with disfavor on undergraduate programs with a large number of nongraded courses, particularly in the major. Occasionally, schools will encourage students to submit samples of their undergraduate work as part of the materials for admission to the graduate program. Nearly all graduate schools will require several letters of reference from faculty members, and some evidence of successful performance in course work. Many also will require applicants to take the Graduate Record Examination. Students considering graduate school should talk to their faculty advisers about the programs of the different schools, what experiences will increase the chances of admission, and what will be asked of students in a graduate program in sociology.

Graduate Studies

The graduate program of the Department of Sociology is primarily intended for studies leading to the Doctor of Philosophy degree.

Students seeking an advanced degree in sociology should have achieved a grade-point average of 3.00 or better in their undergraduate work in the social sciences. Entry is not restricted to those with undergraduate majors in sociology, although students without any undergraduate work in sociology have a considerably reduced chance of admission.

Students admitted to the graduate program with a baccalaureate degree are required to complete 54 credit hours of graduate-level work, all of which will be graded except work taken under the numbers Soc 501, Soc 505, or Soc 506. Such students normally complete the 54-hour requirement in their first six terms of enrollment, and those maintaining a grade-point average of 3.00 or better are awarded a Master's degree upon completion of this requirement.

Prior to being admitted to the doctoral program, students must pass the Departmental Qualifying Examination in Theory and Methods. After passing this examination, the student defines two or three fields of specialization and prepares for Comprehensive Examinations in these areas. Upon passing the Comprehensive Examinations, the student is advanced to Ph.D. candidacy and begins work on the doctoral dissertation. The doctoral dissertation must embody the results of research and show evidence of originality and ability in independent investigation. Early in their graduate work, students are encouraged to begin defining the general topic to be covered in the dissertation research.

Many students receive some type of financial assistance. In addition, some graduate students hold part-time teaching or research appointments outside of the department.

A booklet describing the graduate program may be obtained from the department. The booklet details the entire graduate program, specifies the materials needed to apply for admission to the program, and includes a listing of current staff members and their research interests. Students applying for graduate admission should submit all necessary materials by February 1, if possible, and by March 1 at the latest.

Undergraduate Courses

Soc 199. Special Studies. 1-3 credit hours.

Soc 200. SEARCH. 1-3 credit hours.

Soc 201. Introduction to Sociology. 3 credit hours.
Introduction to the sociological perspective, with emphasis on fundamental concepts, theories, and methods of research.

Soc 206. Introduction to Social Psychology. 3 credit hours.
An introduction to the field and topics of social psychology. Emphasis upon processes of interaction, the social origin of psychological processes, group membership and reference processes, analysis of everyday social phenomena, the structure and process of role relations, and selected research topics in the area. Prerequisite: Soc 201 or equivalent.

Soc 210. Communities, Population, and Resources. 3 credit hours.
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 of the traditional community. Prerequisite: Soc 201.

Soc 211. Social Deviancy and Social Control. 3 credit hours.
Examination of concepts of deviance, theories explaining deviant behavior, and mechanisms for the social control of deviance. Prerequisite: Soc 201.

Soc 212. Race, Class, and Ethnic Groups in America. 3 credit hours.
Analysis of the distinctions between European ethnic groups and people of color, focusing on the emergence of internal colonies in American society. Prerequisite: Soc 201.

Soc 213. Organizations and Occupations. 3 credit hours.
An examination of the nature and consequences of bureaucracies and bureaucratization in modern society, work and careers, technology and alienation. Prerequisite: Soc 201.

Soc 215. Social Issues and Social Movements. 3 credit hours.
Contemporary social issues viewed from a sociological perspective. Poverty, racism, militarism, and other issues are related to the social structure of American society. Social movements and ideologies related to these issues are examined. Prerequisite: Soc 201.

Soc 216. Introduction to the Sociology of Women. 3 credit hours.
Survey of major aspects of the position of women in contemporary society including examination of theoretical approaches to the study of women; relationship of the position of women to the family structure and the economic system; the special position of minority women; and the development of the feminist movement. Prerequisite: Soc 201.

Soc 217. Special Topics in Sociology. 3 credit hours.
A selection of topics applying the concepts and skills developed in Sociology 201 and 210-216 to current major sociological issues and problems. Emphasis on using theoretical formulations and research to better understand the roots, development, and varieties of present social concerns. Prerequisites: 201 and one of the following depending upon the particular topic: 206, 210-216. May be repeated for credit when topic changes.

Soc 301. American Society. 3 credit hours.
A critical analysis of conflicting interpretations of selected aspects of American culture and institutions and the ways in which they are changing. Not offered annually. Prerequisite: Soc 201.

Soc 303. World Population and Social Structure. 3 credit hours.
Introduction to population studies, providing within a sociological framework an analysis of historical, contemporary, and anticipated population conditions and trends, as they are related to social situations and the organization of society. Prerequisite: Soc 201.

Soc 304. The Community. 3 credit hours.
Analysis of the structure and organization of human communities. Prerequisite: Soc 201.

Soc 314. Socialization and Society. 3 credit hours.
Analysis of the nature and processes of socialization at different stages of the life cycle, the effects of socialization of the individual, and the effects of societal and cultural influences on socialization processes. Prerequisite: Soc 201.

Soc 326. Quantitative Methods in Sociology. 3 credit hours.
Construction and interpretation of tables and graphs, descriptive statistics, measures of association and contingency relationships, basic ideas of probability, and elementary statistical inference applied to nonexperimental research. Not intended for students who need a standard introductory statistics course with emphasis on probability and statistical inference or who plan to take more than one term of statistics. Consent of instructor required.

Soc 327. Introduction to Social Research. 3 credit hours.
The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative sociological studies from the standpoint of methodology. Prerequisite: 9 credit hours in sociology, or consent of instructor.

Soc 349. Social Change. 3 credit hours.
Analysis of the processes, characteristics, and conditions of change in large social systems; systematic examination of various theoretical perspectives. Not offered annually. Prerequisite: 9 credit hours in sociology. Offered 1977-78.

Soc 370. Development of Sociology. 3 credit hours.
Starting with Plato, the major writers and ideas that have shaped contemporary sociology are analyzed, with focus on recurrent concepts and issues that continue to challenge sociological inquiry. Special attention to the ways in which social structure affects social thought and vice versa. Prerequisite: 9 credit hours in sociology, or consent of instructor.

Soc 371, 372. Contemporary Sociological Perspectives. 3 credit hours each term.
Introduction to the major sociological theories and perspectives in current use, including an examination of the critical issues being debated. Possible topics include functionalism, conflict theory, symbolic interactionism, ethnomethodology, social phenomenology, and critical theory. Prerequisite: 9 credit hours in sociology, or consent of instructor.

Soc 375. Marxist Sociological Theory. 3 credit hours.
A systematic overview of basic Marxist concepts, fundamental theory, and social analysis from the works of Marx and Engels. The topics include dialectical and historical materialism, class, historical development, political economy, imperialism, the national question, the state, the Marxist theory of sexism, revolution and socialism. The course is designed as an introduction to Marxist social theory and as such assumed no prior knowledge of either Marxism or sociology beyond 201. Prerequisite: Soc 201.

Soc 400. SEARCH. 3 credit hours.

Soc 401. Research. Credit hours to be arranged.

Soc 403. Thesis for Honors Candidates. Credit hours to be arranged.

Soc 405. Reading and Conference. Credit hours to be arranged.

Soc 406. Supervised Field Study. Credit hours to be arranged.

Soc 407. Seminar. Credit hours to be arranged.

Soc 409. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Upper-Division Courses Carrying Graduate Credit

Soc 407. Seminar. (G) Credit hours to be arranged.
Problems in Leisure Research.
Sociology of Aging.
Sociology of Law.
Criminal Justice.
Juvenile Delinquency.
Role Theory and Research.
Problems in Family Research.
Socialist Experiment.
Environmental Movement.
Sociology of Medicine.
Sociology of Science.

Soc 411, 412, 413. Sociological Research Methods. (G) 3 credit hours each term.
Basic methodological problems such as the nature of science, the problem of meaning, formal and empirical systems, the use of models, causal inference under experimental and nonexperimental conditions, field techniques of data collection, and methods of analysis including parametric and non-parametric techniques of bivariate and multivariate analysis. Prerequisite: Soc 326, 327; the work of each term is prerequisite to that of the following term.

Soc 415. Social Demography. (G) 3 credit hours.
Methodological problems and techniques in demographic and ecological analysis. Prerequisite: Soc 303 or equivalent.

Soc 416. Sociology of the Environment. (G) 3 credit hours.
A sociological approach to the study of society and its relationship with the natural environment. Application of basic sociological concepts to a variety of natural environment topics (natural resources, pollution, energy, population growth, resource utilization). Topics include the environmental movement, interorganizational cooperation and conflict, value and attitude change, and the uses of sociology in dealing with environmental problems. Prerequisite: 9 credit hours in sociology or consent of instructor.

Soc 423. The Family. (g) 3 credit hours.
The family in historical perspective. An introduction to the study of the family as a social institution and small group association. Prerequisite: 9 credit hours in sociology.

Soc 428. Social Psychology. (G) 3 credit hours.
Systematic consideration of theoretical formulations of the field of social psychology, with emphasis upon sociological perspectives. Symbolic interactionist theoretical positions, social exchange theories, communication, language and sociology of knowledge in relation to cognitive social psychology. Analysis of major research problems from various theoretical positions. Prerequisite: Soc 206 or Psy 216, 9 credit hours in Sociology, or consent of instructor.

Soc 429. Social Self and Identity. (G) 3 credit hours.
Consideration of the various theories of self and identity in social psychology, from William James, Cooley, and Mead to contemporary sociological treatments, such as Goffman, Strauss, and McCall and Simmons. Prerequisite: Introductory social psychology and advanced standing.

Soc 430. Theory of Small Groups. (G) 3 credit hours.
Group goals, decision-making, roles, status, power, and cohesion. Emphasis on understanding and improving ongoing groups. Not offered annually. Prerequisite: 9 credit hours social science.

Soc 438. Social Psychology of the Family. (G) 3 credit hours.
The dynamics of family interaction throughout the family life cycle. Prerequisite: Soc 423, or equivalent.

Soc 439. Theories of Deviance. (G) 3 credit hours.
Major sociological theories about the structural causes and effects of deviance, along with empirical studies testing those theories. Prerequisite: Soc 211.

Soc 440, 441. Criminology and Delinquency. (G) 3 credit hours each term.
The nature and extent of delinquency and crime as forms of deviant social behavior; contributing factors; current prevention and treatment programs. Prerequisite: Soc 201.

Soc 442. Urbanization and the City. (G) 3 credit hours.
Determinants and consequences of urbanization under different conditions; the city as a social and ecological system. Prerequisite: 9 credit hours in sociology.

Soc 443. The Urban Community. (G) 3 credit hours.
The city as a social system, as a place of residence, work and play; problems of integration and social order; organization to modify the nature of the contemporary city and to plan for its future. Prerequisite: Soc 442 is strongly recommended.

Soc 444. Sociology of Migration. (G) 3 credit hours.
Study of the dynamics of migration as related to the dynamics of social change. Prerequisite: 9 credit hours in sociology.

Soc 445. Sociology of Race Relations. (G) 3 credit hours.
Analysis of racial oppression as a structural and ideological feature in American life. Prerequisite: introductory course in sociology, anthropology, or psychology.

Soc 446. Sociology of Work. (G) 3 credit hours.
An examination of work life and change in experience of work; with particular emphasis on understanding the effect of work on other aspects of life and experience such as technology, economy, social control and culture. Prerequisite: 9 credit hours in sociology.

Soc 447. Industrial Sociology. (G) 3 credit hours.
The study of the process of transformation in the post-Industrial Revolution period, the shaping of the labor force, labor history, analysis of labor union structure and organization, and current directions in the labor force: changes in technology, sexual and racial divisions in the occupational structure, and related shifts. Prerequisite: 9 credit hours in sociology.

Soc 448. Sociology of Occupations. (G) 3 credit hours.
The nature, functions, and significance of occupational groupings in modern society; the relationships of occupation to other aspects of life; the significance of work for the various forms of social organization; the impact of change on individual occupations and occupational categories. Not offered annually. Prerequisite: 9 credit hours in sociology.

Soc 449. Women and Work. (G) 3 credit hours.
Historical development and present status of women's participation in the labor market, sex segregation of occupation, bureaucratic structure and sex stratification, housework as occupation, the relationship between paid and unpaid labor. Major theoretical perspectives explaining sex inequality in the labor force. Social-psychological factors in the work experience of women. Prerequisite: Soc 216.

Soc 450. Sociology of Developing Areas. (G) 3 credit hours.
An analysis of social and economic structures and processes promoting and inhibiting change in underdeveloped areas. Special attention given to topics such as urbanization, industrialization, cultural change, and world poverty and dependence. Not offered annually. Prerequisite: 9 credit hours in sociology.

Soc 451. Social Stratification. (G) 3 credit hours.
Analysis of class in American society. The blue-collar working class, upper class, white-collar class, and independent middle class examined in their relationships to each other and to American society as a whole. Some treatment is given to the development of the U.S. class system and to the relations between class and race and class and sex in contemporary America. Prerequisite: 9 credit hours in sociology.

Soc 452. Social Stratification. (G) 3 credit hours.
Theories of stratification and class in comparative and historical perspective; functionalist, militarist, elitist, political, and Marxist theories of stratification are examined. The development of class systems from the origins of civilization to early capitalism are treated; class systems in the Third World and their relationship to those in the developed countries are also studied. Prerequisite: 9 credit hours in sociology.

Soc 455. Sociology of Women. (G) 3 credit hours.
A sociological analysis of sex differentiation and sex stratification with major focus on industrial society. Intensive examination of relationships between ideologies concerning women, changes in socioeconomic organization, socialization and sexuality. Prerequisite: Soc 216.

Soc 456. Sex and Identity: Theoretical Perspectives. (G) 3 credit hours.
Theories relating to the origin and perpetuation of sex differences and sex inequality. Synthesizing findings from biology, psychology, sociology, and anthropology from a feminist perspective. Relationship of family structure to sex-role development. Prerequisites: social-science background and one course in Women's Studies.

Soc 461. Sociology of Religion. (G) 3 credit hours.
Sociological analysis of religious belief and behavior; special attention to the relation between religious institutions and the larger societies of which they are a part. Prerequisite: 9 credit hours in sociology, or consent of instructor.

Soc 462. Sociology of the Family. (G) 3 credit hours.
The family as a social institution and its relationship to other social institutions. Prerequisite: Soc 423, or equivalent.

Soc 464. Systems of War and Peace. (G) 3 credit hours.
Violence and nonviolence as functions of social structures and as instruments of social change. Systems of international threat, their supporting institutions, and the ideology of nationalism; Not offered annually. Prerequisite: 9 credit hours in sociology.

Soc 465. Political Sociology. (G) 3 credit hours.
Sociological theories and concepts brought to bear on the analysis of various aspects of political theory and behavior; social bases of power and policy determination; institutional interrelationships; intellectuals and ideologies; political trends and change; political participation and membership. Prerequisite: 9 credit hours in sociology.

Soc 466. Sociology of Knowledge. (G) 3 credit hours.
Analysis of the relationships between society and thought. Types of knowledge considered in terms of the social settings in which they were produced and received. Not offered annually. Prerequisite: 9 credit hours in sociology.

Soc 467. Sociology of Social Welfare. (G) 3 credit hours.
Analysis of the structure of social welfare, the interrelationships between social welfare programs and other sectors of the socioeconomic system, the development of the welfare state in industrial capitalist society and the problems of clients and professionals. Prerequisite: 9 credit hours in sociology.

Soc 470. Bureaucracy, Power, and Society. (G) 3 credit hours.
Critical examination and evaluation of theory and research on bureaucratic structures and processes; distribution and exercise of power in organizations, the linkages between organizations and larger societal structures and processes, especially national and international power structures. Prerequisite: 9 credit hours in Sociology, or consent of instructor.

Soc 472. Changing Organizations. (G) 3 credit hours.
An examination and evaluation of theoretical and empirical work on organizational change with particular attention given to strategies of elite and non-elite change agents. Not offered annually. Prerequisite: 9 credit hours in Sociology, or consent of instructor.

Soc 490. Sociology of Leisure. (G) 3 credit hours.
Sociological analysis of nonwork time and leisure behavior; the relationship between patterns of use of nonwork time and leisure and other social institutions. Prerequisite: 9 credit hours in sociology.

Soc 491. Sociology of Education. (G) 3 credit hours.
The relationship between education and other social institutions; the school and the community; the school as a social system; social change and education. Prerequisite: 9 credit hours in sociology.

Graduate Courses

Soc 501. Research. Credit hours to be arranged. A no-grade course.

Soc 502. Supervised College Teaching. Credit hours to be arranged. A no-grade course.

Soc 503. Thesis. Credit hours to be arranged. A no-grade course.

Soc 505. Reading and Conference. Credit hours to be arranged.

Soc 506. Supervised Field Study. Credit hours to be arranged.

Soc 507. Seminar. Credit hours to be arranged.
Evaluation Research.
Theoretical Issues in the Sociology of Women.
Theories of Organizations.
Economic Sociology.
Values and Social Structure.
Critical Theory.

Soc 508. Workshop. Credit hours to be arranged. Topics to be announced. Offered only in Summer Session.

Soc 509. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Soc 510, 511. Logic and Scope of Sociological Inquiry. 3 credit hours.
Fundamental philosophical and methodological issues which underlie sociological theory and research. Topics include the issue of values in social research, inductivism vs. deductivism, the goals and uses of sociology, and the philosophical underpinnings of common research strategies in sociology. Open only to sociology graduate students.

Soc 520. Durkheim, Weber, and the Modern Functionalists. 3 credit hours.
A critical exposition of the theoretical works of Emile Durkheim, Max Weber, and the school of modern sociological functionalism, with special attention to the works of Talcott Parsons.

Soc 530. Marxist Theory. 3 credit hours.
Reviews the basic Marxist social theory and examines major contemporary debates with the Marxist paradigm of social science. Topics include the Marx-Freud synthesis (Reich, Fromm, Marcuse), monopoly capitalism, contemporary theories of imperialism, Leninism (Lenin, Gramsci, Lukacs, Trotsky, Stalin, Mao Tsetung), Critical Theory, and Hegelian Marxism.

Soc 540. Issues in Sociological Theory. 3 credit hours.
A survey of major sociological theories, perspectives, and issues that are not covered in detail in Soc 520 or Soc 530. Topics include the sociology of knowledge, phenomenological sociology, and contemporary critical theory.

Soc 550. Issues in Social Psychological Theory. 3 credit hours.
A survey of the major theoretical issues and formulation of research problems in social psychology. Instructor's consent required.

Soc 560. Experimental Methods and Design. 3 credit hours.
The examination of the logic and design of experimentation in non-laboratory social settings. Field approximations to experimental research; quasi-experimental designs. Factors effecting the validity of field experiments. The evaluation of social programs. Not offered annually. Prerequisites: graduate standing, Soc 412 or the equivalent, or consent of instructor.

Soc 565. Survey Methods and Design. 3 credit hours.
An examination of the design of surveys of human populations. Problem formulation, instrument development, and sampling designs. Strategies applicable to the analysis and interpretation of survey data. Prerequisites: graduate standing, Soc 412 or the equivalent, or consent of instructor.

Soc 570. Field Methods and Design. 3 credit hours.
Methods for observing events in a natural setting; describing cultures on their own terms; the discovery of characteristic ways in which people categorize, code, and define their own experience.

Soc 575. Demographic Methods. 3 credit hours.
Use of demographic techniques as tools, and censuses as data sources for a variety of disciplinary and quantitative approaches to research in social phenomena. Purposes are to understand the nature of a census; the many uses of a census; the limitations of census data; conventional and less conventional methodological techniques in the use of census data; the uniquely spatial and temporal dimensions of census data as it is employed in sociological research; the problems encountered in aggragating and disaggregating data in macro-sociological research; to employ demographic methods and census in conducting research.

Soc 580. Historical and Comparative Method in Sociology. 3 credit hours.
An examination of historical and comparative methods in sociological research. Theory construction, hypothesis testing, and the use of quantitative and qualitative historical sources.

Speech

Carl W. Carmichael, Ph.D., Department Head, Associate Professor of Rhetoric and Communication (communication theory). Associate Director, Communication Research Center. B.A., Westminster, 1961; M.A., Louisiana State, 1962; Ph.D., Iowa, 1965; at Oregon since 1965.

William Cadbury, Ph.D., Professor of Film Studies (film theory and criticism). Director, Film Studies Area. B.A., Harvard, 1956; M.S., 1957, Ph.D., 1961, Wisconsin; at Oregon since 1961.

Gary P. Cross, Ph.D., Assistant Professor of Rhetoric and Communication (forensics, communication theory). B.S., 1964, M.S., 1965, Oregon; Ph.D., Utah, 1971; at Oregon since 1972.

Jean V. Cutler, Ph.D., Professor of Theater (film history and film-making). B.A., Lynchburg, 1955; M.A., 1959, Ph.D., 1962, Illinois; at Oregon since 1962.

Thomas J. Dahle, Ph.D., Assistant to Provost for Continuing Education with rank of Professor; Adjunct Professor of Education and Speech. B.S., 1938, M.S., 1949, Wisconsin; Ph.D., Purdue, 1954; at Oregon since 1963.

Faber B. DeChaine, Ph.D., Professor of Theater. B.S., Oregon, 1952; M.A., Michigan State, 1953; Ph.D., Minnesota, 1963; at Oregon since 1964.

William R. Elliott, Ph.D., Assistant Professor in Telecommunication (communication theory, national development, research methods). Director, Communication Research Center. B.S., Oregon, 1964; Ph.D., Wisconsin, 1972; at Oregon since 1973.

Lowell A. Fiet, Ph.D., Assistant Professor of Theater. B.A., Wisconsin State, 1970; M.A., 1971, Ph.D., 1973, Wisconsin; at Oregon since 1976.

Robert P. Friedman, Ph.D., Professor of Rhetoric and Communication (history and criticism of public address, ethics and freedom of speech). B.A., North Carolina, 1948; M.A., 1950, Ph.D., 1954, Missouri; at Oregon since 1965.

Peter A. Glaser, Ph.D., Assistant Professor of Rhetoric and Communication (speech education). B.S., 1967, Kansas State Teachers College; M.A., 1971, Ph.D., 1975, Pennsylvania State; at Oregon since 1975.

Susan R. Glaser, Ph.D., Assistant Professor of Rhetoric and Communication (speech education). B.S., 1970, M.A., 1974, Ph.D., 1976, Pennsylvania State; at Oregon since 1975.

Thomas H. Gressler, Ph.D., Assistant Professor of Theater. Director, Theater Area, and Director, University Theater and Carnival Theater. B.S., 1960, Xavier University; M.A., 1963, Bowling Green; Ph.D., 1973, Kent State; at Oregon since 1975.

Elwood A. Kretsinger, Ph.D., Professor of Telecommunication (research instrumentation). B.S., Southeastern State, Oklahoma, 1939; M.A., Oklahoma, 1941; Ph.D., Southern California, 1951; at Oregon since 1952.

Dominic A. LaRusso, Ph.D., Professor of Rhetoric and Communication (rhetorical theory, nonverbal communication). Director, Rhetoric and Communication Area. B.A., 1950, M.A., 1952, Washington; Ph.D., Northwestern, 1956; at Oregon since 1968.

Charley A. Leistner, Ph.D., Professor of Rhetoric and Communication (history and criticism of public address, protest rhetoric, small group communication). B.A., Georgetown College, 1949; M.A., Baylor, 1950; Ph.D., Missouri, 1958; at Oregon since 1962. (On sabbatical leave fall term 1977.)

Miriam Mace, M.F.A., Assistant Professor of Theater. B.A., 1971, M.A., 1974, California State University, Humboldt; M.F.A., University of New Orleans, 1975; at Oregon since 1975.

Deanna M. Robinson, Ph.D., Assistant Professor of Telecommunication (regulation, audiences). B.A., 1964, M.A., 1972, Ph.D., 1974, Oregon; at Oregon since 1976.

John R. Shepherd, Ph.D., Professor of Telecommunication (process of visual communication). Director, Division of Broadcast Services and Televised Instruction. B.A., 1946, M.A., 1947, Stanford; Ph.D., Southern California, 1952; at Oregon since 1957.

Ronald E. Sherriffs, Ph.D., Associate Professor of Telecommunication (production, regulation). Director, Telecommunication Area. B.A., 1955, M.A., 1957, San Jose State; Ph.D., Southern California, 1964; at Oregon since 1965.

J F. Thibeau, M.F.A., Assistant Professor of Theater, Lighting Design and Technical Director, University Theater. B.A., Portland State, 1961; M.F.A., Oregon, 1971; at Oregon since 1963.

Jerry R. Williams, M.A., Assistant Professor of Theater. Scenic Designer, University Theater. B.F.A., Carnegie-Mellon, 1964; M.A., Washington, 1965; at Oregon since 1973.

Larry D. Wittnebert, Ph.D., Visiting Assistant Professor of Telecommunication (aesthetics of the moving image, television and film production). B.A., 1963, M.A., 1965, California, Berkeley; M.Ed., Hawaii, 1972; Ph.D., 1975; at Oregon since 1975.

Faculty Emeriti

Bower Aly, Ph.D., Professor Emeritus of Rhetoric and Communication (history of public address). B.S., Southeast Missouri State, 1925; M.A., Missouri, 1926; Ph.D., Columbia, 1941; at Oregon since 1957.

Robert D. Clark, Ph.D., Professor Emeritus of Rhetoric and Communication (history and criticism of public address). President, University of Oregon. A.B., Pasadena College, 1931; M.A., 1935, Ph.D., 1946, Southern California; LL.D., Santa Clara, 1968; at Oregon 1943-64, and since 1969.

Kirt E. Montgomery, Ph.D., Emeritus Associate Professor of Rhetoric and Communication (speech education). B.A., Carroll, 1930; M.A., 1939, Ph.D., 1948, Northwestern; at Oregon since 1945.

Horace W. Robinson, M.A., Professor Emeritus of Theater. B.A., Oklahoma City, 1931; M.A., Iowa, 1932; at Oregon since 1933.

Ottilie T. Seybolt, M.A., Associate Professor Emerita of Speech. A.B., Mount Holyoke, 1910; M.A., Wisconsin, 1915; at Oregon since 1928.

D. Glenn Starlin, Ph.D., Professor Emeritus of Telecommunication (criticism, international broadcasting). Vice-Provost for Academic Planning and Resources. B.A., Idaho, 1938; M.A., 1939, Ph.D., 1951, Iowa; at Oregon since 1947.

Undergraduate Studies

The Department of Speech offers major curricula leading to the Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Fine Arts (in theater and film studies), Master of Science, and Doctor of Philosophy degrees, with opportunities for study in film-making and film analysis, rhetoric and communication, telecommunication, theater, speech education, and communication theory and research.

Work in speech is also offered for students majoring in other fields. For these students, the department directs its efforts toward two principal objectives: (1) the development of the ability to communicate thought and feeling; and (2) the improvement of powers of appreciaton and evaluation in listening and viewing.

Practical experience in the various phases of the departmental program is provided through the University Theater, the University Symposium and Forensic activities, the Division of Broadcast Services, and the Communication Research Center.

In the planning of its major undergraduate programs, the Department of Speech recognizes three principal objectives:

(1) The achievement, by all of its major students, of a broad liberal education.

(2) Sufficient work in the several fields of speech instruction to provide an appreciation of the different areas of communication,

including a minimum of 40 credit hours in speech courses, at least 24 of which must be in upper-division courses.

(3) Concentration in at least one of these fields: film studies, rhetoric and communication, telecommunication, and theater. Undergraduate programs should be developed in conference with an adviser in the field of emphasis.

Secondary-School Teaching of Speech or Drama. To be eligible to teach in the public schools at the secondary level, the Oregon Teacher Standards and Practices Commission requires completion of an approved secondary teacher education program which includes (1) preparation for the teaching specialty and (2) preparation in professional education. In conjunction with the College of Education, the Department of Speech offers programs leading to Oregon Basic and Standard certification as a teacher of Speech or Drama. Interested students should consult the Department adviser for teacher education, and the Office of Secondary Education in the College of Education for specific information as early in their programs as possible, but in no case later than winter term of their junior year.

Honors. The program is designed to serve a select number of students who are majors in the various areas of the department and who have demonstrated unusual ability and uncommon commitment. The program is administered by a special committee.

Film Studies

The Film Studies Area of the Department of Speech offers a program leading to the B.A. or B.S. degree, in which film is studied in the tradition of the liberal arts and the humanities. Emphasis is on the history and criticism of world cinema considered as one of the arts, and on film production as a means of personal artistic self-expression. Students in the program should expect education in film as one of the liberal arts, not professional training for the film industry. In film-making courses, the emphasis is on visual literacy, on the development of the student's imagination and creativity, and on mastery of the skills necessary for the planning and production of films which are personal artistic statements. In film-analysis courses, the emphasis is on the understanding of films themselves, in terms of structures, themes, styles, and meanings. Careful viewing and discussion of as many as possible of the significant works in world-film history is always the method and the goal in film-analysis courses. Students in the program seek to know the movies—they will learn how to understand a movie as a significant art object, to know its place(and the place of its director, the *auteur*) in film history, and to be aware of the issue in the history of film criticism to which the movie relates. The Film Studies Area treats film as an art, and its study as a branch of the humanities, not of the social or natural sciences.

Students entering the program may want to concentrate on film history and criticism in order to become knowledgeable in film or to concentrate on filmmaking in order to become eloquent in film. The Film Studies program permits students to emphasize whichever aspect of film study is their chief interest; at the same time it assures that each student has a foundation in both film history and criticism, and in filmmaking.

Requirements for the Major

Students in Film Studies, whether emphasizing filmmaking or film analysis, will meet the following requirements: (1) Satisfaction of bachelor-degree requirements of the University; (2) At least three terms of courses in film analysis. FS 255 or FS 292, FS 256 or FS 293, and FS 257 or FS 294 are required for students emphasizing film analysis, and recommended for students emphasizing filmmaking; (3) At least two terms of courses in filmmaking. FS 211, Basic Concepts in Visualization, and FS 212, Basic Film Production, are recommended for students emphasizing film analysis, and are required for student emphasizing filmmaking; (4) Sufficient upper-division courses to make a total of 36 upper-division hours in the study of film. Upper-division courses meeting this requirement, including both Film Studies Area courses and courses in film offered by other Areas and Departments, are those listed in this Catalog under Film Studies, pp. 172-3, and also those listed each term in the *Time Schedule of Classes* under Film Studies. Other upper-division courses concerning film may be accepted for Film Studies major credit upon petition by the student to the Film Studies Area: such approval should be sought before the course is taken.

Elective courses supporting the student's interest in film should also be taken, especially courses in related Areas of Speech (in particular, Theater and Telecommunication), Art and Art History, English, Linguistics, Philosophy, Music, and foreign languages and literatures. A student's progress and intended program should be checked at regular intervals with an adviser to ensure a good foundation in areas of study appropriate to Film Studies.

Rhetoric and Communication

The Department of Speech, through its rhetoric and communication program, seeks to give its undergraduate students a knowledge and appreciation of and a competence for the various forms and levels of human communication.

Students study the theories of rhetoric and communication and develop abilities in the various forms of public communication. They develop competence in using the tools of communication research, gain a knowledge of the role of public discourse in history, and become familiar with collateral material in and outside the field of speech.

All courses in rhetoric and communication are available on a pass-undifferentiated basis. However, students majoring in the program must take all courses required for their major on a graded (pass-differentiated) basis, with the exception of RhCm 409 Practicum.

In addition to all bachelor-degree requirements of the University, the following minimum requirements are specified for students with a major emphasis in rhetoric and communication; two or three of the following: Fundamentals of Speech Communication (RhCm 121); Fundamentals of Persuasion (RhCm 122); Fundamentals of Small Group Communication (RhCm 123); Interpersonal Communication (RhCm 124); Theory and Literature of Rhetoric (RhCm 301, 302, 303); The Logic of Argument (RhCm 321); Persuasion (RhCm 322); Group Communication (RhCm 323); any two of the following, except that only two hours may come from RhCm 221, 331, or 332; Public Discussion (RhCm 221); Advanced Public Discussion (RhCm 331); Advanced Public Discussion (RhCm 332), Practicum (RhCm 409), Directing the Forensic Program (RhCm 418), and Public Address (RhCm 435); and three of the following: Speech Communication Theory (RhCm 431), Speech Communication and Group Process (RhCm 432), Nonverbal Communication (RhCm 434), Seminar in Communication and Environment (RhCm 407), Seminar in Interpersonal Communication (RhCm 407), Reticent Communication (RhCm 407), and Theory of Mass Communication (TC 433); any two of the following: Rhetorical Theory: 400 B.C.-1 A.D. (RhCm 414), Rhetorical Theory: 1 A.D.-800 A.D. (RhCm 415) and Public Discourse in the United States (RhCm 422, 423); any two of the following: Ethics of Persuasion (RhCm 424), Freedom of Speech (RhCm 425), Backgrounds of Black Protest Rhetoric (RhCm 426), and Contemporary Protest Rhetoric (RhCm 427): a minimum of 8-9 additional credit hours in courses approved by the student's adviser in either Film Studies, Telecommunication, Theater or Speech Pathology and Audiology in the College of Education or a combination of these; and a minimum of 9 upper-division credit hours of courses approved by the student's adviser in a single related field (but not necessarily in one department) outside the Department of Speech. Students are cautioned to consult with their advisers about their selections.

Secondary School Teaching. For basic certification as a teacher of either Speech or Drama or both in Oregon high schools, the Teacher Standards and Practices Commission requires completion of an approved teacher education program which includes satisfaction of (1) certain requirements in subject-matter preparation for the teaching endorsement, (2) certain requirements in professional education preparation, and (3) the recommendation of the institution at which the student completes the preparation.

For details of this program, consult the norm adviser for teacher education in the Department of Speech and the Office of Secondary Education in the College of Education.

The University will recommend for the Standard Teaching Certificate and Standard endorsements upon successful completion of a planned program of advanced teacher education; this plan must be filed with the Office of Teacher Certification in the College of Education at the time the work is initiated. Completion of work required for a master's degree does not satisfy requirements for either the Standard Teaching Certificate or endorsement, unless the degree work also includes certificate and endorsement requirements. Program planning forms and information relating to the University's Standard teacher education program may be secured from the Office of Teacher Certification.

Telecommunication

The Telecommunication Area is concerned with instruction in basic elements of broadcasting and communication theory, along with appropriate laboratory practice in the broadcast studio. The academic program attempts to educate the student in the nature, functions, and capabilities of the mass media in contemporary society through a combination of studies in selected liberal arts and professional disciplines. This includes knowledge and understanding of radio, television, and community antenna systems to prepare students for a career in public or educational broadcasting, in commercial broadcasting, in teaching or research in telecommunication, or to help them to be more informed and concerned citizens as listener-viewers of broadcasting. Women and ethnic minorities are encouraged to consider the academic and career opportunities which exist in this field.

Although no special preparation is required for entering freshmen, students planning to transfer from two-year colleges are strongly advised to fulfill the University's group requirements prior to transfer. The transfer student is also advised to complete as many of the lower-division courses required of a telecommunication major as possible at the two-year college.

The telecommunication area offers both the Bachelor of Arts and Bachelor of Science degrees for undergraduates. At the undergraduate level, students are required to include study in the areas of masslcommunication theory, broadcast history and regulation, studio procedures, performance, and production, writing, and criticism; and to supplement liberal arts courses in the social sciences with course work in music, drama, literature, or art to enhance their knowledge and appreciation of potential program content. Students are likewise encouraged to acquaint themselves with the business, advertising, news, and educational aspects of broadcasting through electives from other departments. Students may also enrich their media experience through participation in all phases of radio and television production in the facility shared with the University's Division of Broadcast Services and Televised Instruction.

Area majors must complete a minimum of 30 credit hours to upper-division coursework within the area. A minimum of 40 credit hours must be completed within the Department. All courses required for Telecommunication Area majors must be taken on a graded basis if offered with the Tc prefix.

Courses required (in addition to all University requirements for the Bachelor degree): Fundamentals of Speech (RhCm 121); Interpretation (Th 229) or Elements of Acting (Th 251); Fundamentals of Broadcasting (Tc 241), Introduction to Media Aesthetics (Tc 341); Radio Workshop (Tc 342); Television Workshop (Tc 344); Radio-Television Writing (Tc 347); Theory of Mass Communication (Tc 433); Radio-Television and the Public (Tc 448); Government Regulations of Broadcasting (Tc 449); Radio-Television News I (J 431) or Principles of Advertising (J 341); Introduction to Music and its Literature (one term of Mus 201, 202, or 203); and one course from the following: Survey of Dramatic Art (Th 367-369); Film Directors and Genres (FS 495).

Courses identified with a major in the Area are listed in two categories: first, the core courses required of all majors and, second, the courses recommended for the field of emphasis developed by the student. A system of prerequisites has been established for certain courses. The student must successfully complete Tc 241, Fundamentals of Broadcasting, and Tc 341, Introduction to Media Aesthetics, before enrolling in either Tc 342, Elementary Radio Workshop, or Tc 344, Elementary Television Workshop, which, in turn serve as prerequisites for the advanced workshops, Tc 343 and Tc 345. Advanced Television Workshop (Tc 345) or its equivalent serves as a prerequisite for both Television Staging and Lighting (Tc 372) and Television Direction (Tc 445G).

The model programs presented below represent patterns of past student interest. New students are expected to develop a degree program appropriate to their interests in consultation with their faculty adviser whom they are required to consult at least once per term. Students are also expected to develop, in consultation with their advisers, a minor field of study consisting of at least 18 credit hours of related upper-division courses outside of the Area. For purposes of illustration, the following electives are suggested, but not required, for students who wish to emphasize one of these areas of specialization. Courses identified which are offered outside of the Area may be included in the minor field of study if applicable.

Suggested Programs:

MASS COMMUNICATION THEORY:

Soc 306 Social Psychology
Soc 326 Quantitative Methods in Sociology OR RhCm 430 Quantitative Methods in Speech
Soc 327 Introduction to Social Research
RhCm 431 Speech Communication Theory
RhCm 434 Nonverbal Communication
J 494 Journalism and Public Opinion
Tc 407 Current Topics in Mass Media Research
Tc 407 Communication and Social Change
Tc 407 Mass Media and Politics

TELEVISION PRODUCTION:

FS 495 Film Directors and Genres
FS 255-257 History of the Motion Picture
FS 292, 293, 294 The Great Film-makers
FS 455 Motion Picture Editing
FS 456 Motion Picture Planning
FS 457 Motion Picture Production
Art 493 Visual Continuity
Art 495 Motion Graphics
Tc 345 Advanced Television Workshop
Tc 372 Television Staging and Lighting
Tc 444 Concepts in Visual Production
Tc 445 Television Direction
Tc 446 Radio-Television Programming
Tc 407 Problems of Public Broadcasting

PUBLIC AFFAIRS BROADCASTING:

RhCm 425 Freedom of Speech
Phl 307-309 Social and Political Philosophy
J 250 Journalistic Writing
J 361 Reporting I
J 462 Reporting II
J 431 Radio-TV News I
J 432 Radio-TV News II
J 408 Radio News Workshop
J 408 TV News Workshop
J 485 Law of the Press
J 494 Journalism and Public Opinion
J 463 The Journalistic Interview
Tc 407 Mass Media and Politics
Tc 407 Problems of Public Broadcasting

BROADCAST SALES AND MANAGEMENT:

J 407 Radio-Television Station Management
J 341 Principles of Advertising
J 442 Media of Advertising: Broadcast
J 444 Advertising Campaigns
J 445 Advertising Agencies
J 446 Advertising Copywriting
J 448 Advertising Research
J 459 Principles of Public Relations
J 465 Public Relations Writing
Tc 407 Alternate Broadcast Systems
Tc 446 Television Programming
Ac 221 Introduction to Accounting
Ac 323 Managerial Accounting
Fin 316 Systems and Analysis
Mkt 361 Analysis of Consumer Behavior
Mkt 199 Introduction to Management

Theater

The theater program is oriented toward the liberal art-humanistic pattern. Some specific courses are preprofessional in nature and provide a vocational level of competence in teaching, and in some aspects of commercial theater.

The specific fields of study within the area include: acting, directing, design, costume, lighting, history, stagecraft, dramatic literature, interpretation, and theory. The courses in these fields of study are available to both majors and nonmajors.

In addition to all bachelor degree requirements of the University, the following requirements are specified for students with a major emphasis in theater: a minimum of 50 credit hours in speech courses, at least 30 of which must be upper-division courses. A minimum of 9 credit hours in speech courses outside the theater area (specifically, in film studies, rhetoric and communication and telecommunication). It is recommended that the total 9 credit hours not be concentrated in any one of the outside areas. Production Workshop: Scenery (Th 264); Production Workshop: Lighting (Th 266); and Costume Workshop (Th 325); Elements of Acting (Th 251); Movement for Actors (Th 199); Makeup (Th 252); Advanced Interpretation (Th 324); one advanced course in history or theory; Play Direction (Th 364); Survey of Dramatic Art (Th 367, 368, 369); 7 credit hours of advanced work selected from upper-division courses in acting, directing, costume, set design, lighting, or pedagogy; a minimum of 12 credit hours outside the speech department of upper-division courses in related fields.

Secondary-School Certification. Please see Secondary-School teaching of speech or drama, page 167 of this catalog.

Grading Options. All courses in theater are available on an ungraded basis. Ungraded work counts toward fulfillment of the 186 hours requirement for graduation only if satisfactorily completed.

Graduate Studies

Film Studies

The University of Oregon offers the Master of Arts, the Master of Science, the Master of Fine Arts, and the Doctor of Philosophy degrees in Speech with concentration in the Film Studies Area. Students are encouraged to become familiar with both film analysis and filmmaking, although the Master's and Ph.D. degree programs emphasize film analysis, and the M.F.A. program stresses filmmaking. Graduate programs in filmmaking emphasize creative development of the student working in "personal cinema." Graduate programs in film analysis emphasize detailed study of the films and directors important to film history, the theory and practice of film criticism, and the intellectual background necessary to place film in perspective.

Graduate programs in Film Studies, especially in film analysis, are designed as professional training. Degrees, especially the Ph.D. qualify recipients to teach film history, criticism, theory, and aesthetics on the University level. However, employment opportunities are diminishing. Applicants for admission to the Film Studies Area, therefore, should be prepared to accept the likelihood that their training, although professional in quality, might best be considered a continuation of their liberal arts education. Personal development should result from (1) acquisition of knowledge in depth of a subject matter as intrinsically interesting as film; (2) perfection of research and writing skills; and (3) comprehension of film in relation to other aspects of modern intellectual life.

Similarly, training in filmmaking should be considered as development of interests and skills rather than preparation for specific jobs. In particular, the University of Oregon should not be regarded as a training ground for the film industry; we offer study in filmmaking as one of the liberal arts, and have neither the equipment nor the personnel to train students in the specific skills of Hollywood film production. But acquisition of knowledge, insight, and skills can be essential in preparing a student for an employment situation, whether in Hollywood or elsewhere, in which specific skills needed on the job can be acquired.

(I) M.A., M.S., and Ph.D. degrees, emphasizing film analysis.

(A) *Requirements for the M.A. or M.S.* (1) 45 hours of graduate courses, and a comprehensive examination. Competence in one foreign language, preferably French, is required for the M.A., but not for the M.S. Proficiency in the language is to be demonstrated as described under Rhetoric and Communication.

(2) Courses as follows: (a) FS 507, Introduction to Film Study (an orientation course emphasizing problems of research and writing on film, and an overview of the field); (b) FS 407G, Film Criticism (a three-term study of film criticism and theory. Fall: "Formative" Film Criticism, especially Eisenstein and Arnheim. Winter: Bazin and Auteurism. Spring: Structuralism and Semiology); (c) (each term in residence) FS 495G, Film Directors and Genres (different topic every term; FS 495G is the advanced research and criticism course of the Film Studies Area, studying in depth major [Hitchcock, Renoir] and interesting minor [Borzage, Sirk, Pabst] *auteurs*, and genres [*film noir*, Western]); (d) Students may want basic film history at the same time that they are developing insights into that history commensurate with the graduate level of education. Graduate students may attend the screenings and lectures for either or both of the two lower-division film analysis sequences of courses, and enroll in FS 507, Seminar, Great Filmmakers in order to discuss, write papers, and be examined over that course content on a graduate level of achievement; (e) Other courses in film analysis and filmmaking, and courses in supportive fields as planned with the student's adviser.

(3) *The Master's comprehensive exam.* There is no thesis requirement for the master's degree in Film Studies; research and writing skills are developed through the term papers required in FS 495G and other courses and seminars. A principal goal of the master's program, however, is to acquaint the student with the major films in all areas of film history—silent and sound, foreign and Hollywood, commercial and experimental—and to develop the student's ability to discuss the major films in terms of their contents, styles, structures, meanings, and significance. Intimate knowledge of the films is required. A comprehensive examination, emphasizing the films shown in the Film Studies program during the two years preceding the exam, and consisting of a three-hour written segment and a one-hour oral segment, is required for the master's degree. The master's comprehensive functions as the qualifying examination for admission into the Ph.D. program in Film Studies. The exam may be graded "Fail," "Pass: M.A./M.S. Only," "Pass," or "Pass with Distinction." The final two grades qualify the student to continue with the Ph.D. program; additional attempts to qualify beyond an initial "Fail" or "Pass: M.A./M.S. Only," may be alowed.

(B) *Requirements for the Ph.D.* (1) Admission to the program. (a) Students may be admitted to the Ph.D. program upon completion of the requirements for the master's degree in Film Studies, including passing the master's comprehensive with a grade of "Pass" or better. (b) Students who have an M.A. or M.S. in closely related fields to Film Studies (*e.g.*, in English Theater, Art History, etc.) may be admitted directly to the Ph.D. program if they satisfy the Film Studies staff that their level of accomplishment in film history, criticism, and aesthetics is the equivalent of an Oregon master's degree in Film Studies. Such satisfaction may require either work in some additional courses or the completion of the master's comprehensive (functioning in these instances simply as a qualifying exam) with a grade of "Pass" or better or both.

(2) *Specific requirements for the Ph.D.* (a) *Formal course of study.* (1) Minimum work in courses. There are no credit-hour minimums for the Ph.D. on this campus, but the Film Studies Area requires that students in the Ph.D. program complete formal courses in film and related subjects every term until Advancement to Candidacy for the Ph.D. (that is, until successful completion of the comprehensive examinations for the Ph.D.). Specifically, all doctoral students, like all master's students, are expected to take FS 495G every term. Students who hold Graduate Teaching Fellowships are expected to take, as well, at least one other formal course or seminar every term, and students without Graduate Teaching Fellowships are expected to take at least two additional courses every term in addition to FS 495G

(2) Time Schedule. Full-time students without Graduate Teaching Fellowships should seek to advance to candidacy for the Ph.D. after one full year or a little more of courses completed after the M.A. Students who hold Graduate Teaching Fellowships may require one additional year. The writing of the dissertation may be

expected to take about a year. (3) Subjects for formal study. In addition to the terms of FS 495G which continue the in-depth study of *auteurs*, topics, and genres begun during the master's program, the doctoral student should take: other courses and seminars offered specifically in film-analysis topics; courses and projects in filmmaking, in accordance with personal interest in developing that skill; and as extensive a range as possible of courses in subjects which are significant as background to film criticism and theory.

(b) *The Ph.D., comprehensive.* The Ph.D., comprehensive is similar to the master's comprehensive in that it covers the whole range of film history. The exam differs from the master's comprehensive in two major ways: it demands a much more extensive and intensive knowledge of the films, film-makers, and trends of film history, as is appropriate for students who have spent an additional year or more studying film; it expects knowledge not only of films and film-makers, but of the critical tradition concerning them. Segments of the Ph.D. comprehensive may also deal with the history of film criticism and theory, and with the relations between the background fields studied by the student and the traditions in film theory to which they relate.

The Ph.D. comprehensive will be mostly a written exam of substantial length, but there may be an oral segment as well. For the establishing of its specific form and of the content over which the student will be examined, a committee from the Film Studies staff (with outside members where appropriate) will be formed in advance of the exam and will meet with the student. This committee will be called the student's "comprehensive committee," and may or may not be asked to function as a doctoral committee after Advancement to Candidacy.

The Ph.D. comprehensive may be passed as a whole (with grades of "Pass" or "Pass with Distinction"), failed as a whole, or passed in part and failed in part. The comprehensive committee will determine if the entire exam or some explicit number of segments of it must be attempted again and passed before Advancement to Candidacy is granted. The committee also may require either work in certain specific courses or supplementary reading and viewing or both before the exam or segment(s) are attempted a second time.

(c) *The Ph.D. dissertation.* The doctoral candidate after Advancement to Candidacy will arrange with a member of the Film Studies staff for the supervised research program which will lead to the writing of a doctoral dissertation. Dissertations in Film Studies will embody either the results of research into film history, aesthetics, or criticism or both, and will show evidence of originality and ability in independent investigation. There will be a final oral examination over the subject of the dissertation.

(II) The M.F.A. degree, emphasizing filmmaking.

The M.F.A. in Film Studies offers the student an opportunity to develop capacities for self-expression in film conceived as an art medium. The emphasis is on "personal cinema," that is, on the creation of finished film in all aspects; students learn to supervise and participate in all aspects of the filmmaking process.

The program is normally a two-year one: the first year is spent in formal courses and workshops; much of the second year is taken up with the carrying out of a major terminal project of the student's own.

The student will be assigned to a memeber of the Film Studies staff upon arrival on campus, and will work out a program of study and projects in close conjunction with this adviser. In cases where a student falls far short of possessing a bachelor's degree in filmmaking or its equivalent, make-up courses may extend the student's program beyond the normal two years. There are no formal requirements for specific courses in film analysis for the M.F.A., but the student is urged to study as much film history and aesthetics as possible. Near the end of the first year in residency, the student and adviser will select a committee to review the student's file, courses of study, and workshop and other projects, and to consider the advancement of the student to candidacy for the M.F.A. This committee will recommend advancement, termination, or further directed work before a second review. When advancement is granted, the student will select a terminal-project adviser, and in conjunction with the adviser a terminal committee (usually consisting of the adviser, two other faculty members actively engaged in teaching filmmaking, whether or not in the Film Studies Area, and an outside member who does not teach filmmaking). The terminal project will be a substantial motion picture, or set of them; the terminal project should take about three terms, and at the conclusion there will be a final examination over the project itself, and over a written report summarizing the project and analyzing its purpose and significance.

Filmmaking has long been taught on this campus as a central aspect of Graphic Design, Fine and Applied Arts, School of Architecture and Allied Arts. The Film Studies and Graphic Design Areas are in cooperation; the student should expect to take courses and work with staff members of both areas as he or she develops creative work.

Rhetoric and Communication

The University of Oregon offers the Master of Arts, the Master of Science, and the Doctor of Philosophy degrees in Speech with concentration in the area of rhetoric and communication.

Although graduate students are encouraged to develop more than minimal familiarity with the several areas of rhetoric and communication and at least minimal familiarity with other areas of the field of speech, they will also elect a major interest in rhetorical theory, history and criticism of public address, forensics, communication theory, or speech pedagogy.

Before completion of first term registration, graduate students are obliged to consult with a member of the faculty. Before conclusion of the first term, each graduate student is expected to exert personal initiative in obtaining an adviser. Some students will know at the beginning of the first term on campus which professor they wish to have as an adviser and are free to approach the professor; others may not be prepared to make such a choice until later in the first term. A student whose graduate plans are altered should not hesitate to seek a change in adviser; such changes are made without embarrassment on anyone's part.

All courses on a graduate student's degree program must be taken on a graded basis unless the course is available on a Pass-No Pass basis only or unless the Pass-No Pass uption is approved by the graduate student's advisory committee.

All graduate students should consult the general University regulations governing graduate study in the Graduate School section of this catalog.

Master's Degree Requirements. With but one exception, the language requirement, requirements for the M.A. and M.S. degrees are identical. For the M.A. degree, the student must show competence in a foreign language. That competence may be demonstrated by meeting any of the following options: (1) by scoring 450 or above on the GSFLT in one of the languages for which it is available (German, French, or Spanish); (2) by successful completion of local tests administered in languages not covered by GSFLT but acceptable to the student's Advisory Committee; or (3) by transcript evidence of three terms of C or better work at the second year college level in any language acceptable to the Advisory Committee. No foreign language competence is required for the M.S. degree.

Students entering the master's program are expected to have acceptable undergraduate preparation in rhetoric and communication or cognate subjects. Those students accepted for work toward the degree who do not meet this expectation may well be required to take specified undergraduate courses or additional hours of graduate courses beyond the minimal requirement for the degree.

A minimum of 45 credit hours (not more than 9 credit hours of which may be taken for thesis) is required for the master's degree with the thesis option. A minimum total of 51 credit hours is required for the nonthesis option. Those who elect the nonthesis option must include on their programs a minimum of 12 credit hours from outside the Department of Speech; those who elect the thesis option must include on their programs a minimum of 9 credit hours from outside the Department of Speech.

All candidates for the master's degree are required to take a qualifying examination, preferably during their first term in residence or before they have completed 15 credit hours of graduate

work. The qualifying examination consists of both written and oral portions; those students who successfully complete the examination are advanced to candidacy for the master's degree.

The only specifically required course for the master's degree is Research Methods in Rhetoric and Communication. The remainder of the program is designed by the candidate, the adviser, and the candidate's graduate committee.

An examining committee administers each student's final examination at or near the completion of the student's work. The committee consists of three to five members nominated by the student's adviser and approved by the department chairman. A minimum of two of the members will be from the rhetoric and communication area and, usually, a minimum of one of the members will be from another department or another area of the Department of Speech. In the instance of students taking the thesis option, the examination is oral and of not less than two hours' duration; students who do not present a thesis will take a comprehensive written examination of not less than eight hours followed by an oral examination of not less than one hour.

Doctor of Philosophy Degree Requirements. Each student's doctoral program is designed for the student with the rationale that it provides the general background required in the broad area of rhetoric and communication, and the specific support needed for the student's area of specialization and research. Unlike the master degree, the Ph.D. has no specified number of credit hours which candidates for the degree must take. The doctorate usually represents the equivalent of three academic years of full-time study beyond the bachelor degree; doctoral students who are serving as graduate teaching fellows or graduate assistants, and hence carry lesser academic loads, or who are taking work outside their official program of study, should realize that their work on their academic program during that time is less than "full-time."

Preferably, during the student's first term on campus or before Preferably, during the student's first term on campus or before completion of 15 credit hours of work, the Ph.D. student is required to take a qualifying examination, which, when passed, permits continuation of work on the degree. The examination, written and oral, is administered by a committee selected by the student and adviser. The examination is designed to measure previous accomplishment and diagnose future needs. If previous accomplishment is judged adequate, the student is passed and analysis of the results of the examination is used in planning the student's program by the permanent adviser and the advisory committee.

The student's advisory committee, appointed by the head of the department on the recommendation of the student's permanent adviser, is responsible for approving the total study program. Preferably the program planning will occur shortly after the qualifying examination and in no case later than the close of the student's first year of residency. The committee will receive the proposed study program prepared by the student and the permanent adviser, make what changes it deems necessary, and approve the resulting program.

Program Requirements. Doctoral students will complete a program of study which is equivalent to three academic years of full-time study beyond the bachelor degree. That program will be worked out in consultation with the student's adviser, be approved by the student's advisory committee, and will include a minimum of 9 graduate credit hours in a department or departments other than the speech department and apart from any graduate level work completed in satisfying requirements described below.

Language, Research Tool, Related Discipline Requirements. Two of the following three options must be chosen to fulfill the requirements: (A) Language. Demonstration of proficiency in one foreign language. Proficiency may be demonstrated: (1) by scoring 450 or above on the GSFLT in one of the languages for which it is available (German, French, or Spanish); (2) by successful completion of local tests administered in languages not covered by GSFLT but acceptable to the student's advisory committee; or (3) by transcript evidence of three terms of C or better work at the second year college level in any language acceptable to the advisory committee. (B) Research Tool. Completion of a three-term course of study leading to the development of a research tool relevant to the student's particular program. The work offered by the student in satisfying this requirement must be approved by the student's advisory committee. For example, a student's program may require such tools as computer programming, historiography, or statistics. (C) Related Discipline. Completion of a three-term course of study, in a single related discipline. The work offered by the student in satisfying this requirement must be approved by the advisory committee. The following options, although not exhaustive, are typical of sequences and alternatives taken by the doctoral students: (1) statistics; (2) computer programming; (3) linguistics; (4) language, culture, and behavior; (5) a second language (to be certified by any procedure outlined above suitable for satisfying the language requirement); (6) high proficiency in the language used in satisfying the language requirement (90 percentile on GSFLT national norms or native language proficiency in reading, writing, and speaking through local tests).

Comprehensive Examination. A doctoral student may take the comprehensive examination only after completing substantially all of the program requirements and after completing the approved options in the language, research tool, and related-discipline requirements.

The comprehensive examination, prepared by the student's advisory committee, consists of written and oral portions covering all areas of concentration and such supporting areas as the committee wishes to examine. Successful completion of the examination and other required work advances the student to doctoral candidacy.

Every doctoral candidate is required to present a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation.

An examining committee appointed by the Dean of the Graduate School and consisting of the candidate's advisory committee and other members, including at least one not a member of the Department of Speech, administers the candidate's final examination. The final examination, which must be taken not later than three calendar years after advancement to candidacy, consists of an oral defense of the dissertation by the candidate together with the obligation to respond to questions over the major field with which the dissertation is not directly concerned. Failure to complete the final examination successfully within three years after advancement to candidacy will result in invalidation of the student's comprehensive examination.

Telecommunication

Graduate students' academic programs are designed around particular combinations of interests which find expression in research leading to the writing of a master's level research paper or thesis or a doctoral dissertation. Although studio competence is expected of all Telecommunication Area students, graduate work is most often directed to the functions and effects of the media as related to a significant aesthetic, social, political, economic, or educational problem. This emphasis is reflected in those selected for admission to graduate study in the area, many of whom have earned undergraduate degrees in other fields.

The Telecommunication Area maintains programs leading to the M.A., M.S. and Ph.D. degrees. Generally, a master program takes two years beyond the bachelor degree. A doctoral program might be expected to take four years beyond the bachelor degree. The following courses are required of all graduate students: Theory of Mass Communication (Tc 433G); Visual Concepts (Tc 444G); Research Methods (Tc 507); Radio-TV and the Public (Tc 448G); Theory and Criticism of Broadcasting (Tc 541). The remainder of any graduate degree program is designed by the candidate and the appropriate Thesis or Degree Program Committee.

During the first term of residency, students accepted for admission to graduate study in the Area will be administered a Qualifying Examination and interviewed by a faculty committee for the purpose of identifying a general focus for their graduate programs. The final expression of course requirements in a specific degree program is the responsibility of the student's thesis committee or degree program committee. To maintain status within the Area, students must make satisfactory progress through the curricular requirements identified by their program committees.

Master of Arts and Master of Science Degrees. The student has the following options:

(1) Thesis. A minimum of 45 credit hours (not more than 9 credit hours of which may be taken for thesis) is required for this option. A minimum of 15 credit hours must be taken from outside the Department of Speech. It is anticipated that all students preparing for doctoral study will use the thesis option.

(2) Non-Thesis. Involves the expansion of coursework taken in lieu of the 9 thesis hours to 15, making the total coursework requirement for this option a minimum of 51 (15 of which must be taken outside of the Department of Speech), a Comprehensive Examination and a Research Paper of acceptable quality. The nature of the coursework is subject to the approval of the student's Degree Program Committee (2 members from the Tc Area and one member representing an "outside" area). This committee also prepares and administers the Comprehensive Examination and receives for approval the Research Paper.

Doctor of Philosophy Degree. There are no credit-hour minimums in doctoral programs on this campus; however, the normal expectation is three years of coursework beyond the bachelor degree, or approximately 135 credit hours, including the master's degree. A Comprehensive Examination is administered at or near the completion of all formal coursework outlined in the student's doctoral program.

Advancement to Candidacy for a Ph.D. degree is granted upon successful completion of the Comprehensive Examination. A student who fails to pass this examination by the second try (the Comprehensive Examination Committee may require that all or part of it be retaken with or without the benefit of additional coursework) must understand that a place within the Tc Area's quota will not be maintained. Doctoral programs include a Research Tools Requirement which consists of the completion of a minimum of 18 credit hours study leading to the development of research tools relevant to the student's particular program, as recommended by his or her doctoral committee. The following options, although not exhaustive, are typical of sequences and alternatives taken by the doctoral student:

(1) statistics; (2) computer programming; (3) linguistics; (4) language, culture, and behavior; (5) philosophy (including aesthetics, logic, ethics); (6) psychology; (7) criticism (including film, literature, drama); (8) foreign languages, proficiency to be demonstrated by three terms at the second year college level, or by appropriate tests.

General Information. Students applying for admission to graduate study should comply with all general University regulations governing graduate admission which appears in the Graduate School section of this catalog. In addition, applicants must provide transcripts of all college work, GRE scores, at least three personal recommendations, and a brief statement of academic and career goals. Nonnative speakers of the English language must provide TOEFL scores.

A limited number of Graduate Assistantships are available for the most highly qualified applicants. Assistantships involving instructional responsibilities are awarded on the basis of demonstrated scholarly potential; those identified with studio production activities are awarded to applicants possessing the greatest technical expertise. Some opportunities exist for appointment to production positions with the Division of Broadcast Services and Televised Instruction. Applications for such appointments are included among the materials supporting applications for admission.

Procedures for applying for admission to graduate study at the doctoral level are similar with the added stipulation that the applicant provide evidence of completion of a master degree program at an accredited college or university.

Theater

The Theater Area of the Department of Speech offers graduate work in the areas of acting, directing, design, history and theory leading to the Master of Arts, Master of Science, Master of Fine Arts, and Doctor of Philosophy degrees. Students entering this program are assumed to have an undergraduate major in theater or the equivalent.

Degree Requirements

The M.A. and M.S. degrees each require 45 credit hours of graduate courses. Both of these degrees require either a thesis with an oral examination or an alternate plan consisting of three scholarly papers approved by three members of the faculty and a comprehensive examination on a reading list of 25 titles. The M.A. requires competence in one language.

The M.F.A. normally is a two-year program with a minimum of 54 credit hours required. The degree is offered in directing, acting, set design, lighting design, and costume design. Students may not apply for admission to the M.F.A. program until they have been in residence at the University of Oregon for one year. The course work is usually substantially completed during the first year. During subsequent terms, students work on their terminal artistic projects. An oral evaluation and review of the project is held following the completion of the project performance and a written report on the project which is reviewed by the candidate's report committee follows the review.

The Ph.D. degree has no minimum-hour requirement. However, most students submit approximately 130 credit hours beyond the bachelor degree. One foreign language is required for the Ph.D. After candidates have completed most of their course work, they will write a comprehensive examination, followed by an oral examination. A dissertation is required, with an oral examination on the dissertation. The dissertation must be completed within three years after the student is admitted to candidacy after the comprehensive examination.

Academic Requirements

The only course required of all graduate students is Research Methods (Th 511). But it is expected that the potential Ph.D. candidate will complete 45 to 60 credit hours beyond the master's degree in the areas of history, theory, and literature of theater. The study program of each student is planned in consultation with an adviser and an examining committee.

All candidates for graduate degrees are required to take a written and oral examination during the first term of residence. This examination is partially diagnostic in nature, and is used to determine a plan of study for the student. The Miller's Analogy Examination is required, prior to the qualifying examination.

The graduate student is expected to show ability in both the academic and production areas. Each student is expected to make a significant contribution in three areas out of the following six during residence at the University of Oregon: acting, directing, technical, management, playwriting, or teaching.

For the Ph.D. and M.A. degrees, each student is expected to have a reading knowledge of at least one foreign language to be approved by the student's advisory committee. Proficiency level of the language is to be established by a procedure approved by the committee.

Film Studies

Undergraduate Courses

FS 199. Special Studies. 1-3 credit hours. Topics to be announced.

FS 211. Basic Concepts in Visualization. 3 credit hours.
An introduction to the theory and practice of cinematic pictorial continuity. Lectures cover elements of film grammar complemented with examples. Students will complete a series of exercises of graduated difficulty applying principles covered in class.

FS 212. Basic Film Production. 3 credit hours.
Extension and practical application of the principles of pictorial continuity covered in FS 211. Lectures and demonstrations will provide an introduction to the techniques of operating the basic tools of filmmaking, including cameras, projectors, editors, and splicing devices. Each student will complete two filmmaking exercises.

FS 255, 256, 257. History of Motion Picture. 3 credit hours each term.
Study of the history of the motion picture as an art form. First term: the silent era, 1895-1928; second term: the sound era, 1928-1960; third term: contemporary cinema. Cutler, staff.

FS 292, 293, 294. The Great Filmmakers. 3 credit hours each term.
Introduction to film criticism through a study of the great directors. First term: Eisenstein, Griffith, Murnau, Lang, Sternberg; second term: Ford, Hawks, Ophuls, Renoir, Hitchcock; third term: Antonioni, Fellini, Bergman, Godard, Ozu, Mizoguchi. Cadbury, staff.

Upper-Division Courses Carrying Graduate Credit

FS 401. Research. (G) Credit hours to be arranged.

FS 405. Reading and Conference. (G) Credit hours to be arranged.

FS 407. Seminar. (G) Credit hours to be arranged.

FS 408. Workshop. (G) Credit hours to be arranged.

FS 409. Practicum. (G) Credit hours to be arranged.

FS 410. Experimental Course. (G) Credit hours to be arranged. Topics in filmmaking and film criticism to be announced.

FS 455. Motion Picture Editing. (G) 3 credit hours.
The mechanics, techniques, and principles of editing 16mm film. Cutler.

FS 456. Motion Picture Planning. (G) 3 credit hours.
Logistical problems of producing a film and methods of notating ideas. Prerequisite: FS 455, or consent of instructor. Cutler.

FS 457. Motion Picture Production. (G) 3 credit hours.
A workshop in motion picture production. Each student makes a short 16mm film and assists in the production of one other film. Prerequisite: FS 455, and FS 456, or consent of instructor. Cutler.

FS 495. Film Directors and Genres [Term Subject]. (G) 3 credit hours any term.
Interpretation of films and analysis of film history, aesthetics, and criticism, through the techniques developed in modern film criticism. Typical offerings: surveys of film history (e.g., "The Twenties"); studies of types (e.g., "The Western"); close analysis of a few *auteurs* (e.g., "Ford and Capra," "Sirk, Minnelli, Renoir"). The course may be repeated for credit and is recommended for Film Studies majors as the fundamental upper-division course in film history and criticism. Cadbury.

CI 435. Educational Media. (G) 4 credit hours.

ArH 481. History of Photography. (G) 3 credit hours.

ArH 482. Nonfiction Film. (G) 3 credit hours.

Art 493. Visual Continuity. (G) 2-4 credit hours any term.

Art 484. Advanced Photography. (G) 2-4 credit hours any term.

Art 495. Motion Graphics. (G) 2-4 credit hours any term.

Graduate Courses

FS 501. Research. Credit hours to be arranged. A no-grade course.

FS 503. Thesis. Credit hours to be arranged. A no-grade course.

FS 505. Reading and Conference. Credit hours to be arranged.

FS 507. Seminar. Credit hours to be arranged.

FS 509. Practicum. Credit hours to be arranged.

Rhetoric and Communication

Undergraduate Courses

RhCm 121. Fundamentals of Speech Communication. 3 credit hours.
Basic concepts of personal communication skills. Projects in extempore speaking and analysis of the process of communication. Emphasis on interpersonal communication and speaker audience relationship.

RhCm 122. Fundamentals of Persuasion. 3 credit hours.
Basic concepts of audience analysis, persuasion, attitude change. Projects in preparing and analyzing persuasive messages.

RhCm 123. Fundamentals of Small Group Communication. 3 credit hours.
Basic concepts of small group interaction. Projects emphasize participation in and analysis of communication in the small group.

RhCm 124. Fundamentals of Interpersonal Communication 3 credit hours.
Provides theoretical understanding and practical skills for examining and altering interpersonal communication. Consideration is given exchange theory, content and relationship aspects of interpersonal communication, listening and speaking skills, interpersonal bargaining, functional arguing, and other elements affecting face-to-face communication. S. Glaser, P. Glaser.

RhCm 199. Special Studies. 1-3 credit hours.

RhCm 199. Managing Communication Apprehension. 3 credit hours.
Designed to help students discover ways of solving their particular communication problems in one-to-one, small group, and public-speaking situations. Students learn to define specific communication goals which can be accomplished throughout the course of instruction. S. Glaser, P. Glaser.

RhCm 200. SEARCH. 1-3 credit hours.

RhCm 221. Public Discussion. 2 credit hours.
Preparation of speeches for delivery before competitive public audiences in conjunction with the University's forensic program. Consent of instructor is required. Cross.

RhCm 235. Great Speeches. 3 credit hours.
Systematic study of selected speeches of British and American orators. Friedman, Leistner. Not offered 1977-78.

RhCm 301, 302, 303. Theory and Literature of Rhetoric. 3 credit hours each term.
Selected readings on the principles of rhetoric and public address from Plato to modern times. LaRusso.

RhCm 321. The Logic of Argument. 3 credit hours.
The study of principles of reasoning and evidence, particularly as they apply to oral discourse. Includes theory and practice. Cross, Friedman.

RhCm 322. Persuasion. 3 credit hours.
The study of motivation and audience adaptation, particularly as they apply to oral communication. Includes theory and practice. Carmichael, Leistner.

RhCm 323. Group Communication. 3 credit hours.
Study of small-group behavior as it specifically relates to communication. Includes theory and practice. Cross, Glaser.

RhCm 331, 332. Advanced Public Discussion. 2 credit hours each term.
Preparation of speeches to be delivered before competitive and public audiences in conjunction with the University's forensic program. Special emphasis is placed on the acquisition of advanced skills in public address. Consent of instructor is required. Cross.

RhCm 400. SEARCH. 1-3 credit hours.

RhCm 416. Speech Composition. 3 credit hours any term.
Speech forms, types, and techniques; emphasis on application of basic rhetorical elements. Designed for prospective high-school teachers and other nonmajors. Prerequisite: upper-division standing. Friedman, Leistner. Not offered 1977-78.

Upper-Division Courses Carrying Graduate Credit

RhCm 405. Reading and Conference. (G) Credit hours to be arranged.

RhCm 406. Special Problems. (G) Credit hours to be arranged.

RhCm 407. Seminar. (G) Credit hours to be arranged unless otherwise noted.

Teaching Strategies for Speech and Theater. 3 credits. S. Glaser, P. Glaser.
Emphasis on integration of teaching and learning concepts with skill in teaching speech and theater. Specific attention is given to questioning techniques, lecturing skills, design and evaluation of performance objectives, and use of small groups.

Nonverbal Dimensions in Communication. 3 credits. Cross.
Descriptive and experimental exploration into phenomena of nonverbal behavior as related to interpersonal communication.

Communication and Environment. 3 credits. Cross.
Study of both spatial concepts and specific environments as they are concerned with human communicative behaviors. Emphasis is placed on theoretical issues as they are corroborated through experimental research.

Problems in Reticent Communication. 3 credits. S. Glaser, P. Glaser.
Examination of the problems associated with reticence, a generalized and diffuse feeling of apprehension and anxiety directed toward most all communication situations. Reticence will be viewed as a learning problem, a communication deficiency. Concepts and methods will be provided for understanding, identifying, and altering reticent behavior.

Interpersonal Communication. 3 credits. P. Glaser, S. Glaser.
Examines human interaction as it affects relationship formation. Attention is directed toward various theoretical approaches concerning the development of interpersonal communication patterns, how stages of relationship progress and develop through a sequence of exchanges, how dysfunctional patterns of communication tend to disintegrate interpersonal relationships.

RhCm 408. Workshop. (G) Credit hours to be arranged.

RhCm 408. Workshop: Marital Communication. (G) 3 credit hours.
Enhancement of interpersonal communication skills of people involved in intimate relationships through lecture-discussion and focused activities. Couples learn to understand their own relationship and develop appropriate alternatives to indirectness, vagueness, and unnecessary conflict. S. Glaser, P. Glaser.

RhCm 409. Practicum. (G) Credit hours to be arranged. Supervised laboratory work of a project nature, including the preliminary study, development, and execution of major artistic or public service experiments.

RhCm 410. Experimental Course. (G) Credit hours to be arranged.

RhCm 414. Rhetorical Theory: 400 B.C.-1 A.D. (G) 3 credit hours.
Studies of major rhetorical works and movements developed during the Grecian periods. Special attention will be given to the relation of certain rhetorical developments and the cultural influences of those times. LaRusso.

RhCm 415. Rhetorical Theory: 1 A.D.-800 A.D. (G) 3 credit hours.
Studies of major rhetorical works and movements developed during the Roman and Carolingian periods. Special attention will be given to the relation of rhetorical developments and the socio-intellectual metamorphosis of the periods. Prerequisite: RhCm 301, 302, 303, or consent of instructor. LaRusso.

RhCm 418. Directing the Forensic Program. (G) 3 credit hours.
Content, procedures, and methods in directing a forensic program at the high-school and college and university levels. Cross, Glaser.

RhCm 422, 423. Public Discourse in the United States. (G) 3 credit hours each term.
History and criticism of public discourse in the United States. First term: from the colonial period to 1912. Second term: from 1912 to the present. In each course for its appropriate period the concentration is on the role of rhetoric as a force for change in areas of public controversy. Friedman, Leistner.

RhCm 424. Ethics of Persuasion. (G) 3 credit hours.
Study of different positions on the ethics of persuasion, development of individual ethical postures for students in their own persuasive efforts, and ethical appraisals of contemporary persuasion. Friedman.

RhCm 425. Freedom of Speech. (G) 3 credit hours.
History and development of freedom of speech in the United States. Friedman.

RhCm 426. Backgrounds of Black Protest Rhetoric . (G) 3 credit hours.
Survey of themes and rhetorical strategies in public disputation about the role of blacks in America from Colonial times to the Brown vs. Board of Education decision. Leistner.

RhCm 427. Contemporary Protest Rhetoric. (G) 3 credit hours.
Analysis of the role of rhetoric in contemporary protest movements. Attention is given to black protest from the nonviolent civil rights movement through black power protest, as well as protest rhetoric in behalf of women's rights, minority rights, free speech, the anti-war movement, prisoner's rights, among others. Leistner.

RhCm 430. Quantitative Methods in Speech. (G) 3 credit hours.
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.

RhCm 431. Speech Communication Theory. (G) 3 credit hours.
Survey of the experimental literature relevant to speech communication. Includes studies of models of the communication process, audience, message, and speaker variables, and the teaching of speech. Carmichael, Cross.

RhCm 432. Speech Communication and the Group Process. (G) 3 credit hours.
Survey and analysis of small-group literature relevant to speech communication. Major areas: group formation, group tasks, group effectiveness and efficiency, status problems, leadership, problem-solving and conflict resolution, communication in discussion, social power and social control, organizational techniques and problems. Carmichael, Cross.

RhCm 434. Nonverbal Communication. (G) 3 credit hours.
Aspects of the nonverbal dimensions of interpersonal communications. Psycholinguistic, psychiatric, kinesic, and perceptual theories of Hall, McLuhan, Birdwhistell, Ruesch, and others, with emphasis upon their contributions to the isolation and developments of the factors of time, space, form, material, and action. LaRusso.

RhCm 435. Public Address. (G) 3 credit hours.
Theory of speechmaking, with study of the texts of speeches by modern orators; practice in preparation of speeches adapted to the professional requirements of students. Consent of instructor is required. Friedman, Leistner.

Graduate Courses

RhCm 501. Research. Credit hours to be arranged. A no-grade course.

RhCm 502. Supervised College Teaching. Credit hours to be arranged.

RhCm 503. Thesis. Credit hours to be arranged. A no-grade course.

RhCm 505. Reading and Conference. Credit hours to be arranged.

RhCm 506. Special Problems. Credit hours to be arranged.

RhCm 507. Seminar. Credit hours to be arranged unless noted otherwise.
Problems of Teaching Speech.
History of Speech Education.
Rhetoric of Black Power.
Persuasion.
Theory of Argumentation.
Contemporary Topics.
Rhetoric of the Presidential Campaign.
Communication and Language. 3 credits. Carmichael.
A survey of various approaches to the study of language focusing on theories of language origination, language acquisition, general semantics, and various language experiments in communication research.

RhCm 508. Workshop. Credit hours to be arranged.

RhCm 509. Practicum. Credit hours to be arranged. For description, see RhCm 409.

RhCm 510. Experimental Course. Credit hours to be arranged.

RhCm 511. Research Methods in Rhetoric and Communication. 3 credit hours.
Examination of research methodologies useful in scholarly investigation in rhetoric and communication; survey of historical, descriptive, and experimental research in rhetoric and communication; introduction to scholarly writing including documentation requirements, organizational patterns, and acceptable style; familiarization with leading research resources; and opportunity to do original research. Friedman.

RhCm 513. Rhetorical Theory: 1450-1600. 3 credit hours.
Studies of major and minor works in rhetoric developed in France, Germany, Spain, and Italy during the late Middle Ages and Renaissance. Concern will be with the relation of these works and the socio-intellectual focus of the periods. Latini, Dante, Valla, Erasmus, Vives, Ramus, Cavalcanti, and others are considered. LaRusso.

RhCm 514. Rhetorical Theory: 1700-1900. 3 credit hours.
Studies of rhetorical and relevant nonrhetorical works for the purpose of determining the reciprocal influence among rhetoric and the developing trends in psychology, aesthetics, logic, literary criticism, etc. Descartes, Locke, Campbell, Hume, Valla, Blair, Whately, Adams, and others are considered. LaRusso.

RhCm 515. Modes of Rhetorical Criticism. 3 credit hours.
Examination of contemporary perspectives and methods of rhetorical criticism through theoretical and applied studies. Attention to the intersections of rhetorical and communication theory. Friedman, Leistner.

RhCm 523. Problems in Research Writing. 3 credit hours.
A study of the problems in writing and rewriting of the results of scholarly investigations for thesis production and for publication. Friedman, Leistner.

RhCm 530. Attitude Formation and Change. 3 credit hours.
Survey and analysis of research in speech communication relevant to attitude formation, change, measurement, and definition. Prerequisite: RhCm 430, or consent of the instructor. Carmichael.

Telecommunication

Undergraduate Courses

Tc 199. Special Studies. Credit hours to be arranged. Topics to be announced.

Tc 241. Fundamentals of Broadcasting. 3 credit hours.
General survey of broadcasting in the United States. Factors relating to the physical bases, the origin and growth, the economics, social control, and influence of broadcasting will be considered.

Tc 341. Introduction to Media Aesthetics. 3 credit hours.
The most important aesthetic variables that characterize television and motion pictures. These variables include area, light, color, time/motion, and sound. The systematic examination of these factors will give students a better understanding of how manipulations of the media can affect our perceptual systems.

Tc 342. Elementary Radio Workshop. 3 credit hours.
Theory and practice of radio broadcasting. Prerequisites: Tc 241 and Tc 341.

Tc 343. Advanced Radio Workshop. 3 credit hours.
Theory and practice of radio broadcasting. Prerequisite: Tc 342.

Tc 344. Elementary Television Workshop. 3 credit hours.
Broadcast performance technique; physical, acoustic, and mechanical theory and its application; interpretative theory and its application. Prerequisites: Tc 241 and Tc 341.

Tc 345. Advanced Television Workshop. 3 credit hours.
Broadcast performance technique; physical, acoustic, and mechanical theory and its application; interpretative theory and its application. Prerequisite: Tc 344.

Tc 347. Elementary Radio-Television Script Writing. 3 credit hours.
Radio and television writing techniques; theory and practice in the writing of all major continuity types. Prerequisite: junior standing.

Tc 348. Advanced Radio-Television Script Writing. 3 credit hours.
Radio and television writing techniques; theory and practice in the writing of all major continuity types. Prerequisites: Tc 347 or equivalent.

Tc 372. Staging and Lighting for Television. 2 credit hours.
Theory and practice of identifying and controlling the visual factors in television production. The interdependence of the direction, quality, and intensity of light, the shape, surface, and composition of the objects lighted, and the camera position and lens setting is explored through group exercises and individual projects. Prerequisite: TC 345.

Tc 401. Research. Credit hours to be arranged.

Tc 405. Reading and Conference. Credit hours to be arranged.

Tc 406. Field Studies. 6-12 credit hours.
An internship program for outstanding senior students who have taken all of the available courses supporting selected career objectives in public or commercial broadcasting, instructional media centers, or instructional media operations. Upon recommendation of the Telecommunication Area faculty, interested students apply for such internship as are developed through the cooperation of participating professional associations.

Tc 407. Seminar. Credit hours to be arranged.

Tc 409. Practicum. 1 credit hour.
Supervised laboratory work of a project nature including the preliminary study, development, and execution of major artistic or public service programs. Prerequisite: junior or senior standing. Consent of instructor is required.

Upper-Division Courses Carrying Graduate Credit

Tc 407. Seminar. (G) Credit hours to be arranged.
Current Topics in Mass Media Research.
Communication and Social Changes.
Mass Media and Politics.
The ITV Producer-Director.
Problems of Public Broadcasting.

Tc 408. Workshop: Educational Television. (G) 4 credit hours.
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.

Tc 410. Experimental Course. (G) Credit hours to be arranged.

Tc 431. Theory and Criticism of Television Drama. (G) 3 credit hours.
Major forms of public and commercial television drama, the appeals and techniques of each, and their contribution to popular culture and the public arts. Concepts of audience dynamics, media aesthetics, vicarious experience, escape and fantasy, and the consequence of economic dependence upon appeals to modal tastes will be analyzed and applied to selected examples.

Tc 433. Theory of Mass Communication. (G) 3 credit hours.
Emphasis on mass communication theory as the logical progression from intrapersonal and interpersonal communication theory. A critical analysis of the structure and functions of mass media considered in relation to several theories of mass communication. Analysis of the social context within which mass communication occurs.

Tc 444. Concepts in Visual Production. (G) 3 credit hours.
The study of the processes by which ideas are transformed into visual language, through an analysis of various forms of visual representation. Prerequisite: TC 345, or equivalent.

Tc 445. Television Direction. (G) 3 credit hours.
Theory and technique of television direction explored through group exercises and individual projects. Prerequisite: Tc 345.

Tc 446. Radio-Television Programming. (G) 3 credit hours.
Analysis of values, trends, and procedures in broadcast programming schedules; problems in planning program structure to meet community and public service needs.

Tc 448. Radio-Television and the Public. (G) 3 credit hours.
Within the framework of the whole field of mass communications,

this course attempts to clarify the purpose and role of broadcasting in the United States. Particular emphasis is given to analysis and discussion of freedom, responsibility, and control as these concepts relate to the broadcaster, the government, and the public.

Tc 449. Government Regulation of Broadcasting in the United States. (G) 3 credit hours.
An analysis of the laws, regulations, and court decisions which act to regulate broadcasting in the United States. Prerequisite: Tc 241, or consent of instructor.

Tc 470. Instructional Programs for Television. (G) 4 credit hours.
Intensive study of the development of the theory and practice of televised instruction. Studio exercises designed to explore effective instructional techniques based upon current theories of learning and the achievement of behavioral objectives. Two lectures and one laboratory per week.

Graduate Courses

Tc 501. Research. Credit hours to be arranged.

Tc 503. Thesis. Credit hours to be arranged. A no-grade course.

Tc 505. Reading and Conference. Credit hours to be arranged.

Tc 507. Seminar. 3 credit hours.
Introduction to Broadcast Communication Research Methods.
An introduction to research methodology essential to the conduct of a research study in broadcast communication. Emphasis is placed on historical, descriptive, experimental, and developmental research methods. Design, hypothesis development, and a brief introduction to statistics and computer programming is included.

Tc 507. Seminar. Credit hours to be arranged.
Problems in Broadcast Communication Research.
Techniques and Problems of Theory Construction.
Mathematics Models for Communication Research.

Tc 510. Experimental Course. Credit hours to be arranged.

Tc 541. Theory and Criticism of Broadcasting. 3 credit hours.
A review of selected theories of mass communication, linked with other critical approaches, as a background for discussion and development of ethical and artistic standards for broadcasting.

Tc 544. Radio-Television Program Evaluation. 3 credit hours.
Background and development of broadcast measurements; quantitative methods and survey procedures applicable to the testing of hypotheses in these media.

Theater

Undergraduate Courses

Th 199. Special Studies. 1-3 credit hours.
Stage Properties.

Th 199. Movement for Actors. 1 credit hour.
Development of kinesthetic awareness for the actor. Movement on the stage and conventions of stage behavior. Must be taken concurrently with Th 251 Elements of Acting. See description below.

Th 229. Interpretation. 2 credit hours.
The application of the principles of oral reading to literature.

Th 230, 231, 232. Survey of the Performing Arts. 3 credit hours each term.
A concurrent study of the arts of dance, music, and theater, with special emphasis on the artistic contribution of the performer. Interrelations among the performing arts. The physical limitations of the forms; period and stylistic influences; temperament and personality as a factor in interpretation. Lectures and discussion; performances by visiting artists. Not offered in 1977-78.

Th 251. Elements of Acting. 3 credit hours.
Elementary principles of acting techniques. Theater majors must take Th 199 Movement for Actors concurrently. Nonmajors are urged, but not required, to take Th 199 concurrently.

Th 252. Makeup. 3 credit hours.
The history, purpose, and techniques of application of theatrical makeup; the use of makeup in the various theatrical media, with emphasis on stage and television performers.

Th 262. Theater Promotion Workshop. 1-3 credit hours.
Practical study in the development and application of promotion materials for hypothetical and actual theater productions.

Th 264. Production Workshop: Scenery. 2 or 3 credit hours each term.
Practical experience in the construction, painting, and handling of scenery and props. Instruction in fundamentals of stagecraft and use of stage equipment. Practical experience in stage crew work. Thibeau.

Th 266. Production Workshop: Lighting. 2 or 3 credit hours.
Practical experience in the use and functions of stage lighting equipment and in the operation of lights under performance conditions. Thibeau.

Th 271. Introduction to Theater Arts I. 3 credit hours.
For nonmajors, as well as for theater majors. A study of theater in relation to modern social problems. Theater is viewed as a source of social, political, and cultural meaning and as a means of individual and group expression; major modern plays with social meaning are read and critical methods for understanding social art are explored; avant-garde and alternative theater ideas and practices are illustrated. Attending theater productions constitutes a portion of the course. Fiet.

Th 272. Introduction to Theater Arts II. 3 credit hours.
Analysis of theater experiences; study of theater in other forms (film, television, religion, pageants, etc.) and of special problems affecting theater (censorship, finances, career training, etc.) Attending theater productions constitutes a portion of the course. Continuation of Th 271, although sequence may be entered in any term. Gressler.

Th 273. Introduction to Theater Arts III. 3 credit hours.
Behind the scenes; study and discussion of the actor, the director, the playwright, the designers, the choreographer, the business manager, etc. Opportunities to work on productions. Attending theater productions constitutes a portion of the course. May be entered in any term. Gressler.

Wr 331, 332, 333. Play Writing. 3 credit hours each term.
Creative experiment in the writing of plays, with incidental study of models. Analysis and discussion of student work. Consent of instructor is required.

Th 324. Advanced Interpretation. 3 credit hours.
Instruction in the discovery and oral expression of meaning and feeling in prose, poetry, and dramatic literature. DeChaine.

Th 325. Costume Workshop. 3 credit hours.
Instruction in the art and craft of stage costuming; practical experience in the design, construction, and maintenance of theatrical costumes.

Th 351. Technique of Acting: Voice. 3 credit hours.
Problems in the use of voice in dramatic roles. DeChaine.

Th 352. Technique of Acting: Characterization. 3 credit hours.
Problems in the analysis and presentation of characters. DeChaine.

Th 353. Advanced Acting. 3 credit hours.
Advanced problems in acting technique: study, rehearsal, and performance. Prerequisite: Th 251, Th 351, Th 352, consent of instructor. DeChaine.

Th 364. Play Direction. 3 credit hours.
Sources of dramatic material, choice of plays, casting and rehearsal of players, production organization. DeChaine and Gressler.

Th 365. Direction of Children's Theater. 3 credit hours.
History and objectives of theater for the child audience; survey of existing professional and community children's theater programs; techniques of acting, directing, and producing plays for and by children.

Th 367, 368, 369. Survey of Dramatic Art. 3 credit hours each term.
Development of the theater: primitive, pre-Grecian, ancient Euro-

pean, European Renaissance, precursory elements of the new stagecraft, Asiatic subcontinent, Asiatic mainland, Pacific island. DeChaine and Fiet.

Th 405. Reading and Conference. Credit hours to be arranged.

Th 407. Seminar. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Th 408. Workshop. (G) Credit hours to be arranged.

Th 409. Practicum. (G) Credit hours to be arranged.

Production Projects. 1-3 credit hours.
Supervised laboratory work of a project nature, including the preliminary study, development, and execution of major artistic or service activities.

Rehearsal and Performance. 1-3 credit hours.
Production experience for the actor. Consent of instructor is required.

Eng 411, 412, 413. English Drama. (G) 3 credit hours each term.
The development of English dramatic forms from the beginnings to Sheridan.

Th 416. Costume History. (G) 3 credit hours.
Comprehensive survey of historical costume for the stage from the Egyptian period to the 20th century. Mace.

Th 417. Costume Design. (G) 3 credit hours.
Basic elements of design with historical reference in relation to costume for the stage. Practical experience in costume renderings. Prerequisite: Th 416 Costume History, or consent of instructor. Mace.

Th 418. Costume Pattern Drafting. (G) 3 credit hours.
Drafting and designing costumes through the flat pattern. Elements of draping, millinery, and tailoring included. Practical experience in original selected design. Prerequisite: Th 416 Costume History, and Th 417 Costume Design, or consent of instructor. Mace.

Eng 420, 421, 422. Modern Drama. (G) 3 credit hours each term.
Eng 420: growth of the modern theater in Europe from beginnings in romanticism through naturalism to symbolism and the poetic theater before 1914; Eng 421: European and American drama between 1915-1940, the experimental theater and its effect on realism; Eng 422: international developments in drama from 1941 to the present. Ball.

Th 460. Advanced Play Direction. (G) 3 credit hours.
Advanced theory and practice in direction of plays for public performance. Prerequisite: Th 364, or consent of instructor. Offered in alternate years. Cutler, DeChaine and Gressler. Not offered 1977-78.

Th 461. Introduction to Scene Design. (G) 3 credit hours.
Basic principles and techniques of theatrical design for the school and community theater. Williams.

Th 463. Scenery Painting Techniques. (G) 3 credit hours.
Practical experience in the painting of scenery for the stage. Painting of drops. Highlighting, shadowing, texturing, and stencilling. Forced perspective. Paints and painting equipment. Prerequisite: Th 264 or consent of instructor. Offered in alternate years. Williams. Offered 1977-78.

Th 464. Properties Design and Construction. (G) 3 credit hours.
Practical experience in the design and construction of stage properties and furnishings. Plastics and metals fabrication. Celastic, papier-maché, and fiberglass as properties-fabricating materials. Furniture upholstering techniques. Offered in alternate years. Williams. Not offered 1977-78.

Th 467. Lighting for the Stage. (G) 3 credit hours.
The functions of lighting on the stage. The qualities of light, lighting. Technical and aesthetic problems. Prerequisite: Th 266, or consent of instructor. Thibeau.

Graduate Courses

Th 501. Research. Credit hours to be arranged. A no-grade course.

Th 503. Thesis. Credit hours to be arranged. A no-grade course.

Th 505. Reading and Conference. Credit hours to be arranged.

Th 507. Seminar. Credit hours to be arranged.
Romantic Theater.
Theater Design and Structure.
Restoration Theater.
Theater Management.
Advanced Acting.
Creative Dramatics.
Period Costume Patterns.

Th 509. Practicum. Credit hours to be arranged. For description, see Th 409.

Th 511. Research Methods. 3 credit hours.
Research methodology. Examination of experimental, historical, descriptive, and developmental research methods. Style and format in scholarly presentation of research. Required course for all graduate students in theater. Fiet.

Th 520. History of the American Theater. 3 credit hours.
Readings, reports, projects, and discussions concerning significant events in the theater in the United States, from its beginnings to the present. Consent of instructor is required. Thibeau. Offered in alternate years. Offered in 1977-78.

Th 530. Continental Theater. 3 credit hours.
Major developments and experiments in the drama and theater production of Europe, Great Britain, and Russia from Buchner to Artaud. Offered in alternate years. Not offered 1977-78.

Th 531. Avant Garde Theater. 3 credit hours.
New forms, styles, treatments of mood, and expressions of ideas and emotions as they are or may be manifest in literary, dramatic, and theatrical elements and conditions of production. Prerequisite: Th 530, or consent of instructor. Offered in alternate years. Offered 1977-78.

Th 532. Theater of Ibsen. 3 credit hours.
The modern Dano-Norwegian theater, with special emphasis on the work of Henrik Ibsen; influence on European and American theater. DeChaine. Offered in alternate years. Not offered 1977-78.

Th 533. Theater of Strindberg. 3 credit hours.
The modern Swedish theater, with special emphasis on the work of August Strindberg; influence on European and American theater. DeChaine. Offered in alternate years. Offered 1977-78.

Th 551, 552, 553. Theory of Dramatic Production. 3 credit hours each term.
551: theory of acting; 552: theory of dramatic direction; 553: theory of dramatic structure. Fiet and DeChaine.

Th 562. Styles in Scene Design. 3 credit hours.
History of scene design; historical styles and their use in the design of productions of theater classics; twentieth-century approaches to production design; the designer's analysis of the play script. Prerequisite: Th 461. Williams.

Th 563. Advanced Problems of Scene Design. 3 credit hours.
Selected problems in the design of dramatic productions. Prerequisite: Th 461, Th 562; consent of instructor is required. Williams.

Th 564, 565. History of the Theater. 5 credit hours each term.
Components of the theater during the golden ages of dramatic art: the ancients, European Renaissance, Asiatic, eighteenth- and nineteenth-century Europeans. Offered in alternate years. Fiet. Not offered 1977-78.

Th 568. Advanced Stage Lighting. 3 credit hours.
Theories and methods of lighting stage production. Prerequisite: Th 467, or consent of instructor. Offered in alternate years. Thibeau. Offered 1977-78.

The Robert Donald Clark Honors College

Lawrence W. Owens, Ph.D., Acting Director of the Honors College, Assistant Professor, Chemistry. B.A., Seattle, 1966; Ph.D., Rutgers, 1973; at Oregon since 1973.

Steven E. Conway, M.A., Lecturer (Social Science); B.A., University of Portland, 1966; M.A., Oregon, 1969; at Oregon since 1976.

Francis E. Dart, Ph.D., Professor of Physics (science and society). B.A., Oberlin College, 1937; M.S., Notre Dame, 1939; Ph.D., Cornell, 1947; at Oregon since 1949.

Michaela P. Grudin, Ph.D., Lecturer (English). B.A., Antioch, 1963; M.A., 1968, Ph.D., 1974, California, Berkeley; at Oregon since 1975.

Stanley A. Pierson, Ph.D., Professor of History (cultural and intellectual European). B.A., Oregon, 1950; A.M., 1951, Ph.D., 1957, Harvard; at Oregon since 1957.

Donald F. Swinehart, Ph.D., Professor of Chemistry (physical); B.S., Capital University, 1939; M.S., 1941, Ph.D., 1943, Ohio State; at Oregon since 1946.

The Honors College offers a four-year undergraduate program leading to the degree of Bachelor of Arts (Honors College). The college program is designed to provide an opportunity for the motivated student to explore, define, and develop intellectual capabilities not only in specialized fields but also in the liberal arts in general. The Robert Donald Clark Honors College is located in Friendly Hall; it includes private study areas, colloquium meeting rooms, a small library, the Honors College office, and a lounge where student may study or visit informally.

Admission: Application for admission to the Honors College is encouraged for those secondary school students in high standing who have demonstrated an ability to pursue creative, academic projects. A number of students lacking formal evidence of qualitative scholastic performance are annually admitted to the Honors College on the strength of interests, potential academic ability, and professional promise. Freshmen applicants must forward to the Admissions Office the results of their college entrance examinations (SAT or ACT). The Honors College requires only the verbal and math test scores. Students who apply for admission to the Honors College must also make separate application for admission to the University. Both University and Honors College application forms may be secured from the Office of Admissions or from the Honors College. Additional information may be obtained from the Honors College office, 6 Friendly Hall.

Curriculum and Requirements: The degree of Bachelor of Arts (Honors College) is conferred on students who satisfy the following requirements:

(1) Completion of Arts and Letters (HC 101, 102, 103) and History of Ideas (HC 201, 202, 203).

(2) Completion of three of the following sequences (or two if a major in a professional school): (a) History (Hst 107, 108, 109); (b) Social Science (HC 204, 205, 206); (c) General Science for nonscience majors (HC 207, 208, 209) or a sequence required for science majors (200 level or above) or Psychology (Psy 217, 218) and Biology (Bi 102h); (d) mathematics (Mth 190, 191, 192; Mth 201, 202, 203 or three terms of mathematics numbered 150 or above).

The program described above is a substitute for the general University group requirements for the Bachelor of Arts degree.

(3) Proficiency in a foreign language equivalent to that reached in the second-year college level.

(4) Two terms of Colloquium (HC 408) in the junior or senior year. Colloquia provides seminar-type instruction for students of varying backgrounds, each colloquium focusing for one term on a common topic outside the student's major field. All colloquia are offered Pass/No-Pass only.

(5) Completion of requirements in the student's major; see Major Requirements, below.

(6) Satisfactory completion of a senior thesis (or project) and oral examination, as determined by the student's major adviser, a departmental representative and an Honors College faculty member, if applicable.

Honors College students must also satisfy all other general University requirements for the Bachelor of Arts degree. The pass-undifferentiated grading option is acceptable in the Honors College wherever it is not in conflict with departmental major requirements.

Periodically, the Honors College also offers freshmen colloquia in which newer students are invited to investigate special topics of contemporary interest (HC 199).

In addition to the courses listed above, the Honors College curriculum offers honors sections in several other fields, including foreign languages and literature, philosophy, math, English, opportunities for work in departmental honors seminars, independent research projects, and reading and conferences. Information on these courses may be obtained in the Honors College office.

HC 101, 102, 103. Honors College Arts and Letters. 3-5 credit hours each term.
An intensive study in several areas of Arts and Letters. Topics and areas of study will change each quarter. Recommended for freshmen. Grudin, Owens, staff.

HC 201, 202, 203. Honors College History of Ideas. 3 credit hours each term.
An extended evaluation of great ideas in Western literature and philosophy. Concentration on writings and concepts that have significantly changed and advanced our intellectual history. Recommended for sophomores. Owens, Grudin.

Hst 107, 108, 109. Honors College History. 3 credit hours each term.
An intensive examination, through documents and interpretative materials, of major phases in the development of Western Civilization. Pierson.

HC 204, 205, 206. Honors College Social Science. 3 credit hours each term.
A study of the thought, works, and methods of the social sciences. The course will also examine concepts of involvement in society, questions of social action, and individual responsibility. Conway.

HC 207, 208, 209. Honors College General Science. 3 credit hours each term.
A general introduction to the sciences, their growth, and their impact on man and culture. Lectures, readings, discussion, laboratory, and field work in specific disciplines, each to be examined within a larger framework of scientific evidence and thinking. For nonmajors. Not offered 1977-78.

Ch 204, 205, 206. General Chemistry. 3 credit hours each term.
Quantitative and theoretical aspects of chemistry for students with excellent backgrounds in high school chemistry, mathematics and physics. Concurrent enrollment in Mth 201, 202, 203 required. Swinehart.

Mth 190, 191, 192. Mathematics for Nonmajors. 3 credit hours each term. Selected topics from mathematics specifically intended for those who will not continue the study of mathematics. Not offered 1977-78.

Mth 201, 202, 203. Calculus with Analytic Geometry. 4 credit hours each term.
Standard sequence for students of physical, biological, and social sciences, and mathematics. Prerequisite: high school trigonometry and a high placement score; or Mth 115; or Mth 102. Not open to students who have credit for Mth 204, 205, 206.

Mth 204, 205, 206. Analytic Geometry and Calculus. 5 credit hours each term. An intensive treatment of calculus for well-prepared students. Not offered 1977-78.

Mth 210, 211, 212. Seminar in the Theory of Calculus. 2 credit hours each term.
A rigorous treatment of the theoretical aspects of the calculus that are introduced and used in Mth 201, 202, 203 and Mth 204, 205, 206. Related topics are also studied. For students with high aptitude for and interest in mathematics. Recommended for all mathematics majors. Intended for students concurrently enrolled in a year sequence of calculus.

Psy 217, 218, 219. Introduction to Experimental Psychology (Honors College). 4 credit hours each term.
A year sequence in these major areas of psychology today: experimental, physiological, clinical, and social psychology. Keele, Pien.

HC 199. Special Studies. 1-3 credit hours. Topics of current interest for lower-division students.

HC 405. Reading and Conference. Credit hours to be arranged.

HC 407. Seminar. Credit hours to be arranged.

HC 408. Colloquium. Credit hours to be arranged. Topics of current interest, usually outside the student's major field, for upper-division students. Staff.

Major Requirements

The major programs planned by departments and schools for students in the Honors College provide for independent study and generally allow greater flexibility in the satisfaction of course requirements than the regular undergraduate programs of the divisions. The special requirements of the several divisions for majors enrolled in the Honors College are listed below. In general, these requirements supplement those required of all regular students majoring in the department.

Anthropology: Senior honors thesis, requiring one or more terms for completion, for a maximum of 6 credit hours.

Architecture and Allied Arts: Colloquium, honors reading and conference.

Asian Studies: Senior honors thesis utilizing materials in a foreign language germane to the region with which the thesis is concerned. A maximum of 6 hours of credit for thesis is allowed. (The final oral examination will cover the thesis.)

Biology: Honors thesis based on original observations or experiments, for which credit may be obtained under Bi 401 (8 credit hours of which will satisfy major requirements for two 400 level courses). A maximum of 4 hours of credit for thesis is allowed. (Honors students may be admitted to graduate courses in the department.) Biology major requirements appear in the Department of Biology section of this Catalog.

Business Administration: Major programs developed in consultation with the Undergraduate School of Business honors adviser. Ordinarily, the student writes an honors thesis during the senior year for 3-9 credit hours.

Chemistry: (1) Ch 204, 205, 206, Ch 207, 208, 209 and Mth 201, 202, 203 in the freshman year; (2) Ch 334, 335, 336, Ch 340, 341, 342 in the sophomore year; (3) research (3 credits) and honors thesis (3 credits) in the senior year.

Chinese and Japanese: (1) Normally, in the junior year, seminar in the literature of the student's principal language (3 credit hours); (2) in the senior year, honors thesis, essays, or other evidence of serious and coherent work approved by the department honors committee (6 credit hours).

Classics: (1) Normally, in the junior year, seminar in the literature of the student's principal language (3 credit hours); (2) in the senior year, honors thesis, essays, or other evidence of serious and coherent work approved by the department honors committee (6 credit hours).

Community Service and Public Affairs: Students in the Honors College should complete the requirements for a major in one of the divisions of the School of Community Service and Public Affairs, plus a senior thesis or another independent project. SSc 201, 202, 203 will fulfill the basis requirements in the disciplines involved.

Computer Science: CS 201, 202, 203 is the preferred starting point. Major programs are developed in consultation with the Computer Science department chairman.

Curriculum and Instruction: At least 6 credit hours of independent study (CI 405), culminating in a student project or essay on a selected research topic.

Dance: Six credits of independent study (D 409 G) in choreography, ethnology, notation, or technical production leading to the senior honors thesis: a choreography (10 minutes minimum) with written description and discussion, *or* honors essay on a selected research topic.

Economics: Students must complete the requirements for the departmental honors program in Economics. Details are available from the department chairman.

English: A minimum of one honors seminar (Eng 407 H) usually taken in the junior year, followed in the senior year by 6 credit hours of independent study (Eng 403) that culminates in a senior honors essay. Possible topics would include the study of a literary figure or figures, a literary period, or a genre.

Geography: (1) Geog 481, Geog 482, Geog 488; (2) Geog 421, 422, 423; (3) Geog 491, 492, 493; (4) junior and senior honors seminars; (5) senior honors thesis.

General Literature or General Humanities: At least 9 credit hours in seminar, reading and conference, thesis, or research (or a combination), leading to the preparation of senior honors thesis.

General Science: A minimum of 36 pass-differentiated upper-division credit hours in science, including 9 hours at the 400 level in one science which are acceptable for a departmental major or 9 hours at the 300 level which are required for a departmental major. A senior comprehensive examination is required.

Geology: (1) Complete the Department of Geology mathematics and science requirements in either curricular options. (2) Geol 201, 202, 203, 325, 326, 327. (3) Choice of four from Geol 391, 392, 414, 415, 416, 417, 423, 431, 432, 461, 463, 470. (4) Honors thesis (up to 4 credit hours) or Field Geology (Geol 406).

German and Russian: In the senior year, honors thesis, essays, or other evidence of serious and coherent work approved by the department honors committee, for 3 credit hours.

History: Complete requirements for a major in history, including (1) senior honors essay, 7 credit hours; (2) oral examination over two of the following fields: (a) Greece and Rome, (b) medieval Europe, (c) Renaissance and Reformation, (d) Europe 1500-1789, (e) Europe since 1789, (f) United States, (g) Far East, (h) Latin America.

Journalism: (1) J 485, J 487; (2) senior thesis (J 403), 6 credit hours; (3) examination before faculty committee on thesis and professional course work.

Linguistics: Senior honors thesis based on original research. A maximum of 6 credit hours for thesis may be obtained under Ling 401.

Mathematics: (1) Completion of two of the following four sequences: Mth 413, 414 (or Mth 415, 416); Mth 431, 432; Mth 437, 438, 439; Mth 447, 448, 449, with an average grade of B or higher; (2) a thesis ordinarily written in the senior year, covering advanced topics assigned by the student's adviser.

Medicine: (1) Three years of work in the Honors College, including the premedical program outlined on page 190 of this catalog or equivalent; and completion of the first-year professional program in medicine with a scholastic rank in the upper half of the class. (2) Four years of work in the Honors College, including the premedical program outlined on page 190 of this catalog, and fulfillment of major requirements in general science, biology, or other major with approval of the premedical adviser.

Music: (1) 9 credit hours of independent study of a musical period, style, genre or composer; (2) honors essay in spring term of senior year.

Philosophy: (1) Senior honors essay, following intensive study of some aspect of philosophy either in connection with a senior seminar or, when recommended, on a tutorial basis, with 9 credit hours.

Physics: In addition to regular requirements for students preparing for graduate work in physics (see Physics section), independent research and a thesis are required.

Political Science: (1) Complete requirements for political science major (see departmental requirements). Students are strong-

ly advised to take PS 100 or PS 207, (2) honors thesis during senior year (maximum credit, 9 hours) to include PS 405 (3 hours) and PS 403 (6 hours). All 9 credit hours are to be prearranged with the thesis adviser. (The 9 credit hours of work on the thesis will count toward the total departmental requirement for graduation.)

Psychology: (1) Complete requirements for a major in psychology; (2) honors thesis; (3) complete advanced Experimental Psychology sequence (Psy 411, 412, 413). Recommended: Mth 425, 426, or Mth 441, 442, 443.

Religious Studies: Complete requirements for a major in Religious Studies, including (1) a B-plus average in religion courses, (2) senior honors thesis for 3 credit hours.

Romance Languages: In the senior year, an honors thesis, essays, or other evidence of serious and coherent work approved by the department honors committee (2 credit hours per term RL 403).

Sociology: (1) Soc 327, Soc 370, Soc 371; (2) honors thesis involving sociological analysis (maximum credit, 9 hours). The thesis examination includes examination of the candidate's knowledge of the relevant related literature.

Speech: (1) Honors seminar during junior year; (2) honors readings, fall term of senior year; (3) honors thesis, prepared during winter and spring terms of senior year (6 credit hours).

Independent Study

In addition to its regular program, the Robert Donald Clark Honors College administers a program of undergraduate independent study leading to the degree of Bachelor of Arts (Honors College). Students enrolled in this program are designated Independent Scholars. Total enrollment of Independent Scholars is at present limited to twenty students.

A student is admitted to the status of Independent Scholar with the approval of the Honors College Independent Study Committee, the Director of the Honors College, and the head of an academic department or the dean of a professional school. Approval is based solely on evidence of creative or scholarly originality and the ability to work independently toward a creative or scholarly goal. Such evidence is not limited to academic records or grades.

An Independent Scholar is exempt from all requirements of courses, credits, and grades. The student plans a program of studies in cooperation with a committee of three members of the faculty appointed by the director of the Honors College, and pursues studies under the supervision of this committee. The scholar remains in good standing as long as the committee chairman reports, at the end of each term, that the student is making satisfactory progress toward a personal goal. If a student changes status from that of an Independent Scholar to that of a regular University student, the committee will recommend a transfer of credits to the academic record equivalent to the work completed satisfactorily as an Independent Scholar. A student who wishes to change from independent status to regular status must submit a petition to the Academic Requirements Committee to obtain credit for work completed in Independent Study (HC 402).

An Independent Scholar pays the customary tuition for full-time or part-time students. Scholars may attend any University course without formal registration, provided the consent of the instructor is obtained. If the course work is to be recorded with grade and credit, the student must register for the course and satisfy normal course requirements.

Upon the satisfactory completion of the program, an Independent Scholar is granted the B.A. (Honors College) degree with the recommendation of the Director of the Honors College and the head of an academic department or the dean of a professional school, and the student's advisory committee. The recommendation is based on the following criteria:
(1) Completion of work equivalent to twelve terms of study toward the scholar's goal, either in a regular curriculum or as an Independent Scholar under the supervision of a committee. (2) Evidence of accomplishment in the form of creative or scholarly productions in the sciences, humanities, or arts. (3) An examination to determine the student's general scholarly competence and accomplishment in fields relevant to the area of interest. The examiners include the chairman and members of the scholar's study committee and a faculty representative from the Honors College.

Although not restricted to any specific courses or topics, all programs of independent study maintain the spirit of a broadly based liberal arts education which characterizes the Honors College.

Interdisciplinary and Special Programs

Center for Self-Development

Jacqueline Bonner, M.S., Director.
Room 207, Emerald Hall

The Center for Self-Development assists students to develop their educational skills and enhance their prospects for educational and personal success. It provides in small groups and on an individual basis, instruction in the areas of reading, writing, research methods, use of library resources, speaking and listening, examination skills, critical thinking, study methods, and mathematics.

Tutorial assistance to aid students with courses taught through academic departments is made available. Students from culturally different or low-income backgrounds may receive counseling and advocacy assistance through the Center. The nonacademic but critically important factors contributing to a student's successful overall experience at the University are recognized and addressed.

Environmental Studies Center

The Environmental Studies Center maintains a library of specialized publications and manuscripts as a resource for students and the general community. The Center publishes a quarterly catalog of environment-related courses of instruction and programs offered on campus, and sponsors special courses, speakers, films, and symposia. At present, there is no formal program in environmental studies at this University, but students may initiate independent projects for credit with the assistance of the Center. (Those student interested in pursuing graduate work in environmental studies or environmental sciences are referred to the Interdisciplinary Master's program of the Graduate School.)

Staffing is provided by volunteers from campus and community and by work-study students.

The Environmental Studies Center is in Room 11, Prince Lucien Campbell Hall, and is open Mondays through Fridays from 9:30 a.m. to 5:30 p.m. Copies of the environmental course catalog are available upon request.

Museum of Natural History

Laurence R. Kittleman, Ph.D., Director, Curator of Geology. B.S., 1953, Colorado College; M.S., 1956, Colorado; Ph.D., 1962, Oregon; at Oregon 1959-60 and since 1962.

David L. Cole, M.S., Curator of Anthropology. B.S., 1952, M.S., 1954, Oregon; at Oregon since 1959.

Jane Gray, Ph.D., Curator of Paleobotany, Professor of Biology. B.A., 1951, Radcliffe; Ph.D., 1958, California, Berkeley; at Oregon since 1963.

David H. Wagner, Ph.D., Curator of the Herbarium. B.A., University of Puget Sound, 1968; M.S., 1974, Ph.D., 1976, Washington State; at Oregon since 1976.

Associates

Georgia Mason, M.S., Honorary Curator of the Herbarium. B.A., 1941, Montclair State (N.J.); M.S., 1960, Oregon State; at Oregon 1961-62 and since 1970.

Theodore Stern, Ph.D., Consultant in Ethnology, Professor of Anthropology. B.A., 1939, Bowdoin; A.M., 1941, Ph.D., 1948, Pennsylvania; at Oregon since 1948.

George B. Van Schaack, Ph.D., Honorary Curator of the Herbarium. B.A., 1929, M.A., 1932, Ph.D., 1935, Harvard; at Oregon since 1973.

The Museum of Natural History is a faculty and facility devoted to the study and promotion of the several disciplines of natural history through collections, research, exhibitions, and furtherance of public understanding. The Museum, a subdivision of the College of Arts and Sciences, incorporates the Herbarium, the Museum of Zoology, the Condon Museum of Geology, and the Oregon State Museum of Anthropology. The Museum holds significant collections in the fields of Anthropology, Archaeology, Botany, Geology, Mammalogy, Ornithology, Paleobotany, and Vertebrate Paleontology. These collections are housed mainly in the Museum building in the Science Complex, just south of Franklin Boulevard. There are small, representative portions of the collections exhibited in a display area open to the public. The curators make collections available to members of the faculty, University classes, individual students, visiting scholars, and qualified persons generally. Specimens are loaned to individuals at qualified institutions throughout the United States and Canada, and suitable specimens are loaned to school teachers for enhancement of their classes.

The public-display area is visited by about twenty thousand people yearly, as groups and as individuals. The staff of the Museum answers inquiries from the public about plants, animals, rocks, fossils, and artifacts, and offer consultation in natural-history matters.

The Museum has facilities for field-work and research in Archaeology, Botany, Geology, Paleobotany, and Vertebrate Paleontology. Current topics of research by the staff include plant biosystematics and bryophyte floristics, archaeology of the lower Columbia Basin and the northern Great Basin, evolution of early land-plants, and geology of volcanic rocks.

Art History

The University offers a comprehensive program of studies in the history of art through the Department of Art History in the School of Architecture and Allied Arts. All courses in the department are open to nonmajors. Information about the Department of Art History begins on page 213.

Asian Studies

Joseph W. Esherick, Ph.D., Chairman, Associate Professor of History.
G. Ralph Falconeri, Ph.D., Associate Professor of History.
Michael B. Fish, Ph.D., Assistant Professor of Chinese.
Jane Hsu, M.L.S., Bibliographer, Library.
Esther Jacobson-Leong, Ph.D., Associate Professor of Art History.
Angela J. Jung, Ph.D., Professor of Chinese.
Hee-jin Kim, Ph.D., Associate Professor of Religious Studies.
Stephen W. Kohl, Ph.D., Assistant Professor of Japanese.
Yoko M. McClain, M.A., Senior Instructor of Japanese.
Judith Merkle, Ph.D., Assistant Professor of Political Science.
Kate Nakai, Ph.D., Assistant Professor of History.
Yoshiyuki Nakai, Ph.D., Assistant Professor of Japanese.
Theodore Stern, Ph.D., Professor of Anthropology.
Ryoko Toyama, M.L.S., Bibliographer, Library.
Lucia Yang, Ph.D., Assistant Professor of Chinese.

Undergraduate Studies

The University offers an interdisciplinary program in Asian Studies leading to the Bachelor of Arts degree. The curriculum includes courses in anthropology, art history, Chinese language and literature, economics, geography, history, Japanese language and literature, political science, and religious studies. The program is administered by the Asian Studies Committee composed of faculty with Asian specializations and student representatives.

The student majoring in Asian Studies is required to complete

two years (30 credit hours) of either the Chinese or Japanese language. (Under special circumstances, he or she may demonstrate an equivalent competence by examination or by work in advanced language courses.) In addition, he or she must complete 36 credit hours of course work distributed as set forth below. Each student's course distribution should significantly cover more than one Asian civilization: thus a student focusing on Japan should take at least nine credit hours dealing, for example, with China. Students intending to pursue graduate work in Asian Studies are advised to complete requirements for a B.A. in one of the disciplines represented in the Asian Studies curriculum, as well as fulfilling the requirements for Asian Studies.

The 36 credit hours of Asian Studies work should be chosen as indicated below. (The order does not reflect the sequence in which courses need be taken.) Students are encouraged to consult with their adviser in planning their course of study.

(1) Nine credit hours from one of the major history sequences: The Far East in Modern Times (Hst 391, 392, 393); History of China (Hst 494, 495, 496); History of Japan (Hst 497, 498, 499).

(2) Eighteen credit hours from among the following: Peoples of Southern and Eastern Asia (Anth 438, 439, 440); History of Oriental Art (ArH 207, 208, 209); Geography of Asia (Geog 203); Introduction to Japanese Literature (Jpn 301, 302, 303); Introduction to Chinese Literature (Chn 307, 308, 309); Southern Asia in Modern Times (PS 337, 338); Government and Politics of the Far East: China (PS 460, 461); Religions of Mankind (R 302).

(3) Nine additional hours from any of the courses in (1) or (2) above, or from the following courses:

Anthropology: Peoples of Southern and Eastern Asia (Anth 438, 439, 440).

Architecture: Seminar: Japanese Architecture (Arch 407).

Art History: Japanese Art (ArH 467, 468, 469); Chinese Art (ArH 464, 465, 466); Seminar: Early Chinese Painting (ArH 407); Seminar: Ming Painting (ArH 407); Seminar: Ch'ing Painting (ArH 407); Seminar: Indian Art (ArH 407); Seminar: Himalayan Art (ArH 407); Seminar: Eurasian Bronze Early Iron Age Art (ArH 407).

Economics: Structure of the Japanese Economy (Ec 407).

Geography: Geography of East Asia (Geog 451); Geography of Southeast Asia (Geog 455).

History: Foundations of East Asian Civilization (Hst 290); China Past and Present (Hst 291); Japan Past and Present (Hst 292); Seminar: China (Hst 407); Seminar: Modern Sino-Japanese Relations (Hst 407); Colloquium: China (Hst 408); Colloquium: Japan (Hst 408); Thought and Society in East Asia (Hst 491, 492).

Chinese: Contemporary Chinese (Chn 414, 415, 416); Chinese Composition and Conversation (Chn 330, 331, 332); Literary Chinese (Chn 436, 437, 438); Advanced Readings in Modern Chinese Literature (Chn 420, 421, 422); T'ang Poetry (Chn 423, 424, 425); Chinese Bibliography (Chn 453); History of the Chinese Language (Chn 440); Applied Chinese Phonetics (Chn 441); Chinese Morphology and Syntax (Chn 442); Semantic Structure of Chinese (Chn 443); Chinese Dialects (Chn 445); The Chinese Classics (Chn 461); Twentieth Century Chinese Literature (Chn 462).

Japanese: Contemporary Japanese (Jpn 411, 412, 413); Japanese Composition and Conversation (Jpn 327, 328, 329); Literary Japanese (Jpn 426, 427, 428); Advanced Readings in Modern Japanese Literature (Jpn 417, 418, 419); Japanese Poetry (Jpn 433, 434, 435); Japanese Bibliography (Jpn 450).

Political Science: Government and Politics of the Far East: China (PS 460, 461); Seminar: Asian Political Thought (PS 407).

Religious Studies: Seminar: Zen Buddhism (R 407).

Honors: See Honors College.

Graduate Studies

The University offers an interdisciplinary program in Asian Studies leading to the Master of Arts degree. The curriculum includes courses in anthropology, art history, Chinese language and literature, economics, geography, history, Japanese language and literature, political science, and religious studies. The program is administered by the Asian Studies Committee, composed of faculty with Asian specializations and student representatives.

There are no specific requirements for admission to the program beyond having a bachelor degree in a specific departmental discipline. It is preferred, however, that applicants have some undergraduate preparation in courses relating to Asia. Students lacking adequate Asian language or disciplinary training will be required to pursue appropriate courses without graduate credit. Prior to registration, the Asian Studies committee will assign each student an adviser who will assist the student in developing an appropriate individual program.

Students may fulfill their degree requirements by electing either (1) a program without thesis, or (2) a program with thesis. Students electing option (1) must complete 54 credit hours of graduate study, including 45 hours in Asia-related courses, and must submit two substantial research papers on Asian topics developed in seminars or colloquia, and pass a general Asian Studies field examination. Students electing option (2) must complete 48 credit hours of graduate study, including 45 hours in Asia-related courses, of which 9 hours are earned for thesis. All courses used for fulfillment of the 45-hour requirement in Asia-related courses must be approved by the student's adviser, in consultation with the committee. These courses must represent at least two major Asian cultures and three academic areas, and include three seminars or colloquia, of which one must be the Asian Studies Interdisciplinary Seminar offered once annually. An M.A. candidate is required to demonstrate competence in Chinese or Japanese equivalent to two years of college training.

Students enrolled in graduate programs of disciplinary departments may earn a second master's degree in Asian Studies. Besides satisfying the degree requirements set by their departments, such students must complete 30 credit hours of graduate credit in approved Asia-related courses, including the Interdisciplinary Seminar, and must demonstrate language competence in Chinese or Japanese equivalent to two years of college training. A thesis, applying the methodology of the student's discipline to an Asian subject, is required. The requirements for both the Asian Studies and disciplinary degrees must be completed simultaneously. A student completing this option is granted two Master of Arts degrees, one in Asian Studies and one in the departmental field.

Below are listed courses currently approved for inclusion in the Asian Studies curriculum. (The student should recognize that not all of these courses will be offered in any given year.) In addition, the Asian Studies Committee, at the request of the student and upon the recommendation of the student's adviser, may approve other courses which offer the opportunity to apply a disciplinary methodology to Asian topics. For a description of the listed courses, please see the appropriate departmental listing.

Anthropology: Peoples of Southern and Eastern Asia (Anth 438, 439, 440).

Architecture: Special Studies: Japanese Architecture (Arch 501).

Art History: Chinese Art (ArH 464, 465, 466); Japanese Art (ArH 467, 468, 469); Seminar: Chinese Art (ArH 507); Seminar: Early Chinese Painting (ArH 507); Seminar: Ming Painting (ArH 507); Seminar: Ch'ing Painting (ArH 507); Seminar: Japanese Art (ArH 507); Seminar: Indian Art (ArH 507); Seminar: Himalayan Art (ArH 507); Seminar: Eurasian Bronze Age Art (ArH 507).

Chinese: Reading and Conference (Chn 405); Seminar (Chn 407); Contemporary Chinese (Chn 414, 415, 416); Advanced Readings in Modern Chinese Literature (Chn 420, 421, 422); T'ang Poetry (Chn 423, 424, 425); Chinese Morphology and Syntax (Chn 442); Semantic Structure of Chinese (Chn 443); The Chinese Classics (Chn 461); Twentieth Century Chinese Literature (Chn 462); Literary Chinese (Chn 436, 437, 438; Chinese Bibliography (Chn 453); History of the Chinese Language (Chn 440); Applied Chinese Phonetics (Chn 441); Chinese Dialects (Chn 445).

Economics: Structure of the Japanese Economy (Ec 407).

History: Thought and Society in East Asia (Hst 491, 492); History of China (Hst 494, 495, 496); History of Japan (Hst 497, 498, 499); Seminar: China (Hst 507); Seminar: Japan (Hst 507); Seminar: Modern Sino-Japanese Relations (Hst

507); Seminar: East Asian Historiography (Hst 507); Colloquium: Imperialism in China (Hst 508); Colloquium: Feudalism in East Asia (Hst 508).

Interdisciplinary Studies: Asian Studies: Interdisciplinary Seminar (ISt 507).

Japanese: Reading and Conference (Jpn 405); Seminar: Japanese Literature (Jpn 407); Contemporary Japanese (Jpn 411, 412, 413); Advanced Readings in Modern Japanese Literature (Jpn 417, 418, 419); Literary Japanese (Jpn 426, 427, 428); Japanese Poetry (Jpn 433, 434, 435); Japanese Bibliography (Jpn 450).

Political Science: Government and Politics of the Far East: China (PS 460, 461); Sino-Soviet Relations (PS 507); Seminar: Comparative Communist Systems (PS 507); Seminar: Comparative Labor Movements (PS 507).

Religious Studies: Oriental Philosophies of Religion (R 430, 431, 432); Seminar: Religions of Japan (R 407).

Classical Archaeology

With the existing curricular resources of the University, it is possible to arrange an undergraduate program which gives a sound preparation for graduate study and an eventual career in Greek and Roman archaeology. A student would most profitably satisfy the major in one of the three departments contributing to the program, with the addition of courses selected from the other two departments. The following are the three programs recommended for a specialization in Classical Archaeology.

Art History: departmental major, with a concentration in Greek and Roman art, to include Ancient Mediterranean Art (ArH 411, 412, 413), Greek and Roman Art (ArH 414, 415, 416), and Seminar in Greek and Roman Art (ArH 507). Courses recommended in addition to the major: History of Greece and Rome (Hst 411, 412, 413), Seminar in Greek or Roman history (Hst 407 or 507), two years of Greek or Latin. Adviser, Frances Stern, Ph.D., Assistant Professor of Art History.

Classics: departmental major, consisting of twenty-four hours of Latin or Greek beyond the second year, History of Greece and Rome (Hst 411, 412, 413). Courses recommended in addition to the major: Seminar in Greek or Roman History (Hst 407 or 507). Ancient Mediterranean Art (ArH 411, 412, 413) or Greek and Roman Art (ArH 414, 415, 416), Seminar in Greek or Roman Art (ArH 507). Adviser, C. Bennett Pascal, Ph.D., Professor of Classics.

History: departmental major, with a concentration in the history of Greece and Rome, to include History of Greece and Rome (Hst 411, 412, 413) and a Seminar in Greek or Roman History (Hst 407 or 507). Courses recommended in addition to the major: Ancient Mediterranean Art (ArH 411, 412, 413) or Greek and Roman Art (ArH 414, 415, 416), Seminar in Greek or Roman Art (ArH 507), two years of Greek or Latin. Adviser, Jerzy Linderski, Ph.D., Professor of History.

Students who plan to pursue a career in Classical Archaeology are reminded that most graduate departments require a familiarity with both Classical languages and a reading knowledge of French and German.

Graduate Study: The Department of Classics is currently developing an interdisciplinary Master of Arts degree to accommodate students who contemplate advanced study or careers in Classical Archaeology.

Classical Civilization

The University offers a general program of study of the arts and institutions of ancient Greece and Rome for students who want a broad classical education with a minimum of language study. The requirements for the degree of Bachelor of Arts in Classical Civilization are listed in the Department of Classics.

Graduate Study: The Department of Classics administers an interdisciplinary Master of Arts degree in Classical Civilization, to provide predoctoral training for prospective candidates in Classical Archaeology and Ancient History, or for students interested in a general program in ancient studies at the graduate level. Consult a departmental adviser for a description of the program.

Comparative Literature

George Wickes, Ph.D., Professor of English, Director.

Irving Wohlfarth, Ph.D., Associate Professor of Comparative Literature (nineteenth-century French literature, contemporary European criticism, sociology of literature). B.A., Cambridge, 1961; Ph.D., Yale, 1970.

The University offers a program of graduate study in the field of comparative literature, leading to the Master of Arts and Doctor of Philosophy degrees. The program is administered by an interdisciplinary committee including faculty members from the departments of English, German and Russian, and Romance Languages.

For admission to the program, a candidate should normally have an undergraduate major in one literature plus competence in two foreign languages chosen from the following list: French, German, Greek, Italian, Latin, Russian, Spanish.

Master of Arts degree: The candidate must demonstrate competence in two languages, in addition to English, by completing literature courses in the languages. The student's course program must include Introduction to Comparative Literature (C Lit 514) and at least one additional course in comparative literature. For the M.A. degree, candidates take field examinations covering two periods in at least two literatures; the examination requirement in one field may be satisfied by completing four graduate courses, covering two or more literatures.

Doctor of Philosophy degree: In addition to the above requirements, doctoral candidates must take at least two more courses or seminars in comparative literature and take field examinations covering two more periods in at least two literatures. Of the four field examinations for the doctorate, two may be satisfied by completing four graduate courses in two or more literatures.

After completing all the above requirements, the candidate will submit a prospectus of a doctoral dissertation on a comparative topic. The dissertation should be completed within three years of advancement to candidacy and expounded in a final oral presentation.

C Lit 407. Seminar. (G) 3 credit hours.
The Renaissance Hero.
Comedy of Classicism.
Romantic Drama.
Don Juan, Faust Themes.
Relations Between Literature and Art.
The Anti-hero.
Avant-garde Literature.
The Literature of Existentialism.

C Lit 501. Research. Credit hours to be arranged.

C Lit 503. Thesis. Credit hours to be arranged.

C Lit 505. Reading and Conference. Credit hours to be arranged.

C Lit 507. Seminar. 5 credit hours.
Medieval Poetry.
Renaissance Drama.
Classicism and Enlightenment.
Studies in Romanticism.
Realism and Naturalism
The Symbolist Movement.
The Modern Novel.
Twentieth Century Experiments in Literary Forms.

C Lit 514, 515, 516. Introduction to Comparative Literature. 3 credit hours each term.
History, theory, and practice of the study of comparative literature. Ball, Hart, Wohlfarth.

Ethnic Studies

Madronna Holden, Ph.D., Assistant Professor of Anthropology, Coordinator.

The Ethnic Studies Program is designed to liberalize the education of all students about the various ethnic and cultural strains in American society. The program is interdisciplinary in drawing from many areas of study available on campus: anthropology, art,

community services, English, economics, geography, history, music, sociology, political science, psychology, and others that may participate in the future.

The program is also designed to allow students practice in using academic tools and resources to focus on concrete social issues of concern to ethnic communities.

The requirements for a certificate in Ethnic Studies may be fulfilled by: (a) satisfactory completion of 21 credit hours in upper-division courses, and 15 credit hours of lower-division courses, or, (b) 21 credit hours of upper-division courses which includes 6 hours of practicum in field experience and 9 hours of lower-division courses in Ethnic Studies. Students seeking a certificate should communicate with the director well in advance of graduation for transcript evaluation or to arrange the practicum. Students must complete a major and degree requirements in another department or school of the University.

Lower-division requirements (9-12 credit hours):

ES 101. Ethnic Groups in American Society. 3 credit hours. Surveys the history and traditions of minority groups (both nonwhite and white) in the United States, focusing on the firsthand voices (largely autobiography, oral history, folklore) of minority community members. The course will integrate resources from a number of Arts and Sciences disciplines, as well as using speakers from the local community and elsewhere who are in touch with ethnic minority experiences and problems.

ES 102. Ethnic Groups in Contemporary America. 3 credit hours.
Continuation of ES 101.

ES 103. Ethnic Groups and the American Experience. 3 credit hours.
An investigation of the impact of contemporary American society on Asian Americans, Chicanos, Blacks, and Native Americans, and of current trends of political and social events which shape our society. Particular focus is on cultural pluralism and forces operating with contemporary America.

ES 199. Special Studies. 1-3 credit hours.

Upper-division community topics courses (9-15 credit hours):

ES 310. Scandinavian Minorities in American. 3 credit hours. A multi-media examination of the socio-economic and cultural heritage of the Scandinavian peoples in the United States, their history of immigration and settlement, and their contributions to the contemporary American society.

ES 315. Introduction to the Asian-American Experience. 3 credit hours.
Course is designed as an introduction to the histories of Asian-American groups in the United States. In particular, Chinese, Filipino, Japanese, and Korean-American ethnic groups will be surveyed.

ES 320. Problems and Issues in the Native American Community. 3 credit hours.
A broad perspective on the position of various Native American tribal groups in contemporary American society. Historical perspective of the cultural conflict between Native American and white-frontier worldviews; economic and political goals for territorial United States that led to unfavorable policies. Topical issues will include the present legal status of native people, treaty rights and the Bureau of Indian Affairs, the philosophy and effects of termination, economic and health conditions on reservations, tribal traditions and unity, diversity and factionalism among native peoples.

ES 410. Issues and Concerns of Minority Women. 3 credit hours.
Study and discussion of political, social, and cultural concerns of Asian-American, Black-American, Mexican-American, and Native American women in the United States. Readings, guest speakers, films, and media productions will be used to facilitate discussions and propose solutions to both the unique and the shared problems of minority women today.

Eng 310. Black Prose. 3 credit hours.

Eng 311. Black Poetry. 3 credit hours.

Eng 407. Major Black Writers. (G) 3 credit hours.

Hst 222. Afro-American History. 3 credit hours.

RL 410. Chicano Language and Culture. 3 credit hours.

RL 410. Bilingualism. 3 credit hours.

RL 410. Spanish Dialects in the United States. (G) 3 credit hours.

Upper-division requirements and interdisciplinary studies (6-15 credit hours):

ES 405. Reading and Conference. Credit hours to be arranged.

ES 407. Seminar. Credit hours to be arranged.

ES 409. Practicum. Credit hours to be arranged. Required for Ethnic Studies Certificate.

ES 410. Experimental Course. Topics and credit hours to be arranged.

Upper-division courses with related subject matter in other departments will be included in individual Ethnic Studies certificate programs with the consultation of the director.

General Humanities

Robert Grudin, Ph.D., Department of English, Chairman, General Humanities Committee.
Stoddard Malarkey, Ph.D., Department of English, Chief adviser.

General Humanities is an interdisciplinary program built around a core of history, philosophy, and literature and leading to the degree of Bachelor of Arts. Its aim is to provide students with a knowledge of the ideas and institutions which form the basis of our culture. Students will also be required to familiarize themselves with a particular topic in the humanities: a given period, geographical area or important theme, chosen by the student with his or her adviser. The program is designed to give adequate preparation for graduate work in literature, law, government, religion, or the social sciences. It is also designed to aid students in developing an informed and intelligent response to problems in modern society.

The General Humanities Major

Lower-Division Requirements:
G Hum 199. Introduction to Humanities. 3 terms, 3 credit hours each term.
Satisfaction of the University language requirements for the Bachelor of Arts degree.
History 101, 102, and 103 (History of Western Civilization).
English 204, 205, and 206 (Survey of English Literature).
Nine credit hours in the history of art or in the history of music or both.

Upper-Division Requirements:
Nine credit hours of history relating to the field of concentration.
Classics 301, 302, and 303 (Literature of the Ancient World).
Philosophy 301, 302, and 303 (History of Ancient Philosophy).
or
Philosophy 304, 305, and 306 (History of Modern Philosophy).
Nine credit hours of General Humanities courses at the 400 level.
Twelve additional credit hours of courses (in any area) relating to the field of concentration.

G Hum 199. Special Studies. 1-3 credit hours.

G Hum 199. Introduction to Humanities. 3 credit hours each term.
A chronological survey of the ideas and modes of vision which form the basis of our culture. Readings and discussions will include philosophy, science, history, religion, literature, and the arts. This three-term course is designed not only for majors in General Humanities but also for others who wish a general introduction to the intellectual history of Western civilization. Albrecht.

G Hum 199. Ascent of Man. 3 credit hours spring term.
Built around J. Bronowski's series of television programs "The Ascent of Man," and on his book of the same title, this course will examine man's developing understanding of his own universe. Lectures, discussions and weekly television tapes. Goles.

G Hum 407. Seminar. (g)
The following seminar topics are offered with credit hours as noted. All may be taken for minor graduate credit. All readings will be in English translation.

Literature and the Arts in Renaissance Florence. 3 credit hours spring term. Hatzantonis.
Florence is considered not only the source of Renaissance learning but the first home of the "Renaissance Man"—the man who could express himself equally well in any of several disciplines. This course will examine the many-faceted work of such archetypical figures as Leon Battista Alberti, Leonardo Da Vinci, Michelangelo, and Benvenuto Cellini.

G Hum 410. Experimental Course. (g)
The following experimental courses are offered with credit hours as noted. All may be taken for minor graduate credit. All readings will be in English translation.

Music in World Cultures. 3 credit hours fall term. Trotter.
A survey of music as a cultural phenomenon. This nontechnical course will provide an introduction to the study of world music and an understanding of the origins and uses of music in society. We will focus on the musical experience not only in Europe and America but also in Africa and the Orient.

Romanticism and Social Science. 3 credit hours fall term. Ryan.
This course will study the relationship of the romantic movement to the social sciences: the romantic critique of political economy, sociology, and politics; and the romantic's own conception of society. The approach will be historical, focusing on the 19th century. The romantic critique of bourgeois social science will be compared and contrasted with that of Marx. Readings will include: Burke, Wordsworth, Coleridge, Carlyle, Ruskin, and Marx.

Western Images of East Asia. 3 credit hours winter term. Nakai.
An examination of the changing images of China and Japan prevalent in the West from the time of Marco Polo to the present. Readings will be drawn from the variety of works which have influenced Western perceptions of Asia, from the writings of Marco Polo and the accounts of pre-twentieth century missionaries and diplomats to novels and journalistic accounts of more recent decades.

Music, Words, and Meaning. 3 credit hours winter term. Trotter.
Songs and musical theater as interplay of music and words. We will become acquainted with musical settings of poetry and prose, both as examples of particular stylistic approaches and as evocations of a particular cultural context.

Sport and Society. 3 credit hours. Santomier, Broekhoff. Examines the function of athletics in contemporary society from philosophical, cultural, and socio-economic perspectives.

Humanism and the Renaissance Hero. 3 credit hours. Grudin. Ideas of heroic virtue as propounded by Renaissance humanists and developed by Renaissance poets and dramatists.

Myth, Ritual and Authority. 3 credit hours. Zaninovich. This course will consider mythological and religious literature from a number of cultures (*e.g.*, Sumero-Babylonian, Japanese, Greek) and will examine that literature as a possible source of ideas about social and political order.

Nonmuseum Art. 3 credit hours. Lanier. An analytic survey of functional art and its social value.

Early Chinese Perceptions of Landscape. 3 credit hours. Jacobson-Leong. A study of the Chinese idea of landscape and space in general as symbolic of philosophical and religious concepts.

Comparative Arts. 3 terms, 3 credit hours per term. Moore. A chronological examination of painting, sculpture, architecture and music as vehicles for artistic expression from the Greeks up to the present. (This course will be taught in Reading, England. Interested students should consult the School of Music.)

Disaster and Society. 3 credit hours. Mate. Analyzes medieval responses to disaster and their historical and social significance.

Nature of Man. 3 credit hours. Alexander.

General Humanities students may also be interested in the following courses:
Bi 370. The Human Environment. 3 credit hours.
Cl 307, 308, 309. Classical World. 3 credit hours each term.
Cl 321. Classic Myths. 3 credit hours.
Hst 313. Enlightenment and Revolution. 3 credit hours.
Hst 411. History of Greece. (G) 3 credit hours.
Hst 412, 413. History of Rome. (G) 3 credit hours each term.
Hst 434, 435, 436. Making of the Western Mind. (G) 4 credit hours each term.
Hst 439. From Wordsworth to Marx. (G) 3 credit hours.
Hst 440. From Nietzsche to Freud. (G) 3 credit hours.
LA 407. Seminar in Landscape Perception. (g) 3 credit hours.
Mth 152. Mathematical Symmetry.

General Literature

Robert Grudin, Ph.D., Department of English, Chairman, General Literature Committee.

General Literature is an interdisciplinary program leading to the Bachelor of Arts degree. The program is based on the study of two or more literatures, of which at least one must be a foreign literature read in the original language. Working in regular contact with an adviser, the student will develop a plan of study suitable to his or her individual interests. After a general introduction to history and literature, the student will select an area of specialization, such as a period (e.g., the Middle Ages), a genre (e.g., the novel), or a theme (e.g., politics in literature). In addition to the regular program, an honors option is available to qualified students. This option affords the possibility of greater specialization in the form of a senior essay. In both the regular program and the honors option, subjects of specialization will be studied not only in their literary manifestations but also in their broader cultural contexts, including history, philosophy, and the arts. The aim of the General Literature program is to offer the opportunity to pursue a disciplined course of study which transcends the limitations of a departmental major.

NOTE: Students with interests in non-Western literatures are welcomed in the Program.

The General Literature Major

Lower-Division Requirements:

Satisfaction of the University language requirements for the Bachelor of Arts degree.

English 104, 105, and 106 (Introduction to Literature) or English 107, 108, and 109 (World Literature). Students with sufficient background should take a three-course survey of a single literature to fulfill this requirement.

History 101, 102, and 103 (History of Western Civilization). Students with sufficient background should take three advanced history courses to fulfill this requirement.

Upper-Division Requirements:

45 credit hours of literature, including

(a) 9 hours in foreign literature in the original, and

(b) 36 additional hours in literature, read either in the original or in translation. Students may read in two literatures, with a minimum of 15 hours in each, or in three literatures, with a minimum of 9 hours in each.

9 hours of courses in humanities (e.g., philosophy, art history, music history, religious studies) relating to field of specialization.

Honors in General Literature

The requirements for honors in General Literature include all of the above plus the following:

(a) 3 additional hours in foreign literature in the original—12 hours in all.

(b) During the senior year, students will develop one aspect of their special field with two terms of Thesis (G Lit 403). The honors thesis will be due at the end of the second term.

G Lit 199. Special Studies. 1-3 credit hours.

G Lit 403. Thesis. 3 credit hours.

G Lit 405. Reading and Conference. (g) Credit hours to be arranged.

G Lit 407. Seminar. (g)
The following seminar topics are offered with credit hours as noted. All may be taken for minor graduate credit. All readings will be in English translation.

Anti-Theater. 3 credit hours. Sohlich.
Selected readings of Jarry, Anouilh, Ionesco, Genet, Durrenmatt, Pinter, and Brecht with critical readings in dramatic theory and social history.

Classical Comedy. 3 credit hours. Ball.
Readings from French, English, and Italian drama of the 17th and 18th centuries.

Courtly Love in the Middle Ages. 3 credit hours. W. Calin.
A study of the doctrine of courtly love as defined and manifested in the literature of medieval Europe. Readings will include Capellanus, Chretien, Dante, the lyric, and the romance.

Pirandello Theater. 3 credit hours. Giustina.
An examination of Pirandello's experiments with the theater, of his characteristic themes (reality vs. illusion, role-playing, the character-actor relationship), and of the reflection of these elements in other modern dramatists.

The Novel of Youth and Crisis. 3 credit hours. Stevenson.
A comparative study of 19th- and early 20th-century novels dealing with the problems of identity, maturation, and the individual's confrontation with the world. Novelists to be studied will include Austen, Stendahl, Dostoevsky, James, Conrad, and Lawrence.

Autobiography. 3 credit hours. Rendall.
To write an autobiography is to try to make sense of one's life. This course will focus on works by St. Augustine, St. Teresa, Rousseau, Gorky, Leiris, Sartre, and C. S. Lewis, in which these authors grapple with the problems of creating an image of themselves and communicating it to their public.

The Outsider in the Modern Novel. 3 credit hours. R. Birn.
The outsider as protagonist in the 20th century novel. Questions to be considered include: who become outsiders and why; the outsider's attitude toward society and nature; the quality of his self-awareness. Works by Faulkner, Camus, Kafka, Hamsun, and Lagerkvist.

G Lit 410. Experimental Course. (g)
The following experimental courses are offered with credit hours as noted. All may be taken for minor graduate credit. All readings will be in English translation.

Dialectical Essays. 3 credit hours fall term. Rendall.
Some writers seek to express or reinforce the beliefs one already holds; others try to change them. An examination of works by Plato, Montaigne, and Bacon that cause readers to challenge their own beliefs by leading them through an experience that concludes with the recognition that their familiar ways of dealing with the world will not withstand scrutiny.

Play Within a Play. 3 credit hours fall term. Giustina.
The evolution and function of the play-within-a-play in English, Italian, and French drama from Shakespeare to Pirandello and Anouilh.

Medicean Florence and the Revival of Greek. 3 credit hours winter term. Hatzantonis.
The literary, artistic, and cultural phenomena which characterized Florence in the late 15th century and helped to establish the primary intellectual concerns of the Renaissance. Subjects to be considered include the historical background of Medicean Florence, the restoration of direct knowledge of ancient Greek language and literature, and the emergence of new literary forms and philosophical ideas.

European Tradition and the Development of Russian Drama. 3 credit hours winter term. Page.
The relatively late Russian discovery of Classical, Neo-Classical, and Shakespearean theater, and the interplay of these models with traditional East Slavic and East European forms, such as late-medieval East Orthodox church and school drama, puppet theater, and vaudeville. The fusing of these various sources will be traced in the 19th-century Russian theater, culminating in Chekhov.

War in Literature. 3 credit hours winter term. Wegelin.
Treatment of war in literature through the ages. Begins with the epic and traces the theme through the medieval romance to the present.

Modern Experimental Drama. 3 credit hours spring term. Gontrum.
Singles out elements of innovative form in the works of such playwrights as Strindberg, Jarry, Wedekind, Kaiser, Mayakovsky, Brecht, and Wilder and traces them in selected works of the contemporary theater by such authors as Ionesco, Dürrenmatt, Beckett, Frisch, Genet, Pinter, Albee, Weiss, and Handke. Contributions of the modern German theater to the development of experimental drama in the 20th century. Class discussions will also explore the impact of Brecht's and Artaud's visions for a new theater on more recent playwrights.

The Theme of Rebellion in Literature. 3 credit hours spring term. W. Calin.
Study of the theme of the rebel and of the individual and society, concentrating on two periods of Western literature: the Middle Ages and the twentieth century. Literary analysis of topics such as the hero, realism, literary structure, archetype, point of view. Marxist, Freudian, Jungian, phenomenological approaches scrutinized.

Just and Unjust Worlds in Chinese and Western Literature. 3 credit hours spring term. Fish.
It has been the belief of various peoples that they would be dealt with justly, as they conceived it, so long as their universe (religious or secular or both) was in harmony and operating as it should. The concept of justice in the traditional Chinese universe will be examined, along with reactions in the literature to its apparent breakdown. Incidents of the lapse or betrayal of just universes in Western literature will be analyzed and compared with those from the Chinese.

Classical Backgrounds of the Renaissance. 3 credit hours. Grudin. A study of classical works which significantly influenced Renaissance thought and style. Readings will include Plato, Aristotle, Virgil, Horace, and Plutarch.

The Realist Novel. 3 credit hours. Ball. A study of realism in novels by Stendhal, Turgenev, George Eliot, Galdós, James, Verga, Zola, Norris, Mann, as the dominant literary mode of the 19th and early 20th centuries, developing out of romanticism and merging into naturalism. Through focus on characters in conflict with structures of modern society, close relations between psychological and critical social realism will be explored.

The Picaresque Novel. 3 credit hours. Woods. Classics of the picaresque tradition from the 16th century up to the present. Readings will include Lazarillo de Tormes, Defoe, Fielding, and Mann.

G Lit 460. Experimental Fiction. (g) 3 credit hours. Hynes.
This course begins with some earlier work and moves thereafter to a concentration on the fiction of our contemporaries in several countries. The purpose is to study formal deviations from the norms of fictional realism. Authors likely to be read include Beckett, Borges, Fowles, and Robbe-Grillet.

The following courses are available in translation:
Chn 307. Introduction to Chinese Poetry. 3 credit hours.
Chn 407. Seminar in Chinese Literature. (G) 3 credit hours.
Chn 460. History of Chinese Literature. 3 credit hours.
Chn 461. Chinese Classics. 3 credit hours.
Chn 462. Twentieth-Century Chinese Literature. 3 credit hours.
Cl 301, 302, 303. Literature of the Ancient World. 3 credit hours each term.
Cl 321, 322, 323. Classic Myths. 1 credit hour each term.
GL 250, 251, 252. German Literature in Translation. 3 credit hours.
GL 351, 352, 353. Scandinavian Literature in Translation. 3 credit hours each term.
Jpn 301, 302, 303. Introduction to Japanese Literature. 3 credit hours each term.

Jpn 407. Seminar in Japanese Literature. (G) 3 credit hours each term.
RL 360. Cervantes. 3 credit hours.
RL 464, 465, 466. Dante and His Times. (G) 3 credit hours each term.
SL 313, 314, 315. Introduction to Russian Literature. 3 credit hours each term.
SL 340, 341, 342. Russian Culture and Civilization. 3 credit hours each term.
SL 420. Modern Russian Novel. (G) 3 credit hours.
SL 421. Modern Russian Short Story. (G) 3 credit hours.
SL 422. Modern Russian Poetry. (G) 3 credit hours.
SL 423. Modern Russian Drama. (G) 3 credit hours.
SL 424. Dostoevsky. (G) 3 credit hours.
SL 425. Tolstoy. (G) 3 credit hours.
SL 426. Gogol. (G) 3 credit hours.
SL 427. Turgenev. (G) 3 credit hours.
SL 428. Chekhov. (G) 3 credit hours.
SL 429. Soviet Russian Literature. (G) 3 credit hours.

General Science

Glenn Beelman, Chairman, General Science Committee.

The curriculum in General Science is intended for students who want to build a program of cultural studies around a central interest in science, for students preparing for professional careers in the medical sciences, and for prospective science teachers. The requirements for the bachelor degree in General Science may be met through the three-year premedical or predental curriculum followed by a year of work in the medical or dental school. For information and advising assignments, students should report to the Office of Academic Advising (107 Friendly Hall).

The General Science major leads to the Bachelor of Arts or Bachelor of Science degree. The requirements are:

(I) *Lower-Division Requirement:* Three classes of at least 3 credits in each of four science fields selected from (a) Biology: any combination of courses numbered 101-113 and 222-272. Upper-division biology courses may be substituted for lower-division work but will not also apply toward fulfilling the upper-division requirement.
(b) Chemistry: 101-102, 123, 104-106 (laboratories 107-109 required), 204-206 (laboratories 207-209 required).
(c) Computer Science: 201-203 or equivalent.
(d) Geology: 101-103 (laboratories 104-106 required), 201-203, 291.
(e) Mathematics: 101-233, excluding 121, 122, 123, and 199.
(f) Physics: 101-117, 131, 201-203 (laboratories 204-207 required).
(g) Psychology: 211-213, 217-219.

(II) *Upper-Division Requirement:* A minimum of 30 upper-division credit hours in science, not more than four hours of which may be taken from courses numbered 400-410. Upper-division work used to meet the lower-division requirement cannot be used for the upper-division requirement. At least nine hours must be taken in each of two fields, selected from Anthropology, Biology, Chemistry, Computer Science, Geography, Geology, Linguistics, Mathematics, Physics, and Psychology. Only those Anthropology, Geography, Linguistics, and Psychology courses that satisfy the University Group Requirements in science may be used in fulfilling the major requirements in General Science.

(III) All courses used to fulfill the major requirements are to be taken graded (pass-differentiated) when there is a choice.

Secondary-School Certification: Subject matter requirements for high school certification in (1) Integrated Science and in (2) Earth Science can be met with a major in General Science.

(1) *Integrated Science.* The requirement for the basic certificate in Integrated Science is a minimum of 45 credit hours in science to include Biology (any three courses selected from courses numbered 101-107, and 222-232; and 272 or 370), General Chemistry (104, 105, 106), General Geology (101, 102, 103 and 104, 105, 106 or 201, 202, 203), Physics (101, 102, 103, or 201, 202, 203), and Chemistry laboratory (107, 108, 109) or Physics laboratory (204, 205, 206). For the standard certificate, a minimum of 15 hours in upper-division work in any one or a combination of the sciences used for the basic certificate must be completed in addition to the work fulfilling requirements for the basic certificate.

(2) *Earth Science.* The requirements for the basic certificate in Earth Science is a minimum of 45 credit hours in science to include Elementary Astronomy (Ph 108), Biology (at least two courses selected from courses numbered 101-107 and 222-272), General Chemistry (104, 105, 106), Climatology (Geog 482), General Geology (101, 102, 203 and 104, 105, 106 or 201, 202, 203), Rocks and Minerals (Geol 291), Geology of Oregon (Geol 352), Oceanography (Geol 353), and Essentials of Physics (101, 102, 103) or General Physics (201, 202, 203). For the standard certificate, a minimum of 15 hours of upper-division work in any one or a combination of the sciences used for the basic certificate must be completed in addition to the work used in fulfilling the requirements for the basic certificate.

GS 104, 105, 106. Physical-Science Survey. 3 credit hours each term.
General introduction to the physical sciences; principles of astronomy, physics, chemistry, geological processes, and man's relation to them. Special emphasis on scientific method. Three lectures.

GS 107, 108, 109. Physical Science for Elementary Education Majors. 4 credit hours each term.
General introduction to the physical sciences; principles of astronomy, physics and chemistry, geologic processes, and man's relation to them. Introduction to experimental principles and methods in a laboratory designed for prospective elementary school teachers. Not a methods course in teaching science. Three lectures, one two-hour laboratory.

GS 216. Science, Society, and Culture. 3 credit hours.
The nature and development of western science and technology and its interaction with nonwestern cultures. The impact of modern science on American society and its role in the developing countries. Science and national policy formation.

HC 207, 208, 209. Honors College General Science. 3 credit hours each term.
Introduction to certain basic concepts, terms, and methods of modern physical science, with emphasis on the interrelations of the physical sciences with each other and with other fields of knowledge. Three lectures.

GS 407. Seminar. Credit hours to be arranged.

General Social Science

The University Faculty terminated the General Social Science program on March 11, 1974. The program is accordingly now closed to new students.

Students enrolled in the program as of Winter 1977 will be permitted to complete their work and receive a degree in General Social Science.

For information, students may consult Assistant Professor Ann G. Simonds, Department of Anthropology.

Latin American Studies

Clarence E. Thurber, Ph.D., CSPA.
Carl Johannessen, Ph.D., Geography.
Colette Craig, Ph.D., Linguistics.

The University offers undergraduate and graduate programs in Latin American Studies under the auspices of the interdisciplinary Committee on Latin American Studies. No degree in Latin American Studies is available in the University.

The requirements for the undergraduate program in Latin American Studies are:

(1) Geography. Latin America (Geog 202).
(2) History. Hispanic America (Hst 350, 351, 352).
(3) Language. The equivalent of two years of college Spanish or Portuguese or both.

(4) A major concentration in either Anthropology, Geography, History or Spanish Literature. Requirements for each of these areas are:

(1) General Anthropology (Anth 101, 102, 103); (2) 9 hours in physical anthropology courses numbered 300-499; (3) 9 hours in cultural anthropology courses numbered 300-499 including: The American Indian: Mexico and Central America (Anth 418), and The American Indian: South America (Anth 419); (4) 9 hours in prehistory courses including: New World Prehistory: Middle America (Anth 462), and New World Prehistory: South America (Anth 463); (5) 6 additional hours in Latin American anthropology chosen from: Modern Latin America (Anth 407); Research: Latin America (Anth 401); Readings: Latin America (Anth 405).

The adviser for Latin American Anthropology is Philip Young.

Geography: A minimum of 33 additional credit hours in geography, of which 24 must be upper division. Specific requirements include:

(1) 9 hours of basic geography chosen from: The Natural Environment (Geog 101), Landscape, Environment and Culture (Geog 103), Urban Environment (Geog 105), Reading and Interpretation of Maps (Geog 280); (2) 12 additional hours of Latin American Geography chosen from: The South American Tropics (Geog 461), Southern South America (Geog 462), Geography of Middle America (Geog 463), Seminar: The Latin American City (Geog 407), Seminar: Latin American Rural Settlement (Geog 407), Research: Latin America (Geog 401), Readings: Latin America (Geog 405).

The adviser for Latin American Geography is Carl L. Johannessen.

History: A minimum of 36 additional credit hours in history, of which 18 must be upper division, including:

(1) Western Civilization (Hst 101, 102, 103); (2) 6 additional hours in Latin American history chosen from: History of Spain (Hst 464), Cuba in the Modern World (Hst 465), Seminar: Latin America (Hst 407), Research: Latin America (Hst 401), Readings: Latin America (Hst 405); (3) At least 12 hours of the history program must be in courses numbered 400 to 499.

The adviser for Latin American History is Mark Falcoff.

Spanish Literature: A minimum of 36 upper-division credit hours in Spanish including:

(1) Three courses in Spanish composition at the 300 or 400 level; (2) 27 hours in Spanish and Spanish American including: (a) Spanish Literature: Introduction to Reading of Spanish Literature (RL 311), Modern Spanish Literature (RL 314); Cervantes (RL 360); (b) Latin American Literature: 12 hours chosen from: Spanish American Literature (RL 315), Spanish American Literature (RL 444, 445, 446), Readings in Latin American Literature (RL 405), Seminar: Latin American Fiction (RL 407).

The advisers for Latin American Literature are Jorge Ayora and David Curland.

(5) Latin American area courses. A minimum of 12 hours in fields other than the major concentration (4 above) selected from: South American Tropics (Geog 461); Southern South America (Geog 462); Geography of Middle America (Geog 463); Seminar: The Latin American City (Geog 407); Seminar: Latin American Rural Settlement (Geog 407); History of Mexico (Hst 464); Cuba in the Modern World (Hst 465); The American Indian: Mexico and Central America (Anth 418); The American Indian: South America (Anth 419); New World Prehistory: Middle America (Anth 462); New World Prehistory: South America (Anth 463); Government and Politics of Latin America (PS 463, 464); Art in Latin America (ArH 454, 455, 456); Modern Latin America (Anth 407); Seminar: The Variations of Spanish in the Americas (RL 407G).

The Wallace School of Community Service and Public Affairs offers an option in Latin American studies at the undergraduate level in its major in international development. A minimum of 36 credit hours in Latin American area courses is required. Clarence E. Thurber, professor of international and public affairs, is the adviser for this program.

Specialization in Latin American Studies at the graduate level is possible in a number of Liberal Arts departments. Anthropology, economics, geography, history, international studies, Spanish, sociology, and political science have graduate faculty competent and interested in the area and it is possible to arrange graduate programs in these fields with a concentration of work in Latin American Studies.

Russian and East European Studies Center

James L. Rice, Ph.D., Associate Professor of Russian, Director.
Joseph Fiszman, Ph.D., Professor of Political Science, and *George Zaninovich,* Ph.D., Professor of Political Science, Associate Directors.

The Russian and East European Studies Center (REESC) is composed of specialists from several departments and professional schools, engaged in the study of societies, history, languages, and contemporary problems of the people in Russia (Soviet Union) and East Europe. REESC supports basic training and interdisciplinary study on all levels in the University community, brings students and faculty with mutual interests together to share their work-in-progress, and assists individual students to plan their curriculum in language and area studies. REESC also provides individual counseling for the choice of graduate degree programs at the University of Oregon or at other major area-studies centers in the United States and abroad, and individual career counseling. REESC maintains close contact with University of Oregon graduates in Russian and East European language and area studies, and with professional colleagues around the country, who supply current news on the job market. Staff members have extensive experience in research and study exchange programs abroad, and every year University of Oregon undergraduates and graduate students are placed in such programs.

Fields currently represented in REESC programs and courses include History, Political Science, Art History, Geography, Economics, Anthropology, Music, Dance, Language, Literature, Religious Studies, Education, Business, and Library Science. A basic introduction to the whole interdisciplinary program of Russian and East European studies is given (without prerequisite) in SL 199, The Slavic World, a one-term course offered each year jointly by members and associates of REESC, who discuss their personal interests and special fields in the area.

The REESC places emphasis on its undergraduate program. The first objective is to prepare Oregon undergraduates for significant careers and a lifelong expert interest in the Russian and East European area—a territory extending across half the world's time zones and settled by over 350 million people. Solid training is offered in Russian and other East European languages and cultures. The University offers B.A. and M.A. degree programs in Russian Language and Literature, and an undergraduate Russian and East European Area Studies Certificate Program (described below). Advanced degree candidates in the social sciences, humanities, and professional schools may arrange individual programs with special emphasis on Russian and East European topics. Students interested in pursuing specialized area studies are encouraged to seek assistance of any member of the REESC staff.

REESC staff members: Eugene Barnes (Library); John Fred Beebe (Russian); Steven Deutsch (Sociology); Joseph Fiszman (Political Science); Anna Kaminska (Polish); Alan Kimball (History); A. D. McKenzie (Art History); Judith Merkle (Political Science); Albert Leong (Russian); Tanya Page (Russian); James Rice (Russian); Howard Robertson (Library); Stephen Reynolds (Religious Studies); Sherwin Simmons (Art History); Ronald Wixman (Geography); Fruim Yurevich (Russian); George Zaninovich (Political Science).

Russian and East European Area Studies Certificate Program for Undergraduates

This program offers guidance to students majoring in the various departments represented in the Russian and East European Studies Center, encourages the integration of course material from the different disciplines in the area, and with the certificate gives for-

mal recognition of the interdisciplinary work accomplished. With the approval of the Center's Program Director, students majoring in fields not represented in the Center may be admitted to the Certificate Program.

In addition to general University requirements for graduation and degree requirements in the student's major department, the following three requirements must be met before a Russian and East European Area Studies Certificate may be awarded:

(I) Language: three years of language study (45 hours), usually Russian, though in individual cases other East European languages may be substituted.

(II) Core courses: (6 hours) normally to include:

(A) SL 199, The Slavic World (3 hours), an introductory course offered each year jointly by all Russian and East European Studies staff members.

(B) At least one seminar, colloquium, or private reading course conducted by Center staff members (405, 407, or 408; 3 credit hours).

(III) Electives (9 hours)—three additional courses or seminars in the Russian and East European Studies area outside the student's major department. Normally such courses will be offered by the Center staff; other courses may be approved by the Center's Program Director.

Departments and course offerings:

Russian Language and Literature: (Courses offered in the Department of German and Russian, coded with prefix SL for "Slavic.") First-, Second-, Third- and Fourth-Year Russian. First-Year Serbo-Croatian, Polish, Czech, and Ukrainian. Russian Phonetics. Structure of Russian. Old Church Slavonic. Research Methods in Russian. History of Russian.

Introduction to Russian Literature. Russian Culture and Civilization. Polish Culture and Civilization. Modern Russian Novel. Modern Russian Short Story. Modern Russian Poetry. Modern Russian Drama. Dostoevsky. Tolstoy. Gogol. Turgenev. Checkhov. Soviet Russian Literature. Research Methods in Russian. Old Russian Literature. Russian Folklore. Eighteenth-Century Russian Literature. Pushkin.

Special seminars: Nabokov. Émigré Russian Culture. Human Rights Movement in the Soviet Union.

Political Science: Marxist Political Theory. Government and Politics of the Soviet Union. Seminars: Comparative Communist Systems. Comparative East European Political Behavior. Marxism: Classical and Contemporary. Marxism: Revolution vs. Guerrilla Warfare. Political Literature of USSR and Eastern Europe. Russian Revolutionary Theory. Sino-Soviet Relations. Yugoslav Society and Politics. Political Development in the Balkans. Comparative Communism: Theory and Method.

History: History of Russia. Byzantium and the Slavs. The Russian Revolution. Seminars and colloquia: Medieval Russia. Byzantium. Modern Russia. Revolutionary Social Movements. The Era of Great Reforms.

Art History: Russian Art. Early Christian and Byzantine Art. Later Byzantine Art. Medieval Russian Art. Seminars: Early Russian Painting. Medieval Serbian Painting.

Religious Studies: History of Eastern Orthodox Christianity. History of Christian Thought and Institutions.

Other Courses:

Economics: Seminar on Marxian Economics. Development of Industrial Economics. Comparative Economic Systems. Planned Economies. Economic History of Modern Europe.

Geography: Geography of the USSR; Soviet Nationalities; Balkan Nationalities.

Sociology: Seminar on Marxist Sociological Theory. Sociology of Work.

Dance: Folk Dances of the Balkans. Folk Dances of Central Europe. Near East Folk Dance. International Folk Dance.

Anthropology: Ethnography of the Balkans.

University Library: The library contains around 60,000 volumes in the Russian language, a growing collection of Serbo-Croatian materials, and an extensive collection of English language titles relating to Russia and Eastern Europe.

Use of the Library

The School of Librarianship and the University Library cooperate in offering the following service course for the convenience of undergraduates.

Lib 127. Use of the Library. 3 credit hours.
Initial training in the use of library materials and services and in elements of bibliographic form. Designed to help undergraduate students use the library more effectively. Durnell.

Women's Studies

Marilyn R. Farwell, Ph.D., Chairwoman, Women's Studies Council.

Barbara Corrado Pope, M.A., Instructor.

The Women's Studies Program, authorized by the State Board of Higher Education in July 1974, is administered by a Women's Studies Council consisting of faculty and student members. The program is interdisciplinary in drawing from many areas of study available on campus: anthropology, architecture, business administration, counseling, economics, English, health education, history, political science, psychology, speech, sociology, and others that may participate in the future.

A Certificate in Women's Studies may be granted to students who complete 21 credit hours in courses which have been approved for the program by the Women's Studies Council. Fifteen of these hours must be in regular courses, including three credit hours of WSt 101. Introduction to Women's Studies; the remaining six hours may but need not be in open-ended research and directed reading courses. The student must complete a regular major in another department or school of the University.

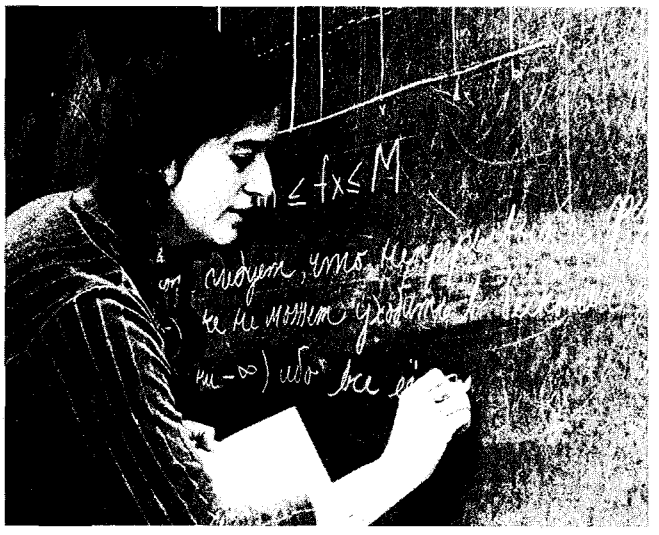
WSt 101. Introduction to Women's Studies. 3 credit hours.
An interdisciplinary investigation of the status and contribution of women and the expanding options open to them. Provides a basic framework for understanding the women's movement, historically and today, and attempts to connect the public issues it raises with the personal experiences of women. Required course for Women's Studies Certificate. Pope.

WSt 405. Reading and Conference. (g) Credit hours to be arranged.

WSt 407. Seminar. (g) Credit hours to be arranged.

WSt 408. Workshop. (g) Credit hours to be arranged.

WSt 409. Practicum. (g) Credit hours to be arranged.



Prehealth Sciences

The College of Arts and Sciences and the College of Health, Physical Education, and Recreation supervise the following preprofessional health science programs. Information on other health-allied programs is available from Marliss Strange, Coordinator of Prehealth Sciences, Office of Academic Advising, 107 S. H. Friendly Hall.

Dentistry, Preparatory

Donald E. Wimber, Ph.D., Professor of Biology, Chairman.
Marliss Strange, Office of Academic Advising, Coordinator.

The University offers a three-year predental curriculum which satisfies the requirements for admission to the School of Dentistry, University of Oregon Health Sciences Center, Portland and other accredited dental schools. The UOHSC School of Dentistry requires that predental students devote at least three years to their predental education, completing a minimum of 135 credit hours of which 115 credit hours, including all of the predental requirements, must be pass-differentiated. A "no-pass" for all other courses will be counted as a failing grade in the computation of the overall grade-point average. The completion of this curriculum and two years of dental-school work satisfies all requirements for a bachelor's degree from the University with a major in general science. With the proper choice of electives in the predental curriculum, the student may qualify for a bachelor's degree with a major in biology.

Students who expect to complete the requirements for a bachelor's degree at the School of Dentistry should satisfy, in their predental program, all requirements for the degree (including general University requirements and requirements for a major in the College of Arts and Sciences) that cannot be satisfied with work taken at the School of Dentistry. For general University requirements for a bachelor's degree, see the General Information section of this catalog.

Although a bachelor's degree is not prerequisite to a professional degree in dentistry, the UOHSC School of Dentistry and most other dental schools recommend that their students qualify for this degree in addition to the professional degree.

The following courses satisfy both the science requirements for admission to the School of Dentistry and, with additional science instruction there, the requirements for a major in general science.

Mathematics (above level of Mth 95) 12 credit hours.

General Chemistry (Ch 104, 105, 106) 9 credit hours.

Introductory Chemistry Laboratory (Ch 107), Introductory Analytical Chemistry I (Ch 108), Introductory Analytical Chemistry II (Ch 109) (fulfills the "Quantitative Analysis" requirements of the School of Dentistry) 6 credit hours

Organic Chemistry (Ch 331, 332, 333), Introductory Organic Laboratory (Ch 337, 338) 13 credit hours.

Biology (301, 302, 303) 15 credit hours (The lower-division biology courses do not meet the biology requirements for the School of Dentistry nor do they meet the biology major requirement).

General Physics (Ph 201, 202, 203, Ph 204, 205, 206) 18 credit hours.

Predental students must realize that there is intense competition for admission to the School of Dentistry. The average GPA of the entering class of 1976 was 3.5 If the GPA is less than 3.0, there is very little possibility for acceptance. However, the Admissions Committee of the School of Dentistry makes special allowance for those students who start off poorly and then achieve substantial improvements in the predental work.

Aptitude tests given by the American Dental Association should be taken not later than the fall term one year before admission. Applications to take this test must be made well in advance of the scheduled date of the test. A brochure describing the test, giving dates and places where it will be given and also providing information as to how to apply, is available in the Office of Academic Advising, 107 Friendly.

Three letters of evaluation are required by the UOHSC School of Dentistry: one each from teachers of biology, chemistry, and physics. It is important to have these evaluations from teachers who have actually worked with the predental student, if the information is to be of any value for the Admissions Committee. In large classes, a more meaningful evaluation can be obtained from a laboratory teaching assistant, rather than from the professor who gives the lectures and who has had no personal contact with the student. The evaluation should be obtained immediately following the conclusion of a term's work. Forms for the evaluations are available in the Office of Academic Advising.

Predental students are advised to begin correspondence with the UOHSC School of Dentistry or the dental school they plan to attend during the spring term of their first year at the University.

Dental schools recommend that the predental student, in addition to completing the basic requirements listed above, choose electives which will broaden one's cultural background as well as strengthen one's scientific training. Courses in the following fields are suggested: developmental biology, microbiology, genetics, physical chemistry, mathematics, foreign language (completion of a second-year course), philosophy, public speaking, music and art appreciation, history, economics, sociology, psychology, literature, anthropology, and personnel management. Students are advised to explore their own interests and obtain the best possible general cultural education. The guidance of predental advisers in course planning is indispensable and their counsel should be sought at regular intervals.

Medicine, Preparatory

William Sistrom, Ph.D., Professor of Biology, Chairman, Premedical Advisory Committee.
Marliss Strange, Office of Academic Advising, Coordinator.

The University offers a premedical program which satisfies the requirements for admission to the University of Oregon Health Sciences Center School of Medicine in Portland and most American medical schools. The program is supervised by the Premedical Advisory Committee, composed of faculty members on the Eugene campus, a physician, and the Pre-Health Sciences Coordinator.

Medical schools have varying admission requirements which are listed in the publication, *Medical School Admission Requirements* (order blanks for this book are available in the Office of Academic Advising Pre-Health Science Information Center, 107 S. H. Friendly Hall). Since most students seek admission to five or six medical schools besides the University of Oregon Health Sciences Center School of Medicine, this book should be purchased or at least consulted.

The *minimum* requirements for admission to the UOHSC School of Medicine and many other medical schools can be met with the following classes:

(1) General Chemistry (Ch 104, 105, 106 or Ch 204, 205, 206) with laboratories (Ch 107, 108, 109 or Ch 207, 208, 209). The laboratories fulfill the "Quantitative Analysis" requirements of the School of Medicine. Organic Chemistry (Ch 331, 332, 333) with laboratories (Ch 337, 338).

(2) Three terms of Biology covering basic concepts of cell structure and function, developmental biology (embryology), and genetics. Premedical students may take the sequence Bi 304, 305,

306, Molecular, Developmental, and Neuro-Biology, to meet these requirements. This sequence has Organic Chemistry (Ch 331, 332) as a prerequisite. Alternatively, premedical students may take the sequence Bi 301, 302, 303, with Organic Chemistry taken concurrently, plus an approved course in Genetics. Premedical students who are Biology majors should take the two sequences in order. Students are advised not to satisfy the Medical School biology requirement entirely with 100-level courses in biology.

(3) College level mathematics: 12 credit hours including an introductory course in calculus.

(4) General Physics (Ph 201, 202, 203) with laboratories (Ph 204, 205, 206).

(5) A minimum of six credit hours of Psychology, satisfying either the social science or the science group requirements.

Specific courses are *recommendations* only, and, in some instances alternative courses may be acceptable or preferred to meet major requirements. Transfer students and post-baccalaureate students may meet the minimum requirements differently; consultation with advisers and the *Medical School Admissions Requirements* is very important. More detailed information on curriculum, application to medical school procedures, and the medical profession is available in the Prehealth Science Information Center.

Most medical schools give preference to students with a baccalaureate degree in an academic subject matter; *premedicine is not an academic major.* The specific requirements for majors in the various departments are found in the catalog under department headings; those for General Science are found on page 76. A few students are admitted to medical school at the end of their junior year, on the assumption that hours earned in medical school may be transferred back to the undergraduate institution to satisfy bachelor degree requirements in remaining upper-division science hours. Students planning to enter medical school at the end of their junior year should consult regularly with advisers to make certain general University and major requirements are met.

Competition for medical school admission has increased remarkably in the past few years. Selection for admission is based on many factors beyond the satisfactory completion of minimum requirements, including undergraduate grade averages, Medical College Admission Test scores, and letters of recommendation.

Currently, a 3.4 GPA is the national mean for accepted applicants, and it is unlikely a candidate with a GPA of less than 3.0 would be accepted at most American schools. Furthermore, courses taken to satisfy the science requirements must be taken on a grade-differentiated basis. The pass-no pass option should be used sparingly on nonscience courses.

Nearly all medical colleges also require applicants to take the Medical College Admission Test, given in early spring and fall each year. Reservations for this examination *must* be made at least one month in advance of the scheduled date; reservation blanks are available in the Prehealth Sciences Information Center. The Center also has information on a manual which describes the test and provides practice questions and suggestions for preparing for the test. Applicants are encouraged to take the test in the spring of the calendar year immediately preceding the year of admission to medical school and not later than the fall term one year before anticipated admission.

Three to five letters of recommendation from experienced faculty are generally required by medical schools and used in the selection process. The importance of these letters cannot be over-emphasized. The University of Oregon Health Sciences Center School of Medicine prefers letters from the science faculty and from advisers who have known a student over several years. It is strongly recommended that premedical students secure letters from instructors immediately upon finishing classes and that students see advisers regularly, so an adviser will be able to write a meaningful recommendation when one is needed. Special forms for recommendations are available in the Prehealth Sciences Information Center.

The University sponsors an honors and service society, the Asklepiads, for premedical students of sophomore standing or above. New members are selected each year primarily on the basis of academic excellence. The organization sponsors many active programs for its own members and other premedical students. These includes seminars and practica. Asklepiads provide experienced premedical students in the Prehealth Sciences Information Center to answer questions.

Osteopathic medical schools require basically the same minimum undergraduate program. A few schools request letters of recommendation from practicing osteopaths.

Medical Technology

Bayard H. McConnaughey, Ph.D., Professor of Biology, Head Adviser.

The University offers a four-year program in medical technology, leading to the baccalaureate degree. The program includes three years of work on the Eugene campus and one year at the University of Oregon Health Sciences Center in Portland or Sacred Heart Hospital School of Medical Technology in Eugene. Minimum admission requirements to medical technology training at the School of Medicine and at Sacred Heart Hospital are three years of college work including 24 credit hours of biology which must include a course in bacteriology, 24 credit hours of chemistry including one full year of a general college chemistry course with lectures and laboratory, and a course in organic chemistry or biochemistry, and one term of college mathematics; a course in physics is strongly recommended.

During the three years on the Eugene campus, the student must satisfy (1) all general University degree requirements for majors in professional schools that cannot be satisfied with work taken at the School of Medicine, and (2) the special science requirements for admission to the fourth-year program at the School of Medicine. The following recommended courses satisfy the science requirements:

(1) Chemistry. General Chemistry (Ch 104, 105, 106) and laboratories (Ch 107, 108, 109). Organic Chemistry (Ch 331, 332, 333) and laboratories (Ch 337, 338). Quantitative Analysis (Ch 324).

(2) Biology. (Bi 301, 302, 303) or any three terms of Biology numbered 100-199, 12-15 credit hours. Introduction to Bacteriology (Bi 381, 383), 5 credit hours. Upper-division Biology, 3 credit hours.

(3) Physics. Any three terms of physics numbered 100-199, 9 credit hours.

(4) Mathematics. 12 credit hours, including Mth 101 or equivalent skills.

The curriculum for the fourth-year program at the School of Medicine is as follows:

Fall Term
Clinical Bacteriology (MT 410) 4 credit hours
Laboratory Orientation (MT 413) 2 credit hours
Clinical Biochemistry (MT 424) 5 credit hours
Principles of Hematology (MT 430) 5 credit hours
Radioisotope Techniques (MT 520) 1 credit hour

Winter Term
Clinical Bacteriology (MT 411) 6 credit hours
Clinical Biochemistry (MT 425) 6 credit hours
Special Hematology (MT 431) 3 credit hours
Radioisotope Techniques (MT 521) 1 credit hour

Spring Term
Urinalysis (MT 414) 4 credit hours
Historical Technique (MT 420) 2 credit hours
Immunohematology (MT 432) 3 credit hours
Applied Serology (MT 436) 4 credit hours
Clinical Parasitology (MT 437) 3 credit hours
Radioisotope Laboratory (MT 522) 1 credit hour

Students planning to graduate from the University of Oregon prior to their year of training in Medical Technology must meet all general University requirements for students in the College of Liberal Arts (rather than those for majors in the professional schools) and all special requirements for their major (General Science, Biology, Chemistry, or other). Students who have completed their bachelor degree may take their Medical Technology training at any school or hospital in the country which offers such a program, rather than being limited to the University of Oregon

Health Sciences Center in Portland and the Sacred Heart Hospital, Eugene.

Admission to professional training has become increasingly competitive in the last few years; in 1974, for example, there were 150 applicants for the 50 available positions in Portland and 70 applicant for the 6 positions at Sacred Heart. Candidates with a GPA below 2.5 cannot be given serious consideration, and it is especially difficult for nonresidents to gain admission. Applicants are expected to submit in support of their candidacy four letters of recommendation, one each from faculty members in Biology and Chemistry and two from other academic or nonacademic sources. Students are advised to plan their curriculum in such a way that it will be possible to complete a bachelor degree with an appropriate major in one year if they are not admitted to the School of Medicine or Sacred Heart Hospital at the end of their junior year.

Nursing, Preparatory

Marliss Strange, M.A., Office of Academic Advising, Head Adviser.

The University of Oregon offers classes which satisfy admission requirements for the University of Oregon Health Sciences Center School of Nursing baccalaureate program in Portland. The program takes a minimum of one year of preprofessional work and three years of professional training and leads to a bachelor-of-science-in-nursing degree.

The recommended freshman prenursing program includes a minimum of 45 credit hours distributed as follows:

Elementary Chemistry 101, 102, 103 (which includes laboratories) or General Chemistry 104, 105, 106 and required additional laboratories 107, 108, 109
English Composition 121 and either 123 or 323 (unless waived)
Nutrition: Health Education 252
Physical Education: 3 terms
Social Sciences: 3 group satisfying classes, including Cultural Anthropology 103
Arts and Letters: 3 group satisfying classes
Electives: 3 group satisfying classes to be chosen from Arts and Letters, Social Sciences or Sciences

Some variation in the program is possible but students must consult with advisers; no variation is permitted in the Chemistry, Nutrition, and credit requirements. Students must maintain a 2.5 GPA during the prenursing program to be eligible for admission.

Completion of the preprofessional program does not, however, guarantee admission to the School of Nursing or other baccalaureate programs in the state. Competition for available positions has increased over the last few years with preference being given to residents of Oregon. In addition to the curricular requirements, students must take the National League for Nursing Prenursing, and Guidance Examination early in the freshman year; application blanks are available in the Office of Academic Advising.

Students must also file an application for admission between January 1 and April 1 of the winter term before anticipated matriculation; applications must be requested from the School of Nursing, Registrar's Office, 3181 S.W. Sam Jackson Park Road, Portland, Oregon 97201.

Students who choose to extend their preprofessional training to two years may take classes at the University of Oregon which will lighten their academic load by completing additional graduation requirements. It will not, however, lessen the necessary three years spent in professional training.

The School of Nursing also has programs for the registered nurse who wants to complete a bachelor's degree. The registered nurse must complete the basic freshman program as well as be currently licensed, but may apply for admission whenever prerequisite classes are completed.

Pharmacy, Preparatory

Judson S. Pond, Ph.D., Senior Instructor in Chemistry, Head Adviser.

The University of Oregon offers a two-year program to prepare students for admission to the Oregon State University School of Pharmacy in Corvallis or to other accredited pharmacy schools. The curriculum listed below will meet the current Oregon State University requirements. Students considering other pharmacy schools should obtain the catalogs of such schools to determine their specific requirements.

Prepharmacy Curriculum for The School of Pharmacy, Oregon State University:

First Year		*Credit Hours*
General Chemistry	Ch 104, 105, 106, 107, 108, 109.	15
English Composition	Wr 121.	3
Second Year		
Organic Chemistry	Ch 331, 332, 337, 338.	10
Biological Science	Bi 301, 302, or 303.	10
Bacteriology	Bi 381, 383.	5
General Physics	Ph 201, 202, 204, and 205.	8
First or Second Year		
Calculus	Mth 201.	4
Communication Skills	Speech (RhCm) and written communication (Wr 123).	6
Behavioral and Social Sciences	Must include at least two courses in each of two of the following areas: Sociology, Psychology, and Anthropology.	12
General Economics	Ec 201, 202, and 203, or 375, or 376.	8
Physical Education	MPE, WPE, or CPE 121-199.	3
Health	HE 150 or 250.	2
Electives	Students encouraged to consider anatomy, computer science or statistics.	4-10
Total credit hours		90-96

It is advisable to have earned at least 96 credit hours to avoid the necessity of registering for more than 16 credit hours per quarter during the professional years at Oregon State University.

Dental Hygiene

Robert E. Kime, Ph.D., Professor of Health Education, Head Adviser.

The University offers a program of study leading to dental-hygiene training and a degree from the School of Dentistry, University of Oregon Health Sciences Center in Portland. Details appear in the College of Health, Physical Education, and Recreation section of this catalog. All predental hygiene advising is conducted by the Department of Health Education in that College (please see page 294).

WICHE Programs in the Health Sciences

The WICHE Student Exchange Programs have been developed to help western students obtain access to fields of professional education that are not available in their home states. Oregon's participation in WICHE (Western Interstate Commission for Higher Education) enables qualified resident students to apply for assistance in the programs described below while attending institutions in any of the WICHE participating states. In addition, Oregon contracts also with Kansas in Veterinary Medicine. Assistance under these programs enables students to pay only the resident tuition and fees at state-supported institutions and reduced tuition and fees at independent institutions. Students must make application and obtain certification as Oregon residents prior to October 15 of the year preceding the academic year of anticipated enrollment. WICHE certification does not guarantee admission. Additional information and forms for application and certification may be obtained by writing to: Certifying Officer, WICHE, Post Office Box 3175, Eugene, Oregon 97403, or by calling in person at Room 203, Johnson Hall, UO Campus.

Physical Therapy, Preparatory

Louis Osternig, Ph.D., Associate Professor of Physical Education, Head Adviser.

The University offers a prephysical-therapy program which satisfies requirements for admission to most United States schools of physical therapy. Students may choose one of two admission

tracks: (1) a student may obtain a baccalaureate degree, simultaneously fulfilling requirements for a major and for entrance into a physical therapy certificate program, or (2) a student may elect to transfer to a school of physical therapy after two years of study at the University of Oregon. The latter track would entail a transfer to a bachelor's degree program in physical therapy.

Those students planning to obtain a degree should declare their majors relatively early so that physical therapy option requirements can be fulfilled within a chosen major. A specific major is not required for most postgraduate programs if certain course work is completed; however, since considerable physical science background is required for admission, most students usually choose a compatible major.

Those students planning to transfer after their sophomore year must fulfill virtually all of the physical therapy requirements within their lower-division work and must meet undergraduate graduation requirements (lower division) of the specific school to which they expect to be admitted.

Most schools require 12 hours each of biology, general chemistry, and general physics, and 6 hours each of human anatomy and human physiology. In addition, many schools require course work in abnormal psychology, kinesiology, and statistics. Letters of recommendation from the faculty may also be requested.

A number of practicum opportunities are available to students who wish experience working with a physical therapist. Such practica are nearly essential for admission to many schools.

Applications are made during the fall term one year in advance of expected enrollment. Most deadlines for application are in early winter and selections are made in March and April for the following fall.

Most schools of physical therapy will not accept students with grade point averages of less than 3.0. The competition for admission, however, has caused the mean grade point average for the accepted student to rise above this level.

Students wanting to enter the prephysical therapy program at the University of Oregon must be advised by the prephysical therapy adviser, preferably immediately after admission. Information pertinent to the specific admission requirements of the eleven participating WICHE schools is also available in the Office of Academic Advising.

Occupational Therapy, Preparatory

Dan Gaither, M.Ed., Office of Academic Advising, Head Adviser.

The University offers courses which satisfy the requirements for admission to United States schools of occupational therapy. Students may transfer into baccalaureate programs after two or three years of undergraduate study or enter a master's program after graduation. Because of variations in program requirements, students should consult with advisers early and often. Baccalaureate programs usually require undergraduate work in the biological or physical sciences or both, English, psychology, and sociology. Some also require such subjects as art, education, drawing and design, speech, and a foreign language.

Graduate programs, leading to a certificate of proficiency or a master's degree, require the same preparation as the transfer programs and a working knowledge of at least three manual and recreational skills and course work in drawing and design, music appreciation, speech, and woodworking. Applicants to the graduate programs must submit scores from the Graduate Record Examination Aptitude Test (GRE).

Both transfer and graduate programs require three letters of recommendation from undergraduate teachers, counselors, or employers.

Six western universities participate in the WICHE program. Further information is available in the Office of Academic Advising. Direct individual inquiries are welcomed by the American Occupation Therapy Association, 6000 Executive Boulevard, Rockville, Maryland, 20852.

Optometry, Preparatory

The University offers courses which satisfy the requirements for admission to the twelve United States schools and colleges of optometry. Although specific requirements vary, all schools emphasize mathematics, general physics, general chemistry, and biology. Some require additional courses in the fields of organic chemistry, psychology, social science, literature, philosophy, statistics, and foreign languages.

All applicants must take the Optometry College Admission Test (OCAT) which is usually given in November, January, and March; the fall and winter testing dates are preferred. Applicants must also submit letters of evaluation from science instructors.

Information on the specific requirements, on the OCAT, and on careers in optometry is available in the Office of Academic Advising. Direct individual inquiries are welcomed by the American Optometric Association, Division of Education and Manpower, 700 Chippewa Street, St. Louis, Missouri, 63119.

Pacific University in Forest Grove, Oregon, a private school, Southern California College of Optometry, and University of California, Berkeley participate in the WICHE program.

Podiatry, Preparatory

The University offers courses which satisfy the requirements for admission to the five accredited colleges of podiatric medicine in the United States. A minimum of two years of pre-podiatry college education is required for admission, but the majority of students have a baccalaureate degree. Courses in biology, chemistry (both inorganic and organic), English, physics and mathematics are required of all students. Additional background courses are frequently recommended.

Beginning in 1977, applicants are required to take the Medical College Admission Test (MCAT), usually given twice a year, and must also submit letters of evaluation from faculty members (including at least two from the science fields).

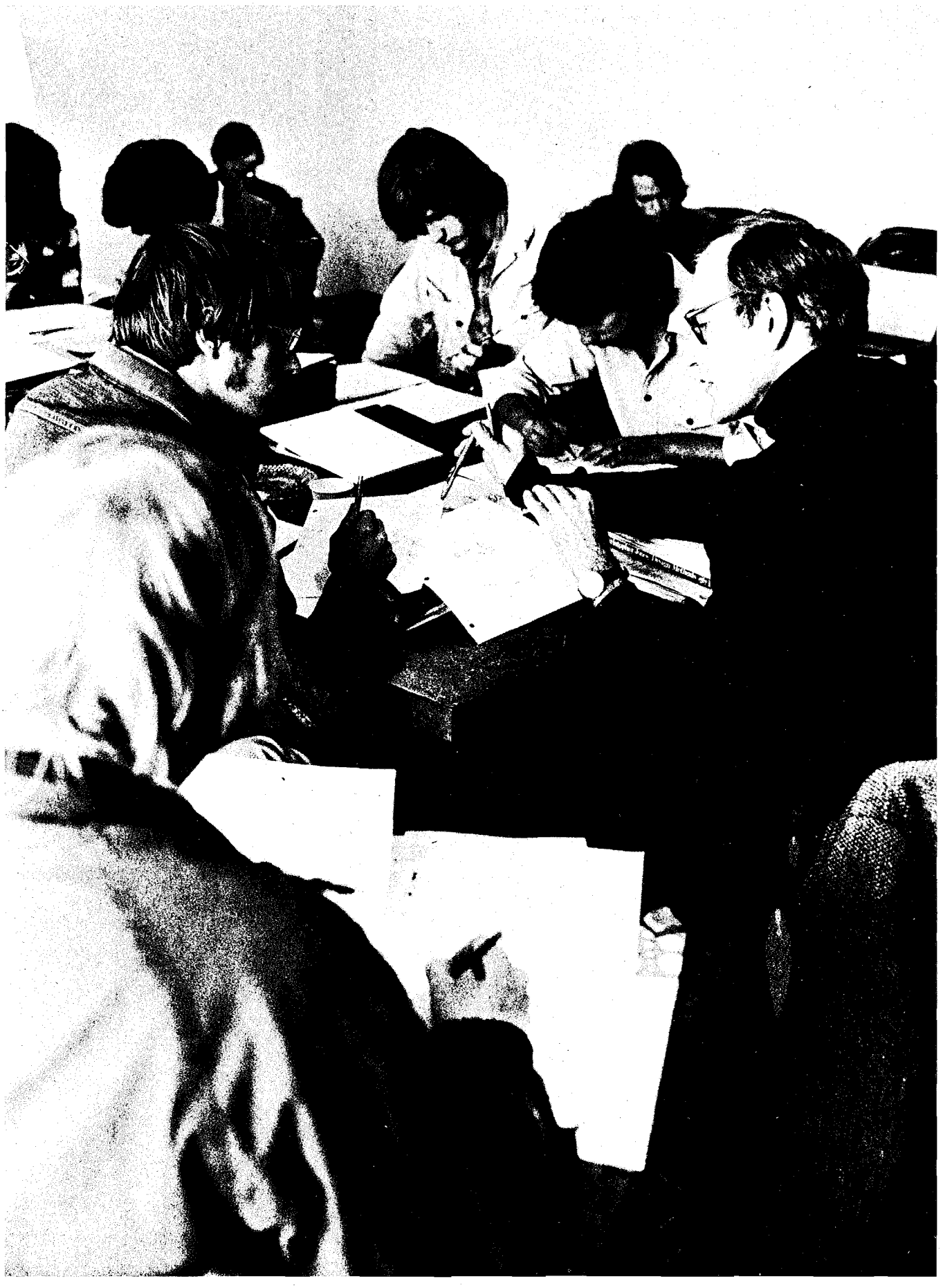
Information on the specific requirements, on the MCAT, and on careers in podiatry is available in the Office of Academic Advising. For further information, students may write to the American Podiatry Association, 20 Chevy Chase Circle, N.W., Washington, D.C., 20015.

California College of Podiatric Medicine, San Francisco, participates in the WICHE program.

Preveterinary Medicine

Robert W. Morris, Ph.D., Professor of Biology, Head Adviser.

At the present time, there is no veterinary medical school in the state of Oregon. Students on the University of Oregon campus may plan a program of courses which satisfy most of the basic requirements for the WICHE schools of veterinary medicine. The student may find it appropriate to take at least some work in the preveterinary program at Oregon State University in Corvallis. For more information, consult the Office of Academic Advising.



Departments of Instruction

The School of Architecture and Allied Arts offers opportunities for study in the history, teaching, and practice of the arts, as well as professional education in architecture, interior architecture, landscape architecture, and urban planning. Approximately ten per cent of the students on the Eugene campus are enrolled in the School's departments of Architecture, Art Education, Art History, Fine and Applied Arts, Landscape Architecture, and Urban Planning (graduate only). The School also includes the Institute for Community Art Studies and the Center for Environmental Research.

Admission, major requirements, and course offerings are described in detail in the departmental sections of this catalog. Freshmen and transfer students must meet University requirements for admission to the School of Architecture and Allied Arts. All previous work being submitted for transfer credit must be approved by the major department. Students are assisted in developing their programs of study by advisers from the department in which they have been admitted.

Many courses are open to nonmajors, especially in the departments of Fine and Applied Art and of Art History. Availability of some courses varies with student demand. Nonmajors are advised to consult the annual *Time Schedule of Classes,* and to check with the offices of departments offering the courses in which they want to enroll.

All departments offer studies leading to graduate degrees. Specific information about these programs will be found under the department headings and in the Graduate School section of this catalog.

The School of Architecture and Allied Arts is principally housed in Lawrence Hall. Facilities include a branch of the University library, administrative and departmental offices, and most of the faculty offices and studio spaces. Some offices and studios are located in adjacent buildings.

For studio courses, the School provides desks, easels, and other major items of equipment not normally available to the individual. Students supply their own instruments and course materials. Student work may become the property of the School unless other arrangements are approved by the instructor.

Robert S. Harris, M.F.A., Dean, Professor of Architecture. B.A., Rice, 1957; M.F.A., Princeton, 1960; Reg. Architect, Texas, Oregon; at Oregon since 1967.

George M. Hodge, Jr., M.S., Assistant to the Dean, Professor of Architecture. B.S., 1949, M.S., 1950, Illinois; Reg. Structural Engineer, Texas; at Oregon since 1964.

Center for Environmental Research

David A. Sandahl, Ph.D., Director.

The Center for Environmental Research was established to sustain and coordinate research dealing with important environmental design questions relating to the built and altered environment. Through this emphasis it acts as an integrated research center, supporting research in Architecture, Landscape Architecture, and Urban Planning as well as those visual arts having major impact on the designed environment. The Center has three primary objectives which are: (1) to encourage research in environmental design by establishment of intra- and inter-disciplinary communication, (2) to give assistance to persons seeking support for projects, and (3) to coordinate the research emphasis in environmental design of the School.

The Center is involved in a broad range of research issues including (1) alternative energy sources, especially solar energy, (2) evaluations of elderly housing and the development of alternatives, (3) correctional architecture, (4) patterns of space use in role settings, and (5) environmental education. The Center also sponsors colloquia for presentation and review of research work from both within and without the School as a forum for discussing research issues, methods, and findings. An occasional-paper publications series ties research work done at Oregon to other centers of such activity, to national and international conferences, and to individuals interested in the application of research knowledge.

In line with its objectives in promoting research, and in particular the use of research materials, the Center attempts to play a major role in the education of designers. This is done through the establishment of a research documents library for use by students and instructors, by collecting, organizing, and storing student research work, and by participation of Center staff in classroom and studio coursework. Students, both undergraduate and graduate, are encouraged to pursue research interests and to develop grant proposals around those interests.

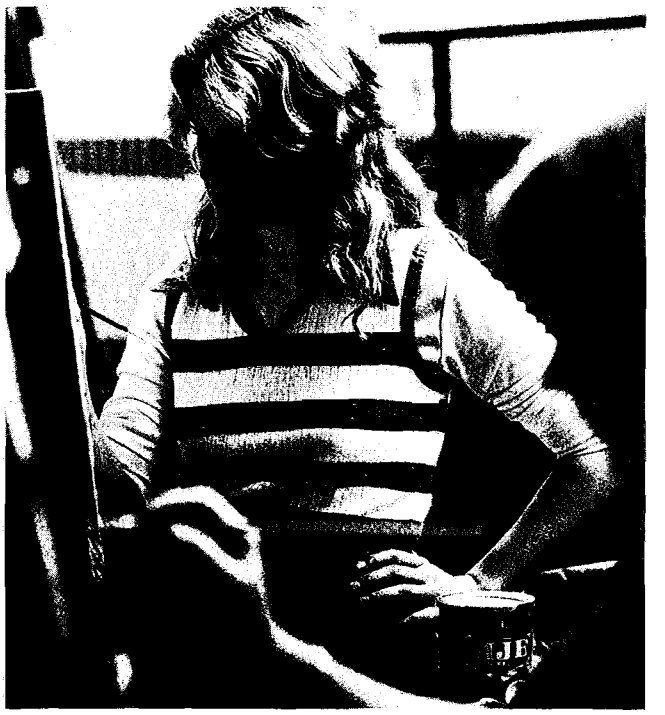
Institute for Community Art Studies

June K. McFee, Ed.D., Director.
Ellen G. Kotz, M.R.P., Research Assistant.

The Institute for Community Art Studies is an interdisciplinary center relating the visual arts to social and environmental factors, as a basis for developing educational models.

Research is concerned with decision-making in the arts and the visual environment, behavioral and aesthetic foundations of design, educational processes in the arts, and art as a means of social communication and cultural transmission.

Public service activities are focused on the development and evaluation of different aspects of the visual and environmental arts in the schools and communities of the state.



Architecture

Jerry V. Finrow, M.Arch., Acting Department Head, Associate Professor of Architecture (design; research methods and computer applications; human environmental behavior). B.Arch., Washington, 1964; M.Arch., California, Berkeley, 1968; Reg. Architect, Oregon; at Oregon since 1968.

George F. Andrews, B.S., Professor of Architecture (design; housing; new towns; prehistoric architecture and settlement patterns). B.S., Michigan, 1941; NCARB Certificate; Reg. Architect, Oregon; at Oregon since 1948. (On sabbatical leave 1977-78.)

John L. Briscoe, B.Arch., Professor of Architecture (structural design, tension structures, construction, financial feasibility). B.Architectural Engineering, Oklahoma State, 1950; NCARB Certificate; Reg. Architect, Oregon; at Oregon since 1953.

Stanley W. Bryan, M.Arch., Professor of Architecture (design; office practice and construction management). B.Arch., Washington, 1947; M.Arch., Massachusetts Institute of Technology, 1948; Reg. Architect, Oregon, Washington, California; at Oregon 1949-50, and since 1955. (On sabbatical leave 1977-78.)

Brian Carter, M.Arch., Visiting Assistant Professor of Architecture (design; urban issues; graphic communication; architectural journalism). Diploma in Architecture, 1963, Nottingham; M.Arch., 1970, Toronto; Reg. Architect, Great Britain; at Oregon since 1976.

Christie J. Coffin, M.Arch., Assistant Professor of Architecture (design; research methods; programming; pattern language). B.A., 1965, Radcliffe; M.Arch., 1969, California, Berkeley; Reg. Architect, California; at Oregon since 1976.

Philip H. Dole, M.S., Professor of Architecture (design; settlement patterns; vernacular; utopias; pioneer Oregon architecture, preservation). B.Arch., Harvard, 1949; M.S., Columbia, 1954; Reg. Architect, New York; at Oregon since 1956.

Robert R. Ferens, M.Arch., Professor of Architecture (evolutionary and designed forms; African building and planning). Diploma Arch., 1941, B.Arch., 1942, Pratt Institute; M.Arch., Massachusetts Institute of Technology, 1948; Reg. Architect, Nigeria; at Oregon since 1948.

Gunilla K. Finrow, M.Arch., Assistant Professor of Architecture (basic design; Scandinavian architecture). Dipl. Arch., Swiss Federal Institute of Technology, 1963; M.Arch., California, Berkeley, 1967; at Oregon since 1970.

Richard F. Garfield, B.Arch., Assistant Department Head, Assistant Professor of Architecture (design, construction processes). B.A., 1964, B.Arch., 1967, Pennsylvania; Reg. Architect, Pennsylvania; at Oregon since 1975.

Wilmot G. Gilland, M.F.A., Professor of Architecture (design procedure, creative process, form-context systems). A.B., 1955, M.F.A., 1960, Princeton; Reg. Architect, California, Oregon; at Oregon since 1969. (On sabbatical leave 1977-78.)

Philip C. Gilmore, M.F.A., Associate Professor of Architecture (design; rehabilitation; the designer's community responsibility; painting and sculpture). B.Arch., 1948, M.F.A., 1956, Oregon; Reg. Architect, Oregon; at Oregon since 1960. (On leave 1977-78.)

Thomas O. Hacker, B.Arch., Associate Professor of Architecture (design; cultural comparison as design tool). B.A., 1964, B.Arch., 1967, Pennsylvania; at Oregon since 1970.

Robert S. Harris, M.F.A., Professor of Architecture and Dean (design; design process; public participation in decision-making; learning from environments). B.A., Rice University; M.F.A., Princeton, 1960; Reg. Architect, Texas, Oregon; at Oregon since 1967.

Arthur W. Hawn, M.A., Associate Professor of Interior Architecture (design; preservation; history of furniture; color; office landscape). B.A., 1961, M.A., 1964, Washington State; I.D.E.C. membership; at Oregon since 1967.

Rosaria Hodgdon, Dott. Arch., Assistant Professor of Architecture (design as continuum from concept to contract documents; the urban environment; architecture as continuing education). Dottore in Architecture, University of Naples, 1945; Reg. Architect, Massachusetts; at Oregon since 1972.

George M. Hodge, Jr., M.S., Professor of Architecture (reinforced concrete construction; prestressed concrete and earthquake design). B.S., 1949, M.S., 1950, Illinois; Reg. Structural Engineer, Texas; at Oregon since 1964.

Thomas C. Hubka, M.Arch., Assistant Professor of Architecture (image-making in the design process; the nature and image of house and home; neighborhood planning; architecture and literature; drawing as a way of designing). B.Arch., Carnegie-Mellon, 1969; M.Arch., Oregon ,1972; at Oregon since 1972.

Wayne J. Jewett, M.F.A., Assistant Professor of Architecture (furniture design and construction; sculpture). B.S., 1970, M.F.A., 1972, Wisconsin; at Oregon since 1974.

Lyman T. Johnson, M.A., Professor of Interior Architecture (behavioral, technological influences in interiors; ergonomics; furniture design). B.A., 1957, M.A., 1959, California, Los Angeles; I.D.E.C. membership; at Oregon since 1966.

William Kleinsasser, M.F.A., Professor of Architecture (design; experimental design considerations; design process; built demonstrations of design theory; work of Henry Mercer). A.B., 1951, M.F.A., 1956, Princeton; Reg. Architect, Pennsylvania, New York; at Oregon since 1965.

Michael Kwartler, B.Arch., Visiting Associate Professor of Architecture (design; urban issues and planning strategies; historical and cultural comparison). B.Arch., 1965, Cooper Union; Reg. Architect, New York; at Oregon since 1976.

Ronald J. Lovinger, M.L.A., Professor of Landscape Architecture and Architecture (design; ecological, cultural, evolutionary characteristics of landscape form). B.F.A., Illinois, 1961; M.L.A., Pennsylvania, 1963; at Oregon since 1965. (On leave 1977-78.)

Edward Mazria, B.Arch., Assistant Professor of Architecture (design; environmental control systems; solar energy studies; communications media). B.Arch., Pratt Institute, 1963; Reg. Architect, New York; at Oregon since 1975.

John Meadows, M.Arch., Visiting Assistant Professor of Architecture (design; architectural workshop; group processes; pattern language). B.Arch., 1970, Kentucky; M.Arch., 1976, Oregon; at Oregon since 1976.

Earl E. Moursund, M.Arch., Professor of Architecture (design; spatial composition and theory; medieval German village formation). B.S., Texas, 1949; M.Arch., Cranbrook Academy of Art, 1951; Reg. Architect, Texas; at Oregon since 1955.

Gary W. Moye, M.Arch., Visiting Assistant Professor of Architecture (design; media; historical analysis). B.Arch., 1967, Oregon; M.Arch., 1968, Pennsylvania; Reg. Architect, Pennsylvania, New York; at Oregon since 1976.

Albert S. Pastine, B.A., Assistant Professor of Architecture (design, building materials, construction technology, environmental control systems). B.A., Cooper Union, New York, 1965; Reg. Architect, Oregon; at Oregon since 1972.

Michael R. Pease, B.Arch. Associate Professor (design; social and ecological considerations in architecture; graphic communication). B.Arch., California, Berkeley, 1961; Reg. Architect, Colorado; at Oregon 1964-67 and since 1973.

Donald L. Peting, M.Arch., Associate Professor of Architecture (design, structures; pneumatic structures; windmills). B.Arch., Illinois, 1962; M.Arch., California, 1963; Reg. Architect, Washington; at Oregon since 1963. (On sabbatical leave 1977-78.)

James A. Pettinari, M.Arch., Assistant Professor of Interior Architecture (design; historical analysis; renovation and preservation; urban form; graphic communication). B.Arch., Minne-

sota, 1966; M.Arch., Pennsylvania, 1970; Reg. Architect, Minnesota; NCARB Certificate; at Oregon since 1975.

Pasquale M. Piccioni, B.Arch., Associate Professor of Architecture (design; light-space-structure relationship/ecology/cultural ecology). B.Arch., Pennsylvania, 1960; Reg. Architect, Pennsylvania; at Oregon since 1968.

Guntis Plesums, M.Arch., Associate Professor of Architecture (design; structure systems; Japanese architecture; user-completed housing). B.Arch., Minnesota; M.Arch., Massachusetts Institute of Technology, 1964; Reg. Architect, New York; at Oregon since 1969.

John S. Reynolds, M.Arch., Professor of Architecture (design; relating architecture, energy consumption, climate and society; environmental control systems). B.Arch., Illinois, 1962; M.Arch., Massachusetts Institute of Technology, 1967; Reg. Architect, Oregon, Massachusetts; at Oregon since 1967.

David Alan Sandahl, Ph.D., Assistant Professor of Architecture, Director, Center for Environmental Research (design; man-environment relations; design as an experiment in social behavior). B.Arch., California, Berkeley, 1967; M.C.P., Massachusetts Institute of Technology, 1969; Ph.D., Penn. State, 1976; at Oregon since 1972.

Michael E. Shellenbarger, M.S., Assistant Professor of Architecture (community design centers; construction; educational architecture). B.Arch., Iowa State, 1960; M.S., Columbia, 1966; NCARB Certificate; Reg. Architect, New York; at Oregon since 1971. (On leave 1977-78.)

Richard A. Smith, M.S., Associate Professor of Architecture (design; neighborhood structure in Japanese cities; naval architecture). B.Arch., Michigan, 1956; M.S., Minnesota, 1962; at Oregon since 1962.

Stephen J. Y. Tang, Ph.D., Professor of Architecture (structural planning; methodology; decision-making; operations-research techniques). B.S., 1942, M.S., 1944, Illinois; Hon. Ph.D. in Arch., China Academy, Taiwan, 1974; Reg. Structural Engineer, Illinois; at Oregon since 1969.

Michael D. Utsey, M.E.D., Assistant Professor of Architecture (design; analogic and iconic graphical procedures/theory). B.Arch., Texas, 1967; M.E.D., Yale, 1971; at Oregon since 1967.

Special Staff

Dorothy C. Gilmore, B.Arch., Adjunct Professor of Architecture (design; historic preservation). B.A., 1944, B.Arch., 1950, Oregon; at Oregon since 1977.

Daniel M. Herbert, B.S., Adjunct Professor of Architecture (design; design process; construction technology). B.F.A., Colorado, 1951; B.S., Architectural Engineering, Illinois, 1954; Reg. Architect, Oregon; at Oregon 1960-65, 1969-70, and since 1975.

Otto Poticha, B.S., Adjunct Professor of Architecture (design; architectural practice; community involvement in physical change). B.S., University of Cincinnati, 1958; NCARB Certificate; Reg. Architect, Indiana, Oregon; at Oregon 1964-75 and since 1976.

Richard A. Sulzinger, B.Arch., Adjunct Professor of Architecture (design; citizen participation processes). B.Arch., California, Berkeley, 1968; at Oregon since 1976.

DeNorval Unthank, Jr., B.Arch., Adjunct Professor of Architecture (design; architectural practice; housing; site analysis). B.Arch., Oregon, 1952; Reg. Architect, Oregon; at Oregon 1965-75 and since 1976.

Faculty Emeriti

Brownell Frasier, B.A., Associate Professor Emerita of Interior Design. B.A., Oregon, 1921; at Oregon since 1931.

Frederick T. Hannaford, B.A., Professor Emeritus of Architecture. B.A., Washington State, 1924; Reg. Architect, Florida; at Oregon since 1946.

Wallace S. Hayden, B.Arch., Professor Emeritus of Architecture. B.Arch., Oregon, 1928; Reg. Architect, Oregon; at Oregon since 1930.

Graduate Teaching Fellows

Kelcey Beardsley, B.A., 1969, Michigan.
Charles Bulnes, B.S., B.A. in Arch., 1975, Louisiana State.
Frances Downing, B.Arch., 1976, Oregon.
Gordon Jackson, Reg. Architect, California.
R. Thomas Jones, B.Arch., 1969, Cornell.
David Lung, B.Arch., 1974, Oregon.
Dennis L. Pacheco, B.Arch., 1976, Oregon.
Richard Parnaby, B.Arch., M.C.D., 1971, Liverpool, England.
J. Patrick Rand, B.Arch., 1973, Virginia Polytechnic Institute.
Beate Sennewald, B.A., 1972, Antioch College.
Anne Theiss, B.A., 1972, Smith College.
Jon Thompson, B.Arch., 1970, Texas.
Carol Venolia, B.A., 1973, Pomona College.
Dorothy Wright, B.S., B.Arch., 1976, Tulane.

Undergraduate Studies

The curriculum in architecture, leading to the degree of Bachelor of Architecture, is a five-year program. The program is designed to allow considerable flexibility in the establishment of study sequences according to the individual student's interests and needs, and in recognition of diverse opportunities in the profession. Although many students prepare for professional registration and apprenticeship with practicing architects, others go into such areas as community and neighborhood planning work; governmental agencies concerned with environmental policy formation, planning, programming, design and implementation; and the construction industry. The teaching objectives of the Department of Architecture have two major components. One considers the study of architecture as a significant educational experience in relation to problem-solving abilities and awareness of crucial environmental issues. The other considers a detailed professional education in the development of understanding and skill in physical design on a continuum of scale from urban design to intimate personal space. An advising system provides close communication with faculty members in making decisions about specific directions of study emphasis.

Because interest in the program exceeds the capacity of the department, prospective students are advised to make early application. New students are admitted into the program only in the fall term. Transfer students should be advised that an accelerated program will not normally be possible. Consult the department for advice on enrollment policies and application deadlines.

The program requires that students engage work in all four of the following interrelated areas:

Interconnections Area: Develops a basic conceptual framework for understanding the physical environment. Examination of environmental issues, identification of human and material resources, and exploration of relational patterns between the department and the concerns of other areas in the School of Architecture and Allied Arts, in the University, and in the community. Courses are open to nonmajors.

Design Area: Provides opportunities to engage in comprehensive and integrative design of the physical environment. Students work in studio groups of fifteen with faculty members in the development of design-process skills. Emphasis is on the appropriateness of proposals as they satisfy the need to support a broad range of human activities.

Subject Area: Permits access to courses similarly focused on issues, theories, skills, methods, and research directly contributive to the field of architecture. The subject area is intended to support the teaching of architectural design and is grouped into seven sub-areas of special emphasis as follows: Design Theory and Procedure, Architectural Media, Environmental Control Systems, Structural Theory, Construction Processes, Physical Context, and Cultural Context.

Electives Area: Permits opportunities to develop individual interests. Students are especially encouraged to take courses in the University at large which are relevant to and supportive of environmental design studies.

Degree Requirements: Candidates for the Bachelor of Architecture degree must satisfy the following requirements, totaling 220 credit hours:

(1) *General University requirements* of 49 credit hours, distributed as follows: (a) group requirements, 36 credit hours in Arts and Letters, Social Sciences, and Sciences. Students are

urged to take courses which provide background for subsequent architecture as well as advanced University courses pertinent to architecture; for example: art history, biology, geography, geology, literature, mathematics, physics, psychology, sociology; (b) English composition, 6 credit hours; (c) physical education, 5 credit hours; (d) health education, 2 credit hours.

(2) Major program requirements of 171 credit hours, distributed as follows: (a) Interconnections, Design, and Subject Areas, 129 credit hours; (b) Electives, 42 credit hours.

As the study of architecture is integrative of understandings developed in many disciplines, the program encourages a mix of departmental and general University courses throughout the five-year course of study.

(3) *Specific Departmental Requirements:* (a) *Interconnections,* 9 credit hours: Environment and Communication (Arch 221), Environment and Cultural Milieu (Arch 222), Environment and Life Support (Arch 223).

(b) *Design Area,* 50 credit hours: Architectural Design (Arch 180), Architecture Design (Arch 380). Arch 180 is usually taken for two terms during the first year of the program, and Arch 380 is taken two out of three terms during each of the succeeding four years. Students who are eligible for Arch 380 may select from a range of over fifteen studio offerings.

(c) *Subject Area,* a minimum of 70 credit hours from the approved Lists A and B, below. At least 54 credit hours must be courses offered by the Department of Architecture, List A. Coursework in all seven of the groups is encouraged, and should be engaged in by someone intending to enter architectural practice.

List B constitutes coursework in related areas outside the Department. Basic courses in other departments can be taken to satisfy University group requirements and are not included on List B. Subject credit for courses on List B is approved only for the time period covered by the current catalog or as specifically approved by the faculty.

(i) Additional courses may be approved for Subject credit by the faculty prior to enrollment. The faculty will update List B each term, so students should consult the list of currently approved List B courses posted outside the Architecture Department office.

(ii) Interconnections, Search, and Design courses are NOT Subject Area courses. Coursework in Arch 401, 403, 405, 406, 408, 409, 501, 505, and 506, not on List A, must be approved on an individual basis to count as Subject credit.

(iii) Clearly, many courses on list B overlap several groups; they are listed in only one for convenience.

List A	*List B*
DESIGN THEORY AND PROCEDURE	
Design Process and Method (Arch 311)	Introduction to Numerical Computation (CS 133)
Research Methods (Arch 411)	Introduction to Time-Shared Computing (CS 245)
Spatial Composition & Dynamics (Arch 416)	Group Communication (RhCm 323)
Experiential Considerations in Design (Arch 451)	Mathematical Symmetry (Mth 152)
ARCHITECTURAL MEDIA	
Intro to Architectural Media (Arch 333)	All regularly offered courses in Fine and Applied Arts.
Architectural Media (Arch 334, 335)	
ENVIRONMENTAL CONTROL SYSTEMS	
Environmental Control Systems (Arch 321, 322, 323)	Mineral Resources and the Environment (Geol 321)
	Physics of Energy and Pollution (Ph 114)
	Climatology (Geog 482)
	World Regional Climatology (Geog 487)
	The Sun as a Future Energy Source (Ph 116)
STRUCTURAL THEORY	
Introduction to Structures (Arch 365)	
Theory of Structures I (Arch 366, 367)	
Structure Systems (Arch 372, 373)	
Theory of Structures II (Arch 465, 466, 467)	
Theory of Structures III (Arch 565, 566, 567)	
CONSTRUCTION PROCESS	
Building Materials (Arch 327)	Introduction to Real Estate (Fin 341)
Construction Processes (Arch 351)	Real Estate Finance (Fin 440)
Construction Communications (Arch 417, 418, 419)	
Structural Planning (Arch 472)	
Architecture Workshop (Arch 408)	
Advanced Structural Planning (Arch 506)	
PHYSICAL CONTEXT	
Site Analysis (LA 361)	All Landscape Architecture subject courses
List A	*List B*
Ecological Implications in Design (Arch 454)	Land-Use Planning I (UP 540)
	Land-Use Planning II (UP 541)
	Aerial Photo Interpretation and Remote Sensing (Geog 484)
	Urban Design (UP 545)
CULTURAL CONTEXT	
Human-Environment Relations (Arch 451)	
Multi-family Housing (Arch 407)	
Architectural Education (Arch 414)	
Architectural Practice (Arch 429)	
Settlement Patterns (Arch 431, 432, 433)	All Urban and Regional Planning courses
Architecture as Form (Arch 435)	
Critical Issues in the Urban Environment (Arch 407)	All Art History courses except those satisfying University group requirements
	Introduction to Law (BE 226)
	Urban Geography (Geog 435, 436)
	Urbanization and the City (Soc 442)
	Regional and Urban Economics (Ec 414, 415, 416)
	Environmental Psychology (Psy 461)

(d) *Electives Area,* 42 credit hours.

The following special courses may be approved by the Department of Architecture faculty as satisfying Interconnection, Subject, Design, or Elective areas of study: Research (Arch 401, 501), Thesis (Arch 403, 503), Reading and Conference (Arch 405, 505), Special Problems (Arch 406, 506), Seminar (Arch 407, 507), Workshop (Arch 408), Practicum (Arch 409), Experimental Course (Arch 410).

Majors may take any graded course on either a pass-differentiated (graded) or pass-undifferentiated (ungraded) basis.

Both the Bachelor of Architecture and the Master of Architecture (first professional degree) programs are accredited by the National Architectural Accrediting Board.

Graduate Studies

There are three programs of graduate study in architecture at the University of Oregon:

The Class 8 Program (Option I) leads to the Master of Architecture degree. This program normally takes from four to six terms and includes about six new students each year. Applicants must have a professional degree in architecture.

The Class 8 Program (Option II) also leads to the Master of Architecture degree. This program normally takes ten terms and includes about fifteen new students each year. Applicants must have an A.B. or B.S. degree. Transfer credit may be given to students who have a four-year nonprofessional degree in architecture or who have had special experience in architecture. The minimum residency requirement for this program is 6 terms.

The Class 3 Program (Option III) is a special program for those occasional people who do not have any college degree, but who do have substantial, well-documented architectural experience and a significant graduate study goal. The Class 3 program is a conditional program; after the first year, if satisfactory progress is being made, Class 3 students would normally transfer to the Class 8 Option I program.

A more detailed description of the Class 8, Options I and II, and Class 3 Option III programs follows:

Class 8 (Option I). This program should be understood as an opportunity, beyond that normally offered by five-year professional degree architectural programs, to study architectural subjects of significance. Option I students are expected to become aware quickly of the people and resources of the department and the variety of research and creative work in progress, then to initiate and develop personal study programs which have a close relation to that work. These individual study programs would culminate in Master of Architecture theses, which would synthesize and clearly communicate the work done. A typical Master study program would focus on one or several significant architectural topics and would normally rely heavily on the study method of design probing. It would draw upon professional and general University courses, formal and informal reading courses and seminars, continuous personal consultation with members of the faculty, and other investigation growing out of a student's initiative. Students might carry on their own funded research, assist in the preparation of coursework, teach in an assisting capacity, prepare exhibits and demonstrations and give lectures.

Students in the Option I program are required to complete 45 credit hours of work in graduate level courses; 30 of the 45 hours must be done in the Department of Architecture. 9 of the 45 graduate hours must be 500 designated courses.

Ordinarily, Option I graduate students are required to begin their work in the fall term.

Class 8 (Option II). This program enables persons with degrees in fields other than architecture, and persons with non-professional architectural degrees, to obtain the Master of Architecture degree as a first professional degree. Option II students must complete the hours of Interconnection, Design and Subject work (129 total hours) normally required for the undergraduate Bachelor of Architecture degree. They must also satisfy the University requirement of 45 graduate credits for the Master's Degree, 30 of which must be taken in the Department of Architecture. Consequently, the program is longer and less flexible than the Option I program. Normally the Option II program is completed in 10 quarters (three and one-third academic years), but persons with previous experience in architecture may reduce the length of their program to a minimum of 6 terms depending on the kind and amount of previous experience.

Also, the following substitutions may be made in the requirements for the Option II program. (Substitutions apply to work done after students have initiated programs at the University of Oregon.)

(a) In lieu of 9 hours Interconnection credit, Option II students may substitute other appropriate coursework.

(b) Option II students may substitute other appropriate coursework for up to 5 of the required 50 hours of Design credit.

(c) Option II students may substitute other appropriate coursework for up to 15 of the required 70 hours of Subject credit.

(d) Option II students with special study interests may become eligible to transfer into the Option I program.

Option II graduate students are required to begin their work in the fall term.

(Conditional Master of Architecture Option III). Except for the unusual circumstances surrounding admission and the conditional status for the first year of study, students in this program of study would normally continue in a pattern identical to that of Option I students.

Option III graduate students are required to begin their work in the fall term.

Departmental Brochure. The department has prepared a detailed description of the graduate program which is available to prospective students and may be requested by writing directly to Graduate Secretary, Department of Architecture.

Deadlines for Applications. Applications should be received by February 1. Notice of decisions on applications will be mailed on April 1.

Applications from Students who are Members of Minority Groups. In keeping with general University of Oregon policy, applications from minority-group students are encouraged.

Architecture

Interconnection

Arch 221. Environment and Communication. 3 credit hours. The message content of the natural and built environment; design decisions which affect both the supporting and enhancing functions of such communication. Open to nonmajors. A no-grade course.

Arch 222. Environment and Cultural Milieu. 3 credit hours. Human institutions and their patterns of change examined from the perspective of the environmental designer; impact of physical environment and of ideas about it on social organization and cultural evolution. Open to nonmajors. A no-grade course.

Arch 223. Environment and Life Support. 3 credit hours. Appraisal of the human life-support systems, natural environments and environments changed by people from the perspective of the environmental designer; emphasis on the built environment as a human technological extension. Open to nonmajors. Ungraded.

Design

Arch 180. Architectural Design. 5 credit hours. Execution of design projects and exercises intended to familiarize the student with fundamental concepts of environmental design. Students are encouraged to develop habits of problem formulation and sound bases for value judgments; the release of the student's potential creative capacities is a primary concern of the course. May be repeated for credit. A no-grade course.

Arch 380. Architectural Design. 5 credit hours. Design projects requiring comprehensive and integrative study. A wide range of project options varying in complexity and in central focus are identified each term. Individual criticism, group discussions, lectures, and seminars by visiting specialists, review of projects. Prerequisite: Arch 180. May be repeated for credit. A no-grade course.

Arch 506. Special Problems: Design. 5 credit hours. Graduate level design projects requiring comprehensive and integrative study. May be repeated for credit. A no-grade course.

Subject

DESIGN THEORY AND PROCEDURE

Arch 311. Design Process and Method. 3 credit hours. Introduction to concepts of environmental design strategies and tactics. Exploration of relationships between theory and practice in traditional and emerging methods of design decision-making. Prerequisite: One term of Arch 180. A no-grade course.

Arch 411. Research Methods. (G) 3 credit hours.
Introduction to research methodology, with special emphasis on problems in environment research. A no-grade course.

Arch 416. Spatial Composition and Dynamics. (G) 3 credit hours.
Study of architectural space as a means by which people measure their existence and expand their awareness. Exploration of methods for analyzing and means for generating spatial organizations with particular reference to human experience.

Arch 451. Experiential Considerations in Design. (G) 3 credit hours.
The study of experiential considerations as a theory base for architecture design; and the study of places that embody response to experiential considerations.

ARCHITECTURAL MEDIA

Arch 333. Introduction to Architectural Media. 4 credit hours any term.
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: one term of Arch 180. A no-grade course.

Arch 334, 335. Architectural Media. 3 credit hours each term.
Exploration and development of study media in organizing information, expressing ideas, and creating images of place and sequence. A no-grade course.

ENVIRONMENTAL CONTROL SYSTEMS

Arch 321, 322. Environmental Control Systems. 3-4 credit hours each term.
Studies of sound, light, heat, moisture, air motions, fluids, electricity; their characteristics in both natural and people-altered states, their effects upon human behavior, the mechanical equipment by which they are manipulated, and their influence upon the environmental design process and product. Lectures and calculation problems are the same for both the 3 and 4 credit options. In addition, several major projects are required each term for the 4 hour option. A working knowledge of algebra, trigonometry, and basic physics is necessary. Open to nonmajors.

Arch 323. Environmental Control Systems. 4 credit hours.
Further investigation of Arch 321, 322 subject matter through the design of the control systems. Prerequisites: Arch 321, 322.

STRUCTURAL THEORY

Arch 365. Introduction to Structures. 4 credit hours fall term.
Development of the basic understanding of the behavior of structural elements and systems; model analysis of structural phenomena; study of force systems.

Arch 366, 367. Theory of Structures I. 4 credit hours each term.
Application of mathematics and mechanics to the design of building structures of wood and steel construction. Analysis of simple elements and systems; the relationship of structural design to architectural design. Prerequisite: Arch 365; mathematics through trigonometry and physics recommended.

Arch 372, 373. Structure Systems. 3 credit hours each term.
Behavior of structure systems and their influence on architectural space and form; nonmathematical; creative development of structure concepts through model construction and observation of natural and built structures; evolution, the inherent order, transformation of physical structure. Prerequisite: Arch 365.

Arch 465, 466, 467. Theory of Structures II. (G) 3 credit hours each term.
The theory, design, communication, and construction processes of reinforced-concrete building systems. Prestressed-concrete design principles, effects of wind and seismic forces on structures. Prerequisite: Arch 366, 367.

Arch 565, 566, 567. Theory of Structures III. 4 credit hours each term.
Advanced studies in structural-design methodology and criteria; intensive coverage of theoretical analysis; design and evaluation of structural systems. Prerequisite: Arch 465, 466, 467.

CONSTRUCTION PROCESSES

Arch 327. Building Materials. 3 credit hours.
Study of traditional, new and experimental materials from manufacture to methods of erection; special concern for the physical properties and behavioral characteristics of the material in place, and its impact on building form. Consideration of building materials as elements in environmental context and study of implications for resource conservation. Prerequisite: One term of Arch 180.

Arch 351. Construction Processes. 3 credit hours.
Analysis of distinctive construction procedures; techniques, materials, and management operations.

Arch 417, 418, 419. Construction Communications. 3 credit hours each term.
Examination of the information required for communication of the construction processes in building. Methods and techniques of construction, contract documents including working drawings and specifications, cost-estimating, and administration of the project.

Arch 472. Structural Planning. (G) 3 credit hours.
An introduction to structural planning, design, and comprehensive evaluation of building design through consideration of related disciplines. The study of operations-research techniques. Prerequisite: Arch 365, 366, 367.

Arch 408. Workshop. (G)
Architecture. 2-4 credit hours.
Investigation through experimental construction and demonstration of full-scale mockups representing three dimensional architectural space; visual and tactile effects, light and color influences; impact on human behavior; material and energy consideration.

Arch 506. Special Problems.
Advanced Structural Planning. 3-5 credit hours.
For fifth-year and graduate students who have had Arch 472, Structural Planning, and who wish to do further study and research in the following areas of interest: (1) structural systems design and analysis; (2) functional, technological, architectural and financial contexts; (3) integrated design and planning methods and applications; (4) evaluation system and method. A no-grade course.

PHYSICAL CONTEXT

Arch 454. Ecological Implications in Design. (G) 3 credit hours.
Some of the interrelationships of environment (tangible and nontangible), culture (with its concomitant technologies) and consequent social organizations. Speculation concerning viable alternatives for the environmental designer. Prerequisite: Arch 221, 222, 223; recommended Bi 272 or Bi 370 or Geol 321.

CULTURAL CONTEXT

Arch 407. Seminar. (G)
Critical Issues in the Urban Environment. 3 credit hours.
Degree to which different urban environments have the potential for supporting social existence and individual growth. Readings in literature, sociology, urban design, planning, and politics focus on the city as a special human institution. (Open to nonmajors.)

Arch 414. Architectural Education. (G) 3 credit hours.
Comparative study of methodologies in architectural education; examination of existing curricula and identification of new opportunities for curricular development. A no-grade course.

Arch 429. Architectural Practice. (G) 3 credit hours.
Problems and opportunities in professional practice explored through an investigation of diverse modes of operation together with the relationships between users, clients, designers, contractors, and regulating agencies. Case studies and seminars with visiting practitioners. A no-grade course.

Arch 431, 432, 433. Settlement Patterns. (G) 3 credit hours each term.
Investigates the three-dimensional structuring for settlements and cities as human responses to physical context, cultural forces, and changing opportunities. Studies of the implications of ideal models and utopian concepts and the realization of place in the vernacular.

Arch 435. Architecture as Form. (G) 3 credit hours.
This course involves architectural analysis and comparison as tools for the architect using historical and contemporary works as examples in presentation on site and context; use, space, and the room; connection and circulation; material and form; structure and form; environmental control; light and color; and compositional qualities of balance, scale, and rhythm.

Arch 457. Man-Environment Relations. (G) 3 credit hours.
Introduction to the study of the structural patterns of people's interactions with the physical settings of everyday activities. Identification of environmental functions and the range of relevant analytical concepts and approaches available. Application of social science paradigms and research to issues in architecture design. Exploration of ways of introducing social and behavioral information in program, design, and evaluation processes.

Arch 407. Seminar. (G)
Multi-Family Housing. 3 credit hours.
Survey of multi-family housing during the post-World War II period from the point of view of the environmental designer; the ways in which social, economic, political, geographical, historical, and technological factors interact and influence both problem definition and design solutions. Prerequisite: minimum of two terms of design studio.

ELECTIVE

Arch 200. SEARCH. 1-3 credit hours.

Arch 400. SEARCH. 1-3 credit hours.

Arch 401. Research. Credit hours to be arranged.

Arch 403. Thesis. Credit hours to be arranged. Student may propose studies in Interconnection, Design, or Subject areas. Faculty approval required. A no-grade course.

Arch 405. Reading and Conference. Credit hours to be arranged.

Arch 406. Special Problems. (G) Credit hours to be arranged.

Arch 407. Seminar. (G) Credit hours to be arranged.

Arch 408. Workshop. (G) Credit hours to be arranged.

Arch 409. Practicum. (G) Credit hours to be arranged.

Arch 410. Experimental Course. (G) Credit hours to be arranged.

Arch 501. Research. Credit hours to be arranged. No-grade course.

Arch 503. Thesis. Credit hours to be arranged. Open only to Master's degree candidates. Faculty approval required. A no-grade course.

Arch 505. Reading and Conference. Credit hours to be arranged.

Arch 506. Special Problems. Credit hours to be arranged.

Arch 507. Seminar. Credit hours to be arranged.

Arch 510. Experimental Course. Credit hours to be arranged.

Business and Construction

Business and construction is a five-year program administered jointly by the School of Architecture and Allied Arts (AAA) and the College of Business Administration (CBA) to prepare students for professional careers in housing, construction, and related fields. Students completing the requirements of this program and the general CBA requirements receive a bachelor degree from the College of Business Administration. A current study may result in the degree being awarded through the School of Architecture and Allied Arts in the future.

The Business and Construction Program prepares students to deal with the central significance of implementation in the construction industry and in our society, and develops skills in the employment of technology to achieve fundamental human purposes. There are three options in the program: focusing on the development, management, and materials distribution aspects of construction. The urban development option prepares the students for careers as builders, developers, and real estate specialists, and as public employees to deal with builders. The construction management option emphasizes the more technical aspects of construction to qualify persons to write job specifications, to do cost-estimating, and to supervise construction with and for architects, engineers, and contractors. The materials distribution option deals with the production and marketing of products such as wood, concrete, structural steel, and other building materials.

The Business and Construction student must complete 225 credit hours divided equally among Liberal Arts, AAA, and CBA courses.

DegreeRequirements: (a) Credit hours in general University courses (not AAA or CBA), a total of 75. (b) School of Architecture and Allied Arts courses, a total of 75 credit hours, as follows: architecture core, 44 credit hours; architecture option, 31 credit hours. (c) College of Business Administration courses, a total of 75 credit hours, as follows: business core, 33 credit hours; business option requirements, 15 credit hours; business electives, 27 credit hours.

Details of specific requirements may be obtained from either the School of Architecture and Allied Arts, Department of Architecture, or the College of Business Administration.

Interior Architecture

The curriculum in interior architecture leading to the degree of Bachelor of Interior Architecture is a five-year program. Because of the diversity of opportunities in the profession, the program is designed to allow students and their adviser considerable flexibility in the establishment of study sequences which satisfy individual interests and needs. The flexibility of the program allows students to extend their study to the allied disciplines of architecture, landscape architecture, urban planning, art history, and fine and applied arts.

The program in interior architecture engages the student in all phases of interior planning. Emphasis is placed on problem-solving and creative development as related to the proximate environment. Individual criticism is supplemented by lectures and reviews by members of the design staff. The student works in close proximity with the students and instructors in architecture and landscape design. The program includes field trips to acquaint the students with outstanding examples of current professional work in interior architecture. Opportunities are provided for collaboration on design problems with students in other fields in the arts. Students transferring from other institutions are encouraged to submit a portfolio of their work in order to aid design course placement. It is recommended that the student participate in two annual interior-design field trips prior to graduation.

Because interest in the program exceeds the capacity of the Department, prospective students are advised to make early application. New students are admitted into the program only in the fall term. Transfer students should be advised that an accelerated program will not normally be possible. Consult the department for advice on enrollment policies and application deadlines.

Degree Requirements: Candidates for the Bachelor of Interior Architecture degree must satisfy the following requirements, totaling 220 credit hours:

(1) General University requirements of 49 credit hours, distributed as follows: (a) group requirements, 36 credit hours in Arts and Letters, Social Sciences, and Sciences; (b) English composition, 6 credit hours; (c) physical education, 5 credit hours; (d) health education, 2 credit hours.

(2) Major program requirements of 171 credit hours, distributed as follows: (a) Interconnections, 9 credit hours; Design Area, 60 credit hours; Subject Area, 70 credit hours; Elective Area, 32 credit hours.

(3) Specific Program Requirements. The program requires that students engage in all four of the following areas:

(a) *Interconnections,* 9 credit hours including: Environment and Communication (Arch 221), Environment and Cultural Milieu (Arch 222), Environment and Life Support (Arch 223).

(b) *Design Area,* 60 credit hours including: two terms Architectural Design (Arch 180); Creative Problems in Interior Design (Arch 288); six terms of Interior Design (Arch 388); Fur-

niture Design (Arch 425) ; two terms of Fifth-Year Thesis (Arch 488).

Up to two terms of Arch 380 Architectural Design may be substituted for Arch 388. Furniture Design (Arch 426) may be substituted for one term of Arch 388. Enrollment in design courses is limited to one per term.

(c) *Subject Area,* a minimum of 70 credit hours. This area is divided into three groups:

Group I, courses which are required by the program: Survey of Interior Design (Arch 224) ; Introduction to Architectural Media Studies (Arch 333) ; Materials of Interior Design (Arch 330, 331, 332) ; Furniture and Accessories (Arch 424) ; Working Drawings, Interiors (Arch 462, 463) ; History of Interior Architecture (ArH 451, 452, 453).

Group II, 9 credit hours selected from the Art History program.

Group III, a minimum of 31 credit hours selected from the following: Interior Architecture: Specification Documents (Arch 449) ; Working Drawings (Arch 464) ; Office Practice (Arch 530). Architecture: Architectural Media (Arch 334, 335) ; Environmental Control Systems* (Arch 321, 322, 323) ; Design Process and Method (Arch 311) ; Research Methods (Arch 411) ; Spatial Composition and Dynamics (Arch 416) ; Experiential Considerations in Design (Arch 451) ; Introduction to Structures* (Arch 365) ; Structure Systems (Arch 372, 373). Landscape Architecture: up to 6 credit hours from the Landscape Subjects program. Urban Planning: Survey of Regional and Urban Planning (URP 350).Art History: up to 9 credit hours in courses different from those used to satisfy Group II. Fine Arts: up to 15 credit hours from the various areas.

* These courses are especially recommended by the Foundation for Interior Design Education Research.

(d) *Elective Area,* 32 credit hours: students are encouraged to select a mix of departmental and general University courses throughout the five-year course of study.

The following courses may be developed and approved for credit in Interconnection, Subject, Design, or Elective areas: Research (Arch 401, 501) ; Reading and Conference (Arch 405, 505) ; Special Problems (Arch 406, 506) ; Seminar (Arch 407, 507) ; Workshop (Arch 408) ; Practicum (Arch 409).

Majors may take any graded courses on either a pass-differentiated (graded) or pass-undifferentiated (ungraded) basis.

The curriculum in interior architecture is accredited by the Foundation for Interior Design Education Research.

Graduate Studies

There are two programs of study in interior architecture at the University of Oregon:

The *Option IV* Program leads to the Master of Architecture with a special emphasis in Interior Architecture. This program normally takes from four to six terms. Applicants must have a professional degree in Interior Architecture.

The *Option V* Program leads to the Bachelor of Interior Architecture. This program normally takes nine terms. Applicants must have an A.B. or B.S. degree. Option V students with special study interests may become eligible to transfer into the Option IV program. Both Option IV and V students are required to begin their work in the fall term. Details of the Options IV and V programs follow:

Option IV (Master of Architecture): This program should be understood as an opportunity, beyond that normally offered by five-year professional degree architectural programs, to study architectural subjects of significance. Option IV students are expected to become quickly aware of the people and resources of the department and the variety of research and creative work in progress, and then to initiate and develop personal study programs which have close relation to that work. These individual study programs normally culminate in Master of Architecture theses which synthesize and report the work done. A typical Master's study program focuses on one or several significant architectural topics and usually relies heavily on the study method of design probing. It draws upon professional and general University courses, formal and informal reading courses and seminars, continuous personal consultation with members of the faculty, and other investigation growing out of a student's initiative. Students may engage in their own funded research, assist in the preparation of courses of instruction, do assistant teaching, prepare exhibits and demonstrations, and give lectures.

Students in the Option IV program are required to complete 45 credit hours of work in graduate courses; 30 of the 45 hours must be done in the Department of Architecture.

Option V (Bachelor of Interior Architecture): The Option V program provides students with work leading to the first professional degree, the Bachelor of Interior Architecture. Because Option V students must complete the normal hours of Interconnection, Design, and Subject work (129 total credit hours) required by that degree, the program is longer and less flexible than the Option IV program. In some cases, transfer credit may be given for other courses completed or for special experience in the architectural field.

The following substitutions may be made in the requirements for the Bachelor of Interior Architecture degree (Substitutions apply to work done after students have initiated program on Option V status at the University of Oregon):

(a) In lieu of 9 credit hours in Interconnection, Option V students may substitute work in other appropriate courses.

(b) Option V students may substitute work in other appropriate courses for up to 5 of the required 50 hours of Design credit.

(c) Option V students may substitute work in other appropriate courses for up to 15 of the required 70 hours of Subject credit.

Applications for Option IV and V students should be received in the Department by February 1. Notice of decisions on applications will be mailed on April 1.

Interior Architecture

Design

Arch 287. Introduction to Interior Design. 5 credit hours.
Introduction to the field of interior design. Relation to architecture and allied arts ; laboratory study of the elements and principles of design with emphasis on color for interiors. A no-grade course.

Arch 288. Creative Problems in Interior Design. 5 credit hours.
A series of creative problems in interior design relating to the planning processes by which interior spaces and forms are studied and executed. Prerequisite: Arch 224 and Arch 180. A no-grade course.

Arch 388. Interior Design. 1-8 credit hours any term.
A series of creative problems in interior design ; intensive analysis of design; methods of problem solution; individual criticism, review of design projects ; group discussion and field trips. Prerequisite: Arch 288, Arch 333. A no-grade course.

Arch 425, 426. Custom Cabinet and Furniture Design. (G) 5 credit hours each term.
Projects involving the design of custom furniture, preparation of detailed shop drawings, shop procedure. Prerequisite: Arch 424, and 15 credit hours in Arch 388 or Arch 380. Open to nonmajors with consent of instructor. A no-grade course.

Arch 488. Interior Design Terminal Project. 5 credit hours.
Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study. Two terms required. Prerequisite: 20 credit hours in Arch 388. A no-grade course.

Subject

Arch 224. Survey of Interior Design. 2 credit hours.
A study of the scope, aims, principles, and techniques of interior design, intended to provide an introduction to the professional field. Open to nonmajor students with consent of instructor.

Arch 330, 331, 332. Materials of Interior Design. 3 credit hours each term.
Critical survey and study of the properties, manufacture, and application of materials used in interior design; field trips to supply sources. Open only to professional majors.

Arch 424. Furniture and Accessories. (G) 3 credit hours.
Analysis of standard lines of furniture and accessories; emphasis on design and its development, materials, methods of manufacture and distribution; furniture construction and techniques of shop drawing. Open to nonmajors with consent of instructor.

Arch 449. Specification Documents in Interior Design. (G) 1 credit hour.
Information required in preparing specification documents as related to the process of construction and furnishing of interior space.

Arch 462, 463, 464. Working Drawings in Interior Architecture. 3 credit hours each term.
Preparation of working drawings for projects in interior design. For professional majors only.

Elective

Arch 200. SEARCH. 1-3 credit hours.

Arch 400. SEARCH. 1-3 credit hours.

Arch 401. Research. Credit hours to be arranged.

Arch 405. Reading and Conference. Credit hours to be arranged.

Arch 406. Special Problems. (G) Credit hours to be arranged.

Arch 407. Seminar. (G) Credit hours to be arranged.

Arch 408. Workshop. (G) Credit hours to be arranged.

Arch 409. Practicum. (G) Credit hours to be arranged.

Arch 410. Experimental Course. (G) Credit hours to be arranged.

Arch 501. Research. Credit hours to be arranged. No-grade course.

Arch 505. Reading and Conference. Credit hours to be arranged.

Arch 506. Special Problems. Credit hours to be arranged. A no-grade course.

Arch 507. Seminar. Credit hours to be arranged.

Arch 510. Experimental Course. Credit hours to be arranged.

Arch 530. Office Practice (Interior). 2 credit hours.
Office procedure for the interior designer in private practice; trade contracts, discounts, interprofessional relations; sources of materials.

Arch 588. Advanced Interior Design. 1-12 credit hours any term. Studio-based investigation of special aspects of interior design. Prerequisite: fifth-year or graduate standing; consent of instructor. A no-grade course.

Landscape Architecture

Jerome Diethelm, M.L. Arch., Department Head, Professor of Landscape Architecture (land-planning research, site planning and design). B.Arch., Washington, 1962; M.L. Arch., Harvard, 1964; Reg. Architect, Reg. Landscape Architect; at Oregon since 1970.

Eugene Bressler, M.L.Arch., Associate Professor of Landscape Architecture (site analysis, land-use planning, computer graphics). B.L.Arch., Syracuse, 1968; M.L.Arch., Harvard, 1970; at Oregon since 1971.

Richard Britz, M.A., Assistant Professor of Landscape Architecture (educational psychology and environmental education). B.Arch., Kansas, 1965; at Oregon since 1974.

Polly Cooper, M.L.Arch., Assistant Professor of Landscape Architecture (land and community analysis, planning, and design). B.A., Wellesley, 1963; M.Ed., Harvard, 1964; M.Arch., 1971, M.L.Arch., 1975, Berkeley; at Oregon since 1975.

Kenneth I. Helphand, M.L.A., Assistant Professor of Landscape Architecture (landscape history and perception). B.A., Brandeis, 1968; M.L.A., Harvard, 1972; at Oregon since 1974.

Ronald J. Lovinger, M.L.A., Professor of Landscape Architecture and Architecture (planting design theory, landscape transformation). B.F.A., Illinois, 1961; M.L.A., Pennsylvania, 1963; at Oregon since 1965.

Joseph D. Meyers, M.S., Assistant Professor of Landscape Architecture (geo-environmental analysis). B.S., 1949, M.S., 1952, Oregon; at Oregon since 1973.

Robert K. Murase, B.L.A., Assistant Professor of Landscape Architecture (design, construction materials, characteristics of Japanese landscape form). B.L.A., Cal. Berkeley, 1963; at Oregon since 1976.

Wallace M. Ruff, M.S., Professor of Landscape Architecture (research, experimentation, introduction of plants). B.S., Florida, 1934; M.S., California, 1950; at Oregon since 1952.

Faculty Emeriti

Fred A. Cuthbert, M.L.D., Professor Emeritus of Landscape Architecture and Urban Planning. A.B., 1926, M.L.D., 1928, Michigan; at Oregon since 1932.

George S. Jette, B.L.A., Professor Emeritus of Landscape Architecture (recreational planning and design). B.L.A., Oregon, 1940; at Oregon since 1941.

Graduate Teaching Fellows

Roland Aberg, B.S., 1973, Cornell.
Hank Lawrence, B.A., 1968, Yale.
Ian McClure, B.Arch., 1973, Edinburgh.
Glenda F. Utsey, B.Arch., 1971, Oregon.
Dale Wagner, B.Arch., 1975, Oregon.
Barbara Oakrock, B.Arch., 1975, Pratt.

Undergraduate Studies

Landscape Architecture is an environmental discipline and profession of broad scope whose central concern is the wise use of land and other natural resources, where land is conceived as the base of our culture and the home of life.

As a profession it includes ecologically based planning activities and the analysis of environmental impact as well as the detailed development of land and sites of all sizes and uses. As an academic discipline, it provides a unique opportunity for personal development through environmental problem- and project-oriented study.

The programs in landscape architecture emphasize the making of richly supportive physical places, beautiful in their profound understanding of human need and its ecological context. Planning and design are seen as processes for understanding the complex interdependencies between the biophysical and cultural landscapes.

The curriculum in landscape architecture, leading to the degree of Bachelor of Landscape Architecture, is a five-year program which combines a general preparation in the arts and sciences with a more specialized focus on man-environment relationships. The program hopes to produce an environmentally and visually literate citizen and a graduate capable of playing a central, professional role in the evolving landscape.

Opportunities are provided for collaboration on planning and design problems with students in architecture, urban planning, geography, biology, sociology, recreation and park management, and the fine arts, in recognition of the integrative and comprehensive nature of environmental planning and design.

The curriculum represents a recommended path toward the degree. It is expected to vary through advisement and to respond to the interests, goals, and previous experience of individual students. The options and departmental electives offered reflect both the need to provide a wide range of environmental subject material as well as the need to introduce the rapidly expanding spectrum of career areas within the profession. Emphases include: (1) ecological and resource analysis; (2) land conservation and development; (3) leisure and recreational planning and design; (4) private office professional practice; (5) public agency professional practice; (6) environmental impact assessment; (7) environmental research.

The undergraduate program attempts to provide a balanced exposure to the many and varied facets of landscape architecture with the expectation that specialization will occur at the graduate level and in the internship programs of the profession.

Four interrelated areas of study structure the undergraduate curriculum. These are:

(1) The Planning and Design Program. The planning and design program is a series of studio courses focusing on the development and communication of solutions to site and other environmental problems, especially through specific physical design proposals. It is also concerned with the physical-spatial implications of planning policies and management policies and programs. Tutorially oriented studio work is the integrative heart of the curriculum.

(2) The Subjects Program. The subjects program includes seven subject areas believed essential foundations to integrative work in the planning and design program. These include: (a) landscape architectural technology; (b) plant materials; (c) history and literature of landscape architecture; (d) interconnection and environmental awareness; (e) media and communication; (f) planning; (g) fine arts. Course work in the above areas, offered through various departments, is provided in a core and option format which encourages the student to participate through advisement in the structuring of an educational program.

(3) The Supportive-Subjects Program. The supportive-subjects program provides supplementary course work in technical, topical and research areas of the profession. It also includes courses relating to special faculty interests and course work reflecting contemporary career opportunities in landscape architecture.

(4) The Elective Program. The elective program, which includes the general requirements of the University, provides for wide personal choice in the structuring of course work in the humanities, arts, and sciences.

Students planning to major in landscape architecture may prepare themselves by undertaking beginning studies in the following areas:

(1) Visual language skills. Courses in drawing, painting, photography, cinematography, design, art history, and related sub-

jects will be helpful in developing perceptual skills and the ability to explore and communicate ideas graphically.

(2) Problem-solving. Courses in philosophy, mathematics, and other natural sciences will aid in the development of analytical skills.

(3) Ecological awareness. Courses in ecology, biology, botany, geology, and geography will help begin the long process of understanding the complex interrelationships and interdependencies of man and the environment.

(4) Human behavior. Courses in psychology, sociology, history, government, and related subjects, which help explain man's needs, values, attitudes and activities, will be useful in preparing for the eventual design of physical places.

Students planning to transfer into the department should follow the above general guidelines during their first year of study. They may expect to transfer without loss of time or credit into the second year of the B.L.A. program.

Degree requirements total 220 credit hours, distributed as follows:

(1) Planning and Design Program, 71 credit hours: 13 studios required.

1st year: 2 studios (Arch 180)
2nd year: 2 studios (L.A. 289)
3rd year: 3 studios (L.A. 389)
4th year: 3 studios (2, L.A. 489, 1 choice)
5th year: 3 studios (1, L.A. 589, 1, L.A. 506, comp. project, 1 choice)

Arch 380 (Arch. Design), LA 409 (Practicum) and LA 408 (Summer Design Workshop) may be substituted for required studios with adviser's approval.

(2) Subject Program 66 credit hours:

(a) Landscape Architectural Technology, core courses, 12 credit hours. Understanding Landscapes (LA 360); Site Analysis (LA 361); Site Development I (LA 362); Site Construction I (LA 366). Optional courses include: Site Development II (LA 459); Site Construction II (LA 460); Construction Communication (LA 461); Introduction to Structures (Arch 365), (plus Arch. structure sequence).

(b) Plant Materials, core courses, 18 credit hours: Plant Communities and Environments (LA 226); Plant Materials (LA 326, LA 327, LA 328); Landscape Maintenance I (LA 357); Planting Design Theory (LA 431). Optional courses include: The Garden (LA 432); Landscape Maintenance II (LA 358); Systematic Botany (Bi 438); Plants for Interiors (LA 483).

(c) History, Theory and Literature of Landscape Architecture, 6 credit hours min. History of Landscape Architecture (ArH 447, 448): Landscape Perception (L.A. 490G); The Contemporary American Landscape (L.A. 491G).

(d) Interconnection Courses, 8 credit hours: Introduction to Landscape Architecture (LA 225). Optional courses include (choose any two): Environment and Communication (Arch 221); Environment and Cultural Milieu (Arch 222); Environment and Life Support (Arch 223).

(e) Media Courses, 7 credit hours: Introduction to Architectural Media (Arch 333). Architectural Media (Arch 334); Architectural Media (Arch 335); Special Problems in Delineation (LA 406).

(f) Planning Courses, 9 credit hours (UP 350 recommended; a list of additional current offerings is maintained in the department office).

(g) Fine Arts, 6 credit hours.

(3) Supportive-Subjects Program: Reading and Conference (LA 405, 505); Seminar (LA 407, 507); Parks, Schoolgrounds, and Recreation Areas (LA 411, 412, 413); Landscape Planning Analysis (LA 511, 512, 513); Recreational Issues (LA 410); Land Planning Computer Applications (LA 515); Workshop in Surveying (LA 408); Irrigation Workshop (LA 408); Special Problems (LA 406); Studies in Aerial Photographic Interpretation (LA 406, Geog 484).

Graduate Studies

The graduate program in landscape architecture leading to the degree of Master of Landscape Architecture is intended for those students who are especially prepared to do original work in the field. This may include research in any of the numerous sub-areas of the profession, community service projects which contribute to the development of harmonious man-land relationships in the region, and pedagogical preparation for teaching at the university level. Programs combining work in two or more divisions of the school are encouraged. The program takes two years.

The degree requirement for the M.L.A. is a minimum of 45 credit hours distributed as follows:

(1) 30 credit hours are normally taken within the department and 15 credit hours from related departments and programs.

(2) 10 of the 30 credit hours are assigned to an original graduate project.

Students entering the program from related professions or other academic areas will be required to achieve Bachelor of Landscape Architecture equivalency before undertaking graduate work.

Second bachelor degree usually require three years of study beyond a first bachelor degree. Eligibility for graduate study beyond the B.L.A. will depend on a demonstrated capacity for original endeavor. Candidates for a second bachelor degree are considered graduate students and should follow the graduate application procedure which follows.

Applications to the graduate program should contain: (1) a completed application form and fee; (2) three letters of recommendation from persons able to provide an assessment of the applicant's strengths and potential contributions; (3) a personal statement describing pertinent background information, interests, goals and aspirations; (4) a portfolio of creative work.

Graduate Credit Courses: Graduate Project (LA 509); Landscape Planning Analysis (LA 510, 512, 513); Graduate Seminar (LA 507); Landscape Perception (LA 409G); The Contemporary American Landscape (LA 491G); Land Planning Computer Applications (LA 515); Landscape Architectural Education (LA 506); Planting Design Theory (LA 431G); The Garden (LA 432G); Site Development II (LA 459G); Site Construction II (LA 460G); Construction Communication (LA 461G); Research (LA 501); Reading and Conference (LA 505); Special Problems (LA 506).

General University regulations governing graduate admission may be found in the Graduate School section of this catalog.

Undergraduate Courses

LA 200. SEARCH. 1-3 credit hours.

LA 225. Introduction to Landscape Architecture. 2 credit hours.
For majors and nonmajors. Lectures and multi-media presentations by faculty offers introduction and background for the profession. Members of related professions demonstrate the wide scope of the field and its interdisciplinary relationships.

LA 226. Plant Communities and Environments. 3 credit hours.
Study and identification of plants indigenous to the Pacific Northwest: their range, distribution, succession, communities, and role as environmental indicators.

LA 260. Understanding Landscapes. 3 credit hours.
The perception, description and explanation of landscapes as environmental sets, as bio-physical processes, and cultural values.

LA 289. Landscape Architectural Design. 3-6 credit hours.
Study of places, their use and how they evolve. Fundamental principles of environmental awareness, small scale site-planning and principles of ecology, supported with studies in abstract design and elementary graphic techniques. Discussions, talks, field trips, site investigation.

LA 326. Plant Materials, Fall. 3 credit hours.
The characteristics, identification, and design uses of deciduous trees, shrubs, vines, and ground covers, with emphasis on plant composition.

LA 327. Plant Materials, Winter. 3 credit hours.
The characteristics, identification, and design uses of ornamental conifers and broadleaved evergreen trees, shrubs, and ground covers.

LA 328. Plant Materials, Spring. 3 cedit hours.
The characteristics, identification, and design uses of flowering trees, shrubs, vines, and ground covers.

LA 357, 358. Landscape Maintenance. 3 credit hours each term.
Cultivation of landscape plant materials; maintenance problems in relation to landscape architecture.

LA 361. Site Analysis. 4 credit hours.
As part of the site planning and design process, focuses upon developing one's knowledge and understanding of place; concerned with developing and using analytical tools and strategies for extending our perception of the interaction of land and the proposals we may have for its modification; projects; case studies.

LA 362. Site Development I. 3 credit hours.
Techniques for measuring and recording sites; methods for modification of sites; grading for earth movement and drainage; site systems.

LA 366. Site Construction I. 3 credit hours.
Structural additions to sites; systems, materials, connections, and finishes.

LA 389. Landscape Architectural Design. 3-8 credit hours any term. Elementary problems in landscape architecture; emphasis on design as process, analysis of site and behavioral patterns, and the development and communication of design proposals.

LA 400. SEARCH. 1-3 credit hours.

LA 401. Research. Credit hours to be arranged.

LA 405. Reading and Conference. Credit hours to be arranged.

LA 406. Special Problems. Credit hours to be arranged. Group discussion and study in depth of problems involving conflicting facts, principles, and uncertainties.

LA 407. Seminar. Credit hours to be arranged.

LA 408. Workshop. Credit hours to be arranged. Concentrated short-term programs of study, combining instruction normally offered through regular courses, work projects, laboratory study, discussion and solution of special problems.

LA 409. Practicum. Credit hours to be arranged. Supervised field laboratory work; clinical or in-service educational experience. Such experiences to involve planned programs of activities and study, with assured provisions for adequate supervision.

LA 410. Experimental Course. Credit hours to be arranged.

LA 483. Plants for Interiors. 2 credit hours.
Ornamental plants suitable for interior spaces; care and maintenance; projects in growing plants under greenhouse and other conditions. Open to nonmajors.

LA 489. Site Planning and Design. 3-10 credit hours any term.
Advanced problems in landscape architecture; emphasis on cultural determinants of site planning and design; continuing emphasis on design development and the study of natural systems and processes as indicators of carrying capacity; integration with Site Development II.

LA 510. Experimental Course. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

LA 411, 412, 413. Parks, School Grounds, and Recreation Areas. (g) 3-6 credit hours.
Principles of landscape design, related to the location and development of land for school, park, and recreation uses. Topographical factors and construction and maintenance problems. Planned for students in recreation, urban planning, and educational administration. Lectures, reports, study trips, projects.

LA 431. Planting Design Theory. (G) 3-6 credit hours.
Theories and approaches to planting design; experiential and symbolic relationships of landscape space; order of landscape as a cultural expression of time; order of the garden as an explicit art form.

LA 432. The Garden. (G) 3-6 credit hours.
Analytical case studies of existing private and public gardens of the Pacific Northwest. Field trips, measured drawings, landscape restoration of historic gardens and townscapes.

LA 459. Site Development II. (G) 3-6 credit hours.
Complex problems in site modification and development; road siting and layout; irrigation and lighting systems. Integration with LA 489, Site Planning and Design.

LA 460. Site Construction II. (G) 3-6 credit hours.
Special problems and strategies in the construction of structural additions to sites; retaining walls, bridges, roads, pools, decks, and the like; structural calculations; integration with LA 489, Site Planning and Design.

LA 461. Construction Communication. (G) 3-6 credit hours.
Procedures and documents necessary to the communication of construction information; legal and management considerations; ethical concerns.

Graduate Courses

LA 501. Research. Credit hours to be arranged. No-grade course.

LA 505. Reading and Conference. Credit hours to be arranged.

LA 506. Special Problems. Credit hours to be arranged.

LA 507. Seminar. Credit hours to be arranged.

LA 508. Workshop. Credit hours to be arranged.

LA 509. Graduate Terminal Project. Credit hours to be arranged.

LA 490. Landscape Perception. (G) 3 credit hours.
Explores the development of the human-environment relationship as it relates to landscape perception, landscape archtypes, and the development of a theoretical base for contemporary landscape design.

LA 491. Contemporary American Landscape. (G) 3 credit hours.
The evolution of the contemporary American landscape as an expression of American culture.

LA 511. Landscape Planning Analysis. 3-8 credit hours.
(Rural Landscape Analysis.) Training and exercises in the geo-environmental analysis of natural landscapes, resources, and rural patterns of occupance; student preparation of environmental and development sieve maps to determine the capability, compatibility, and feasibility of various uses and modifications of natural landscapes in selected rural areas of Oregon.

LA 512. Landscape Planning Analysis. 3-8 credit hours.
(Urban Landscape Analysis.) Training and exercises in the socio-environmental analysis of cultural landscapes, resources, and urban patterns of occupance; student preparation of environmental and development sieve maps to determine the compatibility, feasibility, and suitability of various uses and modifications of cultural landscapes in selected urban areas of Oregon.

LA 513. Landscape Planning Analysis. 3-8 credit hours.
(Regional Landscape Analysis.) Training and exercises in the environmental analysis of the natural and cultural elements determining human occupance of a region; current trends in resource use and linkage systems; student preparation of environmental and development sieve maps to determine the potentials for harmonious use and modification of natural and cultural landscapes in selected regions of Oregon.

LA 515. Land Planning and Computer Applications. 3 credit hours. Theories, implications, and state-of-the-art techniques for accessing and using grid data cell storage and analysis systems. Where our interactions with the landscape implies or results in either complex sets of issues or large areas or both, computer processing has often proven to provide viable environment for systems analysis and data manipulation; projects; case studies.

LA 589. Land Planning and Design. 3-12 credit hours any term.
Advanced planning and design problems in landscape architecture of increased cultural complexity. Land use planning, computer aided ecological analysis of land, environmental impact, urban and new community design. Integration with related planning, design and scientific disciplines.

Urban and Regional Planning

David C. Povey, Ph.D., Department Head, Associate Professor of Urban Planning (political aspects of planning, community research). B.S., Lewis and Clark, 1963; M.R.P., 1969, Ph.D., 1972, Cornell; at Oregon since 1973.

Ting-Li Cho, M.C.P., Associate Professor of Urban Planning (urban design and land use planning). B.Arch., St. John's University, Shanghai), 1946; M.Arch., Oregon, 1951; M.C.P., Pennsylvania, 1955; at Oregon 1957-62 and since 1970. (On leave 1977-78.)

Richard L. Ragatz, Ph.D., Professor of Urban Planning (housing, community development). B.A., 1961, M.C.P., 1963, California, Berkeley; Ph.D., Cornell, 1969; at Oregon since 1969.

Maradel K. Gale, J.D., Assistant Professor (legal issues in planning and environmental planning). B.A., Washington State, 1961; M.A., Michigan, 1967; J.D., Oregon, 1974; at Oregon since 1974.

S. Gregory Lipton, Ph.D., Assistant Professor (planning analysis and urban theory). B.S.E., 1968, M.R.P., 1973, Ph.D., Michigan, 1974; at Oregon since 1974.

Graduate Teaching Fellows, 1977-78

John Anderson, B.A., Portland State.
Cathe Blevins, B.S., Oregon.
Cheynne Chapman, B.A., Colorado.
Ellen Greenberg, B.A., Sacramento State.
Mary Ann Johnson, B.A., Wisconsin.
Steven Kennedy, B.A., Occidental College.
Karl Mawson, B.S., Southern Oregon College.
Jeffrey Tashman, B.A., State University of New York.
Eric Wolfe, A.B., California.

Graduate Studies

The Department of Urban and Regional Planning at the University of Oregon offers a two-year Master of Urban Planning degree which is recognized by the American Institute of Planners. The Department is located in the School of Architecture and Allied Arts, which also includes accredited Departments of Architecture and Landscape Architecture among the five other departments.

The field of urban planning is concerned with the rational guidance of future community change. Planners are responsible for identifying and clarifying the nature and effect of community problems, formulating alternative solutions and assisting in the implementation of appropriate alternatives to alleviate community problems.

To meet this challenge, the planner must be a person who is capable of drawing on the skills and expertise of many professions and disciplines. The planner must have a basic understanding of the economic, social, political, physical and environmental characteristics of a community. The planner must be able to identify these and other variables as they relate to the processes of change at both the urban and regional levels of analysis.

Recognizing that the field of urban planning requires extension into many areas of concern and that students attracted to the department have varying career expectations, the program at the University of Oregon provides considerable flexibility for the pursuit and development of skills requisite for entry into a number of professional planning specialty areas.

The objective of the program is not only to provide professional skills of current practice, but also to impart a basic knowledge of the urban and regional community, to develop competence in theory and method, and to stress creativity in the solution of community problems. The entering student should be prepared to become involved in, and committed to, the basic issues of our society. The courses offered within the Department of Urban and Regional Planning, coupled with the numerous related courses in other departments at the University, provide the student an opportunity to obtain a thorough education in the planning profession.

Applicants must have received a bachelor degree or its equivalent from a recognized college or university. The department makes no restriction as to undergraduate background.

A total of 72 credit hours beyond the undergraduate degree is required for the Master of Urban Planning; 36 hours must be taken within the Department. The remaining 36 hours may be taken within the Department or from other departments at the University or elsewhere, depending upon the program pursued by the student.

Students are expected to enroll for six regular terms with an average load of 12 credit hours per term. A three-month internship is encouraged for the summer between the first and second years in the program unless the student has already had equivalent experience. Internships are available during the regular school year. A student may receive up to 6 credit hours for approved internship positions.

Required courses within the Department of Urban and Regional Planning include:

(1) Introduction to Urban Planning (URP 511) 3 credit hours; (2) Planning Theory (URP 515) 3 credit hours; (3) Planning Workshop: winter, spring (URP 508) 6 credit hours; (4) Student-Faculty Research Seminar (URP 507) 2 credit hours; (5) Thesis or Terminal Project (URP 503 or 509) up to 10 credit hours. The remaining 12 hours required within the Department are selected by the student in consultation with an adviser, as are the other 36 hours required for the degree. Students may petition a faculty-student program committee for individual exception to degree requirements.

For additional information, please consult the Admissions Secretary, Urban and Regional Planning Department, School of Architecture and Allied Arts, University of Oregon, Eugene, Oregon 97403; the telephone number is (503) 686-3635.

Undergraduate Courses

URP 350. Survey of Urban and Regional Planning. 3 credit hours.
A concise survey of urban and regional planning for students seeking an introduction to the field. Review of the origins and evolution of urban and regional planning. Examination of legal, social, and political constraints on planning. Consideration of perspectives and performance of the planning profession and an appraisal of the role of the urban and regional planner. Students will acquire skills which will facilitate their involvement in planning activities in their own communities.

URP 401. Research. Credit hours to be arranged. A no-grade course.

URP 405. Reading and Conference. Credit hours to be arranged. A no-grade course.

URP 406. Special Problems. Credit hours to be arranged.

URP 407. Seminar. Credit hours to be arranged.

URP 410. Experimental Course. Credit hours to be arranged.

Graduate Courses

URP 501. Research. Credit hours to be arranged. A no-grade course.

URP 503. Thesis. Credit hours to be arranged. A no-grade course.

URP 505. Reading and Conference. Credit hours to be arranged.

URP 506. Special Problems: Internship. Credit hours to be arranged. Department majors may receive up to six graduate level credit hours for intern work in approved planning positions.

URP 507. Seminar. Credit hours to be arranged.
Each term a series of short seminars is offered on planning and planning-related topics. Seminars are usually held in the evening and meet three times for a total of six contact hours and 1 credit hour. Students may enroll in no more than six short seminars per term. The following seminars are proposed for the 1977-78 school year:

Fiscal Impact Analysis
Economic Development Programs
Energy Planning
Environmental Impact Assessment
Planning and Public Communication
The Politician and the Planner
Planning in the Private Sector
Utopian Communities
Growth Control Techniques
Natural Resources Planning
Social Indicators
Coastal Zone Planning

URP 508. Community Planning Workshop. 6 credit hours.
Design and execution of a cooperative planning endeavor in which the insights and tools of several disciplines are simultaneously brought to bear upon a selected urban or regional problem. The topic selected changes from year to year. Students are responsible for (1) defining the problem they examine; (2) determining the appropriate research methods and techniques for problem identification and determination of alternative solutions; (3) identifying the groups involved in promoting or resisting change; (4) determining how the decision-making processes operate and how they might be changed; (5) testing alternative problem solutions to determine probable future impacts of proposed solutions.

URP 509. Terminal Project.
Credit hours to be arranged. A no-grade course.

URP 510. Experimental Course. Credit hours to be arranged.

URP 510. Student-Faculty Research. 1 credit hour.
Presentation by advanced master-degree candidates of research designs and conclusions resulting from terminal research or thesis projects. Required course for all advanced second-year students and recommended for all first-year Planning majors.

URP 510. Regional Planning. 3 credit hours.
Regional growth and development problems reviewed; alternative management strategies discussed; regional plans and policies evaluated. Case-study approach of regional planning issues in the Pacific Northwest.

URP 510. Planning Graphics and Communication. 3 credit hours.
Graphic techniques and communication concepts and roles necessary in the effective presentation of alternative solutions to planning problems. Permission of instructor required.

URP 510. Urban Development. 3 credit hours.
Factors affecting the feasibility of large scale development and renewal projects; sources of funding, marketability, site characteristics and federal, state, and local regulations.

URP 510. Transportation Planning. 3 credit hours.
Urban and regional transportation planning processes and methods evaluated. Appropriate legislation and techniques used for predicting demand of various modes of transportation.

URP 510. Urban Spatial Theory. 3 credit hours.
The growth and development of cities, using theories from geography, economics, and sociology. These theories are applied to the problems of growth management and control in conext of current legislation.

URP 510. Housing Planning. 3 credit hours.
Analysis of the housing market and related housing problems and issues. Preparation of housing element for comprehensive plan, housing assistance plan, housing market analysis, and feasibility study. Investigation of effects of public policies on housing production. Prerequisite: URP 555 or consent of instructor.

URP 511. Introduction to Urban Planning. 3 credit hours.
Broad overview of major fundamentals involved in the urban-planning profession which relates the need for planned change to the concept of urbanization and its explanation, extent, and resulting forms. Integrated analysis of concepts and functions of the planning process as they relate to the social, economic, political, and environmental parameters of the community. Designed to provide students a perspective for defining academic and professional goals in urban planning. Open only to majors.

URP 515. Planning Theory. 3 credit hours.
Examination of the fundamental bases and logic of the planning process and its basic terms and concepts; review of the major contributions to urban planning's search for a theory; the relationship of planning to the political process and rational decision making.

URP 520. Legal Issues in Planning and the Environment. 3 credit hours.
Survey of the legal issues which relate to environmental planning; three major areas of law considered: the Constitutional issues (due process, property rights, civil rights), environmental legislation (NEPA, state environmental protection legislation, state and federal land-use planning laws), environmental planning law in operation (adjudication, rule-making, judicial review). Consent of instructor required.

URP 521. Planning Administration. 3 credit hours.
Study of the urban-planning function in local government; organization and activities of local, metropolitan, regional, and state planning agencies; current trends in the planning process as they affect local planning administration. Consent of instructor required.

URP 525. Politics and Planning. 3 credit hours.
A review of the roles of the politician and the planner in planning, policy formulation and decision-making; student reading and discussion supplemented with guest lectures by local planners, political figures, and representatives of citizen groups.

URP 526. Environmental Issues in Planning. 3 credit hours.
A study of the natural and manmade environment with which the urban planner should be concerned. Emphasis on environmental problems and the planner's role in the search for their solution. Seminars and field study. Consent of instructor required.

URP 527. Environmental Analysis in Planning. 3 credit hours.
Reviews various approaches and methodologies employed in assessing the environmental impact of proposed policies and projects. Short and long-term impacts, social effects, economic impacts, cost-benefit analysis, influence on the ecosystem, nonquantifiable considerations in the review of environmental problems. Legislation and the regulatory structure relating to environmental problems. Practical work in critique and preparation of environmental impact statements.

URP 530. Planning Analysis I. 3 credit hours.
Introduction to theoretical bases and applications of research methods and techniques used in the planning process. Exploration of the nature and relevance of the scientific method for urban planning; discussion of the treatment, organization and validity of data used by planners; relationship of quantitative analysis to planning standards and measures, long-range inference, and policy formation. Open only to majors, or with consent of instructor.

URP 531. Planning Analysis II. 3 credit hours.
Advanced course in research methods and techniques used in urban planning. Collecting, analyzing, forecasting, and application of population, employment, economic base, land use, and transportation information. Discussion of budget, time, uncertainty of data, and other limitations imposed upon research activity. The use of computers and models in planning. Prerequisite: URP 530, or consent of instructor.

URP 540. Land-Use Planning I. 3 credit hours.
Introduction to land-use planning activities in urbanized areas. Explores traditional and contemporary concepts relating to the functions, distribution, and relationships of various land uses,

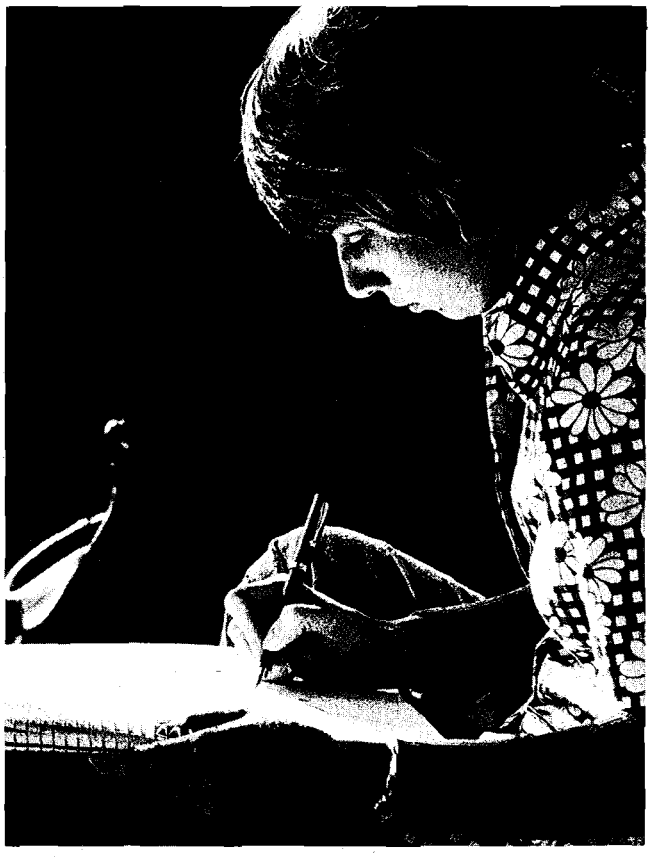
including residential, commercial, industrial, recreational, transportation, and public facilities. Examples of plans for specific areas such as central business districts and urban renewal projects are discussed. Analysis of the new town concept. Seminars and studio assignments. Consent of instructor required.

URP 541. Land-Use Planning II. 3 credit hours.
Advanced application of principles and concepts of physical planning and design problems. Evaluation of the social, economic, fiscal, and physical consequences of alternative land use development patterns. Investigation of the sources of basic information for physical design, the formulation of a physical design program, the preparation of solutions to problems and presentation techniques. Seminars and studio assignments. Prerequisite: URP 540, or consent of instructor.

URP 545. Urban Design. 3 credit hours.
Advanced discussion of the role of urban design in the planning process. Investigation of historical and contemporary thought on the visual aspects of cities, including evaluation of technological and cultural influences on urban design, perception of urban form, and aesthetic qualities of physical environments. Current urban-design theories and examples of successful innovations. Methods of effecting urban design through public policy decisions. Open only to majors, or with consent of instructor.

URP 550. Social Issues in Planning. 3 credit hours.
Intended to sensitize the student to the theory and workings of the societal context in which planners operate. Review of modes of citizen participation in public decision-making, advocacy planning, and participatory democracy in terms of the community planning and development processes. Examination of techniques and methods for planning social services. Consent of instructor required.

URP 555. Housing and Urban Renewal. 3 credit hours.
Survey of American housing, and its formative processes as they relate particularly to community welfare. The relationship of housing to urbanism and planning; the functioning of housing markets and the house-building industry; housing controls; use of various methods and programs for improving housing in the community. Consent of instructor required.



Art Education

Gordon L. Kensler, Ed.D., Department Head, Professor of Art Education; Associate Professor of Education; Research Associate, Institute for Community Art Studies (curriculum; research; community art). B.F.A., 1949, M.F.A., 1951, Art Institute of Chicago; Ed.D., Stanford, 1964; at Oregon since 1966.

Jack W. Burgner, M.F.A., Professor of Art (elementary school art, art education). B.S., Eastern Illinois, 1948; M.F.A., Colorado State College, 1949; at Oregon since 1954.

Grace Hampton, Ph.D., Assistant Professor of Art Education (Curriculum; Art of Minorities); B.AE Art Institute of Chicago, 1961; M.S., Illinois State University, 1968; Ph.D., Arizona State University, 1967; at Oregon since 1976.

Vincent Lanier, Ed.D., Professor of Art Education and Education (newer media; educational theory, art criticism). B.A., M.A., 1948, Ed.D., 1954, New York University; at Oregon since 1966.

June K. McFee, Ed.D., Professor of Art Education and Education; Director, Institute for Community Art Studies (psychological-social foundations; environmental design). B.A., Washington, 1939; M.Ed., Central Washington, 1954; Ed.D., Stanford, 1957; at Oregon since 1965.

Faculty Emeriti

Thomas O. Ballinger, M.A., Professor Emeritus of Art (cross-cultural art; Nepalese art and architecture; African art). B.A., 1949, M.A., 1951, New Mexico; at Oregon since 1952.

Jane Gehring, M.S., Associate Professor Emerita of Art (methods and curriculum; textiles). B.S., Michigan State Teachers, 1940; M.S., Oregon, 1960; at Oregon since 1958.

Graduate Teaching Fellows

Barbara Boyer (art education). B.S., State University of New York, Buffalo, 1958; M.A., California State, San Jose, 1968.

Dianne Kale (art education). B. Art Ed., Wichita State, 1972.

Paula Rosenblum (art education. B.A., California State, Hayward; M.A., New Mexico, 1974.

Paula Thornton (art education). B.A., Eastern Washington State, 1971; M.S., Oregon, 1974.

Art Education programs are oriented toward careers related to the visual arts with the major emphasis on teaching. Freshman and sophomore work is primarily in studio art, art history, and University requirements. Although majors receive advising in this department, professional courses in art education and education are taken at the junior and senior levels. Transfer students may enter at any level. The time required to complete the program will depend upon the extent of previous work completed. Community College students in Oregon should refer to the recommended transfer programs for art education at the University of Oregon in the Transfer Program booklet at their college. Students planning graduate study should write directly to the department for information and application forms for the master's or doctoral program.

Undergraduate Studies

The curriculum in Art Education leads to the bachelor of arts or the bachelor of science degree in two different programs. The principal program is part of the Secondary Education Program at the University and fulfills Basic Endorsement Certification requirements for the teaching of art in the state of Oregon. (A fifth year of graduate preparation is required for the Standard Certificate; see Graduate Studies.) This program is expressly designed for teaching art in elementary, junior, and senior high schools. The following lower-division courses are required as preparation for an art education major in this program:

Studio art credits totaling a minimum of 50 credit hours. Thirty (30) of the credit hours must come from the following areas including at least the minimum number in each area of the following: 6 credit hours of Basic Design (Art 295); 2-4 credit hours Drawing (Art 291); 4-6 credit hours Painting (Art 290); 2-4 credit hours Ceramics (Art 255); 2-4 credit hours Sculpture (Art 293); and 4-6 credit hours either Jewelry (Art 257) or Weaving (Art 256) or both; 9 credit hours Survey of Visual Arts (ArH 201, 202, 203) or History of Western Art (ArH 204, 205, 206) or History of Oriental Art (ArH 207, 208, 209); 9 credit hours from the Social Science group requirement should also be completed.

The following upper-division courses are necessary to complete the requirements for the major in Art Education: Introduction to Art Education (ArE 324); Methods and Curriculum in Secondary School Art (ArE 326); Seminar: Student Teaching (ArE 407); Practicum: School Art (ArE 409); Newer Media in Art Education (ArE 495); and three hours of electives in Art Education. Human Development and Education (EPsy 321); Human Learning and Education (EPsy 322); Psychology and Problems in Education (EPsy 325); Seminar: Teaching Strategies (CI 407); Social Foundations of Teaching (EdF 327) or Problems of Minorities (CI 407) or History of Education (EdP 441) or Modern Philosophy of Education (EdP 445); Reading and Writing, Secondary School (CI 469); Student Teaching JHS (CI 416) or Student Teaching SHS (CI 417). Twenty additional credit hours of elective studio work must be completed to meet the art requirements.

The department also offers a program for students who have a baccalaureate degree but want to obtain a Basic Teaching Certificate in Art.

The alternative program in Art Education is in Cultural Services. This program is designed to prepare students to assume roles in noncertified positions in which they may work with different age groups within the context of the visual arts. The curriculum provides opportunity for the student, with an adviser, to individualize the selection of courses while maintaining a foundation designed to develop background and understandings that will be useful in working in community agencies.

Following are the requirements for the Cultural Services Program: At least 20 credit hours of studio courses in the department of Fine and Applied Arts; 23 credit hours in Art Education, including Introduction to Art Education (ArE 324); Art in Society (ArE 407); Art in Contemporary American Life (ArE 407); Practicum (ArE 409); The Role of Art Criticism in Art Education (ArE 415); Newer Media in Art Education (ArE 495); Survey of Visual Arts (ArH 201-203), or History of Western Art (ArH 204-206), or History of Oriental Art (ArH 208-209); electives within the School of Architecture and Allied Arts totaling 26 credit hours; School of Community Service and Public Affairs, 9 credit hours; Survey of the Performing Arts (AL 230-232) or courses in Music, Theater and Dance totaling 9 credit hours.

Graduate Studies

Art education offers the advanced degrees of Master of Arts and Master of Science in Art Education. Courses leading to standard certification may be combined with work for a master's degree. (See Standard Certification below.) Admission to either degree program in the Department of Art Education is determined by a selection committee of departmental faculty. Transcripts, teaching experience, and evidence of scholarship are considered. A portfolio of art work may be requested.

University Requirements: Of the 45 minimum credit hours of required coursework for the master of science or master of arts

degree in art education, 30 credit hours must be taken in residence. Of the 45 credit hours, 30 hours must be completed in the major area of art education, and 15 credit hours of University electives. The master of arts degree requires competence in one foreign language.

All work for the master of science or master of arts degree must be completed within a period of seven years.

Departmental Requirements: Candidates working for either one of the above degrees may meet the requirements by attending the University during the academic year, or three consecutive summer sessions. During the first quarter of residence, the candidate, in consultation with an adviser, will plan a curriculum of coursework for the program including the required courses.

A terminal project chairman, from the faculty of the Art Education department, will be selected prior to the second term of the candidate's program. The chairman will serve as the student's adviser leading toward the completion of the terminal project. A presentation of the terminal project must be made during the last term of residence.

A maximum number of 6 credit hours of graduate credit in courses numbered 501 or 505 may be taken in addition to the required Special Problems: Terminal Project (ArE 506) 3 credit hours.

Standard Certification: Art Education offers a nondegree program leading to a Standard Certificate for teaching art. This is a program of 45 credit hours that includes renewal of the Basic Certificate and ends with the Standard Norm. The program may be completed during the academic year or during three summer sessions. Requirements for meeting the Standard Norm may be combined with work for a master's degree in a program totaling 57 credit hours.

Doctoral Program in Art Education: The Doctor of Philosophy and Doctor of Education degrees in Art Education are three-year post-baccalaureate programs for experienced teachers. The Art Education doctoral degree program is administered by the Art Education department in the School of Architecture and Allied Arts, and granted by the Department of Curriculum and Instruction in the College of Education.

A cohesive program that relates to the student's professional goals is developed with an adviser and a doctoral committee.

All students must meet the Graduate School and College of Education requirements for the Ph.D. or D.Ed. degrees for admission, advancement to candidacy, and dissertation. Required course work in the areas of Educational Foundations, Statistics and Research Methodology is specified by the Department of Curriculum and Instruction in the College of Education.

Undergraduate Courses

Art 321. Art in the Elementary School. 2 credit hours.
An introduction to a wide range of the visual arts from traditional to modern. Emphasis is on building skill in talking about art. Studio experience will be designed to complement and support many of the ideas encountered during discussion sessions. Materials and ideas of the course will be made relevant to use with young persons working in art.

Art 322. Art in the Elementary School. 2 credit hours.
The emphasis is on the utilization of various media in ways appropriate to many of the contemporary concerns of art education. The students will have individual experience with the media most commonly found in the elementary school. Prerequisite: Art 321 recommended.

ArE 323. Methods and Curriculum in Elementary School Art. 3 credit hours.
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 Board of Education methods-course requirements. Prerequisite: Art 321, 322 or both.

ArE 324. Introduction to Art Education. 3 credit hours.
A lecture-laboratory course designed to investigate new thinking in the use of art materials and ideas in secondary-school art programs. An initial inquiry into the psychological and sociological implications of contemporary education in art. Required of all art education majors. Prerequisite or concurrent enrollment: ArE 409, Practicum, School Art. Kensler.

ArE 325. Children's Art Laboratory. 3 credit hours.
Work with children in a supervised art laboratory; designed for students preparing for teaching art at both the elementary and secondary levels.

ArE 326. Methods and Curriculum in Secondary-School Art. 4 credit hours.
Special Methods and Curriculum design in the teaching of art in Secondary Education. Examination of teaching methodology and theory relative to public school philosophy. Required of all art-education majors. Meets state certification requirements. Consent of instructor is required. Prerequisite: ArE 324. Hampton.

ArE 331. Art in Community Services. 3 credit hours.
Organization of visual arts programs for community agencies. Planning art experiences appropriate for diverse social and individual needs. Experimentation with visual media. Burgner.

ArE 400. SEARCH. 1-3 credit hours.

ArE 401. Research. Credit hours to be arranged.

ArE 405. Reading and Conference. Credit hours to be arranged.

ArE 406. Special Problems. Credit hours to be arranged.

ArE 407. Seminar. Credit hours to be arranged.

ArE 410. Experimental Course. (G) Credit hours to be arranged.

ArE 410. Crafts in the Public Schools. 3 credit hours.
The study and practice of techniques, processes, and teaching methods for crafts that are commonly taught in the public schools, including but not limited to leather work, bookbinding, and batik. Burgner.

CI 416. Student Teaching JHS. 10-15 credit hours any term.
Student teaching in the public schools. Arrangements are made to provide the student with teaching experiences in local school districts and in other school districts throughout the state of Oregon. Permission for student teaching assignments must be obtained from the Department of Art Education.

CI 417. Student Teaching SHS. 10-15 credit hours any term.
For description, see CI 416.

Upper-Division Courses Carrying Graduate Credit

ArE 407. Seminar. (G) 3 credit hours.
Art in Society. McFee, Kensler.
Teaching Environmental Design. McFee.
Comparative Art Education. Gehring.
Art in Contemporary American Life.
Environmental Design Education.
Student Teaching. Gehring. (1 credit hour.)

ArE 408. Workshop. (G) Credit hours to be arranged.

ArE 409. Practicum. (G) School Art: Credit hours to be arranged. Field experience for the prospective art teacher; opportunity to formulate personal and professional objectives based upon field observations and opportunities. Required for all art education majors. Meets state certification requirements.

ArE 410. Historical and Philosophical Foundations of Art Education. (G) 3 credit hours.
A review of the history of the field and an examination of the philosophical origins of those principal concepts structuring theory and practice in teaching art. Lanier.

ArE 410. Art in Contemporary American Life. (G) 3 credit hours.
A survey of those nonmuseum/gallery visual arts which provide aesthetic involvement for a considerable portion of the public. Content includes folk arts, popular arts, and mass media. Students are encouraged to explore alternative materials. Lanier.

ArE 411. Methods and Research Materials: Art in Elementary Schools. (G) 3 credit hours.
Study of significant literature and research in the field; laboratory

investigation of materials, ideas, and methods currently used in elementary schools. Satisfies state certification requirement for an elementary art-methods course. Consent of instructor is required. Prerequisite: Art 321 or Art 322 or both, or elementary classroom teaching experience. Burgner.

ArE 415. The Role of Art Criticism in Art Education. (G) 3 credit hours.
Theory and practice of art criticism; development of ability to make a critical analysis of student work. Lanier.

ArE 430. Art in Special Education: The Mentally Retarded Child. (G) 3 credit hours.
A theoretical examination of art experiences as a contributing factor in the learning process of the child diagnosed as mentally retarded. Some laboratory activity with appropriate art materials. Not offered 1977-78.

ArE 432. Pre-Primary Art. (G) 3 credit hours.
A study of the role of art in the education of the young child in terms of developmental trends and individual variability. Includes experimentation with materials and the development of activities appropriate for the "pre-schooler." Observation or practicum experiences. Burgner.

ArE 492. Teaching Art History in Secondary School. (G) 3 credit hours.
Elective one-term course for seniors and graduate students in art education. Critical examination of problems involved in the teaching of art history in the general art program in junior and senior high schools. Investigation of traditional teaching methodology of art history as opposed to alternate possibilities. Techniques of offering content and subject material through exploratory inquiry and the use of a variety of visual media. Consent of instructor is required. Prerequisite: 9 credit hours of art history. Not offered 1977-78.

ArE 495. Newer Media in Art Education. (G) 3 credit hours.
An investigation of the implications of new technologies, teaching strategies, concepts, and communication media for the teaching of art. Required for all art-education majors. Meets state certification requirements for media course. Lanier.

Graduate Courses

ArE 501. Research. Credit hours to be arranged. A no-grade course.

ArE 502. Supervised College Teaching. Credits to be arranged.

ArE 503. Thesis. Credit hours to be arranged. A no-grade course.

ArE 505. Reading and Conference. Credit hours to be arranged.

ArE 506. Special Problems. Credit hours to be arranged.

ArE 507. Seminar. Credit hours to be arranged.
Issues in Art Education. Lanier, McFee, Kensler.

ArE 509. Terminal Project. Credit hours to be arranged.

ArE 510. Experimental Course. Credit hours to be arranged.

ArE 512. Research Methodology in Art Education. 3 credit hours.
Study of the fundamental methodologies of scientific inquiry with attention to their application to research in art education. The scientific bases of research; classifications of research; methodologies used in descriptive, analytical, and experimental research. Development of research proposals and critique research reports. Kensler.

ArE 532. Supervision of Children's Art Laboratory. 3 credit hours.
Designed to provide an opportunity for work with children in a planned laboratory situation; responsibility for program design and supervision of children's art activities. Consent of instructor is required. Prerequisite: teaching experience.

ArE 535. Art and Architecture for the School Administrator. 3 credit hours.
Problems of the school administrator in the field of art programming; architecture principles in relation to school-plant design. Lectures and studio-laboratory demonstration. Not offered 1977-78.

ArE 545. Psycho-Social Foundations of Art Education. 3 credit hours.
Review and analysis of social and behavioral aspects of individual and group differences in the production of art and learning about art as a basis for education in the visual arts. McFee.

ArE 566. Curriculum Development in Art Education. 3 credit hours.
Curriculum development in the visual arts in terms of individual and subcultural differences between students. Consent of instructor is required. Prerequisite: ArE 545, or equivalent. McFee.

Summer Session

The Department of Art Education offers an annual summer school program for regular students completing their degrees, and returning teachers working for standard certification, master's degrees, and professional growth. It is complementary to the academic year offerings with special courses and visiting faculty.

Art History

Marion Dean Ross, M.Arch., Reg. Archt., Department Head, Professor of Architecture; Historian of Architecture (history of architecture, Latin American art). B.S., Pennsylvania State, 1935; M.Arch., Harvard, 1937; Reg. Archt., State of Louisiana, 1946; at Oregon since 1947.

Robert Timothy Chasson, Ph.D., Visiting Assistant Professor of Art History (medieval art). A.B., Washington University, 1964; M.A., Minnesota, 1966; M.A., 1972, Ph.D., 1976, California; at Oregon winter, spring, and fall terms 1977.

Marian Card Donnelly, Ph.D., Professor of Art History (history of architecture; Scandinavian art). B.A., 1946, A.M., 1948, Oberlin; Ph.D., Yale, 1956; at Oregon since 1966.

Esther Jacobson-Leong, Ph.D., Associate Professor of Art History (Asian art). B.A., 1962, M.A., 1964, Ph.D., 1970, Chicago; at Oregon since 1966.

A. Dean McKenzie, Ph.D., Professor of Art History (medieval art, Russian art). B.A., San Jose State, 1952; M.A., California, 1955; Ph.D., New York University, 1965; at Oregon since 1966. (On leave of absence fall term 1977.)

Richard Paulin, M.A., Director, Museum of Art, Assistant Professor of Art History (museum training, art criticism, contemporary art). A.B., DePauw, 1951; M.A., Denver, 1958; at Oregon since 1967.

William Sherwin Simmons, M.A., Assistant Professor of Art History (modern art). B.A., Yale, 1967; M.A., Johns Hopkins, 1975; at Oregon since 1973.

Frances Van Keuren Stern, Ph.D., Assistant Professor of Art History (ancient art and archaeology). B.A., Vassar, 1968; Ph.D., Brown, 1973; at Oregon since 1973.

William H. Trotter, Ph.D., Visiting Assistant Professor of Art History (Renaissance art, Baroque art). B.A., Georgia, 1964; M.B.A., Columbia, 1966; Ph.D., North Carolina, 1974; at Oregon since 1974.

Faculty Emeriti

Wallace S. Baldinger, Ph.D., Professor Emeritus of Art, Director Emeritus, Museum of Art (Oriental, modern art). B.A., 1928, M.A., 1932, Oberlin; Ph.D., Chicago, 1938; at Oregon since 1944.

Graduate Teaching Fellows, 1976-77

Jane A. Homeyer, B.A., Oregon, 1975.
Nancy L. Pollock, B.A., Antioch, 1971.
Lisa B. Reitzes, A.B., Berkeley, 1975.
Judith L. Walters, B.U.S., New Mexico, 1970.
Christine M. Sperling, B.A., Oregon, 1974.

The program in art history provides: (1) instruction in this basic aspect of human culture for all University students (all courses in art history are open to nonmajors); (2) the historic background in art and architecture needed in the several major curricula of the School of Architecture and Allied Arts; (3) a major curriculum in the history of art; and (4) graduate studies leading to the M.A. and Ph.D. degrees.

Undergraduate Studies

The major in the history of art combines historical study with an opportunity for studio practice and leads to the degree of Bachelor of Arts. The program for majors is designed to provide a broad perspective for the understanding of the art of the past and present, and a basis for critical judgment of individual works of art. The following lower-division courses are required as preparation for a major: studio courses (drawing, painting, sculpture or applied design) 6 credit hours; History of Western Art (ArH 204, 205, 206) or Survey of Visual Arts (ArH 201, 202, 203) 9 credit hours; one term of History of Oriental Art (either ArH 207, 208, 209) 3 credit hours; two years of French or German, 24 credit hours.

The upper-division major program in art history, leading to the degree of Bachelor of Arts, includes the following required courses (Third Year): History of art (selected), 18 credit hours; Language or literature, 9 credit hours; Electives (recommended: philosophy, history, anthropology, literature), 18 credit hours.

(Fourth Year): History of art (selected), 18 credit hours; Language or literature, 9 credit hours; Electives (recommended: philosophy, history, anthropology, literature, music, speech, art studio courses), 18 credit hours.

The 36 upper-division hours in Art History required for the major must be taken on a graded basis. Of these 36 hours, majors in Art History must take one sequence in Ancient, Medieval, or Renaissance Art. They must take a second sequence in either another of these period or in Oriental or Modern Art.

Subject to the general University requirements for graded courses, a student not majoring in art history may elect to take any course offered by the department under either the graded or the ungraded option.

Students expecting to transfer to the program in art history from two-year colleges should plan to include in their program the History of Western Art, ArH 204, 205, 206, or its equivalent, and two years of French or German. They should also complete as many of the University group requirements as possible.

In addition to providing a broadly based liberal education, the program in the history of art leads to opportunities for teaching, working in art museums and in art galleries, and art publishing.

Graduate Studies

The University of Oregon offers programs leading to the Master of Arts and the Doctor of Philosophy degrees in the History of Art in the fields of Classical, Medieval, Renaissance, Modern and Oriental art, and the history of architecture. Within these general fields, particular areas may be selected for study. Some of the advanced lecture courses are offered in alternate years only. A graduate course in Museology is offered, using the facilities of the University Museum of Art.

For the *Master of Arts* degree, an undergraduate major in art history, or its equivalent, is ordinarily prerequisite to graduate work in the department. Two options are available: (1) a program culminating in a written thesis, and (2) a program culminating in a comprehensive written examination. The student must elect one of these programs before completing 15 term hours of graduate credit. Students in both programs must satisfy the general requirements of the Graduate School regarding residence and the number of pass-differentiated hours, and must complete satisfactorily ArH 514, Bibliography and Methods. A reading knowledge of either French or German is required.

The thesis program is intended for students preferring some specialization or planning to continue in a doctoral program. Thesis-track students must complete at least 9 credit hours in graduate research seminars, and must present a written thesis for which a maximum of 9 credit hours is allowed. An oral examination will be given on the thesis.

The program without a thesis is intended for students who wish to undertake a more general and broadly based course of study and who do not see continuation in a doctoral program as their immediate goal. It is expected that these students will give emphasis to either Western or Asian art. Their programs should be based on one of the following suggested patterns.

WESTERN ART MAJORS	ASIAN ART MAJORS
Credit Hours	Credit Hours
24 Western art	24 Asian art
9 Asian art	9 Western art
3 Bibliography and Methods	3 Bibliography and Methods
9 Museology or electives	9 Museology or electives
45 total credit hours	45 total credit hours

The comprehensive examination will, in each case, be based on the student's individual course of studies.

All entering graduate students are required to take a written examination in French or German, designed to test the student's ability to read the language. This examination is to be taken in the first term in residence. Students who do not satisfactorily complete the examination will be asked to undertake further language study. In addition, students are encouraged to undertake the study of other languages pertinent to their specific fields of research.

For the *Doctor of Philosophy,* in addition to the general University requirements for the degree, the following should be noted. The qualifying examination for admission to the program may be waived only for students who have taken their M.A. in this department with a superior record. The student must have passed written examinations in both French and German by the end of the first year; demonstration of competence in other necessary languages may be required. The comprehensive examination includes three areas in art history: (1) two adjacent areas in one of which the dissertation will be written, and (2) a third unrelated area. These areas are selected from an established list. The comprehensive examination should be taken before the completion of 45 credit hours beyond the M.A.

Applications for admission to the graduate program for the academic year 1978-79 must be received by 15 February 1978.

Undergraduate Studies

ArH 199. Special Studies. 1-3 credit hours.

ArH 200. SEARCH. 1-3 credit hours.

ArH 201, 202, 203. Survey of the Visual Arts. 3 credit hours each term.
Cultivation of understanding and intelligent enjoyment of the visual arts through a study of historical and contemporary works; consideration of motives, media, and forms. The terms need not be taken in sequence. Ross, Simmons.

ArH 204, 205, 206. History of Western Art. 3 credit hours each term.
Historical survey of the visual arts in which selected works of painting, sculpture, architecture, and other arts are studied in relation to the cultures producing them. (ArH 204, Ancient; ArH 205, Medieval to Early Renaissance; ArH 206, Renaissance to modern.) Chasson, McKenzie, Simmons, Stern, Trotter.

ArH 207, 208, 209. History of Oriental Art. 3 credit hours each term.
Historical survey of the visual arts of India, China, and Japan, in which selected works of painting, sculpture, architecture, and other arts are studied in relation to the culture in which they were produced. (ArH 207, India; ArH 208, China; ArH 209, Japan.) Jacobson-Leong.

ArH 400. SEARCH. 1-3 credit hours.

ArH 401. Research. Credit hours to be arranged.

ArH 405. Reading and Conference. Credit hours to be arranged.

ArH 407. Seminar. Credit hours to be arranged.

ArH 409. Practicum. Credit hours to be arranged.

ArH 447, 448. History of Landscape Architecture. 3 credit hours each term.
History of gardens and public open spaces. First term: development of the formal garden from the end of the Middle Ages to the eighteenth century; Second term: the landscape garden since the eighteenth century, Oriental and modern garden design. Offered in alternate years. Ross.

ArH 451, 452, 453. History of Interior Architecture. 2 credit hours each term.
History of interior architecture, including the study of contemporary furniture, textiles, rugs, etc., as an art expression. Hawn.

Upper-Division Courses Carrying Graduate Credit

ArH 407. Seminar. (G) Credit hours to be arranged.

ArH 408. Workshop. (G) Credit hours to be arranged.

ArH 410. Experimental Course. (G) Credit hours to be arranged.

ArH 411, 412, 413. Ancient Mediterranean Art. (G) 3 credit hours each term.
Fall: the Bronze Age in the Near East; Winter: Aegean Bronze Age and Geometric Art to 700 B.C.; spring: Greek and Etruscan Art c. 700-c. 480 B.C. Prerequisite: ArH 204, or consent of instructor. Offered in alternate years with ArH 414, 415, 416. Stern. Not offered in 1977-78.

ArH 414, 415, 416. Greek and Roman Art. (G) 3 credit hours each term.
Fall: Classical Greek and Etruscan art, c. 480-c. 330 B.C.; winter: Hellenistic Greek and Etruscan art; spring: Roman art, to Constantine the Great. Prerequisite: ArH 204, or consent of instructor. Offered in alternate years with ArH 411, 412, 413. Stern.

ArH 421, 422, 423. Eastern Medieval Art. (G) 3 credit hours each term.
Fall: Early Christian and Byzantine art from the second century to A.D. 726; winter: later Byzantine art, A.D. 843-1453; spring: medieval Russian art. Prerequisite: ArH 205, or consent of instructor. Offered in alternate years with ArH 424, 425, 426. McKenzie. Not offered in 1977-78.

ArH 424, 425, 426. Western Medieval Art. (G) 3 credit hours each term.
Fall: early medieval art in Western Europe to the eleventh century; winter: Romanesque art; spring: Gothic art. Prerequisite: ArH 205, or consent of instructor. Offered in alternate years with ArH 421, 422, 423. Chasson, McKenzie.

ArH 431, 432, 433. Renaissance Art. (G) 3 credit hours each term.
Origin and development of Renaissance art in Italy. Prerequisite: ArH 205, 206, or consent of instructor. Offered in alternate years with ArH 434, 435, 436. Trotter.

ArH 434, 435, 436. Northern European Art. (G) 3 credit hours each term.
Painting, sculpture, and graphic arts in Northern and Western Europe in the Renaissance and Baroque Periods. Prerequisite: ArH 205, 206, or consent of instructor. Offered in alternate years with ArH 431, 432, 433. Trotter. Not offered in 1977-78.

ArH 441. Ancient Architecture. (G) 3 credit hours.
Architecture in the Mediterranean and Near East before the Christian era. Prerequisite: ArH 204, or consent of instructor. Donnelly.

ArH 442. Early Medieval Architecture. (G) 3 credit hours.
Architecture from Imperial Rome to the Romanesque. Prerequisite: ArH 204 or ArH 205, or ArH 441, or consent of instructor. Donnelly.

ArH 443. Gothic Architecture. (G) 3 credit hours.
Architecture in Western Europe from c. 1130 to c. 1500. Prerequisite: ArH 205, or ArH 442, or consent of instructor. Donnelly.

ArH 444. Renaissance and Baroque Architecture. (G) 3 credit hours.
Architecture in Italy and Western Europe from 1400 to the eighteenth century. Prerequisite: ArH 206, or consent of instructor. Ross.

ArH 445. Nineteenth Century Architecture. (G) 3 credit hours.
Architecture from the Industrial Revolution to c. 1890. Prerequisite: ArH 206 or ArH 444, or consent of instructor. Ross.

ArH 446. Twentieth Century Architecture. (G) 3 credit hours.
Architecture from the *Art Nouveau* to the present. Prerequisite: ArH 206 or ArH 445, or consent of instructor. Ross.

ArH 454, 455, 456. Art in Latin America. (G) 3 credit hours each term.
Fall: Pre-Columbian art in the Mexican, Mayan, and Andean regions; winter: art in the Spanish and Portuguese colonies; spring: nineteenth- and twentieth-century art. Ross. Not offered in 1977-78.

ArH 457, 458, 459. Scandinavian Art. (G) 3 credit hours each term.
Prehistoric art in Scandinavia from the Paleolithic through the Viking eras. Medieval art in Denmark, Norway, Sweden, and Finland. Renaissance and modern art in the Scandinavian countries with special emphasis on folk art and industrial design. Prerequisite: ArH 204, 205, 206 or consent of instructor. Donnelly. Not offered in 1977-78.

ArH 460. Russian Art. (G) 3 credit hours.
Russian art and architecture from the end of the Middle Ages to the twentieth century. Not offered 1977-78.

ArH 464, 465, 466. Chinese Art. (G) 3 credit hours each term.
Origin and development of the major Chinese arts, including bronzes, sculpture, painting, and architecture, from the Shang through the Ch'ing dynasties. Prerequisite: ArH 208, or consent of instructor. Jacobson-Leong.

ArH 467, 468, 469. Japanese Art. (G) 3 credit hours each term.
Epochs of art in Japan, including architecture, landscape design, sculpture, and painting, from prehistoric times to the present. Prerequisite: ArH 209, or consent of instructor.

ArH471,472, 473. American Architecture. (G) 3 credit hours each term.
History of architecture in the United States from the Colonial era to the present. Students wishing to devote additional time to the Pacific Northwest or other special regions may enroll also under ArH 401. Donnelly, Ross.

ArH 477, 478, 479. Modern Art. (G) 3 credit hours each term.
Art in the nineteenth and twentieth centuries. Prerequisite: ArH 206, or consent of instructor. Simmons.

ArH 481. The History of Photography. (G) 3 credit hours.
Photographic imagery as it related to individual expression and contemporary culture, 1839-1960. Freemesser.

ArH 482. The Nonfiction Film. (G) 3 credit hours.
Films based upon fact, with creative interpretation; international influences through the work of significant film makers; interpretation of reality in a variety of contexts, historical and contemporary. Freemesser.

Graduate Courses

ArH 501. Research. Credit hours to be arranged. A no-grade course.

ArH 503. Thesis. Credit hours to be arranged. A no-grade course.

ArH 505. Reading and Conference. Credit hours to be arranged.

ArH 507. Seminar. Credit hours to be arranged.
Each term the department offers a number of seminars. The following subjects indicate the general areas in which seminars are given. They are not necessarily the specific seminar titles.

Greek and Roman Art. Stern.
Ancient Topography and Monuments. Stern.
Mythology in Ancient Art. Stern.
Byzantine Art. McKenzie.
Early Russian Painting. McKenzie.
Medieval Serbian Painting. McKenzie.
Renaissance Art. Trotter.
Baroque Art. Trotter.
Nineteenth Century Art. Simmons.
Twentieth Century Art. Simmons.
Indian Art.
Chinese Bronzes. Jacobson-Leong.
Chinese Painting. Jacobson-Leong.
Eurasian Bronze Age Art. Jacobson-Leong.
Japanese Art.
American Architecture. Donnelly, Ross.
Islamic Architecture. Ross.
Oregon Architecture. Ross.
Historic Preservation. Donnelly.
Prints and Drawings. Trotter.
History of Film and Photography. Freemesser.

ArH 509. Practicum. Credit hours to be arranged.

ArH 510. Experimental Course. Credit hours to be arranged.

ArH 511, 512,513. Museology. 3 credit hours each term.
Theories and techniques in the operation of art museums. Paulin.

ArH 514. Bibliography and Methods. 3 credit hours.
Introduction to the bibliography and methodology of art history. Required of entering graduate students in art history. Staff.

Fine and Applied Arts

Robert C. James, M.F.A., Department Head, Professor of Art (ceramics). B.A., California at Los Angeles, 1952; M.F.A., Cranbrook Academy, 1955; at Oregon since 1955.

Ralph B. Baker, M.F.A., Associate Professor of Art (painting, drawing). B.A., 1956, M.F.A., 1964, Washington; at Oregon since 1970.

Paul E. Buckner, M.F.A., Professor of Sculpture (the human and organic form). B.A., Washington, 1959; M.F.A., Claremont, 1961; at Oregon since 1962.

David G. Foster, M.F.A., Professor of Art (graphic design). B.A., Institute of Design, Illinois Institute of Technology, 1951; M.F.A., Oregon, 1957; at Oregon since 1957.

Bernard L. Freemesser, M.S., Professor of Art (visual communication). B.A., San Diego State, 1950; M.S., Oregon, 1952; at Oregon since 1955.

Alan Haemer, M.F.A., Visiting Lecturer in Art (painting). B.F.A., Syracuse University, 1931; M.F.A., Oregon, 1971; at Oregon since 1971.

George Kokis, M.F.A., Associate Professor of Art (ceramics). B.F.A., 1955, M.F.A., 1961, Alfred University (New York); at Oregon since 1973.

Robert Kostka, M.S., Associate Professor of Art (graphic design). B.S., 1951, M.S., 1956, Institute of Design; at Oregon since 1973.

LaVerne Krause, B.S., Professor of Art (printmaking, painting). B.S., Oregon, 1946; at Oregon since 1966.

C. Max Nixon, B.F.A., Professor of Applied Design (metalcraft, jewelry, weaving). B.F.A., Kansas, 1939; at Oregon 1956-57 and since 1958.

Frank S. Okada, B.F.A., Associate Professor of Art (painting, drawing). B.F.A., Cranbrook Academy of Art, 1957; at Oregon since 1969.

Kenneth H. Paul, M.A., Assistant Professor of Art (printmaking, painting). B.A., 1961, M.A., 1965, Wyoming; at Oregon since 1970.

Richard C. Pickering, M.F.A., Visiting Assistant Professor of Art (transcurricular consultant). B.A., Arizona State, 1964; M.F.A., Oregon, 1970; at Oregon since 1971.

Barbara Pickett, B.S., Visiting Instructor of Art (weaving). B.S., Portland State, 1971; at Oregon since 1975.

William N. Roy, M.F.A., Assistant Professor of Sculpture (cast, steel, fibreglass sculptures). B.F.A., Miami, 1965; M.A., 1968, M.F.A., 1968, Iowa; at Oregon since 1968.

David R. Stannard, M.S., Associate Professor of Art (ceramics). B.A., Redlands, 1948; M.S., Oregon State, 1966; at Oregon since 1965.

Jay V. Soeder, M.F.A., Associate Professor of Art (painting, drawing). B.S., Indiana State Teachers, 1948; B.F.A., 1950, M.F.A., 1950, Chicago Art Institute; at Oregon since 1957.

Jan Zach, Professor of Sculpture (sculpture). Academy of Fine Art, Prague, 1938; at Oregon since 1958.

Faculty Emeriti

David C. McCosh, Professor Emeritus of Art (painting, lithography). Grad., Art Institute of Chicago, 1927; at Oregon since 1934.

C. B. Ryan, M.F.A., Professor Emeritus of Art (painting, drawing). B.S., 1939, M.F.A., 1940, Oregon; at Oregon since 1946.

Andrew M. Vincent, Professor Emeritus of Art (painting). Grad., Chicago Art Institute, 1929; at Oregon since 1929.

Graduate Teaching Fellows, 1976-77

David Blodgett, (painting), B.A., Indiana, 1975.
Linda Blodgett, (sculpture), B.A., Indiana, 1975.
Don Cato, (graphic design), M.L.A., Oregon, 1976.
Pam Caulley, (graphic design), B.S., Oregon, 1969.
Peggy Coe-Clarke, (painting), B.A., Oregon, 1963.
Rudy Fleck, (ceramics), B.A., Loyola University, 1973.
Janet Geib, (sculpture), B.F.A., Colorado State, 1974.
Deborah Haynes, (ceramics), B.F.A., Oregon, 1972.
Craig Henderson, (graphic design), B.A., Oregon, 1973.
Bonnie Kubasta, (jewelry), B.F.A., Ohio State, 1974.
Sharon Main, (jewelry), B.F.A., Oregon, 1975.
Wayne Marge, (sculpture), B.A., Haverford College, 1973.
Sharon Margolin, (ceramics), B.A., Oregon, 1974.
Brad Miller, (ceramics), B.F.A., Oregon, 1974.
Jennifer Owen, (ceramics), A.B., Princeton, 1974.
Robert Racine, (graphic design), B.F.A., Oregon, 1976.
George Rogers, (painting), B.F.A., Kansas City Art Institute, 1974.
Catherine Ruane, (printmaking), M.A., San Diego State, 1974.
John Smith, (printmaking), B.F.A., North Arizona, 1975.
Jonathan Stevens, (sculpture), B.F.A., Rockford, 1975.

The Department of Fine and Applied Arts consists of seven curricular areas: painting, printmaking, sculpture, graphic design, ceramics, weaving, jewelry and metalsmithing. The lower-division courses throughout the department are designed to serve both those students who elect to do major work in the department and nonmajors seeking studio work to serve as a part of a liberal education.

Undergraduate Studies

Three baccalaureate degrees are offered by the department: a four-year program leading to the Bachelor of Arts or Bachelor of Science degree, and a program, usually taking five years, leading to the Bachelor of Fine Arts. The general departmental requirements for the B.A. and B.S. degree are 72 credit hours, including 9 hours of art history and 6 hours of either drawing or basic design. The requirements for the B.F.A. degree are as follows: (1) completion of a five-year program totaling 220 credit hours; (2) satisfaction of general University requirements for a B.A. or a B.S. degree; (3) satisfaction of the major requirements of one of the departmental curricular areas for a four-year baccalaureate program and, in addition, in the fifth-year, 23 credit hours of studio work, 9 credit hours in art history, and 4 credit hours of Terminal Creative Project (Art 498). Admission to the B.F.A. route is limited and based on a portfolio review of the student's work. Application to the B.F.A. program, and presentation of the portfolio, is usually made during the student's fourth year. Additional information concerning the B.F.A. degree is available in the departmental office. Students who have completed a comparable four-year curriculum in art at another institution may be admitted to the fifth-year B.F.A. program; such B.F.A. candidates must, however, satisfy the University's 45 credit-hour residence requirement for all undergraduate degrees.

Because the department stresses intercurricular routes of study oriented to the individual student's interests and needs, each student is encouraged to select a regular faculty adviser during the first year. The importance of program planning cannot be overemphasized. The necessity for the selected adviser to be familiar with and sympathetic to the student's direction and capabilities is critical to the development of worthwhile courses of study.

General Lower-Division Courses: Drawing (Art 291) and Basic Design (Art 295) are designed as introductory courses, preparatory to further work in the department. For descriptions, see course listings.

Fifth-year requirements for the B.F.A. degree in all seven areas are outlined in the foregoing general departmental statement.

Ceramics: The undergraduate program is ceramics is centered around those processes and principles which constitute the craft,

science and art of ceramics. Individual students arrange their specific programs in conference with instructor.

The following lower-division courses are recommended as preparation for a concentration in ceramics: any one of the three lower-division Art History sequences, 9 credit hours; Drawing (Art 291) or Basic Design (Art 295) 6 credit hours; Ceramics (Art 255) 9 credit hours.

The upper-division recommendation in ceramics, leading to either the B.A. or B.S. degree, includes the following: Upper-division ceramics courses, 24 credit hours; Art electives, 24 credit hours.

Graphic Design: Concerned with graphic design as a tool of communication and personal expression, the curricular area's offerings emphasize visual conceptual processes in identifying and examining problems. The theoretical approach of this area provides opportunity for experimental work in visualization, encompassing moving and still imagery. Students with interests in vocational skills as in advertising arts and the printing industry should direct attention to professional schools with such specific offerings.

The offering in photography is oriented toward developing the student's sensitivity in seeing and expression.

The following lower-division courses are recommended as preparation for concentration in Graphic Design: any one of the three lower-division Art History sequences, 9 credit hours; Drawing (Art 291) or Basic Design (Art 295) 6 credit hours.

The upper-division recommendations in graphic design, leading to either the B.A. or B.S. degree, includes the following: Upper-division graphic-design courses, 24 credit hours; Art electives or University workshop courses related to graphic design, 33 credit hours (may be either upper or lower-division or both).

Jewelry and Metalsmithing: The program in jewelry and metalsmithing is planned to provide practical experiences in the design and techniques of fabricating, casting, stone setting, metal forming, and forging.

The following lower-division courses are recommended as preparation for a concentration in Jewelry and Metalsmithing: any one of the three lower-division Art History sequences, 9 credit hours; Drawing (Art 291) 6 credit hours; Lower-division jewelry and metalsmithing, 6 credit hours.

The upper-division major recommendations in jewelry and metalsmithing, leading to either the B.A. or B.S. degree, include the following: Upper-division jewelry and metalsmithing, 30 credit hours; Art theory, 6 credit hours; Art Electives, 15 credit hours.

Painting: Opportunities are offered for participation in a variety of conceptual and technical experiences in creative visualization in painting. The painting course of study outlined here is designed to meet the needs of those students wanting to do creative work as a part of a liberal education, and those wanting preparation for more advanced professional study.

The following lower-division courses are recommended as preparation for a concentration in Painting: any one of the three lower-division Art History sequences, 9 credit hours; Basic Design (Art 295) 4 credit hours; Drawing (Art 291) 4 credit hours; Painting (Art 290) 8 credit hours.

The upper-division recommendations in painting leading to either the B.A. or B.S. degree includes the following: Upper-division drawing, 6 credit hours; Composition and Visual Theory, 6 credit hours; Upper-division painting, 12 credit hours; Drawing or printmaking electives, 6 credit hours; Selected theory courses, 6 credit hours; Studio electives outside painting curriculum, 11 credit hours.

Printmaking: Printmaking has a long history of involvement in the use of visual imagery as a means of communication and expression. Familiarity with this tradition through a study of materials and techniques as well as theoretical analysis and experimental investigation is the aim of this discipline. The student is encouraged to take advantage of the opportunities offered in a University for a liberal education, as well as encouraged to develop the self-discipline necessary for the practice of printmaking as a creative endeavor through observation of the world outside as well as the world within.

The following lower-division courses are recommended as preparation for a concentration in Printmaking: any one of the three lower-division Art History sequences, 9 credit hours; Basic Design (Art 295) 4 credit hours; Drawing (Art 291) 4 credit hours; Painting (Art 290) 4 credit hours.

The upper-division recommendation in printmaking leading to either the B.A. or B.S. degree includes the following: Upper-division drawing, 6 credit hours; Composition and Visual Theory (Art 392 and Art 492) 6 credit hours; Upper-division printmaking, 16 credit hours; Drawing and printmaking electives, 6 credit hours; Selected theory courses, 6 credit hours; Studio electives outside printmaking curriculum, 11 credit hours.

Sculpture: The program in sculpture is planned to provide a sound foundation for mature investigation of the practical, theoretical, and historical aspects of the discipline. The student is encouraged to take advantage of the opportunities offered by the University for liberal education, while at the same time developing appreciation and technique within the broad field of art.

In the lower-division classes, the emphasis is on elements in the language of form. Upper-division instruction enlarges upon theoretical perspectives, directing the student to personal investigations of the physical and expressive provinces of sculpture, to the study of constructive and destructive elements of light, and to the use of air as a plastic solid in equal partnership with the visible solid.

The following lower-division courses are recommended as preparation for a concentration in Sculpture: any one of the three lower-division Art History sequences, 9 credit hours; Elementary Sculpture (Art 293) 9 credit hours; Drawing (Art 291) and/or Basic Design (Art 295) 9 credit hours.

The upper-division recommendations in sculpture leading to either the B.A. or B.S. degree includes the following: Advanced sculpture courses, 30 credit hours; Art electives, 9 credit hours; Seminar: Sculpture (Art 407) 6 credit hours.

Weaving: The offering in weaving is concerned with the design variables pertaining to textiles. Samplers and projects deal with both practical and visual aspects.

The following lower-division courses are recommended as preparation for a concentration in weaving: any of the three lower-division Art History sequences, 9 credit hours.

The upper-division recommendation in weaving, leading to either the B.A. or B.S. degree includes the following: upper-division weaving, art theory, art electives—a multi-faceted weaving program based upon individual interests and abilities.

Graduate Studies

The graduate degree offered by the Department of Fine and Applied Arts is the Master of Fine Arts. The M.F.A. degree is offered in each of the curricular areas of this department: painting, printmaking, sculpture, graphic design, ceramics, jewelry and metalsmithing, and weaving.

The departmental intent in the M.F.A. program is to promote mature and independent creative work based on a colleague-like relationship among members of the studio community. The faculty, with this in mind, prefers to rely more heavily on advising than on formal prescription.

The M.F.A. is the terminal degree in the studio arts. As such, it is designed to transcend the credit hour and coursework requirements normally associated with undergraduate and master's degrees. The M.F.A. is a two-year program which is ordinarily six consecutive terms of regular session as a full-time student. It is not the intention of the departmental faculty to generate a preoccupation with credit hour requirements, but there are certain minimum conditions which may be reflected as credit-hour requirements or considerations. The six terms of full-time residence results in a fifty-four credit hour minimum. Other requirements are: six formal courses (no total credit-hour minimum) in either art history or art theory or both, plus a minimum of nine credit hours of Terminal Project (Art 509). Graduate students in this department may elect to take all their work on a pass-no pass (ungraded) basis. Because the principal requirements here are those of residence, which may not be waived, there is no policy for the

acceptance of transferred graduate credit. All work done elsewhere, both private and in other schools and foundations, though not reviewed for credit, will be honored.

Most of the first year is spent in establishing work patterns and in becoming more familiar with the courses of instruction, staff, and facilities of the department. Prospective students are expected to have the equivalent of this department's B.F.A. degree; those admitted without this experience are expected to make up the background deficiencies before being considered as entered in the two-year program.

It is assumed prospective graduate students have some knowledge of the department's offering, and seek entrance for a particular reason. Those having visited the School prior to application and those having based their application on some firm knowledge have found the transition from the first year into the more independent phase of the terminal project of the second year most rewarding.

Formal Procedures and Conditions: (Procedures are generalized here but will vary in detail for each curriculum.) (1) Specific inquiry to one of the curricular areas. (2) Submit application, transcripts, vitae, portfolio, and letters of recommendation as requested. (All applicants accepted into the graduate school will be given conditional admission to study for the M.F.A. which is graduate classification G3.)

Until or unless an entering student has a specific request for a graduate adviser, the curricular head or a faculty member so designated customarily serves as class 3 adviser. During this time, the student's enrollment will consist of course work and special studies in his or her discipline, and in other curricular areas to assure broader acquaintance with the department and the University.

Some time after the first term of residence, and usually before the end of the third, a committee for reviewing candidacy is constituted by the class 3 adviser. The committee is to be composed of not less than four members of departmental faculty two of whom, wherever possible, should be from the candidate's curricular area and at least one member from another curricular area of the department. In those instances in which faculty members from outside the department are wanted on this committee, they are to be appointed to serve in a nonvoting capacity. The purpose of this meeting is for a departmental committee to review with the student his or her file, as well as examples of past and current work, in order to advise on and to recommend advancement to candidacy with change of classification to G8.

As soon as the student's status has been classified G8, the student is eligible to select a terminal adviser from the graduate faculty in his or her curricular area. This adviser, in counsel with the candidate, selects the committee. The committee is composed of the adviser as chair, three other departmental faculty members, and usually a faculty member from outside the department. This entire committee will meet with the student for a preliminary statement of project intention (the preliminary review), at least two progress meetings, and the terminal review.

As soon as the project proposal is organized, the chair arranges a meeting of the committee for a preliminary review of the proposed project. The purpose of the preliminary review is to acquaint all parties with the conceptual and technical particulars of the proposal and to discuss the merit of the project and its appropriateness to the terminal degree. If serious and irreconcilable differences of opinion arise, the committee should be reconstituted to begin again. Although the preliminary review is not a public meeting, the departmental faculty should receive the courtesy of notification. However, it should be understood that guests are not to compromise the purpose of the meeting. The preliminary review is usually held at such a time as would allow three subsequent terms to complete the terminal project.

During the course of work on the terminal project, the candidate arranges for individual conference with committee members and should arrange through the chair at least two committee meetings for progress reports.

At least two weeks prior to the terminal review, each committee member should receive a rough draft of the report summarizing the terminal project. At least one week before the terminal review, the time, date, and place are publicly announced by the chair. The department will assist the candidate in arranging the space and dates for the public exhibition of his or her terminal project. The final review is open to all faculty and graduate students of the University. The exhibition is open to the public.

The degree is officially granted after the candidate has fulfilled all requirements, including the submission to the department of a project report, in a form appropriate to the nature of the project and suitable for binding for use in the School Library. This bound copy of the terminal report must be signed by the terminal project adviser. An additional copy of the report may be made available to the curricular area for its use. The student may also request an additional bound copy.

General Departmental Courses

Art 199. Special Studies. 1-3 credit hours.

Art 200. SEARCH. 1-3 credit hours.

Art 291. Drawing. 2-4 credit hours any term.
A beginning course in observation, selection, and recording of significant elements in various drawing media.

Art 295. Basic Design. 2-4 credit hours any term.
Programming of information and processes invested in the act of designing; exercises in understanding the syntax of problem posing. Open to nonmajors. A no-grade course. James, Kostka, Pickering, Stannard.

Art 400. SEARCH. 1-3 credit hours.

Art 410. Experimental Course. (G) Credit hours to be arranged.

Art 482. Anatomy for Artists. 2-4 credit hours, winter.
Study of the principles and formation of the skeletal and muscular structure of the human figure. Prerequisite: Art 290, or Art 291. Buckner.

Ceramics

Undergraduate Courses

Art 199. Special Studies. 1-3 credit hours.

Art 255. Ceramics. 2-4 credit hours any term.
Both directed and self-directed opportunities. Instruction available in many aspects of the study of ceramic processes. Open to nonmajors. Kokis, Stannard.

Art 401. Research. Credit hours to be arranged.

Art 405. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

Art 406. Special Problems. Credit hours to be arranged.

Art 498. Terminal Creative Project. Credit hours to be arranged. Open only to candidates for the B.F.A. degree..

Upper-Division Courses Carrying Graduate Credit

Art 407. Seminar. (G) Credit hours to be arranged. Consent of instructor is required.

Art 408. Workshop. (G) Credit hours to be arranged.

Art 455. Advanced Ceramics. (G) 2-4 credit hours any term.
Intensive study opportunities for those who seek the integration of skills, theory, and practice with the development of personal meanings. Kokis, Stannard.

Graduate Courses

Art 501. Research. Credit hours to be arranged. Consent of instructor is required. A no-grade course.

Art 505. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

Art 506. Special Problems. Credit hours to be arranged. Consent of instructor is required.

Art 507. Seminar. Credit hours to be arranged. Consent of instructor is required.

Art 508. Workshop. Credit hours to be arranged. Consent of instructor is required.

Art 509. Terminal Creative Project. Credit hours to be arranged. Consent of instructor is required.

Graphic Design

Undergraduate Courses

Art 199. Special Studies. 1-3 credit hours.

Art 382. Letter Form. 2 credit hours any term.
Fall term, study of fundamentals of calligraphy. Winter term, study of typography. Spring term, codification techniques as related to photo and electronic generated graphics. A no-grade course.

Art 383. The Graphic Symbol. 2 credit hours any term.
Studies in symbolic communication with phonogram, monogram, and logogram. Exploration in the graphic evolution of symbols. May be repeated for credit. Prerequisite: Art 382. Foster.

Art 384. Photography. 2-4 credit hours.
Introduction to the camera and the darkroom. Photographic seeing, selection, imagery. Consideration for light, materials, process. Lecture and laboratory.

Art 401. Research. Credit hours to be arranged.

Art 405. Reading and Conference. Credit hours to be arranged.

Art 406. Special Problems. Credit hours to be arranged.

Art 498. Terminal Creative Project. Credit hours to be arranged. Open only to candidates for the B.F.A. degree.

Upper-Division Courses Carrying Graduate Credit

Art 407. Seminar. (G) Credit hours to be arranged. Consent of instructor is required.

Art 408. Workshop. (G) Credit hours to be arranged.

Art 493. Visual Continuity. (G) 2-4 credit hours any term.
Study of the problems of image sequence and continuity in printed material, display, photography, and film. Prerequisite: Art 295, or consent of instructor. Open to nonmajors. Foster.

Art 484. Advanced Photography. (G) 2-4 credit hours any term.
Previsualization of images; control and manipulation of light and the resulting tonal scale in Photography (zone system). Advanced processes, and their individual application to gain predictable results. Exploration of color as form. Processes and materials of color printing. Introduction to the large format camera. Prerequisite: Art 384, or consent of instructor.

Art 495. Motion Graphics. (G) 2-4 credit hours any term.
Study of moving imagery, both diagrammatic and photographic: use of video in graphic design. Study includes various animation techniques and sound synchronization methods. Prerequisite: Art 295, Art 493, or consent of instructor.

Graduate Courses

Art 501. Research. Credit hours to be arranged. Consent of instructor is required. A no-grade course.

Art 505. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

Art 506. Special Problems. Credit hours to be arranged. Consent of instructor is required.

Art 507. Seminar. Credit hours to be arranged. Consent of instructor is required.

Art 508. Workshop. Credit hours to be arranged. Consent of instructor is required.

Art 509. Terminal Creative Project. Credit hours to be arranged. Consent of instructor is required.

Jewelry and Metalsmithing

Undergraduate Courses

Art 199. Special Studies. 1-3 credit hours.

Art 257. Jewelry and Metalsmithing. 2-4 credit hours any term.
Introduction to the handworking of nonferrous metals—copper, brass, bronze, silver, gold; practical information about making jewelry and metal objects—soldering, stone setting, centrifuge casting, forging, raising. Nixon.

Art 401. Research. Credit hours to be arranged.

Art 405. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

Art 406. Special Problems. Credit hours to be arranged.

Art 498. Terminal Creative Project. Credit hours to be arranged. Open only to candidates for the B.F.A. degree.

Upper-Division Courses Carrying Graduate Credit

Art 407. Seminar. (G) Credit hours to be arranged. Consent of instructor is required.

Art 408. Workshop. (G) Credit hours to be arranged.

Art 457. Advanced Jewelry and Metalsmithing. (G) 2-4 credit hours any term. Emphasis on creative work. Advanced problems in forging, raising, centrifuge casting, enameling, etching, stonesetting. Nixon.

Graduate Courses

Art 501. Research. Credit hours to be arranged. Consent of instructor is required. A no-grade course.

Art 505. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

Art 506. Special Problems. Credit hours to be arranged. Consent of instructor is required.

Art 508. Workshop. Credit hours to be arranged. Consent of instructor is required.

Art 509. Terminal Creative Project. Credit hours to be arranged. Consent of instructor is required.

Painting

Undergraduate Courses

Art 199. Special Studies. 1-3 credit hours.

Art 290. Painting. 2-4 credit hours any term.
A course exploring basic visual elements and their application to painting as a means of expression. Traditional subject matter is incorporated: still-life, landscape, figure. No prerequisites but prior experience in drawing is recommended. Baker, Haemer, Okada, Soeder.

Art 292. Water Color. 2-4 credit hours.
Basic instruction in the use of water media, with particular attention to the limitations and capabilities of these media.

Art 298. Sketching. 1 credit hour any term.
Sketching from prescribed objects, to develop ability to observe clearly and record accurately. Offered especially for nonmajor students who have had no previous training in sketching or drawing. A no-grade course. Not offered 1977-78.

Art 381. Water Color. 2-4 credit hours.
Instruction in visual and manual understanding of the media, with emphasis on transparency and fluidity. Special attention to notation of transitory conditions of light and atmosphere. Prerequisite: Art 291 or Art 292. Okada, Soeder.

Art 390. Painting. 2-4 credit hours any term.
Advanced study of painting concepts and technical processes. Independent initiative is encouraged. Prerequisite: 8 credit hours of lower-division painting or the equivalent. Baker, Okada, Soeder.

Art 391. Drawing. 2-4 credit hours any term.
Continued study in observation related to visual and spatial phenomena. Prerequisite: 4 credit hours of Art 291. Baker, Okada, Roy, Soeder.

Art 392. Composition and Visual Theory. 2-4 credit hours any term.
A three-term sequence concerned with visual theory and its relation to visual, tactile, kinetic, and mnemonic characterization. Prerequisite: 4 credit hours of Art 295 or Art 291, or consent of instructor. Soeder.

Art 401. Research. Credit hours to be arranged.

Art 405. Reading and Conference. Credit hours to be arranged.

Art 406. Special Problems. Credit hours to be arranged.

Art 481. Water Color. 2-4 credit hours, spring.
Advanced study in selected water media. Prerequisite: Art 381, or consent of instructor. Okada, Soeder.

Art 498. Terminal Creative Project. Credit hours to be arranged. Open only to candidates for the B.F.A. degree.

Upper-Division Courses Carrying Graduate Credit

Art 407. Seminar. (G) Credit hours to be arranged.

Art 408. Workshop. (G) Credit hours to be arranged.

Art 490. Advanced Painting. (g) 2-4 credit hours any term.
Advanced study in the use of various media to characterize observation of a variety of subject matter, including still life, landscape, and figure. Prerequisite: 6 credit hours of Art 390, or equivalent. Baker, Okada, Soeder.

Art 491. Advanced Drawing. (g) 2-4 credit hours.
Advanced work in the use of drawing as a conceptual and technical tool for revealing information from various sources, including still life, landscape, and figure. Prerequisite: 6 credit hours of Art 391. Baker, Okada, Roy, Soeder.

Art 492. Composition and Visual Theory. (G) 2-4 credit hours any term. A study of light, color, surface, and visual processes as related to painting and visual communication. Baker, Soeder.

Graduate Courses

Art 501. Research. Credit hours to be arranged. Consent of instructor is required. A no-grade course.

Art 505. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

Art 506. Special Problems. Credit hours to be arranged. Consent of instructor is required.

Art 507. Seminar. Credit hours to be arranged. Consent of instructor is required.

Art 508. Workshop. Credit hours to be arranged. Consent of instructor is required.

Art 509. Terminal Creative Project. Credit hours to be arranged. Consent of instructor is required.

Art 590. Graduate Studies in Painting. Credit hours to be arranged. Work at an advanced level with problems of color and form, techniques, and processes. Consent of instructor is required.

Art 591. Graduate Studies in Drawing. Credit hours to be arranged. Work at an advanced level with problems of form, technique, processes, and visual theories. Consent of instructor is required.

Printmaking

Undergraduate Courses

Art 199. Special Studies. 1-3 credit hours.

Art 349. Fundamentals of Printmaking. 3 credit hours any term.
Introduction to techniques of woodcut, silk screen, collagraph, lithography, and etching as primary means of expression. Practice in hand-printing of editions. Rotating term-long offerings in each media. May be repeated for credit. Krause, Paul.

Art 401. Research. Credit hours to be arranged.

Art 405. Reading and Conference. Credit hours to be arranged.

Art 406. Special Problems. Credit hours to be arranged.

Art 498. Terminal Creative Project. Credit hours to be arranged. Open only to candidates for the B.F.A. degree.

Upper-Division Courses Carrying Graduate Credit

Art 407. Seminar. (G) Printmaking. Credit hours to be arranged. Krause.

Art 408. Workshop. (G) Credit hours to be arranged.

Art 480. Lithography. (G) 2-4 credit hours any term.
Principles and methods of lithography, including color printing and advanced techniques. Practice in all stages of stone preparation and hand-printing of editions, with special emphasis on the medium's potential as a conceptualizing resource. Consent of instructor is required. Prerequisite: Art 349. Paul.

Art 483. Intaglio Printing Methods. (G) 2-4 credit hours any term.
Etching, dry point, engraving, acquatint, soft ground, sugar lift, inkless embossment, color and relief printing, with generally a three-term cycle observed in the introduction of the above methods. Intensive individual work combined with lecture demonstrations, critiques, and group discussions all serve to relate imagery development, philosophy of printing, self-expression, and social responsibility to the development of plates and the hand-printing of editions. Consent of instructor is required. Prerequisite: Art 349. Krause.

Graduate Courses

Art 501. Research. Credit hours to be arranged. Consent of instructor is required. A no-grade course.

Art 505. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

Art 506. Special Problems. Credit hours to be arranged. Consent of instructor is required.

Art 507. Seminar. Credit hours to be arranged. Consent of instructor is required. Krause.

Art 508. Workshop. Credit hours to be arranged. Consent of instructor is required.

Art 509. Terminal Creative Project. Credit hours to be arranged. Consent of instructor is required.

Art 580. Graduate Studies in Printmaking.
Credit hours to be arranged. Experimental investigation and theoretical analysis of problems in various printmaking techniques: woodcut, etching, silk screen, wood engraving, lithograph, collagraph. Intensive independent work combined with regular review and critique. May be repeated for credit. Consent of instructor is required.

Sculpture

Undergraduate Courses

Art 199. Special Studies. 1-3 credit hours.

Art 293. Elementary Sculpture. 2-4 credit hours any term.
Introduction to materials. Elementary consideration of form; technical and compositional exercises in clay, plaster, wood, and stone. Buckner, Roy, Zach.

Art 393. Intermediate Sculpture. 2-4 credit hours any term.
An expansion of skills through practice in the basics of additive, reductive, and constructive sculpture. Prerequisite: Art 291, or consent of instructor.

Art 401. Research. Credit hours to be arranged.

Art 405. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

Art 406. Special Problems. Credit hours to be arranged.

Art 498. Terminal Creative Project. Credit hours to be arranged. Open only to candidates for the B.F.A. degree.

Upper-Division Courses Carrying Graduate Credit

Art 407. Seminar. (G) Credit hours to be arranged. Consent of instructor is required.

Art 408. Workshop. (G) Credit hours to be arranged.

Art 489. Metal Casting. (G) 3 credit hours any term.
Basic principles of ferrous and nonferrous metal casting in lost wax and sand; experimental use of polystyrene and other casting methods. Design and operation of furnaces and ovens. May be repeated for credit. Buckner.

Art 494. Advanced Sculpture. (G) 2-4 credit hours any term.
Coordination of sculpture with related fields of architectural, landscape, interior, and industrial design. Buckner, Zach.

Art 496. Ceramic Sculpture. (G) 2 credit hours any term. Techniques in building, modeling, molding, and surfacing terra cotta. Emphasis on the character of the materials and their effectiveness as sculptural media. Study of forms appropriate to residential and civic design. Prerequisite: three terms of Art 293, three terms of Art 255.

Graduate Courses

Art 501. Research. Credit hours to be arranged. Consent of instructor is required. A no-grade course.

Art 505. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

Art 506. Special Problems. Credit hours to be arranged. Consent of instructor is required.

Art 507. Seminar. Credit hours to be arranged. Consent of instructor is required.

Art 508. Workshop. Credit hours to be arranged. Consent of instructor is required.

Art 509. Terminal Creative Project. Credit hours to be arranged. Consent of instructor is required.

Art 594. Graduate Studies in Sculpture. Credit hours to be arranged. Work at the graduate level in the problems of forms and their relationship to space. Studio research into traditional and contemporary concepts to find personal expression. Consent of instructor is required.

Weaving

Undergraduate Courses

Art 199. Special Studies. 1-3 credit hours.

Art 256. Weaving. 2-4 credit hours any term. 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 4- and 8-harness looms.

Art 401. Research. Credit hours to be arranged.

Art 405. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

Art 406. Special Problems. Credit hours to be arranged.

Art 498. Terminal Creative Project. Credit hours to be arranged. Open only to candidates for the B.F.A. degree.

Upper-Division Courses Carrying Graduate Credit

Art 407. Seminar. (G) Credit hours to be arranged. Consent of instructor is required.

Art 408. Workshop. (G) Credit hours to be arranged.

Art 456. Advanced Weaving. (G) 2-4 credit hours any term. Emphasis on creative work. Production of a wide variety of handwoven fabrics. Historical studies, fabric analysis, spinning, dyeing.

Art 458. Textile Printing. (G) 2-4 credit hours any term. Advanced problems in design and color, applied to standard textiles. Technique in pattern design and yardage printing. Silk screen, block print, etc. Offered spring quarter only.

Graduate Courses

Art 501. Research. Credit hours to be arranged. Consent of instructor is required. A no-grade course.

Art 505. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

Art 506. Special Problems. Credit hours to be arranged. Consent of instructor is required.

Art 507. Seminar. Credit hours to be arranged. Consent of instructor is required.

Art 508. Workshop. Credit hours to be arranged. Consent of instructor is required.

Art 509. Terminal Creative Project. Credit hours to be arranged. Consent of instructor is required.

Departments of Instruction

The College of Business Administration recognizes, as its primary function in the University, the provision of the broad education and understanding essential for responsible administrative, research, and technical careers in business, government, and education.

To insure such an education for its students, the college requires that undergraduate majors take a minimum of 40 per cent of their work in the liberal arts and sciences. Within the college, professional courses treat subjects affecting firms and organizations and their responsibilities to the owners, employees, customers, and society in general.

The instructional program of the college is offered in two schools: the Undergraduate School of Business and the Graduate School of Management and Business. The Graduate School of Management and Business operates under the general direction of the Graduate School of the University.

The College of Business Administration was established in 1914 as the School of Commerce; the name was changed to School of Business Administration in 1921; the present name was adopted in 1967. Its undergraduate program was accredited in 1923, and its graduate program in 1962 by the American Assembly of Collegiate Schools of Business. Through the Graduate School of Management and Business, the College offers a master's degree program and a doctoral program. Details of these programs may be found in the section beginning on page 233.

The following business honorary and professional societies have chapters at the University: Alpha Kappa Psi and Phi Chi Theta, professional business fraternities; Beta Gamma Sigma, business administration scholastic honorary; Beta Alpha Psi, accounting; Delta Nu Alpha, transportation; Pacific Northwest Personnel Managers Association.

The college maintains a student exchange program with a foreign school of business.

In addition to its curricular program, the College of Business Administration faculty maintains an active interest in research. This is manifested by the research centers which are incorporated in its organizational structure, and which are described below. The amount of activity within these centers varies, and depends on grants and contracts from foundations, government agencies, and the business community as well as availability of general University funds.

Bureau of Business Research: The Bureau of Business Research conducts and encourages research in business and related fields. Assistance is provided in identifying research opportunities and in research design, facilities, staffing, and other requirements for both basic and applied business research.

The Bureau publishes the *Oregon Business Review* and *Oregon Economic Statistics*, plus occasional monographs reporting the results of business research, and other College of Business publications. Publications of other Bureaus of Business and Economic Research as well as those of a large number of governmental and private agencies are on file at the Bureau.

The Bureau of Business Research maintains liaison with ther specialized research centers of the College of Business. It is a members of the Association for University Business and Economic Research (AUBER). M. Venkatesan, Director.

Center for Capital Market Research: The Center for Capital Market Research sponsors, supervises, and coordinates research projects exploring important characteristics of equity and debt instruments, markets in which these instruments are traded, institutions dealing in these instruments, and investment strategy and evaluation. In addition, it undertakes applied contract research projects in finance for national and local governmental units. George G. Kaufman, Director.

Forest Industries Management Center: The major goal of the Forest Industries Management Center is to stimulate research, and education related to the forest products field. A special MBA program in Forest Industries is offered to graduate students who have undergraduate degrees in forestry. Details of the program appear on page 234. Stuart U. Rich, Director.

Experimental Center for the Advancement of Invention and Innovation: The Center for Invention and Innovation provides a program whereby ideas and inventions submitted by the public can be evaluated and researched by students. Student work assignments usually include a variety of business needs, according to the objectives of each individual. This Center is funded by the National Science Foundation, and is one of three in the nation. Gerald G. Udell, Director.

Institute of Industrial and Labor Relations: This Institute functions to stimulate research and education related to industrial and labor relations. The Institute offers an integrated multi-disciplinary program leading to either an M.S. or M.A. degree in Industrial Relations. Details of the degree program appear on page 239. Eaton H. Conant, Director.

Office of External Affairs: This office is responsible for alumni, corporate, and public relations, fund-raising, continuing professional education, and collegiate liaison with the University Career Planning and Placement Office. Charles Kittleson, Director.

The College of Business Administration confirms the University's commitment to affirmative action to promote equal employment opportunities for women and minorities.

James E. Reinmuth, Ph.D., Dean.
Harold K. Strom, Ph.D., Associate Dean.
Catherine M. Jones, Ed.D., Associate Dean.

Undergraduate School of Business

To earn a degree in the Undergraduate School of Business, a student must complete one of the major options offered. These are: Accounting, Business and Construction, Business Environment, Finance, International Business, Management, Marketing, Quantitative Methods, Real Estate, Transportation and Logistics.

Combined with other work, each of the options may lead to the Bachelor of Business Administration (B.B.A.), Bachelor of Science (B.S.), or Bachelor of Arts (B.A.) degrees.

A student who has a baccalaureate or master's degree in business administration is not eligible for another degree in business administration at the bachelor level. Likewise, a student may not receive two or more bachelor degrees in Business Administration simultaneously.

Degree Requirements: To qualify for a B.B.A. degree from the College of Business Administration, the student must complete all of the following general University requirements. For the B.S. or B.A. degree, refer to the Bachelor degree requirements of the University (General Information section).

(1) General University Requirements: (a) 3 courses of at least 3 credit hours each in Arts and Letters courses (need not be in sequence nor same department); (b) 3 courses of at least 3 credit hours each in Social Science (need not be in sequence nor same department); (c) 3 courses of at least 3 credit hours each in Science (need not be in sequence nor same department); (d) an additional 3 courses of at least 3 credit hours each in either (a), (b), or (c) above, or in all three; (e) Wr 121 and Wr 122 or Wr 123, or their approved equivalents; (f) 5 terms of Physical Education and one term of Health Education; (g) 62 credit hours in upper-division work (any time and on any campus); (h) 45 credit hours beyond the first 126 hours must be taken on this campus in regular sessions to meet the residence requirements; (i) 90 graded hours of which a minimum of 45 must be taken on this campus; (j) a minimum total of 186 credit hours.

Students pursuing a Bachelor degree (B.B.A., B.S., B.A.) in business must complete the following business requirements.

(2) Conceptual Tools Core: Many of the courses in the Core are prerequisites to upper-division courses. Business students are urged to complete the Core before beginning the junior year. The following courses or their equivalents are required: Introduction to Micro-Economic Analysis (Ec 201), 3 credit hours; Introduction to Macro-Economic Analysis (Ec 202), 3 credit hours; Intermediate Macro-Economic Analysis (Ec 375), 3 credit hours; Managerial Economics (Fin 332), 3 credit hours; Introduction to Accounting (Ac 221), 3 credit hours; Introduction to Business Statistics (QM 232), 3 credit hours; College Algebra (Mth 101), 4 credit hours; Calculus for Nonphysical Science (Mth 207, 208), 8 credit hours; Introduction to Business Data Processing (CS 131), 4 credit hours; 9 credit hours selected from sociology, psychology, anthropology (3 courses of at least 3 credit hours each); Fundamentals of Speech (RhCm 121), 3 credit hours; Introduction to Law (BE 226), 3 credit hours. Environment of Business (BE 125) and Introduction to Management (Mgt 199) are not required, but business students are urged to select one of them as an elective.

(3) Residence Requirement: Students must take 45 credit hours of upper-division work in Business on this campus. Upper-division work taken at another institution does not satisfy this requirement unless the course is taken under the instruction of a College of Business Administration faculty member acting as an exchange professor at that institution. Lower-division work does not satisfy this requirement.

(4) Studies in Business and Economics: Students must take at least 72 credit hours of work in business and economics courses (40 per cent of the total program requirements).

(5) Studies in Other Disciplines: Students must take at least 72 credit hours (40 per cent of total program) of work outside of business and economics courses.

(6) Upper-Division Core: The following courses are required (3 credit hours, each course): Managerial Accounting (Ac 323); Financial Management (Fin 316); Marketing Systems and Demand Analysis (Mkt 311); Management and Organizational Behavior (Mgt 321); Operations and Systems (Mgt 329); Elementary Inference in Business Statistics (QM 333); Business Policies (Mgt 453).

(7) Major Option in the College of Business Administration. Each student must complete the requirements of one of the major options as specified by the departments.

Student Advising: The College of Business Administration maintains a degree-requirements service for the business student. Information and advice about the student's status with respect to Business requirements for the degree are handled through the Student Advising Office (Room 271 Gilbert). Throughout the year specially selected graduate students work with Business majors to discuss requirements and plan programs. Students also have faculty advisers who work with them concerning content of specific courses and programs that will help attain career objectives. A list of faculty advisers and their areas of specialization is provided in the CBA Student Advising Office so that students may choose their own adviser when they choose their major option.

Students are urged to notify the Student Advising Office of their intent to study business, and to maintain up-to-date transcript files in that office. During the term in which students gain senior standing, they should review their files with the Student Advising Office in order to plan the last year, and to insure that all requirements for graduation will be completed. All other students should review their files with an adviser at least once a year.

Accounting and Quantitative Methods

Paul Frishkoff, Ph.D., Department Head, Associate Professor of Accounting. B.A., Swarthmore, 1960; M.B.A., Chicago, 1962; C.P.A., State of California, 1964; Ph.D., Stanford, 1970; at Oregon since 1967.

Van Ballew, B.B.A., Assistant Professor of Accounting. B.B.A., Houston, 1972; at Oregon since 1977.

Robert G. Bowman, M.S., Assistant Professor of Accounting. B.A., Pomona College, 1962; M.S., San Diego State, 1969; C.P.A., State of California, 1969; at Oregon since 1974.

Dale S. Harwood, Jr., D.B.A., Professor of Accounting. B.S., Oregon State, 1948; D.B.A., Washington. 1957; at Oregon since 1958.

Gerald J. LaCava, Ph.D., Assistant Professor of Quantitative Methods. B.S., Seattle University, 1966; M.A., 1968, M.B.A., 1971, Ph.D., 1971, Kansas; at Oregon since 1975.

Larry Lookabill, Ph.D., Assistant Professor of Accounting. B.S., Portland State, 1968; M.B.A., Washington, 1969; Ph.D., Stanford, 1975; at Oregon since 1976.

Chris J. Luneski, Ph.D., Associate Professor of Accounting. A.B., Johns Hopkins, 1956; M.A., 1959, Ph.D., 1965, Minnesota; at Oregon since 1961.

James E. Reinmuth, Ph.D., Professor of Quantitative Methods and Dean. B.A., Washington, 1963; M.S., 1965, Ph.D., 1969, Oregon State; at Oregon since 1967.

Larry E. Richards, Ph.D., Associate Professor of Quantitative Methods. B.A., 1962, M.B.A., 1963, Washington; Ph.D., California at Los Angeles, 1969; at Oregon since 1966.

Barry Spicer, Ph.D., Assistant Professor of Accounting. B.Com., Queensland, 1970; Ph.D., Washington, 1976; at Oregon since 1977.

Bert M. Steece, Ph.D., Assistant Professor of Quantitative Methods. A.B., 1967, A.M., 1969, Ph.D., 1974, Southern California; at Oregon since 1977.

Faculty Emeriti

Arthur E. Mace, Ph.D., Professor Emeritus of Quantitative Methods. B.A., Amherst, 1938; Ph.D., Chicago, 1947; at Oregon since 1964.

John W. Soha, M.B.A., C.P.A., Associate Professor Emeritus of Accounting. B.B.A., Puget Sound, 1936; M.B.A., Michigan, 1950; C.P.A., State of Washington, 1942; at Oregon since 1951.

Programs in accounting are designed to prepare students for careers in industrial, professional, and governmental accounting. The quantitative methods option is designed to provide students with an understanding of the theory and techniques of quantitative analysis as a basis for administrative decision-making.

Accounting: The major curriculum in accounting is designed for students who wish to prepare for a professional career in business or government service with an emphasis on accounting and quantitative analysis of business data. Requirements in addition to the general business requirements of the school, total 36 credit hours, distributed as follows (3 credit hours, each course) Financial Accounting (Ac 222); Financial Accounting Theory (Ac 350, 351, 352); Cost Accounting (Ac 360); Introduction to Income Taxation (Ac 411); Quantitative Methods, any two of the following: QM 432, 407 (Sampling or Linear Systems), either QM 433 or 434; Introduction to Auditing (Ac 440); Advanced Accounting (Ac 450); Cost Analysis (Ac 460); Information Systems (CS 331, Ac 420, or equivalent).

All accounting majors who plan to sit for the CPA examination are advised to take at least two business law courses in addition to Introduction to Law (BE 226)

Quantitative Methods: The major program in quantitative methods is designed to prepare the student for a career in business research; primary emphasis is on the application of modern statistical and quantitative methods to business problems. Majors in quantitative methods must complete work in basic mathematics through calculus (equivalent of Mth 200, 201, 202, or Mth 204, 205,, 206). Additional courses in mathematics, accounting, and quantitative methods in economics or other social sciences are highly recommended. The major requirements, in addition to the general business requirements of the school, totaling 24 credit hours, are as follows (3 credit hours, each course): Linear Systems (QM 407); Time-Dependent Processes (QM 440); Quantitative Analysis for Business Decisions (QM 432); Applied Analysis of Variance (QM 433); Cost Accounting (Ac 360); Applied Regression Analysis (QM 434); Minimum of 6 credit hours selected from electives listed below.

Electives (3 credit hours, each course): Business Fluctuations and Planning (Fin 436); Cost Analysis (Ac 460); Industrial Dynamics (QM 421); Financial Analysis (Fin 472); Marketing Research (Mkt 460); Operations Research Techniques (Mgt 330); Intermediate Economic Analysis (Ec 377); Econometrics (Ec 493, 494, 495); Dynamic Systems (QM 420); Introductory Linear Algebra (Mth 411); Introduction to Statistical Theory (Mth 441, 442); Regression Analysis (Mth 443).

Accounting

Undergraduate Courses

Ac 221. Introduction to Accounting. 3 credit hours.
Description and derivation of major financial statements prepared by accountants; accounting rationale; primary emphasis placed on reports to stockholders and other investors; an introduction to other courses, and a one-term terminal course in financial accounting. Prerequisite: sophomore standing.

Ac 222. Financial Accounting. 3 credit hours.
Continuation of Ac 221. Problems faced by the financial accountant in determining figures to be reported for monetary and nonmonetary assets; related problems in reporting ownership interests; analysis of financial statements. Required for all accounting majors. Prerequisite: Ac 221, sophomore standing.

Ac 323. Managerial Accounting. 3 credit hours.
Introduction to development, presentation, and interpretation of accounting data to aid management in planning and controlling operations. Prerequisite: Ac 221, QM 232, Mth 208, sophomore standing.

Ac 350, 351, 352. Financial Accounting Theory. 3 credit hours each term.
Review of financial statements provided to investors; review of accounting recording and reporting techniques and procedures. Examination of basic accounting principles and concepts underlying asset valuation and income determination. Prerequisite: Ac 222, Ac 323, junior standing.

Ac 360. Cost Accounting. 3 credit hours.
Continuation of Ac 323. Development, presentation, and interpretation of cost information for management; methods of data collection and display; problems of cost allocation; standard costs for control; capacityoverhead issues. Generation of information for special decision. Performance measurement. Prerequisite: one year of college mathematics, CS 131, QM 232, Ac 222, Ac 323, junior standing.

Ac 401. Research. Credit hours to be arranged.

Ac 403. Thesis. Credit hours to be arranged.

Ac 405. Reading and Conference. Credit hours to be arranged.

Ac 407. Seminar. Credit hours to be arranged.

Ac 409. Practicum. 1-2 credit hours.

Upper-Division Courses Carrying Graduate Credit

Ac 411. Introduction to Income Taxation. (G) 3 credit hours.
Designed for accounting majors and other majors alike. Intended to develop an understanding of the law, with emphasis on taxation of individuals; familiarity with income tax procedures; introduction to tax research. Prerequisite: Ac 323, senior standing.

Ac 412. Federal Income Tax Procedure. (G) 3 credit hours.
Study of the taxation of corporations and shareholders. Intended to develop an understanding of the law, as well as an awareness of its inherent uncertainties; advanced tax research. Prerequisite: Ac 411, senior standing.

Ac 420, 421. Management Information Systems. (G) 3 credit hours each term.
Study and analysis of information models for the management of

complex organizations; secondary research on problems arising from indiscriminate mechanization of natural systems; generalized definitions of management information; adjustment to particularized definitions; total-systems flow charting; primary research into particularized information systems. Prerequisite: Ac 360, CS 131; senior standing, or consent of instructor.

Ac 430. Accounting in Nonprofit Organizations. (G) 3 credit hours.
Financial administration and external review of government and nonprofit entities, emphasizing the use of fund accounting in planning, budgeting, and controlling the operations of such agencies. Consideration of alternative budgeting systems, including line-item, performance, and planning-programming-budgeting-systems, and the financial aspects of such systems; applications of analytical techniques to planning and reviewing governmental programs; and alternative auditing concepts and their application to nonprofit entities. Prerequisite: Ac 221, junior standing.

Ac 440. Introduction to Auditing. (G) 3 credit hours.
A general perspective of the following: financial statement examinations, the audit process and environment, and the audit profession. Emphasis is on auditing concepts and auditing standards, as contrasted with procedures. Prerequisite: Ac 352, senior standing.

Ac 441. Auditing Concepts and Procedures. (G) 3 credit hours.
A continued study of auditing literature but with more emphasis on applications of concepts and standards, including such areas as audit programming, statistical sampling, computer applications, and problems of reporting. Prerequisite: Ac 440.

Ac 450. Advanced Accounting. (G) 3 credit hours.
Financial accounting concepts and analyses relating to partnerships, alternative forms of combined corporate entities, and international operations. Prerequisite: Ac 352, senior standing.

Ac 451. Special Topics in Accounting. (G) 3 credit hours.
Concepts, analyses, and methodology, applicable to fiduciary, institutional, and social accounting systems. Special situations such as accounting for consignments and installment sales. Prerequisite: Ac 450.

Ac 460. Cost Analysis. (G) 3 credit hours.
Quantitative methods applied to cost analysis; differential costs; complex mix-and-yield cost variances; time-preference and capital budgeting; project selection involving internal and external constraints; operations research and critical path methodologies as they pertain to cost matters. Prerequisite: Ac 360, CS 131, senior standing.

Ac 480, 481. Problems in Professional Accounting. (g) 3 credit hours each term.
Lectures and readings dealing with the management of a public accounting practice; the function of the controller, the industrial accountant, and the governmental accountant. Ethics, fees, personnel and client relationships. Term paper usually required. Prerequisite: 9 credit hours of accounting, or consent of instructor, junior standing.

Quantitative Methods

Undergraduate Courses

QM 232. Introduction to Business Statistics. 3 credit hours.
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 208.

QM 333. Elementary Inference in Business Statistics. 3 credit hours.
Applications of statistical inference to business situations; sampling and its role in estimation and hypothesis testing; simple linear regression analysis and correction. Prerequisite: Mth 208, QM 232, or equivalent.

QM 401. Research. Credit hours to be arranged.

QM 403. Thesis. Credit hours to be arranged.

QM 405. Reading and Conference. Credit hours to be arranged.

QM 407. Seminar. Credit hours to be arranged.

Independent Study.

QM 409. Practicum. 1-2 credit hours.

QM 432. Quantitative Analysis for Business Decisions. 3 credit hours.
Uses of subjective probability and utility theory in dealing with conditions of risk and uncertainty in business situations; elementary mathematical models of business behavior. Prerequisite: one year of college mathematics; QM 232, QM 333, or equivalent.

Upper-Division Courses Carrying Graduate Credit

QM 420. Dynamic Systems. (G) 3 credit hours.
Fundamental concepts in the analytical study of dynamic processes and systems. Different equations which have important applications in the simulation of industrial and economic systems. Prerequisite: Mth 208, or equivalent.

QM 421. Industrial Dynamics. (G) 3 credit hours.
Analysis of information-decision systems in business organizations; development of competence in modeling the dynamic operations of such systems, in performing simulation experiments, and in analyzing results. Prerequisite: QM 420, or consent of instructor.

QM 433. Applied Analysis of Variance. (G) 3 credit hours.
Design of comparative experiments in business administration; models and methods for analysis of variation in measurement data; weighing of evidence from comparative business experiments. Prerequisite: one year of college mathematics; QM 333, or equivalent.

QM 434. Applied Regression Analysis. (G) 3 credit hours.
Survey of graphical and numerical procedures for curve fitting based on the classical method of least squares; application of regression procedures in the analysis of measurement data and in the elucidation of underlying relationships governing business and economic behavior. Open to nonmajor graduates. Prerequisite: one year of college mathematics; QM 333, or equivalent.

QM 440. Time-Dependent Processes. (G) 3 credit hours.
Analysis of time-dependent processes in business and management. Special emphasis on business and economic forecasting illustrating regression methods, smoothing techniques, Box-Jenkins procedures and judgmental forecasting techniques. Other topics covered are spectral analysis, renewal theory, and queueing (waiting-line) theory. Prerequisite: QM 333, or equivalent.

Finance

Paul Swadener, D.B.A., Department Head, Associate Professor of Finance (insurance, finance management). B.S., 1960, M.B.A., 1962, D.B.A., 1968, Indiana; at Oregon since 1965.

Thomas W. Calmus, Ph.D., Associate Professor of Business Economics (managerial economics). B.A., Sacramento State, 1957; Ph.D., California, 1966; at Oregon since 1967.

Larry Dann, M.B.A., Assistant Professor of Finance. B.S., Northwestern, 1967; M.B.A., Harvard, 1969; at Oregon since 1977.

Jerome J. Dasso, Ph.D., H. T. Miner Professor of Finance (real estate, urban development). B.S., Purdue, 1951; M.B.A., Michigan, 1952; M.S., 1960, Ph.D., 1964, Wisconsin; A.I.P., 1969, S.R.P.A., 1971; at Oregon since 1966.

Michael H. Hopewell, Ph.D., Associate Professor of Finance (financial management, investments). B.A., 1963, M.B.A., 1967, Ph.D., 1972, Washington; at Oregon since 1969.

George G. Kaufman, Ph.D., John B. Rogers Professor of Banking and Finance (financial institutions). B.A., Oberlin, 1954; M.A., Michigan, 1955; Ph.D., Iowa, 1962; at Oregon since 1970.

Austin Jaffe, M.S., Assistant Professor of Finance and Real Estate. B.S., 1974, M.S., 1975, Illinois; at Oregon since 1977.

Richard W. Lindholm, Ph.D., Professor of Finance (taxation). A.B., Gustavus Adolphus, 1935; M.A., Minnesota, 1938; Ph.D., Texas, 1942; at Oregon since 1958.

George A. Racette, Ph.D., Associate Professor of Finance (financial management, theory). B.A., Stanford, 1966; M.B.A., Michigan, 1967; Ph.D., Washington, 1972; at Oregon since 1974. (On leave 1977-78.)

Donald A. Watson, Ph.D., Professor of Business Economics (urban and regional development). B.A., 1947, M.A., 1948, Ph.D., 1951, Iowa; at Oregon since 1956. (On leave 1977-78.)

This department offers two major options: Finance and Real Estate, and courses in the related fields of Insurance, Business Economics, and Public Finance and Taxation.

Finance: The finance curriculum is designed to impart an understanding of the various areas and principles of finance and to provide students with a body of specialized knowledge and analytical techniques. Courses are offered in the areas of financial institutions, financial management, investments, and insurance. The courses provide an understanding of the application of business financial analysis and decision-making to the solution of problems of business management. Special attention is given to the relation of financial policies and operations to the functioning of business firms within the economic system.

In addition to the general requirements of the College of Business, requirements for a major in Finance are 18 credit hours, and consist of the following courses (3 credit hours each): Financial Accounting (Ac 222); Financial Systems (Fin 314); Investments (Fin 380) and 9 credit hours of electives of which at least 3 hours must be in either Problems in Financial Management (Fin 470) or Financial Analysis (Fin 472) and the balance chosen from Commercial Bank Management (Fin 460), Analysis of Financial Institutions (Fin 462) and Investment Management (Fin 482).

Real Estate: The option in real estate is designed to provide professional training in the development, financing, marketing, and management of real estate. Required courses, in addition to the general requirements of the College of Business, are (3 credit hours, each course): Financial Systems (Fin 314); Introduction to Real Estate (Fin 341); Real Estate Finance (Fin 446G); and either Real Estate Environmental Analysis (Fin 442G); or Real Estate Law (Fin 440G); and 6 credit hours of elective Real Estate courses.

Business and Construction: A five-year program is offered jointly by the School of Architecture and Allied Arts and the College of Business Administration to prepare students for professional careers in housing, construction, and related fields; the program leads to a baccalaureate degree from the College of Business Administration. Three options focus on development, management, and materials-distribution aspects of construction: the urban development option prepares students for careers as builders, developers, real-estate specialists, and public employees; the construction management option emphasizes technical aspects of construction to qualify students to write job specifications and to prepare cost estimates with and for architects, engineers, and contractors; the materials distribution option is concerned with the production and marketing of such products as wood, concrete, and structural steel.

Details of specific course requirements may be obtained from either the School of Architecture and Allied Arts or the College of Business Administration.

Undergraduate Courses

Fin 281. Personal Economic and Financial Planning. 3 credit hours.
Personal financial planning for achieving financial objectives. Analysis of alternative savings outlets, including insurance, pension funds, deposits at commercial banks, deposits at thrift institutions, investment in real estate, stock and mutual fund ownership. Analysis of costs and terms of alternative sources of credit, including charge cards, consumer credit, bank loans, mortgages, and finance company loans. Not open to upper-division majors in business. Prerequisite: sophomore standing.

Fin 283. The Stock Market and Investing. 3 credit hours.
A study of various investment instruments and the stock market; elementary analysis of securities and approaches to security selection. Not open to upper-division majors in business. Prerequisite: sophomore standing.

Fin 314. Financial Systems. 3 credit hours.
Study of the financial system of the U.S., emphasizing functions and behavior of financial markets and institutions. Analysis of the nature and functions of money and credit and their interrelationship with income, employment, the price level, and the balance of payments. Discussion of interest rates and financial instruments. Analysis of the Federal Reserve System and the conduct and impact of monetary policy on business environment. Prerequisite: Ec 375 or equivalent and junior or senior standing.

Fin 316. Financial Management. 3 credit hours.
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 and junior or senior standing.

Fin 323. Taxation Topics. 3 credit hours.
Each term of the academic year a different selection of taxes and taxation issues are considered. The selections in the past have included value-added tax, taxation of foreign operations, the land-value tax, finance of education, and local government. Issues considered include the effect of the tax system on monopoly, balance-of-payments, economic development, environment, urban planning, and financing education. The course is also offered as Fin 407 for those who wish to consider more than one group of tax topics. Prerequisite: Ec 201, Ec 202 and junior or senior standing.

Fin 332. Managerial Economics. 3 credit hours.
Develops the basic tools of microeconomics and applies them to problems encountered in the management of any organization. Microeconomic analysis is developed as an integrated system of practical tools with which managers can analyze and solve problems in marketing, pricing, finance, accounting, taxation, production, organization systems analysis and public policy. The main emphasis is on the understanding of the basic theoretical concepts, their empirical measurement, and their application to real problems. Prerequisite: Ec 201, Mth 208, and junior or senior standing.

Fin 341. Introduction to Real Estate. 3 credit hours.
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. Prerequisite: Fin 316 and junior or senior standing.

Fin 354. Risk and Insurance. 3 credit hours.
Introduction to the basic principles of insurance from the viewpoint of the individual and family consumer. Topics studied include risk identification and evaluation, and measurement of need for protection; ways of handling risk, and insurance as a risk-handling device; insurance buying, including evaluation of cost; company and agent selection; types of insurance including life, health, automobile, homeowner's, specialty consumer coverages; an introduction to business insurance. Prerequisite: Fin 316, and junior or senior standing.

Fin 380. Investments. 3 credit hours.
Study of the economic and investment environment as it relates to security investment decisions; appraisal of investment characteristics; introductory security analysis; the determination of investment objectives, and the selection of portfolio policies for individual and institutional investors. Prerequisite: Fin 316, or 12 credit hours of economics, and junior or senior standing.

Fin 401. Research. Credit hours to be arranged.

Fin 403. Thesis. Credit hours to be arranged.

Fin 405. Reading and Conference. Credit hours to be arranged.

Fin 407. Seminar. Credit hours to be arranged.
International Taxation.
Payroll Tax and Transfer Payments.
Venture Finance.
Real Estate Taxation.

Fin 409. Practicum. 1-2 credit hours.

Fin 436. Business Fluctuations and Planning. 3 credit hours. Description of economic forces causing change in aggregate business activity, and analysis of the effects of these changes on individual business decisions. Examination of business forecasting as affected by other business firms' actions and government decisions and policy. Prerequisite: Ec 375, junior or senior standing.

Fin 460. Commercial Bank Management. 3 credit hours. Practices, policies, and problems of commercial bank management and operation; loan and investment administration; regulation and supervision; earnings, expense, and dividend policies; the economic and social importance of the commercial banking system as the center of the American financial system. Prerequisite: Fin 314, and junior or senior standing.

Fin 462. Analysis of Financial Institutions. 3 credit hours. Study of both the similarities and the unique characteristics of different types of financial institutions, examination of sources and use of funds; analysis of management of assets, liabilities and capital; description of regulatory and legal environment. Prerequisite: Fin 314, and junior or senior standing.

Fin 470. Problems in Financial Management. 3 credit hours. Analysis of selected problems in financial management of the firm, including short- and long-term financial requirements, trade credit analysis, special media of finance, capital budgeting, and profit analysis. Research project and analysis of cases. Prerequisite: Fin 316, and junior or senior standing.

Fin 472. Financial Analysis. 3 credit hours. Analysis of the financial aspects of complex business problems; 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; the theory of financing business firms. Prerequisite: Fin 316, and junior or senior standing.

Fin 482. Investment Management. 3 credit hours. Capital market theory, portfolio selection and evaluation. Development of the parameters of security analysis. Development of investor objectives and risk constraints. Prerequisite: Fin 380, and junior or senior standing.

Upper-Division Courses Carrying Graduate Credit

Fin 440. Real Estate Law. (G) 3 credit hours. Legal aspects of real property for owners, managers and lenders: sales fixtures, brokerage, co-ownership, deeds and conveyances, easements, trust deeds and mortgages, liens and leases, land-use controls. Prerequisite: BE 226 and junior or senior standing.

Fin 442. Real Estate Environmental Analysis. (G) 3 credit hours. Market and feasibility analysis for development of, or investment in, real estate; planning and zoning related to current land-use practices and problems, and to property development and utilization. Effective policy-making for guiding and controlling land use is considered relative to public and private goals and objectives. Prerequisite: Fin 341, or consent of instructor, and junior or senior standing.

Fin 444. Property Development. (G) 3 credit hours. Property development considered as a process from raw land to productive space; includes market analysis, site selection, land-use planning, arranging for utilities and services, financing and budgeting, public and private controls; commercial, industrial, residential, and multiple uses of property considered. Prerequisite: Fin 341, and junior or senior standing.

Fin 446. Real Estate Finance. (G) 3 credit hours. The sources and use of credit for home ownership or real estate investing; instruments and legal terms of real estate finance; emphasis on mortgages, trust deeds, and land contracts; the organization and operation of public and private financial institutions relative to commercial, industrial, and residential properties; and the role of mortgage lending in our economy. Prerequisite: Fin 341, Fin 316 or equivalent, or consent of instructor, and junior or senior standing.

Fin 447. Real Estate Investment Analysis. (G) 3 credit hours. Analysis of influence of depreciation, leverage, taxes, and holding period on investment value of property and on the rate of return to equity. Investment strategies for selection among alternative real estate investment. Prerequisite: Fin 316, Fin 341.

Fin 448. Real Estate Valuation. (G) 3 credit hours. Theory and technique of real estate appraising; the appraisal process; analysis of factors influencing real estate values with an emphasis on income properties; leasehold valuation; trends in appraisal procedures and techniques. Prerequisite: Fin 316, 341.

Fin 455. Business Insurance and Risk Managements. (G) 3 credit hours. Management of insurable risks in the firm from the viewpoint of the finance manager and the business consumer of insurance. Analysis of methods of reducing business risks; financial impact on profits of risk and risk handling methods; major contracts of insurance; company and agent selection; placement of problem risks; loss adjustment. Prerequisite: Fin 354, or consent of instructor, and junior or senior standing.

Fin 458. Social Insurance. (G) 3 credit hours. Analysis of major social insurance programs. Emphasis on basic issues of benefit levels, financing methods, alternative proposals for change, and international comparisons. Prerequisite: Fin 354, and junior or senior standing. Fin 323 is recommended.

Fin 474. Financial Management of the Multinational Firm. (G) 3 credit hours. The role of the Treasurer/Controller in a multinational firm. Response to devaluation/reevaluations, investment criteria, financial arrangements, tax and transfer pricing issues. Export/Import financing. Text and cases. Prerequisite: Ec 323 and junior or senior standing, or consent of instructor.

Management

Warren B. Brown, Ph.D., Department Head, Professor of Management (organization theory, management). B.S., Colorado, 1955; M.S., Stanford, 1957; M.S., 1959, Ph.D., 1962, Carnegie-Mellon University; at Oregon since 1967.

Eaton H. Conant, Ph.D., Professor of Management; Director, Institute of Industrial and Labor Relations (industrial relations, labor economics). B.S., 1956, M.S., 1958, Ph.D., 1960, Wisconsin; at Oregon since 1966.

Catherine M. Jones, Ed.D., Associate Professor of Management (business education, office management). B.A., Iowa State Teachers, 1937; M.S., Oregon, 1945; M.Bus.Ed., 1952, Ed.D., 1964, Colorado; at Oregon since 1946.

James L. Koch, Ph.D., Assistant Professor of Management (industrial relations, human resources management). B.A., San Francisco State, 1966; M.B.A., 1968, Ph.D., 1972, California at Los Angeles; at Oregon since 1971.

Richard T. Mowday, Ph.D., Assistant Professor of Management (organizational behavior, organization theory). B.S., San Jose, 1970); M.S., 1972, Ph.D., 1975, California, Irvine; at Oregon since 1977.

H. Charles Pyron, Ph.D., Adjunct Professor of Management (behavioral science, organizational development). B.A., 1959, M.A., 1960, Redlands; Ph.D., Purdue, 1963.

Kenneth D. Ramsing, Ph.D., Associate Professor of Management (operations management, management science). B.S., Oregon State, 1960; M.B.A., 1962, Ph.D., 1965, Oregon; at Oregon since 1965.

Harold J. Schleef, Ph.D., Assistant Professor of Management (management science, production management). B.S., Valparaiso University, 1966; M.S., Oregon State, 1970; Ph.D., Chicago, 1977; at Oregon since 1975.

Frederick J. Seubert, Ph.D., Associate Professor of Management (human resources management, business policy). B.A., Baldwin-Wallace, 1942; B.M.E., Florida, 1946; M.B.A., Pennsylvania, 1947; Ph.D., Cornell, 1954; at Oregon since 1957.

Leslie L. D. Shaffer, Ph.D., Associate Professor of Management (small business management, innovation in business). B.A., California, 1935; M.S., 1960, Ph.D., 1962, Illinois; at Oregon since 1965. (On sabbatical leave 1977-78.)

Richard M. Steers, Ph.D., Associate Professor of Management (organization theory, organizational behavior). B.A., Whittier

College, 1967; M.B.A., Southern California, 1968; Ph.D., California, Irvine, 1973; at Oregon since 1975.

Rosalie S. Y. Tung, Ph.D., Assistant Professor of Management (organizational behavior, organization theory). B.A., York, 1972; M.B.A., 1974, Ph.D., 1977, British Columbia; at Oregon since 1977.

Myra T. Willard, B.A., Senior Instructor of Management, University Affirmative Action Officer (affirmative action implementation in management). B.A., Immaculate Heart, 1953; at Oregon since 1973.

Faculty Emeriti

Edwin F. Beal, Ph.D., Professor Emeritus of Management (personnel, industrial relations). B.A., Ohio Wesleyan, 1931; M.S., 1951, Ph.D., 1953, Cornell; at Oregon since 1959.

The Department of Management offers a variety of courses and programs designed to prepare men and women for careers involving managerial responsibility in public and private organizations. There are three undergraduate options:

Organization and Management: This option focuses on the administrative, organizational, and policy problems of business managers. It is aimed at preparing students for careers in general management and supervision. The courses range from technical to behavioral, but center on practical management issues. There is opportunity to study both specialized problems and those broad concerns dealing with the integration of several specific areas. The major requirements, in addition to the general business requirements of the school, total 21 credit hours. Specific program requirements are available from the Management Department.

Human Resources Management: This option focuses on manpower issues in organizations, and is designed to prepare students for management careers in personnel, human resources, and labor relations in business, government, and labor organizations. The major requirements, in addition to the general business requirements of the school, total 21 credit hours. Specific program requirements are available from the Management Department.

Operations and Systems: This option emphasizes operations management and management science, and prepares students for careers in the field of production and operations management. The major requirements, in addition to the general business requirements of the school, total 21 credit hours. Specific program requirements are available from the Management Department.

Undergraduate Courses

Mgt 199. Special Studies. 1-3 credit hours.
Introduction to Management. 3 credit hours.
A basic survey in management theory with emphasis on the functional and task requirements of management. Specific topics including planning, staffing, controlling, leadership, and creativity in business organizations. Not open to juniors or seniors.

Mgt 321. Management and Organizational Behavior. 3 credit hours.
Introduces the student of management to the nature and consequences of human behavior in work organizations. Topics to be covered include: the nature of organizations, contemporary models of organization design, work structuring, motivation and performance, group and intergroup behavior, influence processes, and planned change. Prerequisite: junior standing.

Mgt 322. Human Resources Management. 3 credit hours.
Management of relations between an organization and its personnel; building and maintaining a productive work force and providing job satisfaction and career opportunity; integration of functions related to personnel with operations; substantive issues in human resources management. Prerequisite: Mgt 321, or consent of instructor.

Mgt 329. Operations and Systems. 3 credit hours.
An introduction to problems in the organization's production system; similarity of these problems to operational problems in other functional areas of the organization. Concepts and techniques, including at least those of linear programming, line balancing, quality control, forecasting, and inventory control. Prerequisite: QM 232, Ac 222, CS 131, junior standing.

Mgt 330. Operations Research Techniques. 3 credit hours.
Application of scientific techniques to the solution of complex business problems through the quantitative comparison of alternatives; linear programming, opportunity cost analysis, expected value analysis, decision-making process. Prerequisite: upper-division standing.

Mgt 331. Problems in Affirmative Action. 3 credit hours.
An in-depth assessment of problems and issues in Affirmative Action with topical focuses on Title VII of the Equal Employment Opportunity Act and the Office of Federal Contract Compliance. The impacts of legislation on protected class populations; issues in recruiting, interviewing, and selection.

Mgt 333. Office Organization and Management. 2 credit hours.
Management and organization of the office, with special attention to the scientific approach to analysis and control; functional office layout and equipment; place of automation in the office; planning, organizing, and controlling office services, such as correspondence, records management, communications. Prerequisite: junior standing.

Mgt 340. Small Business Management. 3 credit hours.
The problems and the advantages in establishing and maintaining a small business enterprise. Attention is given to functions of management as they are utilized in small business, and the general principles of management as they apply. Project work is assigned to each student either in terms of: investigating and/or assisting a small entrepreneur in the area, or a research of library topic pertaining to the course subject.

Mgt 344. Management and Innovation. 3 credit hours.
The creative process as it applies to business decision-making; the techniques available for generating and improving ideas. The process of technological innovation and the problems involved in supervising and encouraging creative individuals. The patent system is introduced. Practice is provided in developing new solutions to business problems. Prerequisite: upper-division standing.

Mgt 401. Research. Credit hours to be arranged.

Mgt 403. Thesis. Credit hours to be arranged.

Mgt 405. Reading and Conference. Credit hours to be arranged.

Mgt 407. Seminar. Credit hours to be arranged.
Applied Innovations.
Business History.

Mgt 409. Practicum. Credit hours to be arranged.

Mgt 415. Psychology and Human Resources. 3 credit hours.
Review of research on application of psychological principles to human problems of work organizations. Focuses on individual employee behavior and how such behavior influences organizational effectiveness. Topics covered include personality, motivation, job design, individual-organization linkages, performance evaluation, and reward systems. Prerequisite: Mgt 321, QM 333, senior standing.

Mgt 416. Group Processes in Organizations. 3 credit hours.
Examines the role of groups and group processes in work organizations. Topics covered include leadership, decision-making, and communication processes, as well as norms, roles, conformity, and group cohesiveness. Throughout, emphasis will be placed on work group behavior as it influences organizational performances.

Mgt 430. Problems in Operations Management. 3 credit hours.
Methods of analysis for problems in operations management, designed to allow students practice in formulating and solving operational problems. Use of quantitative and qualitative tools and skills are required. Case studies or simulated modeling environments describe operation settings. Prerequisite: Mgt 329, upper-division standing.

Mgt 450. Management Decision Simulation. 3 credit hours.
Operational gaming; students formulate strategies, make management decisions in production, marketing, finance. Laboratory, lectures, discussion. Beginning use of management games. Several years of company activity and decision-making is simulated. Draws on previous background in the functional areas of business. Prerequisite: senior standing in College of Business Administration. Ac 323, Fin 316, Mkt 311.

Mgt 453. Business Policies. 3 credit hours.
Interdependence of the different departments of a business concern. Designed to provide an integrated view of business operations, and to provide the student with a basic grasp of policy problems in several industries. Relies on knowledge from the functional areas of business. Prerequisite: Mgt 321, Mgt 329, Ac 323, Fin 316, Mkt 311, senior standing.

Mgt 455. Organization and Management. 3 credit hours.
Introductory systems view of the field of organization and management. Focus on the important organizational and management processes and organizational design considerations; current topics in administration; future of management. Prerequisite: Mgt 321, Mgt 329, senior standing.

Upper-Division Courses Carrying Graduate Credit

Mgt 413. Compensation Administration. (G) 3 credit hours.
Development of wage and salary policies which contribute to motivation and control in organizations. Behavioral science and economic foundations of compensation. Institutional setting—collective bargaining, labor markets, and government regulations. Operating tools—job analysis, job evaluation, and wage and salary surveys. Evaluation of wage incentives and management compensation. Prerequisite: Mgt 322, senior standing, or consent of instructor.

Mgt 414. Employment Policies and Practices. (g) 3 credit hours.
Evaluation of problems arising in the employment relationship. Policy determination, with special emphasis on integrative solutions in collective bargaining and conflict resolution. Contemporary policy concerns: affirmative action, training for sequential careers; planning; job design; values and organizational commitment. Case analysis. Prerequisite: Mgt 322, senior standing, or consent of instructor.

Mgt 428. Operations Management and Inventory Control. (G) 3 credit hours.
Introduces and analyzes a variety of mathematical models which have evolved in the area of production management. Primary emphasis on inventory-production models: economic order quantity models and dynamic lot-size models. Application of these models to functional areas of business other than production management. Prerequisite: senior standing.

Mgt 429. Operations Planning and Control. (G) 3 credit hours.
Examines the areas of aggregate production planning, facility location, growth and capacity expansion, project scheduling, and job scheduling. Although the emphasis will be on application to production management, additional application of these models will be made to other areas of business.

Mgt 439. Collective Bargaining. (G) 3 credit hours.
Relations between unions and management, mainly at the level of the enterprise, under existing law and custom. Negotiations of the labor agreement; grievance handling and agreement administration; arbitration. Prerequisite: senior standing.

Mgt 480. Development of Management Thought. (G) 3 credit hours.
The evolution of management thought in the changing American business and social environment since the colonial period; study of business firms and businessmen at critical times in their development; analysis of theories of management as applied to individual business firms. Prerequisite: Mgt 321, senior standing.

Marketing, Transportation, and Business Environment

Donald S. Tull, Ph.D., Department Head, Professor of Marketing (marketing management, research and analysis). B.S., 1948, M.B.A., 1949, Ph.D., 1956, Chicago; at Oregon since 1967.

Gerald S. Albaum, Ph.D., Professor of Marketing (marketing research and analysis; international marketing). B.A., 1954, M.B.A., 1958, Washington; Ph.D., Wisconsin, 1962; at Oregon since 1969.

Delbert I. Hawkins, Ph.D., Associate Professor of Marketing (marketing research and analysis, consumer behavior). B.B.A., 1966, M.B.A., 1967, Ph.D., 1969, Texas; at Oregon since 1970.

Stuart U. Rich, D.B.A., Professor of Marketing; Director, Forest Industries Management Center. B.A., Wabash, 1942; M.B.A., 1950, D.B.A., 1960, Harvard; at Oregon since 1963.

William J. Robert, LL.M., Professor of Business Law (general business law, international law). B.A., 1939, LL.B., 1941, Oregon; LL.M., New York University, 1957; at Oregon since 1950. (On sabbatical leave 1977-78.)

Lawrence W. Ross, Jr., J.D., Associate Professor of Business Law (legal philosophy). A.B., 1949, M.A., 1949, Syracuse; J.D., Chicago, 1952; at Oregon since 1963.

Roy J. Sampson, Ph.D., Professor of Transportation (transportation and public utility economics, management and policy). B.S., 1946, Tennessee Technological University; M.B.A., 1948, Ph.D., 1951, California, Berkeley; at Oregon since 1959.

Scott Smith, M.B.A., Assistant Professor of Marketing (consumer behavior, marketing management, retailing). B.S., Brigham Young, 1971; M.B.A., Michigan State, 1973; at Oregon since 1977.

Norman R. Smith, Ph.D., Associate Professor of Marketing (consumer behavior; marketing communications). B.A., 1948, M.A., 1959, Alberta; Ph.D., Michigan State, 1965; at Oregon since 1962.

Harold K. Strom, Ph.D., Associate Professor of Transportation; Director, Center for International Business Studies (transportation and business logistics). B.A., 1957, M.B.A., 1958, Washington; Ph.D., California at Los Angeles, 1964; at Oregon since 1965.

Gerald G. Udell, Ph.D., Associate Professor of Marketing; Director, Experimental Center for the Advancement of Invention and Innovation. B.S.E., 1962, M.B.A., 1965, Ph.D., 1972, Wisconsin; at Oregon since 1974.

M. Venkatesan, Ph.D., Professor of Marketing; Director, Bureau of Business Research (consumer behavior, marketing research). B.Com., Bihar, 1959; M.S., 1962, Ph.D., 1965, Minnesota; at Oregon since 1977.

John R. Wish, Ph.D., Associate Promessor of Marketing (marketing policy and analysis, consumerism). B.S., 1956, M.B.A., 1962, Ohio State; Ph.D., Michigan State, 1967; at Oregon since 1966.

Faculty Emeriti

Newel H. Comish, Ph.D., Professor Emeritus of Business Administration. B.S., 1911, M.S., 1915, Utah State; Ph.D., Wisconsin, 1928; at Oregon since 1932.

Alfred L. Lomax, M.A., Professor Emeritus of Business Administration (Pacific Northwest industrial history). B.B.A., Oregon, 1923; M.A., Pennsylvania, 1927; at Oregon since 1919.

W. Dwaine Richins, Ph.D., Associate Professor Emeritus of Business Economics (business philosophy; business ethics; business environment). B.A., Brigham Young, 1936; M.B.A., Louisiana State, 1938; Ph.D., Washington, 1950; at Oregon since 1949.

The educational objectives of the Department of Marketing, Transportation, and Business Environment are: (1) to develop the student's understanding of the environment in which the firm operates; (2) to give the student an understanding of the interrelationships of marketing and transportation with the other areas of operation of the firm; (3) to provide the student with the opportunity to apply the functions of management and to obtain experience in decision-making in the areas of marketing, transportation, or international business; and (4) to enable the student to develop a capacity for research and scientific analysis of basic problems in these areas.

The department offers major options in marketing, transportation, business environment, and international business.

Marketing: The option in marketing is designed to provide preparation for careers in the complex of functions relating the producer and the consumer. There are opportunities for student emphasis on marketing management, marketing research, consumer behavior, and foreign marketing. Special attention is given to the contributions of the behavioral sciences and of quantitative methods to the study of marketing. The program includes detailed study of the application of principles of management analysis to marketing problems.

Students majoring in marketing are strongly encouraged to satisfy the College of Business behavioral-science course requirement

by taking at least two courses in one field (psychology, sociology, or anthropology).

The major requirements, in addition to the above and the general business requirements of the school, total 18 credit hours, distributed as follows (3 credit hours, each course): Analysis of Consumer Behavior (Mkt 361); Marketing Research (Mkt 460); Marketing Analysis (Mkt 463); a minimum of 9 credit hours of the electives listed below.

At least one of the selected elective courses must be either Mkt 464, Mkt 469, or Mkt 470: Retail Administration (Mkt 365); Seminars in Marketing (Mkt 407); Marketing Communications (Mkt 462); Marketing Problems (Mkt 464); Industrial Marketing (Mkt 469); Cases in Forest Industries Management (Mkt 470); International Marketing Management (Mkt 475); Business Logistics (Trn 350) (3 credit hours, each course).

Transportation and Business Logistics: This option is designed to prepare students for careers with transportation or utility companies, for traffic or physical distribution (logistics), positions with industrial or commercial firms or trade associations, and for government positions with regulatory or logistics agencies or publicly-owned utilities. The major requirements, in addition to the general business requirements of the school, total 15 credit hours, distributed as follows (3 credit hours, each course): Transportation and Distribution Systems (Trn 349); Business Logistics (Trn 350); International Transportation and Distribution Systems (Trn 351); Transportation Administrative Law (Trn 451); one of the following courses: Transportation Organization and Management (Trn 452); Utility Regulation, Management, and Ownership (Trn 455); Economics of Regulated Industries (Ec 463).

Business Environment: The business environment curriculum is designed to enable the student to gain a perspective of the administrative decision-making process, and an understanding of the relationships between the business firm and the economic, legal, social, ethical, and political environments in which it functions.

The major requirements, in addition to the general business requirements of the school, total 24 credit hours, as follows (3 credit hours, each course): Financial Systems (Fin 314); Legal Aspects of Business Regulation (BE 420); Business Enterprise and Social Responsibility (BE 425); Business Fluctuations and Planning (Fin 436); Business Policies (Mgt 453); minimum of 9 credit hours from the electives listed below.

Electives (3 credit hours, each course): Consumer Problems of the Poor (BE 339); Analysis of Consumer Behavior (Mkt 361); Democratic Processes (PS 456); Cases in Forest Industries Management (Mkt 470); Taxation Topics (Fin 323); Small Business Management (Mgt 340); Development of Management Thought (Mgt 480); Seminar: Business Internship (BE 407).

International Business: The option in international business is designed to increase the depth and breadth of students' perspectives in the field of business administration by exposing them to international problems confronting the business community both at home and abroad. In addition to the general business requirements, the students must meet the following requirements, a total of 18 credit hours (3 credit hours, each course): International Finance (Ec 323); Financial Management of the Multinational Firm (Fin 474); International Marketing Management (Mkt 475); Case Problems in International Business (Mkt 476); two of the following courses: Seminar: Foreign Commercial Law (BE 407), The Multinational Corporation (Ec 462), Seminar: International Taxation (Fin 407); a minimum of 6 credit hours from selected courses in international economics, political science, geography, sociology, or anthropology.

The student is strongly advised to attain second-year level of competence in a modern foreign language.

Marketing

Undergraduate Courses

Mkt 311. Marketing Systems and Demand Analysis. 3 credit hours.
Dynamics of demand; economic and behavioral approaches to analysis of demand; purchase motivations—consumer versus industrial; flows of goods and services; nature of marketing institutions.

Mkt 360. Marketing Management. 3 credit hours.
Marketing planning and control: planning, organizing, measuring, evaluating, and controlling marketing performance.

Mkt 361. Analysis of Consumer Behavior. 3 credit hours.
Consumer-firm relationship analyzed through the application of concepts drawn from contemporary behavioral science to concrete business cases and practices. Relevant concepts from fields of cultural anthropology, sociology, and psychology applied to problems encountered in marketing to various consumer groups. Prerequisite: Mkt 311 or consent of instructor.

Mkt 365. Retail Administration. 3 credit hours.
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: Mkt 311, or consent of instructor.

Mkt 401. Research. Credit hours to be arranged.

Mkt 403. Thesis. Credit hours to be arranged.

Mkt 405. Reading and Conference. Credit hours to be arranged.

Mkt 407. Seminar. Credit hours to be arranged.

Current Problems in Marketing.
Product Innovation.
Marketing Information Systems.
Marketing and Corporate Responsibility.
Public Interest Marketing.

Mkt 409. Practicum. Credit hours to be arranged.

Mkt 430. Entrepreneurship. 3 credit hours.
Analysis of entrepreneural types, the types of firms which they develop and their growth rates. Social and economic background of entrepreneurs. Factors which give rise to or inhibit, entrepreneurship.

Mkt 460. Marketing Research. 3 credit hours.
Influence of marketing research on the decision-making process; effect on the executive who must use it; uses and misuses. Emphasis on the cost versus the value of information for decision-making. Problem formulation, exploratory research, research design, basic observational and sampling requirements, data analysis, interpretation, and reporting. Research projects conducted on actual marketing problems. Prerequisite: QM 333, Mkt 311, or consent of instructor.

Mkt 462. Marketing Communications. 3 credit hours.
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. Mkt 311 and Mkt 361 recommended.

Mkt 463. Marketing Analysis. 3 credit hours.
Analytical methods, tools and models for marketing decision-making, with emphasis on the major elements of the marketing mix. Prerequisite: Mkt 311, QM 333, or consent of instructor.

Mkt 464. Marketing Problems. 3 credit hours.
Solution of marketing problems. Practicum approach utilizing case studies, simulations and projects. Prerequisite: Mkt 463, or consent of instructor.

Mkt 469. Industrial Marketing. 3 credit hours.
The marketing problems of manufacturers of industrial goods, such as machinery and equipment, raw and semi-fabricated materials, industrial supplies, and component parts; cases involving a wide variety of industries. Prerequisite: Mkt 311.

Mkt 470. Cases in Forest Industries Management. 3 credit hours.
General management problems in the forest products industries—lumber, plywood, pulp and paper, construction, and housing; marketing, production, finance, control, human relations; major emphasis on marketing problems. Cases, supplemented by field trips and a forest industries business game.

Upper-Division Courses Carrying Graduate Credit

Mkt 468. Consumer Issues. (g) 3 credit hours.
A competence course designed to prepare the student to deal rationally with the realities of the marketplace. This is a required course for all elementary-education majors seeking state certification; special emphasis is given to the knowledge and abilities necessary to teach effectively consumer topics in the elementary school classroom. Credit is not given toward any requirements of the College of Business Administration.

Mkt 475. International Marketing Management. (G) 3 credit hours.
Study of marketing methods in the international environment. Prerequisite: QM 232, Ac 323, Fin 316, Mgt 329, Mkt 311, or consent of instructor.

Mkt 476. Case Problems in International Business. (G) 3 credit hours.
Determinants of foreign business decision making in light of case studies; operation versus licensing; control versus joint venture; problems of taxation, labor, and marketing; partners-in-progress approach; skill formation, managerial training, cooperation with national planning authorities, public development banks and industrial corporations; emphasis throughout upon the individual business unit. Prerequisite: Mkt 475, Fin 474, or consent of instructor.

Transportation

Undergraduate Courses

Trn 349. Transportation and Distribution Systems. 3 credit hours.
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 bases 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.

Trn 350. Business Logistics. 3 credit hours.
Problem of purchasing transportation services, selecting transportation alternatives, and planning the physical distribution system of the firm. Includes a consideration of rate structures, shipper's rights in law, relationship of physical distribution to the marketing function and the production function, inventory management and control, plant location and warehousing.

Trn 351. International Transportation and Distribution Management. 3 credit hours.
Role of the United States and world ocean and air transportation in international trade and development. Physical facilities; basic laws, policies, and associations affecting carrier and shipper operations; problems of international and intercarrier cooperation; principal trade routes and commodity flows; packaging, documentation, rates, and charters; marine and air cargo insurance; land-based supporting organizations, including terminal operations and connecting foreign land transportation systems. Emphasis on use of international transportation in export and import activities.

Trn 401. Research. Credit hours to be arranged.

Trn 403. Thesis. Credit hours to be arranged.

Trn 405. Reading and Conference. Credit hours to be arranged.

Trn 407. Seminar. Credit hours to be arranged.

Trn 409. Practicum. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Trn 451. Transportation Administrative Law. (G) 3 credit hours.
Historical background and present status of state and federal transport regulation, with particular attention to the Interstate Commerce Act and other pertinent federal and state statutes. The organization and procedure of transport regulatory agencies, and the rules of practice before such bodies. Prerequisite: Trn 349, or Trn 350, or Ec 463, or consent of instructor.

Trn 452. Transportation Organization and Management. (G) 3 credit hours.
Carrier organization and management problems. Operational, personnel, financial, pricing, marketing, and related practices as influenced by competition and governmental policies. In addition to classroom work, students make detailed study of a type of carrier or carrier problem related to their specific career interests. Prerequisite: Trn 349, or Trn 351, or Ec 463, or consent of instructor.

Trn 455. Utility Regulation, Management, and Ownership. (G) 3 credit hours.
Review of historical and present regulatory laws, agencies, and procedures; problems and policies of municipal, state, and federal ownership; management of various kinds of privately owned utility firms (electric, gas, communications). Organizational structures, price policies, marketing of services, short- and long-range planning, public relations. Particular emphasis on problems affecting the Pacific Northwest.

Business Environment

Undergraduate Courses

BE 125. Environment of Business. 3 credit hours.
Role and responsibilities of business in society; influences of the historical, social, political, and economic environments within which business operates; adjustment to changes in these environments; interrelationships of major functional areas of business. Not open to upper-division majors in business.

BE 226. Introduction to Law. 3 credit hours.
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.

BE 326. Law of Business Organization. 3 credit hours.
The law of agency; the master-servant relationship, including elementary labor law; the law of business organizations, including corporations, partnerships, and other forms of business associations; applications of the Uniform Commercial Code to investment securities. Prerequisite: BE 226.

BE 339. Consumer Problems of the Poor. 3 credit hours.
Problems of low income households. Field research preparation for work away from campus spring term. Class discussions, lectures, group discussions, films, and field trips. A written study proposal is required.

BE 401. Research. Credit hours to be arranged.

BE 403. Thesis. Credit hours to be arranged.

BE 405. Reading and Conference. Credit hours to be arranged.

BE 407. Seminar. Credit hours to be arranged.
Foreign Commercial Law.
Business Internship.

BE 409. Practicum. Credit hours to be arranged.

BE 418. Law of Business Transactions. 3 credit hours.
Study of the several fields of law related to business: negotiable instruments; sales of personal property; security devices for credit transactions. Prerequisite: BE 226.

BE 425. Business Enterprise and Social Responsibility. 3 credit hours.
Analysis of specific management policies as they relate to social objectives; patterns of governmental regulations; political activities of trade associations and other special-interest groups; relation of the growth of corporate enterprise to public policy and to the responsibilities of business management. Prerequisite: senior standing.

Upper-Division Courses Carrying Graduate Credit

BE 420. Legal Aspects of Business Regulation. (G) 3 credit hours. Study of the broad aspects of governmental regulation of business and constitutional limitations upon such regulation. Particular treatment is given to the law of administrative agencies and to some specific areas of regulation, including business combinations and pricing policies. Prerequisite: BE 226.

Graduate School of Management and Business

Graduate degree programs are offered at both the master and doctoral levels. The Graduate School of Management and Business coordinates the graduate work of the four departments of the College of Business Administration.

The four administrative departments and the options for major work offered in each are as follows:

(1) Accounting and Quantitative Methods (Accounting, Quantitative Methods).

(2) Finance (Finance, Real Estate and Urban Land Economics, Business Economics).

(3) Management (Human Resources Management, Organization and Management, Operations and Systems).

(4) Marketing, Transportation, and Business Environment (Marketing, Transportation and Logistics, Forest Industries Management, International Business).

In all fields, instruction in the College is supported by the courses in cognate fields offered by other divisions of the University.

The graduate program is accredited by the American Assembly of Collegiate Schools of Business.

Master's Degree Program

Two-year programs leading to the Master of Business Administration, Master of Science, or Master of Arts degrees are offered. For students entering with little or no undergraduate work in business, a total of 83-86 credit hours of work is required, including a 38-hour preliminary core. All or part of the preliminary core may be waived for those who have had equivalent work. An average course load for graduate students is 9-12 credit hours per term.

Admission: Students must satisfy the general admission requirements of the Graduate School of the University, and must submit complete transcripts of all previous college level work, an acceptable score on the Graduate Management Admission Test, a letter of purpose, and three letters of recommendation. Inquiries concerning the program and applications should be addressed directly to the Graduate School of Management and Business.

The Graduate School of Management and Business does not recognize post-baccalaureate status as constituting entry to its graduate-degree programs, nor as the basis for admission to graduate courses.

Preliminary Core Program: The first year of the master's program includes a series of core courses required for students whose undergraduate studies have been in fields other than business administration. However, all or part of this requirement may be waived for students who have had equivalent instruction. The preliminary core consists of 42 credit hours: Accounting Concepts (Ac 511) 3 credit hours; Accounting in Administration (Ac 512) 3 credit hours; Statistics for Business Decisions (QM 511) 3 credit hours; Financial Environment (Fin 514) 3 credit hours; Financial Management (Fin 516) 3 credit hours; Legal Environment of Business (BE 517) 3 credit hours; Management Analysis (Mgt 511) 3 credit hours; Administration of the Marketing Function (Mkt 511) 3 credit hours; Intermediate Economic Analysis (Ec 375, and Fin 332) 6 credit hours; Calculus for Non-Physical Science (Mth 207, 208) 8 credit hours; Introduction to Numerical Computation (CS 133 or CS 131) 4 credit hours.

Master of Business Administration: The program leading to the M.B.A. degree emphasizes the development of breadth of understanding of business problems and of general management skills; the program is especially adapted to the needs of students who have earned their baccalaureate degree in the social sciences, humanities, sciences, or engineering.

The requirements are: (1) completion of the preliminary core program or equivalent; (2) completion of a minimum total of 45 hours of graduate credit beyond the preliminary core, of which a minimum of 36 hours must be in courses exclusively for graduate students (500 level); (3) of the 45 credit hours, at least 36 must be in the College of Business Administration (including not more than 18 in the area of concentration). The remaining 12 hours may be in either business courses or in related areas outside the College of Business Administration. Degree requirements within these general guidelines are further specified on a departmental basis, within the following format of 45 graduate credit hours:

(A) Business Core Area: 9 credit hours required of all MBA students in the school, as noted below: Management and Behavioral Science (BA 521); Applied Statistical Techniques (BA 522); Decision Making in Management (BA 524).

(B) Area of Concentration: 12 credit hours specified by department.

(C) Area Block: 12 credit hours, including at least 3 hours in each of the departments other than the one where the major area of concentration is taken, and an additional 3 hours in one of them.

(D) Electives: 12 credit hours in either business courses or in related areas outside the College of Business Administration.

At least 9 credit hours of the total work offered in the 45 must be in courses with a high degree of application, as opposed to theoretical content; such courses are to be designated by the various departments.

The program of study must be approved by an adviser in the student's area of concentration.

Master of Science in Accounting: The M.S. program in accounting is designed for those students with little or no prior training in accounting (two-year program), and for those students with prior work in the field who want a greater degree of specialization than is available through the M.B.A. program.

The requirements are: (1) completion of the preliminary core program or equivalent; (2) completion of a minimum total of 45 hours of graduate credit beyond the preliminary core program; (3) within the 45 hours: a. 12 to 24 hours in accounting; b. 9 hours from the Business Core Area; c. 12 to 24 hours in supporting areas. For specific course requirements, consult the department. Programs of study are individually designed by the student and a faculty member within certain limits set by the department.

Master of Science or Master of Arts: The program leading to the M.S. or M.A. degree allows more specialization than the M.B.A. program, and is especially adapted to the needs of students interested in careers in accounting, quantitative methods and research, industrial management, and college teaching.

The requirements are: (1) completion of the preliminary core program or equivalent; (2) completion of a minimum total of 45 hours of graduate credit beyond the preliminary core program; (3) within the 45 credit hours, a major in a field of specialization consisting of a maximum of 15 hours of course work and 9 hours of thesis; (4) within the 45 hours, a minor consisting of a minimum of 12 hours of course work in the College of Businsss Administration or in a cognate field; (5) of the 45 hours, the remaining 9 hours in business courses outside the field of specialization or in related areas outside the college. However, no more than 18 of the 45 required credit hours may be taken outside the College of Business Administration. For the M.A. degree, competence in a foreign language is required.

Minor in Business Administration: A master candidate with a major in another field or in an interdisciplinary studies program may elect a minor in business administration. The minor is usually chosen from the graduate level business courses in the preliminary

core. Minor programs must be reveiewed by the school before course work is taken, and students taking a minor in business should, in general, meet standards required for admission to the school.

Interdepartmental Programs

Three special interdisciplinary programs are offered across departmental lines. These are Forest Industries Management, Industrial and Labor Relations, and International Business.

Forest Industries Management: This special MBA program in Forest Industries is designed primarily for students with a bachelor's degree in forestry. However, students with degrees in other fields but with undergraduate study and industrial experience in the forest industries are sometimes accepted. The program consists of 45 credit hours in addition to the preliminary core, 36 of which must be in the College of Business Administration. Of the 45 hours, 9 are devoted to the MBA core, consisting of BA 521, Management and Behavioral Science; BA 522, Applied Statistical Techniques; BA 524, Decision Making in Management.

Twelve hours are in the area of concentration: Mgt 520, Operations Research Applications; Mgt 522, Concepts of Linear Programming; Mkt 569, Problems in Industrial Marketing; Mkt 570, Problems in Forest Industries Management.

In the area block, at least one course must be chosen from each of the four departments. Suggested courses are: Ac 523, Managerial and Financial Accounting Analysis; QM 434 G, Applied Regression Analysis; Fin 541, Real Estate Economics; Fin 573, Problems in Finance; Mkt 560, Marketing Research; Mkt 565, Marketing Problems and Policies; Mgt 515, Computers in Business; Mgt 530, Operations Simulation.

Elective courses may be either in business or related areas outside the College.

The 24 credit hours comprising the area block and elective hours will vary with the student's undergraduate preparation in the general field of forestry, and they are selected with the guidance and approval of an interdepartmental committee.

In the above listed courses and in other courses where major term papers are required, Forest Industries majors are expected to relate the contents of their papers to problems and issues of the forest industries. Copies of these papers are to be furnished to the Director of the Forest Industries Management Center at the time of submission to the particular course instructors.

Industrial Relations: An integrated program with a choice of courses in economics, management, political science, sociology, and other disciplines. The program leads to the M.S. or M.A. degree, and requires 45 credit hours of work with thesis in courses approved by the Institute, or 54 hours of work without thesis. The program must cover at least three disciplines and must provide for at least 18 hours of work in one of the disciplines. At least 15 hours of the 45 or 54 must be in courses numbered 500 or higher, and of these 15, at least 6 must be in seminars.

The prerequisites for the program are a bachelor degree and 27 credit hours of prior work in the disciplines represented in the graduate program.

The program prepares students for careers in government, or management, or with trade unions. Fields of concentration may include: unions, management, and labor relations policy; manpower utilization and development; organizational studies and human resource management.

International Business: Graduate work leading to the Master of Business Administration with a major in international business is another option offered. The program is broad in nature, and includes course work in: international business; a major functional area such as marketing, finance, management, or accounting; business organization and policy; quantitative methods; and an area outside the College of Business Administration which complements the student's work in the international field.

It is recommended that the student demonstrate minimum competence in a foreign language. This may be accomplished by taking a second-year language sequence or by examination at the second-year level.

The objective of this program is to offer the student an opportunity to study the international dimensions of business to deepen personal understanding of the role played by business in the world economy.

Doctoral Program

The Graduate School of Management and Business offers a program of advanced graduate study and research leading to the degree of Doctor of Philosophy in Business Administration for students preparing for careers in college teaching and administration and for responsible research positions in business and government. The program is administered by the Director of the Doctoral Program, Prof. James E. Reinmuth, assisted by a Ph.D. committee of four business faculty members.

Admission: For admission to the doctoral program, the student must (1) satisfy the admission requirements of the Graduate School of Management and Business and of the Graduate School of the University, (2) have completed the graduate work required for a master's degree. In exceptional circumstances a student may be admitted immediately after completion of a baccalaureate degree, (3) be recommended by the department having primary responsibility for the area in which the candidate expects to major, and by the Ph.D. committee, (4) provide evidence of scholarly promise. Inquiries concerning the program should be addressed to the Director of the Doctoral Program.

Degree Requirements: The student's program must satisfy the requirements of the Graduate School of the University, and the following requirements of the College of Business Administration:

(1) Three years of work beyond the bachelor degree, with two years of residence on the Eugene campus.

(2) Satisfaction of the University of Oregon's MBA preliminary core program. Individual course requirements may be satisfied by previous course work upon approval from the College Ph.D. Committee. Courses not completed before admission to the program should be taken in the student's first year in the program.

(3) Demonstrate competence in a Major Area of Concentration in the College of Business Administration. The student is expected to master the literature and techniques in this area, to be prepared to write an acceptable dissertation, and to do research of high quality. Competence is demonstrated by passing a written comprehensive examination in the area, given by the department. The minimum requirements for the major area are to be specified by the department having primary responsibility for the area. The major areas of concentration offered by the College of Business Administration are Accounting, Finance, Human Resources Management, Marketing, Organization and Management, Quantitative Methods, and Transportation and Logistics. Programs involving interdisciplinary research and faculty guidance may be accommodated within the major areas.

(4) Demonstrate competence in a Supportive Area. The supportive area is either a logical extension of the major area or may serve as a second teaching field or both. If a second teaching field is elected as the supportive area, the level of competence required is that necessary to comprehend literature and techniques of the field and to be prepared to teach elementary courses in that field. The required work constituting this area typically will be fulfilled by completion of four or more graduate level courses; the proposed work is subject to final approval by the student's Advisory Committee. Each course used to meet this area requirement must be passed with a grade of B or higher, and at least two courses must be completed at the University of Oregon after admission to the Doctoral Program. The supportive areas include the areas listed as major areas of concentration plus Business Economics, Business Environment, Management Science, Operations and Systems, and Urban Land Economics, Alternative supportive areas inside or outside the College of Business Administration may be developed by the student and the Advisory Committee.

(5) Demonstrate competence in Quantitative and Research Methods. The student is expected to complete four (4) or more graduate level courses in quantitative and research methods which are

defined by the student and his or her committee and to pass a written comprehensive examination. The course requirements typically are fulfilled with quantitative methods courses from within the College. However, alternative courses inside or outside the College (or courses taken at other institutions) are permissible upon the approval of the student's Advisory Committee. If the student elects Quantitative Methods as the major area, an additional supporting area (described earlier) must be selected. The examination is to be given by a committee consisting of the student's Advisory Committee chairman and at least two (2) faculty members from the area of Quantitative Methods who are selected by the Ph.D. Committee. The examination is structured so that at least 75 per cent of the content is over the area of quantitative methods. When in the judgment of the student's examination committee, the program of study has been such as to warrant it, a faculty member from a department outside the College of Business Administration may be included as a fourth member.

(6) Demonstrate competence in a Behavioral Science or Economics Tool Area. The student is expected to complete at least four (4) graduate level courses in economics or in courses relating to an understanding of human behavior. The course work constituting this area of study is subject to final approval by the student's Advisory Committee. Each course used to meet this area requirement must be passed with a grade of B or higher and at least two courses must be completed at Oregon after admission to the Doctoral Program.

(7) Complete 3 credit hours in Ph.D. Research Seminar (BA 507). This course will not fulfill requirements in any of the four (4) areas described above.

(8) To be eligible to take comprehensive examinations, the student is required by Graduate School policy to have completed substantially all the course work for the degree and substantially all other requirements except the completion of the thesis and a final oral examination defending it.

The student must attempt both written examinations within thirteen months of each other. In the event of failure, a student may retake a comprehensive examination once, at the individual's option, and after consultation with the Advisory Committee. All examinations must be completed within nineteen months of the date of the first examination. Comprehensive examinations are offered during fall and spring terms. Upon approval of a petition to the Ph.D. Committee, examinations during winter term and summer session may be arranged by agreement between the student and the examining committee.

(9) Advancement to Candidacy. The student is advanced to candidacy for the Ph.D. degree upon satisfying requirements (1) through (8) above, and upon recommendation by his or her Advisory Committee to the College of Business Administration and the Graduate School of the University. Advancement must occur no later than four years after the student's entry into the program.

(10) Dissertation. The student must complete a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must show mastery of the literature and techniques, be written in creditable literary form, and represent a contribution to knowledge.

The student is responsible for formation of a dissertation committee, subject to approval by the College of Business Administration and the Graduate School of the University. This committee must include at least three regular faculty members of the College of Business Administration and at least one member from outside the College of Business Administration. The chairman of the committee serves as the student's primary dissertation adviser. Before the dissertation topic may be accepted by the dissertation committee, the student must make public oral presentation of the research proposal and design. When the proposed dissertation topic is accepted by the committee, a copy of the proposal, signed as approved by the committee, is placed in the candidate's record. The dissertation must be completed within three (3) years of the student's advancement to candidacy. Upon petition, this period may be extended for one (1) year. Failure to complete the dissertation within this time period will invalidate the student's comprehensive examinations and advancement to candidacy.

The dissertation is approved upon evaluation and certification by the dissertation committee. Before approval, the student must successfully defend the completed dissertation in a public oral examination and defense before the dissertation committee.

(11) Grade Point Average. The student must maintain a cumulative GPA of 3.00 or higher in graduate courses.

(12) Termination in Program. A student's participation in the Ph.D. program may be terminated by the Ph.D. Committee if the student fails to satisfy any of the program requirements, and upon the recommendation of a majority of the student's Advisory or Dissertation Committee. The committee must vote on termination under the following conditions:

(a) Failure to make satisfactory progress toward advancement to candidacy.
(b) A cumulative GPA below 3.00.
(c) GPA less than 3.00 received in two consecutive terms.
(d) Failure to complete a dissertation within three years after the student is advanced to candidacy.
(e) Any time a member of the Advisory or Dissertation Committee requests a vote.
(f) At the request of the student.

The committee vote must be transmitted in writing to the Ph.D. Committee for review and will be placed in the student's file. If a student is dropped from the program, he or she will be notified in writing, with the reasons for the termination clearly explained.

Business Administration

BA 507. Seminar. Credit hours to be arranged.
Research Methodology.
Enrollment restricted to candidates for the Ph.D. degree in Business Administration. Presents research methods and topics for business majors in disciplines other than their own.

BA 521. Management and Behavioral Science. 3 credit hours.
Study of the applications of behavioral science concepts in managerial decisions involving individuals, dyads, and groups. Development of understanding and skill in the application of basic sociological/psychological research findings with special focus on cognitive processes, personality, culture, motivation, and communication. Course provides content and experimental learning applied to the problems of: (a) leadership and motivation; (b) interpersonal, group, and organizational communication; (c) socio-techno planning and control; and (d) consumer behavior. Prerequisite: Mgt 511 or equivalent.

BA 522. Applied Statistical Techniques. 3 credit hours.
Emphasizes the use and complementary nature of classical inference, nonparametric methods, and methods of decision analysis in managerial decision-making. An overview of multiple regression analysis, time series analysis, forecasting, and survey sampling is also provided. Emphasis is placed upon the managerial, as opposed to the methodological and the research, uses of statistical methods. Prerequisite: QM 511 or equivalent.

BA 523. Business and Society. 3 credit hours.
This course examines a variety of issues and perspectives regarding the relationship of business firms to the larger society and appraises issues and differing perspectives. Not offered in 1977-78.

BA 524. Decision-Making in Management. 3 credit hours.
Designed to integrate the major business disciplines into a functioning concept of business operations. The course utilizes a business game and case studies to provide experience in the making of management decisions of both strategic and tactical nature. (Prerequisite: Ideally, the course should be taken in the last term of graduate work. In any event, the course is not to be taken prior to beginning the last 24 hours of graduate work.)

Accounting

Upper-division courses carrying graduate credit appear on page 226.

Ac 501. Research. Credit hours to be arranged. No-grade course.

Ac 503. Thesis. Credit hours to be arranged. No-grade course.

Ac 507. Seminar. Credit hours to be arranged.
Development of Accounting Thought.
Managerial Cost and Budget Analysis.

Ac 508. Workshop. Credit hours to be arranged.

Ac 509. Practicum. 1-2 credit hours.

Ac 511. Accounting Concepts. (P) 3 credit hours.
Accelerated introduction to principles and procedures of financial accounting and the use of accounting data for business decisions; survey of the data-creating process followed by study of asset valuation and income measurement. Open to graduate students who have not completed a college-level course in accounting.

Ac 512. Accounting in Administration. (P) 3 credit hours.
Accelerated introduction to principles and procedures of managerial accounting; study of cost analysis, budgeting and control. Open to graduate students who have not completed Ac 323 or equivalent. Prerequisite: Ac 511.

Ac 523. Managerial and Financial Accounting Analysis. 3 credit hours.
An extension of ideas presented in Ac 511 and Ac 512. Designed for the nonaccounting major who wishes to expand knowledge of financial reports. Prerequisite: Ac 511 and Ac 512; open to nonmajors only.

Ac 540. Administrative Control. 3 credit hours.
Descriptive cybernetics and the concept of control as a property of all organized behavior; control attitudes and practices in human organizations; traditional and emerging views of the role of control in administration; problems of performance measurement; military command and control systems; rudiments of information and communication theory; computer abuses; role of man in a controlled system; student papers usually theoretical and related to major fields.

Ac 542. Auditing Concepts. 3 credit hours.
Analysis of the problems encountered in examining and reporting on the financial statements of a business enterprise, vertification standards, theory and application of sampling techniques, problems posed by data-processing machine systems, innovations in auditing concepts; selection, scope, and application of auditing procedures in the continued examination approach. Prerequisite: Ac 440.

Ac 551. Development of Accounting Thought. 3 credit hours.
Examination of the development of accounting theory, including consideration of historical, methodological, measurement and structural aspects of accounting theory. Consent of instructor is required. Prerequisite: Ac 352.

Ac 552. Accounting Theory. 3 credit hours.
Examination of some of the elements of the conceptual framework underlying financial accounting reports, viewed in part as a postulate structure, in part as a series of decisions as to how and when changes in assets and liabilities will be recognized. Readings in accounting literature, study of some current controversial areas in financial accounting theory. Course content varies somewhat from year to year with changing interests of participants. Prerequisite: Ac 551.

Ac 562. Cost Analysis and Interpretation. 3 credit hours.
Theory of cost analysis and the problem of determining cost for various decision-making purposes; the function of the comptroller in management planning and control, marginal and differential costs, the joint-cost problem, direct costing, budgeting, intrafirm pricing and pricing policy. Readings in cost accounting literature and case studies. Prerequisite: Ac 460.

Quantitative Methods

Upper-division courses carrying graduate credit appear on page 226.

QM 501. Research. Credit hours to be arranged. No-grade course.

QM 503. Thesis. Credit hours to be arranged. No-grade course.

QM 507. Seminar. Credit hours to be arranged.
Dynamic Time-Dependent Processes.
Dynamic Systems.
Multivariate Methods.

QM 511. Statistics for Business Decisions. 3 credit hours.
Accelerated study of business statistics; decision-theory applications in business; probability estimation, hypothesis testing, uses of subjective probability, introduction to regression analysis. Open only to graduate students who have not completed QM 232, QM 333 or equivalent. Prerequisite: one year of college mathematics.

QM 523. Dynamic Programming. 3 credit hours.
Systematic procedure for determining the combination of decisions which maximizes overall effectiveness. Optimization of inventory scheduling, distribution of effort problems, decision-making over an unbounded horizon, stochastic and probabilistic models are considered. Application of the models to real business problems is stressed. Prerequisite: QM 333 and CS 131; Mgt 522 recommended.

QM 530. Applied Nonparametric Statistics. 3 credit hours.
Procedures for the statistical analysis of data when the data are of nominal or ordinal order of measurement and/or the data do not conform to parametric asumptions. Power efficiency, one sample tests, two sample tests (related and unrelated samples), nonparametric analysis of variance, rank correlation procedures, multidimensional scaling procedures. Prerequisite: QM 333 or Mth 427.

QM 532. Analysis for Decisions Under Uncertainty. 3 credit hours.
Systematic analysis of decisions involving uncertainty; diagramming the decision processes; quantification of subjective and intuitive information; incorporating utility and probability considerations into the decision model; combination of prior and sample information; simulation of the decision model. Prerequisite: one year of college mathematics; QM 333, or equivalent.

QM 534. Applied Multivariate Analysis. 3 credit hours.
Understanding, interpretation, and use of multiple regression analysis, multiple discriminant analysis, factor analysis, cluster analysis, canonical correlation, and multidimensional scaling. Business applications of the methods will be stressed through the use of available library computer programs. Prerequisite: QM 333 and CS 131.

QM 536. Applied Sampling Techniques. 3 credit hours.
Theory and application of probability sampling techniques to business problems. Topics: simple random sampling, stratified sampling, cluster sampling, systematic sampling, multistage sampling, double sampling, nonresponse problems, ratio and regression estimators. Prerequisite: QM 333 or equivalent; open only to seniors with consent of instructor.

Finance

Upper-division courses carrying graduate credit appear on page 228.

Fin 501. Research. Credit hours to be arranged. No-grade course.

Fin 503. Thesis. Credit hours to be arranged. No-grade course.

Fin 507. Seminar. Credit hours to be arranged. Other topics to be announced as interest warrants:
Advanced Finance Theory.
Industrial Organization and Public Policy.

Fin 508. Workshop. Credit hours to be arranged.

Fin 514. Financial Environment. 3 credit hours.
The financial system as an external environment affecting businesses and financial decisions. Characteristics of the overall functions of money and credit, and their influence on product demand and the supply of finance from the point of view of the individual business; roles of monetary and fiscal policy, the Federal Reserve System, and the money and capital markets. Prerequisite: Ec 375 or equivalent.

Fin 516. Financial Management. 3 credit hours.
Objectives, tools, methods, and problems of financial management from the viewpoint of the firm; special problems, including funds acquisition, dividend policy, capital acquisitions, taxes, mergers, forecasting, and investment banking. Prerequisite: at least one accounting course; Fin 332.

Fin 528. Business Taxation. 3 credit hours.
The principles, structure, and economic effects of business taxation in the framework of the total tax structure; implications of taxation for management decision-making. The emphasis is not on the complexities of tax law, tax accounting, or tax regulations, but on the broader impact of taxation on business. Prerequisite: Ec 375, Fin 332, or equivalent.

Fin 530. Business Conditions Analyzing and Forecasting. 3 credit hours.
Emphasis is on trends of basic data and the determinants of private business and government decisions affecting the level of employment and economic growth. Theoretical models and forecasting techniques are described and related to particular regional and industrial planning needs. Prerequisite: Ec 375, or equivalent.

Fin 532. Managerial Economics. 3 credit hours.
The varied forms in which economic concepts appear in the operation of individual business units; emphasis on the approach to problems of management decision-making and advance planning through formulation of problems in a conceptually quantitative manner capable of numerical solution. Integration of economic principles with various areas of business administration. Prerequisite: Mth 208 or equivalent, and Fin 332 or equivalent.

Fin 534. Methods of Business Research. 3 credit hours.
Research techniques in business; project design; analysis of data and data sources.

Fin 541. Real Estate Economics. 3 credit hours.
Economics of development, use and re-use of real property in United States institutional framework; processes and considerations that result in or influence decisions by individuals or groups concerning real estate financing and investment.

Fin 555. Analysis of Business Risk. 3 credit hours.
The risk-management concept; corporate organization for insurance and risk management; analysis of exposure to loss; self-insurance versus commercial insurance; control of commercial insurance costs; use of captive insurers. Prerequisite: Fin 455.

Fin 561. Monetary Policy. 3 credit hours.
Examination of the Federal Reserve and the execution, identification, impact, and evaluation of monetary policy. Role of monetary policy in economic stabilization, importance for business behavior, and the implications for management decisions. Development of alternative models of the transmission and incidence of monetary policy. Prerequisite: Fin 514, or equivalent.

Fin 563. International Finance and Investment. 3 credit hours.
The international monetary system; balance of payments; liquidity, foreign exchange market; foreign investment; international and regional financial institutions. Prerequisite: Fin 514, Fin 332.

Fin 565. The Money and Bond Markets. 3 credit hours.
Analysis of the money and bond markets. The characteristics of the major short- and long-term debt instruments traded; determination of the level of interest rates; analysis of differences in rates on different securities; the mathematics of bond prices; debt portfolio strategy. Prerequisite: Fin 514, or equivalent.

Fin 567. Management of Financial Institutions. 3 credit hours.
Analysis of management policies of financial institutions, including liquidity management, liability management, asset management, and capital management; description of the legal, economic, and regulatory environment, and implications for management; examination of changing trends in financial markets. Prerequisite: Fin 514, or equivalent.

Fin 571. Theory of Finance. 3 credit hours.
Development of financial principles relating to problems of valuation; capital acquisitions; dividend policies; choice among financing alternatives. Prerequisite: Fin 516, or equivalent.

Fin 573. Problems in Finance. 3 credit hours.
Analysis of cases dealing with valuation; choice of capital acquisitions under uncertainty; working capital management; the influence of capital structure, dividend policy, and growth on the cost of capital. Prerequisite: Fin 516, or equivalent.

Fin 583. Concepts of Investments. 3 credit hours.
Securities markets; risk-return characteristics of investment media; concepts of security analysis; investment and portfolio strategies of individual and institutional investors. Prerequisite: Fin 516, or equivalent. Not open to students who have taken Fin 380 or equivalent.

Fin 585. Equities Securities Markets. 3 credit hours.
The organization and functioning of securities markets, particularly the markets for bonds and common stocks; analysis of the characteristics of efficiently functioning markets; consideration of the role of price behavior in determining whether a market is efficient. Topics for analysis include: (1) the determinants of the market structure, and (2) the impact of competition and regulation on market structure and organization. Prerequisite: Fin 380 or Fin 583, or equivalent.

Fin 588. Investment Administration. 3 credit hours.
Development of the capital market theory; risk-return parameters for security selection; portfolio selection and performance analysis. Prerequisite: Fin 380 or Fin 583, or equivalent.

Management

Upper-division courses carrying graduate credit appear on page 230.

Mgt 501. Research. Credit hours to be arranged.

Mgt 503. Thesis. Credit hours to be arranged. No-grade course.

Mgt 505. Reading and Conference. Credit hours to be arranged.

Mgt 507. Seminar. Credit hours to be arranged or as noted.

Communication and Organization Development. 3 credit hours.
Nature of human communication and communication systems; understanding of the role of communication in effective management and organization development; methods for consultation and communication improvement. Prerequisite: Mgt 536. Not offered in 1977-78.

Labor Problems. 3 credit hours.
Case studies focusing on union-management disputes involving contract negotiation and administration which have gone to arbitration and disputes handled by the National Labor Relations Board.

Operations Management Problems. 3 credit hours.
Production and operations management problems will be studied through extensive analysis of cases. Prerequisite: Mgt 428G or Mgt 429G.

Mgt 509. Practicum. Credit hours to be arranged.

Mgt 511. Management Analysis. 3 credit hours.
Investigates basic administrative and organizational problems and the techniques for solving them. Various philosophies and organizational structures are reviewed.

Mgt 515.Computers in Business. 3 credit hours.
A basic concepts and systems-analysis orientation relating to data processing, information analysis, decision assistance and interactive time-sharing. Behavioral and technical considerations are incorporated to document the impact of computer activity on the organization.

Mgt 520. Operations Research Applications. 3 credit hours.
Operations Research is a series of methods based on model building for decision-making. The methods range from crude qualitative models to highly refined mathematical models. A conceptual orientation to the field, examination of the more commonly used mathematical models.

Mgt 522. Concepts of Linear Programming. 3 credit hours.
This course deals with the theory and application of linear programming for the solution of a general category of problems which are concerned with the use or allocation of scarce resources. The student will study the underlying theory and formulate solutions to practical problems. Use will be made of the IBM 360/50 and the Mathematical Programming System (MPS).

Mgt 528. The Executive Function. 3 credit hours.
Analysis of the structure and function of boards of directors; the role of the chief executive; impact of change such as the new Office of the President, minority representation, director liability,

and the decline of the family firm. Special emphasis on the force of merger and conglomeration.

Mgt 530. Operations Simulation. 3 credit hours.
Analysis and formulation of computer simulation models for operations management processes. Presents introduction to concepts of simulation methodology as they apply to analysis and design of operating systems. Application of simulation will be used in individual and group projects as experiments on a model system. Prerequisite: CS 131, QM 511.

Mgt 531. Quality of Working Life. 3 credit hours.
The socio-technical approach to job and work system redesign. Topics to be covered include the evolution of job design, concepts of socio-technical systems, technological analysis, studies of job redesign, change processes, and action research; review of demonstration projects and case studies of experimentation. Prerequisite: BA 521 or equivalent.

Mgt 532. Problems in Business Policies. 3 credit hours.
Focus is primarily on the analysis and understanding of business cases which emphasize the overall functioning of the firm and the integration of business operations.

Mgt 533. Work Group Behavior. 3 credit hours.
Major theories of group formation and behavior considered in terms of their implications for management; review of the literature concerning leadership processes and supervisory behavior, group cohesiveness, conformity, group norms and roles, decision-making and communication, and morale. Prerequisite: BA 521 or equivalent.

Mgt 534. Human Resources Management. 3 credit hours.
Analysis of problems and cases in the management of personnel; manpower planning, job analysis and evaluation, wage and salary administration, selection techniques, public policy constraints on personnel actions and career development.

Mgt 535. Organizational Psychology. 3 credit hours.
Analysis of psychological literature on human resources in organizations; the nature of individual differences, job-person fit, psychological testing and research, selection and placement, training and development, performance evaluation and reward systems, measurement of job attitudes, and human factors engineering. Prerequisite: BA 521 and BA 522 or equivalent.

Mgt 536. Organizational Change and Development. 3 credit hours.
Review of techniques for planned change in organizations, emphasizing theory, research, and applications; conflict and conflict resolution; role of management in developing organizations. BA 521 recommended.

Mgt 537. Motivation and Work Behavior. 3 credit hours.
Review of the empirical literature on motivation in organizations. Topics to be covered include basic motivational processes, contemporary theories of work motivation, job performance and satisfaction, attachment to organizations, reward systems, goal-setting processes. and job design. Emphasis on integrating research findings with management applications. Prerequisite: BA 521, BA 522 or equivalents, and consent of instructor.

Mgt 538. Management of Technological Organizations. 3 credit hours.
Analysis of the modern technological environment of organizations. Managerial problems associated with technologically-oriented companies and research and development organizations.

Mgt 539. Collective Bargaining. 3 credit hours.
Analysis of management-union bargaining relationships in the context of organizational employment objectives; constraints imposed by characteristics of industrial relations systems; contribution of bargaining theory and industry studies to explanation of bargaining processes; cases in mock negotiations are utilized.

Mgt 540. Public Policy and the Employment Relationship. 3 credit hours.
Examines the role of governmental policy and regulatory actions in the employment activities of organizations. Topics include affirmative action, OSHA, age and sex discrimination, benefits regulation, and collective bargaining. Emphasis on the experience of employing organizations in adjusting to policy standards and requirements.

Mgt 541. Theory of Business Organization I. 3 credit hours.
Strategies for studying organizations. Organization structure and design; the impact of the environment and technology, and related management problems. Case examples. Prerequisite: Mgt 511 or equivalent.

Mgt 542. Theory of Business Organization II. 3 credit hours.
A continuation of Mgt 541 with a particular emphasis on the interactions of organizational variables. The dynamics of organizational design. Prerequisite: Mgt 541 or consent of instructor.

Mgt 550. Research Methods in Organizations I. 3 credit hours.
Review of general procedures for the conduct of behavioral research in organizational settings. Topics include sampling, measurement, instrument design, validation and reliability, basic research designs, data analytic techniques, and ethical considerations. Emphasis throughout on developing the manager or analyst as an intelligent consumer of behavioral data. Prerequisite: BA 521 and BA 522 or equivalents.

Mgt 551. Research Methods in Organizations II. 3 credit hours.
Advanced studies in research design and implementation in organizations. Emphasis on actual experience in carrying out applied research projects relating to managerial and behavioral problems in organizations. Prerequisite: Mgt 550.

Marketing, Transportation, and Business Environment

Marketing

Upper-division courses carrying graduate credit appear on page 232.

Mkt 501. Research. Credit hours to be arranged. No-grade course.

Mkt 503. Thesis. Credit hours to be arranged. No-grade course.

Mkt 507. Seminar. Credit hours to be arranged.
Credit hours to be arranged.
Management Science in Marketing.
Research in Consumer Behavior.
Experimental Marketing Research.
Product Innovation.
Marketing Information.
Marketing and Economic Development.
Marketing and Corporate Responsibility.
Marketing Management.

Mkt 511. Administration of the Marketing Function. 3 credit hours.
Environment of marketing decisions; 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.

Mkt 530. Advanced Entrepreneurship. 3 credit hours.
Analysis of entrepreneural types, the types of firms which they develop, and their growth rates; social and economic background of entrepreneurs; factors which give rise to, or inhibit, entrepreneurship.

Mkt 560. Marketing Research. 3 credit hours.
Marketing research as a tool for decision-making. Planning research projects; design, measurement, experimental and non-experimental techniques, analysis and interpretation of data; reporting of research results. Prerequisite: Mkt 511, QM 511, or equivalent.

Mkt 561. Advanced Analysis of Consumer Behavior. 3 credit hours.
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. Prerequisite: Mkt 511 or equivalent.

Mkt 562. Marketing Communications. 3 credit hours.
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: Mkt 511 or equivalent.

Mkt 563. Marketing Concepts and Theory. 3 credit hours.
Application of theoretical concepts in the social sciences to the development of a theory of marketing. Prerequisite: consent of instructor.

Mkt 565. Marketing Problems and Policies. 3 credit hours.
Marketing and formal planning; uncertainty and decision-making; marketing position analysis; problems in the management of the marketing mix; design of marketing campaigns, facilities, organization, and systems; evaluation of marketing performance. Prerequisite: Mkt 511, Fin 532 or equivalents.

Mkt 566. Demand Analysis. 3 credit hours.
The development of individual company pricing policies; the environment of pricing; effect of legislation and specific court rulings on pricing policy; contributions to pricing from economic theory, management science, and the behavioral sciences. Prerequisite: Mkt 511, Fin 532 or equivalents.

Mkt 569. Problems in Industrial Marketing. 3 credit hours.
Determination of marketing strategy and tactics in selling to industrial, as opposed to household, consumer markets. Major issues of product policy pricing, marketing programs, and marketing organization. Problems of industrial purchasing during periods of materials scarcity. Development of sources of supply and relations with suppliers. Prerequisite: Mkt 511 or equivalent.

Mkt 570. Problems in Forest Industries Management. 3 credit hours
Historical, economic, social, environmental, and technological factors affecting the current and future operations of the forest products industry. Cases, field trips, and a forest-industries business game. Prerequisite: Mkt 511 or equivalent.

Transportation

Upper-division courses carrying graduate credit appear on page 232.

Trn 501. Research. Credit hours to be arranged. No-grade course.

Trn 503. Thesis. Credit hours to be arranged. No-grade course.

Trn 507. Seminar. Credit hours to be arranged.

Trn 549. Transportation Theory and Practice. 3 credit hours.
Extensive introductory study of principles, practices, and problems of the transportation function and its role in the distribution process. Two hours of lecture-discussion weekly, plus individual consultations. Extensive reading and individual research projects.

Trn 550. Physical Distribution Management. 3 credit hours.
Analysis of transportation and logistics problems of industrial and commercial firms, including inventory and warehouse management, management of private transportation facilities, location problems, and relationship of physical distribution functions to other functions of the firm. Prerequisite: Trn 549, or consent of instructor.

Trn 551. Transportation Policies. 3 credit hours.
Effects of major formal and informal transportation policies on carriers, transport users, and the general public. Implications of alternative policies; how policy changes are effected. Prerequisite: Trn 549, or consent of instructor.

Business Environment

Upper-division courses carrying graduate credit appear on page 232.

BE 501. Research. Credit hours to be arranged. No-grade course.

BE 503. Thesis. Credit hours to be arranged. No-grade course.

BE 507. Seminar. Credit hours to be arranged.
Legal Aspects of Business Regulation.
Foreign Commercial Law.

BE 517. Legal Environment of Business. 3 credit hours.
Designed to provide a basic legal background for the study of business administration; contracts, agency, business organization, and fields within the framework of the Uniform Commercial Code; international aspects of law and business.

BE 519. Social Philosophy of Business. 3 credit hours.
Ethical and social obligations which businessmen are expected to assume, critical considerations of presuppositions, opinions, and practices manifest in business enterprise and in business education.

BE 520. Foreign Commercial Law. 3 credit hours.
Basic legal concepts applicable to commercial transactions in foreign trade; comparison of commercial law and legal institutions of foreign countries and the United States; major legal systems, including civil law and common law; legal documents involved in foreign-trade transactions; antitrust problems in international trade.

Institute of Industrial and Labor Relations

Eaton H. Conant, Ph.D., Professor of Management, Director.

The Institute of Industrial and Labor Relations, University of Oregon, offers an integrated, multi-disciplinary program leading to a master's degree in Industrial Relations. In close consultation with faculty advisers, students elect an integrated program with a choice of courses in economics, management, political science, sociology, and other disciplines listed below.

The program leads to the M.S. or M.A. degree, and requires 45 credit hours of work with thesis in courses approved by the Institute, or 54 hours of work without thesis. The program must cover at least three disciplines and must provide for at least 18 hours of work in one of the disciplines. At least 15 hours of the 45 or 54 must be in courses numbered 500 or higher.

The prerequisites for the program are a bachelor degree and 27 credit hours of prior work in the disciplines represented in the graduate program. The Institute may require that applicants submit Graduate Record Examination scores or a comparable objective test with a score satisfactory to the Institute. Applicants will be specifically notified when examination scores are needed.

The program prepares students for careers in government, or management, or with trade unions. Fields of concentration may include: unions, management, and labor relations policy; manpower utilization and development; organizational studies and human resource management.

A primary program objective is the development of integrative appreciations of human resources in advanced industrial society—from the adversary perspective of management and unions, from the economics and behavioral sciences perspectives, and from the institutional perspective of public policy and national welfare. Basic courses for each area of concentration will generally include collective bargaining, labor economics, and human resources management, plus appropriate work in supporting social sciences.

It is also a program objective to provide students with opportunities to perform research or to intern with public or private institutions concerned with labor and manpower problems. The Institute also attempts to arrange work-study and internship programs so students can participate in industrial relations and manpower activities complementary to their academic studies. Students are admitted to the program at the beginning of any of the four terms of the year.

The following University courses are especially relevant to the graduate program in Industrial and Labor Relations:

Economics: Regional Economics (Ec 414G); Urban Economics I (Ec 415G); Urban Economics II (Ec 416G); Economy of the Pacific Northwest (Ec 418g); Labor Economics (Ec 444G); Issues in Labor Economics (Ec 445G); Collective Bargaining in Public Policy (Ec 446G); Economic Development (Ec 457G, 458G, 459G); The Economics of Industrial Organization (Ec 460G); Industrial Organization and Public Policy (Ec 461G); Early Economic Thought (Ec 470G); Classical Economics (Ec 471G); The Evolution of Modern Economic Analysis (Ec 472G); American Economic History (Ec 487G, 488G); Development of Industrial Economies (Ec 490G, 491G, 492G).

Education: Educational and Vocational Guidance (Coun 488G); Work Evaluation (Coun 507).

History: American Economic History (Hst 487G, 488G, 489G).

Journalism: Institutional Communication (J 407G); Journalism and Public Opinion (J 494g).

Law: Law, Its Processes and Functions (L 430g); Law Courses for Nonlaw Students (L 504); Labor Law I (L 559); Labor Law II (L 560).

Political Science: Administrative Organization and Behavior (PS 412G); The Politics of Bureaucracy (PS 413G); Elections and Opinions (PS 452G, 453G); Democratic Processes (PS 456G); Political Behavior (PS 470); Allocation of Justice (PS 483G); The Policy Process (PS 488).

Management: Compensation Administration (Mgt 413G); Employment Policies and Practices (Mgt 414M); Operations Planning and Control (Mgt 429G); Development of Management Thought (Mgt 480G); Collective Bargaining (Mgt 539); Work Group Behavior (Mgt 533); Human Resources Management (Mgt 534); Organizational Psychology (Mgt 535); Organizational Change and Development (Mgt 536); Theory of Business Organization (Mgt 541, 542).

Sociology: Theory of Small Groups (Soc 430); Group Dynamics (Soc 431G); Urbanization and the City (Soc 442); Sociology of Race Relations (Soc 445G); Sociology of Work (Soc 446G); Industrial Sociology (Soc 447G); Social Stratification (Soc 451G); Theory of Organization (Soc 541).

Psychology: Psychology of Work (Psy 454g); Social Psychology I (Psy 456G); Social Psychology II (Psy 457G); Social Psychology (Psy 517).

Interdisciplinary Studies: Research (ISt 501); Readings in Industrial Relations (ISt 507); Seminar in Industrial Relations (Soc 507).

Research Skills: Statistical and Quantitative Methods in Psychology (Psy 511, 512, 513); Econometrics (Ec 493, 494, 495).

The Institute of Industrial and Labor Relations provides advice and assistance to doctoral candidates who are interested in work in industrial relations as a minor field or as a supplement to their major program.

Areas of Instruction

The Lila Acheson Wallace School of Community Service and Public Affairs is a professional school which prepares undergraduate and graduate students for careers in community service, public affairs, and international development. The School was organized in 1967.

To be admitted as an undergraduate or graduate major in the School of Community Service and Public Affairs (CSPA), the student must apply to the appropriate CSPA division. Admission is based on specific criteria (see the divisional descriptions below) which will require planning. CSPA has an advising office which will help new and transfer students with such planning; registering as a pre-CSPA major gives the undergraduate student access to the office. Pre-major status does not, however, guarantee admission to the School as a major.

CSPA offers both the Bachelor of Arts and Bachelor of Science degrees. Two master's programs, Public Affairs and International Studies, are administered by the Public Affairs and International Development Division; students may earn either the Master of Arts or the Master of Science degree.

The student who wants to complete a degree in community service or public affairs must demonstrate general understanding in the broad areas of social and behavioral sciences. Although the School relates primarily to the social sciences, students are encouraged to take work in the humanities, fine arts, and sciences which will contribute to their understanding of problems in human service.

Many of the courses offered by the School are open to premajors and nonmajors as well as to majors. Not all courses are offered each term, and students should consult the *Time Schedule of Classes* for details of available classes. All CSPA courses are open to both men and women.

James G. Kelly, Ph.D., Dean, Professor of Psychology, Professor of Community Service and Public Affairs. B.A., Cincinnati, 1953; M.A., Bowling Green State University, 1954; Ph.D. Texas, 1958; S.M., Harvard, 1960; at Oregon since 1972.

Office of Advising and Premajor Program

Richard F. Crawford, M.A., Visiting Assistant Professor; Head Adviser (advocacy, student services). B.A., Muskingum College, 1961; M.A., Oregon, 1963; at Oregon since 1972.

Judith Coffey, M.A., Instructor (experiential field study, group process, curriculum development). B.A., Knox College, 1963; M.A., Oregon 1973; at Oregon since 1969.

Joi Doi Kather, M.S., Visiting Instructor (counseling psychology, drug abuse, family counseling). B.A., Purdue, 1970; M.S., Indiana, 1972; at Oregon since 1972.

This office provides instructional and supportive services for CSPA premajors. Premajors are advised to complete the general University group requirements during their first two years at the University, to enroll in Introduction to CSPA and to become involved in community-based activities related to CSPA. Further information is available upon request.

CSPA 199. Special Studies. 1-3 credit hours.

CSPA 201. Introduction to CSPA. 3 credit hours. Survey of issues and functions appropriate to persons in public administration, planning, and direct helping service roles in the field of human services. Includes focus upon environmental factors necessary for prevention of individual and community problems. Outside class activities and individual and small-group projects.

CSPA 225, 226. Career Decision-Making. 2 credit hours each term. Designed to facilitate career development and assessment in human-service employment. Course is offered concurrently with CSPA 201. Seminar discussion and journal documentation and assessment.

CSPA 406. ESCAPE Community Services. 1-9 credit hours. Offers students opportunity to explore career possibilities in community-service agencies. A wide range of field settings are offered and include drug and corrections counseling, senior citizen advocacy, counseling in halfway houses for the mentally retarded and mentally disturbed, and community recreation centers. Open to all majors. Concurrent enrollment in CSPA 407 ESCAPE Volunteer Training Seminar is required for all first-term volunteers.

CSPA 407. Seminar: ESCAPE Volunteer Training. 1 credit hour. Problem-solving, and concepts in program development and client advocacy; communication skills, group process, strategies of intervention, creative problem-solving, interviewing skills, role-playing, and program evaluation. Open to all majors. Concurrent enrollment in CSPA 406 ESCAPE Community Services is required.

CSPA 407. Seminar: ESCAPE Field Supervision. 4 credit hours. ESCAPE field coordinators develop supervision skills, curriculum design, problem-solving strategies, and leadership abilities. Participants are encouraged to become the advocate of the field volunteer. Public relations, seminar curriculum development, and field experience evaluation are primary responsibilities. Prior experience in volunteerism is a prerequisite. Open to all majors. Involves supervision of CSPA 406 ESCAPE Community Services field sites and volunteer participation.

Community Service

Bryan T. Downes, Ph.D., Associate Professor (urban politics, policy making and implementation processes, policy analysis and evaluation, political change/change politics, community problem solving); Chair, Division of Community Service. B.S., 1962, M.S., 1963, Oregon; Ph.D., Washington University, St. Louis, Missouri, 1966; at Oregon since 1976.

Robert H. Coiner, Ed.D., Visiting Assistant Professor (research and field-based education, Theory-Practice Integration). B.S., 1967, M.S., 1969, Ed.D., 1975, Oregon; at Oregon since 1976.

Sally Fullerton, Ph.D., Associate Professor of Community Service (field instruction, interpersonal relationships, behavioral analysis). B.S., Oregon State, 1956; M.A., Cornell, 1960; Ph.D., Oregon, 1970; at Oregon since 1970.

Phyllis Geyer, M.S., Assistant Professor of Community Service (theory practice integration, youth services). B.A., 1961, M.S., 1965, Oregon; at Oregon since 1974.

Earl Kamsky, M.A., Assistant Professor (children and family services). B.A., Beloit College, 1969; M.A., Oregon, 1976; at Oregon since 1976.

Mele Koneya, Ph.D., Assistant Professor of Community Service (communications). B.A., Wayne State, 1956; M.A., Ph.D., 1973, Denver; at Oregon since 1974.

Myra Miller, S.W. Diploma, Associate Professor of Community Service (field instruction); Director, Field Instruction Program. B.A., Washington, 1937; Diploma, New York School of Social Work, 1939; at Oregon since 1967.

Janet Moursund, Ph.D., Associate Professor of Community Service (behavior foundations). B.A., Knox, 1958; M.S., 1961, Ph.D., 1963, Wisconsin; at Oregon since 1967.

Ida Pacheco, M.A., Visiting Assistant Professor (counseling, human service delivery, field). B.A., 1966, M.A., 1973, San Jose State; at Oregon since 1977.

Anita Runyan, Ph.D., Assistant Professor of Community Service (counseling psychology, field instruction). Director, University Year for Action. B.S., Pacific Union College, 1956; M.S., 1968, Ph.D., 1972, Oregon; at Oregon since 1972.

Norman Sundberg, Ph.D., Professor of Community Service; Professor of Psychology. B.A., Nebraska, 1947; M.A., 1949, Ph.D., 1952, Minnesota; at Oregon since 1952.

Carmelita Thompson, M.S.W., Visiting Assistant Professor (social work, children's services). B.A., Georgia State, 1970; M.S.W., San Francisco State, 1973; at Oregon since 1976.

Kenneth Viegas, M.S.W., Associate Professor of Community Service (corrections, social work). B.S., Oregon, 1956; M.S.W., California, 1963; at Oregon since 1967.

The Community Service Division offers undergraduate preparation for professional careers in the human services. Within the division, students may major in Community Service or in Social Work. The Community Service Program prepares graduates for professional practice in the broad field of human services. The Social Work program prepares graduates for beginning professional social work practice.

The Social Work Program is an accredited undergraduate program. It is accredited by the Commission on Accreditation of the Council on Social Work Education. This provides the possibility of achieving advanced standing in accredited graduate schools of Social Work. Further details of the Social Work Program can be obtained by contacting Chairperson, Social Work Program Unit, School of CSPA.

Professional roles for which Community Service majors and Social Work majors may prepare include direct service to individuals and groups, advocacy, and program development, management, and organization. These roles may be performed in a variety of settings, such as day-care, community action, institutional or transitional facilities, corrections, mental health, children and family services, education, drug and alcohol programs, and others.

Both of the programs are based on a set of core curricular requirements; most students complete the core courses during their junior year. In the senior year, students may continue with a broad selection of human-service-oriented courses, or may focus their work in relation to a particular role or practice setting, such as children and family services, corrections, community development, community mental health, or gerontology. This is generally done by selecting advanced methods courses, settings courses, and a senior-level placement, all relating to preparation for a specified career.

CSPA administers the Law Enforcement Education Program and provides a series of courses in the Administration of Justice. These courses are designed for in-service and pre-service students at both the graduate and undergraduate levels.

Basic requirements for Community Service majors are in the process of being revised. Students may consult the School for a revised listing.

Degrees offered through the Community Service Division are the Bachelor of Arts or the Bachelor of Science in Community Service and Public Affairs. Students graduating from the accredited social-work program are so designated on their official transcript.

Admissions and Advising: Students interested in a community-service major may indicate CSPA as a premajor, but they will not be admitted as majors in this program until they have been selected for CSPA through a formal admissions process. Majors are accepted each term. There is an additional selection process for the social-work program. Junior-year students apply winter term and selections are made each spring for fall-term admission to the program. Application blanks and information about admissions criteria and deadlines may be obtained from the main CSPA office. Students applying for admission into the Community Services Division are expected (1) to be nearing completion of their sophomore year (90 credit hours); (2) to have career goals that are consistent with professional preparation in Community Services; (3) to have effective communication skills, and (4) to have broad background preparation in the social sciences. Social science preparation should include at least three courses in psychology, preferably in the areas of personality, learning, and developmental psychology; and three courses in sociology. Some coursework in economics, political science, and anthropology is also desirable. In admission selections, preference will also be given to students who have demonstrated interest in community-service work through volunteer or work experience, or who have particular life experiences which give them valuable perspectives in working in human services.

Pre-admissions advising is provided by the CSPA Head Adviser. Once a student has been formally admitted into the program, a regular CSPA faculty adviser is assigned.

Undergraduate Courses

CSPA 221. Social Issues and Policies. 2-3 credit hours.
Introduction to major socio-economic trends in American society, social problems associated with these trends, public policy issues, and efforts available to combat racism.

CSPA 230. Field Observation. 2 credit hours.
An introduction to human service agencies in the areas of community services, public affairs, and leisure services. The student visits several agencies during the term to gain first-hand experience with a variety of agency settings and career patterns.

CSPA 242. Poverty Solutions. 3 credit hours.
Alternative strategies for the elimination of poverty; development of competence in evaluation of such strategies.

CSPA 315. Behavioral Foundations for the Helping Professions. 3 credit hours.
Human behavior from the perspective of the helping professions. Behavior change as a function of learning; the professional as a learning facilitator. Locus of control, attribution, cognitive style, and other psychological concepts as they relate to professional practice.

CSPA 323, 324. Strategies of Intervention. 5 credit hours each term.
Basic principles of generic problem-solving process related to individual interactions, small group, organizational, and community functioning. Study and practice in the use of skills and techniques for working with individuals, groups, organizations, and communities. CSPA majors only.

CSPA 328, 329. Applied Social Research. 3 credit hours each term.
Introduction to social research in community, agency, and governmental settings. Descriptive and experimental methods, sampling, research design, data collection, hypothesis testing, statistical analysis, research proposal and report writing.

CSPA 335. Advocacy Rights and Responsibilities. 3 credit hours.
The nature of advocacy; settings and roles in which advocacy is essential. Rights, responsibilities, ethics, and values of professionals in an advocacy role. Skills and techniques of advocate in a bureaucracy; bureaucratic organizations at city, county, and state levels.

CSPA 400. SEARCH. 1-3 credit hours.

CSPA 409. Practicum.
Supervised Field Study. An integral part of the CSPA curriculum required of all students, which is planned in relation to the student's total course of study. Field Instruction provides the opportunity for students to work in a community setting under agency and faculty supervision. Open to CSPA majors only.

CSPA 411, 412. Theory-Practice Integration. 3 credit hours each term.
A required component accompanying field instruction which combines presentations by the faculty instructor, readings and discussions designed to help the student integrate previous coursework, and experience with the field placement.

CSPA 437. Volunteerism. 3 credit hours.
Introduction to an expanding area of human service for those who are interested in increased understanding and skill in their own volunteer activities, and for those who may wish to explore career opportunities in volunteerism. Philosophy and historical perspective of the volunteer movement; practical aspects of de-

veloping and maintaining effective volunteer programs. Students will be required to be directly involved in on-going or short-term volunteer activity during the term.

Upper-Division Courses Carrying Graduate Credit

CSPA 401. Research. (g) Credit hours to be arranged.

CSPA 403. Thesis. (g) Credit hours to be arranged.

CSPA 405. Reading and Conference. (g) Credit hours to be arranged.

CSPA 406. Special Problems. (g) Credit hours to be arranged.

CSPA 407. Seminar. (g) Credit hours to be arranged except as noted otherwise.

Issues in Social Work Practice. 3 credit hours.
Seminar discussion of current issues in social work practice, as presented by a professional social worker from the community.

Proseminar in Social Work. 2-3 credit hours.
Examination, evaluation of career-linkage, academic preparation and anticipated career expectations. Prerequisite: senior standing in the Social-Work Program.

CSPA 408. Workshop. (g) Credit hours to be arranged.

CSPA 410. Experimental Course. (g)

Coping Skills. 3 credit hours.
Examines the nature of personal and organizational stress; develops techniques for dealing with stress and for increasing personal effectiveness.

Confrontations with Death. 3 credit hours.
Examination of feelings and attitudes toward death of others and of oneself. Didactic material includes readings, films, music, panelists, and small group discussions on relevant aspects of death, dying, and mourning.

Child Abuse. 3 credit hours.
The social and legal framework of child abuse. Causes of child abuse; the psychology and sociology of the child abuser. Theoretical and practical approaches to problems of child abuse alleviation.

CSPA 420. Behavioral Ecology. (g) 3 credit hours.
The study of human behavior in natural settings and the interaction between social and physical environments. Covers such topics as personal space, territoriality, spatial relations in different cultures, symbolic meaning of physical environments, behavioral results of crowding, and the implications for social institutions, buildings, and environmental planning.

CSPA 428. Casework Methods. (g) 3 credit hours.
Theory and methods in helping individuals and families from the viewpoint of the social work profession. Social casework as an art in which knowledge of the science of human relations and skill in relationships are used to mobilize capacities in the individual and resources in the community appropriate for better adjustment between the person or family and all or any part of his or her total environment.

CSPA 430. Group Work Methods. (g) 3 credit hours.
Theory and techniques of working with groups in community-service and public-affairs programs; emphasis on development of practical group-work skills. Prerequisite: CSPA 323.

CSPA 431. Counseling Interview. (g) 3 credit hours.
Experience-based skill development for counseling in a variety of settings in the helping professions. Conceptual focus on acquiring a practical, integrative framework for counseling: roles, behavioral themes and goals as experienced by clients and counselors. Prerequisite: CSPA 323.

CSPA 432. Communication: Nonverbal. (g) 3 credit hours.
Interpersonal communication at a nonverbal level. Signs and signals; listener responses. Uses and misuses of nonverbal channels.

CSPA 433. Organizational Communication. (g) 3 credit hours.
Development of adaptive and maladaptive systems of communication within and between organizations. Formal and informal communication channels. Techniques for clarifying and improving organizational communications and communication network.

CSPA 435. Developmental Counseling. (g) 3 credit hours.
An exploration of starting assumptions and concepts basic to the process of developmental counseling. A foundations (theory-oriented) course in professional counseling aimed at the normal individual's optimal development.

CSPA 440, 441. Social Welfare Institutions: Policies and Programs. (g) 3-5 credit hours each term.
The histories, structures, policies, and services of the major social welfare programs; a critical analysis of the policy-making process in social welfare services and its application to current programs and new proposals.

CSPA 442. Social Adaptation. (g) 3 credit hours.
Theory and methods for designing preventative and social programs for the community level. Specific community programs are designed by students working in small groups and evaluated by citizens. Prerequisite: CSPA 430, 448.

CSPA 444, 445. Correctional Systems. (g) 3-5 credit hours each term.
Role of corrections in the criminal-justice system. Examination of major components, processes and methods of adult and juvenile correctional systems, including probation, institutions, parole and related services. Some historical, but primarily contemporary focus. Modern treatment programs and techniques illustrated by readings, case studies, and field visits. Consent of instructor is required. Prerequisite: Soc 440.

CSPA 446. Child Welfare Services. (g) 3 credit hours.
History and analysis of child welfare services as they have developed in Western society. Focus on the social work value system and philosophy as it is applied to child welfare services. Analysis of public and private child welfare agencies within the context of Oregon and the United States.

CSPA 447. Community Organization and Social Planning. (G) 5 credit hours.
Theory and methods used in working with organizations and communities. Citizen participation, social action, social legislation, community relations, and other organizational techniques; social planning processes and approaches to social problems; projects by class members analyzed. Prerequisite: CSPA 323, 324.

CSPA 448. Community Mental Health. (g) 3 credit hours.
Communities are studied as functional bodies. Disorganization or breakdown within the system can result in damage to any of its subcomponents; organizations, small groups, and individuals.

Public Affairs and International Development

Bryan T. Downes, Ph.D., Associate Professor (urban politics, policy making and implementation processes, policy analysis and evaluation, political change/change politics, community problem solving); Chairman, Division of Public Affairs and International Development. B.S., 1962, M.S., 1963, Oregon; Ph.D., Washington University, St. Louis, Missouri, 1966; at Oregon since 1976.

Orval Etter, J.D., Associate Professor of Public Affairs (public law, metropolitan government). B.S., 1937, J.D., 1939, Oregon; at Oregon 1939-45, 1960-65, and since 1967.

Richard A. Fehnel, Ph.D., Assistant Professor of Public and International Affairs (organizational change, field learning, public policy analysis, comparative administration, Latin American). B.A., 1960, M.P.A., 1965, Washington; Ph.D., 1974, Cornell; at Oregon since 1972.

Maradel K. Gale, J.D., Assistant Professor (legal issues in planning and the environment, public law). B.A., Washington State, 1961; M.A., Michigan, 1967; J.D., Oregon, 1974; at Oregon since 1974.

Gary Koyen, Ph.D., Assistant Professor (research design and methods, program evaluation and policy analysis, management, and organization change theory). B.A., 1967, M.A., 1968, Ph.D., 1975, Nebraska; at Oregon since 1976.

Judith Merkle, Ph.D., Assistant Professor (public administration, organizational theory). B.A., California, Berkeley, 1962; M.A., Harvard, 1964; Ph.D., California, Berkeley, 1974; at Oregon since 1971.

William H. Mitchel, D.P.A., Visiting Professor (budgeting and public finance, public personnel administration, information systems, public administration). B.A., 1941, M.A., 1962, California, Berkeley; M.P.A., 1965, D.P.A., 1968, Southern California; at Oregon since 1976.

Clarence E. Thurber, Ph.D., Professor of International and Public Affairs (comparative administration, administration of U.S. foreign policy, Latin America). B.A., 1943, Ph.D., 1961, Political Science, Stanford; at Oregon since 1966.

William T. Van Orman, Ed.D., Visiting Professor (public management, organization development, intergovernmental relations). B.S., Northern State College, 1943; M.A., 1950, Ed.D., 1956, Denver; at Oregon since 1974. On leave from H.E.W.

Faculty Emeriti

John F. Gange, M.A., Professor Emeritus of International and Public Affairs (U.S. foreign policy, economic assistance, Southeast Asia). B.A., 1932, M.A., 1934, Political Science, Stanford; at Oregon since 1960.

Adjunct Faculty

The Division regularly employs practicing public administrators to teach specialized course content. The following Bureau of Governmental Research and Career Information System personnel also offer courses in public affairs.

Donald N. Johnson, B.A., Associate Director of Bureau with rank of Professor (regional planning and governmental systems, state and local government and economic development). B.A., Reed College, 1946; at Oregon since 1959.

Robert E. Keith, M.Arch., Planning Consultant with rank of Professor (urban and regional planning). B.S., 1944, Kansas State; M.Arch., 1950, Oregon; at Oregon since 1963.

James M. Mattis, J.D., Legal Consultant with rank of Assistant Professor (public law). B.A., 1964, Central Washington State College; J.D., 1967, Washington; at Oregon since 1967.

Bruce McKinlay, Ph.D., Research Associate with rank of Associate Professor (employment information systems, labor and manpower economics). B.S., 1958, M.A., 1967, Ph.D., 1971, Economics, Oregon; at Oregon since 1968.

J. David Rowe, B.A., Planning Consultant with rank of Professor (land use and economic development in small communities and rural areas). B.A., 1955, Park College; at Oregon since 1959.

Karen Seidel, B.A., Planning Assistant with rank of Assistant Professor (data systems). B.A., 1957, Knox College; at Oregon since 1963.

Kenneth Tollenaar, M.A., Director of Bureau with rank of Professor (state and local administration, personnel administration). B.A., Reed, 1950; M.A., Public Administration, Minnesota, 1953; at Oregon since 1966.

A. Mark Westling, B.S., Planning and Public Works Consultant with rank of Professor (planning and public works). B.S., 1943, Washington; at Oregon since 1947.

The Public Affairs and International Development division offers two undergraduate majors. Preference for admission to the division is given students with a year of study in political science and more than one course in both economics and sociology. Please write directly to the Chairman, Division of Public Affairs and International Development, for current program information.

The first major is in public affairs, for those interested in entry-level professional careers in domestic public service. It requires work in the following areas: institutions and processes of American government; basic processes of public administration, organization theory, and public management; processes of public policy-making, social issues, policies, and programs; applied social science research methodology; major staff areas of effective administration; professional and organizational responsibilities and ethics; interpersonal communication and small-group processes; Supervised Field Study (CSPA 409) and the accompanying Theory-Practice Integration Seminar (CSPA 411, 412).

The second major is in international development, for those interested in entry-level professional careers in foreign or international public service. Preference for admission to the major is given students with at least a year of work in political science. Some additional work in sociology, economics, anthropology, and history is desirable.

The major requires work in the following areas: basic processes of public administration, social issues and policies, applied social science research methodology, international relations, cross-cultural understanding and comparative ideology, Supervised Field Study (CSPA 409) and the accompanying Theory-Practice Integration seminar (CSPA 411, 412). Additional work is required in area studies, e.g., Latin American affairs, community development, or national development.

Master's Programs: A master's program in public affairs and a master's program in international studies are administered in the division. Both programs are interdisciplinary, particularly the latter one. These programs are designed for those interested in entry- and mid-level management careers in domestic or foreign public service.

Public Affairs: The degrees offered are Master of Arts and Master of Science. A *minimum* of 45 credit hours of graduate work is required, including 18 hours in the core requirement and at least 12 additional hours in an area of concentration chosen with the student's career objectives providing the focus. More than one area of concentration may be developed. Students have the option of writing a thesis or policy paper. Internships are available and encouraged for students without substantial administrative experience. Opportunities for special research training in the Bureau of Governmental Research and Service are available. Inquiries about this program should be directed to Chairman, Public Affairs and International Development (PAID) Division.

International Studies: This is a Master of Arts program offered for students who contemplate careers in foreign affairs or in international organizations. A *minimum* of 45 credit hours of graduate work is required, including 18 hours in the core requirement, and at least 12 additional hours in an area of concentration, chosen from a geographical (e.g., Far East, Latin America) or functional area (e.g., public administration in developing countries, international trade and development). More than one area of concentration may be developed. Students have the option of writing a thesis or policy paper. Internships are available. Inquiries should be directed to Chairman, Public Affairs and International Development (PAID) Division.

Undergraduate Courses

CSPA 321. Public Administration Concepts. 3 credit hours. Introduction to concepts, processes, and methods involved in the administration of public agencies and institutions.

CSPA 328, 329. Applied Social Research. 3 credit hours each term.
Introduction to social research in community, agency, and governmental settings. Descriptive and experimental methods, sampling, research design, data collection, hypothesis testing, statistical analysis, research proposal, and report writing.

CSPA 357. Introduction to Public Law and Legal Research. 3 credit hours.
Place of public law in American legal system. Legislative, administrative, and judicial institutions and processes. Legal research useful to the nonlawyer.

CSPA 358. Introduction to Public Policy Analysis. 3 credit hours.
Processes by which public policy is formulated, implemented, and evaluated; principal groups of actors involved in these processes; analytic models for determining incidence of costs and benefits of policy.

CSPA 370. National Development. 3 credit hours fall.
This course is designed to introduce the student to the political, economic, and social problems of the new nation states. Since the primary aims of these new states are economic, social and political development, the course focuses on some of the primary factors affecting this development.

CSPA 371, 372. International Community Development. 3 credit hours each term.
Introduction to basic theories of communities and their development. Examination of the critical skills needed for effective community development work with a focus on the particular problems encountered in cross-cultural settings. Supervised participation in a community development project in the field.

Upper-Division Courses Carrying Graduate Credit

Note: Master's candidates enrolled in the PAID Division can receive graduate credit only for upper-division courses listed with a capital (G) in the PAID Division or with a small (g) in the Community Service Division or other University programs.

CSPA 401. Research. (g) Credit hours to be arranged.

CSPA 403. Thesis. (g) Credit hours to be arranged.

CSPA 405. Reading and Conference. (g) Credit hours to be arranged.

CSPA 406. Special Problems. (G) Credit hours to be arranged.

CSPA 407. Seminar. (G) Credit hours to be arranged.
Human-Service Program Administration.
Manpower Program-Planning.
Evaluation of Planning.
The Elected Official.
Citizen Participation.
Public Management.
Social Indicators.
Public Works Administration.
Urban Growth Management.
Grant Writing.
Fund Accounting.
Program Evaluation.

CSPA 408. Workshop. (G) Credit hours to be arranged.

CSPA 409. Supervised Field Study. (G)
Credit hours to be arranged; 15 hours maximum. Participation in the activities of public or private community agencies and organizations, under close supervision; coordinated instruction. Consent of instructor is required.

CSPA 410. Experimental Course. (G)

CSPA 411, 412. Theory-Practice Integration. 1-3 credit hours each term.
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. Consent of instructor is required.

CSPA 450. Public Financial Administration. (g) 3 credit hours
Budgetary decision and control processes in a variety of public organizations; their relationship to allocation of public resources to accomplish public purposes; problems of taxation, planning, budgeting, controlling and evaluating government activities.

CSPA 454. Public Management. 3 credit hours.
Nature of the public manager's role in a complex society. Review of philosophical foundations of organizations; review of evaluation of organizations and management theory. Systems view used; analysis of goals, values, technical, structural, psychosocial and managerial subsystems of public organizations.

CSPA 455. Theory of Public Organization. (g) 3 credit hours
Exposes students in public affairs and administration to a variety of models and theories—both empirical and normative—of the organization of public affairs and policy-making structures in the contemporary American polity. Theories to be examined are: the classical democratic model of the body politic and its relation to contemporary bureaucratic forms of decision-making; the pluralist or polyarchal model of the organization of public affairs; and contemporary futuristic and reform-oriented models.

CSPA 457. Legal Issues for Public Administrators. (G) 3 credit hours.
Examines major legal issues of concern to administrators, including personal responsibility and accountability, public hearings, open competitive bidding, public rights to know and records privacy, administrative rules and regulations, conflicts of interest, administrative flexibility and legislative intent, and equal service to citizens. Role of legal council in the administrative process.

CSPA 458. Policy Development and Evaluation. (G) 3 credit hours.
Strategies for choice in policy alternatives, policy and program impact, measurement and evaluation with emphasis on the roles and resources of administrative agencies in processes of analysis.

CSPA 460. Public Personnel Administration. (G) 3 credit hours.
Basic principles, practices, and issues of public personnel administration. The role of merit systems, staffing, compensation, public service ethics, and collective bargaining in public management systems.

CSPA 461. Citizen Participation. (G) 3 credit hours.
Examines role of the news media in determining priorities, effect and flow of public issues, relationships of interest groups to citizen participation. Effects on policy-making, program planning, and bureaucratic behavior. Techniques of executive response: public hearing, early involvement, conduct of citizen-advisory panels, role of the ombudsman.

CSPA 463. Administration of Metropolitan Areas. (G) 3 credit hours.
Current problems of government in metropolitan areas, proposals and operations for solving contemporary metropolitan problems.

CSPA 465, 466. Administration of State and Local Government. (G) 3 credit hours.
Policy-making and policy-administering process within American states. Intergovernmental relationships, federal, state and local; state political processes, program responsibilities, organizational features, and administrative problems.

CSPA 467. Effective Leadership in Public Service Organizations. (G) 3 credit hours.
Reviews various approaches to understanding leadership in public service organizations. Analyzes individual leadership patterns and develops skills and understanding of effective leadership styles in the work environment.

CSPA 468. Federal Public Administration: Departments and Agencies. (G) 3 credit hours.
The structure, features, and relationships of the major federal departments and agencies analyzed in terms of major policy implications and power relationships. Also considers selected aspects of the regulatory process at the federal level. (No credit if credit received for PS 468.)

CSPA 469. Federal Public Administration: Intergovernmental Relations and the Regulatory Process. (G) 3 credit hours.
The major aspects of federal relationships with state and local government, with emphasis on changing responsibilities for plan-

ning, implementing, and evaluating human service delivery programs. Consideration of new trends in federalism, such as revenue-sharing. (No credit if credit received for PS 469.)

CSPA 470. Comparative Bureaucracy in Developing Countries. (G) 3 credit hours.
Study of bureaucratic institutions and functions in developing countries. Western bureaucratic models are examined: The Weberian "ideal type," the Anglo-American, the Latin, and the Soviet. Their transfer and transformation through colonialism and technical assistance to Asia, Africa, and Latin America is detailed. Bureaucracy is viewed both as a goalsetter (above or to one side of politics) and as a contender for power, with uncertain results for development programs.

CSPA 472. National Planning. (G) 3 credit hours.
Cultural setting, and political, economic, and social institutions of India examined to see how they are being transformed. The government's planning commission and the planning processes evaluated as major agents of change. The problems of development in various sectors (agriculture and community development, industrialization, urbanization, education) analyzed. A "planning exercise" is undertaken in which students act as substantive experts on the Indian Planning Commission and compete for budgetary resources.

CSPA 474. Aid to Developing Countries. (G) 3 credit hours.
Origins and growth of bilateral and multilateral aid programs to the developing countries examined, with special attention to the United States program of aid, with supplementary attention to the United Nations and other programs. Cross-cultural political and administrative problems of aid programs stressed. A simulated international negotiation of next year's aid program to India concludes the course.

Graduate Courses

CSPA 501. Research. Credit hours to be arranged. No-grade course.

CSPA 503. Thesis. Credit hours to be arranged. No-grade course.

CSPA 505. Reading and Conference. Credit hours to be arranged.

CSPA 507. Seminar. Credit hours to be arranged.

CSPA 520, 521. Research Methods I, II. 3 credit hours.
How to commission, execute and evaluate research in the public sector. Each student will carry out an original research project from the problem formulation stage through the data analysis stage.

CSPA 524. Public Organization Theory. 3 credit hours.
Structure and process of organizations as they change in modern industrial society; processes of individual and group interaction within organizations, relations between the organization and its environment, the role of public organizations within the public at large.

CSPA 528, 529. Public Finance and Budgetary Administration. 3 credit hours each term.
Concepts and practices of public revenue and expenditure processes including consequences of alternative taxing structures, revenue-sharing, public goals of taxing systems, the anatomy of major revenue-generating systems, the mechanics and policy issues in budget formulations, budgetary controls and management processes; program evaluation and audit forms.

CSPA 532. Public Law. 3 credit hours.
Introduction to public law of the United States in context of total legal system of the country. Focuses on legislation, administrative rule-making and implementation of the law, judicial institutions and processes, case law, and the legal profession. Instructs students in how to conduct research in law and government-documents libraries.

CSPA 536. Public Policy Analysis. 3 credit hours.
The policy process from early initiation to eventual termination. Conceptual and procedural tools for organizing and integrating the various elements of a policy context are linked to current experience. Alternative means for redesigning and creating more comprehensive procedures; application of insight gained in preparation of student papers and projects.

CSPA 540. Public Affairs and Social Change. 3 credit hours.
Analysis of the interaction between societal change and governmental action; theories of change; factors which obstruct or facilitate political change; governments and bureaucracies as indicators of or reactors to demands for change; and future change strategies.

CSPA 544. Human Behavior in Public Organizations. 3 credit hours.
Integrates social science knowledge about people at work. Primarily focuses upon the concepts of human behavior important to managerial problems in the public sector.

CSPA 548. Public Management Accountability. 3 credit hours.
Democratic traditions and practices, and the rule of law. Purposes and limitations of government as an instrument for fostering social and economic progress. Political direction and responsibility of administrations and administrators. Objectivity and rationality in the conduct of public affairs. Impartial inquiry and investigation of public needs and problems. Protecting and fostering individual rights, liberties, and welfare. Promotion of organizational effectiveness and equality. Measures to increase client and public participation in public policy formulation. Standards of efficiency and effectiveness in the conduct of the public's business.

CSPA 554. Advanced Public Management. 3 credit hours.
Examination of the public manager's role in relation to organizational politics, power, and authority, planning and control, problem-solving and decision-making, group dynamics, motivation and leadership, supervision, communication, evaluation, and managerial effectiveness.

New Careers in Mental Health

Mary Harvey, Ph.D., Director, Assistant Professor. B.A., 1961, M.A., 1964, San Jose State; Ph.D., Oregon, 1972; at Oregon since 1972.

Lynn Passy, M.A., Co-Director. Visiting Assistant Professor. B.A., 1966, M.A., 1968, Oregon; at Oregon since 1973.

The School of Community Service and Public Affairs, in cooperation with Lane Community College, implements academic and in-service training for paraprofessional mental health and human service workers. The program emphasis is the development of diverse career opportunities in community mental health. The New Careers program works with local human services agencies to develop training programs to meet service needs. Some financial aid is available to paraprofessionals who are employed by these agencies and who are enrolled in the New Careers in Mental Health Program.

CSPA 407. Seminar: New Careers in Mental Health. (g) 3 credit hours.
General theoretical topics in community service as they relate to employed new careerists. Topics include new-careers theory, program development, community mental health, cultural competence, community development, political issues. Open to New Careers program participants only.

University Year for Action

Anita Runyan, Ph.D., Assistant Professor of Community Service (counseling psychology, field instruction). Director, University Year for Action. B.S., Pacific Union College, 1956; M.S., 1968, Ph.D., 1972, Oregon; at Oregon since 1972.

Robert H. Coiner, Ed.D., Visiting Assistant Professor (research and fiield based education, theory-practice integration). B.S., 1967, M.S., 1969, Ed.D., 1975, Oregon; at Oregon since 1976.

Ida Pacheco, M.A., Visiting Assistant Professor (counseling, human service delivery, field). B.A., 1966, M.A., 1973, San Jose State; at Oregon since 1977.

The University Year for ACTION program provides an opportunity for students to volunteer full-time for 12 months in a community agency while continuing as full-time students in their academic programs. They receive stipends, health benefits and one year of federal civil service credit.

Students work to expand services or develop new programs to meet the needs of low-income persons in the areas of corrections, senior services, and youth and children's services. A wide variety of positions are available including program planning and evaluation, community development, service delivery, group work and program management.

Admission is open to upper-division and graduate students in disciplines concerned with public and community service. Field instruction and academic credit are offered through CSPA, but students may arrange to substitute individualized-program credit through faculty in their own departments. Students interested in admission may consult Dr. Runyan.

CSPA 409. Practicum: Supervised Field Study. (g) 6 credit hours.
Students develop learning objectives in relationships to their total course of study and work in a community setting under agency and faculty supervision.

CSPA 411, 412. Theory-Practice Integration. 3 credit hours each term.
A required component accompanying field instruction which combines presentations by the faculty instructor, readings and discussions designed to link theoretical concepts with the students' experience in the field placement.

CSPA 407. Seminar: Theory-Integration for Core Group. (g) 3 credit hours.
A required component accompanying field instruction. To be taken in sequence following CSPA 411, 412.

Career Information System

Bruce McKinlay, Ph.D., Director, Research Associate with rank of Associate Professor (manpower economics). B.S., 1958, M.A., 1967, Ph.D., 1971, Oregon; at Oregon since 1968.

Mary Kennedy Burton, M.S., Research Associate (communication and education research). B.A., Seattle University, 1968; M.S., Oregon, 1970; at Oregon since 1974.

John S. Clyde, M.S., Research Associate (school psychological services). B.S., South Dakota, 1969; M.S., Oregon, 1963; at Oregon since 1972.

Paul L. Franklin, B.S., Assistant Professor (consumer protection in education and education research). B.S., Eastern Oregon State College, 1970; at Oregon since 1973.

Frances Miller, M.S., Research Assistant (occupational research). B.S., Northern State, South Dakota, 1966; M.S., Oregon, 1971; at Oregon since 1974.

Donna L. Mossler, B.S., Research Assistant (occupational information). B.S., Oregon, 1974; at Oregon since 1974.

The Career Information System (CIS), a statewide interagency consortium, provides current labor market and educational information in usable forms to individuals, schools, and social agencies in Oregon. The purpose is to improve career choices and training opportunities.

Career Information System enhances the efforts of agencies and schools involved in occupational counseling and education by collecting current labor market information and developing it into usable forms; developing and managing delivery systems; consulting with user agencies on use of career information in counseling and instructional programs.

The office of the Director is on the University of Oregon campus; service is available in schools and agencies throughout the state.

Independent Studies

Joi Doi Kather, M.S., Program Coordinator, Instructor. B.S., 1970, Purdue; M.S., 1972, Indiana; at Oregon since 1972.

Mary Harvey, Ph.D., Assistant Professor. B.A., 1961, M.A., 1964, San Jose State; Ph.D., Oregon, 1972; at Oregon since 1972.

Lynn Passy, M.A., Assistant Professor. B.A., 1966, M.A., 1968, Oregon; at Oregon since 1973.

Norman Sundberg, Ph.D., Professor. B.A., 1947, Nebraska; M.A., 1949, Ph.D., 1952, Minnesota; at Oregon since 1952.

Clarence E. Thurber, Ph.D., Professor. B.A., 1948, Ph.D., 1961, Stanford; at Oregon since 1966.

The Independent Study program provides opportunity for students to contract with the School of Community Service and Public Affairs for individually tailored two-year programs.

The program is offered as an educational alternative for individuals interested in an aspect of human service work which cannot be studied in existing academic programs. Students are encouraged to go beyond the standard confines of educational settings and utilize other learning environments. Current students in the program have designed contracts related to environmental studies, leisure programs, community development, student services, law enforcement, and gerontology.

Admission to the program is contingent upon: (1) meeting the basic requirements for admission to CSPA; (2) finding a CSPA faculty sponsor; and (3) arranging a learning contract with that sponsor which spells out methods by which personal educational goals will be achieved. Contracts are based upon students' academic and career goals and may lead to a B.S. or B.A. degree. All contracts are to be approved by the Independent Study Committee.

The learning contract must contain at least 36 hours of credit in CSPA; there are no additional requirements upon the selection of courses or learning experiences. Independent Study students are encouraged to become involved in some activity which is of service to the community or to CSPA as part of their educational experience.

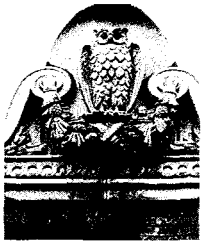
CSPA 407. Seminar: Independent Studies Contracts. (g) 1 credit hour. Requirements and philosophy of Independent Study; development of contracts for individual students.

Bureau of Governmental Research and Service

Kenneth C. Tollenaar, M.A., Director.
Donald N. Johnson, B.A., Associate Director.
Herman Kehrli, M.A., Director Emeritus.
Robert E. Keith, M.Arch., Planning Consultant.
James M. Mattis, J.D., Legal Consultant.
Stephen A. Rhodes, J.D., Legal Assistant.
J. David Rowe, B.A., Planning Consultant.
Karen M. Seidel, B.A., Planning Consultant.
Katherine L. Tri, B.A., Research Assistant.
Arnold M. Westling, B.S., Planning and Public Works Consultant.

The Bureau of Governmental Research and Service is a public service program of the University, established and maintained especially to serve Oregon state and local governments, as well as citizens, students, scholars, organizations, news media, and other individuals and agencies interested or involved in state and local government. The subject matter fields in which the Bureau conducts its programs include public finance, public law, public administration, planning, and public works. The Bureau conducts studies of state and local government policy problems; compiles and disseminates data and background information on state and local government programs; provides consultation to local governments, state agencies, citizen groups, and other interested persons or agencies; sponsors training conferences and participates in training sessions or meetings sponsored by others; and undertakes special service activities at the request of specific government agencies on a cost-reimbursable basis. In addition to carrying on research, consultation, training, and service activities for state and local governments, Bureau staff members teach courses in the Wallace School of Community Service and Public Affairs. The Bureau also provides instructional support to various other academic departments.

Departments of Instruction



The College of Education was established in 1910 as a School of Education. The change to a college became effective in 1968. In 1974, the College of Education was reorganized into three majors divisions: Center for Educational Policy and Management, Division of Developmental Studies, and Division of Teacher Education.

The College of Education offers degree programs at the baccalaureate, master's, and doctoral levels, and programs leading to Basic and Standard certification for elementary and secondary teachers and teachers of exceptional children.

Graduate level offerings include certificate programs for school superintendents, elementary and secondary principals, school supervisors, counselors, special education personnel, and school psychologists and degree programs with a variety of specializations in Educational Psychology, Curriculum and Instruction, Special Education, and in Educational Administration, Educational Policy, and Higher Education.

Graduate work in education leads to the following degrees: Master of Arts, Master of Science, Master of Education, Doctor of Education, and Doctor of Philosophy.

Information about specific programs is included in the appropriate divisional section of this catalog. Information concerning requirements for admission to graduate programs is available from the College of Education Graduate Student Records Office.

The University of Oregon is accredited by the National Council for Accreditation of Teacher Education and by the Oregon Teacher Standards and Practices Commission for the preparation of elementary and secondary teachers, school administrators, school personnel service specialists and special education personnel. Master's and doctoral degree programs in these fields are also accredited by the National Council.

The following education honorary societies have active chapters at the University: Pi Lambda Theta for women, and Phi Delta Kappa for men.

Robert D. Gilberts, Ph.D., Dean, Professor of Educational Administration (problems of urban schools, conflict management, general administration). B.S., Wisconsin State University at Eau Claire, 1950; M.S., 1955, Ph.D., 1961, Wisconsin, Madison; at Oregon since 1970.

Diane L. Reinhard, Ph.D., Assistant Professor of Education (research and evaluation methodology), Assistant Dean. B.S., 1965, M.S., 1969, Wisconsin, Milwaukee; Ph.D., Ohio State, 1972; at Oregon since 1975.

Lloyd DuVall, Ph.D., Professor of Education, Associate Dean and Director, Center for Educational Policy and Management (identification and development of administrator skills, administrative theory). B.S., Ohio State, 1955; M.A., Kent State, 1960; Ph.D., Ohio State, 1968; at Oregon since 1974.

Richard H. Hersh, Ed.D., Professor of Education; Associate Dean for Teacher Education (social studies, history, political science). B.A., 1964, M.S., 1965, Syracuse, 1966, Tufts; Ed.D., Boston, 1969; at Oregon since 1976.

John W. Loughary, Ph.D., Professor of Education; Associate Dean, Division of Developmental Studies (career development, learning systems development). B.S., Oregon, 1952; M.A., 1956, Ph.D., 1958, Iowa; at Oregon 1962-64, and since 1965.

Kenneth A. Erickson, Ed.D., Professor of Education (personnel administration, school surveys, superintendency). Director of Field Training and Service Bureau. B.S., Oregon, 1941; M.A., 1948, Ed.D., 1953, Washington State; at Oregon since 1967.

Robert H. Schwarz, Ph.D., Professor of Education; Director of the Center on Human Development (special education). B.S., Wisconsin, 1948; M.A., Columbia, 1949; Ph.D., American, 1966; at Oregon since 1971.

Field Training and Service Bureau

The Field Training and Service Bureau provides consultant and field services aimed at solving problems related to the administration, organization, financing, planning, and operation of educational programs as well as the evaluation of programs and educational facilities. To do this, the Bureau (1) provides professional growth opportunities for school districts, professional organizations and individuals through workshops, conferences, or training programs; (2) provides laboratory experiences for graduate research assistants through internships in a variety of field experiences; (3) disseminates helpful information concerning exemplary practices and new developments in education; (4) expands communications systems between the College of Education and the field wherever needed, e.g., coordinates service requests from outside the university with appropriate university resource personnel.

Affiliated with the Bureau is the Oregon School Study Council, which draws upon resources provided by the Bureau. The OSSC is financed by its member school districts.

Oregon School Study Council

The Oregon School Study Council is a division of the Field Training and Service Bureau, and operates on a membership basis. To serve its school district members, the Oregon School Study Council (1) publishes monthly and special bulletins as well as quarterly reports dealing with important and current educational developments; (2) carries out requested research on special educational problems; (3) arranges for conferences in which member districts may discuss and work toward solving pertinent problems; (4) schedules visitation programs for member districts to exemplary educational programs or facilities; and (5) lends special library and research materials requested by administrators.

Center on Human Development

Robert H. Schwarz, Ph.D., Professor of Education(special education). Director of the Center on Human Development. B.S., Wisconsin, 1948; M.A., Columbia, 1949; Ph.D., American, 1966; at Oregon since 1971.

G. Thomas Bellamy, Ph.D., Coordinator of Research, Center on Human Development. B.A., Davidson, 1968; M.A., Wisconsin, 1971; Ph.D., Oregon, 1975; at Oregon since 1972.

Phillip Browning, Ph.D., Associate Professor of Education (special education). B.A., Howard Payne, 1962; M.A., Texas Technological, 1966; Ph.D., Wisconsin, 1969; at Oregon since 1968.

Anita Chavan, Research Assistant; B.S., Oregon, 1969; at Oregon since 1974.

Danieta Chiesa, Ed.D., Research Associate. B.A., 1961, M.A., 1963, Louisiana Tech; Ed.D., George Peabody, 1974; at Oregon since 1974.

John Crossen, Research Assistant; B.A., De Paul, 1972; M.A., Western Michigan, 1975; at Oregon since 1976.

James E. Crosson, Ed.D., Associate Professor of Education (special education). Director, Regional Resource Center. A.A., Independence Junior College, 1953; B.S., 1959, M.S., 1960, Kansas State; Ed.D., Oregon, 1966; at Oregon since 1966.

Fred Crowell, Research Associate; B.S., 1958, M.S., 1962, Washington; Ph.D., Oregon, 1970; at Oregon since 1976.

Norma English, Research Assistant; B.A., Silliman University,

1955; M.S., Southern Illinois University, 1960; at Oregon since 1976.

R. William English, Ph.D., Associate Director, Research and Training Center. B.A., 1964, M.A., 1967, Southern Illinois; Ph.D., Wisconsin, 1968; at Oregon since 1975.

Diane Hernandez Flieschman, Research Assistant; B.A., Antioch College, Ohio, 1970; M.S.W., Smith College School for Social Work, 1972; at Oregon since 1973.

Gilbert Foss, Ph.D., Associate Director of Training. B.A., 1964, M.S., 1971, Minnesota; Ph.D., Oregon, 1975; at Oregon since 1975.

Anita Foxworth, Research Associate; B.S., 1964, Ed.M., 1966, Ph.D., 1972, St. Louis University; at Oregon since 1976.

C. R. Greenwood, Ph.D., Research Associate. B.S., 1969, M.S., 1971, Ph.D., 1972, Utah; at Oregon since 1972.

Jacqueline Guild, Research Assistant; B.A., Cornell College, 1963; M.A., Wisconsin, 1972; at Oregon since 1973.

Gregoria Halley, Research Associate; B.S., 1959, M.S., 1967, Southern Connecticut State College; Ph.D., Oregon, 1974; at Oregon since 1976.

Andrew S. Halpern, Ph.D., Professor of Education (special education). Director, Research and Training Center. B.A., Carleton College, 1961; M.A., Yale, 1963; Ph.D., Wisconsin, 1966; at Oregon since 1970.

Forest Hertlein, Research Associate; B.A., Central Washington State College, 1967; M.Ed., 1971, Ph.D., 1976, Utah State University; at Oregon since 1976.

Hyman Hops, Ph.D., Research Associate. B.A., Sir George Williams University, 1959; M.A., Toronto, 1962; Ph.D., Oregon, 1971; at Oregon since 1971.

Dean P. Inman, Research Associate; B.A., Sacramento State College, 1970; M.S., Utah State University, 1973; Ph.D., Oregon, 1976; at Oregon since 1976.

Larry Irvin, Ph.D., Research Associate in Research and Training Center in Mental Retardation. B.A., California, Davis, 1966; M.A., California State, 1970; Ph.D., Oregon, 1975; at Oregon since 1972.

Sally Johnson, M.A., Instructor in Education (special education). B.S., Northwestern, 1969; M.A., North Dakota, 1971; at Oregon since 1972.

Louise Knight, Research Assistant; B.A., Trinity College, 1945; M.A., Oregon, 1973; at Oregon since 1975.

Wayne D. Lance, Ed.D., Professor of Education (special education). Director of ALRC. B.A., 1953, M.A., 1960, Redlands; Ed.D., George Peabody College, 1964; at Oregon since 1967.

Janet Landman, Research Assistant; B.S., Purdue University, 1971; M.S., St. Francis College, 1973; at Oregon since 1976.

Wendy Marmont, Research Assistant; B.A., University of Denver, 1971; M.Ed., Central Washington State College, 1975; at Oregon since 1976.

James McLeod, Ed.D., Research Associate. B.A., Portland University, 1955; M.A., 1963, Ed.D., 1966, Oregon; at Oregon since 1975.

Caroline Jean Moore, Research Assistant; B.A., 1971, M.A., Oregon, 1974; at Oregon since 1976.

Arden Munkres, Research Assistant; B.A., Western Washington, 1964; M.F.A., Oregon, 1971; at Oregon since 1973.

Gary Nave, Research Associate; B.A., 1970, M.S., 1971, Oregon; at Oregon since 1976.

Judson Oberle, Research Associate; B.A., 1967, M.A., 1969, Ph.D., 1975, Syracuse University; at Oregon since 1976.

Kristi Olson, Research Assistant; B.A., St. Olaf College, 1965; M.S.W., Wisconsin, 1968; at Oregon since 1973.

Catherine Paine, Research Assistant; B.S., St. Cloud State College, 1971; M.A., Drake University, 1975; at Oregon since 1975.

Marshall Peter, Research Assistant; B.A., Mt. Angel University, 1972; M.S., Oregon, 1976; at Oregon since 1976.

David Piercy, Research Assistant; B.A., 1964, M.S., 1968, San Jose State; at Oregon since 1975.

Alan F. Reeder, Ed.D., Research Associate. B.S., 1962, M.S., 1968, Utah; M.A., San Francisco State, 1969; Ed.D., Oregon, 1972; at Oregon since 1973.

Heidemarie Rose, Research Assistant; B.A., Justus-Liebig-Universitat, 1973; M.A., Oregon, 1976; at Oregon since 1976.

Richard Schroeder, Research Assistant; B.S., Oregon State, 1972; M.B.A., Oregon, 1973; at Oregon since 1974.

Thomas Schwartz, Research Assistant; B.A., Indiana University, 1972; M.T.S., Harvard Divinity School, 1974; at Oregon since 1976.

Annabelle Street, Research Assistant; B.S., 1965, M.S., Oregon, 1969; at Oregon since 1971.

Linda Uljon, Research Assistant; B.S., Carnegie-Mellon University, 1973; at Oregon since 1976.

Hill M. Walker, Ph.D., Professor of Education (special education); Director, CORBEH. B.A., Eastern Oregon College, 1962; M.A., 1964, Ph.D., 1967, Oregon; at Oregon since 1964.

Richard W. Zeller, M.A., Instructor in Education (special education). B.A., Willamette, 1967; M.A., UCLA, 1968; at Oregon since 1972.

The Center on Human Development was organized to provide a unified approach to research and the delivery of trained manpower and services by the following federally funded projects: (1) Center at Oregon for Research in the Behavioral Education of the Handicapped (CORBEH); (2) Regional Resource Center; (3) Research and Training Center on Mental Retardation; (4) Area Learning Resources Center; (5) University Affiliated Facility.

The programs include a diagnostic clinic that provides evaluations for children and young adults with unique medical-behavioral problems, classrooms for preschool, multiple-handicapped children, a special work program for severely retarded adults, field services such as seminars, educational consultation to schools and an ongoing research project designed to facilitate the educational programming of disturbed children in a public school setting. Although the staff of the Center is involved in training and research specific to the mandates of the projects, collaborative efforts have extended the impact of the total program. Skills and techniques developed by the staff are disseminated widely, and school systems and agencies are encouraged to continue and extend programs with local support.

The E. C. Brown Foundation

John A. Bruce, Ph.D., Director.

The E. C. Brown Foundation is a private foundation located in Portland with a special interest in the family, health, sex education, and related matters. The Foundation is particularly known for the production of educational films in these areas.

Reflecting its close association with the University of Oregon, the Foundation's administrator is the President of the University and the Deputy Administrator is the Dean of the College of Education; the Director of the Foundation is an Adjunct Associate Professor in the College of Education's Center for Educational Policy and Management.

Center for Educational Policy and Management

Lloyd DuVall, Ph.D., Associate Dean and Director.

The Center for Educational Policy and Management includes division functions of: Research and Development, Dissemination, and Instruction.

Members of the Center for Educational Policy and Management are: Max G. Abbott, Gerald K. Bogen, C. A. Bowers, Robert L. Bowlin, Richard O. Carlson, W. W. Charters, Thomas L. Dahle, Lloyd DuVall, C. H. Edson, Kenneth A. Erickson, Mary Lou Finne, Robert D. Gilberts, Steven Goldschmidt, N. Ray Hawk, John E. Lallas, Henry Osibov, John S. Packard, Philip K. Piele, Ralph Rands, Philip J. Runkel, Patricia A. Schmuck, Richard A. Schmuck, Harvey Tucker, Clarice Watson, Harry F. Wolcott, L. Harmon Zeigler.

Inquiries about CEPM programs or publications should be addressed to 1472 Kincaid, Eugene, Oregon 97403. Telephone (503) 686-5171.

Research and Development

Lloyd DuVall, Ph.D., Coordinator

Research and Development is underway in six programs which investigate the following areas:

The Responsiveness of Public Schools to Their Clientele: After producing a review of the responsiveness of public school institutions to their clientele and an inventory of their theoretical propositions, this program is developing several formal models of "responsive"school systems and describing alternative patterns of educational reform and what to expect from such reforms under a wide variety of conditions. Program Director: L. Harmon Zeigler,

Management Implications of Team Teaching: MITT is designed to follow the efforts of a sample of 20 elementary schools as they attempt to implement and operate team teaching. Instruments are being developed to measure the salient characteristics of team teaching and the control structure of the school and, finally, the consequences of team teaching and the variables which predict its emergence. Program Director: John S. Packard.

Strategies of Organizational Change: This program extends more than seven years of research and development on organization development (OD), a consultative system for helping school people solve their own problems by improving sub-organizational processes and by modifying organizational structures. A key strategy calls for cadres of OD specialists within and between districts. Previous research and complementary investigation are being combined to find ways for parents, students, and other members of the educational community to exercise influence in the schools. Program Co-Directors: Philip J. Runkel and Richard A. Schmuck.

Documentation and Technical Assistance for Change in Urban Schools: In June 1974, the National Institute of Education funded nine different strategies of face-to-face technical assistance to help urban schools deal effectively with the difficulties of organizational change. Formal helping agencies, such as a community mental health center and a university-based teacher center, received the NIE contracts. This program will document, analyze, and disseminate, through face-to-face technical assistance, exemplary results of these nine projects. It will be a joint effort involving the Center for New Schools in Chicago and CEPM, lasting for five years (1975-1980). Program Director at CEPM: Richard A. Schmuck.

Cooperative Dissemination and Linking Agent Training Project: CEPM is participating with eight other Educational Laboratories and Research and Development Centers in this project. It is designed to improve dissemination of knowledge and products developed by these Centers and to train personnel who can facilitate interaction between researchers and practicing administrators. Program Director: Lloyd DuVall.

Sex Equity in Educational Leadership: Women always have been under-represented in school administration, although they have predominated as teachers since the Civil War. This has been documented nationally and in Oregon. Furthermore, women's status in educational administration has declined. The project goal is to implement a model for achieving sex equity in Oregon's school management that can be replicated by other state systems of education. Efforts are directed at a diverse set of targets including practicing educators, educators in training, school boards, degree and credentialling programs and credentialling agencies. Program Director: Patricia A. Schmuck.

ERIC

Phil Piele, Ph.D., Director

The ERIC (Educational Resources Information Center) Clearinghouse on Educational Management is the major unit in the Information Services division. Its basic responsibilities are the acquisition and dissemination of information, including information to the public in the form of newsletters, press releases, informational circulars, and lists of publications. Another aspect of the public information activities is graphic, photographic, and audio media development. Also funded through NIE, the ERIC Clearinghouse indexes and abstracts materials on educational management and educational facilities for listing in two regular monthly publications, *Research in Education* and *Current Index to Journals in Education.* Other Clearinghouse publications include state-of-the-knowledge papers, analyses and bibliographies, research reviews, progress reports, monographs, and technical reports.

Instruction

Richard O. Carlson, Ed.D., Coordinator

The Instructional program offers three doctoral degree programs: *Higher Education, Educational Policy,* and *Educational Administration.* These programs provide training for administrators in the areas of public school, adult education, university, community colleges, and for professors and research in educational policy and management. In addition, the division provides a state-approved program for the certification of public school administrators, and service courses in teacher education programs through the College of Education. Field service activities involving public schools provide assistance to the schools and learning experiences for students and faculty.

A master's program in Educational Policy and Management also is offered.

Educational Administration, Higher Education, and Educational Policy

Richard O. Carlson, Ed.D., Coordinator, Professor of Education; Associate Director, Center for Educational Policy and Management (organizational change). B.S., 1951, M.S., 1955, Utah; Ed.D., California, Berkeley, 1957; at Oregon since 1963.

Max G. Abbott, Ph.D., Professor of Education (identification and development of administrator skills, administrative theory). B.S., 1949, M.S., 1951, Utah State; Ph.D., Chicago, 1960; at Oregon since 1966.

Gerald K. Bogen, D.Ed., Associate Professor of Education (college student-personnel administration). B.A., Western Washington, 1959; M.S., 1961, D.Ed., 1963, Oregon; at Oregon since 1961.

C. A. Bowers, Ph.D., Professor of Education (philosophy of education). B.S., Portland State, 1958; Ph.D., California, Berkeley, 1962; at Oregon since 1967.

Robert L. Bowlin, Ed.D., Dean of Student Personnel Services, with rank of Professor; Associate Professor of Education (college student-personnel administration). B.S., 1953, M.A., 1958, California State Polytechnic; D.Ed., Oregon, 1964; at Oregon since 1961.

Werrett W. Charters, Jr., Ph.D., Professor of Education; Member, Center for Educational Policy and Management (research on schools and school administration). B.A., DePauw, 1944; Ph.D., Michigan, 1952; at Oregon since 1966.

Thomas L. Dahle, Ph.D., Adjunct Professor of Education and Speech (adult education). B.S., 1938, M.S., 1949, Wisconsin; Ph.D., Purdue, 1954; at Oregon since 1963.

Lloyd DuVall, Ph.D., Associate Dean and Director, CEPM, Professor of Education (identification and development of administrator skills, theory). B.S., Ohio State, 1955; M.A., Kent State, 1960; Ph.D., Ohio State, 1968; at Oregon since 1974.

C. H. Edson, Ph.D., Assistant Professor of Education (history of education). B.A., California, Berkeley, 1960; M.A., Oregon, 1970; Ph.D., Stanford, 1974; at Oregon since 1973.

Kenneth A. Erickson, Ed.D., Professor of Education; Director, Field Training and Service Bureau (personnel administration, school surveys, in-service education, superintendency). B.S., Oregon, 1941; M.A., 1948, Ed.D., 1953, Washington State; at Oregon since 1967.

Robert D. Gilberts, Ph.D., Dean of the College of Education; Professor of Education (problems of urban schools, conflict management, general administration). B.S., Wisconsin State, 1950); M.S., 1955, Ph.D., 1961, Wisconsin; at Oregon since 1970.

Steve Goldschmidt, J.D,. Assistant Professor of Education (law and education, juvenile delinquency). B.A., Oregon, 1966; J.D., California, Berkeley, 1969; M.A., Oregon, 1972; at Oregon since 1969.

N. Ray Hawk, D.Ed., Vice-President for Administration and Finance; Professor of Education (higher education). B.S., 1947, M.S., 1948, D.Ed., 1949, Oregon; at Oregon since 1950.

John E. Lallas, Ed.D., Executive Dean, Professor of Education (higher education). B.A., Washington, 1947; B.A., Western Washington, 1952; Ed.D., Stanford, 1956; at Oregon since 1957.

Henry Osibov, D.Ed., Associate Professor of Education; Assistant to the Provost for Faculty Personnel (school finance, school law). B.A., Western Washington, 1939; M.Ed., 1950, D.Ed., 1961, Oregon; at Oregon since 1965.

Philip K. Piele, Ph.D., Associate Professor of Education; Director, ERIC Clearinghouse on Educational Management (voting behavior, facilities, information systems, conflict management). B.A., Washington State, 1957; M.S., 1963, Ph.D., 1968, Oregon; at Oregon since 1967.

Ralph C. Rands, D.Ed., Associate Professor of Education, Member, Center for Educational Policy and Management (community college, personnel evaluation, communications). B.A., Linfield College, 1949; M.Ed., 1954, D.Ed., 1966, Oregon; at Oregon since 1976.

Patricia A. Schmuck, Ph.D., Assistant Professor of Education (educational administration, sex equity, group processes). B.A., 1960, M.A., 1964, Michigan; Ph.D., 1975, Oregon; at Oregon since 1975.

Richard A. Schmuck, Ph.D., Professor of Education (social psychology, group processes, organizational change). B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan; at Oregon since 1967.

Harry F. Wolcott, Ph.D., Professor of Education, and of Anthropology (anthropology and education). B.S., California, 1951; M.A., San Francisco State, 1959; Ph.D., Stanford, 1964; at Oregon since 1964.

Faculty Emeriti

Grace Graham, Ed.D., Professor Emerita of Education (social foundations). B.A., 1933, M.A., 1936, Southern Carolina; Ed.D., Stanford, 1952; at Oregon since 1954.

Arthur C. Hearn, Ed.D., Professor Emeritus of Education (secondary schools, principalship, student activities). A.B., 1934, M.A., 1937, Ed.D., 1949, Stanford; at Oregon since 1950.

Clarence Hines, D.Ed., Professor Emeritus of Education (school buildings, general administration). B.A., Drury College, 1925; M.A., Missouri, 1929; D.Ed., Oregon, 1950; at Oregon since 1958-69, and since 1970.

Paul B. Jacobson, Ph.D., Professor and Dean Emeritus of Education (current trends, issues, problems in education). B.A., Luther, 1922; M.A., 1928, Ph.D., 1931, Iowa; at Oregon since 1947.

Adolph A. Sandin, Ph.D., Professor Emeritus of Education (elementary education, curriculum, organization). B.A., Central Washington College of Education, 1933; M.A., Washington, 1938; Ph.D., Columbia, 1943; at Oregon since 1950.

Hugh B. Wood, Ed.D., Professor Emeritus of Education (comparative education, curriculum design). B.S., Toledo, 1931; M.A., Colorado, 1935; Ed.D., Columbia, 1937; at Oregon since 1939.

Program in Educational Administration

The Program in Educational Administration offers comprehensive graduate programs. These include (1) specialized preparation for those who wish to become certificated as principals or superintendents of schools in Oregon, (2) a master's degree program in Educational Policy and Management, and (3) a doctoral program leading to either the Doctor of Philosophy or the Doctor of Education in educational administration. Specific information regarding admission to any of these programs may be obtained from the office of the area coordinator.

By act of the Oregon Legislature, all persons employed in the Oregon public schools in administrative positions must hold an Oregon administrative certificate. The University of Oregon and Portland State University currently offer the only approved programs for the preparation of elementary and secondary-school principals, and the University of Oregon offers the only approved programs for the preparation of school superintendents in Oregon. These programs, requiring a minimum of 33 credit hours for school principals and 45 credit hours for school superintendents, include upper-division and graduate courses in appropriate combination to meet the approved programs of the department.

Requirements for the Basic Administrative Certificate (Two-Year): A Basic Administrative Certificate valid for a period of not more than two school years will be issued to an applicant: (1) Who verifies completion of a master's degree or its equivalent in an institution approved by the Teacher Standards and Practices Commission for Oregon. (2) Who is recommended by an

approved institution. The recommendation may be granted by the institution after the candidate has demonstrated competence or verified completion of 9 credit hours of graduate study in (or accepted by) a college or university approved for the preparation of school administrators by the Commission. (3) Who, upon request of the Commission, submits evidence satisfactory to the Commission of good moral character, mental and physical health, and such other evidence as the Commission may deem necessary to establish the applicant's fitness to serve as an administrator.

Requirements for the Standard Administrative Certificate (Five-Year): A Standard Administrative Certificate valid for a period of not more than five school years will be issued to an applicant: (1) Who verifies completion of a master's degree or its equivalent in an institution approved by the Commission. (2) Who verifies three years of successful experience in a supervisory or administrative capacity at the level for which the certificate is sought. One of the three years may be in an administrative internship at the appropriate level. (3) Who is recommended by the approved college or university in which the applicant completed the program of preparation for school administrators as having the qualifications essential to a school administrator.

Both Ph.D. and D.Ed. degrees are offered, and through flexible programming and individualized advisement, a wide variety of specializations relevant to educational administration, research, and development may be obtained. Requirements for admission to the division's doctoral programs include those imposed by the Graduate School and other evidence of academic ability such as an acceptable score on the Miller Analogies Test, and recommendations by professional colleagues. More complete information regarding programs, requirements, and admission may be obtained from the area coordinator.

EdAd 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

EdAd 407. Seminar. (G) The following seminar topics are offered with credit hours as noted. Other topics and credits may be arranged.

Law and Schools. 3 credit hours.
An introduction to the purposes of law, the legal system, and the legal method. Focus on legal basis, powers, and relationship of local school boards, and state and federal governments in education. Particular emphasis on limitations on the exercise of institutional power provided by the First and Fourteenth Amendments to the United States Constitution. First Amendment issues to be considered include freedom of speech and religion; Fourteenth Amendment issues include due process and equal protection of the laws. Course is recommended for students interested in Teacher Rights and Student Rights courses. Goldschmidt.

Teacher Rights. 3 credit hours.
The legal rights of secondary and elementary teachers as well as the rights of student teachers. Focus on liability of teachers and other educational personnel for injuries to students; issues related to the terms and conditions of teacher employment including: certification, contracts, tenure, and collective bargaining; and the teacher's constitutionally protected rights under the First and Fourteenth Amendments to the United States Constitution, including due process requirements related to contract termination and nonrenewal, maternity and paternity leaves, right to expression in the classroom and community, and right to a private life after school hours. Goldschmidt.

Student Rights. 3 credit hours.
Rights of elementary and secondary students under State and Federal law, focus on legal issues related to the First, Fourth, and Fourteenth Amendments to the United States Constitution. Fourteenth Amendment issues include a student's right to an education, equal educational opportunity, due process requirements related to suspension and expulsion and the rights of married students and mothers. Fourth Amendment questions relate to the privacy of the student's locker, and person, and student records. First Amendment considerations include student expression, dress and appearance, publications, and demonstrations. The rights of minors in the juvenile justice system will be compared with rights of students at school. Goldschmidt.

Graduate Courses

EdAd 501. Research. Credit hours to be arranged. No-grade course.

EdAd 503. Thesis. Credit hours to be arranged. No-grade course.

EdAd 505. Reading and Conference. Credit hours to be arranged.

EdAd 507. Seminar. The following graduate seminars are offered with credit hours as noted.

Internship. 1-6 credit hours.
Relevant experiences in administration of schools or in educational research and development will be arranged on an individualized basis. Details may be obtained from the department head.

Practicum for Interns. 2 credit hours.
Continuing assessment and discussion regarding internship experiences will be conducted for interns by appropriate faculty.

Foundations of Educational Research. 3 credit hours.
A two-term sequence for students in educational administration covering the logic of hypothesis-testing research, including theory, research design, measurement, and data analysis. Students carry out a minor research project. Statistics is not a prerequisite. Instructor's consent is required. Charters.

Simulation in Decision-Making. 3 credit hours.
Uses simulated situations for skill development in decision-making. Emphasizes adequate use of information, anticipating consequences, and accurate analysis of problems. Instructor's consent is required. Abbott, Sandin, Thiemann.

Thesis. 2 credit hours. Carlson, others.

Personnel Evaluation. 2 credit hours.
Investigates various systems of personnel evaluation, the issues connected with evaluation systems such as criteria for participation and decision rules, the data and data analysis need for such systems, and methods of implementation. Staff.

Communication Skills. 2 credit hours.
Laboratory course in the interaction of people, especially in small, task-oriented groups, through verbal and nonverbal signals, codes, messages, and networks. Staff.

EdAd 508. Workshop. Credit hours to be arranged.

EdPM 515, 516. Educational Institutions. 3 credit hours each term.

EdPM 515: Structures, processes, and procedures which characterize the formal organization of educational institutions; approaches to organizational analysis, organizational legitimation, regulation, integration, adaptation. Abbott.

EdPM 516: The social organization of educational institutions, emphasis on the impact of organizational needs and personnel characteristics on the social organization. Carlson.

EdAd 570. Human Resource Management. 3 credit hours.
A laboratory course in management skills relating to management of time, building motivation, forming work groups, establishing trust, implementing change, and reaching agreement. Staff.

EdAd 571. Collective Bargaining in Education. 2 credit hours.
Examines the procedures and techniques of collective bargaining in a public school setting. Considers history and theory of collective bargaining; analysis of Oregon's collective bargaining statutes; and specific collective bargaining issues (i.e., unit determination, scope, contract language, impasse resolution, and grievance procedures). Simulated bargaining sessions involve participants in the planning, communication, and strategies required in the bargaining process. Goldschmidt.

EdAd 573. Business Management in Education. 3 credit hours.
Application of systematic procedure to the problems of acquiring

fiscal resources of a school district and managing their expenditures. Abbott.

EdAd 574. Educational Program Research and Evaluation. 3 credit hours.
Developing and conducting a comprehensive program of research and evaluation activities in a public school system at the district, building, and classroom levels.

EdAd 576. School Buildings. 3 credit hours.
A critical analysis and discussion of current trends in school facilities planning, evaluation, and development with special emphasis on school district alternatives to deficit or surplus space problems or both. Topics to be covered include sources of information; community participation in planning; enrollment forecasting techniques: extrapolation methods, structural flow methods, and Markov models; evaluation of existing facilities: physical appraisal, program appraisal, and future use; alternatives to building: year-round schools, renovation and modernization, relocatables, and found space; alternative uses of surplus space; techniques for closing schools; energy conservation; maintenance and security. Piele.

EdAd 578. School Community Relations. 3 credit hours.
Long and short-term social, economic, political, and technological forces affecting the relationship of schools to the community, community interest groups, their purposes, leaders, and school-related interests; community influentials and the schools; citizen decision-making and the schools; the referenda: methods of assessing citizen attitudes toward the schools; improving school responsiveness to citizen expectations.

EdAd 579. Systems for Program Planning, Budgeting, and Evaluation. 2 credit hours.
Developing and implementing systems for program planning, budgeting, and evaluation in public schools.

EdAd 580. School-Personnel Administration. 3 credit hours.
An investigation of consideration of the best principles and practices in school-personnel administration and determining its role in facilitating the educational process.

EdAd 581. Pupil Personnel Services and Administration. 3 credit hours. Obtaining, recording, and interpreting demographic data on pupil personnel; developing and implementing needed pupil personnel policies; providing and coordinating specialized pupil services.

EdAd 583. Policy Development. 3 credit hours.
Analysis of the social, economic, political, and technological forces that shape educational policy at the national, state, and local levels. Developing school district policies, including establishing goals and objectives for schools and school districts, setting priorities, and assessing the consequences of policy enactment.

Program in Higher Education

The Program in Higher Education is a post-master's doctoral program. Course work and practicum experience are offered in college student personnel administration, higher education administration, and adult and community education. Students also select cognate courses from the wide range of offerings elsewhere in the University.

The applicant for a doctoral degree in Higher Education must have completed a master's degree prior to admission. The degree may have been received in education, or another professional school, or in an academic discipline.

Persons who are already established in a college career and who are interested in continuing study in an area related to their specialization, or those who aspire to such a career in higher education, may enroll in courses even though they do not want to complete a doctorate. Advisers are available to assist them in designing programs to meet their interests and needs.

Because of the need to accommodate varying student interests in the broad fields of higher education and because of the benefits of utilizing the many resources of the University, considerable flexibility exists in the development of each student's program of study.

A candidate who completes a program for a doctoral degree will be expected to have:

(1) A general core directed toward the study of Higher Education *per se*.

(2) Study in the historical, philosophical, and sociological foundations of education.

(3) A basic core in research and statistical procedures, and substantial conduct of research in Higher Education.

(4) Heavy emphasis in relevant aspects of educational psychology, anthropology, psychology, and sociology, with particular reference to group processes, growth and development, occupational choice, and counseling procedures.

(5) Practica and internships.

Every doctoral candidate's program must include a minimum of 30 credit hours of interdisciplinary study; this does not include the Ph.D. language requirements. These hours may be taken from the several disciplines of the College of Arts and Sciences, and in other professional schools. The doctoral candidate must meet all of the general requirements of the Graduate School and the division.

It is suggested that candidates spend a summer in residence before seeking admission to the doctoral program. When candidates are satisfied that the University and the division have what they seek in a program, they should then apply for admission to the Graduate School and the division. Admission is granted "conditionally" for the first one or two terms before the candidate must seek formal admission to the doctoral program.

Additional information regarding the programs in Higher Education may be obtained from the area coordinator.

HiEd 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

HiEd 407. Seminar. (G) Credit hours to be arranged.

HiEd 409. Practicum. (G) Credit hours to be arranged. No-grade course.

Graduate Courses

HiEd 501. Research. Credit hours to be arranged. No-grade course.

HiEd 502. Supervised College Teaching. Credit hours to be arranged.

HiEd 503. Thesis. Credit hours to be arranged. No-grade course.

HiEd 505. Reading and Conference. Credit hours to be arranged.

HiEd 507. Seminar. Credit hours to be arranged.

HiEd 507. Seminar: Current Issues in Higher Education. 1 credit hour.

HiEd 507. Seminar: Financing Higher Education. Credit hours to be arranged. Hawk.

HiEd 508. Workshop. Credit hours to be arranged. No-grade course.

HiEd 509. Practicum. Credit hours to be arranged. Bowlin.

EdPM 515, 516. Educational Institutions. 3 credit hours each term.

EdPM 515: Structures, processes, and procedures which characterize the formal organization of educational institutions; approaches to organizational analysis, organizational legitimation, regulation, integration, adaptation. Abbott.

EdPM 516: The social organization of educational institutions, emphasis on the impact of organizational needs and personnel characteristic on the social organization. Carlson.

HiEd 520. Adult Education. 3 credit hours fall.
Survey of adult education. Purposes, programs, philosophy, methods, materials, agencies, organization. Consent of department is required. Dahle.

HiEd 530. Higher Education in Developing Countries. 3 credit hours winter.
Brief survey of higher education in selected developing countries; comparison with American higher education; relation to economic development, major problems. Not offered 1977-78.

HiEd 550. Administration of College Student Services. 3 credit hours winter.
Problems of counseling, financial assistance, housing, career planning and placement, student activities, student services and relationship to academic mission. Prerequisite: consent of department. Bowlin.

HiEd 571. Administration of the Community College. 3 credit hours.
An examination of the origin and functions of the community college movement with emphasis on the problems and issues in organization and administration.

HiEd 572. Programs in the Community College. 3 credit hours.
A survey of the variety of programs offered in the community college and their relationship to other educational, professional, and vocational areas.

HiEd 590. Higher Education Survey. 3 credit hours.
Survey of present status and trends. Impact of national goals; types of institutions; governance; state and federal financing; management information systems; innovation and change; higher education and the public. Lallas.

HiEd 591. Teacher-Education Survey. 3 credit hours.
Purposes, needs, and objectives of teacher education; present facilities and types of organization; student-selection procedures; staff; curriculum. Relationships of preservice undergraduate, preservice graduate, in-service campus, and in-service field training. Not offered 1977-78.

HiEd 592. Administration of Colleges and Universities. 3 credit hours.
Institutional organization—case studies; institutional objectives; academic organization for instruction, research and participation in governance; changing student roles; public service; general administrative functions and activities.

HiEd 597. Methods of College Teaching. 3 credit hours.
Psychology of learning, methods and techniques of college teaching, preparation for teaching, evaluation of teaching. Not offered 1977-78.

Program in Educational Policy

In addition to providing courses for students working for other degrees and certificates, a program of advanced study is offered, leading to either the Doctor of Education or Doctor of Philosophy degrees. The program provides study and research opportunities in the areas of policy, history, philosophy, sociology, and anthropology of education. Flexibility in the planning of the program of study allows each student to choose either a generalist approach to the field of educational policy or a more concentrated study in one of the policy areas. Work in other divisions of the College of Education, as well as in the College of Arts and Sciences, is an integral part of the doctoral program.

Students interested in a doctorate in this department should confer or correspond with the faculty members whose specialties reflect their interest. University-wide requirements for admission to the Graduate School will be found in the Graduate School section of this catalog.

Undergraduate Courses

EdP 324. The School in American Life. 3 credit hours.
Orientation to the purposes, organization, financing, and operation of the American school, and the relationship of these factors to modern education reform. Evaluation of education as a career. Not offered 1977-78.

EdP 327. Social Foundations of Teaching. 3 credit hours.
Study of the school as a social institution, acquainting prospective teachers with social science theory and research relating to education; politics and control of education, the process of socialization, social and minority issues in education, and alternatives and strategies for educational change. Staff.

EdP 328. Social Foundations of Teaching. 3 credit hours.
Study of the role of the school in the community and of the local community's influence upon school culture, practices, and curriculum; the Community School concept; community resources for teaching; and pupils' out-of-school activities and learnings. Not offered 1977-78.

EdP 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

EdP 407. Seminar. (G) Credit hours to be arranged.

EdP 440. History of Education. (G) 3 credit hours.
A historical study of the role of education in Western society. The course is designed both to acquaint the student with significant educational literature and to provide an opportunity to examine basic ideas which have tended to give form and purpose to educational thought and practice in Western culture. Edson. Not offered 1977-78.

EdP 441. History of American Education. (G) 3 credit hours.
An introduction to the major social, intellectual, and institutional trends in the history of American education; the evolution of formal systems of education as the response of a people to their traditions, to their experiences in a given environment, and to broad social movements; appreciation of the different experiences of various ethnic groups in our society, and the process by which educators translate their beliefs concerning these groups into educational policy and practice. Edson.

EdP 445. Modern Philosophy of Education. (G) 3 credit hours.
Examination of the ideas of Sartre, Buber, and G. H. Mead as they relate to current educational issues; the nature of freedom, identity and alienation as analyzed from a phenomenological perspective; education as a process of examining cultural assumptions; the relationship between local control of education and freedom of inquiry; education and Berger's theory of the social construction of reality. Bowers.

EdP 491. Social Education. (G) 3 credit hours.
Examines the effects of the interrelationships of education and other social institutions in society in an effort to understand and deal with cultural change, the variety of special demands upon the schools, and contemporary issues and problems. Not offered 1977-78.

Graduate Courses

Ed P 501. Research. Credit hours to be arranged. No-grade course.

EdP 503. Thesis. Credit hours to be arranged. No-grade course.

EdP 505. Reading and Conference. Credit hours to be arranged.

EdP 507. Seminar. The following graduate seminars are offered with credit hours as noted or to be arranged.

Educational Policy I. 4 credit hours
The seminars will focus on the political, legal, economic, technological, and ideological forces from which educational policy arises, the process by which such forces eventuate in a formal expression of policy, and the educational and social consequences of the operational expression of the policy. Existing, significant educational policies will be used as the means whereby such factors about educational policy will be pursued.

Existentialism and Education. 3 credit hours.
Examination of existential writers—Nietzsche, Heidegger, Buber,

Heschel, and Camus—as they relate to educational thought and practice. An examination of the existential nature of teaching and learning. Bowers.

History of Childhood and the Family. 3-5 credit hours.
Historical colloquium exploring the changing nature and social meaning of childhood and the family from the Middle Ages to the present: examination of conceptual models from anthropology, psychology, sociology, and economics; the invention of childhood; childhood and family in Colonial America; political socialization in the 19th century; origins of delinquency; feminism, sex, and birth control; youth culture and educational policy proposals. Edson.

Historiography of American Education. 3-5 credit hours.
Colloquium examining source and interpretations of American educational history: philosophies of history; progressive history of Ellwood Patterson Cubberley; revisionist or new-left educational histories of Katz, Spring, Greer, Bowles, and Lazerson. Edson.

Ethnographic Method in Education Research. 3 credit hours.
The ethnographic method as an approach to descriptive research in educational settings; problems and applications of the approach analyzed through the examination of accounts written about fieldwork by a number of anthropologists and by the analysis of completed ethnographic accounts. Wolcott.

History of Higher Education. 3-5 credit hours.
Historical survey of higher education focusing on the social, political, and intellectual origins of American colleges, universities, and community colleges: medieval universities, colonial colleges, denominational colleges, the emergence of the university, changing conceptions of higher learning; the structure of higher learning; the multiversity. Edson.

EdP 508. Workshop. Credit hours to be arranged. No-grade course.

EdPM 515, 516. Educational Institutions. 3 credit hours.

EdP 542. Urbanization, the Pupil, and the School. 3 credit hours.
A history of urban education analyzing bureaucratization, patterns of political control of schools, teachers' and students' perceptions of the system, some functions of mass schooling, and strategies for change today. Discussions of primary sources and contrasting interpretations will attempt to relate schools to changes in urban politics and socio-economic structure in specific American cities. Edson.

EdP 545. School and Society in the Recent Past. 3 credit hours.
Examination of the issues that have arisen in education as a result of recent social, political, and intellectual developments. Analysis of the issues presented in the writings of Ortega, Marcuse, Ellul, Freud, and Skinner, among others, will be a major part of the course work. Prerequisite: EdP 445, or consent of instructor. Bowers. No offered 1977-78.

EdP 571. Anthropology and Education. 3 credit hours.
Education viewed as cultural process. The anthropology of teaching: review of cultural anthropology for its relevance to educating; analysis of formal education from an anthropological perspective; education in cross-cultural settings. The teaching of anthropology; anthropology in the curriculum. Formal and informal modes of enculturation. Prerequisite: graduate standing in anthropology, or classroom teaching experience. Wolcott. Not offered 1977-78.

EdP 572. Anthropology and Education. 3 credit hours.
Exploration in depth of some problem or issue central to the field of anthropology and education; topic announced in advance. Prerequisite: EdP 571 or Anth 415, or consent of instructor. Wolcott. Not offered 1977-78.

EdP 590. Economics of Education. 3 credit hours.
Private and social benefits; taxation; state distribution formulas; allocation within districts; economics of higher education. Not offered 1977-78.

Division of Developmental Studies

John W. Loughary, Ph.D., Associate Dean and Director.

The Division of Developmental Studies resulted from a reorganization of the College of Education effective July, 1974. Instructional areas in the Division are Counseling, Educational Psychology and Speech Pathology and Audiology. The other units in the Division are DeBusk Center (a counseling, school psychology, and learning disabilities clinic), and the University Speech and Hearing Clinic. Division faculty and staff are housed at 1761 and 1791 Alder Street, in the DeBusk Center (College of Education), and in the Clinical Services Building annex.

The Division offers graduate degree programs (master's and doctoral) in the areas noted above. Detailed information regarding programs in each of the three instructional areas is provided below by area.

Prospective applicants to programs within the Division are urged to study the following information closely because application and admissions policies and procedures vary considerably between programs. The Division also provides undergraduate and graduate instruction to students who are not majors in programs within its organization.

Counseling

Gordon A. Dudley, Ed.D., Area Coordinator, Associate Professor of Education (counseling theory and procedures). B.A., Kalamazoo, 1956; M.A., Colorado, 1959; Ed.D., Harvard, 1971; at Oregon since 1967.

Martin H. Acker, Ph.D., Professor of Education (human sexuality, corrections). B.A., Brooklyn, 1943; M.A., 1953, Ph.D., 1963, New York University; at Oregon since 1961.

James R. Booth, M.S., Senior Instructor in Education (community mental health and social services). B.S., Boston University, 1952; M.S., William and Mary, 1956; at Oregon since 1962.

Susan K. Gilmore, Ph.D., Associate Professor of Education; Counselor (counseling theory and procedures). B.A., Whitworth, 1956; M.S., 1962, Ph.D., 1966, Oregon; at Oregon since 1964.

Kenneth D. Hills, Ph.D., Adjunct Professor of Education (community college). B.A., Northwest Nazarene College, 1952; M.A., 1963, Ph.D., 1964, Wyoming; at Oregon since 1971.

William Kirtner, Ph.D., Associate Professor and Counselor, University Counseling Center (college counseling). A.B., 1950, M.A., 1955, Ph.D., 1959, Chicago; at Oregon since 1968.

Gerald D. Kranzler, Ed.D., Professor of Education (rational emotive counseling). B.S., Jamestown College, 1956; M.Ed., 1959, Ed.D., 1964, North Dakota; at Oregon since 1967.

John W. Loughary, Ph.D., Associate Dean and Professor of Education (career development, learning systems development). B.S., Oregon, 1952; M.A., 1956, Ph.D., 1958, Iowa; at Oregon 1962-64, and since 1965.

Raymond N. Lowe, Ed.D., Professor of Education (family and school counseling). B.S.Ed., Massachusetts State, Fitchburg, 1940; M.A., 1948, Ed.D., 1951, Northwestern; at Oregon since 1955.

Esther E. Matthews, Ed.D., Professor of Education (human potentiality, career development). B.S., Massachusetts State, 1940; M.Ed., 1943, Ed.D., 1960, Harvard; at Oregon since 1966.

Theresa M. Ripley, Ph.D., Assistant Professor of Education (group procedures, career development). B.S., with Honors, Illinois State, 1966; M.S.Ed., Indiana, 1968; Ph.D., Oregon, 1971; at Oregon since 1971.

Ronald J. Rousseve, Ph.D., Professor of Education (developmental counseling, social-philosophic foundations, minorities). B.S., 1953, M.A., 1954, Xavier; Ph.D., Notre Dame, 1958; at Oregon since 1968.

Andrew Thompson, Ph.D., Assistant Professor of Education and Counselor with rank of Associate Professor, University Counseling Center (cognitive behaviorism). B.A., 1956, M.A., 1960, Ph.D., 1963, Minnesota; at Oregon since 1965.

Saul Toobert, Ph.D., Associate Professor of Education; Associate Director, University Counseling Center (group and individual counseling). B.A., California, 1947; Ph.D., Oregon, 1965; at Oregon since 1963.

The Counseling Area of the Division of Developmental Studies offers integrated programs of classroom, practicum, and field experience leading to graduate degrees at both the master's and doctoral levels and to school counselor certification.

The graduate programs offered by the Counseling Area are briefly described here. Supplementary information relating to more general University policies and procedures may be obtained from the Graduate Student Records Office of the College of Education and from the Graduate School section of this catalog.

Master's Degree Programs

At the master's degree level, the Area offers a generic program of studies in counseling designed to prepare professional practitioners for work in a wide variety of settings: schools, vocational rehabilitation agencies, community mental health centers, employment service offices, community college counseling centers, juvenile corrections agencies, human resources development programs, pastoral counseling settings, and family counseling centers.

Program Components: In order to assure the thorough preparation of the counselor, the Area provides learning experiences, via its own resources and those of the University at large, which cover the following required program components.

(1) Understanding of anthropological (cultural), psychological, and sociological foundations of human development and behavior.

(2) Knowledge of career development and occupational choice.

(3) Understanding and skills in appraisal and measurement.

(4) Understanding of counseling theories and techniques.

(5) Knowledge of research methodology and statistics.

(6) Knowledge about schools and community social agencies in which one plans to function.

(7) Awareness of the several aspects of counseling as a profession including philosophical foundations, ethical standards, professional practice, interprofessional relationships, and the like.

(8) Practitioner competence in observing human behavior; interpreting human behavior; facilitating the consideration of alternative behavior; and, facilitating behavioral change.

The program of studies leading to the master's degree in counseling normally requires 60 credit hours of graduate work, and typically involves from four to six terms of formal study. Although each student is required to master a number of understandings, knowledges, awarenesses, skills, and competences, there is a high degree of flexibility as to how these program components will be mastered and competence demonstrated. The particular program of preparation most appropriate for a given student is designed by the individual student and adviser in light of the student's background and previous experience, present professional goals, and the program components. Up to 15 credit hours of acceptable graduate credit from other universities may be transferred to a degree program.

Degrees: Upon successful completion of an approved program of study, and a final comprehensive examination, the student will be granted a Master of Arts (M.A.), Master of Science (M.S.), or Master of Education (M.Ed.) degree in counseling. For the M.A.

degree, the candidate must demonstrate proficiency in one foreign language. For the M.Ed. degree, a candidate is required to have a valid teaching certificate and to have completed at least one year of successful classroom teaching. At the master's degree level, the development of a research project, field study, or thesis is optional.

Financial Aid: At the present time, grants-in-aid are virtually nonexistent within the counseling program. Financial assistance must be sought outside of the program.

Admissions Procedures: Prospective applicants are invited to request a packet of application materials from Counseling Area, Division of Developmental Studies, College of Education, University of Oregon, Eugene, Oregon, 97403.

The Counseling Area's timetable for distributing and receiving application materials begins October 1. The closing date for receipt of completed applications is December 31, 1977.

Only completed applications will be reviewed. Applicants must themselves gather all requested supporting papers and submit them along with their application forms *as one package.*

Selection criteria include quality of previous academic performance, quality of supporting references, pattern of either previous work or life experiences, or both, status relative to student body heterogeneity, cogency of the expressed rationale for seeking admittance to the Counseling Area, and a judgment as to the applicant's probable professional promise. Candidates will be notified, by mail only, of the disposition of their applications by March 15.

Master's Studies: Summer Sessions Only: To accommodate persons who wish to pursue a master's degree program or school counselor certification, but whose employment schedule may prevent them from enrolling for course work during the regular academic year (e.g., teachers), the Counseling Area has established a "summers only" category of students. Such students typically return to the campus during successive summers until their programs of study are completed.

Doctoral Degree Programs

The program of study leading to a doctoral degree in Counseling Psychology is approved by the American Psychological Association and typically entails a minimum of four years of full-time effort beyond the bachelor degree. A full academic year of internship is required normally during the course of the doctoral program. Students applying for admission to the counseling psychology program generally are expected to have a master's degree and to have had substantial professional experience related to the field of counseling. Doctoral degrees are granted in recognition of exceptional mastery of knowledge and skills in the field of counseling psychology.

Recent graduates with doctoral degrees from the Area are now employed in the following capacities: counselors in college and university counseling centers, directors of guidance in public school districts, counseling psychologists in state and veterans hospitals, university level teaching and research, school psychologists, government and industrial research and consulting psychologists, program administrators.

Degrees: The doctoral program in counseling psychology may lead to either the Doctor of Philosophy (Ph.D.) degree or the Doctor of Education (D.Ed.) degree. In addition to other requirements, the Ph.D. requires a dissertation with a high level of scholarship, including original thinking and the ability to advance knowledge. The candidate for a D.Ed. degree may submit a dissertation of an expository nature involving a study in which the student uses effectively knowledge already available, and produces a constructive result of practical importance and value to counseling psychology. Further references to the doctoral program or doctoral degree requirements, or both, apply both to the Ph.D. and the D.Ed. degrees, unless otherwise specified.

Program Components: The purpose of the doctoral program in counseling psychology is to prepare individuals to become proficient in the following four areas:

(1) Knowledgeable Human Behavior Specialists. I.e., psychologists who possess a general knowledge of human behavior, together with special observational and information-processing skills which facilitate description, explanation, and prediction of the behavior of persons in transaction with their worlds.

(2) Competent Practitioners of Counseling Psychology. I.e., psychologists who have mastered technologies for influencing the transactions of individuals, groups and systems, e.g., career planning, interviewing, sensitivity group training, man-machine delivery of vocational information, family counseling, behavior modification, desensitization, role-playing, and social-action program development.

(3) Skillful Producers and Consumers of Human Behavior Research. I.e., psychologists who have developed the necessary attitudes and sufficient competence to formulate useful, researchable questions, design and conduct systematic analyses, interpret and apply the results of their own and others' efforts to increase the general knowledge of human behavior and the knowledge of the means whereby it can be influenced.

(4) Active Professional, Ethical Agents. I.e., psychologists who: (a) recognize that professional credentials, by definition, include commitment to a particular view of man and a definition of the good life, as well as the acceptable means for achieving it; (b) strive to make explicit, review, and revise such commitments; and (c) actively work with individuals, groups, and systems to realize those commitments.

Program Development: In accord with our present understanding of how individuals develop and change, the training program in counseling psychology demands of all students considerable responsibility and autonomy for designing the particular pattern of educational experiences which will constitute their individual doctoral program. General categories of competence have been defined; general requirements have been established. However, the specific manner in which an individual meets these requirements is, with the exception of clinical supervision and research training, determined by the student in consultation with an adviser, and the Doctoral Program Committee of the Counseling Area.

Financial Aid: Financial assistance for doctoral students is very limited. However, in the past, most doctoral students needing financial assistance have been able to secure part-time counseling related jobs in the University or the local community.

Admission Procedures: There are two admission routes to the doctoral program: (1) a general pool, and (2) faculty sponsorship. The pool procedure is similar to that generally used by most graduate programs. The sponsorship procedure was initiated several years ago in response to the following contingencies: the large number of applications to the program, on-going associations of most faculty members with several highly qualified potential applicants, and limited clerical resources.

Under the general pool procedure, potential applicants should request application materials from Counseling Area, Division of Developmental Studies, College of Education, Eugene, Oregon 97403. Deadline for receipt of completed application credentials for the pool is February 1. Notices of final disposition of applications are mailed by March 15.

Under the sponsorship procedure, potential applicants obtain a written statement of sponsorship from the faculty member involved. Upon receipt of this statement, the program's student personnel secretary will provide application materials. Sponsorship admissions are made throughout the year as vacancies occur. Potential applicants are discouraged from seeking sponsorship from faculty with whom they have not already established a close relationship since the intent of the sponsorship procedure is to accommodate prior associations between faculty and students which have developed over a substantial period of time.

Selection Criteria: All applicants must submit MAT or GRE Aptitude test scores. Other criteria include (1) quality of past academic performance, (2) related work experience,)3) personal reference letters, (4) statement of purpose, and (5) relevant evaluation of a sample of written work.

The doctoral program in counseling psychology has an active

Affirmative Action program and encourages applications from women and minority group members. Practicum and internship opportunities are very broad and special interests are usually accommodated.

Undergraduate Courses

Coun 199. Special Studies. 1-3 credit hours.
Career Alternatives. Designed for undergraduates making career decisions, and to increase the student's awareness of: (1) self, including abilities, interests and values; (2) world of work and nonwork; (3) social and psychological characteristics of work environment; (4) nonwork activities and the importance of work to life style; and (5) skills for locating resources and implementing careers plans. Ripley.

Coun 405. Reading and Conference. Credit hours to be arranged. Staff.

Upper-Division Courses Carrying Graduate Credit

Coun 406. Special Studies. (G) Credit hours to be arranged.

Coun 407. Seminar. (G) The following 13 seminar topics are offered with the credit hours noted. Other topics and credits may be arranged with staff members.

Counseling Forum. 1 credit hour.

Marriage Counseling. 3 credit hours.
Gilmore.

Rational-Emotive Counseling. 3 credit hours.
Introduction to the theory of rational-emotive therapy (RET) and its application to counseling with normal children and adults. Kranzler.

Introduction to Career Development Over the Life Span. 3 credit hours.
Basic terminology, concepts, and theory with application to selected life stages. Matthews.

Orientation to Guidance and Counseling in the Public Schools. 3 credit hours.
Observation and debriefing of public school programs. Restricted to prospective school counselors. Matthews.

Counseling and Sexuality. 3 credit hours.
Considers the effective means of responding to and dealing with various aspects of sexuality in counseling. Objective is to help counselors learn to be more effective and comfortable dealing with sexuality concerns in professional relationships. Consent of instructor is required. Acker.

Moral and Ethical Issues in Counseling. 3 credit hours.
Gilmore.

Community College Counseling. 3 credit hours.
An overview of the community college—history, organization, and development—with particular emphasis upon student-personnel services and the counselor's role and function in the community college. Hills.

Classroom Guidance Techniques. 3 credit hours.
A problem-solving approach to child guidance. Seminar intended for classroom teachers and school counselors. Kranzler.

Patterns in Child Behavior. 3 credit hours.
Designed for students who have completed the course, The Maladjusted Child or Dreikursian Principles of Child Guidance, and wish to continue a critical examination of Dreikurs' principles. Lowe.

Career Guidance Education. 3 credit hours.
Designed to provide elementary and secondary teachers with an overview of career-development concepts and an opportunity to learn specific classroom procedures for doing career guidance. Loughary.

Principles of Counseling. 3 credit hours.
Exploratory analysis of major dimensions of the counseling process in a democratic society; psychological concepts, progression points, and the philosophic-ethical commitments undergirding professional interaction with clients. Designed for upper-division students planning careers in human service. Rousseve.

Issues in School Counseling. 3 credit hours.
Critical review of some contemporary problems, ethical issues, trends in philosophy and practice; consideration of different conceptual perspectives. Rousseve.

Coun 408. Workshop. (G) Credit hours to be arranged.

Democratic Practices in the Classroom. 3 credit hours.
An opportunity to participate in a classroom program initiated and executed upon the basis of democratic principles. Lowe.

Role-Playing Techniques. 3 credit hours.
Designed to assist students in gaining skills in working with children and youth through the use of spontaneous dramatization. Techniques are based upon the principles discussed in Dreikursian Principles of Child Guidance. No-grade course. Consent of instructor required. Prerequisite: Dreikursian Principles of Child Guidance. Lowe.

Coun 409. Practicum. (G) The following 9 practicum topics are offered with credit as noted. All practicum work is (1) graded either Pass or No-Pass only, (2) reserved for students admitted to the Counseling program, and (3) requires consent of instructor. Other topics and credits may be arranged. Staff.

Counseling—DeBusk.
Credit hours to be arranged. Includes supervised counseling at DeBusk Memorial Center and other facilities appropriate to student's plans. Booth, Dudley, Acker.

Secondary School Counseling.
Credit hours to be arranged. Supervised counseling experience in local secondary schools. Matthews.

College Counseling. 3 credit hours.
Open only to students in programs leading to specialization in college counseling. Observation, staffing of cases, counseling, case writing, testing. University Counseling Center, Kirtner.

Rational-Emotive Therapy. 3 credit hours.
Supervised RET-oriented counseling practica. Prerequisite: Seminars in rational-emotive counseling and RET laboratory. Kranzler.

Career-Planning Counseling. 3-6 credit hours.
Supervised career-counseling experience with college-age students in Career Planning and Placement Office. Consecutive two-term commitment required. Ripley.

Elementary School Counseling.
Credit hours to be arranged. Supervised counseling experience in local elementary schools. Kranzler.

Community College Counseling.
Credit hours to be arranged. Supervised counseling experience at Lane Community College or other community colleges. Hills.

Procedures in Family Counseling. 3-4 credit hours.
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. Intensive participation in the operation of the Center is required. Prerequisite: Dreikursian Principles of Child Guidance, Role Playing, Patterns of Child Development. Lowe.

Family Counseling. 3-6 credit hours.
Designed to afford students experience in co-counseling parents and children within the scope and purposes of the Community Parent-Teacher Education Center at an introductory level. Close supervision is required. Includes leading parent-study groups, student-study groups, playroom supervision, intake interviewing, case-recording, and case-staffing. Prerequisite: Procedures in Family Counseling. Lowe.

Coun 410. Experimental Course. (G) Credit hours to be arranged.

Coun 450. Introduction to Counseling. (G) 3 credit hours.
Prepracticum exposure to counseling relationships; semi-structured communication exercises and development of personal facilitative skills; interaction seminar involving case staffings by faculty and others; observation of counseling and interaction response. Prerequisite to practica. Booth.

Coun 463. Dreikursian Principles of Child Guidance. (G) 3 credit hours.
The discovery and treatment of emotionally and socially maladjusted children: the home, the school, and the community in relation to children's mental health. Opportunities for observing family-counseling techniques. Principles are based upon ideas contributed by Alfred Adler and Rudolf Dreikurs. Lowe.

Coun 485. Principles and Practices of Guidance Services. (G) 3 credit hours.
A general overview of the guidance function in a free society; principles and procedures attendant to guidance and counseling services in American schools. Rousseve.

Coun 486. Counseling Procedures. (G) 3 credit hours.
Strategies for accomplishing counseling purposes of choice, change, and confusion reduction. Demonstration/discussion of individual counseling by instructor. Gilmore.

Coun 488. Educational and Vocational Guidance. (G) 3 credit hours.
Designed to broaden theoretical understanding of career development theory and to encourage application of theory to the practice of vocational and educational guidance within diverse settings (schools, clinics, employment centers). Not offered 1977-78. (See instead the seminar, Introduction to Career Development Over the Life Span, taught by Matthews.)

Coun 491. Group Counseling. (G) 3 credit hours.
A semi-structured seminar designed to facilitate development of group-leadership skills. The major topics include: group process and group objectives, factors which facilitate and burden constructive interaction, assessment of continuing process in the groups and some interventions, group, and the larger social context. Acker.

Graduate Courses

Coun 501. Research. Credit hours to be arranged. Pass/No-Pass only. Staff.

Coun 502. Supervised College Teaching. Credit hours to be arranged. Pass/No-Pass only. Staff.

Coun 503. Thesis. Credit hours to be arranged. No-grade course.

Coun 505. Reading and Conference. Credit hours to be arranged. Staff.

Coun 506. Special Studies. Credit hours to be arranged.

Coun 507. Seminar. The following 15 seminar topics are offered with credits as noted. Other topics and credits may be arranged. Staff.

Supervision. 3 credit hours.
For doctoral students serving as adjunct supervisors of counseling practica. Examination of theory and individual case material with focus upon style, strategies, tactics, and skills essential to effective supervision of the counseling process. Booth.

Somatopsychology. 3 credit hours.
An examination of psycho-social perceptions of physical disability with particular emphasis upon the impact that the phenomena of stigmatization have upon the behavior of client and counselor. Acker.

Proseminar. 3 credit hours.
Examination of critical issues in the profession and practice of Counseling Psychology. Dudley.

Psychodynamics of Counseling. 3 credit hours.
Intensive examination of the dynamics of the individual counseling relationship designed to improve the integration of theory and practice, knowledge, and experience. Dudley.

Rational-Emotive Laboratory. 3 credit hours.
RET role-playing and supervised application of RET techniques in educational and other group settings. Prerequisite: seminar in rational-emotive counseling (Coun 407). Kranzler.

Research Methods in Counseling. 3 credit hours.
An examination of outstanding published models of research in the field with emphasis upon methodological issues. Presumes knowledge of basic design and statistical methods. Kranzler.

Research and Thesis. 3 credit hours.
Provides opportunity to review basic problems and procedures of the doctoral dissertation project. Outcomes include idea papers and dissertation proposals. Kranzler.

Adlerian Theory. 3 credit hours.
An intensive consideration of Adler's Theory of Individual Psychology. Lowe.

Appraisal. 3 credit hours.
Use of aptitude, ability, interest, and personality tests in counseling. Focuses upon the interpretation of widely used tests and the integration of test information into the continuous counseling process. Dudley.

Laboratory Procedures in Counseling. 3 credit hours.
Advanced course on group procedures. The focus is on techniques of group leadership, group dynamics, measurement of small groups, and design of laboratories for human-relations training. Emphasis on learning by participating in group experience. Toobert.

Human Potentiality Theorists. 3 credit hours.
An investigation of selected theories underlying human potentiality in human evolution. Comparison and contrast of theories of Bucke, Maslow, deChardin, and Graves. Matthews.

Career Development of Girls and Women. 3 credit hours.
Advanced study primarily for doctoral students interested in pursuing study of the factors affecting the development and evolution of career or noncareer over the course of women's lives. Limited enrollment; consent of instructor is required. Matthews.

The Counselor and Social Change. 3 credit hours.
Analysis of newly emerging attitudes, beliefs, and values in American society applied to the counselor as a person and as a professional helper. Rousseve.

Perspectives on Personal Congruence. 3 credit hours.
Psychological-philosophic analysis of the elements which foster personal integration and a coherent sense of self against a framework of social interdependence. The didactic phase of the course will be followed by participants' self-disclosure presentations, with responses designed to provide an informal measure of the participants' levels of perceived congruence. Offered principally for graduate students pursuing careers in human-service fields. Rousseve.

Values in Counseling. 3 credit hours.
Systematic exploration of values as a dimension in the counseling process and as a component in the search for meaning during an age of moral conflict and social change. The analysis will proceed from the premise that because counselors are potential role models, they should become consciously engaged with the philosophy of value as a vehicle for further personal and professional fulfillment. Rousseve.

Coun 508. Workshop. Credit hours and topics to be arranged. All workshops are graded either Pass or No-Pass only.

Coun 509. Practicum. The following 7 practicum topics are offered with the credits as noted. All practicum work is (1) graded either Pass or No-Pass only, (2) reserved for students admitted to the Counseling program, and (3) requires instructor consent. Other topics and credits may be arranged. Staff.

Counseling—DeBusk.
Credit hours to be arranged. Supervised counseling at DeBusk Memorial Center and other facilities appropriate to the student's plans. Prerequisite: Coun 409. The DeBusk Practicum. Booth, Dudley, Acker.

Elementary School Counseling.
Credit hours to be arranged. Supervised counseling experience in local elementary schools. Kranzler.

Secondary School Counseling.
Credit hours to be arranged. Supervised counseling experience in local secondary schools. Matthews.

Community College Counseling.
Credit hours to be arranged. Supervised counseling experience at Lane Community College or other community colleges. Hills.

College Counseling. 3-6 credit hours.
Same as Coun 409 except that the student is expected to work with

designed to prepare the student to teach, conduct research, and work with special groups and programs in the discipline. The graduate work is highly individual, taking advantage of the student's past experience and professional goals. Graduate studies conducted at other institutions often are directly applicable to work in the programs at this University. The early childhood education programs offer unique opportunities for the study of human development, as do the resources of many other divisions within the University. Academic study is combined with practical work in all phases of physical, cognitive, psychological, and social development in the context of the society.

All master's degrees require the presentation of a thesis. The M.A. degree requires demonstrated proficiency in a foreign language, the M.S. degree does not require a foreign language, and the M.Ed. degree requires attainment of a valid teaching certificate and a year of successful classroom teaching. A minimum of 45 credit hours beyond the baccalaureate degree, of which up to 15 may be transferred from other institutions, is required for the master's degree.

The doctoral degrees are not degrees in course. Completion of their requirements includes successful completion of a series of comprehensive examinations and the presentation of a dissertation or thesis. Though individual programs are flexible, a strong background in educational psychology, human development, and research skills is considered essential. All doctoral programs require a minimum of 45 credit hours of graduate study in the primary area of human development, and a minimum of 30 hours in a supporting area, which may be taken in any appropriate division of the University. Doctoral students frequently take work in the fields of psychology, sociology, counseling, special education, and teacher education as integral parts of their doctoral studies.

Admissions procedures and opportunities for financial support are described in the introductory section of this portion of the catalog, and in the general section on graduate studies.

Students on campus or visiting Eugene who want to discuss the possibility of pursuing graduate studies in this program should see Professor Lovell.

Measurement and Research: Graduate programs at the master's and doctoral levels are offered within this area of Educational Psychology.

This component of the area of Educational Psychology is concerned with the study of techniques that facilitate the work of the educator in assessing the extent to which new courses, new methods, and new learning experiences make a difference in the end product of the schools. Emphasis is placed upon systematic data gathering procedures, measurement, statistical methodology, and evaluation. Of special interest is the application of research design and statistical methods in measurement and the drawing of inferences about education and human development. Study is devoted to improvement of techniques and of new methods for carrying out these tasks. Opportunities are available to use computers as a facilitating device in these areas of study.

In its relationship to the College of Education the measurement and research component offers a curriculum for graduate study in quantitative methods of research at various levels of sophistication.

Increasing emphasis on educational research and evaluation, at all levels of education, requires persons who have training and skill in the areas serviced by this branch. Graduates of this discipline assume roles in departments of educational psychology at other colleges and universities. Others become members of research staffs in educational laboratories, state departments of education, or local school districts.

Students who want to pursue graduate study in this area are encouraged to acquire a broad base in the area of education because they must be conversant with the problems of all branches of the educational community. Of course, they will be expected to pursue formal study in statistics, measurement, experimental design, and evaluation. A background in either mathematics or aptitude for quantitative thinking, or both, is desirable. The course of study for a given student is designed to take into account the student's needs, interest, and previous training and experience.

Students on campus or visiting Eugene who want to discuss pursuing graduate studies in this program should see Professor Mittman.

School Psychology: The major emphasis of the graduate programs in school psychology is the preparation of professionals who can work effectively in the diagnosis and remediation of children and adults with personal, social, and educational problems. Training in school psychology at the University of Oregon includes: (1) a 90-credit-hour course of study leading to a master's degree and (2) an individualized post-master's plan of study culminating in a doctorate.

The aim of professional preparation in the school psychology program at the University of Oregon (M.S. and Ph.D. levels) is to develop individuals who are thoroughly grounded in basic psychology and also are able to apply psychological principles to practical problems which arise in the classroom. Attention is directed toward the development of skills in evaluating the intellectual, emotional, social, and academic development of children; planning and implementing remedial procedures; conducting case conferences with school personnel and professionals from other disciplines; carrying out either counseling or therapeutic intervention, or both, with children; and consulting with parents, teachers, and principals about school-related problems. Students are exposed to a wide variety of psychological theories, philosophies, practices, and applied settings. Insofar as possible, the program of each student is individualized under broad objectives to permit each student to develop his or her own special strengths and interests.

Master of Science: The master's program is designed for those students who want to become practitioners by meeting the Oregon certification requirements for school psychologist and the certification requirements of most other states. Each student will be expected to have or to develop and demonstrate competence in each of four basic domains: (1) general psychology, (2) learning problems, (3) psychometrics, and (4) consultation. Certain courses basic to the aims of the program are required of everyone. However, flexible planning of each student's academic experiences is a part of the program. The emphasis of the program is on the demonstration of competence in the four basic domains. A student's program is planned individually with an adviser after a discussion of the student's background, experience, and future professional goals.

Doctor of Philosophy: The major goal of the doctoral program is the training of a psychologist who can work in the educational setting both as a change agent and as a researcher. Fundamental to the development of this training program is the model of the psychologist as a consultant to the total educational process. The doctoral program is an individualized, post-master's plan of study featuring a major in school psychology with a supporting area of the student's choice. Students accepted at this level are expected to demonstrate competence in the four areas of the master's-level program. The doctoral student's program builds on the core areas and ultimately specializes in at least one of these four domains. An integral component of the Ph.D. work is the completion of a dissertation involving independent research.

Students on campus or visiting Eugene who want to discuss the possibility of pursuing graduate studies in this program should see Professor Severson.

Undergraduate Courses and Seminars

The 300-level sequence of courses or their equivalent are required for teacher certification in Oregon. Students wanting to discuss waivers and substitutions in any part of the sequence should consult with Professor Gaite.

EPsy 321. Human Development and Education. 2 credit hours.
Examination and study of human development through conception, infancy, childhood, adolescence, and early adulthood; consideration of relationship between developmental processes and educational experience in the United States today. Offered every term. Gaite, Lovell.

less immediate supervision. Prerequisite: Practicum in College Counseling (Coun 409). Kirtner.

Family Counseling. 3-6 credit hours.
A continuation of experiences begun at the 409 level. Students are expected to function relatively independently of supervision but have ample time for consultation. Prerequisite: Coun 409. Practicum: Family Counseling. Lowe.

Career Planning Counseling. 3-6 credit hours.
Supervised career counseling experience with college-age students in Career Planning and Placement Office. Consecutive two-term commitment required. Ripley.

Coun 510. Experimental Course. Credit hours to be arranged.

Coun 526. Counseling Theories. 3 credit hours.
Survey, evaluation, and integration of philosophical and theoretical assumptions which underlie counseling procedures. Dudley.

Educational Psychology

Henry F. Dizney, Ph.D., Area Coordinator, Professor of Education (measurement and research, educational evaluation). B.S., Southeast Missouri State, 1954; M.Ed., Wayne State, 1955; Ph.D., Iowa, 1959; at Oregon since 1967.

John E. deJung, Ed.D., Professor of Education (measurement, evaluation and research, mental retardation). B.A., Montana, 1951; M.A., 1954, Ed.D., 1957, Syracuse; at Oregon since 1963.

A. J. H. Gaite, Ph.D., Associate Professor of Education (human development, teacher education, sex-stereotyping). B.A., Hull University, 1958; M.A., McGill University, 1966; Ph.D., University of Toronto, 1968; at Oregon since 1972.

Robert L. Hammond, Ed.D., Associate Professor of Education (education evaluation). B.A., Long Beach State College, 1953; M.A., Northern Arizona University, 1958; Ed.D., Southern California, 1962; at Oregon since 1971.

Lloyd L. Lovell, Ph.D., Professor of Education (human development, giftedness, philosophy of science, perception). B.A., Lawrence, 1947; M.S., Minnesota, 1951; Ph.D., Cornell, 1955; at Oregon since 1959.

Arthur Mittman, Ph.D., Professor of Education (measurement and research, psychometrics). B.A., 1947, M.S., 1950, Ph.D., 1958, Iowa; at Oregon since 1963.

Richard J. Rankin, Ph.D., Professor of Education (psychometrics, learning and motivation, human development). B.A., 1953, M.A., 1954, Ph.D., 1957, California; at Oregon since 1966.

Richard A. Schmuck, Ph.D., Professor of Education; Research Associate, Center for the Advanced Study of Educational Administration (social psychology, group processes, organization development). B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan; at Oregon since 1967.

Herbert H. Severson, Ph.D., Assistant Professor of Education, Director of School Psychology Program (behavior modification, biofeedback, personality assessment). B.S., Wisconsin State, 1966; M.S., 1969, Ph.D., 1973, Wisconsin—Madison; at Oregon since 1975.

Adjunct and Courtesy Faculty

Joyce Gall, Ph.D. social psychology, instructional development, school management and organization). B.S., Illinois, 1963; Ph.D., California, Berkeley, 1970; at Oregon since 1975.

Meredith Gall, Ph.D., Associate Professor of Education (educational research and development, instructional design, teacher training and research). A.B., Harvard, 1963; Ph.D., California, Berkeley, 1968; at Oregon since 1975.

Catherine L. Paine, M.S., Acting Visiting Assistant Professor (school psychology). B.S., Minnesota, St. Cloud, 1971; M.S., Drake, 1975; at Oregon since 1975.

Catherine M. Porter, Ph.D., Assistant Professor of Education (gerontology). B.S., Texas, 1962; M.A., Houston, 1966; Ph.D., Oregon, 1972; at Oregon since 1974.

Diane L. Reinhard, Ph.D., Assistant Professor of Education (research and evaluation methodology), Assistant Dean. B.S., 1965, M.S., 1969, Wisconsin, Milwaukee; Ph.D., Ohio State, 1972; at Oregon since 1975.

Patricia A. Schmuck, Ph.D., Visiting Assistant Professor (group processes, educational evaluation). B.A., 1959, M.A., 1964, Michigan; Ph.D., Oregon, 1975; at Oregon since 1975.

Frances G. Scott, Ph.D., Professor of Education; Director, Oregon Center for Gerontology; Professor of Community Service and Public Affairs (gerontology, administration, research and adult development). B.A., 1953, M.A., 1954, Texas; Ph.D., California at Los Angeles, 1960; at Oregon since 1962.

The Educational Psychology Area serves a dual role: (1) It provides instruction in the elements of learning, motivation, perception, and measurement as they apply to classroom situations for undergraduates preparing to teach, and service courses in these areas for graduate students training for any of the educational specialties, e.g., remedial education, early childhood education, counseling psychology, and special education. (2) It offers intensive programs at the graduate level for persons interested in (a) the discipline of educational psychology, (b) human development, (c) school psychology, and (d) measurement and research.

Graduate study in the four areas listed above is supported by a qualified faculty representing each of the specialties. Programs are designed for each student individually, to remedy initial weaknesses in the student's previous background and experience and at the same time provide a program of study compatible with future professional goals.

Admission to Graduate Programs

Admission to all programs within Educational Psychology requires: (1) admission to the Graduate School at the University of Oregon and (2) formal admission to Educational Psychology.

Admission and Selection Criteria: Admission to a graduate program in Educational Psychology is competitive. At admission time the faculty consider and weigh: (1) GRE scores, (2) transcripts of undergraduate and graduate work, (3) references, (4) the student's own statement of intent, purpose, and reason for writing to study in an Educational Psychology program, and (5) relevant work experience (in education, psychology, research, etc.).

All Educational Psychology programs are interested in receiving application from minority group members.

Time Required to Complete a Program: Master's: one-two years (two years for school psychology, longer without full-time study). Doctoral: two years beyond a master's degree.

Closing Date: March 1 is the closing date for completed applications to Educational Psychology.

Financial Aid: Financial assistance for graduate students is very limited. However, in the past, most students needing assistance have been able to secure part-time positions in the University or local community.

Applications: Requests for further information on Educational Psychology programs and admission procedures and forms should be addressed to: Admissions Secretary, Educational Psychology, Division of Developmental Studies, College of Education, University of Oregon, Eugene, Oregon 97403.

Graduate Programs in Educational Psychology

General Educational Psychology: Programs leading to the Master of Arts, Master of Science, Master of Education, Doctor of Philosophy, and Doctor of Education degrees are offered in general educational psychology. In general, the purpose of each of these programs is to produce graduates capable of functioning as college teachers and researchers in the areas of educational psychology. Each program varies in level and emphasis, but all are planned to provide a sound foundation in the content and methodology of the discipline. Human learning and behavior is stressed. Instructional support is found in many departments of the University, but especially in Curriculum and Instruction, Psychology, Anthropology, Sociology, and Special Education. The system of advising allows flexibility in each student's program in terms of individual needs, strengths and prior experience.

Human Development: Graduate programs at the master's and doctoral levels are offered within this area of Educational Psychology. Programs of study are interdisciplinary in nature and are

EPsy 322. Human Learning and Education. 2 credit hours.
Examination and study of human learning in children, adolescents, and adults. Consideration of learning theories of instruction and motivation, and their relevance to human learning in individual, group, and school situations. Prerequisite: EPsy 321, or an approved equivalent. Offered every term. Dizney, Mittman, Rankin.

EPsy 323. Psychology and Problems in Education. 2 credit hours.
Study of role of psychology in a number of contemporary problems and issues in education. Knowledge of human learning and developmental processes will be related to particular current issues in education, e.g., the use of intelligence tests and testing programs in schools; group processes in education, and student motivation. Prerequisite: EPsy 321 and 322, or approved equivalent, and practical teaching experience approved by department. Offered every term. Gaite, Severson.

EPsy 405. Reading and Conference. Credit hours and topic arranged between individual student and professor.

EPSY 407. Seminar: Human Sexuality in Education. 3 credit hours. A course for inservice and preservice educators which examines the major topics in human sexuality with emphasis upon psychosexual development and its relationship to education. Lovell, Trepper.

Upper-Division Courses Carrying Graduate Credit

EPsy 407. Seminar. (G) Credit hours to be arranged.
The following seminars are offered for graduate credit and with credit hours as noted.

Educational and Psychological Tests and Cultural Minorities. 3 credit hours.
An examination of some of the issues involved in the use of educational and psychological tests in the U.S.A. with special reference to their use with minority populations. Gaite.

Developmental Psychology of the Child. 3 credit hours.
Child growth, development, and psychology with some special emphasis upon the relevance of knowledge in this area to those in applied professions. Lovell.

Developmental Psychology of the Adolescent. 3 credit hours.
An examination of adolescent growth and development and the psychology of adolescence. Emphasis upon educational and applied implications of growth and development. Gaite.

Developmental Psychology of the Adult and Middle Age. 3 credit hours.
Developmental psychology of the adult and older person, growth and development beyond the middle twenties. Porter, Scott.

Tests for Teachers. 3 credit hours.
A straightforward examination of how to construct good classroom tests and evaluation procedures. A consideration of standardized tests in education. Dizney.

Piaget in Psychology and Education. 3 credit hours.
An examination of the theory and works of Jean Piaget and his co-workers, with consideration given to their importance in educational theory and classroom practice as well as their contribution to learning and developmental theory. Lovell.

Developments in Biofeedback, Self-Control, and Behavior Modification. 3 credit hours.
An examination of recent research and application of these techniques with special emphasis to their relevance in educational and helping-profession situations. Severson.

Psychology of Aging. 3 credit hours.
The psychology of aging and old age. Human development of the aged. Porter.

Human Development and Learning. 4 credit hours.
Aims to teach principles underlying cognitive aspects of teaching technology. Open to DISTAR students only. Consent of instructor required. Becker.

EPsy 409. Practicum. (G) Credit hours to be arranged.
The following practicum topics are offered for graduate credit and with credit hours as noted.

Practicum in School Psychology. 3-12 credit hours.
For School Psychology Program graduate students only. Severson.

Testing—WISC-R. 3 credit hours.
Practicum in the use and scoring of the Wechsler Intelligence Scale for children (R). Consent of instructor required. EPsy 564 normally a prerequisite. Reservations may be signed for on waiting list in Department office. Rankin.

Testing—Stanford Binet. 3 credit hours.
The use and scoring of the Stanford Binet Test. Consent of instructor required. EPsy 564 normally a prerequisite. Reservation may be signed for on waiting list in Department office. Severson.

Special Tests. 3 credit hours.
A practicum in the use and interpretation of the Wechsler Preschool Intelligence Scale, a selection of other pictorial tests, the Ravens Progressive Matrices, and the Leiter International. Prerequisite: EPsy 564 and EPsy 409G (WISC-R) or consent of instructor. Reservations may be signed for on waiting list in Department office.

EPsy 424. Measurement in Education. (G) 3 credit hours.
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. The course includes simple statistics of test interpretation. Dizney, Mittman.

EPsy 439. The Gifted Child. (G) 3 credit hours.
The psychology, education, and guidance of the mentally superior and the extraordinary gifted child. Lovell.

Graduate Courses

EPsy 501. Research. Credit hours to be arranged. No-grade course.

EPsy 503. Thesis. Credit hours to be arranged. No-grade course.

EPsy 505. Reading and Conference. Credit hours to be arranged.

EPsy 507. Seminar. Credit hours to be arranged.
The following topics are offered with credit hours as noted.

School Psychology Linkage I. 1 credit hour.
Intended for both beginning and senior school psychology graduate students. Gaite.

School Psychology Linkage II. 1 credit hour.

School Psychology Linkage III. 1 credit hour.

Statewide Assessment and High-School Competence Programs. 3 credit hours.
An examination of statewide assessment and high-school competence programs with special reference to development in Oregon. Dizney.

Selected Topics in Measurement. 3 credit hours.
For students with some basic background in measurement and statistics, topics of particular relevance to education and educational evaluation will be considered. Dizney.

Thesis. 1 credit hour.
Intended for all graduate students in the College of Education who are in the planning stages of their theses and research. Constructive help on research design and treatment of data is offered. Lovell, Mittman, deJung.

Design and Analysis of Experiments I, II, II. 3 credit hours.
Three-term sequence to be taken in order. The first two terms deal with the various types of experimental designs employing analysis of variance techniques. The third term deals with topics in multivariable analysis including regression analyses, multivariate analyses of variance, analysis of covariance, and discriminate analysis. Matrix algebra is introduced as required. Prerequisite: EPsy 515, 516, or consent of instructor. Mittman.

Analysis of Published Research. 3 credit hours.
Introductory survey in which published research papers are used to illustrate the various types of designs that most frequently are

employed in educational research. Students are asked to critique articles from the standpoint of statement of the problem and appropriateness of the procedure employed in terms of questions being asked. Prerequisite: EPsy 512 and 515, or consent of instructor. Rankin.

Individual Differences in Learning. 3 credit hours.
An examination of aptitude and treatment interactions in learning and a consideration of individual differences in educational research. Rankin.

Data Collection and Interpretation for Program. 3 credit hours.
Examines planning and purpose of data collection, logical considerations and safeguards for accuracy and relevance. Development of required scales or instruments. Some background in measurement or statistics, or both, required. deJung.

Principles and Practices of School Psychology II. 3 credit hours.
The second in the three-term sequence for school psychologists. Emphasis on the role and activities of the school psychologist in the school setting. Rousseve.

Principles and Practices of School Psychology III. 3 credit hours.
The third in the three-term sequence for school psychologists. Emphasis upon the use of consultative skills and group processes in educational settings. Schmuck.

Group Processes in Education. 3 credit hours.
An examination of theories and research in group processes, and the relationship of this topic to education. Research and action ideas on group processes in the classroom, the school organization, and within the district. Schmuck.

Personality and Aging. 3 credit hours.
Works of various personality theories are considered for their contributions to the field of either normal or pathological aging or both. Developmental, psychoanalytical, behavioristic, social psychological, and other theories are so developed or extended. Scott.

EPsy 508. Workshop. Credit hours to be arranged.

EPsy 509. Practicum. Credit hours to be arranged.
Human Aging. Ewing.

EPsy 512. Introduction to Research Procedures in Education. 3 credit hours.
Designed for students at the master's level or those persons who intend to be consumers of research rather than engaged in research. This course, along with a published research course, should prepare an educator to be able to read research papers from a critical point of view. Prerequisites: EPsy 424, 515, 516. Dizney.

EPsy 515, 516, 517. Educational Statistics. 3 credit hours each term.
A three-term sequence that serves as a foundation for empirical investigation. The first term deals with descriptive statistics, regression, and correlation, and an introduction to hypothesis testing. Second term topics include several of the more commonly used distributions including some nonparametric statistics. The third term offers a more advanced treatment of the elements of statistics. Mittman.

EPsy 525. Theory and Technique of Educational Measurement. 3 credit hours.
Basic concepts of measurement are studied in detail. Emphasis is given to the topics of item sampling, classical test theory, validity, reliability, units and norms, and item statistics. The application of the topics in the educational context serves as the frame of reference. Prerequisite: EPsy 424, 515, and 516 or consent of instructor. Mittman.

EPsy 529. Advanced Educational Psychology I. 4 credit hours.
Learning. Review of theories and variables with emphasis on implications for teaching methodology and classroom management. Primarily for graduate students in Educational Psychology and other departments of the College of Education and those seeking administrator certification. Others admitted with consent of instructor. Rankin.

EPsy 530. Advanced Educational Psychology II. 4 credit hours.
Motivation related to human learning and to education. Review of major theories and research, examination of possible applications. Normal prerequisite EPsy 529, or consent of instructor. Lovell.

EPsy 531. Advanced Educational Psychology III. 4 credit hours.
The social psychology of education. Examination of theories and research in social psychology, perception, and group dynamics, with consideration of their educational application. Normal prerequisites EPsy 529, 530, or consent of instructor. Gaite.

EPsy 549. Principles and Practices in School Psychology I. 3 credit hours.
Intended mainly for graduate students in school psychology. The theory and function of school psychology in its relation to learning and the school setting. Severson.

EPsy 564. Mental Tests. 4 credit hours.
An investigation is pursued into the rationale underlying modern ability tests. Factorial and G factor models are described with the intent of building a conception of the nature of ability. Literature is reviewed showing how tests in general contribute to psychoeducational theory. Attention is paid to practical psychometric problems. Prerequisite: Consent of instructor. Rankin.

Speech Pathology and Audiology

Ned J. Christensen, Ph.D., Area Coordinator, Professor of Education(speech pathology and audiology). B.A., 1954, M.A., 1955, Brigham Young; Ph.D., Pennsylvania State, 1959; at Oregon since 1962.

Daryl Anderson, Ph.D., Health Science Center, Adjunct Assistant Professor; B.S., 1965, M.S., 1969, Portland State; Ph.D., 1973, Washington.

Lloyd E. Augustine, Ph.D., Coordinator, Clinical Programs; Assistant Professor of Education (speech pathology, audiology). B.S., 1963, M.S., 1964, Brigham Young; Ph.D., 1972, Washington; at Oregon since 1972.

Myrtice E. Butler, Ph.D., Coordinator, Public School Programs; Assistant Professor of Education (speech pathology, audiology). B.S., 1961, M.A., 1970, Ph.D., 1972, Colorado; at Oregon since 1972.

Ralph Coleman, Ph.D., Health Science Center, Adjunct Associate Processor; B.S., 1954, Oregon State; M.S., 1960, Oregon; Ph.D., 1963, Northwestern.

Loyal D. Ediger, Ph.D., Audiological Services, Eugene Speech and Hearing Center, Adjunct Assistant Professor. B.A., 1963, Tabor College; M.S., 1966, Ph.D., 1969, Utah.

Stephen A. Fausti, Ph.D., Chief Audiologist, Portland V.A. Hospital, Adjunct Assistant Professor. B.A., 1965, Washington State; M.A., 1966, San Francisco State; Ph.D., 1971, Washington.

Robert C. Marshall, Ph.D., Chief Speech Pathologist, Portland V.A. Hospital, Adjunct Assistant Professor. B.A., 1961, California, Santa Barbara; M.S., 1965, Oregon; Ph.D., 1969, Oklahoma.

Undergraduate Studies

The instructional area of Speech Pathology and Audiology offers B.S. and B.A. degrees.

Objectives of the Program: The objectives of the program are: (1) to provide students with a knowledge of the scientific aspects of speech and hearing as related to speech and language—normal and disordered; (2) to provide basic training concerning symptoms, diagnosis, and treatment of the various types of communication disorders in children and adults; (3) to provide, along with study courses, the opportunity for extensive and varied supervised clinical practica in on-campus and off-campus facilities; (4) to give the student an understanding of linguistic functions as a form of human behavior; (5) to relate study and practice in communication handicaps to the study of other areas of handicaps; (6) to provide as a foundation a strong undergraduate training program in order that the student may eventually qualify professionally as a speech pathologist.

Undergraduate work in Speech Pathology and Audiology is not intended as a terminal training program even though the student receives the Bachelor of Science or Bachelor of Arts degree. To assure accuracy and avoid misdirection, it is strongly suggested that the student be certain that the initial adviser be assigned from the Speech Pathology and Audiology faculty and none other.

General Requirements for the Baccalaureate Degree: The student may work toward either the B.A. or the B.S. degree. The B.A. requires a total of 36 credit hours in courses classified as Language and Literature; the B.S. degree requires a total of 36 credit hours of courses classified as Social Science or a total of 36 credit hours classified as Science. (Social Science and Science cannot be combined in order to satisfy this requirement for the B.S. degree.) In either case, the 36 credit hours are not in addition to the group requirements, but may be included in the total cumulative count of 186 credit hours.

Since Speech Pathology and Audiology is in the College of Education, the group requirements are those given for professional schools: three courses of at least 3 credit hours each in Arts and Letters, for a minimum total of 9 credit hours; three courses of at least 3 credit hours each in Social Science, for a minimum total of 9 credit hours; three courses of at least 3 credit hours each in Science, for a minimum total of 9 credit hours; and three courses of at least 3 credit hours each in any of the groups; none of the foregoing courses need be a sequence. The following is a summary of the minimum group requirements, totaling 36 credit hours, for the College of Education: Group I, Arts and Letters, 9 credit hours; Group II, Social Science, 9 credit hours; Group III, Science, 9 credit hours; electives from Groups I, II, III, 9 credit hours.

Area Requirements: In addition to the general bachelor degree requirements of the University such as Writing, Health, Physical Education, and the Group Requirements, the following minimum requirements are specified for students majoring in Speech Pathology and Audiology.

Major Courses		*Hours*	*Prerequisites*
SPA 370	Phonetics	3	None
SPA 371	Speech Science I	3	None
SPA 472	Speech Science II	3	SPA 370, 371
SPA 481	Speech Pathology I	3	SPA 370, 371 (may be taken concurrently)
SPA 482	Speech Pathology II	3	SPA 370, 371
SPA 483	Speech Pathology III	3	SPA 481, 482
SPA 487	Fundamentals of Audiology	3	SPA 370, 371 (may be taken concurrently)
SPA 488	Audiological Assessment	3	SPA 487
SPA 489	Audiological Rehabilitation	3	SPA 487, 488
SPA 473	Visual Language and Lip-Reading	3	None
SPA 474	Speech & Hearing Methods in Schools	3	SPA 370, 371, 481, 482, 483, 409 (2 terms)
SPA 409	Clinical Practicum	9	Staff approval

Total, 42 credit hours.

Upper-Division Credit: The student must have 18 credit hours in upper-division courses outside of Speech Pathology and Audiology which are substantially related to or complementary to the major program. These may be selected from such areas as special education, psychology, linguistics, or anthropology. The 18 upper-division credit hours need not be from any one department or field.

State Certification in Speech Therapy: The following are additional requirements for basic state certification as a speech therapist in the public schools of Oregon. None of these are required for the bachelor degree in Speech Pathology and Audiology, but without them one cannot work in the public schools or in any agency where state certification is required: Teaching Strategies (CI 314) 2 credit hours; Teaching, Reading and Writing in the Secondary School (CI 469) 3 credit hours; Human Development and Learning (EPsy 321, 322, 323 or the equivalent), for 6 credit hours; one course from among CI 407 Problems of Minorities, EdP 327 Social Foundations of Education, EdP 491 Social Education, Soc 491 Sociology of Education; Secondary Media (CI 436) 2 credit hours. Although not required for the basic certificate, it is suggested that Exceptional Child (SpEd 407) 3 credits or Psychology of Exceptional Children (SpEd 462) and Measurements in Education (EPsy 424) be taken in preparation for the standard norm.

Registration in SPA 409 Practicum in the Schools must be approved by the staff, and applied for in the College of Education. Prerequisites are SPA 370, 371, 481, 482, 483, 474, 487, 488, 489, and 2 terms of SPA 409. It consists of one full term of supervised speech therapy in an assigned school.

Most undergraduate students plan their programs in order to qualify for Oregon State Basic Certification upon graduation. At the present time, the Basic Certificate is granted for a three-year period. It can be renewed for another three-year period if the holder of the Basic Certificate has earned at least 24 credit hours of graduate work which the Speech Pathology and Audiology Area at the University of Oregon will accept as applicable toward a planned fifth-year of training in Speech Pathology and Audiology. If at all possible, the student should plan to enter graduate school immediately after completing undergraduate training, and complete the fifth year, possibly with a master's degree. Certification requirements in Oregon, as well as in other states, are under constant review and may be changed from time to time.

In order to receive Oregon State Basic Certification to work with the speech-handicapped, the student must complete all requirements for the SPA major, must complete the requirements for the Basic Certificate as specified by the Oregon Teacher Standards and Practices Commission, and must be recommended by the institution.

Grade Options: All courses for which any student received graduate credit are graded (A, B, C, or No-Pass) except SPA 501, 503, 509 which must be taken pass/no-pass. All students majoring in Speech Pathology and Audiology must take all SPA courses, except SPA 409, on a graded basis. SPA 409 must be taken pass/no-pass.

Personal Qualifications: Students without adequate speech ability may not major in SPA unless there is good reason to expect that they can achieve acceptable speech before attempting to engage in the required practicum courses. In general, the student must have the same capacity for self-adjustment and emotional stability for admission to the practicum courses that would be required in professional employment. Supervised practicum involves both training for the student and service to the cases; and before students may be admitted to the practicum they must have demonstrated that they are responsible, mature, and well-organized persons.

Admission as an Official Undergraduate Major: Students intending to major in Speech Pathology and Audiology will be accepted only as premajors until they are accepted into SPA 409; they then will be officially recognized as majors. The Area faculty may wish to interview the student before consent to enroll in practicum is given.

Those who are not accepted as majors may take basic courses as electives but may not enroll in any practicum course or in courses for which practicum is a prerequisite.

In the event that enrollment in practicum must be limited for any term, students with the best course preparation will be given priority. Those with lesser preparation may have to delay their beginning practicum work.

Graduate Studies

Master's Degree in Speech Pathology-Audiology

Master's-degree programs in Speech Pathology and Audiology may be either Master of Arts, Master of Science, or Master of Education programs. The Master of Arts requires the equivalent of two years of a foreign language. The Master of Education requires that the candidate hold a valid teaching certificate with one year of successful classroom teaching. A planned program leading to completion of the master's degree must be filed in the Graduate Personnel Office, College of Education, and in Speech Pathology

and Audiology. It is recommended that this be done before completion of 24 hours of the planned program.

Master's-degree candidates intending to complete State of Oregon certification requirements should consult Ned Jay Christensen.

The procedures outlined below are designed to provide qualified students an opportunity to pursue their programs in an orderly and professional manner. The necessity to follow these procedures should not deter otherwise uniquely qualified applicants, whose background may not meet stated minimum standards, from seeking exceptions.

(a) Filing Application: Students interested in pursuing one of the master's-degree programs in Speech Pathology and Audiology must submit a completed copy of the Application for Graduate Admission. The green copy of the application, accompanied by one official copy of all previous college or university transcripts, and a $10.00 filing fee must be submitted to the Director of Admissions, University of Oregon. The remaining copies of the application and two copies of all college and university transcripts must be submitted to Speech Pathology and Audiology, Clinical Services Building, University of Oregon. Additional materials to be filed only with the Area include at least three recommendations and the completed Personnel Record form. The recommendations may be obtained from appropriate professional sources; the Personnel Record form is completed by the applicant. Recommendations from faculty members should be included, if possible. All the necessary forms are available from the Speech Pathology and Audiology office.

(b) Obtaining Conditional Admission: To be considered for conditional admission, a prospective student's dossier must be completed and on file in the Area office according to the following schedule: Summer Session, April 1; Fall Term, March 1; Winter Term, November 1; Spring Term, February 1.

The general variables considered for conditional admission, include: (1) past academic record (normally undergraduate GPA of 2.75 or above, or completion of 12 hours of successful (3.00) graduate work is expected); (2) prior professional experience; and (3) professional and personal recommendations. Subsequent to each of the filing deadlines, applications will be evaluated. At this time an applicant either will receive conditional admission (Class 3) or be denied admission. It is important to note that no master's-degree applicant will receive full graduate admission (Class 8) upon original application for study. Each student will receive notification of committee action. Upon receiving conditional admission, a program adviser will be made available to assist the student with initial planning and the securing of a permanent adviser. The adviser will assist in professional decisions regarding general foundation courses, specific program planning, equivalency of courses taken under differing titles, as well as substitutions and electives. The primary responsibility of securing a permanent adviser, developing, filing, and fulfilling a program remains with the student.

(c) Full Graduate Admission: After gaining conditional admission, it is assumed the student will work with an adviser in developing and filing a program of studies.

Upon successful completion of 12 credit hours, and prior to completing 36 credit hours, of a planned program, the student must request change from conditional to full graduate admission. Except in unusual circumstances, the Admission Committee will award full graduate admission if the student has an adviser, an approved program filed with the Graduate Personnel Office and with Speech Pathology and Audiology, and has successfully completed 12 credit hours of graded, graduate study on the campus of the University of Oregon.

Minimum Requirements for Master's-Degree Programs

(1) Total Credit: A planned program having a minimum of 51 hours is required for Speech Pathology and Audiology majors. At least 12 of these 51 hours must be in other areas of study of the handicapped or in courses outside the area which are relevant to the program. All work applicable to a program of studies must be concluded within seven years. Twenty-four credit hours of study on campus must be graded. A minimum of nine credit hours must be 500-level courses. A minimum cumulative GPA of 3.00 is required for graduation. A graduate thesis may or may not be required, depending upon staff and student considerations.

(2) Transfer: Not more than 15 credit hours of graduate work taken elsewhere may be applied to a degree program. Study completed through the Division of Continuing Education is considered transfer work. Correspondence study is not applicable to a master's degree.

(3) Residence: Thirty credit hours of graduate work are required to be completed in residence on campus. If less than 12 credit hours are transferred, three terms must be on campus; if 12-13 hours are transferred, two terms must be completed in residence on campus.

(4) Continuous Enrollment: A graduate student who has been admitted for work toward a graduate degree is required to enroll in the University each term during the regular academic year from the time of first enrollment until the completion of all degree requirements, including the awarding of the degree. In any term in which students are using University services and facilities, they must enroll in a minimum of three credit hours of course work. Ordinarily, this work will be done in residence, but students may register by proxy for course work when, for example, they are living elsewhere while writing a thesis and sending chapters of it to an adviser for criticism.

A student may register for on-leave status when not using University facilities or placing any demands upon the faculty; there are no fees for on-leave status. Leave is granted for a predetermined period of time, usually not to exceed one calendar year. An exception is made for students who are able to pursue their master's-degree work only in the summer term; these students must apply for leave for the ensuing school year. They may request extensions of leave up to, but not beyond, the seven-year limitation on credit earned toward a master's degree.

Failure to maintain continuous enrollment is considered evidence that the student has withdrawn from the University. Students wanting to resume study must formally apply for readmission, and must satisfy the requirements for admission in effect at the time of reapplication.

(5) Evaluation of Master's Candidates: When the student has completed 12 credit hours, there will be a staff and individual student oral review of the student's status. If conditions are acceptable, the student will be advanced to full graduate admission (Class 8).

A written comprehensive examination followed by an oral examination will be given at the completion of the master's degree. In the event a thesis is written, a thesis committee of at least three area faculty members will conduct a public presentation of the thesis with the candidate presenting the thesis. This will be in addition to the written comprehensive and final oral examinations.

(6) Application for Degree: An *Application for Degree* card must be secured from and be filed with the Registrar within the first three weeks of the term in which the candidate expects to receive the degree.

(7) Review and Appeal Procedure: The status of a student may be reviewed at any time in response to request by the student or by a faculty member. Requests should be directed to the Area Coordinator. A written brief describing the particulars of the matter to be reviewed must be included with the request.

Upon receipt of a request for review and a brief, the committee will review the brief and advise regarding need for additional information, if necessary. Additional information may in some instances require verbal presentation before the committee.

Clinical Practicum Facilities: Opportunity for supervised clinical experience is provided for graduate and undergraduate students in the following facilities:

(1) The University Speech and Hearing Center is housed in the multi-million dollar Clinical Services Building on campus. Children and adults are accepted for evaluation, consultation, and treatment on a scheduled basis. Practicum students are assigned a variety of cases for individual therapy. They also may participate in diagnostic sessions available at least three times each week, hearing screening programs, and hearing-aid evaluations.

(2) The Eugene Hearing and Speech Center, is a well-equipped community facility.

(3) The Pearl Buck Center for Mentally Retarded is a private facility in which selected, trainable mentally retarded children are given intensive language and speech programs in relation to their total program of education.

(4) The Children's Hospital School is an Eastern Seal facility for neurologically impaired and, in many cases, nonambulatory children. Opportunities here are mostly related to speech therapy with cerebral-palsy children and intensive language programs.

(5) The Crippled Children's Division is the Eugene campus agency of the School of Medicine, University of Oregon Health Sciences Center, Portland. The Cerebral Palsy Clinic is a multidisciplinary diagnostic clinic which evaluates and staffs neurologically impaired children on a monthly basis. From ten to fifteen children are evaluated and staffed each month.

The Crippled Children's Division, Cleft Palate Clinic is a multidisciplinary diagnostic clinic for children with oral-facial abnormalities. Students are permitted to participate on an observational basis, and may at times assist in diagnostic evaluation and staffing. Crippled Children's Core Clinic is a multi-disciplinary clinic designed to staff children with suspected minimal neurological impairment.

(6) A cooperative arrangement with the local school districts enables undergraduates and graduate students to do practicum work in public schools. The school population is approximately 35,000 students. At the present time, public school practicum experience is limited somewhat by availability of practicum openings in the schools.

(7) The Portland Veterans Administration Hospital in Portland, Oregon offers a limited number of internships to qualified graduate students.

(8) The Child Development and Research Center at the School of Medicine, University of Oregon Health Sciences Center, Portland offers practicum experience in selected cases.

(9) Other off-campus facilities are used, such as selected parochial schools, where practicum students are given the opportunities of designing school programs and performing the screening, follow-up, consultation, and other activities related to the establishment of school speech-therapy programs. Also, there are at times opportunities to participate on a limited basis in such programs as Head Start, Child-Care Centers, preschool kindergarten programs, and other specific programs.

ASHA Accreditation: The Area offers all the necessary courses required by students who want to qualify for the American Speech and Hearing Association *Certificate of Clinical Competence in Speech Pathology and/or Audiology.* The Area is in the process of applying for full ETB accreditation.

Doctoral Programs

The primary mission of the Speech Pathology and Audiology Area at the University of Oregon is the improvement of educational services delivered to the handicapped. As part of its attempt to fulfill this mission, the Area prepares scholars who are capable of assuming positions of leadership in college and university programs in speech pathology and audiology, and federal, state, and local education-agency programs for persons with communication handicaps. The preparation may lead to either the Doctor of Philosophy degree or the Doctor of Education degree.

Doctoral degrees are awarded in recognition of the attainment of advanced knowledge, scholarship, and practical competence in special fields. The responsibility of the Area, and of individual faculty members, is generally that of selecting students, evaluating their progress through the program, and regulating the use of learning resources.

The most important instructional resource is the Area faculty. Faculty is selected on the basis of individual competence in applying knowledge from a wide variety of disciplines to the practice of speech pathology and audiology, and on technical competence in special areas. Area organization is maintained not on the basis of definitive, disciplinary orientations, but to facilitate the integration of knowledge and skills from a variety of disciplines.

Selection of students is based on formal application which provides information on a number of variables. No single variable, whether a strength or weakness, is a sole determinant for admission. Decisions to accept or reject are made after a full review and discussion of all available information.

Application for Admission: Students interested in pursuing a doctoral program in Speech Pathology and Audiology must submit to the Director of Admissions, University of Oregon, one copy of the *Application for Graduate Admission,* one official copy of all previous college or university transcripts, and a $10.00 application fee. In addition, the applicant must also file with Speech Pathology and Audiology:

(a) All remaining copies of the Application for Graduate Admission.

(b) One official transcript of all college work taken prior to application for admission.

(c) A brief description of background experience, including unrelated positions and those directly related to special education.

(d) A minimum of three and a maximum of five letters of recommendation, including a letter from both the last academic adviser and the last, or current, employer.

(e) The applicant's Miller Analogies Test and Graduate Record Examination (Verbal and Quantitative) scores.

(f) A statement by the applicant relative to professional objectives (i.e., why the advanced degree is wanted; career plans upon completion of the doctorate).

(g) Any material (e.g., master's thesis, field project, published articles, etc.) that demonstrates the applicant's contribution to education and writing ability.

(h) A statement concerning goals for personal growth and development.

(i) The Personnel Record-Application for Admission to Graduate Programs in Speech Pathology and Audiology.

Conditional Admission: To be considered for conditional admission, a prospective student's dossier must be completed and on file. It is the student's responsibility to ensure that the dossier is complete according to the following schedule:

(a) Summer Session Admission, February 1; Fall Term Admission, March 1; Winter Term Admission, October 1; Spring Term Admission, January 1. Mid-year admissions are limited to openings which occur when a student leaves the program and is no longer considered a doctoral candidate.

(b) Applications will be evaluated by a doctoral admissions committee as openings become available. An applicant may receive conditional admission (Class 4), may be denied admission, or may be asked for further information. It is important to note that no doctoral program applicant will receive full graduate admission (Class 9) upon original application for study. Each student will receive notification of committee action.

(c) The general factors considered by the Area's admissions committee, for conditional admission, include: (1) past academic record including both undergraduate and graduate course work (normally, the minimum expected is either an undergraduate GPA of 2.75 or a graduate GPA of 3.0, on a four-point scale; (2) prior professional experience; (3) professional and personal recommendations; (4) Miller Analogy Test score; (5) Graduate Record Examination (verbal and quantitative) scores; (6) the applicant's writing ability; (7) statement of the applicant's personal and professional goals.

Planning the Program: The relationship between the adviser and doctoral student is viewed as the primary relationship for planning, problem detection, and evaluation. Upon receiving conditional admission a student is assigned an adviser who will assist the student with initial course planning. The program plan of an individual student is viewed as the responsibility of the student. The adviser, in relating to the student, commits Area and University resources to the student's program. Aided by the permanent adviser, the student prepares a plan of study which includes a detailed description of an academic program and related activity. Preliminary thinking regarding dissertation intentions also should be articulated at this time, and the entire program supported by a detailed rationale including statements regarding the student's

goals and intentions, reasons for pursuing them, and beliefs regarding relationships between such goals and the proposed academic program.

Either research or other tool requirements, or both, is dependent upon whether the student elects the Ph.D. or D.Ed. option.

Credits from other approved institutions may be transferred to the student's doctoral program at the University of Oregon under the following conditions: (a) the courses must be relevant to the degree program as a whole; (b) the courses must be approved by the Area; (c) the grades earned must be A or B or equivalent; (d) no more than two-thirds of the required credit in any primary or supporting area may be applied toward the degree requirements.

After a student has been admitted to the degree program, no work that is to be applied toward the doctoral program may be taken off-campus except with the approval of the candidate's adviser.

Advisory Committee: Upon completion of initial program planning, the adviser and candidate nominate an advisory committee to be appointed by the Area Coordinator; membership includes the student's adviser and two additional faculty members from within the College of Education.

Full Admission: The student's program to be filed in the Area offices and in the College of Education Graduate Personnel Office must be signed as approved by the adviser (and supporting area adviser for those students electing to pursue a supporting area) and signed as reviewed by members of the advisory committee. At this time, the student requests a change in status from conditional to full admission. Upon review and approval of the program by the Area admissions and awards committee, certifications that all requirements will be met, and upon the recommendations of the adviser, the student is notified of full admission by the Area head. Changes in the program following official filing require that a memorandum outlining the changes be filed with the Graduate Personnel Office. The memorandum is to be signed by the student, the adviser, and the chairman of the admission and awards committee.

Comprehensive Examinations: Doctoral candidates in Speech Pathology and Audiology are required to complete a preliminary examination and a comprehensive examination.

The preliminary examination is a written examination followed by an oral examination designed to provide candidates the opportunity to demonstrate their synthesis and integration of a core of knowledge basic to Speech Pathology and Audiology. The examination is evaluated by members of the faculty. If a student's performance is unsatisfactory, different forms of the examination may be retaken until performance is satisfactory.

The comprehensive examination is designed to provide the student an opportunity to demonstrate depth of knowledge and scholarship. The examination is taken following completion of course work; it may be taken earlier if deemed appropriate by the student's program advisory committee. The content and requirements for the examination are negotiated between the candidate and program advisory committee prior to meeting the requirements. The procedure agreed upon is submitted, prior to meeting the requirement, to the curriculum committee for review.

Residence at the University of Oregon: The three-term consecutive residence requirement can be met only subsequent to the development of the program for the doctorate, the approval of this program by the adviser, and the formal submission of the program to the Graduate Personnel Office. The term in which the program is submitted is counted. To satisfy this requirement, a student must be enrolled for at least 9 credit hours per term. It is desirable that the last year before receiving the degree be spent on campus. This enables the student to be on campus with ready access to the library, the adviser, and dissertation advisory committee during the writing of the dissertation.

Dissertation: Planning a dissertation should begin as early as possible and certainly no later than the filing of the program. An official prospectus must be approved by the adviser and the dissertation committee, which is, usually, an enlarged advisory committee including a minimum of four members with one member from outside of the College of Education faculty. Five committee members are recommended. The dissertation proposal must be approved by the enlarged advisory committee prior to the time the student begins to engage in dissertation research.

The dissertation for the Ph.D. program may carry from 18 to 30 credit hours. The dissertation for all doctoral programs must carry a minimum of 18 credit hours.

A majority of the members of the dissertation committee must sign that they have read and approved the final version of the thesis before it is submitted in three copies to the Graduate School. Subsequent to the approval of the thesis, a formal oral presentation of the results of the student's research will be scheduled. The presentation usually takes place during the term in which the degree is awarded. The presentation will be open to the public; it must be attended by the dissertation committee. The Graduate Personnel Office requires two copies of the dissertation abstract and the proposed time and date of the final presentation of the thesis four weeks prior to the scheduled time.

Speech Pathology and Audiology

Undergraduate Courses

SPA 370. Phonetics. 3 credit hours.
Study of sounds used in speech: determination of sounds; their symbolic nature; their production; physical and psychological problems involved in their perception; sectional differences. A laboratory is required. Augustine.

SPA 371. Speech Science I. 3 credit hours.
A study of the anatomy, physiology, and physics of speech. Butler.

SPA 405. Reading and Conference. 1-3 credit hours. Topics to be arranged. Staff.

SPA 407. Seminar. Credit hours to be arranged. Topics to be announced. Staff.

Upper-Division Courses Carrying Graduate Credit

SPA 409. Practicum. (G) Credits and topics to be arranged to suit individual student requirements. The following practicums are offered with credit to be arranged as noted.

Observational Skills Practicum. 1-9 credit hours.
The procedure focuses on development of reliable use of classroom and clinical observation techniques for teachers and clinicians. A mastery learning instructional format is used to develop essential observation skills.

Clinical Programming. 1-9 credit hours.
Development of remedial programs using competencies demonstrated in SPA Observational Skills Practicum. Butler.

Clinical Diagnostic Observation. 1-9 credit hours.
Investigative project using competencies learned in SPA Observational Skills Practicum. Laboratory required. Augustine.

Clinical Practicum in the Schools. 1-15 credit hours.
Diagnostic and treatment experience in the school setting.

Clinical. 1-9 credit hours.
Task analysis of current ongoing clinical practicum, investigative projects using competencies learned previously, development and carrying out of remediational programs. Butler.

SPA 472. Speech Science II. (G) 3 credit hours.
Experimental methods in voice and phonetics; analysis and measurement of variables in the production of speech. Augustine.

SPA 473. Visual Language and Lip Reading. (G) 3 credit hours.
Methods of teaching lip reading to the deaf and hard of hearing; the nature of visual communication; teaching approaches at the preschool, school, and adult levels; research studies concerning lip reading; and relationships of lip reading to other aspects of audiological rehabilitation and training. Christensen.

SPA 474. Speech and Hearing Methods in the Schools. (G) 3 credit hours.
Specific methods related to remediation of language and speech disorders of school children. Butler.

SPA 481. Speech Pathology I. (G) 3 credit hours.
A survey of the theory, characteristics, diagnosis and treatment of language and speech disorders with no known organic etiology. Butler.

SPA 482. Speech Pathology II. (G) 3 credit hours.
A survey of the theory, characteristics, diagnosis, and treatment of language and speech disorders associated with sensory and neurological disabilities and with oral facial abnormalities.

SPA 483. Speech Pathology III. (G) 3 credit hours.
An introduction to diagnostics in speech and language disorders; case-history recording, interviewing, basic testing procedures, analysis and criticism of tests. Laboratory required. Butler.

SPA 487. Fundamentals of Audiology. (G) 3 credit hours.
Basic neurology and anatomy of the ear; psychophysics of hearing; causes, types, and symptomatologies of hearing impairments. Christensen.

SPA 488. Audiological Assessment. (G) 3 credit hours.
Basic pure tone, air and bone-conduction audiometry; interpretation of audiograms; and introduction to speech audiometry. Christensen.

SPA 489. Audiological Rehabilitation. (G) 3 credit hours.
Rehabilitation of hearing impairments; use of amplification, auditory training; psychology of deafness. Christensen.

Graduate Courses

NOTE: Courses numbered 570 and above are generally offered in alternate years.

SPA 501. Research. Credit hours to be arranged. No-grade course. Staff.

SPA 503. Thesis. Credit hours to be arranged. No-grade course. Staff.

SPA 505. Reading and Conference. Credit hours to be arranged. Staff.

SPA 507. Seminar. The following 3 seminar topics are offered with credits as noted. Other topics and credits may be arranged with staff members.

Auditory Processing. 3 credit hours.
A consideration of auditory processing as related to reading and speech. Individual auditory skills are described and methods of evaluation are considered. Possible application of certain principles to specific learning disabilities. Christensen.

Language Disorders of Children. 3 credit hours.
An intensive study of language disorders of children; emphasis on contributions from linguistics, psychology, neurophysiology, and learning theory. Butler.

Motor Speech Disorders. 3 credit hours.
Nature of speech disturbances associated with lesions of central and peripheral nervous systems. Augustine.

SPA 509. Practicum.

Clinical. 1-9 credit hours.
Supervised clinical work with children and adults enrolled for counseling, testing, and treatment in the Speech and Hearing Clinic or other campus and community centers where work can be supervised. Attendance at weekly 509 staff meetings required. Butler.

SPA 570. Psychology of Speech. 3 credit hours.
Study of speech and language in relationship to other aspects of individual behavior; contributions from various disciplines for the understanding of speech behavior.

SPA 571. Auditory Disorders. 3 credit hours.
Advanced study of the etiology, symptomatology, audiometric findings and rehabilitation of hearing loss caused by peripheral, central, and functional impairment; differential diagnosis of auditory disorders in children. Not offered 1977-78.

SPA 572. Disorders of Articulation. 3 credit hours.
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. Augustine. Not offered 1977-78.

SPA 573. Speech and Language Development. 3 credit hours.
Emergence and development of normal speech and language in children; acquisition of phonology, syntax, and morphology; current theories of language acquisition are covered. Augustine.

SPA 574. Adult Aphasia. 3 credit hours.
The nature of aphasic disturbance; diagnosis and treatment of the impairment of motor and auditory speech as a result of cerebrovascular accident; language assessment in aphasic cases; family counseling; methods of therapy; case demonstrations and studies. Butler.

SPA 575. Stuttering. 3 credit hours.
The etiology, symptomatology, diagnosis, and treatment of stuttering behavior. Butler. Not offered 1977-78.

SPA 576. Voice Disorders. 3 credit hours.
Psychogenic and organic disorders of the voice; diagnostic and rehabilitative approaches for vocal abuse, conversion aphonia and spastic dysarthria mutational falsetto and laryngectomized patients.

SPA 577. Cleft-Palate Speech. 3 credit hours.
Congenital cleft palate and cleft lip; implications for speech therapy; related oro-facial abnormalities. Augustine. Not offered 1977-78.

SPA 578. Diagnostic Procedures in Speech Pathology. 3 credit hours.
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. Augustine.

DeBusk Memorial Center

Raymond N. Lowe, Ed.D., Coordinator.
James R. Booth, M.A., Senior Clinical Supervisor, Counseling.
Fay Haisley, Ph.D., Senior Clinical Supervisor, Learning Disabilities.
Herbert H. Severson, Ph.D., Senior Clinical Supervisor, School Psychology.

DeBusk Memorial Center is a service training and research facility functioning as part of the Division of Developmental Studies of the College of Education. The Center was named in honor of the pioneering work of Dr. W. D. DeBusk who taught at Oregon from 1915 to 1937. He skillfully integrated the findings from psychology, medicine, and education in diagnosing learning and behavior problems. The Center continues this interdisciplinary approach. In 1960, the Center was expanded with a grant from the Oregon State Department of Education. Its purposes are to provide assessment and counseling to clients with a wide range of concerns, and to provide tutoring for children experiencing learning disabilities.

Graduate students at the master's and doctoral level participate with faculty clinical supervisors in various programs as an integral part of their professional preparation.

DeBusk also offers consultant services which are available for developing and evaluating various pupil personnel services within a school district. Fees for consultative services vary, depending upon the scope of the project.

Speech and Hearing Center

Lloyd E. Augustine, Ph.D., Coordinator Assistant Professor of Education (speech pathology-audiology).

The Speech and Hearing Center is at 901 East 18th Avenue in the Clinical Services Building.

The Center's primary function is to educate and train Speech Pathologists and Audiologists. An integral part of this educational program is clinical therapy practicums. To provide a significant practicum experience for the student, the Center provides consultations, evaluations, and therapy for individuals with the following difficulties: disorders of language and speech, hearing loss and deafness, cleft palate, articulation, stuttering, aphasia (loss of language due to injury or stroke), mental retardation, cerebral palsy, physical injury, post-laryngectomy. As part of their education process, graduate and undergraduate students participate in and conduct the diagnostic and therapy activities under the supervision of certified Speech Pathologists and Audiologists from the University faculty.

Anyone may make referrals to the Center. Most commonly, referrals are made by professional agencies, teachers, doctors, or by the individual.

Community Parent-Teacher Education Center

Raymond N. Lowe, Ed.D., Coordinator.

The Community Parent-Teacher Education Center (CP-TEC) combines family education and counseling with teacher education, counselor training, and research. The specific purpose of the Center is to facilitate those who are interested in learning about improving relationships between adults and pre- and elementary school age children.

The CP-TEC works on a community-service, no-fee basis. Family counseling and related services are provided for all who request assistance. The Center staff works cooperatively with local physicians, school districts, the courts, and other agencies. CP-TEC's weekly Saturday 9:00 a.m. to noon sessions are held at Condon Elementary School.

The Center's approach is essentially educational. CP-TEC's mode of operation is based on the idea that since individual problems emerge from group interactions, improvements must be worked out through the group. Counseling involves the entire family with the larger group or community helping. In this way, many profit from constructively sharing the deliberations of a few.

Division of Teacher Education

Richard H. Hersh, Ed.D., Associate Dean, Professor of Education (social studies, history, political science). B.A., 1964, M.S., 1965, Syracuse; Tufts, 1966; Ed.D., Boston, 1969; at Oregon since 1976.

William H. Harris, Ed.D., Director, Teacher Education, Associate Professor of Education (social studies, inquiry, teaching strategies). B.A., Willamette, 1949; B.S., 1951, M.S., 1953, Eastern Oregon; D.Ed., Oregon, 1967; at Oregon since 1969.

Fay Haisley, Ph.D., Area Coordinator, Elementary Education, Assistant Professor of Education (mildly handicapped). B.A., Papua and New Guinea, 1970; M.Ed., 1971, Ph.D., 1971, Oregon; at Oregon since 1975.

Ray E. Hull, Ed.D., Director, Field Placement, Associate Professor of Education (science education, supervision). B.S., 1958, M.S., 1962, Oregon State; Ed.D., Oregon; at Oregon since 1970.

Wayne D. Lance, Ed.D., Area Coordinator, Special Education, Professor of Education (special education). B.A., 1953, M.A., University of Redlands, 1960; Ed.D., Peabody, 1964; at Oregon since 1967.

The Division of Teacher Education in the College of Education offers degree programs at the baccalaureate, master's and doctoral levels, and programs leading to Basic and Standard certification for elementary and secondary teachers, and teachers of exceptional children. The Division also offers a program leading to an Oregon Personnel Service Certificate with the School Supervisor's endorsement. Areas of emphasis in graduate study in Curriculum and Instruction are available in elementary and secondary education, early childhood education, reading and language arts, curriculum and supervision, instructional technology, and content area specialties. Undergraduate and graduate courses in community education are offered through the College of Education's Northwest Community Education Development Center. The Division also offers a program to prepare Reading Specialists for the public schools, leading to Oregon endorsement in this specialty.

Within the Division, in addition to the programs offered through the Area of Curriculum and Instruction, the Area of Special Education offers work leading to certification or endorsement for teachers of handicapped children, and master's and doctoral degree programs. Areas of emphasis are available in mental retardation, behavior disorders, learning disabilities, crippled and other health-impaired, and administration of special education. The University of Oregon does not offer a major in Special Education at the undergraduate level; however, undergraduates may enroll in a wide variety of Special Education courses.

Teacher preparation programs offered by the Division are accredited by the Oregon Teacher Standards and Practices Commission and by the National Council for Accreditation of Teacher Education.

The Department of Art Education of the School of Architecture and Allied Arts, and the Department of Music Education in the School of Music, offer cooperative degree programs at the graduate level through the Area of Curriculum and Instruction.

Curriculum and Instruction

Fay Haisley, Ph.D., Area Coordinator, Assistant Professor of Education (mildly handicapped). B.A., Papua and New Guinea, 1970; M.Ed., 1971, Ph.D., 1971, Oregon; at Oregon since 1975.

Keith A. Acheson, Ed.D., Associate Professor of Education (program development, supervision). B.S., 1948, M.S., 1951, Lewis & Clark; Ed.D., Stanford, 1964; at Oregon since 1967.

Richard Arends, Ph.D., Assistant Professor (secondary education). B.S., 1955, Eastern Oregon; M.A., 1961, Iowa; Ph.D., 1972, Oregon; at Oregon since 1975.

Terry Bullock, Ed.D., Assistant Professor (secondary education, reading). B.A., 1967, M.A., 1969, Michigan State; Ed.D., 1975, Indiana; at Oregon since 1975.

Judith Coffey, M.A., Instructor (group process, teaching strategies, curriculum development). B.A., Knox College, 1963; M.A., Oregon, 1973; at Oregon since 1969.

Edna P. DeHaven, Ph.D., Associate Professor of Education (elementary reading and language arts). B.S., Oregon College of Education, 1951; M.Ed., 1962, Ph.D., 1969, Oregon; at Oregon since 1969.

V. Knute Espeseth, Ph.D., Associate Professor of Education (crippled and other health-impaired). B.S., North Dakota State Teacher's, 1955; M.S., North Dakota, 1961; Ph.D., Wisconsin, 1965; at Oregon since 1964.

Gary W. Ferrington, M.S., Senior Instructor in Education (educational media). B.S., Portland State, 1964; M.S., Southern California, 1967; at Oregon since 1967.

Meredith Gall, Ph.D., Associate Professor (instructional development). B.A., 1963, M.Ed., 1963, Harvard; Ph.D., 1968, Berkeley; at Oregon since 1975.

Enrique Gallegos, M.A., Instructor; Director, High School Equivalency Program (education of disadvantaged youth). B.A., Texas, El Paso, 1968; M.A., Oregon, 1976; at Oregon since 1973.

Robert L. Hammond, Ed.D., Associate Professor of Education (education evaluation). B.A., Long Beach State College, 1953; M.A., Northern Arizona University, 1958; Ed.D., Southern California, 1962; at Oregon since 1971.

William H. Harris, Ed.D., Associate Professor of Education, Director of Teacher Education (social studies, inquiry, teaching strategies). B.A., Willamette, 1949; B.S., 1951, M.S., 1953, Eastern Oregon; D.Ed., Oregon, 1967; at Oregon since 1969.

Karl D. Hesse, Ph.D., Assistant Professor of Education, Director of Secondary Education (secondary reading). B.S., Wisconsin State, 1962; B.S., 1968, Ph.D., 1972, Wisconsin; at Oregon since 1973.

Larry L. Horyna, M.A., Assistant Professor of Education; Director, Northwest Community Education Development Center (community education). B.S., Oregon, 1964; M.A., Central Michigan, 1968; at Oregon since 1970.

Pearl Hill, M.S., Instructor; Director, Upward Bound Program (education of disadvantaged youth). B.S., 1971, M.S., 1973, Oregon; at Oregon since 1972.

Ray E. Hull, Ed.D., Director, Field Placement, Associate Professor of Education (science education, supervision). B.S., 1958, M.S., 1962, Oregon State; Ed.D., Oregon, 1969; at Oregon since 1970.

Mae L. Jackson, Ed.D., Associate Professor of Education (reading, language arts, elementary curriculum). B.A., 1951, M.A., 1953, University of Michigan; Ed.D., Wayne State University, 1964; at Oregon since 1971.

William E. Lamon, Ph.D., Associate Professor of Education; Director, Psychological Research Laboratory of Mathematics Education (mathematics). B.S., University of San Francisco, 1964; M.S., California State, 1965; Ph.D., Berkeley, 1968; at Oregon since 1972.

Susan J. Miller, M.Ed., Senior Instructor in Education (social science, questioning strategies). B.A., 1955, M.Ed., 1962, Oregon; at Oregon since 1962.

Vernice T. Nye, M.A., Professor of Education (elementary language arts, social studies, early childhood). B.S., Florence State Teachers College, 1944; M.A., George Peabody, 1948; at Oregon since 1956.

Roy R. Poole, Ph.D., Assistant Professor of Education (multicultural education). B.A., San Francisco State, 1967; M.A., 1970, Ph.D., 1973, Oregon; at Oregon since 1973.

Mildred C. Robeck, Ph.D., Professor of Education (elementary reading, early childhood, child development). B.A., 1951, M.Ed., 1954, Ph.D., 1958, Washington; at Oregon since 1967.

Kenneth Rupp, M.Ed., Adjunct Assistant Professor (elementary curriculum and instruction). B.S., 1967, M.Ed. 1970, Oregon; at Oregon since 1976.

David A. Santellanes, Ed.D., Assistant Professor of Education (supervision, community education). B.A., Arizona State, 1968; M.A., Central Michigan, 1971; Ed.D., Arizona State, 1973; at Oregon since 1972.

Oscar F. Schaaf, Ph.D., Professor of Education (secondary mathematics). B.A., University of Wichita, 1942; M.A., Chicago, 1946; Ph.D., Ohio State, 1954; at Oregon since 1954.

Clarence W. Schminke, Ph.D., Professor of Education (elementary). B.A., 1950, M.A., 1954, Iowa State Teachers College; Ph.D., Iowa, 1960; at Oregon since 1960.

Virginia Schwartzrock, M.A., Adjunct Assistant Professor (teacher liaison). B.A., University of Southern California at Los Angeles, 1954; M.A., Oregon, 1977; at Oregon since 1977.

John E. Suttle, Ed.D., Professor of Education (curriculum, supervision). B.S., Texas, 1948; M.Ed., Colorado, 1952; Ed.D., Texas, 1960; at Oregon since 1959.

Robert A. Sylwester, Ed.D., Professor of Education; Director Graduate Program (elementary science education, elementary curriculum). B.S., Concordia Teachers College, 1949; M.Ed., 1953, D.Ed., 1961, Oregon; at Oregon since 1968.

Dirk TenBrinke, Ph.D., Adjunct Professor (science education). B.S., 1943, M.A., 1956, Ph.D., 1964, Minnesota; at Oregon since 1970.

Calvin J. Zigler, Ed.D., Assistant Professor (resident master's degree program). B.A., 1954, M.A., 1955, Denver; Ed.D., Oregon, 1972; at Oregon 1968-72 and since 1975.

Faculty Emeriti

Guy Shellenbarger, M.Ed., Professor Emeritus of Education (supervision, secondary education). B.S., 1936, M.Ed., 1953, Oregon; at Oregon since 1965.

Teacher Certification

Basic and Standard Teaching Certificates are issued by the Oregon Teacher Standards and Practices Commission to qualified applicants in Oregon who have completed an approved teacher-education program and have the recommendation of the teacher-education institution in which they complete the program. The Teaching Certificate will have endorsed upon it the level at which the holder is licensed to teach and, where applicable, the subject matter endorsements or specialties the holder is licensed to teach.

The Basic Certificate is the initial license to teach, normally based on four years of preparation and the baccalaureate degree. The Standard Certificate requires completion of a fifth year (45 credit hours) of additional preparation.

Requirements for Basic Elementary or Secondary Teaching: The University will recommend to the Oregon Teacher Standards and Practices Commission issuance of a Basic Teaching Certificate, valid for a maximum of three years, to an otherwise qualified applicant who: (a) has a baccalaureate degree; (b) has completed the University's approved teacher-education program, including completion of requirements for either the basic elementary or secondary level of certification and, where applicable, requirements for appropriate endorsement in a subject matter teaching specialty; (c) is recommended by the appropriate School or Department and the College of Education as having adequate preparation and the personal qualities to serve as a teacher.

Requirements for Standard Teaching Certificate: The University will recommend to the Teacher Standards and Practices Commission issuance of a Standard Teaching Certificate upon verification of completion of the University's approved Standard certification program for the level and endorsement(s) to total a planned program of not less than 45 credit hours of either upper-division or graduate level work or both. The master's degree helps obtain the University's recommendation for Standard certification ONLY if the degree program includes the appropriate certification requirements. The University also must recommend to the Commission that the applicant has the personal qualities to serve as a teacher. In addition to the University's recommendation, the Teacher Standards and Practices Commission will require verification of: (a) two years of successful, legal teaching experience acceptable to the Commission (two periods each of eight consecutive months, full-time) during the life of the Oregon Basic Teaching Certificate; (b) official transcripts, application, and other items required for the issuance of either the specific certificate or the endorsement requested.

Requirements for the Personnel Service Certificate with Supervisor's Endorsement: The Curriculum and Instruction Area also offers a program leading to Oregon Basic or Standard certification as a Personnel Service Specialist with the School Supervisor's endorsement. For specific information regarding this program, students should consult the Office of Teacher Certification in the College of Education.

Students should consult the Office of Teacher Certification in the College of Education for information or referral regarding specific University programs for preparing education personnel, acceptance of transfer credit from other institutions, the Division of Continuing Education, Independent Study and the University's nonmatriculant program, residence requirements, renewals, prior and current rules for certification, required fees, and application procedures.

Applicants for a teaching certificate who have been convicted of a criminal offense other than a minor traffic violation will be asked to furnish evidence of moral fitness to teach. Forms for this purpose are available in the Office of Teacher Certification, College of Education.

Students are urged to consult the University's Office of Career Planning and Placement in Susan Campbell Hall for additional assistance and information relating to career opportunities in education, and for preparation of a personal placement file.

Elementary Teacher Education

The Elementary Teacher Education Program at the University of Oregon is directed toward providing a broad educational background for prospective elementary teachers; providing opportunity for the extended development of skills and knowledge in areas of special interest; providing opportunity for development and application of teaching skills and strategies; facilitating commitment to the teaching profession and to the process of working with elementary level children in an instructional setting.

Admission to Elementary Teacher Education: Students planning to enter the Elementary Teacher Education Program are admitted to the University as majors in pre-education in the College of Education until they are cleared for full admission to the program, dependent upon an interview and recommendation by a screening committee. Upon admission, the major will be changed to indicate Curriculum and Instruction in Elementary Education. Admission packets for screening purposes and information may be secured from the College of Education's Office of Field Experience.

Program of Studies: The University's Elementary Teacher Education Program includes, within the four-year period of study toward the baccalaureate degree, work designed to satisfy certain general University graduation requirements while at the same time meeting certain specific program requirements. In addition, the program includes work to satisfy other specific College of Education requirements for majors in Elementary Education and recommendation for Basic Certification as an Elementary teacher.

The program includes provision for two, full-time, full-term field experience periods in local elementary schools, first as an instructional assistant (normally done during the junior year) and later as a student teacher. These provisions, together with the pre-practicum experience, are designed to insure that prospective elementary teachers have adequate experience in actual school settings to enable them to gain basic competence needed for successful performance as an elementary teacher, and to relate the study on campus to application in the school setting.

Basic Requirements and Credit Hours: Elementary Teacher Education students working toward the B.A. or B.S. degree through the College of Education must complete specific minimum amounts of work in each of three areas or groups of study: Arts and Letters, Social Sciences, and either Sciences or Mathematics, or both,

with a 36 credit hour concentration in one of these. For the B.A. degree, students must complete a minimum of 36 credit hours in work classified by the University as Language and Literature. (Work classified as Language and Literature is more restricted than work classified as Arts and Letters: B.A. degree candidates should check carefully the current *Time Schedule of Classes* to determine which courses qualify to satisfy the Language and Literature requirements.) For the B.S. degree, a 36-hour block of work is required in either the Social Sciences or in Science or Mathematics, or both. For either degree, a minimum of 18 credit hours is required in each of the remaining two groups not selected for the concentration. Normally, courses completed to satisfy the 36, 18, and 18 hour requirements will also satisfy certain other College of Education requirements for elementary teacher certification.

In addition to the above requirements, Elementary Education students are urged to select additional work in a specialty area such as Reading, Special Education, Art, Music, Foreign Language, Health Education, Physical Education, Outdoor Education, or Early Childhood Education.

Students interested in Elementary Teacher Education are urged to make their interest known to the Curriculum and Instruction Area secretary (Room 113, College of Education) for assignment to an adviser for Elementary Education, to facilitate orderly program planning which will meet all University and College requirements.

Program Outline

Basic Requirements, Credit Hours

(A) Arts and Letters (18 hours minimum)
English Composition (Wr 121 and one of the following: Wr 122, 123 or 323) . . . 6 (total)
Art in the Elementary School (Art 322) . . . 2
Music Fundamentals (Mus 321, 322) . . . 4 (total)
Electives . . . 6

(B) Social Sciences (18 hours minimum)
U.S. History . . . 3
Electives . . . 15

(C) Science and Mathematics (18 hours minimum)
Math for Elementary Teachers (Mth 123) . . . 3
Environmental Science . . . 3
Electives . . . 12

(D) Area of Concentration (12 hours minimum)
May be selected from: Arts and Letters, Social Science, Science and Mathematics, Reading, Art, Music, Foreign Languages, Outdoor Education, Physical Education, Special Education, Disadvantaged Youth, Health Education, Early Childhood Education, etc.: . . . 12

Professional Education Requirements (Credit Hours)

(A) Allied Professional School Courses
Physical Education (PE 121-191) . . . 2
Games and Sports (PE 321); Posture and Development (PE 322); Rhythms and Dance (PE 323) . . . 6 (total) (Note: PE 321, 322 and 323 may be taken to satisfy three of the five PE activity terms required for University graduation.)
Art in the Elementary School (ArE 323) . . . 3
Music Methods for Elementary Teachers (MuE 383) . . . 3
Consumer Issues (Mkt 407) . . . 3
Elementary School Health Education (HE 440) . . . 3 (Note: satisfies University requirement in Health.)
Children's Literature (Lib 451) . . . 3

(B) College of Education Courses
Human Development and Learning sequence (EPsy 321, 322, 323) . . . 6 (total)
Social Foundations of Education (EdP 327) . . . 3
Mathematics in the Elementary School (CI 333) . . . 3
Social Studies and Language Arts in Elementary School (CI 334) . . . 5
Teaching Science in Elementary School (CI 336) . . . 3
Teaching Reading in Primary grades (CI 431) . . . 3
or
Teaching Reading in Intermediate Grades (CI 432) . . . 3
Problems of Minorities in Schools (CI 407) . . . 3
Educational Media (CI 435) . . . 4
Career Guidance Education (Coun 407) . . . 3

(C) Field Experience
Pre-practicum CI 409: Practicum (September Experience *or* Practicum Elementary School *or* Practicum ESCAPE Tutoring) . . . 3
Instructional Assistantship (junior year)
  Practicum: Instructional Assistant (CI 409) . . . 12
  Seminar: Student Teaching (CI 407) . . . 2 (taken with Instructional Assistantship)
  Teaching Reading in Elementary School (CI 335) . . . 3 (taken with Instructional Assistantship)
Student Teaching (senior year)
  Elementary Student Teaching (CI 415) . . . 15
  Seminar: Student Teaching (CI 407) . . . 2

NOTE: Application for assignment to the Instructional Assistantship, and to Student Teaching, must be made not later than the beginning of the term prior to the term the respective field experience is to be taken.

To determine the status of work completed through other institutions, the Division of Continuing Education, the University's nonmatriculant enrollment, or on the basis of experience, contact the Office of Teacher Certification, College of Education.

Normal progression through the program is accomplished through the following sequence of activities:

Freshman and sophomore years: Meeting with adviser assigned through the Curriculum and Instruction office. Completion of courses of instruction to meet general University requirements, and to expand personal knowledge and interests. Involvement in pre-professional field work experience with children in school settings. Application for formal admission to the Elementary Education Program during the sophomore year; (admission materials are available in the Office of Field Experience, College of Education).

Junior year: Continuation of course work to meet general University requirements and student's choice of group and area concentration; specialization in professional education begins; one term full-time in an elementary school as an instructional assistant and completion of associated coursework in Reading.

Senior year: Completion of course work to meet remaining University requirements; completion of requirements in professional education; one term of full-time student teaching in a public elementary school. Certification packet secured from the Office of Teacher Certification, College of Education.

Job Placement: A personal file for placement purposes should be established with the Office of Career Planning and Placement, Susan Campbell Hall, at least one term prior to assignment to student teaching.

Recommendation for Certification: Upon satisfactory completion of degree and program requirements, the University will recommend to the Teacher Standards and Practices Commission issuance of an Oregon Basic Teaching Certificate, with the endorsement for general elementary level teaching. The University also offers work leading to recommendation for Oregon Standard Elementary certification with the Standard elementary endorsement. (Work taken toward Standard certification must be done as part of a planned program of advanced teacher education, which plan must be filed with the College of Education's Office of Teacher Certification prior to initiation of the required work. Forms for this purpose are available through the Office of Teacher Certification.)

Secondary Teacher Education

At the University of Oregon, the Secondary Teacher Education Program is a cooperative effort of the College of Education and other University colleges, schools, and departments offering approved programs for preparing secondary teachers in given teaching fields. The program is designed to insure that, upon completion,

students will be prepared to enter teaching with the following qualifications: a broad liberal arts background; strong subject matter preparation in the teaching field, an understanding of theories of human development and the learning process; proficiency in basic communication skills; skills in teaching strategies and methodology; observation and instructional experiences with secondary age level students in field settings to insure a successful start in teaching; an understanding of the professional obligations of a teacher.

Program Admission: The University offers approved programs leading to recommendation for certificate endorsement in the following Oregon endorsement areas: Art; Drama; Educational Media; Foreign Language (available in French, German, Italian, Latin, Russian, Spanish); Health Education (K-12); Health Education (combined); Journalism; Language Arts (English); Language Arts and Social Studies; Mathematics; Music (K-12); Physical Education (K-12); Physical Education (5-12); Science: (Biology, Chemistry, Physics, Earth Science, Integrated Science); Social Studies (available through the departments of Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology); and Speech.

Each University college, school, or department offering a secondary teacher education endorsement program has one or more faculty members, known as norm (endorsement) advisers, responsible for advising prospective secondary teachers in the teaching endorsement program offered through the respective college, school, or department. Students interested in secondary teacher education are urged to make their interest known as early as possible in their University career in order to obtain accurate information that will allow them to plan their course of study efficiently. Students should consult the appropriate adviser for the subject-matter teaching endorsement in which they are interested, *and* the Office of Secondary Education in the College of Education for specific requirements, advice, and assistance. This should be done prior to the beginning of the junior year: entrance into the program at a later time may necessitate extending the preparation period beyond the usual four-year degree program.

Full admission to the Secondary Teacher Education Program is dependent upon satisfactory completion of subject-matter endorsement and professional education work required prior to student teaching, and the recommendation of the student's advisers.

Program Requirements: The University's Secondary Teacher Education Program has two major components: preparation in the proposed subject-matter teaching endorsement, and preparation in professional education. Prospective secondary teachers major, and complete a degree, in the school or college offering the appropriate subject-matter preparation; the majority of the required work in professional education is completed through the College of Education. Students who successfully complete the program will be recommended by the University to the Oregon Teacher Standards and Practices Commission for Basic certification as a secondary teacher with the appropriate certificate endorsements for the level and subject assignment.

Professional Education Requirements and Credit Hours: Requirements for the various subject-matter endorsements vary depending upon the specific endorsement wanted. However, all students in secondary teacher education are required to complete the following work in professional education for Basic certification (total, 38 credit hours):

Teaching Strategies (CI 314) . . . 2
Secondary Educational Media (CI 436) . . . 2
Reading and Writing in Secondary School (CI 469) . . . 3
Social and Cultural Foundations of Education (selected from one of the following courses) . . . 3
- Social Foundations of Education (EdP 327)
- History of American Education (EdP 441)
- Modern Philosophy of Education (EdP 445)
- Problems of Minorities in Schools (CI 407)

Human Development and Education (EPsy 321) . . . 2
Human Learning and Education (EPsy 322) . . . 2
Psychology and Problems in Education (EPsy 323) . . . 2
A methods course in the subject matter . . . 3
Pre-student teaching practicum (selected from one of the following courses) . . . 3
- Practicum: ESCAPE (CI 409)
- Practicum: Public School (CI 409)
- Practicum: September Experience (CI 409)

Student Teaching in Secondary School (CI 407) . . . 15
Seminar: Student Teaching (CI 407) . . . 1

To determine the status of work completed through other institutions, the Division of Continuing Education, the University's nonmatriculant enrollment, or on the basis of experience, consult the Office of Teacher Certification, College of Education.

Normal progression through the undergraduate program is as follows:

Freshman year: Work begun toward University general education requirements, and toward proposed major.

Sophomore year: Interest in secondary teacher education declared; consultation with Office of Secondary Education in College of Education and with appropriate subject-matter norm adviser for proposed teaching endorsement; completion of practicum experience.

Junior year: Completion of University general education requirements and concentration on major and subject-matter endorsement requirements; initial sequences of required work in professional education completed; completion of pre-student teaching practicum experience (if not taken in sophomore year); application to student teach registered with the Office of Field Experience, College of Education.

Senior year: Completion of degree, major, and teaching endorsement requirements; completion of professional education requirements, including one full term of full-time student teaching; final recommendation for certification secured from norm endorsement adviser and from College of Education. Certification packet secured from the Office of Teacher Certification.

Standard Teaching Certificate, Secondary Level

The University of Oregon also offers a complete program of education leading toward the Standard Teaching Certificate for the secondary level, and Standard teaching endorsements. To be eligible for University recommendation for the Standard Teaching Certificate and Standard endorsements requires successful completion of a planned program of advanced teacher education, which plan must be filed with the Office of Teacher Certification in the College of Education at the time the work is initiated. Completion of work required for a master's degree does not satisfy requirements for either the Standard Teaching Certificate or endorsements, UNLESS the degree work also includes certificate and endorsement requirements. Program planning forms and information relating to the University's Standard teacher education program may be secured from the Office of Teacher Certification.

Graduate Programs

Graduate work in the Area of Curriculum and Instruction is offered for the preparation of teachers, supervisors, and other educational specialists, including programs leading to the Master of Arts, Master of Science, Master of Education, Doctor of Philosophy, and Doctor of Education degrees. Areas of emphasis are offered in early childhood education, elementary education, secondary education, curriculum and supervision, community education, instructional systems technology, reading and language arts, and content area specialties.

Doctoral degrees emphasizing art education and music education are also administered through the Area of Curriculum and Instruction. Persons wanting specific information concerning these degrees are directed to the Art Education Department of the School of Architecture and Allied Arts, or the Music Education Department of the School of Music.

By careful planning, it is possible to complete a program of graduate study which meets requirements for Oregon Standard Teacher Certification and also the master's degree; completion of a master's degree program does not satisfy requirements for Standard certification *unless* the certification requirements are included as part of the degree program, however.

Specific information concerning graduate admission procedures and program requirements available through the Area of Curriculum and Instruction may be obtained from the Graduate Student Office in the College of Education.

Early Childhood Education

The Area of Curriculum and Instruction offers the following programs in early childhood education: (1) area of concentration for elementary teacher certification; (2) master's degree in early childhood education; (3) doctoral degree with specialization in the development and training of the child from birth through the primary school years. Graduate programs are individually planned with an area adviser to meet the professional goals of the student and the requirements of the College of Education and the Graduate School. Potential interdisciplinary studies include those courses in the college and across campus which focus on early development and the learning environment.

Early childhood education incorporates theory, practice, and research which spans the ages from birth to 8 years. Courses and seminars cover the relationship of affective and cognitive learning, physical and intellectual development, acculturation and socialization, school and home environments, and curricula for nursery and primary schools.

Elementary Education

The graduate program in the field of elementary education is designed to provide continued study opportunities for professional personnel in the field and, with the cooperation of other divisions of the University, to prepare master elementary school teachers, elementary-school principals, supervisors, college teachers in the field of elementary education, and other specialists with responsibilities for the education of elementary-age children.

Secondary Education

The Area offers programs of advanced study leading to Oregon Standard teaching certification and advanced degrees with a specialty in secondary education. The master's degree in secondary education is designed to provide students with theoretical and applied knowledge appropriate to their individual professional goals and interests. Instruction is directed toward development of knowledge and understanding in the general areas of curriculum, teaching strategies, and foundations of education. Students are encouraged to pursue a course of study in addition to that offered through the Division of Teacher Education as appropriate to their individual needs. It is anticipated that students entering this program will be experienced teachers seeking to further develop skills as classroom teachers and/or develop special skills and knowledge appropriate to a redefined professional role. Students completing the secondary master's-degree program may be qualified for positions such as classroom teacher, curriculum specialist, or department or area chairman or coordinator.

The master's-degree program in secondary education does not provide Oregon Standard certification at the secondary level unless the individual degree program has been specifically designed to achieve this goal. All students, in cooperation with their advisers, should carefully delineate their professional goals before constructing a planned course of study.

Curriculum and Supervision

The graduate program in curriculum and supervision provides continued opportunities for professional personnel in the field. Programs may be developed leading to positions as supervisors and curriculum consultants and to a doctoral degree. Also offered is a special program which leads to an Oregon Personnel Service Certificate with The School Supervisor's endorsement. Programs of study emphasize theory, research, and skill development. Opportunities for observation and field experiences are available in the public schools.

Community Education

The need for professional leadership in the rapidly growing field of Community Education has prompted the development of a program which meets the needs of new and experienced community-school personnel. The program of study consists of academic and practicum experiences specifically designed to provide students with the necessary skills to assume entry level and management placements within community schools. Community Education coursework will be integrated with other academic programs to comprise an area of special emphasis in Community Education.

Instructional Systems Technology

A graduate curriculum with an emphasis in Institutional Technology is beginning its second year within the Area of Curriculum and Instruction. Interested students have the option of following a generalist or a specialist course of study in the following areas: (1) Instructional Message Design and Product Development; (2) Instructional Product Evaluation; (3) Instructional Systems Design and Development; (4) Management of Instructional Systems and Resources; (5) Media Education.

Reading and Language Arts

The Area of Curriculum and Instruction offers graduate reading and language arts courses in elementary and secondary reading instruction, and in diagnosis and correction of reading disabilities. The program of studies prepares: (1) reading and language arts consultants and supervisors at the elementary and secondary levels; (2) elementary classroom teachers; (3) secondary reading teachers; and (4) reading specialists in the diagnosis and correction of extreme learning programs.

Content Area Specialties

The Area of Curriculum and Instruction offers graduate courses at the doctoral and master's degree levels for students interested in the content area specialties of mathematics, science, and social studies. Emphasis in these areas prepares: (1) elementary classroom teachers with content specialties; (2) secondary classroom teachers; (3) department heads, consultants, and supervisors; (4) teacher educators for positions in institutions of higher education; (5) researchers, curriculum developers, and evaluators in content area specialties.

For content area specialists, courses from appropriate departments of the College of Arts and Sciences normally are included in the graduate program. In the area of mathematics education, a mathematics resource center is available as well as courses designed specifically for mathematics educators in both the Area of Curriculum and Instruction and the Department of Mathematics. Offerings in mathematics education are generally expanded during the summer session to serve the needs of inservice teachers.

Undergraduate Courses

CI 199. Special Studies. 1-3 credit hours.
Special Study Skills.
Independent study and field work. Student and instructor determine specific purpose, content and requirements to meet individual needs. Consent of instructor is required. Sparks.

CI 200. SEARCH. 1-3 credit hours.

CI 314. Teaching Strategies. 2 credit hours.
Study, analysis, and practice of generic strategies used frequently by teachers irrespective of subject area or level of instruction. Strategies examined represent a range on a continuum from directive-expository to nondirective-heuristic and include: lecture, discussion, discovery, independent study, and experiential. Some attention to levels and patterns of questioning, response elicitation, behaviors to facilitate student inquiry, and development of basic communication skills essential to building trust relationships in classroom. Prerequisite: upper-division and graduate standing. Acheson, Arends.

CI 333. Teaching Mathematics in the Elementary School. 3 credit hours.
Methods of planning and conducting lessons in mathematics. Prerequisite: either Mth 121 or Mth 122 or both, or Mth 123; completion of Instructional Assistantship, or consent of instructor.

CI 334. Teaching Social Studies and Language Arts. 5 credit hours.
Emphasis on the structure and process of social studies; specific attention to developing social studies and language arts objectives, planning lessons and units, developing skills in inquiry, and designing a teaching model. Emphasis on language as a means of thinking and communicating, and on current trends and the problems involved in organizing and improving programs of instruction in listening, oral and written communication, spelling, and handwriting; study of learning materials, equipment, and resources. Prerequisites: Instructional Assistantship or consent of instructor. Nye, Miller.

CI 335. Teaching Reading in the Elementary School. 3 credit hours.
The nature of the reading process; development of reading readiness, word recognition, study skills, vocabulary, comprehension, and reading interest. Methods of diagnosing difficulties; evaluation of programs; selection of materials. To be taken concurrently with Instructional Assistantship. Jackson, DeHaven.

CI 336. Teaching Science in the Elementary School. 3 credit hours.
Emphasis on teaching the processes of science; ways of using district, state, and nationally developed programs in planning instruction for children; using instructional media, methods of presentation, appraising the attainment of objectives. Prerequisite: Instructional Assistantship, or consent of instructor. Sylwester.

CI 400. SEARCH. 1-3 credit hours.

CI 405. Reading and Conference. Credit hours to be arranged.

CI 407. Seminar. The following seminar topics are offered with credits as noted. Other topics and credit hours may be arranged with staff members.

Elementary Student Teaching. 2 credit hours.
For elementary student teachers, this seminar offers opportunity for sharing of ideas, cooperative problem solving, and input relating to teaching strategies. The seminar serves to maintain communication between the student in the field setting and the University. Taken concurrently with Elementary Student Teaching. Pass/no-pass only.

Instructional Assistantship. 2 credit hours.
For elementary instructional assistants, this seminar offers opportunity for sharing of ideas, cooperative problem solving, and input relating to teaching strategies. The seminar serves to maintain communication between the student in the field setting and the University. Taken concurrently with CI 409 Elementary School Instructional Assistantship. Pass/no-pass only.

Secondary Student Teaching. 1 credit hours.
To be taken concurrently with Secondary Student Teaching. Pass/No-pass only.

ESCAPE I. Tutoring. 1 credit hour.
Sharing experiences, solving problems, exploring new resources, and questioning in a group setting. Pass/no-pass grading only.

ESCAPE II. Research and Design Team. 1-5 credit hours.
Concentrated work for twelve hours each week to plan, design, and review curriculum for ESCAPE trainee seminars. Prerequisite: ESCAPE I, IV.

ESCAPE III. Leadership Training. 4 credit hours.
Training and course credit for all ESCAPE coordinators in the program. This seminar stresses group process skills, provides training in public school supervision, and allows participants to develop public relations skills with school faculties and administration. An opportunity to lead a peer seminar in basic communication skills is also available in this course. Prerequisite: ESCAPE, I, IV.

CI 408. Special Secondary Methods. 3 credit hours.
Secondary Methods Mathematics.
Secondary Methods Speech and Theater.
Secondary Methods Social Studies.
Secondary Methods English.
Secondary Methods German.
Secondary Methods French.
Secondary Methods Spanish.
Secondary Methods Science.
Note: Other special methods courses are offered within respective departments.

CI 409. Practicum.
The following practicum topics have been arranged with credit hours as noted. Other topics and credits may be arranged to suit individual needs. All practicum work is graded Pass/No-Pass only.

Pre-Student Teaching. Credit hours to be arranged.

ESCAPE IV. Tutor. 1-9 credit hours.
Course credit for all tutoring work in the field. Includes required attendance at opening workshop, three reports to leaders, an individual field project, regular attendance in the field. Credit for more than 5 hours must be petitioned. Pass/no-pass only.

September Experience. 2-3 credit hours.
Practicum for elementary or secondary preservice teachers involving placement in public school prior to beginning of University term.

Public School. Credit hours to be arranged.

Elementary School Instructional Assistantship. 12 credit hours.
Exploratory and skill-development experience for the student enrolled in elementary teacher education. Full-time practicum in the public school; opportunity to analyze the role of the teacher; study the organization of resources, time, materials, behavior, and learning; observe, and interact with children, parents, school staff, and the community; examine the total classroom environment. Introductory course in reading is taught concurrently. Prerequisite: Admission to program.

CI 415. Student Teaching: Elementary Grades K-9. 5-15 credit hours.
Opportunity to combine knowledge and theory with classroom techniques and procedures with the direction of a cooperating teacher and the University supervisor. Must be taken concurrently with CI 407 Seminar: Student Teaching. Prerequisite: Instructional Assistantship, EPsy 321, 322, CI 335, departmental clearance. Pass/No-Pass only.

CI 417. Student Teaching: Secondary Grades 5-12. 5-15 credit hours.
Opportunity to combine knowledge and theory with classroom techniques and procedures with the direction of a cooperating teacher and the University supervisor. Must be taken concurrently with CI 407 Seminar: Student Teaching. Prerequisite: Pre-Student Teaching Practicum; EPsy 321, 322, Special Secondary Methods, departmental clearance. Pass/No-Pass only.

Upper-Division Courses Carrying Graduate Credit

CI 405. Reading and Conference. (G) Credit hours to be arranged.

CI 407. Seminar. (G) The following seminar topics are scheduled with credits as noted or to be arranged to fit individual requirements.

Alienated Youth. 3 credit hours. Poole.

Creative Expression for the Young Child. 3 credit hours. Nye.

Instructional Message and Product Development; Audio Materials. 3 credit hours. Ferrington.

Instructional Message and Product Development; Graphic Materials. 3 credit hours. Ferrington.

Instructional Message and Product Development; Motion-Image Materials. 3 credit hours. Ferrington.

Instructional Message and Product Development; Photographic Materials. 3 credit hours. Ferrington.

Metric System of Measurement; Theory and Research. 3 credit hours. Lamon.

Media Ware Instructional Design. 3 credit hours. Ferrington.

Questioning Strategies. 3 credit hours. Miller.

Mathematics for the Gifted Child. 3 credit hours. Lamon.

Problems and Issues in Community Education. 3 credit hours. Utilizes a multi-disciplinary approach to the analysis of contemporary issues related to the community school. Special emphasis will be given to review of new literature and research in the field. Course format will be determined by emerging developments in Community Education, i.e., legislation, evaluation, goals. Prerequisite: CI 491, or consent of instructor. Santellanes.

Problems of Minorities in Schools. 3 credit hours. Examination of problems that minorities have encountered in public schools and their causes; suggested alternatives that lead to the elimination of these problems. Poole, Lynch.

Ecology of Struggle. 3 credit hours. Examination of the factors and conditions which manifest themselves in humanity's eternal struggle with the environment; study of areas of ecology and other problems faced by the middle class and the poor in their struggle for survival.

CI 409. Practicum. (G) The following topics are arranged with credits as noted. Other topics and credits may be arranged to fit individual requirements. All practicum work is graded Pass/No-Pass only.

Public School. Credit hours to be arranged.

Reading in the Public Schools. Credit hours to be arranged.

CI 420. The Student Council in the Secondary School. (G) 3 credit hours. Aims and objectives of the student council movement; types of organization; leadership development; council relationship problems; evaluation of the student council program. Not offered 1977-78.

CI 427. School Activities. (G) 3 credit hours. 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. Not offered 1977-78.

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

CI 431. Teaching Reading in the Primary Grades. 3 credit hours. Analysis of various approaches to teaching beginning reading; language-linguistic programs, basal reader systems, linguistic-phonic programs, programmed reading, and specialized alphabet programs; classification of reading systems according to methodology and learning theory; selection of reading approaches according to cognitive characteristics of pupils. Prerequisites: CI 335 and field experience. Robeck.

CI 432. Teaching Reading in the Intermediate Grades. 3 credit hours. Develops knowledge and understanding of a variety of teaching materials and techniques for developing effective reading programs at the intermediate level. Organizational patterns and management systems, individualization of instruction, reading in the content areas, and development of criteria for evaluating new materials. Prerequisites: CI 335 and field experiences. DeHaven.

CI 433. Individualized Reading in the Elementary School. 3 credit hours. Designed to develop clear conceptualizations of the modes of creative teaching currently in use in individualizing reading instruction in elementary schools. Analysis of programs with regard to diagnostic procedures, teaching strategies, material selection and organizational patterns for effective instruction. Prerequisites: CI 335 or equivalent. Jackson.

CI 435. Educational Media. (G) 4 credit hours. Techniques, advantages, problems in use of instructional materials such as film, filmstrips, sound recordings, and television. Production of overhead transparencies, sound tape, visual display and duplication, and copy techniques. Use of such aids in designing learning experiences. Ferrington.

CI 436. Media in Secondary School. (G) 2 credit hours. Design and production laboratory of nonprint educational materials for secondary-level teaching. Processes explored include: audio-recording, video-tape recording, heat process materials, overhead transparencies, photographic slides, and visual display methods. Prerequisites: upper-division standing.

CI 441. Individualized Instruction in the Kindergarten. (G) 3 credit hours. Observation of learning abilities in four- and five-year-old children; teaching strategies which focus on association learning, conceptualization, and creative self-direction; organization of the program for individual learning; critical evaluation of instructional levels. Not offered 1977-78.

CI 451. Early Childhood Education. (G) 3 credit hours. Students will explore current trends and innovative programs; identify objectives for programs; design learning environments to include learning stations; identify ways to involve parents; explore methods, organization and materials, and design curricula for ages 3-7. Prerequisite: EPsy 321, 322, 323, or consent of instructor. Nye.

CI 469. Teaching Reading and Writing in the Secondary School. (G) 3 credit hours. Advanced topics in developmental and corrective reading programs; emphasis on methods, materials, and organization, with applications to writing skills. Hesse, Bullock.

CI 484. The Junior High School. (G) 3 credit hours. Origins 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. Not offered 1977-78.

CI 491. Basic Concepts of Community Education. (G) 3 credit hours. Philosophy of community education and the community school concept; historical and legal basis of community education; roles; relationships; organizational structures; developmental processes; national development; goals; financial requirements; staffing patterns; and, facilities. Prerequisites: upper-division or graduate standing. Horyna.

CI 492. Organization and Operation of the Community School. (G) 3 credit hours. A practical, in-depth exposure to the community-school approach including its general organizational structure and procedures for allowing it to function. Alternative approaches to organization, staffing, governance, community analysis, reporting, role definition, training, program development, supervision, funding, publicity, community-involving techniques, and evaluation. Prerequisites: upper-division or graduate standing and CI 491 or consent of instructor. Horyna.

CI 493. Utilizing Community Resources. (G) 3 credit hours. Exploration of the multitude of existing community resources for learning, and how they may be effectively integrated into existing education programs. Emphasis on resource identification; recruiting and screening skills, evaluation; reward systems for volunteers; supervision; and, training and utilization of non-professionals in a community-school setting. Prerequisites: graduate or upper-division standing.

Graduate Courses

CI 501. Research. Credit hours to be arranged. No-grade course.

CI 503. Thesis. Credit hours to be arranged. No-grade course.

CI 505. Reading and Conference. Credit hours to be arranged.

CI 507. Seminar. The following seminar topics are offered with credit hours as noted. Other topics and credits may be arranged to fit individual requirements.

Current Topics in Education. 2 credit hours.

Models of Teaching. 3 credit hours. Harris.

School Improvement and Change I and II. 3 credit hours. Arends.

Values and Moral Education. 3 credit hours. Harris.

Curriculum for the Gifted Child. 3 credit hours. Robeck.

Designing Educational Research. 3 credit hours. Gall.

Advanced Curriculum and School Improvement Strategies I and II. 3 credit hours. Arends.

Classroom Observation and Conferences. 3 credit hours. Acheson.

Current Research in Reading. 3 credit hours. Bullock.

Analysis of Teaching. 3 credit hours. Acheson.

Poverty Solutions. 3 credit hours.

Educational Development. 3 credit hours. Acheson.

Introduction to Instructional Systems Technology. 4 credit hours. Ferrington.

History of Reading. 3 credit hours. Bullock.

Administration and Evaluation of Reading Programs. 3 credit hours. Hesse.

Mass Media and Curriculum. 3 credit hours. Sylwester.

Program Evaluation. 3 credit hours. Hammond.

Supervision of Student Teaching. Credit hours to be arranged.

Teaching Algebra in the Secondary Schools. 3 credit hours. Schaaf.

Advanced Seminar in Community Education. 3 credit hours. Utilizes the settings of Community Schools in approaching pertinent issues being faced by practicing community educators. Emphasis on staff relationships; integrating Community Education with the regular K-12 program; working with citizens' groups; facilitating other agencies; staff development; management; and funding of special programs. Prerequisite: CI 491 or consent of instructor. Santellanes.

CI 508. Workshop. Credit hours to be arranged.

CI 509. Practicum. Credit hours to be arranged.

College Teaching.
Evaluation Laboratory.
Internship in Community Education.
Marginal Youth.
Public School.
Teaching Disadvantaged.
Coordinating Reading Programs.
Guided Field Experience.

CI 522. Secondary-School Curriculum. 3 credit hours.
Overview of the secondary-school curriculum, with emphasis on the various subject fields; organization of the school for curriculum development; educational objectives; the course of study; evaluation of the secondary-school curriculum.

CI 530. Comparative Primary Education. 3 credit hours.
Comparative study of significant and distinctive programs for primary education as evolved by Montessori, Soviet Union, Israeli Kibbutz, and the British Infant Schools. Focus is on individual and societal needs as expressed in early education. Prerequisites: graduate standing and teaching experience. Robeck.

CI 534. Science in the Elementary School. 3 credit hours.
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; rooms and equipment. Sylwester. Not offered 1977-78.

CI 535. Social Studies in the Elementary School. 3 credit hours.
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. Miller. Not offered 1977-78.

CI 536. Language Arts in the Elementary School. 3 credit hours.
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. DeHaven.

CI 537. Reading in the Elementary School. 3 credit hours.
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. Prerequisite: CI 335, or consent of instructor. Jackson.

CI 538. Mathematics in the Elementary School. 3 credit hours.
Number abilities needed by children; research findings in mathematics education; designing number experiences; theories of teaching, desirable teaching procedures, selection and use of materials. Lamon. Not offered 1977-78.

CI 541. Cognitive Development of the Child. 3 credit hours.
Review studies on conceptualization in children; Piaget's theory of cognitive development; practice in Piaget-Inhelder interview techniques; design of learning strategies for early childhood education. Robeck.

CI 542. Affective Development of the Child. 3 credit hours.
Emotional and social growth from infancy through the latency period; implications for family and school education in early childhood. Erik Erikson's stages of affective development are traced to contemporary theories of motivation, acculturation and social interaction. Robeck.

CI 543. Survey of Research in Early Childhood. 3 credit hours.
Sources of scientific knowledge about infants and children; evaluation of previous investigations; organization of research summaries; manuscript form. Prerequisites: CI 541, CI 542, and consent of instructor. Robeck.

CI 553. Elementary School Curriculum. 4 credit hours.
Functions of the elementary school; rationale for changing the elementary school curriculum; key components of new elementary school curriculum designs; conceptual structures used when planning for instruction; significant developments in the instructional areas; assessing instructional programs; continuing and emerging issues, challenges, and predictions associated with the education of children. Sylwester.

CI 565. Curriculum Foundations. 4 credit hours.
Implications of basic social, philosophical, and psychological factors in curriculum planning and organization; historical background; techniques of curriculum planning. Suttle.

CI 566. Curriculum Construction. 4 credit hours.
Survey and appraisal of curricular patterns; state and city programs; courses of study in major subject areas; techniques of course-of-study planning. Suttle.

CI 567. Curriculum Materials. 4 credit hours.
Effective use and organization of curriculum materials; text and reference books, supplementary pamphlet materials, films and slides; records and recordings, pictures, radio; programmed learning; techniques of unit construction. Gall.

CI 571. Junior High-School Curriculum. 3 credit hours.
Instructional programs appropriate for the early adolescent years; with emphasis upon the various subject fields. Not offered 1977-78.

CI 574. School Supervision. 3 credit hours.
Role of the supervisor in keeping education geared to the changing demands of society; theories of leadership; group processes and individual conference techniques; action research and related approaches to curriculum change; analysis of concrete supervisory problems. Prerequisite: teaching or administrative experience or consent of instructor. Suttle.

CI 592. Reading and Its Application in the Content Areas. 3 credit hours.
For practicing teachers in the secondary school (grades 7-12) from all subject endorsement (norm) areas (art to social studies). Meets the certification requirement in reading for secondary standard certification. Allows practicing teachers to: (1) explore theory and research in determining what is comprehension, what a pupil needs to do in order to comprehend, and what a teacher should accept as evidence that comprehension has taken place; (2) describe, acquire, and make a commitment to the use of two competences needed to assist pupils in comprehending what they are asked to read; and (3) develop an instructional sequence that could be used to assist a poor reader in reading a given reading selection. Hesse.

CI 596. Methods in Secondary-School Social Studies. 3 credit hours.
Facilitating learning in social studies classrooms; review of recent developments in curriculum materials and teaching; teaching which promotes inquiry is discussed, illustrated, and practiced. 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. Not offered 1977-78.

CI 593. Methods in Secondary-School Language Arts. 3 credit hours.
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. Not offered 1977-78.

CI 594. Methods in Secondary-School Mathematics. 3 credit hours.
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; other methods of teaching topics also discussed. Problem-solving approaches include the study of the heuristics of discovery and a laboratory approach to instruction; discussion of class members' experience in teaching secondary mathematics. Prerequisite: teaching experience. Not offered 1977-78.

CI 595. Methods in Secondary-School Science. 3 credit hours.
Selection of materials for secondary-school science teaching, demonstrations, science-test construction, instructional devices; use and care of microscopes, meters, and other equipment. Prerequisite: teaching experience, or consent of instructor. Hull. Not offered 1977-78.

CI 596. Methods in Secondary-School Social Studies. 3 credit hours.
Facilitating learning in social studies classrooms; review of recent developments in curriculum materials and teaching; teaching which promotes inquiry is discussed, illustrated, and practiced. 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. Not offered 1977-78.

The University of Oregon Resident-Teacher Master's Degree Program: Field Centered

The Resident Teaching Program combines graduate study with a year of full-time teaching in a public school under the direction of jointly appointed school district and College of Education faculty. Successful completion results in awarding of a master's degree through the College of Education. The program provides opportunity to relate educational theory and classroom practice, and develop personal teaching skills through cooperative planning and supervision in an on-the-job field setting. Program participants are placed in elementary or secondary schools in one of the cooperating school districts which include Amity, Beaverton, Bethel, Coos Bay, Eugene, Fern Ridge, Oregon City, Roseburg, Springfield, and South Umpqua (Myrtle Creek area).

Time Commitment: Program participants spend an initial term of study consisting of a six-credit, three to four week seminar-workshop on campus prior to the public school year. During the school year, resident teachers participate in additional required seminars and workshops, conducted in the local setting, carrying credit toward the degree. The final term of study consists of an on-campus quarter.

Clinical professors on joint appointment between the district and the College coordinate the program in each area, provide graduate instruction, and assist cooperating school district personnel in supervising program participants.

Program Advantages: The resident teacher has a contract with the school district, receives two-thirds of the district's base salary, combines graduate study with actual classroom situations, receives special services of University and district personnel to improve teaching competence, and earns a master's degree upon successful completion.

Qualifications for Admission: Selection of resident teachers is based on the following criteria: (1) eligibility for admission to the Graduate School; (2) possession of an Oregon Teaching Certificate prior to beginning of the school year; (3) appropriate subject matter and professional education background; (4) a high degree of commitment to teaching as a professional career as determined by references, conference, and interview.

Responsibilities: Resident teachers pay graduate tuition each term, maintain graduate level academic standards, and fulfill contractual agreements with a school district.

Field-Centered Courses:
A three to four-week seminar-workshop in August:
CI 507. Seminar: Scope and Sequence of Instruction.
CI 508. Workshop: Diagnosis and Design for Instruction.
During the school year:
CI 507. Seminar: Synthesis of Teaching Strategies.
CI 509. Practicum: Classroom Observation Procedures.
CI 509. Practicum: Analysis of Instruction.
CI 509. Practicum: Evaluation of Instruction.
CI 522. Secondary School Curriculum (secondary resident teachers).
CI 553. Elementary School Curriculum (elementary resident teachers).
CI 567. Curriculum Materials.

Application: Persons interested should request an application for the RESIDENT TEACHER PROGRAM from the Office of Field Experience Programs, Education Annex, College of Education, University of Oregon, Eugene, Oregon 97403.

Special Education

Wayne D. Lance, Ed.D., Area Coordinator, Professor of Education (special education). B.A., 1953, M.A., University of Redlands, 1960; Ed.D., Peabody, 1964; at Oregon since 1967.

Anita Archer, M.Ed., Instructor in Education (mildly handicapped). B.A., 1969, M.Ed., 1970, Washington; at Oregon since 1976.

Barbara D. Bateman, Ph.D., Professor of Education (learning disabilities). B.S., Washington, 1954; M.A., San Francisco State, 1958; Ph.D., Illinois, 1962; J.D., Oregon, 1976; at Oregon since 1966.

Wesley C. Becker, Ph.D., Professor of Education (culturally disadvantaged). B.A., 1951, M.A., 1953, Ph.D., 1955, Stanford; at Oregon since 1970.

Douglas Carnine, Ph.D., Assistant Professor of Special Education (culturally disadvantaged). B.S., Illinois, 1969; Ph.D., Utah, 1974; at Oregon since 1970.

Siegfried E. Engelmann, B.A., Professor of Education (culturally disadvantaged). B.A., Illinois, 1955; at Oregon since 1970.

V. Knute Espeseth, Ph.D., Associate Professor of Education (crippled and other health-impaired). B.S., North Dakota State Teacher's, 1955; M.S., North Dakota, 1961; Ph.D., Wisconsin, 1965; at Oregon since 1964.

Nancy Fenrick, Ph.D., Assistant Professor of Education (severely handicapped). B.A., Wisconsin, 1970; Ph.D., 1975, S.U.N.Y. at Stony Brook; at Oregon since 1974.

Fay Haisley, Ph.D., Assistant Professor of Education (mildly handicapped). B.A., Papua and New Guinea, 1970; M.Ed., 1971, Ph.D., 1971, Oregon; at Oregon since 1975.

Robert H. Mattson, Ed.D., Professor of Education (special education). B.A., Montana, 1949; M.A., Iowa, 1950; Ed.D., Oregon, 1959; at Oregon since 1957.

James E. McDonald, Ph.D., Assistant Professor of Education (behavior disorders). B.Ed., 1966, Alberta; M.S., 1970, M.Ed., 1971, Ph.D., 1973, Oregon; at Oregon since 1972.

Lew B. Myers, M.D., Assistant Professor of Education (neuro-

logically impaired). B.S., Oregon State, 1955; M.S., 1960, M.D., 1960, Oregon; at Oregon since 1966.

George Sheperd, Ed.D., Professor of Education (mental retardation). B.S., 1955, M.A., 1958, Colorado State College; Ed.D., Illinois, 1965; at Oregon since 1965.

Nonda P. Stone, D.Ed., Senior Instructor in Education (special education, field experience coordinator). B.S., Oregon College of Education, 1945; M.Ed., 1955, D.Ed., 1971, Oregon; at Oregon since 1965.

Ruth Waugh, Ph.D., Associate Professor of Education (learning disabilities). B.S., Southern Oregon, 1957; M.S., 1963, Ph.D., 1972, Oregon; at Oregon since 1963.

Greg Weisenstein, Ph.D., Assistant Professor of Education (mental retardation). B.A., 1969, M.A., Washington, 1972; Ph.D., Kansas, 1975; at Oregon since 1975.

Faculty Emeriti

Kenneth S. Wood, Ph.D., Professor Emeritus of Education (speech pathology and audiology). B.S., Oregon State, 1935; M.A., Michigan, 1938; Ph.D., Southern California, 1946; at Oregon since 1942.

Undergraduate Studies

A major in Special Education is not offered at the undergraduate level at the University of Oregon; however, undergraduates may enroll in a wide variety of special-education courses.

It is recommended that freshman and sophomore students follow a broad liberal arts program to meet group requirements in arts and letters, social science, and science. Requirements for elementary/secondary teacher certification may be taken in addition to the sequence requirements. Students interested in immediate experiences with the handicapped may participate in volunteer programs or observation in such programs as camping, recreation, swimming, or physical education for the handicapped. Participation in these activities also may earn practicum credit at the University. Students majoring in areas outside the College of Education, such as psychology, sociology, recreation, etc., also are encouraged to enroll in courses in the area of special education.

A 12-15 credit hour sequence of courses is recommended for Curriculum and Instruction majors, as well as other interested undergraduates, which include:

Course, Credit Hours

SpEd 407(g) Exceptional Child, 3
SpEd 462(G) Psychology of Exceptional Children, 3
SpEd 485(G) Behavior Management of Exceptional Children, 3
SpEd 486(G) Design of Instruction for Exceptional Children, 3

In addition any of the following may be taken:
Either
SpEd 464(G) Introduction to Mental Retardation, 3 or
SpEd 463(G) Introduction to Children with Behavior Disorders, 3 or
SpEd 466(G) Introduction to Learning Disabilities, 3 or
SpEd 467(G) The Physically Handicapped, 3

Training for Endorsement in Special Education: The requirements for Oregon endorsement to teach in the area of special education in the public schools became effective on October 15, 1977.

The new special education endorsements are in two areas of specialization: (1) Handicapped Learner; and (2) Severely Handicapped Learner. Applications for admission to one of the special education endorsement programs must be processed and accepted *before enrollment* in the *Teaching Skills* sequence. Forms for applying for admission to special education endorsement programs are available from the University of Oregon Teacher Certification Office in the College of Education.

Basic Handicapped Learner (pre-primary through grade 12): In order to be eligible for Oregon endorsement for the Basic Handicapped Learner endorsement, the student must have completed the general endorsement for elementary or secondary teachers *and* demonstrated competency or 33 term hours of credit designed to develop competence in special education.

The University of Oregon Basic Handicapped Learner endorsement program, currently (at press time, subject to change) requires successful completion of the following courses and practica:

SpEd 462. Psychology and Exceptional Children, 3 credit hours.
SpEd 485(G). Behavior Management of Exceptional Children, 4 credit hours
SpEd 407(G). Communication and Counseling Exceptional Children, 3 credit hours
SpEd 407(G). Career Education for the Handicapped, 2 credit hours
SpEd 407(G). Teaching Skills I, 3 credit hours
SpEd 407(G). Teaching Skills II, 3 credit hours
SpEd 407(G). Teaching Skills III, 3 credit hours
SpEd 409(G). Practicum Handicapped Learner I, 3 credit hours
SpEd 409(G). Practicum Handicapped Learner II, 3 credit hours
SpEd 509. Practicum Handicapped Learner III, 6 credit hours

Basic Severely Handicapped Learner (pre-primary through grade 12):

Teachers of the Severely Handicapped Learner must hold a bachelor's degree. In addition, the University of Oregon Basic Severely Handicapped Learner endorsement program requires successful completion of the following courses and practica:

Area A

SpEd 462(G). Psychology of Exceptional Children, 3 credit hours
SpEd 485(G). Behavior Management of Exceptional Children, 4 credit hours
SpEd 407(G). Communication and Counseling Exceptional Children, 3 credit hours
SpEd 407(G). Career Education for the Handicapped, 2 credit hours
SpEd 407(G). Teaching Skills I, 3 credit hours
SpEd 407(G). Teaching Skills II, 3 credit hours
SpEd 407(G). Teaching Skills III, 3 credit hours
SpEd 409(G). Practicum Handicapped Learner I, 2 credit hours
SpEd 409(G). Practicum Handicapped Learner II, 2 credit hours
SpEd 509. Practicum Handicapped Learner III, 5 credit hours

Area B

SpEd 407(G). Methods and Content I (preschool severely handicapped), 3 credit hours
SpEd 407(G). Methods and Content II (school age/adult severely handicapped), 3 credit hours
SpEd 407(G). Methods and Content III (adolescent/adult severely handicapped), 3 credit hours
SpEd 407(G). Language Acquisition: Severely Handicapped, 3 credit hours
SpEd 407(G). Severely Disturbed Child, 3 credit hours

OR

SpEd 407(G). Education of the Physically Handicapped, 3 credit hours

The former *basic* norm endorsement programs for teachers of the Mentally Retarded, Physically Handicapped, and Extreme Learning Problems will not be offered after September 15, 1977. Studies leading to completion of the *Standard* norm endorsements in Mental Retardation, Physically Handicapped and Extreme Learning Problems will continue to be offered. Conversion of one of the former categorical Standard norm endorsements to the new Handicapped Learner endorsement may be accomplished by completion of four courses, as follows: SpEd 485(G), Be-

havior Management of Exceptional Children; SpEd 486(G), Design of Instruction for Exceptional Children; SpEd 465(G), Diagnosis of Basic Skills, and SpEd 407(G) Communication and Counseling Exceptional Children.

Graduate Studies

Master's Degree in Special Education

The major thrust of the master's program in special education is to train direct-service personnel who are able to manage effectively the teaching-learning process with handicapped children. Such graduates should be competent to serve as master teachers whether it be direct instruction, in-service training, or program consultant-teachers for maintenance of children in the regular classroom.

The area is committed to a philosophy of de-emphasizing categorical boundaries for exceptional children. Therefore, master's-degree candidates will acquire competence in working with a wide range of children who exhibit either learning problems or behavioral deviancy or both. The area is moving toward a competence-based program so that each graduate will have been trained to meet a given set of objectives and will be capable of performing certain skills deemed essential for effective teachers of the handicapped.

As a result of this philosophy, it is strongly recommended that all master's-degree candidates should complete a common core of courses to gain a basic set of skills and knowledge. The remainder of a student's course work and experiences should be planned carefully by the student in consultation with his or her adviser to provide the emphasis wanted in the degree.

Master's Degree Options: Master's-degree candidates have the option of working toward one of three master's degrees. For the Master of Arts degree, the candidate must demonstrate proficiency in one foreign language in addition to all other requirements. There is no language requirement for the Master of Science or Master of Education degrees. However, for the M.Ed. degree, a candidate is required to have a valid teaching certificate and to have completed at least one year of successful classroom teaching.

Program Planning for the Master's Degree: (1) It is recommended that master's-degree programs in special education should include a minimum of 60 credit hours of post-baccalaureate study or equivalent.

(a) Master's-degree candidates who have completed 15 or more credit hours in special education as undergraduates may be able to complete a minimum master's-degree program in special education within a 45 credit-hour program.

(b) Master's-degree candidates who have taught handicapped children may, with the advice and consent of their adviser, plan a minimum master's-degree program of 45 credit hours.

(c) Applicants may be admitted without having completed a teaching certificate. However, if they want to obtain a certificate to teach and a master's-degree concurrently, without previous education background, students should plan on approximately two calendar years of full-time study.

(2) The master's degree program in special education must include some work in the behavioral sciences. Six term hours of credit must be taken outside of the College of Education. It is recommended that these courses be taken in such areas as psychology, sociology, anthropology, recreation, physical education.

(3) All master's degree candidates in special education must complete a common core of special education requirements. The core program in special education includes: (a) Psychology of Exceptional Children (SpEd 462G), 3 credit hours; (b) Behavior Management of Exceptional Children (SpEd 485), 4 credit hours; (c) Legal Bases of Special Education (*e.g.*, SpEd 507, Historical and Legal Bases of Special Education; EdAd 407G, Law and the School; EdAd 407G, Student Rights; or related courses); (d) Design of Instruction for Exceptional Children (SpEd 486G), 3 credit hours (required only of students not enrolled in a special education certification norm program); (e) a three-course sequence in Research/Thesis:

(1) **Research I (SpEd 507), 1 credit hour;**

(2) **Research II (SpEd 507), 3 credit hours,** and

(3) **Research III (SpEd 501), 3+ credit hours**

or

Thesis (SpEd 503), 6 or more credit hours.

(4) Master's-degree programs in special education are planned by the candidate with the assistance of the candidate's adviser. Candidates admitted to the master's program will be assigned a temporary adviser to assist in the initial planning of a program. A planned program leading to completion of the master's degree must be filed in the Graduate Personnel Office, College of Education, and in the Department of Special Education. It is recommended that this be done before completion of 24 hours of the planned program.

(5) When the master's-degree candidate intends to complete State of Oregon certification requirements in one or more areas of exceptionality, the candidate should discuss these requirements with faculty in the appropriate area: (a) Extreme Learning Problems, Fay Haisley; (b) Mental Retardation, George Sheperd; (c) Crippled and Other Health-Impaired, V. Knute Espeseth; (d) Behavior Disorders, James McDonald; (e) Administration and Supervision of Special Education, Nonda Stone, (f) Severely Handicapped, Nancy Fenrick; (g) Handicapped Learner, staff.

(6) The procedures outlined below are designed to provide qualified students an opportunity to pursue these several programs in an orderly and professional manner. The necessity to follow these procedures should not deter otherwise uniquely qualified applicants, whose background may not meet stated minimum standards, from seeking exceptions.

(a) Filing Application. Students interested in pursuing one of the master's-degree programs in the Area of Special Education must submit a completed copy of the Application for Graduate Admission. The green copy of the application, accompanied by one official copy of all previous college or university transcripts, and a $10.00 filing fee must be submitted to the Director of Admissions, University of Oregon. The remaining copies of the application and two copies of all college and university transcripts must be submitted to the Area of Special Education, College of Education, University of Oregon. Additional materials to be filed only with Special Education include at least three recommendations and the completed Personnel Record form. The recommendations may be obtained from appropriate professional sources; the Personnel Record form is completed by the applicant. Recommendations from University of Oregon faculty members should be included, if possible. All the necessary forms are available from the Area of Special Education.

(b) Obtaining Conditional Admission. To be considered for conditional admission, a prospective student's dossier must be completed and on file in Special Education according to the following schedule: Summer Session, April 1; Fall Term, March 1; Winter Term, November 1; Spring Term, February 1.

The general variables considered by the Admissions Committee, for conditional admission, include: (1) past academic record (normally undergraduate GPA of 2.75 or above, or completion of 12 hours of successful (3.00) graduate work is expected); (2) prior professional experience; and (3) professional and personal recommendations. Subsequent to each of the filing deadlines, applications will be evaluated by a Special Education Master's-Degree Admissions Committee. At this time an applicant either will receive conditional admission (Class 3) or be denied admission. It is important to note that no master's-program applicant will receive full graduate admission (Class 8) upon original application for study. Each student will receive area notification of committee action. Upon receiving conditional admission, a preliminary program adviser will be made available to assist the student with initial planning and the securing of a permanent adviser. The adviser will assist in professional decisions regarding general foundations courses, specific program planning, equivalency of courses taken under differing titles, as well as substitutions and electives. The primary responsibility of securing a permanent adviser, developing, filing, and fulfilling a program remains with the student.

(c) Full Graduate Admission. After gaining conditional admis-

sion it is assumed the student will work with an adviser in developing and filing a program of studies.

Upon successful completion of 12 credit hours, and prior to completing 36 credit hours, of a planned program, the student must request change from conditional to full graduate admission. Except in unusual circumstances, the Admissions Committee will award full graduate admission if the student has an adviser, an approved program filed with the Graduate Personnel Office and the Area of Special Education, and has successfully completed 12 credit hours of graded, graduate study on the campus of the University of Oregon.

Minimum Requirements for Master's-Degree Programs: (1) Total Credit. A planned program having a minimum of 45 credit hours is required. All work applicable to a program of studies must be concluded within seven years. Twenty-four credit hours of study on campus must be graded. A minimum of nine credit hours must be 500-level courses. A minimum cumulative GPA of 3.00 is required for graduation. Not more than 12 credit hours of Workshop (Ed 508) are acceptable toward a degree program.

(2) Transfer. Not more than 15 credit hours of graduate work taken elsewhere may be applied to a degree program. Study completed through the Division of Continuing Education is considered transfer work. Correspondence study is not applicable to a master's degree.

(3) Residence. Thirty credit hours of graduate work are required to be completed in residence on campus. If less than 12 credit hours are transferred, three terms must be on campus; if 12-13 credit hours are transferred, two terms must be completed in residence on campus.

(4) Continuous Enrollment. A graduate student who has been admitted for work toward a graduate degree is required to enroll in the University each term during the regular academic year from the time of first enrollment until the completion of all degree requirements, including the awarding of the degree. In any term in which students are using University services and facilities, they must enroll in a minimum of three credit hours of course work. Ordinarily, this work will be done in residence, but students may register by proxy for course work when, for example, they are living elsewhere while writing a thesis and sending chapters of it to an adviser for criticism.

A student may register for on-leave status when not using University facilities or placing any demands upon the faculty; there are no fees for on-leave status. Leave is granted for a predetermined period of time, usually not to exceed one calendar year. An exception is made for students who are able to pursue their master's-degree work only in the summer term; these students must apply for leave for the ensuing school year. They may request extensions of leave up to but not beyond the seven-year limitation on credit earned toward a master's.

Failure to maintain continuous enrollment is considered evidence that the student has withdrawn from the University. Students wanting to resume study must formally apply for readmission, and must satisfy the requirements for admission in effect at the time of reapplication.

(5) Evaluation of Master's Candidates. The final examination for the master's degree in special education (M.A., M.S., M.Ed.) is in three parts: a written comprehensive examination; a demonstration of teaching or clinical competence; and either an individual teaching project (field study) or a thesis.

The written comprehensive examination for special education will be prepared in the area by core instructors and volunteer faculty. The meeting time and place for preparation will be publicly announced by the area coordinator or appointed representative at least two weeks in advance. M.Ed. candidates may elect to request a take-home comprehensive as an alternate to taking the proctored examination. The area coordinator or appointed representative will designate three members of the faculty as readers for each examination. The papers will be read anonymously and independently; a rating scale will be used to report to students. Ratings will be compiled by the representative, and the report given to the student by the adviser. The College of Education will specify all examination schedules. A student may retake the examination no more than three times.

The individual teaching project or field study will be approved by the adviser, and a contract placed on file in the area; the student must enroll for 3 credit hours of Research (SpEd 501) for a field study, or for 9 credit hours of Thesis (SpEd 503) when completing a thesis; demonstrations before faculty and students will be scheduled. The contract should include (1) specific objectives, (2) how the objectives will be met, (3) criteria for assessment, and (4) projected time-line.

The demonstration of teaching or clinical competence will be evaluated by a demonstration evaluation prepared in the area. The evaluation will be supervised by a committee of practicum supervisors.

At least two members of the Area of Special Education will serve on the candidate's thesis committee. The defense of the thesis takes place in an open area meeting; thesis committee members will attend the meeting.

(6) Application for Degree. An *Application for Degree* card must be secured from and filed with the Registrar within the first three weeks of the term in which the candidate expects to receive the degree.

(7) Review and Appeal Procedure. The Area of Special Education has a standing committee on student personnel. The committee includes elected student and faculty representatives; subcommittees handle a variety of matters pertaining to student enrollment. The entire committee has responsibility for review and disposition of matters related to all student personnel questions, i.e., admission, transfer of credit, residence, enrollment status, comprehensive examinations.

The status of a student may be reviewed at any time in response to request by the student or by a faculty member. Requests should be directed to the area coordinator for transmittal to the committee. A written brief describing the particulars of the matter to be reviewed must be included with the request.

The committee, upon receipt of a request for review and a brief, will review the brief and advise regarding need for additional information, if necessary. Additional information may in some instances require verbal presentation before the committee.

Doctoral Programs

The primary mission of the Area of Special Education at the University of Oregon is the improvement of educational services delivered to the handicapped. As part of its attempt to fulfill this mission, the area prepares scholars who are capable of assuming positions of leadership in college and university programs in special education, and federal, state, and local education-agency programs for handicapped children. This preparation may lead to either the Doctor of Philosophy or the Doctor of Education degree. Special Education programs assume that (a) the trend within regular education of providing individualized instruction for all children will accelerate; (b) the trend toward providing a wider range of educational options for mildly handicapped children will continue; and (c) the more severely handicapped child will continue to be educated in some form of highly specialized programs.

Doctoral degrees are awarded in recognition of the attainment of advanced knowledge, scholarship, and practical competence in special fields. Individual programs are planned by students with the help of faculty advisers and may provide for specialization in administration and supervision of special education programs, behavior disorders, crippling and other health-impairing conditions, learning disabilities, mental retardation, and the severely handicapped. In addition, generalized programs in special education may be planned for the purpose of meeting a student's individual intent and interest. The responsibility of the area, and of individual faculty members, is generally that of selecting students, evaluating their progress through the program, and regulating the use of learning resources.

The most important instructional resource is the area faculty. Faculty members are selected on the basis of individual competence in applying knowledge from a wide variety of disciplines to the practice of special education, and on technical competence in special areas. Area organization is maintained not on the basis of definitive, disciplinary orientation, but to facilitate the integration of knowledge and skills from a variety of disciplines. Selection of

students is based on formal application which provides information on a number of variables. Selection is based on criteria approved by faculty and students in the area. No single variable, whether a strength or weakness, is a sole determinant for admission. Decisions to accept or reject are made after a full review and discussion of all available information.

Application for Admission: Students interested in pursuing a doctoral program in the Area of Special Education must submit to the Director of Admissions, University of Oregon, one copy of the *Application for Graduate Admission,* one official copy of all previous college or university transcripts, and a $10.00 application fee. In addition, the applicant must also file with the Area of Special Education:

(a) All remaining copies of the *Application for Graduate Admission.*

(b) One official transcript of all college work taken prior to application for admission.

(c) A brief description of background experience, including unrelated positions and those directly related to special education.

(d) A minimum of three and a maximum of five letters of recommendation, including a letter from both the last academic adviser and the last, or current, employer.

(e) The applicant's Miller Analogies Test and Graduate Record Examination (Verbal and Quantitative) scores.

(f) A statement by the applicant relative to professional objectives (i.e., why the advanced degree is wanted; career plans upon completion of the doctorate).

(g) Any material (e.g., master's thesis, field project, published articles, etc.) that demonstrates the applicant's contribution to education and writing ability.

(h) A statement concerning goals for personal growth and development.

(i) Application for Admission to Doctoral Program, Area of Special Education.

Conditional Admission: To be considered for conditional admission, a prospective student's dossier must be completed and on file in the Area of Special Education. It is the student's responsibility to ensure that the dossier is complete according to the following schedule:

(a) Summer Session Admission, February 1; Fall Term Admission, March 1; Winter Term Admission, October 1; Spring Term Admission, January 1. Mid-year admissions are limited to openings which occur when a student leaves the program and is no longer considered a doctoral candidate.

(b) Applications will be evaluated by an area doctoral-admissions committee as openings become available. An applicant may either receive Conditional Admission (Class 4), be denied admission, or be asked for further information. It is important to note that no doctoral-program applicant will receive Full Graduate Admission (Class 9) upon original application for study. Each student will receive area notification of committee action.

(c) The general factors considered by the area admissions committee, for conditional admission, include: (1) past academic record including both undergraduate and graduate course work (normally, the minimum expected is either an undergraduate GPA of 2.75 or a graduate GPA of 3.0, on a four-point scale; (2) prior professional experience; (3) professional and personal recommendations; (4) Miller Analogy Test score; (5) Graduate Record Examination (verbal and quantitative) scores; (6) the applicant's writing ability; (7) statement of the applicant's personal and professional goals.

Planning the Program: The relationship between the adviser and doctoral student is viewed as the primary relationship for planning, problem detection, and evaluation. Upon receiving conditional admission a student is assigned a temporary adviser who will assist the student with initial course planning. The candidate is expected, during the first term on campus, to secure a permanent adviser who assists in making professional decisions. The program plan of an individual student is viewed as the responsibility of the student. The adviser, in relating to the student, commits area and University resources to the student's program. Aided by the permanent adviser, the student prepares a plan of study which includes a detailed description of an academic program and related activity. Preliminary thinking regarding dissertation intentions should also be articulated at this time, and the entire program supported by a detailed rationale including statements regarding the student's goals and intentions, reasons for pursuing them, and beliefs regarding relationships between such goals and the proposed academic program.

Individual doctoral programs are designed to develop high levels of knowledge and skills related to instructional, interpersonal, evaluation, and research processes. First-year doctoral students are required to successfully complete a 15-credit hour core program which focuses on exceptional children across categories with emphasis on deviant development rather than the traditional categories of handicapped. Doctoral level practicums are required of all candidates. Beyond the core and adherence to minimal college and University requirements, program content is flexible and individually planned. A supporting area is not required, but students may elect to pursue either a minor or supportive work in psychology, anthropology, sociology, and other departments.
Either research or other tool requirements, or both, is dependent upon whether the student elects the Ph.D. or D.Ed. option.

Doctoral students are required to include a total of 9 term hours of credit of instruction from the educational foundations in their program. Courses are selected from the (a) psychological foundations, (b) social foundations, (c) philosophical/historical foundations, and (d) legal foundations. The student may elect to take all 9 hours within one foundation area or distribute the hours across the foundations areas.

It is expected that a student's program will incorporate 20 to 40 graduate credit hours in cognate areas from the natural sciences, humanities, or social sciences, or from a related professional school. The purpose of these courses is to provide a breadth of knowledge and understanding in areas related to the student's major and supporting studies. It is expected that the student will make full use of the resources of the University in the selection of these noneducation courses.

Credits from other approved institutions may be transferred to the student's doctoral program at the University of Oregon under the following conditions: (a) the courses must be relevant to the degree program as a whole; (b) the courses must be approved by the area; (c) the grades earned must be A or B or equivalent; (d) no more than two-thirds of the required credit in any primary or supporting area may be applied toward the degree requirements.

After a student has been admitted to the degree program, no work that is to be applied toward the doctoral program may be taken off-campus except with the approval of the candidate's adviser.

Advisory Committee: Upon completion of initial program-planning, the adviser and candidate nominate an advisory committee to be appointed by the area coordinator; membership includes the student's adviser and two additional faculty members from within the College of Education.

Full Admission: The student's program, to be filed in the area offices and in the College of Education Graduate Personnel Office, must be signed as approved by the adviser (and supporting area adviser for those students electing to pursue a supporting area) and signed as reviewed by members of the advisory committee. At this time, the student requests a change in status from conditional to full admission. Upon review and approval of the program by the area admissions and awards committee, certifications that all requirements will be met, and upon the recommendations of the adviser, the student is notified of full admission by the area coordinator. Changes in the program following official filing require that a memorandum outlining the changes be filed with the Graduate Personnel Office. The memorandum is to be signed by the student, the adviser, and the chairman of the admission and awards committee.

Comprehensive Examinations: Doctoral candidates in the Area of Special Education are required to complete a preliminary examination, a research and statistics examination, and a comprehensive examination.

The preliminary examination is an eight-hour written examination designed to provide candidates the opportunity to demonstrate their synthesis and integration of a core of knowledge basic to special education. It is usually scheduled for late spring. The examination is evaluated by five members of the faculty. If a student's performance is unsatisfactory, different forms of the examination may be retaken until performance is satisfactory.

The research and statistics examination includes two broad take-home questions on research design and one proctored critique of a research article prepared by a research-competence examination committee of three faculty members (appointed for one year by area coordinator). The examinations are read and graded independently by all committee members. Differences in grading will be resolved in full committee meeting according to predetermined guides for achieving consensus. Students who do not pass will be advised by the committee of their deficiencies and further preparation for re-examination. No penalty will be attached to repeat examinations.

The comprehensive examination is designed to provide the student an opportunity to demonstrate depth of knowledge and scholarship in a personal area of emphasis within special education and in basic foundations. The examination is taken following completion of course work; it may be taken earlier if deemed appropriate by the student's program advisory committee. The content and requirements for the examination are negotiated between the candidate and program advisory committee prior to meeting the requirements. The procedure agreed upon is submitted, prior to meeting the requirement, to the curriculum committee for review.

Residence at the University of Oregon: The three-term consecutive residence requirement can be met only subsequent to the development of the program for the doctorate, the approval of this program by the adviser, and the formal submission of the program to the Graduate Personnel Office. The term in which the program is submitted is counted. To satisfy this requirement, a student must be enrolled for at least 9 credit hours per term. It is desirable that the last year before receiving the degree be spent on campus. This enables the student to be on campus with ready access to the library, the adviser, and dissertation advisory committee during the writing of the dissertation.

Dissertation: Planning a dissertation should begin as early as possible and certainly no later than the filing of the program. An official prospectus must be approved by the adviser and the dissertation committee, which is, usually, an enlarged advisory committee including a minimum of four members with one member from outside of the College of Education faculty. Five committee members are recommended. The dissertation proposal must be approved by the enlarged advisory committee prior to the time the student begins to engage in dissertation research.

The dissertation for the Ph.D., program may carry from 18 to 30 credit hours. The dissertation for all doctoral programs must carry a minimum of 18 credit hours.

A majority of the members of the dissertation committee must sign that they have read and approved the final version of the thesis before it is submitted in three copies to the Graduate School. Prior to the approval of the thesis, a formal oral defense of the thesis will be scheduled. The presentation usually takes place during the term in which the degree is awarded. The presentation will be open to the public; it must be attended by the dissertation committee. The Graduate Personnel Office requires two copies of the dissertation abstract and the proposed time and date of the defense of the thesis four weeks prior to the scheduled defense.

General Special Education

Upper-Division Courses Carrying Graduate Credit

SpEd 405. Reading and Conference. (G) Credit hours to be arranged.

SpEd 407. Seminar. (G) The following seminar topics are offered with the credits noted. Other topics and credit hours may be arranged.

Direct Instruction, Reading. 3 credit hours.
Engelmann's approach to teaching reading, including decoding and comprehension skills. Emphasis on the first-level program; outlines of levels two and three presented.

Programming I. 3 credit hours.
Students will work on a series of graded assignments relating to each of the topics; simple task analysis to complicated problems of teaching a concept. Topics: Analysis of tasks; Analysis of corrections; Constructing programs that lead to a terminal task; Constructing programs that lead to a general concept understanding; Constructing programs that achieve economies.

Programming II. 3 credit hours.
Like Programming I, Programming II is a series of progressive exercises related to the topics. The difference between I and II is that II will focus more heavily on broader programming problems. Topics: Achieving multiple content objectives efficiently; Programming reinforcement variables with content objectives; Strategies of programming diverse or discontinuous skills; Strategies for increasing maximum generalization and minimizing number of specific skills taught.

Services for Multiple Handicapped. 3 credit hours.
Meeting the needs of the persons with more than one handicap through the use of an interdisciplinary team.

Direct Instruction, Language. 3 credit hours.
Analysis of Engelmann's approach to teaching language to children who have not been taught basic language skills necessary for academic success in school. Also, advanced language skills (levels two and three) will be outlined and analyzed.

Direct Instruction, Arithmetic. 3 credit hours.
Engelmann's approach to teaching arithmetic skills to children. Emphasis is on the first-level program; outlines of levels two and three will be presented.

Counseling-Communication for Teachers of Exceptional Children. 3 credit hours.
Increase of interpersonal communication skills in order to facilitate one's role as a change agent, and to increase one's knowledge of the role of effective communication and group processes.

Teaching the Young Severely Handicapped. 3 credit hours.
Study of development of normal children followed by survey of available strategies for teaching the young severely handicapped child aimed at normalization. Emphasis is on identification and analysis of meaningful procedures and evaluation of instructional programs.

Introduction to Severely Handicapped. 3 credit hours.

Teaching Skills I, emphasis reading. 3 credit hours.

Teaching Skills II, emphasis language and mathematics. 3 credit hours.

Teaching Skills III, emphasis instructional design. 3 credit hours.

Exceptional Child. (g) 3 credit hours.
Designed for the student who is not majoring in special education; provides overview of the recognized groups of exceptional children. Individual differences studies, various categories of exceptional children outlined. This course is prerequisite for SpEd 462 Psychology of Exceptional Children.

SpEd 409. Practicum. (G) The following three practicum topics are offered with credits as noted. Other topics and credits may be arranged to fit individual requirements.

Precision Teaching. 3-6 credit hours.
The course is designed to provide the practitioner precise behavior-management tools which include the concepts and techniques of measurement and an analysis of conditions which alter behavioral performances. The utilization of these procedures allow the teacher to examine student progress on a daily basis in order to make individualized decisions about whether the student is meeting educational objectives. The procedures taught in the class have general application for teaching social behaviors, and cognitive and affective behaviors.

Administration of Special Education. 3 credit hours.
Assignment to one or more programs for practical experience in one or more aspects of administration-supervision. This may be working with a project, supervising student teachers, or working in a district.

Direct Instruction. 3-6 credit hours.
Teaching one of the DISTAR programs: reading, language, or arithmetic; students required to teach approximately three hours a day from these materials, and to know the format for presentation of materials, correction procedures, and procedures for teaching to criteria.

Handicapped Learner I, emphasis reading. 2 credit hours.

Handicapped Learner II, emphasis language and mathematics. 2 credit hours.

Handicapped Learner III, emphasis classroom teaching. 5 credit hours.

SpEd 462. Psychology of Exceptional Child. (G) 3 credit hours.
The characteristics and problems of exceptional children, including definitions, classification, causes, psycho-educational characteristics and adult adjustment. Special emphasis given to current controversies and future trends.

SpEd 471. Administration of Special Education. (G) 3 credit hours.
Organizing, financing, housing, equipping, staffing, and supervising the special education program; desirable educational provisions for each type of handicapped child; legal provisions for special education.

SpEd 485. Behavior Management with Exceptional Children. (G) 4 credit hours.
Introduction to the use of behavioral principles in day-to-day classroom interactions to foster a child's motivation, positive attitudes, academic achievement, and social development. Study of the varieties of problem behaviors and ways to reduce them. Examination of methods of effective large-group management to facilitate each child's progress.

SpEd 486. Design of Instruction for the Handicapped. (G) 3 credit hours.
Design, development, and evaluation of instructional conditions for handicapped children. Emphasis is on behavioral definition of instructional objectives, analysis of learning tasks into instructional hierarchies, selection of appropriate media and materials, individualization of instruction, and objective-based evaluation of instructional outcomes.

Graduate Courses

SpEd 501. Research. Credit hours to be arranged.

SpEd 503. Thesis. Credit hours to be arranged.

SpEd 505. Reading and Conference. Credit hours to be arranged.

SpEd 507. Seminar. The following nine seminar topics in special education are offered with credits as noted. Other topics and credits may be arranged.

Historical and Legislative Bases for Special Education. 3 credit hours.
Major historical and philosophical contributions to special education; national, state, and local legislative and financial bases of special education; the rationale for all types of special-education services; comparison of objectives of regular and special education; personal philosophies of special education.

Administration of Pupil Personnel. 3 credit hours.
Mutual development of a concept of pupil-personnel services based on interpersonal and group processes. Emphasis on development of services oriented to pupil needs rather than generalized professional roles. Consideration of various types of administrative structures for managing and applying supportive resources.

Learning Performance of the Developmentally Deviant. 3 credit hours.
Advanced review of current knowledge about the major categories of human learning, and survey of the research literature within categories of handicapped in each area of learning. Emphasis on integrating the research across various categories of handicapped children; identifying knowledge gaps; drawing implications for instructional programs.

Social-Cultural Aspects of Deviant Development. 3 credit hours.
Advanced study of relationship between genetics and environmental variables and the intellectual, linguistic, and personality development of handicapped children. Emphasis on relating current research to theoretical positions.

Diagnosis of Developmentally Deviant. 3 credit hours.
Advanced study of several thousand pages of reading on theory, research, and practice related to the diagnosis of deviant development in these domains: psycho-motor, brain function, cognition, language, achievement, cognitive-style, attitudes, and self-concept. The diagnosis of deviance in each major domain—psycho-motor, cognitive, and affective—is treated from three different views: paramedical or etiological; normative, psychometric, or developmental; and behavioral or task analytic.

Education of the Developmentally Deviant. 3 credit hours.
Study of those modifications of educational materials, methods, and pedagogical science are presented and special-education techniques treated as extensions, refinements, or modifications presumably derived from them on the basis of developmentally deviant learner characteristics. The efficacy of special education's procedures receives special emphasis, as does the recognition, evaluation, and prognostication of trends in special-education practices.

Rehabilitation Aspects of Developmentally Deviant. 3 credit hours.
Extensive and comprehensive review of the rehabilitation field; historical origin and development, national, regional, and state programs, and current issues and trends; adult status of the handicapped given special emphasis; rehabilitation-related theory and research especially as it pertains to disability and work.

Research with Exceptional Children. 3 credit hours.
Critique of individual research proposals and complete research projects. Emphasis on problem conceptualization, research procedure, and interpretation of data. Examination of research literature. Development of skills necessary for the evaluation of classroom activities.

Role of the Resource Consultant. 3 credit hours.
Designed to identify the role of the resource consultant; develop competence needed by resource consultants; and examine various types of models for support services to regular classes.

SpEd 509. Practicum. The following three practicum topics are offered with credits as noted. Other topics and credit hours may be arranged.

Administration of Special Education. 3-15 credit hours.
Assignment to one or more programs for practical experience in one or more aspects of administration and supervision. This may be working with a project, supervising student teachers, or working in a district.

College Teaching. 3 credit hours.
Examination of various methods of college-classroom organization and instruction. Evaluation of texts relevant to practices in college teaching. Presentation of minimum of three organized lectures, critiques by instructor, and other college staff.

Instructional Materials for the Exceptional Child. 3 credit hours.
Procedures and techniques in instructional materials and media to facilitate the organization of a classroom oriented toward individualized instruction through simulated activities, laboratory projects, uses of media and tutoring experiences.

Behavior Disorders

Upper-Division Courses Carrying Graduate Credit

SpEd 463. Introduction to Behavior Disorders. (G) 3 credit hours.
Overview of behavior disorders observed in children. Study will include categorical disorders and nosology, behavioral symptomatology, contemporary views of emotionally handicapping conditions and abnormality, social and emotional maladjustment in school settings, and teacher responsibilities concerning these chil-

dren. Examination of behavioral, ecological and psychosociological positions regarding intervention and education will be presented.

SpEd 409. Practicum. (G)

Behavior Disorders. 3-15 credit hours.
Introductory experience for beginning students in behavior disorders and closely related disciplines. Students survey, by personal visits and interviews, several agencies, schools, and institutions for behaviorally disordered children. Students are required to develop a handbook consisting of visitation experiences, existent treatment modules and a rationale for a treatment program for disordered children.

Graduate Courses

SpEd 507. Seminar.

Education Interventions with Behaviorally Disordered Children. 3 credit hours.
Study and analysis of intervention models and procedures with behaviorally disordered children. Students will critically examine literature on efficacy of treatment approaches, teacher competence, and integration of behavioral management techniques into existing classroom situations.

Applied Educational Interventions. 3 credit hours.
Emphasis on practical applications of intervention techniques appropriate for individual or large group instruction/behavior change. Students will investigate reality therapy, child-directed therapy, nondirective therapy, role-playing and play therapy, and behavior therapy. Problem-solving activities arising from the application of these intervention techniques will constitute a major component of the class. Prerequisite: Introduction to Behavior Disorders and Educational Interventions for Behaviorally Disordered Children, or consent of instructor.

SpEd 509. Practicum.

Behavior Disorders. 3-15 credit hours.
Advanced study. Emphasis on providing direct service and instruction/intervention programs for disturbed children and youth. Students assume responsibility for designing a program—including initial observation, determining objectives, applying instructional and intervention strategies and evaluating program effectiveness.

Crippled and Other Health-Impaired

Upper-Division Courses Carrying Graduate Credit

SpEd 467. The Physically Handicapped. (G) 3 credit hours
An introduction to the etiology, incidence, and prevalence of major physically handicapped conditions, and their psychological, emotional, social, and vocational implications. Basic terminology needed to read medical records presented. Psychosomatic and somatopsychological reactions discussed.

SpEd 407. Seminar. (G)

Education of Physically Handicapped. 3 credit hours.
Study of the historical and philosophical bases for educating crippled and other health-impaired children; funding agencies, multidisciplinary approach to diagnosis, prescription, and evaluation; facilities and services provided for physically disabled children; early education and language-development programs; prevocational and vocational planning, programs and opportunities; adaptive equipment and instructional materials; current trends in education of the physically handicapped; architectural barriers and adaptations.

SpEd 409. Practicum. (G)

Physically Handicapped. 3-15 credit hours.
Introductory experience with the physically handicapped child. For the beginning student, or those without experience working with physically handicapped children. Opportunity for observation of the interaction with physically disabled children in the classroom, adaptive physical education, and swimming. Basic consideration of task analysis, behavior modification, and specifying instructional objectives in relation to the physically handicapped child.

Graduate Courses

SpEd 507. Seminar.

Neurological Basis of Behavior. 3 credit hours.
Presentation of basic neuroanatomy and neurophysiology designed for education students and others without a strong science background. Ground work for further discussion of various types of neurological impairment as are seen in organic behavioral disorders and cerebral palsy. Emphasis on familiarization with terminology and building up a basis for communication with medical and paramedical coworkers.

Neurologically Impaired. 3 credit hours.
Study of the individual who has involvement of behavior on the basis of organic neurological impairment of both a mild degree and gross manifestations of neurological impairment. The basis for these types of impairments, associated neurological features and the educational, psychological, and social aspects of children and adults with these problems are discussed, as are various therapeutic approaches.

SpEd 509. Practicum.

Physically Handicapped. 3-15 credit hours.
Independent projects involving various aspects of education, diagnosis, and prescription to be arranged with the instructor, or, for the advanced student, extensive planning and implementation of educational programs with physically handicapped children in the classroom.

Learning Disabilities

Upper-Division Courses Carrying Graduate Credit

SpEd 409. Practicum. (G)

Learning Disabilities. 3-15 credit hours.
Diagnostic and prescriptive teaching with children who have learning disabilities. A laboratory course.

SpEd 465. Diagnosis Basic Skills. (G) 3 credit hours.
Comparison of various methods used in the diagnosis of reading problems. Development of a task analysis of the reading process from recent research data. Selection, administration, and analysis of criterion and norm-referenced tests. Utilization of criterion-referenced tests in simulated diagnostic sessions. Study of characteristics of reading methods used in classroom instruction. Adaptation of these methods for the learning disabled child.

SpEd 466. Introduction to Learning Disabilities. (G) 3 credit hours.
Introduces the history and current practices in the diagnosis and remediation of learning disabilities. Presents major theories of etiology, commonly used assessment instruments, and remedial materials and methods. Introduces issues and controversies in the field. Major focus is on learning disabilities related to academic achievement, language, and perceptual disorders. Approximately equal emphasis is given to etiological, diagnostic-remedial, and task analytic views of learning problems.

SpEd 468. Remediation of Basic Skills. (G) 3 credit hours.
Comparison and evaluation of assessment instruments, methodological approaches, and instructional materials for use with children with extreme learning problems. Focus is on the academic areas of language, spelling, handwriting, and arithmetic.

Graduate Courses

SpEd 509. Practicum.

Learning Disabilities. 3-15 credit hours.
Consultation with teachers of children with learning disabilities. Extension and improvement of skills required for instruction of children with severe learning disabilities.

SpEd 562. Issues in Extreme Learning Disorders. 3 credit hours.
Current issues in the field of learning disorders: definitional problems surrounding the relationships among mental retardation,

emotional disturbance, cultural factors and learning problems; the issue of whether learning disabilities are inherent within the child or within the environment; the extent to which learning disorders, primarily reading problems, can be prevented by specific training; the evaluation of new approaches and materials; the efficacy of predicting learning disorders; the role of the learning disabilities teacher; the accountability of remedial programs.

Mental Retardation

Upper-Division Courses Carrying Graduate Credit

SpEd 407. Seminar. (G)

Curriculum for the Trainable Mentally Retarded. 3 credit hours.
Nine units include resources for teachers of the moderately and severely retarded: educationally relevant characteristics; curriculum development and planning; classroom methodology; sensory-motor training and physical education; self-help skills; language development, concept formation, and academic skills; social perceptual training; vocational training; and creative arts, leisure and recreation. Observation and practicum experiences required.

SpEd 409. Practicum. (G)

Teaching the Mentally Retarded. 3-15 credit hours.
Attention focused upon extent to which the student is able to contribute to enrichment of the educational program for either EMR or TMR children through application of pupil data, teaching strategies, and teacher planning.

SpEd 464. Introduction to Mental Retardation. (G) 3 credit hours.
Provides students with an overview of problems, issues, and concepts related to the definition and measurement of mental retardations; the bio-medical and socio-cultural causes of mental retardation; the psychological and educational performance of the retarded; and the social-vocational adaptation of retarded individuals.

SpEd 489. Curriculum for the Mentally Retarded. (G) 3 credit hours.
Provides students with a working knowledge of (1) learning characteristics of the mentally retarded and their implication in selection of various teaching methods; (2) examination of efficacy studies; (3) classroom management and instructional planning for the mentally retarded including resource and teaching units, daily planning, grouping and seatwork; (4) in-depth consideration of specific curriculum areas; (5) philosophic bases for special classes for the mentally retarded; (6) the role of teachers and administrators; (7) legal bases for educational programs for the mentally retarded; and (8) review of instructional materials.

Graduate Courses

SpEd 507. Seminar.

Advanced Curriculum for the Mentally Retarded. 3 credit hours.
In-depth study of current curriculum theory, teaching methodology, instructional materials, and administrative grouping procedures. Critical issues in the teaching of the mentally retarded will be examined. Topics will include curriculum at secondary levels and career education.

SpEd 509. Practicum.

Teaching the Mentally Retarded. 3-15 credit hours.
Designed for experienced teachers or those who have successfully completed SpEd 409 Practicum. Emphasis is upon design and delivery of an instructional unit, management of pupil behavior and evaluation of instructional outcomes. It is expected that the student will spend a minimum of five half-days in the classroom.

SpEd 563. Diagnosis of Mental Retardation. 3 credit hours.
Reviews past and current trends in diagnosis and classification of mental retardation. Emphasizes differential diagnosis as it relates to placement. Evaluates traditional as well as emerging diagnostic techniques. Student either observes or participates or does both in clinical conference on case study.

Severely Handicapped Learner

Upper-Division Courses Carrying Graduate Credit

SpEd 407. Seminar.

Introduction to Severely Handicapping Conditions. (G) 3 credit hours.
Etiology of severely handicapping conditions of severe mental retardation, severe physical (multiple) handicaps, and severe emotional disturbances. Presents information on early intervention program, school age services, and vocational and residential programs for adults. Survey course designed for individuals providing services to, but not directly teaching, the severely handicapped.

Methods and Content I (preschool severely handicapped). (G) 3 credit hours.
Includes assessment, program development, teaching methodology and designing learning environments for the young severely handicapped. Presents normal development to chronological age four in motor, language, self-help, social and cognitive skills. Reviews early intervention programs.

Methods and Content II (school-age severely handicapped). (G) 3 credit hours.
Presents program development and reviews curricula appropriate for the severely handicapped in the academic content areas of reading, mathematics, and related areas. Emphasizes functional academic skills. Prerequisite: Methods and Content I.

Methods and Content III (adolescent/adult severely handicapped). (G) 3 credit hours.
Presents programming concerns, teaching methodology and curricula for functional living skills and vocational training skills for the adolescent and adult severely handicapped.

Language Acquisition of the Severely Handicapped .(G) 3 credit hours.
Introduction to normal language acquisition, the characteristics of language development in the severely handicapped; assessment of language skills; methods of facilitating language and formal language intervention programs. Methods of nonverbal communication such as signing and language boards also are discussed.

SpEd 409. Practicum.

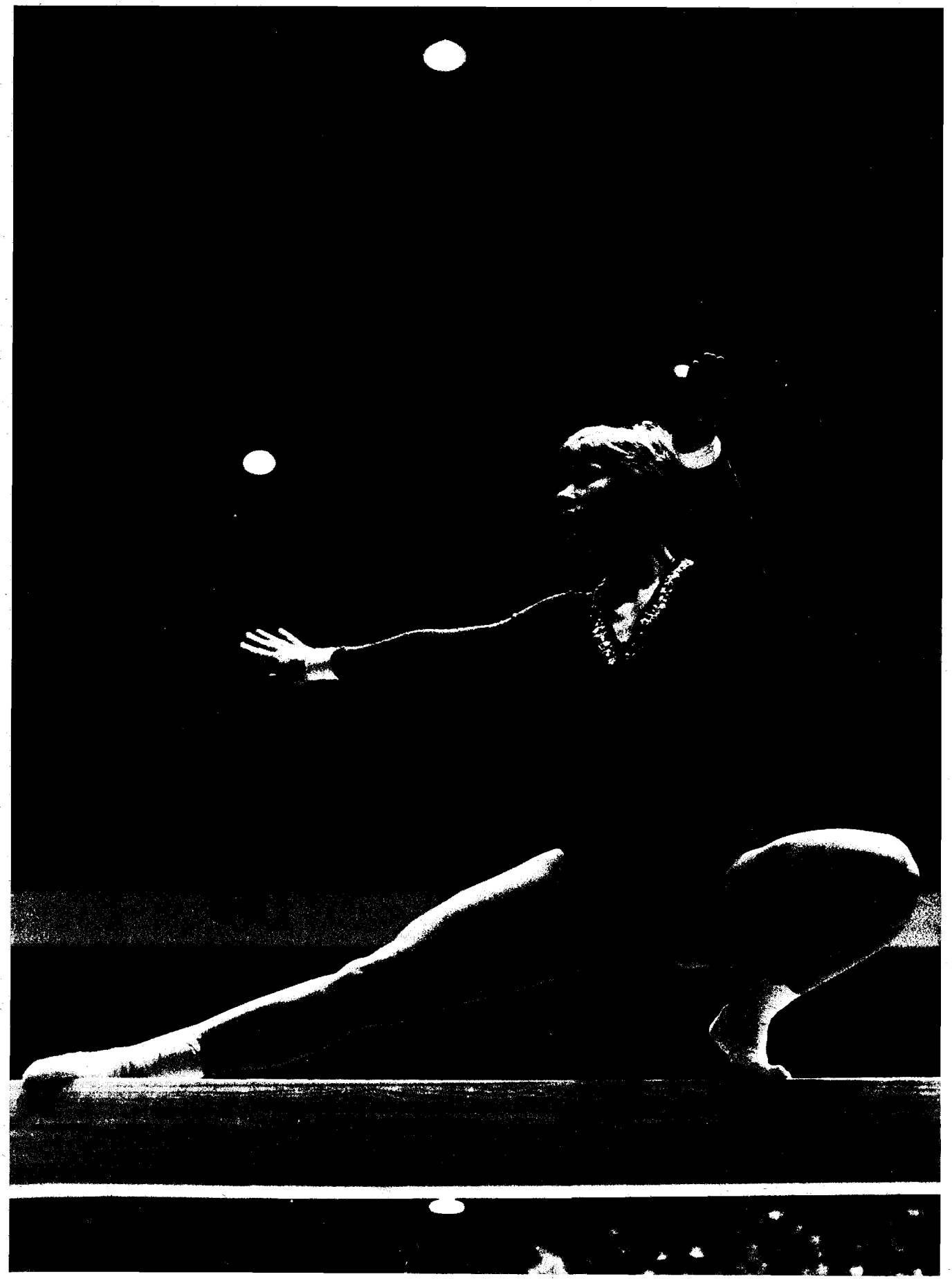
Severely Handicapped I. (G) 2-15 credit hours.
Focuses on acquisition of competence for teaching the young severely handicapped child in one-to-one instructional settings on pre-academic skills.

Severely Handicapped II. (G) 2-15 credit hours.
Focuses on acquisition of competence for teaching the school age severely handicapped in small group instructional settings on academic skills. Includes program development and formation of individual educational programs. Prerequisite: Practicum Severely Handicapped I.

Severely Handicapped III. (G) 2-15 credit hours.
Focuses on acquisition of competence for teaching the adolescent/adult severely handicapped in independent activities in functional living and vocational skills. Includes curriculum development and training of staff. Prerequisite: Practicum Severely Handicapped I and II.

Graduate Courses

SpEd 509. Practicum: Internship Severely Handicapped. 9-15 credit hours.
Requires full-time involvement in classroom for entire quarter. Focuses on competencies of assessment, determining instructional objectives, developing programs, training staff, designing classroom schedule and working with school and service agencies. Prerequisite: Practicum Severely Handicapped I, II, and III (SpEd 409G).



Departments of Instruction

The College of Health, Physical Education, and Recreation is responsible for three programs: the service courses in health education and physical education which meet the University's graduation requirements; recreational programs which include intramural sports for men, women's recreation association, and open recreation programs; and professional study, both undergraduate and graduate, in dance, health education, physical education, and recreation and park management.

Undergraduate major programs are offered in the fields of health education, physical education, dance, and recreation and park management. Graduates of the school hold positions as: high-school teachers of physical education and health education; athletic coaches; directors of high-school athletics; supervisors of health and physical education; community recreation and playground directors; leaders in YMCA, YWCA, and other youth-organization work; directors of restricted and corrective physical education; workers in the field of recreation therapy and physical therapy; college and university teachers and research workers in child growth, health education, physical education, and dance.

The four departments within the College each have a policy regarding premajors. Interested students are encouraged to consult department heads for details. It is College policy that all junior students consult their faculty advisers at the beginning of the year.

The Department of Dance requires their major students to confer with advisers at the beginning of *each* term.

Departments within the College offer both undergraduate and graduate programs as well as cooperatively offering interdepartmental master and doctoral degree programs.

Lynn S. Rodney, Ph.D., Dean, Professor of Recreation and Park Management (administration). B.A., 1936, M.A., 1938, Washington State; Ph.D., Michigan, 1955; at Oregon since 1955.

Betty F. McCue, Ph.D., Associate Dean; Professor of Physical Education (history and philosophy). B.S., Pittsburgh, 1945; M.S., MacMurray, 1948; Ph.D., Iowa, 1952; at Oregon since 1968.

William P. Rhoda, D.Ed., Associate Dean; Professor of Physical Education (administration). B.S., Pennsylvania State, 1939; M.S., 1947, D.Ed., Oregon, 1951; at Oregon since 1948.

Norval J. Ritchey, M.S., Assistant Dean. B.S., 1953, M.S., 1956, Oregon; at Oregon since 1956.

Dance

Linda S. Hearn, M.A., Department Head, Associate Professor of Dance (folk, square, ballroom, modern, composition, production, curriculum). B.S., 1962, M.A., 1965, The Texas Woman's University; at Oregon since 1965.

Janet W. Descutner, M.A., Associate Professor of Dance (modern, notation, history, composition, aesthetics, ballet). B.A., 1963, M.A., 1965, Ohio State University; at Oregon since 1971.

Jerry C. Duke, M.M., Instructor of Dance (folk, jazz, ballroom, square). B.S., 1962, Jacksonville (Alabama) State University; M.M., 1972, Florida State; at Oregon since 1975.

Bruno V. Madrid, M.Mus., Senior Instructor in Dance (accompaniment, composition). B.Mus., Santo Tomas, Philippines, 1955; M.Mus., Oregon, 1963; at Oregon since 1966.

T. Ray Faulkner, Ph.D., Associate Professor of Dance (modern, history, research, aesthetics, composition, Director, Graduate Studies in Dance). B.A., 1954, Oklahoma College of Liberal Arts, Chickasha; M.A., 1965, Ph.D., 1969, the Texas Woman's University; at Oregon since 1976.

Susan Zadoff, Lecturer in Dance (classical ballet), Professional dance experience with the Ballet Russe de Monte Carlo, the Newark State Ballet Company, Broadway Musical Theatre, and national television, plus private studio teaching.

Faculty Emeriti

M. Frances Dougherty, Ph.D., Professor Emerita of Dance (philosophy, aesthetics, history). B.A., 1935, M.A., 1940, University of Northern Colorado; Ph.D., New York University, 1959; at Oregon since 1959.

The Department of Dance offers a variety of programs and activities for undergraduate and graduate students at the University of Oregon, and for the larger communities of Eugene, the State of Oregon, and the Pacific Northwest.

Facilities: The University provides three dance studios and one gymnasium for use by classes and special activities in dance. There is one multi-purpose studio with mirrors and one large gymnasium for folk, ballroom, square, and tap dance in Gerlinger Hall. The two large studios with mirrors which are in Gerlinger Annex are used for ballet, modern, and jazz classes. In addition to serving as classrooms and rehearsal spaces, the studios in Gerlinger Annex convert into the attractive M. Frances Dougherty Dance Theatre which has modern lighting and stage equipment for concert productions, and audience seating for 285 persons.

Repertory Dance Companies: The Department of Dance has two Repertory Dance Companies: The *Dobré* Folk Ensemble and the Concert Dance Theater which includes modern, jazz, and ballet. Membership in the companies is open to all University students by audition. Numerous concerts on campus and tours throughout Oregon and the Northwest are held each year. The touring dance programs, under joint sponsorship of the Department of Dance and the Associated Students of the University of Oregon, include concert performances as well as masterclasses and lecture-demonstrations for public schools, colleges, universities, civic organizations, and community concert series. Some of the concerts and tours are the joint responsibilities of both companies and some are held separately.

Service Course Programs: CPE (co-ed physical education) classes offered by the Department of Dance may serve to meet the University's five-term physical education requirement for graduation. The CPE service classes in dance are instructional in nature with emphasis on the theoretical and practical techniques of the various forms of dance. The lower-division courses are generally beginning or elementary instruction and the upper-division courses are the intermediate and advanced levels of instruction. A student may elect to satisfy all five terms of the University requirement through enrollment in the various CPE dance classes.

The courses are numbered from CPE 180 through 198 and from CPE 380 through CPE 398; complete details of courses offered each term may be found in the *Time Schedule of Classes.*

Lower-division CPE dance classes: Modern Dance, Ballet, Tap Dance, Jazz, Mime, Ballroom Dance, Square Dance, Folk Dances of Central Europe, Folk Dances of Scandinavia, Folk Dances of the Balkans, Folk Dances of the Near East, Folk Dances of Mexico and South America, Renaissance Dance, and a general introduction course in International Folk Dance.

Upper-division CPE dance courses: Modern Dance, Ballet, Tap Dance, Jazz, Ballroom Dance, Folk Dance, Square Dance.

Additional Dance Activities: Advanced dance students are eligible for practicum credit in dance choreography. Through this program, any University student may audition a dance for performance in student concerts, or may gain experience in teaching, lighting, costuming, make-up, and management of productions or experience a combination of these. Several professional teachers

and dancers in modern, ballet, and folk dance are brought to campus each year to give concerts and masterclasses. In addition, there are weekly recreational activities in folk dance, square dance, and ballroom dance. These activities are open to everyone in the University community.

Undergraduate Studies in Dance

Curricula in dance leading to the Bachelor of Arts or Bachelor of Science degrees provide theoretical and technical preparation in ballet, folk, and modern dance forms. Through course offerings within the Department and selected curricula in related fields of study, specialization may be directed toward performance, choreography, teaching, pre-therapy, recreation, notation, or ethnology.

A program of dance concentration may be elected by students whose major is in another field. This program includes the study of dance as an art form, a social form, and a theater form. Requirements are met by the election of a minimum of 18 credit hours of professional dance theory courses, 12 credit hours in dance laboratories, and a 9-credit hour sequence in a related discipline. Admission into a program of dance concentration is by approval of the department head.

Auditions: All students who are majoring in dance or who are in a program of dance concentration must audition prior to Registration Fall Term for placement by the dance faculty in the appropriate level of modern and ballet technique. Auditions are held during New Student Week two days prior to registration. Special auditions for following terms will be given depending on need. Announcements for the special auditions will be posted in the department as well as in the *Oregon Daily Emerald.*

Admission: Students eligible for admission to the University of Oregon may be admitted to professional courses in dance on a premajor basis. Entering freshmen students should have a basic knowledge in music as well as experience in either ballet, folk, or modern dance techniques or all three. In addition, two-year college transfers must have a 2.5 cumulative GPA, should have met the University's English Composition and Health Education requirements, and have completed a majority of the University's group requirements. Any deficiencies in lower-division professional courses must be met either by proficiency examination or by completion of these courses. Freshmen and transfer students who are in the premajor dance program must enroll in and pass either D 152, Basic Rhythms, or D 252, Fundamentals of Rhythm during fall or winter term; and D 251, Introduction to Dance, fall term, in order to be eligible to continue to enroll in professional technique classes. Some provision is made for students failing these theory classes to enroll in the Service Course program until such time as the D 152, D 252, and D 251 course requirements can be met. A student who is a premajor will be admitted to the Major Program in Dance upon completion of the following requirements: Passing with a grade of C or better, the D 152, D 251, and D 252 professional theory courses, and passing with a grade of B or better, the D 192, Ballet Technique Laboratories, the D 192, Modern Technique Laboratories, and a D 192, International Folk Dance class. Students must petition to the Department Head for change of major status from premajor to full major.

Requirements for the Baccalaureate Degree: Candidates for the bachelor degree with a major in dance must satisfy all general requirements of the University, elect appropriate courses in related areas, and complete the professional course requirements of the Department of Dance. Specific course requirements of the University are: English Composition (two courses) 3 credit hours each; Personal Health (HE 250) 3 credit hours. University Group Requirements for professional students are: twelve courses of at least 3 credit hours each in arts and letters, social science, and science. At least 3 courses must be taken in each of the three groups plus 3 additional courses from any of the groups.

Requirements for the Bachelor of Arts or Bachelor of Science degrees are as follows: B.A., 36 credit hours in Language and Literature to include proficiency in a foreign language equivalent to two years of study; B.S., 36 credit hours in Science or Social Science courses as listed in the General Requirements section of this catalog.

Department of Dance requirements are 24 credit hours in lower-division courses as follows: Introduction to the Dance (D 251) 3 credit hours; Fundamentals of Rhythm (D 252) 3 credit hours; Movement Notation (D 253) 3 credit hours; Intermediate Movement Notation (D 254) 3 credit hours; Modern Dance Lab (D 292) 6 credit hours; Ballet Lab (D 292) 4 credit hours; Folk Dance Lab (D 292) 2 credit hours.

Departmental requirements of upper-division courses are 36 credit hours as follows: Dance Composition I (D 351) 3 credit hours; Dance Composition II (D 352) 3 credit hours; Dance Accompaniment (D 353) 3 credit hours; Dance Laboratory (D 392) 6 credit hours in modern, folk, or ballet; Production Workshop (D 408) 1 credit hour; Practicum (D 409) 3 credit hours; Dance Production (D 451) 3 credit hours; Dance Cultures of the World (D 452) 3 credit hours; Ballet from the Courts to Balanchine (D 453) 3 credit hours; Evolution of Modern Dance (D 454) 3 credit hours; Teaching Dance (D 491G) 3 credit hours; Dance Apprenticeship (D 492) 4 credit hours.

Course requirements from outside the Department of Dance are as follows: Fundamentals of Speech (RhCm 121) 3 credit hours; Selected Topics in Animal Biology, 12 credit hours; Cultural Anthropology, 3 credit hours; and one of the two following groups: Human Anatomy (Bi 391, 392) or Scientific Foundations (PE 421, 422), and Kinesiology (PE 472).

Completion of 186 credit hours for graduation as required by the University allows a student to select remaining credit hours in areas related to specialized endeavor or personal interest.

Honors College Degree in Dance: Please see the Honors College section of this catalog for specific information concerning the Honors College requirements. The special requirements of the Department of Dance for majors enrolled in the Honors College are listed below.

Dance: 6 credit hours of independent study in choreography, ethnology, notation, or technical production leading to the senior honors thesis:

A choreography (minimum 10 minutes) with written description and discussion, *or,* Honors essay on a selected research topic.

Graduate Studies in Dance

The Graduate School of the University of Oregon offers the Master of Science and the Master of Arts degree through the College of Health, Physical Education, and Recreation in the Department of Dance, and an Interdepartmental master-degree program with emphasis in Dance is available through the College of Health, Physical Education, and Recreation.

Admission: Students seeking admission to master-degree programs should obtain application forms from the Department of Dance. One completed copy should be sent to the Office of Admissions and the other to the Department of Dance. An official transcript of the college record must be submitted with each application. Enrollment is open to an individual who has graduated from an accredited college or university and has a cumulative undergraduate grade point average of 2.75. In addition, all applicants must submit three letters of recommendation and present evidence of scoring at least 35 on the Miller Analogies Test or a minimum score of 470 on the verbal portion of the Graduate Record Examination. A student who has a GPA of less than 2.75 may be admitted upon review of credentials and an acceptable score on either of the graduate examinations. Adequate preparation in dance theory and technique must be assumed an undergraduate prerequisite for admittance to graduate programs in dance.

A student whose undergraduate preparation does not meet sufficient curricular requirements in the Department of Dance, but who has adequate professional training may be granted admission on a post-baccalaureate status in order to enroll in classes which will fulfill prerequisites for admission to the graduate program in dance. See the Graduate School section of this catalog for specific details of the post-baccalaureate program.

Requirements for the Master's Degrees: A minimum of 45 credit hours of graduate work must be completed for the master's degree. A minimum of 30 credit hours must be earned on the Eugene

campus after admittance to the graduate program. A student seeking the Master of Arts degree must meet the language requirement of the Graduate School.

Master's-degree candidates who have not completed an undergraduate degree in dance are required to complete the following undergraduate core requirements or their equivalent prior to or during their graduate study: Dance Accompaniment (D 353); Fundamentals of Rhythm (D 252); Movement Notation I and II (D 253, D 254); Dance Composition II (D 352); Dance Production (D 451); Dance History (D 452G, D 453G, D 454G). Prerequisite requirements may be waived by one of the following means: 1) passing proficiency examinations provided by the Department; 2) presenting a certificate of proficiency in notation from the Dance Notation Bureau; 3) presenting evidence of acceptable practical experience in all aspects of dance production.

All work for the master's degree must be completed within a period of seven years. This includes work for which credit is transferred from another institution, the thesis, and the final examination.

Graduate Core Courses: Dance as a discipline for the choreographer, the performer, the recreationalist, the teacher, the researcher, and the therapist has a common base of involvement. It is appropriate therefore, for all graduate students to be required to take the following core of 9 credit hours of graduate classes: Research in Dance (D 501); Administration of Dance in Education (D 493G); and Aesthetic Bases for Dance in Art and Education (D 593).

Master's Degree: Program in Dance: A student may elect one of two options through this degree program. They are as follows:

Nonthesis Option: A minimum of 24 credit hours selected from Dance History (D 452G, D 453G, D 454G) 3 credit hours each; Practicum (D 409G) 3 credit hours each term for a total of 9 credit hours; Reading: Literature in Dance (D 505) 1-6 credit hours; Research in Dance (D 501) 3 credit hours; Seminar: Dance in Education (D 507) 3 credit hours; Workshop: Ballet, Modern, Folk (D 508) 6 credit hours; and Aesthetic Bases for Dance in Art and Education (D 593) 3 credit hours. Included in the 24 credit hours must be the Graduate Core Requirements as listed above. In addition, the nonthesis program requires 21 credit hours from two other fields of study which relate to dance, with a minimum of 9 credit hours in any one field. Course selections must be approved by the respective areas. Satisfaction of specific requirements of the Graduate School for the master degree without thesis must apply here, also.

Thesis Option: A minimum of 24 credit hours selected from dance professional courses as listed for the nonthesis option including the Graduate Core Requirements; at least 12 credit hours in another field related to an approved thesis topic with specific courses to be defined by the relating area; a minimum of 9 credit hours in D 501 Research and D 503 Thesis.

Six credit hours of Reading and Conference work shall be the maximum allowed for either the thesis or nonthesis option except in special circumstances determined by the Department Head. No more than six credit hours of D 508 Workshop will be allowed to apply toward the degree requirement.

Final Examination: A final examination is required for both the thesis and nonthesis programs of study. For the student electing not to write a thesis, a written examination of three hours and an oral examination of not less than one hour is required. The written examination questions will be prepared and papers read by a committee representing the fields included in the student's program of study. The decision to pass or fail a candidate will be made by this committee based upon the results of the written and oral examinations.

The thesis proposal for the student electing this program must be approved by a committee of no less than three persons representing the fields of study relating to the program and thesis topic. Requirements of the Graduate School are to be followed in the preparation and defense of the thesis. The final examination is oral and is administered by the student's thesis committee.

Interdepartmental Master's-Degree Dance Emphasis Program: Through the selection of courses from the four departments of the College of Health, Physical Education, and Recreation a student may elect one of the following options for an Interdepartmental Master's Degree:

Option I: 24 credit hours in graduate courses including the 9 credit hours of Graduate Core Requirements in the Department of Dance; 15 credit hours from a second Department within the College; and 9 credit hours of thesis or 9 credit hours of electives from within the College.

Option II: 24 credit hours of graduate courses including the 9 credit hours of Graduate Core Requirements in the Department of Dance; 12 credit hours from each of two other departments within the College.

The course selections in the various departments must be interrelated in a logical and concentrated manner. Admission to the program and course selection must be approved by the two or three departments of the student's choice. For specific information concerning the Interdepartmental Master's-Degree Program see the College of Health, Physical Education, and Recreation Graduate Section of this catalog.

Undergraduate Courses

D 152. Basic Rhythms. 1 credit hour.
Music notation and elementary musical devices used in the dance.

D 192. Dance Laboratory. 2 credit hours any term.
For professional students. Techniques in folk, ballet, and modern dance.

D 199. Special Studies. 1-3 credit hours.

D 251. Introduction to Dance. 3 credit hours.
An overview of professional and educational aspects of dance, the function of dance in society, and the significance of dance as an art form in contemporary culture; offered fall term.

D 252. Fundamentals of Rhythm. 3 credit hours.
Rhythm as a basic factor for movement. Rhythmic devices used in the dance notation and rhythmic analysis.

D 253. Movement Notation. 3 credit hours winter.
A study of the process of recording movement graphically; the conversion of the effort and shape of motion into symbols from which original movement patterns can be reconstructed. Prerequisite: Basic Rhythms (D 152), or consent of instructor. Not offered 1977-78.

D 254. Intermediate Movement Notation. 3 credit hours spring.
Theory and application of intermediate principles of Labanotation. Prerequisite: D 253. Not offered 1977-78.

D 256. Awareness Through Movement. 2 credit hours.
An investigation into the use of movement employed to enhance self-awareness as related to human interaction. Not offered 1977-78.

D 292. Dance Laboratory. 2 credit hours.
For professional students. Movement theory in folk, ballet, and modern dance. Prerequisite: D 192 or equivalent.

D 351. Dance Composition I. 3 credit hours fall.
Analysis of the dance medium, and the relationship of the aspects of time, space, and force to that medium. Principles of form basic to dance composition. Prerequisite: D 252.

D 352. Dance Composition II. 3 credit hours winter.
Compositional forms and styles in dance. Preclassic and modern dance forms. Prerequisite: D 351.

D 353. Dance Accompaniment. 3 credit hours spring.
Function of accompaniment for dance skills and composition. Types of accompaniment—instrumental, electronic, percussion, voice. Prerequisite: D 351, or D 352.

D 354, 355, 356. Theoretical Foundations of Modern Dance. 3 credit hours each term.
A comparative study of modern dance to include analysis of theoretical framework, stylistic emphasis, and aesthetic significance of that style in technique and composed works. Prerequisite: D 292-392, or consent of instructor. Not offered 1977-78.

D 357. Dance in Musical Theater. 3 credit hours.
Study of basic movement vocabulary needed to perform and stage

choreography for musical theater and opera. Lecture and laboratory. Consent of instructor is required.

D 392. Dance Laboratory. 2 credit hours.
For professional students. Elements of performance for folk, ballet, or modern dance. Prerequisite: D 192 or D 292, or consent of instructor.

D 403. Thesis. Credit hours to be arranged.

D 405. Reading and Conference. Credit hours to be arranged.

D 406. Special Problems. Topics and credit hours may be arranged as interest warrants and faculty assignments permit.

D 407. Seminar. Credit hours to be arranged.

D 408. Workshop. Credit hours to be arranged.
Includes student choreographies, production and repertories.

D 409. Practicum. Credit hours to be arranged.

D 451. Dance Production. 3 credit hours.
Production problems of staging, lighting, and costuming for the dance; dance demonstration and concert. Offered fall term with a 1-2 credit hour laboratory required for winter or spring term; D 408 laboratory is a minimum of thirty class hours of practical application.

D 492. Dance Apprenticeship. 2 credit hours.
For professional students. Directed activities related to the teaching of dance; selection of materials, class organization and management; student teaching. Prerequisite: minimum of two courses or their equivalent in the area of apprenticeship.

Upper-Division Courses Carrying Graduate Credit

D 409. Practicum. (G) Credit hours to be arranged.

D 452. Dance Cultures of the World. (G) 3 credit hours fall.
Study of the function of dance in pre-literate pre-technological societies leading to the development of dance as a theatrical form in world cultures. Prerequisite: cultural anthropology, 3 credit hours, or fine arts, 3 credit hours.

D 453. Ballet from the Courts to Balanchine. (G) 3 credit hours winter.
Social and theater dance forms of Western cultures from the Middle Ages through Eighteenth Century ballet into the era of contemporary. art.

D 454. Evolution of Modern Dance. (G) 3 credit hours spring.
Influences of leading dance artists; dance in education; dance in psychotherapy; new directions in concert and theater forms; emphasis on the dance in the United States.

D 455. Dance Composition: Group Forms. (G) 3 credit hours.
An examination of the problems and special considerations required by group choreography and an introduction to the communication of personally created movement to other dancers. One two-hour class per week plus rehearsals as scheduled by student choreographers. Prerequisite: D 352 or consent of instructor.

D 491. Teaching Dance. (G) 3 credit hours.
Present teaching progressions, film use and sources, accompaniment, record sources and use, and a thorough introduction to the prominent teaching manuals of dance. The course prepares the dance major student to apprentice teach in a University dance class. Prerequisite: Junior standing.

D 493. Administration of Dance in Education. (G) 3 credit hours.
Organization and administration of a dance program in colleges, universities, and at the secondary level for public schools. Prerequisite: D 491G, D 492, or consent of instructor.

Graduate Courses

D 501. Research. The following research topic is scheduled with credits as noted. Other topics and credits may be arranged.

Research in Dance. 3 credit hours fall term.
An evaluation of and methods related to research in Dance. Includes identification of a problem, preparation of the proposal, and format of the thesis. Graded Pass/No-Pass only.

D 502. Supervised College Teaching. Credit hours to be arranged.

D 503. Thesis. Credit hours to be arranged. No-grade course.

D 505. Reading and Conference. The following reading and conference topic is scheduled on a regular basis with the Department Head. Other topics and credits may be arranged to fit individual requirements.

Dance Literature. A critical evaluation of dance literature or literature relating dance to other arts, theater, education, anthropology, and therapy.

D 506. Special Problems. Credit hours to be arranged. Study of selected problems in the field of the dance. Consent of the Dean is required.

D 507. Seminar. Credit hours to be arranged. The following seminar topic have been offered. Other topics and credits may be arranged as interest and faculty assignments permit.
Classical Dances of the Orient. Descutner.
Mexican Song and Dance. Hearn.
Balkan Music and Dance. Hearn.
Native American Dance Cultures. Descutner.
Dance in Literature and the Arts. Descutner.
Folk Dance Literature. Duke.

D 508. Workshop. Credit hours to be arranged.

D 509. Practicum. Credit hours to be arranged.

D 593. Aesthetic Bases for Dance in Art and Education. 3 credit hours. Dance as an art form; function of the dance in the changing social milieu.

Health Education

Richard G. Schlaadt, Ed.D., Department Head, Professor of Health Education (school health instruction, drug education, student teaching). B.S., Lewis and Clark, 1957; M.S., Illinois, 1958; Ed.D., Oregon State, 1966; at Oregon since 1967.

Geral Dene Burdman, Ph.D., Visiting Assistant Professor of Health Education (community health, aging). B.S., World University, Puerto Rico, 1968; M.Ed., Puerto Rico, 1970; Ph.D., Oregon, 1973; at Oregon since 1975.

Lorraine G. Davis, Ph.D., Assistant Professor of Health Education (statistics, curriculum). B.S., 1965, M.S., 1967, Wisconsin-Lacrosse; Ph.D., Oregon, 1972; at Oregon since 1972.

Leonard D. Jacobson, M.D., Adjunct Associate Professor of Health Education (diseases, nutrition, drugs). B.A., 1937, M.D., 1941, Oregon; at Oregon since 1962.

Robert E. Kime, Ph.D., Professor of Health Education (sex education, consumer health). B.S., 1954, M.S., 1958, Wisconsin-LaCrosse; Ph.D., Ohio State, 1963; at Oregon since 1963.

Buster E. Pruitt, Ed.D., Visiting Assistant Professor of Health Education (school health education, teacher training). B.S., Texas, Austin, 1970; M.Ed., Southwest Texas State, 1971; Ed.D., North Texas State, 1975; at Oregon since 1975.

Linda A. Kroeger, M.S., Assistant Professor of Health Education (first aid, personal health). B.S., 1970, M.S., 1972, Indiana State; at Oregon since 1973.

Warren E. Smith, Ed.D., Professor of Health Education (world health, safety). B.S., Oregon, 1941; M.A., Michigan, 1947; Ed.D., Stanford, 1957; at Oregon since 1963.

Margaret J. Wiese, M.A., Associate Professor of Health Education (foods and nutrition). B.S., Iowa State, 1941; M.A., Iowa, 1945; at Oregon since 1947.

Faculty Emeriti

Emil D. Furrer, M.D., Professor Emeritus of Health Education, B.A., 1926, M.D., 1929, Oregon; at Oregon since 1947.

Franklin B. Haar, Ph.D., Professor Emeritus of Health Education (public health administration). B.P.E., Springfield, 1928; M.A., 1933, Ph.D., 1946, Pittsburgh; at Oregon since 1949.

Frances VanVoorhis, M.S., Assistant Professor Emerita of Home Economics. B.S., Minnesota, 1932; M.S., Iowa State, 1949; at Oregon since 1944.

Mabel Wood, M.S., Professor Emerita of Home Economics. B.S., Oregon State, 1925; M.S., Columbia, 1930; at Oregon since 1932.

Undergraduate Studies

A major program of undergraduate study is offered for students who wish to specialize in health education. Either a Bachelor of Science or a Bachelor of Arts degree is obtainable. Excellent vocational opportunities are available in schools and with public and voluntary health agencies for persons with professional training in health education. The curriculum provides a strong basis for graduate work in health education, public health, physical therapy, traffic safety, and the health sciences.

Health education students are expected to assimilate information and obtain competence in the social sciences, physical sciences, and communication. A graduate is often called on to put the knowledge gained into practice via explanation and practical experiences with people. Graduates of the school have held positions as elementary school and high school teachers of health education, coordinators of health education, community health educators, health administrators at federal, state, and local levels, and sanitarians.

Entering freshmen with strong scientific backgrounds will have a particular advantage as they enroll in courses of depth in chemistry and biology. Students who attend community colleges prior to entering the Department of Health Education at the University of Oregon should take as many of the basic lower-division requirements as possible. The specific courses are indicated on the respective program explanations.

The professional options available with program requirements for each preparation appear below.

Basic Teaching Certificate in Health Education (K-12)

(1) Requirements for the basic norm in health education may be partially fulfilled with selections from the following lower-division courses, a minimum total of 53-56 credit hours: English Composition (Wr 121, 323) 6 credit hours; Physical Education: 5 terms in activity courses (normally MPE 121-199, WPE 121-199, and CPE 121-199, taken before the end of the sophomore year) unless excused; First Aid (HE 260) 3 credit hours; Nutrition (HE 252) 3 credit hours; twelve courses of at least 3 credit hours from each of three groups; (A) Arts and Letters: Speech is recommended as one of the courses in this group; a minimum of 9 credit hours; (B) Social Science: psychology, sociology, and anthropology recommended; a minimum of 9 credit hours; (C) Science: Elementary or General Chemistry and General Biology are prerequisites to upper-division sciences; a minimum of 9 credit hours.

Also required is a total of 76-81 credit hours in the following upper-division courses: Bacteriology (Bi 381, 383) 5 credit hours; Human Physiology (Bi 321, 322) 6 credit hours; Human Anatomy (Bi 391, 392) 6 credit hours; School and Community Mental Health (HE 351) 3 credit hours; Pathophysiology (HE 352) 3 credit hours; Community Health (HE 353 or HE 472G) 3 credit hours; Accident Prevention and Safety Programs (HE 361) 3 credit hours; Introduction to Public Health (HE 371 or 372) 3 credit hours; Evaluation Procedures in Health Education (HE 431G) 3 credit hours; Health Instruction (HE 441G) 4 credit hours; School Health Coordinator (HE 443G) 3 credit hours; Social Health (HE 451G) 3 credit hours; Drugs in Society (HE 453G) 3 credit hours; Field Experience (HE 409) 3 credit hours; Social Foundations of Teaching (EdP 327 or EdP 491) 3 credit hours; Human Development (EPsy 321) 2 credit hours; Human Learning and Education (EPsy 322) 3 credit hours. Psychology and Problems in Education (EPsy 323) 2 credit hours; Teaching Strategies (CI 407G) 2 credit hours; Teaching of Reading (CI 469) 3 credit hours; Secondary Education Media (CI 407G) 2 credit hours; student teaching (CI 416, 417) 10-15 credit hours; Seminar (HE 407) 1 credit hour; Field Experience (HE 409) 3 credit hours.

Standard Teaching Certificate in Health Education

(2) The standard norm in health education requires a demonstrated competence, or 12 hours designated to further teaching competence. These credits are in addition to those required for the basic norm. Courses may be selected from the following: Philosophy and Curriculum Design in Health Education (HE 451) 3 credit hours; Sex Education (HE 542) 3 credit hours; Advanced Health Instruction (HE 543) 3 credit hours (required); Administration of Health Programs (HE 552) 3 credit hours; Nutrition in Health and Disease (HE 553) 3 credit hours; Psychopharmacology (HE 507) 3 credit hours; World Health Problems (HE 571) 3 credit hours.

Basic Teaching Certificate in Combination with Health Education

(3) This norm is offered only in combination with another related norm area such as general science, physical education, social science, etc. Supervised teaching or internship is required in both areas. The Department must approve this program.

Demonstrated competence or 34 credit hours of health education designed to develop teacher competence through experiences in each of the following areas: (a) Personal health, including Per-

sonal Health (HE 250) 3 credit hours; Nutrition (HE 252); and Pathophysiology (HE 352) 3 credit hours; (b) Community health, including Community Health (HE 353 or HE 472) 3 credit hours; or Introduction to Public Health (HE 371 or 372) 3 credit hours; (c) Mental health, including School and Community Mental Health (HE 351) 3 credit hours; Social Health (HE 451) 3 credit hours; and Drugs in Society (HE 453) 3 credit hours; (d) Safe living, including First Aid (HE 260) 3 credit hours and Accident Prevention and Safety Programs (HE 361) 3 credit hours; and (e) School Health Program, including Health Instruction (HE 441) 4 credit hours and School Health Programs (HE 442) 3 credit hours.

Standard Teaching Certificate in Combination with Health Education

(4) Same as the Standard Certificate in Health Education, however, one additional course, School Health Coordinator (HE 443) may also be included in the selection of 12 hours designed to further health teaching competence.

Community Health

The community health option is available only for students who have had prior training in allied health professions.

(5) Requirements for the community-health option may be partially fulfilled with selections from the following lower-division courses, a minimum total of 71 credit hours: English Composition (Wr 121, 323) 6 credit hours; Physical Education, 5 credit hours; Personal Health (HE 250) 3 credit hours; Nutrition (HE 252) 3 credit hours; First Aid (HE 260) 3 credit hours; twelve courses of at least 3 credit hours each from each of three groups: (A) Arts and Letters: Speech is recommended as one of the courses in this group; minimum of 9 credit hours; (B) Social Science: psychology, sociology or anthropology are recommended; a minimum of 9 credit hours; (C) Science: Elementary or General Chemistry and General Biology are prerequisites to upper-division sciences, a minimum of 9 credit hours.

Also required is a total of 62-71 credit hours in the following upper-division courses: Human Physiology (Bi 321, 322) 6 credit hours; Bacteriology (Bi 381, 383) 5 credit hours; Human Anatomy (Bi 391, 392) 6 credit hours; School and Community Mental Health (HE 351) 3 credit hours; Pathophysiology (HE 352) 3 credits; Community Health Problems (HE 353) 3 credits; Accident Prevention and Safety Programs (HE 361) 3 credits; Introduction to Public Health (HE 371, 372) 6 credits; Evaluation Procedures in Health (HE 431) 3 credits; School Health Programs (HE 442) 3 credits; Social Health (HE 451) 3 credits; Drugs in Society (HE 453) 3 credits; Environmental Health (HE 454) 3 credits; Health Care Delivery and Consumer Health 1 (HE 406) 3 credits; Community Health Course (across campus) 3 credits; Community Health Programs (HE 472) 3 credits; Health-Related Aspects of Aging (HE 407) 3 credits; Community Health Field Experience (HE 409) 6-15 credits.

Students must also select a concentration of at least 12 upper-division hours from one of the following fields: Accounting, Biology, Broadcast Communication, Chemistry, Community Service, Computer Science, Economics, Finance and Business Economics, Gerontology, Journalism, Management and Human Resources, Psycholoby, Public Affairs, Recreation or Special Education.

School and Community Health (Comprehensive Health Education)

(6) A student may become qualified to teach either in the public schools or function as a community-health educator or both by meeting the requirements of both options. This is very feasible with proper planning.

Driver Education

(7) The safety-education and driver-education option for undergraduates and graduate-support areas is designed to prepare students for careers as safety and driver-education instructors for schools, communities, public and private agencies, and institutions. Demonstrated competence or 12 quarter hours, including First Aid (HE 260); Accident Prevention and Safety (HE 467); Driver Education (HE 467); and Psychology of Accident Prevention (HE 561); which will fulfill the new state Basic Driver Education (Combined Endorsement) requirements. Emphasis is on the development of competence in organization, administration, and supervision for classroom and laboratory experience. The student may elect this option in consultation with the Department of Health Education and an academic adviser. Classes are offered in a structured sequence, with the following courses recommended to satisfy requirements, a total of 12-25 credit hours for the undergraduate option: Personal Health (HE 250) 3 credit hours; First Aid (HE 260) 3 credit hours; Accident Prevention and Safety Programs (HE 361) 3 credit hours; Driver Education (HE 467) 4 credit hours; Psychophysical Testing in Driver Education (HE 468) 3 credit hours; Field Work or Supervised Student Teaching, 3-9 credit hours.

The graduate area of concentration includes the following courses, a total of 21-30 credit hours: Administration and Supervision of Safety Programs (HE 560) 3 credit hours; Psychology of Accident Prevention (HE 561) 3 credit hours; Administration and Supervision of Driver Education Programs (HE 562) 3 credit hours; Problems in Traffic Safety (HE 563) 3 credit hours; Social Psychology (Psy 437G) 3 credit hours; Research (HE 501) 3-6 credit hours; Thesis (HE 503) 3-9 credit hours.

An additional number of appropriate electives are available in Education and Psychology and may be included in the option.

Athletic Trainer Option

(8) Health education majors who intend to become certified teachers may also arrange their program to fit the approved academic curriculum of the National Athletic Trainer Association. Certified health education teachers who have completed the athletic training curriculum are eligible to become certified athletic trainers by successfully passing the National Athletic Trainers Association certification examination after graduation.

Dental Hygiene

(9) Predental hygiene students may elect one of two options for study leading to the dental-hygiene program at the University of Oregon Dental School in Portland. A minimum of one year of college study is required before admission to the Dental School. During this one-year option, three terms of general biology, three terms of general or elementary chemistry, one term of composition, and two terms of psychology plus one term of sociology, or two terms of sociology plus one term of psychology must be taken. All predental hygiene students planning to transfer to the Dental School must take all courses for a grade. A two-year option at the University is available to students wanting a Bachelor of Science degree in Dental Hygiene which is granted by the Dental School. During the two years of predental hygiene study, a student must complete all general University requirements for any degree.

Many predental hygiene students elect to undertake a program of study leading to a Bachelor of Science degree in Health Education at the University of Oregon in conjunction with dental hygiene which will broaden their career possibilities in education or community health. All predental hygiene advising is conducted by the Department of Health Education.

Medical Technology

(10) The University offers a four-year program in medical technology, leading to the bachelor degree. The program includes three years of work on the Eugene campus and one year at the Medical School in Portland. Minimum admission requirements to medical technology training at the Medical School are three years of college work including 24 credit hours of biology including a course in bacteriology or microbiology, 24 credit hours of chemistry including one full year of a general college chemistry course with lectures and laboratory, and one term of college mathematics; a course in physics is strongly recommended.

During the three years on the Eugene campus, the student must satisfy (1) all general University degree requirements for majors in professional schools that cannot be satisfied with work taken at the Medical School, and (2) the special science requirements for admission to the fourth-year program at the Medical School. The following recommended courses satisfy the science requirements: Mathematics (above Mth 95) 12 credit hours; Cell Biology (Bi

301, 302, 303) or General Biology (Bi 101, 102, 103) 12-15 credit hours; General Chemistry (Ch 104, 105, 106) 9 credit hours; Introductory Chemistry Laboratory (Ch 107) 2 credit hours; Introductory Analytical Chemistry I (Ch 108) 2 credit hours; Introductory Analytical Chemistry II (Ch 109) 2 credit hours; Organic Chemistry (Ch 331, 332, Ch 337, 338) 10 credit hours; Quantitative Analysis (Ch 324) 4 credit hours; Essentials of Physics (Ph 101, 102, 103) 9 credit hours; Introduction to Bacteriology (Bi 381, 382) 6 credit hours; upper-division biology, 3 credit hours.

The curriculum for the fourth-year program at the Medical School is as follows:

Fall Term (17 credit hours): Clinical Bacteriology (MT 410) 4 credit hours; Laboratory Orientation (MT 413) 2 credit hours; Clinical Biochemistry (MT 424) 5 credit hours: Principles of Hematology (MT 430) 5 credit hours; Radioisotope Techniques (MT 520) 1 credit hours.

Winter Term (16 credit hours): Clinical Bacteriology (MT 411) 6 credit hours; Clinical Biochemistry (MT 425) 6 credit hours; Special Hematology (MT 431) 3 credit hours; Radioisotope Techniques (MT 521) 1 credit hour.

Spring Term (17 credit hours): Urinalysis (MT 414) 4 credit hours; Historical Technique (MT 420) 2 credit hours; Immunohematology (MT 432) 3 credit hours; Applied Serology (MT 436) 4 credit hours; Clinical Parasitology (MT 437) 3 credit hours; Radioisotope Laboratory (MT 522) 1 credit hour.

Pre-Physical Therapy

(11) Students election to major in health education during their preprofessional work may choose to pursue the school health option, the community health option, or the comprehensive program. Students may also elect to pursue the athletic training curriculum leading to certification by National Athletic Trainers Association.

In addition to the basic health education requirements, students are required to take a full year's sequence of essentials of physics or general physics. Depending upon various entrance requirements of individual physical therapy programs, students may need additional courses in either abnormal psychology or elementary statistics or both.

Gerontology

Health education majors may elect an option in gerontology. The gerontology option is particularly relevant for students interested in community health; however, elementary and secondary school health educators are increasingly expected to be familiar with life-span developmental processes, including the aging process.

The gerontology option is satisfied as the student 1) completes the basic health education requirements and 2) completes the following requirements: Perspectives in Aging (GERO 480G) 3 credit hours; Psychology of Aging (GERO 482G) 3 credit hours; Sociology of Aging (GERO 483G) 3 credit hours; Practicum in Human Aging (GERO 409) 15 credit hours; Field Theory Integration Seminar (GERO 407) 1 credit hour; Mental Health and Aging (HE 406G) 3 credit hours; Health-Related Aspects of Aging (HE 407G) 3 credit hours; Social Dimensions of Leisure and Retirement (RPM 467G) 3 credit hours; Organization of Senior Leisure Services (RPM 468G) 3 credit hours; Media Laboratory in Gerontology (Tc 407G) 3 credit hours; plus 6 credit hours of gerontology electives.

The health education student electing the gerontology option normally will begin the study of gerontology in the sophomore year, with Gero 480(G) Perspectives in Aging. The heaviest concentration of work in gerontology courses comes in the junior and senior years.

Graduate Studies

Graduate degrees available to advanced students through the Department of Health Education are the Master of Science, Master of Arts, Interdisciplinary Masters program, Doctor of Education, and Doctor of Philosophy.

Although graduate students may follow similar programs of study, students, in cooperation with their advisory committees, will have their studies directed toward meeting individual needs and goals.

Admission requirements for degree programs in the Department of Health Education are the same as the general requirements for the college with the exception that two years of practical salaried work experience (other than student teaching, graduate assistantships, or similar supervised experiences) are mandatory before entering the doctoral program.

Service Courses

HE 150. Health Education. 2 credit hours.
Study of personal health problems which confront the college student; the basic scientific principles of healthful living. Meets the health-education requirement for men and women.

HE 199. Special Studies. 1-3 credit hours.
The following special study topics are arranged for the credits noted. All satisfy the University health-education requirement.

Personal Health and Human Sexuality. 3 credit hours. Pruitt.
Consumer Health. 3 credit hours.
Environmental Health. 3 credit hours.
Personal Nutrition and Health. 3 credit hours. Wiese.

HE 211. Community Health. 3 credit hours.
Methods of handling health and sanitation problems in the community, with special reference to water supply, food and milk sanitation, sewage disposal, insect and rodent control; state and county health departments. Satisfies University health-education requirement. Burdman.

HE 250. Personal Health. 3 credit hours.
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 or women.

HE 252. Nutrition. 3 credit hours.
The relationship of food to health with emphasis on the young adult. Introduction to nutrients, their functions, sources, and requirements. Discussion of current dietary trends and their implications for health. Wiese.

HE 260. First Aid. 3 credit hours.
Immediate and temporary care for a wide variety of injuries and sudden illnesses; control of bleeding, respiratory emergencies, burns, poisoning, shock, and proper methods of transportation, splinting and bandaging. Successful completion of course leads to Red Cross Standard First Aid and Personal Safety or Advanced First Aid and Emergency Care Certificates. Kroeger.

Professional Courses

HE 351. School and Community Mental Health. 3 credit hours fall.
Designed for school and community health educators, allied health personnel, and others interested in an overview of the mental health movement, the scope of the problem, and school and community programs designed to alleviate these problems and foster better mental health. Prerequisite: HE 250. Smith.

HE 352. Pathophysiology. 3 credit hours winter.
Nature, prevention, and control of common communicable and noncommunicable diseases. Prerequisite: biology and chemistry or general chemistry. Jacobson.

HE 353. Community Health Problems. 3 credit hours winter, spring.
Exploration and examination of the agencies and programs involved in community health, basic community-health problems, the problems and issues involved, and how these problems can be solved. Prerequisite: HE 250. Burdman.

HE 361. Accident Prevention and Safety Programs. 3 credit hours winter, spring.
Analysis of accident cause and prevention; epidemiology; principles and instruction of accident loss reduction; problems and psychology of accident behavior and prevention. Smith, Kroeger.

HE 371. Introduction to Public Health. 3 credit hours fall.
Functions and organization of public and voluntary health agencies and programs at the national, state, and local level. Prerequisite: HE 250. Burdman.

HE 372. Introduction to Public Health. 3 credit hours winter.
Exploration of constitutional and other bases for regulation of public health, aspects of administrative law, medical care services, environmental management and the planning and integration of health services. Prerequisite: HE 371. Burdman.

HE 405. Reading and Conference. Credit hours to be arranged.

HE 409. Practicum. Credit hours to be arranged. College and health-related service agencies.

HE 461. Instructor First Aid. 3 credit hours.
Develops individual teaching techniques for standards First Aid and Personal Safety instructors. Resource development and application emphasized. Successful completion of course leads to ARC Instructor Authorization. Prerequisite: HE 260. Kroeger.

Upper-Division Courses Carrying Graduate Credit

HE 406. Special Problems. (G) 3 credit hours.

Mental Health and Aging. (G) 3 credit hours.
Mental health needs of the elderly, biological and social factors in mental health and aging, mental and emotional problems in later life, treatment of mental disorders, alternatives of institutionalization and special needs of institutionalized elderly. The role of the professionals and para-professionals in meeting the mental health needs of the elderly and current programs and processes relating to the delivery of mental health services to the older people. Burdman.

HE 407. Seminar.

Health Aspects of Aging. (g) 3 credit hours spring.
Theories of aging involving changes in structure and performance (in vitro and in vivo) are presented in relation to environmental and physical effects on aging. Health problems with aging, medical approaches to problems of aging, and education of the elderly to cope with changes of age are emphasized. Burdman.

HE 408. Workshop. (G) Credit hours to be arranged.

HE 431. Evaluation Procedures in Health. (G) 3 credit hours spring.
An introduction to fundamental procedures in collection, summarization, presentation and basic analysis of health data. Test construction and techniques of evaluation as included. Davis.

HE 440. Elementary-School Health Education. (g) 3 credit hours.
Orients the teacher to the broad health field, the principles and procedures of organizing and administering the school health program, including the health services and the healthful school environment. Special attention to significant health problems and development of health instruction through the introduction of recent content, methods, and materials. Davis, Schlaadt, Smith. Satisfies the University health-education requirement.

HE 441. Health Instruction. (G) 4 credit hours fall, winter, spring.
Designed to prepare elementary and secondary teachers to develop and implement effective health instruction programs. The course will employ the latest methodology and health materials to assist teachers in offering quality health education courses. Prerequisites or concurrently: HE 351, 352, and 353. Schlaadt, Pruitt.

HE 442. School Health Programs. (G) 3 credit hours fall.
Concentrated study of provisions for health services in both school and community settings; school health programs; administration and implementation of services examining the role of the schools and health agencies. Prerequisite: HE 351, 352, 353 or consent of instructor. Kroeger, Smith.

HE 443. School Health Coordinator. (G) 3 credit hours.
Prepares teachers to serve effectively as school health coordinators. Emphasis on school health program coordination, service as a liaison between school, home, and community health agencies. Prerequisite: HE 441, HE 442, or concurrent registration. Schlaadt, Pruitt.

HE 451. Social Health. (G) 3 credit hours fall, winter.
Physical, mental, emotional, and social phases of human relations as they are affected by male and female sexuality. Implications for sex education programs in schools and communities. Kime.

HE 453. Drugs in Society. (G) 3 credit hours winter.
Designed to assist teachers to gain a solid knowledge and background on drugs, and to teach effectively on the subject. No prerequisites. Schlaadt.

HE 454. Environmental Health. (G) 3 credit hours.
Designed to give an in-depth view of the interrelationship of environmental systems (land, air, water, industry) and their effects on individuals and communities. Stoner.

HE 467. Driver Education. 4 credit hours spring.
Designed to prepare teachers to conduct driver-education courses in the secondary schools. Use of teaching devices, development of instructional units, behind-the-wheel instruction. Schlaadt, Kime.

HE 468. Psychophysical Testing Equipment in Driver Education. (G) 3 credit hours.
Instruction for driver-education teachers in the use of driver simulation, psychophysical testing, and multi-media equipment.

HE 472. Community Health Programs. (G) 3 credit hours.
Prepares community health educators to work effectively within the community health programs. Emphasis on the principles of epidemiology, community organization program planning, community health education tools, and evaluation of community health programs. Prerequisite: HE 371, 372, 373. Bobst.

Graduate Courses

HE 501. Research. Credit hours to be arranged. No-grade course.

HE 503. Thesis. Credit hours to be arranged. No-grade course.

HE 505. Reading and Conference. Credit hours to be arranged.

HE 506. Special Problems. Credit hours to be arranged.

HE 507. Seminar. The following four seminar topics are scheduled with credits as noted.

Advanced Statistics in Health. 3 credit hours spring.
Designed to prepare Health Education professionals to plan appropriate research and evaluate the results; emphasis on advanced techniques analysis. Prerequisite: HE 507 Fundamentals of Statistics in Health. Davis.

Experimental Design and Nonparametric Procedures in Health. 3 credit hours.
Designed to prepare Health Education professionals with tools to plan and analyze research problems utilizing correlational techniques and nonparametric approaches to data in health. A culminating course to encompass and summarize biostatistics and treatment of health-related data. Prerequisite: HE 507 Advanced Statistics in Health or equivalent. Davis.

Psychopharmacology. 3 credit hours spring.
The essential facts and theories relating to the current social, psychological, and medical implications of drug misuse in our society. Emphasis on important preventive aspects of drug-induced abnormal behavior. Background of biology, chemistry, physiology, psychology, and sociology helpful. Jacobson.

Community Health Administration. 3 credit hours.
Health agencies are examined for their influence upon the health needs of the community and their perception and transformation into social, political, and economic demands for utilization of manpower, facilities, and other resources in the provision of health services at various levels of the community.

HE 509. Practicum.
Credit hours, time, and place to be arranged.
Health Teaching, College-Level.
Health-related Services Agencies.

HE 521. Research Methods in Health. 3 credit hours winter.
Research design, sample selection, questionnaire construction, interviewing techniques, the interpretation and presentation of data and related facets of health research. Prerequisite: HE 373, 431 or consent of instructor. Davis.

HE 531. Fundamentals of Statistics in Health. 3 credit hours. Designed to prepare students to plan the collection of data, as well as to present and analyze health information and related data. Prerequisite: HE 431 or equivalent. Davis.

HE 541. Philosophy and Curriculum Design in Health Education. 3 credit hours.
Philosophy, foundations, and principles of curriculum organization for health education at the elementary, secondary, and collegiate levels. Consent of instructor is required. Prerequisite: graduate standing. Kime.

HE 542. Sex Education. 3 credit hours.
Designed primarily for teachers; emphasizing curriculum organization, teaching methods, and materials. Prerequisite: HE 451 or equivalent. Kime.

HE 543. Advanced Health Instruction. 3 credit hours.
Basic steps in planning programs for public and school-health education. Consideration of the organization of in-service programs, determination of priorities, and interpretation of roles of school-health coordinators. Schlaadt.

HE 551. Basic Issues in Health Education. 3 credit hours.
Current basic issues and problems in health education; economic and social forces affecting health education; implications for programs. Davis.

HE 552. Administration of Health Programs. 3 credit hours.
Analysis of organizational patterns, planning procedures, fiscal management, personnel management, public relations, and other administrative concerns such as legal and constituency implications. Smith.

HE 553. Nutrition in Health and Disease. 3 credit hours fall.
Study of the essential facts and current theories regarding the combination of processes by which living organisms take in and utilize the various nutrients for the maintenance of energy, growth, and repair functions. Emphasis on the preventive aspects of hypernutrition states, deficiency syndromes, brain function and nutrition, and the relationship of nutrition and resistance to all forms of disease states. Prerequisite: background in biology, chemistry, and physiology. Jacobson.

HE 554. Progress in Disease Control. 3 credit hours winter.
New knowledge discussed by experts actively engaged in various medical and surgical specialties. Prerequisite: anatomy, physiology, and HE 352. Jacobson.

HE 560. Administration and Supervision of Safety Programs. 3 credit hours.
The organization, development, and implementation of safety programs in schools, communities, and industries. Smith, Kroeger.

HE 561. Psychology of Accident Prevention. 3 credit hours.
Characteristics of problem drivers and teenage behavior related to accidents and accident prevention; effective methods in safety education programs. Kime.

HE 562. Administration and Supervision of Driver-Education programs. 3 credit hours.
Budgeting, selection and placement of teachers, curriculum development, public relations. Schlaadt.

HE 563. Problems in Traffic Safety. 3 credit hours.
Factors in the traffic safety problem; law enforcement, engineering problems, health and medical factors, use of alcohol and drugs by drivers, driver licensing.

HE 571. World Health Problems. 3 credit hours spring.
Designed to provide for teachers and health workers information on world health problems and international programs, the World and Health Organization and its supporting agencies; intensive study of a regional health problem in selected countries. Prerequisite: graduate standing. Smith.

University of Oregon Center for Gerontology

Frances G. Scott, Ph.D., Director, Professor of Health Education and Educational Psychology (gerontology, administration, research, and adult development). B.A., 1953, M.A., 1954, Texas; Ph.D., California, Los Angeles, 1960; at Oregon since 1962.

Ruth M. Brewer, M.S., Instructor in Health Education (gerontology, librarianship). B.S., Washington, 1941; M.S., Oregon, 1968; at Oregon since 1968.

John Ewing, M.S., Assistant Professor of Health Education and Community Service and Public Affairs (gerontology, counseling of students, community service organization). B.A., George Peabody College, 1963; M.Div., McCormack Theological Seminary, 1956; M.S., Oregon, 1972; at Oregon since 1972.

Hazel M. Foss, M.A., Assistant Professor of Health Education (counseling, community service). B.A., Oregon, 1972; M.A., Oregon, 1974; at Oregon since 1976.

James H. Lynch, Ph.D., Assistant Professor of Health Education (gerontology, preretirement education, counseling). B.A., Portland, 1960; M.Ed., 1964, Ph.D., 1976, Oregon; at Oregon since 1976.

Donna M. McKenzie, B.S., Instructor in Health Education (gerontology, adult education). B.S., Oregon, 1969; at Oregon since 1969.

Sheldon L. Meyer, Ph.D., Assistant Professor of Health Education and Counseling Psychology (preretirement). B.S., Utah, 1969; Ed.M., 1972, Ph.D., 1974, Oregon State; at Oregon since 1974.

Catherine M. Porter, Ph.D., Assistant Professor of Health Education and Educational Psychology (gerontology; human development). B.S., Texas, 1962; M.A., Houston, 1966; Ph.D., Oregon, 1972; at Oregon since 1974.

Executive Committee on Gerontology
Carl Carmichael (Speech).
Richard Crawford (Community Service and Public Affairs).
Henry Dizney (Educational Psychology).
A. M. Hanhardt (Political Science).
Richard Hill (Sociology).
R. E. Kime (Health Education).
Chester F. McDowell (Recreation and Park Management).
David A. Sandahl (Architecture).
E. F. Scoles (Law).
Norman D. Sundberg (Psychology).
Paul Swadener (Finance).

The University of Oregon Center for Gerontology, administratively located in the Health Education Department, College of Health, Physical Education, and Recreation, is a multidisciplinary instructional program. Gerontology is a supporting area for majors in any relevant University department

An interdisciplinary core curriculum in gerontology, including field placement or research experience, is required of students electing gerontology as a supporting area. The core curriculum introduces the student to problems of the aging process and permits scholarly development of special interests through either research or field placement or both.

For health education majors, an option in gerontology is offered. Information about the gerontology option in health education may be found on p. 295. Students interested in the gerontology option may want to consult Dr. Geral Dene Burdman in the Health Education Department for further details.

The primary focus of the Oregon Center for Gerontology is upon instruction, although research projects are also in progress from time to time. A limited number of graduate research assistantships are sometimes available, as well as an occasional graduate teaching assistantship. Graduate and undergraduate stipends in gerontology are usually available; the amount of the stipend is dependent upon the certified unmet financial need of the individual student. Application for stipends must be made before April 15 to begin in September of the same year. Information may be obtained from the director.

A complete description of all gerontology courses and seminars, along with the scheduling of courses and instructors' names, is available from the Information Resource Center in Gerontology, 1627 Agate Street (telephone 686-4207). This listing is prepared each fall for the forthcoming academic year, and is usually available during the last week of Summer Session.

Students interested in the gerontology core curriculum and related courses which may be utilized as a supporting area in gerontology may receive this information from either the director or the librarian. Nonmatriculant students are especially encouraged to register for Gerontology courses.

Upper-Division Courses Carrying Graduate Credit

Gero 401. Research. (G) Credit hours to be arranged.

Gero 405. Reading and Conference. (G) Credit hours to be arranged.

Gero 406. Special Problems. (G) Credit hours to be arranged.

Gero 407. Seminar. (G) Credit hours to be arranged.

Gero 408. Workshop or Laboratory Projects. (G) Credit hours to be arranged.

Gero 409. Practicum. (G) Credit hours to be arranged.

Gero 410. Experimental Course. (G) Credit hours to be arranged.

Gero 480. Perspectives in Aging. (G) 3 credit hours.
A survey of problem areas including theories of aging, health and physiological aspects, psychological and psychiatric problems, family and sex roles of the aged, environmental design and retirement housing, leisure and recreation, political movements, the economics of income maintenance, and death. Ewing.

Gero 482. Psychological Aspects of Aging. (G) 3 credit hours.
Perception, learning, motivation, intelligence, achievement, personality, and other aspects of normal and pathological aging are studied. Students are paired with consultant retired persons both in and out of class to underscore and provide realism to the learn-experience. Porter.

Gero 483. Sociological Aspects of Aging. (G) 3 credit hours.
A consideration of some of the structural and behavioral implications of older adulthood in modern society, with particular emphasis upon the social roles and social status of the aged. Scott.

Gero 484. Preretirement Education. (G) 3 credit hours.
Preretirement education is viewed as an intervention in a crisis period of adult life. Various models and strategies of counseling preretirees in several problem areas of later life are examined and analyzed. Meyer.

Gero 485. Contemporary Problems in Death Education. (G) 3 credit hours.
An inquiry into various issues in dying, death, and bereavement, with attention to existing research, pertinent theory, relevant social organization and processes, and philosophical and ethical questions. Lynch.

Gero 486. Philosophical Aspects of Aging. (G) 3 credit hours.
An exploration and evaluation of various philosophies of aging designed to provide insights concerning Western cultural biases about aging and old people. Ewing.

Graduate Courses

Gero 501. Research. Credit hours to be arranged.

Gero 505. Reading and Conference. Credit hours to be arranged.

Gero 506. Special Problems. Credit hours to be arranged.

Gero 507. Seminar. Credit hours to be arranged.

Gero 508. Workshop. Credit hours to be arranged.

Gero 510. Experimental Course. Credit hours to be arranged.

Gero 502. Supervised College Teaching. Credit hours to be arranged.

Gero 509. Practicum. Credit hours to be arranged.

Gero 580. Personality and Aging. 3 credit hours.
The works of various personality theorists are studied with relation to normal and pathological aging. Developmental, psychoanalytic, behavioristic, and social psychological theories discussed. Studies on the social and psychological personality correlates of the life cycle and implications for research examined. A unique long-term longitudinal research project on adult life styles and personality studied in depth. Porter.

Gero 581. The Confrontations of Death. 3 credit hours.
An experiential study which examines feelings and attitudes toward death of others and of one's self. The final sessions include a weekend group experience under the guidance of human relations trainers. Limited to seniors and graduate students; instructor's consent is required. Graded Pass/No-Pass only.

Physical Education

Vernon S. Sprague, Ph.D., Department Head, Professor of Physical Education (professional preparation). B.S., Oregon, 1937; M.A., 1942, Ph.D., 1951, Michigan; at Oregon since 1946.

Jack D. Adler, D.Ed., Associate Professor of Physical Education (motor learning). B.A., 1951, M.S., 1960, Washington; D.Ed., Oregon, 1967; at Oregon since 1966.

William Ballester, M.S., Assistant Professor of Physical Education (gymnastics). B.S., Southern Illinois, 1962; M.S., Roosevelt, 1966; at Oregon since 1971.

Barry T. Bates, Ph.D., Assistant Professor (biomechanics). B.S.E., Princeton, 1960; M.Ed., East Stroudsburg, 1971; Ph.D., Indiana, 1973; at Oregon since 1974.

Z. Diane Baxter, M.A., Senior Instructor in Physical Education (golf). B.S., Western Illinois, 1956; M.A., Colorado State, 1960; at Oregon since 1967.

Jeanine Bennett, Ph.D., Assistant Professor of Physical Education (bowling). B.A., 1963, M.S., 1968, Washington; Ph.D., 1975, Ohio State; at Oregon since 1972.

John W. Borchardt, Ph.D., Associate Professor of Physical Education (intramurals). Director of Intramural Sports. B.S., LaCrosse Teachers, 1940; M.A., 1951, Ph.D., 1966, Iowa; at Oregon since 1948.

Jan Broekhoff, Ph.D., Professor of Physical Education (research, statistics). M.O.P., Academy of Physical Education, the Netherlands, 1958; M.S., 1963, Ph.D., 1966, Oregon; at Oregon since 1973.

Richard L. Brooks, Ed.M., Professor, Head Football Coach. B.S., 1963, Ed.M., 1964, Oregon State; at Oregon since 1976.

William S. Dellinger, M.S., Assistant Professor of Physical Education; Track Coach(track coaching). B.S., 1956, M.S., 1961, Oregon; at Oregon since 1967.

Gerald E. DeMers, M.S., Instructor, Diving Coach (aquatics). B.S., 1971, M.A., 1972, Mankato State College; at Oregon since 1973.

Eugene Evonuk, Ph.D., Professor of Physical Education (exercise physiology). B.S., 1952, M.S., 1953, Oregon; Ph.D., Iowa, 1960; at Oregon since 1967.

Ronald L. Finley, M.Ed., Assistant Professor of Physical Education; Wrestling Coach (wrestling coaching). B.S., 1964, M.Ed., 1967, Oregon State; at Oregon since 1970.

Elizabeth G. Glover, Ed.D., Assistant Professor of Physical Education (aquatics). B.S., Tufts, 1959; M.S., Woman's College, North Carolina, 1963; Ed.D., North Carolina, 1974; at Oregon since 1964.

Richard Harter, B.S., Head Basketball Coach; Professor of Physical Education (basketball coaching). B.S., Pennsylvania, 1953; at Oregon since 1971.

Henriette Anna Margarete Heiny, M.A., Visiting Instructor (gymnastics). Diplom Sport Lehrer, 1969, M.A., 1974, University of Cologne; at Oregon since 1975.

David E. Knoeppel, M.S., Instructor of Physical Education; Assistant Athletic Trainer. B.S., 1973, Kansas; M.S., 1974, Arizona; at Oregon since 1974.

Melvin A. Krause, M.S., Assistant Professor of Physical Education; Head Baseball Coach (baseball coaching). B.S., 1951, M.S., 1958, Oregon; at Oregon since 1970.

Betty F. McCue, Ph.D., Associate Dean, Professor of Physical Education (history, philosophy, administration). B.S., Pittsburgh, 1945; M.S., MacMurray, 1948; Ph.D., Iowa, 1952; at Oregon since 1968.

Corlee Munson, Ph.D., Associate Professor of Physical Education (elementary school physical education). B.A., Northwestern Colorado, 1948; M.S., Washington, 1956; Ph.D., Iowa, 1966; at Oregon since 1959.

Louis R. Osternig, Ph.D., Associate Professor of Physical Education (exceptional child). B.S., 1965, M.S., 1967, California State, Hayward; Ph.D., Oregon, 1971; at Oregon since 1971.

Kelly D. Rankin, Ed.D., Assistant Professor (elementary school physical education). B.S., Kansas, 1962; M.S., Washburn University, 1965; Ed.Sp., Kansas State Teachers College, 1970; Ed.D., Kansas, 1975; at Oregon since 1975.

Edward R. Reuter, Ph.D., Associate Professor of Physical Education (professional preparation). B.S., Washington State, 1948; M.S., 1949, Ph.D., 1957, Illinois; at Oregon since 1958.

William P. Rhoda, D.Ed., Associate Dean, Professor of Physical Education (administration). B.S., Pennsylvania State, 1939; M.S., 1947, D.Ed., 1951, Oregon; at Oregon since 1948.

Karla S. Rice, M.A., Senior Instructor in Physical Education (recreational programs). B.S., Central Michigan, 1962; M.A., Michigan State, 1965; at Oregon since 1967.

Robert J. Ritson, M.A., Instructor (elementary school physical education, track). B.S., Wartburg College, 1969; M.A., Northern Iowa, 1974; at Oregon since 1974.

James P. Santomier, Ph.D., Assistant Professor (professional preparation). B.E., 1968, M.S., 1969, Montclair State College; Ph.D., Utah, 1971; at Oregon since 1975.

Martha L. Schey, M.A., Instructor in Physical Education (tennis, tennis coach). B.S., 1968, M.A., 1969; at Oregon since 1973.

Becky L. Sisley, Ed.D., Associate Professor of Physical Education, Head, Women's Intercollegiate Athletics; B.A., Washington, 1961; M.S.P.E., 1964, Ed.D., 1973, North Carolina, Greensboro; at Oregon since 1965.

Richard J. Smith, Ph.D., Associate Professor of Physical Education (service program). B.S., 1949, M.Ed., 1953, Springfield; Ph.D., Oregon, 1968; at Oregon since 1962.

Larry W. Standifer, B.A., Assistant Professor; Athletic Trainer; Physical Therapist (athletic injuries). B.A., Willamette, 1955; at Oregon since 1968.

C. William Steinmetz, Ph.D., Assistant Professor (anatomy). B.S., Don Bosco College, 1965; M.A., 1973, Ph.D., 1975, Ohio State; at Oregon since 1975.

Emory F. Summers, Ed.D., Instructor (tennis). B.A., California, 1957; M.A., University of the Pacific, 1963; Ed.D., Oregon, 1973; at Oregon since 1967.

Richard K. Troxel, B.S., Visiting Instructor, Women's Athletic Trainer. B.S., 1975, Oregon; at Oregon since 1976.

Donald P. Van Rossen, Ph.D., Associate Professor of Physical Education, Swimming Coach (sports psychology). B.S., 1953, M.Ed., 1954, Ph.D., 1968, Illinois; at Oregon since 1958.

Virginia A. Van Rossen, M.S., Instructor in Physical Education (aquatics). B.A., 1962, M.A., 1969, Oregon; at Oregon since 1969.

Edna P. Wooten, Ph.D., Professor of Physical Education (anatomy). B.S., 1945, M.A., 1946, Ph.D., 1961, Ohio State; at Oregon since 1965.

Lois J. Youngen, Ph.D., Associate Professor of Physical Education (professional preparation). B.S., Kent, 1955; M.A., Michigan State, 1957; Ph.D., Ohio State, 1971; at Oregon since 1960.

Faculty Emeriti

William J. Bowerman, M.S., Professor Emeritus of Physical Education; Emeritus Assistant Athletic Director. B.S., 1933, M.S., 1951, Oregon; at Oregon since 1973.

H. Harrison Clarke, Ed.D., Research Professor Emeritus of Physical Education (research). B.S., Springfield, 1925; M.S., 1931, Ed.D., 1940, Syracuse; at Oregon since 1953.

Ernesto R. Knollin, M.A., Professor Emeritus of Physical Education (professional preparation). B.A., 1914, M.A., 1929, Stanford; at Oregon since 1929.

Fred N. Miller, M.D., F.A.C.P., Professor Emeritus of Physical

Education (Director of Health Service). B.A., 1914, M.A., 1916, Lafayette; M.D., 1924, Chicago; F.A.C.P., 1941, American College of Physicians; at Oregon since 1925.

Marian H. Miller, M.D., Professor Emerita of Physical Education (Assistant University Physician). B.A., 1925, M.D., 1930, Oregon; at Oregon since 1931.

Jessie L. Puckett, M.S., Professor Emeritus of Physical Education (professional preparation). B.S., 1931, M.S., 1937, Oregon; at Oregon since 1952.

Peter O. Sigerseth, D.Ed., Ph.D., Professor Emeritus of Physical Education (anatomy). B.A., Minot State Teachers, 1928; M.A., North Dakota, 1936; D.Ed., Oregon, 1944; Ph.D., Iowa, 1955; at Oregon since 1941.

Janet G. Woodruff, M.A., Professor Emerita of Physical Education (administration, service program). B.S., 1926, M.A., 1929, Columbia; at Oregon since 1929.

The Department of Physical Education is responsible for service courses in physical education for the general university student, undergraduate and graduate professional preparation and research in physical education and recreational sports programs for the University community.

Service Courses in Physical Education: These courses are normally taken to meet the five-term University requirement for graduation, although more than five courses may be taken and the credit applied toward the bachelor degree. Emphasis in all classes is on learning recreational skills while contributing to the physical, mental, and social development of the individual. Beginning classes are numbered at the 100-level; intermediate and advanced courses are numbered at the 300-level; either level may be used to satisfy the University requirement. Most classes meet two or three times per week for one credit hour. Students are normally limited to one Physical Education service class per term because of enrollment limitations; one additional class may be added during late registration. Credit by examination is available in a variety of courses.

One or more terms of the requirement may be waived (waiver does not award credit) under the following circumstances: (1) Health Reasons: The student should request an interview at the Health Center. Medical waivers must be approved by the University Health Service and then submitted to the Department of Physical Education. (2) Military Service: Students who have completed six months of active military service in the Armed Forces are exempt from three terms of the requirement. Official documents must be filed with the Admissions Office. (3) Proficiency Examinations: Students must pass the written and skill tests in the physical education activity courses listed for proficiency testing at an equivalent of a "C" level achievement in the course. Only courses at the beginning level are offered for proficiency examination. Students must sign up for proficiency tests or credit by examination during the third week of each term at the department office in Gerlinger Annex. (4) Age: Students 30 years of age or older should show proof of age to the Head of the Service Course Program in the Department of Physical Education. (5) Transfer Status: Students transferring from institutions not requiring physical education should apply for waivers through the Admissions Office.

Fees: Payment of regular University registration fees entitles every student to the use of gymnasiums, pools, and showers, to the use of activity uniforms and towels, and to laundry service, whether or not they are registered for physical education courses. Students are urged to make full use of the gymnasium facilities for exercise and recreation.

Facilities: The University's buildings and playfields devoted to physical education instruction and recreation occupy a 42-acre tract at the southeast corner of the campus. Esslinger Hall provides offices, classrooms, study areas, research laboratories, and gymnasium facilities. The building is planned for professional preparation in physical education, as well as for recreational needs of students. Leighton pool is next to Esslinger Hall.

Gerlinger Hall houses classrooms, instructional and recreational gymnasiums, court facilities, and a swimming pool.

Gerlinger Annex is a new facility with well-equipped gymnasium, dance studios, and office facilities.

Adjoining Esslinger Hall on the south is McArthur Court, basketball pavilion and athletic center of the Associated Students. McArthur Court seats more than 10,000 spectators. Playing fields located east and south of Esslinger Hall provide excellent facilities for outdoor class instruction and for intramural and intercollegiate sports. Hayward Stadium provides track and field facilities for intercollegiate athletics, class and recreational programs. Six standards concrete tennis courts are north of Hayward Stadium, eight additional courts south of Esslinger, and nine covered courts east of Leighton Pool. Autzen Stadium, a 41,000-seat football stadium, was dedicated in the fall of 1967. It is located across the Willamette River from the main campus.

All facilities are available to both men and women, frequently in co-educational classes and activities.

Recreation Programs

The Department of Physical Education sponsors comprehensive sports and recreational programs for the students, faculty, and staff of the University. One of the primary purposes of these programs is to provide an opportunity for all the members of the University community to involve themselves in some of the available sporting and recreational activities.

Intramural and Recreational Sports Activities: The existing programs provide a wide variety of sports participation opportunities in intramural sports, all-campus tournaments, interest groups, special events, and coeducational activities. In some cases, activities are provided separately for men and women.

Basketball, Bowling, Badminton, Cross Country, Flag Football, Golf, Handball, Innertube Water Basketball, Innertube Water Polo, Racquetball, Swimming, Softball, Soccer, Squash, Tennis, Trampoline, Track, Volleyball, Weight-Lifting, and Wrestling are some of the most popular activities.

Open Recreational Sports: The facilities and recreational equipment of the Department of Physical Education are available for open recreation when not scheduled for use. This includes the gymnasia, courts, and pools of Esslinger Hall, Gerlinger Hall, and Gerlinger Annex. Outside field space and tennis courts are also available on the same basis.

Undergraduate Studies

The basic undergraduate curriculum in physical education, leading to the Bachelor of Science degree, provides a strong program of professional work. During the freshman and sophomore years, the student obtains a sound foundation in the sciences basic to professional studies and the liberal arts. This is supplemented by a broad emphasis on physical education activities and introductory instruction in physical education theory. The upper-division program is devoted principally to professional studies.

Admission: Students eligible for admission to the University of Oregon may be admitted to professional courses in physical education on a premajor basis. Enrollment in these courses is dependent on meeting the prerequisites for each course.

Prospective physical educators will be admitted to the major program after successful completion of the following requirements: lower-division University group requirements and prerequisites to professional physical education courses, 90 credit hours of college or university work with a 2.50 cumulative grade point average in all graded courses, satisfactory completion of 85 per cent of all work attempted with no more than 10 credit hours of grades F, N, or I, a practicum working with school age students, 10-12 credit hours of professional physical education laboratory courses, and at least one full term of work at the University of Oregon.

Upon completion of the above, students may apply for admission to the major program and will be reviewed by the Department.

Program: The basic program is planned to satisfy the needs of the student planning either to teach physical education or to coach or to do both in the public schools. In addition, the program offers the students a number of options for supplementary work to qualify them for additional responsibilities in the school or the community. These options are explained fully below. Students may also select an emphasis or a teaching norm in a field other

than physical education, in which case they will complete an approved program in the second field including 21 credit hours of work beyond the introductory sequence in the field.

The basic program requires the following lower-division courses, totaling 41 credit hours: General Biology, 12 credit hours; Elementary Chemistry, 12 credit hours; First Aid (HE 260) 3 credit hours; Professional Activities, 12 credit hours.

The following upper-division courses, totaling 55 credit hours, are required: Human Anatomy (Bi 391, 392) 6 credit hours; Human Physiology (Bi 321, 322) 6 credit hours; Educational Domains of Physical Education (PE 341) 3 credit hours; Class Techniques of Physical Education (PE 342) 3 credit hours; Organization and Administration of Physical Education (PE 343) 3 credit hours; Care and Prevention of Injuries (PE 361) 3 credit hours; Scientific Foundations (PE 423) 4 credit hours; Physical Education for the Exceptional Student (PE 444) 3 credit hours; School Programs (PE 445) 3 credit hours; Tests and Measurements in Physical Education (PE 446) 3 credit hours; Kinesiology (PE 472) 3 credit hours; Physiology of Exercise (PE 473) 3 credit hours; Professional Activities, 12 additional credit hours.

Program of Study for Majors

Three different study programs leading to the major in Physical Education are provided by the department, namely: Program I, Scientific Specialization or Secondary School—Teaching Physical Education; Program II, Secondary School—Teaching Physical Education; Program III, Elementary and Secondary School—Teaching Physical Education.

Qualified students may elect a major area of emphasis from these alternative programs.

Opportunities are provided to elect, with some of these programs, additional areas of emphasis from the supporting options available in the department or University.

Program I. Scientific Specialization or Secondary School—Teaching Physical Education: A choice between two program possibilities is available here. The first, a physical education major with a strong scientific emphasis and related course work preparatory to graduate study, research, or other area of scientific specialization without certification for teaching. This area provides an opportunity for superior students to prepare for courses in scientific and research aspects of physical education by arranging programs with greater concentration in biology, physiology, chemistry, and mathematics and substitute them for certain courses related to preparation for secondary or elementary school teaching. This option also provides opportunities for students to include programs of study for pre-physical therapy and athletic trainer options based on a strong scientific foundation.

The second area is a physical education major with a strong scientific emphasis leading to a degree in physical education and to certification for teaching on the secondary-school level.

A health-education teaching norm may be combined with this program or with Program II.

Program II. Secondary School—Teaching Physical Education: Physical education majors selecting this area will follow basically the same program as in Program I, with the exception that there is a choice of filling the 36 credit-hour science requirement for the Bachelor of Science degree by electing to take 36 credit hours of social science or 36 hours of science. Students electing this area may meet the anatomy and physiology requirement in the major by taking the courses Scientific Foundations (PE 421, 422). Prerequisites of three science foundations courses must be completed.

This program leads to a major in physical education with certifi- This program leads to a major in physical education with certification for teaching in the secondary schools. It may be used in combination with other options in the department or other teaching norms or areas of emphasis in the University.

Program III. Elementary and Secondary School—Teaching Physical Education: This area provides a program of studies which will prepare major students to teach physical education at any grade level from kindergarten through high school. Professional activity laboratory and professional courses of the basic program are included. Certain specialized courses related to elementary school physical education are added or substituted in the program. These include Games and Sports Skills for Elementary Children (PE 321), Posture and Developmental Activities for Children (PE 322), Rhythms and Dance (PE 323).

All students enrolled in major programs leading to certification take the courses in professional education required for certification. As a part of this requirement, physical education major students will complete field experience or practicum experiences in physical education as well as student-teaching in physical education. Students enrolled in Program III will do student-teaching at both the elementary and secondary school levels.

Certification for Teaching Physical Education

The department offers opportunities for major and nonmajor students in physical education to meet the Teacher Standards and Practices Commission requirements for certification as physical education teachers.

The Teacher Standards and Practices Commission requires (1) satisfaction of certain minimum standards of subject preparation and professional education courses and (2) the recommendation of the institution at which the student completes the subject preparation. Programs of study are available in the department to meet state standards and requirements for the recommendation of the University of Oregon endorsement for both the basic and standard (fifth year) certificates in physical education. Nonmajor students interested in seeking either certificate are urged to interview appropriate advisers.

Fifth-Year Certification Requirements: Students transferring from other institutions who wish to enroll in a fifth-year program leading to a standard certificate in physical education must meet the University of Oregon requirements for the basic certificate in this field before final acceptance in the program. Students should plan to complete at least half of their fifth-year program in the Department of Physical Education at the University of Oregon.

Options

Aquatic: This option prepares students for careers as aquatic specialists in schools, communities, public and private agencies, and institutions. Emphasis is on the development of competence in administration and conduct of instructional and recreational aquatic programs. Facility design, pool operation and maintenance procedures are included. Students must meet program prerequisites and obtain adviser's approval. Classes are offered in a structured sequence; requirements total 26-32 credit hours.

The program includes (1) Foundation Courses: life guarding in aquatic programs, water safety instruction, community health, first aid, and summer internships. (2) Aquatic Specialty Courses: advanced aquatic activities, coaching aquatic sports, and practicums in coaching, and student teaching. (3) Aquatic Administration: administration of aquatics programs, recreation leadership, administration of recreation, and supervised field experience.

Athletic Trainer: The Department of Physical Education offers undergraduate and graduate options in athletic training leading to National Athletic Trainers Association certification. The undergraduate option is a three-year program commencing in the fall of the sophomore year. The graduate offering is a two-year program which may be taken in conjunction with a master's degree. Both programs require a minimum of 600 clock hours in practical training. Application for admission to the program may be obtained from the Department of Physical Education. Selections are based on academic performance, prior experiences, and written recommendations from prior associates.

Coaching: This option prepares students for careers involving coaching responsibilities in schools, communities, public and private agencies and institutions. Emphasis is on the development of competence in theory and techniques, organization and management of programs, prevention and care of injuries, and scientific bases related to body functioning in athletic activities.

Three programs with differing requirements are offered in this option. The first is for students preparing as physical education teachers and coaches in the schools, the second is for students preparing to teach in public schools and fields other than physical education, and the third is for students who are not pursuing

teaching certification and will work as paraprofessionals in other recreational athletic programs.

With the exception of the latter program, the basic core requirements include preparation in anatomy, physiology, kinesiology, physiology of exercise, care and prevention of injuries, psychology, athletic administration, athletic coaching, and appropriate professional activity laboratories and experience in coaching practicums.

The third program is a paraprofessional coaching option with much less emphasis on the scientific foundations relating to intense athletic competition.

Dance: The dance option combines professional work in physical education with special instruction in dance and related arts. There are excellent vocational opportunities in the fields of physical education and recreation for persons whose professional preparation includes this competence.

Pre-Physical Therapy: Standard schools of physical therapy, which are usually operated in conjunction with medical schools, have admission requirements with strong emphasis on foundation work in the basic sciences. The sciences included in the basic curriculum in physical education, together with the understanding of body movement and exercise activities gained in professional physical education courses, provide excellent preparation for physical therapy training. Students interested in this work may arrange a special program, within the general framework of the physical education major, and may exclude courses especially designed to meet the requirement for a teacher's certificate.

Graduate Studies

The Graduate School of the University of Oregon offers the Master of Science, Master of Arts, Doctor of Education, and Doctor of Philosophy degrees in Physical Education through the College of Health, Physical Education and Recreation.

Programs of Study for Master's Degrees

Admission: A student seeking admission to the master's-degree program should write to the Graduate Coordinator requesting an application. The Department of Physical Education requires a cumulative undergraduate grade point average of at least 2.75. A student who has a GPA of less than 2.75 may be admitted upon review of credentials and evidence of scoring at least 35 on the Miller Analogies Test or at least 470 on the verbal portion of the Graduate Record Examination.

Prerequisites: A master's candidate must have had at least the following undergraduate work or complete these prerequisites while studying for the master's degree: a minimum of 8 term hours in human anatomy and physiology; and one term each in kinesiology, physiology of exercise, organization and administration of physical education, methods in physical education, care and prevention of injuries, motor development, and first aid. In addition, students should have had at least one term of work in the following undergraduate courses: principles and history of physical education, adapted physical education, the physical education curriculum, and tests and measurements in physical education. These latter courses may carry graduate credit.

A candidate is expected to be reasonably skilled in a wide variety of physical education activities and to know the specific methods for teaching them. These skills and methods may have been acquired formally through activity courses or informally through playing and teaching experience. Deficiencies may be removed either by taking an appropriate course or by independent work followed by passing a proficiency examination.

Program of Study: The master degree requires 45 credit hours of graduate work and may be taken with or without thesis. If the nonthesis program is pursued, three 9-credit hour concentrations of courses must be completed within the offerings of the College and elected from the following areas (two of the areas must be in the Department of Physical Education): (1) Administration, (2) Advanced Physiology of Exercise, (3) Anatomy, (4) Applied Research, (5) Biomechanics, (6) Child Growth and Development, (7) History, Principles, and Philosophy, (8) Motor Learning, (9) Physical Education for Exceptional Students, (10) Dance, (11) Health Education, (12) Recreation Management, (13) Safety and Driver Education.

All master's-degree candidates are required to take Statistical Methods (PE 540) and Critique and Interpretation of Research (PE 544), except those persons working on a master degree with emphasis in teaching. This latter group may substitute advanced Tests and Measurements (PE 507) for the statistics course, and are permitted to work on a sequence of physical education teaching strategies courses within their total program.

A minimum of thirty credit hours must be earned on the Eugene campus with a maximum of fifteen credit hours of A, B or Pass-graded work accepted as transfer credit from other accredited colleges or universities.

All work for the master's degree must be completed within a period of seven years. This includes work for which credit is transferred from another institution, thesis, and the final examination.

Final Examination: Final examinations are required for both the thesis and nonthesis candidates. The final exam for the thesis candidate is oral and attended by at least three faculty members. The final exam for nonthesis candidates is written and includes the broad range of course work taken in the master program.

Programs of Study for Doctoral Degree

Admission: To be admissible, a candidate must pass, with a qualifying score, either the Miller Analogies Test or the Graduate Record Examination. The qualifying score on the MAT is 50, or 525 on the verbal portion of the GRE.

Doctoral degrees are granted primarily for attainments and proven ability. The Graduate School requires at least three years of full-time study beyond the bachelor degree, of which at least one academic year (three consecutive terms) must be spent in continuous residence on the Eugene campus. Graduate credits from other approved institutions may be accepted if they are relevant to the program as a whole and are A or B grade.

Every candidate must complete a dissertation. A master's-degree thesis or a study in lieu of thesis must be completed prior to taking the comprehensive examination. A minimum of 40 credits of research courses, master thesis, and dissertation is usually expected.

Several options are available to meet the language requirement for the Ph.D. degree. A candidate may select a foreign language of his or her choice if justified on the basis of either professional relevance or personal benefit or both. Selection must be approved by the student's advisory committee. Twelve credit hours of computer-science courses or nine credit hours of advanced statistical design may be substituted for the language requirement.

Area of Specialization: Each doctoral candidate must have an area of specialization with a minimum of 30 credit hours, as well as a supporting area. The areas of specialization offered by the department include: (1) Administration of Physical Education, (2) Anatomical and Kinesiological Bases of Physical Education, (3) Biomechanical Bases of Movement, (4) Elementary Physical Education, (5) Growth and Development Bases of Physical Education, (6) Motor Learning, (7) Physical Education and the Exceptional Student, (8) Physical Education and the Social Sciences, (9) Physiological Bases of Physical Education. As a supporting area, the doctoral candidate may select any of the above areas in addition to Health Education, Recreation and Park Management, or an area outside the College of Health, Physical Education and Recreation.

Qualifying and Final Examinations: Prior to or during the first three terms of study, a written doctoral qualifying examination is taken. A student is expected to exhibit knowledge and communication skills equivalent to a high quality master's-degree graduate.

The written doctoral comprehensive examination is taken after completion of substantially all the doctoral course work, master thesis, and language requirements. Passing of this examination advances the student to full doctoral degree candidacy. Included in this examination are comprehensive essay questions on the areas of concentration, the supporting area, and research.

A final oral examination is taken after completion of the dissertation and of all degree requirements. It must be taken no later than three calendar years after advancement to candidacy.

Service Courses

All Activity courses in the Physical Education Service Course Program are open to any student who meets the prerequisite skill requirement for the course.

CPE 101-199. Service Courses for Men and Women. 1 credit hour, each section.
Adapted PE (corrective), Archery, Badminton, Basketball, Bicycle-Touring, Bowling, Canoeing, Conditioning, Exercise and Posture, Fencing, Flag Football, Golf, Gymnastics, Handball, Horseback-Riding, Jog-Run, Karate, Mountaineering, Mountain-Hiking, Personal Defense, Racquet Ball, Rock-Climbing, Rugby, Sailing, Scuba-Diving, Skiing, Soccer, Softball, Squash, Swimming, Table Tennis, Tennis, Trampoline, Training for Sky-Diving, Track and Field, Tumbling and Trampoline, Volleyball, Weight Training, Wrestling, Yoga.

PE 221. Principles and Methods of Conditioning. 2 credit hours.
The rationale for life-long physical activity, supported by the evidence of research in medicine, physiology, psychology, sociology, and physical education. Experience in identified activities selected from a wide variety of physical exercise programs for use in different situations. Tests for self-evaluation of physical fitness. May be substituted for one term only of the five-term physical education requirement. Meets 3 hours a week.

CPE 301-399. Service Courses for Men and Women. 1 credit hour, each section.
Archery, Badminton, Basketball, Bowling, Fencing, Flag Football, Golf, Gymnastics, Handball, Horseback-Riding, Horseback-Jumping, Skiing, Skin-Diving, Ski Touring, Softball, Springboard Diving, Swimming, Tennis, Volleyball, Weight Training, Winter Mountaineering, Wrestling.

CPE Dance classes may also be taken to satisfy the physical education requirement.

Professional Courses: Undergraduate

PE 131. Introduction to Health and Physical Education. 2 credit hours fall or spring.
Professional orientation; basic philosophy and objectives; professional opportunities and qualifications. Smith.

PE 194. Professional Activities. 2 credit hours each term, three terms.
For professional students. Method, teaching techniques and basic skills. Fall: fundamentals of movement. Winter: gymnastics. Spring: track and field.

PE 199. Special Studies. Credit hours to be arranged. Approval of department head required.

PE 200. SEARCH. 1-3 credit hours.

PE 291. Lifesaving in Aquatic Programs. 2 credit hours.
Basic skills of lifesaving in aquatic programs; leads to American Red Cross Certification in Advanced Lifesaving. Prerequisite: superior proficiency in swimming.

PE 292. Swimming and Water-Safety Instruction. 2 credit hours.
Analysis, methods of instruction, and evaluation at all age levels; leads to American Red Cross certification in water-safety instruction. Prerequisites: PE 291 Lifesaving in Aquatics Programs or previous Water Safety Instructor Certification.

PE 294. Professional Activities. 2 credit hours each term, three terms.
For professional students. Method, teaching techniques and basic skills. Fall: elementary aquatics. Winter: volleyball and basketball. Spring: folk and square dance.

PE 321. Games and Sports Skills. 2 credit hours.
Values, purposes, and uses of creative games, games of low organization, basic skills and lead-up activities for children in all types of game activities. General information, methods of instruction, time allotments for elementary school program.

PE 322. Posture and Developmental Activities. 2 credit hours.
Values, purposes and uses of mechanics of movement, posture screening, and developmental activities for children including: stunts and tumbling; gymnastics; track and field. General information, methods of instruction, time allotments for elementary school program.

PE 323. Rhythms and Dance. 2 credit hours.
Dance programs for children in the elementary school. Basic movement activities including locomotor and nonlocomotor movement, original dance patterns, singing games, folk dances, native dance, and basic square dance. General information, methods of instruction, time allotments for elementary school program.

PE 341. Educational Domains of Physical Education. 3 credit hours fall.
Study, analysis, and interpretation of the psychomotor, cognitive, and affective behavioral objectives of physical education through their historical and scientific source. Current application and significance in student learning and development. Youngen.

PE 342. Class Techniques in Physical Education. 3 credit hours winter.
Psychological and physiological bases for the life-time development of motor skills. Analysis, practice, and evaluation of teaching strategies and modes appropriate to this goal.

PE 343. Organization and Administration of Physical Education. 3 credit hours spring.
Planning and organizing the use of buildings, grounds, and recreational areas of the physical education program; purchase and care of equipment; budgeting equipment and operating costs. R. Smith and Rankin.

PE 344. Administration of Aquatic Programs. 3 credit hours.
Organization and administration of aquatic programs. Open to majors, and to others with consent of instructor. D. Van Rossen.

PE 361. Care and Prevention of Injuries. 3 credit hours.
Bandaging, massage, and other mechanical aids for the prevention of injuries. Analysis of types of injuries; emergency procedures. Prerequisite: Bi 391, 392, or PE 421, 422. Standifer.

PE 394. Professional Activities. 2 credit hours each term.
For professional students. Method, teaching techniques and basic skills. Fall: field sports or wrestling. Winter: tennis or badminton. Spring: conditioning, soccer or softball.

PE 400. SEARCH. 1-3 credit hours.

PE 403. Thesis. Credit hours to be arranged.

PE 405. Reading and Conference.
Credit hours to be arranged. Reading and assignments in connection with other courses for extra credit. Honors readings. Consent of instructor, and approval of the department head required.

PE 406. Special Problems. Credit hours to be arranged. Approval of department head is required.

PE 407. Seminar. Credit hours to be arranged. Approval of department head is required.

PE 409. Practicum. Credit hours to be arranged. Approval of department head is required.

PE 410. Experimental Course. Credit hours to be arranged.

PE 445. The School Program. 3 credit hours.
Construction of physical education and intramural programs, on the basis of accepted principles, criteria, functions, and evaluations; emphasis on integration with the total school program. Prerequisite: PE 341, PE 342, PE 343. Youngen.

PE 465. Football Coaching. 3 credit hours winter.
Systems of play, strategy, responsibilities of the coach, public relations. Prerequisite: junior standing. Brooks and staff.

PE 466. Basketball Coaching. 2 credit hours winter.
Coaching methods. Fundamentals of team play; comparison of systems; strategy; training, conditioning; selection of players for positions. Prerequisite: junior standing. Harter and staff.

PE 467. Baseball Coaching. 2 credit hours spring.
Review of fundamentals, with emphasis on methods of instruction; problems and duties of the baseball coach, including baseball strategy, baseball psychology, training, conditioning. Prerequisite: junior standing. Krause.

PE 468. Track Coaching. 2 credit hours spring.
Principles of training; development of performance for each track event; selection of competitors for different events; conducting

meets. Prerequisite: laboratory experience in PE 194 and junior standing. Dellinger.

PE 472. Kinesiology. 3 credit hours.
Basic mechanical principles as they relate to the study of anatomical structure and the analysis of motion. Prerequisite: Bi 391, 392 or PE 421, 422. Steinmetz.

PE 473. Physiology of Exercise. 3 credit hours.
Physiological effects of muscular exercise, physical conditioning, and training; significance of these effects for health and for performance in activity programs. Prerequisite: Bi 321, 322, or PE 421, 422. Evonuk.

PE 494. Professional Activities. 2 credit hours each term, three terms.
For professional students. Method, teaching techniques and basic skills. Fall: golf. Winter: archery and court sports or dance. Spring: advanced gymnastics or dance.

Upper-Division Courses Carrying Graduate Credit

PE 406. Special Problems. (g) Credit hours to be arranged. Approval of department head is required.

PE 406. Special Problems. (G) Credit hours to be arranged. Approval of department head is required.

PE 407. Seminar. (g) Credit hours to be arranged. Approval of department head is required.

PE 407. Seminar. (G) Credit hours to be arranged. Approval of department head is required.

PE 408. Workshop. (G) Credit hours to be arranged.

PE 421, 422, 423. Scientific Foundations of Physical Education. (g) 4 credit hours each term.
Anatomical, physiological, growth and motor skill development, factors basic to allied health fields, physical education, recreation, dance, and athletic programs. Prerequisite: 9 credit hours of science or consent of instructor.

PE 424. Administration of Elementary-School Physical Education. (G) 3 credit hours.
Modern trends in elementary-school physical education; duties of the physical education specialist; organization and administration at the primary, intermediate, and upper-grade levels; evaluative procedures and techniques; public relations: the role of elementary school physical education. Prerequisite: PE 321, PE 322, PE 323, or consent of instructor. Munson.

PE 444. Physical Education for the Exceptional Student. (G) 3 credit hours.
A study of common handicapping conditions, both structural and functional, found in school-age children, the limitations imposed by these conditions and the responsibilities of the physical education teacher in working with such afflicted children in a physical education setting. Analyzes three major aspects of physical education for the handicapped child. These include body mechanics, exercise limitations, program adaptation. Prerequisites: Bi 391, 392; PE 421, 422; PE 472. Osternig.

PE 446. Tests and Measurements in Physical Education. (G) 3 credit hours.
Use of tests and measurements in physical education; evaluation of objectives, programs, and student achievement through measurement techniques. Reuter.

Graduate Courses

PE 501. Research. Credit hours to be arranged. No-grade course.

PE 502. Supervised College Teaching. Credit hours to be arranged.

PE 503. Thesis. Credit hours to be arranged. No-grade course.

PE 505. Reading and Conference. Credit hours to be arranged. Approval of the department head is required.

PE 506. Special Problems. Credit hours to be arranged. Study of selected problems in the field of physical education. Approval of the department head is required.

PE 507. Seminar. Credit hours to be arranged.
Administration of Service Program.
Advanced Anatomical Studies.
Advanced Physiology of Exercise.
Advanced Tests and Measurements.
Biomechanics in Physical Education.
Comparative Physical Education.
Computer Science as Applied to Physical Education.
Current Literature in Physical Education.
Foundations of Physical Activity for Special Groups.
Physical Activities-Social Psychological Development of Children.
Scope of Physical Education as a Discipline.
Sports Medicine.

PE 508. Workshop. Credit hours to be arranged.

PE 509. Practicum. Credit hours to be arranged.

PE 510. Experimental Course. Credit hours to be arranged.

PE 511. Philosophy of Physical Education. 3 credit hours.
The philosophic foundations underlying the principles and practices of physical education as a part of the total educational program in the Western world. McCue.

PE 515, 516. History of Physical Education. 3 credit hours each term.
A history of physical education from its earliest development up to the eighteenth century, followed by consideration of the various physical education systems in Europe and their transfer and adaptation to the United States. McCue.

PE 518. Current Movements in Physical Education. 3 credit hours.
The different schools of thought and practice which determine the purposes and procedures in the professional field of physical education. Analysis of the Oregon and other regional public school physical education programs.

PE 520. Physical Fitness Programs. 3 credit hours.
Programs to meet individual physical fitness and social needs through physical education activities; case-study techniques, developmental programs, development of social traits; administrative problems. Prerequisite: PE 444, PE 446. Reuter.

PE 521. Body Mechanics and Correctives. 3 credit hours.
Common postural deviations; causes, basic principles underlying prescription of exercise for those conditions, organization of corrective physical education program in schools and colleges. Examine in depth and evaluate normal and atypical body mechanics in static and dynamic postures; study the nature of prescriptive exercise. Develop and evaluate exercises for improvement or correction of atypical body mechanic deviations. Osternig.

PE 522. Orthopedics and Therapeutics. 3 credit hours.
Handicapping conditions which are expressed orthopedically. Development and understanding of the anatomical involvement and the influence of physical education activity on the specific handicap. Study of how the growth of bone and physical stress influence the nature of orthopedic conditions. Prerequisites: Bi 391, 392. Osternig.

PE 523. Individual and Adapted Physical Education. 3 credit hours.
Metabolic, neurologic, cardiac, respiratory, and emotional deviations, the planning of physical education and exercise programs for students and adults with such conditions. Identifies the physiological and psychological limitations imposed by various handicapping characteristics on the ability to perform fundamental and complex motor skills. Osternig.

PE 527. Techniques of Relaxation. 3 credit hours.
The common causes of fatigue and neuromuscular hypertension; methods of combating them. Theories underlying technique of relaxation; application of these techniques in daily living and in activities. Wooten.

PE 533. Teaching Motor Skills. 3 credit hours.
Identification and application of teaching modes; strategies to create a maximal atmosphere for acquisition of motor skills. Adler.

PE 534. Learning Motor Skills. 3 credit hours.
Identification of variables which influence both the acquisition and retention of motor skill performance. Adler.

PE 535. Theories of Motor-Skill Learning. 3 credit hours.
Relates modern learning theory to the performance and learning of motor skills. Practical application of cybernetic, information processing, open and closed loop and motor programming theory to those variables which the teacher and coach control. Research procedures in motor learning. Adler.

PE 537. Sports Psychology. 3 credit hours.
Analysis of psychological factors and principles affecting physical performance, behavior, and emotions in sports; differences between individuals and between teams.

PE 540. Statistical Methods in Physical Education. 3 credit hours.
Elementary statistics applied to research, including central tendency, variability, normal probability curve, reliability and correlation. Prerequisite: graduate standing. Broekhoff.

PE 541. Statistical Methods in Physical Education. 3 credit hours.
Advanced statistics applied to research, including variance analysis, co-variance analysis, partial and multiple correlation, regression equations, chi-square, special correlational techniques, and nonparametric processes. Prerequisite: PE 540. Broekhoff.

PE 544. Critique and Interpretation of Research. 3 credit hours.
Examination of completed research in health, physical education, and recreation; applying research results to practical situations. Rhoda.

PE 545. Experimental Design in Physical-Education Research. 4 credit hours.
Techniques and procedures of laboratory research in physical education; construction of tests; technical laboratory tests and their use; design of experiments; application of advanced quantitative methods. Prerequisite: PE 446, PE 540, 541.

PE 550, 551, 552. Administration of Physical Education. 3 credit hours each term.
Administration of physical education in colleges and universities and city systems. Historical background, administrative theory; organizational purposes, organizational climate, leadership behavior, human relations, processes of administration. McCue.

PE 554. Administration of Athletics. 3 credit hours.
Historical development of athletics and their control. Place of athletics in education; purposes, administrative control, management, operational policies, care of equipment and facilities. Ritchey.

PE 555. Intramural Organization and Management. 3 credit hours.
Nature and purposes of intramural programs; history of development. Departmental organization. Relation of program to physical education instruction. Administrative problems. Borchardt.

PE 556. Administration of Buildings and Facilities. 3 credit hours.
Building layout and equipment; relation of various functional units—equipment service, dressing facilities, activity spaces, administrative units, permanent and dismantlable equipment. Rhoda.

PE 557. Supervision of Physical Education for City Supervisors. 3 credit hours.
Purpose of supervision; supervision of staff, facilities, areas; departmental organization, regulations, policies. Sprague.

PE 558. Curriculum Construction in Physical Education. 3 credit hours.
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. Youngen.

PE 559. Professional Preparation in Physical Education. 3 credit hours.
Historical development of professional preparation in the field of physical education; curriculum, evaluation, and recruitment in the development and conduct of teacher-education programs in physical education. Sprague.

PE 561. Physical Growth and Development. 3 credit hours.
Emphasis on the sensory-motor development of the preschool child in relation to physical, socio-psychological, and cognitive development. Application of research to the teaching of physical education to preschool children. Broekhoff.

PE 562. Physical Growth and Development. 3 credit hours.
Physical and socio-psychological development during the elementary school period in relation to motor performance. Stress on the practical applications for movement education of elementary school children. Broekhoff.

PE 563. Physical Growth and Development. 3 credit hours.
Physical and maturational changes during adolescence. Relationships with the personal-social development of the adolescent. Implications for guidance and classification for physical exercise and sports. Broekhoff.

PE 564. Morphologic and Physiologic Appraisement of School Children. 3 credit hours.
Critical examination of various proposals for evaluating individual status and progress; emphasis on measurement proposals suitable for use in school health and physical-education programs. Prerequisite: PE 446 or HE 465.

PE 566. Research Methodology for Child Growth. 3 credit hours.
Anthropometric instruments, landmarks, and methods; reliability of measurements and ratings; application of biometric procedures.

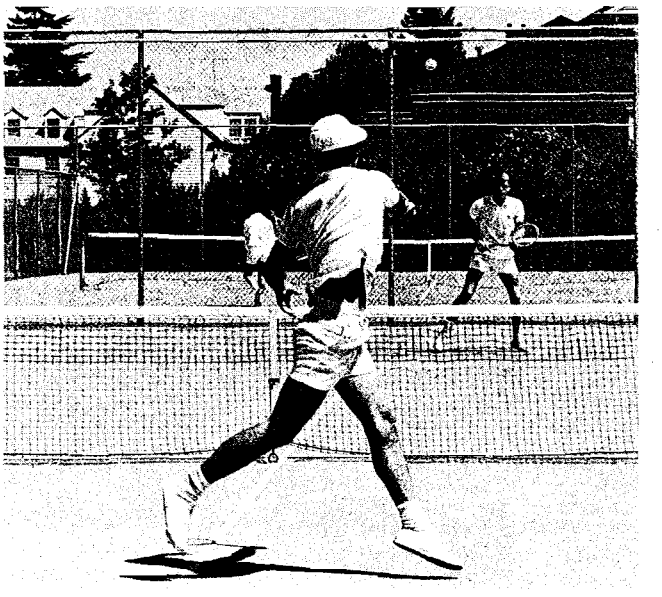
PE 567. Motor Development in Infancy and Childhood. 3 credit hours.
Study of the acquisition of motor skills during the first decade of life. Prerequisite: PE 446 or Psy 460, or consent of instructor.

PE 571, 572, 573. Gross Anatomy. 3 credit hours.
Regional approach to human anatomy: extremities, trunk and abdomen, head and neck. Important to college teachers who give instruction in anatomy, kinesiology, and physiology of exercise. Application to body movement, sports medicine, and performance. Prerequisite: Bi 391, 392, or equivalent. Wooten.

PE 574. Laboratory Techniques in Stress Physiology. 3 credit hours.
Fundamental laboratory techniques in human physiology and their significance as measures of health and general physical fitness. Prerequisite: consent of instructor. Evonuk.

PE 575. Mechanical Analysis of Motor Skills. 3 credit hours.
Basic mechanics of movement; the application of mechanical principles to the study and analysis of selected fundamental movement patterns and physical education activities. Prerequisite: Bi 391, 392, PE 472 or equivalent. Bates.

PE 576, 577, 578. Advanced Physiology of Exercise. 3 credit hours each term.
The physical and chemical mechanisms underlying the major functions of the body. Consent of instructor is required. Evonuk.



Recreation and Park Management

Larry L. Neal, D.Ed., Department Head, Associate Professor of Recreation and Park Management (administration, supervision). B.S., 1961, M.S., 1962, D.Ed., 1969, Oregon; at Oregon since 1965.

William G. Boldt, M.S., Visiting Assistant Professor of Recreation and Park management (program specialties, leadership, field supervision). B.S., 1971, M.S., 1975, Oregon; at Oregon since 1976.

Effie L. Fairchild, D.Ed., Associate Professor of Recreation and Park Management (leadership, recreation programs, community education). B.S., Florida Southern College, 1955; M.S., Springfield, 1958; D.Ed. Oregon, 1974; at Oregon since 1970.

Phyllis M. Ford, Re.D., Professor of Recreation and Park Management and Graduate Coordinator (outdoor recreation, outdoor education). B.S., Massachusetts, 1949; M.A., Arizona State University, Tempe, 1955; Re.D., 1962, Indiana; at Oregon since 1961.

Patrick P. Fenwick, M.S., Assistant Professor of Recreation and Park Management (activity leadership, areas and facilities). B.S., 1961, M.S., 1971, California State University at Sacramento; at Oregon since 1977.

Chester F. McDowell, Jr., Ph.D., Visiting Assistant Professor of Recreation and Park Management (therapeutic recreation, leisure psychology, research). B.A., 1970, M.S., 1973, California State University, Los Angeles; Ph.D., 1975, Utah; at Oregon since 1975.

Gale B. Orford, M.S., Visiting Instructor of Recreation and Park Management (professional foundations, practicum, youth agencies). B.S., 1972, M.S., 1973, Oregon; at Oregon since 1976.

Lynn S. Rodney, Ph.D., Professor of Recreation and Park Management (administration). B.A., 1936, M.A., 1938, Washington State; Ph.D., Michigan, 1955; at Oregon since 1955.

Elaine L. Yandle-Harmon, M.S., Instructor of Recreation and Park Management (therapeutic recreation, field supervision). B.S., 1970, Oregon State; M.S., Illinois, 1971; at Oregon since 1975.

Special Staff

Roger E. Delles, M.A., Visiting Instructor of Recreation and Park Management (areas and facilities). B.A., Idaho, 1970; M.A., Oregon, 1974; at Oregon since 1974.

James Gary Walker, M.S., Visiting Lecturer in Recreation and Park Management (budget and finance). B.S., 1961, M.S., 1966, Oregon; at Oregon 1967-68, and since 1969.

Faculty Emeriti

Lois E. Person, M.S., Assistant Professor Emerita of Recreation and Park Management (applied arts). B.S., North Dakota, 1948; M.S., Cornell, 1950; at Oregon since 1959.

The Department of Recreation and Park Management has as its major function the preparation of students for broad and inclusive professional careers in leadership, supervision, administration, and planning of recreation, park, and leisure service.

Institute of Recreation Research and Service: The Institute of Recreation Research and Service, maintained by the College of Health, Physical Education, and Recreation in conjunction with its instructional program in recreation and park management, assists communities in the development of recreation, park, and youth-service resources, conducts research in various aspects of recreation development, and provides information on research findings and nation-wide community experience as a basis for the solution of recreation problems. Through the *Center of Leisure Studies,* the institute sponsors conferences and workshops, and welcomes requests for information and assistance from public and private recreation agencies.

Project Extend-Ed: Project Extend-Ed is an interdisciplinary master-degree program, the purpose of which is to prepare professionals to work with the disabled in programs related to recreation, physical education, and special education. The program is sponsored and administered by the Department of Recreation and Park Management and offered in conjunction with the Department of Physical Education and the College of Education.

Undergraduate Studies

The Department of Recreation and Park Management offers major curricula leading to the Bachelor of Science or Bachelor of Arts degree and provides a foundation for graduate work leading to the Master of Science, Master of Arts, and doctoral degrees. The department places a strong emphasis on courses that provide a liberal education and courses that have a professional focus.

Graduates in recreation and park management become recreation directors in community centers, playgrounds, the armed forces, industries, hospitals, churches, and institutions; directors, supervisors and administrators in youth-serving agencies; superintendents and managers of park departments and districts; administrators of recreation in cities, counties, and state agencies; directors of camping and outdoor recreation programs and centers; and faculty on college and university staffs.

Admission: The Department of Recreation and Park Management recognizes a pre-major classification for each student who has requested to be a Recreation and Park Management major and who has been officially accepted at the University of Oregon.

Recreation and Park Management pre-majors who have completed the following general University of Oregon and Recreation and Park Management Department requirements are eligible to petition for review and reclassification as full Recreation and Park Management majors: a total of 92 credit hours in good academic standing; 9 credit hours in Arts and Letters (to include 3 credit hours of Speech); 9 credit hours of Science; 9 credit hours of Social Science (to include 3 credit hours of Sociology); one course in Psychology in either the Science or Social Science group; Wr 121; HE 250; 5 terms PE; One full term (12 credit hours minimum) in residence at the University of Oregon; and three RPM service courses recommended.

Students accepted as majors take an 18-hour Block Program consisting of Professional Foundations (RPM 251), Recreation Activity Leadership (RPM 252), Group Processes in Recreation (RPM 353), Organization and Administration (RPM 370), Recreation Programs (RPM 396), and Practicum (RPM 409) during the term they are admitted.

Requirements for the Bachelor Degree: Recreation and Park Management majors must complete the following work to qualify for a bachelor degree: A total of 186 credit hours, Wr 121, HE 250, 5 terms of physical education, Wr 323, a minimum of 36 hours in either Science or Social Science (including 3 courses in sociology and 1 course in psychology) for a B.S. degree, or 36 hours of language and literature for a B.A. degree, a minimum of 45 credit hours in the Department of Recreation and Park Management including the following: Professional Foundations in Recreation (RPM 251) 3 credit hours; Recreation Activity Leadership (RPM 252) 3 credit hours; Group Processes in Recreation (RPM 353) 3 credit hours; Organization and Administration of Recreation (RPM 370) 3 credit hours; Recreation Programs (RPM 396) 3 credit hours; Evaluation of Leisure Services (RPM 446) 3 credit hours; Supervised Field Study in Area of Emphasis (RPM 415) 12 credit hours. (**Note:** A maximum of 3 hours in Practicum (RPM 409) may count toward the 45 hours of RPM courses required for graduation. Additional hours of Practicum may be taken beyond the 45 required hours.)

All RPM courses except those numbered 150, 199, 408, 409, and 415 must be taken for a grade.

Courses Recommended for All Recreation and Park Management Majors: Certain courses offered in other departments are of particular value to persons preparing for careers in recreation and park management. Competence in materials offered in these courses will serve to help the student acquire a professional position and will enhance his chances for success. Courses recommended for all Recreation and Park Management majors are: First Aid (or a current ARC first aid instructor's certificate); Business and Professional Correspondence or Scientific and Technical Writing; Foundamentals of Speech; Educational Media; one or more courses in state or local government selected from Political Science or CSPA courses; Urban Planning; Volunteerism; Community Development and Education; Public Relations.

Areas of Emphasis

Undergraduate students majoring in Recreation and Park Management select an area which provides in-depth professional development. They may select from four general areas: (1) Program Services (including the three sub-areas of (a) Municipal or District Administration, (b) Community Education or (c) Community Youth Agencies; (2) Outdoor Education and Outdoor Recreation; (3) Therapeutic Recreation; (4) Program Specialties (e.g. aquatics, music, dance, cultural arts, etc.).

In addition to the core courses and the classes required within one of the chosen areas of emphasis cited above, many elective courses are offered to complement the program. All students work closely with their advisers in developing their personal academic programs.

Program Services: Majors are provided three career options in program services: Municipal and District Administration, Community Education, and Community Youth Agencies.

Municipal Department and District Administration: Provides preparation for careers in the management of public and private recreation and parks. Emphasis is placed on management techniques, managerial problems, recreation organizations, operation, and service. In addition to the professional core, the following courses are required, 3 credits each: Human Relations in Supervision of Personnel (RPM 371); Budget and Finance (RPM 445); Introduction to Therapeutic Recreation (RPM 410); School and Community Recreation Programs (RPM 499).

Community Education: Community Education is a discipline housed in the College of Education with faculty there affiliated also with the Northwest Community Education Development Center. Recreation students are encouraged to coordinate their program by taking required core Recreation courses and supplementing them with some of the following: Camp Counseling (RPM 290); Human Relations in Supervision of Personnel (RPM 371); Camp Administration (RPM 391); Public Relations (J 459); Basic Issues (RPM 444); Budget and Finance (RPM 445); Principles of Outdoor Education (RPM 490); Areas and Facilities (RPM 496); School and Community Recreation Programs (RPM 499G).

Community Youth Agencies: Provides preparation for students wanting to work with youth at the direct leadership level and at the administrative levels. Emphasis is placed on work with normal youth, focusing on group work, camping, and volunteer administration. Through the careful selection of electives, a focus may be gained relative to the program and organization for youth with special needs. Career positions might include: Community youth specialists, youth agency staff, institutional youth program coordination. Required courses, 3 credit hours each: Human Relations in Supervision of Personnel (RPM 371); Camp Administration (RPM 391); Youth Agencies (RPM 394 and 395); Budget and Finance (RPM 445); School and Community Recreation Programs (RPM 499G).

Outdoor Education and Outdoor Recreation: Designed to prepare students for careers related to environmental interpretation, outdoor education and programming. Typical career positions include interpretive naturalists, outdoor coordinators, elementary school teachers, and outdoor recreation supervisors.

Students in this area should plan to earn a B.S. degree with 36 credit hours in science. Students in the outdoor education emphasis may complete the requirements for elementary certification in the College of Education. For students combining this area with a certificate in Elementary Education, the supervised field study requirement is lowered to 3 credit hours. Required courses: Camp Counseling (RPM 290); Principles of Outdoor Education (RPM 490G); Recreation and Natural Resources (RPM 492G); Environmental Interpretation (RPM 493G).

Therapeutic Recreation: Provides both conceptual and practical training for those interested in working with special groups (e.g., ill, handicapped, disabled, institutionalized, aged). Leadership, supervisory, and administrative positions are available for graduates. Required courses, 3 credits each: Introduction to Therapeutic Recreation (RPM 410); Survey of Therapeutic Recreation (RPM 461G); Programs for Special Groups (RPM 462G); Community Organization for Special Groups (RPM 463G).

Program Specialties: The option in program specialties is designed to prepare for programming and skill competence in such areas as: music, drama, dance, aquatics, arts and crafts, lifetime sports, and general community recreation programming. Emphasis is placed on the development of a high degree of competence in at least two areas of specialization. The student elects 24-36 credit hours in courses in a specialization approved by an adviser.

Graduate Studies

The Graduate School of the University of Oregon offers the Master of Science, Master of Arts, Doctor of Education, and Doctor of Philosophy degrees in Recreation and Park Management through the College of Health, Physical Education, and Recreation. Information on University regulations governing graduate admission is in the Graduate School section of this catalog.

The master's programs are designed to prepare graduates for administrative, supervisory, consultation, and teaching positions in public, private, and other types of recreation and park agencies. Students have the options of: thesis, master's project, or a comprehensive examination.

The doctoral programs endeavor to give concentrated study for top-level executive positions, research, and teaching at the advanced undergraduate and graduate levels.

Admission: A student seeking admission to the graduate program should write to the department Graduate Coordinator requesting application materials.

A committee of graduate faculty members of the Department of Recreation and Park Management will review all applications for graduate study. Graduation from an accredited college or university and a total cumulative undergraduate grade point average of 2.75 or higher is required. Students must score satisfactorily on the Miller's Analogies Test (35) or the verbal portion of the Graduate Record Examination (470). Each student is asked to take either of these tests as part of the application procedures. Three letters of recommendation from people who know of the applicant's academic or professional work experience are also required.

A doctoral applicant should have a master's degree with a grade point average of 3.5 and at least two year's professional full-time work experience in either recreation or park management or both.

The minimum acceptable scores for doctoral candidate are 50 on the MAT or 525 on the verbal portion of the GRE.

Master's Programs: The College of Health, Physical Education, and Recreation offers programs leading to the Master of Science and Master of Arts in Recreation and Park Management.

Degree Requirements: Master-degree candidates who have not completed an undergraduate degree in Recreation and Park Management are required to complete the following undergraduate core requirements prior to or during their graduate study; 3 credit hours each: Professional Foundation of Recreation (RPM 251) may be taken as an undergraduate reading course (RPM 405) or may be waived upon satisfactory completion of a written examination); Recreation Activity Leadership (RPM 252); Organi-

zation and Administration of Recreation (RPM 370); Recreation Programs (RPM 396); and a recreation undergraduate elective. Master's degree candidates lacking these five courses are advised to enroll in the undergraduate Block program during their first term on campus.

A minimum of 45 credit hours of graduate credit must be completed for the master degree. Thirty credit hours must be earned on the Eugene campus. A maximum of 15 credit hours may be transferred from other colleges and universities upon approval by the Graduate School.

At least 24 of the 45 credit hours for the degree must be selected from courses offered by the Department of Recreation and Park Management. At least 9 credit hours must be from courses offered by other departments. The courses selected must make up concentrations that strengthen the student's major areas of interest.

Graduate Core Courses: All individuals engaged professionally in the field of recreation and parks have a common concern—recreation as it affects individuals, land resources, and society. It is deemed appropriate, therefore, that all students pursuing a graduate-degree program have a common core of courses. The following core of 9 credit hours is required for all graduate degree candidates: Philosophical Foundations of Leisure (RPM 511); Measurement in Leisure Services (RPM 540); Research Methods (RPM 544). (Note: Graduate credit courses in social science or education statistics and research methods may be elected in option depending upon the student's selected area of specialization and research. Consent of the faculty adviser is required.)

Final Examinations: The final examination for students selecting the thesis option is oral in nature and is administered by the student's thesis committee. The final examination for those selecting the project option is the presentation of the project results to and acceptance by the professional field of recreation. For students selecting the comprehensive examination option, the examination consists of two four-hour sessions during which the student completes comprehensive essays in areas of concentration.

All work for the master's degree must be completed within a period of seven years. This includes work for which credit is transferred from another institution, the thesis, the project, or the final examination.

Doctoral Programs of Study: The College of Health, Physical Education and Recreation offers programs leading to the Doctor of Philosophy and Doctor of Education in Recreation and Park Management.

Degree Requirements: Doctoral degrees are granted primarily for attainment and proven ability. The specific number of credits and courses are determined by the candidate's doctoral committee and are flexible to meet the particular needs and interests of the candidate. The Graduate School requires at least three years of full-time study beyond the bachelor degree, of which at least one academic year (three consecutive terms) must be spent in continuous residence on the Eugene campus. One should not plan to transfer more than 65 to 70 credit hours (including the 45 credits for the master degree), because of the nature of the degree requirements.

The doctoral student should attain a greater depth of knowledge in the selected area of specialization than does the master-degree student. A minimum of 30 credit hours in courses offered by the Department of Recreation and Park Management is required.

A broad understanding of research methodology and application of techniques for evaluation of recreation and park services is considered essential in the doctoral program. Four or five courses in statistics and research methods are usually required.

Every candidate for the doctoral degree must complete a dissertation. A master-degree thesis or a study in lieu of thesis must be completed before the undertaking of a doctoral dissertation. A minimum of 27 credit hours of research for the thesis and dissertation is usually expected.

A minimum of 20 credit hours (for the Ph.D. degree) or 30 credit hours (for the D.Ed. degree) is required for a supporting area in a related discipline such as sociology, political science, landscape architecture, regional planning, and education.

Several options are available to meet the language requirement for the Ph.D. degree. Languages allowed include German, French, Russian, Japanese, and Spanish. Twelve hours of computer-science courses or nine credit hours of advanced statistical design may be substituted for the language requirement.

Qualifying and Final Examination: Prior to or during the first two terms of study, a doctoral qualifying examination is written. A student is expected to exhibit knowledge and communication skills equivalent to a high quality master-degree graduate. Any weaknesses are generally strengthened through course work during the program of studies.

The written doctoral comprehensive examination is taken after completion of substantially all the doctoral course work, master thesis, and language requirements. Passing of this examination advances the student to full doctoral-degree candidacy. Included in this examination are comprehensive essay questions on the Recreation and Park Management area of concentration, the supporting area, research, and professional foundations.

A final oral examination is taken after completion of the dissertation and all degree requirements.

Interdepartmental Program of Study: It is possible to develop a program of study within any two or three departments in the College of Health, Physical Education, and Recreation. Additional hours are required.

Areas of Specialization: Five areas of specialization are available allowing considerable flexibility to design program requirements specific to the professional interests and needs of the individual graduate student:

(1) Recreation and Park Administration focuses upon competence needed for executive position in recreation and park systems.

(2) Recreation Program Supervision-Administration emphasizes the development and administration of programs in various settings such as in local government, voluntary agencies, industrial recreation, hospitals, and the armed forces.

(3) Professional Education establishes a foundation for the teaching of recreation and park courses in institutions of higher learning.

(4) Outdoor Education and Recreation is directed toward the development and administration of school outdoor-education programs, resident and day-camp programs, and naturalist interpretive programs.

(5) Recreation for Special Groups is designed toward the development and administration of programs for the ill, handicapped, and special groups.

Graduate Assistants and Trainees. A few teaching and administrative assistantships are available primarily to full-time students who have completed several years of teaching or other full-time professional field experience. Stipends include a salary for nine months plus a reduction in tuition each term. Applications may be obtained from the Graduate Coordinator, Department of Recreation and Park Management.

Traineeships are available either through the Center for Gerontology or Project Extend-Ed. Stipends vary depending upon the student's program of studies, but each includes payment of tuition. Application forms and related information may be obtained by writing to the Department of Recreation and Park Management.

A list of local employment opportunities is available by request from the Department of Recreation and Park Management office.

Undergraduate Courses

RPM 150. Recreation in Society. 3 credit hours.
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. Offered each term to nonmajors or premajors. May be taken for a grade, or for the Pass/No Pass option.

RPM 199. Special Studies. Credit hours to be arranged.

RPM 200. SEARCH. 1-3 credit hours.

RPM 251. Professional Foundations of Recreation. 3 credit hours.
Introduction to the basic historical and philosophical foundations of leisure and recreation. Offered each term. Orford.

RPM 252. Recreation Activity Leadership. 3 credit hours.
Methods and techniques of group and individual leadership in recreation activities. Leadership experience in various recreational settings. Offered each term. Fenwick.

RPM 290. Camp Counseling. 3 credit hours.
Orientation to youth in camps; examination of the values and objectives of organized camps; understanding campers, camp programs, and staff responsibilities. Offered winter term for nonmajors, premajors and majors.

RPM 353. Group Processes in Recreation. 3 credit hours.
Different forms of recreational activities as they apply to a variety of participants and to basic areas of recreation. Planning, organizing, executing and evaluating quality recreation activities and programs for the community. Analysis of social recreation programs. Fairchild.

RPM 370. Organization and Administration of Recreation. 3 credit hours.
Administration of public recreation and park services provided by municipal, district, county, state, and federal departments; legal provisions; organization; finance; public relations. Rodney, Neal.

RPM 371. Human Relations in Supervision of Personnel. 3 credit hours.
Supervision of personnel in public recreation and park services provided by municipal, district, county, state, and federal recreation and park departments. Prerequisite: RPM 370. Neal.

RPM 391. Camp Administration. 3 credit hours.
Selected organizational and administrative aspects of organized camping including: site development, personnel, health, safety, sanitation, programs, finance, and public relations; emphasis on national standards and local regulations. Ford.

RPM 392. Camp Program Administration. 3 credit hours.
Application of standards and principles of camp administration to existing situations. Consent of instructor. Prerequisite: RPM 370, 391, and 490. Offered spring term. Ford.

RPM 394. Youth Agencies I. 3 credit hours.
Critical analysis of national youth-serving organizations as they relate to the characteristics and normal needs of the youth they serve. Prerequisite: Junior standing in RPM. Offered twice each year. Orford.

RPM 395. Youth Agencies II. 3 credit hours.
In-depth investigation of administrative and leadership considerations of youth-service organizations. Includes direct contact with leaders of and participation in local youth service organizations. Prerequisite: RPM 394. Orford.

RPM 396. Recreation Programs. 3 credit hours.
Development, analysis, and evaluation of content, public relations, funding, facilities and leadership of leisure program for municipal, voluntary, private, church, and commercial agencies. Offered each term. Fairchild.

RPM 400. SEARCH. 1-3 credit hours.

RPM 405. Reading and Conference. Credit hours to be arranged. Approval of department head is required.

RPM 406. Special Problems. Credit hours to be arranged. Approval of department head is required.

RPM 407. Seminar. Special 3-credit hour seminars are developed by arrangement.

RPM 409. Practicum. 1-15 credit hours.
The following four practicum topics are scheduled with credits as noted. Others may be arranged.
Special Groups. 1-15 credit hours.
Recreation Programs. 1-15 credit hours.
Youth Agencies. 1-15 credit hours.
Outdoor Education. 1-15 credit hours.

RPM 410. Introduction to Therapeutic Recreation. 3 credit hours.
Key service foundations for providing recreation and therapeutic recreation services to persons with special conditions. Topics include the relationship of leisure behavior to disabling and special conditions; knowledge of the inherent similarities and differences among the helping activity therapies; the rationale, purpose, history, and standards for practice of TR; key legislative issues and social trends affecting TR; basic knowledge of the TR process in particular settings; the development of assertiveness. McDowell.

RPM 415. Supervised Field Study. 3-15 credit hours.
Prerequisite: Completion of core requirements, practicum, three courses in area of concentration, and permission of instructor. Boldt, Yandle-Harmon.

RPM 444. Basic Issues. 3 credit hours.
Identification, exploration, and assessment of basic issues and challenges facing professionals in the parks, recreation, and leisure-service field. Neal.

RPM 445. Budget and Finance. 3 credit hours.
Basic and innovative types and sources of funds for the operation and capital financing of park, recreation, and leisure services. Budget and accounting procedures municipal recreation services presented in an applied and functional approach. Walker.

RPM 446. Evaluation of Leisure Services. 3 credit hours.
Methods, techniques, and application of evaluation in a wide variety of functions normally found in recreation and park services including: clientele, programs, personnel, facilities, and organization. Prerequisite: RPM 370. Offered twice each year. Neal.

RPM 496. Recreation Areas and Facilities. 3 credit hours.
Basic considerations in the planning, construction, and operation of recreation areas, facilities, and buildings. Fenwick.

Upper-Division Courses Carrying Graduate Credit

RPM 407. Seminar. (G) 3 credit hours.

RPM 408. Workshop. (G) Credit hours to be arranged.

RPM 410. Experimental Course. (G) Credit hours to be arranged.

RPM 461. Survey of Therapeutic Recreation Services. (G) 3 credit hours.
Examination of fundamental practice of service. Preparation in aspects of service delivery to individuals, including initial case assessment, evaluation, and treatment/program determination. Second in series within Therapeutic Recreation Specialization. Prerequisite or corequisite: RPM 410, Introduction to Therapeutic Recreation Service or consent of instructor. McDowell.

RPM 462. Programs for Special Groups. (G) 3 credit hours.
Leadership training in the use of recreation activities with persons with special conditions. Techniques in programming and adaptation to meet the leisure needs of special groups in today's society, including comprehensive program development and evaluation, individual assessment and management, analysis and use of activities/experiences, and problem solving in client programming. Prerequisite: RPM 461(G), third in series within Therapeutic Recreation Specialization. McDowell.

RPM 463. Community Organization for Special Groups. (G) 3 credit hours.
Common practices and patterns of special group-serving agencies including recreation, education, and health agencies; current issues in community organization to meet basic needs and insure basic human rights; societal attitudes and conventions as they relate to and affect services for special groups. Fourth in series within Therapeutic Recreation Specialization. McDowell.

RPM 467. Social Dimensions of Leisure and Retirement. (G) 3 credit hours.
The concepts of leisure and retirement are developed and examined as potential social replacements for work and productivity in modern society. Philosophies of education for leisure and retirement are presented and critiqued.

RPM 468. Organization of Senior Leisure Services. (G) 3 credit hours.
The scope of leisure service delivery for aging populations is examined from a theoretical and practical organizational process. Generalized focus is on leisure services in senior centers, nursing homes, retirement communities, and volunteer programs.

RPM 490. Principles of Outdoor Education. (G) 3 credit hours.
Development of outdoor education and school camping; theories, practices, educational significance; organization, administration, and program planning. Offered winter term. Ford.

RPM 492. Recreation and Natural Resources. (G) 3 credit hours.
Administration of natural resources at the national, state, local, and private levels, with emphasis on the understanding of how outdoor recreation affects and is affected by the resources and the management philosophy and policies of the agencies. Ford.

RPM 493. Environmental Interpretation. (G) 3 credit hours.
Methods and materials in interpreting natural resources to the general public. Designed for the students in park planning, outdoor recreation, and resource management. Ford.

RPM 499. School and Community Recreation Programs. (G) 3 credit hours.
Principles of program planning for school and community types of programs considered in relation to sex and age and individual interests, needs, and capacities. Community educative processes and the role of community schools explored. Fairchild.

Graduate Courses

RPM 501. Research. Credit hours to be arranged.

RPM 502. Supervised College Teaching. Credit hours to be arranged.

RPM 503. Thesis. Credit hours to be arranged.

RPM 505. Reading and Conference. Credit hours to be arranged. Approval of department head is required.

RPM 506. Special Problems. Credit hours to be arranged. Study of selected problems in recreation. Approval of department head is required.

RPM 506. Master's Project. 3-6 credit hours.
Reserved for M.S. candidates with approval to pursue project option. (Credits earn count beyond the 45 required for degree.)

RPM 508. Workshop. Credit hours to be arranged.

RPM 509. Practicum. 3-12 credit hours.

RPM 510. Studies and Surveys. 3 credit hours.
Methods, techniques, and application of evaluation in a variety of functions normally found in leisure services; includes participants, programs, personnel, facilities, and organization. Also includes an applied research problem.

RPM 511. Philosophical Foundations of Leisure. 3 credit hours.
An examination of historical theories of play and leisure, an analysis of fundamental philosophical concepts as they relate to principles and practices of the conduct of programs for leisure, and a critical overview of current literature on the challenges of leisure. Ford.

RPM 540. Measurement in Leisure Services. 3 credit hours.
Theory and application of data analysis and measurement to leisure service administration, research, and planning models; the use and limitations of descriptive and inductive measurement techniques to recreation related variables. Application of graphic and table presentations; practice in calculator and computer data processing.

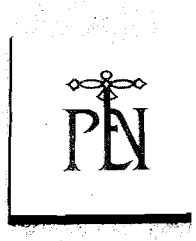
RPM 544. Research Methods. 3 credit hours.
Application of social research methods to school and community settings; procedures in study design, methods of data collection, interpretation and presentation.

RPM 552. Problems of Recreation Supervision. 3 credit hours.
The purpose of supervision; principles and techniques of supervision in a modern program of recreation; staff relationships; departmental organization; policies, regulations, problems. Neal.

RPM 553. Administration of Recreation. 3 credit hours.
Organization and administration of park and recreation programs in districts, communities, and municipalities; legal aspects, source of funds, types of programs. Rodney.

RPM 554. Problems of Camp Managements. 3 credit hours.
Analysis of problems under various types of camp sponsorship; principles, techniques, resources, administrative practices; principles and problems of leadership and group behavior. Ford.

Sequences of Instruction



A department of Journalism was organized at the University of Oregon in 1912, and became one of the University's professional schools in 1916. The sequences in advertising, news-editorial, public relations, and radio-television journalism are accredited by the American Council on Education for Journalism.

Students who major in journalism are preparing for careers in a variety of fields: newspaper reporting and editing, magazine writing and editing, advertising, public relations, photo-journalism, radio-television news and management, and the teaching of journalism.

In addition, they have a common concern with the basic problems and techniques of communicating information and ideas to large and varied audiences. They study the role of the mass media in society; the history of journalism; the structure of law affecting the press, broadcasting, and advertising; and ethics and responsibilities of writers, editors, and other communicators.

Because their work will touch every aspect of life, journalism majors need as broad a liberal education as possible. At Oregon, journalism students spend about one-fourth of their time in courses in the School of Journalism (a maximum of 46 of the 186 credit hours required for a bachelor degree). Most of the remainder of their course work is chosen from the liberal arts departments, particularly literature, history, economics, political science, psychology, and sociology.

This pattern is the standard for all programs accredited by the American Council on Education for Journalism. Oregon is one of fewer than seventy schools with accredited programs. It is the only school on the West Coast and one of only eleven in the United States with as many as four accredited sequences. The School of Journalism is one of the oldest in the country.

Faculty members are former professionals who combine academic background with practical experience in their special fields. They include advertising-agency people, newspaper editors, public-relations executives, magazine writers, researchers, photographers, graphic artists, and broadcasters. In Eric Allen Hall, named for the first dean of the school, faculty and students have a modern instructional center in which to work and study.

Many journalism majors obtain practical experience on their own while in school. Some work on the student newspaper, the *Oregon Daily Emerald.* Others are announcers, writers, or directors at the student radio station, KWAX, or the educational TV-channel on campus. Others work on the student yearbook *Oregana.* Internships for summer employment are often available at newspapers, broadcasting stations, advertising agencies, and public relations departments. The School works with the University's Placement Bureau in helping students find part-time employment while they are in school and full-time employment upon graduation.

The best pre-college preparation for journalism majors is a broad college-preparatory program in high school, with emphasis on English, literature, speech, history, and the social sciences. Foreign languages are not required but are strongly recommended. Students at junior and community colleges who plan to transfer to the University to study journalism are advised to take liberal-arts courses fulfilling the University and the School of Journalism degree requirements during their first two years of college work, reserving professional course work in journalism for the final two years at the School of Journalism.

Each journalism major is advised by a faculty member in planning a program of courses individually based on the student's background and career interests.

The program for students designated as majors in Journalism is organized on an upper-division and graduate basis.

Galen R. Rarick, Ph.D., Dean, Professor of Journalism (communication research). B.A., Denver, 1948; M.A., 1951, Ph.D., 1963, Stanford; at Oregon 1962-67 and since 1976.

John W. Crawford, M.A., Professor of Journalism (advertising). B.A., Northwestern, 1935; M.A., Michigan State University, 1958; at Oregon since 1969.

Charles T. Duncan, M.A., Professor of Journalism (news-editorial). A.B., 1936, M.A., 1946, Minnesota; at Oregon 1950-62, and since 1965.

Jack D. Ewan, M.S.J., Associate Professor of Journalism (advertising and public relations). B.S.J., 1948, M.S.J., 1964, Northwestern; at Oregon since 1964.

Roy K. Halverson, Ph.D., Associate Professor of Journalism (news-editorial). B.S., 1957, M.S., 1963, Wisconsin; Ph.D., Illinois, 1970; at Oregon since 1966.

Jack R. Hart, Ph.D., Assistant Professor of Journalism (news-editorial). B.A., Washington, 1968; Ph.D., Wisconsin, 1975; at Oregon since 1974.

Mary S. Hartman, B.A., Assistant Professor of Journalism (news-editorial). B.A., Washington State, 1960; at Oregon since 1975.

James B. Lemert, Ph.D., Professor of Journalism (communication research). A.B., 1957, M.J., 1959, California, Berkeley; Ph.D., Michigan State, 1964; at Oregon since 1967.

Duncan L. G. McDonald, M.S., Visiting Assistant Professor of Journalism (news-editorial). B.S., Ohio, 1966; M.S., Oregon, 1972; at Oregon since 1975.

Kenneth T. Metzler, M.S.J., Associate Professor of Journalism (news-editorial). B.S., Oregon, 1956; M.S.J., Northwestern, 1967; at Oregon since 1960.

Vernon E. Mueller, B.S., Lecturer in Journalism (broadcasting). B.S., 1950, Oregon; at Oregon since 1975.

Roy Paul Nelson, M.S., Professor of Journalism (news-editorial, advertising). B.S., 1947, M.S., 1955, Oregon; at Oregon since 1955.

Karl J. Nestvold, Ph.D., Associate Professor of Journalism (broadcasting). B.S., Wyoming, 1954; M.S., Oregon, 1960; Ph.D., Texas, 1972; at Oregon since 1961.

Willis L. Winter, Jr., Ph.D., Professor of Journalism (advertising). B.S., California, Berkeley, 1950; M.S., Oregon, 1957; Ph.D., Illinois, 1968; at Oregon since 1968.

Faculty Emeriti

R. Max Wales, M.A., Professor Emeritus of Journalism (advertising, public relations). B.A., Washburn, 1933; M.A., Iowa, 1956; at Oregon since 1957.

Carl C. Webb, M.A., Associate Professor Emeritus of Journalism (news-editorial). B.S., 1932, M.A., 1950, Oregon; at Oregon since 1943.

Undergraduate Studies

Requirements for Admission: Freshmen and sophomores who plan to become journalism majors and who meet the admission requirements of the University are admitted by the Office of Admissions. Such students may stipulate "prejournalism" as their major without special screening by the School of Journalism or compliance with specific requirements.

Each student must see the Chief Adviser of the School of Journalism for assignment to an academic adviser in the student's area of subject-matter interest. In fall term of each year, these assignments are made at the meeting of all new undergraduate students during the Orientation Program. At other times, students are to see the Chief Adviser during his scheduled office hours.

Prejournalism students who want to change areas of interest and

academic advisers within the School during their freshman or sophomore years must see the Chief Adviser for reassignment.

Students in other departments in the University who wish to become prejournalism students during their freshman or sophomore years will apply through the Office of Admissions.

Transfer students from other institutions who want to become pre-journalism students must apply through the Office of Admissions. Admissions officers, counselors, and transfer students will be guided by the *Transfer Credit Policy* statement of the School of Journalism (below). This policy statement is furnished to all institutions in Oregon as part of the *Transfer Curricula Recommended by the State System Committee on Community Colleges for Oregon Community Colleges,* issued by the Office of Academic Affairs, Oregon State System of Higher Education.

The following courses are open to prejournalism majors: Mass Media and Society (J 224); Journalistic Writing (J 250); Principles of Advertising (J 341).

Prejournalism students are advised to complete as many as possible of the courses in Arts and Sciences which meet the Group Requirements of the University and, in addition, which are required and recommended by the School of Journalism; students are also advised to participate in extracurricular journalistic activities, *and* to learn how to type.

Juniors and seniors are accepted as majors in Journalism. All students who want to become journalism majors, including prejournalism students, who have completed the sophomore year (90 credit hours), must apply for admission to the School of Journalism on special forms obtainable from the school office. Applications, including transcripts, must be submitted not later than one month prior to the beginning of the term for which admission is sought. In order to be eligible for admission as a major, the student must have: (1) completed 90 or more credit hours of work; (2) substantially satisfied the lower-division requirements of the University; (3) attained a cumulative grade point average of at least 2.5 (an A counts as 4 points; a B, 3 points; a C, 2 points; a D, 1 point; Fs, Ns, and NPs count as 0 points); (4) completed with credit Journalistic Writing, J 250, or passed the School's waiver examination for this course. Since students transferring from other colleges will not have had the opportunity to fulfill requirement (4), they begin their professional studies as prejournalism students. When admitted to the University as prejournalism students by the Office of Admissions, they should see the School of Journalism for adviser assignment.

The School of Journalism supports the *Transfer Curricula Recommended by the State System Committee on Community Colleges for Oregon Community Colleges,* issued by the Office of Academic Affairs, Oregon State System of Higher Education, and calls specific attention to the transfer curriculum for journalism as listed in that document.

The School of Journalism policy on acceptance of transfer credit is as follows:

(A) The School of Journalism will accept for credit and for the fulfillment of its course requirements courses taken and satisfactorily completed at other schools of journalism offering sequences accredited by ACEJ. However, this acceptance does not waive the requirement of the number of credit hours to be earned at the University of Oregon School of Journalism.

(B) The School of Journalism will accept for "general journalism credit" courses taken and satisfactorily completed at institutions whose sequences are *not* accredited by ACEJ; such "general journalism credit" will be included in the 46-credit-hour total, but no "general journalism credit" may be used to meet specific course requirements. Students who want to use course work taken at another institution to meet prerequisites for School of Journalism courses may apply to take waiver examinations.

(C) The School of Journalism will accept for "general journalism credit" courses taken for credit at other institutions for work on student publications, student radio and television stations, student magazines, or for commercial, nonacademic media, but such credit may not be used to meet specific course requirements of the School of Journalism and no more than three such credits may be counted in the requirement of 33 upper-division hours. Transfer students who present such credits may find themselves disadvantaged in the number of hours they are permitted to take in the School of Journalism to keep within the 46-hour total.

(D) The School of Journalism will accept for credit, and for meeting specific course requirements, and for meeting requirements for certification for secondary-school teaching, courses taken through the Division of Continuing Education when the faculty member teaching such courses is a member of the faculty of the School of Journalism or whose appointment as instructor of the DCE courses has been approved by the faculty of the School of Journalism.

Students who want advice on admission to the School of Journalism should consult the Undergraduate Affairs Committee.

Summary of Admission Requirements: Freshmen and Sophomore: No special requirements. Students should be advised that proficiency in the *use of the typewriter is essential.*

Juniors and Seniors: All students must submit a special application form, accompanied by transcript, to the School of Journalism. In order to be eligible for admission as a major, the student must have (1) completed 90 or more credit hours of work; (2) substantially satisfied the lower-division requirements of the University; (3) attained a cumulative grade point average of at least 2.5 (an A counts as 4 points; a B, 3 points; a C, 2 points; a D, 1 point; Fs, Ns, and NPs count as 0 points); (4) completed, with credit, Journalistic Writing, J 250, or passed the School's waiver examination for this course.

Requirements for Graduation: In addition to meeting the University requirements for the degree of Bachelor of Arts or Bachelor of Science, a student seeking such a degree with a major in journalism must: (1) satisfactorily complete at least 36 hours in journalism courses, of which at least 30 hours must be in upper-division courses, and at least 27 hours must be taken at this School; (2) take no more than a total of 46 hours in journalism courses within the first 186 hours of an undergraduate program (140 of the first 186 credit hours must be earned in liberal arts or other non-journalism courses); (3) satisfactorily complete at least two courses from the group of writing courses specified by the School of Journalism faculty; (4) satisfactorily complete at least two courses from this group: Law of the Press, History of Journalism, and Journalism and Public Opinion; (5) earn a cumulative University of Oregon grade point average of 2.5 or better; (6) earn a total of no more than 3 credit hours for J 408, Internship.

In its requirements for an undergraduate major, the School of Journalism places strong emphasis on courses which will provide a broad liberal education. To satisfy the School's graduation requirements, each student majoring in the School must complete the following course work in liberal arts disciplines: (1) six courses of at least three credits each in literature (not including courses dealing primarily with film); (2) three courses of at least three credits each in history; (3) three courses of at least three credits each in economics; (4) three additional blocks of courses, each block consisting of at least nine related credit hours, from among these areas: anthropology, economics, geography, history, mathematics, philosophy, political science, psychology, religion, science, or sociology. (Courses numbered 199, 200 Search, 400 Search, 400-406, or 408-410 may not be used to fulfill these requirements.)

In consultation with an adviser, a journalism major selects professional courses which will provide a measure of concentration in a special field of journalism. Suggested courses are as follows:

Advertising: Principles of Advertising (J 341); Advertising Copy Writing (J 446); Advertising Media Planning (J 441); Advertising Problems (J 444); Advertising Layout (J 447); Law of the Press (J 485); courses selected from the following: Advertising Research (J 448), Advertising Agencies and Departments (J 445), Production for Publication (J 321), Marketing Systems (Mkt 311), Television Workshop (Tc 344), Principles of Public Relations (J 459).

News-Editorial: Reporting I (J 361); Newspaper Editing (J 371); Reporting II (J 462); Law of the Press (J 485); History of Journalism (J 487); courses selcted from the following: Pro-

duction for Publication (J 321), Magazine Article Writing I and II (J 468, 469), Community and Daily Newspaper Management (J 421), Journalism and Contemporary Affairs (J 495); The Journalistic Interview (J 463).

Newspaper Management: Production for Publication (J 321); Principles of Advertising (J 341); Reporting I (J 361); Newspaper Editing (J 371); Community and Daily Newspaper Management (J 421); Law of the Press (J 485); courses selected from the following: Reporting II (J 462), Advertising Copy Writing (J 446), Advertising Layout (J 447).

Radio-Television Journalism: Radio-Television News I and II (J 431, 432); Advanced Radio News (J 433); Advanced Television News (J 434); courses selected from the following: Seminar: Radio-Television Station Management (J 407), Radio-Television problems (J 407), Reporting I and II (J 361, J 362), Principles of Advertising (J 341), Advertising Media Planning (J 441), International Journalism (J 491), Radio and Television Script Writing (Tc 347), Production (Tc 444), Television Direction (Tc 445), Radio-Television Programming (Tc 446), Television Workshop (Tc 344).

Magazine Journalism: Production for Publication (J 321), Reporting I (J 361), The Journalistic Interview (J 463), Magazine Article Writing I and II (J 468, 469), Magazine Editing (J 470), Magazine Design and Production (J 471), Writing the Nonfiction Book (J 507); courses selcted from the following: Photojournalism (J 336), Principles of Advertising (J 341), Newspaper Editing (J 371), Seminar: Science Writing (J 407), Advertising Copy Writing (J 446), Advertising Layout (J 447), Principles of Public Relations (J 459), Law of the Press (J 485).

Public Relations: Principles of Public Relations (J 459); Public Relations Writing (J 465); Public Relations Problems (J 483); Reporting I (J 361); Law of the Press (J 485); Public Relations Field Studies (J 406 or J 506); courses selected from the following: Production for Publication (J 321), Principles of Advertising (J 341), Magazine Article Writing I (J 468), Magazine Editing (J 470), Photojournalism (J 336), Advertising Copy Writing (J 446), Magazine Design and Production (J 471), Journalism and Public Opinion (J 494), Television Workshop (Tc 344).

Policy on SEARCH courses: In addition to University requirements, the School of Journalism requires that a SEARCH course be approved by a majority of the voting faculty after the faculty has studied the course syllabus and has questioned the proposed instructor. The syllabus must include the course outline and bibliography. A SEARCH course that includes work on a student publication must also involve academic investigation of a body of knowledge germane to the subject of the course.

Policy on Grade Option: (1) All courses regularly offered in the School will be available on a graded or a pass-no-pass basis, except those specifically designated in the catalog and the time schedules as "graded only" or "nongraded only."

(2) For courses taken for undergraduate credit a grade of "pass" is understood to mean work performed at the "C" level or better. For courses taken for graduate credit, "pass" means work at the level of "B" or better.

(3) Undergraduate majors will receive credit toward the satisfaction of degree requirements for no more than nine hours of nongraded course work in journalism. Graduate majors will receive no credit toward satisfaction of degree requirements for courses carrying journalism credit taken on a nongraded basis where the basis of grading is optional. Graduate majors will receive credit toward satisfaction of degree requirements for no more than six hours of nongraded work in any other University courses where the basis of grading is optional.

Secondary-School Teaching of Journalism: For certification as a teacher of journalism in Oregon high schools, the Teacher Standards and Practices Commission requires (1) the satisfaction of certain minimum standards of subject preparation, (2) certain requirements in professional education preparation, and (3) the recommendation of the institution at which the student completes the subject preparation.

State standards for certification are established for a basic (four year) norm and for a standard (five-year) norm. Students are encouraged to meet the five-year norm during undergraduate study.

To meet the state standards in journalism and the requirements for recommendation by the University of Oregon School of Journalism, the student should complete the following program:

(1) Basic Norm. Demonstrated competence or 42 credit hours designed to demonstrate competence in language arts to include:

(a) 15 credit hours of journalism including work in news-writing, copy editing and high school publications. The School of Journalism requires the following 17 credit hours of course work, or the equivalent areas of demonstrated competence, to meet certification standards: Journalistic Writing (J 250) 3 credit hours; Mass Media and Society (J 224) 3 credit hours; Principles of Advertising (J 341) 3 credit hours; Reporting I (J 361) 4 credit hours; Newspaper Editing (J 371) 4 credit hours.

(b) Methods of Teaching Journalism (J 455) is required before permission is granted for student teaching or before certification is granted by the School of Journalism.

(c) A core of 27 credit hours distributed in literature and communication as indicated in the basic language arts norm. The University of Oregon School of Journalism requires the following course work or equivalent course work to meet certification standards in language arts: Literature (15 credit hours). This work may be in American literature, world literature, or English literature, but may not duplicate work credited in meeting the communications requirement below. Communication (12 credit hours to include each of the three categories below). (i) Written Expression: Short Story Writing (Wr 326); Reporting II (J 462); Magazine Writing I (J 468). (ii) Oral Expression: Fundamentals of Speech (RhCm 121); Radio-TV Production (Tc 444). (iii) Cultural Linguistics: Journalism and Public Opinion (J 494); History of English Language (Eng 491); Modern English Grammar (Eng 492).

(2) Standard Norm. The University will recommend a person for the Standard Teaching Certificate and Standard endorsements upon successful completion of a planned program of teacher education, which plan must be filed with the Office of Teacher Certification in the College of Education at the time the work is initiated. Planning forms may be secured from that office. The planned program must include 12 credit hours designed to develop further teaching competence in language arts in addition to those required for the basic norm, including nine credit hours of journalism. The University of Oregon School of Journalism requirements for completing the Standard Norm and the five-year program: Journalism and Public Opinion (J 494) or an equivalent public opinion or theory course must either have been completed as a part of the basic norm class work or must be included as part of the nine credit hours of journalism work in the standard norm. Students may elect the remaining hours from any upper-division or graduate level course in journalism.

Graduate Studies

The School of Journalism offers work leading to the Master of Arts or Master of Science degree. Programs in news-editorial journalism, advertising and public relations, broadcasting, and communication research are provided for candidates with undergraduate majors in journalism or considerable journalistic experience and for those who do not have an undergraduate major in journalism or journalistic experience.

Each student seeking a master's degree from the School of Journalism is expected to complete an acceptable thesis, or, after the approval of the Graduate Affairs Committee, produce a nine-credit-hour terminal project of comparable quality. Students with little or no journalistic background may be required to complete certain professional courses which do not carry graduate credit.

Requirements for Admission: An applicant for admission to graduate study in the School of Journalism must be a graduate of an accredited four-year college or university, must have an under-

graduate grade point average of at least 3.00 (B), and must submit scores on the Graduate Record Examination.

Students may be conditionally admitted for graduate study if they can offer evidence that a graduate course of study will be pursued successfully. Such evidence should include (1) scores on the Graduate Record Examination and (2) a grade point average exceeding 3.00 earned during the last two years of undergraduate studies. Men or women who have substantial experience in any of the fields of journalism may offer such experience, with the approval of the faculty, in lieu of (1) or (2) for conditional admittance.

Advising: An adviser will be appointed for each graduate student in the School by the Dean upon recommendation of the Faculty Committee on Graduate Study. Each student will also be assigned to a faculty member who will supervise the research and writing phases of the thesis or terminal project. A topic must be approved by the Dean and the assigned faculty member before work is undertaken. Students should register for credit in the appropriate courses (J 503 for thesis or J 509 for terminal project) during the terms in which they are doing the actual research and writing.

Requirements for Graduation: Candidates for the master's degree must complete at least 45 hours of course work carrying graduate credit, with a cumulative grade point average of above 3.0. Courses that do not carry graduate credit are not considered in determining the graduate student's grade point average.

A student whose undergraduate program did not include the following courses or their equivalent must take them, either before taking graduate courses or concurrently with graduate courses: Principles of Advertising (J 341) 3 credit hours; Reporting I (J 361) 4 credit hours, or Journalistic Writing (J 250) 3 credit hours. These are not graduate level courses, and therefore do not provide credits toward the 45 credit hours required for the master degree. Thus, the total degree program for students with limited undergraduate work in the field may include up to 52 credit hours, and typically may require four or five terms for completion.

All graduate students should expect to be assigned extra work in any undergraduate course they may take. This is usually a term paper not required of undergraduates in the course.

Of the 45 graduate-level credit hours required for completion of degree requirements, at least 30 should be in journalism courses. Students who have not taken undergraduate programs in journalism, and who do not have professional experience in the field, may elect to take up to 45 credits in graduate-level journalism courses. Nonjournalism courses taken must constitute an integrated program of work in a single area or in closely-related areas. Scattered work in a variety of areas will not be acceptable.

Graduate students will receive no credit toward satisfaction of degree requirements for courses carrying journalism credit taken on a nongraded basis when the basis of grading is optional. Graduate students will receive credit toward satisfaction of degree requirements for no more than six hours of nongraded work in any other University courses where the basis of grading is optional. Course programs for graduate students are usually planned individually, on the basis of consultation with the student's adviser.

It is required, however, that students intending to complete requirements for an advanced degree will include at least three of the following courses in their program (or present evidence that they have previously completed such courses or their equivalent): Law of the Press (J 485) 3 credit hours; History of Journalism (J 487) 3 credit hours; Public Opinion and Propaganda (J 514) 3 credit hours; Theories of Mass Communications (J 513) 3 credit hours. All master-degree programs must include the following: (a) Three journalism courses or seminars numbered at the 500 level; (b) at least one graduate-credit course in journalistic writing from the following group: Reporting II (J 462) 4 credit hours; Magazine Article Writing I or II (J 468, 469) 3 credit hours; Editorial Writing (J 564) 3 credit hours; Advertising Message Strategy (J 546) 3 credit hours; Public Relations Writing (J 465) 3 credit hours; Writing the Nonfiction Book (J 507) 3 credit hours; Advertising Copywriting (J 446) 3 credit hours.

Degree candidates who are preparing theses should obtain from the Graduate School office a pamphlet describing the appropriate form and style of the thesis.

Students nearing the completion of their programs should obtain from their advisers a copy of a check list of steps to be taken and examinations to be passed immediately prior to the awarding of the degree. *Each student is responsible for completing all formalities sufficiently in advance of the deadline.*

Special Examinations: All applicants seeking admission should make arrangements to take the Graduate Record Examination at a location convenient to them. Upon receipt of the results of this examination and of transcripts covering all previous academic work, the committee on graduate study will notify the candidate.

All graduate students' programs are examined by the faculty of the school during progress toward the master degree:

(1) Each graduate student in journalism is automatically considered for advancement to candidacy in the term following the completion of 12 credit hours of graduate study. Advancement to candidacy is necessary for both conditionally admitted students and students admitted on an unqualified basis.

(2) The student not advanced to candidacy at this evaluation will be given written notice but may be allowed to continue course work until the completion of 24 credit hours of graduate study. At that time a final decision regarding advancement to candidacy will be made.

(3) To be advanced to candidacy, a student must have completed at least 12 credit hours of graduate study with a grade average of more than 3.0. At least nine of those hours must be in journalism, including at least two of the following courses (J 513, J 514, J 485, J 487).

(4) When students have completed all other requirements, including the thesis or terminal project for the degree, they are scheduled for the final oral examination.

Candidates for the M.A. degree must have completed work in a foreign language through the second year of college, or must pass an examination demonstrating equivalent mastery. Candidates for the M.S. degree need not fulfill this requirement.

Foreign Students: Foreign students beginning graduate work at the School of Journalism should plan to spend some time (at least a full term, in most cases) taking basic courses that do not carry graduate credit, before embarking on graduate level courses.

A firm mastery of English, including American mass-communications idiom, is necessary for success in professional courses at the graduate level. Foreign students who lack such a mastery find themselves severely handicapped, and should plan to spend five or more terms in residence.

General Information

Facilities: The School of Journalism is housed in Eric W. Allen Hall, named in memory of the first dean of the School of Journalism. Fully equipped laboratories are provided for newswriting, editing, advertising, radio-television news, and photography. Current files of newspapers and trade publications are maintained in the Journalism Reading Room; the University Library has an excellent collection of the literature of mass communications. The School of Journalism receives the regular newspaper teletypesetter monitor services of the Associated Press. The Eric W. Allen Seminar Room, furnished by contributions from friends and almuni of the school, is a center for meetings of journalism seminars and student groups.

The Oregon Newspaper Publishers Association and the Oregon Association of Broadcasters cooperate with the school and the University Placement Service in providing placement services for journalism graduates. The Oregon Scholastic Press also has its headquarters in Allen Hall.

Student Loan Funds: The interest from a $15,000 endowment fund, bequeathed to the University by the late Mrs. C. S. Jackson, widow of the founder of the *Oregon Journal*, provides no-interest loans to men students majoring in journalism.

The Arthur and Marian Rudd Loan Fund, established by a gift to the school from an alumnus, provides no-interest loans to men or women students majoring in journalism.

A fund established by Zeta chapter of Gamma Alpha Chi, professional society for women in advertising, provides loans for women students majoring in journalism. A fund established and admin-

istered by the Oregon Press Women provides loans for senior women majoring in journalism.

Scholarships and Fellowships: A number of scholarships, ranging from $1,200 to $200, are available to journalism students. Details are available from the dean or the chairman of the school's scholarship committee.

A limited number of graduate teaching fellowships, carrying stipends ranging from $1,350 to $3,075 for nine months are also available. Graduate teaching fellows also receive waivers of tuition in accordance with the regulations of the Graduate School. Details are available from the dean or the chairman of the school's graduate committee.

News-Editorial

Undergraduate Courses

J 200. SEARCH. Credit hours to be arranged.

J 224. The Mass Media and Society. 3 credit hours.
Recommended for prejournalism majors; open to nonmajors. Description and analysis of the various media of mass communication and their effects on society. Nelson, Duncan, Hulteng.

J 250. Journalistic Writing. 3 credit hours.
Introduction to journalistic practices associated with gathering information, taking notes, interviewing, writing for various mass media audiences. Review of grammar, spelling, sentence structure, punctuation. Lectures and laboratories. Students must pass a typing proficiency exercise during the first laboratory session. Required for admission to School of Journalism with major standing; open to nonmajors. Hart, Halverson.

J 321. Production for Publication. 3 credit hours.
The production of news-editorial and advertising material into publications. Printing processes and machinery; typography and composition methods; technical aspects of letterpress printing and photo-engraving, photo-offset, gravure, and silk-screen process; paper, ink, and color. Metzler.

J 336. Photojournalism. 3 credit hours.
News photography: subjects, composition, editorial requirements. Press cameras and darkroom techniques. Documentaries and photo essays. Work of the news photographer. Trends in pictorial journalism. McDonald.

J 361. Reporting I. 4 credit hours.
Basic training in news-gathering. Extensive writing under time pressure, including a variety of assignments—straight news, features, interviews, speeches. Typing ability required. Lectures, conferences, laboratory. Prerequisite: J 250. Duncan, Halverson, Hulteng, Metzler.

J 371. Newspaper Editing. 4 credit hours.
Instruction and practice in copy-editing and headline-writing for the newspaper; emphasis on grammar and style. Instruction and practice in problems involved in evaluation, display, make-up and processing of written and pictorial news matter under time pressure. Lectures and laboratory. Prerequisite: J 361. Halverson.

J 400. SEARCH. Credit hours to be arranged.

J 401. Research. Credit hours to be arranged.

J 403. Thesis. Credit hours to be arranged.

J 405. Reading and Conference. Credit hours to be arranged. No-grade course.

J 406. Special Problems. Credit hours to be arranged. No-grade course.

J 408. Internship. 1-3 credit hours.
Work experience, under faculty guidance, on a newspaper or magazine. Consent of the Dean required. May be repeated to a total of 3 credits.

J 409. Practicum: Teaching Methods. 3 credit hours.
Active participation in the teaching program under faculty supervision. Consent of instructor is required. May be repeated for credit.

J 410. Experimental Course. Credit hours and topics to be arranged.

J 495. Journalism and Contemporary Affairs. 3 credit hours.
Examination of current problems in journalism; evaluation of governmental and other public policies affecting the mass media; trends in mass communications. Prerequisite: senior standing. Hulteng.

Upper-Division Courses Carrying Graduate Credit

J 407. Seminar. (G) Credit hours to be arranged.
Writing the Nonfiction Book.
Science Writing.
Reporting of Public Affairs.

J 421. Community and Daily Newspaper Management. (G) 3 credit hours.
Survey of community and daily newspaper economics; cost and revenue analyses; production technology; circulation problems and developments; basic accounting; administration and coordination of advertising, editorial, and production departments; week-long internship at a newspaper. Halverson, McDonald.

J 455. Methods of Teaching Journalism. (G) 3 credit hours.
The teacher's role in guiding student publications in secondary schools; methods of teaching journalism. Hartman.

J 462. Reporting II. (G) 4 credit hours.
Newspaper reporting of legislative and executive governmental bodies; political news and other special news areas; civil and criminal courts and appellate procedure. Prerequisite: J 361. Halverson.

J 463. The Journalistic Interview. (G) 3 credit hours.
Reading, discussion, and laboratory exercises to aid nonfiction writers in the development of skills in gathering information through asking questions. Analysis of literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Metzler.

J 468. Magazine-Article Writing I. (G) 3 credit hours.
Writing magazine feature articles; book and movie reviewing for the mass media; study of the problems of marketing magazine manuscripts. Prerequisite: J 250. Metzler, Nelson.

J 469. Magazine-Article Writing II. (G) 3 credit hours.
Writing and marketing magazine articles. Individual conferences. Prerquisite: J 468. Metzler, Nelson.

J 470. Magazine Editing. (G) 4 credit hours.
Survey and history of magazines; principles and problems of magazine editing; planning, content selection, manuscript revision, copy editing, caption and title writing; editorial responsibility. Lectures, exercises, and project; laboratory. Prerequisite: senior standing, J 321 strongly recommended. Metzler, Nelson.

J 471. Magazine Design and Production. (G) 3 credit hours.
Role of the magazine editor in working with art directors in publication work. Survey of problems in designing covers, pages, and spreads for magazines; selecting type faces; using display typography and art to increase the effectiveness of the written word; preparing copy and art for publication. Consent of instructor is required. Nelson.

J 472. Caricature and Graphic Humor. (G) 3 credit hours.
Appreciation and criticism of cartoons and comics used in the mass media; discussion of historical aspects; reviewing cartoon literature and collections; developing ideas for editorial cartoons, gag cartoons, comic strips and panels, illustrative cartoons. Drawing ability is useful but not vital to complete some of the assignments. Nelson.

J 485. Law of the Press. (G) 3 credit hours.
The constitutional guarantee of freedom of the press; principal Supreme Court decisions; legal status of the press as a private business and as a public utility; governmental activity toward improving the press; legal controls of publication; libel, right of privacy, copyright, contempt of court, censorship, and regulation of broadcasting. Hart.

J 487. History of Journalism. (G) 3 credit hours.
Study of the changing character of the mass media in the United States since colonial times. Emphasis on theories of the press and the relationship of the mass media to the society they have served. Halverson.

J 491. International Journalism. (G) 3 credit hours.
A survey of media of mass communication (press and broadcast systems) throughout the world: their structure, chief characteristics; historical background; differing fundamental concepts of their role and conflicting theories of control; international news services and foreign correspondence; major newspapers of the world; growth and attendant problems in the developing nations. Duncan.

J 494. Journalism and Public Opinion. (g) 3 credit hours.
The formation, reinforcement, and change of opinions. The role of major social and political institutions, with emphasis upon the mass media of communication. Lemert.

Graduate Courses

J 501. Research in Journalism. Credit hours to be arranged.

J 502. Supervised College Teaching. Credit hours to be arranged.

J 503. Thesis. Credit hours to be arranged. No-grade course.

J 505. Reading and Conference. Credit hours to be arranged.

J 506. Special Problems. Credit hours to be arranged. No-grade course.

J 507. Seminar. Credit hours to be arranged.
Economics of the Newspaper.
Literature of Journalism.
History of Journalism.
Law of the Press.
Methodology of Communication.
Writing the Nonfiction Book

J 509. Practicum. Credit hours to be arranged.

J 510. Experimental Course. Credit hours to be arranged.

J 514. Public Opinion and Propaganda. 3 credit hours.
Analysis of research literature, with emphasis upon finding analogues for research findings in decisions and choices made by mass media decision-makers. Research in attitude change processes, and source, message, channel, and receiver variables in the mass communication process. Prerequisite: J 513. Lemert.

J 564. Editorial Writing. 3 credit hours.
Writing of analysis and opinion for the media of mass communication; examination of methods of formulating editorial policy; operation of editorial pages and editorial sections; trends in the use of the opinion function.

Advertising and Public Relations

Undergraduate Courses

J 200. SEARCH. Credit hours to be arranged.

J 341. Principles of Advertising. 3 credit hours.
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. Ewan, Winter.

J 401. Research. Credit hours to be arranged.

J 403. Thesis. Credit hours to be arranged.

J 405. Reading and Conference. Credit hours to be arranged.

J 406. Special Problems. Credit hours to be arranged. Requires 1-3 hours of work in an outside institution under faculty supervision. No-grade course.

J 408. Internship. 1-3 credit hours.
Work experience, under faculty guidance, in an advertising or public relations department or agency. Consent of the Dean required. May be repeated to a total of 3 credits.

J 409. Practicum: Teaching Methods. 3 credit hours.
Active participation in the teaching program under faculty supervision. Consent of instructor is required. May be repeated for credit.

J 410. Experimental Course. Credit hours arranged.

J 459. Principles of Public Relations. 3 credit hours.
Theory and practice of public relations as viewed by business, government, and civic and public service organizations; study of mass media as publicity channels; role of the public relations practitioner; public relations departments and agencies. Open to nonmajors. Ewan.

Upper-Division Courses Carrying Graduate Credit

J 407. Seminar. (G) Credit hours to be arranged.
Institutional Communications.

J 441. Media of Advertising. (G) 4 credit hours.
Evaluation of newspapers, magazines, radio, television, and outdoor media as vehicles for advertising; selling, planning, buying procedures; cost-efficiencies; demographic considerations related to marketing and advertising objectives; media department organization. Prerejuisites: Junior standing and J 341. Ewan, Winter.

J 444. Advertising Campaigns. (G) 4 credit hours.
Students have opportunity to cultivate judgment through consideration of actual marketing and merchandising problems, in the solution of which advertising may be a factor. Prerequisite: J 341, J 441, J 442, J 446, J 447; senior standing. Winter.

J 445. Advertising Agencies and Departments. (G) 3 credit hours.
Role of the advertising agency in the creation of advertising materials, marketing plans, and research; structure and function of the agency; client relations; merchandising; personnel; financial operations, legal problems. The company advertising department. Prerequisite: J 341, senior standing. Ewan.

J 446. Advertising Copy Writing. (G) 3 credit hours.
Theory and practice in writing advertising copy. Study of style and structure, with emphasis on persuasive writing. Lectures and laboratory. Prerequisite: J 250, J 341. Crawford, Ewan, Winter.

J 447. Advertising Layout. (G) 3 credit hours.
Instruction and practice in graphic design for advertising. Work with type and illustrations. Consideration given to all media. Prerequisite: J 341. Ewan, Nelson.

J 448. Advertising Research. (G) 3 credit hours.
Application of standard survey methodology and behavioral science techniques to the determination of the effectiveness of print and broadcast advertising. Emphasis on means of determining the accomplishment of stated communications objectives in terms of pre- and post-testing advertising copy and in terms of measureing media efficiency. Special attention is afforded secondary research sources. Prerequisite: J 341, consent of instructor. Winter.

J 449. Advertising and Society. (G) 3 credit hours.
Detailed discussion and reading in the socio-economics of advertising. Opportunity to survey the literature of advertising and treat the legal, ethical, and moral considerations incumbent in an advertising career. Prerequisite: senior or graduate standing, consent of instructor. Crawford, Winter.

J 465. Public Relations Writing. (G) 3 credit hours.
Preparation of press conferences, press kits, and news releases; institutional advertising copy, executive speeches, dissemination of publicity material through the broadcasting media. Prerequisite: J 250, J 361, J 459. Ewan, Nelson.

J 483. Public Relations Problems. (G) 3 credit hours.
Use of research, decision processes, and program design in the solution of public-relations problems. Application of principles and techniques in the public relations programs of profit and nonprofit institutions. Role of the mass media of communication in such programs. Ethics of public relations. Prerequisite: J 459. Ewan.

Graduate Courses

J 501. Research in Journalism. Credit hours to be arranged. No-grade course.

J 502. Supervised College Teaching. Credit hours to be arranged.

J 503. Thesis. Credit hours to be arranged. No-grade course.

J 505. Reading and Conference. Credit hours to be arranged. No-grade course.

J 506. Special Problems. Credit hours to be arranged. Requires 1-3 hours of work in an outside institution under faculty supervision. No-grade course.

J 507. Seminar: Public Relations in Higher Education. 2-3 credit hours.
Theory and techniques in achieving appropriate relationships with the various publics of institutions of higher education through interpersonal and mass communications. Primarily designed for advanced degree candidates interested in college and university communications. Open to nonmajors with instructor's consent. A no-grade course. Ewan. Not offered in 1977-78.

J 509. Practicum. Credit hours to be arranged.

J 510. Experimental Course. Credit hours to be arranged.

J 520. Public Relations Planning and Administration. 3 credit hours.
Intended for graduate students in business, education, public affairs, recreation management, etc., as well as journalism majors. Each student constructs a comprehensive public relations plan in his or her field of study. Course assumes no previous academic work in public relations. Ewan.

J 546. Advertising Message Strategy. 3 credit hours.
Advanced theory and practice in concepts of advertising copy. Emphasis on the search for advertising ideas and their development into message strategy, visual and verbal, for a variety of advertising media. Lectures and laboratory develop variety in writing style for varied audiences. Prerequisite: J 446 or J 447 or equivalent. Crawford.

Broadcasting

Undergraduate Courses

J 200. SEARCH. Credit hours to be arranged.

J 400. SEARCH. Credit hours to be arranged.

J 401. Research. Credit hours to be arranged.

J 403. Thesis. Credit hours to be arranged.

J 405. Reading and Conference. Credit hours to be arranged.

J 406. Special Problems. Credit hours to be arranged.

J 408. Internship. 1-3 credit hours.
Work experience, under faculty guidance, in a radio or television news department. Consent of the Dean required. May be repeated to a total of 3 credits.

J 410. Experimental Course. Credit hours arranged.

J 431. Radio-Television News I. 3 credit hours.
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. Prerequisite: J 250. Nestvold.

Tc 344. Television Workshop. 3 credit hours.
Theory and practice of television broadcasting.

Tc 347. Radio-Television Script-Writing. 3 credit hours.
Radio and television writing techniques including theory and practice in writing for major styles of continuity. Prerequisite: junior standing.

Upper-Division Courses Carrying Graduate Credit

J 407. Seminar: Radio and Television Management. (G) 3 credit hours.
Basic problems of managing radio and television stations, including management attitudes toward audiences, programming, pressure groups, the FCC and its regulations, CATV. Social, economic, and legal responsibilities of a broadcasting operation. Consent of instructor is required. Mueller.

J 407. Seminar: Radio-Television Problems. (G) 3 credit hours.
Current problems, issues, and controversies in radio and television in the United States, including CATV, program origination, public-access channels; responsibility of broadcast news; political broadcasting and government regulation; fairness doctrine and broadcast editorializing; diversity theory; ratings and research. Consent of instructor is required. Nestvold.

J 432. Radio-Television News II. (G) 3 credit hours.
Advanced aspects of the preparation, reporting, and broadcasting of radio-television news. Emphasis on television newswriting and reporting, the broadcast documentary, and interviewing. Lectures and laboratory. Prerequisite: J 431. Nestvold.

J 433. Advanced Radio News. (G) 3 credit hours.
Special problems and opportunities for gathering, writing, editing, producing, and presenting news for radio broadcasting. Experience with campus radio facilities. Consent of instructor is required. Nestvold.

J 434. Advanced Television News. (G) 3 credit hours.
Special problems and opportunities for gathering, writing, editing, taping, producing, and presenting the news for television broadcasting. Experience with campus television facilities. Consent of instructor is required. Nestvold.

Tc 444. Concepts in Visual Production. (G) 3 credit hours.
The study of the processes by which ideas are transformed into visual language, through an analysis of various forms of visual representation. Prerequisite: BC 345, or equivalent.

Tc 445. Television Direction. (G) 3 credit hours.
Theory and technique of television direction explored through group exercises and individual projects. Prerequisite: BC 345.

Tc 446. Television Programming. (G) 3 credit hours.
Analysis of values, trends, and procedures in broadcast programming schedules; problems in planning program structure to meet community and public service needs.

Communication Research

Graduate Courses

J 501. Research in Journalism. Credit hours to be arranged.

J 502. Supervised College Teaching. Credit hours arranged.

J 503. Thesis. Credit hours to be arranged. No-grade course.

J 505. Reading and Conference. Credit hours to be arranged.

J 506. Special Problems. Credit hours to be arranged.

J 507. Seminar. Credit hours to be arranged.

J 509. Terminal Project. Credit hours to be arranged.

J 510. Experimental Course. Credit hours to be arranged.

J 512. Communication Research Methods. 3 credit hours.
Selection and planning of research studies; class does research project together, with instruction in appropriate methodology and basic statistical analysis. A beginning course in graduate research. Lemert, Rarick.

J 513. Theories of Mass Communication. 3 credit hours.
The communication process; audiences of the mass media; media competition; attitudes of communicators; functions and dysfunctions of media activities. Lemert, Rarick.

J 514. Public Opinion and Propaganda. 3 credit hours.
Analysis of research literature, with emphasis upon finding analogues for research findings in decisions and choices made by mass media decision-makers. Research in attitude change processes, and source, message, channel, and receiver variables in the mass-communication process. Prerequisite: J 513. Lemert.

Courses of Instruction

The University of Oregon School of Law, established in 1884 in Portland, was moved to Eugene in 1915 and reorganized as a regular division of the University. The School was admitted to the Association of American Law Schools in 1919, and the standards of the school were approved by the American Bar Association in 1923.

The Law Library has shelf space for 120,000 books and is designed to permit expansion. Spacious reading rooms and numerous individual study carrels are available for student use. The holdings of the Law Library exceed 100,000 volumes, including complete case reports of the National Reporter System, complete state reports from colonial times to the establishment of the Reporter System, a substantial collection of English and Canadian case law, codes and compilations of state and federal statute law, and standard legal digests and encyclopedias. The periodical collection includes 565 legal journals. An excellent collection of publications relating to Oregon territorial and state law includes an extensive file of Oregon Supreme Court briefs.

The three-story Law Center building, which was completed in September, 1970, houses the School of Law. The Law Center will accommodate 500 students and thirty faculty members. Modern classrooms, seminar rooms, a mock law office (with videotape facilities for use in teaching interviewing and negotiating skills), and a courtroom are provided and the student facilities include a student bar association office, lounge, typing room, locker room, and offices for the editorial board of the *Oregon Law Review.*

Chapin D. Clark, LL.M., Dean, Professor (water resources law, legal profession, property). A.B., 1952, LL.B., 1954, Kansas; LL.M., Columbia, 1959; at Oregon since 1962. Kansas bar, 1954, Oregon bar, 1965.

C. Edwin Baker, J.D., Assistant Professor (constitutional law, law and economics, jurisprudence). B.A., Stanford, 1969; J.D., Yale, 1972; at Oregon since 1975.

Frank J. Barry, LL.B., Professor (administrative law, environmental quality, Indian law, natural resources). A.B., University of California, Los Angeles, 1934; LL.B., Loyola University, Los Angeles, 1941; at Oregon since 1969. Arizona bar 1946, Oregon bar, 1975.

Wendell M. Basye, J.D., Professor (business planning and advanced taxation, estate planning and succession taxes, federal income tax, partnerships and corporations). A.B., Nebraska, 1941; J.D., Virginia, 1947; at Oregon since 1957. West Virginia bar, 1948.

Donald W. Brodie, LL.B., Professor (administrative law, labor law, legislation, regulated industries). B.A., Washington, 1958; LL.B., New York University, 1961; at Oregon since 1967. Washington bar, 1961.

Barbara A. Caulfield, J.D., Assistant Professor (family law, juvenile law, law, medicine, and forensic science, trial practice laboratory, criminal law). B.S., 1969, J.D. *cum laude,* 1972, Northwestern University; at Oregon since 1974. Illinois bar, 1972.

George L. Dawson, J.D., Associate Professor (commercial law, trusts and estates). A.B., Princeton, 1966; J.D., University of Chicago, 1969; at Oregon since 1970. Colorado bar, 1970.

David B. Frohnmayer, J.D., Professor (jurisprudence, legislative and administrative process, torts). B.A., Harvard, 1962; B.A., 1964, M.A., 1971, Oxford; J.D., University of California, Berkeley, (Coif) 1967; at Oregon since 1970. California bar, 1967, Oregon bar, 1971.

Ronald C. Griffin, LL.M., Assistant Professor (consumer protection, contracts, government contracts). B.S., Hampton Institute, 1965; J.D., Howard University, 1968; LL.M., Virginia, 1974; at Oregon since 1974. District of Columbia bar, 1970.

Douglas A. Haldane, LL.M., Assistant Dean and Assistant Professor (criminal practice clinical program—prosecution). B.A., 1967, J.D., 1970, Texas; LL.M., Harvard, 1976; at Oregon since 1976. Oregon bar, 1970.

Michael Terry Hertz, J.D., Visiting Associate Professor (torts, conflict of laws, international business transactions). B.A., Pomona College, 1967; J.D., Harvard, 1970. Massachusetts bar, 1971.

Jon L. Jacobson, J.D., Professor (contracts, international law, ocean resources). B.A., 1961, J.D., 1963, Iowa (Coif); at Oregon since 1968. California bar, 1964.

Laird Kirkpatrick, J.D., Assisttant Professor (civil practice clinic, current constitutional problems, Oregon practice and procedure, evidence). A.B., *cum laude,* Harvard, 1961; J.D., Oregon (Coif), 1968; at Oregon since 1974. Oregon bar, 1968.

Frank R. Lacy, J.S.D., Professor (civil procedure, creditors rights, evidence, Oregon practice and procedure, restitution). A.B., Harvard, 1946; J.D., Iowa, (Coif) 1948; LL.M., 1958, J.S.D., 1971, New York University; at Oregon 1949-55, and since 1957. Iowa bar, 1948, Oregon bar, 1949.

Fredric R. Merrill, J.D., Professor (civil procedure, evidence, federal courts, legal profession). B.A., 1959, J.D., 1961, Michigan; at Oregon since 1970. Oregon bar, 1962. (On leave, spring semester, 1977-78.)

Ralph James Mooney, J.D., Associate Professor (American legal history, commercial law, contracts). B.A., Harvard, 1965; J.D., Michigan, (Coif) 1968; at Oregon since 1972. California bar, 1968.

George M. Platt, LL.B., Professor (local government, secured land transactions, urban land-use law, urban development problems). B.S., 1948, LL.B., 1956, Illinois; at Oregon since 1966. Illinois bar, 1956.

Margaret J. Radin, J.D., Assistant Professor (international business transactions, legal research and writing, property, antitrust). A.B. Stanford, 1963; M.F.A., Brandeis, 1965; J.D., Southern California, (Coif) 1976; at Oregon since 1976. California bar, 1976.

William D. Randolph, J.D., Professor (partnerships and corporations, securities regulation, legal research and writing). B.S., 1948, J.D. (with honors), 1950, Illinois (Coif); at Oregon since 1976. Illinois bar, 1950; California bar, 1962.

Milton L. Ray, J.D., Professor (business planning and advanced taxation, estate planning and succession taxes, federal income tax, legal issues in accounting, state and local taxation). B.A., Rochester, 1947; J.D., University of Chicago, (Coif) 1950; at Oregon since 1971. Illinois bar, 1950, California bar, 1964. CPA (Oregon).

Eugene F. Scoles, J.S.D., Distinguished Professor (conflict of laws, trusts and estates). A.B., 1943, J.D., 1945, Iowa (Coif); LL.M., Harvard, 1949; J.S.D., Columbia, 1955; at Oregon since 1968. Dean, School of Law, 1968-1974. Iowa bar, 1945, Illinois bar, 1946. (On leave, 1977-78.)

Richard H. Surles, Jr., J.D., M.LL., Professor and Law Librarian (legal research and writing). B.A., Texas A & M, 1963; J.D., Houston, 1968; M.LL., Washington, 1969; at Oregon since 1976. Colorado bar, 1971.

Peter N. Swan, LL.B., Professor (admiralty, antitrust law, conflict of laws, law and social science, torts). B.S., 1958, LL.B., 1961, Stanford; at Oregon since 1970. California bar, 1962, United States Supreme Court bar, 1967. (On leave, 1977-78.)

Maxine S. Thomas, J.D., Assistant Dean and Assistant Professor. B.A., 1970, J.D., 1973, Washington; at Oregon since 1976. Washington bar, 1973.

Herbert W. Titus, LL.B., Professor (administration of criminal justice, constitutional law, criminal law and procedure, family

law). B.A., Oregon, 1959; LL.B., Harvard, 1962; at Oregon since 1966. Oregon bar, 1962.

Dominick R. Vetri, J.D., Professor (civil practice clinic, federal courts, torts). B.S.M.E., Newark College of Engineering, 1960; J.D., Pennsylvania (Coif) 1964; at Oregon since 1967. New Jersey bar, 1965.

Charles F. Wilkinson, LL.B., Assistant Professor (environmental law clinic, Indian law, administrative law, natural resources). B.A., Denison University, 1963; LL.B., Stanford, 1966; at Oregon since 1975. Arizona bar, 1967, California bar, 1969.

Faculty Emeriti

Lois I. Baker, M.A., Law Librarian; Professor Emerita of Library Administration. B.A., 1927, M.A., 1932, Oregon; Cert., 1935, California; at Oregon since 1935.

Orlando John Hollis, J.D., Distinguished Professor Emeritus. B.S., 1926, J.D., 1928, Oregon (Coif); at Oregon 1931-1974. Acting President, University of Oregon, 1944-45, Dean, School of Law, 1945-1967. Oregon bar, 1928.

Degrees and Curriculum

The School of Law offers a professional curriculum leading to the Doctor of Jurisprudence degree.

Students who have met the requirements for admission to the School of Law, who have completed courses in law aggregating 85 semester hours of satisfactory credit, and who have otherwise satisfied the requirements of the University and the School of Law, will be granted the degree of Doctor of Jurisprudence (J.D.), provided that they: (1) obtain (at least two years before completing work for the J.D. degree) the Bachelor of Arts, Bachelor of Science, or an equivalent degree from this University or some other institution of recognized collegiate rank; (2) have been a full-time law student for at least 90 weeks or the equivalent; (3) comply with such other requirements as may from time to time be imposed. Students in the School of Law may accrue up to five semester credits, of the required 85 semester credits, by successfully completing graduate level courses or seminars in the University of Oregon relevant to their program of legal studies if such courses or seminars are approved by the dean of the School in consultation with the School of Law Curriculum Committee.

A total of three years of full-time resident professional study in the University of Oregon School of Law or another law school of recognized standing is required for the J.D. degree. Except in unusual circumstances, the last two years must be in residence at the University of Oregon School of Law.

The curriculum of the School of Law provides a thorough preparation for the practice of law in any state. The School seeks to have the student acquire knowledge not only of legal doctrine, but also of the judicial process and of the social, eeconomic, and political problems with which lawyers must deal. The method of instruction requires an intensive exercise of analytical skills.

Because the curriculum is arranged to present fundamental topics of law during the first year, the first-year program is prescribed. In order to stimulate involvement in classroom discussion, every effort is made to assure first-year students of at least one class with an enrollment limit of twenty-five students.

All second- and third-year courses are elective except The Legal Profession (L 549), which is required. Counseling and information are available to assist students in selecting those courses most closely related to their professional goals. The scope of the curriculum is progressively enriched by the addition of courses, seminars, and research and writing programs which explore the role of law in new areas of social and economic importance, and which stress a close student-faculty relationship. A clinical-experience program is also available to second- and third-year students.

Substantial participation in classroom discussion is an essential factor in legal education. Credit for any course may be denied for irregular attendance. Classes are scheduled Monday through Friday and some classes may be scheduled on Saturday. The School of Law does not offer an evening or part-time program.

Research and Writing Requirements: During the second year of study in the School of Law, each student must complete a writing assignment designed to improve legal writing skills and the ability to critically analyze legal problems. This assignment must be completed before a student may begin the third year of study in the School of Law.

During the third year of study in the School of Law, each student must complete a research and writing assignment designed to test analytical and creative ability to consider and develop solutions in depth for one or more legal problems. This assignment must be completed before a student will be granted a professional law degree.

Students may satisfy the foregoing requirements by electing from the following alternatives: (1) Seminar: Advanced Appellate Advocacy. (Satisfies second-year requirement only.) (2) Any faculty-supervised writing assignment whether or not undertaken in connection with a course or seminar. (Satisfies second-year requirement only.) (3) Any faculty-supervised research paper whether or not undertaken in connection with a course or seminar. (Satisfies either requirement.)

Certificate of Specialty in Ocean Resources: Second- and third-year students at the School of Law are eligible to begin developing a specialty in the field of Ocean Law. Students who satisfactorily complete one of two programs will receive a "Statement of Completion" to that effect signed by the Dean and the Director of the Ocean Resources Law Program. A Statement of Completion may be obtained through either of the following programs: (1) (a) completing seminars in Ocean Resources and Coastal Law, and (b) completing any combination of the following courses and seminars totaling at least nine hours of credits: Admiralty, Water Resources Law, International Law, Transnational Legal Problems, Environmental Quality, International Institutions, Natural Resources, and Current Problems in International Law; or (2) (a) employment for at least one academic year as a Research Assistant in the Ocean Resources Law Program, and (b) satisfactory completion of a publishable research paper dealing with an ocean-law topic approved by the Ocean Resources Law Program Director. Further information may be obtained from the Director of the Ocean Resources Law Program, University of Oregon, School of Law, Eugene, Oregon 97403.

Summer Session: The School of Law offers an eight-week summer session which is open to law students who have completed at least one year of law work and who are in good standing at an accredited law school. Students may earn up to eight semester hours of law school credit. *Summer session is not open to beginning law students.*

Students not currently enrolled at the University of Oregon School of Law do not become degree candidates at the School of Law by attending summer session, but remain candidates at the law school in which they are currently enrolled.

Direct inquiries concerning summer session courses of instruction and admission to the Director, School of Law Summer Session, University of Oregon School of Law, Eugene, Oregon 97403.

Programs and Activities

The *Oregon Law Review* has been in continuous publication since 1921, and enjoys a reputation for sound scholarship. Preparation of each issue is the responsibility of the student editorial staff, with assistance from a faculty editorial adviser. The *Review* not only serves the legal profession, but also provides students with a stimulus to legal research and productive scholarship.

Moot Court: The School of Law participates in the National Moot Court Competition. Two teams are entered each year; their efforts are supervised by a student Moot Court Board and a faculty adviser. In addition, a moot court tournament is conducted in the school through the Advanced Appellate Advocacy seminar, and first-year students are offered moot court experience.

The School of Law also participates in the National Mock Law Office Competition. This competition involves an interview with a "client" and the preparation of a memorandum concerning the case. Competitors are judged on interviewing techniques, legal analysis, and preparation of the memorandum.

The School of Law also takes part in the International Law Moot Court Competition.

AM Jur Awards: The School of Law participates in the AM Jur Prize Awards Program established by the Lawyers Co-operative Publishing and Bancroft-Whitney Company. Specially bound book awards are presented to the highest ranking student in many law school courses.

Clinical Experience Program: Students in the School of Law have an opportunity to participate in a variety of clinical experience programs. The civil practice program centers on the legal aid organization operated by the Lane County Legal Aid Service, Inc. The focus of the program is on law office skills: interviewing, negotiating, and case strategy. The School of Law offers two programs in the criminal law area: in one, students work on federal habeas corpus and other legal problems with inmates of Oregon prisons; in the other, students work in the Lane County district attorney's office, and appear in court as prosecutors for certain types of cases. In addition, a clinic is offered in environmental law. All clinical experience programs are under the direct and continuous supervision of School of Law faculty members and include a strong academic component.

Students in the clinical programs are able to make court appearances under the Third-Year Student Practice Rule which has been adopted by the Oregon Supreme Court.

Student Bar Association: The Student Bar Association represents the student body of the School of Law in matters of particular concern to students. Through such means as representation on student-faculty committees, the Student Bar Association participates in the development of law school policy. In addition, the Student Bar Association meets the needs of a diverse student body by sponsoring a spectrum of activities ranging from intramural athletics to a law-student newspaper.

Organizations: Extracurricular student organizations at the School of Law, include chapters of the Law Students Civil Rights Research Council, the American Civil Liberties Union, the International Law Society, Land, Air & Water (LAW) Student Research Group, Minority Law Students Association, Women's Law Forum, Phi Alpha Delta, and Phi Delta Phi.

Order of the Coif: The Order of the Coif, the national law school honor society, maintains a chapter at the University of Oregon School of Law. The Order of the Coif encourages high scholarship and advances the ethical standards of the legal profession. Members are selected by the faculty from among those students in each third-year class who rank in the highest ten per cent of the class in scholarship. Character, as well as scholarship, is considered in selecting members.

Placement: The School of Law maintains its own placement service. Employers interested in hiring graduating students for permanent positions or first- and second-year students for summer clerkships consult the Placement Office. Students are informed of job opportunities and the Placement Office arranges for many employers to come to the School to conduct interviews. The School Placement Office also solicits job inquiries from employers, provides assistance in the preparation of personal resumés, and offers advice on meeting prospective employers and interviewing.

Slightly more than 90 per cent of the 1974 and 1975 graduates of the School of Law returned placement questionnaires distributed by the Placement Office. Of these graduates, 85 per cent had obtained law or law-related jobs within six months of graduation. Of the graduates who reported their job placements, 46 per cent were engaged in private legal practice, and 39 per cent were placed in legally-related positions, working as attorneys for such organizations as public interest law firms, legal aid clinics, governmental agencies, and corporations, as well as serving as judicial clerks. An average starting salary of $12,950 was reported by the 53 per cent of the 1975 graduates who provided information on the salaries of their legal positions to the Placement Office.

Admission

Policy of Nondiscrimination: The School of Law complies with the Affirmative Action statement of the University, which reads as follows: "The University of Oregon, a member of the Oregon State System of Higher Education, prohibits discrimination based on race, color, religion, sex, age, handicap or national origin. This policy implements various federal and state laws, Executive Orders, Title IX and its regulations, and applies to employment, admission, education, and facilities. Direct related inquiries to Myra T. Willard, Director, Affirmative Action Office, 472 Oregon Hall, University of Oregon, (503) 686-3123."

Prelaw Preparation: The School of Law does not prescribe any particular form of prelegal education. Intellectual maturity and breadth of educational background are considered more important than particular subject matter.

In general, the Committee on Admissions prefers a liberal undergraduate background to one which is narrowly specialized, and a thorough training in some broad cultural field such as history, economics, government, literature, or classics is usually favored. In addition, the School of Law emphasizes the importance of well-developed writing skills. Concentration in courses given primarily as vocational training reduces a student's chances for admission.

Applicants will also be expected to have undertaken an academically challenging course of study. Students with a large number of ungraded or pass-undifferentiated hours are at a distinct disadvantage with regard to selection for admission to the School.

Students who want to obtain additional information about prelegal education or who are interested in learning about other law schools may find the *Prelaw Handbook* useful. The *Prelaw Handbook*, which is published annually by the Association of American Law Schools and the Law School Admission Council, contains descriptions of most law schools in the United States, suggestions about preparation for legal studies, and other helpful prelaw information. The *Prelaw Handbook* is available from Educational Testing Service, Box 944, Princeton, New Jersey 08540, and in many college and university bookstores.

Basic Admission Requirements: Applicants must have a baccalaureate degree from an accredited college or university prior to enrolling in the School of Law. Because of the large volume of applications for admission to the School of Law in recent years—approximately 1,050 students applied for the 175 openings in the fall of 1976—and because of enrollment restrictions, only those applicants who, in terms of their overall records, appear to be most qualified for legal studies can be admitted. Although the admissions requirements of the School of Law are flexible and factors such as grade trends, quality of undergraduate education, military and work experience, maturity, extracurricular activities, personal statements, and letters of reference are considered, experience indicates that it is extremely unlikely that a candidate with a score of less than 600 on the Law School Admission Test and an undergraduate grade average of less than 3.00 on a four-point scale will have a reasonable chance for admission, unless one of these two figures is sufficiently high to compensate for the other. Since the number of students who can be accepted is limited, admissions are competitive, and the fact that an applicant may meet the above standards is no guarantee of admission.

Approximately 70-75 per cent of the students in the School of Law are Oregon residents. The practical effect of this relatively high percentage of Oregon residents is that somewhat stronger prelegal credentials are required of nonresidents than of residents.

Applications from Women and from Members of Disadvantaged Groups: The School of Law, which was the host school for the 1972 Northwest Regional Council on Legal Education Opportunity Summer Institute, welcomes applications from persons from economically and culturally disadvantaged backgrounds. It participates with such organizations as the Council on Legal Education Opportunity and the American Indian Law Center to increase representation of persons from economically and culturally disadvantaged backgrounds in law school and in the legal profession. Approximately six per cent of the first-year students entering the School of Law in the fall of 1976 were from economically and culturally disadvantaged backgrounds. For further information, direct inquiries to the School of Law Office of Admissions.

The School of Law also encourages applications from women. Approximately 31 per cent of the first-year students entering the School of Law in the fall of 1976 were women.

Admissions Correspondence: Specific inquiries, applications, fees, Law School Data Assembly Service reports, transcripts, and

all supporting documents should be forwarded to the SCHOOL OF LAW, University of Oregon, Eugene, Oregon 97403. Unless the applicant specifies the SCHOOL OF LAW, documents may be sent to the central University Admissions Office, seriously delaying action on the application.

Application: Applications and supporting documents should be filed with the School of Law after September 1 of the academic year preceding that for which admission is sought; applications are not accepted before that date. The Committee on Admissions begins acting on completed applications during January, although most applicants are not notified of a decision until after March 1. Applications, together with all supporting documents, should be filed with the School before March 15 in order to be considered.

Application Fee: Applications must be accompanied by a check for $30.00 payable to the University of Oregon. An applicant who has been admitted previously but did not register at the School of Law must submit the $30.00 application fee with the reapplication. This fee is neither refunded nor credited toward tuition and fees, regardless of the disposition of the application.

Law School Admission Test: Applicants must take the Law School Admission Test and have an official report of the test scores sent to the School of Law through the Law School Data Assembly Service. Inquiries concerning the dates, places, and fee for the Law School Admission Test should be sent directly to Educational Testing Service, Box 944, Princeton, New Jersey 08540. The Committee on Admissions will not act on an application until the official report of the test scores has been received.

Applicants who have not previously taken the Law School Admission Test should plan to take it in July, October, or December of the year preceding that for which admission is sought. In any event, an applicant must take the test no later than February of the academic year preceding that for which admission is sought in order to receive consideration for admission. Law School Admission Test results are normally considered current for a period of five years and, as a general rule, the School of Law averages all attempts on the test.

Law School Data Assembly Service: Transcripts: The Committee on Admissions cannot act on an application until transcripts are furnished to the School of Law showing academic work completed at each undergraduate, graduate, or professional school attended. In order for an applicant to be considered for admission, these transcripts must show completion of at least three years of undergraduate work.

The School of Law participates in the Law School Data Assembly Service. *Transcripts should be sent to the Law School Data Assembly Service for forwarding and not mailed directly to the School of Law.* For further information concerning the Law School Data Assembly Service, applicants should direct inquiries to the Educational Testing Service, Box 944, Princeton, New Jersey 08540.

Unsuccessful applicants who have applied for admission to the School of Law in prior years must have a new Law School Data Assembly Service report forwarded to the School of Law at the time of reapplication, even though prior applications may have been accompanied by transcripts or earlier Law School Data Assembly Service reports.

Transcripts forwarded to the School of Law by the Law School Data Assembly Service are not official. Therefore, after receiving notice of admission, applicants must submit to the School of Law official transcripts showing receipt of a baccalaureate degree before they will be permitted to enroll.

If the applicant is currently enrolled in an undergraduate school, favorable action by the Committee on Admissions will be a conditional admission. Final admission cannot be granted until transcripts are furnished to the Committee on Admissions showing that a baccalaureate degree has been conferred.

References: Applicants are not required to submit letters of reference. Further, because of the large volume of applications received by the School of Law, the Committee on Admissions normally does not communicate with the references listed on an application. Therefore, if an applicant believes it is important that reference letters be considered by the Committee on Admissions, he or she should have them sent directly to the School of Law. In the past, the Committee on Admissions has generally found letters from faculty members to be of greater assistance in evaluating an applicant than those from other sources.

Personal Interviews: Although members of the law faculty, and the Admissions Officer, are willing to discuss legal education at the School of Law with prospective applicants, personal interviews are neither required nor encouraged as part of the admission process. In lieu of personal interviews, applicants are invited to submit personal statements with their applications for admission.

Admission Acceptance Fee: Applicants who are offered admission to the School of Law are required to pay an Admission Acceptance Fee of $100 in order to reserve a space in the entering class. Although this fee is not credited toward the tuition and fees of enrolling students, applicants who withdraw before registering may receive a partial refund of the fee. For further information concerning the refund schedule for this fee, please consult the School of Law Office of Admissions. A limited number of students who enroll in the School of Law may receive waivers of the Admission Acceptance Fee on the basis of financial need.

Validity of Admission: An admission to the School of Law is valid only for the fall semester stated in the notice of admission. An admitted applicant, except an applicant who is prevented from registering because of required military or alternative service, who does not register in the School of Law for that semester must reapply by filing a formal application to be admitted for a subsequent fall semester. A student who reapplies is considered with other students who are applying for the subsequent fall semester, so that admission for a prior year does not assure admission for a subsequent year.

An admitted applicant who is prevented, because of required military or alternative service, from registering in the fall semester stated in the notice of admission will be readmitted without being considered with other students who are applying in a subsequent year, provided: (1) the applicant notifies the School of Law, prior to the time of registration for the fall semester stated in the notice of admission, of such required military or alternative service and furnishes documents or other evidence substantiating the requirement of service; (2) the applicant seeks readmission at the earliest possible opportunity after completion of the period of required service; and, (3) the applicant files a formal application for readmission and, where applicable, furnishes transcripts of any undergraduate, graduate, or professional school courses taken during the period of required service.

Time of Enrollment: First-year students may begin studies at the School of Law only at the beginning of the fall semester of each academic year. No part-time program is offered by the School of Law.

Photographs: University of Oregon Student Identification cards include a photograph which is taken at the time that a student initially registers for classes. Applicants to the School of Law are not required to submit a photograph at the time of application but, in the case of students who are admitted and register, duplicates of the photographs taken for Student Identification cards will be retained as a part of the records of the School of Law.

Previous Law School Study: An applicant who has attended another law school must have the dean of that law school send a letter to the Committee on Admissions stating that the applicant is in good standing and eligible to return to that school without condition. This statement is required before the Committee on Admissions will act on the application even though the applicant does not seek advanced standing.

Transfer Applicants and Visiting Students: An applicant may transfer, except in unusual cases, no more than one year of credit earned in another law school of recognized standing. The right to reject any and all such credit is reserved.

Applicants who have attended another law school and who seek to transfer credit from that law school to the School of Law will not be admitted unless: (1) the school from which transfer is sought is on the list of schools approved by the American Bar Association and is a member of the Association of American Law

Schools, or, in exceptional cases, the school from which transfer is sought is approved or provisionally approved by the American Bar Association only; (2) the applicant is eligible to return in good standing to the school previously attended; (3) the applicant's progress toward the degree is satisfactory; and (4) the applicant's law school record is of high quality.

Students who have attended another law school for more than one year may be accepted to attend the School of Law as visiting students. Visiting students are not eligible for degrees from the University of Oregon. For additional information concerning eligibility as a visiting student, please consult the School of Law Office of Admissions.

Enrollment restrictions limit the total number of spaces available in the School of Law and priority is given to students seeking admission to the entering class over transfer applicants and visiting students. As a general rule, few transfer students and visiting students are admitted.

The Committee on Admissions cannot act on an application from a transfer applicant or a visiting student until transcripts showing all work undertaken at previous law schools are filed with the committee. Transfer applicants and visiting students are not required to forward transcripts to the School of Law through the Law School Data Assembly Service. Two transcripts of prelegal coursework at each undergraduate, graduate, or professional school attended and two transcripts of all law school courses completed should be sent directly to the SCHOOL OF LAW, University of Oregon, Eugene, Oregon 97403. In addition, transfer applicants and visiting students should have Law School Admission Test scores forwarded to the School of Law by the Educational Testing Service. Transfer applicants and visiting students must file applications by May 1 preceding the academic year for which admission is sought in order to be considered.

Health Requirements for Admission: All students are required to complete a health history form and to present records of a tuberculin test and diphtheria-tetanus immunization.

Costs and Student Financial Aid

Law students, whether residents of Oregon or not, who hold a baccalaureate degree from an accredited college or university are classified as graduate students. During the 1976-77 academic year, law students paid fees totaling $1,436. Tuition and fee schedules are subject to revision by the State Board of Higher Education, however, and may be increased for the 1977-78 academic year. A limited number of students may receive full or partial waiver of the School of Law Resources Fee—which was $300 for the 1976-77 academic year—on the basis of financial need.

Regular fees are payable in full at the time of registration. Payment of the stipulated fees entitles all students enrolled for academic credit to all services maintained by the University for the benefit of students. These services include: use of the University Library; use of laboratory and course equipment and materials in connection with courses for which the student is registered; medical attention at the Student Health Center; use of gymnasium equipment (including gymnasium suits and laundry service); a subscription to the student newspaper, *The Oregon Daily Emerald*; admission to concert and lecture series sponsored by the University. No reduction in fees is made to students who may not want to use these services.

Fee Refunds: In the event of complete withdrawal from the School of Law or a reduction in course load, refunds may be granted to students in accordance with the refund schedule on file in the University of Oregon Business Office. All refunds are subject to the following regulations:

(1) Withdrawal or course reduction does not automatically result in a refund. Any claim for refund must be written within the current term but no later than the close of the following term.

(2) Refunds in all cases are calculated from the date that the student officially withdraws from the University, not from the date when the student ceased attending classes, except in unusual cases when formal withdrawal has been delayed through causes largely beyond the control of the student.

(3) No refunds will be made for any amount less than $1.00.

(4) Refunds of incidental fees are subject to return of Certificate of Registration.

Please see also the information concerning refund of the School of Law Admission Acceptance Fee.

Deposits and Application Fee: All persons who enroll for academic credit (except staff members) must make a deposit of $25.00, payable once each year at the time of first registration. This is required to protect the University against loss or damage of institutional property, library books, and against failure to pay promptly nominal fines and assessments, such as library fines, campus traffic fines, and Student Health Center charges. If at any time charges against this deposit become excessive, the student may be called upon to re-establish the original amount. The deposit, less any deductions which may have been made, is refunded about six weeks following the close of the academic year.

The $25.00 general deposit, less any deductions which may have been made, is refundable within the term following the term of withdrawal, if a request is made in writing to the Business Office. Otherwise an automatic refund is made during the summer following the close of the academic year.

The School of Law application fee is $30.00. The Admission Acceptance Fee is $100.00.

Deferred Tuition: Law students who do not have any delinquent University of Oregon accounts and who experience difficulty in meeting payment of tuition and fees at the time of registration may apply for a Deferred Tuition Loan in the amount of three-fourths of academic tuition and fees.

Student Aid Funds: Limited assistance is available through emergency loans to help students meet short-term University-related expenses for a period of not more than ninety days. The maximum assistance is $100.00. Inquiries concerning emergency short-term loans should be directed to the University of Oregon Business Office, Eugene, Oregon 97403.

National Direct Student Loans: Under the National Defense Education Act of 1958, long-term postgraduate repayment loans are available to qualified students. The amount of the award is determined by individual need, but will not exceed $1,000 for an academic year. Repayment begins ten months after termination of full-time enrollment. Three per cent interest is charged.

Guaranteed Student Loans: Banks and other lenders provide low-cost long-term loans to students through a system of reserve funds held by state agencies or by private nonprofit agencies for the guarantee of such loans against loss by the lender. The interest rate on these loans is seven per cent. Borrowers who qualify may apply to have the interest paid by the federal government until principal repayment begins.

Inquiries about financial assistance through loans, and application for loans should be directed to the University of Oregon Office of Student Financial Aid, Eugene, Oregon 97403. Applicants who may need financial aid should complete applications to the Office of Financial Aid even though they have not been informed of a decision on their admission application, because financial aid cannot easily be obtained after the academic year begins.

College Work-Study Program: A limited amount of federal funds are provided to the University under the College Work-Study Program to promote part-time employment for students from low-income families who need earnings from such employment to continue their education. Direct inquiries to the University of Oregon Office of Student Financial Aid, Eugene, Oregon 97403.

Student Employment: Many students earn a large part of their expenses by work in the summers and during the academic year. The University offers assistance to those seeking part-time and vacation jobs through its Student Employment Service; most employment opportunities depend upon personal interviews after the student arrives on campus. Please see, also, School of Law Placement Service.

Lane County Lawyers' Wives Association Emergency Loan Fund: A fund established by gifts from the Lane County Lawyers' Wives

Association and administered by the School of Law to provide short-term loans to students who encounter unforeseen, emergency expenses during a period of enrollment in the School of Law. The amount of loan assistance available is limited.

Scholarships and Fellowships

When funds are available, limited stipends are granted to advanced law students to support research on particular projects.

Lois I. Baker Scholarship: The Lois I. Baker scholarship is awarded to a second-year student in the School of Law on the basis of financial need and academic achievement. The award consists of the income of a fund established by friends and former students in honor of Lois I. Baker's long service as Law Librarian of the School of Law and her many personal contributions to the lives and education of several generations of law students.

James D. Barnett Scholarships: One or more scholarships are awarded annually by the faculty of the School of Law to needy and worthy students. The scholarships are supported through the income of an endowment fund, established by Mrs. Winifred Barnett Allendoerfer and Professor Carl Allendoerfer, in memory of Dr. James D. Barnett, member of the University faculty from 1908 until his death in 1957.

William Westfall Bartle Memorial Fund: One or more scholarships are awarded annually to needy and worthy law students. The scholarships are financed from a fund established by his family and friends in memory of Judge William Westfall Bartle, a 1932 graduate of the University of Oregon School of Law.

Henry E. Collier Law Scholarships: Several scholarships are awarded annually on the basis of financial need and good moral character to worthy students in the School of Law who intend to make the practice of law their life work. No recipient may be awarded more than $500 in any one year. The scholarships are supported by the income of a $50,000 trust fund established under the will of the late Henry E. Collier, Portland attorney.

Lorienne Conlee Fowler Law Scholarship: The Lorienne Conlee Fowler Scholarship is awarded on the basis of need and scholastic record to a student in the School of Law. The award consists of the income of a $5,000 trust fund established by Dr. Frank E. Fowler, in memory of his wife, Mrs. Lorienne Conlee Fowler.

Herbert B. Galton Scholarship: A $300 scholarship, for use during the third year in the School of Law, is provided annually by Herbert B. Galton, a Portland attorney and a member of the Class of 1938, to be awarded on the basis of interest in the field of labor law or problems of employed persons, as demonstrated by writings.

Charles G. Howard Law Scholarships: Several scholarships of varying amounts are awarded annually to students in the School of Law on the basis of satisfactory academic progress, financial need, and the applicant's effort to solve his or her own financial problems. The scholarships are supported through a trust fund established by members of Phi Alpha Delta legal fraternity and are named in honor of the late Charles G. Howard, professor emeritus of law, and a member of the faculty of the School of Law from 1928 to 1971.

Jackson Scholarship: The trustees of the Jackson Foundation, a trust established by the late Maria C. Jackson, widow of C. S. Jackson, the founder of the *Oregon Journal*, offer annually a substantial scholarship to a needy law student of high ability who is a graduate of a secondary school in Oregon. Other things being equal, preference is given to a son or daughter of any present or former employee of the *Oregon Journal*. The recipient is nominated by the School of Law faculty.

James T. Landye Scholarships: One or more scholarships are awarded annually by the faculty of the School of Law to scholastically superior students who are in need of financial assistance. The scholarships are financed through the income from a fund contributed by the friends of the late James T. Landye, a Portland lawyer and a member of the Class of 1934.

Law School Alumni Scholarships: Several scholarships are awarded by the Law School Alumni Association to members of the entering class of the School of Law on the basis of financial need and prelegal academic achievement. The latter criterion requires an outstanding prelegal academic record based on information available to the Committee on Admissions at the time of conditional or final admission. The recipients of these scholarships are selected by the president of the association and the dean of the school. Applicants eligible for consideration for one of these scholarships will be provided an application form with their conditional or final notice of admission to the School of Law.

Kathryn Fenning Owens Memorial Fund: One or more scholarships are awarded annually by the School of Law to superior students who are in need of financial assistance. The scholarships are financed from a fund established by the parents of Kathryn Fenning Owens, whose untimely death occurred shortly before she was to enroll in the School of Law.

Paul Patterson Memorial Fellowship: A fellowship of approximately $1,000 is awarded annually to a student completing the second year in the School of Law who best exemplifies the high qualities of integrity, leadership, and dedication to public service which characterized the late governor of Oregon, Paul L. Patterson, Class of 1926. The fellowship is financed from the income of a fund supported by gifts in his honor from friends and relatives of Paul Patterson.

School of Law Scholarships: A number of scholarships of varying amounts are awarded annually by the School of Law to students who demonstrate academic achievement and financial need. The scholarships are financed through gifts from alumni and friends of the School of Law.

Academic Calendar for Students of Law

The School of Law operates under an early semester calendar. Under this calendar, registration for fall semester takes place in late August, fall semester examinations are given before Christmas vacation, and the spring semester ends in mid-May. For additional information concerning calendar dates, please consult the School of Law.

Courses of Instruction

General Education Courses

L 430. Law, Its Processes and Functions. (g) 3 credit hours.
An introduction to the legal system offered for nonlaw students. Law is presented not as a body of rules, but as a humanistic and liberal subject. Various sources, both legal and nonlegal, are used to demonstrate how the legal system operates and what its main social functions are. The course does not focus on any particular subject matter, but presents an overview of the legal system with an emphasis upon those features common throughout the system.

L 504. Law Courses for Nonlaw Students.
Credit hours to be determined. Open-ended course number under which semester credit is converted to term credit on the transcripts of nonlaw students who receive permission to take specific School of Law courses (500 series) on a semester basis.

Required First-Year Courses

L 507. Freshman Seminar Elective. 2 credit hours spring semester.
A variety of seminar offerings from which first year students may select one; varied substantive law coverage, but Oral Advocacy and Brief Writing will be available each year; legal research and writing in a form appropriate to the particular seminar will be emphasized.

L 511, 512. Contracts. 3 credit hours each semester, fall and spring.
The formation of simple contracts; consideration and other formalities; performance and breach; remedies, including specific performance; third-party beneficiary contracts, assignments; problems of agency; illegality; sales of goods under Article 2 of the Uniform Commercial Code.

L 513, 514. Torts. 3 credit hours fall semester, 2 credit hours spring semester.
Liability for intentional and negligently caused injuries to person and property; strict liability; vicarious liability; ultra-hazardous activities; nuisance; invasion of privacy; the impact of insurance and risk distribution upon liability; accident compensation plans; defenses and immunities; damages, including economic losses.

L 515. Civil Procedure. 4 credit hours fall semester.
A survey of state and federal court organization and jurisdiction and of systems of civil procedure, intended to identify the goals and methods of litigation, enhance comprehension of substantive law, and provide a foundation for advanced procedure courses.

L 516. Legislative and Administrative Processes. 3 credit hours fall semester.
An introduction to the nature of and distinctions between the development and the application of law; the interrelationship of legislative, executive and judicial powers; legislative considerations may also include the committee system, regulation of lobbying, and appropriations; the concept of delegation of authority; legislative and administrative processes in adjudicated cases as opposed to the managerial execution of governmental policy.

L 517. Property. 4 credit hours spring semester.
An introduction to the common law classification of estates in land; forms of concurrent ownership; landlord and tenant; transfers of interests in real property, including legal descriptions and recording systems; title insurance; incorporeal interests in land, easements, and covenants.

L 518. Criminal Law and Procedure. 4 credit hours spring semester.
The administration of criminal law as a technique of social order, with primary emphasis on constitutional, statutory, and other limitations on criminal law enforcement; the definition of crimes, with primary emphasis on the sources of definitions, the elements of specific crimes, the limitations on culpability, and the resulting impact of these factors on criminal law enforcement.

L 519. Legal Research and Writing. 2 credit hours fall semester.
Students are assigned first-year writing projects for completion under direct supervision of faculty members and are instructed in the techniques of legal research. In addition, various kinds of legal writing forms are studied and analyzed. Offered in small sections.

L 520, 521. Legal Perspectives. 1 credit hour each semester, fall and spring.
Legal Perspectives offers first-year students an opportunity to study the influences that other groups and other disciplines have upon the law and upon lawyers. The course will focus upon (a) the demands for an effective legal services delivery system; (b) the influences that lawyers as a professional class have upon the values embodied in the law; and (c) the actual benefits and services which the law delivers.

Second- and Third-Year Courses

Note: All second- and third-year courses are elective except L 549, which is required.

L 535. Secured Land Transactions. 3 credit hours.
An analysis and comparison of such land financing devices as mortgages, trust deeds, and land sale contracts; default and remedies; the development of conceptual and functional aspects of secured land transactions in the context of such modern land development devices as land subdivision and shopping centers.

L 536. Commercial Law. 4 credit hours.
The study of commercial transactions involving the use of negotiable instruments, letters of credit, documents of title, personal property security interests, or a combination of these; coverage of all or parts of Articles 3, 4, 5, 7 and 9 of the Uniform Commercial Code, as well as related provisions of the federal Bankruptcy Act.

L 537. Trusts and Estates I. 3 credit hours.
Intestate succession; execution and construction of wills; creation of trusts; fiduciary administration of decedents' estates and trusts.

L 538. Trusts and Estates II. 2 credit hours.
An examination of the validity and effect of gratuitous dispositions of assets in which enjoyment is postponed or restricted, including questions and rules of construction, powers of appointment, the rule against perpetuities, and related restrictions. Prerequisite: L 537.

L 541, 542. Partnerships and Corporations. 3 or 4 credit hours each semester.
Offered in two sections: L 541 is a survey course carrying four credit hours in one semester; L 541, 542 is a six-credit hour sequence, carrying three credit hours for two semesters, for students who want an intensive study of the law of business organizations.

L 541 includes: a comparative study of partnerships, corporations, and other business associations; launching the enterprise and transactions prior to formation; management, control, and transfer of control in a going concern; managers' benefits and risks; asset distributions to members; reorganization of a solvent enterprise; solvent dissolution. Not open to students who have completed one semster or two semesters of L 541, 542.

L 541, 542, fall semester: selection of the form of business enterprise; employment of agents; formation and operation of a partnership; organization of a corporation; liability for corporate obligations; distribution of corporate powers between shareholders and management; special problems of the close corporation. Spring semester: duties of directors and controlling shareholders; developments of federal corporation law; shareholders' suits; issuance of securities; dividends and other corporate distributions; mergers and recapitalizations. Students must complete the fall-semester course before enrolling in the spring-semester course. Not open to students who have completed the single semester course, L 541.

L 543, 544. Constitutional Law. 3 or 4 credit hours each semester.
Offered in two sections: L 543 is a survey course carrying four credit hours in one semester; L 543, 544 is a six-credit hour sequence, carrying three credit hours for two semesters, for students who want an intensive study of constitutional law.

L 543 covers the Federal System under the Constitution of the United States: the allocation of power between the federal and the state and local governments, and the separation of power among the three branches of the federal government, with emphasis on judicial review in constitutional cases; individual liberties under the Constitutions of the United States and of the States: Due Process, Equal Protection, Free Speech, Freedom of Religion, and other guarantees. Not open to students who have completed one semester or two semesters of L 543, 544.

L 543, 544 includes: the Federal System under the Constitution of the United States; judicial review in constitutional cases; national and state control of the economy under the Commerce Clause; the powers to tax and spend and other powers of Congress; national power in international relations; the separation of powers between the Congress and the President; guarantees of individual liberty through limitations on governmental power and by the exercise of federal authority over the States; constitutional issues in state courts. Not open to students who have completed the single semester course L 543.

L 545. Oregon Practice and Procedure. 3 credit hours.
An intensive study of civil procedure in Oregon state courts; comparison of Oregon civil procedure with the Federal Rules of Civil Procedure; a critical evaluation of Oregon civil procedure in light of the purposes and values of a procedural system.

L 546. Federal Courts. 3 credit hours.
A study of the roles of the federal courts in the operation of the Federal System; an analysis of the constitutional and legislative bases of the judicial power of the United States; jurisdiction: diversity of citizenship, federal question, jurisdictional amount, and removal; venue; federal and state court relationships; the law applied by the federal courts; procedure in the federal district courts; appellate jurisdiction and procedure in the courts of appeals; appellate jurisdiction and procedure in the Supreme Court of the United States.

L 547. Conflict of Laws. 3 credit hours.
Theories of prediction and decision in cases involving more than one state or nation; jurisdiction; foreign judgments; choice of governing law in torts, contracts, sales, security transactions, probate, business organizations, and family law; federal-state choice of law problems.

L 548. Creditors' Rights. 3 credit hours.
Remedies of and priorities between unsecured creditors; fraudulent conveyances; validity of security interests; exemptions; protection of debtors against wrongful or oppressive collection methods; bankruptcy.

L 549. Legal Profession. 2 credit hours.
A study of the Code of Professional Responsibility; the roles and functions of lawyers in society; the organization and functions of the bar; provision of legal services; responsibilities involved in representing clients; the future of the legal profession. Students will participate in a legal resources information service. Classroom work will include the review and analysis of videotaped ethical problems. A required course.

L 551. Evidence. 3 or 4 credit hours.
Offered in two sections: a three-credit hour course for students expecting to emphasize office practice; a four-credit hour course for students expecting to engage in substantial courtroom practice.

The three-hour course for students expecting to emphasize office practice includes: the development of an understanding of the law of evidence adequate, and necessary, for counseling purposes; structure of the adversary system; roles of the judge, the jury, and the counsel in the fact-finding process; sufficiency of evidence; order of proof; presumptions; relevancy; judicial notice; real and documentary evidence, form and elicitation of oral testimony; impeachment and rehabilitation of witnesses; the hearsay rule and its exceptions; privilege. Not open to students who have completed the four-credit hour course.

The four-hour course for students expecting to engage in substantial courtroom practice includes: intensive treatment of the practical problems in the introduction of evidence and of trial tactics and methods; structure of the adversary system; roles of the judge, the jury and the counsel in the fact finding process; sufficiency of evidence; order of proof; presumptions; relevancy; judicial notice; real and documentary evidence; form and elicitation of oral testimony; impeachment and rehabilitation of witnesses; the hearsay rule and its exceptions; privilege. Courtroom observations, movies, and videotapes of good trial techniques will be used as models for study and critique. In addition, audio and videotape materials will be employed to involve members of the class in realistic trial situations. Not open to students who have completed the three-credit hour course.

L 552. Federal Income Tax. 3 credit hours.
The study of statutory, judicial, and administrative material concerning individual income taxation, through development of the concepts of income, deductions, credits, tax accounting, income averaging, basis, and capital gains and losses; includes an overview of the taxation of trusts and estates, of the taxation of partnership and corporation income, and of problems of executive compensation, pension and profit-sharing plans, and corporate distributions to shareholders.

L 553. Estate Planning and Succession Taxes. 3 credit hours.
The study of the statutory, judicial, and administrative materials concerning federal estate and gift taxes and state inheritance tax; problems in estate analysis, planning, and execution, involving individual work in planning and probating of an estate from the interview stage to the drafting of such documents as wills, trusts, business disposition and insurance agreements, and tax returns. Prerequisite: L 538.

L 554. Insurance. 2 credit hours.
The insurance business; insurable interest; insurance contracts; coverage of the contract as to the event and the insured; property and liability insurance; subrogation; warranties; representation and concealment; adjustment of claims.

L 555. Family Law. 2 credit hours.
The nature of marriage and the dissolution of marriage; the status of the husband, the wife, and the child; procreation and nonprocreation; illegitimacy; adoption; support obligations; the rights of men, women, and minors in the areas of privacy.

L 556. Legislation. 2 credit hours.
Statutory drafting; canons of construction; modes of interpretation; legislative history and its uses; committee processes; chamber rules; a comparison of the roles of the courts and the legislatures; public access to the legislative process.

L 557. State and Local Taxation. 2 credit hours.
A study of the major issues arising under the principal forms of state and local taxation: corporate franchise and income taxation (with emphasis on problems of apportionment), property, personal income, sales and use, and death taxes; federal and state constitutional limitations; congressional legislation affecting state taxation of interstate commerce; the Multi-State Tax Compact; an examination of the Oregon tax system (and California sales and use tax), or an alternative system, by each student.

L 558. Local Government Law. 2 credit hours.
The nature, constitution, powers, and liabilities of municipal corporations.

L 559. Labor Law I. 3 credit hours.
An analysis of the National Labor Relations Act and the Oregon Labor Relations Act; the right of self-organization; selection of the representative by election and by other means; bargaining in good faith; remedies for unfair labor practices; unit determination; judicial review; strikes, boycotts, and lock-outs under the various labor relations acts; concerted activities; the role of the courts and the labor agencies.

L 560. Labor Law II. 3 credit hours.
A study of public-employee bargaining under local and state law, and under federal executive order; race and sex discrimination under state law, the Civil Rights Act, federal executive order, and collective bargaining agreements; the relationship of the individual and the union in representation, discipline, and membership matters; individual rights under grievance and arbitration clauses and under judicial review; consideration of the roles of the courts and the agencies and of judicial review.

L 561. Restitution and Equitable Remedies. 3 credit hours.
The study of the concept of unjust enrichment as a source of liabilities in addition to those based on assent or fault; consideration of equitable remedies, with special emphasis on their utility in areas of unjust enrichment.

L 562. Jurisprudence. 3 credit hours.
A series of recurring questions in the philosophy of law: the definition of law, the relationship of legal and ethical concepts, the "morality of law," the relationships between legal concepts and political institutions, the analysis of civil disobedience, and the nature of legal argument and legal reasoning.

L 563. Antitrust Law. 3 credit hours.
A survey of the effect of the major federal legislation (the Sherman-Clayton, Robinson-Patman, and Federal Trade Commission Acts) in the antitrust and unfair competition areas.

L 564. Administrative Law. 3 credit hours.
An analysis of judicial review of administrative action, including presumptions, standing, ripeness, exhaustion, and questions of fact and law; the process of proof in adjudicatory hearings, including official notice, evidentiary considerations, and investigation; the process of decision in adjudicatory hearings, including separation of function, bias, and ex parte communication; procedural distinctions between rule-making and adjudication.

L 565. Securities Regulation. 3 credit hours.
The study of the regulation of the distribution of securities under the Securities Act of 1933 and under state blue-sky laws; the regulation of trading in securities on stock exchanges and over the counter; civil liabilities under federal and state securities laws; the regulation of investment companies. Prerequisites: L 541, or L 541, 542.

L 566. Admiralty. 3 credit hours.
An introduction to basic maritime law; jurisdiction; maritime liens; carriage of goods by sea; collision; damages; limitation of liability; injuries and death to seamen and harbor workers; indemnity; chartering; salvage; general average; rate regulation.

L 567. Copyrights. 3 credit hours.
An analysis of the legal problems arising in the production, marketing, and distribution of literary, musical, art, and related works; the creation and ownership of copyright interests, the types of protected works, and copyright procedure; the copyrighting of computer programs; the protection of applied art; the liability of community antenna television systems; the use of copyrighted works for educational and research purposes in classrooms.

L 568. Urban Land Use Law. 3 credit hours.
A survey of the function, operation, and legal impact of public planning and land use control laws, ordinances, and administrative procedures, including zoning, variances, conditional use permits, nonconforming uses, official mapping, subdivision regulation (including regulation by private covenant), the land use aspects of eminent domain, urban renewal, and other federal and state housing programs.

L 569. Water Resources Law. 3 credit hours.
A study of riparian and appropriation water law systems; federal power over water resources; interstate disputes; transfer of rights; competing claims; groundwater management; water pollution control.

L 570. International Business Transactions. 3 credit hours.
An analysis of the legal problems arising out of international trade; cartels and antitrust problems; GATT; the Common Market; subsidies, trademarks, and patents; the balance of payment and direct investment; expropriation; double taxation. Not open to students who have completed L 572.

L 571. International Law. 2 or 3 credit hours.
The justification for state actions labeled as rules of law; the sources and evidences of a law between states; statehood; treaties; state responsibility and authority; individuals in transnational situations; international cooperation. Not open to students who have completed L 572.

L 572. Transnational Legal Problems. 4 credit hours.
The study of national boundaries; the access of aliens to economic opportunities; the protection of nationals engaged in economic activities abroad; conflict of jurisdiction; international law; adjudication abroad; the transnational reach of national legislation, including antitrust and tax laws; international economic organizations; GATT; the International Monetary Fund; the European Economic Community. Not open to students who have completed L 570 or L 571.

L 573. Administration of Criminal Justice. 3 credit hours.
Advanced criminal procedure; covers various aspects of criminal procedure and the criminal justice system, including prosecution, defense, the police, the court system and corrections. The primary emphasis of the course may vary at the discretion of the instructor.

L 574. Regulated Industries. 3 credit hours.
The study of federal and state regulation of industry; the primary focus is upon public utilities, including electricity, gas, telephone, and transportation and upon broadcasting, including radio, television, and cable.

L 575. Legal Writing. 1 credit hour.
Preparation, under the supervision of a faculty member, of a research and writing assignment. Satisfies second-year legal writing requirement.

L 576. Environmental Law. 3 credit hours.
The study of federal and state environmental law; common law rights and remedies as well as those deriving from Constitutional, legislative, and regulatory provisions; subject context includes air and water pollution, environmental aspects of land use controls and noise pollution.

L 577. Ocean Resources Law. 3 credit hours.
The study of emerging legal and regulatory systems aimed at insuring the orderly development of the economic potential of the oceans.

L 578. Indian Law. 3 credit hours.
The study of the statutory, judicial, and administrative material concerning American Indian tribes and individuals; historical development of Federal Indian policy; treaties; the trust relationship; tribal sovereignty; civil and criminal jurisdiction; natural resources of tribes; hunting and fishing rights; tribal self-government.

Writing, Research, and Seminars at Professional Legal

L 501. Research. Credit hours to be arranged. Research under the supervision of a faculty member. Not more than 3 credit hours per semester, or a total of 6 credit hours, may be earned. Satisfies third-year research requirement.

L 503. Thesis. Credit hours to be arranged. Not more than 3 credit hours may be earned.

L 505. Reading and Conference. Credit hours to be arranged.

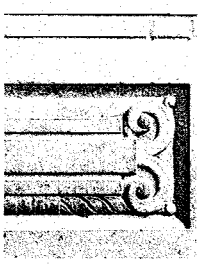
L 507. Seminar. Credit hours to be arranged. Seminars offered in the following subjects as student interest and other conditions may make instruction feasible:

American Legal History.
Business Planning.
Civil Liberties.
Coastal Law.
Consumer Protection.
Corporate Income Tax.
Corporate Reorganization.
Current Constitutional Problems.
Current Problems in International Law.
Government Contracts.
International Institutions.
Juvenile Law.
Law and Economics.
Law and Social Science.
Law, Medicine and Forensic Science.
Legal Issues in Accounting.
Legal Issues in Higher Education.
The Mentally Ill and the Law.
Natural Resources.
Social Legislation.
Tax Policy.
Urban Development Problems.

L 607. Seminar. Credit hours to be arranged. Seminars and clinics offered in the following subjects as student interest and other conditions may make instruction feasible:

Advanced Appellate Advocacy.
Civil Practice Clinical Program.
Criminal Clinical Practice:
  Prosecutions.
  Corrections.
Environmental Law Clinic.
Law Review.
Legislative Issues Workshop.
Moot Court Workshop.
  National Moot Court Team.
  International Law Moot Court Team.
Trial Practice Laboratory.

Courses of Instruction



The School of Librarianship was established at the University of Oregon in 1966, and its M.L.S. program was accredited by the American Library Association in 1968. Reaffirmation of accreditation under the 1972 standards was received in January 1976. It offers graduate instruction in the principles and practices of library service and administration, leading to the Master of Library Science degree. The School of Librarianship moved to remodeled quarters on the third floor of Chapman Hall in March 1975. Space is provided for classes, a story-telling laboratory which is also used as a seminar room, as well as faculty and administrative offices and a commons room for the use of students. Courses requiring in-class use of reference and other materials will continue to be held in the library building. With volumes totaling more than one million, the University Library is one of the largest libraries in the West and has strong collections of books and manuscripts for advanced study and research in many areas.

Herman L. Totten, Ph.D., Dean, Professor of Librarianship (multi-media librarianship, contemporary issues). B.A., Wiley College, 1961; M.L.S., 1964, Ph.D., 1966, Oklahoma; at Oregon since 1974.

Caroline J. Feller Bauer, Ph.D., Associate Professor of Librarianship (children's literature, storytelling, programs for children and young adults). B.A., Sarah Lawrence, 1957; M.L.S., Columbia, 1958; Ph.D., Oregon, 1971; at Oregon since 1966.

Robert Ashby Berk, Ph.D., Associate Professor of Librarianship (special libraries, administration, automation). B.A., Oregon, 1962; M.S., Florida State, 1964; Ph.D., Illinois, 1974; at U of O Medical School 1966-68; at Oregon since 1971.

Perry D. Morrison, D.L.S., Professor of Librarianship (academic libraries, research, library and publishing, history of the book, bibiography and literature of social sciences). A.B., 1942, M.A., 1947, Whittier; B.L.S., 1949, D.L.S., 1961, California; at Oregon 1949-63, and since 1967. Dean, 1970-1973.

Ione F. Pierron, M.S., Associate Professor of Librarianship (public libraries, adult reading, contemporary issues, library outreach, intellectual freedom). B.A., Puget Sound, 1936; B.A. in Lib., Washington, 1937; M.S., Oregon, 1960; at Oregon since 1948.

Patricia B. Pond, M.A., Associate Professor of Librarianship (school libraries/educational media centers, literature for young adults, children's literature); Associate Professor of Education (school library/educational media certification). B.A., College of St. Catherine, 1952; M.A., Minnesota, 1955; at Oregon since 1967.

Ruth E. South, M.L.S., Visiting Instructor of Librarianship (reference, bibliography of social sciences). A.B., 1950, M.L.S., 1972, Oregon; at Oregon since 1973.

Faculty Emeriti

Elizobeth Findly, A.M.L.S., Professor Emerita of Librarianship (bibliography and reference, government publications). A.B., Drake, 1929; B.S., in L.S., Illinois, 1934; A.M.L.S., Michigan, 1945; at Oregon since 1934. Dean, 1973-74.

Carl W. Hintz, Ph.D., Professor Emeritus of Librarianship (history of the book). A.B., DePauw, 1932; A.B.L.S., 1933, A.M.L.S., 1935, Michigan; Ph.D., Chicago, 1952. University Librarian 1948-1973.

Graduate Studies

The goals of the School of Librarianship are to: (1) offer a basic, general program of graduate instruction providing qualified students with a foundation in librarianship while at the same time allowing for individual development in areas of special interest; (2) promote articulation of theory with practices, procedures, and methods employed in a variety of library settings; (3) provide for the ongoing education of librarians and library supportive staffs within the state of Oregon; (4) aid in library development in Oregon through research, consultation, and work with professional library organizations; (5) discover new, and improve existing, concepts and practices in librarianship; (6) aid libraries in meeting personnel needs while furthering career opportunities.

The objectives of the Master of Librarianship program are to: (1) provide education in the basic theory and application of librarianship, emphasizing the role of the library and the librarian in a rapidly changing society; (2) offer the opportunity to explore the fundamental characteristics and requirements of a type (or types) of library, broadly defined, as the interest of the student dictates; emphasis is on generic types—public, academic, school, and special—but with some provision for study of more specific sub-types such as medical and archival; (3) acquaint the student with the fundamentals of library functions and services common to all types of libraries and offer an opportunity to explore special aspects of these functions and services.

The School seeks to serve: (1) students (drawn from the entire nation and many foreign countries, but with some attention to admitting Oregon residents); (2) all professional librarians either working or living in Oregon; (3) supportive staff in all types of libraries in Oregon as detailed in the statement, *Library Education and Personnel Utilization* (American Library Association, 1970, revised 1976); (4) specific groups with library interests such as students in other programs (e.g., recreation and park management), teachers, library trustees, and the public.

The School of Librarianship does not offer undergraduate degrees. Candidates for the Master of Library Science degree must earn 54 hours of graduate credit, of which 20 are required core courses in librarianship. At the student's option, 9 (or in some cases 12) of the 54 hours may be nonlibrarianship electives. Required core courses are Lib 511, 521, 542, 531, and 575. The program is designed to be completed in five quarters (including two summer sessions) of full-time study. Students should carefully weigh their outside responsibilities and willingness to study for extremely long hours before deciding to attempt it in fewer quarters, and should never plan on fewer than three regular and one summer session of very rigorous, time-consuming study.

The School of Librarianship coordinates a variety of programs leading to Oregon certification as a school librarian/educational media specialist, including two graduate programs administered by the School: the Master of Library Science program and the interdisciplinary Master in Teaching program (School Librarianship: Option 1). To be recommended by the University for Oregon certification the student must satisfactorily complete the University's approved program for preparing teachers which includes (1) subject matter content for the teaching specialty (norm) and (2) a professional education component. The subject matter content for the Basic Educational Media Norm (Grades K-12) includes work in information sources and services; design, production, selection, organization, and utilization of educational media; and administration of school library/educational media programs. The student who wants to be recommended for the Basic or Standard Educational Media norm should consult with the member of the School's faculty who serves as norm adviser. Mimeographed materials describing programs for certification as a school librarian/educational media specialist are available upon request.

Graduate students are expected to maintain a grade point average of 3.00 on a 4.00 scale in all upper-division and graduate courses taken after admission to the University. Although not required for admission, two years of one college-level foreign language (either classical or modern) or one year each of two languages are re-

quired for the M.L.S. degree. (Two years of high school language study are deemed equivalent to one year of college language.)

Admission Requirements: For admission to the School of Librarianship a student must have: (1) a bachelor degree from an accredited college or university; (2) grade point average of at least 3.00 for the last 90 graded (pass differentiated) hours of college work; (3) satisfactory score on the Graduate Record Examination Aptitude Test (50th percentile on the verbal score or a total of 1000 points on the combined verbal and quantitative scores); (4) three letters of reference, and a personal interview; the latter may be waived for those who furnish a reference letter from a librarian under whose direct supervision the applicant has worked; (5) statement of 500 words or less giving the applicant's reasons for choosing librarianship as a career and for specifically choosing this School as the means to this end; (6) completion of a form showing the applicant's work experience and extracurricular and civic activities. The Admissions Committee looks at the totality of the evidence in determining the admissibility of the applicant. Applicants who are rejected have the right to appeal.

Undergraduate studies must include a general education component at least equivalent to that required for the Bachelor of Arts or Bachelor of Science degrees at the University of Oregon, except that foreign language aspects are a requirement for the M.L.S. degree rather than for admission.

Foreign students must have proof of proficiency in the English language, as measured by such examinations as the University of Michigan English Language Institute Test (score of 90) or the Princeton University Test of English as a Foreign Language (score of 550), in lieu of the GRE Aptitude Test. Foreign students having degrees from colleges or universities in which English is the language of instruction are exempt from the English proficiency proof requirement but must submit GRE scores.

In order to control class sizes, core courses will be scheduled in advance of registration.

Deadline for completion of applications for summer is March 31 and for fall is May 15, but earlier completion is recommended as this is a major factor in determining priority of acceptance for available spaces. New students are admitted only in summer or fall quarter. A checklist giving detailed procedures is available from the school. Address inquiries and requests for application materials to: Herman L. Totten, Dean, School of Librarianship, University of Oregon, Eugene, Oregon 97403.

Financial Assistance: Applicants wanting scholarships or other financial assistance under the control of the School of Librarianship should request the Application for Financial Assistance form.

A few one-third time positions as student assistants to members of the faculty may be available. These are selected from among students who have been in the program for at least one quarter.

For additional information about other financial assistance available to all University students, write to the Office of Student Financial Aids, University of Oregon, Eugene, Oregon 97403.

Non-University Scholarships. Applicants may be interested in the following scholarships. Further information about these scholarships may be obtained from the following individuals. (1) Oregon Library Association Scholarship, $500 (Oregon residents only) Clifford Wolfsehr, Scholarship Chairman, Oregon Library Association, Southern Oregon State College, Ashland, Oregon, 97520. (2) Oregon Educational Media Association Scholarships, two scholarships of $200 each for school librarians or media specialists, Charles M. Krause, OEMA Awards and Scholarships Chairman, 3194 Marine Drive, Astoria, Oregon 97103.

A booklet entitled *Financial Assistance for Library Education* may be found in most libraries or obtained from the American Library Association, 50 E Huron Street, Chicago, Illinois 60611.

Note: The School of Librarianship cooperates with the University Library in offering the following service course for the convenience of undergraduates:

Lib 127. Use of the Library. 3 credit hours.
Initial training in the use of library materials and services and in elements of bibliographic form. Designed to help undergraduate students use the library more effectively. Durnell.

Upper-Division Courses Carrying Graduate Credit

Lib 451. Children's Literature I. (G) 3 credit hours.
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. Prerequisite: Junior standing or above. Bauer, Pond.

Lib 458. Storytelling. (G) 3 credit hours.
Fundamental principles of the art of storytelling, including the planning of a story hour, location of suitable materials for use, and the techniques of learning and presenting the story; study and selection of literature appropriate for oral presentation to children of all ages. Consent of instructor is required. Prerequisite: Junior standing or above and Lib 451; may be taken concurrently. Bauer.

Graduate Courses

Lib 505. Reading and Conference. 1-3 credit hours.

Lib 507. Seminar. 1-3 credit hours.
Library Outreach. 3 credit hours.
Exploring the provision of library service to individuals and groups which libraries have not reached effectively; field experience; planning a program. Prerequisite: Lib 531. Pierron.
Intellectual Freedom. 3 credit hours.
Study of intellectual freedom concepts in the United States. Application to libraries through case study analyses Prerequisite or concurrently: Lib 542. Pierron.
Libraries Abroad. 3 credit hours.
Functions and objectives of libraries of various kinds in selected countries; international aspects of librarianship. Morrison.
Online Bibliographic Searching. 3 credit hours.
Theoretical understanding and practical experience in online searching and the evaluation of online systems employing data bases offered by commercial and governmental agencies. Berk.

Lib 508. Workshop. 1-3 credit hours.

Lib 509. Practicum. 3 credit hours.
Supervised practical experience under the guidance of a professional librarian. Consent of instructor required. Prerequisite: Lib 511, 521, 531, 542, and the appropriate specialized course.

Lib 510. Experimental Course.
Credit hours to be arranged.

Lib 510. Multi-Media Librarianship for all Types of Libraries. 3 credit hours.
The function, evaluation, selection, acquisition, preparation for use, and preservation of multi-media materials in all types of libraries with the exception of school library/media centers. Prerequisite: Lib 511 and 542. Totten.

Lib 511. Organization of Library Materials. 5 credit hours.
Main entry, descriptive and subject cataloging, and cross reference. Classification and alternate methods of organizing print and nonprint materials. Making of analytics and filing of catalog cards. Nonconventional methods of organizing materials. Required core course. In order to control class sizes, students will be scheduled for specific sections in advance of registration.

Lib 513. Organization of Library Materials II. 3 credit hours.
Advanced problems in cataloging and classification. Consent of instructor is required. Prerequisite: Lib 511.

Lib 514. Information Storage and Retrieval. 3 credit hours.
User studies and communication theory in the development of indexing and abstracting, library networks, information services, and the design and evaluation of information retrieval systems. Consent of instructor is required. Prerequisite: Lib 511.

Lib 515. Technical Services. 3 credit hours.
Management of acquisition, cataloging, processing, circulation, conservation of library materials. Prerequisite: Lib 511, 531, 542.

Lib 521. Reference Sources and Services. 4 credit hours.
Fundamental concepts of reference service in various kinds of libraries. Use and evaluation of basic reference materials, print and nonprint. Required core course. In order to control class sizes, students will be scheduled for specific sections in advance of registration. South.

Lib 523. Government Publications. 4 credit hours.
United States federal and state publications, international and foreign government documents. Prerequisite: Lib 521.

Lib 524. Reference Sources and Services II. 2 credit hours.
Advanced problems in reference services. Prerequisite: Lib 521, and one of the bibliography courses; the latter may be taken concurrently. South.

Lib 531. Library Organization and Administration. 5 credit hours.
Analysis of organizational and administrative theories in the context of library structures, with special emphasis on personnel relationships, budgeting, systems analysis, and library automation. Required core course. In order to control class sizes, students will be scheduled for specific sections in advance of registration. Prerequisite: Lib 511, 521, 542; one of these may be taken concurrently. Berk.

Lib 532. Educational Media Centers. 3 credit hours.
Administration, organization, resources, and services of school libraries and media centers at the school-building and district level with emphasis on national and state standards of service. Prerequisite: Lib 511, 521, 531 542, 545; Lib 531, 545 may be taken concurrently; must be taken for a grade for school certification.

Lib 533. The Public Library. 3 credit hours.
Government, goals, organization, finances, personnel, policies, and services of the public library. Field trip (there is a transportation charge). Prerequisite: Lib 511, 521, 531, 542. Pierron.

Lib 534. The Academic Library. 3 credit hours.
Administration and services of college, university, and research libraries, including collection building and maintenance, staffing, public relations with clientele and supporting institutions. Prerequisite: Lib 511, 521, 531, 542.

Lib 535. The Special Library and Information Center. 3 credit hours.
Administration, organization, resources, and services of the special library or information center. Prerequisite: Lib 511, 521, 531, 542. Berk.

Lib 541. History of the Book. 3 credit hours.
Development of the book in its various forms from earliest times to the present; origin and evolution of the alphabet and scripts; history of manuscript books; invention and spread of printing; production and distribution of printed books; the relation of books to social conditions in the periods studied. Morrison.

Lib 542. Selection and Acquisition of Library Materials. 3 credit hours.
Introduction to collection building in various media for all types of libraries, to basic selection aids, and to intellectual freedom. Required core course. In order to control class sizes, student will be scheduled for specific sections in advance of registration.

Lib 545. Multi-Media Librarianship. 3 credit hours.
The role of the school librarian and media specialist in identifying, evaluating, selecting, and facilitating the use of print and nonprint materials administered by media centers in support of the curricula of elementary and secondary schools. Prerequisite or concurrently: CI 435, or CI 436, and Lib 542. Must be taken for a grade for school certification. Pond.

Lib 552. Library Services and Literature for Children. 3 credit hours.
History and development of libraries for children in the United States and abroad. Advanced analysis of children's literature including selection, evaluation, and the use of library materials for children. Consent of instructor is required. Prerequisite or concurrently: Lib 451, Lib 542. Pond, Bauer.

Lib 555. Media for Young Adults. 3 credit hours.
Survey of print and nonprint forms of communication for youth of junior and senior high-school age with emphasis on young adult media interests; selection and evaluation of media for school and public libraries; individual reading, listening, and viewing guidance; and standards of service to young adults. Pond.

Lib 556. Library Programs for Children and Young Adults. 3 credit hours.
Group methods of reading, listening, and viewing guidance with children, young adults, their parents, teachers, and group leaders. Includes mixed-media programs, book talks, booklists, book and film discussions, and exhibits. Prerequisite: Lib 451 or 555; may be taken concurrently. Bauer.

Lib 561. Literature of the Humanities. 3 credit hours.
The role of the humanities in contemporary society; survey of the development of the literature associated with the humanities disciplines with emphasis on key figures, books, nonprint media, and terminology; problems associated with acquisition and handling of specialized resources. Prerequisite: Lib 511, 521, 542.

Lib 562. Bibliography of the Humanities. 2 credit hours.
Reference works and bibliography of the humanities disciplines. Prerequisite: Lib 521.

Lib 563. Literature and Bibliography of the Sciences. 3 credit hours.
Survey and evaluation of information resources in the fields of science and technology; problems of scientific documentation; literature-searching methods; compilation, classification, and reporting of information; reference works and bibliography of the field. Prerequisite: Lib 511, 521, 542. Berk.

Lib 564. Literature of the Social Sciences. 3 credit hours.
Surveys of key figures and ideas in the social sciences, with emphasis on past development and present tendencies; source materials for research; social scientists' use of sources of information. Implications for selection of materials and provision of library services. Prerequisite: Lib 511, 521, 542, Morrison.

Lib 565. Bibliography of the Social Sciences. 2 credit hours.
Reference works and bibliography of the social-science disciplines. Prerequisite: Lib 521.

Lib 566. Adult Reading. 3 credit hours.
Contemporary adult books, reading interests and habits of adults, reading guidance for adults, and public library selection policies. Consent of the instructor required. Prerequisite: Lib 542. Pierron.

Lib 571. Research in Librarianship. 3 credit hours.
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. Prerequisite: 9 credit hours of librarianship, or consent of instructor. Morrison.

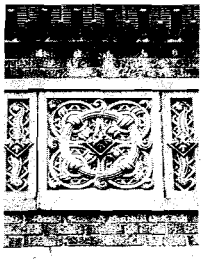
Lib 573. The Library and the Publishing Process. 3 credit hours.
Consideration of general trade and scholarly publishing processes from the librarian's viewpoint; the role of the library as publisher; publishing activities of library organizations; participation in the writing and editing of a library publication. Consent of instructor is required. Morrison.

Lib 575. Contemporary Issues in Librarianship. 3 credit hours.
The interaction between librarian, libraries, and professional associations and the changing economic, educational, political, social, and technological environments. Required core course. In order to control class sizes, students will be scheduled for specific sections in advance of registration. Prerequisite: 20 credit hours in librarianship, including Lib 511, 521, 531, 542. Pierron, Totten.

Lib 581. Introduction to Archives. 3 credit hours.
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 materials. Richard.

Lib 590. Machine Applications in Librarianship. 3 credit hours.
Study and design of file structure in libraries; application of systems analysis in formulation and execution of automated procedures using computers. Prerequisite: Lib 514, 531, CS 121, or consent of instructor.

Courses of Instruction



A Department of Music was established at the University of Oregon in 1886. The School of Music was organized in 1900, and was admitted to membership in the National Association of Schools of Music in 1928. The standards of the school are in accordance with the standards set by the association.

The primary aims of the school are: to help students prepare for a variety of professions in music; to provide the nonmusic major student with both broad elective music studies which will assist him or her to be aware and appreciative of the growing musical heritage of civilization, and to provide extensive performance opportunities in the studio and in performing organizations.

Morrette Rider, D.Ed., Dean, Professor of Music (chamber music, conducting, pedagogy). B.Mus., 1942; M.Mus., 1947, Michigan; D.Ed., Columbia, 1955; at Oregon since 1975.

Exine Anderson Bailey, M.A., Professor of Music (voice). B.S., Minnesota, 1944; M.A., 1945, Professional Diploma, 1951, Columbia; at Oregon since 1951.

Joan Benson, M.Mus., Assistant Professor of Music (piano, early keyboard instruments, music history); B.Mus., 1950, M.Mus., 1951, Illinois; Performer's Certificate, 1952, Indiana University; at Oregon since 1976.

Peter Bergquist, Ph.D., Professor of Music (music history, theory, bassoon); Member, University Woodwind Quintet. B.S., Mannes College of Music, 1958; M.A., 1960, Ph.D., 1964, Columbia; at Oregon since 1964. (On sabbatical leave Spring 1978.)

Leslie T. Breidenthal, A.Mus.Doc., Associate Professor of Music (voice). B.S., 1948, M.A., 1949, Columbia; A.Mus.Doc., Michigan, 1965; at Oregon since 1967.

Charles Dowd, M.A., Assistant Professor of Music (timpanist, percussion, jazz studies). B.A., San Jose State, 1970; M.A., Stanford, 1971; at Oregon since 1974.

David E. Gustafson, Adjunct Instructor (piano technology).

John Hamilton, D.M.A., Professor of Music (organ, harpsichord, music history). A.B., in Physics, California at Berkeley, 1946; M.Mus., Southern California, 1956; D.M.A., Southern California, 1966; at Oregon since 1959.

Lois Neuwiesinger Harrison, D.Ed., Assistant Professor of Music (music education); B.S., 1951, Trenton State College; M.A., 1953, D.Ed., 1974, Columbia; at Oregon since 1976.

J. Robert Hladky, A.Mus.D., Professor of Music (violoncello, music history); Member, University Trio. B.Mus., Oklahoma State, 1950; M.Mus., 1952, A.Mus.Doc., 1959, Eastman School of Music; at Oregon since 1961.

Robert I. Hurwitz, Ph.D., Associate Professor of Music (theory, history). A.B., Brooklyn, 1961; M.Mus., 1965, Ph.D., 1970, Indiana; at Oregon since 1965.

Edward W. Kammerer, M.Mus., Assistant Professor of Music (horn, music education); Member, University Woodwind Quintet, Faculty Brass Quintet. B.Mus., 1964, M.Mus., 1965, Oregon; at Oregon since 1970.

Ira D. Lee, M.Mus.Ed., Professor of Music (trombone, music education); Director, Brass Choir, High School Music Summer Session; Member, Faculty Brass Quintet. B.Mus.Ed., 1946, M.Mus.Ed., 1947, Colorado; at Oregon since 1950.

G. Roy Mann, Jr., M.Mus., Assistant Professor of Music (violin, music education). M.Mus., 1973, Texas; at Oregon since 1973.

Gary M. Martin, Ph.D., Professor of Music (music education, music history). B.A., 1961, M.A., 1963, Adams State; Ph.D., Oregon, 1965; at Oregon since 1966.

Lawrence C. Maves, Jr., M.Mus., Associate Professor of Music (violin); Director, University Symphony; Member, University Trio. B.Mus., 1954, M.Mus., 1959, Oregon; Diploma, Juilliard School of Music, 1958; at Oregon since 1958.

Sarah Calkins Maxwell, B.A., Adjunct Professor of Music (harp). B.A., Oregon, 1957; at Oregon since 1975.

John C. McManus, M.A., Professor of Music (clarinet, music education); Member, University Woodwind Quintet. B.Mus.Ed., Northwestern, 1943; M.A., Columbia, 1950; at Oregon since 1967.

James A. Miller, A.Mus.D., Professor of Music (voice). B.A., Goshen, 1952; M.Mus., 1956, A.Mus.D., 1963, Michigan; at Oregon since 1965.

Randall S. Moore, Ph.D., Assistant Professor of Music (music education). B.A., 1963, M.A., 1965, Oregon; Ph.D., 1974, Florida State; at Oregon since 1974. (Director, Center for International Music Education, 1977-78.)

J. Robert Moore, M.Mus., Assistant Professor of Music (oboe, woodwinds, music education); member, University Woodwind Quintet. B.Mus.Ed., 1961, M.Mus., 1962, University of Tulsa; at Oregon since 1975.

Harold Owen, D.M.A., Professor of Music (composition, music history, musicianship). B.Mus., 1955, M.Mus., 1957, D.M.A., 1972, Southern California; at Oregon since 1966.

Gerald D. Poe, D.M.A., Assistant Professor of Music (trumpet, bands); B.A., 1964, Western State College; M.M.Ed., 1965, Florida State; D.M.A., 1973, Colorado; at Oregon since 1976.

H. Royce Saltzman, D.M.A., Associate Dean, Professor of Music (choral music). B.A., Goshen, 1950; M.Mus., Northwestern, 1954; D.M.A., Southern California, 1964; at Oregon since 1964.

Victor Steinhardt, M.A., Associate Professor of Music (piano, music theory). B.Mus., Mount St. Mary's 1964; M.A., California at Los Angeles, 1967; at Oregon since 1968.

Stephen Stone, D.M.A., Assistant Professor, Assistant to the Dean (Field Instructional Services). B.S., 1949, M.S., 1956, D.M.A., 1971, Oregon; at Oregon since 1976.

Marlene Soriano Thal, M.Mus., Assistant Professor of Music (piano, music history). B.A., 1954, M.L.S., 1962, M.Mus., 1971, Washington; at Oregon since 1973.

Richard Trombley, M.Mus., Associate Professor of Music (music history, flute); Member, University Woodwind Quintet. B.S., Juilliard School of Music, 1961; M.Mus., Manhattan School of Music, 1962; at Oregon since 1963.

Robert M. Trotter, Ph.D., Professor of Music (analysis and criticism, musicianship, pedagogy). B.Mus., Northwestern, 1942; M.A., Chicago, 1947; Ph.D., Southern California, 1957; at Oregon since 1963.

Monte Tubb, M.A., Associate Professor of Music (musicianship, scoring, composition). B.A., Arkansas, 1956; M.A., Indiana, 1960; at Oregon since 1966.

Robert S. Vagner, M.Mus., Professor of Music (clarinet, music education). Director University Bands. B.A., 1935, M.A., 1938, Colorado State; M.Mus., Michigan, 1942; at Oregon since 1950.

Paul H. Westlund, D.M.A., Assistant Professor of Music (choral conducting, music education). B.S., 1967, Illinois; M.S., 1971, Wisconsin; D.M.A., 1976, Illinois; at Oregon since 1975.

Virginia Johnson Whitfield, Ed.D., Professor of Music (music education). B.Mus., 1934, M.Mus., 1946, Colorado; Ed.D., California at Los Angeles, 1962; at Oregon since 1965.

Neil Wilson, Ph.D., Professor of Music (voice, chamber choir). B.F.A., 1952, M.Mus., 1955, New Mexico; Ph.D., Indiana, 1967; at Oregon since 1961.

Walter Wilson, M.A., Adjunct Assistant Professor of Music (music education). B.M.E., 1957, Colorado; M.A., 1961, Washington State; at Oregon since 1975.

William C. Woods. M.Mus., Professor of Music (piano, music

history); Member, University Trio. B.Mus., 1948, M.Mus., 1949, Southern California; at Oregon since 1950.

Faculty Emeriti

Francis W. Bittner, M.A., Professor Emeritus of Music (piano, music theory). B.Mus., 1936, Cincinnati Conservatory of Music; M.A., 1943, New York; at Oregon since 1946.

Edmund A. Cykler, Ph.D., Professor Emeritus of Music. A.B., California, 1926; Ph.D., Charles University, Czechoslovakia, 1928; at Oregon since 1947.

John M. Gustafson, Ph.D., Associate Professor Emeritus of Music (music education). A.B., Augustana, 1947; M.Mus., Michigan, 1951; Ph.D., Florida State, 1956; at Oregon since 1956.

George Hopkins, B.A., Professor Emeritus of Music (piano). Teachers Cert., Peabody Conservatory, 1918; B.A., Oregon, 1921; at Oregon 1919-23, and since 1925.

Homer T. Keller, M.Mus., Professor Emeritus of Music (composition, music theory). B.Mus., 1937, M.Mus., 1938, Eastman School of Music; at Oregon since 1958.

Robert E. Nye, Ph.D., Professor Emeritus of Music (music education). B.Ed., Milwaukee State Teachers College, 1932; M.A., 1942, Ph.D., 1949, Wisconsin; at Oregon since 1950.

Jane Scotsford Thacher, Professor Emerita of Piano; at Oregon since 1916.

Facilities: The School of Music is housed in a building complex of five units, two of which are now under construction slated for completion in early 1978. These units include Beall Recital Hall, seating 550 persons; separate band, choir, and orchestra rehearsal rooms with support facilities; more than 65 practice rooms; a small recital hall; studio-offices, classrooms, and seminar rooms. The University Library music collection includes complete critical editions of standard reference works, periodicals, recordings, and a large collection of books and scores. The music collection is supported by gifts from Phi Beta and Mu Phi Epsilon and a bequest from the late Matthew H. Douglass, former University Librarian. Through acquisitions under the Farmington Plan, the Library has a particularly strong and growing collection of contemporary foreign books on music. Seven pipe organs are housed within the School of Music facilities, including the nationally recognized organ by Jürgen Ahrend of East Friesland, Germany, a concert instrument unique in America, and other tracker organs by Flentrop, Schlicker and Olympic. Two of the four harpsichords available for student use are French doubles by William Dowd. Moog and Putney electronic synthesizers are available to qualified students, and the University owns an extensive collection of orchestral and band instruments and a distinctive collection of ancient and ethnic musical instruments.

Music Organiztaions: The University Singers, the University Chorale, Chamber Choir, Symphonic Wind Ensembles, Marching, Concert and Pep Bands, Symphony Orchestra, Sinfonietta, Brass Choir, Brass Ensemble, Jazz Ensembles, Jazz Lab Band, and Opera Workshop and numerous small chamber ensembles offer membership and performance opportunities to all qualified students on campus. Collegium Musicum, a vocal-instrumental group, provides opportunity for the study of medieval, Renaissance, and baroque music, using a sizeable collection of reproductions of Renaissance and baroque instruments. The repertory and activities of these organizations are planned to complement courses in analysis, history, and criticism offered by the school.

Public School Teaching: The School of Music offers a program leading to certification as a teacher of music in grades K-12. To be recommended by the University for such Oregon certification, the student must satisfactorily complete the University's approved program for preparing public-school teachers which includes: (1) subject-matter content for the teaching specialty in music and (2) a professional education component. The subject-matter content for the norm requirement includes studies in solo and ensemble performance, composing and scoring, music history and theory.

Instruction for General-Campus Students: The following credit-earning ensembles are available for all students, regardless of their major: Marching Band, Pep Band, Symphonic Wind Ensemble, Concert Band, Brass Choir, Symphony Orchestra, Sinfonietta, Opera Workshop, Collegium Musicum, Jazz Ensemble, Jazz Lab Band. Some require auditions; information is available from the School of Music office.

Classes of particular interest to students without previous musical instruction are: Basic Music (Mus 52); Introduction to Music and Its Literature (Mus 201, 202, 203); Listening with Understanding (Mus 450); The Music of Bach and Handel (Mus 451); The Classic Symphony and Sonata (Mus 452); Introduction to Opera (Mus 453); Introduction to Twentieth-Century Music (Mus 454). Frequent special classes of this nature are offered under Mus 200, including such topics as Exploring World Music, the History of Jazz, and Asiatic and Near Eastern Music.

Students are eligible for instrumental and vocal performance instruction, with extra fee, and for participation in small chamber ensembles. Enrollment is limited; consent of instructor is required and an audition is prerequisite.

Concerts and Recitals: Frequent concerts and recitals are presented on the campus throughout the year, by visiting artists, members of the faculty of the School of Music, and advanced music students. Other regularly scheduled concerts include performances by artists of international fame sponsored by the Eugene-University Music Association, the Chamber Concert Series, the Beall Organ Series, and the Eugene Symphony Orchestra.

Center for International Music Education: The School of Music offers a music study program in Europe, centered in Reading, England. The curriculum is open to qualified seniors and graduate students in music. Participants enroll as regular full-time students in the University of Oregon for the current academic year, and must complete requirements for admission as outlined in this catalog. The principal objectives of the center are: (1) to give students a knowledge of music pedagogy in European countries through personal observation and participation; (2) to bring each student into the rich stream of European cultural life, both past and present; and (3) to add new perspectives to American musical practices and attitudes. Address inquiries to: Director, Center for International Music Education, School of Music, University of Oregon, Eugene, Oregon 97403.

Financial Aids in Music: Ruth Lorraine Close Musical Fellowship (approximately $40,000 awarded annually to some 20 students for advanced study in music, with first preference to those in harp and composition); Eugene Women's Choral Society Scholarship (variable amounts for music majors); Mu Phi Epsilon Scholarships (variable amounts for currently enrolled music majors); Maud Densmore Memorial Scholarship (variable amounts for upper-division music majors); Max Risinger Memorial Scholarship; Musicians Mutual Association Scholarship (variable amounts for Lane County residents majoring in music and studying woodwind, brass or percussion instruments); Phi Beta Scholarships (variable amounts for currently enrolled music majors); Presser Foundation Scholarships ($400 for an undergraduate music major intending to teach music); Paul Clarke Stauffer Scholarship ($1,000 for a music major, with first consideration to current high-school seniors residing in Eugene, Oregon). For additional details on these financial aids, write to Dean, School of Music, University of Oregon, Eugene, Oregon 97403.

Music Fees: Students who major in music receive studio performance instruction only at the level of MuP 171-194 or above without extra tuition; exceptions are harp and guitar students, who must pay an extra fee. Fees for studio vocal or instrumental instruction for all nonmajors are: one half-hour lesson per week, $50.00 per term; two half-hour lessons per week $100.00 per term. These fees are due at the time of registration each term. Please note: Because of enrollment limitations in some areas of private performance study (notably voice, piano, flute), it may not be possible to provide private instruction to all students immediately upon entrance. Some priority will be given to upper-class majors and early admissions. For those students who cannot be accepted initially, private study for credit, at extra cost, can be provided with nonuniversity faculty as a temporary measure.

All music majors and all harp students, whether majors or not, pay a fee of $5.00 per term which entitles them to practice-room

privileges. All music students using University-owned instruments pay a fee of $1.00 per term per instrument for insurance. The fee for organ or harpsichord practice is $12.00 per term for one hour a day; for use of the Moog Synthesizer, $15.00 per term for one hour per week individual instruction, $7.50 for class instruction.

Students registered for Music Fundamentals and Music Methods in Elementary Teaching pay a laboratory fee of $2.00 per term. Those registered for Orientation to Music Education pay a $2.50 transportation fee, and students in Techniques classes pay a fee of $3.00 instrument rental per term.

Undergraduate Studies

(1) Preparation advisable for entering freshmen:

(a) Instruction in voice or on an instrument included in the curriculum, at a performance level sufficient to pass an audition before a panel of faculty members and held prior to initial registration, for entry into MuP 171-194. Information defining the MuP 171-194 level in various performance media is available from the School of Music office. Experience with various styles of music both as performer and as listener, and ability to play a keyboard instrument are valuable for all students, regardless of their primary performance medium.

(b) For vocal students, and students who play woodwind, brass, string or percussion instruments, three years of participation in a large ensemble. For keyboard students, experience in solo performance, in accompanying and in chamber music.

(c) Study of musical notation and terminology sufficient for entry into Mus 121-122-123. Information concerning the content of the placement examination is available from the School of Music.

(2) Preparation advisable for two-year college transfers:

(a) College-level instruction in voice, or on an instrument included in the curriculum at a performance level sufficient to pass an audition before a panel of faculty members and held prior to initial registration, for entry into the level of studio performance instruction appropriate for the junior year in the degree program which the student wishes to enter.

(b) For vocal students, and students on a woodwind, brass, string, or percussion instrument, college-level participation in a large ensemble devoted to rehearsing and performing music similar to the program at the University of Oregon. For keyboard students, college-level experience in solo performance, in accompanying, and in chamber music.

(c) College-level proficiency in musical terminology, notation, scoring, composing, analyzing and evaluating music, and aural-visual skills equivalent to those required in Mus 121, 122, 123, Mus 261, 262, 263, Mus 221, 222, 223, at the University of Oregon.

(3) Admission Procedures:

Prospective freshmen and transfer students who want to major in music must (a) be auditioned in their primary area (voice and instrumental performance, or composition) as a part of the process of application for admission to the School of Music. The audition is preferably accomplished in person on the University campus. If this is impossible, a tape recording of the student's performance may be substituted. (A request for audition dates may be made by writing to the School of Music. The auditions are held in January and again in April. Applicants who intend to become majors in Composition should submit tape recording and scores of their original compositions.) (b) take a diagnostic examination in musicianship. A study guide describing cognitive material included in the examination is available from the School of Music.

The diagnostic examination does not require a passing grade for admission but is used to place the student in courses appropriate to his or her background and experience.

Prospective students who are successful in the audition become eligible for admission, subject to available space. Such eligible students are admitted on a first-come-first-served basis.

Enrollment in studio performance instruction is at times governed by available space. Priority for enrollment is defined by (a) the relation of the instruction to a degree objective, and (b) the student's level of advancement as a performer, with continuing students having first priority.

Undergraduate degrees offered by the School or Music are: Bachelor of Arts in Music; Bachelor of Science in Music; Bachelor of Music in Performance; Bachelor of Music in Music Education (Instrumental Option); Bachelor of Music in Music Education (Choral-General Option); Bachelor of Music in Composition; Bachelor of Music in Music Theory.

(4) Graduation requirements:

Core studies for all degrees are:

(a) Musicianship I and II: Mus 121, 122, 123 and Mus 221, 222, 223 (24 credit hours); (b) History of Music I and II: Mus 261, 262, 263 and Mus 361, 362, 363 (18 credit hours); (c) The minimum credit allowed per term for performance studies (studio instruction) for music majors in their primary performance area at the MuP 171 level and above (with the exception of MuP 511-532) is two (2) credits.

Bachelor of Arts in Music requires, in addition to the core studies, the following:

(a) ensemble performance: 6 terms, appropriately assigned; (b) proficiency in French, German, or Italian as prescribed for all Bachelor of Arts degrees at the University of Oregon; (c) either History of Western Art (ArH 204, 205, 206) or World Literature (Eng 107, 108, 109), 9 credit hours; a senior project in music: either a scholarly work, a performance, or a composition; (d) studio performance: 6 credit hours, including 3 at the level of MuP 171-194 or above. (A maximum of 24 credit hours in studio performance can count toward graduation requirements, of which not more than 12 credit hours may be taken during the freshman and sophomore years. Students electing a full recital as a senior project must have a minimum of 18 credit hours at 171 level or above, at least 6 hours of which are to be at 341 level and above, and taken at the University of Oregon.) (e) thirty-six credit hours in Literature and Languages.

Bachelor of Science in Music requires, in addition to the core studies, the following:

(a) ensemble performance: 6 terms, appropriately assigned; (b) a senior project in music: either a scholarly work, a performance, or a composition; (c) studio performance: 6 credit hours, including 3 at the level of MuP 171-194 or above. (A maximum of 24 credit hours in studio performance can count toward graduation requirements, of which not more than 12 credit hours may be taken during the freshman and sophomore years. Students electing a full recital as a senior project must have a minimum of 18 credit hours at 171 level and above, at least 6 hours of which are to be at the 341 level and above and taken at the University of Oregon.) (d) Thirty-six credit hours in Science or Social Science but not both.

Bachelor of Music in Performance requires, in addition to the core studies, the following:

(a) Studio Performance: A minimum of 36 credit hours, including 3 terms at the level of MuP 471-494 and a senior recital; voice majors must have piano proficiency in sight-reading, transposing, and accompanying.

(b) Ensemble Performance: 12 terms, appropriately assigned; piano majors: 6 terms must be in Chamber Ensemble, Mus 194-394.

(c) Voice majors: proficiency in French, German, and Italian equivalent to that attained either at the completion of two years of college study in one, and one year of college study in another of these, or at the completion of one year of college study in each of the three.

Bachelor of Music in Music Education, Instrumental Option, requires, in addition to the core studies, the following:

(a) Studio Performance: 18 credit hours on a string, wind, or percussion instrument, including 9 credit hours at the level of MuP 341-362 or above.

(b) Ensemble Performance: 12 terms, appropriately assigned (woodwind, brass and percussion majors have two terms in Marching Band, Mus 195 or 395; transfer students have one term).

(c) Conducting: 6 credit hours, Mus 387, 388, 386.

(d) Orientation to Music Education: 3 credit hours, MuE 326.

(e) Special Teaching Methods: 3 credit hours; MuE 411 (instrumental option).

(f) Instrumental Teaching Strategies: 2 credit hours, MuE 414.

(g) Scoring for Voices and Instruments: 3 credit hours, Mus 439G.

(h) Vocal Techniques: 1 credit hour, MuE 391, Vocal Pedagogy.

(i) Instrumental Techniques: 8 credit hours, MuE 392.

(j) Classroom Instruments: 2 credit hours, MuE 425.

(k) Student Teaching: 15 credit hours in CI 416, 417; Prerequisites of completion of Mus 121, 122, 123; 221, 222, 223; 261, 262, 263; 387, 388, 386; MuE 326; 411; two terms on campus; minimum cumulative grade point average of 2.5; faculty approval for admittance into the Teacher Certification Program.

(l) Educational Psychology: 6 credit hours, EPsy 321, 322, 323.

(m) Completion of courses in College of Education required of all candidates for certification for teaching in secondary schools.

(n) Practicum: 3 credit hours, MuE 409.

Bachelor of Music in Music Education, Choral-General Option, requires, in addition to the core studies, the following:

(a) Studio Performance: 18 credit hours, including a minimum of 3 terms at the level of MuP 271-294 in piano or voice, and at least three terms of voice if the primary performance medium is piano, or at least three terms of piano if the primary performance medium is voice.

(b) Ensemble Performance: 12 terms, appropriately assigned.

(c) Conducting: 6 credit hours, Mus 384, 385, Mus 389.

(d) Orientation to Music Education: 3 credit hours, MuE 326.

(e) Teaching Methods: Elementary Choral and General: 3 credit hours, MuE 412.

(f) Teaching Methods: Secondary Choral and General: 3 credit hours, MuE 413.

(g) Scoring for Voices and Instruments: 3 credit hours, Mus 439G.

(h) Choral Materials: 2 credit hours, MuE 444.

(i) Instrumental Techniques: 3 credit hours in MuE 392; one term in Woodwinds, one term in Brass, one term in Strings.

(j) Vocal Techniques: 1 credit hour, MuE 391, Vocal Pedagogy.

(k) Student Teaching: 15 credit hours, chosen from the following: CI 415, 416, 417, plus student-teaching conferences with the University of Oregon Supervisor of Student Teaching in Choral-General Music concurrent with student-teaching for no additional credit; prerequisites of completion of Mus 121, 122, 123; 221, 222, 223; 261, 262, 263; 384, 385, 389; MuE 412, 413; two terms cumulative grade-point average of 2.5; faculty approval for admittance into the Teacher Certification Program.

(l) Educational Psychology: 6 credit hours, EPsy 321, 322, 323.

(m) Classroom Instruments: 2 credit hours, MuE 425.

(n) Completion of courses in College of Education required of all candidates for certification for teaching in secondary schools.

(o) Practicum: 3 credit hours, MuE 409.

Bachelor of Music in Composition requires, in addition to the core studies, the following:

(a) Composition I, II, III: 27 credit hours, Mus 240, 241, 242; Mus 340, 341, 342; Mus 440, 441, 442.

(b) Ensemble Performance: 9 terms, appropriately assigned.

(c) Studio Performance: proficiency on piano at the level of MuP 271, or on two instruments at the level of MuP 171-194, with one of the two being piano.

(d) Public Recital: of compositions written by the student during the course of degree candidacy and during enrollment in Composition II and III.

(e) Approval of the student's qualifications for graduation by the composition faculty.

Bachelor of Music in Music Theory requires, in addition to the core studies, the following:

(a) Studio Performance: 18 credit hours, including a minimum of 3 terms at the level of MuP 271-294.

(b) Ensemble Performance: 9 terms, appropriately assigned.

(c) Counterpoint I, II: 10 credit hours, Mus 333, 334, 335; Mus 433, 434.

(d) Composition I: 9 credit hours, Mus 240, 241, 242.

(e) Scoring for Voices and Instruments: 3 credit hours, Mus 439G.

(f) Advanced Analysis: 6 credit hours, Mus 430, 431, 432.

(g) Analysis and Criticism: 6 credit hours, chosen from Mus 407(G) or from Mus 435, Mus 457, Mus 461-477.

(h) A senior lecture-recital.

Graduate Studies

Graduate degrees offered by the School of Music are: Master of Music in Composition; Master of Music in Music Education; Master of Music in Performance and Music Literature; Master of Music in Choral Conducting; Master of Arts in Music History; Master of Arts in Music Theory; Master of Arts in Music Education. Doctor of Musical Arts, with primary and supporting areas in: Performance, Music Education, Composition, History and Musicianship; Doctor of Education with a primary area in Music Education (through the College of Education); Doctor of Philosophy with a primary area in Music Education (through the College of Education). Note: The Ph.D. and D.Ed. degree programs offer the primary area in music education; the supporting area for these degrees is outside the School of Music. Further information on these degree programs is available from the School of Music office.

Procedures for admission to the master's-degree program:

For general University regulations governing graduate admission, see the Graduate School section of this catalog.

Send to the Director of Graduate Admissions, University of Oregon:

(1) Graduate Admission Application form.

(2) A copy of transcripts of all previous undergraduate and graduate study. Send to the Coordinator of Graduate Studies, School of Music, University of Oregon:

(1) A copy of transcripts of all previous undergraduate and graduate study;

(2) Three written recommendations, one from a major-area professor.

(3) A statement of career goals, including purpose and intent in earning a graduate degree.

(4) A substantial term paper or the like which will demonstrate the capacity to organize and present ideas in English at a high level.

(5) Supporting material related to the major area of interest: for performance students, a tape, a repertoire list, and copies of programs from solo public performances; for composers, musical scores and tapes; for majors in Music Education, copies of programs conducted.

Requirements for admission to specific programs are as follows:

M.M. or M.A. in Music Education: proficiency to enter MuP 341-362 in voice or on an instrument taught here.

M.A. in Music History or Music Theory: proficiency to enter MuP 341-362 in voice or on an instrument taught here.

M.M. in Performance and Music Literature: major performance medium proficiency to enter MuP 571-594. Prospective voice majors must also have piano proficiency to enter MuP 271, especially in sight-reading, transposing, and accompanying.

M.M. in Composition: demonstration of marked ability and technical skill in composition by submitting to the composition faculty scores of original works for large and small ensembles; proficiency in piano required to enter MuP 341, *or* proficiency on

two instruments, one of which is piano, sufficient to enter MuP 271-294.

M.M. in Choral Conducting: minimum of two years successful conducting experience supported by letter of recommendation, tapes, and programs.

Graduation requirements: For Graduate School requirements regarding credits, residence, transfer of previous graduate work elsewhere, see the Graduate School section of this catalog. All entering graduate students in Music must take Graduate Minimum Proficiency Examinations in History of Music and in Musicianship prior to initial registration in residence. A faculty adviser will use the results of these examinations to prescribe courses as needed to correct deficiencies. Students must pass all sections of both examinations before enrolling for a third term of graduate studies. Additional information on these examinations is available from the Graduate Secretary, School of Music.

M.M. or M.A. in Music Education:

(1) A primary area from the following: Music in Elementary Education; Music in Secondary Education: Band and Orchestra Conducting and Literature; Choral Conducting and Literature.

(2) A supporting area from the following: Music Supervision; Performance Studies (student proficiency must be at MuP 471-494 level at entrance); Research (thesis required); Music History and Literature; Theory-Musicianship or Composition; other area of interest approved by a faculty adviser and the Graduate Committee.

(3) Specific course requirements: Basic Concepts in Music Education (Mus 532); General Seminar in Music Education (MuE 507); Research Methods (Mus 511).

(4) Other required courses: three terms of participation in a large ensemble; three terms of studio performance instruction; courses from Mus 425-442, 461-477, 533-589, 6 credit hours; courses related to the primary area, chosen with a faculty adviser, 9 credit hours; courses in expository writing as needed to demonstrate the capacity to organize and present ideas in English at a high level of excellence.

(5) Electives: in or outside of music, to complete 48 graduate credit hours.

(6) Completion requirement: choose one of the following four options: (a) comprehensive written examination, plus an oral examination; (b) thesis, plus an oral examination (thesis will receive six to nine credits from among the electives); (c) major project, plus an oral examination (carries two to four credits); (d) recital (if a candidate is performing at MuP 571-594), plus an oral examination.

M.A. in Music History or Music Theory:

(1) Course requirements: Research Methods (Mus 511); Thesis (Mus 503) 9 credit hours; three terms of participation in a large ensemble; three terms of studio performance instruction (students who demonstrate ability to pass MuP 271-294 at entrance receive graduate credit by enrolling in MuP 541-561); courses from Mus 407 (G), 425-434, 457, 461-477, 507 (Seminars in Music History or Music Theory), 534-544, 506-589, chosen with a faculty adviser, 18 credit hours.

(2) Electives: in or outside of music, to complete 48 graduate credit hours.

(3) Language requirement: reading proficiency in one foreign language, usually German, demonstrated by two years of successful undergraduate study of the language, or by passing an examination administered by the School of Music, or by any other means proposed by the student and accepted by an adviser.

(4) Completion requirements: defined with a faculty adviser; normally an oral examination on the thesis.

M.M. in Performance and Music Literature: available in piano, harpsichord, organ, voice, harp, violin, viola, cello, oboe, flute, clarinet, bassoon, trumpet, trombone, French horn, saxophone, and with a group major in woodwind or brass instruments.

(1) Course requirements: Research Methods (Mus 511); Performance Studies (Studio Instruction) (MuP 571-594) 12 credit hours; one term of Collegium Musicum (Mus 591). Piano majors must take Piano Music (Mus 464, 465, 466). Group majors in woodwind or brass instruments must take Advanced Pedagogy (MuE 491) and Wind-Instrument Music (Mus 477); their performance study will combine MuP 571-594 and MuP 511-532 and must total 14 credit hours; three terms of participation in a conducted ensemble, chosen from Mus 595-598; seminars in Performance or Music History, 6 credit hours; courses from Mus 457, Mus 461-477, Mus 507 Seminars in Music History, Mus 543-589, 12 graduate credit hours.

(2) Electives: courses in music at the level of 400 or above to complete 48 graduate credit hours.

(3) Completion requirements: a public recital subject to prior approval of an auditioning faculty jury; other requirements defined with a faculty adviser.

Voice majors must demonstrate competence in Italian, French, and German, as equivalent to two years of college study of one, and one year of college study of each of the other two languages.

Group majors in woodwind or brass instruments must perform (a) a complete public recital of both solo and ensemble music on the primary instrument, and (b) a substantial composition on each of two minor instruments during a public student recital.

M.M. in Composition:

(1) Course requirements: Research Methods (Mus 511); Seminar in Composition (Mus 507) 6 credit hours; Thesis (Mus 503), an original composition of major proportions composed, performed, and recorded during the period of degree candidacy at the University of Oregon, 9 credit hours; three terms in an ensemble chosen with the approval of a faculty adviser; two courses chosen from Mus 560-656; four courses chosen from Mus 436-439, Mus 443, Mus 485-486, MuE 491 (Pedagogy of Composition), Mus 540-542, and performance studies at the appropriate level.

(2) Electives: two courses from outside the School of Music at 400 level or above, to complete 48 graduate credit hours.

(3) Completion requirements: public performance and recording of music composed during the period of the candidate's graduate study at the University of Oregon and approved by the composition faculty; other requirements defined with a faculty adviser, with final approval by the composition faculty.

M.M. in Choral Conducting:

(1) Course requirements: Research Methods (Mus 511); Advanced Choral Analysis (Mus 508) 4 credit hours; Advanced Choral Conducting (Mus 508) 4 credit hours; Advanced Choral Performance (Mus 508) 4 credit hours; Advanced Instrumental Conducting (Mus 486); Reading and Conference in Choral Literature (Mus 505) 9 credit hours; Choral Ensemble (Mus 597) three terms; Voice Performance Studies (Studio Instruction) three terms at the appropriate level; two courses in Music History to be chosen from Mus 561-565, 6 credit hours.

(2) Other required courses: Practicum in Advanced Choral Conducting (Mus 509) three terms, 2 credit hours each term; assignment to a major University choral ensemble each of three terms in residence; assist in program planning, rehearsals, and performance.

(3) Electives: to be chosen from Scoring for Voices and Instruments (Mus 439G); Advanced Vocal Pedagogy (MuE 491G); Choral Diction (Mus 507); Baroque Performance Practice (Mus 589); Collegium Musicum (Mus 591); to complete 54 graduate credit hours.

(4) Completion requirements: candidates will be required to (a) conduct in not less than two public performances presented by University choral ensembles subject to the approval of the choral faculty; (b) take a final oral examination.

(5) Residency requirements: one year in residence on the Eugene campus and two summers, one of which must be the summer immediately following the year's residency.

Doctor of Musical Arts:

The objective of the doctoral program is to help prepare college music teachers with two areas of advanced competence. Primary and supporting areas of concentration are available in Music Education, History and Musicianship, Performance and Compo-

sition. Further information on the Ph.D. and D.Ed. programs is available from the Graduate Secretary, School of Music.

Procedures for admission to all doctoral degree programs:
For information on University-wide regulations regarding admission, see the Graduate School section of this catalog. Initial admission to doctoral programs in the School of Music is conditional only.

Conditional Admission:
Send to the Director of Graduate Admissions, University of Oregon:
(1) Graduate Admission Application form.
(2) A copy of transcripts of all previous undergraduate and graduate study.
Send to the Coordinator of Graduate Studies of the School of Music:
(1) A copy of transcripts of all previous undergraduate and graduate study.
(2) Three written recommendations from persons who know the applicant's professional and personal qualifications.
(3) Recent scores of Graduate Record Examination (GRE) Aptitude Tests, both Verbal and Quantitative; GRE Advanced Music Test; Miller Analogies Test.
(4) A sample of the applicant's writing, such as a term paper, to demonstrate ability to write acceptable formal English prose about music or the teaching of music.
(5) For students choosing a primary area in Music Education: two letters of reference indicating four years of successful full-time music teaching in either elementary or secondary school or both. For students choosing a supporting area in Music Education: two letters of reference indicating two years of successful full-time teaching in elementary or secondary school or both. (These letters are in addition to the recommendations required of all applicants in (2) above.)
(6) For students choosing a primary or supporting area in History and Musicianship: a document exemplifying the applicant's scholarship and research ability [this document will serve as the sample of writing requested in (4) above].
(7) For students choosing either a primary or supporting area in Performance: a personal audition or a recent tape recording of the applicant's performance; a list of repertoire and copies of recent programs.
(8) For students choosing either a primary or supporting area in Composition: a score and, if possible, a tape recording of an original composition.
(9) Any other materials the applicant believes will be of interest to the School of Music Graduate Admissions Committee.

Formal Admission: Formal admission is accomplished by appearing before the Graduate Committee during the second or third term of residence (not including summer session). Students must meet this requirement to be permitted to enroll for subsequent terms. Further information about formal admission is available from the Graduate Secretary, School of Music.

Residence Requirement: At least three years of full-time study beyond the baccalaureate degree are required, of which at least one academic year (three consecutive terms of full-time study beginning in the fall term with a minimum of 9 credit hours per term) must be spent in continuous residence on the Eugene campus of the University of Oregon. The three consecutive terms in continuous full-time residence must follow completion of all requirements for all master's degrees.

Graduate Proficiency Examinations: All entering graduate students must take Graduate Proficiency Examinations in History students must take Graduate Proficiency Examinations in History of Music and in Musicianship. A faculty adviser will use the results of these examinations to prescribe courses needed to correct deficiencies. Students must pass all sections of both examinations before enrolling for a third term of graduate study. Additional information about these examinations is available from the Graduate Secretary, School of Music.

Language Requirements: Proficiency in one foreign language, usually German, must be demonstrated by all students before advancement to candidacy. Students with a primary or supporting area in Voice Performance must demonstrate proficiency in French, German, and Italian equivalent to two years college study in one and one year in each of the other two. Additional information about this requirement is available from the Graduate Secretary, School of Music.

Program of Study: Courses required of all students:
(1) Concept Development in College Music Teaching (MuE 540-542), three terms beginning fall term only.
(2) Advanced Pedagogy (MuE 491G), two terms, one each in primary and supporting areas.
(3) Practicum (MuE 509), two terms, one each in primary and supporting areas.
(4) Research Methods (Mus 511).
(5) Four courses or seminars in Music History or Music Theory, chosen from Mus 407G or from any course or seminar at the 500 level, two of which must be chosen from Mus 560-565.
(6) Courses outside of music, chosen in consultation with a faculty adviser, excluding courses required in primary or supporting areas and elementary language courses, 9 credit hours.
(7) Three terms in an ensemble in or outside of the School of Music, chosen in consultation with a faculty adviser.

Requirements for students with a Primary Area in Performance:
(1) Performance Studies (MuP 671-694), six terms, 24 credit hours.
(2) Seminar in Thesis Organization (MuE 507).
(3) Thesis (Mus 503), 6 credit hours.
(4) Three public performances on the Eugene campus, one of which must be a solo recital.
(5) A dissertation focusing on some aspect of the performance medium.

Requirements for students with a Supporting Area in Performance:
(1) Performance Studies (MuP 641-661), three terms, 12 credit hours.
(2) Two public performances, one of which must be a solo recital.

Requirements for students with a Primary Area in History and Musicianship:
(1) Thesis (Mus 503), 18 credit hours.
(2) Collegium Musicum (Mus 591), three terms.
(3) Advanced Pedagogy (MuE 491G), Three terms, one each in History, in Musicianship, and in the supporting area.
(4) Practicum (MuE 509), three terms, one each in History, in Musicianship, and in the supporting area.
(5) Seminar in Thesis Organization (MuE 507).
(6) Two public lecture-demonstrations or lecture-recitals on the Eugene campus.

Requirements for students with a Supporting Area in History and Musicianship:
Courses in History or Theory, 12 credit hours beyond what is required of all students. Students with this supporting area concentrate in History and Repertoire or Theory and Musicianship. The former normally take all courses in the group Mus 560-565; the latter normally take courses such as Mus 425, 426-7, 430-1-2, 433-4, 435, and seminars in Music Theory, according to course availability and student interest.

Requirements for students with a Primary Area in Music Education:
(1) Research Methods (Mus 513).
(2) Seminar in Thesis Organization (MuE 507).
(3) Statistical Methods (PE 540, 541).
(4) New Trends in Music Education (MuE 507).
(5) Seminar: History of Music Education in the United States (MuE 407G).
(6) Curriculum Development in Music (MuE 538).
(7) Performance Studies, three terms.
(8) Thesis (MuE 503) 18 credit hours.
(9) Two courses from MuE 533, 534, 535, chosen with a faculty adviser, 6 credit hours.
(10) Two courses outside of the School of Music, chosen with a faculty adviser, 6 credit hours beyond what is required of all students.

Requirements for students with a Supporting Area in Music Education:
(1) Research Methods (Mus 513).
(2) Statistical Methods (PE 540).
(3) Performance Studies, three terms.
(4) Four courses chosen from Seminar: History of Music Education in the United States (MuE 407), MuE 511, 533, 534, 535, 538.

Requirements for students with a Primary Area in Composition:
(1) Advanced Pedagogy of Musicianship (MuE 491G), one term: (if the supporting area is other than Musicianship, this term will be in addition to the one term required in the supporting area).
(2) Courses in Composition chosen with a faculty adviser, 20 credit hours.
(3) Courses outside of the School of Music, chosen with a faculty adviser, 3 credit hours beyond what is required of all students.
(4) Public performance on the Eugene campus of compositions completed during the period of doctoral study and approved by the composition faculty.

Requirements for students with a Supporting Area in Composition:
(1) Courses in Composition, Analysis, or Pedagogy of Musicianship or of Composition, chosen in consultation with a faculty adviser, 12 credit hours.
(2) Public performance on the Eugene campus of compositions completed during the period of doctoral study and approved by the composition faculty.

Comprehensive Examinations: Written and oral comprehensive examinations in the primary and supporting areas are taken prior to advancement to candidacy. The examinations are taken only after:
(1) Formal admission to the doctoral program.
(2) Completion of all course work in the area to be examined.
(3) Approval of the dissertation proposal by the dissertation advisory committee.
(4) Approval of the Adviser.
(5) Satisfaction of the language requirement. Further information about comprehensive examinations is available from the Graduate Secretary, School of Music.

Advancement to Candidacy: Advancement to candidacy is based upon successful completion of comprehensive examinations and foreign language requirements, approval of the dissertation proposal by the dissertation advisory committee, and the recommendation of the adviser.

Dissertation Requirement: A dissertation is required in all areas. For candidates whose primary area is composition, the dissertation will be an original composition of major proportions composed during doctoral study, and performed and recorded on the University of Oregon campus. For candidates whose primary area is performance, the dissertation will consist of three required public performances and a written dissertation focusing on some aspect of the performance medium.

Final Examination: A final oral examination is required in all areas, at which time the candidate will be expected to defend the dissertation and show a command of the primary area. Members of the dissertation advisory committee normally conduct the final examination with their appointment subject to the approval of the dean of the Graduate School.

Music

Undergraduate Courses

Mus 52. Basic Music. 2 credit hours.
Elementary study of terms and notational symbols, designed to develop elementary competence in performing from notation and in notating musical ideas. For general-campus students.

Mus 121, 122, 123. Musicianship I. 4 credit hours each term.
Study of the disciplines of hearing, performing, analyzing, improvising, and composing different kinds of music; terminology, concepts, and the development of aural-visual acuity. For degree candidates in music. Admission by placement in qualifying examinations. Hurwitz, Kammerer, Owen, Trotter, Tubb.

Mus 191. Collegium Musicum. 1 credit hour any term.
Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight reading; vocal and instrumental repertoire. Owen.

Mus 194. Chamber Ensemble. 1 credit hours any term.
Study of music through small group rehearsal. For stringed instrument and wind instrument players, percussionists, pianists, and singers. Audition or consent of instructor is required. May be repeated for maximum of 6 hours credit.

Mus 195. Band. 1-2 credit hours any term.
Marching Band, fall term only, 2 credits; Symphonic Wind Ensemble, 1 credit fall term, 2 credits winter and spring terms; Eugene-University Wind Ensemble, 1 credit fall, winter and spring terms; Concert Band, winter and spring term only, 1 credit; Pep Band, winter term only, 1 credit. Upper-division students enroll in Mus 395. Prerequisite: audition for Symphonic Wind Ensemble and Eugene-University Wind Ensemble; interview for Marching Band, Concert Band, and Pep Band. May be repeated for maximum of 6 terms. Vagner, Poe.

Mus 196. Orchestra. 1-2 credit hours any term.
University Symphony Orchestra, 2 credits, University Sinfonietta, 1 credit. May be repeated for maximum of 6 terms. Maves, Rider

Mus 197. Chorus. 1-2 credit hours any term.
University Singers, Chamber Choir, Vocal Jazz Ensemble, 2 credits any term; University Chorale, Laboratory Chorus, 1 credit any term. Prerequisite: audition; consent of instructor. Upper-division students enroll in Mus 397. May be repeated for maximum of 6 terms. Saltzman, Miller, Westlund, Stone.

Mus 199. Special Studies. 1-3 credit hours any term.

Mus 200. SEARCH. 1-3 credit hours.

Mus 201, 202, 203. Introduction to Music and Its Literature. 3 credit hours each term.
Cultivation of understanding and intelligent enjoyment of music through a study of its elements, forms, and historical styles. For general-campus students. Martin.

Mus 221, 222, 223. Musicianship II. 4 credit hours each term.
A continuation of Mus 121, 122, 123. Prerequisite: Mus 123, or equivalent. Tubb, Owen, Hurwitz, Trotter.

Mus 240, 241, 242. Composition I. 3 credit hours each term.
Introduction to basic craft of musical composition. Problems of notation, scoring for instruments, basic concepts of form; emphasis on students' own beginning creative work. Consent of instructor is required. Prerequisite: Mus 123.

Mus 261, 262,263. History of Music I. 3 credit hours each term.
Fall: basic stylistic concepts; the state of music at the close of the baroque period; rococo and *empfindsamer* styles; the classical period to Beethoven. Winter: Beethoven and the early romantic period. Spring: Late romanticism and its reflection in conservative music of the twentieth century. Prerequisite: Mus 121, 122, 123 or consent of instructor. Trotter.

Mus 270. Survey of Jazz in the U.S.A. 3 credit hours.
A survey of jazz covering all periods from the turn of the century to the present. Special emphasis on repertoire of the present within an historical perspective. Analysis of the music of jazz artists including Duke Ellington, Count Basie, Woody Herman, Charlie Parker, Miles Davis, etc. Improvisation and trends in vocal jazz are also discussed. Primarily a listening course. Kammerer, Dowd, Poe.

Mus 321, 322. Music Fundamentals. 2 credit hours each term.
Study of musical notation and terminology; learning musical rudiments through singing simple songs; introduction to simple melodic, rhythmic, and chording instruments. Not open to music majors. Required in the elementary education program and for majors in recreation leadership, camping, and outdoor education. R. Moore, Whitfield, Harrison, others. Laboratory fee required.

Mus 333, 334, 335. Counterpoint I. 2 credit hours each term.

Contrapuntal technique of the sixteenth through the twentieth centuries; composition and analysis. Prerequisite: Mus 223.

Mus 340, 341, 342. Composition II. 3 credit hours each term. Composition and public performance of small works for piano, voice, and small ensembles. Consent of instructor is required. Prerequisite: Mus 242.

Mus 361, 362, 363. History of Music II. 3 credit hours each term.
Fall: plainsong; sacred and secular monody and polyphony through Gesualdo. Survey of the major forms, techniques, and composers of the Middle Ages and Renaissance; analysis of representative works. Winter: survey of the forms, techniques, and compositions of the baroque period; the new monody through the rococo; differentiation of national styles; performance practices; analysis of representative works. Spring: avant-garde music in the twentieth century, Ives through Berio; survey of major musical innovations of each decade in the twentieth century; emphasis on recorded examples; analysis of representative works. Prerequisite: Mus 263. Trombley.

Mus 384, 385, 386. Choral Conducting. 2 credit hours each term.
Study of conducting techniques, with emphasis on practical application to choral organizations; score reading; analysis and interpretation of choral music. Conducting experience with laboratory chorus. Mus 386, instrumental majors only, prerequisites Mus 387, 388. Consent of instructor is required. Prerequisite: Mus 223. Westlund.

Mus 387, 388, 389. Instrumental Conducting. 2 credit hours each term.
Baton techniques, with emphasis on practical applications to instrumental organizations; score reading; general problems of the conductor of larger instrumental ensembles. Conducting experience with laboratory ensembles. Mus 389. Choral majors only. Prerequisites: Mus 384, 385. Consent of instructor is required.

Mus 391. Collegium Musicum. 1 credit hour any term.
Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight reading; vocal and instrumental repertoire. Owen.

Mus 393. Jazz Ensemble. 1 credit hour any term.
(a) Jazz Lab Band. Large ensembles performing progressive jazz-rock repertoire. Performances on campus and at jazz festivals. Improvisation, as well as repertoire study. Entrance by audition, with full year commitment. Dowd.
(b) Small Jazz Ensemble. Improvisatory group. Study of current and past small group jazz performances practice. Public performances. Membership in group presumes full year commitment. Entrance by audition and interview with instructor. Kammerer.

Mus 394. Chamber Ensemble. 1 credit hour any term.
Study of music through small group rehearsal. For stringed-instrument and wind-instrument players, percussionists, pianists, and singers. Audition, or consent of instructor is required. May be repeated for maximum of 6 hours credit.

Mus 395. Band 1-2 credit hours any term.
Prerequisite: upper-division standing, and audition. See Mus 195 for available bands. May be repeated for maximum of 6 terms. Vagner, Poe.

Mus 396. Orchestra. 1-2 credit hours any term.
University Orchestra, University Sinfonietta. Prerequisite: upper-division standing; audition. May be repeated for maximum of 6 terms. Maves, Rider.

Mus 397. Chorus. 1-2 credit hours any term.
Prerequisite: upper-division standing; audition. See Mus 197 for available choruses. May be repeated for maximum of 6 terms. Saltzman, Miller, Westlund, Stone.

Mus 398. Opera Workshop. 2 credit hours any term.
Study of traditional and contemporary repertory for the musical theater, through analysis, rehearsal, and performance of complete and excerpted works; training in stage movement, diction, and rehearsal techniques. Consent of instructor is required. May be repeated for maximum of 6 hours credit. Breidenthal.

Mus 400. SEARCH. 1-3 credit hours.

Mus 405. Reading and Conference. 1-4 credit hours.
Individual study of topics at a level beyond the availability of regularly scheduled classes. Consent of instructor and dean required. Prerequisite: completion of all regularly scheduled classes related to the topic, or equivalent.

Upper-Division Courses Carrying Graduate Credit

Mus 407. Seminar. (G) Credit hours to be arranged. Studies of various topics at an advanced level, offered periodically according to student and faculty interest and availability.

Mus 410. Experimental Course. (G) Credit hours to be arranged.

Mus 411. Percussion Master Class. (G) 1 credit hour any term.
Study of techniques of percussion ensemble, performance, education methods, instrument construction, mallet construction. Enrollment limited to percussion and music education majors. Offered every term. Dowd.

Mus 425. Advanced Keyboard Harmony. (G) 2 credit hours.
Realization of figured bass notation in the light of baroque performance practices. Prerequisite: Mus 223, Mus 335, or consent of instructor. Owen. Not offered 1977-78.

Mus 426, 427. Score Reading. (G) 2 credit hours each term.
Analysis of musical scores of compositions for small and large ensembles involving transposition of parts; use of the piano as a means of studying ensemble scores. Maves.

Mus 430, 431, 432. Advanced Analysis. (G) 2 credit hours each term.
Advanced analytical techniques, especially those developed by Heinrich Schenker and Felix Salzer, applied to music of all period and styles. Prerequisite: Mus 223. Bergquist. Not offered 1977-78.

Mus 433, 434. Counterpoint II. (G) 2 credit hours each term.
Continuation of Counterpoint I, with emphasis on canon and fugue, and on twentieth-century techniques. Prerequisite: Mus 335.

Mus 435. Experiments in Improvisation and Composition. (G) 3 credit hours.

Mus 436, 437. Advanced Scoring for Instruments. (G) 2 credit hours each term.
Continuation of Mus 338. Emphasis on the scoring of original work and on the arranging of major works from other media; study of various styles of scoring by master composers. Prerequisite: Mus 338.

Mus 439. Scoring for Voices and Instruments. (G) 3 credit hours.
Techniques of arranging and scoring for various types of choral and instrumental groups. Performance by class members of arrangements and original scores written and conducted by class members. Prerequisite: Mus 223. Owen, Tubb, Kammerer.

Mus 440, 441, 442. Composition III. (G) 3 credit hours each term.
Composition and public performance of works including large ensembles and electronic music. Consent of instructor is required. Prerequisite: Mus 342.

Mus 443. Synthesizer Techniques. (G) 3 credit hours.
Basic principles and techniques of music synthesis; laboratory experience using the Moog Synthesizer and other related equipment in the electronic music studio of the School of Music. Consent of instructor is required. Owen.

Mus 450. Listening with Understanding. (g) 3 credit hours.
Introduction to perceptive listening through experiencing and analyzing various types of music; collateral reading and class discussion. Not open to music majors or students with credit in Mus 201, 202, 203. Not offered 1977-78.

Mus 451. The Music of Bach and Handel. (g) 3 credit hours.
Study of selected compositions by Bach and Handel, as masterful examples of the concerto grosso, dance suite, organ chorale, cantata, oratorio, opera, and mass; cultural context in Germany, France, Italy, and England for the development of their styles. Primarily for nonmajors.

Mus 452. The Classic Symphony and Sonata. (g) 3 credit hours.
Study of symphonies and sonatas by Haydn, Mozart, and Beethoven; elements of style in the Viennese classic period, and its legacy in the nineteenth century. Primarily for nonmajors.

Mus 453. Introduction to Opera. (g) 3 credit hours.
Class study of such operas of *Le nozze di Figaro, Carmen, Otello, Tristan und Isolde, Pelléas et Melisande, The Rake's Progress,* as masterpieces fusing theatrical and musical modes of dramatic expression. Primarily for nonmajors.

Mus 454. Introduction to Twentieth-Century Music. (g) 3 credit hours.
Evolution and revolution in musical style since Debussy and Mahler; study of selected masterpieces by such composers as Stravinsky, Bartók, Schoenberg, Copland, and Varèse. Primarily for nonmajors.

Mus 455, 456. Lyric Diction. (G) 3 credit hours each term.
Fundamentals of pronunciation of Italian, German, French, and English with emphasis on the singer's approach to performance. Use of International Phonetic Alphabet in analysis and transcription of song and opera texts. Fall term, Italian and German; winter term, French and English. The two terms need not be taken in sequence. Breidenthal.

Mus 457. Sacred Choral Music. (G) 3 credit hours.
Survey of choral music for church and concert use based on liturgical and nonliturgical sacred themes; performance practices of various styles; development of criteria for judging esthetic quality of the music and its performance.

Mus 458. Music in World Cultures. (g) 3 credit hours.
A survey of music as a cultural phenomenon. Instruction aims at developing discriminating, responsive listeners and is free of concern with musical notation. Acquaintance with several repertories from Asia, Africa, and the oral traditions of Euroamerican culture; examination both of musical styles and of the uses of music as social behavior. One term yearly. Primarily for nonmajors. Trotter.

Mus 461, 462, 463. Music for Chamber Ensemble. (G) 2 credit hours each term.
Study of the basic repertory for string quartet and other ensembles using piano and strings, with emphasis on listening and analysis. Prerequisite: Mus 363. Hladky. Not offered 1977-78.

Mus 464, 465, 466. Piano Music. (G) 2 credit hours each term.
Survey of solo piano music from J. S. Bach to the present; original works for four hands and for two pianos; the concerto; emphasis on style as it affects performance. Prerequisite: Mus 363.

Mus 467, 468, 469. Solo Vocal Music. (G) 2 credit hours each term.
Solo songs with accompaniment; the lute air and Purcell; the nineteenth-century art songs 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 363. Miller.

Mus 470, 471, 472. Orchestral Music. (G) 2 credit hours each term.
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 363. Hladky. Not offered 1977-78.

Mus 473, 474, 475. History of Opera. (G) 2 credit hours each term.
Critical study of the musical and dramatic content of operas forming the standard international repertoire. Mus 473; antiquity to Mozart. Mus 474; Mozart to Verdi. Mus 475: Wagner to the present. Prerequisite: Mus 363. Miller, Wilson.

Mus 476. Organ Music. (G) 3 credit hours.
The organ in church and concert; organ repertoire from the fifteenth century to the present. Prerequisite: Mus 363. Hamilton.

Mus 477. Wind-Instrument Music. (G) 3 credit hours.
Survey of music for wind instruments and band from the sixteenth century to the present. Emphasis on style and performance practice and on the development of bases for critical judgment in the selection of wind instrument and band music. Prerequisite: Mus 363. Vagner. Not offered 1977-78.

Mus 485. Advanced Choral Conducting. (G) 3 credit hours.
Refinement of choral conducting techniques; study of musical scores from contemporary and earlier periods, with emphasis upon analysis, interpretation, and rehearsal procedures. Review of organizational and administrative procedures for choral organizations. Prerequisite: Mus 384, 385. Westlund.

Mus 486. Advanced Instrumental Conducting. (G) 3 credit hours.
The study of conducting techniques as applied to band and orchestral music, with emphasis on various styles and periods of music; study of twentieth-century rhythms and related conducting problems. Prerequisite: Mus 387, 388. Vagner.

Graduate Courses

Mus 501. Research. Credit hours to be arranged. No-grade course.

Mus 503. Thesis. Credit hours to be arranged. No-grade course.

Mus 505. Reading and Conference. 1-4 credit hours.
Individual study of topics beyond the availability of regularly scheduled classes. Consent of instructor and dean required. Prerequisite: completion of all regularly scheduled classes related to the topic, or equivalent.

Mus 507. Seminar. Credit hours to be arranged. Studies of various topics at an advanced level, offered periodically according to student and faculty interest and availability.

Mus 510. Experimental Course. Topics and credit to be arranged.

Mus 511, 512, 513. Research Methods in Music. 3 credit hours each term.
Mus 511: use of reference, research, and bibliographical sources in music. Mus 511 is prerequisite to either Mus 512, a considertion of research methods in music history and theory, or Mus 513, a consideration of experimental research including problem identification, research design, influencing variables, tools of research, and the interpretation of data in relation to the teaching of music. Bergquist, Hamilton, Martin, others.

Mus 533, 534. Twentieth-Century Counterpoint. 2 credit hours each term.
Techniques of present-day contrapuntal practice; application in larger contrapuntal forms. Prerequisite: Mus 434.

Mus 540, 541, 542. Composition with Electronic Media. 3 credit hours each term.
Electronic-music instruments and techniques; creative use of Moog Electronic Music Synthesizer and tape-recording equipment. Prerequisite: graduate standing. Consent of instructor is required.

Mus 543, 544. Notation of Medieval and Renaissance Music. 3 credit hours each term.
Study of representative examples of notational systems and practices in western European polyphony from 900 to 1600. Bergquist. Not offered 1977-78.

Mus 560. Music in the Middle Ages. 3 credit hours.
Sources of Western European music in Classical Antiquity and the Near East; sacred monophony, especially Gregorian chant; secular monophony; development of polyphony, especially in the School of Notre Dame, the 13th-century motet, and the French and Italian *Ars nova.* Bergquist.

Mus 561. Music in the Renaissance. 3 credit hours.
Formation of the central Renaissance style in 15th-century France and Italy: Dufay and Ockeghem; High Renaissance Music: Josquin, Gombert and Willaert; Late Renaissance music: Palestrina, Lasso, and Gabrieli; developments in England and Germany; instrumental music; Renaissance music theory. Bergquist. Not offered 1977-78.

Mus 562. Music in the Baroque Era. 3 credit hours.
From the Florentine *Camerata* through the rococo; the new monody, opera, oratorio, cantata, sonata, concerto, suite, and fugue;

national styles; performance practices; analysis of representative works, with an emphasis on J. S. Bach. Trombley, others. Not offered 1977-78.

Mus 563. Music in the Classical Period. 3 credit hours.
Sources of classic style and their culmination in the Viennese high classical style of Haydn, Mozart, and Beethoven. Dramatic forms and procedures in opera. Bergquist, others.

Mus 564. Music in the Romantic Era. 3 credit hours.
The heritage of Beethoven; virtuosic and lyric extremes in instrumental and vocal styles. Literary romanticism, descriptive music, and the *Lied*; opera in France and Italy; Wagner's music drama as *Gesamtkunstwerk*; the rise of music nationalism; Wagnerism in France. Bergquist, others. Not offered 1977-78.

Mus 565. Music in the Twentieth Century. 3 credit hours.
The crisis of Romanticism and tonality: the transition of Debussy, Mahler, and others; formation of new styles by Stravinsky, Schoenberg, Bartók; developments in the United States; implications of recent developments. Bergquist, others.

Mus 589. Baroque Performance Practice. 3 credit hours.
Introduction to seventeenth- and eighteenth-century performance practices; investigation of primary sources; comparative study of recorded examples; preparation of a performing edition; class demonstrations. Trombley.

Mus 591. Collegium Musicum. 1 credit hours any term.
See Mus 391 for additional information.

Mus 593. Jazz Ensemble. 1 credit hour any term.
See Mus 393 for additional information.

Mus 594. Chamber Ensemble. 1 credit hour any term.
See Mus 394 for additional information.

Mus 595. Band. 1-2 credit hours any term.
See Mus 195 for additional information.

Mus 596. Orchestra. 1-2 credit hours any term.
See Mus 196 for additional information.

Mus 597. Chorus. 1-2 credit hours any term.
See Mus 197 for additional information.

Mus 598. Opera Workshop. 2 credit hours any term.
See Mus 398 for additional information.

Music Education

Undergraduate Courses

MuE 199. Special Studies. 1-3 credit hours any term.

MuE 200. SEARCH. 1-3 credit hours.

MuE 326. Orientation to Music Education. 3 credit hours.
Observation of the total school music program (grades one through twelve). Includes dialogue with local teachers. McManus, others.

MuE 383. Music Methods for Elementary Teachers. 3 credit hours.
Planning and organizing musical activities for elementary school children; opportunities for presenting and testing ideas and techniques. Required for elementary-education majors. Prerequisite: Mus 321, 322. Laboratory fee required. R. Moore, Whitfield, Harrison, others.

MuE 391. Voice Pedagogy. 1 credit hour any term.
Vocal techniques for chorus, studio, and class instruction. Methods and materials for adolescent and mature soloists. Bailey.

MuE 392. Instrumental Techniques. 1 credit hour any term.
Elementary instruction in pedagogy and performance of various instruments. Sections in: Strings, Woodwinds, Brass, Percussion, Flute, Clarinet and Sax, Oboe and Bassoon, Violin and Viola, Cello. Primarily for majors in music education. Two recitations. Instrument rental fee, $3.00 per term.

MuE 400. SEARCH. 1-3 credit hours.

MuE 405. Reading and Conference. 1-4 credit hours.
Individual study of topics at a level beyond the availability of regularly scheduled classes. Consent of instructor and dean required. Prerequisite: completion of all regularly scheduled classes related to the topic, or equivalent.

MuE 408. Workshop. 1-4 credit hours.
Offered periodically.

MuE 410. Experimental Course. (G)
Credit hours to be arranged.

MuE 411. Teaching Methods: Instrumental. 3 credit hours.
Precedes student teaching. Consideration of the concerns of music teachers in the secondary and elementary schools. Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. Required for all candidates for certification. McManus.

MuE 412. Teaching Methods: Elementary Choral and General. 3 credit hours.
See MuE 411 for details. R. Moore.

MuE 413. Teaching Methods: Secondary Choral and General. 3 credit hours.
See MuE 411 for details. Whitfield.

MuE 414. Instrumental Teaching Strategies. 2 credit hours.
Learning comprehensive musicianship through orchestra and band performance in a laboratory setting. Performance on primary and secondary instruments, conducting, developing teaching strategies with goals and objectives. McManus.

MuE 419. Senior Colloquium in School Music. 3 credit hours.
An analysis of the interrelationships among the various areas of the field of music; to be taken in the last term of the senior year. Whitfield, others.

MuE 425. Classroom Instruments. 2 credit hours.
Basic performing skills on the recorder and guitar, and advanced strumming techniques on the Autoharp. Consent of instructor is required. R. Moore, Harrison.

MuE 426. The General Music Program: Elementary. 3 credit hours.
Musical development of children from nursery school through elementary school; curriculum, methods, materials, and evaluation.

Upper-Division Courses Carrying Graduate Credit

MuE 407. Seminar. (G) 1-3 credit hours.
Studies of various topics at an advanced level, offered periodically according to student and faculty interest and availability.

MuE 409. Practicum. (G) 1-4 credit hours.
Supervised experience in guiding learning activities. Consent of instructor and dean required.

MuE 427. The General Music Program: Secondary. (G) 3 credit hours.
Objectives, procedures, instructional materials, and evaluation of music programs for the general student in both junior and senior high schools. Whitfield.

MuE 444. Choral Materials for Schools. (G) 2 credit hours.
Repertoire for choral groups in secondary schools; review of choral music from early historical periods to the *avant-garde*; development of criteria for selection of choral music; instructional program and concert planning. Westlund.

MuE 445. String Materials for Schools. (G) 2 credit hours.
Repertoire for orchestra and other stringed-instrument groups in elementary and secondary schools; problems of leadership presentation, organization, and program planning. Consent of instructor is required. Mann.

MuE 446. Wind-Instrument Materials for Schools. (G) 2 credit hours.
Repertoire for bands and other wind-instrument groups in elementary and secondary schools; problems of leadership, presentation, and organization. Consent of instructor is required. J. R. Moore.

MuE 447. Psychology of Music. (G) 3 credit hours.
Functions of the musical mind; knowledge and intellectual skills related to mature musical perception; implications for the teaching of music. Prerequisite: EPsy 323, or equivalent.

MuE 491. Advanced Pedagogy. (G) 3 credit hours any term.
Sections in: brass, college music-education courses, composition, history, musicianship, percussion, piano, stringed instruments, voice, woodwinds. Maximum of 9 credit hours permitted.

Graduate Courses

MuE 501. Research. Credit hours to be arranged. No-grade course. Consent of instructor and dean is required.

MuE 503. Thesis. Credit hours to be arranged. No-grade course. Consent of instructor is required.

MuE 505. Reading and Conference. 1-4 credit hours.
Individual study of topics beyond the availability of regularly scheduled classes. Consent of instructor and dean required. Prerequisite: completion of all regularly scheduled classes related to the topic, or equivalent.

MuE 507. Seminar. Credit hours to be arranged.
History of U.S. Music Education. Fall.
General Seminar in Music Education. Whitfield, winter.
Thesis Organization. Whitfield, winter, spring.
New Trends in Music Education. McManus, fall.

MuE 509. Practicum. 1-4 credit hours.
Professionally related experience on campus or elsewhere, with supervision by a qualified expert both in planning and in carrying out the project. Consent of instructor and dean required. Prerequisite: knowledge and competence both in the substance of the activity and in curricular planning.

MuE 510. Experimental Course. Credit hours to be arranged.

MuE 532. Basic Concepts in Music Education. 3 credit hours.
The introductory course for students of music education entering the master-degree program; review of recent developments and their implications; principles and issues; historical perspectives.

MuE 533. Music in the Elementary School. 3 credit hours.
Curricula, materials, and procedures of teaching general music in the elementary school. Harrison.

MuE 534. Music in the Junior High School. 3 credit hours.
Current concerns and philosophies related to music in the junior high school and in the life of its students. Whitfield.

MuE 535. Music in the Senior High School. 3 credit hours.
Curricula, organization, methods, and materials in senior high-school music, both vocal and instrumental.

MuE 536. Administration of School Music. 3 credit hours.
Principles underlying a sound policy in the administration of school music programs; budgets, personnel, curriculum, facilities. McManus, Whitfield.

MuE 538. Curriculum Development in Music. 3 credit hours.
Application of curricular theory to the construction of courses of study in music; determination of objectives, content, and instructional materials; development of evaluative criteria. Whitfield.

MuE 540, 541, 542. Concept Development in College Music Teaching. 3 credit hours each term.
Developing knowledge, skills, and attitudes useful for teaching music, and exploring their relationship to selected current principles of educational psychology, instructional techniques, tests and measurements. For doctoral students only. Consent of instructor is required. Martin.

Performance Studies (Studio Instruction)

Undergraduate Courses

MuP 50-57. Basic Performance Studies. 1 credit hour any term.
Consent of instructor is required. Maximum of 3 credit hours permitted. No-grade course.

MuP 50. Piano.
MuP 51. Voice.
MuP 52. Strings.
MuP 53. Woodwinds.
MuP 54. Brass.
MuP 55. Percussion.
MuP 56. Guitar.
MuP 57. Recorder.

MuP 71-92. Intermediate Performance Studies. 1 credit hour any term.
(Formerly Mus 90.) Instruction in performance for students with minimal previous training. Audition, consent of instructor required. Maximum of 3 credit hours permitted. No-grade course. Extra fee.

MuP 71. Piano. Steinhardt, Thal, Woods, Benson.
MuP 72. Harpsichord. Hamilton
MuP 73. Organ. Hamilton.
MuP 74. Voice. Bailey, Breidenthal, Miller, Wilson.
MuP 75. Violin. Maves, Mann.
MuP 76. Viola. Maves, Mann.
MuP 77. Cello. Hladky.
MuP 78. Bass. Hladky.
MuP 79. Harp. Maxwell.
MuP 80. Guitar.
MuP 81. Flute. Trombley.
MuP 82. Oboe. J. R. Moore.
MuP 83. Clarinet. McManus, Vagner.
MuP 84. Saxophone. J. R. Moore.
MuP 85. Bassoon. Bergquist.
MuP 86. Trumpet. Poe.
MuP 87. French Horn. Kammerer.
MuP 88. Trombone. Lee.
MuP 89. Baritone. Lee.
MuP 90. Tuba. Lee.
MuP 91. Percussion. Dowd.
MuP 92. Recorder. Owen.

MuP 171-194. Performance Studies (Studio Instruction). 1-4 credit hours any term.
(Formerly Mus 190.) Technical and stylistic aspects of artistic solo performance; first level of lower-division study. For instructors, see MuP 71-92. Added at this level are MuP 193 Fortepiano and MuP 194 Clavichord, both Benson. Degree candidates specializing in performance normally enroll for two half-hour lessons per week. Degree candidates with other specializations in music enroll for one half-hour lesson per week. Daily practice schedule determines hours of credit. Maximum credit permitted degree candidates outside music is 12 credit hours. Maximum credit for music majors working toward the B.A. or B.S. degree is 24 credit hours with not more than 12 credit hours in MuP 171-194, MuP 271-294. Audition, consent of instructor required. Enrollment quotas imposed in all media at all levels. Instruction in guitar not available at upper-division or graduate levels.

Students majoring in music receive studio instruction in one medium without extra fee at the level of MuP 171-194 and above, with the following exceptions: (1) all students of harp and guitar pay an extra fee; (2) students for whom studio instruction in a second medium is an explicit degree-requirement receive such instruction as is available without extra fee. Information concerning levels of proficiency at each level in each medium, MuP 71-92 through MuP 671-694, may be obtained from the School of Music office.

MuP 200. SEARCH. 1-3 credit hours.

MuP 271-294. Performance Studies (Studio Instruction). 1-4 credit hours any term.
(Formerly Mus 290.) Second level of lower-division study. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: proficiency required for satisfactory completion of instruction at the level of MuP 171-194.

MuP 341-362. Performance Studies (Studio Instruction). 1-2 credit hours any term.
(Formerly Mus 391.) Upper-division study for qualified degree candidates. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: jury audition; proficiency required for satisfactory completion of instruction at the level of MuP 271-294.

MuP 341. Piano. Steinhardt, Thal, Woods, Benson.
MuP 342. Harpsichord. Hamilton.
MuP 343. Organ. Hamilton.
MuP 344. Voice. Bailey, Breidenthal, Miller, Wilson.
MuP 345. Violin. Maves, Mann.
MuP 346. Viola. Maves, Mann.
MuP 347. Cello. Hladky.
MuP 348. Bass. Hladky.
MuP 349. Harp. Maxwell.
MuP 351. Flute. Trombley.
MuP 352. Oboe. J. R. Moore.
MuP 353. Clarinet. McManus, Vagner.
MuP 354. Saxophone. J. R. Moore.
MuP 355. Bassoon. Bergquist.
MuP 356. Trumpet. Poe.
MuP 357. French Horn. Kammerer.
MuP 358. Trombone. Lee.
MuP 359. Baritone. Lee.
MuP 360. Tuba. Lee.
MuP 361. Percussion. Dowd.
MuP 362. Recorder. Owen.

MuP 371-394. Performance Studies (Studio Instruction). 2-4 credit hours any term.
(Formerly Mus 390.) First level of upper-division study for degree candidates. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: jury audition; proficiency required

for satisfaction completion of instruction at the level of MuP 271-294.

MuP 400. SEARCH. 1-3 credit hours.

MuP 410. Experimental Course. (G) Topics and credit hours to be arranged

MuP 471-494. Performance Studies (Studio Instruction). 2-4 credit hours any term.
(Formerly Mus 490.) Second level of upper-division study for degree candidates preparing a recital. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: proficiency required for satisfactory completion of instruction at the level of MuP 371-394.

Graduate Courses

MuP 510. Experimental Course. Topics and credit hours to be arranged.

MuP 511-532. Performance Studies (Studio Instruction). 1 credit hour any term.
(Formerly Mus 592.) Beginning study for graduate students in a secondary performance medium. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: jury audition in the primary performance medium to demonstrate proficiency require for admission to MuP 341-362 or MuP 371-394. May be repeated for maximum of 3 credit hours.

MuP 541-562. Performance Studies (Studio Instruction). 1-2 credit hours any term.
(Formerly Mus 591.) Graduate-level study for degree candidates specializing in other than performance. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: jury audition to demonstrate proficiency required to complete MuP 271-294. May be repeated for maximum of 6 credit hours.

MuP 571-594. Performance Studies (Studio Instruction). 2-4 credit hours any term.
(Formerly Mus 590.) Master-level study for master-degree candidates specializing in performance. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: jury audition to demonstrate proficiency required to complete MuP 471-494; sufficient talent and experience to justify the undertaking of performance as a supporting area.

MuP 641-661. Performance Studies (Studio Instruction). 1-4 credit hours any term.
(Formerly Mus 491.) Doctoral-level study for degree candidates with a supporting area in performance. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: jury audition to demonstrate proficiency required to complete MuP 571-594; sufficient talent and experience to justify the undertaking of performance as a supporting area.

MuP 671-694. Performance Studies (Studio Instruction). 2-4 credit hours any term.
(Formerly Mus 690.) Doctoral-level study for degree candidates with a primary area in performance. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: jury audition to demonstrate proficiency required to complete MuP 571-594; sufficient talent and experience to justify the undertaking of performance as a primary area.

Military Science Studies

Jack C. Davis, Colonel, U.S. Army, Department Head, Professor of Military Science (management, international relations). B.A., NESC, Oklahoma, 1956; M.S., George Washington University, 1968; at Oregon since 1974.

Roy C. Gammell, Sergeant Major, U.S. Army, Special Staff; at Oregon since 1974.

Paul R. Lee, Master Sergeant, U.S. Army, Special Staff; at Oregon since 1975.

Edward A. Boles, Major, U.S. Army, Assistant Professor of Military Science. B.A., Duquesne, 1966; M.A., Oregon, 1975; at Oregon since 1975.

Philip E. Richey, Captain, U.S. Army, Assistant Professor of Military Science. B.S., Oregon State, 1967; M.S., Georgia State, 1974; at Oregon since 1974.

Kenneth W. Teasdale, Captain, U.S. Army, Assistant Professor of Military Science, B.A., Puget Sound, 1975; at Oregon since 1975.

The Department of Military Science is organized as a regular instructional division of the University. The mission of the department is to select and prepare students to serve as commissioned officers in the United States Army. The instruction includes a two year lower-division program and a two year upper-division program. Graduate students are eligible for entry in the program; however, graduate credit is not given for the courses of instruction.

Lower-Division Program: The lower-division program is elective for men and women students who are citizens of the United States and who meet prescribed physical standards. Students who are enlisted members of any of the reserve forces of the armed services or who have served on active duty as an enlisted person in any of the armed services should consult the department concerning eligibility for advanced standing.

Upper-Division Program: The upper-division program includes two years of instruction on the University campus, plus a summer training period. Completion of the program and academic requirements for a bachelor degree qualifies the student for appointment as a commissioned officer.

The summer-training period, normally in the summer between the student's junior and senior year, is conducted at one of the regular installations of the Army. It provides application of leadership theory and familiarization with weapons, operations, organizational methods, and installational activities.

Students enrolled in the upper-division program receive a stipend for a total period of not to exceed twenty months (the current rate is $100 a month). Students are issued all required textbooks and uniforms. During the summer-training period, students are provided food and lodging, are paid at half of the rate of an Army second lieutenant, and receive a travel allowance of six cents a mile to and from the training installation. To be admitted to the upper-division program, a student must have satisfied the requirements of the lower-division program by:

(1) taking Military Science 121, 122, 123 and Military Science 221, 223, 224 in a normal progression—1 course per term for 6 terms; *or*

(2) compressing one or more of the 100 or 200 series courses in a given term until all six courses are completed; *or*

(3) attending a summer course on campus in which the 100 and 200 series courses are taught; *or*

(4) attending a six-week field training course at an Army installation during the summer between his/her sophomore and junior years; *or*

(5) individualized instruction arranged with the departmental staff.

Veterans of enlisted service may apply for advanced placement based upon their military experience and training. Other qualifications for eligibility are as follows:

(1) Acceptance by the University of Oregon as a regularly enrolled student.

(2) Ability to complete all requirements for appointment as a second lieutenant before reaching 28 years of age; this requirement may be waived.

(3) Successful completion of such survey or general screening tests as may be prescribed.

(4) United States citizenship.

(5) Physical qualification for appointment as a commissioned officer.

(6) Execution of a written agreement with the United States government to complete the two year upper-division program, including attendance at the summer-training period, and to satisfy the service obligation after graduation.

Students accepted for enrollment in the lower-division program have no commitment to the U.S. Army. Students enrolled in the upper-division program are enlisted in the armed services reserves until completion of the program.

Scholarships: The Army annually awards scholarships, providing full tuition, book allowance, and incidental fees, to well-qualified students enrolled in the program of the Department of Military Science. Scholarship recipients also receive a monthly subsistence allowance of $100. The University is guaranteed a minimum of one three-year scholarship (for which freshmen may apply) and one two-year scholarship (for sophomores). More may be awarded depending on the merits of the applicants.

Extracurricular Activities: The department supports the activities of a number of cadet organizations such as a drill team, color guard, rifle team, war-games club, and, for those interested in outdoor activities and individual skills, there is marauder (ranger) training.

Curriculum: The curriculum is an interdisciplinary course of study designed to meet the following objectives: (1) a general knowledge of the historical development of the United States Army and of the Army's role in support of national objectives; (2) a working knowledge of the general organizational structure of the Army, and of how the various components thereof operate as a team in the fulfillment of overall objectives; (3) a strong sense of personal integrity, honor, and individual responsibility; knowledge of human relationships involved and an understanding of the responsibilities inherent in assignments within the military service; (4) ability to communicate effectively both orally and in writing; and (5) sufficient knowledge of military life to insure a smooth transition from the normal civilian environment.

Undergraduate Courses

Mil 121, 122, 123. Military Science I. 1 credit hour each term. Organization and missions of the armed forces; concepts of leadership; map and aerial photograph reading; introduction to tactics; and leadership development.

Mil 221, 222, 223. Military Science II. 1 credit hour each term. Topical military subjects such as civilian control of the military; the impact of logistics on military operations; the professional soldier's place in society; weapons systems: master or servant. Laboratory in leadership development.

Note: During the period of enrollment in the program, each cadet is required to enroll in a one-term three-credit hours in military history taught by the History Department, and a one-term three-credit course in international relations from the regular offerings of the Political Science or other appropriate department. These courses satisfy group requirements for a bachelor degree.

Mil 321, 322, 323. Military Science III. 3 credit hours each term.
Leadership, military teaching principles; tactics and communication; leadership development.

Mil 405. Reading and Conference.
Credit hours to be arranged. Supervised individual studies, covering portions of the material of Mil 121, 122, 123, 221, 222, 223, 321, 322, 323, or 411, 412, 413. Total credit earned in these sequences and in Mil 405 may not exceed 24 credit hours. Consent of instructor is required.

Mil 411, 412, 413. Military Science IV. 3 credit hours each term.
Staff and command functions in the military; military justice; leadership; service orientation; leadership development.

Aerospace Studies

Hosea L. Skinner, Colonel (USAF), M.S., Professor of Aerospace Studies. B.S., Florida State, 1965; M.S., Auburn, 1972; at Oregon since 1975.

Kenneth R. Molly, Lt. Colonel (USAF), M.S., Assistant Professor of Aerospace Studies. B.S., University of Nebraska; M.S., 1973, Arkansas; at Oregon since 1975.

Donald M. Travis, Captain (USAF), M.B.A., Assistant Professor of Aerospace Studies. B.S., Colorado State, 1967; M.B.A., Oregon, 1975; at Oregon since 1975.

Special Staff

L. D. Watters, Staff Sergeant, Administration.
W. R. Stewart, Staff Sergeant, Personnel.
J. R. Speich, Staff Sergeant, Personnel.

The Aerospace Studies curriculum is designed to provide education that will develop skills and attitudes vital to the career of the professional Air Force officer, and to qualify college men and women for commissions in the United States Air Force. It includes two major activities: Aerospace academic instruction and leadership laboratory.

Students qualify for appointment as commissioned reserve officers upon completion of the upper-division program and the award of the baccalaureate degree.

Two programs geared for commissioning are available for college students. Freshmen may enroll in the AFROTC four-year program, and students with at least two years of undergraduate or graduate work remaining may apply for the two-year program.

In the four-year program, students must complete the lower-division courses, pass the Air Force Officers Qualifying Test and an Air Force medical examination, and be selected by an interview board of Air Force Officers. A four-week Field Training session must be completed at an Air Force base prior to entry into the last two years of the program.

In the two -year program, students must meet the same requirements except that they complete a six-week field training course and only the last two years of the program.

All cadets in the last two years of either program receive $100 per month (tax-free) during the school year.

Flight training: The Air Force offers a flight instruction program to senior cadets who will enter pilot training. The flight instruction program is conducted at a local FAA-approved civilian flying school, providing flight instruction of sufficient scope to determine the student's aptitude and suitability for additional flight training on active duty.

Women in AFROTC: Women may receive a commission through AFROTC. The programs and scholarships for women are identical to those for men, except that women are ineligible for training leading to combat assignment. Women are *not* eligible for flying training through AFROTC at present.

Scholarships: Students in the four- or two-year program may compete for scholarships which pay tuition, laboratory and incidental fees, an allowance for books, and a $100 monthly tax-free allowance. Scholarships are available for pilot, navigator, missile, and technical/scientific career fields such as computer science, mathematics, and physics. High school students interested in scholarships should contact the nearest AFROTC detachment not later than the fall term of their senior year.

Career opportunities: Flying candidates may receive end assignments in in any of a wide variety of flying organizations. Nonflying candidates may expect end assignments in the Missile, Technical-Research and Development, or support career fields.

Undergraduate Courses

AS 121, 122, 123. Aerospace Studies I. 1 credit hour each term.
Study of U.S. Air Force, strategic-offense forces, general-purpose forces, and Aerospace support forces. Leadership laboratory provides practical leadership experience in basic military activities, and in officers' conduct.

AS 221, 222, 223. Aerospace Studies II. 1 credit hour each term.
Examination of the development of Air Power over the past sixty years, various concepts of employment, factors prompting research and technological change.

Note: During the period of enrollment in the program, each cadet is required to enroll in a one-term, three-credit course in military history taught by the History Department, and a one-term, three-credit course in international relations from the regular offerings of the Political Science or other appropriate department. These courses satisfy group requirements for a bachelor degree.

AS 321, 322, 323. Aerospace Studies III. 3 credit hours each term.
Study of Air Force leadership at the junior-officer level, including theoretical, professional and legal aspects; study of military management functions, principles, and techniques. Leadership Laboratory provides varied advanced leadership experiences.

AS 350. Private Pilot Ground Instruction. 3 credit hours.
Ground school instruction of sufficient scope to insure that the student meets Federal Aviation Agency requirements for student pilots, and to prepare the student for the written examination for the FAA private pilot's certificate. Consent of instructor is required.

AS 405. Reading and Conference.
Credit hours to be arranged. Supervised individual studies, covering portions of the material of AS 121, 122, 123, AS 221, 222, 223, AS 321, 322, 323, or AS 411, 412, 413. Total credit earned in these sequences and in AS 405 may not exceed 24 credit hours. Consent of instructor is required.

AS 411, 412, 413. Aerospace Studies IV. 3 credit hours each term.
The armed forces as an integral element of society; the broad ranges of civil-military relations and context in which overall defense policy is formulated.

(Note: Students who have previously earned credit for AS 411, 412, 413 will register for AS 421, 422, 423, pending formal approval of a new sequence by the University's general faculty; please see *Time Schedule of Classes,* available at registration.)

Enrollment by Major; Regular Session: 1970-1976

	1970-71	*1971-72*	*1972-73*	*1973-74*	*1974-75*	*1975-76*
College of Arts and Sciences						
Undeclared	2,861	2,123	1,802	1,763	1,992	2,215
Anthropology	195	240	252	257	248	225
Asian Studies	9	25	34	35	36	40
Biology	360	470	522	771	855	787
Chemistry	164	170	175	220	212	207
Classics, Chinese/Japanese	21	28	21	20	—	—
Classics	—	—	—	—	10	4
Chinese and Japanese	—	—	—	—	13	13
Comparative Literature	33	31	32	28	29	25
Computer Science	80	109	140	176	198	206
Economics	168	180	199	217	208	215
English	697	807	767	712	627	571
General Arts and Letters	37	55	69	75	57	43
General Humanities	—	—	—	—	8	34
General Science	89	128	152	261	273	263
General Social Science	264	358	313	273	137	57
Geography	86	122	130	134	154	200
Geology	77	76	96	108	137	146
German and Russian	96	134	124	135	124	102
History	290	376	378	397	427	389
Linguistics	4	10	8	24	55	70
Mathematics	313	320	306	269	223	187
Philosophy	79	79	96	97	86	74
Physics	161	141	148	126	135	147
Political Science	590	665	620	579	560	483
Predentistry	95	99	136	52	31	33
Prelaw	170	—	—	—	—	—
Premedicine	312	294	392	173	104	69
Premedical Technology	41	61	54	40	37	31
Prenursing	87	106	141	164	147	165
Prepharmacy	—	7	10	8	11	7
Prephysical Therapy	—	20	28	16	14	11
Psychology	587	802	893	878	855	821
Religious Studies	—	12	10	9	16	20
Romance Languages	213	209	219	195	206	213
Sociology	494	477	405	400	374	332
Speech	367	321	337	359	345	342
Arts and Sciences	*9,040*	*9,055*	*9,009*	*8,971*	*8,944*	*8,747*
Professional Schools						
Architecture and Allied Arts	1,679	1,812	2,043	2,041	1,914	1,867
Business Administration	1,441	1,487	1,484	1,754	2,020	2,396
Community Service and Public Affairs	392	500	559	539	508	552
Education	1,901	1,721	1,728	1,886	1,844	2,061
Health, Physical Education, and Recreation	894	922	1,050	1,165	1,242	1,256
Journalism	533	555	589	662	721	720
Law	363	394	417	422	456	492
Librarianship	111	108	113	140	133	126
Music	377	401	417	448	453	404
Total for Professional Schools	*7,691*	*7,900*	*8,400*	*9,057*	*9,291*	*9,874*
Interdisciplinary Studies	301	219	196	201	175	184
Independent Studies	—	1	7	6	4	5
Unclassified	361	162	237	293	328	213
Unaffiliated	0	0	0	0	0	1,320
Total (All Majors):	17,393	17,337	17,849	18,528	18,742	20,343

Summary of Degrees Granted: 1970-1976

Degree	*1970-71*	*1971-72*	*1972-73*	*1973-74*	*1974-75*	*1975-76*
Advanced Degrees:						
Master of Arts	388	321	304	256	237	229
Master of Science	445	453	342	386	357	340
Master of Architecture	8	11	4	6	27	16
Master of Business Administration	109	111	77	84	100	96
Master of Education	230	223	169	152	154	154
Master of Fine Arts	44	43	27	33	31	35
Master of Landscape Architecture	2	5	3	1	6	8
Master of Library Science	108	84	73	91	99	96
Master of Music	39	43	31	26	26	35
Master of Urban Planning	16	17	20	20	17	13
Doctor of Philosophy	260	267	270	228	250	214
Doctor of Arts	18	16	22	18	16	12
Doctor of Business Administration	19	8	—	—	—	—
Doctor of Education	49	43	38	23	19	14
Doctor of Musical Arts	13	10	6	9	6	7
Doctor of Dental Medicine	76	78	78	82	—	—
Doctor of Jurisprudence	96	102	137	126	123	144
Doctor of Medicine	85	97	80	102	—	—
Master of Nursing	—	1	5	11	—	—
Total	*2,005*	*1,933*	*1,686*	*1,654*	*1,468*	*1,413*
Baccalaureate Degrees						
Bachelor of Arts	725	659	586	564	543	576
Bachelor of Science	1,510	1,546	1,592	1,737	1,500	1,616
Bachelor of Architecture	102	81	106	74	86	147
Bachelor of Business Administration	117	93	87	47	17	59
Bachelor of Education	29	33	16	9	52	10
Bachelor of Fine Arts	8	9	17	28	10	15
Bachelor of Interior Architecture	5	14	8	11	16	19
Bachelor of Landscape Architecture	16	14	27	27	30	33
Bachelor of Music	31	28	33	32	37	26
Bachelor of Physical Education	3	—	1	1	—	—
Total	*2,546*	*2,477*	*2,473*	*2,530*	*2,291*	*2,501*
Total Degrees	4,551	4,410	4,159	4,184	3,759	3,914

Enrollment by Sex, Regular Sessions: 1970-1976

Years	*Women*	*Men*	*Total*
1970-71	6,771	10,622	17,393
1971-72	6,790	10,547	17,337
1972-73	7,226	10,623	17,849
1973-74	7,647	10,881	18,528
1974-75	7,830	10,912	18,742
1975-76	8,941	11,402	20,343

Editor's Note: The Summary of Enrollment and Degrees Granted was last published in the 1970-71 General Catalog. The tables above present the figures for the intervening years. Certain administrative changes account for apparent discrepancies: the Dental, Medical, and Nursing Schools in Portland have been combined into an independent institution apart from the University; the Department of Classics, Chinese, and Japanese has become two separate departments; the Department of Home Economics has been discontinued; the name of the College of Liberal Arts has been changed to College of Arts and Sciences.

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University Librarian, H. William Axford, Ph.D.
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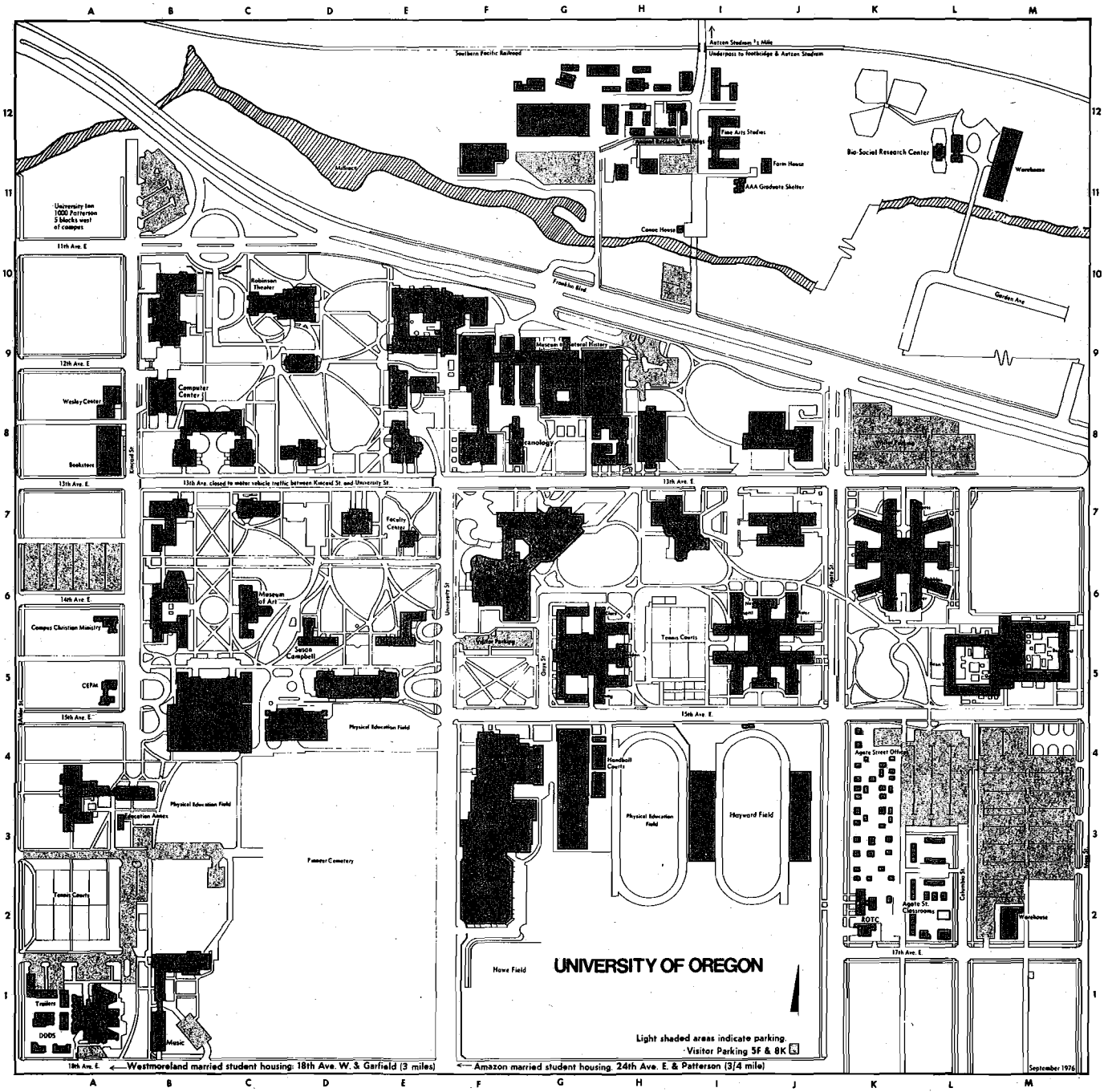
Southern Pacific Railroad
Autzen Stadium ½ Mile
Underpass to Footbridge & Autzen Stadium
Fine Arts Studies
Ancient Languages Buildings
Farm House
AAA Graduate Shelter
Bio-Social Research Center
Warehouse
Canoe House
Garden Ave
University Inn
1000 Patterson
3 blocks west
of campus
11th Ave. E
Franklin Blvd
Robinson Theater
Museum of Natural History
Computer Center
Wesley Center
Bookstore
Kincaid St
13th Ave. E
13th Ave. closed to motor vehicle traffic between Kincaid St. and University St.
Faculty Center
14th Ave. E
Museum of Art
University St
Campus Christian Ministry
CEPM
Susan Campbell
15th Ave. E
Agate
Physical Education Field
Education Annex
Pioneer Cemetery
Tennis Courts
Visitor Parking
Tennis Courts
Oak St
Handball Courts
Physical Education Field
Hayward Field
Agate Street Office
Agate St. Classrooms
Columbia St
ROTC
17th Ave. E
Warehouse
Howe Field
UNIVERSITY OF OREGON
Trailers
DDDS
Music
18th Ave. E
Light shaded areas indicate parking.
Visitor Parking 5F & 8K
←Westmoreland married student housing: 18th Ave. W. & Garfield (3 miles)
←Amazon married student housing. 24th Ave. E. & Patterson (3/4 mile)
September 1976

Campus Map

Academic, Administrative and Service Offices

College of Arts and Sciences

Arts and Sciences Office/686-3902/Friendly Hall 8E
Anthropology/686-5102/Gilbert Hall 8B
Biology/686-4502/Science II 8H
Chemistry/686-4601/Science II 8H
Classics/686-4069/Condon Hall 7B
Comparative Literature/686-3911/Prince Lucien Campbell 6B
Computer Science/686-4396/Computing Center 9B
Economics/686-4661/Prince Lucien Campbell Hall 6B
English/686-3911/Prince Lucien Campbell Hall 6B
Geography/686-4555/Condon Hall 7B
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History/686-4802/Prince Lucien Campbell Hall 6B
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Mathematics/686-4705/Fenton Hall 8D
Philosophy/686-4847/Prince Lucien Campbell Hall 6B
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Business Administration/686-3300/Gilbert Hall 8B
Community Service, Public Affairs/686-3807/Hendricks 6E
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Journalism/686-3738/Allen Hall 9E
Law/686-3852 ....10B
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Reserve Officers Training Corps

Aerospace Studies/686-3107/1675 Agate Street K2
Military Science/686-3102/1679 Agate Street K2

Administrative and Service Offices

Academic Advising/686-3045/Friendly Hall 8E
Admissions/686-3201/Oregon Hall 8J
Affirmative Action/686-3123/Oregon Hall 8J
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University telephone directory information/686-3111

Member Institutions and State Board

The Oregon State System of Higher Education, organized in 1932, provides educational opportunities for people throughout the state. Member institutions are independent elements of an integrated system. Opportunities for general education are distributed as widely as possible throughout the state with specialized, professional, and technical programs centered at specific institutions. Member institutions are:

Eastern Oregon State College at La Grande
Oregon College of Education at Monmouth
Oregon Institute of Technology at Klamath Falls
Oregon State University at Corvallis
Portland State University at Portland
Southern Oregon State College at Ashland
The University of Oregon at Eugene
University of Oregon Health Sciences Center
(the Schools of Dentistry, Medicine, and Nursing) at Portland

The division of Continuing Education represents all the institutions in making college-level courses and special programs available to all citizens. The division has offices in Salem and Astoria as well as on most of the campuses. The Oregon Educational and Public Broadcasting System is also part of the State System of Higher Education.

The Oregon State System of Higher Education is governed by the Oregon State Board of Higher Education. Members are appointed by the Governor with confirmation by the State Senate. Terms are four years for regular members and two years for student members.* Expiration date for each member's term of office is June 30 of the year shown:

Louis B. Perry, Portland, 1977
President and Chairman, Executive Committee
Jonathan A. Ater, Portland, 1980
Jane Carpenter, Medford, 1979
Ruth O. Daniels, Monmouth, 1978*
Betty Feves, Pendleton, 1979
Edward C. Harms Jr., Springfield, 1977
Vice-President and Member, Executive Committee
Robert C. Ingalls, Corvallis, 1980
Valerie McIntyre, Eugene, 1977*
W. Philip McLaurin, Portland, 1978
Loran L. Stewart, Eugene, 1977
Member, Executive Committee
Loren L. Wyss, Portland, 1980

Address for the Oregon State Board of Higher Education is Post Office Box 3175, Eugene, Oregon, 97403.

Officers of the Board:

Roy E. Lieuallen, Ed.D., L.H.D., Chancellor
D. R. Larson, B.A., Secretary of the Board
Freeman Holmer, M.A., Vice-Chancellor for Administration
J. I. Hunderup, M.B.A., C.P.A., Vice-Chancellor for Facilities Planning
E. Rex Krueger, Ph.D., Vice-Chancellor for Educational Systems
W. T. Lemman Jr., B.S., Vice-Chancellor for Personnel Administration
Miles C. Romney, Ph.D., Vice-Chancellor for Academic Affairs
John A. Richardson, Ph.D., Assistant Chancellor