3-14-1974

Easterner, Vol. 24, No. 18-A, March 14, 1974

Associated Students of Eastern Washington State College

Follow this and additional works at: http://dc.ewu.edu/student_newspapers

Recommended Citation
http://dc.ewu.edu/student_newspapers/572
College Nabs Five Streaks

Five summonses have been issued to students involved in Friday's streak by college disciplinary officer, Al Ogden. "I've charged no one, Ogden said Tuesday, "but I will be taking five.

He said charges concerning streakers would be handled through the student conduct.

EXTRA!

This issue of The Easterner is an EXTRA EDITION, not a regular issue. There is to be no publication this week but in view of recent campus news developments the editorial board thought this special edition would be of interest.

Campus Gets Bare Facts

Group Streak Stunning

By Rob Allen

Staff Writer

At least 12 onlookers witnessed one of the largest events to take place on the Eastern campus in recent years as 33 nude bodies including 2 females streaked across the mall at 11:45 Friday morning, into a crowd infiltrated with campus police.

Streaking incidents that have occurred since publication of last week's Easterner include:

Streaking Run-Down

-Wednesday afternoon around 2 p.m., two streakers reportedly dashed out of Dressler Hall and streaked down in front of the library to a get-a-way car parked near Martin Hall.

-Wednesday night a lone streaker flashed in and out of the Cheney Police Department without being apprehended.

-Thursday noon two streakers appeared from nowhere near Pearce Hall, came in the back door of the PUB, down PUB mainstreet, out into the mall where over 1,000 onlookers cheered them on, down to the front of Commons, and across the lawn toward Martin Hall and out of sight.

-Friday, streaker down a lone streaker with an American flag draped over his shoulders dashed through the PUB dining area, coming from main street and going out opposite way, at 11:45 the group of 33 came from the married students' hall down to the PUB, into the mall, and then headed for get-a-way cars near Sutton Hall.

Conflict with Police

Friday's streak-in was marked with political and religious overtones and resulted in a conflict with Campus Safety officers.

Some of Friday's nudists were running in the shade of Dressler Hall. Others ran in support of impeaching the president. Others said they ran to break the campus record for the largest streak-in. And others seemed to just enjoy running in the buff.

Regardless of the motive, all 33 streakers ran around the corner of the PUB, down the steps, and right into a group of waiting campus police.

 Didn't Expect 30

"I sure didn't expect to have over 30 bare bodies running right at me," campus Police Chief Barney Isel said Tuesday. We were told that they would be lucky if five or ten participants," he said.

The streakers originally had planned to cut across the mall to Martin Hall according to unconfirmed reports. But the large crowd of onlookers forced the streakers from running any further and they were able to get safely from campus police on the campus.

It was in front of Patterson Hall that the police stopped the streakers and officers started grabbing streakers.

Streaker Pushes

"One of the streakers pushed me from behind and it was my initial reaction to reach out and grab the next one to come by," Isel said.

And out he did. The police chief appeared to grab one streaker by the arm and trail behind him until the victim fell to his knees.

"I knew there were plenty of cameras around so I told him to stay on his knees," Isel said. "I tried to get a blanket to put around him," he said.

Nude in Hands

"To tell the truth, I was pretty embarrassed," the chief remarked. "I had a nude man and I didn't know what to do with him."

Meanwhile, Campus Safety officer Donald Taylor grabbed another streaker and pinned him to the ground near the fence in front of Patterson. That incident was filmed by television camera men and shown on the 11 and 11 p.m. news in Spokane Friday night.

As Taylor moved his captive into the crowd, on-lookers gathered around and forced the officer to release his victim. To the chant of "Let him go, Let him go!" the streaker broke away to freedom and headed through the crowd toward Martin Hall.

Embarrassing Situation

Isel, who could not find a blanket with which to cover his victim, also began to attract the attention of the crowd. When he found that there was no way out without embarrassing both himself and the streaker, Isel reportedly said to the streaker "Go have your fun," and released him.

At least two other streakers reportedly were tripped in the crowd including one of the females. Both reportedly received scratches to their bare skin.

"It was our intent to keep the streakers on the campus and out of the city of Cheney," Isel said. "I told the Cheney police chief I would keep them out," he added.

Get-a-way Cars

The streakers then headed toward get-a-way cars parked near Sutton Hall. They were chased by the campus police. Although most cars were able to escape with dressing streakers inside, campus police recorded the license numbers of the vehicles, in an attempt to identify the owners of the cars.

One of the streakers reported that there were 2,000 students were on hand to witness the streak which included two women streakers. (Jim MacKnicki photo)

"He's only having coffee," officer Montague stated. But Maplestone continued to urge him to leave. "There may be trouble outside if you don't go now," Maplestone said.

The subject then left with Maplestone out the front door of Campus Safety into a cheering crowd. The bare chested streaker then made the long walk back to his home in Dressler Hall accompanied by film crews and reporters.

The subject later returned to the Campus Safety office with a friend to discuss possible charges to be brought against the streakers. Five persons involved in the streak-in have been summoned by College Disciplinary Officer, Al Ogden.

REQUIES OVERTONES--A brave christian pickets Friday's streak in protest of "Nakedness (that) will defile the earth." (Jim MacKnicki Photo)
Kent State Relived?

Campus Safety’s attempted crackdown on Friday’s spectacular gang streak could have turned the humorous incident into a riot. The police action was uncalled for.

With at least 2,000 cheering students viewing the streak, campus policemen tackled two of the 33 fun-loving nude-nics and held them down before spectators freed the entertainers. Later, after capturing a third streaker by pulling the coil wire off his get-a-way car and taking him into custody, spectators verbally clashed with officers at Campus Safety headquarters and were able to temporarily win his freedom.

When persons assigned with keeping peace on campus resort to such violent means to stop an obvious lark it is frightening. The incident points out how a tragic over-reaction like the National Guard’s Kent State killings occurred.

How should Campus Safety have handled the streak? As one administrator (who will not be named here) suggested afterwards, “I would have coincidentally been responding to an emergency call across campus at the time.”

While you are taking part in Spring time activities, why not stop by the Housing Office Rooms are still available for Spring Quarter
FEET GET MOVING—Streakers head for safety after the Friday noon streak through campus. (Photo by John Johnson)

EDITOR’S NOTE — The Easterner was able to obtain the true story of the leader of Friday’s mass streak-in.

By Streaking Eagle

My Own Story

It was like nothing I had ever done before at 7 that morning at Eastern and was nothing less than spectacular.

After reaching the get-a-way car and catching my breath, I was able to reflect on the bizarre event in a way that only a streaker could.

Great Streak

It all began, for me at least, on Wednesday afternoon. The streak-out was barely 24 hours old and several people began constructing what could potentially be the greatest streak ever to be seen in the Cheney campus.

At about 7 p.m. the intercom echoed through the corridors of Morrison Hall with an announcement of a streak organizational meeting Successful people attended the meeting and the plans were made to coordinate the efforts of all the campus dorms.

The next evening at 9 p.m. the bizarro plans were unveiled to potential streakers. It was no longer a joke; it was time for each individual to make the ultimate decision.

Top Secret Plan

The plans were now synchronized and could not be changed. They resembled a strategic top secret battle plan flawlessly detailed. News of the meeting spread quickly While it was still in session two calls were received. One caller identified himself as a newsman from Q-6, the other as a campus policeman.

Friday morning, two fellow streakers and I collected our necessary materials and made the journey to the designated starting point. So far everything was perfect. Cars had been set up in front of all the dorms and marked with white flags. Bouncers had been placed in the mall for crowd control and the streakers were slowly gathering.

Murray junior and I seemed to have selected a perfect starting point revealed that representatives from all three Spokane television stations were waiting and a large crowd had gathered in the mall. Someone informed us that a Cheney Fire Department van was there, too.

Excitement Overpowering

Then someone opened the door and gave a command to leave. It was five minutes early but the excitement was overpowering. We ourselves running and yelling down the streets of PUB, unaware of our nacked due to the high level of excitement. All we could see were people. A couple thousand of them. My jaw dropped and I was aware of a deafening roar.

One of my colleagues dove through the middle of the crowd and was knocked down by one of the more energetic campus police force. Then a lane opened up along Patterson Hall. That wasn’t according to the plan.

Crowd Prediction

How large could the crowd be? We knew the crowd would increase as classes changed. Perhaps there would be 200 or 300.

The members in the room had now increased to only about with 33 of us actual streakers. An electrifying spirit like I had never before experienced filled the room. Everyone was nervous or perhaps excited or anxious. Someone lit up a cigarette.

The thought that continuously haunted me was the possibility of getting caught. But I was going to streak. It was too late to chicken out.

Bouncer Blocks

As I ran I noticed someone sway into the lane and make a run for it. The bouncer or two or three spectators back into the crowd. He was obviously a protective, probably self-appointed.

I felt like an alien in a strange land. I was running right in the middle of the campus police force. I dropped down to the ground. I turned the corner in the face of Tawanka and headed toward the PUB. The campus safety officer spoke in a walkie-talkie and then took a couple of waddle steps toward a streaker. His effort was obviously futile.

Road Block

When I turned the corner towards Sutton Hall I saw a campus police vehicle blocking the street. I almost stopped but since I was one there I continued.

One white flagged car took off with its doors open. Several bare white bodies scrambled into it. I saw the vehicle I was to ride in. There was exhaust billowing from it and the driver was waiting with the doors open. The streaker was immediately followed by several others. We were all out of breath.

We returned to the starting point and got dressed. Several streakers had received scratches and bruises from Campus Safety. One streaker had been tackled and released, another was apprehended. Nobody had been touched by the crowd.

Spectacle Completed

When everyone was accounted for I returned to my regular schedule. We had done it. A streak was started through Eastern had ever seen. We made the news and that was our objective.

Some people say they streak to express their identity. Some streak for fun. I did it to overcome the sense of uniqueness. Becky said the men were all Safety’s handling of the event and that he felt the streak was not.

Becky said critical of Campus Safety’s handling of the event calling it “the most stupid thing I have ever seen.” Beck said a number of streakers were kicked scratched or tackled and pointed out that she was tackled only to be set free by the crowd.

Becky said she felt no embarrassment and added that it was necessary to do something so that some trouped upon and that promoted group solidarity, she said.

Starting Early

Becky said the streak five minutes earlier than planned because of the excitement of the group and that she had not expected such a large crowd to be on hand.

I rounded the corner of the PUB saw the huge crowd and thought, my God, we are going to be able to get through this crowd. I heard a roar, became scared and started running.”

The fear, however, apparently did not overcome the sense of uniqueness. Becky said at the time she thought, “Wow, this is the most I’ve seen of the first streakers and there are 200 people looking at me.”

Interview With Woman Streaker

By Jim Macknicki

Managing Editor

“I didn’t feel naked.”

“It was new, it was novel, it was great,” one of Eastern’s female streakers told The Easterner in an interview this week.

Becky Mae (fictitious name) was one of the two Eastern women who participated in Friday’s streak on campus which attracted 31 other streakers and over 2,000 jubilant spectators.

Becky said she first heard of streaking from her sister who is attending a college back east and that she decided to streak coming to Eastern she would disorder and participate.

Nakedness Novelty

“I like doing things nobody else does and at Friday’s streak there was the novelty of doing something only one other girl was doing,” she said.

Arriving at the starting point Becky said the men were all down to their thongs and at the amount of three the shorts were dropped and the other coed and herself undressed.

“When I put on my mask it didn’t seem like I was naked,” she said. “It was neat. We knew everybody and we knew where we were doing something that was not frowned upon and that promoted group solidarity,” she said.

Backed into a Corner

Streaker rounds the corner of the PUB to see nearly 2,000 spectators amusingly awaiting her arrival. (Photo by Augie Deavenere)

Road Blocking

A campus safety van blocks the get-a-way car of four streakers near Sutton Hall. (Photo by John Johnson)
**Dressler Hall Residents Revolt**

**Dormitory to Remain Open**

By Rob Allen

A decision to keep Dressler Hall open for spring quarter was announced by hotel director Russ Hartman, college business manager, following a meeting with the hotel’s current occupants.

Dressler residents had been informed by their resident advisor’s Thursday evening that they would be moving out by the end of winter term.

Administrators Consult

College officials stated last Friday that no final decision had been reached and that the administration had consulted with the students in Dressler before making the decision.

Hartman, director of the school, said, “We don’t know what to do yet. I think we’re just not sure yet. We’ve been considering it for a long time.”

A streaker who was apprehended following Friday’s streaking in Dressler complained that he was逛街 in order to protest the closing of Dressler Hall.

“Dressler, director of the school, said, “We’re not sure what to do yet. I think we’re just not sure yet. We’ve been considering it for a long time.”

A streaker who was apprehended following Friday’s streaking in Dressler complained that he was逛街 in order to protest the closing of Dressler Hall.

Dressler Hall Residents Revolt

**Nursery Teacher Rescues Streaker**

By Jim Macknicki

Managing Editor

An EWSC Nursery School teacher led a streaker to safety after he was apprehended in the main door to Sutton Hall, inadvertently entered the nursery school.

Rose Kass, teacher at the school, said, “I was surprised when I heard that a streaker had entered the nursery school. I was worried that he might be in harm’s way.”

**Students to Remain—Threatened closure of Dressler Hall was stifled by dorm residents who fought the administration’s plan.**

College officials have denied that their plan to evict residents was to open up the building as a hotel for Expo ‘74. (photo by luke)

Following the meeting Hartman and Heinemann reviewed the petitions circulated to dorm residents and made their decision based on the results of the student circulated document.

“IT was obvious that students throughout the system wanted to keep the dorm open,” Hartman said Tuesday.

**Conflicting Stories**

At one point during the meeting, a resident questioned Heinemann on the fact that more than one conflicting story concerning the move had been told to Dressler occupants when they countered the housing office on the move. It was pointed out to Heinemann that some students and their parents had compared notes and came up with three different stories that had originated in the raising office. “Mr. Heinemann, you’re going to have to start telling us all the same thing,” she said. Heinemann and Hartman were confronted.

**KIRB and Concerts West Present**

**THREE DOG NIGHT**

TUES., APRIL 9 – 8:00 PM

SPOKANE COLISEUM

Tickets available: Northtown Music/Valley Record Rack/Bon Marche/Pete Jacoy’s

Call 456-7307 for information (Spokane)
For Your Education
Eastern Washington State College

Extended Degree Courses
In
• Career Education
• Community Programs
• Liberal Arts
• Personal Development
• Women’s Programs

Supplement to The Cheney Free Press

EWSC INFORMATION
on Continuing Education

CONTINUING
EDUCATION

EASTERN WASHINGTON STATE COLLEGE, CHENEY, WASHINGTON 99004

SPRING 1974

EVENING COURSES

EWSC Continuing Education opens the doors to completion of delayed educational hopes and allows for changes in educational goals.
Veterans Benefits

All veterans who were honorably discharged from active duty after Feb. 1, 1955 accumulated educational eligibility under the Cold War G.I. Bill. This entitlement is available even if you attended school under the Korean or Vietnam G.I. Bills.

For instance, a married veteran could now be eligible for $334 in such benefits. The same veteran taking six credit hours at night would be eligible for $167 per month in tax free V.A. benefits. The same veteran active duty after Feb. 1, 1955 accumulated educational eligibility under the Cold War G.I. Bill.

There is a seven to nine week delay in receiving benefits from the time application is made to the V.A.—the sooner the better.

The Veterans Office at Eastern Washington State College will waive tuition payments for students new to Eastern until their first check arrives.

If you desire V.A. application forms or need any assistance in selecting courses, please write or call:

Larry Williams
Vets Coordinator
(509) 841-6438
or in Cheney at 398-7046.

The Veterans Office, Showalter 309.
Cheney, WA 99004

Workshop on Campus

SOCIETY OF REAL ESTATE APPRAISERS WORKSHOP: MARCH 25 TO APRIL 5

A workshop for area real estate people will be offered at EWSC March 25 to April 5, 1974, by the Society of Real Estate Appraisers. Entitled "Principles of Income Property Appraising," the course emphasizes the principles and techniques of net income capitalization. Emphasis is placed on the appropriate selection of alternative approaches and their application to the valuation of different types of income streams and investor objectives most frequently encountered in income-producing appraisal problems.

Instructors will be Warren Hunsicn, Jr., SREA, MSi, and Gilbert Epstein, SREA. Registration is $175 and is open to individuals who have passed one of the following:

1. An introduction to Appraising Real Property or its examination.
2. Course 1, 1-AIREA, Course 1-AIC, or their examinations.
3. A degree course in appraising on a university level carrying at least three credits.

Note: Professionally designated members of the Society, American Institute and Canadian Institute may register without meeting prior educational prerequisites. For further information or enrollment applications please contact: Society of Real Estate Appraisers
7 South Dearborn Street
Chicago, IL 60603

Mexico Draws 45

Forty-five students are enrolled in the EWS Study in Mexico project this winter quarter. Dr. Joseph W. Charland, director of international programs, said the Study in Mexico project is operated by the Northwest Council of EWS and EWSC Office of Continuing Education. The program is headquartered in Guadalajara, the second largest city in Mexico where climate and setting is ideal for year-around study.

REGISTRATION INFORMATION SPRING 1974

Students have an option of several methods to register for any EWSC class. Spring Quarter Students interested in registering by mail must fill out the registration form, mail it, with $50.00 tuition payment or the full tuition, whichever is less, to the campus cashier.

PRE-REGISTRATION IS URGENT: LOW ENROLLMENT CLASSES ARE SUBJECT TO CANCELLATION MARCH 30, 1974. REGULAR STUDENTS CONTINUING FROM WINTER QUARTER SHOULD PRE-REGISTER IN SHOWWALTER 109 ON MARCH 11, 12, AND 13 AND NO LATER THAN MARCH 27, 1974.

For further information, call: REGISTRAR'S OFFICE 359-2321 or Spokane toll free 388-5217, Extension 2321

REGISTRATION OPTIONS:

March 25:
Pre-register at the following sites:
Campus Registrar's Office 11 a.m. to 8 p.m. FAFB Ed. Center, Bldg. 2265 7-6 p.m.

March 26:
Pre-register at the following site:
FAFB Ed. Center, Bldg. 2365, 7-6 p.m.

March 27:
Pre-register at the following site:
YWCA Bldg.; W. 829 Broadway, 4-6 p.m.

March 27:
Deadline to mail Satellite registration form with tuition to campus cashier.

March 28, 29:
Deadline to register on campus in Showalter 109, 9 a.m. to 3 p.m.

First Evening Class Meeting:

For evening classes with sufficient pre-registration enrollment at FAFB and Spokane students may pay tuition at the first class meeting Registration for on-campus night classes will be accomplished at the Registrar's Office from 5-8 p.m., April 2, 3, 4, 8.

Student are encouraged to indicate alternate course requests in case first choice class is closed or canceled.

Evening class students will be notified of any class cancellations by phone or mail prior to the first class meeting.

TUITION: Undergraduate $17.00 per credit; graduate (working toward Masters degree) $19.00 per credit.
### Spokane Area

<table>
<thead>
<tr>
<th>DEPT</th>
<th>SEQUENCE #</th>
<th>TITLE</th>
<th>INSTRUCTOR</th>
<th>CREDITS</th>
<th>TIME</th>
<th>DAYS</th>
<th>SITE</th>
<th>BEGIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS</td>
<td>08 541 30</td>
<td>Sem: Bus Decision Anal</td>
<td>Reitsch</td>
<td>4</td>
<td>6:45</td>
<td>T</td>
<td>4</td>
<td>4/2/74</td>
</tr>
<tr>
<td>BUS</td>
<td>08 554 30</td>
<td>Sem: Org Theory &amp; Mgmt</td>
<td>Haas</td>
<td>4</td>
<td>6-9:30</td>
<td>M</td>
<td>4</td>
<td>4/1/74</td>
</tr>
<tr>
<td>BUS</td>
<td>08 573 30</td>
<td>Mgmt Info Systems</td>
<td>O'Brien</td>
<td>4</td>
<td>6-9:30</td>
<td>W</td>
<td>4</td>
<td>4/3/74</td>
</tr>
<tr>
<td>BUS</td>
<td>09 539 30</td>
<td>Sem: Voc Ed Media</td>
<td>Burnham</td>
<td>3</td>
<td>3-6</td>
<td>W</td>
<td>5-411</td>
<td>4/3/74</td>
</tr>
<tr>
<td>COM</td>
<td>11 498 30</td>
<td>Women &amp; Platform</td>
<td>Gilbert</td>
<td>3</td>
<td>7-10</td>
<td>W</td>
<td>2</td>
<td>4/3/74</td>
</tr>
<tr>
<td>ECO</td>
<td>20 498 30</td>
<td>Sem: Labor History</td>
<td>Neils</td>
<td>5</td>
<td>7-9:30</td>
<td>MM</td>
<td>3-214</td>
<td>4/3/74</td>
</tr>
<tr>
<td>ED</td>
<td>22 361 30</td>
<td>Individ Instruction</td>
<td>Stueckle</td>
<td>3</td>
<td>6-9</td>
<td>W</td>
<td>1-211</td>
<td>4/3/74</td>
</tr>
<tr>
<td>ED</td>
<td>22 370 30</td>
<td>Creativ in Classroom</td>
<td>Wilkens</td>
<td>3</td>
<td>6-9</td>
<td>M</td>
<td>1-211</td>
<td>4/8/74</td>
</tr>
<tr>
<td>ED</td>
<td>22 430 30</td>
<td>Traffic Safety Ed</td>
<td>Engel</td>
<td>3</td>
<td>6-9</td>
<td>W</td>
<td>3-214</td>
<td>4/3/74</td>
</tr>
<tr>
<td>ED</td>
<td>22 475 30</td>
<td>Philosophy of Ed</td>
<td>McDonald</td>
<td>4</td>
<td>6-10</td>
<td>W</td>
<td>1-212</td>
<td>4/3/74</td>
</tr>
<tr>
<td>ED</td>
<td>22 494 30</td>
<td>Intro Remed Reading</td>
<td>Fletcher</td>
<td>3</td>
<td>6-9</td>
<td>W</td>
<td>1-216</td>
<td>4/3/74</td>
</tr>
<tr>
<td>ED</td>
<td>22 497 31</td>
<td>Leadership Skills</td>
<td>Shaw</td>
<td>1</td>
<td>6-10</td>
<td><strong>MTW</strong></td>
<td>5/13/74</td>
<td></td>
</tr>
<tr>
<td>ED</td>
<td>22 497 31</td>
<td>Class Comm Sk &amp; Grp Pro</td>
<td>Gaudette</td>
<td>2</td>
<td>6-10</td>
<td>T</td>
<td>6</td>
<td>4/2/74</td>
</tr>
<tr>
<td>ED</td>
<td>22 497 58</td>
<td>Environ Stu for Teach</td>
<td>Wright</td>
<td>2</td>
<td>9-4:30</td>
<td><strong>FS</strong></td>
<td>7</td>
<td>3/15/74</td>
</tr>
<tr>
<td>GST</td>
<td>29 145 30</td>
<td>Drug Abuse I</td>
<td>Jay &amp; Ohrt</td>
<td>1</td>
<td>****</td>
<td>****</td>
<td>****</td>
<td>5/14/74</td>
</tr>
<tr>
<td>GST</td>
<td>29 297 30</td>
<td>Self Assess/Pers Devel</td>
<td>ARR</td>
<td>ARR</td>
<td>ARR</td>
<td>ARR</td>
<td>ARR</td>
<td>****</td>
</tr>
<tr>
<td>GLG</td>
<td>32 397 30</td>
<td>Mineral Collecting</td>
<td>Wilkerson</td>
<td>3</td>
<td>7-10</td>
<td>T</td>
<td>1-212</td>
<td>4/2/74</td>
</tr>
<tr>
<td>GER</td>
<td>34 305 30</td>
<td>German Conversation</td>
<td>O'Swaid</td>
<td>2</td>
<td>7-9</td>
<td>M</td>
<td>1-212</td>
<td>4/3/74</td>
</tr>
<tr>
<td>HIS</td>
<td>38 498 30</td>
<td>Labor History</td>
<td>Neils</td>
<td>5</td>
<td>7-9:30</td>
<td>MM</td>
<td>3-214</td>
<td>4/3/74</td>
</tr>
<tr>
<td>HIS</td>
<td>38 513 30</td>
<td>Historiography</td>
<td>Barnes</td>
<td>4</td>
<td>7-9</td>
<td>W</td>
<td>1-214</td>
<td>4/3/74</td>
</tr>
<tr>
<td>HEC</td>
<td>40 498 30</td>
<td>Meth Tch Consumer Ed</td>
<td>Westrum</td>
<td>1</td>
<td>7-9:30</td>
<td>T</td>
<td>1-211</td>
<td>4/9/74</td>
</tr>
<tr>
<td>IT</td>
<td>44 498 30</td>
<td>Draft Innovation</td>
<td>Noiter</td>
<td>2</td>
<td>6-13:30</td>
<td>MM</td>
<td>3-201</td>
<td>4/9/74</td>
</tr>
<tr>
<td>IT</td>
<td>44 571 30</td>
<td>E Facility Planning</td>
<td>Vandenberg</td>
<td>3</td>
<td>7-10</td>
<td>T</td>
<td>3-201</td>
<td>4/9/74</td>
</tr>
<tr>
<td>PSA</td>
<td>67 302 30</td>
<td>Educational Psych</td>
<td>Staff</td>
<td>5</td>
<td>6-9:30</td>
<td>M</td>
<td>1-214</td>
<td>4/8/74</td>
</tr>
<tr>
<td>PSA</td>
<td>67 511 30</td>
<td>Consult in Spec Educ</td>
<td>Hunsaker</td>
<td>3</td>
<td>6-9</td>
<td>T</td>
<td>1-214</td>
<td>4/2/74</td>
</tr>
<tr>
<td>PSA</td>
<td>67 515 30</td>
<td>Adv Educational Psych</td>
<td>Gerber</td>
<td>4</td>
<td>6-9</td>
<td>M</td>
<td>1-215</td>
<td>4/8/74</td>
</tr>
<tr>
<td>PS</td>
<td>68 498 31</td>
<td>Org Consult Skills***</td>
<td>Barber</td>
<td>3</td>
<td>7-10</td>
<td>T</td>
<td>8</td>
<td>4/2/74</td>
</tr>
</tbody>
</table>

**SITES:**
1. Shadle Park High School (Door-North End)
2. YWCA (W. 829 Broadway)
3. Great Western Building (W. 905 Riverside)
4. Social & Health Services Building (1306 N. Post)
5. Opportunity Elementary School (S. 1109 Wilbur)
6. Opportunity Elementary School (S. 1109 Wilbur)
7. Turnbull Refuge
8. Leadership Institute (S. 3220 Grand Blvd.)

*Condensed title gives a clue to complete title listed in course descriptions.*

### Fairchild Air Force Base

(Courses open to both Airmen and Civilians)

<table>
<thead>
<tr>
<th>DEPT</th>
<th>SEQUENCE #</th>
<th>TITLE</th>
<th>INSTRUCTOR</th>
<th>CREDITS</th>
<th>TIME</th>
<th>DAYS</th>
<th>BEGIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT</td>
<td>02 241 25</td>
<td>Cultural Anthropology</td>
<td>Staff</td>
<td>5</td>
<td>7-9:30</td>
<td>MM</td>
<td>4/3/74</td>
</tr>
<tr>
<td>BUS</td>
<td>08 245 25</td>
<td>Quant Bus Analysis I</td>
<td>Staff</td>
<td>4</td>
<td>7-9</td>
<td>MM</td>
<td>4/3/74</td>
</tr>
<tr>
<td>BUS</td>
<td>08 251 25</td>
<td>Princ of Accounting I</td>
<td>Smith</td>
<td>5</td>
<td>7-9:30</td>
<td>MM</td>
<td>4/3/74</td>
</tr>
<tr>
<td>BUS</td>
<td>08 426 25</td>
<td>Business Policies</td>
<td>Staff</td>
<td>4</td>
<td>7-9</td>
<td>TR</td>
<td>4/3/74</td>
</tr>
<tr>
<td>BUS</td>
<td>08 554 25</td>
<td>Sem: Org Theory &amp; Mgmt</td>
<td>Staff</td>
<td>4</td>
<td>7-10</td>
<td>T</td>
<td>4/3/74</td>
</tr>
<tr>
<td>BUS</td>
<td>09 389 25</td>
<td>Consumer Economics</td>
<td>Thompson</td>
<td>4</td>
<td>7-9</td>
<td>TR</td>
<td>4/3/74</td>
</tr>
<tr>
<td>ECO</td>
<td>20 201 25</td>
<td>Intro to Economics I</td>
<td>Staff</td>
<td>5</td>
<td>7-9:30</td>
<td>MM</td>
<td>4/3/74</td>
</tr>
<tr>
<td>ECO</td>
<td>20 202 25</td>
<td>Intro to Economics II</td>
<td>Staff</td>
<td>5</td>
<td>7-9:30</td>
<td>MM</td>
<td>4/3/74</td>
</tr>
<tr>
<td>ED</td>
<td>22 146 25</td>
<td>Improv of Learning</td>
<td>Staff</td>
<td>3</td>
<td>6-10</td>
<td>M</td>
<td>4/8/74</td>
</tr>
<tr>
<td>ENG</td>
<td>24 101 25</td>
<td>Princ of College Writing</td>
<td>Staff</td>
<td>4</td>
<td>7-9</td>
<td>MM</td>
<td>4/3/74</td>
</tr>
<tr>
<td>ENG</td>
<td>24 198 25</td>
<td>Rev of Eng Writing Funds</td>
<td>Staff</td>
<td>4</td>
<td>7-9</td>
<td>MM</td>
<td>4/3/74</td>
</tr>
<tr>
<td>ENG</td>
<td>24 201 25</td>
<td>Intermed College Writing</td>
<td>Staff</td>
<td>4</td>
<td>7-9</td>
<td>TR</td>
<td>4/2/74</td>
</tr>
<tr>
<td>GGR</td>
<td>30 100 25</td>
<td>Intro to Earth Science</td>
<td>Staff</td>
<td>5</td>
<td>7-9:30</td>
<td>TR</td>
<td>4/2/74</td>
</tr>
<tr>
<td>GGR</td>
<td>30 317 25</td>
<td>Resources &amp; Conservation</td>
<td>Staff</td>
<td>3</td>
<td>7-10</td>
<td>T</td>
<td>4/7/47</td>
</tr>
<tr>
<td>HIS</td>
<td>30 203 25</td>
<td>20th Century America</td>
<td>Donley</td>
<td>5</td>
<td>7-9:30</td>
<td>MM</td>
<td>4/3/74</td>
</tr>
<tr>
<td>HUM</td>
<td>42 210 25</td>
<td>Humanism</td>
<td>Staff</td>
<td>5</td>
<td>7-9:30</td>
<td>TR</td>
<td>4/3/74</td>
</tr>
<tr>
<td>MTH</td>
<td>50 104 25</td>
<td>Intermediate Algebra</td>
<td>Staff</td>
<td>5</td>
<td>7-9:30</td>
<td>TR</td>
<td>4/2/74</td>
</tr>
<tr>
<td>MTH</td>
<td>50 131 25</td>
<td>Precalculus Math</td>
<td>Staff</td>
<td>5</td>
<td>7-9:30</td>
<td>MM</td>
<td>4/3/74</td>
</tr>
<tr>
<td>PSC</td>
<td>66 102 25</td>
<td>American Politics</td>
<td>Staff</td>
<td>5</td>
<td>7-9:30</td>
<td>MM</td>
<td>4/3/74</td>
</tr>
<tr>
<td>PSC</td>
<td>66 103 25</td>
<td>Intro to Comparative Polit</td>
<td>Staff</td>
<td>5</td>
<td>7-9:30</td>
<td>TR</td>
<td>4/2/74</td>
</tr>
<tr>
<td>PSC</td>
<td>66 397 25</td>
<td>Intro to Public Management</td>
<td>Kass</td>
<td>5</td>
<td>7-9:30</td>
<td>TR</td>
<td>4/2/74</td>
</tr>
<tr>
<td>PS</td>
<td>68 101 25</td>
<td>General Psychology</td>
<td>Staff</td>
<td>5</td>
<td>7-9:30</td>
<td>TR</td>
<td>4/2/74</td>
</tr>
<tr>
<td>PS</td>
<td>68 201 25</td>
<td>Scien Princ of Psychology</td>
<td>Staff</td>
<td>5</td>
<td>7-9:30</td>
<td>TR</td>
<td>4/2/74</td>
</tr>
<tr>
<td>PS</td>
<td>68 357 25</td>
<td>Abnormal Psychology</td>
<td>Staff</td>
<td>5</td>
<td>7-9:30</td>
<td>MM</td>
<td>4/3/74</td>
</tr>
<tr>
<td>SOC</td>
<td>80 101 25</td>
<td>Intro to Sociology</td>
<td>Staff</td>
<td>5</td>
<td>7-9:30</td>
<td>TR</td>
<td>4/2/74</td>
</tr>
<tr>
<td>SOC</td>
<td>80 263 25</td>
<td>Social Problems</td>
<td>Staff</td>
<td>5</td>
<td>7-9:30</td>
<td>MM</td>
<td>4/3/74</td>
</tr>
</tbody>
</table>

*Undergraduate degree and appropriate background knowledge*
OFFICIAL COURSE DESCRIPTIONS

Anthropology

ART 241 CULTURAL ANTHROPOLOGY
An introduction to the study of man with principal emphasis on culture.

Art

ART 479 SEMINAR IN ART
A critical study of the problems of the artist and the teacher of art in contemporary society.

ART 550 SEMINAR IN ART
Same as above.

Biology

BIO 497 BIOLOGY OF RIVER BASINS
Flora and fauna of selected river basins. Course will involve methods of identification and preservation of organisms. Class will raft into remote river basins.

Business

BUS 243 METHODS OF QUANTITATIVE BUSINESS ANALYSIS I
Basic tools or methods of description and inference under varying conditions of uncertainty.

BUS 251 PRINCIPLES OF ACCOUNTING 1
Introduction to the fundamentals of financial and managerial accounting.

BUS 389 CONSUMER ECONOMICS
The characteristics of consumer demand and the manipulation of consumer choice; consumer credit and family money management; the basic objectives of consumer education.

BUS 396 EMERGENCE OF MANAGEMENT THEORY
Designed to offer the student an understanding of management theory and its application in government and industry. This objective will be accomplished by the study of eight key books which represent the evolution in management thought. Lectures will be offered by various faculty members at Eastern Washington State College and the University of Washington. The final session will include discussion with managers and former managers who have had extensive experience in both the military and the industrial setting.

BUS 426 BUSINESS POLICY
Integrative analysis of top-management problems, decisions, and objectives, and company objectives. Coordinates prior specialized preparatory instruction.

BUS 539 SEMINAR: MEDIA PACKAGES FOR THE VOCATIONAL CLASSROOM
Teachers design, build, and pretest one media project to be used as part of a learning activity packet or as a supplement to an instructional unit. Projects utilize tape recordings, slide-tape packages, transparencies, and other media. The project topics are chosen by the teachers to solve a particular communication problem existing in their own classrooms.

BUS 541 SEMINAR: BUSINESS DECISION ANALYSIS
The use of the varied forms of analytical concepts in the approach to problems of management decision-making and forward planning through formulation of problems in a conceptual or quantitative manner capable of numerical solution.

BUS 554 SEMINAR: ORGANIZATION THEORY AND MANAGEMENT
A study of the research and theory dealing with objectives and goals, organizational structure, leadership authority and motivation, communications, delegation and decentralization, evaluation, decision making, control, and future trends in organization.

BUS 573 MANAGEMENT INFORMATION SYSTEMS
An analysis of the concepts and techniques that underlie the development and control of information systems within the firm. Computer-based management information systems are emphasized. Although it is desirable that the student have some knowledge of electronic data processing fundamental no technical expertise in the area is required.

Communication Studies

COM 498 WOMEN AND PLATFORM
A study of the ideas and methods used by women who have gained recognition as public communicators. Discussion of Kathie Amttars, Gertrude Stein, Edith Green, Shirley Chisnell, Virginia Woolf, Naomi Weisstein, Germaine Greer and others.
Community College Program

CC 571 SEMINAR: COLLEGE TEACHING
Seminar emphasizing instruction in the community college; the institution programs, students, and faculty.

Economics

EDC 201 INTRODUCTION TO ECONOMICS I
Introduces the methods and subject of economics and surveys the institutions of the American economy. Particular attention is given to general functioning of a price system, fundamentals of supply and demand, national income accounts, determination of inflation factors, money, and government intervention in the economy to promote efficiency and equity. Attention is also given to international trade problems and policies, the role of international trade in under-developed countries and alternatives to the free enterprise system.

EDC 202 INTRODUCTION TO ECONOMICS II
Continues EDC 201. Particular attention is given to the variety of market forms possible within the framework of a free-enterprise economy, the theory of the firm determination of individual factor prices, and government intervention in the economy to promote efficiency and equity. Attention is also given to international trade problems and policies, the role of international trade in under-developed countries and alternatives to the free enterprise system.

EDC 498 SEMINAR: LABOR HISTORY
A study of labor unions and the conservative and socialistic movements within. Attention will be given to effects of legislation on the unions and important labor leaders.

Education

ED 146 IMPROVEMENT OF LEARNING
Practical experience in improving techniques of instruction and students in the various areas of the American school system with emphasis on the interrelations of the various factors which influence classroom efficiency.

ED 304 INTRODUCTION TO ELEMENTARY READING
Place of the reading skills in the total elementary school.

ED 305 INTRODUCTION TO LANGUAGE ARTS
The place of listening, speaking and writing skills in the total elementary program.

ED 361 INDIVIDUALIZING INSTRUCTION
Assessment of individual needs and techniques for accommodating these needs in instruction by modification of organizational patterns, modes of instruction and the conditions under which the student learns.

ED 370 CREATIVITY IN THE CLASSROOM
An exploration of the psychological ramifications of the creative thinking process through the study of such experts as Guilford, Torrance, Brown, Barron, and Maslow. An analysis of school conditions impeding creativity, and a study of the creative and organizational strategies which would nourish it.

ED 396 CURRICULUM IN THE PRE-SCHOOL
Includes appropriate activities, materials and teaching procedures in pre-school programs and practical experience in using appropriate activities, materials and teaching procedures with children in early childhood education programs.

ED 405 SOCIAL STUDIES AND SCIENCE IN THE ELEMENTARY SCHOOL
The importance and place of social studies and science in the total elementary school curriculum. Content to be taught, recommended procedures to be used, and materials available for the teaching of the social studies subjects. The creative aspects of these subjects as well as the concepts, data, and informational aspects.

ED 408 EDUCATION OF EXCEPTIONAL CHILDREN II
Selection, evaluation, and use of instructional materials for the education of exceptional children.

ED 410 TRAFFIC SAFETY EDUCATION
Major emphasis is devoted to an analysis of the driving task and the physical and mental requirements necessary to safe driving. Methods and materials of classroom instruction and emphasis is placed on developing teaching units. Laboratory experience is devoted to improvement of the student's driving ability.

ED 462 THEORY AND PRACTICE WITH INSTRUCTIONAL AUDIO/VISUAL EQUIPMENT
Orientation to and utilization of audio/visual equipment including audio recording devices, closed circuit television, videocassette, motion projection equipment, still projection equipment, and self instructional equipment and materials.

ED 473 COUNSELING FOR TEACHERS
Philosophy, principles and techniques of the pupil personnel service.

ED 474 ELEMENTARY SCHOOL GUIDANCE
A study of the various approaches to elementary school guidance including the role of the teacher and the specialist.

ED 475 PHILOSOPHY OF EDUCATION
The purposes of education in American democracy, the role of the teacher in the education process, the characteristics of democratic society that are most important in determining the character of the teaching process. The chief purpose of the course is to help the student build for himself a democratic philosophy of education.

ED 479 EDUCATION IN THE KINDERGARTEN
A survey of the history, theory, suitable equipment, and the best practices for the education of the five-year-old. A valuable course for the first grade teacher. Special emphasis is placed upon helping the child become oriented to school routine.

ED 494 INTRODUCTION TO REMEDIAL READING
Diagnosis of reading difficulties, diagnostic procedures with actual cases. Suggestions for remedial materials and procedures.

ED 497 UTILIZING EXPO '74 AS AN INSTRUCTIONAL RESOURCE FOR THE CLASSROOM
This course will demonstrate and discuss techniques and methods of locating, observing, selecting, recording and presenting information so as to be able to more effectively utilize the resources that the Fair has to offer.

ED 498 ENVIRONMENTAL STUDY FOR TEACHERS
A workshop planned to assist teachers in the implementation of basic environmental study techniques within their instructional program.

EDC 497 CLASSROOM COMMUNICATION SKILLS & THE GROUP PROCESS
A course dealing with the interaction, both verbal and nonverbal, between the members of the classroom—student and teacher and the public. The special skills that will be concerned are oral and nonverbal communication skills. Additional techniques will be developed around these basic skills.

ED 504 LEADERSHIP SKILLS
This workshop is focused on the skills you bring to your organizational work. The organization may be a committee, a task force, a staff, a faculty, an association. The skills you bring to the task will influence the effectiveness of the group and your own satisfaction as a member of the group.

ED 507 NEW INNOVATIONS IN READING AND LANGUAGE ARTS
An excellent opportunity for those involved in reading and language arts programs to learn creative ways of motivating elementary and secondary school students, and to learn about new techniques which will include Bill Martin, Jr. working with elementary students and teachers to develop new reading programs. The theme of the workshop is to help teachers present reading and language arts programs which are more pleasurable and effective. Teachers will learn techniques which will provide the student greater pleasure and effectiveness in reading and language arts.

ED 509 NUTRITION METHODS
The primary focus will be toward the development of a nutrition teacher training prototype which will prepare elementary teachers to more adequately utilize nutrition education concepts and experiences with their pupils. Emphasis will be placed on development of effective methods of instruction and testing and evaluation of this teacher training model with four rural and suburban school districts which have demonstrated a genuine interest in the development of a viable Nutrition Education Teacher Training Program.

ED 504 SOCIAL PHILOSOPHIES AND EDUCATION
An analysis and evaluation of the conflicting theories of fascism, communism, individualism, and pragmatic liberalism on the nature of society, and their implications for American education.

ED 506 EDUCATIONAL SOCIOLOGY
An analysis of American democratic ideology. An examination of major social problems such as race, social stratification, leisure time, population movements, family life, etc., and the relationship of these problems to public education.

ED 520 METHODS OF EDUCATIONAL RESEARCH
Required of all graduate students, whether or not pursuing the Master of Education degree program unless an alternative research course is elected. This course is scheduled during the first or second quarter of graduate study. It provides the background of research methods and techniques necessary for meeting the requirements of Education 600 or 601. The course is concerned with a study of the methods, tools, and devices used in research in education, psychology, and academic fields, and with the preparation and writing of the research report. It is also designed to help the student learn to evaluate research reports and studies. Each student will be required to prepare an outline of a proposed research project for evaluation by the class group.

ED 535 INSTRUCTIONAL PHOTOGRAPHY
Examination of advanced techniques in developing photographic messages particularly oriented to instructional purposes.

ED 539 SEMINAR IN READING
An exploration, interpretation, and evaluation of research in reading education. Students will select and abstract research results in major topics and summarize research in areas of special interest.

ED 542 EDUCATIONAL & VOCATIONAL GUIDANCE
Basic principles of guidance in dealing with pupil problems of an educational and vocational nature.

ED 551 SUPERVISION OF INSTRUCTION
The work of the supervisor in improving instruction. Useful for principals, classroom teachers, and supervisors.

ED 552 SUPERVISION OF STUDENT TEACHING
Preparation of guidance of supervisors in college laboratory schools, and for public school teachers who supervise students in their off-campus student teaching assignments.

ED 569 ADMINISTRATION OF INSTRUCTIONAL MEDIA PROGRAMS
Considers operational functions concerned with the administration of instructional media programs including selection, utilization, production, finance, services, and personnel.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>ENG 101</td>
<td>PRINCIPLES OF COLLEGE WRITING</td>
<td>Emphasizes writing to be read; stresses study and practice of the principles underlying informative and interpretive writing. Students inductively pursue the standards exemplified in skillful present-day writing aimed at a college level audience. In the writing of weekly papers, of increasing length and complexity, students will seek to discover and demonstrate features of carefully considered writing.</td>
</tr>
<tr>
<td>ENG 198</td>
<td>REVIEW OF ENGLISH AND WRITING FUNDAMENTALS</td>
<td>Study of, and practice in, the forms of expository writing that are frequently encountered by college students in performing the writing assignments required in their courses.</td>
<td></td>
</tr>
<tr>
<td>ENG 201</td>
<td>INTERMEDIATE COLLEGE WRITING (SOC)</td>
<td>Sophomore level course which emphasizes maintaining and enhancing the proficiency in college-level writing, but stresses the more specialized writing tasks required in a student's area of major study.</td>
<td></td>
</tr>
<tr>
<td><strong>General Studies</strong></td>
<td>GST 145</td>
<td>DRUG ABUSE I</td>
<td>The major emphasis of the education program is to provide basic training on such pertinent topics related to drug abuse as: 1st aid, pharmacology of abused drugs, medical, social, legal and psychological consequences of drug abuse, sub-cultural and supportive drug systems and community resources for dealing with drug abuse and drug abusers.</td>
</tr>
<tr>
<td>GST 345</td>
<td>DRUG ABUSE II</td>
<td>Same as Drug Abuse I.</td>
<td></td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>GGR 100</td>
<td>AN INTRODUCTION TO THE EARTH SCIENCES</td>
<td>Survey of the general studies involved in the description and analysis of the earth environment.</td>
</tr>
<tr>
<td>GSR 317</td>
<td>RESOURCES AND CONSERVATION</td>
<td>Studies the nature and distribution of natural resources, and problems and principles of their use and conservation.</td>
<td></td>
</tr>
<tr>
<td><strong>German</strong></td>
<td>GER 305</td>
<td>GERMAN CONVERSATION</td>
<td>Concentrated drill in German conversation. Subjects for discussion will be current events, culture and civilization of Germany.</td>
</tr>
<tr>
<td><strong>Health Education</strong></td>
<td>HE 497</td>
<td>NUTRITION VALUES</td>
<td>The primary focus will be toward the development of a nutrition teacher prototype which will prepare elementary teachers to adequately utilize nutrition education concepts and experiences with their pupils.</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>HIS 203</td>
<td>20th CENTURY AMERICA</td>
<td>The development of the United States since 1896. The emergence of the nation as a world power and its industrial growth with consideration of the changed conditions arising from the wars in which we have participated.</td>
</tr>
<tr>
<td>HIS 498</td>
<td>LABOR HISTORY</td>
<td>Study of labor unions and the conservative and socialist movements within. Attention will be given to effects of legislation on the unions and important labor leaders.</td>
<td></td>
</tr>
<tr>
<td>HIS 513</td>
<td>HISTORIOGRAPHY</td>
<td>An analytical study of historical literature with an emphasis on critical evaluation. The technique will be given to major trends of historical interpretation, as well as to individual writers.</td>
<td></td>
</tr>
<tr>
<td><strong>Home Economics</strong></td>
<td>HBC 497</td>
<td>HOME REPAIRS</td>
<td>The course is designed to appraise students of opportunities for self-help in accomplishing minor home repairs of small appliances, i.e., electrical, plumbing and carpentry. Hands-on experience will be available under supervision.</td>
</tr>
<tr>
<td>HBC 497</td>
<td>NUTRITION CONCEPTS</td>
<td>The primary focus will be toward the development of a nutrition teacher prototype which will prepare elementary teachers to more adequately utilize nutrition education concepts and experiences with their pupils.</td>
<td></td>
</tr>
<tr>
<td>HBC 498</td>
<td>METHODS OF TEACHING CONSUMER EDUCATION &amp; FAMILY FINANCE</td>
<td>Course designed to help you with fresh ideas and new approaches to teaching your Home Economics classes. New techniques and procedures which will be presented include games, puzzles, interaction techniques, skills, social dramas, role playing, and other proven teaching methods.</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>HUM 210</td>
<td>HUMANISM</td>
<td>A study of the humanistic tradition as revealed in the literatures of Greece and Rome.</td>
</tr>
<tr>
<td><strong>Industrial Education</strong></td>
<td>IT 498</td>
<td>DRAFTING INNOVATIONS</td>
<td>New and recent developments in the field of drafting. These developments shall include such areas as media, equipment, and techniques.</td>
</tr>
<tr>
<td>IT 571</td>
<td>INDUSTRIAL EDUCATION FACILITY PLANNING</td>
<td>Principles and practices in planning for effective management of modern classrooms and laboratories for Industrial Education programs. Emphasis on safety and efficient use of plant and equipment, and effective relationships with administrators, staff, and other professionals to secure judicious location and optimum facilities.</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>MTH 104</td>
<td>INTERMEDIATE ALGEBRA</td>
<td>Fundamentals of algebra. Prerequisite: For freshmen students who have had less than three semesters of high school algebra, not open to other students.</td>
</tr>
<tr>
<td>MTH 131</td>
<td>PRECALCULUS WITH GEOMETRY</td>
<td>Functions, graphing, polynomials, rational functions and Mathematical induction applied to the field of real numbers. Prerequisite: Three semesters of high school algebra or the equivalent.</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>PE 125</td>
<td>FLY FISHING</td>
<td>This course is designed to provide the novice fly fisherman with the opportunity to learn the basic and advanced skills necessary for successful fly fishing. Each of the instruction will take place on local lakes.</td>
</tr>
<tr>
<td>PE 497</td>
<td>NUTRITION VALUES</td>
<td>Same as HE 497.</td>
<td></td>
</tr>
<tr>
<td>PE 553</td>
<td>AMBULATION, SELF CARE, FUNCTIONAL LIVING</td>
<td>The applications of the appropriate rehabilitation techniques will be discussed. The following types of disabilities will be covered in this course: orthopedic disabilities, amputations, cerebral palsy, polio-myelitis and certain neurological disabilities.</td>
<td></td>
</tr>
<tr>
<td>PE 554</td>
<td>ADVANCED APPLIED ANATOMY AND KINESIOLOGY</td>
<td>Emphasis is directed toward techniques of study of muscular movement and their anatomical interrelationships. An extensive analysis of normal function, upon which implications for clinical applications are based.</td>
<td></td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>PLN 497</td>
<td>SUBDIVISION DESIGN</td>
<td>Principles in subdivision design and practical application in designing specific subdivisions.</td>
</tr>
<tr>
<td>PLN 497</td>
<td>SUSTAINABLE ENVIRONMENTAL IMPACT</td>
<td>Principles and practices followed in writing environmental impact statements pursuant to the State Environmental Policy Act and National Environmental Policy Act.</td>
<td></td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td>PSC 102</td>
<td>AMERICAN POLITICS</td>
<td>An introduction to the structure of American Government and political life with emphasis on values, procedures, institutions, and policies in the context of contemporary problems.</td>
</tr>
<tr>
<td>PSC 103</td>
<td>INTRODUCTION TO COMPARATIVE POLITICS</td>
<td>An introduction to concepts, such as state, power, ideology and political phenomena with an emphasis on similarities and differences in selected political systems.</td>
<td></td>
</tr>
<tr>
<td>PSC 150</td>
<td>CONTEMPORARY POLITICAL PROBLEMS (POLITICAL CORRUPTION &amp; REFORM)</td>
<td>Consideration of various features of political corruption present in American society and proposed programs for removing them.</td>
<td></td>
</tr>
<tr>
<td>PSC 397</td>
<td>INTRODUCTION TO AMERICAN PUBLIC MANAGEMENT</td>
<td>A survey of the application of rational management methods to American government, emphasis on the political theories underlying the use of rational management, techniques in the United States, the interplay between political reform and the development of modern &quot;management science&quot;, and the conflicts between managerial and political values in the American governmental system.</td>
<td></td>
</tr>
<tr>
<td><strong>Applied Psychology</strong></td>
<td>PSA 302</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>Principles of learning and development as applied to improvements of classroom instruction.</td>
</tr>
<tr>
<td>PSA 511</td>
<td>THE CONSULTING PROCESS IN SPECIAL EDUCATION</td>
<td>The student will study techniques of human communication and apply these skills in consulting relationships with teachers, parents, and administrators. Attention will also be given to lines of communication and gathering, screening and preparing information to be communicated.</td>
<td></td>
</tr>
<tr>
<td>PSA 515</td>
<td>ADVANCED EDUCATIONAL PSYCHOLOGY</td>
<td>The relevance of psychological theory to educational practice and applied to learning, development and evaluation.</td>
<td></td>
</tr>
</tbody>
</table>
Applied Psych (con’t.)

PSA 544 COUNSELING TECHNIQUES
Study and practice of counseling methods.

PSA 545 ADVANCED APPRAISAL TECHNIQUES
The administration, scoring and interpretation of
televised standardized tests and batteries.

PSA 553 PROBLEMS IN MENTAL RETARDATION
A study of special problems in the field of mental
 retardation.

Psychology

PS 101 GENERAL PSYCHOLOGY
A survey of the objectives and principles employed in the
study of behavior.

PS 201 SCIENTIFIC PRINCIPLES OF PSYCHOLOGY
The study of the basic data, methodology and attitudes of
the psychology independent of any special area.

PS 298 PRINCIPLES AND TECHNIQUES OF SELF MANAGEMENT
A study of the principles and practice of self psychology as
applied to the attainment of personal values and goals.

PS 357 ABDOMINAL PSYCHOLOGY
The development of concepts especially useful in dealing
with exceptional and disordered cases.

PS 408 ORGANIZATIONAL CONSULTING SKILLS
Concepts and skills of observation, diagnosis, planning and
intervention in business and other task groups and
organizations.

PS 498 COMMISSION LAW
An examination of the contents, ramifications and implication
of the new Washington State Commission Law.

PS 498 MENTAL HEALTH CENTER
Management, administration and function of mental health centers.

PS 498 MENTAL HEALTH CENTER
Attention will be given to interaction with
other community agencies.

PS 498 MATH MODELS IN PSYCHOLOGY
Survey of applications of mathematics to various theories in
Psychology.

PS 511 MATH MODELS IN PSYCHOLOGY
Same as above.

Radio-Television

RTV 313 TV DIRECTION & PRODUCTION
Experience in directing and producing “local-type”
television shows; development of programs, set design and
construction, lighting, special effects and camera
positioning; directing as practiced by small and medium
market television stations, involving the integrating of
commercial, network programs, local programs, film,
tape, etc.

RTV 440 EDUCATION RADIO-TV TEACHING TECHNIQUES AND
PRODUCTION
An introductory course for professional and student
teachers; oral and visual techniques involved in educational
programming, course and lesson planning, set design and
production techniques; outlining and writing the educational
programming television program, classroom visits and grading.

Recreation & Parks Administration

RM 100 INTRODUCTION TO RECREATION AND PARK ADMINISTRATION
An introduction to and orientation to the professional
opportunities and areas, requirements, and responsibilities
which are involved in the professional preparation of
recreation and park administrators. Includes basic problems and
trends which influence recreation in our society and
the status of recreation in our contemporary society.

RM 320 COMMUNITY CENTERS AND PLAYGROUNDS
Varied aspects of school and community playgrounds and
community centers; administrative and leadership techniques;
programming of activity centers, and problems relating to
planning and operation of these programs.

RM 498 SEMINAR: PROGRAM IN THERAPEUTIC RECREATION
A combination theory and practical course emphasizing
leadership skills and adaptation of recreation activities
for persons having physical and mental limitations.

RM 498 SEMINAR: OUTDOOR RECREATION LEADERSHIP
Physical and mental challenges—caving, swimming,
rappelling and mountaineering for the development of
self-confidence and self-reliance. Periodic weekend
field trips. Permission of instructor.

Sociology

SOC 101 INTRODUCTION TO SOCIOLOGY
An introductory course in the principles, theories and
processes of sociology.

SOC 263 SOCIAL PROBLEMS
A comprehensive study of selected contemporary social
problems.

Speech Pathology & Audiology

SPA 552 APHASIA
Advanced study of the problems of aphasia and kindred
disorders.

SPA 554 DIAGNOSTIC TECHNIQUES IN SPEECH PATHOLOGY
The diagnostic aspects of speech pathology. Attention is
given to interview procedures, case histories and report
writing. Demonstration of and practice in the use of
specific diagnostic instruments is emphasized.

Programs For Women of Community

WOMEN’S PROGRAMS
Services of special interest to women and women’s groups are avaiable
through the Office of Women’s Programs of the EWS Division of Continuing Education.

Services include assistance in personal growth and motivation, professional development or advancement,
life, career and vocational choices and understanding of current issues. These services may be obtained through
individual consultation, special programs, workshops, conferences or classes for credit. Organizations, clubs or
agencies wishing individually designed educational or training sessions may call for assistance.

For further information, call Betty Ohrt, Director, Women’s Programs, Continuing Education.

Cheney

Spokane

TEB-3271 Ext. 2201

SELF ASSESSMENT & PERSONAL DEVELOPMENT
LIFE PLANNING WORKSHOP
1 Credit (optional)
Provides the opportunity for assessment of present
abilities and skills as well as the development of realistic
life goals. Particularly helpful for those women investigating career or vocational options and/or
increased self-understanding and personal growth. The series of five sessions will include group guidance
techniques as well as individual counseling.
Weekshop Leaders: Elizabeth Jay & Betty Ohrt
May 14, 16, 23, 6:00 - 10:00 p.m.
Location: Spokane, Ridpath Hotel, EWS Campus Room 335
Pre-registration is required.

Current EWS offerings that may be of special interest or
may supplement skill development:
PS 266 SELF MANAGEMENT
3 cr.
EWS Campus
7-10 p.m. Wed.

PS 298 ADVANCED APPRAISAL TECHNIQUES
3 cr.
EWS Campus
7-10 p.m. Wed.

B. 624 - RAPE - WORKSHOP ON RAPE & SEXUAL ASSAULT
 Valuable information for student, working women and
employees who have a knowledge of the Spokane Rape
Relief Network.

Time: 7-10 p.m. Wed.
Location: Spokane, Ridpath Hotel, EWS Campus

C. ORIENTATION WORKSHOP: BACK TO CAMPUS, BACK TO SCHOOL
An intensive workshop to assist women who plan to
return to school or who plan to attend for the first time.
Campus orientation, tour of resources, guidance for
successful entry to college.

Wednesday, April 24
Time: 1:30-5 p.m.
Location: Pence Union Building, EWS Campus

D. ORIENTATION WORKSHOP: RE-ENTRY TO THE WORK WORLD
A practical approach to preparation for re-entry to the
labor force or entry for the first time. Assistance
offered in areas of the job search, knowing your skills,
the resume and the job interview.

Time: 1-5 p.m.
Location: Pence Union Building, Room 3B

O. ORIENTATION WORKSHOP: TEACHING TECHNIQUES
A one day workshop designed to assist those persons
working in a direct relationship with women and girls.
Special session for counselors.

Time: 9-5 p.m.
Location: The Lair, Spokane Community College

Co-sponsored: Area colleges

Thursday, April 4
Time: 1-5 p.m.
Location: Pence Union Building, Room 3B

No charge. Bus service available from Spokane.