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# Whitworth College Bulletin 1981-1982

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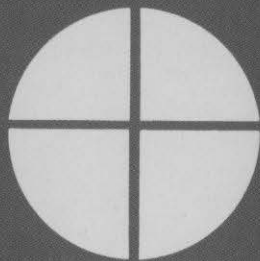
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WHITWORTH  
HERITAGE  
COLLECTION

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1982



WHITWORTH

## FOR REFERENCE

Do Not Take From This Room

### With Christ As Our Center

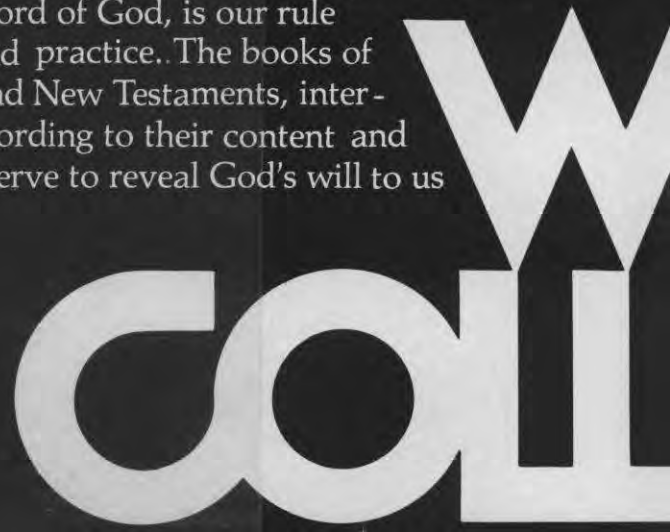
All institutions of higher education are constantly changing, intensely so in recent years, and Whitworth is no exception. The question we are often asked is: What is it about Whitworth which is permanent, which doesn't change under the pressures and fads of modern life? Where do you stand?

Our answer has been, is, and will be for the years to come, Jesus Christ. It is Jesus Christ who is the same yesterday, today, and forever (Hebrews 13:8). He serves as our foundation, our center, our coordinating theme, over against all that changes, takes new forms, and passes away. It is from Him that we gain insights which give overall direction to the institution, guide its educational objectives, and provide the motivation, vision, and quality to its corporate life.

To assert that Christ is our center is to say that the values which flow from Him are central to all our deliberations and activities. To be a part of this educational community, asks of students and faculty alike that they take seriously the implications of Christ's life and teachings as an attempt is made to make sense out of modern life. This "coordinating theme" helps in the exploration of the world from a centered point

of view. It shows that higher education must be informed by love, responsibility, reconciliation, and attention to the needs of people and the world. It judges performance, models forgiveness, and beckons toward a new future and a new style.

The centrality of Christ at Whitworth is based upon our understanding of the Bible. We are aware of the difficulty of interpreting the Bible and know that many find justification for a wide range of varying beliefs and traditions in it. But the central message of Scripture is clear, and the rich diversity of traditions surrounding it serve to underline its universality and all-embracing application to the totality of life. Our concern at Whitworth is to enable all aspects of the life of the college to be informed and directed by this message. For us, the Scriptures are the inspired and trustworthy record of God's self-disclosure. All of Scripture, as the written Word of God, is our rule of faith and practice. The books of the Old and New Testaments, interpreted according to their content and purpose, serve to reveal God's will to us



WHITWORTH COLLEGE



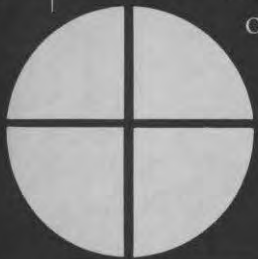
as we seek to be reverently obedient to the Lord who speaks through them in living power. As a college, then, we rest under the authority of Scripture and find in Scripture our identity and sense of mission.

We further refine our statement that Christ is our center by saying we belong to the Protestant reformed tradition and, more particularly, the Presbyterian tradition. Not wanting to be narrowly denominational or excessively informed by one tradition, we nevertheless claim our heritage and seek to express it in its finest form. In dialogue with all who call Christ

Lord, enriched by other traditions, open to having our own deepened, we affirm the basic tenets of the reformers that in Jesus Christ, God spoke, the Word became flesh. God entered into the world to reconcile it to Himself. Jesus

Christ is God with us, the eternal Son of God. He became human and lived among us, died on the cross, and was raised to fulfill the work of reconciliation which we make our own by faith. He is present among us now by the power of the Holy Spirit to continue and to complete His mission.

The remaining pages of the catalogue describe the way in which we attempt to "live out" our commitment.



# WHITWORTH

# COLLEGE



*"I thought I wanted to teach but I was undecided about my major (music, art, or drama?) Well I discovered that I could have a major to include all three to go with my elementary teaching! This has to be one of the neatest things about Whitworth. The teachers always make time for you if you're having a problem or need help in some specific area. This is why Whitworth has been so helpful to me as a college and why I'm still excited about learning.*

**Christy Preston** is active in Young Life clubs in the Spokane area, she is a camp counselor and enjoys knowing people of all ages.

*"Whitworth has an opportunity to do something remarkable with its library: make it an active, integral part of life and learning here. With the College's concern for human development as well as academic excellence, we can engage students and faculty, and serve them, in ways—and with a style—almost unheard of in libraries. That attracts me to this college."*

**Ralph Franklin**, Director of Libraries

*"I discovered a long time ago that I am a learner and I teach at Whitworth because it offers faculty members the opportunity, flexibility, and encouragement to learn."*

**Phil Eaton**, faculty

*"So much of one's experience depends on dorm life. Whitworth is home for now and I appreciate the warm receptive people here."*





**Howard M. Stien, Ph.D.**

It was once remarked at faculty lunch, midst great laughter, that not every man can look like Howard Stien, but he sure would like to. Perhaps the possession of a finely chiseled face and a head of silver hair, plus a tendency not to smile, have obscured the real

Howard Stien from the uninitiated. But ask a biology major and you'll learn there's a wide streak of dry humor.

A running joke among his students is that the quintessential question from a Stien test would be "Say something nice about cells." Besides summing up his brand of wit, the student's parody is a rather astute description of his approach to his discipline.

"The study of biology," he asserts, "is pertinent to all human thought. It has something to say about the questions that humans have asked the longest, like 'What is man?' Those questions have mostly been the domain of humanities people, and I object to that. I'm seeing students who have spent two or three years studying humanities enter a science class and find a whole range of new questions. We need to look at man as an animal and understand and exploit that."

Stien appreciates having the freedom to do it his way. "The whole context of Whitworth College is such that setting up your program your way is possible.

At a place that's dedicated to Christianity and its ideals, the expression of that is a great deal broader than just religion courses."

Well aware that many students may be intimidated by science, Stien has designed a course for non-majors that's effective and less threatening. Instead of tests, he requires a weekly "reaction paper" based on class discussions and outside reading. A high value is placed on class involvement, and for a final, he requires a paper arguing for or against the scientific view of man as the most logical view in a technological society. The grade is awarded after a one-on-one interview. It's a lot more work than a conventional class, but Stien feels it's worth it.

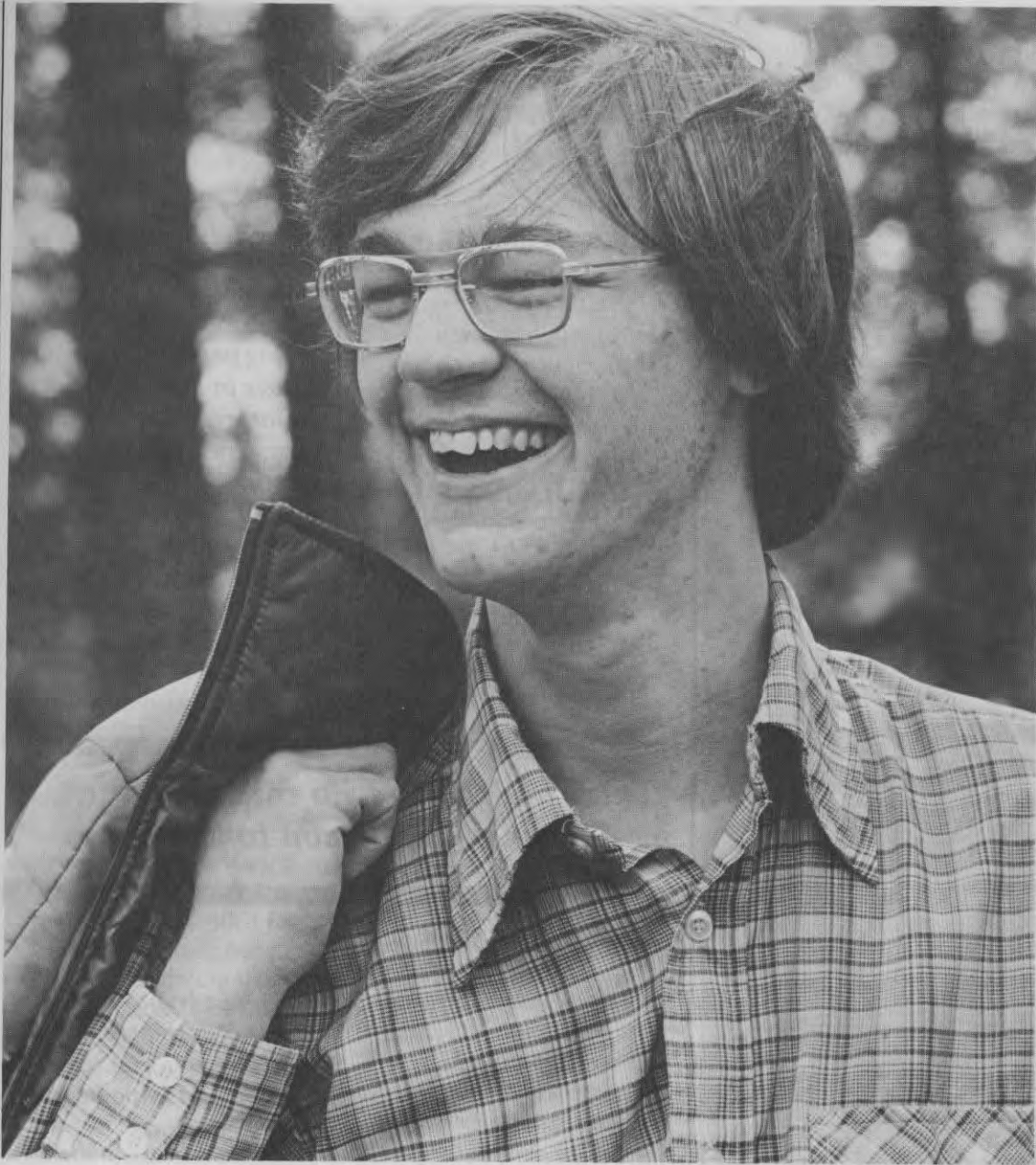
"I'm beginning to convince some students that science has some things to say to the 'big questions'!" With that same goal in mind, he began an extra-curricular reading group with around 25 students.

While no stranger to research—he's done work in immuno-genetics—Stien is convinced the

college prefers professors to be primarily teachers. He spends several hours a week with students discussing the personal implications of the ideas of biology. His current academic interest is the biological basis of humanness.

Dr. Stien departs radically from his profession in private life, having served seven years as a lay pastor of the Benge, Washington community church, and spending his summers in the dust and sweat of a wheat ranch. He likes the perspective.

"There's a real world out there that is easy to lose sight of when you traffic in ideas as we do," he explained. "I have one more career in me, and it may be ranching." Stien and his wife Pat, an instructor in Whitworth's Department of Fine Arts, literally built their own home in rural Chattaroy. They are parents of two daughters. He earned his Ph.D at University of Wyoming, and has studied at Arizona State University and University of California at Los Angeles since earning his M.Ed at Macalester College and his BA at Northwestern College.



*"Whitworth has taught me not only how to succeed but also how to fail. I can grow here because Whitworth is unafraid to be critical and, at the same time, unashamed to be idealistic."*

**Doug Nave**, Student Body  
President



*"Every aspect of nutrition fascinates me and I long to learn more. I recently took the Kentucky State Exam for Nutritionists and passed!"*

**Bonnie Wells**, recent graduate who is a nutritionist in Appalachia. Her work includes nutrition education through individual counseling.



*"A good time is sitting around playing guitars or going out for Stricks donuts!"*

*"With the diversity of the faculty, the variety of campus speakers and the different campus organizations, Whitworth encourages us to think about the many options for applying our Christian faith!"*

**Brian Nelson**, is a religion major who is completing an internship in Christian Ministry.

*"I have continued my relationship with Whitworth College because I believe in value-based education. By exposing young people to Christian values in the context of an integrated educational experience we have every reason to hope that they will have a positive impact upon society."*

**Ron Leighton** was the student body President during his senior year at Whitworth. He is now a lawyer in the Seattle area and a member of the Whitworth College Board of Trustees.

*"There are people who care, who trust me—people I don't want to let down."*

*"My best friend told me about Whitworth and I came up my first year of college and have been here ever since!"*

His warm smile makes the cubbyhole office seem cozy, and he quickly brews a pot of fragrant Russian tea, making his guest feel that no one else's visit could have pleased him more. Rarely does a serious scholar such as Dr. Roger Mohrlang approach his enthusiasm for people, and it's a combination that makes him singularly effective with students.

One, about to graduate with career plans in doubt, had a brief conversation with Mohrlang when he was on campus as a faculty candidate. A year later, happily engaged in satisfying Christian work, she reported "That short talk with Dr. Mohrlang gave me a whole new direction for my life!"

Mohrlang himself is no stranger to 'whole new directions.' When he started college at Carnegie-Mellon University, he intended to become a physicist, but he ended up translating the Bible in Nigeria. Not that he wasn't good at physics. He graduated with highest honors, won the Woodrow Wilson and General Motors scholarships and went on



to graduate work at Columbia University. But Christian service called him, and he went to teach in Kenya, and later joined the Wycliff Bible Translators. In Nigeria he worked to translate the New Testament into the Higi language, served as a language consultant and set up literacy programs.

Then he entered Fuller Theological Seminary to earn his MA in Biblical Studies, and there met and married Dorothy Lutz, a 1966 graduate of Whitworth College, who was studying for a career in Christian education.

"Our marriage centers on our service of Christ together," Mohrlang said. "Ever since Dot and I first contemplated marriage, we have talked and dreamed of the possibility of teaching at Whitworth. For us, there is no school that comes closer to our ideal of a Christian college, it seems to offer us the possibility of a very full and free ministry."

In 1978, Roger and Dot's dream was realized and as a team they've added a new dimension to the Department of Religion. Students in his New Testament classes are frequent guests in the

### Roger Mohrlang, D. Phi.

Mohrlang home, and Dot spends a great deal of time on campus, getting to know Roger's students.

Having been accepted for doctoral studies at Princeton Theological Seminary, Duke University, Yale University, Cambridge University and Oxford University, Mohrlang decided on Oxford and last summer completed his degree work on a comparison of the theologies of Matthew and Paul.

Now he's happily settled in for his work at Whitworth. "The place feels so right," he says.

*"Whitworth's vision of a Christian mission to the oppressed or needy people of the world has been essential to me in these academic years when so many students can become cynical and lose their idealism."*

**Janis McLarren**, Science graduate who is attending medical school

*"It felt so right and I can look back now and say that I have had an excellent education and that I have truly gotten my money's worth."*

*"This time of my life is filled with creativity and curiosity. With the people I've gotten close to—professors and students and friends—my ability to communicate ideas has sharpened."*

**Steven Barr**,  
Student





If the women's movement were to name a poster girl, Tammy Reid would be a good candidate—for her successful integration of roles: career educator, wife, mother; for her combination of sophisticated intelligence and wholesome good looks, and perhaps most for making it all look so easy.

### Tammy R. Reid, M.A.

The balancing act isn't lost on her students. The pictures of her three children on her office wall raise a lot of student comment. "They're used to professors who are either married men or single people," she explained, "and they're usually surprised to find a woman in the midst of raising her family who has time to devote to helping students."

Professor Reid's assignment at Whitworth is one that demands more time for individual students than most. She's director of student teachers and associate professor of education.

To this she adds teaching classes in the English department and being part of the Core teaching team. Throw in a daily three to four mile run and you have a Wonder Woman schedule that would even impress Linda Carter. Reid's greatest enthusiasm is for the task of visiting every student teacher during the internship period and again during the first year of employment.

"It's exciting to see how their liberal arts education is working for them," she said. "They know they have to put all their skills on the line. They're highly motivated and they're trying to integrate everything they've learned in college, in and out of the classroom. Student teaching is a baptism—a rite of passage. They're never the same again."

Then comes the real payoff, a year later—the visit with the fledgling teacher, and the principal, on the job. "I see them making their adjustment to the 'real world' and I see how all their experience has prepared them. I'm really sold on the way the student develop-

ment program prepares our students. They have better communications skills and, having been treated as equals by our faculty, are confident enough to confront and question. All this artificial dichotomy between the work world and the liberal arts background is something I don't see happening. Our students are taking those values and skills and immediately using them effectively on the job."

"And the feedback we get from administrators where our graduates work confirm this. They tell us 'Teachers from Whitworth care more. They have a real commitment to kids that is an extra plus.'"

Tammy and Larry Reid, both Whitworth alums, have two sons, Martin 18 and Scott 13, and a daughter, Shannon 4. Her BA is in English as is her MA from Eastern Washington State College. She taught English at two Spokane high schools before returning to Whitworth where, after nine years, she feels "a growing commitment because of the calibre of the faculty around me. It makes me push myself."

*"At Whitworth, we are educating for a reason—our task is to educate people who will help create a world in which life can be good and meaningful for all people."*

*"What I have found most satisfying about Whitworth is that I feel challenged to learn not only in an academic sense, but beyond the classroom as well...about my values, lifestyle, relationships...myself."*

*"I feel uninhibited at Whitworth, there are people who like to be crazy just like me."*

*"This time of my life is filled with creativity and curiosity. With the people I've gotten close to—professors and students and friends—my ability to communicate ideas has sharpened!"*  
*"I like just walking across campus."*



*The following sections of the catalog will describe the college more fully—the programs, the people and the place:*

*Whitworth College*

This section describes the educational programs at Whitworth College. These programs include majors in 17 departments, interdisciplinary areas of concentration, off-campus internships and foreign studies, graduate and life-long learning opportunities, and career preparation programs.

You may choose a major or career emphasis from the following departments:

**Biology**  
**Business Management, Accounting, and Economic Studies**  
**Chemistry/Nutrition Communications**  
 (Journalism, Speech)  
**Earth Science**  
**Education**  
**English**  
**Fine Arts (Art, Music, and Theatre Arts)**  
**History/Political Studies**  
**Mathematics/Computer Science**  
**Modern Languages**  
**Physics**  
**Physical Education/Recreation**  
**Psychology**  
**Religion/Philosophy**  
**Sociology**

*"Academics has been transformed from a passive intake of facts to an active sorting and critical evaluation of the vast amount of opinions and counter opinions thrown at us every day."*

Or you may choose an Area of Concentration such as one of the following: (The department where requirements for graduation are listed for each of these interdisciplinary programs is shown in parentheses.)

**The American Experience**  
 (History/Political Studies)  
**Arts Administration**  
 (Fine Arts)  
**Athletic Training**  
 (Physical Education)  
**Communications and Marketing**  
 (Communications)  
**Cross Cultural Studies**  
 (Modern Languages)  
**Education for Elementary Teachers** (Education)  
**Environmental Studies**  
 (Biology)

*"Where your teacher knows your name and the learning is personal!"*

#### **Health Careers**

Medical Records  
 Pre dental Hygiene  
 Premedical/Pre dental  
 Preoccupational Therapy  
 Prepharmacy  
 Prephysical Therapy

#### **Industrial Management** (Business)

#### **International Studies** (History/Political Studies)

#### **Music as Religious** Expression (Fine Arts)

#### **Pre-Law** (History/Political Studies)

#### **Pre-Ministry** (Religion and Philosophy)

#### **Psychological Dimension** of Religion and Life (Religion and Philosophy)

#### **Public Affairs** Communica- tions (Communications)

#### **Public Relations** (Communication)

#### **Quantitative Economics** and Business (Mathematics)

#### **Religious Communication** (Communication)

#### **Religion and Philosophy** (Religion and Philosophy) **Religion and Public Affairs** (Religion and Philosophy) **Social Science** (History/ Political Studies) **Society in Christian** Perspective (Religion and Philosophy)

Or you may want to design your own area of concentration with the help of your faculty advisors.

You might also want to choose a program that is oriented toward a particular career such as teacher certification for elementary or secondary schools, the degree nursing program offered through the Intercollegiate Center for Nursing Education or involve yourself in the R.O.T.C. program. Independent Study, Research, Field Study and Internship opportunities are available in each department in addition to the courses listed on the following pages.

The programs and courses described in this section are those presently offered by the college. The college reserves the right to make curriculum changes.



## PHILOSOPHY AND GOALS OF WHITWORTH'S EDUCATIONAL PROGRAM

### Educational Philosophy

We believe that education must lead beyond content to competency and maturity. The components of Whitworth's educational philosophy are described here because they are the foundation of the kind of

education one can expect to receive at Whitworth.

1. College is an experience designed to *prepare students for the future*. The college curriculum and program allow students to live and learn now the knowledge and perspectives which will provide competencies for

leadership in the world of today and the future.

2. Undergraduate education today depends upon the *responsibility and initiative of the student*. Whitworth College is designed for students whose motivation includes significant intellectual growth and development. Our academic program and our community as a college depend upon the integrity and purpose of the individual student.

3. The academic program allows students to *start where they are*, in terms of their interest in the world of today, and leads them into academic disciplines. The typical survey or introductory course is not required before matters of relevance and social concern are considered. element of the faculty responsibility is to provide continuing and comprehensive feedback to their students. A professor knows each student as an individual and communicates to each student an evaluation of his or her academic progress.

4. Academic excellence requires a healthy balance of *involvement in society*

along with intellectual inquiry. Students are not sheltered from the exciting and perplexing world of the present or the future. Students are engaged in academic studies which go far beyond the campus.

5. Content knowledge is a basic means to the goal of liberal education, but not the goal itself; the goal is a *balanced development of the person*. We will not sacrifice personal, social, and spiritual growth in the process of intellectual growth, for each is indispensable to the other. Academic growth develops best in concert with personal responsibility, maturity, sensitivity, integrity, and commitment.

6. Christian higher education requires the *open and liberal pursuit of truth*. While maintaining a committed Christian faculty, our campus is genuinely open to representatives of other religions and other conflicting ideas so that our students will not be sheltered in their college education. Respect is shown students who have very different beliefs and values.

7. The *commitments and values of faculty members are not hidden*. Open expression of personal values by the faculty is insured so that students can evaluate, agree, and disagree in a spirit of freedom and dialogue inherent to academic pursuit. The classroom remains an appropriate place for intellectual knowledge to be applied to practical and controversial issues.

#### Academic Goals

1. Knowledge of the important academic studies and issues dealing with the future of our society and the world.

2. Intellectual breadth gained from significant participation in the humanities, applied studies, fine arts, social sciences, behavioral sciences, life and physical sciences.

3. In-depth knowledge of at least one undergraduate academic discipline or area of intellectual knowledge.

4. Communication skills including writing, speaking, listening and reading.

5. Ability to locate and synthesize information.

6. Ability to apply knowledge, value judgments and

critical thinking skills to the solution of problems.

7. Ability to understand and apply basic analytical-mathematical operations/scientific theory.

8. Awareness of one's own values, the relationship between values and behavior, and the process by which value commitments are made.

9. Awareness of the contrasting values of at least one other culture.

10. Understanding of the process of personal and social development and of the activities that contribute to continued individual growth.

11. Appreciation for the importance of personal health, and the development of a personal program of exercise and recreation that can be maintained throughout life.

12. Understanding of the development of civilization, including the historic role of Christianity.

13. Understanding of the Christian faith, its potential for changing lives, and its relevance to the world of today and the future.

14. Awareness of the problems and issues concerning human rights.

#### Course Requirements for Graduation

1. A major or area of concentration in one or more departments.

2. Communications: One of the following: EL 110 (Writing I), JR 125 (Reporting), SP 113 (Interpersonal Communication), SP 210 (Public Speaking).

3. Core 150 and 250.

4. Foreign Language: two courses, or two years of the same high school foreign language with a B average.

5. Physical Education—PE 126, plus three (3) activity courses. Any activity courses above this requirement do not count

toward graduation.

6. Fine Arts: One of the following: FA 101 (Introduction to the Fine Arts); one full course in art, modern poetry, music or theatre; four quarter courses in music performance.

7. Natural Science, Mathematics: One course each from two of the following areas: biology, chemistry, earth science, physics, mathematics. Math 101 does not fulfill this requirement.

8. Biblical Literature—one course.

9. Social Sciences—one course in economics, history, political studies,





psychology or sociology.

10. Off-Campus Study—see page 72.

11. Total Courses: 37 full courses plus physical education. Twelve upper division courses.

12. Residency: at least 8½ courses must be completed in residence at Whitworth College, includ-

ing the last term senior year.

13. Writing Skills Requirement: Students who, by faculty evaluation, are shown to be deficient in writing skills, are required to enroll in certain appropriate courses or programs.

14. Grade Point Average—A student must accumulate a 2.00 average in

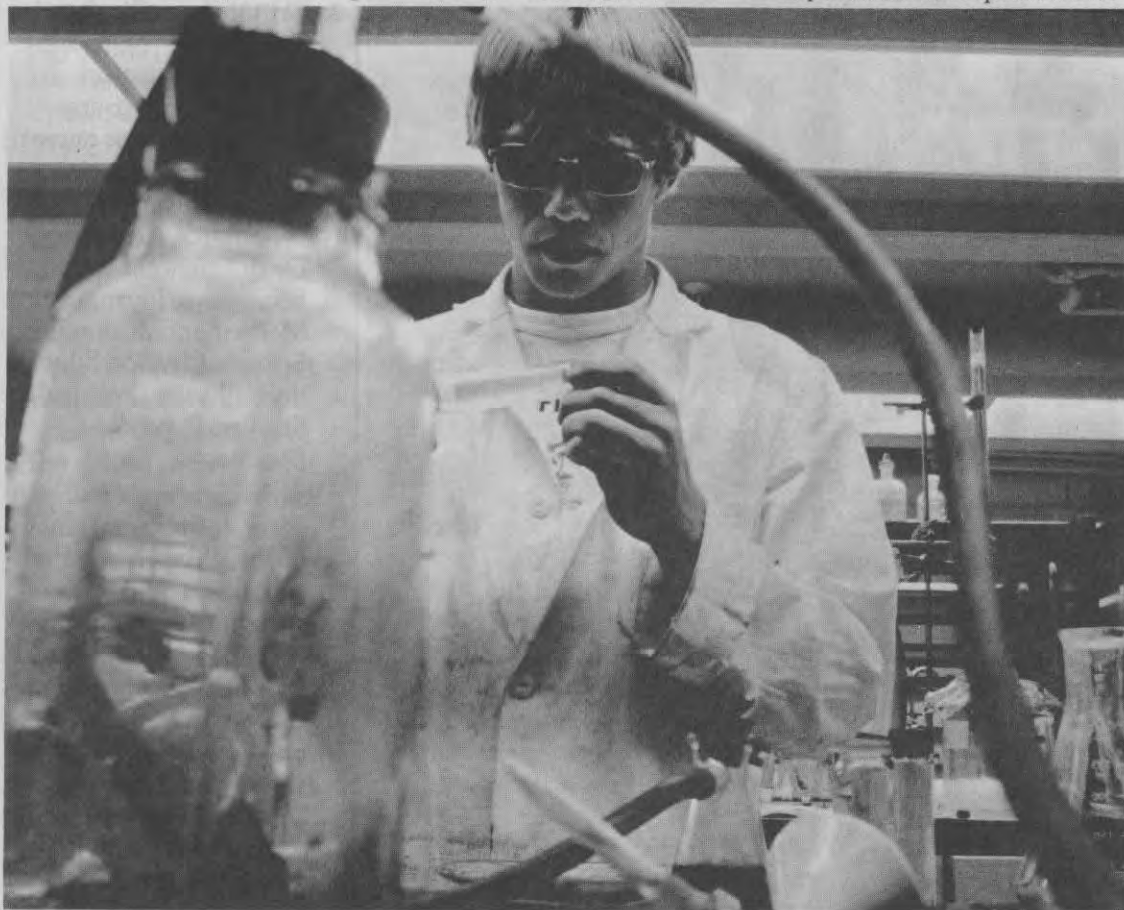
(1) all Whitworth courses, (2) all college-level courses taken, including transfer work, (3) courses in the declared major or area of concentration.

#### Academic Credit and Evaluation

One course credit is equivalent to 5 qt. hours or

3-1/3 semester hours. Some courses receive half or one quarter course credit.

Evaluation of course work is made in a variety of ways depending on the nature of the course. Early feedback is given to students so that there is opportunity to improve performance in courses. Final letter grades are given in most courses but some departments use written evaluations in lieu of letter grades. Students may choose to take one pass/no credit course each year that they are in residence. Core courses, Education courses and courses included or required for majors cannot be taken pass/no credit.



# BIOLOGY

## FACULTY

Lee Ann Chaney, Carol Gavareski, Nicolin P. Gray, David L. Hicks, Howard M. Stein.

Chair: Dr. Hicks.

## REQUIREMENTS FOR BIOLOGY MAJOR

### Bachelor of Arts

1. A minimum of eight Biology courses, one Chemistry course. Courses in Physics, Mathematics strongly recommended.
2. BI 151, 251, 261, minimum of four upper division courses.

### Bachelor of Science

1. A total of nine courses in Biology, three in Chemistry, and two in Physics.
2. BI 151, 251, 261, 323 or 331.

## REQUIREMENTS FOR BIOLOGY AS A SECOND TEACHING FIELD

1. A total of five approved courses including BI 151 and two upper division Biology courses.



## REQUIREMENTS FOR AREAS OF CONCENTRATION:

### Environmental Studies—

1. A total of sixteen courses in Biology and related areas.
2. BI 101 or 151, 102 or 363, 104 or 345, 204 or 341, 230 (Environmental Health), 490 (Internship).
3. CH 131 (Intro Biochemistry), NF 361 (Nutrition), MA 356 (Statistics).
4. Six additional courses selected from one or two of the following areas: Biology, Business/Economics, Chemistry, Earth Science, Home Economics, Journalism, Mathematics/Computer Science, Physical Education, Physics, Political Studies, Psychology, Sociology.

### Health Careers (Nursing, Pre dental, Pre dental Hygiene, Pre medical, Pre-occupational Therapy, Pre pharmacy, Pre physical Therapy)

See Health Careers, page 67. Because requirements for professional schools vary, early contact with program advisor is strongly recommended.

## COURSES

### BI 101—Life Science—

Full Course

Basic biological principles applicable to agriculture, nutrition, environmental problems and health.

### BI 102—Human Heredity—

Full Course

The mechanisms of inheritance which account for the vast genetic diversity within the human species, hereditary disease and birth defects.

### BI 103—Human Biology—

Full Course

The similarities and differences between humans and other animals as the foundation for discussions of the biological basis of humanness and culture, bioethical deliberations and concepts of the nature of persons.

### BI 104—Human Ecology—

Full Course

The relationships of persons to nature and the interfaces between ecology, ethics, economics, and society.

### BI 107—Human Anatomy and Physiology—

Full Course

The structure and function of major organ systems of interest to psychology and physical

education students.

### BI 151—Bioscience—

Full Course

The molecular, cellular, and organismic diversity of living things and of the fundamental concepts which underlie and unify that diversity. Laboratory.

### BI 204—Microbiology—

Full Course

The taxonomy, physiology and pathological reactions of microorganisms. Aseptic technique, morphology and physiology of bacteria will be learned in the laboratory. Laboratory.

### BI 220—Human Anatomy

—Full Course

A systematic study of the structure of the human body. Laboratory.

### BI 221—Human Physiology

—Full Course

A study of the function of major organ systems of the body. Laboratory.

### BI 251—Animal Biology—

Full Course

The structural, functional and behavioral adaptations of major animal phyla; laboratory.

### BI 261—Plant Biology—

Full Course

The structural and functional adaptations of major plant phyla.

Laboratory. Prerequisite:

BI 151.

### BI 303—Plant Taxonomy—

Full Course

Rules of nomenclature; cytological, biochemical, and numerical methods of building classification systems; descriptive vocabulary and characteristics of common families of flowering plants; lab. Prerequisite: BI 151.

### BI 314—Mycology—

Full Course

Metabolism, reproduction and ecological relationships of fungi and the identification and classification of mushrooms and other fleshy fungi; lab. Prerequisite: BI 151.

### BI 323—Animal Physiology

—Full Course

Organism level homeostatic mechanisms in animals; lab. Prerequisite: BI 151, Chemistry 261.

### BI 327—Biological Techniques—

Half or

Full Course

Techniques of value to professional biologists, including microtechniques, field study methods, photography, specimen collection and preservation, taxidermy,

culture and maintenance of live organisms. Student interest and program demand will determine which technique will be offered; lab.

Prerequisite: BI 151.

### BI 331—Plant Physiology—

Full Course

Absorption and transport, respiration, photosynthesis, nitrogen metabolism, growth regulation of green plants; lab. Prerequisite: BI 151, Chemistry 261.

### BI 340—Marine Biology—

Half Course

Field and marine laboratory study of intertidal organisms and habitats in Puget Sound. Scheduled annually Spring Vacation. Prerequisite: BI 151.

### BI 341—Biogeography—

Full Course

The distribution and diversity of plants and animals in major faunal and floral regions and the casual geologic, ecologic, genetic and evolutionary forces. Prerequisite: BI 151.

### BI 343—Symbiotic Biology

Full Course

The structure, development and maintenance of interspecific symbiotic

associations and their biological and evolutionary consequences.  
Prerequisite: BI 151.

**BI 345—Environmental Biology—Full Course**  
The structure and function of nature, population dynamics, nutrient cycles, energy flow, limiting factors and man's impact on environments; lab.  
Prerequisite: BI 151.

**BI 347—Microbial Ecology—Full Course**  
Structure and metabolism of microorganisms with special attention to decomposition processes in the environment, the nitrogen cycle, sulfur cycle, fermentation processes, and their practical applications; lab. Prerequisite: BI 151, Chemistry 261.

**BI 350—Comparative Vertebrate Anatomy—Full Course**  
Comparative and phylogenetic study of major structural adaptations of vertebrates; lab.  
Prerequisite: BI 151.

**Advanced Animal Biology**  
A series of half course credit courses studying the biology of special animal groups. Prerequisite: BI 151 and 251.

**BI 351, Ornithology**

**BI 353, Mammalogy**

**BI 355, Entomology**

**BI 357, Marine Invertebrates**

**BI 359, Herpetology**

**BI 354—Developmental Biology—Full Course**  
The development of form and function in organisms with attention to molecular, cellular and environmental factors regulating developmental sequences; lab. Prerequisite: BI 151, Chemistry 261.

**BI 363—Genetics—Full Course**  
Cellular and molecular genetic mechanisms modifying form and function and the relationship of hereditary variation and natural selection in evolutionary processes. Prerequisite: BI 151, Chemistry 261.

**Advanced Plant Biology**  
A series of half course credit courses studying the biology of special plant groups. Prerequisite: BI 151 and 261.

**BI 361—Angiosperms**

**BI 365—Mosses and Ferns**

**BI 367—Algology**

**BI 369(314)—Mycology**

**BI 401—Seminar—**

Half Course

Presentation and discus-

sion of results of literature and laboratory investigations of biological phenomena. Prerequisite: BI 151.

**BI 412—Biology of Cells—Full Course**  
Modern concepts of cell ultrastructure and molecular aspects of cell function. Prerequisite: BI 151, 323 or 331, Chemistry 261.

**BI 490—Internship—Full Course**



# BUSINESS MANAGEMENT, ACCOUNTING AND ECONOMIC STUDIES

## FACULTY

Harry M. Dixon, George E. Weber, William F. Yager.  
Chair: Mr. Weber.

## REQUIREMENTS FOR ACCOUNTING MAJOR

1. A total of fourteen courses in Business, three in Mathematics.
2. BU 130, 131, 240, 332, 334, 335, 336, 357, 374, 434, 435, 466. EC 201, 202. Mathematics 109, 175, 356.



## REQUIREMENTS FOR BUSINESS MANAGE- MENT MAJOR

1. A total of ten courses in Business, three in Mathematics.
2. BU 130, 131, 238, 240, 332 or 334, 357, 374, 376. EC 201, 202. Mathematics 109, 175, 356.

## REQUIREMENTS FOR ECONOMICS AS A SECOND TEACHING FIELD

1. Six courses. BU 130, 131. EC 201, 202, 301, 351.

## REQUIREMENTS FOR AREAS OF CONCENTRATION:

### Communications and Marketing

See Communications Department.

### Industrial Management

1. A total of seventeen courses.
2. BU 130, 131, 332, 357, 374, 376. EC 201 or 203. Chemistry 151. Mathe-

matics 110, 111, 175 or 273.

3. Two courses in Physics. Four courses in Natural Science beyond the introductory level.

## Quantitative Business

See Mathematics Department.

## COURSES

### BU 130—Basic Accounting I —Full Course

A study of the fundamental processes of accounting applied to services and merchandising proprietorships. Analyzing, classifying and recording business transactions, preparation of financial statements. Fall.

### BU 131—Basic Accounting II—Full Course

Accounting processes as they apply to partnerships and corporations. Modern corporate organization, operation, financing. Accounting for manufacturing concerns, tax accounting, budgeting. Prerequisite BU 130. Spring.

### BU 210—Introduction to Business—Full Course

An overview of the total business enterprise. Organization, finance, use of resources, product

planning, marketing, governmental influences.

Social responsibility. Fall.

### BU 220—Management of Personal Financial Affairs —Full Course

Practical information in the handling of personal business affairs. Career planning, insurance (life, health, property), home buying or renting, stocks and real estate as investments, estate planning, commercial and savings banks.

### BU 238—Marketing— Full Course

Product development, distribution, advertising, personal selling, and various external influences on the total marketing program. Fall.

### BU 240—Business Law— Full Course

A consideration of the laws affecting business transactions. Introduction to law, contract law, creation and operation of agencies, nature and law of sales. Spring.

### BU 332—Cost Accounting —Full Course

Deals with modern managerial emphasis on accounting for planning and control. Cost behavior and volume-profit

relationships, responsibility accounting, standard costs, flexible budgets, relevant costs for nonroutine decisions. Prerequisite BU 130 and 131 or permission.

**BU 334, 335**—Intermediate Accounting I, II—Full Courses  
Modern accounting theory and practice. Analysis underlying the determination of income and asset evaluation. Interpretation of accounting data for managerial purposes. New A.I.C.P.A. guidelines. Prerequisite BU 130 and 131 or permission. Fall, spring.

**BU 336**—Introduction to Taxation—Full Course  
A study of the concepts involved in determination of federal income tax liability, preparation of tax returns. Individual tax problems, tax planning. Prerequisite BU 130 and 131. Fall.

**BU 350**—Contemporary Management Issues—Full Course  
Contemporary social, political, environmental and ethical forces affecting today's business world. Seminar format. Dialogue with top local

business, government and union leaders.

**BU 357**—Financial Management—Full Course  
Analysis of role of chief financial officer. Mastery of the tools of financial analysis and decision making. Stocks, bonds and loans, management of internal funds. Prerequisite BU 130 and 131. Spring.

**BU 373**—Personnel Management—Full Course  
Areas of management related to obtaining and maintaining an effective working force. Discussion of actual cases.

**BU 374**—Principles of Management—Full Course  
Function of the general manager. Planning, organizing, activating, controlling. Case analysis, classroom experiences, group participation. Fall.

**BU 376**—Principles of Production—Full Course  
Cost and quality control, scheduling and employee work environment, facility layout, quantitative tools available to management. Fall.

**BU 412**—State and Local Finances—Full Course  
Major issues and problems in state and local

governmental budgeting, expenditures, revenues, fiscal policies.

**BU 434, 435**—Advanced Accounting—Full Courses  
Advanced topics such as consolidations, price-level changes, governmental accounting. Prerequisite four terms of accounting. Fall, spring.

**BU 466**—Principles of Auditing—Full Course  
Standards, objectives and ethics for public auditors. Reporting standards, internal control, evidence, statistical sampling, E.D.P. audits. Prerequisite BU 130, 131, 434. Spring.

**BU 490**—Internship—Full Course

## ECONOMICS

**EC 201, 202**—Principles of Economics—Full Courses  
General nature of our economy, determination of national income levels, our money and banking system, monetary and

fiscal policies, theory of the firm, distribution of income. Application of economic theory to current national problems. Fall, spring.

**EC 203**—Economics Today—Full Course  
Designed for non-majors. An orientation to our economic system.

**EC 301**—Money and Banking—Full Course  
Nature, functions and regulations of money and credit. Review of the financial institutions which control domestic and international monetary policy. Fall.

**EC 351**—Economic History of the United States—Full Course  
A study of the growth of the American economy from its European roots and difficult beginnings on the eastern seaboard to its present status as the largest and most productive economy in world history.

*"The things I remember are the things I can see and experience—the things I hear or read I seem to forget more quickly."*

# CHEMISTRY/NUTRITION

## FACULTY

Robert D. Bocksch, Claudia Miller, Isla Rhodes, Robert S. Winniford.

Chair: Dr. Bocksch.

## REQUIREMENTS FOR CHEMISTRY MAJOR:

### Bachelor of Arts

1. A total of 7¼ courses in Chemistry, one in Mathematics, two in Physics.
2. CH 151, 153, 261, 323, 357, three electives including one Physical Chemistry course.
3. Math 110, Physics 151, 153.

### Bachelor of Science

1. A total of 9½ courses in Chemistry, two in Mathematics, two in Physics, three science electives.
2. CH 131 or 151, 153, 261, 263, 272, 323, 357, 358, three electives including two Physical Chemistry courses.
3. Math 110, 111, Physics 151, 153.
4. Three electives from any science department.
5. German recommended.

## REQUIREMENTS FOR A NUTRITION AND FOODS MAJOR:

1. Twelve required courses plus an additional five in one of three tracks.
2. Required core courses: BI 204, 220, 221. NF 131, 301, 361, 362, 403, 490 (Internship). Econ 203 (Economics Today). Two of the following: SO 120 (Social Reality), SO 251 (Anthropology), PY 201 (Principles of Psychology).
3. Recommended: ED/HE 210 (Child Development), MA 356 (Statistics).
4. Track I—Basic Nutrition. CH 131, 133. NF 371. BU 130 (Accounting I), 373 (Personnel Mgmt).
5. Track II—Community and World Nutrition. CH 131, 151. NF 371. PO 425 (Third World). SO 385 (Soc. of Wealth, Poverty). Recommended: Bus 373, HP 151, Soc 251, 327.
6. Track III—Professional Nutrition. CH 151, 153, 261, 263. BU 373 (Personnel Mgmt). Recommended: Math 175, CH 408.

## REQUIREMENTS FOR CHEMISTRY AS A SECOND TEACHING FIELD

1. A total of five chemistry courses as approved by department chair.

### Pre-Engineering Curriculum

See Physics for particulars.

## AREAS OF EMPHASIS IN CHEMISTRY:

The following areas of emphasis require a core of chemistry, mathematics and physics courses in addition to specified courses to prepare a student for future career or educational goals. Required courses are: CH 131 or 151, 153, 261, 263, 323, two



Physical Chemistry with laboratories, one Chemistry elective. MA 110, 111 (Calculus I, II). PS 151, 153 (General Physics I, II). Three free science electives.

### **Analytical Chemistry Emphasis**

1. CH 440, 441, 482.
2. PS 251 (Physics III), 373 (Electronics). BI 204 (Microbiology).

### **Biochemistry Emphasis**

1. CH 408, 440, 482.
2. BI 204 (Microbiology), Physiology (Human, Animal or Plant).
3. BI 354 (Developmental Biology) or 412 (Biology of Cells).

### **Organic Chemistry Emphasis**

1. CH 408, 433, 440, 482, Advanced Organic Chemistry.
2. BI 204 (Microbiology).

### **Physical Chemistry Emphasis**

1. CH 482, additional Physical course (Upper Division).
2. Math 210, 212, 330. PS 251 (Physics III).

### **REQUIREMENTS FOR AREAS OF CONCENTRATION:**

#### **Health Careers**

Premedical/dental, Preoc-

cupational Therapy, Pre-medical Technology, Prephysical Therapy, Pre-dental Hygiene, Prepharmacy, Nursing—see Health Careers section, page 67

### **Industrial Management**

See Department of Business Management, Accounting and Economics.

### **Chemical Physics, Geophysics, Environmental Protection**

These and other Areas of Concentration can be designed with the advice of the Chemistry faculty.

### **COURSES**

**CH 131**—Introductory Biochemistry—Full Course  
Concepts, vocabulary of biochemistry. Basic organic principles, fundamental chemistry of lipids, carbohydrates, proteins, metabolism. Laboratory techniques. Prerequisite previous chemistry course. Spring.

**CH 133**—Introductory General Chemistry—Full Course  
Relatively non-theoretical, designed for one-term exposure. Fundamental principles, concepts. Laboratory

experience. Fall.

**CH 151**—Principles of Chemistry I—Full Course  
General inorganic chemistry, foundation for further coursework. Laboratory experience stressing qualitative analysis. Prerequisite chemistry, algebra course. Fall.

**CH 153**—Principles of Chemistry II—Full Course  
Continuation of CH 151. Such concepts as equilibria, solubility, pH. Laboratory experience, predominantly quantitative. Spring.

**CH 261**—Organic Chemistry I—Full Course  
Fundamental concepts, molecular structure, reactions. Theoretical concepts as an aid to understanding of complex reactions. Laboratory experience, including basic instrumentation. Prerequisite CH 151 and either 131 or 153. Fall.

**CH 263**—Organic Chemistry II—Full Course  
Organic compounds and reactions, emphasis on aromatic chemistry, polyfunctionality, natural products. Complex synthetic processes. Labora-

tory experience in synthesis, structure determination. Prerequisite CH 261. Spring.

**CH 272**—Modern Chemical Problems—Full Course  
Principles, practices of modern chemistry applied to a problem of student's own choosing. Laboratory solution of problem, under faculty guidance. January.

**CH 323**—Analytical Chemistry—Full Course  
Measurement of quantity of specific substances present in variety of common materials. Methodologies, inherent errors, anticipated accuracies. Volumetric, gravimetric techniques, some instrumentation. Prerequisite: CH 153.

**CH 331**—Chemistry of Pollution—Full Course  
Chemical processes, substances involved in the problems of maintaining a clean environment. Lectures, field trips, literature study. Prerequisite CH 151 and either 131 or 261. Alternate years.

**CH 343**—Physical Chemistry of Colloids and Surfaces—Full Course  
Mathematical inter-





relationships of size and surface area applied to practical problems. Prerequisite CH 153 and Mathematics 110.

**CH 357, 358**—Physical Chemistry Laboratory I, II—Quarter or Half Courses

Experiments related to kinetics, molecular structure, physical properties, thermodynamics, selected in conference with instructor. Reporting of laboratory work. Prerequisite CH 153, one 200-300 level Chemistry course with laboratory.

**CH 371**—Biophysical Chemistry—Full Course  
Physical chemistry related to understanding of living systems. Chemical energy, reaction rates, equilibrium, solution and colloid phenomena. Prerequisite CH 153, 261, calculus, general physics. Lecture only. Spring.

**CH 373**—Atomic and Molecular Structure—Full Course  
Basic quantum mechanical concepts, atomic and molecular orbitals, hybridization, crystal structure, complex ion theory and structure.

Symmetry theory, spectroscopy. Lecture only. Prerequisite CH 153, Mathematics 110, Physics 153 or permission. Fall.

**CH 408**—Advanced Biochemistry—Full Course  
Chemistry of metabolism, theories of modern biochemical analysis, use of modern organic mechanisms and structural concepts for prediction, understanding of biochemical reactions. Separation and identification of compounds, interrelationships of molecules in natural systems. Prerequisite CH 263, Biology 151, or permission. Alternate years, Fall 1980.

**CH 411**—Scientific Glassblowing—Quarter Course  
Basic manipulative techniques in making, repairing scientific glassware. By permission.

**CH 413**—Physiological Chemistry—Full Course  
Chemistry of physiological processes. Biochemical concepts used for understanding of function of living organisms. Prerequisite CH 263.

**CH 433**—Pharmacological Chemistry—Full Course  
Chemistry of drugs, drug

action in organism. Organic chemistry of drug design, synthesis, response. Prerequisite CH 263.

**CH 440**—Instrumental Analysis—Full Course  
Principal methods of obtaining chemical data through the use of modern instruments. Prerequisite CH 153, 261, 383 recommended.

**CH 441**—Clinical Chemistry—Full Course  
Methodologies of detection and measurement of clinically significant substances in the human organism. Applications to human health. Laboratory experience including colorimetry. Prerequisite CH 153, 261 or permission.

**CH 482**—Seminar—Quarter Course  
Discussion of current chemical topics. Guest lectures, attendance at local scientific meetings. By permission.

**CH 494, 495, 496**—Research in Chemistry—Half or Full Courses  
Student pursuit of laboratory problem of fundamental interest, under direct guidance of faculty member. Work of a pub-

lishable nature is generally required. By permission.

## **NUTRITION AND FOODS**

### **NF 131—Food Preparation—Full Course**

Art of cooking foods and having them at their best. Rationale for certain methods, and their variations and alternatives. Laboratory experience.

### **NF 301—Quantity Food Preparation—Full Course**

Menu planning, sanitation, food preparation in a quantity food format. Service, costing, purchasing, recipe adjustment. Practical experience in college food service. Prerequisite NF 131.

### **NF 361—Nutrition—Full Course**

Thorough investigation of the nutrients and their functions in body. Separation of fact from fallacy in the myriad of ideas concerning human nutrition. Meets science graduation requirement.

### **NF 362—Meal Management—Full Course**

Time, money and equipment management in the preparation of family meals. Analysis of entire meals including nutri-

tional value. Laboratory experience. Prerequisite NF 131 and NF 361.

### **NF 371—Nutrition for the Life Cycle—Half Course**

Nutritional needs for individuals according to their age and special physiological conditions. Focuses on pregnant and lactating women, infant and young child, and the aged. Prerequisite NF 361.

### **NF 403—Advanced Nutrition—Full Course**

The nature of nutrients as they enter the body system and perform their biochemical function, and why these nutrients are vital to optimum health. Integration with concepts of cellular nutrition to study specific needs of specialized tissue systems of the body. Prerequisites Chemistry 131 and NF 361.



# COMMUNICATIONS (JOURNALISM, SPEECH)

## FACULTY

Douglas Hurd, Thomas Kirkpatrick, Linda Sharman.  
Chair: Dr. Kirkpatrick.

## REQUIREMENTS FOR COMMUNICATIONS MAJOR

1. A total of eleven Communications courses.
2. JR 215 or 325, 347. SP 113, 210. Seven additional courses as approved by advisor.

## REQUIREMENTS FOR JOURNALISM MAJOR

1. A total of ten courses in Journalism and two in Speech.
2. JR 125, 215 or 315, 241, 242, 347, 362, 400, 481, one elective. SP 113, 210.
3. Minimum of two terms (one lower, one upper division) as staff member of an official student publication.

## REQUIREMENTS FOR SPEECH COMMUNICATIONS MAJOR

1. A total of nine courses in Speech or related fields and two in Journalism.

2. SP 113, 210, seven additional courses as approved by advisor. JR 215 or 315, 347.

## REQUIREMENTS FOR JOURNALISM AS A SECOND TEACHING FIELD.

1. Five courses. JR 125, 215 or 315, 242, 362, 481.

## REQUIREMENTS FOR SPEECH COMMUNICATIONS AS A SECOND TEACHING FIELD

1. Five Speech courses as approved by departmental advisor.

## REQUIREMENTS FOR AREAS OF CONCENTRATION:

### Communications and Marketing

1. Thirteen basic courses, six supportive.
2. JR 125, 242, 244, 370, 480. (Field Study). Art 101, 107, 201, 207. Business 130, 238, 376. Economics 203.
3. Six additional courses each from two of the following areas: Art, Business/Economics,

Journalism.

### Public Affairs Communication

1. Twelve basic courses, six supportive.
2. History/Political Studies 103, 342, 371, 445. JR 125, 244, 315, 363, 481. Sociology 265, SP 210. Public Affairs Project.

3. Six additional courses in Journalism, Political Studies.

### Public Relations

1. Fourteen basic courses, five supportive.
2. Business 238, 374, 491, Economics 203. JR 125, 242, 244, 315, 458, 480 (Field Study), 481, Art 101, Psychology



201, Sociology 120.

3. Five additional courses from at least two of the following areas: Art, Economics, Journalism, Psychology, Speech.

### Religious Communication

1. Thirteen basic courses, five supportive.
2. Art 101. JR 125, 242, 244, 347, 362, 481, 491. Religion 231, 241, 322. SP 210.
3. Five additional courses from at least two of the following areas: Art, Journalism, Psychology, Religion, Speech.

**Broadcast Communications, Business Communications**  
May be arranged in consultation with department.

## COURSES

### JOURNALISM

**JR 125**—News Writing and Reporting—Full Course  
News values, creativity in writing, perception and observation, news research, interviewing, principles of readability. Fall, spring.

**JR 215, 315**—Mass Communications and Society—Full Course  
Role and influence of print, broadcast media, motion picture, public

relations, advertising, book publishing, public discourse. Fall.

**JR 236, 336**—Techniques of Broadcasting—Full Course  
Writing, announcing, production for radio, television. Fall.

**JR 241, 341**—Photography—Full Course  
Creative approach to print, broadcast photography. Alternate years, Spring 1980.

**JR 242, 342**—Editing—Full Course  
Evaluation, editing or various forms of print communication. Copyreading, revision, headlines, copyfitting, typography, page layouts. Spring.

**JR 244, 344**—Publicity and Public Relations—Full Course  
Role and effect of publicity, public relations in American life. Public relations process, public opinion polling. Development, evaluation of public relations programs. Spring.

**JR 245**—Applied Journalism: Whitworthian—Variable Credit  
Staff work on college newspaper. Fall, Spring.

**JR 246**—Applied Journalism: Radio—Variable Credit  
Staff work on college radio station. Fall, Spring.

**JR 315**—see JR 215

**JR 336**—see JR 236

**JR 341**—see JR 241

**JR 342**—see JR 242

**JR 344**—see JR 244

**JR 347**—History of Communications—Full Course  
Evolutions of various forms of communication: print and broadcast media, motion picture, public discourse. Alternate years, Spring 1980.

**JR 362**—Interpretive Writing—Full Course  
Editorials, editorial paragraphs, interpretive essays, critical reviewing. Informal logic, critiquing of editorial argument. Alternate years, Spring 1981.

**JR 370**—Communication Graphics—Full Course  
Combining of verbal and visual elements in advertising, magazine, newspaper, other print media. Graphics, communication theory. Prerequisite JR 242 or 342. Alternate years, Fall 1980.



**JR 400**—Communication Law and Ethics—  
Full Course  
Libel, right of privacy, copyright, other legal areas. Ethical problems, role and influence of codes of ethics. Alternate years, Fall 1980.

**JR 458(344)**—Advanced Public Relations—  
Full Course  
Case study approach to complex public relations problems. Prerequisite JR 244 or 344. Alternate years, Fall 1981.

**JR 481**—Magazine Writing—  
Full Course  
Creative approach to writing, selling articles for regional and national magazines, journals. Alternate years, Fall 1979.

**JR 485(354)**—Advanced Journalism—  
Full Course  
Seminar projects dealing with such topics as literature of journalism, public affairs reporting, reporting, propaganda analysis. Alternate years, Spring 1980.

## SPEECH

**SP 113**—Interpersonal Communication—  
Full Course  
Language, nonverbal



communication, perception, self-concept, feedback, listening, interpersonal barriers. In-class exercises, reading, discussion. Fall, Spring.

**SP 210(110)**—Introduction to Public Speaking—  
Full Course  
Verbal and nonverbal delivery, audience analysis, speech organization and research. Experience in delivering speeches. Fall.

**SP 223**—Small Group Communication—  
Full Course  
Theoretical and practical look at group communications, process. Decision making, problem solving, conflict management.

**SP 311**—Nonverbal Communication—  
Full Course  
Research, theory of elements other than words that may impact communication. Appearance, proxemics, touch, para-language, environment, body rhythms, cultural comparisons.

**SP 322**—Advanced Public Speaking—  
Full Course  
Theory and practice of public speaking. Student development of series of presentations on current issue. Speaking practice. Prerequisite SP 210.

**SP 362**—Persuasion and Debate—  
Full Course  
Audience analysis and adaptation, motivation,

attitude change, ethical considerations, practical applications. Fundamentals of debate, including extensive practice in debate.

**SP 394**—Seminar in Communications Issues—  
Full Course

**SP 412(312)**—Communication and Language—  
Full Course  
Study of language and its role in human communication. Theories of semantics. Language origination, acquisition, experiments. Language of war, related topics.

**SP 494**—Research Seminar—  
Full Course

# EARTH SCIENCE

## FACULTY

Glen P. Erickson, Edwin  
A. Olson  
Chair: Dr. Olson

## REQUIREMENTS FOR EARTH SCIENCE MAJOR

### Bachelor of Arts

1. A total of six courses in Earth Science and six courses in supporting sciences.
2. ES 131, 150, 222, 314, 333. Required summer field course, not offered at Whitworth, to be taken at another college.
3. Two courses in Physics, one course in Mathematics, one in Biology, one in Chemistry, and one approved science elective.

### Bachelor of Science

1. A total of eight courses in Earth Science and eight courses in supporting sciences.
2. ES 131, 222, 314, 322, 325, 333, one elective and summer field course.
3. Two courses in Physics, two in Chemistry, three in Math, and one in Biology.

## COURSES

### ES 131—Physical Geology —Full Course

Earth's crust as the scene of a battle between leveling forces (erosion, landslides) and forces causing irregularities (volcanos, mountain-building). Lab work with minerals, rocks and maps. Fall.

### ES 150—Introduction to Astronomy—Full Course

Nature and origin of solar system, star light and star life, components and structure of a galaxy, the expanding universe and cosmology.

### ES 222—Rocks and Minerals—Full Course

Chemistry and physics of minerals and their use in mineral identification. Nature, origin and utility of rocks. Prerequisite ES 131 or permission. Spring.

### ES 314—Structural Geology —Full Course

Large and small-scale rock structures and their modes of origin. Response

of rocks to crustal forces. Mapping techniques. Prerequisite ES 131, Physics 151.

### ES 322—Igneous and Metamorphic Petrology —Full Course

Nature and origin of igneous and metamorphic rocks. Examination of outcrops, hand specimens, thin sections. Prerequisite ES 222 and a college-level Chemistry course.

### ES 325—Physics and Chem- istry of the Earth— Full Course

Seismology, geomagnetism, gravity, terrestrial heat balance, chemistry and physics of the oceans and atmosphere, meteorites and cosmochemistry. Prerequisite college-level courses in Physics, Chemistry, Calculus.

### ES 333—Stratigraphy and Earth History—Full Course

Methods and results of studying stratified rocks for their information about life and environments of the past. Introduction to paleontology. Prerequisite ES 131.



# EDUCATION

## FACULTY

Martin B. Faber, Herbert K. Heger, Paul Jackson, William Kline, Margo Long, Diane Murphy, Leeann Reeves, Tammy Reid, Shirley Richner  
Chair: Dr. Kline

## REQUIREMENTS FOR CERTIFICATION

The Education Department is accredited by the National Council for Accreditation of Teacher Education and all certification programs are approved by the Washington State Office of the Superintendent of Public Instruction.

1. A total of 13 courses in a content major (or an eight course major and five course minor) in a subject(s) commonly taught in the public schools. Majors and areas of concentration must be approved by the education department.
2. ED 205 and 212.

### Additional requirements for Elementary Certification

1. ED 307, 387, 388, 420,

421, 426, 496 or 497.

2. MA 221 (Theory of Arithmetic) and two of the following: MU 340 (Elementary Music Methods), PE 345 (Elementary PE Methods), AR 353 (Elementary Art Methods), ED 423, 424.

### Additional requirements for Secondary Certification

1. ED 308, 334, 401, 461, 484, 497 or 498.
2. A methods course in major.
3. History 485 is required for students with majors or minors in History or Social Studies.
4. Music majors take Music 440 or 442 instead of ED 332 and 461.

### REQUIREMENTS FOR AN AREA OF CONCENTRATION FOR ELEMENTARY TEACHERS

1. Completion of all requirements for elementary certification as listed above.
2. A total of 14 full courses (five upper division) in

one of the following focus areas planned with the education department:

#### A. Basic School

##### Discipline Focus

1. Fourteen content area courses selected from English, History, and Mathematics.

#### B. Social Science Focus

1. Fourteen content area courses selected from Economics, History/Political Studies, Psychology, Sociology and Geography.
2. Ten full courses must be in one or two of these departments.
3. Balance of courses must be selected from the above departments with no more than two courses in a single area.

#### C. General Science Focus

1. Fourteen content area courses selected from Biology, Chemistry, Earth Science, Mathematics, and Physics.
2. Ten full courses

must be in one or two of these departments.

3. Balance of courses must be selected from the above departments with no more than two courses in a single department.

#### D. Liberal and Human Arts Focus

1. Fourteen content area courses selected from Art, Communications, English, Home Economics, Music and Theatre Arts.
2. Ten full courses must be in one or two of the above departments.
3. Balance of courses must be selected from above departments with no more than two courses in a single department.

#### E. Physical and Liberal Education

1. Fourteen content area courses selected from Physical Education or Recreation and other liberal arts fields.

2. Five full courses must be in physical education or recreation.
3. Five full courses must be in one academic department and the balance in other liberal studies areas approved by education department.

#### F. Special Needs Learner and the Liberal Arts Focus

1. Fourteen full courses are required.
2. Five full courses must be in special education.
3. The balance of the courses are selected from academic departments with a minimum of five full courses in a single department.
4. At least five full courses must be upper division. The schedule of courses is to be planned with the Education Department.

## COURSES

**ED 205**—Modern American Education—Full Course  
Firsthand experience in the public schools with classroom learning about goals, philosophies, special problems facing education today. Student self-evaluation of teaching potential. Prerequisite sophomore standing. Fall, Spring.

**ED 212**—Growth and Learning—Full Course  
Total person (spiritual, intellectual, emotional, psychological, physical) as related to human growth and development, educational psychology. Self-concept, value development, responsible behavior. Fall, Spring.

**ED 307**—Methods and Materials in the Elementary School—Full Course  
Current trends in elementary education. Psychological, philosophical views of curriculum organization, lesson plan structure. Class management, discipline. Direct experience in lesson presentation. Fall, Spring.

**ED 308**—Materials and Methods in Secondary Schools—Full Course  
Current trends in secondary education. Learning theory, instructional objectives and strategies, classroom interaction, discipline, unit and lesson planning. Prerequisite ED 205, 212. Fall, Spring.

**ED 334**—Classroom Processes—Half Course  
Social, psychological process of schools and classrooms. Problem solving skills in classroom

setting. Issues such as multicultural education, exceptionality, mainstreaming, conflict management.

**ED 338**—Introduction to Early Childhood Education—Full Courses  
Current theories, materials, strategies. Lab experience. Prerequisite: ED 350 recommended.





**ED 366**—Introduction to Special Education—Full Course  
Survey of field of special education, past and present. Focus on etiology of the handicapped and the effect of PL-94-142. Prerequisite: ED 205 and junior standing.

**ED 367**—Special Education: Diagnosis and Assessment—Full Course  
Skills in identifying learning deficiencies at the classroom level. Diagnostic tests, other assessment tools. Establishment of basis for remediation of learning. Prerequisite: ED 366.

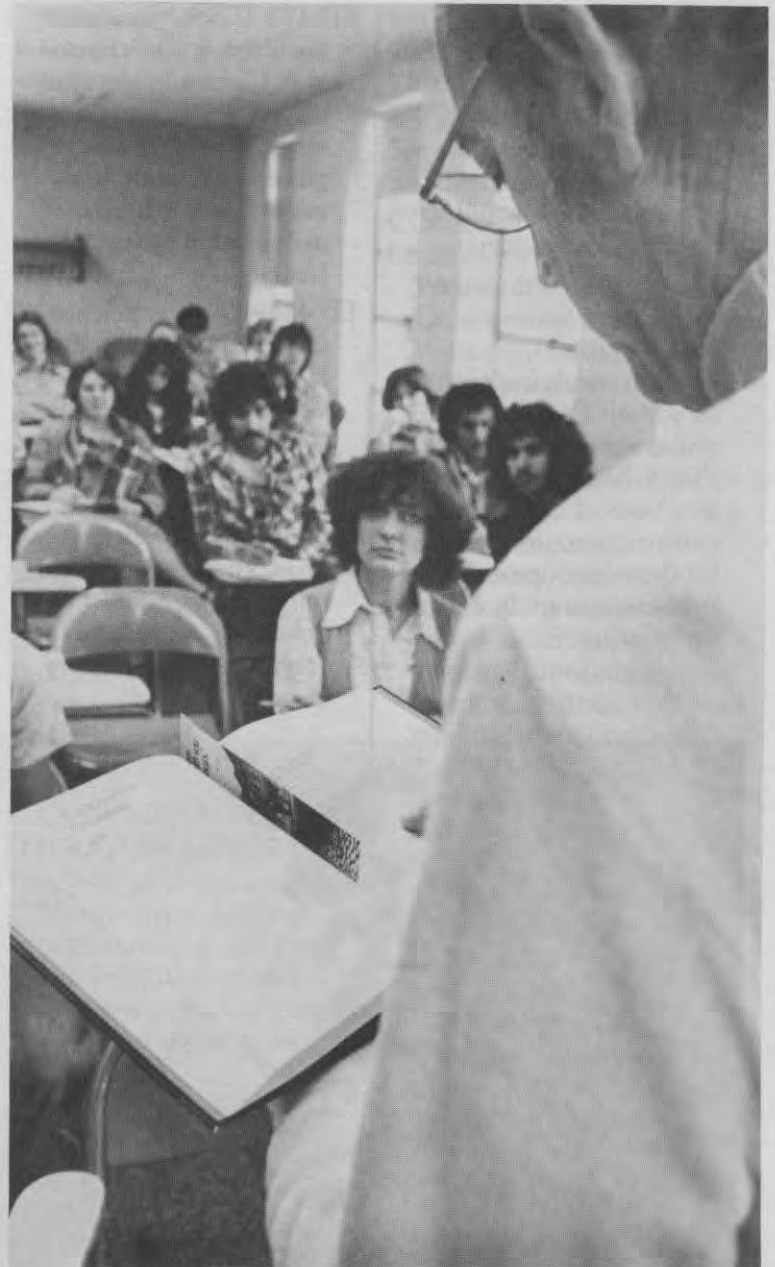
**ED 368**—Special Education: Curriculum and Resources—Full Course  
Materials for education of the handicapped and for remediation of learning deficiencies. Resources available in the profession, at urban, rural district levels. Prerequisite: ED 367.

**ED 387**—Methods of Teaching Reading—Half Course  
Process of reading, teaching of reading skills, sub-skills. Competency based. Fall, Spring.

**ED 388**—Methods of Teaching Reading: Tutorial Lab—Half Course  
Taken in conjunction with ED 387. Actual experience in diagnosing reading difficulties, assessing remediation, planning and implementing lessons.

**ED 401**—Principles of Guidance—Half Course  
Guidance function as it relates to the classroom teacher. Counseling rationale, problem situations, effective interpersonal skills. Fall, Spring.

**ED 416**—Reading in the Secondary School—Full Course  
See English (EL 416) for course description



**ED 420**—Reading in the Elementary School—Half Course  
Components of reading, teaching. Methods, materials, approaches in preparation for student teaching. Fall, Spring.

**ED 421**—Arithmetic in the Elementary School—Half Course  
Current trends in elementary math. Psychological, philosophical views of Piaget, Brunner, Skinner as a basis of curriculum construction, design. Student development of projects, materials. Fall, Spring.

**ED 423**—Social Studies in the Elementary School—Half Course  
Current curricular philosophy, organizational patterns. Lesson plans, project development, assimilation games. January Term.

**ED 424**—General Science in Elementary and Junior High Schools—Half Course  
New commercial science programs, current curricular organization, philosophy. Review of texts, kits. Lesson plans, mini-lessons, project development. Laboratory experience. January Term.

**ED 426**—Language Arts in the Elementary School—Half Course  
Current trends. Student development of projects, materials involving thorough, modern language arts communication skills. Fall, Spring.

**ED 461**—Educational Measurement and Evaluation—Half Course  
Principles of test construction, development of classroom evaluation program. Use of standardized tests. Fall, Spring.

**ED 469**—Special Education: Programming Strategies—Full Course  
Combines with the sequence ED 366, 367, 368 to train a teacher in development and teaching of a remediation program based on diagnosis of deficiencies and knowledge of resources. Prerequisite: ED 368.

**ED 484**—Seminar in Secondary Education—Full Course  
Taken directly prior to the student teaching experience. Principles of teaching, classroom management, discipline. Use of videotape. Pre-

requisite ED 205, 212, 308.

**ED 494**—Directed Teaching, Special Education  
Taken in consecutive terms to a total of two full courses.

**ED 496**—Directed Teaching, Elementary Level—Two\* or Three Full Courses

**ED 497**—Directed Teaching, Junior High Level—Two\* or Three Full Courses

**ED 498**—Directed Teaching, Senior High Level—Two\* or Three Full Courses

\*Available for two full course credit if taken in conjunction with ED 494, Directed Teaching, Special Education



# ENGLISH

## FACULTY

Lewis Archer, Kim Ashley,  
Laura Bloxham, Phil Eaton,  
I. Dean Ebner, Leonard  
Oakland, Tammy Reid,  
Clarence Simpson.  
Chair: Dr. Bloxham.

## REQUIREMENTS FOR ENGLISH MAJOR:

### Basic Literature Emphasis

1. A total of twelve courses in English.
2. EL 125, 205, 207, 354, 498, and one level III literature seminar.
3. Six additional English courses including two level III literature seminars (one each in American and British literature). Only one of these courses may be from Level I.

### Writing Emphasis

1. A total of twelve courses.
2. EL 125, 205, 207, 354, 498, and one level III literature seminar.
3. EL 245, 304, 345, 346, and one additional course in contemporary literature.
4. One of the following: additional writing course

(English or Journalism), repeat of writing course at higher level, TA in English department, internship.

### Teaching Language and Literature Emphasis

1. A total of 14 courses.
2. EL 125, 205, 207, 354, and one level III literature seminar.
3. EL 388, 389\*, 416\*, 453, and one literature elective.
4. Education 387 and one Journalism elective.
5. Two of the following: EL 245, 304, 345, 346, 395 (by permission).

\*—Elementary teachers may substitute courses in Creative Dramatics, Children's Literature, Oral Interpretation, or Mime for EL 389 and 416.

### Teaching English, with a Second Field

1. A total of 14 courses.
2. EL 125, 205, 207, 354, and one level III literature seminar.
3. EL 388 and one of the following: EL 245, 304, 345, 346, 395 (by

permission)

4. For secondary certification, one of the following: Education 387 or 416.
5. For elementary certification, one of the following: EL 301, any course in oral interpretation or reading disabilities.
6. EL 388 or Education 426.
7. Five courses in a second teaching field chosen in consultation with the Education Department.

### REQUIREMENTS FOR ENGLISH AS A SECOND FIELD

(K-12 Certification)

1. A total of five courses.
2. EL 125, 388, one writing course beyond EL 110, one level II literature elective.
3. EL 301 or 389.

### REQUIREMENTS FOR LITERATURE MINOR

1. A total of six courses.
2. EL 125, five elective courses including at least two level III literature seminars and at most one level I course in addition to EL 125.

### REQUIREMENTS FOR ENGLISH MINOR

1. A total of six courses in English, chosen in advance with department faculty member.

### REQUIREMENTS FOR AREA OF CONCENTRATION IN AMERICAN EXPERIENCE

See History/Political Studies Department.

### COURSES

#### EL 103—Developing

Writing Skills—Quarter Course Workshop format. Individual attention. Fall, Spring.

#### EL 105, 106—English as a

Second Language—Full Course English language, vocabulary, idioms, structure for students with another native language. Speaking, listening, writing, reading. Individualized structure. Fall, Spring.

#### EL 110—Writing I—

Full Course Full range of writing, from personal essay to argumentative paper. Grammar as a resource tool. Fall, Spring.

#### EL 125—Introduction to

Literature—Full Course Fiction, drama, poetry. Initial course for majors. Fall, Spring.

#### EL 181—Writing College

Papers—Quarter Course Aids to competency in research and writing. Use

- of the library, reference material, organization in preparation for writing, mechanics of writing and footnotes. Fall, Spring.
- EL 205**—American Literature: Eras and Modes—Full Course  
Major figures of American literature, contact with every major literary period. Preparation for further study in this area at the upper division level. Prerequisite EL 125. Fall, Spring.
- EL 207**—British Literature: Eras and Modes—Full Course  
Overview of the major periods of British literature. Representative works, characteristics of medieval, Renaissance, Neo-classical, Romanticist, Victorian, modern periods. Prerequisite EL 125. Fall, Spring.
- EL 212**—Religious Themes in Modern Literature—Full Course  
Camus, Hesse, C.S. Lewis, Kesey, Wiesel, Salinger, others. Searching, finding, sharing, writing candidly about one's own religious experiences, perceptions.
- EL 213 (113)**—Myths and Fairy Tales—Full Course  
Classic myths, fairy tales of Western literature. Purposes for culture and for modern adult readers. Use of myths, fairy tales by modern writers.
- EL 233**—Literature of the Western World—Full Course  
Homer, Virgil, Dante. Greece, Rome, Dante's Florence. History, theology, nature of the epic, in addition to literature itself.
- EL 239**—Twentieth Century American Literature—Full Course  
Major American novelists, dramatists, essayists from post World War I to the present. Cultural issues, characterization, style, nature of the American experience.
- EL 245**—Creative Writing—Full Course  
Short fiction, autobiography, drama, poetry. Teacher, class as resources, critics.
- EL 250**—The Movies—Full Course  
How the film medium works, what makes one better than another. Viewing and discussion of several movies.
- EL 251**—Modern European Literature—Full Course  
Kafka, Ibsen, Camus, Kazantzakis, others. Short fiction and novels. Themes such as artist and society, alienated hero/heroine, effect of war and violence.
- EL 262, 362**—The Bible as Literature—Full Course  
Reading the Bible as a literary artifact. Use of literary criticism and its varied approaches. Hero stories, prophetic oracles, history, myth, fiction, apocalypse, poetry, biography. Fall.
- EL 301**—Exploring Children's Literature—Full Course  
Evaluation of a broad range of literature for children. Use of literature in the classroom and other group situations.
- EL 304**—Creative Writing: Fiction—Full Course  
Theory and form of fiction writing. Critique of works by instructor and class. Narration, description, dialogue, summary, plot, conflict and tension, resolution, fiction modes. Fall.
- EL 305**—Contemporary American Poetry—Full Course  
Thorough study of the poems of several contemporary poets. Warren, Levertov, Hugo, Levine, Snyder, Hall, others.
- EL 323**—American Literature of the 1920's—Full Course  
Fiction and drama of Faulkner, Fitzgerald, Hemingway, the Harlem Renaissance, other writers. Style, characterization, the Jazz Age. Prerequisite: EL 205.
- EL 345**—Workshop in Poetry Writing—Full Course
- EL 346**—Essay Writing—Full Course  
Advanced course for students with some experience in writing. Revising, polishing of prose works. Experimentation with various modes, tones, audiences. Fall, Spring.
- EL 354**—Shakespeare—Full Course  
Understanding and enjoyment of Shakespeare's comedies, history plays, tragicomedies, tragedies. Emphasis on tragedy: *Hamlet*, *King Lear*.
- EL 362**—see EL 262
- EL 371**—Literature of the British Renaissance—Full Course  
16th and 17th century England. More, Spenser,

Sidney, sonneteers, Marlowe, Donne, Herbert, Johnson, Herrick, Bunyan, introductory Milton, others.

**EL 375**—Victorian Poetry—  
Full Course

Major Victorian poets: Tennyson (including *Idylls of the King*), Browning, Arnold, Hopkins. Non-fiction prose: Carlyle, Arnold, Newman. Crichton's *Great Train Robbery* as social history background.

**EL 376**—British Romantic Poets—Full Course  
Six Romantic poets: Blake, Wordsworth, Coleridge, Shelley, Keats, Byron. Their dominance of literature in an age of revolutions: American, French, industrial. Some attention to art of the period, especially Blake.

**EL 377**—Modern Poetry—  
Full Course  
Deals with revolution in poetry in America in first half of this century. Pound, Williams, Stevens, Cummings. In-depth study of T.S. Eliot. Post-Modernist reaction to the revolution.

**EL 384**—Literary Criticism—  
Full Course  
Study of differing critical

perspectives. Major critical statements and theories. Approach of Northrup Frye. Upper division standing required.

**EL 388**—Development and Structure of the English Language—Full Course  
Designed for prospective teachers. History and development. Sources and reasons for current English forms. Review of traditional grammar, exposure to various new grammars. Spring.

**EL 389**—Methods of Teaching English in Secondary Schools—Full Course  
Transition from college English major to high school English teacher. Presentation of literature, language, composition in simulated classroom. Use of videotape. Spring.

**EL 412**—Drama Seminar—  
Full Course  
Readings of the great plays from Aeschylus to the present. Theme, plot, characters.

**EL 416**—Reading in the Secondary School—  
Full Course  
Teaching students how to learn, guiding learning in specific content areas. Practical approach,

*"To share the experience and excitement of college with friends."*

directed toward upper elementary and secondary teachers. Specific classroom-tested methods.

**EL 453(345)**—Introduction to Linguistics—  
Full Course  
Science of language. Pronunciation, rhythm, intonation, acoustic nature of speech. Course progresses toward more conceptual aspects of language.

**EL 455**—Milton—  
Full Course  
Literary, theological, autobiographical approaches, special emphasis on *Paradise Lost*. Milton's relation—Austen, Dickens, Bronte, Eliot, Hardy, James Joyce. Spring.

**EL 497**—Senior Colloquium—  
Quarter Course  
Continuing review of major programs in English, favorite books, future plans, graduate schools, publishing houses, free-lance writing, other pertinent subjects. Spring.

**EL 498**—Senior Project—  
Variable Credit  
ship to faith and life.

**EL 465**—English Novel—  
Full Course  
Rise of novel in 18th century through classic novels of the 19th. Defoe, Richardson, Fielding.

## FINE ARTS

### FACULTY

**Art:** Robert Crispin, Walter B. Grosvenor, Pauline D. Haas, James Newport, Carolyn Stephens, Gordon Wilson.

**Music:** Sr. Xavier Mary Courvoisier, Richard V. Evans, Milton E. Johnson, Margaret Saunders Ott, Shirley S. Richner, George A. Ross, Thomas T. Tavener, Michael Young, plus twenty additional faculty teaching private lessons.

**Theater Arts:** William Earl, Albert C. Gunderson, Pat Stien.  
Chair: Dr. Evans.

### REQUIREMENTS FOR ART MAJOR

1. A total of thirteen courses in Art.
2. AR 101, 107, 174, 201, 207, 221 or 321, 225 or 355, 256 or 356, 264 or 284, 340 or 440.
3. Senior Show or Thesis.
4. Area of specialty, to be declared in Junior year in consultation with Art advisor.
5. The college reserves the right to keep one piece of work from each student each year.

### REQUIREMENTS FOR ART EDUCATION AREA OF SPECIALTY

1. AR 101, 107, 255/355, 256/356.
2. Five of the following: Ceramics, Painting, Figure Drawing, Graphics, Jewelry, Sculpture, Crafts, Photography.
3. Two courses in Art Education Methods (independent studies).
4. AR 395 (Teaching Asst.), two full courses of seminar (AR 340, 440).

### REQUIREMENTS FOR MUSIC MAJOR\*

1. A minimum of 12½ courses in Music.
2. MU 110, 111, 112, 113, 210, 211, 212, 213, 225, 301, 302.
3. Two full courses in ensembles and 1½ full courses in private lessons.
4. For elementary certification: MU 425 or 426, 440, 443 and two of the following; MU 230, 231, 331, 332.
5. For secondary certification with vocal emphasis: MU 425, 426, 442, 443 and three of the following;



MU 230, 231, 331, 332.

\*All music programs are accredited by the National Association of Schools of Music.

6. For secondary certification with instrumental emphasis: MU 230, 231, 331, 332, 425, 426, 442, 444.
7. All Education requirements except ED 332 and 461 must be met for *all* teaching certificates.
8. Emphasis in Performance, Composition, Church Music, Jazz, etc. may be arranged in consultation with advisor.

#### REQUIREMENTS FOR THEATRE ARTS MAJOR

1. A total of twelve courses.
2. TA 231, 270, 273, 279, 476, 477, 494. Two of the following: TA 145-445, 250, 251, 335, 371. Two of the following: Music lessons (voice), PE 116 or 216, 139, 143 or 243.
3. Three of the following: TA 255, 271, 277, 300, 332, 334, 335, 338, 361, 373, 481, 482, Independent Study, Internship, English 354, 412.

#### REQUIREMENTS FOR ART AS A SECOND TEACHING FIELD

1. A total of six courses

in Art.

2. AR 101, 107, 255, 355 and two electives.

#### REQUIREMENTS FOR AREAS OF CONCENTRATION:

**Arts Administration**—  
Program Coordinator  
George Ross

1. Business 130, Journalism 244, Mathematics 175, Psychology 241.
2. One of the following: AR 355, FA 101, Sociology 251, TA 476, 477.
3. Applied lessons in Art, Music or Theatre. Internship with an organization with an established business status.
4. This area of concentration is designed to be pursued in conjunction with an academic major, which constitutes the required supportive courses.

**Music as Religious Expression**—Program  
Coordinator Dr. Richard  
Evans

1. 9½ Basic Courses,  
Five Supportive Courses.
2. MU 112, 113, 225, 301,  
Independent Study in  
Hymnology, Private  
Lessons and Ensembles  
(one full course each).

3. Religion 231 or 241, 242 or The Interpretation of Jesus. One of the following: Religion 272, 320, 372. One approved course in Major Religious Thinkers, Religious Issues, or Contemporary American Religion.
4. Supportive Courses: MU 210, 222, 302, 440, 443. Biblical literature course (300 level). One Education course. Religion 387.

#### COURSES FINE ARTS

- FA 101**—Introduction to the Fine Arts—Full Course  
Integrates the disciplines of Art, Music, Theater and Dance into an examination of the fine arts experience. Elements, media, expressiveness, historical development.
- FA 301**—Seminar in Fine Arts—Full Course  
An integrative study of Art, Music, Theatre. Dance designed for majors in one of these areas.

#### ART

- AR 101**—Drawing I—  
Full Course  
Development of visual

perception, investigation into use of various materials and techniques involved in the discipline of drawing.

**AR 107**—Design I—  
Full Course  
Studio problems involving the use of elements and principles of design. Emphasis on two-dimensional experiences. Line, form, color, texture, space.

**AR 174**—Ceramics I—  
Full Course  
Throwing, handbuilding, glazing, kiln operation at the introductory level. Fee.

**AR 201, 301, 401**—Advanced  
Drawing—Full Course  
Advanced problems in drawing techniques and composition. Emphasis on development of personal drawing style. Prerequisite AR 101.

**AR 202, 302, 402**—Figure  
Drawing—Full Course  
Study of the human form as subject matter. Anatomy, portraiture, figure as used in compositional design. Fee. Prerequisite AR 101.

**AR 207, 307, 407**—Advanced  
Design—Full Course  
Study of elements and principles of design as

- related primarily to three-dimensional problems. Experiments in a variety of materials. Fee. Prerequisite AR 107.
- AR 221, 321, 421**—Painting—Full Course  
Use of oils or acrylics, composition, color theory, painting techniques. Advanced classes emphasize problems in content and form and development of a personal style. Fee. Prerequisite AR 101 or 107.
- AR 222, 322, 422**—Watercolor—Full Course  
Fundamentals of painting in watercolor. Composition, color theory, techniques. Fee. Prerequisite AR 101 or 107.
- AR 230, 330**—Introduction to Crafts—Full Course  
Fundamental course for students interested in the serious pursuit of crafts. Experience of four to six craft areas, exposure to quality areas and innovative teaching in the crafts.
- AR 233, 333**—Crafts: Textiles—Full Course  
Introductory course dealing with various textile modes: macrame, stitching, inkle loom, weaving, batik. Experimental emphasis. Fee.
- AR 235, 335, 435**—Printing—Full Course  
Exploration of techniques and processes through problems in intaglio, collograph, screen printing, lithography. Two processes emphasized each term. Fee. Prerequisite AR 101 or 107.
- AR 236, 336**—Crafts: Batik—Full Course  
Fabric decoration using wax resist and dyes. Fee.
- AR 238, 338**—Crafts: Vocational, Recreational and Educational—Full Course  
Crafts as used in rehabilitation programs, occupational and physical therapy, mentally and physically handicapped, summer camps, park recreation, Christian education. Fee.
- AR 239, 339**—Crafts: Stained Glass—Full Course  
Construction and design, concepts. Development of skills in cutting, soldering, fitting glass. Fee.
- AR 250**—Photography—Full Course  
Black-and-white camera and darkroom techniques. Fee.
- AR 255, 355**—History of Art I (Pre-History to Renaissance)—Full Course  
Western art from its ancient origins to its culmination in the Renaissance. Lectures, slides, films, discussion in studies of painting, architecture and sculpture. Conceptual and visual exploration.
- AR 256, 356**—History of Art II (Renaissance to Contemporary)—Full Course  
Continuation of AR 255/355.
- AR 264, 364**—Crafts: Jewelry—Full Course  
Emphasis on design, fabrication of individual pieces using traditional and non-traditional materials and processes. Casting, enameling, soldering, surface finishing. Fee.
- AR 274, 374, 474**—Advanced Ceramics—Full Course  
Studio work in the development of a personal style. Ceramic construction, stacking and firing of kiln, glaze composition. Fee.
- AR 284, 384, 484**—Sculpture—Full Course  
Basic techniques and fundamentals of sculptural composition and design. Working from imagination as well as from the model. Prerequisite AR 101 or 107.
- AR 340, 440**—Seminar—Full Course  
Research, discussion, critiques. Majors only.
- AR 350, 450**—Advanced Photography—Full Course  
Advanced techniques and concepts in photography. Individualized instruction. Fee.
- AR 353**—Elementary Art Teaching Methods—Half Course  
For prospective teacher. Possibilities for using an arts-crafts program as an aid to development of the learning process. Use of materials and techniques. Lesson plans, how-to-do-it procedures, learning evaluation. Fee.

## MUSIC

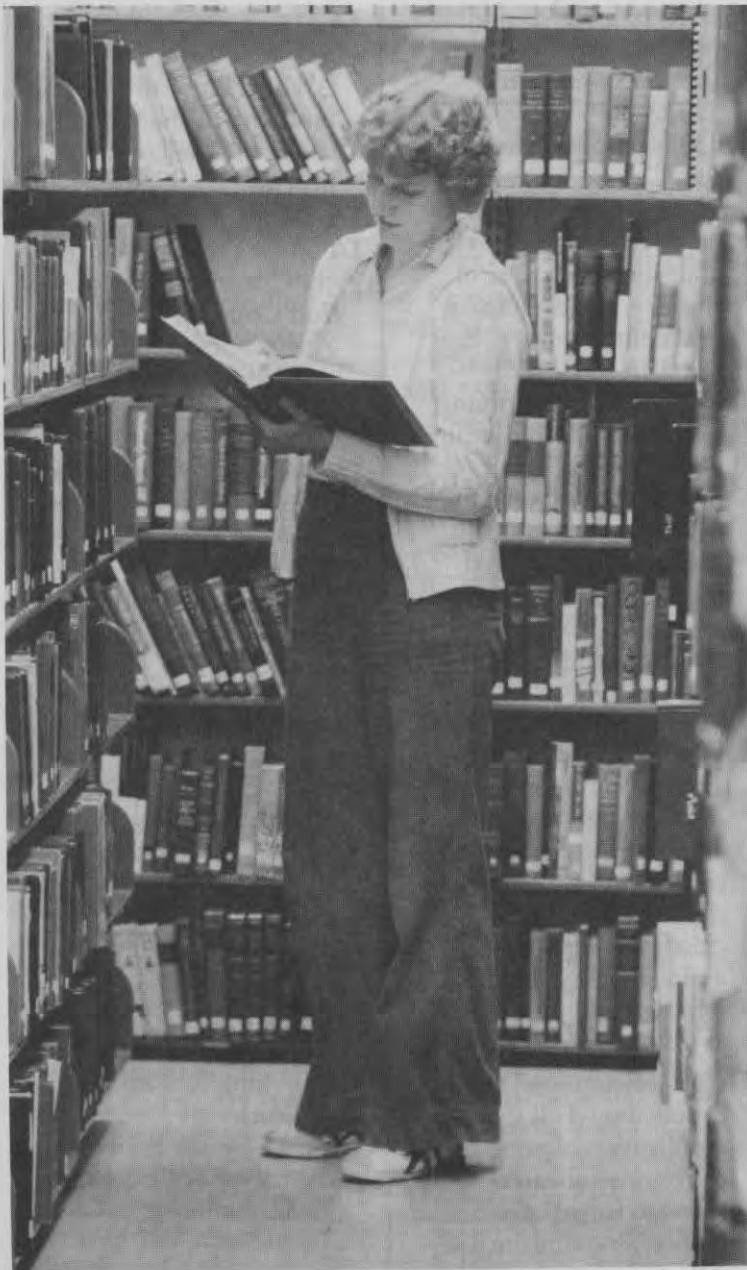
- MU 110 (121)**—Music Theory I—Full Course  
Notation, scale structure, voice leading, simple harmonic progressions. Fall.
- MU 111, 113, 211, 213 (123, 124, 223, 224)**—Ear Training I, II, III, IV—Quarter Courses  
Ear training, sight singing.



- Taken concurrently with corresponding Music Theory course.
- MU 112 (122)**—Music Theory II—Full Course  
Seventh chords, inversions, nonharmonic tones, modulations, altered chords, complex chord progressions. Prerequisite MU 110. Spring.
- MU 113**—See MU 111.
- MU 210 (221)**—Music Theory III—Full Course  
Continuation of topics in MU 112. Prerequisite MU 112. Fall.
- MU 211**—see MU 111.
- MU 212 (222)**—Music Theory IV—Full Course  
An introduction to contemporary harmonic idioms. Prerequisite MU 210. Spring.
- MU 213**—see MU 111.
- MU 220 (177)**—Beginning Composition—Half Course  
Study of musical works with regard to relevant compositional points. Exploration of music writing for specific combinations of instruments and/or voices. Prerequisite MU 112 or permission.
- MU 225 (257)**—General Conducting—Half Course
- Basic techniques including baton use, utilization of left hand for expressive purposes. Score reading, transposition. Prerequisite MU 112. Fall.
- MU 230 (236)**—Woodwind Techniques—Half Course  
Techniques, materials, concepts, application of scoring. Alternate years, Fall 1979.
- MU 231 (237)**—Brass Techniques—Half Course  
Techniques, materials, concepts, application of scoring. Alternate years, Spring 1980.
- MU 301 (361)**—Music History I—Full Course  
Musical styles, forms, composers from ancient to contemporary. Lectures, reading, score analysis, coordinated listening. Prerequisite MU 112. Fall.
- MU 302 (362)**—Music History II—Full Course  
Continuation of topics in MU 301. Spring.
- MU 310 (371)**—Form and Analysis—Full Course  
Study of selected scores, implications from textural, rhythmic, melodic, harmonic, formal points of view. Student performance included. Prerequisite MU 212 or permission. Spring.
- MU 330 (348)**—Piano Techniques—Half Course  
Techniques, materials, methods, concepts. Alternate years, Fall 1980.
- MU 331 (337)**—String Techniques—Half Course  
Techniques, materials, methods, application of scoring. Alternate years, Fall 1980.
- MU 332 (338)**—Percussion Techniques—Half Course  
Techniques, materials, methods, application of scoring. Alternate years, Spring 1981.
- MU 340 (330)**—Elementary Classroom Music Methods—Half Course  
Procedures, materials for teaching music in the self-contained elementary classroom. Designed for nonmusic majors.
- MU 383 (316)**—Junior Recital—Variable Credit  
Music majors only. Departmental approval required.
- MU 410 (442)**—Counterpoint—Full Course  
In-depth exploration of fugue, invention forms. J.S. Bach, selected contemporary composers as illustrations. Student construction of fugue, invention based on Bach's models.
- MU 425 (341)**—Advanced Choral Conducting—Half Course  
Techniques, score reading. Prerequisite MU 225. Alternate years, January 1980.
- MU 426 (343)**—Advanced Instrumental Conducting—Half Course  
Techniques, score reading, orchestration concepts. Prerequisite MU 225. Alternate years, January 1981.
- MU 440 (433)**—Music Methods in the Elementary School—Half Course  
Procedures, materials for elementary school music teaching. For music majors, minors who may become elementary music specialists. Teaching, observation of lessons, performance organization.
- MU 442 (423)**—General Music in the Secondary School—Half Course  
Music teaching for the nonperforming junior, senior high school student. Practical experience in presenting lessons, music education philosophies, new trends. Fall.
- MU 443 (440)**—Choral Techniques and Materials

- Half Course  
Techniques, problems in choral conducting, rehearsal procedure.  
Choral literature. Spring.
- MU 444 (446)**—Instrumental Methods and Materials—Half Course  
Rehearsal techniques, instrumental literature and materials, marching band techniques, program utilization. Spring.
- MU 483 (416)**—Senior Recital—Variable Credit  
For music majors with performance emphasis only. Prerequisite MU 383.
- Class Lessons (113, 114)**—Quarter Courses  
(Class instruction. Limited to eight students per section. Fee in addition to tuition. Fall and Spring.)
- MU 140, 240**—Beginning, Intermediate Class  
Guitar
- MU 141**—Class Piano
- MU 142**—Class Voice
- MU 143**—Class Jazz  
Improvisation.
- Private Lessons (110, 111, 112, 210, 211, 212, 310, 311, 312, 410, 411, 412)**—Quarter Courses  
(Available to all Whitworth students. May be repeated for credit at the same level. Fee in addition to tuition. Special policies for January Term lessons.)
- MU 150, 250, 350, 450**—Private Accordion
- MU 151, 251, 351, 451**—Private Banjo
- MU 152, 252, 352, 452**—Private Brass
- MU 153, 253, 353, 453**—Private Guitar
- MU 154, 254, 354, 454**—Private Harpischord
- MU 155, 255, 355, 455**—Private Organ
- MU 156, 256, 356, 456**—Private Percussion
- MU 157, 257, 357, 457**—Private Piano
- MU 158, 258, 358, 458**—Private Strings
- MU 159, 259, 359, 459**—Private Voice
- MU 160, 260, 360, 460**—Private Woodwinds
- MU 161, 261, 361, 461**—Private Jazz Improvisation.
- Performance Ensembles (181, 182, 183, 281, 282, 283, 381, 382, 383, 481, 482, 483)**—Quarter Courses  
(Available to all Whitworth students. May be repeated for credit at the same level. Selected January Term offerings.)
- MU 170, 270, 370, 470**—Chamber Ensemble  
By permission. Performance in a small vocal or instrumental ensemble.
- MU 171, 271, 371, 471**—Choir  
By audition. Works of all periods, a cappella and accompanied. Annual tour.
- MU 172, 272, 372, 472**—Chorus  
Open to all students. Choral works, all styles and periods.
- MU 173, 273, 373, 473**—Wind Ensemble  
By audition, permission. Primarily original works for wind ensemble. Annual tour.
- MU 174, 274, 374, 474**—Jazz Ensemble  
By audition. All jazz styles. Tours with Concert Band.
- MU 175, 275, 375, 475**—Madrigals  
By audition. Literature ranging from traditional madrigals and chansons to contemporary compositions. Primarily a cappella.
- MU 176, 276, 376, 476**—Orchestra. By audition, permission. Open to students, community. Orchestra reads major symphonic works, presents a concert each long term.
- MU 177, 277, 377, 477**—Pep Band  
Plays at basketball games. Directing experience for selected student directors.
- MU 178, 278, 378, 478**—Sinfonietta  
Adjunct to the orchestra, performing chamber literature and touring with the Choir.
- THEATRE ARTS**
- TA 130, 230, 330, 430**—Private Lessons—Quarter or Half Courses  
Individual instruction with members of the Theatre Arts faculty. Fall, Spring.
- TA 145, 245, 345, 445**—Theatre Production—Half or Full Course  
Instruction in the many aspects of theatre from sets and lights to on-stage performance. Involvement in a major production. Repeatable for credit to a maximum of two full courses. Fall, Spring.
- TA 230**—See TA 130.
- TA 231**—Oral Interpretation—Full Course  
The art of making literature come alive. Vocal expressiveness in communicating ideas, feelings from the printed page.

- Applied to short stories, novels, poems, plays. Fall.
- TA 245**—see TA 145.
- TA 250**—Interpreters Theatre—Full Course  
This is Theatre of the Mind. Selection, editing, presentation of literature with delineated characters in group reading. Use of voice and body to suggest attitudes, emotions, action. Public performance.
- TA 255**—Story Theatre—Full Course  
Combines art forms of Interpreters Theatre and Pantomime. Adapting and performing stories for varied audiences.
- TA 270**—Stage Makeup—Half Course  
Techniques in application of stage makeup.
- TA 271**—Religious Theatre—Full Course  
Study of art forms suitable for worship including formal, informal theatre. Evaluation of materials, selection, staging, performance. Alternate years.
- TA 273**—Acting—Full Course  
Experience in application and control of the sensory and emotional aptitudes, the essential instrument of the actor.
- TA 277**—Mime—Full Course  
The Theatre of Silence. A study of mime techniques leading to performance. Prerequisite TA 273.
- TA 279**—Voice for the Performer—Full Course  
Identifying and overcoming vocal abuse and faulty articulation habits, which are barriers to creative expression.
- TA 300**—Theatre Study in London—Full Course  
January term in London, England attending theatre performances and seminars. Alternate years.
- TA 330**—see TA 130.
- TA 332**—Oral Interpretation of Children's Literature—Full Course  
Effective presentation of children's literature to audiences including both adults and children. Selection of stories, poems appropriate for various developmental levels.
- TA 334**—Advanced Oral Interpretation—Full Course  
Continued training of voice and body for mental and emotional responsiveness to literature requiring advance skills of analysis and presentation. Alternate years. Prerequisite TA 231.
- TA 335**—Drama Chorus—Full Course  
Disciplined vitality and creativeness given to choral reading. Use of fine literature, classical and contemporary. Prerequisite TA 231.
- TA 338**—Oral Interpretation of Biblical Literature—Full Course  
Effective communication of Scripture and other literature with sacred themes. Of particular interest to prospective ministers and church workers.
- TA 361**—Fundamentals of Directing—Full Course  
The technical aspects of directing: blocking, emphasis of characters, picturization, composition, rhythm. Each class member will select a one act play, cast, rehearse and produce it as a finished production.
- TA 371**—Religious Theater Practicum—Full Course  
Application of principles of religious theater through formal performance. Prerequisite TA 271. Alternate years.
- TA 373**—Creative Dramatics—Full Course  
Art of creative dramatics, and how to share it with children. The creative process.
- TA 430**—see TA 130.
- TA 433**—Theatre Arts for the Classroom Teacher—Full Course  
Application of Theatre Arts techniques in the classroom—elementary and secondary.
- TA 445**—see TA 145.
- TA 476**—History of Theatre: Greek to Medieval—Full Course  
The literature and manner of presentation of Greek, Roman, Medieval theatre.
- TA 477**—History of Theatre: Renaissance to Modern—Full Course  
Study of theatrical contributions of Italian, French, Spanish, English Renaissance to Modern Theatre.
- TA 481, 482**—Projects in Theatre Arts—Half Courses  
Individually arranged projects.
- TA 494**—Senior Performance—Full Course  
Final requirement for TA major.



## HISTORY/POLITICAL STUDIES

### FACULTY

Homer F. Cunningham,  
R. Fenton Duvall, Garland  
A. Haas, James B. Hunt,  
Bruce Murphy, Daniel  
Sanford, John Yoder.  
Chair: Dr. Murphy.

### REQUIREMENTS FOR A HISTORY MAJOR

1. HP 100. HI 220, 222.
2. Four courses in American history.
3. Four courses in European or non-Western history.
4. Seminar: HI 387 or 460.

### REQUIREMENTS FOR TEACHING HISTORY WITH A SECOND FIELD

1. HP 100. HI 220, 222.  
Recommended: HI 387  
or 460.
2. Either four courses in American history or four courses in European or non-Western history.
3. Five courses in a related field.

### REQUIREMENTS FOR A POLITICAL STUDIES MAJOR

1. A total of eleven courses in Political Studies and two in History.

2. Two courses in American politics: PO 102, 221, 242, 275, 365, 371.
3. One course in international politics: PO 151, 353, 363.
4. Two courses in political theory: PO 240, 326, 425, 455.
5. Two courses in comparative political systems: PO 323, 433, 434.
6. HP 100 and a seminar in contemporary issues.

### REQUIREMENTS FOR POLITICAL STUDIES AS A MINOR

1. A total of five courses.
2. At least one course from each of the following areas: American Political System, International Relations, Another Political Culture, Political Theory.

### REQUIREMENTS FOR AREAS OF CONCENTRATION

**American Experience**  
Program Advisors: Drs.

- Archer, Eaton, Hunt.
1. Basic Courses—three American literature

courses as approved by advisor. HI 131, 132, 385. PH 367 (American Philosophy). SO 265 or 365 (Urban Communities).

2. Supportive Courses—four of the following: JR 347 (History of Communication), HI 357, 475, 477, 481, PO 102, PH 252 (Contemporary Philosophy), PE 430 (Sports and Society), SO 258 (Work and Leisure), Independent Study.

#### **International Studies**

Program Advisors: Drs. Frase, Hunt, Sanford, Yoder.

1. Basic Courses—PO 151, 426. SO 251 (Anthropology). Two-course History/Political Studies sequence in an area (Europe, Latin America, Africa, Asia). Two years of a modern foreign language or one year each of two languages.
2. Supportive Courses—Theme dorm, study tour, model United Nations, term abroad. Five courses from the following: AR 355 (Art History), Econ 201, 202, HI 245, PO 212 (United Nations), 240, 262, 293, 323, 353, 363,

433, RE 272 (World Religions), 372 (Judaism), TA 476, 477 (Theatre History), Art Independent Study as approved, World Literature course as approved.

#### **Social Science**

Program Advisor: Dr. James Hunt.

1. Six courses in each of two of the following areas: Economics, History, Political Studies, Sociology. Prospective teachers area advised to use History as one of their areas.
2. Math 356 or another course in Statistics or methods.
3. Two additional courses in the social sciences.

#### **COURSES**

##### **HISTORY/POLITICAL STUDIES**

**HP 100**—Introduction to Problems in American History and Politics—Full Course  
Values, issues, problems of American history and government from the colonial period to the present. Examination of alternatives to the democratic liberal system of values and government. Fall, Spring.

#### **HISTORY**

**HI 131**—American History Before 1865—Full Course  
Discovery and settlement of America, early Democracy, the Puritans, introduction of slavery and how its inadequate solution has caused today's racial tensions, western settlers, the causes of civil war. Fall.

**HI 132**—American History Since 1865—Full Course  
Recovery from the Civil War, development of twentieth century life, America's role in the community of nations. Spring.

**HI 220**—Ancient and Medieval Worlds—Full Course  
The human story, in history and literature, with emphasis on life and writings up to 1400 A.D.

**HI 222**—The Modern World—Full Course  
Study of change and continuity in history, focusing on the expansion of Europe as it gained a position of world dominance.

**HI 245**—Cultural History of China and Japan—Full Course  
Development of politics,

customs, philosophies, religion, language, art. China, Japan and Korea.

**HI 262**—American Foreign Policy to 1945—Full Course  
See Political Studies (PO 262) for course description.

**HI 293, 294, 295, 296**—History/Political Studies Modules—Variable Credit  
Short courses held one evening a week, dealing with current issues.

**HI 320**—America in the 19th Century—Full Course  
Social and economic values, religious currents and reforms of the early 1800's, political and constitutional crisis surrounding Civil War and Reconstruction, industrialization and reform in the late 1800's. Spring.

**HI 325**—History of Latin America—Full Course  
Latin American civilization from its Aztec and Indian heritage to the bloody Mexican revolution. Focus on history of Mexico and the colonial period.

**HI 326**—Latin America in the 20th Century—Full Course

See Political Studies (PO 326) for course description.

- HI 340**—Contemporary Africa—Full Course  
Recent colonial and independence history of principal African countries. Traditional setting, cultural change, modern philosophies of political and economic development.
- HI 351**—Economic History of the United States—Full Course  
See Economics (EC 351) for course description.
- HI 354**—19th Century Europe—Full Course  
Study of Liberalism, Conservatism, Socialism, Nationalism and their use in interpretation and integration of politics, economics, religion, the arts.
- HI 355**—History of England and the British Empire—Full Course  
Historical development from prehistoric beginnings to present times. Emphasis on political and legal evolution, religious, intellectual, literary, economic, social heritage which has helped shape American life and culture.
- HI 357**—Recent American

History—Full Course  
American history since 1900. America's role in today's changing world.

- HI 363**—American Foreign Policy Since 1945—Full Course  
See Political Studies (PO 363) for course description.
- HI 374**—Renaissance and Reformation—Full Course  
Institutions, individuals, social forces, ideas, patterns of behavior, artistic expressions. Emphasis on the vitality of this period. Fall.
- HI 377**—The Enlightenment—Full Course  
Developments of the 17th and 18th centuries in Europe. Development of many of today's basic assumptions, standards of values, patterns of thought.
- HI 385 (344)**—American Political History—Full Course  
See Political Studies (PO 385) for course description.
- HI 387**—Ideas About History—Full Course
- HI 424**—Contemporary Europe—Full Course  
Forces, men, events that have shaped 20th century



Europe. Threat of Communism.

**HI 445**—Revolution in History—Full Course Theory, history of revolution in western civilization. The “Great Rebellion” in England and revolutions in America, France, Russia, China. Contemporary revolutionary thought and practice as evidenced in Cuba, Algeria, Vietnam.

**HI 455**—Contemporary China and East Asia—Full Course The Far East in the 20th Century—Full Course Interpretation of recent events in China, Japan, Taiwan and Korea. Chinese revolution of 1911, warlord era in China, Japanese militarism, Communist revolution on the mainland, Japanese invasion of China, American occupation of Japan.

**HI 460**—The Nature and Teaching of History—Full Course Influential interpretations of history, biases of textbooks, criteria of text selection. Audiovisual aids, simulation games,

competencies, unit and lesson plan preparation, use of community resources, measurement and evaluation.

**HI 475**—Early American History—Full Course British North America from the first settlements to 1763. Colonial society, institutions, religion, economics, thought, culture.

**HI 477**—History of the American West—Full Course Impact of the West on American individualism and democratic values. Indian-white relations, economic frontiers, acquisition of land from Europe.

**HI 481 (480)**—The Civil War—Full Course Causes and background of the conflict. The institution of slavery and its impact.

**HI 485**—History of the West and the Pacific Northwest—Full Course Colonial period to the present. The west as a geographic section, and as a symbol. The Turner thesis. Geography, history, political structure of the state of Washington.

## POLITICAL STUDIES

**PO 102 (103)**—American Political Establishment—Full Course Development and principles of federal government in America. Strengths and weaknesses. Civil rights, political parties, competition of government branches, relations of local and national governments.

**PO 151**—International Relations—Full Course Character and major problems of international life in today's world. Foreign policy behavior of major states, traditional and recent security issues, causes of war and conflicts, impact of independence.

**PO 152**—Global Issues—Full Course Issues such as world hunger, global economics, human rights, education for cross cultural understanding, arms proliferation, the Islamic revolution, energy, the environment.

**PO 221**—The American Presidency—Full Course Americans' historical experience with executive leadership. Changes in presidential power and

the balance between White House and Congress. Ethics, cabinet organization, war-making powers.

**PO 240**—Comparative Politics—Full Course Different governmental styles and political life in selected European and third world governments. Comparisons of public will and behavior, constitutions and human rights, political leadership and governmental performance.

**PO 242**—American Political Parties—Full Course Political parties as a central part of the American democratic system. Pressure groups, nomination and election procedures, voter behavior, public opinion polling, campaign organization.

**PO 262**—American Foreign Policy to 1945—Full Course American diplomatic history from independence to World War II. Analysis of the impact of geographic isolation, national self-interests.

**PO 275**—Cities and States in American Politics—  
Full Course

Changing tasks of cities and states in managing our societal future and the extent to which structures and policies are effective. Politics of taxation, environment, consumer protection, transportation, urban planning, education.

**PO 293, 294, 295, 296**—  
History/Political Studies  
Modules—Variable  
Credit

Short courses held one evening a week, dealing with current issues.

**PO 323**—Marxism and the Communist World—  
Full Course

Examination of the ideas of Marx and Engels. Historical application of Marxism in Soviet Russia, China, Cuba, Chile, Indochina. Political rather than social aspects of Marxist socialism.

**PO 326**—Latin America in the 20th Century—  
Full Course

Modern Latin America, its governmental systems, economic and social policies. Sources of revolutionary change.

Detailed study of political and economic systems of several countries.

**PO 340**—Contemporary Africa—Full Course  
See History (HI 340) for course description.

**PO 353**—World Order Studies—Full Course  
International law in controlling nation state behavior; proliferation and limitation of arms; human rights obligations of states; politics of global economics; the United Nations.

**PO 363**—American Foreign Policy Since 1945—  
Full Course

Major themes and debates of American foreign policy since World War II. Patterns and precedents affecting foreign policy choice today. Styles of recent presidents and secretaries of state.

**PO 365**—American Constitution—Full Course  
Treatment of the Constitution by courts, Congress and the President. Protection of civil rights. American political process and how to analyze legal information. Prerequisite HP 102 (103).

**PO 371**—Public Policy and Administration—  
Full Course

Public policy debates in the United States and the affected administrative structures. Public administration: federal and state levels, principles of organization, processes and techniques of policy execution, future directions.

**PO 385 (344)**—American Political History—  
Full Course

Development of political parties and issues in the United States. Social, economic, political forces which shaped public movements and the leaders involved.

**PO 425**—The Third World: Political Change—  
Full Course

Models chosen by third world nations to achieve equality in the modern world. Africa, Southeast Asia. Poor-nation problems. Developmental choices, response to world trade, human values in urbanization and technology.

**PO 433**—European Political Thought—Full Course  
Major turning points of Western political

thought from Plato to the present. Spectrum from democratic thinkers to totalitarian extremists.

**PO 434**—American Political Thought—Full Course  
Principal ideas influence the development of American political institutions and policies. Williams, Paine, Marshall, Jefferson, Calhoun, Lincoln and later figures.

**PO 445**—Revolution in History—Full Course  
See History (HI 445) for course description.

**PO 455**—Contemporary China and East Asia—  
Full Course  
See History (HI 455) for course description.





# MATHEMATICS AND COMPUTER SCIENCE



## FACULTY

Deane Arganbright,  
Howard R. Gage, Robert  
M. McCroskey, John W.  
VanderBeek  
Chair: Dr. Gage

## REQUIREMENTS FOR A MATHEMATICS AND COMPUTER SCIENCE MAJOR

### Bachelor of Arts

1. A total of nine courses in Mathematics and Computer Science and four approved courses with a single theme in a related area.
2. MA 110, 111, 210, 273, 330, 356, and three upper division Mathematics electives (not including 421).

### Bachelor of Science

1. A total of 13 courses in Mathematics and computer science and four approved courses with a single theme in a related area.
2. MA 110, 111, 210, 212, 273, 330, 340, 341, 481 and four upper division Mathematics electives (not including 421).

## REQUIREMENTS FOR MATHEMATICS MINOR

1. A total of six courses in Mathematics

2. MA 110, 111, 210, 175 or 273, 330 and 356.

## REQUIREMENTS FOR MATHEMATICS AS A SECOND TEACHING AREA

1. A total of seven courses in Mathematics.
2. MA 110, 111, 175, 330, 356, 421, one approved elective.

## REQUIREMENTS FOR COMPUTER SCIENCE MINOR

1. A total of five courses in Mathematics.
2. MA 110, 273, 356, 373 and 376.

## REQUIREMENTS FOR AN AREA OF CONCEN- TRATION IN QUANTI- TATIVE BUSINESS

1. A total of eight courses in Mathematics and five courses in Business.
2. MA 110, 111, 210, 175, 330, 376, 456 and 457.
3. Business 130, 131, 332, 376. Economics 201.

Program advisors: John  
VanderBeek and George  
Weber.

## PRE-ENGINEERING CURRICULUM

See Physics for particulars.

## COURSES

- MA 101**—Intermediate Algebra—Full Course  
For those desiring more preparation for algebra and trigonometry. Sets, relations, functions, fundamental algebraic operations, factoring, fractions, exponents and radicals. Does not fulfill the science requirement. Fall and Spring.
- MA 107**—Basic Concepts in Modern Mathematics—Full Course  
Basic functions and their applications to various areas of mathematical analysis. Sets, relations, polynomial functions, exponential and logarithm functions, systems of equations, beginning linear programming. January term.
- MA 109**—Algebra and Trigonometry—Full Course  
Polynomial, rational, exponential, logarithmic and trigonometric functions. A preparation for Calculus I. Fall and Spring.
- MA 110**—Calculus I—Full Course  
Functions, limits, continuity, differentiation, introductory integration

for functions of a single variable. Prerequisite MA 109. Fall and Spring.

**MA 111**—Calculus II—Full Course  
A continuation of topics in MA 110. Integration, applications of integra-



- tion, three-dimensional analytic geometry, infinite series. Prerequisite MA 110. Spring.
- MA 175**—Elementary Computer Programming—Full Course  
An introduction to problem-solving methods and computer programming through the use of the BASIC language. Problem analysis, algorithms, constants, variables, expressions, input and output, looping, subscripted variables, functions, subroutines. Prerequisite MA 101 or equivalent. Fall and Spring.
- MA 210**—Calculus III—Full Course  
Multivariable calculus, including partial differentiation, vector analysis, multiple integrals, Green's Theorem. Prerequisite MA 111. Fall.
- MA 212**—Differential Equations—Full Course  
Introduction to ordinary differential equations, their use in mathematical models in the physical, biological, social sciences, and economics. Continuous and numerical solutions. Prerequisite MA 210 or permission.
- Alternate Spring terms.
- MA 221**—Theory of Arithmetic—Full Course  
For the prospective teacher. Development of number systems, vocabulary and symbolism, present-day usage in arithmetic, algebra and geometry. Does not apply toward the science requirements for graduation except for candidates for elementary teaching certificates.
- MA 273**—Advanced Computer Programming—Full Course  
Advanced features of the BASIC procedure oriented language. Formatted ASCII, virtual core and record I/O file management techniques, matrix manipulations, cursor addressing techniques, applications. Prerequisite MA 175 or permission. Fall and Spring.



**MA 311—Linear Programming—Full Course**  
Optimization of linear functions subject to linear constraints arising out of mathematical, business, economics, and engineering problems. Linear programming model, simplex algorithm, duality, and transportation problems. By permission. Alternate Spring terms.

**MA 330—Linear Algebra—Full Course**  
Vector spaces, linear transformations, matrices, determinants, Euclidian spaces, systems of equations. Connection between linear transformations and matrices. Prerequisite MA 111. Fall.

**MA 340, 341—Advanced**

**Calculus I, II—Full Course**  
The real number system, elements of point set theory, sequences and series, differentiation, integration, partial differentiation, multiple integrals. Prerequisite MA 210. Alternate years.

**MA 350—Numerical Analysis—Full Course**  
Elementary discussion of errors, polynomial interpolation, quadrature, linear systems of equations, solutions of non-linear equations. Numerical differentiation, integration, solutions to differential equations. Prerequisite MA 210 and 273. Alternate Spring terms.

**MA 356—Elementary Probability and Statistics—Full Course**  
An introduction to the study of the mathematics of probability and the application of probability to the study of statistics. Prerequisite MA 101. Fall and Spring.

**MA 365—Modern Geometry—Full Course**  
Sets and propositions, postulational systems, affine geometry, Eu-

clidean and non-Euclidean geometry. Essential for all high school mathematics teachers. By permission.

**MA 373—Data Structures—Full Course**  
Data structures used in application as well as system program design. Character strings, lists, graphs and trees, file structures, sorting and searching, memory management, advanced applications. Prerequisite MA 273. Alternate years.

**MA 376—Computer Organization and Assembler Programming—Full Course**  
Computer organization and the structure of digital computers. Work in MACRO-II assembler language programming on the PDP-11/45 computer. Prerequisite MA 373. Alternate years.

**MA 421—Methods of Teaching Secondary School Mathematics—Full Course**  
Elementary applications of mathematics, history of mathematics, recreational mathematics. The development of the mathematics curriculum

and available library and other resource materials. Prerequisite MA 111.

**MA 456, 457—Mathematical Statistics I, II—Full Courses**  
Probability, random variables and their distributions, law of large numbers, confidence intervals, tests of hypothesis, regression and correlation, sampling theory analysis of variance. Theoretical development. Prerequisite MA 210. Alternate years.

**MA 481—Topics Seminar—Full Course**  
Mathematical topics of current interest to the mathematics faculty and advanced students. May be taken more than once. Consent of Department Chairperson.

## MODERN LANGUAGES

### FACULTY

Pierrette Gustafson, Daniel Sanford, Townsend Shelby.  
Chair: Mrs. Gustafson

### REQUIREMENTS FOR A MODERN LANGUAGES MAJOR (FRENCH)

1. A total of eight courses beyond the elementary level.
2. FR 201, 202, 307, 308.
3. At least three courses to be taken at a French university: Toulouse, Tours, Nice, or la Sorbonne in Paris.

### REQUIREMENTS FOR A MODERN LANGUAGES MINOR (FRENCH, GERMAN, SPANISH)

1. A total of five courses beyond the elementary level.

### REQUIREMENTS FOR AREAS OF CONCENTRATION:

#### Cross Cultural Studies

1. FR, GR, or SN 201, 202, 307, 308, one 400-level course. Foreign Study.
2. Three of the following: Fine Arts 101. English 125, 233, 234, 251, 320

(Mythology), 453.

3. Four of the following: History 222, 245, 325, 374, 377, 424, 455, Political Studies 151, 455, Sociology 251.
4. Two of the following: Journalism 347. Sociology 227, 327. Speech 113, 212.

### International Studies

See History/Political Studies.

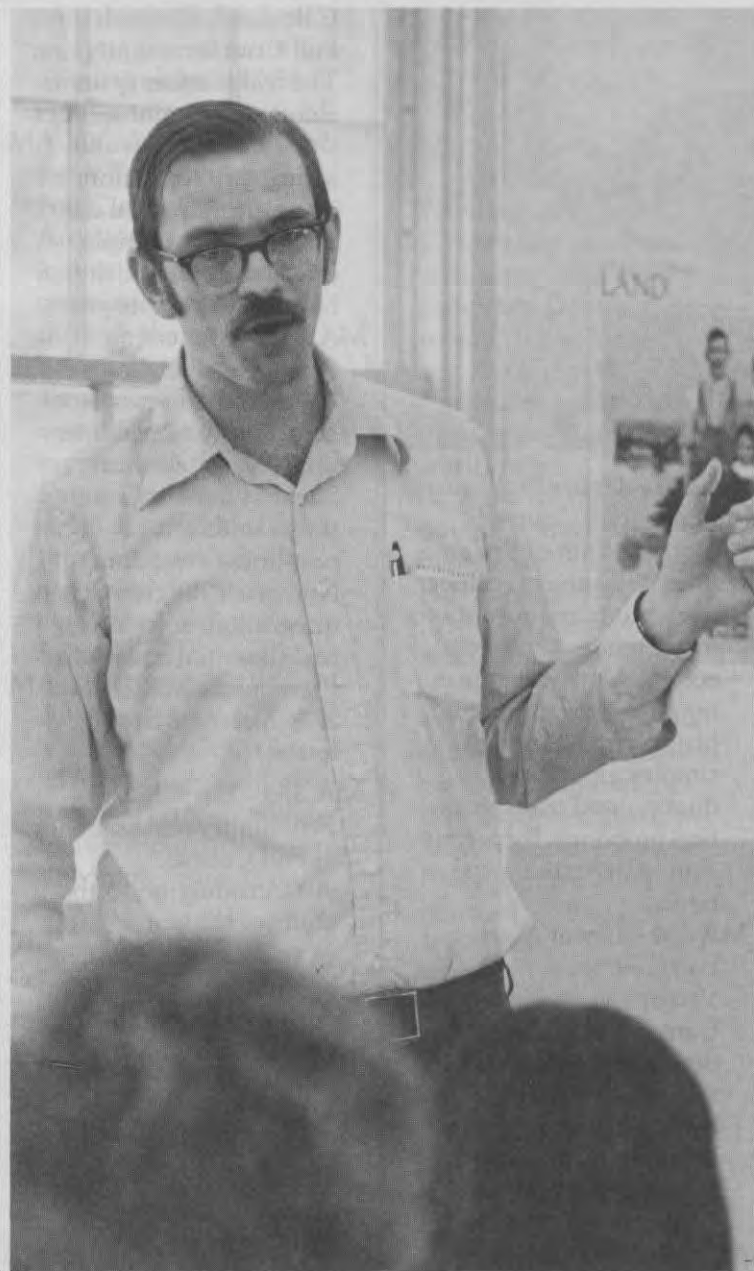
### COURSES

#### FRENCH

**FR 101, 102**—Elementary French—Full Courses  
Basic grammar, emphasis on conversation. Some cultural aspects are introduced.

**FR 201, 202**—Intermediate French—Full Courses  
Emphasis on spoken language. Reading, writing, grammar. Discussion of current French issues, cultural patterns.

**FR 307, 308**—French Conversation, Composition and Advanced Grammar—Full Courses  
French customs, man-



nerisms, points of view, colloquialisms. French cultural background. Ease in conversation, reading, writing.

**FR 330**—Everyday French—Full Course

No English allowed. Students immerse themselves in the language in a free, nonstructured situation. Meals, invited guests, conversation. Prerequisite FR 102.

**FR 401**—Modern French Novel—Full Course  
Gide, Camus, Sartre as representatives of this century's French novelists.

**FR 402**—Modern French Drama—Full Course  
Cocteau, Anouilh, Ionesco, others exemplifying French theater of this century.

**FR 409, 410**—Survey of French Literature—Full Courses  
Study of development of French thought, culture through literature from the Middle Ages to the present. FR 410 concentrates on the 19th and 20th centuries.

**GERMAN**

**GR 101, 102**—Elementary German—Full Courses  
Fundamentals of pronunciation, reading. Basic grammar.

**GR 201, 202**—Intermediate German—Full Courses  
Grammar review as framework for conversation, composition. Current interest topics, cultural attitudes.

**GR 307, 308**—German Conversation, Composition and Advanced Grammar—Full Courses  
Conducted primarily in German. Short literary works, topical issues as springboard for composition, discussion.

**GR 409, 410**—Survey of German Literature—Full Courses  
Study of development of German thought, culture through literature from the Middle Ages to the present. GR 410 concentrates on the 19th and 20th centuries.

**MODERN LANGUAGES**

**ML 442**—Methods for Secondary Language Teachers—Full Course  
Study and application of various aspects of foreign language teach-

ing. Testing, performance objectives, teaching of culture, structure and drill, programmed learning.

**SPANISH**

**SN 101, 102**—Elementary Spanish—Full Courses  
Basic grammar, emphasis on conversation. Contact with Spanish and Latin American cultures.

**SN 201, 202**—Intermediate Spanish—Full Courses  
Detailed review of grammar, pattern structures, idioms. Discussion of current writings, conversation, some composition.

**SN 307, 308**—Spanish Conversation, Composition and Advanced Grammar—Full Courses  
Readings, composition, discussion of Spanish literary works. Grammar, structure, idioms. Oral presentations.

**SN 409, 410**—Survey of Spanish Literature—Full Courses  
Study of the development of Spanish thought, culture by evaluation of representative literary works.



## PHYSICAL EDUCATION, RECREATION AND ATHLETICS

### FACULTY

Jean Anderson, Mike Cunningham, Ross Cutter, James Larson, Diana Marks, Paul Merkel, Diane Murphy, Daryl Squires, Arnie Tyler.  
Chair: Ms. Marks.

### REQUIREMENTS FOR PHYSICAL EDUCATION MAJOR

1. A minimum of 9½ courses.
2. PE 126, 265, 266, 267, 268, 276, 279, 312, 320, 330, 351, 361, 379, 397.
3. Elementary Emphasis—PE 345, two full courses from the following: PE 281, 346, 400, 465, 475.
4. Secondary Emphasis—PE 350, two from the following: PE 326, 400, 420, 430, 465.
5. PE 265, 266, 267, 268 fulfill the general Physical Education requirement.
6. Suggested electives: PE 251, 270, 322, 341, 371, 372, 373, 374, 375, 424.NF 361 (Nutrition). PY 201 (Principles of Psychology).

### REQUIREMENTS FOR PHYSICAL EDUCATION MAJOR WITH SPORTS MEDICINE AREA OF CONCENTRATION:

1. PE 126, 270, 279, 320, 326, 330, 333, 334, 335, 341, 361, 379, Health Science 137, Home Economics 361.
2. PE 276 or 351, two of the following: PE 265, 266, 267, 268.

### REQUIREMENTS FOR RECREATION MAJOR

1. A total of eleven courses.
2. AR 238 (Crafts). RC 220, 315, 355, 356, 418, 425, 455, 485.
3. Suggested electives: BU 130 (Accounting I), BU 374 (Principles of Management), PO 371 (Public Policy and Administration), SO 265 or 365 (Urban Communities), SO 258 or 358 (Work and Leisure), PE 430.

### REQUIREMENTS FOR RECREATION MAJOR (Developmental Disability Option)

1. A total of twelve courses.
2. Art 238. PE 270. RC 220, 232, 234, 315, 335, 336, 354, 356, 418, 485 (internship in an institution or agency serving the developmentally disabled).

### REQUIREMENTS FOR PHYSICAL EDUCATION AS A SECOND TEACHING FIELD

1. A total of five full courses.
2. PE 126, 279, 320. One of the following: PE 276, 350, 351. Two of the following: PE 265, 266, 267, 268.
3. PE 265, 266, 267, 268 fulfill the general Physical Education requirement.

### REQUIREMENTS FOR RECREATION MINOR (Developmental Disability Option)

1. Five full courses, including RC 232, 234, 335, 354.

#### COURSES

Varsity Sports—Quarter Courses

For participants in men's and women's sports at the intercollegiate level.

PE 101—Varsity Baseball

PE 102—Varsity Basketball

PE 103—Varsity Football

PE 104—Varsity Golf

PE 105—Varsity Tennis

PE 106—Varsity Track and Field

PE 107—Varsity Aquatics

PE 108—Varsity Wrestling

PE 109—Varsity Cross Country

PE 110—Varsity Volleyball  
Activity Courses—  
Quarter Courses

PE 112—Archery

PE 113, 213—Beginning,  
Intermediate Basketball

PE 114—Slimnastics

PE 115—Bowling

PE 116, 216—Beginning,  
Intermediate Modern  
Dance

PE 118—Folk Dance

PE 119—Ice Skating

PE 121—Tumbling

PE 122, 222—Beginning,  
Intermediate Tennis

PE 123—Gymnastics/  
Apparatus

PE 124—Weight Training

PE 125, 225—Beginning,  
Intermediate Golf

PE 126—Foundations of  
Physical Activity

Includes theory of physical education. Creation of an individualized exercise program. Emphasis on carryover value of physical activity in daily living.

PE 128—Sports Conditioning

PE 129, 229—Beginning,  
Intermediate Badminton

PE 130—Soccer

PE 131—Softball

PE 132—Fitness Program

PE 133, 233—Beginning,  
Intermediate Volleyball

PE 134—Jogging/Aerobics

PE 135—Racquetball

PE 136—Curling

PE 138—Karate

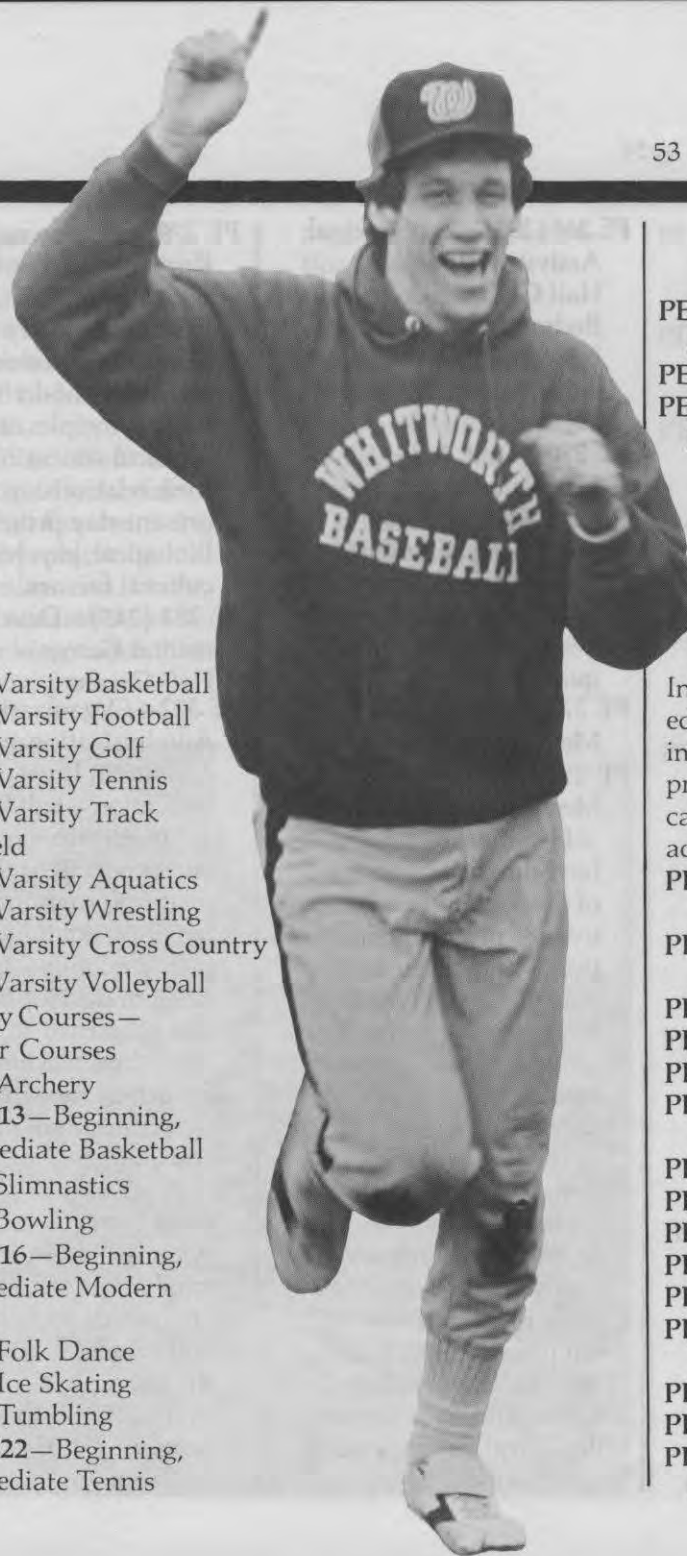
PE 139—Fencing

PE 143, 243—Beginning,  
Intermediate Ballet

PE 145—Square Dance

PE 147—Wrestling

PE 148—Cross Country  
Skiing



- PE 150, 151**—Beginning, Intermediate Aquatics  
**PE 152**—Advanced Aquatics  
**PE 250**—Aquatics—Life Saving  
**PE 251**—Aquatics—W.S.I.  
**PE 153**—Ballroom Dance  
**PE 154**—Backpacking  
**PE 158, 258**—Beginning, Intermediate Jazz Dance  
**PE 159, 160**—Beginning, Intermediate Skiing  
**PE 259**—Advanced Skiing  
**PE 197, 297, 397, 497**—Physical Education Practicum—Quarter Course  
 Assistance in the instructional work of an activities class. For physical education majors and minors.  
**PE 265 (230)**—Professional Activities I—Half Course  
 Field hockey, tennis, volleyball. Alternate years, Fall 1980.  
**PE 266 (231)**—Professional Activities II—Half Course  
 Basketball, low-organized games, softball. Alternate years, Spring 1981.  
**PE 267 (232)**—Professional Activities III—Half Course  
 Soccer/speedball, track/cross-country, archery. Alternate years, Fall 1979.
- PE 268 (233)**—Professional Activities IV—Half Course  
 Badminton, folk and ballroom dance, golf. Alternate years, Spring 1980.  
**PE 270**—First Aid—Half Course  
 First aid and safety procedures. Standard and advanced American Red Cross certificates awarded to those who qualify.  
**PE 271, 272 (241, 242)**—Methods Seminar  
**PE 276 (240)**—Body Movement and Analysis—Half Course  
 Introductory coverage of the purposes and objectives of physical education with particular emphasis on physical development, body movement and gymnastics.  
**PE 279**—History and Principles of Physical Education—Full Course  
 Historical survey of physical education from ancient to modern times. Basic principles of modern physical education and their relationship to present-day programs. Biological, psychological, cultural factors.
- PE 279**—History and Principles of Physical Education—Full Course  
 Historical survey of physical education from ancient to modern times. Basic principles of modern physical education and their relationship to present-day programs. Biological, psychological, cultural factors.  
**PE 281 (245)**—Developmental Games—Half Course  
**PE 312**—Organization, Administration and Curriculum in Physical Education—Full Course  
 Administrative policies and practices as they relate to program, budget, facilities, equipment, public relations. Curriculum development and construction, study of various teaching approaches. Research into new concepts of physical education.  
**PE 320**—Kinesiology—Full Course  
 A study of human motion emphasizing a careful analysis of specific joint and muscular action for the many physical education activities to be encountered by the teacher or coach.
- PE 322**—Philosophical and Psychological Aspects of Coaching—Full Course  
 Evaluation of students as potential future coaches through reading, discussion, self-evaluation.  
**PE 326**—Exercise Physiology—Full Course  
 Principles of physiology applied to muscular activity. Physiological effects of exercise.  
**PE 330**—Adaptive Physical Education and Recreation—Half Course  
**PE 332**—Athletic Taping—Half Course  
 Theory and practice of applying tape to the body for prevention and care of athletic injuries. Study of strains of the ankle, knee, hamstring and groin, shoulder dislocation and separation, thumb sprain, finger jam and rib fracture.  
**PE 333, 334, 335**—Advanced Athletic Training—Half Courses  
 Requires 200 hours in the training room as observer or participant. Athletic injuries and problems that arise covered in a seminar format. Prerequisite PE 332 and 379.  
**PE 341**—Sports Officiating—Quarter Course



Learning, interpretation, practical application of rules. Covers volleyball, basketball or football.

**PE 345**—Methods of Teaching Elementary Physical Education—Half Course  
Methods, materials and presentation in teaching group games, relays, stunts, lead-up games for elementary schools.

**PE 346**—Perceptual Motor Learning—Full Course  
Development of the total human being through

visual perception, perceptual motor, and visual training activities. Environment versus heredity in creation of the athlete.

**PE 350, 351**—Methods Seminars

**PE 361**—Curriculum and Methods in Health Education—Full Course  
Current problems in health education. Drug and sex education, smoking, drinking, family life education, personal development. Teaching

methods in health education from kindergarten through high school.

**PE 366**—Wilderness Leadership—Half Course  
Practical and theoretical aspects of leadership in a wilderness setting.  
Prerequisites: RC 356 or permission.

**PE 371**—Theory and Practice of Baseball—Half Course

**PE 372**—Theory and Practice of Basketball—Half Course

**PE 373**—Theory and Practice of Football—Half Course

**PE 374**—Theory and Practice of Track and Field—Half Course

**PE 375 (275)**—Theory of Volleyball Coaching—Half Course

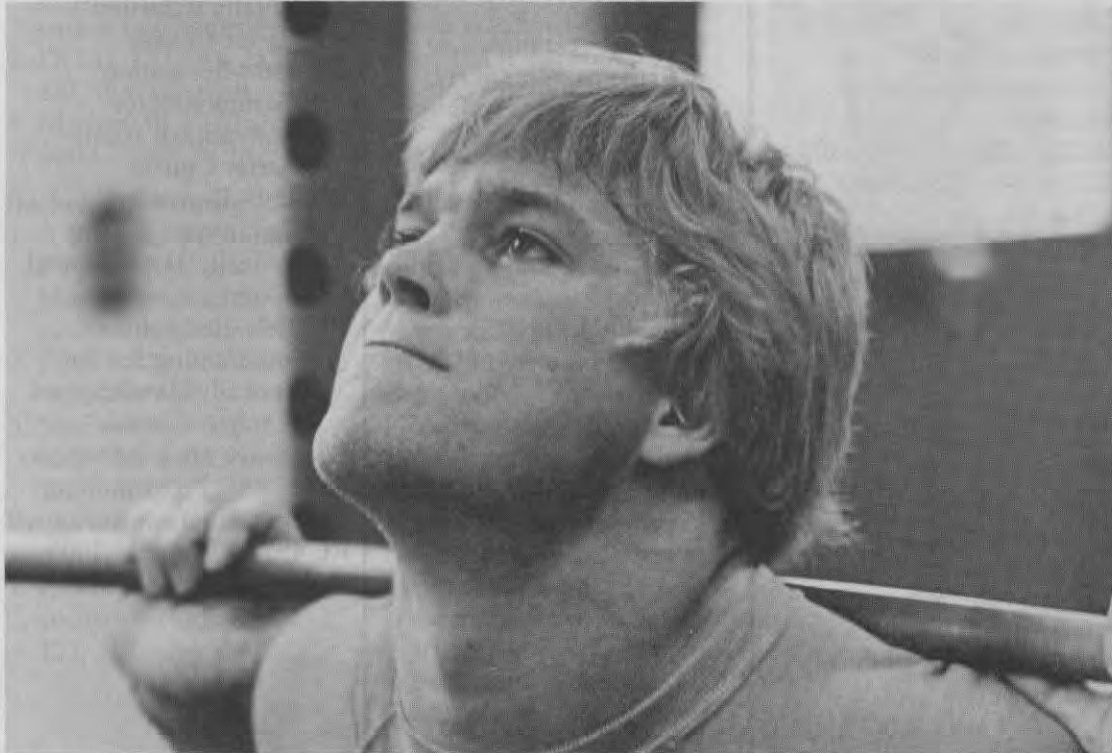
These courses are designed to assist the student in preparing to coach the indicated sport. Organization, equipment, facilities. Opportunity for skill practice.

**PE 379**—Athletic Training—Half Course

Care and prevention of athletic injuries. Review of skeletal and muscular anatomy. Conditioning, therapeutic modalities, proprio-kinetics, drugs, psychogenic factors.

**PE 400**—Measurement and Evaluation—Full Course  
Selection, administration and interpretation of knowledge and performance tests.

**PE 420**—Organization and Administration of Intramural and Interscholastic Sports—Full Course  
Organizing and administering an intramural program at the junior and senior high level. Value of participation and



methods to motivate this participation.

**PE 424**—Advanced Kinesiology—Full Course

Analysis of human motion, application of anatomical and physical principles for improving human performance.

Recording and analysis of performance data.

Still photography, video tape, motion pictures.

**PE 430**—Sports and Society—Full Course

Interrelationships of sports and physical education with other aspects of culture. Role of sports in American society.

**PE 465**—Motor Learning—Full Course

Theories and principles of motor activity and motor responses.

**PE 475**—Motor Development—Full Course

Human motor development during childhood and adolescence, as related to other aspects of growth. Physiological development related to visual, tactile, auditory, kinesthetic senses.

**PE 478**—Applied Athletic Training—Full Course

Theory and practical applied experience involved in taping as it

applies to prevention and care of athletic injuries. Need for a team physician, use of salt in preventing injury, nutritional needs of athletes, cyrotherapy in injury rehabilitation.

### RECREATION

**RC 220 (230)**—Recreation in Contemporary Society—Full Course

Place of recreation in today's society. History and scope of the recreation movement. State, local and federal agencies involved in providing recreation. Issues and problems.

**RC 232**—Developmentally Disabling Conditions—Half Course

Etiology and characteristics of developmental disabilities.

**RC 234**—Understanding the Developmentally Disabled—Half Course

**RC 315**—Community Recreation—Full Course

Survey of recreation programs of private, voluntary, public agencies as they operate in the community setting.

**RC 335**—Leadership in

Programs for the Developmentally Disabled—Full Course

**RC 336**—Leisure Counseling for the Developmentally Disabled—Half Course

**RC 354**—Field Work in Recreation—Full Course

Survey of recreation programs within the community. Supervised field work experience.

**RC 355**—Recreation Leadership—Full Course

Methods and materials used in programs of recreation for all age groups in church, school, community settings.

**RC 356**—Camp Leadership—Full Course

Practical and theoretical aspects of leadership in camp situations. Counseling and directing camp programs.

**RC 418**—Administration of Recreation—Full Course

Principles and practices in recreation administration. Program and facility planning, budget, personnel.

**RC 425**—Introduction to Recreational Field Work—Full Course

**RC 455**—Programming for Special Groups—Full Course

Problems associated with the conduct of recreation programs for special populations such as the emotionally disturbed, mentally retarded, physically handicapped, and senior citizen.

**RC 456**—Recreation Programming for Senior Citizens—Quarter Course

**RC 457**—Recreation Programming for the Mentally Retarded—Quarter Course

**RC 458**—Recreation Programming for Disadvantage Youth—Quarter Course

**RC 459**—Recreation Programming for the Physically Handicapped—Quarter Course

**RC 459**—Recreation Programming for the Physically Handicapped—Quarter Course

The above are subdivisions of RC 455, Programming for Special Groups.

**RC 485**—Recreation Internship—Four Full Courses

# PHYSICS

## FACULTY

Glen P. Erickson,

Edwin A. Olson

Chair: Dr. Erickson

## REQUIREMENTS FOR PHYSICS MAJOR

### Bachelor of Arts

1. A total of eight courses in physics, two courses in Mathematics, and one course in Chemistry.
2. PS 151, 153, 251, 353, 363, 451, two electives.
3. Mathematics 110 and 111 and Chemistry 151.

### Bachelor of Science

1. A total of ten courses in Physics, four courses in Mathematics and two courses in Chemistry.
2. PS 151, 153, 251, 353, 361, 363, 451, 453, 461, 471.
3. Mathematics 110, 111, 210, 212, and Chemistry 151 and 153.

### Requirements for Physics as a Second Field

1. A minimum of five courses including PS 151, 153, 251, and 353.

## PRE-ENGINEERING CURRICULUM

Gives a student with education goals in one of the engineering areas the opportunity to pursue the first two years in a supportive atmosphere of small classes and close faculty contact. Two years at Whitworth is followed by three years at an institution offering specialized coursework. The suggested program allows some specialization at the sophomore level.

Freshman Year: (Fall) Math 110, Physics 151, Chemistry 151, English 110. (January) Engr. 110—Engineering Orientation. (Spring) Math 111, Physics 153, Chemistry 153, Social Science Elective.  
 Sophomore Year: (Fall) Math 210, Physics 251, Engr. 211—Statics, Elective. (January) Engr. 210—Engineering Drawing. (Spring) Math 175, 212, Engr. 212—Dynamics, Elective.



## COURSES

- PS 151—General Physics I—Full Course**  
 Mechanics, heat, electricity, applications in fields such as geology, astronomy, space exploration. Laboratory experience. Prerequisite Mathematics 110 or concurrent enrollment. Fall.
- PS 153—General Physics II—Full Course**  
 Light, electricity, modern physics. Prerequisite PS 151. Spring.
- PS 251—General Physics III—Full Course**  
 Mechanics, electricity, magnetism, atomic physics. Prerequisite PS 153, Mathematics 112 or concurrent enrollment. Fall.
- PS 353—Atomic Physics—Full Course**  
 Atomic structure, quantum mechanics, relativity, interpretation of atomic spectra. Philosophical implications.
- PS 361—Nuclear Physics—Full Course**  
 Historical survey of experiments leading to the concept of the nuclear atom. Radioactivity, nuclear fission, modes

and rate of radioactive decay, instruments basic to detection of nuclear radiation. Prerequisite PS 153, recommend PS 251, 353.

**PS 363—Thermodynamics—**  
Full Course  
Kinetic theory, phase transitions, low temperature physics, statistical mechanics, thermodynamic laws and functions. Thermometry, calorimetry. Prerequisite PS 251.

**PS 371—Optics—**  
Full Course  
Nature of light, principles of geometric and physical optics. Photometry, optical instruments. Prerequisite PS 251.

**PS 373—Electronics—**  
Full Course  
Physical principles applying to the operation of electron tubes, solid state devices. Applications to basic circuits. Prerequisite PS 251, Mathematics 262, or permission.

**PS 451—Electricity and Magnetism I—**  
Full Course  
Electric and magnetic fields, steady and alternating currents, use of

*"I have come to know many of the faculty and staff members personally. This is significant and rewarding to one's academic pursuits."*



mass spectrometry laboratory. Prerequisite PS 251, Mathematics 212.

**PS 453—Electricity and Magnetism II—**  
Full Course  
Maxwell's equations, electromagnetic waves, advanced experiments in electrical and magnetic phenomena.

**PS 461—Theoretical Mechanics—**  
Full Course  
Newtonian mechanics, Lagrangian and Hamiltonian formulations and applications to complex systems. Prerequisite PS 251 and Mathematics 262.

**PS 471, 473—Experimental Physics—**  
Full Course  
Supervised projects, investigation. Prerequisite: physics major, junior or senior standing, permission.

**PS 493—Physical Science Seminar—**  
Full Course  
Current developments in physics, applications to astronomy, biology, chemistry, geology. Prerequisite: natural sciences major, junior or senior standing, permission.

# PSYCHOLOGY

## FACULTY

William L. Johnson, Patricia A. MacDonald, Robert Sell, Ronald R. Short.

Chair: Dr. Johnson.

## REQUIREMENTS FOR A PSYCHOLOGY MAJOR

1. A total of eleven courses in Psychology.
2. PY 201, 250, 265 (Helping Relationships) or 370, 326, 375, 423, 425, 499, MA 356 (Statistics).
3. Two courses from the following: PY 210, 241, 327.

## REQUIREMENTS FOR AREA OF CONCENTRATION: Psychological Dimensions of Religion and Life

See Department of Religion and Philosophy.

## COURSES

**PY 102**—Personal Applications of Psychology—Full Course  
Use of psychological principles to enhance personal effectiveness. Stress on application rather than theory. Improving memory and study skills, biofeedback, learning to relax, break-

ing bad habits, improving personal relationships. Fall.

**PY 201**—Principles of Psychology—Full Course  
Use of scientific method in examining human behavior. How to deal objectively with behavior. Laboratory experience. Principles of learning, motivation.

**PY 210**—Developmental Psychology—Full Course  
The life process, from conception to death. Relationships established with a child and an elderly person. Prerequisite PY 201.

**PY 241**—Social Psychology—Full Course

An attempt to understand how an individual's thoughts, feelings, behaviors are influenced by the actual, imagined or implied presence of others. Trends and findings of current research, and its limitations. Prerequisite: PY 201. Spring.

**PY 250**—Psychology and Christian Faith—Full Course

Attempts an integration of psychology with the individual's personal Christian faith. Potential tensions, Christian psychological resolutions. Faith vs. empiricism, social dimensions of faith, cults, faith and

psychological health. Prerequisite PY 201.

**PY 300-309**—Modules in Psychology—Variable Credit  
Central topics in psychology not covered in other courses. Preparation for advanced study. Fall.

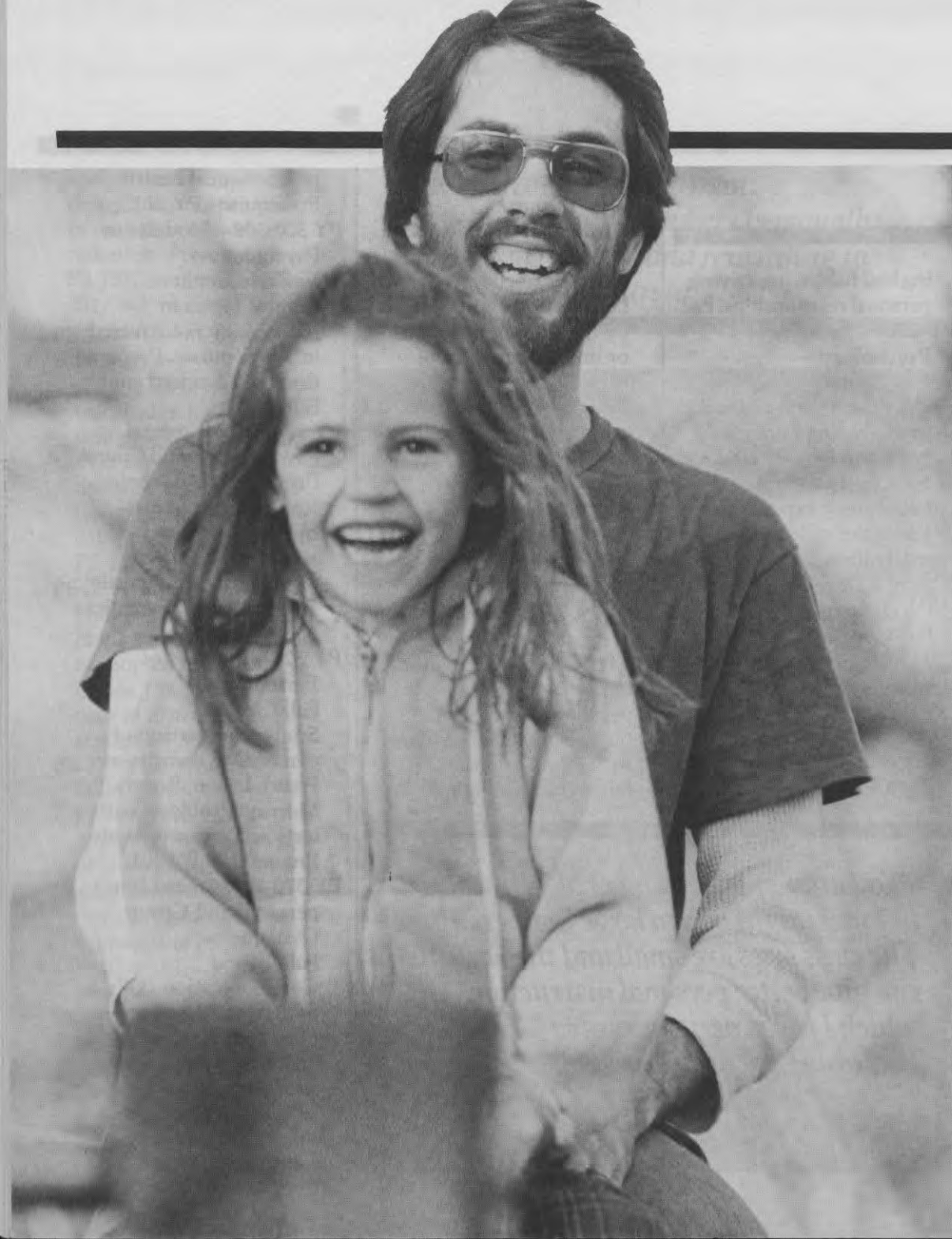
**PY 326**—Experimental Psychology—Full Course  
Principles of psychological research. Experimental design and analysis. Laboratory experience. Prerequisite PY 201 and Mathematics 356. Spring.

**PY 327**—Theories of Personality—Full Course  
Study, comparison of personality theories of Freud, Lewin, Rogers, Murray. Problems with tests and measurements. Prerequisite PY 201.

**PY 370**—Advanced Interpersonal and Group Dynamics—Full Course  
Communication skills, understanding of group dynamics. Student analysis of small group situations.

**PY 375**—Advanced Principles of Psychology—Full Course

*"You aren't just a number at Whitworth like you might be at a large University. The class sizes are small and the Faculty can give better personal instruction which I feel is very necessary for a successful learning experience."*



Understanding psychological concepts by training in group process, leadership styles. Teaching assistantship experience. Prerequisite PY 201. Spring.

**PY 423 (323)**—Practicum in Psychology—  
Full Course  
Placement in community agency or organization. Analysis of individual experiences in a seminar format. By permission. January Term.

**PY 425**—Psychology of Learning—  
Full Course  
Historical development of learning, major theoretical positions, empirical/theoretical issues. Seminar format. Prerequisite PY 201, 326, Mathematics 356. Fall.

**PY 499**—Senior Research—  
Full Course  
Final learning/evaluation situation for psychology major. Seminar format. Prerequisite PY 201, 326, Mathematics 356. Spring.

# RELIGION AND PHILOSOPHY

## FACULTY

F. Dale Bruner, Leonard Doohan, Duncan Ferguson, Rabbi Eugene Gottesman, Roger Mohrlang, Howard Redmond, Lorraine Robertson, Evelyn Smith, Ronald White, Lawrence Yates.  
Chair: Dr. White.

## REQUIREMENTS FOR A PHILOSOPHY MAJOR

1. PH 110, 221 or 232, 241 or 252, 320, 378.
2. PH 251 or 351, approved course in specific philosophers, approved course in areas of philosophical problems.
3. Epistemology or Metaphysics. Integrative Paper.
4. Supportive Courses: as approved by advisor.

## REQUIREMENTS FOR RELIGION MAJOR

1. A total of eight courses in Religion and five in supportive areas.
2. One course from RE 320-329.
3. One course from RE 230-239 or 330-339.
4. One course from RE

240-249 or 340-349.

5. Three courses from RE 250-269, 350-369 or 450-469.
6. One course from RE 270-279 or 370-379.
7. One course from RE 280-289 or 380-389.

## REQUIREMENTS FOR A MINOR OR SECOND FIELD IN RELIGION

1. A total of five courses in Religion in consultation with a member of the Religion and Philosophy Department.

## REQUIREMENTS FOR AREAS OF CONCENTRATION Pre-Ministry

1. Six Basic courses, Twelve supportive courses.
2. RE 242 or The Interpretation of Jesus, 231, 241, 363 or approved course in Christian Doctrine, approved course in Contemporary Religious Thought.
3. Choice of one: RE 272, 320, PY 250 (Psych of Religion).



4. Supportive Courses: English 110, Speech 210, one course each in Economics, Education, Literature, Philosophy.
5. Supportive Courses: two courses each in History/Political Studies, Psychology, Sociology.

## Psychological Dimension of Religion and Life

1. Ten basic courses, Six supportive courses.
2. Psychology 210, 241, 327, 370, 468 (Theories of Counseling). MA 356 (Statistics).

3. RE 231 or 241, 242 or The Interpretation of Jesus, 363 or approved course in Contemporary Religious Thought.
4. Approved course in Contemporary Religious Doctrine or Major Religious Thinkers.
5. Supportive Courses: Psych 201, 250, approved elective. RE 328 (Christian Ethics) or approved course in Significant Religious Issues.
6. RE 243 or advanced course in Old or New Testament. Independent Study or Internship.

#### Religion and Philosophy

1. Ten basic courses, Six supportive courses.
2. PH 110, 221 or 232, 241 or 252, 320.
3. PH 251 or 351 or RE 328 (Christian Ethics).
4. RE 231 or 241, 261/361 (Intro to Christian Doctrine) or 363. Approved course in Religious Thinkers. Approved course in Contemporary Religious Thought. Independent Study.
5. Supportive Courses: PH 368, 378, approved elective. Three of the

following: Advanced Biblical course, approved courses in Religion of the World, Religion in American Life, Religion in Contemporary America.

#### Religion in Historical Perspective

1. Eleven basic courses. Six supportive courses.
2. History 131, 132, 220, 222, 374.
3. RE 231 or 241, 363, 365 (Church History), approved courses in Religion in American Life and Contemporary Religious Thought. Independent Study.
4. Supportive Courses: History 245 or 325, 357 or 424, 377. Advanced course in Old or New Testament. RE 320 or 326 (God, Man and History). RE 328 (Christian Ethics) or approved course in Significant Religious Issues or Major Religious Thinkers.

#### Society in Christian Perspective

1. Ten basic courses, Six supportive courses.
2. SO 120 (Social Reality), 385 (Soc of Wealth and Poverty). RE 231 or 241, 363 or approved course

- in Christian Doctrine. Approved course in Religious Thinkers, Contemporary Religious Thought, or Religious Issues. Independent Study or Internship.
3. Three tracks: Theoretical, Social Concern, Pastoral. Contact Dr. Redmond (religion) or Dr. Liebert (sociology) for additional area requirements.

#### COURSES

##### GREEK

- GK 201, 202, 301,302**—Concentrated study of Greek vocabulary, grammar, syntax, culminating in reading of I John in Greek.
- GK 460, 461**—Advanced New Testament Greek—Full Courses  
Completion of grammar study and translation of representative selections from the New Testament.

##### RELIGION

- RE 223**—I Corinthians—Full Course  
Paul's letter concerning how to relate with the real world. Radical implications for interpersonal relationships in today's complicated, diverse world.

**RE 230**—Introduction to the Bible—Full Course  
Basic introduction to the background and content of the Biblical books. Apocrypha, formation of the Bible, unity and diversity, revelation and Biblical authority, exegetical tools, hermeneutical principles.

**RE 231**—Old Testament I—Full Course  
Old Testament as preparation, foundation for the New Testament. Social reform, ancient history, value as literature.

**RE 241**—New Testament I—Full Course  
Study of the historical background, characteristics, content of the individual New Testament books, with a view to gaining a good working knowledge of the New Testament.

**RE 242**—Life and Teachings of Jesus—Full Course  
Biblical records of Jesus Christ and his ministry as found in the four Gospels. Interpretation, application to life and thought today.

**RE 243**—Life and Teachings of Paul—Full Course  
Study of Acts, Paul's



- letters to discover the ingredients that shaped this influential church leader. Significance of his writings on the early church.
- RE 272**—Religions of the World I—Full Course  
Introduction to several of the world's main religions. Historical developments, ideas, concepts.
- RE 282, 382 (286, 386)**—Christian Education of Children—Full Course  
Process of Christian nurture at each age level. Educational programs, resources.
- RE 283, 383**—Diakonia—Full Course  
Students assigned to situations where they are called on to experience growth in faith and practical skills. Exploration of the meaning of mission. Placement in the United States and abroad. Relevance of the gospel to all areas of human need.
- RE 285, 385**—Organization and Administration of Christian Education—Full Course  
Qualifications, responsibilities required for leadership in organizing, administering the total educational program of a local church. Recruiting and training of personnel, supervision, evaluation, means of communication.
- RE 320**—Philosophy of Religion—Full Course  
See Philosophy (PH 320) for course description.
- RE 333**—Beginning Hebrew—Half or Full Course  
Study of selected Old Testament passages in the original Hebrew language.
- RE 345**—New Testament Ethics—Full Course  
Ethical issues and principles in New Testament writings. Implications for contemporary moral issues. Sex, marriage and divorce, wealth and poverty, status of women, attitudes to government. Prerequisite: RE 241.
- RE 348**—New Testament Theology—Full Course  
Theology of the New Testament writings: synoptic gospels, John, Acts, Paul, general epistles, Apocalypse. Prerequisite: RE 241.
- RE 363**—History of Christian Life and Thought—Full Course  
An exposure to the Christian tradition by a study of the nine documents in the United Presbyterian Book of Confessions.
- RE 372**—Customs and Culture of Judaism—Half Course  
**RE 382**—see RE 282.  
**RE 383**—see RE 283.  
**RE 385**—see RE 285.  
**RE 386**—see RE 282.
- ## PHILOSOPHY
- PH 110**—Introduction to Philosophy—Full Course  
The skill of critical thinking. Preparation for the understanding, evaluation of great ideas. Fall, Spring.
- PH 155, 255**—Atheistic Existentialism—Full Course  
Study of contemporary loss of values, meaning by examination of three existentialists: Kierkegaard, Nietzsche, Sartre.
- PH 216**—God and Humanity in the 20th Century—Full Course  
Analysis of the two major non-Christian philosophies dominating Western civilization. An evangelical Christian alternative. The world, its future, its God.
- PH 221**—History of Ancient Philosophy—Full Course  
Roots of Western civilization in ancient Greece. Plato, Aristotle, pre-Socratics. Prerequisite 100-level Philosophy course.
- PH 232**—History of Medieval Philosophy—Full Course  
The nature of thought, both serious and frivolous. A new look at a misunderstood era.
- PH 241**—History of Modern Philosophy—Full Course  
Intellectual roots of much of modern knowledge, including the natural and social sciences.
- PH 251, 351**—Ethics for a Changing Society—Full Course  
Study of changing nature of moral standards. What is it that makes right right?
- PH 252**—History of Contemporary Philosophy—Full Course  
Linguistic analysis, existentialism, other contemporary philosophical movements. Earlier 20th century philosophies and their influence.
- PH 255**—see PH 155.
- PH 267, 367**—American Philosophy—Full Course  
Study based on primary sources. Pierce, James, Dewey, Royce, Santayana.

**PH 320**—Philosophy of Religion—Full Course  
Place of reason in our faith, classical arguments for the existence of God, religious epistemology. Philosophical approach to prayer, miracles, eternal life, objective validity of religion.

**PH 351**—see PH 251.

**PH 353**—Literature of Existentialism—Full Course  
Philosophical examination of existentialism as its principles are revealed in literature.

**PH 367**—see PH 267.

**PH 368**—Aesthetics—Half Course  
Discovery, analysis, application, enjoyment of the elusive qualities of aesthetic terminology.

**PH 378**—Symbolic Logic—Full Course  
Use of deductive logic in analysis of arguments of politicians, preachers, teachers, administrators. Mastery of a precise, formulated system.





## SOCIOLOGY AND ANTHROPOLOGY

### FACULTY

Ronald G. Frase, Frank E. Houser, Donald H. Liebert.  
Chair: Dr. Frase

### REQUIREMENTS FOR A SOCIOLOGY MAJOR

1. A total of eight courses in Sociology, one in math, and four in a related area.
2. SO 120, 378, 379.  
MA 356 (Statistics).
3. Four approved courses selected from Economics, History/Political Studies, Psychology.

### REQUIREMENTS FOR AREAS OF CONCENTRATION:

#### Social Science

See Department of History/Political Studies.

#### Society in Christian Perspective

See Department of Religion and Philosophy.

### COURSES

- SO 120**—Social Reality—  
Full Course  
Develops some basic understandings of social behavior, operations of societies. Fundamental processes, prospects of American society.  
Fall, Spring.
- SO 223**—I Corinthians—  
Full Course  
See Religion (RE 223) for course description.
- SO 227, 327 (222, 322)**—  
Contemporary Latin-American Problems—  
Full Course  
Wide range of problems facing Latin American societies, based on underdevelopment in their colonial past. Thematic approach: the military, peasants, Indians, U.S. foreign policy, multinational corporations, urbanization, education.
- SO 230, 330**—Critics of Modern Society—  
Full Course  
Analysis through rep-

- representatives of economics, sociology, literature. Slater, Galbraith, Roszak, Schumacher.
- SO 232, 234**—See Recreation (RC 232, 234) for course descriptions.
- SO 233**—Is Love Enough?—Full Course  
An analysis of the components of a successful marriage. January Term.
- SO 240**—Aging in American Society—Half Course  
Issues of coping with advanced age. Role of children, friends, community, the nation.
- SO 241**—Society and Education—Half Course  
Education in its dual role as critic and servant of society. Will contemporary social changes inhibit or enhance the educational process?
- SO 250, 350**—Deviant Behavior—Full Course  
How and why people become delinquents, addicts, deviants, and possible solutions. Spring.
- SO 251**—Introduction to Cultural Anthropology—Full Course  
The nature of culture, descriptive and comparative analysis of primitive cultures and peasant societies. Insight into issues such as race, social stratification, causes of poverty and war.
- SO 258, 358**—Work and Leisure—Full Course
- SO 265, 365**—Urban Communities—Full Course  
Understanding today's urban world and its problems. Development of the city, patterns of urban settlement, influences of urban environment on groups and individuals. Social aspects of urban planning. Fall.
- SO 311**—The Family—Full Course  
Study of changes of attitudes toward courtship, marriage, family. Why they are happening, the consequences, what stance we must learn to adjust wisely. Fall.
- SO 312**—Social Problems—Full Course  
Sources, reasons for persistence of such social problems as race relations, dying cities, poverty. A look at how society works. Fall.
- SO 327**—see SO 227.
- SO 330**—see SO 233.
- SO 343**—Sociology of Religion—Full Course  
Understanding of U.S. and foreign religious behavior in theoretical, methodological terms. Sociology as both a threat to cherished beliefs and as a valuable tool for ministry. Spring.
- SO 358**—See SO 258.
- SO 365**—see SO 265.
- SO 378**—Social Theory—Full Course  
Classical sociological explanations of social behavior. Student theory building. Sociology as an art form. Fall.
- SO 379**—Social Research—Full Course  
Basis for evaluation of sociological research. Research skills: hypothesis building, questionnaire construction, interviewing techniques, observation skills, data interpretation. Spring.
- SO 385**—Sociology of Wealth and Poverty—Full Course  
Inequalities of power, prestige, wealth in society. Analysis of lifestyles, situation of the poor, relation of social policy to inequality. Spring.
- SO 444**—Urban Study in San Francisco—Two Full Courses  
Part of an urban term program in cooperation

with Westmont College. City resources, land use, minorities and ethnic groups, urban emotional health, the arts, relevance of Christian faith to city human issues.



## HEALTH CAREERS

### REQUIREMENTS FOR AREAS OF CONCENTRATION:

It is to be understood that completion of any of the following health career programs does not guarantee admission to professional school. It is strongly suggested that a student in one of these programs contact his advisor early in his college career.

#### Premedical/Pre dental

1. A total of 17 courses including six from another declared major.
2. Biology 151, 244 or 350, 323 or 354, 363.
3. Chemistry 261, 263, two of the following: 131, 151, 153.
4. Mathematics 110, Physics 151, 153.
5. No Pass/No Credit grades in basic courses or those required by professional school.
6. Contact Dr. Bocks concerning preparation for National Medical College Admissions Test (MCAT).

#### Pre-Medical Technology

1. Two years at Whitworth, two years of specialized coursework at an appropriate university.
2. Suggested two year

program (students, in particular from other states, may need to make substitutions in order to meet transfer requirements):

Freshman: (Fall) Biology 151, Chemistry 151, Math 110, English 110. (Spring) Biology 204, Chemistry 153, Math 175, Social Science Elective.

Sophomore: (Fall) Biology 220, Chemistry 261, Physics 151, Elective. (Spring) Biology 221, Chemistry 263, Physics 153, Elective.

#### Preoccupational Therapy

1. Three years at Whitworth. Students wishing to complete a Whitworth degree must also complete general requirements and a regular college major.
2. Mathematics 109, 356. Physics 151, 153. Chemistry 131, 133. Biology 220, 221.
3. One of the following: English 110, Journalism 125, Speech 210.
4. Nine of the following: Art 136, 235, 274, PE 320, 326, Psychology 201, 210, 270, Sociology 120, 251.



**Prephysical Therapy**

1. Two years at Whitworth, then transfer to an accredited physical therapy program at another school.
2. A total of 14 courses.
3. Chemistry 131, 133. Biology 204, 220, 221. Math 110. Physics 151, 153.
4. Core 150, 250. English 110, 246. Psychology 201, 210.

**Pre dental Hygiene**

1. Two years at Whitworth, then transfer to an accredited dental hygiene program.
2. A total of 14 courses.
3. Biology 151, 204, 220, 221. Chemistry 131, 151, 261, 263. Core 150, 250.
4. English 110, Psychology 201, Sociology 120, Speech 210.

**Prepharmacy**

1. Two years at Whitworth, then transfer to a professional pharmacy school.
2. A total of 12 courses.
3. Biology 151, 204, 220, 244. Chemistry 151, 153, 261, 263. Math 109, 110.
4. Physics 151, 153. Core 150, 250. English 110.
5. One humanities or social science elective.

**REQUIREMENTS FOR DEGREE NURSING PROGRAM**

Whitworth College is a member of a four-college consortium which offers a nursing degree through the Intercollegiate Center for Nursing Education (ICNE). This program is accredited by the National League for Nursing and is approved by the Washington State Board of Nursing.

The lower division courses are offered on the campus of each institution. The coursework for juniors and seniors is offered at ICNE. Upon completion of lower division courses, formal application for admission into upper division coursework at ICNE is required. Admission into Whitworth College and completion of prerequisites does not assure admission to the Center.

In order to be considered a Nursing major, students must be assigned to a nursing program advisor and be placed on the official nursing major registry. Only these Nursing majors will be considered for nursing loans and scholarships and as applicants to the

upper division major.

The following courses are required as prerequisites to the upper division program at ICNE:

1. Freshmen: Chemistry 131, 133, Biology 204, Psychology 201, Sociology 120.
2. Sophomores: Biology 220, 221, Home Economics 361, Psychology 210 or Home Economics 210.
3. Foreign Language requirement waived, off-campus requirement met by ICNE enrollment, English 110 as communications requirement.
4. Contact Mrs. Winniford for additional information.

**Health Specialist Options: Cardiopulmonary Science, Respiratory Science, Health Facilities Management, other health science areas** Whitworth allows flexibility in design of areas of concentration in health sciences, recognizing professional registry/certification as a major field. Basic courses are chosen to complement the profession. A degree is based upon:

1. Being currently registered/certified as a professional in a recognized health field.

2. Satisfying general graduation requirements as appropriate.
3. A minimum of twelve courses, preselected in consultation with a program advisor, over and above prerequisite courses completed for the professional certification.
4. A minimum of 36 courses for graduation. Evaluation of course credits from professional schooling/training to be done by the Registrar in conjunction with the Professional Health Science Program Advisor.
5. Additional information available from Jackie Fick in the Continuing Studies Office.

## CORE AND FORUM



### Core

The Core Courses are interdisciplinary, thematic courses to acquaint Whitworth students with the major historical forces which have shaped our patterns of thinking, defined our value commitments, and created the options of behavior open to us today.

#### CO 150—Western Civilization I—Full Course

The Judeo-Christian Tradition. Thematically organized foundational course in Western civilization. An interdisciplinary teaching team explores basic Jewish and Christian perspectives on such topics as human nature, creation-fall-renewal, living of modern life from a stance of faith.

#### CO 250—Western Civilization II—Full Course

The Rationalist Tradition. Origins, development of classical humanism and its challenges and meaning in the world today. Philosophy, science, literature, art of ancient Greece and Rome, their continuing impact, 20th century rationalism.

### Forum

All full-time Whitworth students are enrolled in The Forum for academic credit each long term in which they are in residence. Forum brings together the entire campus community twice a week. By consciously relating the intellectual perspective to the particular subject matter, the college provides a model for the practical utility of college education. Because of the college theme, Forum subjects frequently include aspects of Christian theology or the Christian world view.

#### GE 101, 102, 201, 202, 301, 302, 401, 402—Forum—

##### Quarter Courses

An all-college course providing opportunity for faculty and visiting lecturers to apply their disciplines and concepts to issues in our society and the world.



## INDEPENDENT STUDIES

The following courses are available in each department.

**191, 192, 291, 292, 391, 392, 491, 492, 591, 592**—Independent Study—Staff

Special projects may be undertaken tutorially by well-qualified students. Department approval of proposals is based upon 1) demonstrated readiness of the student for working independently, 2) no regular course covers the project materials, and 3) a faculty member agrees to supervise the study. Submit proposals on department forms to the coordinator by registration day of a new term. Full course. Fall, January, spring or summer terms.

**180, 280, 380, 480**—Field Study—Variable Credit

Off-campus exploration in a field new to the student. Work experience combined with extensive observation.

**390, 490**—Internship—Variable Credit

Off-campus experience for students with some professional background. Participation in the activities of the sponsoring organization.

**386, 486, 586**—Readings—Variable Credit

Evaluation of literature in the student's field of study.

**395, 495**—Teaching Assistant—Variable Credit

Experience for advanced student to aid the faculty member in such areas as paper and test grading, discussion leadership, tutorial work, lecture or test planning.

*"There is a feeling this is where I belong."*



## LIBRARY

### FACULTY:

Ruth Albertus, Doris Banks, Virgil Dedas, Ralph Franklin, Robert Lacerte  
 DIRECTOR: Dr. Franklin

Whitworth college library plays a central and creative role in the educational program of the college.

The library provides materials in a variety of print and non-print media, and the staff participates in the college teaching program in such ways as providing class sessions, library orientations, research assistance, and individual consultation on student projects.

Perhaps the most important component of the

library atmosphere is provided by the people on the staff who consistently provide friendly, professional service to students and faculty.

Centrally located on the campus, the library houses a balanced collection, totaling more than 75,000 volumes. Additional resources such as musical scores, microfilms and documents are also available while interlibrary loan system makes resources from other libraries available to Whitworth students. The library is a member of the Washington Library Network which extends the resources of the library by helping in the location of materials throughout the region.



## OFF CAMPUS AND FOREIGN STUDY PROGRAMS

At Whitworth we believe that the liberal studies relate directly to environments, problems, and actions in the world beyond the campus. Off-campus and foreign studies programs are designed to link knowledge gained in the classroom with knowledge gained through practical, professional experience or alternative educational environments.

Some of the options are listed below.

### Individual Internship/Field Study

This learning experience places students in a variety of organizations, agencies and businesses for short-term work opportunities. It may be done any time of year and may take place in Spokane or any other location where arrangements can be made.

Some examples of internship locations are:

Congressional Research Committee, Washington D.C.

Colville Indian Reservation Health Services, Wellpinit, WA

Foster Care Caseworker's Office, Spokane

Recreation Center for the Handicapped, San Francisco

St. John's Presbyterian Church, San Francisco

Amnesty International, San Francisco

DeYoung Museum, San Francisco

Legislative Internship, Olympia, WA

Keytronics, Spokane

World Health Organization, Geneva, Switzerland.

### January Term in San Francisco and Honolulu

During the January term, a group of 30 students and several faculty study, work, and live in the heart of San Francisco. Students can either take courses taught by Whitworth faculty on topics relevant to the city or they can participate in individual-internship/field studies.



A similar urban studies program is offered fall term for a smaller number of Whitworth students and consists of a core urban class conducted jointly with Westmont College.

Hawaii is another January term environment for students who wish to study topics such as Asian studies, Christian missions, art, state politics, and geology.

### Foreign Studies

Whitworth's foreign studies program provides the opportunity for students to live and learn in vastly different cultural settings. As a result of this type of learning, students acquire understandings which help to form their value systems, priorities and commitments to serve a world in need. Programs are for either individuals or groups and are typically located in the areas of France, Soviet Russia, Northeast Asia, and Central America. Third World studies is a recent focus.

One term each year, a group of Whitworth students locate in a foreign country and receive instructions from Whitworth faculty. The repeated pattern of these mini-colleges abroad include France,

Russia, England, Central America, and Hong Kong.

An even broader variety of shorter study tours are arranged during the one month January and May terms. They have included such programs as biology in Guatemala, theatre in London, music in Austria, politics in the Middle East, biblical Archeology in Palestine, and economics in China.

Some of the foreign study opportunities for individuals are listed below:

Coventry Cathedral in Coventry, England  
Keimyung University Exchange in Daegu, Korea  
Semester at Sea aboard the S.S. University  
Individual study in Foreign institutions.



## CAREER AND LIFE PLANNING

### Career and Life Planning

Planning for your life after college is an important aspect of the years you spend in college. The choice of a career should flow out of the self understanding that develops as a result of the total college program. The Career and Life Planning program assists students in values clarification and in the setting of life goals so that they will know how they want to invest their lives. Career seminars, workshops, the Career Resource Center and the Placement Office help students plan for their future.

In addition to their liberal studies programs many students also pursue programs in a variety of pre-professional and pre-career fields. Some of these programs are listed below.

### Teacher Education

Whitworth has a teacher-training program leading to both elementary and secondary certification. These certification programs are approved by the Superintendent of Public Instructions for Washington State. Programs for elementary and secondary teaching at the baccalaureate level are also accredited by the National Council for Accreditation of Teacher

*"The classes are small enough so that you have the opportunity to get to know your professors as people who have struggles and joys, just as we do."*

*"The things I remember are the things I can see and experience—the things I hear or read I seem to forget more quickly."*

Education. A high percentage of certified graduates (70-88%) are placed in teaching positions each year through the college's Teacher Placement Office.

#### **Medical Health Careers**

Whitworth has designed a number of Areas of Concentration which lead to careers in Health services. One of the outstanding programs available to our students is the Intercollegiate Center for Nursing Education. Students from four colleges, Washington State University, Fort Wright College, Eastern Washington University and Whitworth College, attend the center during their junior and senior years. A wide variety of field and hospital experience

is provided through the professional preparation offered at the Center. Construction of a new multi-million dollar center is presently underway in downtown Spokane.

#### **Business Careers**

The options in the Economics, Business Management and Accounting Departments provide the basic education for a variety of career possibilities in business.

#### **ROTC**

Whitworth students may elect to spend several years as officers in the military service following graduation. The volunteer Army's new ROTC program for both men and women students emphasizes a number of competencies required for military and

civilian leadership and management roles. Students enrolled during the first two years of college have no military service obligation. At the end of the sophomore year, students may apply for advanced study which provides a monthly stipend for the last two years and

several options for fulfilling the military service obligation upon graduation. Academic courses taken in the ROTC program provide regular credit toward graduation.

Programs beyond the bachelor's degree are also available at Whitworth College.



*"To share the experience and excitement of college with friends."*



## GRADUATE AND CONTINUING STUDIES/ ADULT PROGRAMS

The Whitworth tradition extends to graduate study with programming in areas relevant to the improvement of the total human condition. Persons seeking to enter a professional position or who are currently employed in a wide variety of human service areas will find a program which suits their needs. Persons interested in advanced study at Whitworth should request a copy of the *Graduate School Bulletin*.

Degrees offered include the Master of Education, the Master of Health Science, the Master of Arts in Teaching, the Master of Arts in Applied Behavioral Science, and the Master of Arts in Religious Studies.

Programs for educational personnel include continuing teaching certificate, reading specialist certification, guidance and counseling certification, and school

administration certification. These programs are compatible with the M.Ed or M.A.T. degrees.

The Master of Health Science program emphasizes health education while the Master of Arts in Applied Behavioral Sciences prepares organizational leaders and change agents.

For further information on these programs, contact the Dean of the Graduate School, Whitworth College.





## STUDENT LIFE PROGRAM

Whitworth College is committed to the theme of Jesus Christ, the goal of human development, and the mission of service to the world. The student life program of the college finds its philosophy and its guide for practice centered in these commitments. Through the residence halls, the Student Life Center, the Student Activities Center, the HUB, and the Health Center, the student life staff seeks to create environments where students, faculty, and staff

learn and discover more of what it means to be human, what it means to be Christian, and what it means to live in community.

The student life program at Whitworth is dedicated to assisting students of all ages develop the skills and attributes that contribute to effective maturity. Several assumptions are associated with this approach.

First, we assume that all individuals, regardless of age, are in a life-long devel-

opment process. We are as eager to assist the "non-traditional" student as we are the 18 to 22 year old. A current thrust of our program is to develop new services for the adult learner.

Second, we assume that individuals learn, grow, and change most effectively when they find themselves in environments where they are accepted for who they are—yet challenged to become all they are capable of becoming. Thus, in our resident communities, in counseling or advising contacts, and in the classes or workshops taught by our staff, there is an emphasis on both acceptance and feedback or confrontation and a call...for accountability. We desire to assist all learners in our environment gain an honest and clear perception of their impact on others.

A third assumption is that one's peers have a profound role to play in shaping one's behavior and in providing support and assistance. Therefore, the student life staff actively works in training and using peers to work throughout our environment in both paid and volunteer roles. "Col-

lege Crews," Resident Advisors, Head Residents, dorm chaplains, house managers and student managers are examples of Whitworth's use of peers to foster a health environment. Countless students have also reported that their training and practical experiences in these positions have had a profound effect on their Whitworth experiences, and have provided extremely valuable preparation for their "life after Whitworth."





## THE CHAPLAINS' OFFICE PROGRAM

Christian communities come in many shapes and sizes. Whitworth's mandate is to be a liberal arts residential college where freedom and diversity accompany an enthusiastic commitment to Jesus Christ. As a college community, we seek to affirm by thoughtful inquiry and responsible action the Biblical and historic faith.

It is the special responsibility of the Chaplains' office to provide nurture, worship and service opportunities which deepen the faith commitment of the Christian community at Whitworth. A wide variety of activities are offered. Each term, more than twenty Bible study groups meet in the residence halls. The Fall Conferences and other specialized con-

ferences occur throughout the year. Focus Days, the Hunger Task Force, and the pre-ministry program are among the other activities that involve numerous students. The linking of personal faith and social concern is one of the most important syntheses occurring in the college years at Whitworth. For example, each summer students go out under the Diakonia program to serve in places like Northern Ireland, the Cameron House in San Francisco, the Voice of Calvary Ministries in Jackson, Mississippi, or a hunger project in Hawaii.

The services of the Chaplains' office are open to all students at Whitworth. No student is asked to assent to a theological or ethical creed, but all who come here

should know of Whitworth's own commitment to the Christian faith. Not all students come or leave with this commitment as their own, but we believe that every student should have an opportunity to seriously consider the Christian faith during his or her college years. For students who stand within the Christian community, college here can be years when faith is broadened and deepened.

The services of the Chaplains' office and the importance of the Christian life at Whitworth go far beyond traditional concepts of campus ministry. Students are encouraged to take responsibility for their own spiritual growth within the context of a supporting and caring Christian community.

We believe that Whitworth's commitment to Christ provides a cornerstone for a liberal studies education, an ideal preparation for responsible competent leadership.

*"I think this experience was one of two which affected my life the most..."*



*"I had originally transferred to Whitworth from a larger University in the East in the hopes of finding a 'genuine, small college experience.' At Whitworth I received more than I'd bargained for. It has been instrumental in preparing me for my future."*

## STUDENTS

*"Part of Whitworth's academic excellence is due to its faculty. I've never before found so many caring teachers in one school!"*



Whitworth Students come from diverse areas of the country and the world.

About 18 percent of Whitworth students are from Spokane, another 31 percent from other areas of Washington, 23 percent from California, 5 percent each from Hawaii and Oregon, 3 percent from Colorado, 13 percent from 35 other states, and 2 percent from 16 other nations.

Enrollment Fall	1979
Freshmen	398
Sophomores	312
Juniors	261
Seniors	226
Graduates	119*
Evening	337*
	<hr/>
	1653

\*many graduate and evening school students are part time.

Degrees are awarded to over 300 students each year. About 80 percent are bachelor's degrees and the remainder are graduate degrees. The college has granted more than 7,500 degrees in its 86-year history.

*"My parents were leaving that afternoon, my roommate wasn't here yet, and I didn't know anyone!"*

*"What makes a college is dedicated people... I guess I'm one of them too, aren't I?"*

*"If I fall short of my goal there are people here to pick me up and get me moving again!"*

*"The warmth and openness of the faculty originally attracted me to Whitworth!"*

## FACULTY

There are 69 full time faculty members with 40 holding earned doctorate degrees. About 40 other persons teach part-time.

**Duncan S. Ferguson, Ph.D.,**  
*Edinburgh University,  
President and Associate  
Professor of Religion*

**Ruth N. Albertus**  
*University of Washington,  
Assistant Professor,  
Library*

**Jean P. Anderson, Ph.D.,**  
*University of Minnesota,  
Associate Professor of  
Physical Education*

**Lewis F. Archer, Ph.D.,**  
*Drew University,  
Professor of English*

**Deane Arganbright, Ph.D.,**  
*University of Washington,  
Associate Professor of  
Mathematics*

**Doris Banks, M.A.,**  
*University of Southern  
California, Librarian,  
Associate Professor*

**Laura Bloxham, Ph.D.,**  
*Washington State  
University, Associate*

**Robert D. Bocksch, Ph.D.,**  
*University of Wisconsin,  
Professor of Chemistry*

**F. Dale Bruner, Ph.D.,**  
*University of Hamburg,  
Professor of Religion*

**Rose-Marie Campbell,  
Ph.D.,**  
*University of Oregon*

**Lee Anne Chaney, Ph.D.,**  
*University of New  
Hampshire, Assistant  
Professor, Biology*

**Mike Cunningham, M.S.,**  
*University of Oregon,  
Assistant Professor,  
Recreation*

**A. Ross Cutter, Ed.D.,**  
*University of California,  
Berkeley, Professor of  
Physical Education*

**Virgil A. Dedas, Ph.D.,**  
*University of Kentucky,  
Assistant Professor,  
Library*

**Harry Dixon, Ph.D.,**  
*University of Illinois,  
Professor of Business/  
Economics*

**Philip W. Eaton, Ph.D.,**  
*Arizona State University,  
Associate Professor  
of English*

- I. Dean Ebner, Ph.D.,**  
Stanford University,  
Professor of English
- Glen P. Erickson, Ph.D.,**  
Columbia University,  
Professor of Physics
- Richard V. Evans, D.M.A.,**  
University of Oregon,  
Associate Professor  
of Music
- Martin B. Faber, Ed.D.,**  
University of Wyoming,  
Associate Professor  
of Education
- Jacqueline F. Fick, M.S.,**  
Marquette University,  
Director of Continuing  
Studies and Director of  
Professional Health  
Programs,  
Associate Professor of  
Biology
- Ralph Franklin, Ph.D.,**  
Northwestern University,  
Director of Library and  
Associate Professor
- Ronald G. Frase, Ph.D.,**  
Princeton Theological  
Seminary, Associate  
Chaplain, Professor  
of Sociology
- Howard R. Gage, Ph.D.,**  
University of Oregon,  
Professor of Mathematics
- Walter B. Grosvenor, M.A.T.**  
University of Washington,  
Associate Professor of Art
- Albert C. Gunderson, M.A.,**  
University of Washington,

*"Everything about it—faculty, staff, students, programs—seems to encourage my growth as a person. I am challenged with different opinions or values and I am encouraged to deal with these in order to know myself better and establish my own values."*



- Associate Professor of  
Theatre Arts
- Pierrette C. Gustafson,**  
M.A.A.B.S.,  
Whitworth College,  
Assistant Professor of  
Modern Languages
- Garland A. Haas, Ph.D.,**  
University of Washington,  
Professor of Political  
Studies
- Pauline D. Haas, M.F.A.,**  
Indiana University,  
Associate Professor of Art
- Herbert Heger, Ph.D.,**  
Ohio State University,  
Director of Graduate  
Studies and Associate  
Professor of Education
- David L. Hicks, Ph.D.,**  
University of Georgia,  
Associate Professor  
of Biology
- Glen Hiemstra, M.S.,**  
University of Oregon,  
Instructor in  
Communications  
(on leave)
- Frank E. Houser, Ph.D.,**  
Columbia University,  
Professor of Sociology
- James B. Hunt, Ph.D.,**  
University of Washington,  
Associate Professor  
of History
- Paul T. Jackson, Ph.D.,**  
University of Iowa,  
Assistant Professor of  
Education
- Milton E. Johnson, Mus. D.,**  
University of Dubuque,  
Professor of Music
- William L. Johnson, Ph.D.,**  
University of Oregon,  
Professor of Psychology
- Thomas G. Kirkpatrick,**  
Ph.D.,  
University of Washington,  
Assistant Professor  
of Communications
- William A. Kline, Ph.D.,**  
Stanford University,  
Associate Professor  
of Education
- Robert Lacerte, Ph.D.,**  
Case Western Reserve  
University, Librarian,  
Assistant Professor
- James Larson, Ph.D.,**  
University of California  
at Los Angeles, Director  
of Athletics and Associate  
Professor
- "Some of my best friends  
are students!"*

**Donald H. Liebert, Ph.D.,**  
Princeton Theological  
Seminary, Professor  
of Sociology

**Patricia A. MacDonald,  
Ph.D.,**  
University of Rochester,  
Professor of Psychology

**Diana C. Marks, M.Ed.,**  
Whitworth College,  
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Physical Education

**Robert M. McCroskey, M.S.,**  
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Assistant Professor of  
Mathematics and  
Computer Sciences

**Paul J. Merkel, M.Ed.,**  
Whitworth College,  
Associate Professor  
of Physical Education

**Roger Mohrlang, D. of Phil.,**  
Fuller Theological  
Seminary, Assistant  
Professor of Religion

**Bruce Murphy, Ph.D.,**  
Northern Illinois  
University, Associate  
Professor of History

**Diane Murphy, M.S.,**  
Northern Illinois  
University, Instructor  
of Physical Education

**Leonard A. Oakland, M.A.,**  
University of California,  
Associate Professor  
of English



**Edwin A. Olson, Ph.D.,**  
Columbia University,  
Professor of Earth Science

**Sharon Lee Parks, M.R.E.,**  
Princeton Theological  
Seminary, Instructor in  
Religious Studies  
(on leave)

**William D. Peterson, Ph.D.,**  
Michigan State Univer-  
sity, Vice President for  
Student Life and Director  
of Student Development  
**Howard A. Redmond,  
Ph.D.,**  
University of Southern  
California, Professor  
of Religion and Philosophy

**Leeann Reeves, M.Ed.,**  
University of Utah,  
Instructor of Physical  
Education

**Tammy R. Reid, M.A.,**  
Eastern Washington  
University, Assistant  
Professor of Education

**Isla Rhodes, M.A.,**  
Whitworth College,  
Associate Professor of  
Home Economics

**Shirley S. Richner, Ph.D.,**  
University of Idaho,  
Professor of Education  
and Music

**Lorraine Robertson, M.Th.,**  
Fuller Theological  
Seminary, Instructor in  
Religious Studies and  
Associate Chaplain

**George A. Ross, M.A.,**  
University of Washington,  
Associate Professor  
of Music

*"I have enjoyed the  
contact with young  
people that my wife and  
I have had here. Being  
a natural born student I  
enjoy all I learn from  
both peers and students.  
They are like sons and  
daughters to us."*

**Harry Dixon, faculty**



**Dan C. Sanford, Ph.D.,**  
*University of Denver,  
Associate Professor of  
Political Studies*

**Robert Sell, Ph.D.,**  
*State University of  
New York, Assistant  
Professor of Psychology*

**J. Townsend Shelby, Ph.D.,**  
*Washington University,  
Assistant Professor of  
Modern Languages*

**Ronald R. Short, Ph.D.,**  
*Claremont Graduate  
School, Professor of  
Psychology*

**Daryl Squires, B.S.,**  
*Whitworth College,  
Assistant Professor  
of Physical Education*

**E. Pat Stien, B.A.,**  
*Wheaton College,  
Instructor in Theatre Arts*

**Howard M. Stien, Ph.D.,**  
University of Wyoming,  
Professor of Biology

**Thomas T. Tavener,**  
D.M.A.,  
University of Washington,  
Professor of Music

**John W. VanderBeek, Ph.D.,**  
Oregon State University,  
Associate Professor of  
Mathematics

**George E. Weber, M.B.A.,**  
Harvard University,  
Associate Professor of  
Business/Economics

**Ronald C. White, Ph.D.,**  
Princeton University,  
Chaplain, Associate  
Professor of Religion

**Gordon Wilson, M.F.A.,**  
Fort Wright College,  
Assistant Professor of Art

#### SPECIAL INSTRUCTORS

**Kim Ashley, M.A.,**  
Eastern Washington,  
University, Instructor  
in English

**Robert Crispin, B.F.A.,**  
San Francisco Art  
Institute, Instructor  
in Art

**Robert P. Crosby, M.A.,**  
Boston University,  
Instructor, Applied  
Behavioral Science

**Leonard Doohan, Ph.D.,**  
Teresianum in Rome,  
Instructor in Religious  
Studies

**Carol A. Gavareski, M.D.,**  
University of Washington,  
Instructor in Biology

**Rabbi Eugene C. Gottesman,**  
B.H.L.,  
Hebrew Theological  
College, Instructor in  
Religious Studies

**Eunice Johnston, M.A.,**  
Whitworth College,  
Instructor in English

**Winnifred Korsborn, M.A.,**  
Eastern Washington  
University, Instructor  
in English

**Margo Long, M.A.T.,**  
Whitworth College,  
Instructor in Education



**Kaye Via Mickelson,**  
M.A.A.B.S.,  
Whitworth College,  
Instructor in Social  
Science

**Claudia Miller, M.S.,**  
University of Con-  
necticut, Instructor in  
Nutrition

**James Neupert, B.A.,**  
University of Puget  
Sound, Instructor in Art

**Margaret Saunders Ott,**  
M.S.,  
Julliard School of Music,  
Professor of Music

**John J. Sherer, M.Div.,**  
Lutheran Theological  
Southern Seminary,  
Instructor, Applied  
Behavioral Science

**Ronald Prosser, Ed.D.,**  
University of Arizona,  
Instructor in Education

**Carolyn Stephens, M.A.,**  
Eastern Washington  
University, Instructor  
in Art

*"They are not only my instructors but  
also friends who meet me on my level."*

**Robert S. Winniford, Ph.D.,**  
University of Tennessee,  
Professor of Chemistry

**William Yager, M.B.A.,**  
Harvard Graduate School  
of Business Adminis-  
tration, Assistant  
Professor of Business

**John C. Yoder, Ph.D.,**  
Northwestern University,  
Assistant Professor of  
Political Studies

**Michael Young, M.A.,**  
University of Washington,  
Assistant Professor  
of Music

*"A positive Sophomore year of searching and surprising myself at what I could do when I would say "Yes" to the many opportunities that Whitworth has provided for me."*

#### FACULTY EMERITI

**Estella E. Baldwin, M.A.,**  
Whitworth College,  
Professor of Economics  
and Business  
Administration

**Thomas W. Bibb, Ph.D.,**  
University of  
Washington, Professor  
of Economics and  
Business Administration

**John A. Carlson, M.S.,**  
University of Washington,  
Professor of Mathematics

**Anna J. Carrell, M.M.,  
A.A.G.O.,**  
Cincinnati Conservatory  
of Music, Professor  
of Music

**Homer F. Cunningham,  
Ph.D.,**  
New York University,  
Professor of History

**R. Fenton Duvall, Ph.D.,**  
University of Penn-  
sylvania, Professor  
of History

*"I like the individuals  
who make up the  
Whitworth World."*

**Lorraine Robertson,**  
Associate Chaplain

**Ernestine Evans, M.A.,**  
Washington State College,  
Associate Professor of  
Business Education

**Alfred O. Gray, M.A.,**  
University of Wisconsin,  
Professor of Journalism

**Nicolin P. Gray, M.S.,**  
University of Washington,  
Professor of Biology

**Marion R. Jenkins, M.A.,**  
New York University,  
D.H.L., Whitworth  
College, Professor of  
Religion

**Jasper H. Johnson, Ed.D.,**  
University of Washington,  
Professor of Education

**J. Russell Larson, M.Ed.,**  
Whitworth College,  
Associate Professor  
of Art

**Merton D. Munn, Ed.D.,**  
University of Cincinnati,  
Professor of Education

**Alvin B. Quall, Ed.D.,**  
Washington University,  
Professor of Education

**Clarence J. Simpson, Ph.D.,**  
Stanford University,  
Professor of English

**Evelyn A. Smith, M.R.E.,**  
The Biblical Seminary in  
New York, Associate  
Professor of Religion

**Estella N. Tiffany, M.A.,**  
University of Washington,  
Associate Professor of  
Education

**Lillian Whitehouse, M.A.,**  
Whitworth College,  
Assistant Director of  
Continuing Studies

**Mae Whitten, M.A.,**  
Whitworth College,  
Associate Professor  
of English

**William G. Wilson, M.S.,**  
University of Washington,  
Associate Professor of  
Physics and Engineering

**Roland Wurster, M.A.,**  
University of Oregon,  
Associate Professor of  
English

**Lawrence E. Yates, Th.D.,**  
Princeton Theological  
Seminary, Professor of  
Philosophy and Greek





*"The two qualities of commitment and openness, blend at Whitworth to distinguish a college realistic and challenging: students make real decisions, their lives touch the off-campus world as well as the academic sphere, their*

*teachers model varied Christian styles, and they encounter sufficient diversity to formulate and test personal values for all of life."*

**Duncan S. Ferguson,**  
*President of Whitworth College*

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## ADMINISTRATION

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**Duncan S. Ferguson,**  
*President*

**Edward B. Lindaman,**  
*President Emeritus and  
Futurist in Residence*

**Donna R. Munro,**  
*Executive Secretary*

**Shirley S. Richner,**  
*Vice President for  
Academic Affairs*

**Paul J. Olsen, Registrar**

**Ralph W. Franklin,**  
*Director of Library*

**Herbert K. Heger, Dean**  
*of Graduate Studies*

**Ronald R. Short, Director,**  
*Master of Arts/Applied  
Behavioral Science*

**Jacqueline F. Fick,**  
*Director of Continuing  
Studies and Director of  
Professional Health  
Programs*

**Ronald Frase, Chaplain**

**Lorraine Robertson,**  
*Associate Chaplain*

**Mary Ann Keith, Director**  
*Early Learning Center*

**Daniel C. Sanford, Director**  
*Off-Campus Education*

**James Larson, Director**  
*of Athletics*

**Jean Anderson, Associate**  
*Director of Athletics*

**William D. Peterson,**  
*Vice President for Student*

*Life and Director of  
Student Development*

**Kaye Via Mickelson,**  
*Director of Residence Life  
and Associate Director of  
Student Development*

**Lunell Haught, Director**  
*of Student Activities*

**Vicki Bushee, Training**  
*Area Director*





**Sandy Gill**, *Director of Paraprofessional Training, Assistant Director of Resident Life*  
**Joe Franklin**, *Director of Minority Affairs and International Student Advisor*  
**Gwen Baker**, *Coordinator of Student Employment and Career Services*  
**Georgene Winniford**, *Supervisor of Student Health Services*  
**Joseph P.H. Black**, *Vice President for Development and Public Affairs*  
**R. Kay Brown**, *Director of Alumni Relations*  
**Richard E. Matheny**, *Director of Whitworth Foundation*  
**Linda Sharman**, *Associate Director, Public Relations*  
**Hugh W. Johnston**, *Development Research Associate*  
**Eunice Johnston**, *Conferences Director*  
**Shirlene Short**, *Director of Admissions*  
**Dave Vaughn**, *Assistant Director of Admissions*  
**Barbara Mergen**, *Assistant Director of Admissions*  
**Steve Olson**, *Assistant Director of Admissions*  
**Todd Frimouth**, *Admissions Counselor*

**Willard D. Rusk**, *Associate Director of Admissions and Director of Financial Aid*  
**Beverly Stanford**, *Assistant Director of Financial Aid*  
**G. Michael Goins**, *Vice President for Business Affairs*  
**Dayne J. Nix**, *Bursar*  
**Louis J. Beechen**, *Comptroller*  
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**Edward G. Eccles**, *Maintenance Supervisor*  
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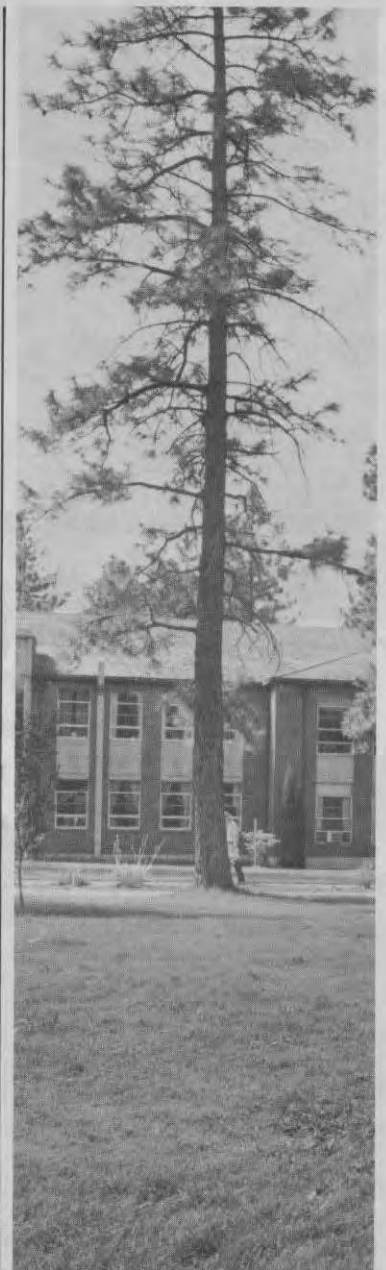
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Producer, Oklahoma  
City, Oklahoma

*"The professors I've had teach hard  
classes, but right along with challenging  
me they make me feel I can succeed.  
Because they take the time to know me,  
I trust their belief in me."*



WHITEWORTH  
COLLEGE

Place

## PLACE

*"Small enough to see every face, yet a chance to meet another friend."*

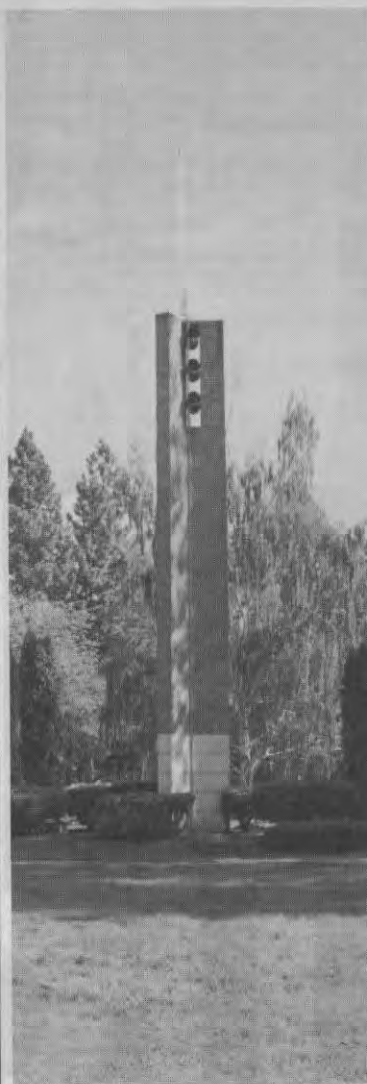


A college is a program; it is people, and it is a place. Whitworth's "place" is a spacious 200 acre wooded site just north of Spokane, Washington. This geographical location makes skiing, snowshoeing, backpacking, canoeing, and hiking readily available to campus residents. It also offers a metropolitan environment with cultural events, commercial services and a chance for involvement in urban life as an employee, intern or volunteer.

The 40 campus buildings are valued in excess of 10 million dollars. Main buildings include Cowles Memorial Auditorium, Harriet Cheney Cowles Library, Schumacher Health Center, Eric Johnston Science Center, Dixon Hall, and the Whitworth Fieldhouse. A new music building was constructed in 1977 and plans are being made for the construction of a chapel.

The 15 dormitory units provide on-campus housing for about 1,000 students. These units range from historic McMillian Hall constructed in 1914 to six modern, cottage-like dorms.

Pioneer educator and Presbyterian pastor George F. Whitworth founded Whitworth near the shores of Puget Sound in Sumner, Washington, in 1890. Ten years later the young college was moved to Tacoma, and



then, in 1914, Spokane realtor and mining man, Jay P. Graves offered a site for the struggling college just north of the Spokane city limits. In Spokane, the church-related college slowly grew to an enrollment of 250 in the thirties, then grew rapidly in the post World War II era. The college is affiliated with the Alaska-Northwest Synod of the United Presbyterian Church, U.S.A.

Whitworth College is fully accredited by the Northwest Association of Secondary and Higher Schools as a four-year liberal arts college with an unqualified membership in that association. It is also a member of the Association of American Colleges and the Presbyterian College Union, and is on the approved list of the American Association of University Women and the National Council on Church-Related Colleges. The college also is accredited by numerous specialized agencies.

*"A place where student and teachers can be artists together."*



*"It would be hard to talk about all the things that I have been involved in here at Whitworth—but I can honestly feel that my life has been full with a tremendous variety and balance. I also have been motivated and persistent in my search for an honest, balanced, truth-led life. What makes a college run is dedicated people... guess I'm one of them too, aren't I?"*

## Veterans

Whitworth is an approved institution of higher education by the Veterans Administration. The minimum standards of progress as approved by the State Approving Agency are published in the catalog supplement.

## Student Services

Whitworth is a place where a wide range of student services are provided. For example: The Health Center provides both preventative medical services and care for those who are ill. Nurses are available in the modern facility 24 hours a day, and doctors from Family Medicine in



Spokane conduct clinics in the Health Center four evenings each week. Food service on campus is provided by Saga and special nutritional meal plans are available.

Whitworth is also a place where students participate in a variety of activities. Student government is



responsible for most of the social programming on campus, and students, faculty and administrators work together on the various Councils which formulate major campus policies.

## Athletics

Varsity and intramural athletics and club sports are also an important part of student activities on campus. Across the years college teams have won their share of championships and provided entertainment for thousands of fans. But even more important than the winning tradition and the excitement of competition is the way in which a student's participation in a sport builds maturity.

The college is represented by nine varsity men's teams as a member of the Pacific Northwest Intercollegiate Athletic Conference. Men's varsity sports are football, basketball, baseball, wrestling, cross country, golf, tennis, swimming, and track and field. Whitworth women compete in six varsity sports in the Inland



Valley Conference. Women's sports are basketball, cross country, volleyball, swimming, tennis, and track and field.





*"Whitworth education demands participation if you're going to learn and the motivation comes in all areas to keep you going."*



*"Whitworth is a place that allows me the freedom to make my own discoveries. The size of the college lets me be involved in a diversity of activities; in student government, and as a resident assistant, in the dorm."*



## ACADEMIC POLICIES AND REGULATIONS

**1. NORMAL FULL-TIME COURSELOAD.** The normal load for full-time students is  $3\frac{1}{4}$  to  $4\frac{3}{4}$  courses in the Fall and Spring Terms, 1 to  $1\frac{1}{4}$  courses in the January Term, and 1 course in the May Term. A student must average  $9\frac{1}{2}$  courses per year to graduate in four years. Permission to enroll in more than the normal load must be approved in writing by the Registrar.

**2. CHANGES IN REGISTRATION.** Deadlines for dropping and adding classes are published in the annual time schedule. Late fees will be charged for any schedule changes after the third week of classes, or for registration after the first week of classes.

**3. CLASS STANDING** is determined as follows: Freshman—formally admitted to the college; Sophomore— $8\frac{1}{2}$  courses completed; Junior—18 courses; Senior—27 courses.

**4. GRADES AND GRADE POINTS.** The following symbols are used: A (Supe-

rior—4 points); B (Good—3 points); C (Fair—2 points); D (Poor—1 point); F (Failure—0 points); V (Official Withdrawal, does not affect GPA); Y (Unofficial Withdrawal, usually given when student stops attending a class without dropping it, computed as an "F" in the GPA); I (Incomplete, to be made up by six weeks into the next long term); I/P (In Progress); CR (Credit, given upon completion of a Credit/No Credit course, does not affect GPA); NC (No Credit, given for unsatisfactory work in the Credit/No Credit course, for a D or F under the Pass/No Credit grading option, or for a failing grade by a freshman); P (Pass); X (Grade not submitted by instructor); U (Upper Division Credit); G (Graduate Credit).

**5. PASS/NO CREDIT GRADING OPTION.** Students may choose to take one P/NC for each year in residence at Whitworth, not more than one in a

given term. Core courses, courses in the major or area of concentration, and Education courses are excluded from this option. In addition to the limitations listed above, students may elect to take PE activity courses Pass/No Credit.

6. GRADUATION HONORS are: Cum Laude (3.50 gpa), Magna Cum Laude (3.75), Summa Cum Laude (3.90), based on at least 18 full courses taken at Whitworth. Transfer grades are not included in honors computation.

7. ACADEMIC PROBATION/SUSPENSION. Students are placed on probation at the end of any term in which their grade point average falls below 1.75 or their cumulative grade point average falls below 2.00 (1.75 for freshmen). Students continue on probation until their cumulative grade point average reaches the minimum 2.00 standard.

Students may be suspended at the end of any term in which their grade point average falls below 1.00 or, if after being placed on probation, they fail to earn at least a 2.00 grade point average for the

succeeding term.

If there are mitigating reasons for unsatisfactory progress that results in suspension, students may appeal in writing to the Academic Review Committee through the Office of the Registrar.

8. ACADEMIC GRIEVANCES. It is assumed that most grievances will be resolved in conversation between student and professor or within the department involved. However, in cases where resolution is not so easily achieved, the procedures are: a) The student must first seek resolution of the conflict in consultation with the professor. The Vice President for Academic Affairs will assure that this initial exchange has taken place. b) If a satisfactory resolution is not possible in the first phase, the student may appeal in writing to the Vice President for Academic Affairs for adjudication in the matter.

9. REQUIREMENTS FOR A SECOND DEGREE. Whitworth graduates may obtain a second baccalaureate degree on completion of major requirements and a total of 45 courses, five

of which must be taken after receiving the first degree.

Graduates of another institution must meet major requirements, the 8½ course residency requirement, the general college requirements, and must receive their degree in a different field than the first degree.

10. ACCEPTANCE OF TRANSFER CREDITS. A maximum of 95 quarter hours (63 semester hours) may be transferred from a two-year college. Vocational-technical courses, noncollege-level courses, and incomplete courses are not transferable. Credit from Bible schools and non-accredited colleges are evaluated on a course-by-course basis.

11. ALTERNATIVE COURSE CREDITS. A maximum of nine courses (45 quarter hours, 30 semester hours) of alternative credits may be counted toward graduation. This includes CLEP and Advanced Placement credit, course challenge examinations, credit based on completion of advanced work, extension and correspondence credits. Contact

the Registrar for further information.

12. JUNIOR EVALUATION. Should be applied for by the end of the sophomore year. Constitutes the student's and his advisor's indication of progress toward the baccalaureate degree.

13. APPLICATION FOR GRADUATION. Before beginning the senior year, the student applies for the specific degree desired and the Registrar's Office prepares a checklist for the final year's course planning.

14. DOUBLE MAJORS. A student may graduate with more than one major if all requirements are met for each major involved. All course overlaps must be approved by both departments.

15. SECOND FIELD. A student may choose a second teaching field in preparation for secondary level teacher certification. Particulars are noted in separate departmental listings.

16. INDEPENDENT STUDY is designed for the student who wishes to research or read in a topic not covered in a course offering or who wishes to

explore in greater depth a topic introduced in a course. The student initiates the study project and obtains a faculty supervisor for assistance and evaluation of the student's achievement. Independent study should be preceded by coursework in the department, and is not open to freshman level students. Students should take no more than four independent studies in their undergraduate work, and no more than one in any term.

**17. CHANGES IN ACADEMIC PROGRAM.** Students may elect to change their major, area of concentration, or second field, but are advised to evaluate possible increases in the length of time required to graduate. Any changes of program must be requested in writing at the Registrar's Office.

**18. VETERANS.** Whitworth College is an approved institution of higher education by the Veterans Administration and encourages veterans to attend. The college is committed to upholding and complying with the intent of VA regulations. Benefit

recipients must meet satisfactory progress standards in order to continue receiving benefits for study. Standards are basically the same for VA benefit recipients as for other students. Records which permit monitoring of progress are kept in the Registrar's Office.

Termination of benefits will be initiated upon receipt of a withdrawal card or notification by an instructor that a student is not attending class. It is the responsibility of the benefit recipient to submit a withdrawal card to the Registrar immediately upon stopping attendance in any course.

**19. EQUAL OPPORTUNITY POLICY.** It is the policy of Whitworth College to provide equal educational and employment opportunity for all students and employees regardless of race, color, national origin, sex, age, or handicap. The policy also extends to the consideration of religious preference provided, however, that the college reserves the right to hire only Christians in positions which the college considers necessary in achieving its

educational and religious goals. The college is subject to the requirements of non-discrimination contained in the following Federal Legislation:

Title VI of the Civil Rights Act of 1964,  
Title IX of the Educational Amendments of 1972,  
Sections 799A and 845 of the Public Health Service Act,  
Section 504 of the Rehabilitation Act of 1973 as amended, and the Age Discrimination in Employment Act.

Questions should be directed to the Equal Opportunity Officer, Office of the President of Whitworth College. If desired, contact may be made with the Director, Office of Civil Rights, Department of Education, Washington, D.C., 20201 or with the regional office.

## ADMISSIONS PROCEDURES

### Freshmen Application Procedure

Application for admission as a freshman is made on a form which is avail-

able from the Office of Admissions. The following credentials should reach the Office of Admissions by June 1 for fall entrance:

1. APPLICATION FOR ADMISSION accompanied by a non-refundable \$15 application fee.

2. SCHOOL EVALUATION Section Two of the application form should be completed by the high school counselor or appropriate school official.

3. OFFICIAL TRANSCRIPT of high school academic work through at least six semesters. In the event of acceptance prior to the completion of high school, a final transcript following graduation is necessary.

4. PERSONAL INVENTORY is a part of the application form and is primarily designed to help us know more about the applicant as a person.

5. SCHOLASTIC APTITUDE TEST (SAT), AMERICAN COLLEGE TEST (ACT) or WASHINGTON PRE-COLLEGE TEST (WPCT) results must be sent to the Office of Admissions.

Applicants will be notified of their admission as

soon as possible after their applications are complete. Whitworth continues, however, to subscribe to the Candidate's Reply Date agreement and admitted students will not be required to notify the college of their final decision until May 1.

### **Transfer Application Procedure**

Application for admission as a transfer student is made by following steps No. 1 and No. 4 above (Freshman Application Procedure), forwarding an official transcript of college work completed and the Transfer Reference Form. If less than one year of college work has been completed, Steps No. 2, No. 3 and No. 5 would also be necessary. A cumulative g.p.a. of 2.0 or above is required for consideration.

### **Non U.S. Citizen Application Procedure**

Students who are not citizens of the United States should submit all but Section II of the Application Form with a \$15 fee, results of the Test of English as a Foreign Language (TOEFL) or another test of English ability, the Declaration and Certification of Finances Form, and a translated copy

of academic performance including transcripts from other colleges or universities if appropriate.

### **Readmission of Former Students**

Former students seeking to return to Whitworth must submit a readmission application (available from the Office of Admissions) and official transcripts of all college work completed during the absence.

### **Part-Time Students**

Students enrolled for less than 3/4 courses are considered part-time. In many instances, the part-time student classification serves the needs of the Spokane community and can be on a credit or audit basis. Part-time students seeking a degree should follow the stated freshman or transfer application procedure. Part-time students not seeking a degree from Whitworth are not required to complete the normal admissions process; they may register directly through the Registration Office.

### **Early Decision**

Candidates for early-decision admission may apply as early as September 1 of the year prior to

desired entrance. Early-decision applicants must have maintained a strong academic average through their junior year in high school. It is understood early-decision applicants will have narrowed their college choice to Whitworth and will make only this single application. Early-decision applicants will receive notice of admission beginning November 15. Selection of regular candidates begins December 1. When applying, candidates are asked to indicate "Early Decision" on the top of the application form and should follow the procedures outlined under Freshman Application Procedure.

### **Advanced Placement Program**

Students who have received scores of 3, 4, or 5 on the College Entrance Examination Board Advanced Placement Examination may be given both advanced placement and credit toward graduation. Specific provisions are dependent on the subject matter field. Inquiries are welcomed by the Admissions Office.

### **Campus Visits**

Perhaps the best way to

discover how a college might meet an individual's needs is through a *campus visit*.

The Admissions Office is open weekdays throughout the year, but we prefer that campus visits occur when classes are in session. Visits should not be planned during vacation times. (See Academic Calendar.) The college will provide one full day's board and room for prospective students who visit the campus. To arrange a visit, contact the Admissions Office in advance.

### **Deferred Matriculation**

The College supports the practice of deferred matriculation. This policy allows students to apply for admission during their senior year in high school and, if accepted, to delay matriculation for one or two years. Applicants should indicate their intended entrance date on the application form. This practice is specifically designed for students wanting travel or work experiences and not for those attending other colleges before entering Whitworth.

# FINANCIAL PROCEDURES AND INFORMATION

## Costs and Fees

Whitworth College is an independent institution and, like most such institutions, receives minimal support from public funds. Each student is charged tuition and fees which cover approximately three-fourths of what it costs the college to provide its services. The balance of these costs is met by income from endowment and by gifts from trustees, alumni and other friends of the college. Since prompt payment of student bills is important in maintaining our quality educational program, all details for paying current charges must be finalized as students enroll for classes. Payment in full is due at the beginning of each term, or students and their parents may desire to use the insured budget plan, which spreads payments over a ten month period (June 1-March 1).

Last year Whitworth students received more than \$1,400,000 in scholarships and other financial aid from Whitworth and more than one million dollars through Whitworth from federal and state sources. Recipients of aid include about 70% of the student body.

### Cost for 1980-81\* Academic Year

Tuition	\$3,950
Room and Board	1,775
Fees:	
Associated Student	
Body Fee	\$85
H.U.B.	15
Health Center	
Fee	14
Student Activity	
Center Fee	15
Health & Accident	
Insurance	86
Total Fees	<u>215</u>
Total	\$5,940

A full-time academic load is  $3\frac{1}{4}$  to  $4\frac{3}{4}$  courses in the fall and spring terms and  $1\frac{1}{4}$  courses in the January Term.

Room and board charges do not cover regular college vacation periods. The above rate provides for a double room and 20 meals per week. A 14-meal plan is available at a reduced rate. Students in private rooms at their own request pay 25% additional room rent.

Student Health and Accident Insurance must be carried by all students enrolled for more than three full courses unless there is a signed waiver on file in the Business Office showing other coverage. Those waivers must be submitted by September 18th for students beginning the fall term and February 19th for students beginning in the spring term.

Additional expenses for books, supplies, personal items and transportation will vary with each student, and is a necessary consideration when planning total costs.

Since fees are published several months in advance of the academic year, the

Board of Trustees reserves the right to change this fee structure.

## Miscellaneous Costs\*

One Day Course—For students enrolling in only one course in the day school	\$275
Part Time Day School—For enrollment in $1\frac{1}{4}$ to 3 courses, per course	550
Excess Course—For courses in excess of $4\frac{3}{4}$ courses, per course	275
Excess Course Audit—For student taking an audit in course in excess of a full-time load, per course	80
Audit Fee—Per course	160
Independent and Field Study—Not to exceed two courses, and program must be approved in advance by the Academic Dean, per course	275
Evening School—The maximum undergraduate course load in evening school is two full courses, per course	160
Combination day and evening classes—Evening School—one course	160
Day School—one course	550
Total	\$710

*"Whitworth has helped shape a naive but enthusiastic young Christian. I really do believe my experience has deepened and broadened all aspects of my life."*

Two Day Courses	1100
Three Day Courses	1650
Day School Modules for Adults, quarter course	40
Graduate program rates are contained in the specific program bulletin. Some courses carry special fees. A complete listing of class fees is included with the course schedule from the registration office.	
Change in Registration Fee (after third week)	5
Late Registration Fee (After 1st week)	15
Diploma Fee	25
Graduates	30
Matriculation Fee	15
A more detailed list of miscellaneous fees is available from the Business Office.	
Please note that these charges are for the 1980-81	

academic year. The costs for the 81-82 academic year will be announced when finalized.

All fees are subject to change without notice. Fees for off campus and foreign study vary according to the program. Check with the Off-Campus Office for additional financial information.

#### **Financial Aid**

Assistance in many different forms is available to help as many students as possible who want to attend Whitworth but who have inadequate financial resources. For the most part, financial aid is awarded on the basis of financial need as determined by the College Scholarship Service. Most offers of Whitworth aid are made each spring for the following academic year. Very limited funds, if any, are available to the student applying for entrance at midyear.

#### **Financial Aid Application Procedure**

Application for financial aid at Whitworth is accomplished by:

1. Submitting the College Scholarship Services' FINANCIAL AID FORM (to determine student need). These forms are available through high school counseling offices or the Whitworth Admissions Office.

2. Completing the Whitworth College FINANCIAL AID APPLICATION, available from the Admissions office. Students who apply prior to March 1 are more likely to receive funds than later applicants; however, late applicants are encouraged to submit aid requests since awards are made to qualified applicants as funds become available.

After a student is accepted for admission and we have received the above forms, we automatically consider the student *for all types of aid* for which he or she qualifies.

#### **Refund Policy**

A student who withdraws during the course of a semester is eligible for an adjustment of charges as follows:

*1st week* following beginning of instruction—100% refund on tuition and student fees, less \$10 service charge. Board and room refund on prorated basis.

*2nd week* following beginning of instruction—80% refund. No refund on student fees. Board and room refund on prorated basis.

*3rd week* following beginning of instruction—60% tuition refund. No refund on student fees. Board and room refund on prorated basis.

*4th week* following beginning of instruction—40% tuition refund. No refund on student fees. No refund on room. Board refund on prorated basis.

*After the 4th week* following beginning of instruction—No refunds on tuition, student fees, or room. However, board refunds will continue to be prorated throughout the term.



### College Scholarships and Grants

Scholarships are ordinarily awarded to students who have demonstrated that they will contribute significantly to the total community. Some college grants are awarded to students from low-income families who could not otherwise attend the college. A few scholarships are awarded regardless of financial need to students

who have distinguished themselves in academics and other aspects of school and community life.

### Loan Funds

These may be administered directly by the college or in cooperative arrangements with the government or other institutions. Many loans carry low interest rates and normally do not require that repayment begin prior to graduation.

The repayment period is often extended to ten years.

### Employment

The Student Employment Office is a clearing house for both on- and off-campus jobs. Most part-time jobs are on campus where the work does not usually exceed 15 hours per week and \$1,000 of pay per school year. Whitworth participates in the College Work-Study Program, a federally financed program.

### Other Forms of Aid

The United Presbyterian Church, U.S.A., provides several types of student financial aid through its church-related colleges. They include the following:

#### National Presbyterian College Scholarships

Awards range up to \$2000 annually, depending upon need. Applications, obtained from the Admissions Office of the Board of Christian Education, must be filed in November of the student's senior year in high school.

#### Samuel Robinson Scholarships

\$300 each for students already enrolled who submit original essays and applications by April 15. Details are available from the college Religion Department.

#### Ministerial Scholarship

Whitworth offers a \$400 tuition discount to students who are dependent children of regularly ordained pastors employed by Christian churches and who maintain a grade point average of at least 2.5. To apply, students should write to the Director of Financial Aid and include information verifying eligibility.







*"The potential here is incredible."*

#### Scholarship Funds

Lloyd M. Harder Memorial  
Scholarship Fund  
Jane Bagnall O'Brien  
Nursing Scholarship Fund  
Ingwer W. Thomsen  
Scholarship Fund  
Jean Villars Memorial  
Music Fund  
Mary Elizabeth Waltz  
Memorial Scholarship  
Fund  
Ernest E. & Margaret Yenny  
Brown Memorial  
Scholarship Fund  
William L. McEachran  
Scholarship Fund  
Amos A. Bratrude  
Scholarship Fund

Ina B. Johnston  
Scholarship Fund  
Grace A. Stayt Memorial  
Scholarship Fund  
Pearl H. King  
Scholarship Fund  
Indian Scholarship Fund  
William Moir  
Scholarship Fund  
Hammond Memorial  
Scholarship Fund  
Mary E. Quackenbush  
Scholarship Fund  
Frank and Helen Burgess  
Scholarship Fund  
William H. Cowles  
Memorial Scholarship  
Fund

John E. and Etna Ezzard  
Sheridan Memorial  
Scholarship Fund  
Aimee E. Millhouse  
Scholarship for  
Young Men  
Mrs. James McKay  
Memorial Scholarship  
Fund  
Rev. and Mrs. Albert E.  
Evans Memorial  
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Students  
Ethel Klein Culverwell  
Music Scholarship  
Annie Ester Durham  
Scholarship Fund

Robert H. and Grace R.  
Gaines Scholarship Fund  
Vere I. Snyder DeVoe  
Memorial Scholarship  
Reader's Digest  
Scholarship Fund  
Jack McEachran  
Memorial Scholarship  
Rev. J. Renwick McCul-  
lough Memorial Scholar-  
ship Fund  
William Kay Memorial  
Scholarship Fund  
Winona Marjorie West  
Scholarship Fund  
Rev. John Gordon Memorial  
Scholarship Fund  
Mabel C. Willson Memorial  
Scholarship Fund  
Caroline Cooper  
Scholarship Fund  
Dorothy Myers Phillips  
Scholarship Fund  
Susie Rose Scholarship Fund  
Anna E. Neill  
Scholarship Fund  
Mave C. Olds  
Scholarship Fund

- William P. and Belle M.  
Ulrich Scholarship Fund
- Alice J. Benque  
Scholarship Fund
- Mary L. Mentzer  
Scholarship Fund
- Nelson W. Durham  
Scholarship Fund
- Gordon Stanley Grace  
Memorial Scholarship
- Ben B. Cheney  
Foundation Scholarship
- Edward H. Hughes  
Memorial Scholarship
- David L. Jones  
Memorial Scholarship  
Fund
- Helen Grinnell  
Music Scholarship Fund
- Charles W. Muir  
Christian Education  
Scholarship Fund
- Kaiser Aluminum &  
Chemical Scholarship
- Rev. & Mrs. Paulhoun  
Senior Memorial  
Scholarship
- Gordon A. & Priscilla  
Duncan Memorial  
Scholarship
- Eileen Elizabeth Henrick  
Memorial Scholarship  
Fund
- William J. Sanders  
Scholarship Fund
- Elma Ross Memorial  
Scholarship Fund
- Beth Thomas  
Scholarship Fund
- Journalism Fund in Honor  
of Mrs. Dorothy Dixon
- Elizabeth Ann Joyner  
Scholarship Fund
- Sara Lou Gammons Music  
Scholarship Fund
- William and Annie  
McEachern Memorial  
Scholarship
- George and Lyda Wasson  
Scholarship Fund
- Ethel Fairfield White  
Scholarship Fund
- Manifold Scholarship Fund
- Dave Barnes and Aubrey M.  
Leavitt Scholarship Fund
- Charles F. Koehler  
Memorial Scholarship  
Fund
- Alumni Association  
Scholarship Fund
- Arthur E. and Enola Loring  
Wake Scholarship Fund
- Alice Postell Alumni  
Scholarship Fund
- Howard Redmond  
Scholarship Fund
- Dennis Spurlock Memorial  
Scholarship



*"I see the opportunities for learning, community, and diverse ministry of healing, teaching and worship—centered around Jesus Christ."*

#### **Student Loan Funds**

Mr. and Mrs. Franklin  
Armstrong Student  
Loan Fund  
David Barnes Memorial  
Student Loan Fund  
George N. Beard  
Student Loan Fund  
Frances Gilbert Hamblen  
Memorial Loan Fund  
Elizabeth Hewitt Memorial  
Student Loan Fund  
Anne E. Marshall  
Student Loan Fund  
Otis and Elizabeth Merritt  
Student Loan Fund  
Earl Oatman Memorial  
Student Loan Fund  
Jane Bagnall O'Brien  
Nursing Loan Fund  
Josie Shadle Student  
Loan Fund

Stevens-Swanby Student  
Loan Fund  
Sarah A. Stewart Memorial  
Student Loan Fund  
Ingwer W. Thomsen  
Student Loan Fund  
David and Emma  
Thorndike Memorial  
Student Loan Fund  
Vicker Rotary Memorial  
Student Loan Fund  
Dr. L.N. Williams Memorial  
Student Loan Fund  
Helen Bishop Herbage  
Memorial Student  
Loan Fund  
George T. Gregg  
Student Loan Fund  
Dr. C.L. Mood and Bettie  
Mood Memorial Student  
Loan Fund  
Mr. and Mrs. Thomas A.  
Landreth Memorial  
Student Loan Fund

R.L. Ubers, M.D.,  
Student Loan Fund  
Hulda Munter Senske  
Student Loan Fund  
J. Wilson Gowdy Student  
Loan Fund  
Bee Lawler Rhinehart  
Memorial Loan Fund  
Jim and Kathy Edens  
Hancock Memorial  
Student Loan Fund  
Manitou Park United  
Presbyterian Church  
Student Loan Fund  
Mary Katherine Crim  
Student Loan Fund  
Martin Luther King  
Student Loan Fund  
Mr. and Mrs. James  
Harrison Memorial  
Loan Fund  
Judge & Mrs. W.C. Husband  
Memorial Loan Fund  
Lawrence F. Moore  
Revolving Loan Fund  
Mrs. P.T. Myers Student  
Loan Fund

\*When a student applies for financial aid, s/he is automatically considered for the appropriate scholarship or loan funds.

Additional information about policies and procedures are published in the *Catalog Supplement* which is available from the Admission's Office upon request. Other information may be obtained by writing to the people listed inside the back cover of this catalog, or by writing directly to the coordinator of the department in which you are interested.

*"There is a feeling this is where I belong."*

## CALENDAR

### The "4-1-4" Calendar

In 1969 Whitworth College came one of the first colleges in the country to adopt the "4-1-4" academic calendar. A growing number of liberal arts colleges have turned to this calendar because of its flexibility and potential for innovative courses. The fall thirteen-week semester ends with the Christmas vacation. During the month of January students take just one intensive course. The spring term begins in February and ends during the month of May. Whitworth has developed a number of tuition-exchange programs with other colleges having the 4-1-4 calendar and Whitworth students can participate in the programs of many other colleges during the month of January.

## ACADEMIC CALENDAR 1980-81 AND 1981-82

### 1980-81

Sat., Aug. 30  
Sun. & Mon.,  
Aug. 31 & Sept. 1  
Tues., Sept. 2  
Wed., Sept. 3  
Thurs., Sept. 4  
Sat., Sept. 6  
Mon., Sept. 8  
Tues., Sept. 16  
Wed., Nov. 5  
Wed., Nov. 26  
Mon., Dec. 1  
Fri., Dec. 5  
Mon., Dec. 8  
T, W, R, Dec. 9-11  
Dec. 12-Jan. 4  
Jan. 5-30  
Tues., Feb. 3 (8-4)  
Wed., Feb. 4  
Mon., Feb. 9  
Mon., Feb. 16  
Mar. 23-27  
Mon., Mar. 30  
Fri., April 24  
Mon., May 11  
Tues., May 12  
W, R, F, May 13-15  
Sun., May 17

### Summer 1981

May 18-June 15  
June 15-July 25  
July 27-Aug. 14

Dorms Open at 1 p.m.  
Orientation Activities  
Advising  
Registration  
Day Classes Begin  
Faculty Retreat  
Evening Classes Begin  
Community Building Day  
Faculty Development Day  
Thanksgiving Recess Begins  
Classes Begin  
Last Class Day  
Reading Day  
Final Exams  
Christmas Vacation  
Jan Term  
Advising and Registration  
Day Classes Begin  
Evening Classes Begin  
President's Day  
(Day School Only)  
Spring Vacation  
Classes Resume  
Faculty Development Day  
Last Class Day  
Reading Day  
Final Exams  
Baccalaureate and  
Commencement

### Summer School

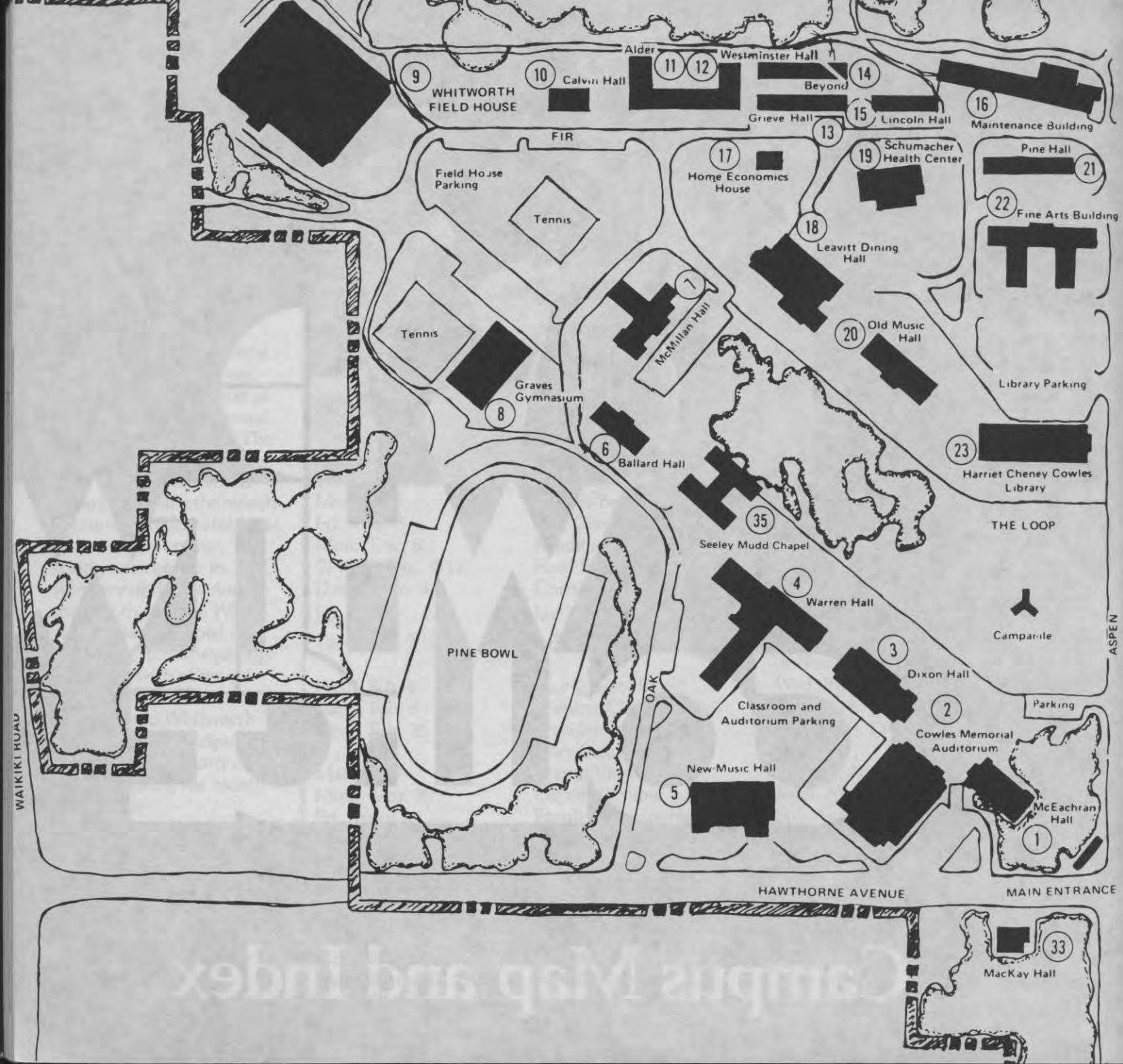
First Session  
Second Session  
Third Session

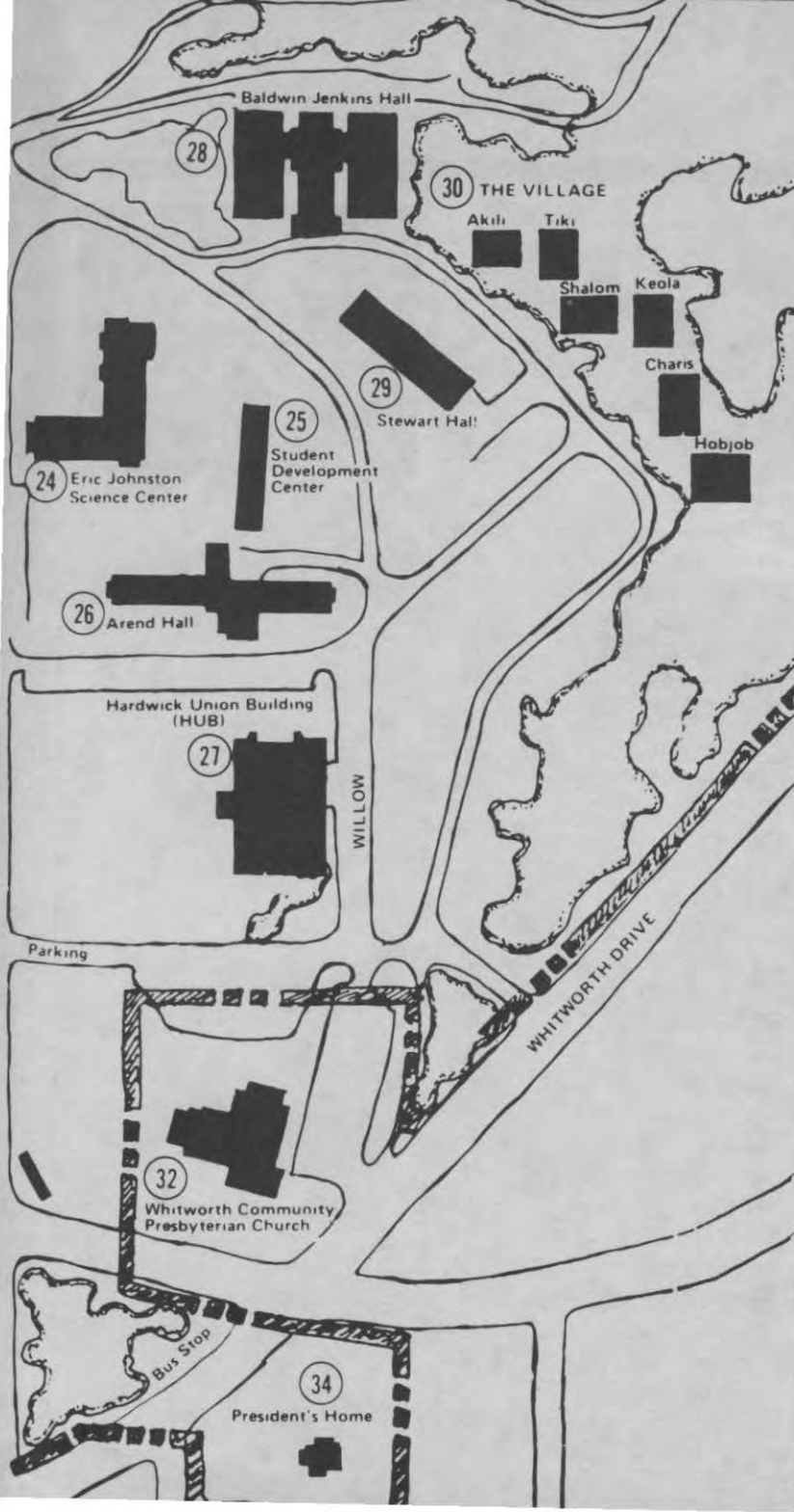
### 1981-82

Sat., Sept. 5  
Sun. & Mon., Sept. 6 & 7  
Tues., Sept. 8  
Wed., Sept. 9  
Thurs., Sept. 10  
Sat., Sept. 12  
Mon., Sept. 14  
Tues., Sept. 22  
Mon., Oct. 19  
Wed., Nov. 25  
Mon., Nov. 30  
Fri., Dec. 11  
Mon., Dec. 14  
T, W, R, Dec. 15-17  
Dec. 18-Jan. 3  
Jan. 4-29  
(Early registration week  
of Nov. 9-12)  
Wed., Feb. 3  
Mon., Feb. 8  
Mon., Feb. 15  
Mar. 29-April 2  
Mon. April 5  
Fri., April 16  
Mon., May 10  
Tues., May 11  
W, R, F, May 12-14  
Sun., May 16

### Summer 1982

May 17-June 4  
June 14-July 23  
July 26-Aug. 15





- 11 Alder Hall
- 26 Arend Hall
- 28 Baldwin-Jenkins Hall
- 6 Ballard Hall
- 14 Beyond Hall
- 10 Calvin Hall
- 2 Cowles Memorial Auditorium
- 3 Dixon Hall
- 24 Eric Johnston Science Center
- 9 Field House
- 22 Fine Arts Building
- 8 Graves Gym
- 13 Grieve Hall
- 27 Hardwick Union Building (HUB)
- 23 Harriet Cheney Cowles Library
- 17 Home Economics House
- 18 Leavitt Dining Hall
- 15 Lincoln Hall
- 16 Maintenance Department
- 1 McEachran Hall
- 33 McKay Hall
- 7 McMillan Hall
- 5 Music Hall
- 20 Old Music Hall
- 21 Pine Hall
- 34 President's Home
- 19 Schumacher Health Center
- 29 Stewart Hall
- 25 Eileen Hendrick Center for Student Life
- 30 Village Dormitories
- 4 Warren Hall
- 12 Westminster Hall
- 32 Whitworth Community Presbyterian Church
- 35 Seeley Mudd Chapel

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# DIRECTORS FOR CORRESPONDENCE AND INFORMATION

Letters concerning various dimensions of the Whitworth experience should be directed as follows:

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Admissions	Shirlene Short	Director of Admissions
Alumni	Dr. Kay Brown	Director of Alumni Relations
Business, Student Accounts	Michael Goins	Vice President for Business Affairs
Center for Economic Education	William Yager	Director of Center for Economic Ed.
Financial Aid	Williard Rusk	Director of Financial Aid
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Continuing Studies	Jackie Fick	Director of Continuing Studies
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