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Whitworth College Bulletin 1973-1974

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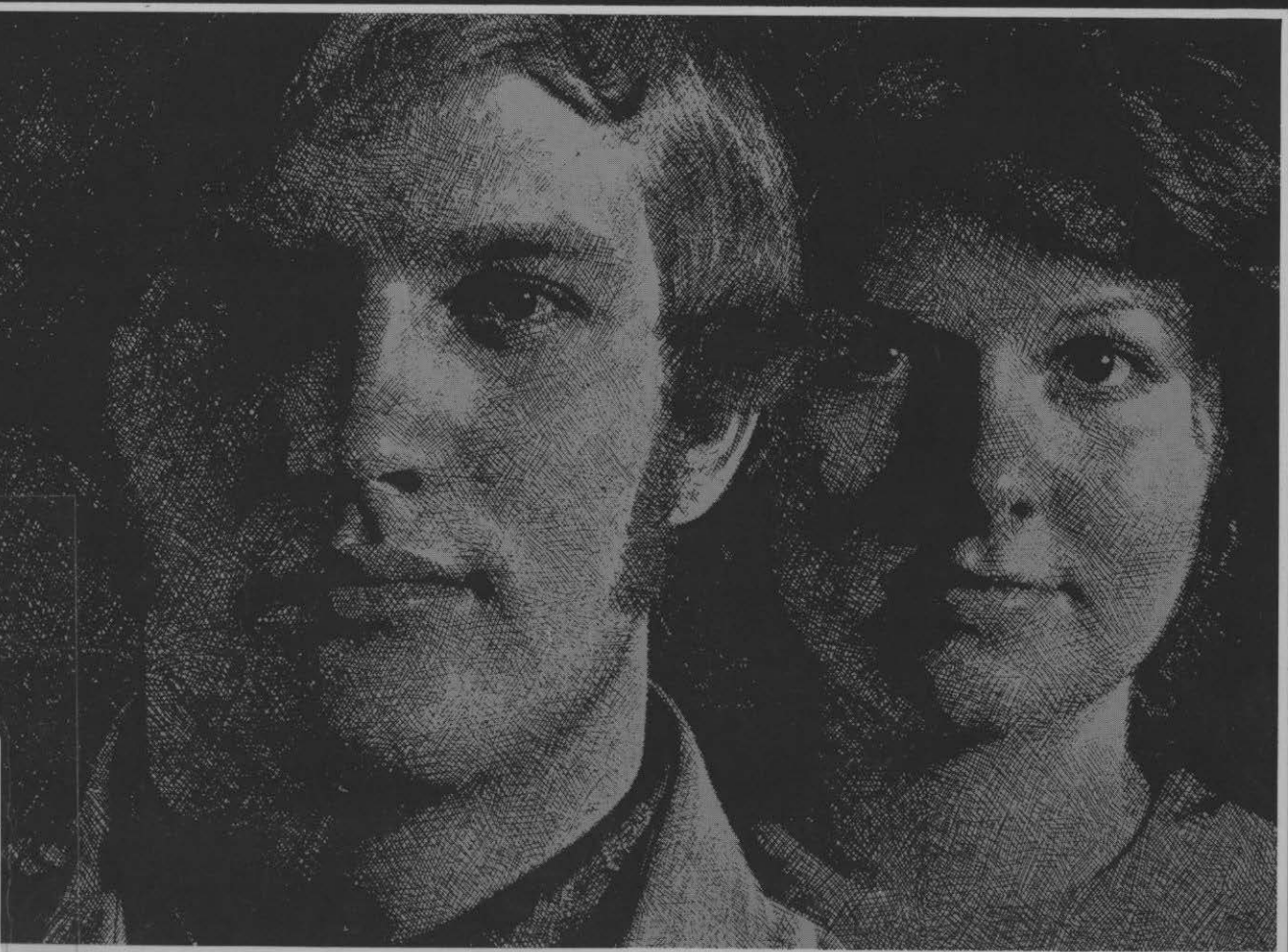
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WHITWORTH COLLEGE

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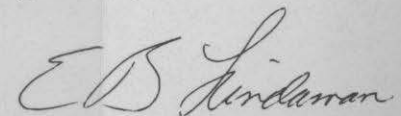
A word about this publication . . .

We at Whitworth find it impossible to contain our enthusiasm and excitement about the many dimensions of life on this campus. The challenge we faced in preparing this publication was to get beyond the dry ink soberness of traditional bulletins and somehow convert into print the depth, the fullness, and the uniqueness of today's and tomorrow's Whitworth. Our objective was, quite simply, to make these pages serve as an open window for you to see the college as it is.

We believe that as you study this publication you'll realize that *Whitworth isn't just another liberal arts college.* If we elicit a spark of interest, puzzlement, curiosity — please let us know about it.

Those of you who desire information on specific course requirements for any of the various majors or a detailed course description have only to write indicating your interest. We will gladly send you the separate publications our students use for these purposes.

Your letters, telephone calls, or personal visits are welcomed. We're eager to demonstrate that Whitworth offers one of the most attractive, purposeful, and productive college programs anywhere.



Edward B. Lindaman
President

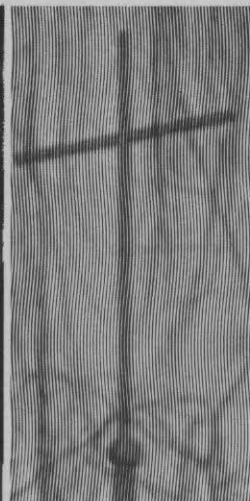
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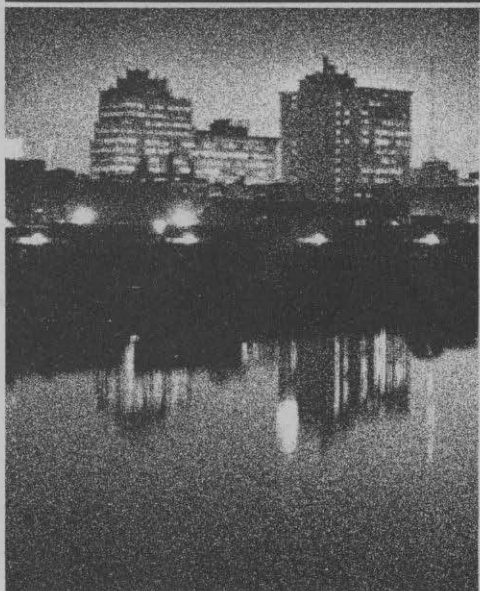
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AN OPEN WINDOW



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ACCREDITATION

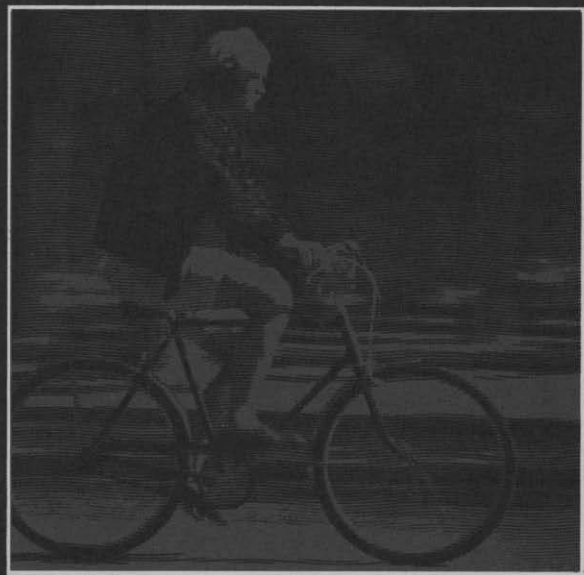
Whitworth College is fully accredited by the Northwest Association of Secondary and Higher Schools as a four-year liberal arts college with an unqualified membership in that association. It is also a member of the

Association of American Colleges and is on the approved list of the American Association of University Women and the National Council on Church-Related Colleges.

COMMUNICATIONS

We encourage you to write to us about any question you may have. You may direct your inquiry to a specific person as listed on page 50, and address it to: Whitworth College, Spokane, Washington, 99218. Telephone: Area Code 509, 489-3550.

WHITWORTH IS ...



WHITWORTH IS . . .

A Future College — a four-year experience designed to enable graduates to be effective in the world of the future. We believe we are a college of the future, but more importantly, we want to provide the academic knowledge, the social relationships, the personal growth, and the spiritual purpose for students to be well prepared for their roles in the society of the 1980's and beyond.

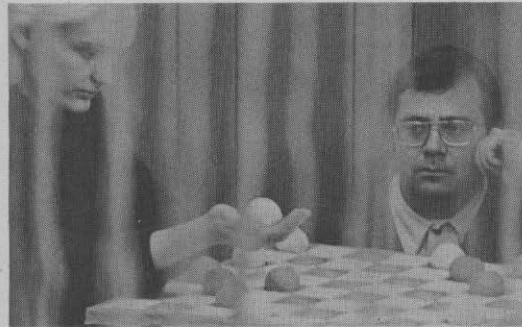
And by "future" we do not refer to science-fiction. We actually know a great deal now about the future: we expect people to change jobs, even vocations, with greater frequency; we anticipate more "leisure" or non-vocational time available; our cities and suburbs will be more densely populated; and change will be accelerated in norms and institutions. At Whitworth a comprehensive set of experiences enables students to learn the lessons and achieve the maturity to provide leadership in shaping this world of the future.

Whitworth's President, Edward B. Lindaman, lives that perspective. Twenty years as an executive in aviation and the space program have given him a pattern of thinking that assumes the future, and he builds upon projections about our society and technology in his daily decisions. Now these perspectives have permeated the Whitworth campus. The academic program is alive with relevance and application: seminars based upon off-campus experience



and thematic majors encourage students to apply intellectual concepts to the challenging issues of the world about us. Faculty members are resources for exciting and significant discussions taking place within the classroom.

But classes and academic work do not take all of the student's time, and so Whitworth is placing a new and very distinctive emphasis on the residence hall as a significant location for the personal growth and development of its students. Higher educational institutions have found it increasingly difficult to insure that the student life in the residence hall is complementary to the academic program and supports the goals and objectives of the college. And so we are building into dormitory life a whole series of opportunities and experiences for students to consciously and explicitly facilitate their own development as persons. Coping with change is an obvious example of a competency that college graduates must have in order to provide leadership in the future, and yet most colleges and universities have left it to chance whether a student will have the necessary positive growth experiences. Whitworth is determined to move in and be where the action is, to be responsive to the needs of this exciting generation of college students, in the residence halls as well as in the classrooms.



Our "theme" of Jesus Christ is ideal for a Future College, for this theme brings together an essential historical perspective with theological and ethical insights that provide a solid basis for grappling with the burdens and questions of the present and the future. By carefully identifying and avoiding the cultural baggage that has frequently surrounded Jesus Christ, Whitworth has enabled its theme to serve as a creative launching pad for the exploration of the world and its ideas. "Jesus Christ came to set men free" from prejudice, superstition, and fear. Our theme provides a starting place — perhaps a cornerstone — for an education that is liberal and rooted in hope; an ideal preparation for responsible, competent leadership.

Whitworth is not a university. We are a college, designed primarily for undergraduates. Our business — our only business — is serving as resources to the most exciting generation of students we have ever known. By offering solid academic disciplines, carefully developed social and personal experiences, and relevant spiritual truths, we enable students to become whole and healthy persons, thoroughly competent and prepared for the future.

Facts, in brief . . .

WHITWORTH COLLEGE

- . . . Founded in 1890 by Dr. George Whitworth, a pioneer of the Northwest and a Presbyterian minister who was at one time President of the University of Washington
- . . . Moved in 1900 to Tacoma, and in 1914 was transplanted across the state to Spokane
- . . . Sits astride a two-hundred acre campus in the pine trees just north of the city of Spokane. The central campus includes over forty acres
- . . . Has been fully accredited as a four year liberal arts college since 1933 by the Northwest Association of Secondary and Higher Schools
- . . . Enrolls approximately 1,400 students with seventy faculty. Two thousand persons participate annually in evening and summer classes
- . . . Owns facilities valued in excess of \$9,000,000. The annual operating budget exceeds \$3,500,000
- . . . Provides a carefully-balanced academic program. While maintaining our excellent humanities and social science programs, we have emphasized the natural sciences and seek to inter-relate all three areas
- . . . Includes students from thirty states and twelve foreign countries. One half of the students come from Washington, with California and Hawaii next in number
- . . . Grants more than \$800,000 in financial aid annually so that over 50 per cent of enrolled students receive such aid arranged by the college
- . . . Increases library holdings by over 5,000 volumes annually, subscribes to 700 periodicals and newspapers, and currently includes in excess of 66,000 books and bound periodical volumes, musical scores, documents, and microfilms in its collection

THE FACULTY

Fifty-six faculty members form the core of our instructional staff, and thirty-seven of these hold earned doctorate degrees. Many of our faculty with master's degrees, particularly those in the fields of music, art, journalism, and physical education, have professional experience or other expertise comparable to a doctoral degree. In addition to the fifty-six regular faculty members, we have seven full-time and approximately thirteen part-time faculty who supplement the core staff to give us an equivalent of seventy full faculty positions. The doctorates of our faculty members were received from a number of leading universities: Arizona State, California, Cincinnati, Claremont, Colorado State, Columbia, Cornell, Drew, Edinburgh, Fuller Graduate School of Psychology, Georgia, Harvard, Illinois, Indiana, Michigan, Michigan State, New York, Oklahoma, Oregon, Oregon State, Pennsylvania, Princeton, Rochester, Southern California, Stanford, Tennessee, Tufts, Washington, Washington State, Wisconsin, and Wyoming.

Of equal importance with professional competence is the fact that our faculty chose to teach in a liberal arts college rather than a university. This means that their primary motivation and reward center on serving as resources for undergraduate students. This is an increasingly attractive characteristic of private colleges. To teach a

curriculum such as Whitworth's, our faculty must be generalists as well as specialists; that is, be able to relate their own specialty to the other undergraduate disciplines and fields of study. Our faculty includes recognized scholars, professors with a richness to their intellectual perspective that attracts students into majors and vocational preparation related to their departments. Many of these become involved in the healthy controversy of an alive campus, and their questions penetrate the myths and complacency of the status quo.

Above all else, it is the theme of Whitworth that provides unity in the midst of diversity. A shared enthusiasm for Jesus Christ binds the youngest Ph.D. with the most senior member of the faculty. In many very different ways they express this enthusiasm — by membership in a whole spectrum of Christian denominations (including the "underground" church based in homes), by varied political affiliations, and contrasting life styles and cultures. Thus students are more impressed with the uniqueness of the Christian faith than they are with the less significant cultural differences found among Christian people.

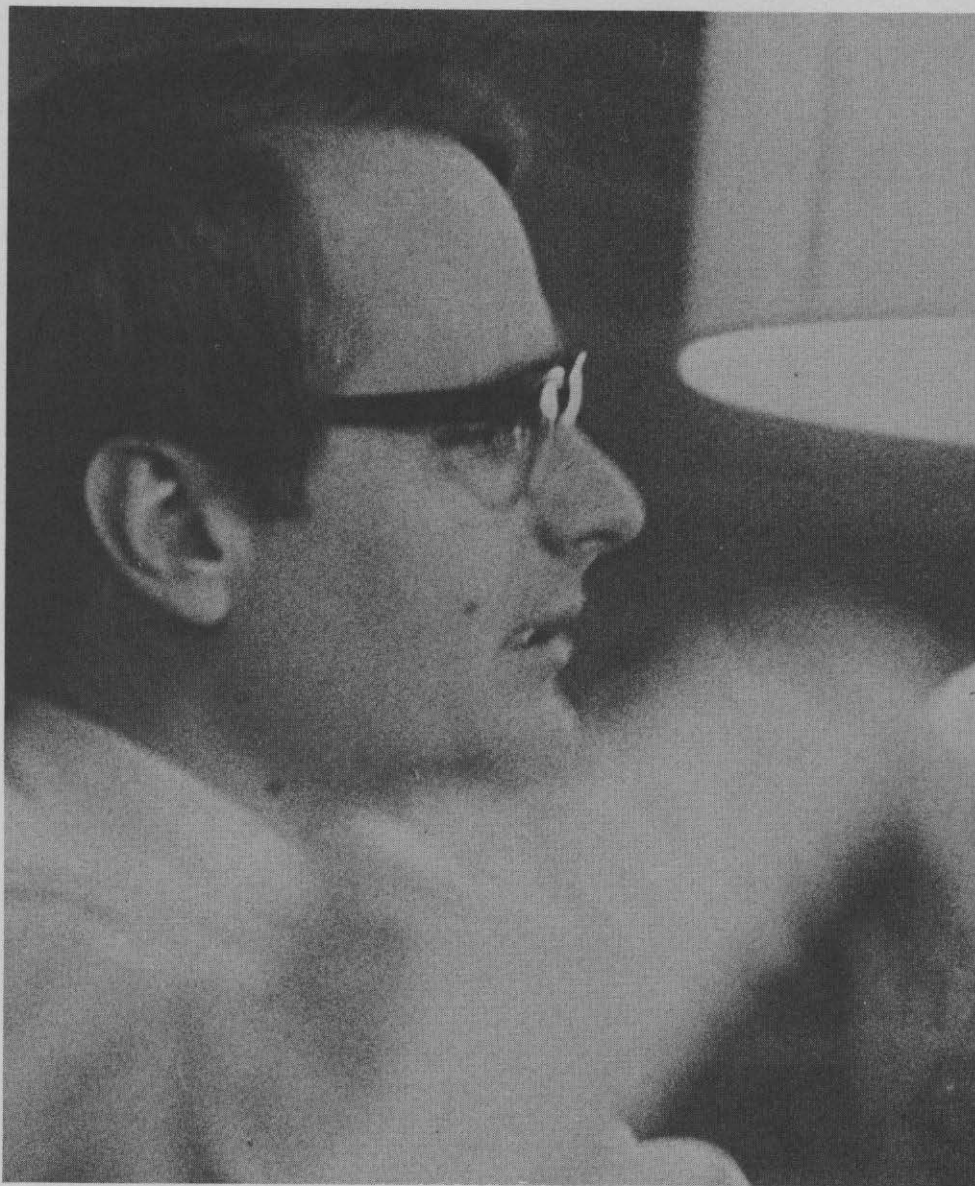
Students — many of whom are not Christian in their personal faith — are attracted to this faculty because of the clear and attractive commitment they express. Our faculty are not apologetic or defensive

about their values and beliefs. At the same time they are careful to avoid pressuring students to simply imitate faculty values. In short, the college provides an ideal atmosphere for a student to grapple with the ethical and religious issues that are important to him, and choose for himself the values and beliefs that will form the basis of his own life and commitment.

But who are these faculty? Let us introduce you to a representative sample:

I. DEAN EBNER

Dean Ebner is a man of many interests; he is like the Renaissance man he knows so well. He has a vast amount of knowledge of the past, striving to retain and cultivate what we already know; but he is also a future man, projecting, creating and studying the alternatives for man in the future. It is logical then, given this fascinating combination of interests in both the past and the future, that he is a member of the English Department, with a specialization in the Renaissance, in Shakespeare and Milton, and that he also teaches a course in McLuhan, Chardin (his favorite modern thinker) and Buckminster Fuller. He is always active, with a disciplined determination to get the most out of life, not only in his profession, but also with his family and in his church. His motivation is endless. He seems to be on every important faculty or academic committee; he teaches a class of married couples at Knox Presbyterian Church, tackling everything from Bible studies to Buddhism. He has written a book on seventeenth-century Puritan autobiography; he is chairman of the Humanities Division. In the middle of all this he finds time to ski and to be a family man, spending as much of his vacations as he can camping. "Glacier Park, Montana," he says, "is our very favorite place in all the world." Though he went to Wheaton College, received his Ph.D. from Stanford, and spent a semester at Westmont College on a special



teaching assignment, he loves Whitworth and is committed to its future. Somehow, through all his work, his drive and his discipline, Dean

Ebner seems to be at the very heart of our college, with an awareness of its realities, but more importantly with a vision of its potential.

DAVID E. DILWORTH

Dr. Dilworth is a living example of his discipline. He is a member of the Religion Department; his commitment, for himself and his students, is to understand in depth the biblical and religious field, not only as an area of knowledge but as an answer to the questions of life. He has said that "an authentic experience of God through Jesus Christ is the doorway to life at its best." It is such a life he brings to his relationships with students, his colleagues and members of his various congregations. A wide variety of experience contributes to his success as a teacher, with seminary training at Princeton, pastorates in many churches (the latest, an interim position at First Presbyterian in Berkeley) and as a missionary to China. He knows his field well, applying and comparing the beliefs of non-Christian religions to his own faith. Dr. Dilworth has four children from whom, he claims, he has learned more than he ever taught them. He takes advantage of the great Northwest — skiing, gardening, fishing, and duffing at golf. All of this adds up to David Dilworth, a man of broad experience, a teacher, and a friend — in short, a learned biblical scholar and a fine gentleman.

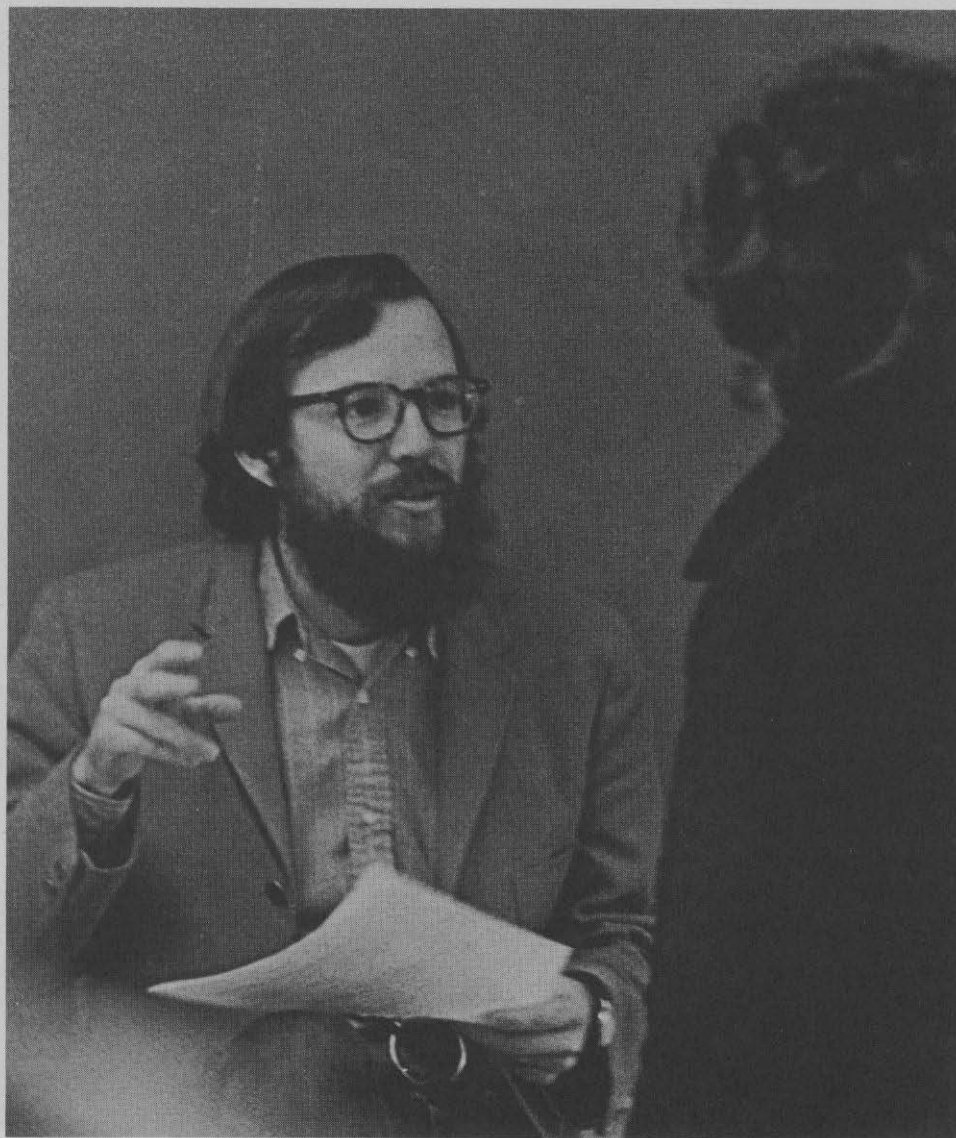


PHILIP W. EATON

Phil Eaton is 28 years old. That fact has created a few problems for him in the Whitworth community. For example, he has difficulty addressing his elder colleagues by their first names and he is often mistaken for a student. Maybe that is the real reason he is bearded — to look older, so that the librarians will stop asking the name of his dorm when he checks out books. But his age has been more beneficial than troublesome; he feels an affinity with the generation of students. As he once said, "I try to stay close to students, to keep in touch with their values, their life styles, and the changing trends and developments in their culture." A very short time ago he was still a student. He received his B.A. from Whitworth in 1965; he finished his dissertation at Arizona State University for the Ph.D. in 1970. He has found himself changed through his contact with Henry Thoreau, the subject of his paper. Thoreau, known to most as that nut who went to the woods, spent his life in pursuit of a quality of life in modern America. He objected to the materialistic ways of his country; he fought to reduce the influence of things, possessions, and success. Thoreau speaks to the issues of the contemporary student and Phil is committed to the same struggle. He and his wife, Sharon, are dedicated to creating a life of pleasure and fulfillment for themselves and their three boys, where skiing, camping, the arts and crafts count; they are trying to avoid the obstacles

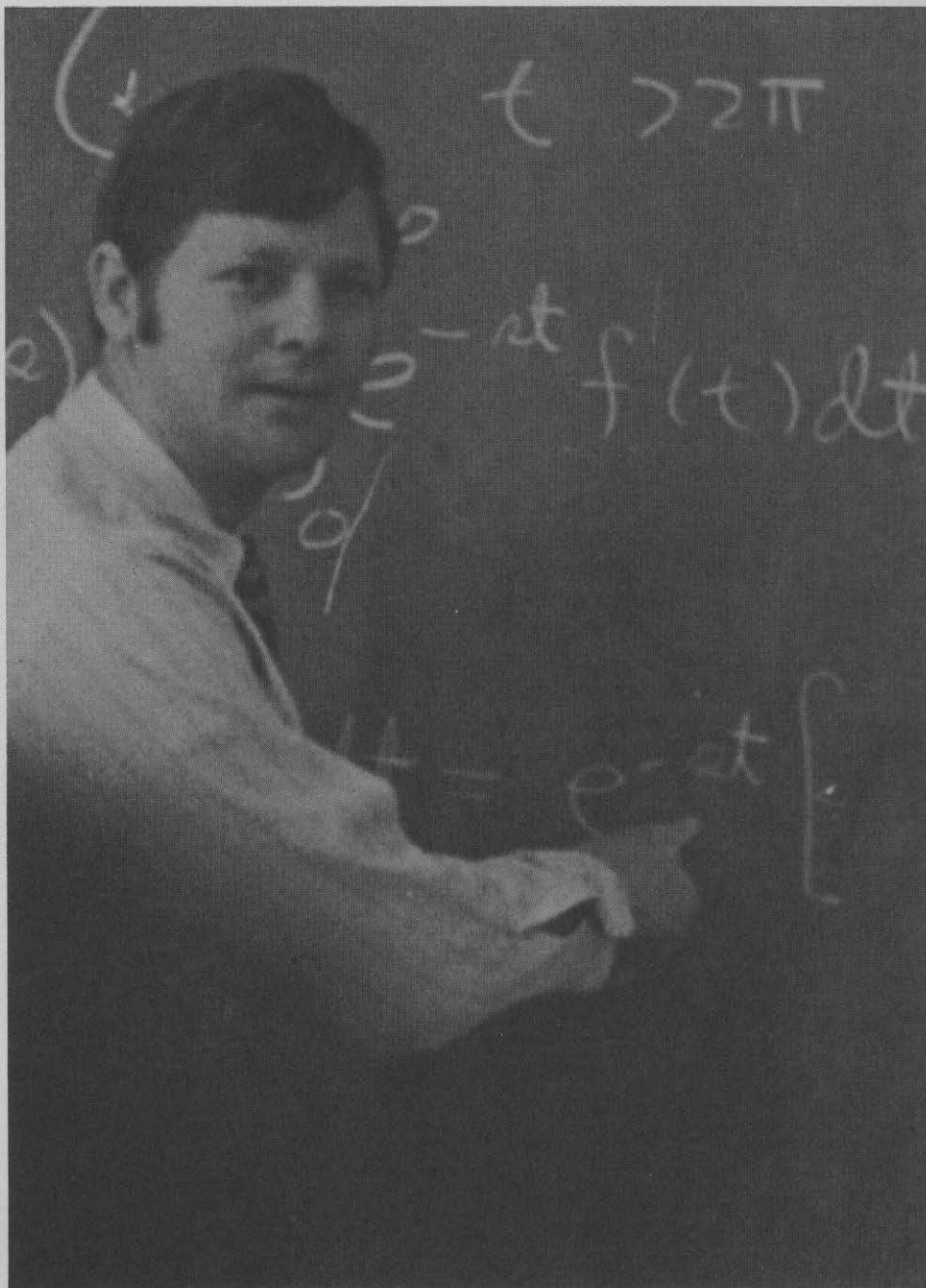
in American culture that call for postponement of a meaningful life. They hope to live, love, read, relate, and play; they want to reject the typical patterns of buying, possessing,

working, and striving. In short, he operates on the principle that quality in his own life will contribute to the fulfillment of his role as teacher and friend of students.



HOWARD R. GAGE

Howard Gage has an abundance of energy. That is apparent just talking to him, but it is also evident through what he has achieved. When he came to Whitworth in 1969, he was simply one professor in a small mathematics department. He was convinced that situation should change and set out to accomplish his goals. He has since become chairman of the Math Department and chairman of the Science Division. He has also revolutionized his department. Through the efforts and dedication of Howard Gage, it is obvious that exciting things are happening in mathematics — not only in the department but in the world of ideas and concepts. In both cases students are turned on. There is an ever growing list of math majors and increasing excitement about math by nonmajors. In 1971 he spent a month traveling around the country speaking to and recruiting quality science and math students. And he recruits on campus, convincing many students of their unrealized interest in the world of mathematics. He has also added two new, young professors to the department. In the past he taught and coached on the secondary level, but then he went on to pursue his Ph.D. at the University of Oregon and there became convinced of the need for competent mathematics teachers on the undergraduate level. He has certainly become one of these teachers, and more; and it is because of what he has done and what he is that mathematics has a new and exciting image at Whitworth.





HARRY M. DIXON

Harry Dixon teaches economics and business courses. His understanding of these fields is solid and accomplished, with two years of human relations work directly under Douglas McGregor of the Massachusetts Institute of Technology, a Ph.D. from the University of Illinois, eight years in business with Boeing, and two and a half years in civil service. So he brings to his courses not only a fine academic training but also a wide variety of excellent working experience. Harry seems never to have been positive that economics is the only interest he has. He is an elder in the campus church and is very active in the Spokane Drug Coordinating Council. Whenever he can, Harry likes to enjoy his red kayak on beautiful Lake Chelan. He almost studied psychology in graduate school and says he has a growing desire to get into counseling. Talking to people is a passion of his life. As a result of these interests beyond his profession, he is extremely interested and involved with students, a member of a Board of Trustees' Committee on student life, and more importantly a friend to so many. His influence lives on in the lives of many graduates of the college. Harry's guiding life theme is found in Philippians 1, "For to me to live is Christ, and to die is gain."



WALTER B. GROSVENOR

Mr. Grosvenor is a combination of unusual talents. He is chairman of the Art Department, painter, print-maker, and a superb teacher of Design and Textile Design. But he is also the head baseball coach; he is known as "Spike" on the Whitworth campus and has been since he played baseball as a pitcher on the Whitworth N.A.I.A. National Championship Team of 1960. He came to Whitworth with five years of teaching experience in public secondary schools and an M.A.T. in Art Education from the University of Washington. His position as baseball coach is preceded by five years of

high school head coaching and two years of college-assisting experience. Not too many men get the opportunity to explore the similarities of art and baseball, but that is precisely Spike's contribution to the college. He can watch and assist the growth of a student in expression through art; he can help in the development of a student's athletic ability. Sometimes he discovers both talents in one person, drawing out unrealized potential in a person who has conceived of himself as just an artist or just a baseball player. Such contact with two different worlds has allowed

Spike a breadth of relationship with the students, and probably that is the key thing about him — he does relate to students. So, given this variety of interests and abilities, Spike Grosvenor has a broad kind of commitment within the community; he is involved in the lives of students and in their classroom performance, he is a participant as a coach on the baseball field, and he coordinates the academic activities of his department. We can't expect all our faculty to make such a contribution, but we're surely thankful for Spike.



RONALD C. TURNER

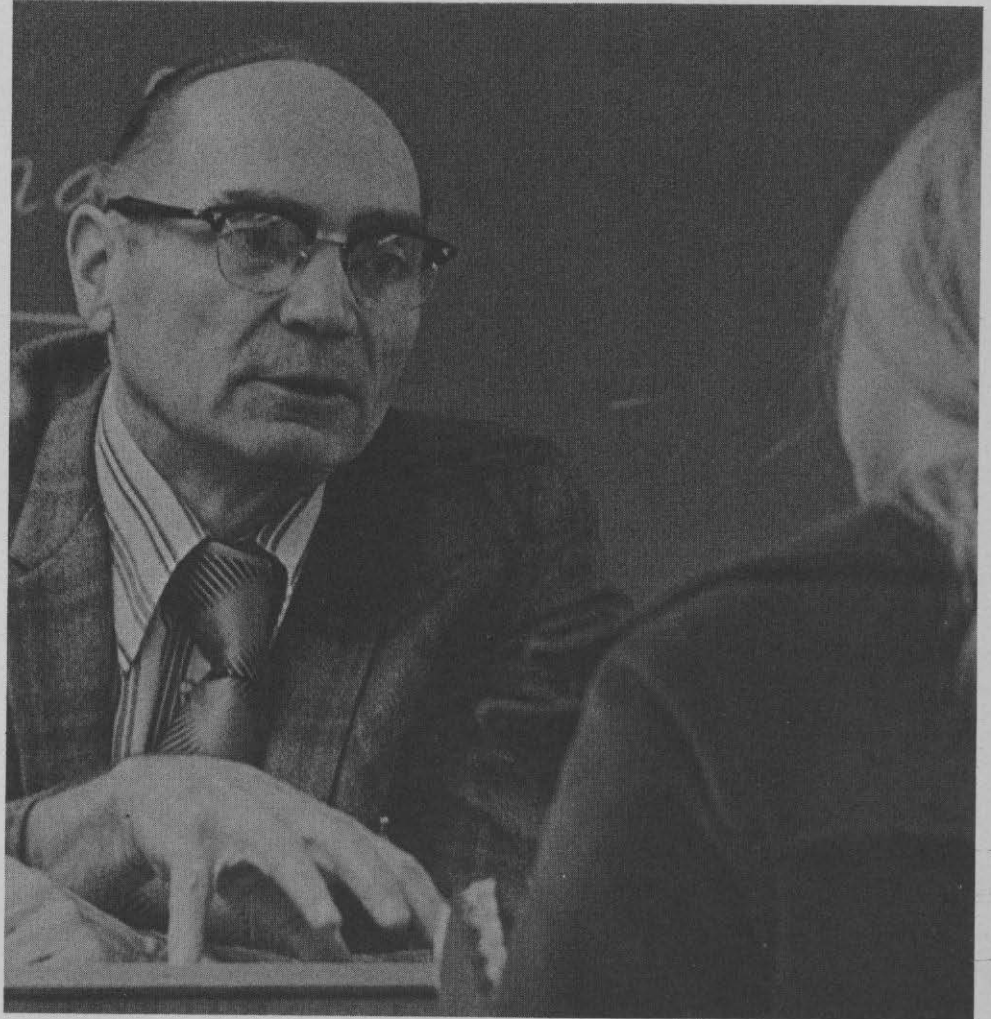
As an undergraduate at Whitworth, a graduate student at Harvard, and now a teacher-scholar in his field, Dr. Turner has distinguished himself as a man of his profession. But his contribution to Whitworth is not just professional — his interests are broad, his excitement contagious and his warmth appealing. He is enthusiastic about the exciting trend in learning and scholarship that moves away from monolithic approaches to compartmentalized disciplines and moves toward serious interdisciplinary studies. Consequently he is at work to bring linguistics, psychology, mathematics, and computer science to bear on the fascinating problems of style in language, both spoken and written. His working language is Spanish, and he produces both textbooks and computer-assisted instructional programs for teaching that language. He strongly believes that part of Whitworth's uniqueness is its Christian concern in a *worldwide* dimension. Genuine participation in the world, therefore, is immeasurably enhanced by the ability to read and communicate in a language other than one's own. He once said that he is concerned that "students be willing to discover with me the enormously fulfilling intellectual 'blast' to be experienced in the deeper aspects of a discipline." He truly is an example of his own ideal, excited by life and thought and the potential of applying modern technology to learning. He is accomplished, proved in his profession, disciplined, and hard working — yet warm, aware, and concerned.

CLARENCE J. SIMPSON

Dr. Simpson is one of those special people on the Whitworth faculty. Called upon for his wisdom — in academics as well as life, a brilliant speaker, a poet, and a teacher — his influence grows and endures in the lives of many Whitworth graduates. Though proved in his ability, he is always in search of new ways to teach; though learned in his academic area, he is always adding new knowledge and interests, as for example, his command of the contemporary Jewish American novel, or his understanding of the Bible as literature. His specialization in Renaissance literature and thought made him, paradoxically, a generalist. As he looked for distinctive elements in Renaissance lifestyles and thought, his doctoral research carried him to a study of the ancient world and the middle ages and uncovered interests that he has pursued ever since. He took his doctorate at Stanford but wrote his entire dissertation at the Henry E. Huntington Library in San Marino, California. After teaching in two colleges and two universities, he came to Whitworth in 1953 as chairman of the English Department. Since that time he has held three posts in central administration, but teaching has remained his real career. In the spring term, 1971, he returned to full-time teaching. He has a wife (also a teacher), two married children (both of whom attended Whitworth), and three grandsons (all

of whom he hopes will attend Whitworth). Dr. Simpson is an asset to the college, contributing his knowledge, the freshness of his vision, and his life to the people of the community. His interests outside the profession, such as sailing and

boating, his cabin on the lake, the broadness of his intellectual interests, his relationships with students — all have led him to quote Robert Frost in order to capture his ideal as a teacher and a man, that he might “unite my avocation and vocation.”



ACADEMIC PROGRAM

We believe undergraduate education should emphasize competency as well as content. In other words, to prepare our students for the yet undefined vocations of the 1980's and beyond, it is not enough to teach them specific information. They must have the skills and competence to acquire new information on the job, evaluate the information they obtain, and apply it to new situations as they develop.

We are operating on the frontiers of innovation in higher education, and we want to make explicit some of the *components of our educational philosophy*. These are stated below. But we also want to describe the *academic goals* of the college in the form of specific competencies. And then we relate each of our *graduation requirements* to the academic goals. For we have developed an entire curriculum that expresses and supports the academic goals and educational philosophy of the college.

COMPONENTS OF OUR EDUCATIONAL PHILOSOPHY

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 the future.
2. Graduates will know one area of knowledge in *depth*. College education as a whole provides *breadth*, but the major or area of concentration provides depth in an academic discipline, a theme, or topic of importance.
3. Students will receive *more evaluation* of their academic work, not less. A primary element of the faculty responsibility is to provide continuing and comprehensive feedback to the student on his performance. A professor knows each student as an individual and communicates to each student an evaluation of his academic progress.
4. The academic program allows a student to *start where he is*, in terms of his interest in the world of today, and leads him into academic disciplines. The typical survey or introductory course is not required before matters of relevance and social concern are considered.
5. 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 community activities which go far beyond the campus.

6. Responsible use of financial resources, as well as concern for greater quality of education, requires *new models for the use of faculty time*. Professors no longer spend the majority of their time in the preparation and delivery of lectures. Programed instruction and assigned reading reduce the amount of lectures to enable faculty to be used more effectively and profitably in small discussion sections.
7. 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.
8. 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.
9. 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.

10. 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.

ACADEMIC GOALS: BASIC COMPETENCIES

1. Knowledge of the important academic studies dealing with the future of our society and the world
2. Intellectual breadth gained from significant participation in the humanities, 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, reading, and seeing
5. Ability to locate and to evaluate information—and, as a result, to develop rational value judgments regarding specific issues
6. Ability to use and apply knowledge and value judgments to the solution of problems
7. Understanding of the process of personal (psychological) and social development and of the activities that contribute to continued mental health
8. Awareness of the contrasting values and customs of other cultures and the significance of these ways of life in the world today
9. Appreciation for the importance of personal health, physical exercise, and recreation as characteristics of adult life
10. Understanding of the development of Western civilization, with specific reference to the historic role of Christianity

11. Understanding of the Christian faith, its potential for changing men's lives, and its relevance to the world of today and the future

COLLEGE GRADUATION REQUIREMENTS

All of the courses required for graduation relate directly to our goals:

1. *The Forum.* Each long term a student is in residence, he is enrolled in the all-college academic course entitled "The Forum." This course meets twice a week and provides the entire college community a means of examining and discussing the prominent issues of our time. As such it contributes to goals 1, 5, 6, 7, 8, and 11.

2. *The Core Courses.* A focus on our own culture and heritage with specific reference to: (1) the Judeo-Christian tradition, (2) the rationalist tradition, and (3) the role of science in our society. These are among our most popular courses, and are related to goals 1, 2, 5, 6, 10, and 11.

3. *The Communications Option.* A student must demonstrate competence in communication in virtually every course offered by the college, but specific ability is required in a writing or speech course. This is associated with goals 2, 4, and 5.

4. *Other Cultures and Foreign Language.* A variety of options provide a student with insights into the world-view of other peoples, a key element in liberal education. Associated with goal 8.

5. *Biblical Literature.* One course based on a portion of the Bible is an essential part of higher education in the Western world. This is not simply a course in religion or even Christianity, but a course in the Bible. Goals 1 and 11.

6. *Physical Education.* A wide variety of health and sport activities are offered, and each student must participate in four activity courses during the first two years. This is our response to goal 9.

7. *Breadth in All Divisions.* All students complete a course in the humanities, fine arts, social sciences, behavioral sciences, and two courses from the natural science division, which includes physical and life science and mathematics. Goal 2.

8. *Depth in One Area.* Students must complete: (1) a major in an academic discipline, or (2) a sequence of courses focused on a theme or topic constituting an area of concentration. Goal 3.

9. *Academic Achievement.* To receive a bachelor degree, a student must complete 37 full courses with an average grade of C or better. This requirement involves all of the goals described above.



DISTINCTIVE FEATURES OF OUR ACADEMIC PROGRAM

The Forum

Few colleges have regular occasions for all-college discussion of significant issues. All full-time Whitworth students are enrolled in "The Forum" for academic credit every long term in which they are in residence. This brings together the entire college 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, the manner in which academic knowledge can be used by the college-educated man or woman throughout life. The Forum provides an opportunity for the entire student body to hear outstanding lecturers or music organizations, but also presentations by our own faculty which are frequently received even better than those of the outside speakers. It also allows the college to break in on the tentative schedule at any time with discussion of a world or local event of significance. Because of the college theme, the subject of the Forum frequently expresses an aspect of Christian theology or the Christian world view.

The "4-1-4" Calendar

In 1969 Whitworth College became one of the first colleges in the country to adopt the "4-1-4" academic calendar. A growing number of liberal arts colleges are now turning to this calendar because of its flexibility and potential for innovative courses. A thirteen-week semester ends with the Christmas vacation. During the month of January students take (frequently off campus) just one course, which they study intensively, thus providing a great variety of learning experiences. 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 so that Whitworth students participate in the programs of many other colleges during the month of January.

Seminars Based Upon Off-Campus Experience

College-age young people are having a wide variety of significant experiences today — from overseas travel to participating in challenging community voluntary service. They arrive at college from very different backgrounds, some growing up overseas, some from rural farms, some from racial ghettos, and some straight from military service. Few colleges provide the resources for these students to grapple with or learn from their distinctive experiences. In an effort to bridge the gap between the academic classroom and the backgrounds of our students, Whitworth has developed a series of academic seminars based upon these experiences. We have offered seminars for black students, veterans, and students currently involved in Christian youth ministries in Spokane. Seminars are being developed for students who have grown up overseas, married students, and students from rural or farm backgrounds.

Areas of Concentration

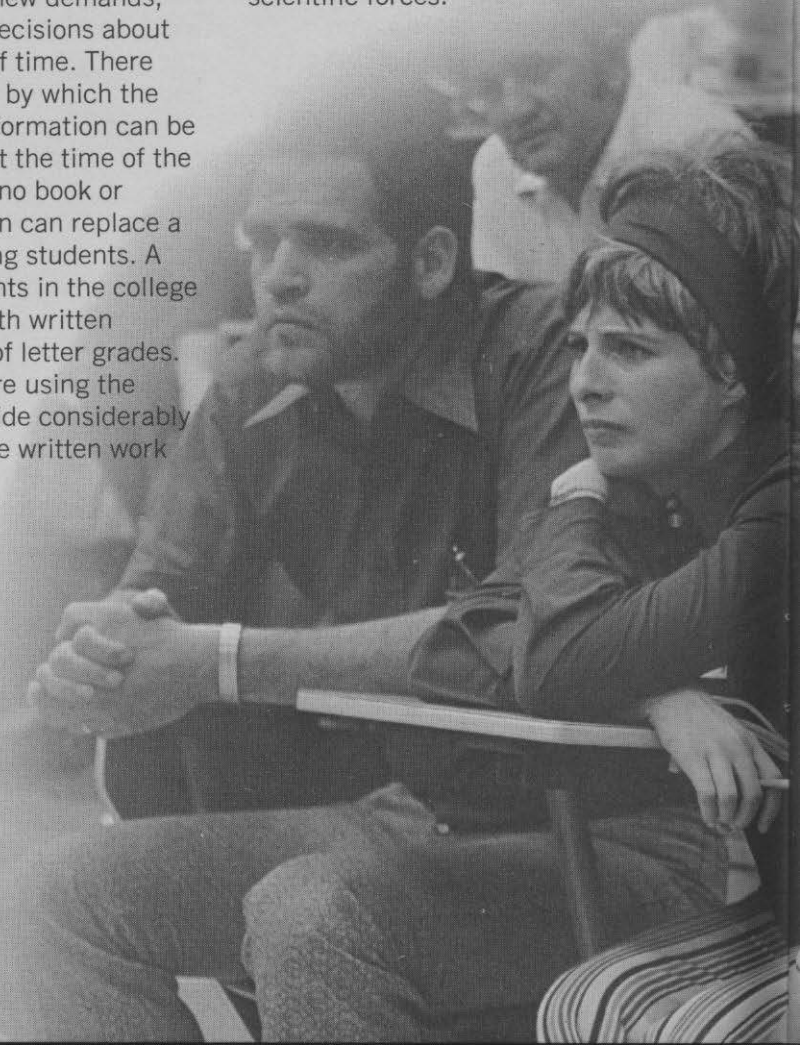
In addition to approximately twenty traditional college majors based upon academic disciplines, the college offers a growing number of "areas of concentration." These provide for academic depth through a topical or thematic focus which usually crosses departmental lines. As vocational and career opportunities change, it is important to allow students to choose a focus related to the world about them. Thus we find students choosing such areas of concentration as Communications and Marketing, Environmental Studies, Public Relations, and Religious Communication. But we also find students selecting areas not explicitly related to careers, that divide up academic knowledge in new ways. Examples are the American Experience, which combines history, literature, and sociology; and the Renaissance, which draws from art, literature, and philosophy as well as from history. Students may develop individual areas of concentration, subject to the approval of the Dean, who decides the appropriateness of the topic by taking into consideration the faculty and resources of the college. Each area of concentration is carefully supervised by at least two faculty members.

Emphasis Upon Evaluation

The trend nationally is toward "pass-fail" and other forms of grading which provide less evaluation. Whitworth is striving to provide considerably more evaluation than ever before in the conviction that students want better evaluation rather than less evaluation. We believe evaluation of student work should be greatly increased as a primary responsibility of the faculty member. Faced with so many new demands, there must be hard decisions about priorities in the use of time. There are many new means by which the communication of information can be accomplished without the time of the faculty member, but no book or programmed instruction can replace a professor in evaluating students. A number of departments in the college are experimenting with written evaluations in place of letter grades. Other departments are using the cassette tape to provide considerably more comment on the written work of students.

The Core Courses

Three inter-disciplinary, thematic courses confront the student with the social forces which help shape our patterns of thinking, define our standards of values, and create the options of behavior which are open to us today. This is done by isolating three of the most important of these forces and studying them one at a time throughout the student's college career: the religious, intellectual, and scientific forces.



Core 150, The Judeo-Christian Tradition

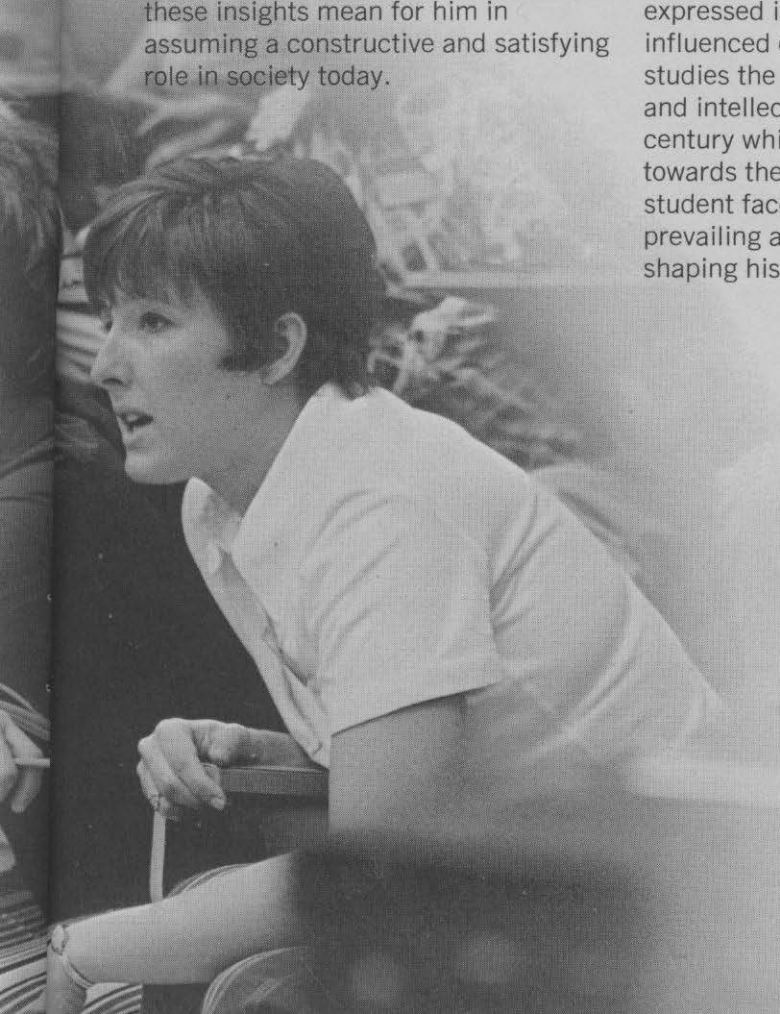
A central religious force today is the Judeo-Christian tradition. Its insights and standards are embodied in many phases of our culture, such as our laws and mores, values and priorities, and art and literature. In studying this fundamental aspect of our pattern of life, the student is encouraged to become acquainted with some of the greatest understandings achieved within Judaism and Christianity. The student is challenged to decide what these insights mean for him in assuming a constructive and satisfying role in society today.

Core 250, The Rationalistic Tradition

The intellectual force which pervades our civilization is related to the classical patterns of thought and expression developed by the ancient Greeks. The Greek emphasis on rationalism and humanism has defined many of our educational patterns, artistic expressions, and attitudes toward man and the universe in which he lives. The student is confronted with various manifestations of this intellectual tradition as it has expressed itself in the past and influenced our lives today. He also studies the attacks upon rationalism and intellectualism of the nineteenth century which altered the attitudes towards these forces. Finally, the student faces the implications of these prevailing and conflicting forces in shaping his own approach to life.

Core 350, Science and Civilization

Science and technology continue moment by moment to expand human horizons and to increase human achievements. Our future as a society requires technological progress. This has created serious problems: maintaining the ecological balance, personal freedom, and societal controls. In this course the student comes to grips with selected aspects of our developing science and technology and their implications as enablers of and menaces to the good life for him. By developing position papers on the issues being studied, the student is required to become a participant rather than a neutral spectator in directing these forces of science and technology into positive uses. Finally, the student is challenged to understand for himself the presuppositions which he has assumed in facing such issues so that he can rationally develop his own attitudes and patterns of life.



Ecological Focus

The impact of the contemporary ecological crises provokes at least two responses: first, an emotional, intensive confrontation with environmental issues for short-time periods, and secondly, a serious academic search for long-range solutions to be practiced in environmental careers. Whitworth is involved in both areas: informing, provoking, and sensitizing to the ecological "brushfires," and pursuing a broad course of preparation toward environmental careers.

An emphasis on wilderness and outdoor education is developing at Whitworth, partly because of the unusually attractive environment of Spokane. Wilderness canoeing, wild river rafting, wilderness backpacking, and mountaineering serve as academic and esthetic introductions to "natural" environments, and as models for comparison to man-altered environments. Other off-campus experiences introduce major habitats in depth, including the tropics (Guatemala and Baja California), the deserts (Baja California), and the oceans (Guatemala, Puget Sound, and Baja California). These experiences occur either in January or during summer terms.

Future career opportunities in ecology appear brightest in land management and resource allocation, pollution control and analysis, and various forms of environmental education. Our new environmental studies "area of concentration" supports flexible preparation in environmentally-related career fields such as environmental chemistry, journalism, public health, and nutrition.

Teacher Education

Through the years Whitworth has trained thousands of students for careers in education and is presently one of the leading teacher-training institutions in the State of Washington. Believing that teachers should be thoroughly competent in a discipline, Whitworth requires students pursuing teacher certification to take a full, regular academic major in an appropriate department. Whitworth has a fully accredited teacher-training program leading to both elementary and secondary certification. The college is accredited by the State Board of Education for giving complete training for public school certification. Programs for elementary and secondary teaching at the baccalaureate level are accredited by the National Council for Accreditation of Teacher Education.

Preparation for Medical Health Fields

New careers in medical health fields are evolving rapidly in order to meet the changing trends in health care. It is highly probable that all of these fields will require a core of strong medically-oriented science subjects plus electives from other liberal arts areas. Whitworth offers such a core of courses to enable our students to prepare for the pre-paramedical fields such as dental hygiene, physical therapy, and occupational therapy. In addition, we offer areas of concentration which are coordinated with internship or clinical experiences, resulting in degrees for fields such as nursing, medical technology, and medical records librarian. All of these are in addition to the strong pre-dental and pre-medical areas of concentration which have been emphasized at Whitworth for many years.

Intercollegiate Nursing Program

Whitworth College has joined in developing the Center for Nursing Education in Spokane, sponsored by Eastern Washington State College, Fort Wright College, Washington State University, and Whitworth. This program allows a student to pursue studies on campus at Whitworth for two years and then transfer to the nursing center for two additional academic years plus one summer session in order to receive a B.S. degree in nursing. The program is accredited by the Washington State Board of Nursing.

Upon completion of the pre-professional requirements taken during the first two years at Whitworth, formal application for admission into the professional program is made to the Center for Nursing Education in Spokane. Because of limited program funding and clinical facilities, the center may not be able to accept all qualified candidates. Admission into Whitworth College does not assure admission to the center. The professional education begins the summer after the sophomore year and is taught by qualified faculty based at the center.

Personalized Instruction in Modern Languages

In an effort to break the "lockstep" pace of the traditional foreign language instruction, Whitworth students have the opportunity to review and test themselves whenever desired through utilization of a new third-generation computer facility in the campus library. The instructional, time-sharing system includes five typewriter keyboard terminals through which students are able to "converse" separately at their own paces with a simulated, cooperative tutor. Beginning and review work is available in Spanish, and will soon be available in French and German. Other languages are being programmed for use in the near future. The computer also is utilized by students in English, math and science.

As a further component of individualized instruction, a special autotutorial carrel is available to language students, specifically for drill and practice in listening and speaking skills. Completely under the student's control, the facility enables him to skip rapidly and at will to any portion of a recorded lesson. After listening and repeating, he may at any time hear a playback of both the lesson and his response.

Affective Education

Through a series of carefully designed experiences, offered on a voluntary basis within residence halls, our students can mature in their appreciation of the significance that emotions and feelings have for their own personal development. These learning experiences are supervised by our professional counseling staff and are considered part of our total academic program even though most of these experiences do not provide academic credit toward graduation. We believe that the knowledge and training of our faculty members should be available to students outside of class as well as in the formal academic curriculum, and thus the activities of our faculty are not easily separated into the curricular and extra-curricular categories. Our staff of counseling psychologists do not wait for appointments to be made by students, but are frequently present in the residence halls. They engage in a wide variety of programs and activities so that they can be sensitive to the rapidly changing needs of the individual student and provide the support and counsel necessary for continued help and growth.

Off-Campus Study

It is increasingly clear that liberal education requires the involvement of students in the everyday activities of the society about us. Four years in a mountain top or retreat atmosphere does not produce students who are realistic or balanced in their experience or judgment. In many ways it would be ideal if students held responsible jobs for a few years before entering college, but our culture and economy makes this option very difficult. However, we can develop programs of study which require students to participate in, say, the activities of governmental or social work agencies or family life found in other cultures. Whitworth regularly offers high calibre study tours to Europe, the Middle East, Asia and other foreign areas, and cooperates very actively in the programs of the World Campus Afloat and The Experiment in International Living. But depth experiences of this kind do not require transportation costs to Asia or even Europe, for rich experiences can be gained within the state of Washington. In fact, Spokane is an exciting city, and its preparation for an environmentally-themed international exposition in 1974 provides an excellent laboratory for our students to experience the dynamics of urban bureaucracy. Whitworth is developing a number of programs whereby our students can serve within very challenging agencies or live with families from contrasting cultures.

ACADEMIC MAJORS AND AREAS OF CONCENTRATION

The following academic majors are offered at the present time. In addition we have listed a few of the new areas of concentration that have been approved. This program is described on page 22

DEPARTMENTAL MAJORS

Art
Biology
Business Management
Chemistry
Earth Science
Economics
English
French
History
Journalism
Mathematics
Music: Education, Applied, or
Special Emphasis
Philosophy
Physical Education
Physics
Political Science
Psychology
Social Science
Sociology
Spanish

AREAS OF CONCENTRATION

American Experience
American Studies
Arts Administration
Black Studies
Communications and Marketing
Dramatic Arts
Environmental Studies
Home Economics
Industrial Management
International Studies

Medical Technology (with one year
internship in hospital)

Nursing
Pre-Law
Pre-Medicine
Pre-Seminary
Public Affairs
Public Affairs Communications
Public Relations
Quantitative Business and Economics
Religious Communications
Renaissance

Other areas of concentration
are added each term.

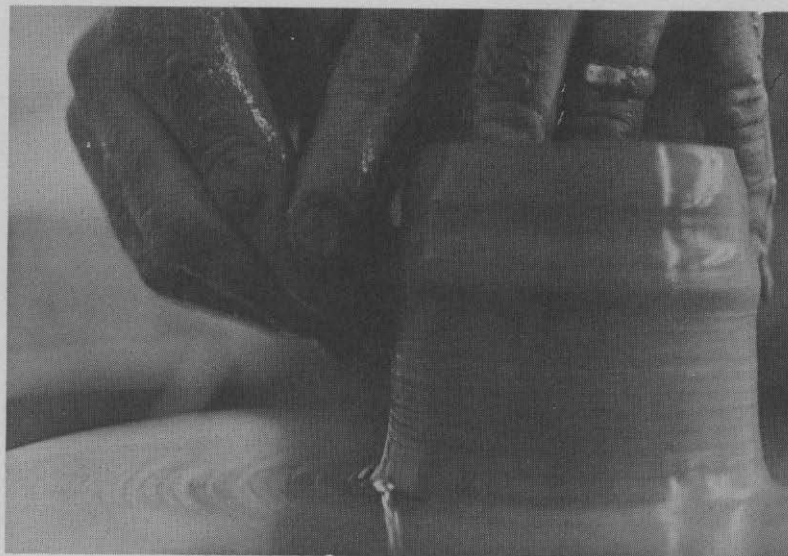
DEPARTMENTAL COURSE OFFERINGS ART

Faculty

Walter B. Grosvenor, Pauline D. Haas,
John G. Koehler, J. Russell Larson
Chairman: Mr. Grosvenor

COURSE OFFERINGS

101 Drawing
107 Design
136, 236, 336, 436 Crafts
164, 264, 364, 464 Jewelry
174, 274, 374, 474 Ceramics
201, 301, 401 Figure Drawing
221, 222, 321, 322, 421,
422 Painting
225 Lettering and Poster Design
235, 335, 435 Graphics
284, 384, 484 Sculpture
353 Elementary Art Teaching
355, 356 World History of Art
365 Art of the Pacific Rim
395 Teaching Assistant Program in Art
440 Senior Colloquium
491, 492 Independent Reading
and Conference



BIOLOGY

Faculty

Jacqueline L. Fick, Nicolin P. Gray,
David L. Hicks, Howard M. Stien
Chairman: Mr. Stien

COURSE OFFERINGS

107 Human Anatomy and Physiology
140 Life Science
151 Bioscience
200 Microbiology
220 Human Anatomy
221 Human Physiology
231 Biology of Non-vascular Plants
232 Biology of Vascular Plants
244 Biology of Vertebrates
245 Biology of Invertebrates
263 Human Heredity
265 Human Ecology
291, 391, 491 Independent Readings
and Conference
300 Histology
303 Plant Taxonomy
323 Animal Physiology
331 Plant Physiology
343 Symbiotic Biology
345 Environmental Biology
350 Comparative Anatomy
354 Developmental Biology
363 Genetics
400 Research
401 Seminar
412 Biology of Cell

CHEMISTRY

Faculty

Robert D. Bocksch, Hugh W. Johnston,
Robert S. Winniford
Chairman: Mr. Winniford

COURSE OFFERINGS

131 Introductory Biochemistry
133 Introductory General Chemistry
151 Principles of Chemistry I
153 Principles of Chemistry II
261 Organic Chemistry I
263 Organic Chemistry II
272 Modern Analytical Problems
371 Physical Chemistry I
373 Physical Chemistry II
382 Physical Instrumentation
481 Modern Inorganic Chemistry
483 Advanced Biochemistry
491, 492, 493 Independent Readings
and Conference
494, 495, 496 Research

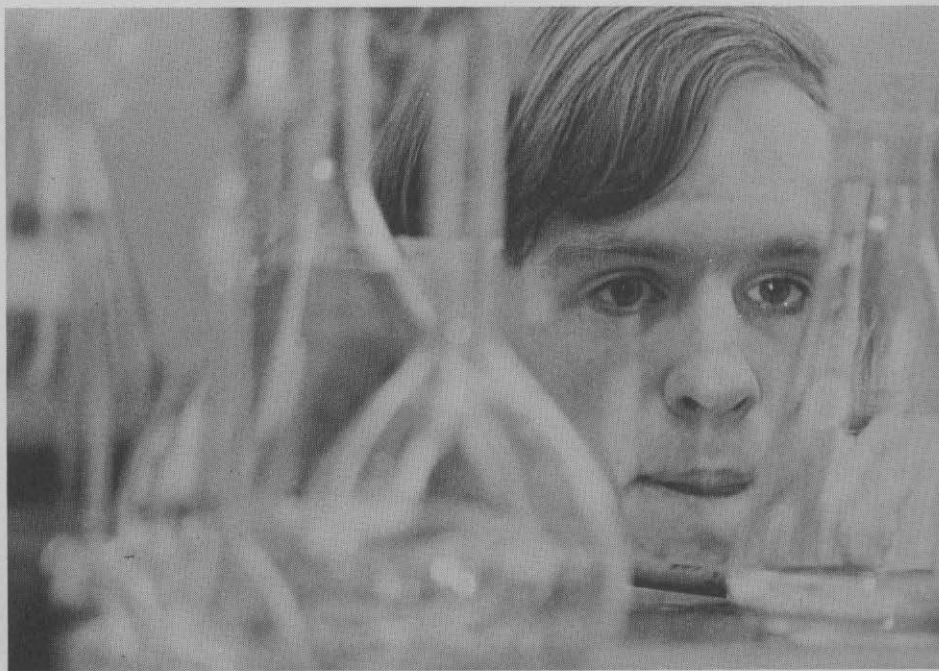
EARTH SCIENCE

Faculty

Glen P. Erickson, Edwin A. Olson
Chairman: Mr. Olson

COURSE OFFERINGS

110 Seminar: Topics in Earth and
Space
131 Physical Geology
150 Space Age Astronomy
160 The Earth in Space and Time
222 Minerals and Rocks
314 Structural Geology
322 Igneous and Metamorphic
Petrology
325 Physics and Chemistry of the
Earth
333 Stratigraphy and Earth History
391, 491 Independent Readings
and Conference
480 Research



ECONOMICS AND BUSINESS MANAGEMENT

Faculty

Harry M. Dixon, Garland A. Haas,
George E. Weber
Chairman: Mr. Dixon

COURSE OFFERINGS

130 Basic Accounting I
131 Basic Accounting II
201, 202 Principles of Economics
203 Economics
238 Marketing, Advertising and
Salesmanship
240 Business Law
291, 391, 491 Independent Readings
and Conference
301 Money and Banking
309 Intermediate Economic Analysis
332 Managerial Accounting
334 Intermediate Accounting
351 Economic History of the
United States
357 Financial Management
373 Personnel Management
374 Management Theory
376 Principles of Production and
Management Systems
415 Macroeconomics
465 History of Economic Doctrines

EDUCATION

Faculty

Margaret K. Briggs, Martin B. Faber,
Jasper H. Johnson, Merton D. Munn,
Joan D. Pelluer, Bernadine F.
Peterson, Alvin B. Quall, Shirley S.
Richner
Chairman: Mr. Munn

COURSE OFFERINGS

205 Modern American Education
212 Growth and Learning
307 Materials and Methods for
Elementary Schools
308 Materials and Methods for
Secondary Schools
332 Workshop: Audio Visual Aids
401 Principles of Guidance
410 Guidance in the Elementary
School
415 Workshop: Science in the
Intermediate and Upper Grades
420 Elementary Reading
421 Arithmetic in the Elementary
School
423 Social Studies in the Elementary
School
424 General Science in the Ele-
mentary and Junior High School
425 Teaching in the Junior High
School
426 Language Arts in the Elementary
School
440 Workshop: Language Arts
Materials in the Primary Grades
453 Workshop: Reading Materials in
the Primary Grades
455 Workshop: Science in the Primary
Grades
461 Tests and Measurements
481, 482 Research Seminar
491 Directed Teaching and
Observation, Elementary
492 Directed Teaching and
Observation, Junior High
493 Directed Teaching and
Observation, Secondary

ENGLISH

Faculty

Lewis F. Archer, Philip W. Eaton,
I. Dean Ebner, Leonard A. Oakland,
Clarence J. Simpson
Chairman: Mr. Eaton

COURSE OFFERINGS

105, 106 English as a Second
Language
110 Freshman Writing
125 Introduction to Literature
191, 291, 391, 491 Independent
Readings and Conference
233 Literature of the Western World
249 Colonial and Romantic American
Literature
246, 345 Advanced Writing
251 Modern European Novel
262, 363 Bible as Literature
326 Classic to Romantic English
Literature
349 20th Century American Literature
354 Shakespeare
359 Victorian to Modern
371 Renaissance
377 Modern Poetry
388 Development and Structure of
the English Language
390 Methods of Teaching English
in the Secondary School
405 Chaucer and Medieval Literature
449 19th Century American Literature
455 Milton
465 English Novel
497 Literary Criticism

HISTORY

Faculty

Homer F. Cunningham, R. Fenton
Duvall
Chairman: Mr. Cunningham

COURSE OFFERINGS

131 American History to 1865
132 American History since 1865
150 World Military History
191, 291, 391, 491 Independent
Readings and Conference
220 The Ancient and Medieval Worlds
222 The Modern World
245 Political and Cultural Heritage
of the Orient
323 Development of the Communist
World
325 Latin America
347 History and Influence of
Communications
351 Economic History of the United
States
357 Recent American History
362 American Diplomatic History
365 Russian History
374 The Renaissance and Reformation
385 Human Rights and the Law
400 Contemporary Europe
455 The Far East in the 20th Century
475 Early American History
477 The West in American History
480 The Civil War
486 History and Government of the
Pacific Northwest
490 Historiography

HOME ECONOMICS

Faculty

H. Adele Gallaher, Isla W. Rhodes
Chairman: Isla W. Rhodes

COURSE OFFERINGS

104 Textiles
114 Clothing Construction
131 Food Preparation
213 Art in Home Furnishings
220 The House and its Equipment
260 Child Development
300 Food Preparation and Meal
Management
360 Family Relations
361 Nutrition
362 Meal Management
410 Home and Money Management
425 Methods of Teaching Home
Economics

JOURNALISM

Faculty

Chairman: Alfred O. Gray
(communication professionals from
Spokane participate as special
lecturers and internship supervisors)

COURSE OFFERINGS

115 Principles of Communication
125 Reporting
191, 291, 391, 491 Independent
Readings and Writing Projects
242 Editing
244 Publicity and Public Relations
245, 246 Applied Journalism
248 Explorations in Journalism
347 History and Influence of
Communications
356 Communications and Society
362 Interpretive Writing
385 Human Rights and the Law
388 Public Affairs Project I
389 Public Affairs Project II
480 Communications Internship
481 Writing for Publication

LIBRARY SCIENCE

Faculty

Flaval A. Pearson, Audrey J. Turner,
Isaac S. H. Wong
Chairman: Mrs. Turner

COURSE OFFERINGS

300 Children's Literature
350 Selection of Library Materials
355 Introduction to Reference
Materials
400 Young Adult Literature
435 Library in the Curriculum
470 Cataloging and Classification
471 Organization and Administration
475 Directed Work

MATHEMATICS AND COMPUTER SCIENCE

Faculty

Howard R. Gage, Gary L. Ganske,
Robert M. McCroskey, Ronald C.
Turner, John W. Vander Beek
Chairman: Mr. Vander Beek

COURSE OFFERINGS — MATHEMATICS

101 Intermediate Algebra
105 Mathematics for Business
Analysis
107 Basic Concepts in Modern
Mathematics
109 Algebra and Trigonometry
110 Calculus I
111 Calculus II
210 Calculus III
211 Linear Analysis
221 Theory of Arithmetic
330 Linear Algebra
340, 341 Advanced Calculus I, II
350 Numerical Analysis
356 Elementary Probability and
Statistics
360 Topology
365 Modern Geometry
440, 441 Real Analysis I, II
456, 457 Mathematical Statistics
491, 492 Independent Readings and
Conference

COURSE OFFERINGS — COMPUTER SCIENCE

271 Introduction to Computer
Programming
275 Computing in the Humanities
371 Processing of Scientific
Information
375 Computer Organization and
Programming
377 Information Structures
471 Computer Programming Systems



MODERN LANGUAGES

Faculty

James A. Booker, Pierrette C. Sweat, Ronald C. Turner
Chairman: Mr. Turner

COURSE OFFERINGS

CHINESE:

101, 102 Elementary Mandarin Chinese

FRENCH:

101, 102 Elementary French
201, 202 Intermediate French
307 Conversation, Composition and Advanced Grammar
308 Conversation, Composition and Phonetics
309 Survey of French Literature and Civilization to 1800
310 Survey of French Literature and Civilization since 1800
401 Modern French Novel
402 Modern French Drama
412 Modern French Poetry
485 Seminar
491, 492 Independent Readings and Conference

GERMAN:

101, 102 Elementary German
201, 202 Intermediate German
301, 302 Survey of German Literature
305, 306 Directed German Reading
307, 308 Conversation, Composition and Advanced Grammar
491, 492 Independent Readings and Conference

SPANISH:

101, 102 Elementary Spanish
201, 202 Intermediate Spanish
301, 302 Survey of Spanish Literature
307, 308 Advanced Spanish Composition and Conversation
311 Survey of Spanish American Literature
401 Modern Spanish Novel
402 Modern Spanish Drama
404 Modernism in Spanish America
405 Modern Spanish Lyric
413 Seminar
491, 492 Independent Readings and Conference

MUSIC

Faculty

Donald D. DeuPree, Milton E. Johnson, Wayne A. Kallstrom, Leonard B. Martin, Margaret Saunders Ott, George A. Ross, Thomas T. Tavener
Chairman: Mr. DeuPree
(Twelve additional faculty members teach in applied courses.)

COURSE OFFERINGS

General:

106 Survey of Music
291, 391, 491 Independent Readings and Conference
354 Opera Workshop
357 Conducting
361, 362 Music History and Analysis
485, 486 Research Seminar

Theory:

121 Music Theory I
122 Music Theory II
221 Music Theory III
222 Music Theory IV
428 Compositional Techniques

Education:

236, 237, 337, 338 Instrumental Techniques
330 Elementary Classroom Music Methods
348 Piano Techniques, Problems and Materials
433 Music Education for the Elementary School
440 Choral Techniques and Materials
446 Instrumental Methods and Materials

Applied:

111, 112, 211, 212, 311, 312, 411, 412 Private Instruction
113, 114 Class Instruction in Piano or Voice

315, 316 Junior Recital
415, 416 Senior Recital

Ensemble:

181, 182, 281, 282, 381, 382, 481,
482 Ensembles

College Chorus

College Choir

Madrigals

Concert Band

Instrumental Chamber Music

Sinfonietta

Oratorio Society

Varsity Quartet

Stage Band



PHILOSOPHY AND GREEK

Faculty

Norman A. Krebbs, Howard A.
Redmond, Lawrence E. Yates
Chairman: Mr. Krebbs

COURSE OFFERINGS

- 110 Man and His World: An
Introduction to Philosophy
155, 255 Philosophy in an Age of
Crisis
191, 291, 391, 491 Independent
Readings and Conference
215 Ways of Knowing God
221 History of Ancient Philosophy
(Individual Study)
232 History of Medieval Philosophy
(Individual Study)
241 History of Modern Philosophy
(Individual Study)
351 Ethics for a Changing Society
367 American Philosophy
379 Man, God, and History

GREEK

- 301, 302 New Testament Greek
460, 461 Advanced New Testament
Greek

PHYSICAL EDUCATION

Faculty

Berge A. Borrevik, Hugh T.
Campbell, A. Ross Cutter, Diana
Marks, Paul J. Merkel, Calvin
A. Riemcke, Janet Voldal
Chairman: Mr. Cutter

COURSE OFFERINGS

Physical Education Activity:
(Quarter Course)

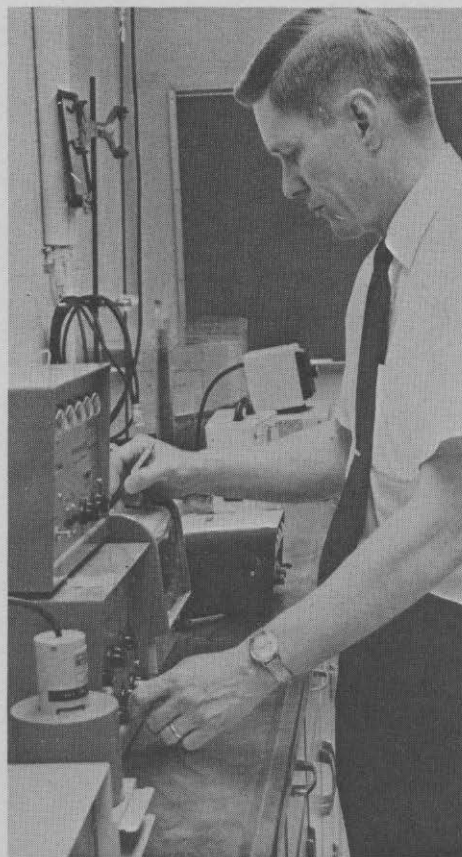
- 101 Varsity Baseball (Men)
102 Varsity Basketball
(Men and Women)
103 Varsity Football (Men)
104 Varsity Golf (Men)
105 Varsity Tennis (Men and Women)
106 Varsity Track and Field (Men)
107 Varsity Aquatics (Men)
108 Varsity Wrestling (Men)
109 Varsity Crosscountry (Men)
110 Varsity Volleyball (Women)
111 Aquatics (Beginning, Intermedi-
ate, Advanced, Life Saving
(Men and Women)
112 Archery (Co-ed)
113 Basketball and Softball
(Men and Women)
114 Body Mechanics (Women)
115 Bowling (Co-ed) Special fee
116 Modern Dance (Women)
117 Field Sports and Volleyball
(Men and Women)
118 Folk Dance (Co-ed)
119 Ice Skating
120 Skiing (Beginning, Intermediate)
Co-ed special fee
122 Tennis (Co-ed)
123 Tumbling and Apparatus
(Men and Women)
124 Weight Training (Men)
125 Golf (Co-ed)
126 Body Conditioning
(Men and Women)

- 127 Circuit Training (Men)
- 128 Wrestling (Men)
- 129 Badminton (Co-ed)
- 132 Women's Fitness
- 134 Women's Track and Field
- 136 Curling
- 140 Canoeing
- 142 Mountain Climbing
- Physical Education Theory:*
- 230, 231, 232, 233 Professional Activities (Women—Majors and Second Field)
- 235, 236, 237, 238 Professional Activities (Men—Majors and Second Field)
- 270 First Aid
- 282 Theory and Practice of Baseball and Basketball (Men)
- 283 Theory and Practice of Football and Track (Men)
- 305 Scope, History and Principles of Physical Education
- 310 Organization and Administration of Physical Education
- 320 Kinesiology
- 326 Physiology of Muscular Activity
- 345 Methods of Teaching Elementary Physical Education
- 352 Theory, Practice and Officiating Team Sports for Women
- 353 Theory, Practice and Officiating Individual and Dual Sports for Women
- 361 Materials and Methods in Health Education
- 380 Athletic Training (Men)
- 383 Theory and Practice of Baseball and Tennis (Men)
- 384 Theory and Practice of Track and Cross Country (Men)

- 400 Measurements and Evaluation
- 420 Organization and Administration of Intramural and Inter-scholastic Sports (Men)
- 430 Sport and Society
- 191, 291, 391, 491 Independent Readings and Conference

Physical Education-Recreation:

- 354 Community Recreation and Recreation Field Work
- 355 Recreation Leadership
- 356 Camp Leadership



PHYSICS

Faculty

Glen P. Erickson, Edwin A. Olson,
Philip C. Thayer
Chairman: Mr. Erickson

COURSE OFFERINGS

- 121 Introductory Physics I
- 123 Introductory Physics II
- 142 Basic Physics Laboratory
- 151 General Physics I
- 153 General Physics II
- 251 General Physics III
- 353 Atomic Physics
- 361 Nuclear Physics
- 363 Thermodynamics
- 371 Optics
- 373 Electronics
- 451 Electricity and Magnetism I
- 453 Electricity and Magnetism II
- 461 Theoretical Mechanics
- 471, 473 Experimental Physics
- 472 Experimental Physics
- 491, 492 Independent Readings and Conference
- 493 Physical Science Seminar

POLITICAL SCIENCE

Faculty

G. William Benz, Garland A. Haas,
Dan C. Sanford
Chairman: Mr. Haas

COURSE OFFERINGS

100 Politics in Society
103 The American Political
Establishment
191, 291, 391, 491 Independent
Readings and Conference
211 Inside the System
240 Modern Foreign Governments
245 Political and Cultural Heritage
of the Orient
250 National Security and the
Concept of Force
251 International Relations
275 The City
310 Nonviolence
323 The Development of the
Communist World
325 Latin America
342 American Political Parties
353 International Law and
Organization
362 American Diplomatic History
365 American Constitution
366 The Soviet Union
371 Public Administration
385 Human Rights and the Law
425 Problems of Developing Nations
433 European Political Thought
445 American Political Thought
455 The Far East in the 20th Century
491 Independent Readings and
Conference
493 Senior Seminar in Political
Science

PSYCHOLOGY

Faculty

William L. Johnson, Patricia A.
MacDonald, Donald D. Roberts,
Ronald R. Short
Chairman: Mr. Johnson

COURSE OFFERINGS

101 General Psychology
150-159 Freshman Focus Course
250-259 Sophomore Focus Course
350-359 Junior Focus Course
450-459 Senior Focus Course
with such topics as
"Man the Aggressor"
"Man the Manipulator" etc.
190-191 Independent Readings and
Conference
290-291 Independent Readings and
Conference
390-391 Independent Readings and
Conference
490-491 Independent Readings and
Conference
210 Development Psychology
241 Social Psychology
270 Behavioral Dynamics
325 Quantative I
326 Quantative II
327 Personality
330 Perception
383 Theory and History of Psychology
425 Learning
499 Research

RELIGION

Faculty

David E. Dilworth, Duncan S.
Ferguson, Howard A. Redmond,
Evelyn A. Smith
Chairman: Mr. Dilworth

COURSE OFFERINGS

Group I, Bible Literature

232 Life and Teachings of Jesus
235 The Interpretation of Jesus
238 New Testament Studies
243 New Testament Church
291, 391, 491 Independent Readings
and Conference
331 Old Testament Studies
420 Introduction to Christian Doctrine
425 History of Church Life and
Doctrine

Group II, General Courses

215 Basic Concepts and Methods
of Christian Education
344 Work with Children, Youth, and
Adults in Christian Education
350 Philosophy of Religion
371 Organization and Administration
of Christian Education
372 Non-christian Religions
378 Psychology of Religion

SOCIOLOGY

Faculty

Robert A. Clark, Ralph G.
Ellenberger, Frank E. Houser
Chairman: Mr. Houser

COURSE OFFERINGS

120 Social Reality
191, 291, 391, 491 Independent
Readings and Conference
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312 Mass, Class and Bureaucracy
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Pat L. Bories, Albert C. Gunderson,
Pat Stien
Chairman: Mr. Gunderson

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STUDENT DEVELOPMENT

The Goal

Student Development at Whitworth is a primary goal of the college as well as the name of the office responsible for student life. The goal is to assist every student in the process of becoming a unique, whole person. We are convinced that it is important for students not only to become interested in a field of study, but also to become people who enjoy being alive — people who aren't afraid to become involved in the excitement and confusion of modern society. We want to prepare students to approach the important intellectual, moral, and emotional issues of the day with enthusiasm and confidence.

Several assumptions are associated with our student development concept. First, we assume that everyone is in the process of moving from a dependent, irrational, passive, and self-oriented person toward being independent, rational, active, and "other-oriented." All of us are on the road between the two extremes.

We also believe that Jesus Christ is the model of the fully developed, whole person — the One who was able to give and receive love most fully, perceive people and the world most clearly, and welcome rather than resist change. Therefore, a relationship with Christ may have a particularly important effect on an individual and may provide a special resource for love, for wholeness, and for change.

A third assumption underlying our emphasis on student development is that each student is a unique person. We discourage students from following a narrow conformism, and we are accepting of a wide diversity of life styles, values and personality structures. Whitworth strives to be a community of differences.

Implementation of the Goal

Higher educational institutions have found it very difficult to implement comprehensive programs of student development. Whitworth is attempting to take this goal very seriously and structure the entire college experience so that it will enhance rather than hinder the growth and development of students.

The faculty is an important resource for growth at Whitworth. Faculty members spend a great deal of time with students in a variety of settings and are eager to assist them in all areas of life: intellectual, physical, emotional, and spiritual.

The student development staff is involved in a multi-dimensional program to help students develop themselves as total persons. The program assists students with their intellectual development in several ways:

1. In the fall term, entering students complete a detailed questionnaire in order to provide information about their personal learning style. We believe it is important for students to understand how they learn so they can develop their study habits early in their academic careers.

2. Students have an opportunity to integrate classroom learning with their experience in the residence halls. Students choose one living option each year from a variety of offerings; several are directly related to academic subjects. For example, there may be dorms consisting of students in the same academic discipline, residence halls composed of students who want to study an inter-disciplinary topic (such as the city or geriatrics) and dorms consisting of students who want to improve a particular cognitive skill (such as problem solving or writing). This dorm arrangement provides easy access for faculty who wish to be intimately involved with students in the residence hall community.

3. The student development office, in conjunction with the academic departments, helps students with study-skills training.

The student development program also assists students in their emotional development.

The residence hall system is viewed as a very important source for the development of a sense of autonomy and independence. To that end, every residence hall establishes its own rules by employing a group decision-making model. The role of the residence hall staff is to train students in the model and insure that every person in the living community is involved in the decisions.

Together the faculty, living community, and student development staff provide continuous programing

in the following areas:

a) understanding and coping with change, b) sexuality, c) interpersonal effectiveness, d) the family, and e) understanding the changing vocational world. These programs include a variety of media and experimental models. Participation in the programs is voluntary and involves various levels of commitment.

The student development staff is also responsible for the counseling center, minority affairs office, career planning and placement office, student affairs office, and the health center. Helping students develop as people is not a sideline at Whitworth—it's the essence of the college experience.

Living

Whitworth is a "community." That's an old word, but we are trying to give it a unique quality. Students are a very important part of the community, and we ask that every person in the community discover the delicate balance between responsibility to himself and to other people. It's not a place where we say, "Just do your own thing." That would be naive about human nature and would communicate an attitude that we don't care about the individual. But the opposite approach is no better, for we should not legislate a student's life style. We want students to experiment and discover what is best for them within the context of this responsibility to others. The central dynamic at Whitworth is relationship. We emphasize getting together with fellow students, faculty, and staff for

genuine human encounter. All of us are learners, and each of us is in the process of becoming.

Most students live in the residence halls on campus, and we believe we can do more for our students if they do. We ask that all freshmen reside on campus unless they live at home. We are excited about residence hall living because it gives students an opportunity to live with a variety of people. It isn't like most of society, where people live in an apartment building with hundreds of people who never speak to each other, or suburbia, where you talk only to your immediate neighbors. Each floor of the residence halls has people from a number of different cultures; here there is the potential for the real community we seek.

We also view the residence halls as having great potential for extra-class learning. Most of the student's time is spent in the residence hall, and we are placing more of our student development staff there so we can be sensitive to the needs of the individual students as they develop.

Involvement

Involvement with people, activities, issues, and ideas is a way of life for students at Whitworth. Opportunities to explore, experiment, and define oneself are easily within reach of every individual. The following are a few of the opportunities being provided for student involvement:

Issues. The majority of our students actively participate in the governing

process of their residence halls, the campus, or the community. Student government on many campuses is not seen as a significant component in the determination of campus decisions.

At Whitworth student government is recognized as *the* voice of the students. Its activities and interests range from political activity on the national, state, and local level to the issues and problems on campus.

Outdoors. Many students and faculty take advantage of the geographical location of Whitworth. Skiing, snowshoeing, mountain climbing, water skiing, canoeing, and hiking are all available within minutes of the campus. The Wilderness Activity Program offers a great variety of wilderness and camping experience in addition to organized expeditions. The Wilderness program is expanding to include summer courses, including journeys to the Arctic.

Expression. Expressing oneself in drama, debate, writing, photography, or music is an important part of self-discovery. Everyone is encouraged to participate in these activities, both as a means for self-expression and as a model for the use of leisure time.

Cultural Groups. Groups such as the Cosmopolitan Club for foreign students, the Black Student Union, or the Keika Oka Aina for Hawaiian students offer a chance for a specific cultural identity. These groups are active in their desire to share common experiences, create a cohesive community, and communicate effectively to the campus at large.

Service. For many students the real action is found in being a Big Brother, working in the Crisis Clinic, or volunteering other services. The campus, as well as the city of Spokane, offers numerous opportunities to help others in need. It is important to us that students are not isolated from society, but have an opportunity to participate and grapple with the enormous needs, problems, and confusion of the city.

Sports. Being a whole person involves the use of the body as well as the mind. The college offers broad opportunities for sports participation through intramural and intercollegiate athletic opportunities for men and women. These programs give the student an opportunity to pursue athletics and recreational sports at the level of his interest and ability. For some, this means a chance to pursue excellence; for others, an opportunity to release tensions or enjoy stimulating competition with one's peers. The college is represented by teams in ten varsity sports as a member of the Pacific Northwest Intercollegiate Athletic Conference. Teams in each of these sports engage

in a challenging competitive schedule of contests within and beyond the structure of the league.

Much of the intramural program is related to group sports, providing the residence halls and off-campus living groups with further possibilities for identification with each other in a cooperative enterprise. Individual competition is also available in events for those whose interests in skills lie outside the team sports area. Sports and athletics are designed to play an important role in the lives of Whitworth students. The goal of the sports program is to provide physical activity for everyone.

Summary. Whitworth provides many programs for students but encourages students to create unique activities and experiences on their own. Our goal is not to plan a few major events that will please everyone; we want our activities to be as varied as our student body. Members of the student development staff work closely with students to create experiences that will assist people in stretching themselves and expanding their boundaries — to become mature, competent graduates who will make a significant contribution to our society and to our world.

THE CHRISTIAN THEME

We are serious about making the Christian faith central in the life of the college. And by Christian faith we mean the historic biblical faith of the church, that in Jesus Christ God was reconciling the world to himself. Jesus Christ is God with man, the eternal Son of the Father. He became man and lived among us, died on the cross and was resurrected to fulfill the work of reconciliation. He is present among us now by the power of the Holy Spirit to continue and complete his mission. The ever-new implications of this faith are continually being explored throughout the college, and at this point several areas appear foundational.

The first is concern for every individual who is a part of Whitworth College. Love is the hallmark of the Christian faith, and we endeavor to practice it. The faculty and staff have the responsibility of sustaining a large number of healing relationships with those in the community who seek relief from anxiety and guilt, and desire a positive direction for their lives. We believe a stay at Whitworth should be more than a fact-finding expedition; it should be an opportunity to develop one's full potential as a human being. We are concerned about all who come our way. We care about people, and we provide the resources to make this concern a reality.

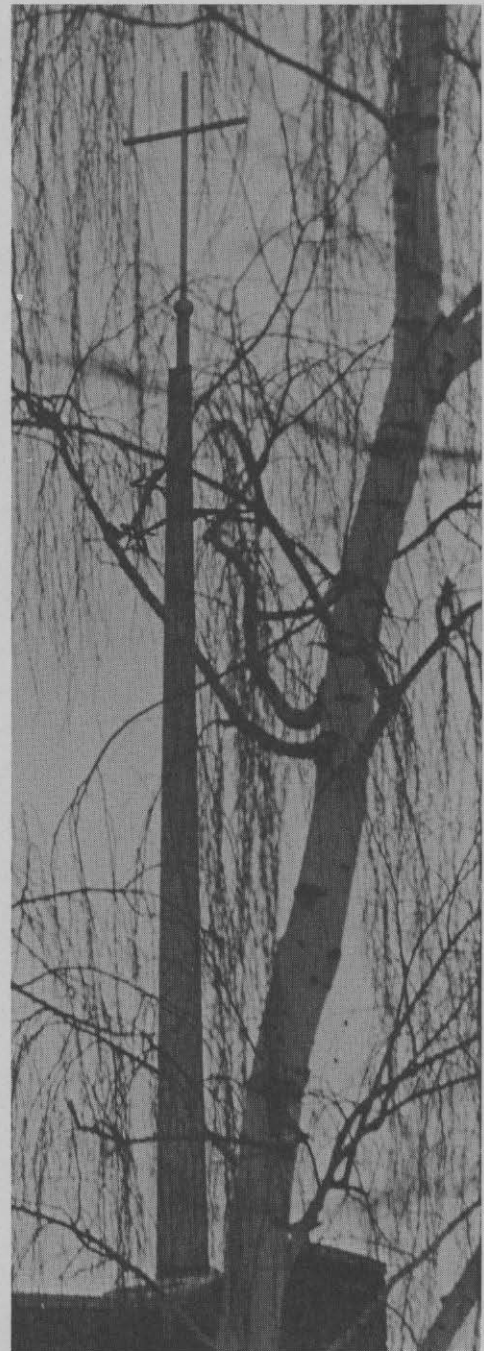
A second aspect of our responsibility is careful and intelligent Christian education and proclamation. Our task is to insure that the Christian faith is

understood in all its variety and depth. Sympathetic with other positions, open to challenge and change, we believe that every student should have a clear grasp of the basic elements of the Christian faith and an opportunity to make an intelligent decision of personal commitment to Jesus Christ before he leaves our campus.

Further, our institution has a prophetic role. We must have the courage of our Christian convictions and must speak boldly on vital issues. If we deny the prophetic impulse, fear risk, or choose expediency over integrity, we will surely lose our distinctiveness as an institution. Our role is to bring Christian insights to bear upon the whole conglomerate of problems facing our community, nation, and world, and to involve as many of our faculty, staff, and students as possible in the solving of these problems.

A central feature of the Christian life is freedom, freedom for the Christian to enjoy the fullness and satisfaction of a life of true discipleship, but also freedom for those who stand outside the faith to explore the variety of options which life presents.

In addition, our role as a Christian institution is to seek to govern with Christian grace. If we fail to administrate the life of the college in a Christian way, our integrity is threatened. Whether in the area of student life, college finances, or faculty policy, we endeavor to be truly Christian.



Christian Growth and Service

One of the exciting aspects of life at Whitworth College is the wide range of opportunities for Christian growth and service. In an atmosphere of freedom and openness, one in which religious "games" are consciously avoided, students may explore the true meaning of the Christian faith for their personal lives and its very real significance for the community and world around them. Here are some of the opportunities available:

FORUM meets twice a week and gives the entire Whitworth community the opportunity to share common experiences, deal with current issues, and be exposed to the many dimensions of the Christian faith.

Three times a year Forum is expanded to a three-day emphasis called "Focus Days," which allows the college faculty and students to "focus" on particular Christian concerns or issues together.

BODY LIFE is an informal weekly gathering of faculty, staff, and students to celebrate the joy of the Christian life. Singing, sharing, Bible study, and conversational prayer in the relaxed atmosphere of a dormitory lounge, make life in the Body of Christ the expression of a common Christian commitment.

SMALL GROUPS of every conceivable type abound at Whitworth and constitute the real heartbeat of that which generates and sustains Christian commitment on campus. Bible studies, dialogues, encounter sessions, and action groups are examples of what is available. Wholesome relationships can be



established, responsibilities can be discovered, and significant personal growth can take place in the small group experience.

TAKE TIME is a weekly meeting for those interested in doing some in-depth study of the Christian faith. Built around the study of scripture, Take Time provides an opportunity to explore how a person can be a follower of Jesus Christ in the worlds of today and tomorrow.

SERVE (Students Eager to Respond to Voluntary Enterprises) is an agency which encourages involvement in the pressing social problems of our area. Acting as the liaison between Spokane and Whitworth, SERVE places students in a variety of service positions throughout the community. SERVE also helps students find summer service positions.

CONFERENCES in early fall and other times during the year provide an opportunity for students to interact with other students and faculty on crucial personal and social issues.



DIALOGUES AND WORKSHOPS are used widely as a means to deal with specific areas of the Christian faith in an informal and relaxed atmosphere. These allow for dialogue with experienced resource persons and workshops under professional leadership.

FISH is a group of people who donate their time and energy to help anyone at Whitworth who has a need. Whether it's typing or transportation, members of FISH give freely of their talents.

And there are other programs and activities developing constantly, for the Christian faith finds new expression daily. In all its activities Whitworth strives above all to be true to its theme, and its theme unequivocally is Jesus Christ. Those who lead this life do not claim to have the corner on either grace or truth, but they do endeavor to be faithful to the one who was filled with both.





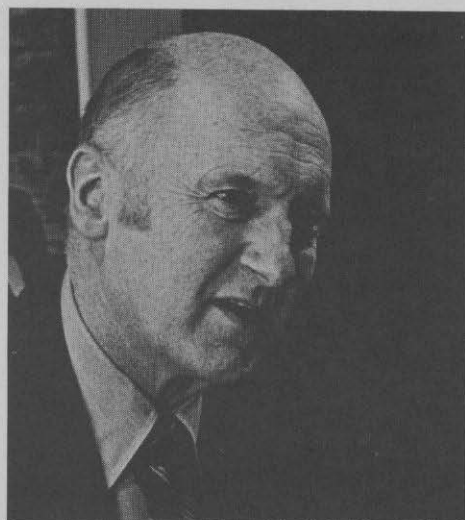
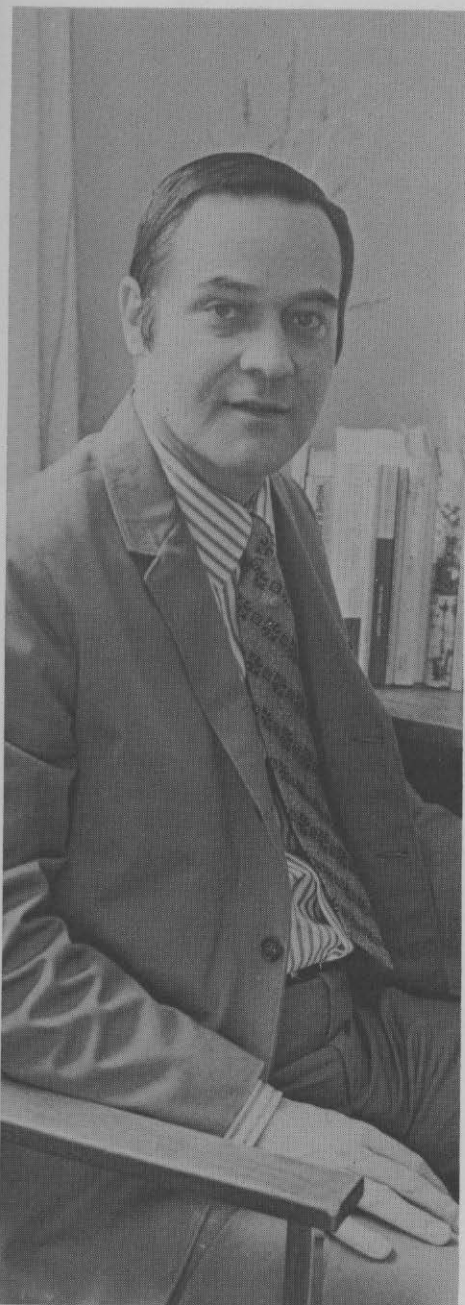
President, Edward B. Lindaman

Warmth, charisma, strength, perspective, leadership — how can you describe the president? Ed Lindaman spent many years as an executive in the space program. But one foot was in another world, for through the years he has maintained his involvement with high school and college students. His view of the future is presented in his excellent book, *Space: A New Direction for Mankind*. This perspective has been received with enthusiasm on hundreds of occasions throughout the country. His most recent position in the space program was Director of Program Planning for the Apollo spacecraft project. He was elected Layman of the Year by the 260 Presbyterian churches in Southern California and has been a member of the National Board of Christian Education of the United Presbyterian Church, and national President of United Presbyterian Men. These positions say something about the things that

matter in his life. College presidents must be able to dream, and they must be able to convert dreams into reality. Ed is superb at both. Disarmingly honest and unassuming, yet awesomely energetic and creative, he leads by the force of his ideas. When Ed came to Whitworth he brought an additional asset of considerable importance, his wife, Gerrie. She has enrolled in one course each semester for the fun of participating with the students on campus. Their home is always open to students, and they both radiate genuine pleasure when students drop by, which is frequent. We are in a new era at Whitworth, and it began the day Ed Lindaman became president.

**Vice President and Academic Dean,
David K. Winter**

Dave came to Whitworth in 1970 after serving as Associate Dean in the experimental Justin Morrill College of Michigan State University. This was an invaluable experience in academic innovation, involving fundamental changes in the undergraduate curriculum. Before taking on his administrative duties at Michigan State, he taught anthropology at the college level for eight years. He and his wife Diane lived in Lahore, West Pakistan, for fifteen months, conducting anthropological field work. His doctorate is a combined degree in anthropology and sociology. But it is Dave's spirit and attitude that are most impressive at Whitworth. His vision is a constant inspiration to both students and faculty, and many of the characteristics of our academic program described in this catalog are the result of Dave's influence. As Vice President he is responsible for the aggregate of campus life as well as the academic instruction, and this expresses our conviction that these two areas must be seen as a single system. This may be the most distinctive feature of the college. When offered the position at Whitworth, Dave did not hesitate, for he believes, "Whitworth has the opportunity and the strength to become a real leader, a model for college education throughout the United States." There are a lot of us here who agree.



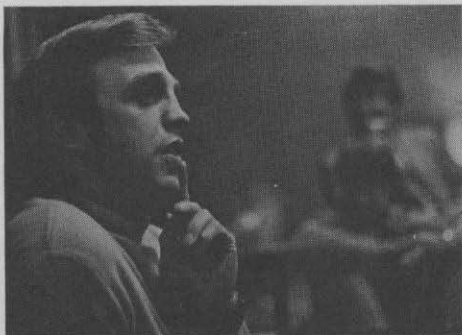
Business Manager, J. Gordon Hornall

Twenty-five years in a very competitive field of the business world made Gordon tough. And he brings to private higher education a no-nonsense perspective that is absolutely necessary. Gordon combines warm enthusiasm for our Christian theme and an enormous concern for and sensitivity to college students with an expertise in finance. The challenge for Gordon is to simultaneously balance the budget and make Whitworth a great place to live. Students walk right into Gordon's office and he really listens. A lot of change has occurred as a result. How to keep his cool in the midst of payroll, tuition, new equipment, fees, maintenance, refunds, food, heating, and water beds is more than the rest of us can figure out. We're thankful for Gordon!



**Director of Development,
R. Donald Weber**

Don is a professional who brings with him an enthusiasm for a college with Jesus Christ as its theme. After serving as Director of Development for a seminary for ten years, he became an executive in business. Missing the world of ideas and the excitement of presenting and selling a cause that could change people's lives, he came to Whitworth. Don goes full speed in whatever he does. And that includes skiing, which keeps him busy almost every day of the Christmas holidays. He's been at Whitworth a year now, but he still can't get over living 30 minutes from the ski runs on Mt. Spokane. His responsibilities at the college include public relations, estate planning, alumni affairs, and the total external relations of the college. All of us here are convinced we have a unique college. It's Don's job to let people know!



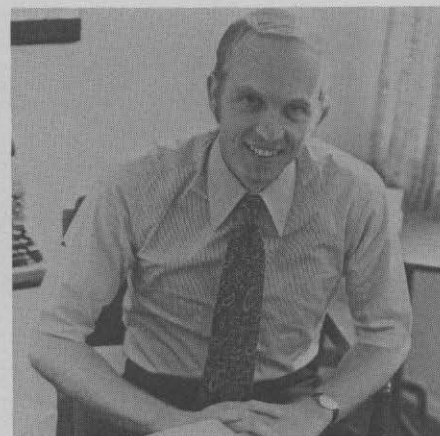
Chaplain, Duncan S. Ferguson

We all feel we are chaplains at Whitworth because we share a commitment to Jesus Christ. But there is so much going on, we need direction and leadership in the kinds of activities and "happenings" that contribute most to our Christian theme. Duncan is a most unusual chaplain, a most unusual man: a genuine scholar who somehow finds the time to read voraciously within a wide range of topics. But he is also a warm and attractive human being—with a smile that communicates, "Hey, tell me how it's going with you." Duncan is deeply involved in the lives of students—all kinds of students and all kinds of issues. He is an outstanding teacher and has attracted over 100 students to his January term course the past two years. During the 1971-72 academic year he served as interim Athletic Director (as well as chaplain), employing considerable experience in intercollegiate athletics. A graduate of Fuller Theological Seminary, his Ph.D. is from Edinburgh University in Scotland. Before coming to Whitworth in 1970, he was a college administrator in Georgia and campus pastor at the University of Oregon.



**Director of Student Development,
David L. Erb**

Dave has the responsibilities of a dean of students. But that title doesn't communicate the excitement we feel about our approach to student life, as described earlier in the catalog. We are convinced that college provides an extraordinary opportunity for students to develop themselves as whole persons. This is why Dave is our Director of Student Development. His graduate education combines a seminary degree with a Ph.D. from Michigan State University in counseling psychology, and he came to Whitworth in 1971 from the University of Delaware, where he served as counseling psychologist. Dave's vision for Whitworth includes a strong emphasis upon the responsibility of students to choose experiences which will help them become the kind of persons they dream about. He believes that development is a result of struggle, not drifting. Dave came to Whitworth because he believed that Whitworth contained the potential for a community of people who could support and encourage personal growth and development. It has already happened, but we know this is just the beginning.



**Director of Admissions,
David A. Morley**

Dave is 32 years old. Not many people his age can say they have spent eight years at Whitworth! And that is important, for Dave is our Director of Admissions, which means he represents the college to prospective students. They ask all kinds of questions and his experience enables him to answer most of them. Dave is a natural athlete: a basketball star as an undergraduate, and he was so good in golf that he went on to be a golf professional for two years. But he has a scholarly side too, for he holds a master's as well as a bachelor's degree from Whitworth. Dave has served as an assistant to the academic dean and to the president. In 1968-70 he spent two years working full time with our minority students. He has always specialized in students, and he continues to do that both before and after they are enrolled. President Lindaman says, "Dave knows more students than the rest of us combined."

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Assistant Professor of Religion
- JACQUELINE L. FICK, M.S.,
Marquette University,
Associate Professor of Biology
- HOWARD R. GAGE, Ph.D.,
University of Oregon,
Assistant Professor of Mathematics
- GARY L. GANSKE, Ph.D.,
University of Oklahoma,
Assistant Professor of Mathematics
- ALFRED O. GRAY, M.A.,
University of Wisconsin,
Professor of Journalism
- NICOLIN P. GRAY, M.S.,
University of Washington,
Associate Professor of Biology
- WALTER B. GROSVENOR, M.A.T.,
University of Washington,
Associate Professor of Art
- ALBERT C. GUNDERSON, M.A.,
University of Washington,
Associate Professor of Speech
and Drama
- GARLAND A. HAAS, Ph.D.,
University of Washington,
Professor of Political Science
- DAVID L. HICKS, Ph.D.,
University of Georgia,
Associate Professor of Biology
- FRANK E. HOUSER, A.M.,
Columbia University,
Associate Professor of Sociology
- JASPER H. JOHNSON, Ed.D.,
University of Washington,
Professor of Education
- MILTON E. JOHNSON, Mus.D.,
University of Dubuque,
Professor of Music
- WILLIAM L. JOHNSON, Ph.D.,
University of Oregon,
Associate Professor of Psychology
- HUGH W. JOHNSTON, Ph.D.,
Indiana University,
Professor of Chemistry
- WAYNE A. KALLSTROM, D.M.A.,
Eastman School of Music,
Assistant Professor of Music
- JOHN G. KOEHLER, M.F.A.,
University of Oregon,
Professor of Art
- NORMAN A. KREBBS, Ph.D.,
University of Washington,
Associate Professor of Philosophy
- J. RUSSELL LARSON, M.Ed.,
Whitworth College,
Associate Professor of Art
- PATRICIA A. MacDONALD, Ph.D.,
University of Rochester,
Professor of Psychology
- DIANA C. MARKS, M.Ed.,
Whitworth College, Associate
Professor of Physical Education
- LEONARD B. MARTIN, M.Mus.,
University of Southern California,
Associate Professor of Music
- ROBERT M. McCROSKEY, M.S.,
University of Missouri,
Assistant Professor of Mathematics
and Computer Science
- PAUL J. MERKEL, M.Ed.,
Whitworth College, Assistant
Professor of Physical Education
- MERTON D. MUNN, Ed.D.,
University of Cincinnati,
Professor of Education

- LEONARD A. OAKLAND, B.A.,
University of California,
Assistant Professor of English
- EDWIN A. OLSON, Ph.D.,
Columbia University,
Professor of Earth Science
- FLAVAL A. PEARSON, B.A.,
University of Washington,
Reference Librarian
- JODEE PELLUER, M.A.T.,
Whitworth College,
Assistant Professor of Education
- BERNADINE F. PETERSON, M.Ed.,
Eastern Washington State College,
Assistant Professor of Education
- ALVIN B. QUALL, Ed.D.,
Washington University,
Professor of Education,
Director of Graduate Studies
- HOWARD A. REDMOND, Ph.D.,
University of Southern California,
Professor of Religion and
Philosophy
- ISLA R. RHODES, M.A.,
Whitworth College, Assistant
Professor of Home Economics
- SHIRLEY S. RICHNER, M.A.,
Whitworth College, Associate
Professor of Education and Music
- CALVIN A. RIEMCKE, M.A.,
University of California, Berkeley,
Assistant Professor of Physical
Education
- DONALD D. ROBERTS, Ph.D.,
Fuller Graduate School of
Psychology, Assistant Professor of
Psychology
- GEORGE A. ROSS, M.A.,
University of Washington,
Assistant Professor of Music
- DAN C. SANFORD, Ph.D.,
University of Denver, Assistant
Professor of Political Science
- RONALD R. SHORT, Ph.D.,
Claremont Graduate School,
Associate Professor of Psychology
- 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
- HOWARD M. STIEN, Ph.D.,
University of Wyoming
Professor of Biology
- PIERRETTE C. SWEAT, B.A.,
French First Baccalaureate in
Nice, France, French Instructor
- THOMAS T. TAVENER, Ph.D.,
University of Washington,
Associate Professor of Music
- PHILIP C. THAYER, Ph.D.,
Colorado State University,
Assistant Professor of Physics
- AUDREY J. TURNER, M.L.S.,
Simmons College, Head Librarian
- RONALD C. TURNER, Ph.D.,
Harvard University, Associate
Professor of Modern Languages
- JOHN W. VANDER BEEK, Ph.D.,
Oregon State University,
Assistant Professor of Mathematics
- JANET VOLDAL, M.A.T.,
Whitworth College,
Instructor in Physical Education
- GEORGE E. WEBER, M.B.A.,
Harvard University,
Associate Professor of Business
and Economics
- ROBERT S. WINNIFORD, Ph.D.,
University of Tennessee,
Associate Professor of Chemistry
- DAVID K. WINTER, Ph.D.,
Michigan State University,
Vice President and Academic Dean
- ISAAC S. H. WONG, M.L.S.,
University of Oklahoma,
Assistant Librarian
- ROLAND B. WURSTER, M.A.,
Peabody College, Registrar
- LAWRENCE E. YATES, Th.D.,
Princeton Theological Seminary,
Professor of Philosophy and Greek

SPECIAL INSTRUCTORS

- PATRICIA L. BORIES, M.A.T.,
Whitworth College,
Instructor in Speech and Drama
- H. ADELE GALLAHER, M.S.,
Oregon State University,
Assistant Professor of Home
Economics
- PAULINE D. HAAS, M.F.A.,
Indiana University,
Assistant Professor of Art
- MARGARET SANDERS OTT, M.S.,
Julliard School of Music,
Instructor in Piano
- E. PAT STIEN, B.A., Wheaton College,
Instructor in Speech and Drama
- LILLIAN D. WHITEHOUSE, M.A.,
Whitworth College, Associate
Director of Student Development

ADMISSIONS INFORMATION

Whitworth College considers for admission all qualified applicants, regardless of race, religion, sex, age, or national origin. The college's goal of assisting students to become unique, whole persons extends to the admissions criteria. Whitworth actively seeks students who seem ready for this developmental process. Admission is granted on the basis of an evaluation of all materials relevant to the student's potential for a successful experience at Whitworth. There is no prescribed pattern of secondary school courses required for entrance. It is important, however, that the applicant has shown serious effort to engage in a balanced sequence of courses on the high school level.

It is important for the college to know of past successes and failures, yet it is also important that decisions be based on "where you are" at the time of application. Whitworth works hard to know applicants as individuals even before enrollment. Important in all that we do is our diversity. Perhaps our hope for continued diversity explains the college's reluctance to define admissions standards in terms of grade points and/or test scores alone. We use no arbitrary cut-off points for grade point average, test scores, or class rank. Intellectual motivation can be more important than past academic work, and even though it is difficult to measure, we believe the admissions process tells us a great deal about the applicant's motivation to succeed.

Freshman Application Procedure

Application for admission as a freshman is made on a form available from the Admissions Office. Steps necessary in applying are:

1. Submission of the completed application form by the applicant, accompanied by the application fee of \$10. (The application form used is the Uniform Application for Admission to Four-Year Colleges and Universities in the State of Washington.)
2. Submission of Section Two of the application form completed by the appropriate high school official.
3. Submission of a current 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 required.)
4. Submission of a completed Whitworth College Personal Inventory. This form is available from the Admissions Office.
5. Submission of the scores from the College Entrance Examination Board on the Scholastic Aptitude Test (SAT), or from the American College Testing Program (ACT).
6. A personal interview is recommended but not required.

Campus Visit

Whitworth College maintains a personalized admissions procedure. Therefore, each applicant is urged to visit the campus to talk with students and faculty and to attend classes. An interview may take place at that time.

The Admissions Office is open weekdays throughout the year. It is preferable that a visit occur when classes are in session. Visits should not be planned during vacation times. (See Academic Calendar in the back of this catalog.) The college will provide one full day's board and room for prospective students who visit the campus. Please notify the Admissions Office in advance of your visit so that you can be met at the Spokane International Airport, train station, or bus depot.

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 choice to Whitworth and will make only this single application. Early-decision applicants will receive notice of admission by 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.



Advanced Placement

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 and inquiries are welcomed by the Admissions Office.

Deferred Matriculation

The college supports the practice of deferred matriculation. This policy allows a student to apply for admission during his senior year in high school and, if accepted, to delay his matriculation for one or two years. The applicant should indicate his 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.

Transfer Students

The process of application for college students wishing to transfer to Whitworth is the same as for freshman applicants with these exceptions:

1. High school records and scores from either the Scholastic Aptitude Test (SAT) or American College Test (ACT) are not required if one full year's college work has been completed.
2. Completion of the Whitworth College Transfer Reference Form

(available from the Office of Admissions) is required in lieu of Section Two of the freshman application form if one full year of college work has been completed.

Readmission of Former Students

Former Whitworth College students seeking to return must submit a re-admission application and a transcript of all college work completed during the absence.

Part-Time Students

Students enrolled for less than $3\frac{1}{4}$ 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. Students from other colleges and universities enrolling part-time must file a regular application with the Admissions Office.

Costs and Financial Aid

The following schedule of fees applies to the 1973-74 academic year.

Tuition

Regular Tuition ($3\frac{1}{4}$ - $4\frac{1}{2}$ courses) per half year—\$950

Room and Board

Residence halls per half year, including board—\$487.50*

Room and board charges do not cover the regular college vacation periods. Prorated refunds on board will be provided when January term courses are taken off campus.

*Students in private rooms at their own request pay $\frac{1}{4}$ additional room rent.

General Fees

Student Body Fee (campus student) per half year—\$50

Student Body Fee (off-campus student) per half year—\$49

The Student Body fees are charged to all undergraduate students who register for three or more courses in the day school program of the college. The proceeds are used for the support of student publications, student union building, student government, dramatics, athletics, ASWC Social Fee, and Identification Cards.

Health and Accident Insurance Fee—estimate per year—\$40.

Student Health and Accident Insurance must be carried by all students carrying three or more courses in the day school program of the college unless there is a signed waiver by the parent on file in the Business Office by September 1 of each year or February 1 of each year for students entering college for the second half.

Summary of Costs

Following is a summary of costs for a full 4-1-4 (nine month) college year:

	On-Campus Student	Off-Campus Student
Tuition	\$1,900	\$1,900
Room and Board	975	
Student Body Fees	100	98
	<u>\$2,975</u>	<u>\$1,998</u>

Additional expense for books, supplies, personal items and transportation will vary with each student, and is a necessary consideration when planning total costs.

Payment of Fees and Extension of Financial Credit

All charges made by the college are due at the beginning of each semester.

Students are considered registered only after satisfactory financial arrangements have been made with the college Business Office. For the convenience of the student wishing to make payment on an installment basis, the college offers such a service through Education Funds, Inc. (EFI).

Tuition, room and board, and fees may be included in this contract payment plan. A descriptive folder is available from the Admissions Office.


Financial Aid

Assistance in many different forms is available to allow students to choose a college on the basis of where one *wants* and *needs* to be rather than on cost alone. For the most part, financial aid is awarded on the basis of financial need as determined by the Parents' Confidential Statement of the College Scholarship Service. Most offers are made each spring for the following academic year. Very limited funds, if any, are available to the student applying for entrance at midyear.

Types of aid available:

College Scholarship and Grants. These 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. Others 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 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 College Placement Service is a clearinghouse 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 \$500 per school year. Whitworth participates in the College Work-Study Program, a federally financed program.

Financial Aid Application Procedure

Application for financial aid at Whitworth is accomplished by:

1. Submitting either the Parents' Confidential Statement (College Scholarship Service) or the Family Financial Statement (American College Testing Program). These forms are available through high school counseling offices or the college Admissions Office.
2. Completing the Whitworth College Financial Aid Application. This form can be obtained from the Admissions Office. The deadline for the receipt of financial aid application materials is February 15.

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

\$1200 annually, depending upon need. Applications, obtainable from the Admissions Office or from the Board of Christian Education, must be filed in November of the student's senior year in high school.

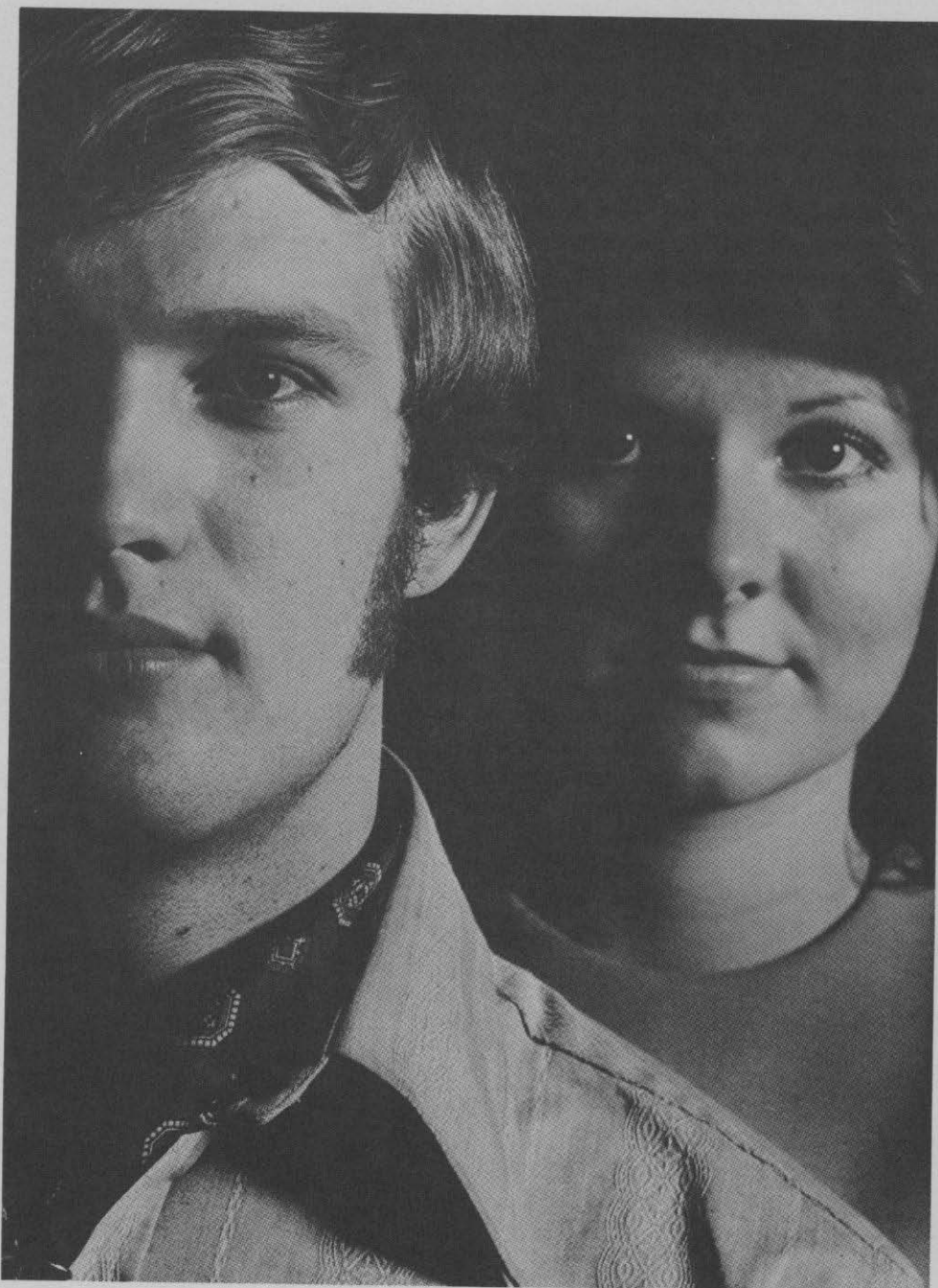
Samuel Robinson Scholarships. \$300 each for students already enrolled who submit original essays and applications by April 15. Details are available from the college Chaplain.

Educational Assistance Program Grants. Grants to \$1200 for children of full-time religious leaders employed by a church or a judicatory of the United Presbyterian Church. Financial need determines the amount of stipend. The deadline is March 1.

Opportunity Scholarships. For persons from minority groups with limited resources. Applicants should write Student Opportunity Scholarships, Room 1133, 475 Riverside Drive, New York, New York 10027.

Ministerial Discount

A tuition discount is available for the student who is a dependent member of the family of a regularly ordained active minister of a Christian church and who maintains a grade point average of 2.5. This aid is granted if requested in writing and supported by a written statement from the denomination.



GRADUATE STUDIES

The Whitworth graduate program has been planned to meet the needs of educators, youth leaders, guidance personnel, clergymen, and Christian Education workers. In the past nine years the number of degree recipients has increased at the average rate of 10 per year. Between 85 and 90 students were awarded master's degrees in 1972.

The college offers the Master of Education, the Master of Arts in Teaching, and the Master of Arts in Religion degrees. Instruction is provided in 25 departmental areas and all of the programs have been planned to provide the candidate with a broad background of understandings which will give the student a foundation for some particular emphasis in the field which he has chosen. The departments which are most active in providing course offerings for the Master of Arts in Teaching degree include art, history, English, physical education, and business.

Three special concentrations of study are provided which lead to a Master of Education degree. One is for elementary teachers, a second for elementary and secondary school principals, and a third for guidance and personnel workers. Broad guidelines have been established for each study area of concentration. However, every possible attempt is made to design study programs which will meet the individual candidate's specific interest and needs. Specific

arrangements for all master's degrees may be secured by contacting the Director of Graduate Studies.

General Requirements and Policies for Master's Degrees

1. Admission to the Graduate School.
2. Not more than the equivalent of two full courses of graduate credit may be transferred from other colleges or universities.
3. Graduate credits within a six-year period will be accepted toward a master's degree with the possibility of an extension when there is sufficient evidence to warrant it.
4. Courses numbered 500 or above are graduate courses. Most courses numbered 300 or 400 may be taken for graduate credit with the consent of the graduate adviser.
5. A minimum of nine full courses of study in approved courses.
6. *Three full courses in education to be selected from the following:
 - Philosophy of Education
 - History of Education
 - Advanced Principles of Education
 - Current Educational Research (Required of all candidates for master's degrees)
 - Psychological Foundations of Education
 - Advanced Techniques of Counseling and Guidance
 - Public School Administration and Organization
 - Interpretation of Current Educational Research

7. Successful completion of an Educational Study (an approved research paper) or the writing of a thesis. Two full courses of credit may be granted for the thesis.
8. Successful completion of a comprehensive examination based on three foundational courses.
9. A graduate load shall not exceed four full courses. Graduate students who are fully employed will be limited to two courses of graduate study per term in the evening school.
10. No more than two full courses of workshop credit may be applied toward a master's degree.

**Not applicable to Master of Arts in Religion candidates.*

Specific Requirements for Master's Degrees

MASTER OF EDUCATION

1. *Broad Area Approach*
Purpose of the program: This program has been planned to meet the needs of elementary school teachers whose teaching emphasizes broad areas of study. Experiences are arranged which will provide the grade school teacher with the understanding and skills required in the first eight grades of instruction.
 - a. Nine full courses, of which four may be taken in a department of the college other than education.
 - b. Satisfactory completion of the general requirements.

2. *School Administration*

Purpose of the program: The courses in school administration have been designed to prepare elementary and secondary school principals for the kind of responsibilities that are required in the public schools. Specific attention is given to the areas of administration, curriculum, guidance, and contemporary educational thought.

- a. Five full courses of professional study as required for the Provisional Elementary, Provisional Secondary, Provisional General, or Standard General Principal's Credential in Washington.
- b. Laboratory and internship experiences as required for one of the above credentials. Enrollment in Education 585, Principal's Internship, is required of candidates for a principal's credential.
- c. Satisfactory completion of the general requirements.

3. *Educational Guidance*

Purpose of the program: This program has been prepared for public school counselors at both elementary and secondary school levels. Courses in psychology, guidance, and education are combined to provide the school counselor with the skills and knowledge necessary for effective counseling and guidance.

- Psychological Foundations—FC*
- Research Methods & Statistics—FC
- Philosophical-Historical-Sociological Foundations—FC

Tests & Measurements

- (Student Appraisal)—FC
- Informational Services—FC
- Techniques of Counseling and Guidance—FC
- Group Counseling—FC
- Supervised Counseling Practicum—2FC
- Electives possible: (plus others according to interest and need)
- Family Guidance (Recommended for elementary emphasis)
- Curriculum
- Abnormal Psychology
- Exceptional Children
- Child & Adolescent Psychology
- Sociology of Family
- Sociology of Delinquency
- *Full course

MASTER OF ARTS IN TEACHING

Purpose of the program: This program has been planned primarily for secondary school and community college instructors. Each candidate must enroll for his major study in academic fields other than education. Courses are selected which will enrich and broaden the preparation of those who teach in departmentalized situations.

1. At least four full courses in the major subject area.
2. Two to three full courses in other liberal arts courses.
3. Satisfactory completion of the general requirements.

MASTER OF ARTS IN RELIGION

Purpose of the program: The program has been designed to give clergymen

and laymen opportunity for advanced study in religion, especially as it relates to the fields of psychology and philosophy.

1. Each candidate shall elect an area of concentration, either Psychology and Religion, Philosophy and Religion, or Christian Education and Religion.
2. Five full courses including thesis must be taken in the area of concentration.
3. The course requirements for each area will be determined by the Chairman of the Religion Department.
4. Satisfactory completion of the general requirements.

COLLEGE CALENDAR

Summer Sessions 1973

FIRST SESSION:

Registration, May 21
Instruction begins, May 21
Memorial Day, May 28
Session ends, June 8

SECOND SESSION:

Registration, June 11
Instruction begins, June 11
Independence Day, July 4
Session ends, July 27

THIRD SESSION:

Registration, July 30
Instruction begins, July 30
Session ends, August 17

Fall Term 1973

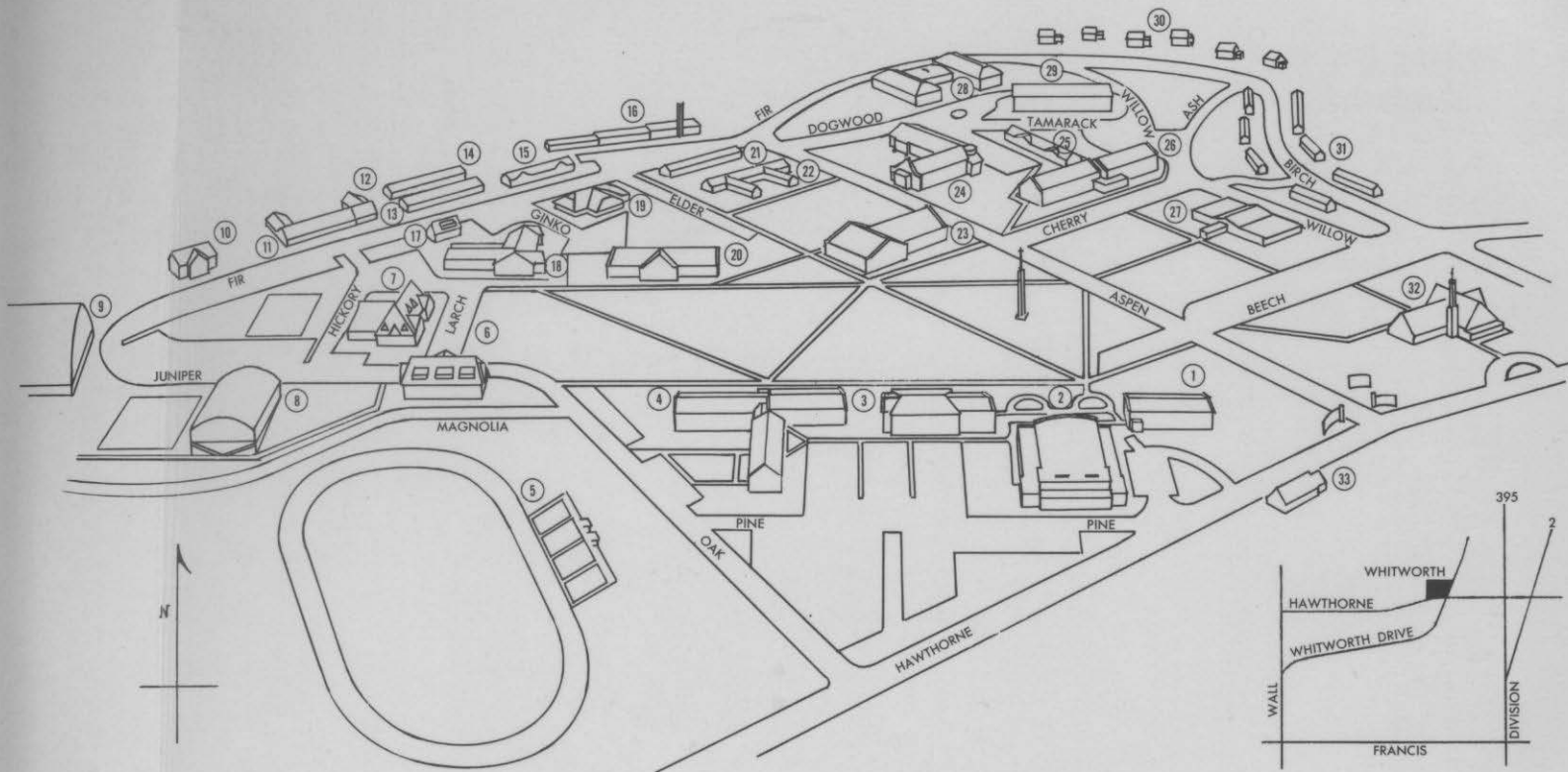
Orientation and Registration,
September 4-5
Instruction begins, September 6
Thanksgiving recess (begins noon)
November 21
Instruction resumes, November 26
Final Examinations, December 10-14
Christmas vacation,
December 15-January 1

January Term 1974

Instruction begins, Wednesday,
January 2
Term ends, January 30
Mid-Year Commencement, February 3

Spring Term 1974

Registration, February 4-5
Instruction begins, February 6
Presidents' Holiday, February 18
Spring vacation (begins after classes),
March 22
Classes resume (8 a.m.), April 1
Final Examinations, May 12-16
Baccalaureate and Commencement,
May 19



ADMINISTRATIVE OFFICES

- 1—**McEachran Hall**
Academic Dean
Admissions
Alumni Office
Business Office
College Development
President's Office
Public Relations
Registrar
- 25—**Student Development**
Counseling Center
Housing
Minority Affairs
Placement
Student Services

CLASSROOMS

- 3—**Dixon Hall**
Audio Visual Center
Evening School
Graduate Studies
Summer School
Dept. Offices: Education,
Philosophy, Psychology
Religion

- 8—**Graves Gym** (Physical Education)
- 9—**Whitworth Field House**
- 12—**Westminster Hall** (English
and Journalism)
- 13—**Grieve Hall** (Home Economics)
- 17—**Home Economics House**
- 20—**Music Hall**
- 21—**Pine Hall**
Dept. Offices: Sociology,
Business, Economics
- 22—**Fine Arts Building**
Dept. Offices: Art,
Mathematics
- 24—**Eric Johnston Science Center**
Science Auditorium
Science Library
Dept. Offices: Biology,
Chemistry, Earth Sciences,
Physics
- 33—**Mackay Hall** (Languages)

HOUSING

- 4—**Warren** (West, South, East)
- 6—**Ballard**
- 7—**McMillan**
- 10—**Calvin**
- 11—**Alder**
- 14—**Beyond**
- 26—**Arend** (Washington,
Carlson, Goodsell)
- 28—**Baldwin-Jenkins**
- 29—**Stewart**
- 30—**Theme Dorms**
- 31—**Married Students**

SERVICE BUILDINGS

- 2—**Cowles Memorial Auditorium**
Concerts, Plays
Conferences
Faculty Lounge
Forum
Little Theater
Dept. Offices: History,
Political Science,
Speech-Theater
- 5—**Pine Bowl**
- 8—**Graves Gym**
- 9—**Whitworth Field House**
- 15—**Lincoln Hall**
Addressograph
Print Shop
- 16—**Maintenance Buildings**
- 18—**Leavitt Dining Hall** (Saga Foods)
- 19—**Schumacher Health Center**
- 23—**Harriet Cheney Cowles Library**
Computer Center
Media Center
- 27—**Hardwick Union Building (HUB)**
Bookstore
Chaplain's Office
Post Office
Snack Bar
Student Offices
- 32—**Whitworth Community
Presbyterian Church**