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Whitworth College Bulletin 1970-1971

Whitworth University

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Campanile Call, published by Whitworth College with second class postage paid at Spokane, Washington. Issued five times yearly in February, May, August, September and November Volume XXXVII, No. 1. Whitworth College welcomes all qualified persons as full members of its campus community, regardless of race, color, or national origin. Where need, desire, and potential for success are apparent, the College will do all it can to help disadvantaged applicants to become qualified.
THIS IS WHITWORTH

Whitworth College was founded in 1890 at Sumner, Washington. In 1900 the College was moved to Tacoma, Washington, where it continued until 1913. In that year the Spokane Presbytery of the Presbyterian Church invited the College to move to its present location, and the following year Whitworth was moved to Spokane, Washington. The College is named in honor of one of the outstanding pioneers of the Northwest, Dr. George Whitworth. Following the trail of Whitman, Spaulding, Meeker, and other pioneers, this Christian minister came to the far West to build churches and to become an outstanding educational leader in the early life of Washington.

Today, after eighty years of splendid achievement, Whitworth stands as a strong college dedicated to the great task of Christian higher education. It continues in cooperation with the Washington-Alaska Synod of the United Presbyterian Church and with the Board of Christian Education of the denomination.

COMMUNICATIONS

All Communications to the college should be directed to a specific office as listed on page 75 and addressed to Whitworth College, Spokane, Washington 99218. Telephone HU 9-3550, area code 509.
EDUCATIONAL CONCEPT

Whitworth College, one of America’s leading colleges of the liberal arts and sciences, is sponsored by the United Presbyterian Synod of Washington-Alaska and cooperates with the Board of Christian Education of the United Presbyterian Church, U.S.A. Its total program is carefully planned to meet the intellectual, spiritual, and physical needs of the youth who come to its campus.

This program of liberal arts and sciences gives students an opportunity to major in twenty-three academic fields that equip them to live purposefully and effectively in a complex world. Added to formal classroom instruction is a wide range of extra-class activities to help students achieve worthwhile educational objectives. A definite attempt is made to integrate all college-provided experiences with a carefully considered Christian philosophy of life. Whitworth sends its students back and forth between theory and practice, thought and action, books and community life.

Campus buildings and facilities have been planned to meet the needs of twenty-first century education with a well-trained faculty and staff to instruct and guide students in acquiring and developing those attitudes and understandings most effective and worthwhile in life.

Whitworth College is conceived to be a community of men and women dedicated to the disciplined pursuit of understanding and skill in the various liberal arts and sciences and to wisdom in the application of all such accomplishments. This community believes in the value and validity of empirical and humanistic approaches to the various fields of knowledge when these approaches are employed with freedom, with honesty, with scrupulous care, and with proper respect for their potentialities and limits. It believes also that an essential part of all enduring wisdom comes from God-given disclosures and that, for fullness, collegiate education must be built upon such foundations.

Accepting the Christian faith as full Revelation, and believing in the teachings of Jesus concerning the worth of the individual person, this college community considers education a significant means to the ends of developing the student toward his own best self and of increasing his power to worship God and to be of service to men.

Because it holds knowledge and wisdom to be aspects of an indivisible whole, Whitworth believes that it must provide faculty members who are dedicated to a reverent search for truth, who accept by faith the Revelation of God in Jesus Christ, who by His help attempt to live and teach in His spirit, and who accept excellence in scholarship, instruction, and student guidance as their divine calling.

Whitworth further believes that its students, regardless of race or economic status, should be men and women who have the mental ability and attitude to profit from rigorous academic work and whose minds are open to the claims of faith and to the objective of gaining wisdom.

PURPOSE

The College attempts to acquaint the student with the nature of his own culture and cultural heritage. The curricular offerings are sufficiently varied and balanced in the arts and sciences to provide opportunities for the student to become aware of his own environment and background. The general requirements for graduation assure that the student will gain a sound and appreciative view of several fields (general education) and depth of preparation in at least one (major education). Our special aim as a Christian liberal arts college is to provide each student with an understanding of his relationship to himself, to his fellows, and to God. In the Christian context of college life and instruction the student can develop respect for the resources of his mind and body, develop his moral integrity and personal life, and grow in his understanding of the intrinsic worth of other persons. It is our hope that each graduate will accept responsibility to work actively in his society for a higher manifestation of Christ’s love.

The college provides opportunities that point toward vocational competence. In some areas the college provides a terminal program that gives preparation for employment immediately following graduation. In other fields it provides vocational preparation that would be dependent upon further instruction following the college graduation.

Whitworth College offers the student the opportunity to develop the foundation and competence necessary for postgraduate study. Each year a large number of its graduates enter the finest graduate schools in preparation for higher degrees or professional achievement. This calls for a rigorous academic climate.

These objectives are maintained for all students. Therefore, the college concentrates its efforts in those areas in which the three are compatible.

DOCTRINAL POSITION

Whitworth College accedes to the historic faith of Protestantism and stands unequivocally for its fundamental principles. We believe the Scriptures of the Old and New Testaments to be the inspired Word of God and the only infallible rule of faith and practice. We believe in the sovereignty of God, in the deity of Jesus Christ our only Saviour and Lord, in His work of redemption on the cross, and in the Holy Spirit who dwells in every believer as the Spirit of Truth, of Holiness, and Comfort.
ADMISSION POLICY

ACCREDITATION AND AFFILIATIONS

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.

The College is accredited by the State Board of Education for giving complete training for public school certification in the State of Washington.

Programs for elementary and secondary teaching at the baccalaureate level are accredited by the National Council for Accreditation of Teacher Education.

This school is authorized under Federal Law to enroll non-immigrant alien students.

RESOURCES

The annual report shows that the College has buildings, equipment and grounds valued in excess of $8,500,000. The operating budget for the academic year is more than $3,188,000. Tuition and fees account for approximately 70 per cent of this amount. The rest comes through support of the United Presbyterian Church, gifts from individuals, business firms, foundations, alumni, and endowment.

LOCATION

Whitworth College is located just north of the city limits of Spokane in the Country Homes area. At an elevation of 2000 feet, the campus of 200 acres occupies a site of natural beauty. Forty acres of the area constitute the central campus on which are located its many buildings and athletic facilities.

CAREER PLACEMENT

Whitworth College maintains a complete placement service to aid graduates who are seeking employment. The Office of Educational Services and Placement is maintained in the Education Office for those desiring educational employment. Placement service for all positions other than in education is available in the Placement Office. It is important that those students who may be seeking employment establish their credentials early in the senior year. The placement fee for these services is $5.00 each year the prospective employee wishes his credentials brought up-to-date and made available for use.

ADMISSION DATES

September 1  Applications accepted for Early Decisions.
December 1  Selection of regular candidates begins.
February 15  Students are encouraged to apply for Financial Aid by this date.

Whitworth College offers educational opportunity in the rich tradition of the liberal arts college. It seeks students who will be successful and who will derive maximum benefit from such an experience.

SELECTION OF STUDENTS

The enrollment at Whitworth College is limited, and therefore each student is admitted on a selective basis. The case of each student is given careful individual attention.

Some of the criteria used by the College in making estimates of probable success are the College Entrance Examination Board Scholastic Aptitude Test scores, the various high school courses taken and the quality of work done, the extracurricular high school records, interests, ambitions and maturity, and other evidence of ability and intelligence.

Graduation from an accredited high school is required. The high school units listed below are recommended in preparing for admission to freshman standing:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>History and Social Science</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
</tbody>
</table>

TYPES OF ACCEPTANCE

1. Regular Acceptance
Selection of regular candidates begins December 1 each year for the following September class. It is advisable to file admission credentials as soon as possible after completion of the junior year.

2. Early Decision Acceptance
Candidates may apply as early as September 1 for early decision provided they have maintained a strong academic average through their junior year in high school. This is contingent upon satisfactory completion of their high school course and acceptable scores on the College Entrance Examination Board Scholastic Aptitude Tests preferably taken not later than the January administration.

3. Advanced Standing Acceptance
A qualified student in good standing at an accredited institution may apply for admission with advanced standing. Such
students must submit an official transcript from each institution of college level the applicant has attended, and the results of the College Entrance Examination Board and/or other entrance examination scores if available. Such an applicant is expected to have the same high school preparation as the student who enters as a freshman and he must have at least a cumulative grade point average of 2.00 in his college work.

Credit not to exceed 18 courses (90 quarter hours or 60 semester hours) plus the equivalent of one course (6 quarter hours or 4 semester hours) in physical education activity may be transferred from a junior college provided the courses are completed while the student is classified as a freshman or sophomore.

Since transfer students must complete the final eight courses at Whitworth, the maximum transfer credit allowed is 29 courses (145 quarter hours or 97 semester hours). Any additional credits will be acceptable to meet specific requirements but may not apply toward the 37 courses required for graduation.

Students transferring from unaccredited colleges may apply for advanced standing during the first year of attendance. Final evaluation of such credit will be withheld until the student has completed one long term at Whitworth, after which time courses which appear to be comparable in content may be validated by examination or by taking advanced work. In some instances where a student has taken an Honors course in high school which has been over and above that required for graduation, application for credit may be made and the Registrar and department involved will render a decision after careful investigation and/or examination.

4. Advanced Placement Acceptance
High school students who take the College Board Advanced Placement Examinations may apply for advanced credit up to a total of five courses in which they have made a score of at least 3, 4, or 5. However, in each case the department involved must approve the credit.

Students who fall below the "3" score in the CEEB Advanced Placement Examinations may be recommended for advanced placement. This means that they might be exempted from taking the beginning course of a subject and be permitted to enter the second term or second year of the subject. It is possible that this might be done when the professor involved does not feel that the student has had sufficient background to warrant the granting of actual credit. Also, students may challenge some requirements and prerequisites and receive advanced placement, but no course credit is recorded.

5. Special Admission
Students 25 years of age or over whose educational background has been of an irregular nature, but who nevertheless through examination and other pertinent evidence demonstrate their ability to do successful college work, may be admitted by special action of the Admissions Committee.

**ADMISSION CREDENTIALS**

The following credentials must be received by the Admissions Office before new freshmen or transfer students (with less than one full year of college work) may be considered:

1. Application for Admission (*)&

   The uniform Application for Admission to Washington Higher Institutions may be obtained from the Director of Admissions. This form should be completed and given to the high school counselor to be forwarded with items 2 and 3 below.

2. Transcript of High School Record

   Forms are included in the uniform Application for Admission to Washington Higher Institutions, and are to be sent by a high school official.

3. School Evaluation Form

   Forms are included in the uniform Application for Admission to Washington Higher Institutions, and are to be sent by a high school official.

4. Scholastic Aptitude Test

   This test of the College Entrance Examination Board is required for all freshman applicants. Candidates are encouraged to take the S.A.T. in December or January. Transfer students who have completed at least one full year of college work are not required to submit S.A.T. scores. Arrangements for the examination may be made with the senior counselor of the high school or by writing directly to the Board for the Bulletin of Information. Candidates applying for examination in the states of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, or Wyoming, the Canadian provinces of Alberta, British Columbia, Manitoba, or Saskatchewan, the Northwest Territory or Yukon Territory, the Republic of Mexico, Australia, or the Pacific Islands, including Japan and Formosa, should write to the C.E.E.B., Box 1025, Berkeley, California. All others should address the Board at Box 592, Princeton, New Jersey.

5. Statement of Purpose and Policy (*)

   The Whitworth College Statement of Purpose form is available from the Director of Admissions.

6. Fees (*)

   The Application Fee ($10) must accompany all applications. This is a service fee and is not refundable.

*(Transfer students with 24 semester hours or equivalent of college work should submit transcripts, a Transfer Reference Form and those items marked (*).
CREDENTIALS FOLLOWING ACCEPTANCE

Candidates are requested to complete items 1 through 5 listed below as indicated. Admission is not complete without compliance with this request.

1. Reply to the Director of Admissions indicating the acceptance of our offer of admission.
2. Complete and return the blue Residence Information Form whether or not you will live on campus.
3. Accompany the reply with an advance room deposit of $50.00 if you are planning to live on campus. Room reservations will be made in order of receipt of advance room deposit fees. Please note that the $50.00 deposit cannot be refunded unless housing cannot be provided.
4. Have a practicing medical doctor complete the Washington College Entrance Medical History and Physical Examination form and forward to the Director of Admissions within 30 days following the date of your acceptance reply.
5. Submit a copy of your Washington Pre-College Test results. (See following section for explanation.)

WASHINGTON PRE-COLLEGE TEST

All entering freshmen must take the Washington Pre-College Test prior to registration. Residents of Washington should arrange to take this test during the senior year. Students who have not had an opportunity to take the test through their high school officials will be required to take it at the scheduled time during orientation week.

FINANCIAL AID APPLICATIONS

The following forms are required of all financial aid applicants:

1. Whitworth Financial Aid Request Form

This form is available from the Director of Admissions or the Financial Aid Office and should be sent directly to the Financial Aid Office.

2. Parents’ Confidential Statement

This form is available from the high school or the Director of Admissions and should be mailed directly to the College Scholarship Service, Box 1025, Berkeley, California, or Box 176, Princeton, New Jersey, along with the $2.50 fee and the request that a copy be forwarded to Whitworth College.

GRADUATE STUDENTS

Provisions for the Master’s Degree and the programs available for graduate study are reviewed in the Bulletin of the Graduate School, Whitworth College. A copy of the Bulletin will be sent upon request.

EVENING SCHOOL AND SUMMER SCHOOL STUDENTS

Requests for bulletins and general information should be addressed to the Director of The Summer Session or the Director of The Evening School.

Applications for admission to Summer School and/or Evening School may be obtained from the Director of Admissions. Applicants should submit completed applications and the $10.00 application fee to the Office of Admissions. At registration each applicant working toward a Whitworth College degree must provide a transcript. The transcript must be requested from the last college or university attended. Students who have never experienced any college or university work must provide a transcript from the high school last attended. All transcripts must bear an original signature of an official of the institution represented. Applicants desiring transfer credit must submit the Letter of Good Standing form which may be secured from the Director of Admissions. Students wishing to audit courses must submit an application only and are responsible for all fees with the exception of the application fee.

Students should request the appropriate Bulletin for either the Evening School or the Summer School. Special courses and programs are designed for both schools.

HONORS AT ENTRANCE

A limited number of entering freshmen are selected for Honors at Entrance, the highest recognition that can be given a beginning student. The basis for making this award is outstanding achievement in high school in one or more areas of endeavor. These are outstanding academic performance, high proficiency in specific areas of study, and prominent honors in activities in high school, church or community. No specific financial grants are offered with these awards, but students with need as determined by the financial need analysis of the College Scholarship Service may receive financial assistance in addition to Honors at Entrance.
FINANCIAL INFORMATION

All charges made by Whitworth College are due and payable at the beginning of each long term. A student shall be considered fully registered and be permitted to attend classes only after satisfactory financial arrangements have been made with the Business Office of the College.

To facilitate the student's planning for his total college experience, Whitworth offers a "guaranteed tuition" plan. In this arrangement, the student is assured that his tuition for his undergraduate work will remain the same as that under which he entered provided he continues as a full-time student and has no unapproved breaks in his enrollment. The summer recess is not an interruption. Government service in the U.S. armed forces, the Peace Corps, or Vista will be considered an approved break. Exchange and "year away" programs will be permitted without loss of the guaranteed tuition advantage if the following conditions are met: that both the institution and the program are approved in advance by Whitworth College, that the student engages in full-time study, and that the student secures the Registrar's written approval in advance for his particular program and presents a written statement in advance signifying his plan to return to Whitworth immediately after the period away.

On all other charges, the College reserves the right to change at any time without previous notice.

To be classified as full-time, a student must carry a minimum of 3 1/2 courses in the fall term, one course in January term, and 3 1/2 courses in the spring term. For registration purposes, the January term is considered an integral part of the fall term. To be considered a full-time student during the fall term, the student must have registered for a full course, or the equivalent, in the following January term. For full-time students there is no additional tuition charge for the January term. Part-time students in January will be charged at the standard part-time rate for the course work. When special arrangements are needed, such as travel or off-campus residence, special charges will be indicated in the January Term Bulletin.

Full-time students do not normally take evening classes as well. In circumstances where such combinations are permitted, all tuition charged for the evening classes is over and above the regular tuition for day classes. Students carrying from 1 - 3 courses may divide these between day and evening classes by registering and paying the regular part-time day fee and the regular evening school fee. Specific information concerning charges for the evening college work is carried by the Evening College Bulletin.

Unless otherwise indicated, charges are listed for the half year. These amounts are due with fall and spring registration. Students entering Whitworth in the January term will pay the second half fees at that time.

TUITION

Regular Tuition (3 1/2-4 1/2 courses in the long terms)
per half-year ........................................ $750.00

Additional Tuition, Project Able students,
per year (Payable in September) .................. 160.00

Excess above 4 1/2 courses, per course ........... 128.00

Part-time (less than 3 1/2 courses) per course ...... 240.00

Graduate Tuition: Graduate students taking not more than 3 regular graduate courses (courses over #500 or marked G) per course ........ 118.00

BOARD AND ROOM

All residence halls per half-year $450.00.

Room and board charges do not cover the regular college vacation periods. The payment of room rent does not entitle students to use of room accommodations during these periods when the buildings may be closed. Prorated refunds on board will be provided when January term courses are taught off-campus.

*Students requesting private rooms must pay 1/4 additional room rent.

GENERAL FEES

Student Association Fees:
Campus Students per half-year ............................ $48.00
Off-Campus Students per half-year .................. 47.00

The Student Association 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 Card Fee.

Health Accident Insurance Fee (12 month coverage)

Student, per half-year .................................. $15.00
Dependent (1), per half year .......................... 17.40
Dependents (2 or more), per half-year ............. 26.50

Student Health & 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.

DORMITORY BREAKAGE FEE .......................... $10.00

This fee, or unused portion of it, is refundable at time of student's graduation from the College, or withdrawal.

MISCELLANEOUS CHARGES

Auditors Fee (for part-time students and for those taking no work for credit; permitted in lecture courses only) per course ........................................ $40.00

Special Auditing Fee (for students registered full-time) per course in excess of 4 1/2 courses ........ 10.00

Change of Registration (after first week) ................ 2.00

Master's Degree Comprehensive Examination ........ 15.00

Graduation Fee (Bachelor's Degree) .................. 12.50

Graduation Fee (Master's Degree) .................. 15.00
Guidance Fee for testing ........................................... 2.00
Late Registration (after first week) ................................ 2.00
Matriculation Fee (included in application) ...................... 10.00
Validation Fee, per course equivalent ............................. 5.00
Car Registration Fee .............................................. 2.00
Car Registration, Late Fee ......................................... 5.00
Traffic Violation Fee, each violation ............................... 2.00
Failure to Display Car Sticker:
  First offense .................................................... 5.00
  Second offense .................................................. 10.00

APPLIED FEES

Private Lessons in Art, Music, Speech, in fall or spring term*
One lesson per week (in addition to tuition) .................... $ 60.00
Two lessons per week (in addition to tuition) ................. 100.00

Students taking private lessons on instruments from special instructors must pay any additional amount the instructor may charge. Sophomores, Juniors, or Senior Majors must pay any charge in excess of $60.00.

Practice Room Rental (For students not taking lessons)
One hour per day—piano, voice, instruments ................ $ 6.00
Two hours per day—piano, voice, instruments .......... 9.00
One hour per day—organ ........................................ 10.00
Instrument Rental .................................................. 10.00
Voice, piano, and instrument class, per quarter course
  in addition to tuition .......................................... 25.00

Note: Sophomores, Juniors, and Senior music majors may have the fee for applied lessons (not to exceed $60.00 each long term) waived if they bring a signed slip from the head of the Music Department at the time they present their registration to the Business Office.

*Special rates and course credit arrangements for the January term are given with the announcement of courses in the January Term Bulletin.

EDUCATION FEES

Professional Fee (charged to all Junior and Senior students in teacher training program, payable first registration of each year only) SWEA ........................................ 7.00
Cadet teaching placement fee
  (in addition to tuition) ........................................ 22.00

OTHER FEES

Bowling Fee (¼ course per term) ............................... $18.00
Skiing Fee (¼ course per term) ................................ 35.00

SUMMARY OF COSTS

Following is a summary of costs for a full 4-1-4 college year:

<table>
<thead>
<tr>
<th>Charge</th>
<th>Resident</th>
<th>Off-Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$1500.00</td>
<td>$1500.00</td>
</tr>
<tr>
<td>Room and Board</td>
<td>900.00</td>
<td>900.00</td>
</tr>
<tr>
<td>Student Association Fees</td>
<td>96.00</td>
<td>94.00</td>
</tr>
<tr>
<td>Books and Supplies (estimate)</td>
<td>130.00</td>
<td>130.00</td>
</tr>
<tr>
<td></td>
<td>$2626.00</td>
<td>$1724.00</td>
</tr>
</tbody>
</table>

The above summary does not include personal and incidental expenses which will vary according to the personal tastes and spending habits of the student.

EXTENSION OF FINANCIAL CREDIT

For the convenience of those students wishing to pay their college costs over a longer period, rather than in full at registration time, the College offers a service through Education Funds, Inc. Tuition, room and board, and fees may be included in the contract plan. A descriptive folder on this plan may be had by writing the Admission Office of the College.

Transcripts of records and diplomas of graduation will not be issued until all accounts are fully paid, nor will grades be made available until financial arrangements have been satisfactorily made with the Business Office.

REFUNDS

TUITION, including private instruction in art, music, speech, bowling, and skiing.

Date of Withdrawal                      Percentage of Refund
1st Week (Registration Week) ........... 100%
  Refund of Tuition but $10.00 service charge
2nd Week ........................................ 80%
3rd Week ........................................ 60%
4th Week ........................................ 40%
After 4th Week ................................ none

ROOM AND BOARD

No refund of room rental will be made. In case of withdrawal from campus residence, board charges will be refunded on a pro-rata basis.

NO REFUND OF FEES WILL BE MADE

ALL REFUNDS MUST BE CLAIMED THROUGH PROPER APPLICATION TO THE BUSINESS OFFICE. THE DATE OF SUCH APPLICATION WILL BE USED TO ESTABLISH THE REFUND PERIOD.

VETERANS' EDUCATION

Whitworth College is approved to provide training under Public Law, Chapters 34 and 35, Title 38, in cooperation with the Veteran's Administration. Under these laws, the student receives a lump sum from which he pays his own tuition, fees, and other expenses.
FINANCIAL AID

Whitworth College offers a wide variety of financial aids to needy students. These are available in varying amounts to all regularly enrolled full-time students. There are three basic types of financial aid: (1) gift aid, (2) loans, and (3) work. All students desiring financial aid must make application to the Director of Financial Aid on forms provided by the college, and must also complete the Parent's Confidential Statement of the College Scholarship Service asking that a report be sent directly to Whitworth. Application must be made before March 1 and the Parent's Confidential Statement should be sent by February 15. Financial aid is offered only within demonstrated need. No financial offer will be made unless a student has been accepted by the college.

SCHOLARSHIPS

Gift aid is of several kinds:

Grants. For students from very modest circumstances there are available, regardless of grade point average, grants from the Dr. Martin Luther King, Jr. Scholarship Fund. The college also actively participates in the Educational Opportunity Grant Program of the federal government which provides stipends ranging from $200-$1,000 for students with excessive need.

Scholarships. These are available to students with academic records of approximately 3.0 or above. They may range from a token grant of $150 up to full tuition.

Activity awards are also available in varying amounts for students who have demonstrated exceptional ability in such areas as athletics, art, music, drama, forensics, science, and journalism.

SCHOLARSHIP FUNDS

The Alumni Association Scholarship
The Dave Barnes and Aubrey M. Leavitt Fund
Dr. Amos P. Bratruude Scholarship Fund
Ernest E. and Margaret Yenny Brown Memorial Scholarship Fund
The Consolidated Charities Scholarship Fund
Caroline Cooper Scholarship Fund
The Glen and Dorothea Cotterel Memorial Scholarship for Foreign Students
The Crown Zellerbach Scholarship
The First Presbyterian Church, Seattle, Scholarship
The Reverend John Gordon Scholarship Fund
Robert H. and Grace Gaines Scholarship Fund
The Hammond Memorial Fund
Lloyd M. Harder Memorial Fund
Indian Scholarship Fund
Ida B. Johnston Scholarship Fund
William Kay Memorial Scholarship Fund
Dr. Martin Luther King, Jr. Scholarship Fund
The Pearl H. King Memorial Fund
Ernestine T. Klein Scholarship Fund
Rev. J. Renwick McCullough Memorial Scholarship Fund
Dr. William L. McEachran Memorial Scholarship Fund
The William Moir Memorial Scholarship Fund
Jane Bagnall O'Brien Nurses Scholarship Fund
The Mary E. Quackenbush Scholarship Fund
Reader's Digest Scholarship
Grace A. Stays Scholarship Fund
The R. S. Stevenson Scholarship
Ingwer W. Thomsen Scholarship Fund
Jean Villars Memorial Music Scholarship Fund
Mary Elizabeth Waltz Scholarship Fund
The George and Lyda Wasson Scholarship Fund
The Esther Weitzman Scholarship Fund
Winona Marjorie West Scholarship Fund
The Westminster Shorter Catechism Scholarship
Ethel Fairfield White Scholarship Fund
Mabel C. Willson Memorial Scholarship Fund

LOANS

These funds from a wide variety of sources are available up to $1,000.00 per year within need. In addition to such resources as the National Defense Student Loan Program, the United Student Aid Fund, and the Federal Guaranteed Loan Program, the college has a large number of designated loan programs.

LOAN FUNDS

Mr. and Mrs. Franklyn Armstrong Loan Fund
David Barnes Memorial Loan Fund
George N. Beard Memorial Loan Fund
Mary Katherine Crim Memorial Loan Fund
George T. Gregg Loan Fund
Frances Gilbert Hamblen Memorial Loan Fund
Helen Bishop Herbage Loan Fund
Elizabeth Hewit Memorial Loan Fund
Annie E. Marshall Loan Fund
Otis and Elizabeth Merrit Loan Fund
Dr. C. L. Moad and Bettie Moad Memorial Fund
National Defense Student Loan Fund
Earl Oatman Memorial Loan Fund
Jane Bagnall O'Brien Nurses Loan Fund
Josie Shadle Memorial Loan Fund
Stevens-Swanby Loan Fund
Sarah A. Stewart Memorial Loan Fund
Ingvar W. Thomsen Loan Fund
David and Emma Thorsdike Memorial Loan Fund
Dr. R. L. Uber Loan Fund
U.S.A. Fund Loan Fund
Vicker Rotary Memorial Loan Fund
Dr. L. N. Williams Memorial Loan Fund
EMPLOYMENT

Whitworth College makes every possible effort to assist young people meet the financial obligations related to obtaining an education. Work opportunities are available both on and off campus for enrolled students. Whitworth actively participates in the College Work-Study Program authorized under the Economic Opportunities Act of 1964 which provides work opportunities (including summer) both on campus and at a number of private non-profit agencies off campus.

Many opportunities are available on campus in the dining hall, in caring for the building and grounds, and in the clerical and secretarial areas. Laboratory Assistantships are available to students majoring in biology, chemistry, and physics. Personality, scholarship, technical skill, and financial need will be considered in awarding these assistantships. Opportunities for work in Spokane occur chiefly in domestic and office assistance, personal service of various kinds, canvassing, manual labor, etc.

Students who find it necessary to work during the regular college year may wish to reduce their academic load accordingly.

Applications for on-campus and off-campus employment are handled through the Placement Office.

GRANTS-IN-AID FOR MINISTERS’ AND MISSIONARIES’ FAMILIES

A grant of 25 per cent of tuition per half-year is available for undergraduate dependent sons and daughters of ordained ministers actively engaged in church vocations on a full-time basis. Under certain circumstances this grant-in-aid is extended to the undergraduate dependent children of lay missionaries in foreign fields. It is understood that the scholarship will be continued on the basis of full cooperation by the students in the program of the College. This aid is granted if formally requested in writing by the parent and supported by a written statement from the denomination.

STUDENT ACTIVITIES

The extra-curricular activities at Whitworth College are maintained for the purpose of giving the student opportunity for the development of personality and leadership abilities. These activities are considered important in the education of the whole person. The student organizations and activities are designed to meet a wide variety of tastes, and it is desirable for a student to select those activities that appeal particularly to him. It is also important that a student learn to balance his academic pursuits with extra-curricular activities in correct proportions, never forgetting that he is primarily a student.

In order to be recognized as a Whitworth College organization a group must have a written constitution and by-laws sanctioned by the Student Organizations Committee and the Faculty Organizations Committee. All constitutional amendments and by-laws of the organization must also receive the sanction of the SOC. No organization shall function or be recognized until official notice of approval has been given to the applying organization by the Student Senate. Each student organization must have a faculty adviser with whom it counsels as to its programs and policies. The adviser is held responsible for reports on the character of the work of the organization and also the individual membership.

ASSOCIATED STUDENTS OF WHITWORTH COLLEGE

The Students’ Association is the general organization of the student body. Voting members are those who have paid all their fees and are regularly enrolled. Membership entitles the student to a subscription to the Whitworthian (the student newspaper), admission to games played on the home grounds, a voice in the regulation and promotion of the student activities, a copy of The Natsihi (the annual) at the student’s price, and admission to the majority of social activities free or at special student prices. The President, Executive Vice President, Secretary, and Treasurer are elected annually by the students. All officers of the A.S.W.C. must be upperclass students at the beginning of the college year following their election, and must have maintained a cumulative minimum grade point average of 2.6. The Secretary must be a woman.

The Student Senate is the legislative organization of the student body. It consists of representatives from each of the college-supervised living groups. The ASWC President presides and the ASWC Secretary records the minutes of the actions of the Senate. This is the ruling body of the student association.

The Judicial Board is the board of students that is designed to handle disciplinary problems. It consists of four seniors and
three juniors. One of the seniors is appointed Chief Justice by the student executive board. This body works in close coordination with the Dean of Students in handling disciplinary problems.

STUDENT ACTIVITIES

Social life on the Whitworth Campus is under the general direction of the ASWC Program Board. The Director of Student Activities serves as Chairman and consultant to this committee. Many traditional social events are held during the year and in addition many other affairs are held by residence hall groups and other campus organizations.

GENERAL STUDENT ORGANIZATIONS

Alpine Club is formed to encourage a greater appreciation of the outdoors through maintaining a hiking and skiing program, teaching skills of outdoor life and wilderness safety, and protecting our wilderness heritage through creating public awareness of conservation issues and encouraging protective legislation to maintain the natural beauty of the outdoors.

A.W.S. The Associated Women Students is an organization which serves as an integrating body to strengthen the spirit of loyalty and good fellowship among women students. Its purpose is to develop cooperation between the Student Body and the administrative offices of the school, provide a means by which the women students may express opinions on matters of interest to them, and spiritually unite all Whitworth women.

The Cosmopolitan Club is an organization for students from many countries, the purpose being to further the understanding and appreciation of other races and to provide an opportunity for lasting friendships in Christ with those of other cultural backgrounds.

Model United Nations is sponsored by the ASWC as a means of supporting the students' efforts to learn and understand the complexities of our cosmopolitan world.

DEPARTMENTAL ORGANIZATIONS

- Alpha Beta, "The Best in Life," is a home economics group offering to Whitworth College women opportunities to promote the best ideals of the home.

Amateur Radio Club is organized as a means of benefitting the members of the Whitworth Community. It also is a means of promoting social contacts and communication among amateurs on and off the campus.

B.S.U. — The Black Student Union has been organized to provide a base from which black students can identify and communicate within the Whitworth community. This will be the means to a competent awareness and a cohesive community.

Keiki Oka Aina is the Hawaiian Club. It is organized to create an awareness of our fiftieth State and to give its representative students an affiliate on campus.

The Pep Band is a group which contributes to the life of the college by providing music for games and for many other functions.

The Student Washington Education Association seeks to promote and further interest in the teaching profession, and to develop spirit on the part of college students preparing for this profession.

W.O.G. The Whitworth Organ Guild, a student chapter of the AMERICAN GUILD OF ORGANISTS, is designed to promote high ideals in church music, particularly in the field of organ repertoire and performance.

The Whitworth College Physical Education Club has been organized to advance the standards of its profession. Membership is open to all majors and minors in physical education.

HONORARY STUDENT ORGANIZATIONS

Alpha Psi Omega is the first national fraternity to appear on the campus as well as the first cast of Alpha Psi Omega in the State of Washington. Its membership is made up of the students who have the distinction of becoming members of the Theta Rho cast of Alpha Psi Omega, National Dramatic Honorary Fraternity.

The Pirette Club is made up of women students of the Sophomore, Junior and Senior classes, who have high scholarship and have made outstanding contributions to the extra-curricular program of the college. They are selected for membership by the Student Council.

Phi Alpha is the honorary organization of the college. Seniors who have attended Whitworth College for one year and have maintained a 3.5 G.P.A. may be elected to active membership, while juniors may be elected to associate membership.

Mu Phi Epsilon. Alpha Psi is the Whitworth Chapter of Mu Phi Epsilon, international sorority for professional women musicians. Its primary emphasis is service, scholarship, and performance in the field of music.

Pi Kappa Delta is a national society for those who participate in intercollegiate forensic activities.

Pi Lambda Theta is the national sorority designed to honor women who have been selected as having evidenced the potential to make an outstanding contribution in the field of education. It is also a service organization to benefit the field of education.

Psi Chi is a national honorary society for students of psychology.

RELIGIOUS LIFE

Religious activities on the campus are coordinated by the
Spiritual Life Advisory Board and the Chaplain. The Advisory Board is a creative, policy-making body made up of four students and four faculty members which serves to provide an overview of campus spiritual life.

Chaplain. The Chaplain is available at all hours, day or night and weekends, for informal discussion and counseling help. His office is in the Student Union Building and his home is near the campus. Students are most welcome to stop by either his office or his home at any time.

Chapel is held each Tuesday and Thursday and Convocation on Friday. Attendance is required. Both Chapel and Convocation are planned by committees of students and faculty who seek to bring outstanding speakers, drama, and music programs to the campus. One of the primary goals of Chapel is to confront the academic community with the Christian faith as it relates to the lives of students and faculty, the various academic disciplines, social problems, and world issues. During the January term there will be no required Chapel or Convocation, but voluntary services of worship and forums will be held.

Men’s and Women’s Conferences are held at a nearby lake early each fall. These two weekend conferences provide an excellent opportunity for getting acquainted, relaxing, and discussing crucial Christian issues at the start of the school year.

Focus Days are held in the fall and give opportunity to have an outstanding Christian leader on campus for three days.

Spiritual Emphasis Week is held in the early spring and provides a very meaningful time for students to encounter a team of men who spend a week on campus stimulating students and faculty to greater Christian commitment and involvement.

Christian Outreach. There are many opportunities for worship and service off the campus. The nearby Whitworth Community Presbyterian Church and churches of all denominations in the city welcome students to their services. Many students become involved in leadership positions in church youth groups and high school clubs. Other students donate their time to community summer projects and tutoring or receive college sponsorship in a summer deputation project.

EXTRA CLASS ACTIVITIES

Many opportunities are given to Whitworth students both to participate in and to enjoy activities apart from academic work. Whitworth encourages each student to develop interests in some form of activity.

Publications. Student publications are under the direction of the Associated Students of Whitworth College through the publications council.

The Whitworthian, the student newspaper, is published weekly. Any student is eligible to serve on the staff.

The Natsihi, devoted to recording the major activities of classes, clubs, etc., of general college interest, is the annual publication (year book) of the Student Body.

The Pines is the yearly anthology of student writings which appears in the spring. It includes poetry, short stories, descriptive pieces, character sketches and drama.

The Compass is the student information booklet published yearly. It contains general information about college life and is intended primarily for the benefit of new students. Besides its orientation value, the Compass serves as a source of campus regulations and policies.

Dramatics. Under the supervision of the department of speech and drama, several plays are presented each year. Each student, whether enrolled in any speech course or not, is given opportunity to try out and participate. Whitworth has a chapter of Alpha Psi Omega, a national dramatic honorary fraternity. Membership comes through active participation in college productions.

Forensics. In order to obtain experience in intercollegiate competition, activities include debate, extempore speaking and oratory. These activities are under the direction of the department of speech but are not limited to those in the department.

Athletics. The Whitworth program affords opportunity for the student to increase or develop his interests and abilities in physical education as a career or as an avocation.

The general program includes experience for men, both intercollegiate and intramural, in football, basketball, baseball, track, tennis, golf, swimming, and wrestling.

Whitworth College is a member of the Evergreen Conference offering to men intercollegiate competition in eight different sports.

Women engage in basketball, softball, tennis, archery, volleyball, swimming, badminton, and rhythmic activities.

Music. The general program of the music department provides experience in such organizations as chorus, a cappella choir, wind ensemble, orchestra, as well as small instrumental and vocal ensembles. Opportunity to travel, as well as participation in broadcasts over major radio stations of the Northwest, is afforded these organizations.
ADMINISTRATION POLICIES

RESIDENCE HALL REQUIREMENTS

All single undergraduate students through age 23 who are not living in their own homes and are carrying three or more courses in the regular school term are required to live in college residence halls. This rule is made necessary by the financial commitment of the college to federal lending agencies for residence hall loans. Also, it is the sincere expectation of the college that the mature upperclassman will contribute in many positive ways to the total life of the campus. In a few instances students may obtain permission to live elsewhere from the Student Personnel Committee. Application for such permission must be made on forms secured from the Dean of Students office. Off-campus students may live only in approved residences which must be properly supervised. In no case will men and women students be permitted to live in the same building. Students working off campus for board and room must have prior consent of the Dean of Students.

Each resident student is expected to supply himself with the following: bed linen for single beds, curtains, rugs, desk lamps, etc. (draperies will be furnished in Warren, Baldwin-Jenkins, Arend, and Stewart Halls.) Each student is expected to care for his own personal laundry and linen. Special laundry facilities and a complete linen service are available on a weekly basis through a local laundry. Also, laundry facilities are provided in each residence. All linen and clothing should be plainly marked with name tapes. Personal belongings may be sent in advance to the college. When this is done they should be addressed to the owner in care of Whitworth College.

The College dining room and residence halls will be open for all students on the afternoon preceding the beginning of orientation days and closed throughout the Christmas and Spring vacations. If students wish to remain in residence during vacations and such facilities are available, special arrangements must be made through the Dean of Students office since yearly room and board charges do not cover these vacation periods. Students living in residences are expected to carry a minimum academic load of three courses unless granted special permission for reduced load by the Dean of Students.

AUTOMOBILES

All licensed motor vehicles driven by students on the campus must be registered with the Dean of Students (fee $2.00) and must display the current registration decal. Complete traffic regulations are available in the Office of Student Personnel Services. Violations of traffic regulations may result in fine or cancellation of campus driving privileges.
STUDENT CONDUCT

Whitworth College seeks to inspire in its students a high standard of conduct on the basis of Christian ideals. Students are expected to respect the college, its regulations, and property and to respect the rights of others both off and on campus. Students are expected at all times to have their behavior reflect positively upon themselves personally and upon Whitworth College. The administration of Whitworth College reserves the right to exclude at any time students whose conduct it regards as unsatisfactory.

It is the purpose of Whitworth College to encourage each student to develop the highest and most worthy code of conduct and integrity. Whitworth College does not approve the use of alcoholic beverages on the part of its students at any time and encourages each student to make his personal rule of conduct one of total abstinence. Possession or use of alcoholic beverages or any evidence of intoxication on campus or at official college functions off the campus shall constitute sufficient reason for disciplinary action which may lead to suspension or dismissal of the student from the college. Attention is called to the laws of the State of Washington prohibiting the possession or use of alcoholic beverages by persons under 21 years of age. Whitworth College does not approve the use or possession of drugs which are prohibited by federal, state or local laws unless under direct medical supervision. Smoking is prohibited on the campus and violation of this regulation will also be subject to disciplinary action.

DISCIPLINE

Discipline of students on the Whitworth Campus is handled as much as possible in a democratic manner. Each residence hall has a democratically selected judicial board which deals with problems having primarily intra-dorm significance. Problems having broader significance or dealing with inter-residence hall problems or situations concerning student relations with the public are dealt with by the Student Judicial Board selected by the students from the entire campus. Problems of an even more serious nature are dealt with by the Conduct Review Committee of the faculty. Depending upon the seriousness of the situation, penalties may vary from a small fine through personal probation, disciplinary probation, suspension, or dismissal.

Disciplinary action will be entered on undergraduate transcripts for transfer. Upon satisfactory completion of the period of discipline such notations on transcripts will be blocked out.

The Dean of the Faculty may at any time dismiss the student from a course if, in his judgment, the student has neglected the work of that course.

It is understood that students may not represent Whitworth College to the public or in inter-collegiate activities if they are on academic or disciplinary probation or if at any time they fail to discharge their academic or personal responsibilities.

HEALTH SERVICES

A student health center is provided for all regularly enrolled students. This consists of a dispensary, infirmary and outpatient medical care. The staff includes a supervisor, a medical director, a psychiatric consultant, and graduate nurses. Twenty-four hour nursing care is provided. Medications and prescriptions are available to students at a reduced rate.

A complete program of accident and sickness insurance is made available to all students at a modest fee and all students are required to participate, unless excused prior to September 1 on the approved waiver card obtainable from the Dean of Students. No other health or accident insurance is carried by the college.

PERSONAL PROPERTY REGULATIONS

Neither Whitworth College nor its officers or organizations are responsible or liable in any way for damages done to property or persons in case of accidents in and around the college buildings or on trips representing the college in any activity. Students, faculty, and others participating in any college function on or off campus do so at their own risk. The college is not responsible for jewelry, money, or other articles left in students’ rooms, storerooms, classrooms, or elsewhere on college property.

College property damaged by students will be replaced from the student’s residence hall breakage fee deposit. In case the breakage exceeds the deposit fee, the student will be charged for the balance.

Firearms of any kind are permitted on the campus only with the express permission of the Dean of Students or his representative. All firearms must be made inoperable and deposited with the appropriate resident counselor. In addition, there is absolutely no firing of firearms either on campus or within restricted areas of Spokane County according to county ordinances. No explosives, including fireworks, are permitted on campus.
ACADEMIC REGULATIONS

Each year the College gives careful attention to the selection of incoming students who may best profit from the type of instructional program which is offered. Studying in college is quite often different from that of an earlier learning experience. In view of this, it is also important that each student receive the best possible academic counseling. It is also important that he carefully observe the policies of the school with regard to attendance at class and the appropriate load which he should carry in the light of his extra-class activities. The academic offices have been arranged to provide each student with the information which will be most helpful to him in attaining the educational goals which he has set for himself. If each student gives careful attention to the academic regulations which follow, he will experience little difficulty in understanding the entire integration of the academic program.

ACADEMIC LOAD

Four to four and one-half courses is the normal schedule. An average grade of 3.00 (B) in the preceding term is required for a five course schedule. A failure in any one course in any term may lead to a reduction of a student’s schedule in the succeeding term.

Students may audit lecture courses after registering and paying the special charges listed under Fees. For other classes they must pay full tuition even though registered as an audit. In calculating the academic load, one-half the number of courses audited is counted. An audit course cannot be changed to a credit course after the third week of the term. When space is limited in a class, preference will be given to those who are taking the course for credit.

Students will not be permitted to enroll for courses at another college or take work by correspondence or extension through other institutions while attending Whitworth College except in cases where special permission has been given by the Dean or the Registrar.

In general, students who work from one to two hours per day may take a normal academic load. If students increase the amount of hours which they work per day, it is expected that their course load will be decreased proportionately.

ATTENDANCE POLICIES

Unless arrangements have been made with the Dean of the Faculty for special attendance policies, professors are expected to keep adequate attendance records, and students are required to attend class regularly. When a student has missed twice the number of class meetings per week, the instructor must notify the Dean of the Faculty in writing. When absences exceed two and one-half times the number of meetings per week, upon the recommendation of the Dean and the instructor the credit may be reduced. It is the responsibility of the individual student to arrange in advance for, and to make up, the work missed. Unexcused absences on the two days preceding or following a holiday period will be treated as double cuts.

Students who find it necessary to be absent for a full week or more must appeal to the Academic Cabinet for such absence. If the absence is for more than one class session but less than a week, permission for re-entry will be secured from the Student Personnel Office. Single absences are cleared by the instructor of the course.

Attendance at Chapel and Convocation is an essential part of the Whitworth program and therefore is required of all undergraduate students during the fall and spring terms. Students who are not faithful in attendance will not be permitted to continue at Whitworth. If a student has more than seven absences in a term, he will be formally notified by the Registrar that unless his record improves he should seek admission elsewhere not later than the end of the next long term. If his attendance is satisfactory in that term, he will be permitted to re-register; but if his record is unsatisfactory in any later term, his permission to register will be cancelled immediately. If the attendance record is unsatisfactory during the first term of the senior year, permission to register for the other long term may be denied. Absences incurred while the student is representing the college or while he is confined to his room or a hospital by medical advice will not be counted in the seven allowed; but in these instances it is the responsibility of the student to submit sufficient tangible evidence of such reasons to the Registrar within one week.

CLASSIFICATION

A student’s classification is determined at the beginning of each term according to the following plan:

Sophomore—8½ courses and 17 grade points.
Junior—18 courses and 36 grade points.
Senior—27 courses and 54 grade points.

CHANGE OF CLASS SCHEDULE

A student may withdraw from a class or change his registration only if such changes are filed in writing with the Registrar and approved as follows:

1. Within the first three weeks: Classes may be dropped after consultation with the adviser and with the approval of the Registrar. A "V" will be recorded.

2. After three weeks and before the end of the eighth week: Courses may be dropped with the approval of the instructor and the adviser or the approval of the Registrar. If the student is passing at the time of withdrawal, "V" will be recorded; if failing, "Y".
3. After eight weeks and until three weeks prior to the close of the term: courses may be dropped with the approval of the Registrar. Either “V” or “Y” will be recorded.

4. No regular term course may be added to a student’s schedule after the third week unless for reduced credit. Sessions missed as a result of late admission will be counted as absences.

It is not possible to drop a course within three weeks of the end of the term. Students must inform the Registrar when withdrawing from College; otherwise a “Y” will be placed on the permanent record. The notation is treated as “F” in calculating grade point averages.

EXAMINATIONS

Final. Final examinations are given in all subjects at the close of each long term. Students who for reasons of illness or necessity find it impossible to report for a final examination may petition the Academic Cabinet for permission to take a make-up examination. In no case will the examination be given in advance of the scheduled time.

Validating. Validating examinations are given at scheduled times for the benefit of students who can show proof of having had a course for which they have no transferable credit, provided that the course corresponds to one offered at Whitworth College. (See validating credits for further information.) Such examinations will cost the student a fee of $3.50 per course received.

Students seeking to validate credits must make applications through the Registrar for such validation during the first term of residence and examinations for such validation must be completed before the end of the first year of residence. If certain courses which are required in given departments are not validated or waived during this time due to neglect on the part of the student, he must register for the course not later than the beginning of his junior year.

GRADES AND GRADE POINTS

Grades are given and recorded as follows: A represents superior work; B, Good; C, Satisfactory; D, Poor; F, Failure; V, Withdrawal; Y, Unofficial Withdrawal; X, Satisfactory without grade; I, Incomplete; O, Audit. Until cleared, an I or Y will be computed as an F in determining the grade point average.

A limited number of courses may be taken on a Pass-Fail basis. Not more than four will be permitted for graduation. Transfer students may take as many pass-fail courses as the number of full years in residence at Whitworth. A student must indicate his decision to take a course as Pass-Fail not later than the end of the official mid-term week by filing a notice approved by his adviser with the Registration Office. Also, until the end of the official mid-term week a student may convert a Pass-Fail back to a letter grade. A “P” or an “F” in a Pass-Fail course will not affect the student’s G.P.A.

HONORS

Two classes of honors are recognized at Whitworth.

1. Dean’s List. This honor is granted each term to students carrying at least four courses and making a grade point average of 3.3 or more.

2. Graduation Honors. A student who has been in attendance at Whitworth for at least two of his four college years is eligible for the following honors: cum laude if he has earned an average of 3.5; magna cum laude if he has earned an average of 3.75; and summa cum laude if he has earned an average of 3.9. The requirement is based on the total 37 courses required for graduation.

HONORS PROGRAM

Since 1958, an Honors program has been available to gifted junior and senior students, enabling them to do independent work in their major fields and to develop their intellectual potential beyond the point usually achieved in regular courses. Students completing the program will be graduated with an Honors degree.

1. The following provisions apply to students who entered prior to September 1968:

To enter Honors study a student must have a cumulative grade point average of 3.25 in all his subjects and a cumulative 3.5 grade point average in his major field, junior standing or higher, and approval of his major adviser and of the college Honors Council. The student must prove that he is able to do sustained independent study and creative thinking and organizing of a high order. He must be willing to subject himself to rigorous self-discipline.
An honors student takes a minimum of three courses in Honors seminars during his junior and senior years, substituting the seminars for the same number of courses of regular work. Honors courses taken in the Junior Year will be numbered 380, 385 and 386, and in the Senior year 495 and 496. He will complete a research project and write Honors papers or a thesis. Throughout his Honors work the student must sustain at least a 3.25 cumulative grade point average in all subjects and a cumulative 3.5 grade point average in his major.

2. A four year Honors Program established in 1968 is designed to challenge a larger number of superior students. The following statement applies to students entering Whitworth in September 1968 or later:

**ELIGIBILITY**

Freshmen who have shown unusual scholastic ability in high school and during their first term in college may be invited to participate in the Honors program. They will be selected on the basis of high school and college grade point averages and on scores of their college and pre-college testing programs. Students not admitted to the Honors Program during the freshman year may petition the Honors Council to enter the program not later than the end of their sophomore year. An Honors student will be dropped from the Program if his college work falls below the minimum standard set by the Honors Council.

The eligibility of transfer students will be determined by the Honors Council on the basis of the students’ records at other institutions. They must enter the Honors Program by the beginning of the third year.

**HONORS PROGRAM COURSES**

**Freshman Year**

Spring Term — Qualified students may enroll as Honors candidates in CORE 150 or in one of the Communication options.

**Sophomore Year**

Summer reading or research* Quarter course

Fall Term — Sophomore Colloquium** or Honors section of CORE 250 Full course

Spring Term — Sophomore Colloquium** or Honors section of CORE 250 (only one sophomore colloquium may be taken) Full course

**Junior Year**

Summer Reading or Research* Quarter course

Fall Term — Junior Colloquium Full course

Spring Term — Honors Reading and Research in Major Full course

**Senior Year**

Summer Reading or Research* Quarter course
LOWER AND UPPER DIVISION WORK

Courses are divided into lower and upper division work. The lower division subjects, those numbered 100-299, are designed primarily for freshmen and sophomores. Lower division students are not permitted to enroll in upper division courses without permission from the Head of the Department in which the student seeks enrollment.

Upper division courses, those numbered from 300-499, are intended for junior and senior students only. At least twelve upper division courses are required for graduation. The graduate courses are numbered 500 and above. Courses in the 300-400 group may be identified by the letter G and counted as lower division subjects, those numbered from 100-299, are designed primarily for freshmen and sophomores. Lower division students are not permitted to enroll in upper division courses without permission from the Head of the Department in which the student seeks enrollment.

Courses numbered 100-199 cannot be raised to the upper division level by additional work.

PERSONNEL AND GUIDANCE

The college seeks to assist each student by providing guidance in the selection of worthwhile goals and developing a plan of action for accomplishing these goals. To achieve this end, incoming freshmen are assigned to specific members of the faculty who serve as counselors throughout the freshman year and until such time as the student has selected his major, when the head of his major department (or a member appointed by the head) becomes his adviser.

At the request of the individual student and in cooperation with the faculty adviser, the Office of Student Personnel Services make available professional counseling in areas of vocational, educational, and personal problems. In the course of such counseling the results of interest, aptitude, achievement, and personality tests may be utilized. Additional counseling is available upon referral as needed. Further advisement is available through the office of the Dean of the Faculty and through referral to department heads and individual faculty members.

PROBATION AND SUSPENSION

A student who is not doing satisfactory work at the close of a term is placed on Academic Probation. This is not a punitive measure but an attempt to discover the source of the problem and to encourage the student toward his highest efficiency. If excessive load, whether curricular or extra-curricular, has contributed to the difficulty, the student will be required to adjust his program as directed by his adviser. If a student on probation fails to maintain a cumulative grade point average of 2.0 or better, he will not be permitted to participate in any inter-collegiate contest, to represent the college in any public activity, to receive financial aid, or to hold any elective or appointive office.

A freshman student is placed on probation if his average is below 1.75 for the term.

In all other classes a student is placed on probation if the current term grade point is below 1.75 or the cumulative average falls below 2.0.

Students are removed from probation upon the completion of a full term of satisfactory work (2.0), provided the cumulative average reaches the following standards: Freshmen—1.8; Sophomores—1.9; Juniors—2.0; Seniors—2.0.

Any student whose current grade point average falls below 1.0 (D) will be suspended from the college.

Any undergraduate student who is placed on probation or suspended from the college for academic deficiency will be notified by the Registrar's Office and will be given an opportunity to appeal.

The Academic Cabinet reserves the right to cancel the registration of any student who record warrants such action. Students who during the term of probation have failed to obtain a 2.0 average will be suspended.

Excessive absences in Chapel and Convocation may also result in suspension. See Attendance Policies.

REGISTRATION AND ORIENTATION

The first step in the registration process is to participate in all activities during Orientation Week. Through these activities, students will meet the faculty and students and become familiar with the college program. Attendance at orientation activities is required.

During the orientation period the Washington Pre-College tests are administered and required of all students who have not previously presented the results of these tests. The fee for the battery is $5 payable at the time of administration. These tests are not meant for admissions purposes, but are an integral part of the college program.

A fee is charged for late registration. Students may not be admitted to the college after the second week of the term except by special arrangement with the Dean of the Faculty. No course can be added to a student's schedule after the third week, unless the course is one given on an accelerated basis or is taken for reduced credit. Late registration is not permitted in the January term.
DEGREES AND REQUIREMENTS

UNDERGRADUATE DEGREES

Whitworth College offers two degrees after the completion of four-year programs: Bachelor of Arts and Bachelor of Science. General requirements for both these degrees are given below. Special requirements for the Bachelor of Science degree are listed under the various departments of the Natural Science Division.

A Whitworth graduate desiring a second bachelor’s degree must follow the curriculum of the second major department and present a total of not less than 45 full courses. At least five of the additional courses must have been completed after the first degree was conferred. Only one bachelor’s degree may be received at one commencement.

REQUIREMENTS FOR THE BACHELOR’S DEGREE

To receive a Bachelor of Arts or Bachelor of Science degree, the student must complete satisfactorily thirty-six full courses of study plus the equivalent of one full course (four one-quarter courses) in physical education activity. To qualify for graduation, a student must accumulate a grade point average of 2.0 (or C) and maintain at least a C average in his field or fields of concentration. Twelve of these courses must be at the upper-division level (numbered 300 or above). Normally these courses are taken by juniors or seniors, but sophomores may be admitted with the approval of the instructor.

Courses for graduation are distributed approximately equally in three areas: (1) General Education, (2) Major Field or Fields of Concentration, and (3) Electives and Pre-Professional Programs.

Also required for graduation is the successful completion of the English Proficiency Test, which should be taken during the junior year.

GENERAL EDUCATION

All students take the five CORE or COMMON courses and in addition select the designated number of courses from the areas listed under DISTRIBUTIVE CHOICES. Unless otherwise indicated, the time that a course is to be taken is at the discretion of the student and his adviser.

COMMON COURSES

Communications Option Freshman year
Core 150 Freshman year
Western Civilization I: The Judeo-Christian Tradition
Core 250 Sophomore year
Western Civilization II: The Rationalistic Tradition

Core 350
Western Civilization III: Civilization and Science
Core 450
Christ and Contemporary Issues

DISTRIBUTIVE CHOICES

Physical Education Equivalent of One Course
Four activity courses in the first two years. Freshmen men are to enroll in a section of Body Conditioning 126 in any term. Students other than physical education major may not count activity courses in the 36 courses required for graduation.

Foreign Language One Language
One year of college study or the equivalent proficiency demonstrated by special examination.

Natural Sciences and Mathematics Two Courses
This requirement is to be met by taking one course in each of two areas as follows: a) Life Science, b) Physical Science, c) Mathematics. One course can be exempted by students passing a proficiency examination in that area. Students in majors requiring two or more specific courses in the areas of Biology, Chemistry, Geology, Mathematics, or Physics may be excused from this requirement upon the approval of the major department.

Fine Arts Equivalent of One Course
Appreciation and activity courses in such areas as Art, Drama, Music, and Poetry are applicable.

Social Sciences One Course
One course drawn from such fields as Economics, History, Journalism, Political Science, Psychology, and Sociology.

Another Culture One Course
One course in a culture other than the student’s own. Asian history or literature, the art of another culture, Latin American studies, the religions of man, college-approved experience abroad, Afro-American history or culture, and a third year of a foreign language are suggested.

Religion One Course
One course in Biblical literature. Course selection is to be made from Group I in the offerings of the Religion Department.

MAJOR CONCENTRATION

Not later than the close of the sophomore year the student selects a major field of concentration. Usually the major is one academic subject, but there are some inter-disciplinary majors. In some departments the student may elect to complete an eight-course major and choose a five-course second field in some other department. This option is particularly recommended for students securing teacher certification at the secondary level. Specific requirements for all majors and second fields are given with the departmental or divisional course descriptions. Transfer students must take at least two courses
in their major field at Whitworth.

**ELECTIVES AND PRE-PROFESSIONAL PROGRAMS**

General education and major programs require approximately two-thirds of the course work. In the remaining third students are encouraged to explore other fields of learning and to lay the foundation for later vocation. A number of programs for professional studies are described on pages 23-29.

**GENERAL REGULATIONS**

**Residence Requirements**

The student’s last term’s work toward a baccalaureate degree must be taken in residence at Whitworth College except in cases of pre-engineering, pre-medical, pre-technological, pre-law, and medical records students, who may find it possible to use their professional school credits in lieu of their senior year.

Transfer students must have completed at least eight and one-half courses in residence at Whitworth College. Students transferring in their senior year must complete these regardless of the total number already completed. Credits not to exceed the equivalent of eighteen full courses plus four activity (quarter) courses in physical education will be transferred from a junior college toward a baccalaureate degree if the courses are completed while the student is classified as a freshman or a sophomore.

**Extension Credit**

Not more than the equivalent of nine full courses of extension and/or correspondence credit from a fully accredited college will be accepted towards a degree. This credit is granted only when general requirements have been met after the student has satisfactorily completed one year in residence at Whitworth College. No resident student may take work in or through another institution at the same time he is pursuing a course at Whitworth College unless he has obtained written permission from the Dean or the Registrar.

The college will accept USAFI courses taken through approved institutions, and a maximum of three courses taken independently. Other courses for which credit is desired must be validated by examination.

**Attendance at Commencement Activities**

A student will not be permitted to appear at graduation or participate in senior events if he has not completed the required work for a degree. No degree will be granted in absentia unless special arrangements are made and permission is granted by the Academic Cabinet.

**GRADUATE DEGREES**

Graduate degrees are available to educators, youth leadership and guidance personnel, ministers and Christian Education per-sonnel. All formal class work is conducted in the evening and summer school.

Whitworth College offers the following graduate degrees: Master of Education, Master of Arts in Teaching, and Master of Arts in Religion. Complete information concerning the graduate school is included in a special bulletin which will be sent, upon request, by the Director of Graduate Studies.
PROFESSIONAL STUDIES

Whitworth College provides training for a large number of vocations. However, there are several professional areas which deserve special attention because of the wide interest in them. The following statements contain descriptions of the pre-professional programs which are of major concern. In each area a special faculty adviser has been designated. Further information may be secured by writing to any professional studies adviser in this fashion:

(Name of Program) Adviser
  c/o The Dean of the Faculty
  Whitworth College
  Spokane, Washington 99218

ARTS ADMINISTRATION

This new program gives preparation for prospective managers of symphony orchestras, opera companies, concert series, civic theaters, and art or historical museums. The student majors in an academic subject, such as one of the arts or history. He supports his major with from five to seven courses in the following fields:

  Business and Economics: One or two courses (130, 374, 357).
  Journalism: One or two courses (244, 481).
  Psychology: One course (Behavioral Dynamics, in January term).
  Sociology: One course (251).
  Field Work: Selected experience under careful faculty supervision.

Choices of particular courses will depend on the specific vocational objective. The Arts Administration adviser will assist in planning the total program.

DENTISTRY

Students who plan to enter the dental profession usually follow the general program outlined for pre-medical students. It is possible to be admitted to some schools of dentistry with only two years of preparation, but it is advisable to take four years. Pre-dental students should follow the curricula of the pre-medical studies with the exception of quantitative chemistry and a language.

ENGINEERING

The successful practice of engineering requires adequate training in the humanities and social sciences. More and more individuals with engineering training are filling responsible positions in our increasingly complex economy. At the present time over fifty percent of top-management positions are filled...
by such individuals.

The pre-professional basic studies for all first year engineering students are the same regardless of the specialized branch of engineering in which a student expects to major in future years. During the second year specialization in engineering education begins. Because the Whitworth program is designed to coordinate with standard engineering curricula, a student may transfer at the end of two years to the engineering college of his choice and graduate in another two to three years. Some engineering students may wish to change to a science major, for example, chemistry, physics or mathematics. They may do this without lost time.

Additional information regarding requirements and courses may be secured by writing the Engineering Department or the Admissions Office.

The following courses are recommended:

First Year:

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry I, II (151, 153)</td>
<td>2</td>
</tr>
<tr>
<td>College Algebra (117)</td>
<td>1</td>
</tr>
<tr>
<td>Calculus I (191)</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Engineering (100)</td>
<td>1</td>
</tr>
<tr>
<td>Engineering Graphics (111)</td>
<td>1</td>
</tr>
<tr>
<td>Communication Option</td>
<td>1</td>
</tr>
<tr>
<td>Western Civilization I (Core 150)</td>
<td>1</td>
</tr>
<tr>
<td>General Education option</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (two ¼ courses)</td>
<td>½</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9 ½</strong></td>
</tr>
</tbody>
</table>

Second Year:

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics I, II (151, 153)</td>
<td>2</td>
</tr>
<tr>
<td>Calculus II (192)</td>
<td>1</td>
</tr>
<tr>
<td>Differential Equations (262)</td>
<td>1</td>
</tr>
<tr>
<td>Engineering Mechanics I, II (220, 221)</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Computer Science (235)</td>
<td>1</td>
</tr>
<tr>
<td>Western Civilization II (Core 250)</td>
<td>1</td>
</tr>
<tr>
<td>General Education option</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (two ¼ courses)</td>
<td>½</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9 ½</strong></td>
</tr>
</tbody>
</table>

*Note: Chemical Engineering majors substitute Organic Chemistry I, II (261, 263), delaying Engineering Mechanics to third year.

LAW

In recent years, law schools have been stressing a broad liberal arts background as furnishing the best possible basis on which to build a professional career. In general, neither the American Bar Association nor leading law schools require any particular pre-legal curriculum. They do, however, stress the ability to communicate properly through the development of skill in reading, writing, speaking, and logic.

If a student has decided on a particular law school, he may select those courses which will meet a given school's requirements. If this decision has not been made, the college advises him to major in some field, such as history or political science. Attention is also given to the various aspects of business. Most law schools now require the baccalaureate degree for admission.

A student who, during his three years in the pre-law curriculum, meets all the institutional requirements for graduation except completion of the law degree and the fourth year of residence may meet the requirements for a B.A. in the first year at the law school.

MEDICAL RECORDS LIBRARIANSHIP

Students desiring a degree program leading to employment as a medical records librarian may take three years at Whitworth and one year in an approved hospital having an accredited medical records course. Upon completion of the total program, the student will receive a B.A. degree with a major administered by the Business Department and a minor in biology.

Curriculum for Medical Record Science

First Year:

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Option</td>
<td>1</td>
</tr>
<tr>
<td>Western Civilization I (Core 150)</td>
<td>1</td>
</tr>
<tr>
<td>Language (French, German, Spanish) *</td>
<td>2</td>
</tr>
<tr>
<td>Biological Unity and Diversity (151, 152)</td>
<td>2</td>
</tr>
<tr>
<td>Basic Accounting (130)</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Sociology (111)</td>
<td>1</td>
</tr>
<tr>
<td>General Education option</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (two ¼ courses)</td>
<td>½</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9 ½</strong></td>
</tr>
</tbody>
</table>

Second Year:

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Civilization I (Core 150)</td>
<td>1</td>
</tr>
<tr>
<td>Language (French, German, Spanish) *</td>
<td>2</td>
</tr>
<tr>
<td>Business Law (240)</td>
<td>1</td>
</tr>
<tr>
<td>Economics for Non-Majors (203)</td>
<td>1</td>
</tr>
<tr>
<td>Microbiology (200)</td>
<td>1</td>
</tr>
<tr>
<td>Human Anatomy and Physiology (107)</td>
<td>1</td>
</tr>
<tr>
<td>Business Communications (236)</td>
<td>1</td>
</tr>
<tr>
<td>Elective in Business, as approved</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (two ¼ courses)</td>
<td>½</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9 ½</strong></td>
</tr>
</tbody>
</table>

Third Year:

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Civilization III (Core 350)</td>
<td>1</td>
</tr>
<tr>
<td>Quantitative I (Statistics) (Psychology 325)</td>
<td>1</td>
</tr>
<tr>
<td>Individual Study Projects (Economics, January term)</td>
<td>1</td>
</tr>
<tr>
<td>Management Theory (374)</td>
<td>1</td>
</tr>
</tbody>
</table>
Christ and Contemporary Issues (Core 450) 1
Elective in Business major 1
Electives in general education 3

Fourth Year:
Internship at approved hospital 10
*Electives if requirement has been satisfied.

MEDICAL TECHNOLOGY

Students may become qualified in three years to enter a school of technology and after spending one year in a technological school they will be eligible to take examinations for becoming a registered medical technologist. Whitworth has affiliation with the Medical Technology schools of the Deaconess, St. Luke's and Sacred Heart Hospitals whereby if a student spends three years at Whitworth before entering the school of technology he may meet the requirements for the certificate issued by the Registry of Medical Technologists and also receive a B.S. degree. See Biology Department statements on this field.

MEDICINE

Curricula are offered to include courses that will satisfy the entrance requirements of most professional schools in medicine, osteopathy, dentistry, and related fields. In certain of these schools some students are accepted with three years of preparation but the majority will have four and a bachelor's degree before entrance. A student may meet the requirements for graduation by completing three years in residence and receiving credit for his first year of studies at the medical school.

Pre-medical students have considerable latitude in the selection of a major. Biology and chemistry are frequently chosen. Suggestions for pre-medical students are given with the offerings of those departments. A number of medical schools recommend a reading knowledge of one modern language. Most schools emphasize a maximum of electives in areas other than science.

MINISTRY

Students coming to Whitworth who are expecting to proceed to seminary after graduation should generally seek to obtain as thorough a liberal arts education as possible. The American Association of Theological Schools recommends that three-fourths of the student's college work be taken in the following areas:

English, including literature, speech, and related studies, at least six courses.
History, at least three courses.
Philosophy, including history, content, and method of philosophy, at least three courses.
Natural Sciences, preferably physics, chemistry, or biology, at least two courses.

Social Sciences, including psychology, sociology, economics, political science, and education, at least six courses.

Foreign Languages, one or more of the following: Greek, German, French. Those who anticipate post-seminary studies are urged to undertake these disciplines as early as possible. At least four courses.

Religion, as thorough a knowledge of the content of the Bible as possible is recommended together with an introduction to the major religious traditions of man. At least three courses.

At Whitworth each student must choose one area of concentration. This major may be chosen at the end of the freshman year and will usually be in the areas of English, history, philosophy, or one of the social sciences.

NURSING

Whitworth College, in cooperation with approved colleges, universities, and hospitals, offers three programs in nursing.

An intercollegiate nursing program is offered cooperatively by Eastern Washington State College, Fort Wright College, Washington State University, and Whitworth College. This program leads to a baccalaureate degree in nursing and is completed in four academic years plus one summer session. It is open to men as well as women.

The lower division courses are offered on the campus of each institution, the upper division course for juniors and seniors are offered at the Intercollegiate Center for Nursing Education in Spokane, established by the four institutions.

Hospitals and other health agencies in the Spokane area are utilized for the students clinical education. Instruction is offered in the areas of Medical-Surgical, Obstetrics-Pediatrics, Public Health, Psychiatry, leadership, and administration. The specific curriculum is listed below under Program One.

After completion of the nursing program, students receive a bachelor's degree in nursing from the college or university in which they are enrolled.

For detailed information on Whitworth's program, please write to Director of Nursing Programs, Whitworth College.

Program One – Baccalaureate Program
The curriculum for students who wish to earn a B.S. in nursing is as follows:

The foreign language requirement is one of college study or the equivalent proficiency demonstrated by special examination.

Freshman Year

Fall term:
Bioscience I (151) Biological Unity 1
Biochemistry (Chemistry 131) 1
Communication Option 1
Introduction to Sociology (111) 1
Physical Education activity 1/4

January Term:
General Education option 1

Spring term:
Microbiology (200) 1
Introduction to General Chemistry (133) 1
Western Civilization I (Core 150) 1
General Psychology (101) 1
Physical Education activity 1/4

Sophomore Year
Fall term:
Human Anatomy (Biology 220) 1
Western Civilization II (Core 250) 1
General Education option 1
Elective 1
Physical Education activity 1/4

January term:
General Education option 1

Spring term:
Human Physiology (Biology 221) 1
Nutrition (Home Economics 361) 1
Religion: Bible elective 1
General Education option 1
Physical Education activity 1/4

The Junior and Senior years are offered on a cooperative basis. These credits are therefore listed in semester hours.

Summer Session:
Basic Nursing (300) 4
Pharmacology (360) 3

Junior Year
First Semester:
Medical-Surgical Nursing (310) 4
Medical-Surgical Nursing Practice (311) 5
Survey of Nursing I (330) 3
Elective 3-4

Second Semester:
Maternal-Child Health Nursing (320) 5
Maternal-Child Health Nursing Practice (321) 5
Psychology Elective 3
Elective 3-4

Senior Year
First Semester:
Community Health Nursing (440) 3
Community Health Nursing Practicum (441) 3
Psychiatric Nursing (460) 3
Psychiatric Nursing Practicum (461) 3
Survey of Nursing II 3

Second Semester:
Advanced Nursing (480) 4
Advanced Nursing Practicum 8
Special Problems (449) or Elective 3-4

Note: Courses listed for either term in several instances may be taken during the January term. If non-professional courses are scheduled for the junior and senior years, suitable equivalents for these subjects will be selected from the courses offered within the schedule of the 4-1-4 program.

Program Two
The College offers a pre-nursing program for students who wish to transfer to a collegiate school of nursing at the end of one year of instruction.

Alternate Program
Upon graduation from an approved school of nursing, students may enter a degree program at Whitworth College with nine courses advanced standing for their diploma program, which will constitute a "second field". The amount of credit granted to transfer students coming to Whitworth from college-affiliated programs will be evaluated by the Registrar. Upon the completion of a college major (not nursing) and the completion of all general requirements they will be entitled to receive either an A.B. or B.S. degree.

SOCIAL WELFARE
The following program has been developed in consultation with a committee of practitioners representing the Inland Empire Chapter of the National Association of Social Workers, and is endorsed by this chapter. It is recommended that students planning to enter the field of social work major in one of the two fields of psychology and sociology, and complete a second field in the other. In every case the student should plan his entire program in such a way as to meet the prerequisites of the graduate school of social work which he plans to enter. The courses listed below will meet the specific entrance requirements of schools of social work.

Sociology 111, Introduction
Sociology 114, Social Deviance
Sociology 251, Anthropology
Sociology 371, Social Welfare
Sociology 372, Field Observation (January term)
Psychology 101, General
Psychology 210, Developmental
Psychology 241, Social Psychology
Psychology 325, Quantitative I
Psychology 327, Personality

Other courses that will help in providing background for social work are Economics 201 and 202, Principles of Economics; and Political Science 103, American Government.
TEACHING

The college has a complete program of preparation for students interested in teaching in public or private elementary and secondary schools. Credits from Whitworth College are accepted in all fifty states towards teacher certification and by university graduate schools. The teacher preparation program is specifically accredited by the National Council for Accreditation of Teacher Education.

An overall grade point average of 2.5 is necessary for registration in Education 491, 492, or 493, and also at least a 2.5 average in each teaching field and in courses in professional education. The teacher certification candidacy committee provides a program of guidance to students desiring certification for public school teaching and approves all candidates. Specific Laboratory Experiences are required of all students desiring a teaching certificate.

Students taking Student Teaching from Whitworth College who hold a degree from another institution, must complete the equivalent of three courses in professional education at Whitworth before being permitted to register for Student Teaching. Such students must complete a total of the equivalent of four courses in residence before being certified by Whitworth.

Students presenting credits toward certification which are more than five years old, will be required to take an additional two courses in the major teaching field.

Certification for Public School Teaching in Washington.
Degree: A bachelor's degree from an accredited college or university.
Certificates: 1. Provisional Certificate
2. Standard Certificate

REQUIREMENTS FOR THE PROVISIONAL CERTIFICATE
Recommendation from chairman of major department.
Recommendation from teacher certification candidacy committee.
Reasonable prospect of placement as reflected by two factors:
(a) compilation of quality and placement credentials.
(b) teacher supply and demand statistics.
Completion of the following college requirements:
1. All Bachelor's degree requirements of the college.
2. Thirteen courses of content commonly taught in the public schools which may be distributed according to any one of the following three patterns:
   (1) 13 courses including a major, in the one subject.
   (2) A major in one subject and the balance to 13 courses in related courses as stipulated by the major department.
   (3) A major in one subject, and not less than 5 courses in a second teaching subject or teaching field.

Subject content teaching fields:

a. Health Education
   - Physical Education and Recreation
b. English Language Arts
   - Speech, Drama, Literature, Library, Journalism
c. Foreign Language Arts
   - French, German, Spanish
d. Social Sciences
   - Economics (not including Business Administration)
   - Geography, History, Political Science, Sociology
e. Science
   - Biological and Physical Sciences
f. Mathematics
g. Fine and Applied Arts
   - Art, Business Education, Home Economics, Music

3. Professional Study:
   (1) Laboratory Experience: Two kinds of laboratory experience are required of the student preparing to teach. One consists of a direct experience of working with children in an organized group. The second consists of observing learning at the elementary level or the secondary level. The program of laboratory experiences is as follows:

a. Off-Campus Group Leadership
   An organized group which is in the public school age bracket, grades 1-12. Suggested groups:
   - Boy Scouts
   - Girl Scouts
   - Campfire Girls
   - Church groups
   Time: about one term; about two clock hours per week. Participation: In some leadership capacity, the leader, or the assistant to the leader. Reported and evaluated prior to junior courses. Forms are available in the office of the Director of Student Teaching.
   Note: A summer of camp counseling, working in a recreational program at a park, or similar programs may be possible substitutions. Experience as a "teaching assistant" in Education 205 may also substitute for this requirement.

Transfer students should check directly with the Education Department concerning this experience.

b. September Experience
   One week of observation at the elementary level—grades 1-6, OR one week of observation at the secondary level—junior or senior high school, grades 7-12.
This observation is usually done in the student’s home city and at the beginning of the student’s junior year in college. The applications for this experience are filed with the Education Department by April 1 of the sophomore year of college or, in the case of those late in entering the Teacher Education program, as soon as possible after entering the program.

(2) Courses in Education FOR ELEMENTARY TEACHING

Required of all:

- Education 205, Modern American Education
- Education 212, Growth and Learning
- Education 307, Materials and Methods for Elementary Schools
- Mathematics 221, Theory of Arithmetic
- Education 420, Elementary Reading
- Education 421, Arithmetic-Elementary School

Two to be chosen from these three areas (the one remaining to be taken during the fifth year):
- Education 423, Social Studies – Elementary School
- Education 424, General Science – Elementary and Junior High
- Education 426, Language Arts in the Elementary School

Two to be chosen from these four areas (the two remaining to be taken during the fifth year):
- Music 330, Elementary Classroom Music
- Music 433, Music Education for the Elementary School
- Art 353, Elementary Art Teaching Methods
- Physical Education 345, Methods of Teaching Elementary P.E.
- History 486, History and Government of the Pacific Northwest

Student Teaching:

- Education 491, Direct Teaching in Elementary School
- Education 492, Directed Teaching in Junior High School

Electives:

Education 410, Guidance in the Elementary School
Education 425, Teaching in the Junior High School
Education 481, 482 Research

Total 9½ Courses

*Any student teaching done outside of the immediate Spokane area will be done by special approval only.

(3) Courses in Education FOR SECONDARY TEACHING

Required of all:

- Education 205, Modern American Education
- Education 212, Growth and Learning
- Education 308, Materials and Methods for Secondary Schools
- Education 332, Audio-Visual Aids
- Education 401, Principles of Guidance
- Education 412, Tests and Measurements

Required of prospective history and social studies teachers:

- History 486, History and Government of the Pacific Northwest

One to be chosen from these two:

- Education 425, Teaching in the Junior High School
- A methods course in the subject to be taught

Student Teaching:

- Education 492, Directed Teaching in Junior High School
- Education 493, Directed Teaching in Senior High School

Total 7½ or 8 Courses

Electives

REQUIREMENTS FOR THE STANDARD CERTIFICATE

The candidate must teach at least two years during the life of the Provisional Certificate. The State renews the Provisional Certificate at the end of three years for an additional three years upon completion of at least two and one-half courses of credit toward the Standard Certificate.
1. A plan for the completion of the fifth college year must be filed with the County Superintendent.

2. Six of the nine courses may be completed prior to the first year of teaching, subject to institutional approval.

**Fifth Year of Teacher Education:**

Nine courses according to a plan made in consultation between the candidate for the Certificate, the College, and a supervisor of the local school in which the candidate teaches.

1. One-half of these courses must be of upper division or graduate level.

2. Six of the nine courses may be completed prior to the first year of teaching.

3. A maximum of the equivalent of two and one-half courses of extension or correspondence study is acceptable.

4. Teachers may complete these requirements in summer school or night school.

5. At least five courses must be completed in the recommending institution.

**SCHOOL OF AMERICAN STUDIES**

This program is designed to present the student an opportunity to make a special study of Americana. This study includes our concepts of democracy, personal liberty, and free enterprise. It is the purpose of this program to present a plan of study that will demonstrate the values of our heritage as a free people in a basically free society.

Four options of study are offered: American History, Political Science, Economics, American Humanities.

Basic majors will be required as well as the general graduation requirements of the college. If desired, the student may meet major requirements in the School of American Studies.

This program will graduate students who have the traditional majors, yet these will have been taken within the framework of the School of American Studies, and under its direction. This can lead to the profession of teaching, law, business, the ministry, the foreign service, and will meet the requirements of the liberal arts program. A limited number of scholarships are available in American Studies.

Detailed information may be secured by writing to the Director of American Studies, Whitworth College.

**RESERVE OFFICER'S TRAINING CORPS**

Whitworth College in cooperation with Gonzaga University offers male students opportunities to participate in the Reserve Officers' Training Corps program. The ROTC program is specifically designed to give college men training and experience in the art of organizing, motivating and leading others. It includes instruction to develop self-discipline, physical stamina and bearing — qualifications that are an important part of leadership and that contribute to success in any kind of career. This program represents an endeavor to cooperate with the Government in its preparation for national defense.

Completion of both basic and advanced courses in addition to graduation from Whitworth College may lead to a commission as a Second Lieutenant in the Army of the United States. (See pages 74-75).

**STUDY ABROAD**

Whitworth College offers many opportunities for study overseas. The January Term courses abroad are listed in the January Term Bulletin. In addition, a number of special arrangements are possible with cooperating institutions and agencies without interruption in the student's residence record. World Campus Afloat, in cooperation with Chapman College, provides a full term's credit for work done in selected world ports and aboard the S.S. Ryndam. To assure articulation with the Whitworth Curricula and maintain residency records and guaranteed tuition, the student must clear his program and arrangements in advance with the Whitworth registrar. Information concerning all these special programs may also be secured from the registrar.
CURRICULAR PLAN

THE FOUR-ONE-FOUR

The Whitworth curricula are offered in a FOUR-ONE-FOUR calendar. That is, a normal load is four full courses in the fall term of fourteen weeks, one full course in the January term of four weeks, and four full courses in the spring term of fourteen weeks. Activity courses are in addition to this load.

For transfer purposes, each full course is the equivalent of a five-quarter-hour (or three and one-third-semester-hour) course.

THE CORE COURSES

Five COMMON COURSES provide the foundation and continuity for the general education program. They are taught by teams of instructors drawn from many academic disciplines and thus are listed here outside of the divisional organization of the curriculum. The instructional departments are arranged within three divisions and one inter-disciplinary group.

100 INVESTIGATION AND COMMUNICATION  Full course

Instruction in this course will center on an interdisciplinary study of communication as a social process, with careful exploration of the implications of the process for personal and professional use. Course practice will cover such areas as research, perception semantics and informal logic, functional communication through speech and writing, and evaluation of mass media. Students will be involved in contemporary communication situations on the college campus and in community life.

150 WESTERN CIVILIZATION I: THE JUDEO-CHRISTIAN TRADITION  Full course

A study of the relevance of the Judeo-Christian tradition to the contemporary scene and of its historical development as seen in the lives and thought of significant contributors to this tradition. Emphasis will be placed upon the insights growing out of this heritage into an understanding of God, humanity, and contemporary social issues.

250 WESTERN CIVILIZATION II: THE RATIONALISTIC TRADITION  Full course

The purpose of this course is to confront the student with the origins and the development of classical humanism and its challenges and meaning in the world today. Emphasis will be placed on the philosophy and science, literature and art, of ancient Greece and Rome, their continuing impact through the years since then, and the challenge of irrationalism and the responses of rationalism in the twentieth century.

350 WESTERN CIVILIZATION III: SCIENCE AND CIVILIZATION  Full course

This course encourages an appreciation of the development of scientific methods and of their place in our society. Major themes include the historical development of some important achievements in the study of man and his environment, the chief philosophical assumptions and limitations of science, and the impact of science and technology on all patterns of life today and for the foreseeable future. (Offered first in 1970-71.)

450 CHRIST AND CONTEMPORARY ISSUES  Full course

An integrating course that helps the student to apprehend and become involved in the important issues of today and to consider them in the light of Christian insights. Students will write a series of position papers to record and crystalize their responses to the issues and to discuss the relevance of Christ to them. (Offered first in 1970-71.)

THE DIVISIONS

The instructional departments of Whitworth College are arranged within three divisions, with each division including a related group of subjects. These divisions are:

DIVISION I, HUMANITIES

Art
English
Greek
Library Science
Modern Languages

DIVISION II, NATURAL SCIENCES

Biology
Chemistry
Engineering
Geology

DIVISION III, SOCIAL SCIENCES

Business and Economics
Business Education
History

INTER-DISCIPLINARY AREAS

American Studies
Graduate Study
Education
Military Science

In the following pages the courses of instruction are described under the titles of the respective departments in which they are offered. Statement of departmental purposes and major and second field requirements will be found at the beginning of each department. The course offerings of Whitworth College are expanded through a system of alternation. When a course is given in alternate years, a distinction is made at the end of the course description.

Courses numbered from 100 through 299 are for freshmen and sophomores; those numbered from 300 through 499 are for juniors and seniors.

Courses offered only in the January Term are not listed here but are described fully in the special January term bulletin.
DIVISION ONE

HUMANITIES

ART
ENGLISH
GREEK
LIBRARY SCIENCE
MODERN LANGUAGES
MUSIC
PHILOSOPHY
RELIGION
SPEECH AND DRAMA

70 71 CATALOGUE
## ART

**Koehler, Grosvenor, Larson**

The Art Curriculum is organized to give a basic knowledge of the principles of Art and their practical application to expressions in various art media. Since students can develop their talents best through practice and work done under competent guidance, most of the work is done directly in the studio. Art educators of today have an important responsibility. They must prepare and guide students into a place in our highly competitive social and economic system. As in any worthwhile profession, success is in proportion to the investment of time and effort on the part of the student. Graduation from an art course cannot guarantee a job. All any course can do is to point the way and aid and guide the student in choosing the profession into which his particular abilities seem to lead. That many former Whitworth Art students now hold responsible jobs in the art field is a credit to the patience, diligence and encouragement shown by the art staff, as well as to the students' own abilities. This we believe to be an honest evaluation of any pre-professional course offered anywhere.

The art faculty is equally interested in developing intelligent art consumers. Not all of our students are primarily interested in art as a profession, but rather as an avocation. Many students are using their art training in various youth work programs, in rehabilitation work, in home economics, in teaching, day camps, church work, physiotherapy, and many other related fields. The art curriculum at Whitworth College is organized to be the greatest help to these people.

### MAJOR REQUIREMENTS

The following courses are required for a major in Art:

<table>
<thead>
<tr>
<th>Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>101, 102 Drawing I, II</td>
<td>1</td>
</tr>
<tr>
<td>107, 108 Design I, II</td>
<td>1</td>
</tr>
<tr>
<td>201 Figure Drawing I</td>
<td>½</td>
</tr>
<tr>
<td>221, 321 Painting I, III</td>
<td>1</td>
</tr>
<tr>
<td>Art Appreciation (255, 260, or 355)</td>
<td>2</td>
</tr>
<tr>
<td>Seminar (300, 440, or 491-492)</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>5½</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

(A major area of concentration in one particular medium to be arranged with adviser).

The following courses are required for art majors who plan to teach:

<table>
<thead>
<tr>
<th>Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>101, 102 Drawing I, II</td>
<td>1</td>
</tr>
<tr>
<td>107, 108 Design I, II</td>
<td>1</td>
</tr>
<tr>
<td>201 Figure Drawing I</td>
<td>½</td>
</tr>
<tr>
<td>221 Painting I</td>
<td>½</td>
</tr>
<tr>
<td>235 Graphics I</td>
<td>½</td>
</tr>
<tr>
<td>236 Crafts I</td>
<td>½</td>
</tr>
<tr>
<td>274 Ceramics I</td>
<td>½</td>
</tr>
</tbody>
</table>

### ART COURSES

#### ART AS A SECOND FIELD

<table>
<thead>
<tr>
<th>Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>101 Drawing I</td>
<td>½</td>
</tr>
<tr>
<td>107 Design I</td>
<td>½</td>
</tr>
<tr>
<td>Art Appreciation (255, 260, or 355)</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>2</td>
</tr>
</tbody>
</table>

#### ART AS A SECOND FIELD

<table>
<thead>
<tr>
<th>Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>101, 102 DRAWING I, II</td>
<td>Half courses</td>
</tr>
<tr>
<td>107, 108 DESIGN I, II</td>
<td>Half courses</td>
</tr>
</tbody>
</table>

These courses emphasize basic perspective, the function of light in the expression of form, the development of rendering techniques and drawing skills, and the function of color in the development of form and basic skills in various art media. Included also is a study of the principles of design and various theories of spatial organization as well as their application to three dimensional art form.

#### 225 LETTERING AND POSTER DESIGN

<table>
<thead>
<tr>
<th>Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>225 LETTERING AND POSTER DESIGN</td>
<td>Half course</td>
</tr>
</tbody>
</table>

This course develops good letter form and alphabet types as well as the techniques involved in hand lettering and applies the skills developed to poster design and various advertising media.

#### 201, 301, 401 FIGURE DRAWING I, II, III

<table>
<thead>
<tr>
<th>Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>201, 301, 401 FIGURE DRAWING I, II, III</td>
<td>Half courses</td>
</tr>
</tbody>
</table>

These courses are designed to develop skill in rapid drawing using the figure as the content of the drawing. Working with models, the student develops ability to observe and to express in various media the human figure in many aspects. Subsequent classes develop further the student's abilities with emphasis on portrait as well as full figure drawing.

#### 221, 222, 321, 322, 421, 422 PAINTING I, II, III, IV, V, VI

<table>
<thead>
<tr>
<th>Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>221, 222, 321, 322, 421, 422 PAINTING I, II, III, IV, V, VI</td>
<td>Half or full courses</td>
</tr>
</tbody>
</table>

The courses in painting are so designed that the student learns first of all the basic skills and techniques of painting as well as basic composition of subject material within the picture area. As the student develops his technical ability, he concentrates more on structure and form as content in his painting and studies more advanced methods of painting using various art media. Finally, the student is encouraged to develop his own style of painting and method of self expression. He is encouraged to work on his own a considerable part of the time with several periods of critique with the instructor.

#### 235, 335, 435 GRAPHICS I, II, III

<table>
<thead>
<tr>
<th>Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>235, 335, 435 GRAPHICS I, II, III</td>
<td>Half courses</td>
</tr>
</tbody>
</table>

The courses in graphics apply the principles of design and special organization to the specific field of print making. This involves the use of various media such as lithography, block printing, etching, engraving, silk screen and many more.

#### 236 CRAFTS I

<table>
<thead>
<tr>
<th>Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>236 CRAFTS I</td>
<td>Half course</td>
</tr>
</tbody>
</table>

#### 336, 436 CRAFTS II, III

<table>
<thead>
<tr>
<th>Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>336, 436 CRAFTS II, III</td>
<td>Half or full courses</td>
</tr>
</tbody>
</table>

These classes are oriented to apply good design principles to various
SEMINARS
The seminar courses are organized to give the student opportunity for individual study in various art forms and present his material for group discussion and evaluation.

440 SEMINAR Half or full course
The seminar class is a group study plan with discussion concerning contemporary art forms.

491, 492 INDIVIDUAL CONFERENCE RESEARCH Half or full course
The research and individual conference program is an independent study undertaken in consultation with one of the instructors. This may take the form of a readings research or research in the use of some art media.

ENGLISH
Ebner, Archer, Eaton, Oakland, Whitten
The program of this department is designed to aid the student as he develops competence in the use of the English language, a general knowledge of the major epochs in our cultural history, a thorough acquaintance with representative masterworks in each era, discrimination in the choice of reading, and a lasting employment of good literature. Through this study of worthwhile thought artistically expressed, the student should increase his awareness of both personal and social values.

MAJOR REQUIREMENTS
Not later than the beginning of the junior year, the student and his major adviser plan a complete program of course work designed to aid the student in achieving the objectives stated above.

A student must select one of the two programs in the major. One requires twelve courses in English; the other requires eight courses in English and five in a second field commonly taught in public schools.

Basic English Major
(Suitable for a general liberal arts education or for graduate school preparation)

<table>
<thead>
<tr>
<th>Group I</th>
<th>Group II</th>
<th>Group III</th>
<th>Group IV</th>
<th>Group V</th>
<th>Group VI</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>125, 297</td>
<td>249, 349, 449</td>
<td>388</td>
<td>251, 377</td>
<td>326, 369, 465</td>
<td>1 January term course</td>
<td>two additional courses</td>
</tr>
</tbody>
</table>

Teaching English Major
(Suitable for students who wish to be certified to teach in the public schools)

<table>
<thead>
<tr>
<th>Group I</th>
<th>Group II</th>
<th>Group III</th>
<th>Group IV</th>
<th>Group V</th>
<th>Group VI</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>125, 297</td>
<td>249, 349, 449</td>
<td>354, one additional course</td>
<td>251, 377</td>
<td>388</td>
<td>390 or 426 (Education credit)</td>
<td></td>
</tr>
</tbody>
</table>

| Second Field: Five courses |

ENGLISH AS A SECOND FIELD
Students electing English as a second field must take: 388, 446; three literature courses, including two from Groups II or III.

ENGLISH COURSES

GROUP I INTRODUCTORY COURSES
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>125</td>
<td>INTRODUCTION TO LITERATURE</td>
<td>Full course</td>
<td>Recommended for freshmen and sophomores. This course is meant to introduce students to the genres of drama, poetry, and short fiction, attempting to show the possibilities and limitation of these forms and to bring out the kind of questions a reader should ask of each.</td>
</tr>
<tr>
<td>297</td>
<td>LITERARY CRITICISM</td>
<td>Full course</td>
<td>Examination of the formal, historical, psychological, moral, mythic, and exponential approaches in analyzing and evaluating literature. Recommended for sophomores. Prerequisite: Introduction to Literature.</td>
</tr>
<tr>
<td></td>
<td>GROUP II: AMERICAN LITERATURE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>349</td>
<td>20TH-CENTURY AMERICAN FICTION</td>
<td>Full course</td>
<td>Beginnings of the novel in America; Hawthorne, Melville, Twain, James, Howells, Crane, and others. Industrialism, Naturalism, American Dream, and other themes.</td>
</tr>
<tr>
<td></td>
<td>GROUP III: ENGLISH LITERATURE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>326</td>
<td>CLASSIC TO ROMANTIC (1660-1832)</td>
<td>Full course</td>
<td>The development of the contrasting ways in which neo-classicists and romanticists perceived the nature and function of literature. Dryden, Pope, Swift, Johnson, Wordsworth, Coleridge, Byron, Shelley, and Keats.</td>
</tr>
<tr>
<td>354</td>
<td>SHAKESPEARE</td>
<td>Full course</td>
<td>A close examination of about eight major plays by Shakespeare, selected from representative dramatic genres: history play, comedy, tragedy, and tragi-comedy. Shakespearean tragedy is compared to Greek, Elizabethan, and modern tragedy. Class discussion of themes and characterization is stressed.</td>
</tr>
<tr>
<td>359</td>
<td>VICTORIAN TO MODERN (1832-1914)</td>
<td>Full course</td>
<td>Literary and social issues of the Victorian Age with an emphasis upon their continuation into the Twentieth Century. Tennyson, Browning, and other significant poets and essayists.</td>
</tr>
<tr>
<td>371</td>
<td>RENAISSANCE (1500-1660)</td>
<td>Full course</td>
<td>Major writers of the English Renaissance (excluding Shakespeare and Milton): More, Spenser, Herrick, Donne, Herbert, Bunyan, and others. The Elizabethan style of thought and life; developments in prose; &quot;classical&quot; and &quot;metaphysical&quot; schools of poetry; the rise of science and Puritanism. Both the historical milieu and relevancy to modern issues are stressed.</td>
</tr>
<tr>
<td>405</td>
<td>CHAUCER AND MEDIEVAL (700-1500)</td>
<td>Full course</td>
<td>A reading of the major poetic works of Chaucer in Middle English and of other major poems of the English Middle Ages.</td>
</tr>
<tr>
<td>455</td>
<td>MILTON</td>
<td>Full course</td>
<td>Milton is viewed as a representative and climactic man and thinker of the English Renaissance. Early poetry, selected controversial prose, &quot;Paradise Lost,&quot; &quot;Paradise Regained,&quot; &quot;Sampson Agonistes.&quot; The course focuses upon the Christian humanism and Puritanism of &quot;Paradise Lost&quot; and the relevancy of Milton's insights to our own day.</td>
</tr>
<tr>
<td>465</td>
<td>ENGLISH NOVEL</td>
<td>Full course</td>
<td>The rise and development of the novel as a literary form. The treatment of man's relation to society. Defoe, Richardson, Fielding, Sterne, Austen, Dickens, Thackeray, the Brontes, Eliot, Hardy, Conrad.</td>
</tr>
<tr>
<td></td>
<td>GROUP IV: TWENTIETH-CENTURY WORLD LITERATURE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GREEK

LIBRARY SCIENCE

MODERN LANGUAGES

251 MODERN EUROPEAN NOVEL Full course

377 MODERN POETRY Full course
A reading of several major poets of the first half of this century, including Yeats, Pound, and Eliot, and of other British, French, and American poets from 1900 to the present.

GROUP V LINGUISTICS AND ADVANCED WRITING

346 EXPOSITORY WRITING Full course
For majors and non-majors who wish to improve their ability to write persuasive essays. The course combines individual tutoring with discussion of timely essays as models. The procedure is repeated revision of words, sentences, and paragraphs in preparation for writing several longer essays. Enrollment limited to 20.

388 DEVELOPMENT AND STRUCTURE OF THE ENGLISH LANGUAGE Full course
Growth of the English language; traditional grammar; “new” (transformational) grammar, including descriptive analysis of the structure of present-day American English. Required of students who expect to teach English but open to all who desire insight into the changes in our language from Anglo-Saxon times to the present.

GROUP VI JANUARY TERM COURSES
See January Term Course Bulletin.

GROUP VII, SERVICE COURSES (not applicable to major except where explicitly required)

105, 106 ENGLISH AS A SECOND LANGUAGE Full course
The purpose of this course is to help students who have learned first a language other than English to become better acquainted with the English language, its vocabulary, idioms and structure. Others may be assigned to this course upon recommendation of the English staff.

202 READING IMPROVEMENT Half course
A course for any student who desires to improve his comprehension and increase his speed in reading. Vocabulary and supplementary reading are included.

390 METHODS OF TEACHING ENGLISH IN SECONDARY SCHOOLS Full course
Methods of teaching grammar, rhetoric, and literature. It is recommended that a student take this course prior to his practice teaching experience.

426 LANGUAGE ARTS IN THE ELEMENTARY SCHOOL Half course
For course description see Education Department.

ANCIENT LANGUAGE

GREEK

Yates

The student is provided with a thorough knowledge of the grammar and syntax of New Testament Greek which facilitates the reading of the New Testament in the original.

GREEK COURSES

301, 302 NEW TESTAMENT GREEK Full Course
Grammar. Emphasis is on forms.

460, 461 ADVANCED NEW TESTAMENT GREEK Full course

LIBRARY SCIENCE *

Henefer, Pearson

Library Science courses are structured to acquaint the student with various phases of library work. The courses cover the area recommended by the State Department of Instruction as those which are needed to meet the state requirements. The state standards require 18 quarter hours (5½ courses) for preparation of librarians in schools with less than 400 enrollment, which can be filled by the following courses.

LIBRARY SCIENCE COURSES

300 CHILDREN'S LITERATURE Full course
A general survey of children's books and reading preferences. Historical backgrounds and development; types of children's literature; levels of interest; criticism and evaluation; illustration; trends; book selection.

332 WORKSHOP: AUDIO VISUAL AIDS or full course
For course description see Education 332.

350 SELECTION OF LIBRARY MATERIALS Full course
Theories, principles, and practice of selecting books and other library materials. Gives familiarity with aids and sources of reliable information for selecting material, as well as methods of critical evaluation.

355 INTRODUCTION TO REFERENCE MATERIALS Full course
Teaching students how to use general reference materials and aids. This includes detailed examination of reference books in subject fields.

470 CATALOGING AND CLASSIFICATION Full course
An introductory course with special application to the high school library. The laboratory work provides for practical experience in cataloging a wide variety of books.

471 ORGANIZATION AND ADMINISTRATION Full course
A course designed to give thorough knowledge of the organization and administration of the school library. It includes a study of the function of the school library, cooperation with departments, business practice, budgets, records, charging, mending, accessioning, equipment, library staff, attendance and programming, circulation and publicity. Laboratory work in the college library.

475 DIRECTED FIELD WORK Half or full course
Supervised work in libraries of the area.

*Courses offered primarily in summer session and evening classes.

MODERN LANGUAGES


The chief objectives of modern language study are to acquire a knowledge and sympathetic understanding of the history and general culture of a foreign country and to achieve a working ability in the basic linguistic skills of understanding the written and spoken language and communicating ideas in oral and written form. Study of at least one foreign language is essential to a well rounded education for modern life. Modern languages are of immediate practical use to students preparing for careers.
in government service, foreign trade, teaching, missionary service, and for those interested in international relations and travel. Students majoring in other departments will find the ability to read foreign scientific and literary works an essential part of their professional preparation. Knowledge of the language and literature of foreign countries provides a direct approach to an understanding of the cultural values of other nations.

The Modern Language Department actively encourages well qualified students to study in a foreign university for a summer, a semester, or a year. Courses taken abroad under sponsorship of an approved program receive transfer credit toward graduation in the language major and related fields. Students who plan to teach a Modern Language will find foreign study a desirable part of their preparation.

Two laboratories supplement classroom drill in pronunciation and conversation. In addition to required group work, ample opportunity is offered for individual practice. Students work with recordings of class texts made by native speakers. The individual may correct his faults and check his progress by means of records, tapes, and taped reproductions of his own voice.

A dormitory section is reserved for women modern language students to afford additional opportunity for speaking practice in a foreign tongue.

MAJOR REQUIREMENTS

Prerequisites: Students with one year of high school language or one semester of college language enroll the second semester in course 102; students with two years of high school language or one year of college language enroll in course 201. Other special cases must take a placement test. Courses 102-202 or the equivalent are prerequisite for all upper division courses.

A major in a modern language shall consist of a minimum of eight courses beyond the elementary level. Required courses:

- French major 307, 308, 309, 310
- Spanish major 301, 302, 307, 308, 311, 408
- Additional requirement for students preparing for teacher certification: Modern Language 489 (Teaching Methods).

For the modern language student planning to teach, the department recommends for a second field another modern language, English, political science, history, art, music, philosophy, or psychology.

For the modern foreign language student interested in a career in government service or public affairs, the department recommends for a second field a combination of journalism courses that will prepare him to solve the communication and public relations problems he will meet in his position. Suggested courses include: Journalism 125, 244, 366, 388, and 481.

GERMAN AS A SECOND FIELD

A second field of study in German shall consist of a minimum of five courses beyond the elementary level, with at least three courses numbered above 300. Students who plan to use German as a second teaching field must include 307, 308.

SERVICE COURSE

489 METHODS AND MATERIALS FOR TEACHING MODERN FOREIGN LANGUAGES Full course
Designed to meet needs of French, Spanish or German teachers in elementary, junior or senior high schools. Lectures, discussion, individual projects. Intensive oral-aural drill and practice in language laboratory techniques. Prerequisite: four terms of French, Spanish, or German, or equivalent.

FRENCH COURSES

101, 102, ELEMENTARY FRENCH Full courses
Fundamentals of pronunciation and grammar, conversation, reading of graded texts based on contemporary French life. Laboratory work required.

201, 202 INTERMEDIATE FRENCH Full courses
Grammar review, conversation, composition, reading of literary works and of technical writings in the field of the student’s major interest. Introduction to French political and cultural history. Laboratory work required. Prerequisite: 102 or two years of French in high school.

307 CONVERSATION, COMPOSITION AND ADVANCED GRAMMAR Full course
Based on texts dealing with contemporary life. Emphasizes acquisition of fluency in both spoken and written language. Oral presentation of prepared topics. Laboratory stressed. Required for major. Prerequisite: 202 or equivalent.

308 CONVERSATION, COMPOSITION AND PHONETICS Full course
Creative written and oral composition with special attention to problems of style. Training in diction and oral expression. Theoretical and applied phonetics. Laboratory work. Required for major.

309 SURVEY OF FRENCH LITERATURE AND CIVILIZATION TO 1800 Full course
Historical development of French Literature studied in relation to the historical and general cultural background. Readings and discussions of representative masterpieces from the Middle Ages to the end of the eighteenth century. Required for major.

310 SURVEY OF FRENCH LITERATURE AND CIVILIZATION SINCE 1800 Full course
Sequel to 309, covering the principal movements of the nineteenth and twentieth centuries. 309 is not a prerequisite. Required for major.

401 MODERN FRENCH NOVEL Full course
The novel since Romanticism, including Realism, Naturalism, and the contemporary period. Chief emphasis on twentieth century writers.

402 MODERN FRENCH DRAMA Full course
Detailed analysis of representative plays from 1850 to the present. Supplementary reading and reports.

412 MODERN FRENCH POETRY Full course
Parnassians, Symbolists and representative poets of more recent groups.

485 SEMINAR Full course
Intensive study of the works of one author.

491, 492 INDEPENDENT CONFERENCE AND RESEARCH Half of full course
Under faculty supervision the student makes a detailed study of a chosen topic and prepares a research paper or papers.
### MODERN LANGUAGES

#### MUSIC

### GERMAN COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>101, 102 ELEMENTARY GERMAN</td>
<td>Full courses</td>
<td>Fundamentals of pronunciation and grammar, conversation, reading of graded texts. Laboratory work required.</td>
</tr>
<tr>
<td>201, 202 INTERMEDIATE GERMAN</td>
<td>Full course</td>
<td>Grammar review, conversation, composition, reading of literary works and of technical writings in the field of the student's major interest. Laboratory work required. Prerequisite: 102 or two years of German in high school.</td>
</tr>
<tr>
<td>301, 302 SURVEY OF GERMAN LITERATURE</td>
<td>Full courses</td>
<td>Historical development of German Literature, with readings and discussion of representative masterpieces from the Middle Ages to the 20th century.</td>
</tr>
<tr>
<td>307, 308 CONVERSATION, COMPOSITION, AND ADVANCED GRAMMAR</td>
<td>Full courses</td>
<td>Based on texts which will broaden the student's understanding of the life and culture of German speaking countries.</td>
</tr>
<tr>
<td>491, 492, INDEPENDENT CONFERENCE AND RESEARCH</td>
<td>Half or full course</td>
<td>Under faculty supervision the student makes a detailed study of a chosen topic and prepares a research paper or papers.</td>
</tr>
</tbody>
</table>

### SPANISH COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>101, 102 ELEMENTARY SPANISH</td>
<td>Full courses</td>
<td>Fundamentals of pronunciation and reading; solid foundation in grammar and pattern structures with emphasis on oral practice in the classroom and laboratory. Laboratory work required.</td>
</tr>
<tr>
<td>201, 202 INTERMEDIATE SPANISH</td>
<td>Full courses</td>
<td>Detailed review of grammar, pattern structures, and idioms of the language. Reading of graded works, and composition. More emphasis on oral practice in class and in the laboratory, or in conversation groups under the guidance of a native speaker. Laboratory work required. Prerequisite: 102 or two years of Spanish in high school.</td>
</tr>
<tr>
<td>301, 302 SURVEY OF SPANISH LITERATURE</td>
<td>Full courses</td>
<td>Historical development of Spanish Literature with extensive reading of representative masterpieces from &quot;El Cantar de Mio Cid&quot; to the twentieth century; collateral research papers and class discussion. Required for major.</td>
</tr>
<tr>
<td>401 MODERN SPANISH NOVEL</td>
<td>Full course</td>
<td>Historical and stylistic study of the Spanish novel of the last part of the nineteenth century including the schools of Realism, Regionalism, Naturalism, and the contemporary period with reading of outstanding masterpieces of each one; collateral research papers and class discussion.</td>
</tr>
<tr>
<td>402 MODERN SPANISH DRAMA</td>
<td>Full course</td>
<td>Historical and stylistic study of the Spanish drama since Romanticism, including the various schools of the nineteenth and twentieth centuries, with readings of representative works, collateral research papers, and class discussion.</td>
</tr>
<tr>
<td>404 MODERNISM IN SPANISH AMERICA</td>
<td>Full course</td>
<td>The origin and growth of the &quot;Modernista&quot; movement: Ruben Dario and his followers. Historical and analytical study with intensive readings, class discussions, and collateral research papers.</td>
</tr>
<tr>
<td>405 MODERN SPANISH LYRIC</td>
<td>Full course</td>
<td>Intensive reading, and structural and stylistic study of Spanish lyric poetry since the Modernista movement.</td>
</tr>
<tr>
<td>408 STRUCTURE OF THE SPANISH LANGUAGE</td>
<td>Full course</td>
<td>A morphological and syntactical study of the structure of the Spanish language. Required for major.</td>
</tr>
</tbody>
</table>

### MAJOR REQUIREMENTS

#### Basic Curriculum

- Applied music in one performing medium of which one course must be pursued in private study and one-half course with upper division credit ........................................... 1½
- Ensemble. Majors must be registered for an ensemble during each long term in residence. Majors in instrumental area must elect either wind ensemble or orchestra; those in choral, either chorus or choir ........................................... 2
- Theory, including 122, 221, 222 ........................................... 3
- Music History and Literature, 361, 362 ........................................... 2
- Conducting, 357 .............................................................. ½
- 357, 367, 368 .............................................................. 9
Piano proficiency requirement: approval of music faculty by audition.

Plus one of the following areas of emphasis:

1. Applied.
   a. An additional one and one-half courses of applied credit. A minimum of two of the required three courses must be in private study in the major performing medium (violin, piano, voice, etc.), one of which must be upper division. 1½
   b. At least a joint junior recital and a full senior recital. 0
   c. Music electives (upper division). ½
   d. Choral Techniques, Instrumental Techniques and Scoring and/or Piano Techniques. 1

2. Music Education (in addition to the basic curriculum):
   a. Elementary Classroom Music 433. 0-½
      (Elementary major must take this in addition to professional courses. Secondary major may include it in professional courses.)
      Elementary major. 1
      Choral major. 1½
      Instrumental major. 2
   c. Choral Techniques 440 (Choral and elementary music majors only). ½
   d. Minimum of joint senior recital. 0
      1½-3

MUSIC AS A SECOND FIELD

Courses

Applied music in one performing medium. 1
Ensemble. 1
Theory, including 122. 1
Music History and Analysis, 361 or 362. 1
Electives. 1

MUSIC COURSES, GENERAL

106 SURVEY OF MUSIC
Full course
An introduction to the literature and aesthetic principles of music. The techniques and attitudes of listening to music with the aim of gaining a finer appreciation of music and its relationship to the other arts.

354 OPERA WORKSHOP
Half course
A basic approach to the study of opera, coordination of music and drama in terms of acting, movement, singing, and staging; history and analysis of specific operatic styles.

357 CONDUCTING
Half course
Basic technique, including the use of the baton and the utilization of the left hand for expressive purposes, plus an introduction to score reading. Prerequisite: 122.

361, 362 MUSIC HISTORY AND ANALYSIS I AND II
Full courses
A study of musical styles, forms, composers, and representative works through lectures, readings, score analyses, and coordinated listening. Prerequisite: first year theory or instructor's permission.
   361: 1750 to the present
   362: Ancient music to 1750
MUSIC

APPLIED COURSES

Private or class lessons in applied music are available to any student of Whitworth College, major or non-major. (One half-hour lesson per week and an applied laboratory.) Inasmuch as this is private instruction, a repeat of any level does not constitute a repetition of materials. May be taken for audit but same fees apply.

111, 112, 211, 212, 311, 312, 411, 412 PRIVATE INSTRUCTION Quarter courses
Private instruction in piano, voice, strings, woodwinds, brass, organ (has piano prerequisite), percussion, harpsichord, composition. Upper division credit in applied courses; private instruction only upon approval of music faculty by audition.

113, 114 CLASS INSTRUCTION Quarter courses
Class instruction in piano, organ, or voice. One class per week. Enrollment limited to eight students per section.

315, 316 JUNIOR RECITAL No credit
(See Major Requirements: Applied)

415, 416 SENIOR RECITAL No credit
(See Major Requirements: 1. Applied; 2. Music Education)

ENSEMBLE MUSIC

A student must have had at least one year of lower division credit in ensemble, choral, and instrumental, respectively, in order to receive upper division credit.

181, 182, 281, 282, 381, 382, 481, 482 ENSEMBLES Quarter courses

COLLEGE CHOIR
Open to all students of Whitworth College. Performance of choral works of all styles and periods, including the great oratorios with orchestral accompaniment.

COLLEGE CHOIR
Open to all students by audition. Representative works of the great choral literature since the 16th century from a cappella to oratorios with full symphonic accompaniment prepared for church, school, and concert presentations. Prerequisite: permission.

MADRIGALS
Open to all students by permission of instructor. Musical participation and presentation of quartets, trios, madrigals, groups, etc.

COLLEGE WIND ENSEMBLE
Open to all students of Whitworth College. Literature performed will be predominantly original works for large wind ensembles. Prerequisite: permission.

INSTRUMENTAL CHAMBER MUSIC
Open to all students of Whitworth College who are interested in performing in some form of small instrumental ensemble. Prerequisite: permission.

STRING SINFONIETTA
Comprised of the string section of the college orchestra. Representative works of string orchestra literature from all periods will be studied and performed.
ORATORIO SOCIETY
A non-credit course that meets once a week with the College Choir, presenting two major choral works a year with full symphony orchestra.

COLLEGE ORCHESTRA
Open to all students of Whitworth College. Orchestral literature from all periods is studied and performed. The orchestra accompanies the college choral groups in the presentation of oratorios. Prerequisite: permission.

VARSITY AND WOMEN’S QUARTET
A male quartet and a women’s quartet and accompanists selected each school year by audition, directed by music faculty, and scheduled by the Public Relations Office. Scholarships available.

PHILOSOPHY
Yates, Krebbs, Redmond

Philosophy attempts to answer questions pertaining to man’s relation to God, the universe and his fellow man. By a critical examination of such efforts through the centuries, the aim of this department is to provide for the student a working philosophy of life.

MAJOR REQUIREMENTS
A major consists of 8 Philosophy courses plus two years of foreign language. Required are Philosophy 330 and 331.

PHILOSOPHY COURSES

110 INTRODUCTION TO PHILOSOPHY Full course
An introduction to the various systems. This course is a prerequisite to all other courses in philosophy except 378.

221 HISTORY OF ANCIENT PHILOSOPHY Full course
The beginnings of Western philosophy from Thales to Plotinus. Plato; Aristotle; the conquest of superstition by rationalism; the search for man’s mind; what is really real; scientific trailblazers.

232 HISTORY OF MEDIEVAL PHILOSOPHY Full course
An intensive study of the major thinkers and most important ideas of the medieval period. Special attention will be given to Augustine, Anselm, Abelard, Aquinas, Duns Scotus, and William of Ockham.

241 HISTORY OF MODERN PHILOSOPHY Full course
European philosophy from Descartes to Kant. The rational and irrational foundations of Western culture: can we trust our senses; can we know anything with certitude; is there anything beyond our mental experiences?

252 HISTORY OF CONTEMPORARY PHILOSOPHY Full course
British American analytic philosophy of the 20th century. The retreat of idealism; the world as logical atoms; language, the key to the universe. Is scientific knowledge the only meaningful knowledge?

350 PHILOSOPHY OF RELIGION Full course
A general survey of the field with emphasis in the Christian interpretation of life and the universe. Carries religion credit also.

351 ETHICS Full course
A comprehensive study of contemporary ethical problems.
PHILOSOPHY

RELIGION

**363 LITERATURE OF EXISTENTIALISM**
A philosophical examination of existentialism as its principals are revealed in literature.

**367 AMERICAN PHILOSOPHY**
A survey of American philosophical thought from colonial times to the present with special attention to Edwards, Peirce, Royce, James, Santayana and Dewey.

**368 AESTHETICS**
A historical and analytical study of the concept of beauty with special attention to artistic experience.

**370 CONTEMPORARY PHILOSOPHICAL PROBLEMS**
The study of philosophical problems as expressed in periodicals and currently read literature. Application is made of recognized philosophical thought to the implied problems.

**378 LOGIC**
Formal deductive reasoning.

**379 PHILOSOPHY OF HISTORY**
The relation of man to historical movements.

**491, 492, DIRECTED READINGS AND RESEARCH**
Half or full courses
Research by senior students. Credit given depends upon the quantity and quality of work done in the investigation of philosophical problems. By permission only.

**RELIGION**

Dilworth, Redmond, Smith

The George and Lyda Wasson Professorship of Religion, established in 1969, is held by Dr. David Dilworth.

The aim of the Department of Religion is to provide each student with an opportunity to achieve a general understanding of the Bible and of evangelical Protestant doctrine and to equip him for mature Christian living. The Department seeks, also, to provide those preliminary disciplines which will prepare the student for graduate training in the field of Church vocations.

**RELIGION AS A SECOND FIELD**

Students choosing a five-course second field in Religion have two options:

- **Bible Literature**: Five courses, one of which may be in Group II. Christian Education: 215, 344, 371, and two courses in Group I.

**RELIGION COURSES**

**GROUP I, BIBLE LITERATURE**

**232 LIFE AND TEACHINGS OF JESUS**
A study of the Synoptic Gospels, presenting the message and the career of Jesus Christ to discover his concerns, purposes and interpretation of human life and destiny. An introduction is also given to the inductive approach to Biblical materials.

**238 NEW TESTAMENT STUDIES**
This course is a comprehensive investigation of the teachings of the Synoptic Gospels, the letters of Paul, and the writings of John against the historical, cultural, and religious settings of the New Testament period.

**243 NEW TESTAMENT CHURCH**

**331 OLD TESTAMENT STUDIES**
A discussion of the primary themes of the Old Testament, centering in the interpretations of the Hebrew prophets, concluding with the Wisemen, writers.

**420 INTRODUCTION TO CHRISTIAN DOCTRINE**
This course is an introduction to Christian theology. The student is made acquainted with the main themes of Christian doctrine, the viewpoints of noted theologians both past and present, Catholic and Protestant, in order that he may gain enriched understanding of the current theological issues.

**425 HISTORY OF CHURCH LIFE AND DOCTRINE**
A comprehensive analysis of ecclesiastical developments, political events, and major ideas that have shaped the church over the centuries.

**GROUP II, GENERAL COURSES**

**215 BASIC CONCEPTS AND METHODS OF CHRISTIAN EDUCATION**
An introduction to the field of Christian education, its background, development, principles, objectives and current emphasis and trends, in order to provide the student with creative techniques for leadership in church education.

**344 WORK WITH CHILDREN, YOUTH AND ADULTS IN CHRISTIAN EDUCATION**
This course is a study of the process of Christian nurture at each age level. Special consideration is given to educational programs and resources designed to promote Christian faith and mission at each stage of growth.

**350 PHILOSOPHY OF RELIGION**
An intensive analysis of the major philosophical concepts of God and man's knowledge of God. This course gives emphasis to the Christian interpretation of life and the universe.

**368 AESTHETICS**
See description under Philosophy Department.

**371 ORGANIZATION AND ADMINISTRATION OF CHRISTIAN EDUCATION**
A seminar on the qualifications and responsibilities required for leadership in organizing and administering the total educational program of a local church. This course includes attention to recruiting and training of personnel, curriculum selection, supervision, techniques of evaluation and effective means of communication.

**372 NON-CHRISTIAN RELIGIONS**
The purpose of this course is to make the student acquainted with six of the major religions in the world: Hinduism, Buddhism, Confucianism, Taoism, Islam, and Judaism. The religious classics of each of these religions are the primary textbooks.

**378 PSYCHOLOGY OF RELIGION**
A systematic study of religious experience from the perspective of psychology. This includes an analysis and evaluation of such experiences as conversion, worship, prayers, sudden healings, extra-sensory perception, etc.
The purpose of the Speech and Drama Department is to provide students with an opportunity to receive a basic training in the field of oral communication as it is related to the liberal arts tradition. Hence the department provides courses with goals designed to encourage students to develop their own personalities and methods for effective living in social and business environments. The student is urged to learn how to become a responsible person engaged in creative oral communication. Included among the major goals is the effort to teach an appreciation of and an ability to interpret effectively drama and literature.

**MAJOR REQUIREMENTS**
A major in Speech and Drama consists of the equivalent of ten courses in the department. Courses are to be selected after consultation with an adviser and must include both 110 and 494.

**SPEECH AND DRAMA AS A SECOND FIELD**
Five courses are required, including 110 and 494.

**SPEECH AND DRAMA COURSES**

110 BASIC SPEECH  
This course is designed to offer the student an opportunity to develop effective oral communication, with the aim of aiding him in becoming an efficient member of society. It includes sections on speech in the liberal arts, fundamentals of speech, listening, general communications theory, and public speaking practice. The emphasis in the student speeches will be directed toward the process by which the student speeches will be directed toward the process by which expository and persuasive addresses are prepared and delivered.

160, 260, 360, 460 FORENSIC DEBATE  
Intercollegiate debate and forensic speaking, including discussion, after-dinner speeches, radio, oral interpretation, extempore, oratory, etc. Prerequisite: permission of the instructor.

170, 270, 370, 470 TECHNICAL THEATRE WORKSHOP  
These courses are designed to offer technical theatre experience, through lecture and laboratory, in scenic design and construction, lighting, makeup and costuming.

231 ORAL INTERPRETATION  
Instruction in oral reading designed to assist the student in understanding the intellectual and emotional meaning of the printed page, and in developing techniques that will enable him to communicate that meaning imaginatively and expressively. The art of communicating literature will serve the student in related speech activities, in classroom teaching, or in social situations.

261 DISCUSSION, ARGUMENTATION, PERSUASION AND DEBATE  
The purpose of the course is to emphasize the theory and practice of persuasion. Finding and evaluating evidence, constructing arguments, utilizing the various forms of the briefs, using refutation and rebuttal techniques and materials, as well as delivery in debate and argumentation—all are stressed. A section is devoted to the methods of discussion important in modern society. A study of the ethics of persuasion is included in the work of the course.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>273</td>
<td>INTRODUCTION TO ACTING</td>
<td>Full course</td>
</tr>
<tr>
<td></td>
<td>The course offers an analysis and practice, through the arts of pantomime and improvisation, in the various aptitudes which are essential in acting. These include observation, concentration, imagination, recall, rhythm, and characterization.</td>
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<tr>
<td>274</td>
<td>PRINCIPLES OF ACTING</td>
<td>Full course</td>
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<td></td>
<td>The course includes a study of the various approaches used in the oral and visual interpretation of dramatic literature, from the stage of rehearsal to performance. Students will be using practice scenes from classic, Shakespearean and contemporary drama. Prerequisite: 273 or permission of instructor.</td>
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<tr>
<td>321</td>
<td>ANCIENT AND MODERN RHETORIC</td>
<td>Full course</td>
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<td></td>
<td>The course is divided into sections designated by the leading periods of the history of rhetoric in the western world: Greek, Roman, Medieval, Renaissance, and Modern. Speeches made by the students will be related to the principles of oral communication used throughout the history of man to improve society. Emphasis will be given to reading from the primary literature in the field, both classical and modern.</td>
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<tr>
<td>322</td>
<td>ADVANCED PUBLIC SPEAKING</td>
<td>Full course</td>
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<td></td>
<td>The course is planned for enrichment and participation in public speaking practice. One of the purposes of the course will be to acquire greater sophistication in the selection, organization, and delivery of speech materials. Special emphasis will be placed on the development of style, composition for speech. Speeches will include a series taken from a project of interest to each student and a formal address, a theme related to the greatest human aspirations.</td>
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<tr>
<td>334</td>
<td>ADVANCED ORAL INTERPRETATION</td>
<td>Full course</td>
</tr>
<tr>
<td></td>
<td>A course in individual and group reading of forms of literature which require advanced skill in analysis and presentation emphasizing poetry, Shakespeare, and Biblical selections. Attention will be given to the development of a repertoire.</td>
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</tr>
<tr>
<td>371</td>
<td>FUNDAMENTALS OF DIRECTING</td>
<td>Full course</td>
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<tr>
<td></td>
<td>A study of the various approaches used by the director in the analysis, selection, casting, and rehearsing procedures in working with dramatic scripts. Various styles in play production will be considered, including proscenium, arena, and thrust stage presentations. Prerequisites: 273 and 274 or permission of the instructor. (Offered 1970-71 and alternate years.)</td>
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<tr>
<td>373</td>
<td>CREATIVE DRAMATICS</td>
<td>Full course</td>
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<tr>
<td></td>
<td>This course is designed to introduce the student to the art of creative dramatics, dealing with the creative process and methods used in sharing this art with children. Valuable techniques are offered to those anticipating work with elementary children in church and public schools.</td>
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</tr>
<tr>
<td>374</td>
<td>INTRODUCTION TO CHILDREN'S THEATRE</td>
<td>Full course</td>
</tr>
<tr>
<td></td>
<td>The course is designed as an introductory course surveying the basic elements of children's theatre as dramatic productions presented both for and by children. It includes a study of the selection and steps used in planning, rehearsing, and presenting these plays.</td>
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<tr>
<td>474</td>
<td>HISTORY OF WORLD THEATRE</td>
<td>Full course</td>
</tr>
<tr>
<td></td>
<td>The course offers a study of the history and development of world theatre, including the physical playhouse and methods of production, from the Greek to contemporary theatre. The study is correlated with the dramatic literature of the great playwrights and its presentation to world audiences. (Offered 1969-70 and alternate years.)</td>
<td></td>
</tr>
<tr>
<td>481, 482</td>
<td>PROJECTS IN SPEECH AND DRAMA</td>
<td>Half courses</td>
</tr>
</tbody>
</table>
|             | The purpose of these courses is to provide major and second-field stu-
DIVISION TWO

NATURAL SCIENCES

BIOLOGY
CHEMISTRY
ENGINEERING
GEOLOGY
HOME ECONOMICS
MATHEMATICS
PHYSICAL EDUCATION
PHYSICS
DIVISION II NATURAL SCIENCES

Though science is perhaps best known as a servant of mankind, the Whitworth Natural Sciences Division places greatest emphasis on science as an adventure of the mind. To share in that adventure is to understand the thought processes of science, to appreciate how man’s understanding of the material world has grown, to see the frontiers still to be conquered, and to know that there are limits to what may be known through the scientific method. It is to this skeleton of insights that the various departments of the Natural Sciences Division add flesh and blood, so that the great ideas of science will not be mere abstractions but will be anchored to the real world in which men live.

BASIC SCIENCE MAJOR

In order to satisfy the requirements of many students who desire a broader education than that allowed by department majors, the major in basic sciences has been planned. This requires three full courses in each of the departments of Biology, Chemistry, and Physics with three additional upper division full courses in one of those fields. Modern language and mathematics are recommended in addition. A second field, if selected, must be chosen from some field other than Biology, Chemistry, and Physics.

INTERDISCIPLINARY COURSES

200 NATURAL SCIENCE

A course of topics in physical science structured about a theme of current interest. Although the particular theme will vary according to the contemporary scene, the course will, in all cases, draw together pertinent topics from the traditional fields of physics, chemistry, geology and/or astronomy and use them to illustrate the scientific method as an approach to understanding the natural world. Laboratory exercises and demonstrations are significant parts of the course. Not applicable to a science major or second field.

250 LIFE SCIENCE

See Biology 140 for description.

BIOLOGY

Stien, Fick, Gray, Hicks, Shoemake

The study of Biology within the framework of liberal arts education should provide an understanding of the historical, philosophical, and cultural implications of the ideas of biology as well as exposure to the terminology and techniques of professional biology. Whitworth biology curriculum is, therefore, designed to permit the student to explore the broad perspectives of biology while adequately preparing him for careers and advanced study in biology. A series of courses which emphasize the properties characteristic of all living systems at all levels of biological organization is common to all student programs. By the selection of certain additional courses, programs can be designed to prepare the student for graduate study in biology, for public school teaching, and for entrance into technical programs such as medicine, nursing, and medical technology. All courses are designed to be part of an intellectually meaningful sequence in which the major ideas of biology are explored parallel with their practical and vocational significance.

MAJOR REQUIREMENTS FOR BACHELOR OF ARTS

A major in biology will consist of a minimum of eight biology courses which should include 151 and 152, 231, or 232, 242 or 244, and 323 or 331. Additional courses in biology and supporting courses in chemistry, physics, and mathematics will be selected after consultation with departmental advisers.

MAJOR REQUIREMENTS FOR BACHELOR OF SCIENCE

A student may elect to complete a Bachelor of Science in biology. A minimum of nine courses will be required including 151 and 152, 231 or 232, 242 or 244, and 323 or 331. Three courses in chemistry and two in physics must be included.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY

The student spends three years at Whitworth and one year in an accredited school of technology. Upon successful completion of the four years the student receives a B.S. degree from Whitworth and is eligible to take a national registry examination for certification. The following courses are required: 151, 152, 200, 244, 300, and 323. Four chemistry courses and one mathematics course must be included. See Professional Studies.

REQUIREMENTS FOR PRE-MEDICAL STUDENTS

Recent data from the Association of American Medical Colleges indicates that the majority of students applying for entrance into medical school complete a major in biology. A pre-medical student may elect either the Bachelor of Arts or the Bachelor of Science program in biology, and with the selection of chemistry and physics courses recommended by the medical school of his choice will adequately meet the entrance requirements while acquiring the essential foundation in biology to pursue advanced study in an area which is essentially biological.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN NURSING

Whitworth College cooperates in an inter-institutional baccalaureate program in nursing. See Professional Studies for the full course of study.

BIOLOGY AS A SECOND FIELD

A student may elect Biology as a second area of concentration. A minimum of five courses will be required which will include 151 and 152. Additional courses will be selected after consultation with the Biology Department. Biology 107 may not be included.

BIOLOGY COURSES

GROUP I, REGULAR BIOLOGY COURSES

140 LIFE SCIENCE

A course designed to achieve appreciation and understanding of the nature of life and the interdependence of all its forms and to afford the opportunity to develop the scientific literacy prerequisite to intelligent decision-making in our modern technological society. Lecture, discussion, laboratory demonstration. Not applicable to a science major or second field.
151 BIOSCIENCE I: BIOLOGICAL UNIT  Full course
A physiological and ecological approach to basic biology emphasizing the unity of life processes (i.e., nutritive, reproductive, locomotor, and homeostatic mechanisms) at the molecular, cellular, organism, and population levels of biological organization. Lecture, laboratory.

152 BIOSCIENCE II: BIOLOGICAL DIVERSITY  Full course
A taxonomic and descriptive approach to basic biology emphasizing the diversity and success of evolutionary adaptations to a changing environment of the molecular, cellular, organism, and population levels of biological organization. Lecture, laboratory.

220 HUMAN ANATOMY  Full course
A systematic study of the structure of the human body. Lecture, Laboratory, Prerequisite Biol 151.

221 HUMAN PHYSIOLOGY  Full course
A study of the function of the major organ systems of the human body. Lecture, Laboratory, Prerequisite Biol 115, Chem 131.

231 BIOLOGY OF NON-VASCULAR PLANTS  Full course
A study of the structure, life cycles, evolutionary and ecological relationships and economic significance of algae, fungi and bryophytes. Lecture, laboratory, field study. Prerequisites: 151, 152.

232 BIOLOGY OF VASCULAR PLANTS  Full course
A study of the structure, life cycles, evolutionary relationships and fossil history of major groups of vascular plants. The taxonomic characteristics of important flowering plant families will be included. Lecture, laboratory, field study. Prerequisites: 151, 152.

244 COMPARATIVE BIOLOGY OF VERTEBRATES  Full course
A course emphasizing the comparative and phylogenetic aspects of structural, functional, and behavioral adaptations of major chordate groups. Lecture, laboratory, field study. Prerequisites: 151, 152.

245 BIOLOGY OF INVERTEBRATES  Full course
A phylogenetic study emphasizing the structural, functional, and behavioral adaptations of major invertebrate groups. Lecture, laboratory, field study. Prerequisites: 151, 152.

323 ANIMAL PHYSIOLOGY  Full course
A study of organism level homeostatic mechanisms in animals. Lecture, laboratory. Prerequisites: 151, 152, Chemistry 151.

331 PLANT PHYSIOLOGY  Full course
Problems of transport, metabolism, development, reproduction, control and adaptive mechanisms of plants. Lecture, laboratory. Prerequisites: 151, 152, Chemistry 151.

343 SYMBIOTIC BIOLOGY  Full course
A course emphasizing the development and maintenance of interspecific symbiotic associations and their biological and evolutionary consequences. Lecture, laboratory, field study. Prerequisites: 151, 152.

345 ENVIRONMENTAL BIOLOGY  Full course
A study of the structure and function of nature, including population dynamics and regulation, nutrient cycles, energy flow, species diversity, concepts of niche, community, and ecosystem, limiting factors, and the impact of man on his environment. Lecture, laboratory, field study. Prerequisites: 151, 152.

354 DEVELOPMENTAL BIOLOGY  Full course
A study of the development of form and function in organisms. Attention will be given to molecular, cellular, and environmental factors regulating developmental sequences. Lecture, laboratory. Prerequisites: 151, 152.

363 GENETICS AND EVOLUTIONARY BIOLOGY  Full course
A study of cellular and molecular genetic mechanisms modifying biological form and function and the relationship of hereditary variation and natural selection in evolutionary processes. Lecture, laboratory. Prerequisites: 151, 152.

400 RESEARCH  Half course
Student participation in laboratory research investigation. A written report of experimental results will be required. Prerequisite: Junior standing and permission of the department.

401 SEMINAR  Half course
Presentation and discussion of results of literature and laboratory investigations of biological phenomena. Prerequisite: Biology 151, 152.

412 BIOLOGY OF CELL  Full course
A study of modern concepts of cell ultrastructure and molecular aspects of cell function. Prerequisites: 151, 152, 323 or 331, Chemistry 121.

GROUP II, SPECIAL PROGRAM COURSES

107 HUMAN ANATOMY AND PHYSIOLOGY  Full course
A study of structure and function of major organ systems of interest to psychology and physical education students. Lecture, laboratory. Prerequisite: An introductory course in biology is recommended.

200 MICROBIOLOGY  Full course
The taxonomy, physiology, and pathological reactions of microorganisms. Sterile and pure culture techniques and the morphology and physiology of bacteria will be emphasized in the laboratory. Offered when needed for medical technology. Lecture, laboratory. Prerequisites: 151, 152.

300 HISTOLOGY  Full course
A microscopic study of cells and tissues of vertebrates, especially mammals. Offered when needed for medical technology. Lecture, laboratory. Prerequisites: 151, 152.

CHEMISTRY

Bocksch, Johnson, Johnston, Winniford

The objectives of this department are to inculcate a knowledge of the basic laws and theories of chemistry in such a way that the student will be able to use and apply them in his living, to give the student an understanding of the many applications of chemical principles in industry, and to awaken the student to the possibilities of further study in chemistry by giving him a glimpse of its unexplored fields.

The department of Chemistry offers a variety of courses which serve to provide the non-chemistry major with a sufficient chemical background to employ in his chosen area. Additionally, sequences of courses are prescribed which may lead to either a Bachelor of Arts or a Bachelor of Science degree in Chemistry. Of these degrees, the Bachelor of Arts is broader, providing a basic introduction to the various areas within the domain of chemistry, but allowing for a wide choice of electives in other fields. The Bachelor of Science degree permits an intensive study of chemistry and related sciences, and is ordinarily pursued by those desiring to prepare for a professional scientific career or for graduate study in chemistry. Because of
the large number of lower division courses required by chemistry degrees, a portion of the upper-division requirement may be waived in individual cases upon approval of the department chairman.

MAJOR REQUIREMENTS FOR BACHELOR OF ARTS

Seven chemistry courses, including Chemistry 151, 153, 261, 272, 371, and two additional elective chemistry courses. Also required are one course in calculus, and two courses in physics (preferably 151-153). The Department also recommends that the Bachelor of Arts student elect one course in Biology, and one course in Logic.

MAJOR REQUIREMENTS FOR BACHELOR OF SCIENCE

Nine courses in chemistry, including Chemistry 151, 153, 261, 263, 272, 371, 373, and two elective chemistry courses. Also required are two courses in calculus, and Physics 151 and 153. Additionally, three other science courses must be elected from the areas of Chemistry, Physics, Mathematics, Biology, and Geology. Students desiring to pursue graduate studies should elect sufficient foreign language courses to impart a scientific reading knowledge. Most graduate schools require that the foreign language be French, German or Russian. A course in Logic is also highly recommended.

MAJOR REQUIREMENTS FOR TEACHERS

The Bachelor of Arts degree outlined above will satisfy the major requirement for certification on the secondary level. However, since science teachers frequently are asked to teach courses outside of the major, additional coursework in Biology, Geology, Mathematics, and Languages is strongly recommended.

MAJOR REQUIREMENTS FOR PRE-MEDICAL STUDENTS

Since medical schools require significantly more chemistry than any other single subject, the election of the chemistry major permits pre-medical students to fulfill the medical school requirements with the greatest amount of remaining time for electives. Additionally, beginning the chemistry sequence in the freshman year permits taking the Medical College Admission Test after completion of the Organic Chemistry sequence but otherwise early enough to allow possible acceptance to medical school in the junior year. Of the chemistry courses required for the B.A. degree (see above), Chemistry 151, 153, and 261 would be required by all Northwest medical schools. Additionally, Chemistry 272, 371, and Calculus are recommended by all. In order to further prepare for medical school, the pre-medical student should also elect Chemistry 263, three Biology courses, two Physics courses, and any additional courses required by the particular medical school of his choice.

CHEMISTRY AS A SECOND FIELD

Students desiring competence in Chemistry as a second field are to elect the following: 151, 153, 261, 272, and one additional chemistry course.

CHEMISTRY COURSES

131 INTRODUCTORY BIOCHEMISTRY Full course

An introduction to organic and biochemistry especially designed for students of nursing, home economics, and other life-science students who wish only a brief introduction into these subject areas. This course familiarizes the student with the terminology of organic chemistry, but emphasizes the concepts of biological organic chemistry, the chemistry of natural and synthetic polymers, metabolism, and aspects of current interest in the field. The laboratory is designed to complement the lecture material and includes experiments on food testing, biochemical analysis, and experimental technique. Three lecture hours, one three-hour laboratory. Prerequisite: High school chemistry or permission of the instructor.

133 INTRODUCTORY GENERAL CHEMISTRY Full course

A survey of the basic principles of general and inorganic chemistry primarily for students of nursing, home economics, and others who wish only a brief introduction. The course emphasizes use of and interconversions within the measuring systems, the periodic laws of the elements, and nuclear and radiation chemistry. The laboratory is inte-
151 PRINCIPLES OF CHEMISTRY I
An up-to-date course in basic chemistry which emphasizes the principles of atomic and nuclear structure, the chemical bond, and periodicity, as well as the more traditional subjects dealing with chemical reactions, solutions, and gas laws. An introduction to quantum theory is incorporated into the course. The laboratory is designed to be the introductory experience into the college chemical laboratory; while dealing mainly with qualitative testing, the experiences are designed to avoid the routine or rote following of printed procedures, and emphasizes the use of theory and deductive reasoning for the solving of qualitative analytical problems. Both the common and the very rare elements are included in the required analyses. Three lecture hours, one three-hour laboratory. Prerequisite: high school chemistry and two years of high school mathematics, or permission.

153 PRINCIPLES OF CHEMISTRY II
A continuation of Chemistry 151 emphasizing quantitative aspects of modern chemistry. Equilibrium, solubility, and instability constants, etc. are used to solve chemical problems. An introduction to kinetic theory, electrode potentials, and oxidation-reduction theory is included. The laboratory is designed to accompany the lecture material and emphasizes the use of quantitative technique in the solving of chemical problems. Experiments requiring single-pan balances, accurate volumetric glassware, and simple instrumentation are assigned. The experiments are chosen to reinforce lecture material, the determination of rates of reaction, solubility product constants, etc. Three lecture hours, one three-hour laboratory. Prerequisite: 151.

261 ORGANIC CHEMISTRY I
A study of the present day concepts of structure, syntheses and reactions of aliphatic and aromatic organic compounds. Mechanisms of reaction and correlation of experimental data with theory are stressed. Laboratory work will feature the use of modern experimental techniques in the synthesis, isolation, characterization and reactions of organic compounds. Three lecture hours and one three-hour laboratory. Prerequisites: 151, 153.

263 ORGANIC CHEMISTRY II
A continuing study of organic compounds with greater emphasis on aromatic structure, polyfunctionality, and special topics such as molecular rearrangements, photochemistry, and the chemistry of natural products. Accompanying laboratory work features the more advanced techniques of organic synthesis and determination of structure. Three lecture hours and one three-hour laboratory. Prerequisite: 261. Recommended: 272.

272 MODERN ANALYTICAL PROBLEMS
The principles and practices of modern analytical chemistry are applied to the quantitative analysis of a variety of natural and industrial products likely to be encountered in the field of the student’s professional career. Materials of both organic and inorganic nature are included. Lectures and laboratory problems will stress sampling techniques and preparations, analytical separations, and the selection of appropriate stoichiometric procedures including instrumental methods where applicable. Three or four hours of lecture per week plus 20 to 30 laboratory hours for four weeks. Prerequisites: 151, 153, 261.

371 PHYSICAL CHEMISTRY I
Principles of modern physical chemistry emphasizing thermodynamics and its applications, plus kinetics. The course includes physical properties of gases, liquids, and solids, thermodynamic principles, chemical equilibria, phase equilibria, solution and colloid phenomena, kinetic theory, and chemical kinetics. This course is especially recommended for students intending to pursue graduate work in biochemistry or the medical sciences. Three lecture hours and one three-hour laboratory. Prerequisites: 151, 153, Physics 151 and 153, Mathematics 191 or approval of instructor.

373 PHYSICAL CHEMISTRY II
Topics in chemical physics, beginning with quantum theory and including the chemical bond, molecular structure, spectroscopy, statistical mechanics, quantum chemistry, the solid state and selected special topics. Three lecture hours and one three-hour laboratory. Prerequisites: 151, 153, Physics 151, 153, Mathematics 192, or approval of instructor.

382 PHYSICAL INSTRUMENTATION
The principles and practices of modern physical instrumentation emphasizing measurement of both physical and chemical quantities. An understanding of the operating principles of instruments as well as the techniques of measurement is stressed. The course begins with an introduction to practical electronics. The laboratory is integrated with the lecture material and employs a variety of electrical and optical methods, such as potentiometry, coulometry, polarography, infrared and ultraviolet spectroscopy. Five to ten hours of lecture per week, laboratory approximating 15 to 20 hours per week for four weeks. Prerequisites: 151, 153, 261, 272, 371.

481 MODERN INORGANIC CHEMISTRY
A study of contemporary topics and problems of inorganic chemistry including coordination chemistry, nonaqueous solvents, and reaction mechanisms. Current research aspects of inorganic chemistry are presented. Laboratory work is concerned with the synthesis, purification, and characterization of inorganic and organometallic compounds. Three lecture hours and one three-hour laboratory. Prerequisites: 151, 153, 261, 272, and 371, or instructor’s approval.

483 ADVANCED BIOCHEMISTRY
A study of the principles of biochemistry, including the chemistry of metabolism, the theories of modern biochemical analysis, and the use of modern organic mechanisms and structural concepts for the prediction and understanding of the biochemical reactions. The laboratory is integrated with the lecture and employs modern equipment for the separation and identification of biologically important compounds. Use of the respirometer, high speed centrifuge, and other devices is made. Three lecture hours and one three-hour laboratory. Prerequisites: 263 and one course in college biology, or permission. Recommended: Chemistry 371.

492 THEORY AND PRACTICE OF RESEARCH
An opportunity in creative thinking for students contemplating graduate work in chemistry or other professional programs. Group discussion sessions will stress methods of finding and developing a research project, the effective use of the literature of the field, and the development and presentation of oral and written reports. Laboratory experience will be gained by participation in the on-going researches of the staff or in an original problem proposed by the student. Four weeks with the opportunity of extending the project into the following term (Chemistry 494). Prerequisites: Junior standing, two years of chemistry, and permission of staff.

494 RESEARCH
A course allowing further work on a research project begun in the January term. Prerequisites: Chemistry 492 and permission.
**COMPUTER SCIENCE**

McCroskey

Computer Science is the art and science of representing and processing information with logical machines called automatic digital computers. It deals with such related problems as digital computer systems, suitable languages for representing processors and algorithms and methods of representing information by abstract symbols and manipulation these symbols. Whitworth College operates a developing computer science program as a service to all students of the college.

**COMPUTER SCIENCE COURSES**

235 INTRODUCTION TO COMPUTER SCIENCE  
Full course  
Study of digital computer programming and data processing in general. Use of machine, symbolic, and problem-oriented languages in programming scientific, non-scientific, and data processing problems. Presupposes certain amount of curiosity and logical ability.

311 COMPUTER ORGANIZATION  
Full course  
Study of the basic ideas of computer elements and logical design techniques and to the principles of computer systems organization (offered Fall 1970).

**ENGINEERING**

McCroskey

Instruction in engineering, including chemical, civil, electrical, mechanical, etc., is the application to specific problems of the principles and skills of mathematics, physics, chemistry, and other sciences. (See Engineering curriculum under Professional Studies.)

**ENGINEERING COURSES**

100 INTRODUCTION TO ENGINEERING  
Full course  
An overview of engineering with the objectives of helping the student to decide whether engineering is the best career for him and of increasing his motivation towards engineering. Organized in four parts: lectures by engineers from the field, slide rule and dimensional analysis, engineering measurement and practice, and problem analysis.

111 ENGINEERING GRAPHICS  
Full course  
Emphasis upon engineering geometry, multiview representation, basic descriptive geometry, and freehand sketching required for orderly graphical solution of engineering problems. Engineering design introduced through individual and group involvement in realistic design situations.

220 ENGINEERING MECHANICS I: STATICS  
Full course  
Study of equilibrium of bodies under the action of forces: force systems, equilibrium, structures, distributed forces, friction and virtual work. Prerequisites: 100, one term of calculus.

221 ENGINEERING MECHANICS II: DYNAMICS  
Full course  
Study of the motion of bodies: kinematics, equations of motion, work and energy methods, impulse and momentum methods. Prerequisites: 220.

**GEOLOGY**

Olson, Erickson

The geology program is aimed at two types of students — those who wish only an introduction to the field and those who will pursue some aspect of earth science in their vocation. For the first group, the goal is to create an observant and appreciative attitude toward the geologic processes and structures which each student observes in his home locality and in travel for business or pleasure. For the second group, the same goal exists but with the additional emphasis on a thorough grounding both in the branches of geology and in the related sciences of chemistry, physics, biology and mathematics.

Within the geology program there are four integrated curricula addressed to students with different interests. All will find the introductory courses in Physical and Historical Geology excellent for securing a broad outline of geology, and the general student may wish to stop at this point. Others will find the “second field program” meets their needs; in this category are elementary school teachers and those training for such business professions as economics and law. For students heading for secondary school science teaching, the major curriculum leading to a B.A. in geology gives excellent preparation. Finally the potential professional geologist will enter the program that culminates in the B.S. degree.

It should be emphasized that the B.S. program is in no sense terminal; that is, it is not designed so that the student may enter industry directly after graduation. The preparatory nature of the program is indicated by the great emphasis upon the basic sciences. Thus, the student should be well equipped to pursue further work towards the master’s or doctor’s degree.

**MAJOR REQUIREMENTS FOR THE BACHELOR OF ARTS**

Six full courses in geology plus six in supporting sciences are required. The geology courses are 131, 132, 150, 212, 222, and a summer field course. (This last is not offered by Whitworth College, but many universities offer summer programs which Whitworth students may attend.) Supporting courses include two in physics and one each in biology, chemistry, and mathematics, with a final science course to be selected in consultation with the student’s adviser.

**MAJOR REQUIREMENTS FOR THE BACHELOR OF SCIENCE**

Eight full courses in geology plus eight in supporting sciences are required. The geology courses are 131, 132, 212, 222, 300, 325, one elective, and a summer field course. (This last is not offered by Whitworth College but many universities offer summer programs which Whitworth students may attend.) Supporting courses include one in biology, two in chemistry, two in physics, and three in mathematics.

**GEOLOGY AS A SECOND FIELD**

Five geology courses constitute the second-field program: 131, 132, 150, 222 and either 212, a summer field course, or an acceptable geology elective.
GEOLOGY COURSES

131 PHYSICAL GEOLOGY Full course
A study of the composition and structure of the earth and the processes that continually change its appearance. A weekly two-hour laboratory concerns minerals, rocks, and maps as well as local field trips.

132 HISTORICAL GEOLOGY Full course
A course emphasizing earth and life history and how they are deciphered through sedimentary rock study. A weekly two-hour laboratory focuses on sedimentary rocks, fossils, and geologic maps as well as local field trips.

150 SPACE AGE ASTRONOMY Full course
An introductory course in astronomy. Topics include a survey of the history of astronomy, astronomical instruments, the solar system, meteorites, the Milky Way galaxy, the expanding universe, stellar and galactic evolution, cosmology, radio astronomy, quasars, space exploration, life on other planets.

222 ROCKS AND MINERALS Full course
A basic course considering the major families of rocks and minerals with emphasis on composition, properties, identification, occurrence, and economics. Introduction to crystallography and the petrographic microscope. One three-hour laboratory each week. Prerequisites: 131 and a college or high school course in chemistry. Offered fall of 1970 and alternate years.

314 STRUCTURAL GEOLOGY Full course
Large-scale and small-scale rock structures and their modes of origin. Response of rocks to crustal forces. Introduction to mapping techniques. One three-hour laboratory per week. Prerequisites: 131 and general physics. (Offered 1970-71 and alternate years).

322 THEORETICAL MINERALOGY AND PETROLOGY Full course
A course of advanced topics including crystal chemistry, rock genesis, thin-section examination, and special techniques of mineral identification and atomic structure determination. One three-hour laboratory per week. Prerequisites: 222 and one term of physical chemistry. (Offered on demand).

325 PHYSICS AND CHEMISTRY OF THE EARTH Full course
A comprehensive course surveying such areas as seismology, geomagnetism, gravity, terrestrial heat balance, chemistry and physics of the oceans and atmosphere, radiometric age determination, stable isotope variations, meteorites and cosmochemistry, and chemical element distribution among different parts of the earth. Prerequisites: One year of college chemistry and one year of college physics, one course in calculus or permission (Offered on demand).

400 SPECIAL READING Half course
Designed to broaden the student's knowledge in fields not covered by separate courses in the Whitworth geology curriculum, such as stratigraphy and sedimentation, glacial geology, economic geology, and petroleum geology. The reading of a standard text, in a selected field, periodic consultation with the department to report on progress and to discuss problems, and a test or a paper at the end of the term are required. Prerequisites: 131, 132, and 222.

480 RESEARCH Half course
Qualified junior and senior geology majors may select approved research projects of either field or a laboratory nature. By permission only.

HOME ECONOMICS

Rhodes, Sandvig
Training in Home Economics prepares a student for various professions. The graduate may enter the commercial world or several fields of educational work, including teaching Home Economics or being an elementary school teacher.

A student may work toward a Vocational Certificate during her fifth year of training at either the University of Washington or Washington State University.

A student may major in Home Economics with an emphasis in dietetics leading to a hospital internship. Those students follow a chemistry oriented program and plan this program with their adviser.

MAJOR REQUIREMENTS
A major in Home Economics includes the following courses: 104, 114, 131, 213, 220, 318, 360, 361, 362, 410, and 425. Also required are Chemistry 131 and either Biology 107 or Biology 200. Courses recommended for electives are Psychology 101, Sociology 371, and Economics.

HOME ECONOMICS AS A SECOND FIELD
Five courses are required: 114, 213, 300, 360, and 410.

HOME ECONOMICS COURSES

104 TEXTILES Full course
Identification and study of the characteristics of natural and man-made fibers and fabrics. New developments in fabrics and finishes. Emphasis on selection and care of household and clothing fabrics as related to their performance.

114 CLOTHING CONSTRUCTION Full course
Pattern and fabric selection; pattern alteration and fitting techniques. New construction techniques and methods with problems in use of present day fabrics. Emphasis on the choice of method and technique appropriate to various fabrics, styles, and fashions.

131 FOOD PREPARATION Full course
A study of the physical and chemical principles involved in the selection, care and preparation of foods; including laboratory experience, demonstrations, and lecture.

213 ART IN HOME FURNISHINGS Full course
Principles of good design applied to selection and arrangement of home furnishings. Practice in applying art principles to selection and creation of accessories and furnishings. Consumer problems and field trips.

220 THE HOUSE AND ITS EQUIPMENT Full course
An analysis of house planning; site selection, exterior design, floor plans, storage, heating, lighting, and selection of equipment.

300 FOOD PREPARATION AND MEAL MANAGEMENT (Non Majors) Full course
Basic principles of food preparation and meal management, including equipment selection, use and storage, and time utilization. Laboratory experience, demonstrations, and lectures.
HOME ECONOMICS

318 TAILORING Full course
Personalized fitting using a basic pattern. Construction of a lined and shaped garment in wool. Tailoring techniques applied to a coat or jacket. Prerequisite: 114 or permission.

360 FAMILY RELATIONS AND CHILD DEVELOPMENT Full course
Concepts in current issues affecting family life and individual members. The influence of values in preparation for marriage and in family life. Roles and interpersonal relationships examined against the various phases of the family life cycle. Study of the developmental behavior of the child from conception through the preschool years. Physical and psychological needs. Emphasis on the dynamics and influence of the family.

361 NUTRITION Full course
The chemistry and metabolism of the nutrients essential for good health; consideration of individual requirements at various ages and activity levels.

362 MEAL MANAGEMENT Full course
Principles of management related to the planning, preparation, and service of meals, including good utilization of time, money, and equipment. Laboratory experience and lectures. Prerequisite: 131 and 361 or permission.

410 HOME AND MONEY MANAGEMENT Full course
Theories and processes of management as applied to the use of a family's resources to reach their goals and realize their values. Research into the practical application of good techniques in decision making and in work simplification with present day homemaking. Effective money management of individual and family income. Basic understanding of consumer problems and protections, spending patterns, budgeting, banking, credit, insurance, saving, and sources of help for future situations.

MATHEMATICS

Carlson, Bartel,* Gage

*On leave 1969-70

The program in the Department of Mathematics is designed to meet the needs of students in the humanities, science, business and economics, and those who plan to teach on the elementary or secondary school level, and to prepare students for graduate study in mathematics.

The objectives which it hopes to achieve include the following:

1. To give the student an awareness of the role of mathematics in our society.

2. To enhance the student's ability in abstract and logical reasoning.

3. To develop an appreciation and understanding of FORM and STRUCTURE in mathematics.

4. To provide the computational and operational skills required in related areas of learning.

The panel for teacher preparation of the "Committee for the Undergraduate Program in Mathematics" appointed by the Mathematical Association of America recommends that every prospective teacher of elementary school mathematics should include in his preparatory program a minimum of 18 quarter hours of college-level mathematics.

MAJOR REQUIREMENTS FOR THE BACHELOR OF ARTS

The candidate will have an option of ten courses in mathematics and two in a related area or eight courses in mathematics and four courses in a related area. In each option the second area courses must be approved by the department chairman. The program must include a minimum of three courses in Calculus and Analytic Geometry, one course in Differential Equations, and courses selected from each of at least three areas: Algebra, Geometry, and Probability.

MAJOR REQUIREMENTS FOR THE BACHELOR OF SCIENCE

The candidate must complete a minimum of ten courses in mathematics above the level of Intermediate Algebra, College Algebra, or Trigonometry or their equivalents. The program also requires a minimum of two courses in a related area which courses must be approved by the department chairman.

It is strongly recommended that students who aspire to graduate study should acquire a reading knowledge of either French or German or both.

MATHEMATICS COURSES

104 INTERMEDIATE ALGEBRA Full course
This course is intended for all students who have had only one year of high school algebra and for those desiring more adequate preparation for college algebra and trigonometry. It includes study of sets, relations, functions, fundamental algebraic operations, factoring, fractions, exponents, radicals, linear equations, systems of equations, binomial theorem, and introduction to determinants. (Credit does not apply toward the major in mathematics.)

105 MATHEMATICS FOR BUSINESS ANALYSIS Full course
Designed particularly for elementary and junior high school teachers but appropriate for all students desiring to enrich their background in the meaning of our number systems, structure of arithmetic, algebra, and intuitive geometry. Subject matter includes mathematical systems, logic, sets, groups, axioms, deductive reasoning, the real number line, graphs, and related applications.

113 PLANE TRIGONOMETRY Half course
This is a systematic study of the trigonometric functions, equations identities and inverse functions. No credit shall be given to students who have taken trigonometry in a secondary school. This course is a prerequisite to Mathematics 191. Note: Students should take 113 and 116 simultaneously.
115 COLLEGE ALGEBRA  Half course  
Study of functions, coordinates, quadratic equations, systems of equations, exponents, logarithms, applications to mathematics of investment, probability and complex numbers. Note: Students should take 111 and 113 simultaneously.

191, 192, 193 CALCULUS WITH ANALYTIC GEOMETRY  Full courses  
A unified approach to the study of analytic geometry and the calculus with emphasis upon the concepts of constant, variable, relation, function, coordinate systems, differentiation, antiderivative, summations, the definite integral, logarithmic and exponential functions, parametric equations, vector analysis, partial differentiation, multiple variable calculus and elementary differential equations. Prerequisite: 117.

221 THEORY OF ARITHMETIC  Full course  
The basic concepts of mathematics will be considered in the present day usage in arithmetic, algebra, and geometry. New topics, vocabulary, and symbolism will be covered. Number systems will be developed historically. Consideration will be given to the historical background. Emphasis will be placed on those areas necessary to teach mathematics in the elementary and junior high schools. This course is a prerequisite to Education 421, Arithmetic in the Elementary School, a required course in Education for elementary teaching. It is intended for the prospective teacher on the elementary and junior high level. This course does not apply toward the Science Requirements for Graduation except for candidates for elementary teaching certificates.

262 DIFFERENTIAL EQUATIONS  Full course  
A one term course including ordinary and partial differential equations with the greater emphasis on the former. Included are special methods of solving differential equations, Laplace Transforms, and the infinite series. The course will include some applications to geometry and the physical sciences.

300 ELEMENTARY MATRIX ALGEBRA  Full course  
Introduction to algebra of matrices, determinants, inverse of a matrix, rank, equivalence, linear equations and dependence, vector spaces and linear transformations.

323 INTERMEDIATE ANALYSIS  Full course  
A course in calculus bridging the gap between elementary calculus and the more abstract advanced calculus. The course provides experience in precise proofs of theorems in analysis and develops in a more profound way the concepts treated more informally in the earlier study of calculus.

334 ELEMENTARY PROBABILITY AND STATISTICS  Full course  
An introduction to the study of the mathematics of probability and the application of probability to the study of statistics.

344 SELECTIONS FROM MODERN ABSTRACT ALGEBRA  Full course  
An intermediate course in modern algebra intended to bridge the gap between elementary college algebra and the more formal modern abstract algebra. Includes a study of modular number systems, linear systems, groups, fields, rings, ideals, and related concepts.

355 MODERN GEOMETRY  Full course  
Sets and propositions, postulational systems, affine geometry, euclidean and non-euclidean geometry. The course will include some study of projective geometry. An essential course for all high school mathematics teachers.

361 LINEAR ALGEBRA  Full course  
A systematic study of linear algebra including the concepts of sets, mathematical systems, groups, fields, vector spaces, linear transformations, determinants, matrices, with application to geometry of two, three, and n dimensions.

362 THEORY OF NUMBERS  Full course  
Development of the number system, divisibility, congruences, diophantine equations, continued fractions, and related topics.

363, 364 INTRODUCTION TO MODERN ABSTRACT ALGEBRA  Full courses  
These courses are designed to acquaint the student with the more formal and abstract concepts of sets, groups, fields, rings, matrices, linear transformations and mapping, quadratic forms, and vector spaces, with applications.

415, 416 ADVANCED CALCULUS  Full courses  
These courses include general theorems of partial differentiations, implicit-function theorems, transformations, mappings, vector and vector fields, multiple integrals, curves, surfaces, line and surface integral, theory of integration, power series, complex functions, Fourier series and integrals.

HEALTH, PHYSICAL EDUCATION, ATHLETICS, AND RECREATION

Cutter, Marks, Merkel, Pelluer, Riemcke, Robbins.

The physical education department by means of activity courses, intramural sports, intercollegiate athletics, and informal recreational opportunities seeks to provide the individual student with experiences which will contribute to his physical, social, mental and emotional development. Through theory and activity courses the department provides a program of preparation for careers in physical education, athletic coaching and recreation leadership.

MAJOR REQUIREMENTS

Eight courses are required for a major in addition to the four activity courses required for graduation. Men majors must take 235, 236, 237, 238, 270 305, 310, 320, 380, and Biology 107. Those planning to teach physical education in secondary schools must include 360 and two courses from the following: 301, 302, 303, and 304. Recommended course: Home Economics 361.

Women majors are required to take 230, 231, 232, 233, 270, 305, 310, 320, 352, 363, and Biology 107. Those planning to teach must include 361.

Aquatics is required for majors lacking in swimming proficiency.

PHYSICAL EDUCATION AS A SECOND FIELD

For a second field the equivalent of five full courses is required. Men must include 270 and 310. Women must take two professional activities classes, 270, 310, 352 and 353. Recommended courses for women: Biology 107 and Home Economics 361. Aquatics is required for both men and women lacking in swimming proficiency.

RECREATION AS A SECOND FIELD

Five courses are required, including 355 and 354 or 356.

PHYSICAL EDUCATION ACTIVITY COURSES

101 VARSITY BASEBALL (MEN)  Quarter course
HEALTH, PHYSICAL EDUCATION, ATHLETICS, AND RECREATION

102 VARSITY BASKETBALL (MEN AND WOMEN) Quarter course
103 VARSITY FOOTBALL (MEN) Quarter course
104 VARSITY GOLF (MEN) Quarter course
105 VARSITY TENNIS (MEN AND WOMEN) Quarter course
106 VARSITY TRACK & FIELD (MEN) Quarter course
107 VARSITY AQUATICS (MEN) Quarter course
108 VARSITY WRESTLING (MEN) Quarter course
109 VARSITY CROSS COUNTRY (MEN) Quarter course
110 VARSITY VOLLEYBALL (WOMEN) Quarter course
111 AQUATICS (BEGINNING, INTERMEDIATE, ADVANCED, LIFE SAVING) MEN AND WOMEN Quarter course
112 ARCHERY (CO-ED) Quarter course
113 BASKETBALL AND SOFTBALL (MEN AND WOMEN) Quarter course
114 BODY MECHANICS (WOMEN) Quarter course
115 BOWLING (CO-ED) Special Fee Quarter course
116 MODERN DANCE (WOMEN) Quarter course
117 FIELD SPORTS AND VOLLEYBALL (MEN AND WOMEN) Quarter course
118 FOLK DANCE (CO-ED) Quarter course
120 SKIING (BEGINNING, INTERMEDIATE), CO-ED Special Fee Quarter course
122 TENNIS (MEN, WOMEN AND COED) Quarter course
123 TUMBLING AND APPARATUS (MEN AND WOMEN) Quarter course
124 WEIGHT TRAINING (MEN) Quarter course
125 GOLF (CO-ED) Quarter course
126 BODY CONDITIONING (MEN AND WOMEN) Quarter course
127 CIRCUIT TRAINING (MEN) Quarter course
128 WRESTLING (MEN) Quarter course
129 BADMINTON (CO-ED) Quarter course

THEORY COURSES

230, 231, 232, 233 PROFESSIONAL ACTIVITIES (WOMEN—MAJORS AND SECOND FIELD) Half course
Basic and advanced skills of physical education and rhythmic activities.

235, 236, 237, 238 PROFESSIONAL ACTIVITIES (MEN—MAJORS AND SECOND FIELD) Half course
Basic skills, knowledge and strategies of games and sports used in school physical education programs.

270 FIRST AID Half course
Study of first aid and safety procedures. Standard and advanced American Red Cross certificates are awarded to those who qualify.

305 SCOPE, HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION Full course
A historical survey of physical education from ancient to modern times with emphasis on the basic principles of modern physical education and their relationship to present day programs.

310 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION Full course
Administrative policies concerned with program, facilities, equipment and public relations in physical education.

320 KINESIOLOGY Full course
Analysis of joint and muscular action in relation to movement; application of the basic principles of mechanics to efficiency of performance in physical education activities. Prerequisite: Biology 107.

326 PHYSIOLOGY OF MUSCULAR ACTIVITY Full course
Physiological effects of muscular exercise on the body. Training and its relation to endurance, strength and athletic performance. Prerequisite: Biology 107.

345 METHODS OF TEACHING ELEMENTARY PHYSICAL EDUCATION Half course
Methods and materials for teaching group games, relays, stunts, and lead-up games for elementary schools including experience in presenting these activities.

352 THEORY, PRACTICE, AND OFFICIATING TEAM SPORTS FOR WOMEN Full course
A study of the methods and materials used in teaching and officiating basketball, hockey, soccer, softball, speedball, and volleyball in the secondary schools.

353 THEORY, PRACTICE, AND OFFICIATING INDIVIDUAL AND DUAL SPORTS FOR WOMEN Full course
A study of the methods and materials used in teaching and officiating individual and dual sports.

361 MATERIALS AND METHODS IN HEALTH EDUCATION Full course
Methods and materials used in conducting an integrated program of health in the public schools.

380 ATHLETIC TRAINING (MEN) Half course
A study of the types and causes of injuries incurred while participating in athletic sports; prevention and care.

381 THEORY AND PRACTICE OF FOOTBALL AND WRESTLING (MEN) Full course
Fundamentals of football and wrestling, theory and practice. (Offered 1970-71 and alternate years.)

382 THEORY AND PRACTICE OF BASKETBALL AND GYMNASTICS (MEN) Full course
Fundamentals of basketball and gymnastics, theory and practice. (Offered 1971-72 and alternate years.)

383 THEORY AND PRACTICE OF BASEBALL AND TENNIS (MEN) Full course
Fundamentals of baseball and tennis, theory and practice. (Offered 1971-72 and alternate years.)

270 FIRST AID Half course
Study of first aid and safety procedures. Standard and advanced American Red Cross certificates are awarded to those who qualify.

305 SCOPE, HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION Full course
A historical survey of physical education from ancient to modern times with emphasis on the basic principles of modern physical education and their relationship to present day programs.

310 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION Full course
Administrative policies concerned with program, facilities, equipment and public relations in physical education.

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Analysis of joint and muscular action in relation to movement; application of the basic principles of mechanics to efficiency of performance in physical education activities. Prerequisite: Biology 107.

326 PHYSIOLOGY OF MUSCULAR ACTIVITY Full course
Physiological effects of muscular exercise on the body. Training and its relation to endurance, strength and athletic performance. Prerequisite: Biology 107.

345 METHODS OF TEACHING ELEMENTARY PHYSICAL EDUCATION Half course
Methods and materials for teaching group games, relays, stunts, and lead-up games for elementary schools including experience in presenting these activities.

352 THEORY, PRACTICE, AND OFFICIATING TEAM SPORTS FOR WOMEN Full course
A study of the methods and materials used in teaching and officiating basketball, hockey, soccer, softball, speedball, and volleyball in the secondary schools.

353 THEORY, PRACTICE, AND OFFICIATING INDIVIDUAL AND DUAL SPORTS FOR WOMEN Full course
A study of the methods and materials used in teaching and officiating individual and dual sports.

361 MATERIALS AND METHODS IN HEALTH EDUCATION Full course
Methods and materials used in conducting an integrated program of health in the public schools.

380 ATHLETIC TRAINING (MEN) Half course
A study of the types and causes of injuries incurred while participating in athletic sports; prevention and care.

381 THEORY AND PRACTICE OF FOOTBALL AND WRESTLING (MEN) Full course
Fundamentals of football and wrestling, theory and practice. (Offered 1970-71 and alternate years.)

382 THEORY AND PRACTICE OF BASKETBALL AND GYMNASTICS (MEN) Full course
Fundamentals of basketball and gymnastics, theory and practice. (Offered 1971-72 and alternate years.)

383 THEORY AND PRACTICE OF BASEBALL AND TENNIS (MEN) Full course
Fundamentals of baseball and tennis, theory and practice. (Offered 1971-72 and alternate years.)
384 THEORY AND PRACTICE OF TRACK AND CROSS COUNTRY (MEN) Full course
Fundamentals of track and field and cross country theory and practice. (Offered 1970-71 and alternate years.)

400 MEASUREMENTS AND EVALUATION Full course
Application of measurement to physical education; selection, administration, and interpretation of knowledge and performance tests. (Offered 1970-71 and alternate years.)

420 ORGANIZATION AND ADMINISTRATION OF INTRAMURAL AND INTER-SCHOLASTIC SPORTS (MEN) Full course
Policies and procedures used in conducting intramural and interscholastic athletics with emphasis on secondary school programs. (Offered 1970-71 and alternate years.)

430 SPORT AND SOCIETY Full course
A study of the inter-relationships of sports and physical recreation with other aspects of culture with an emphasis on the role of sports in American culture.

486 READINGS IN PHYSICAL EDUCATION Half to full course

RECREATION COURSES

354 COMMUNITY RECREATION AND RECREATION FIELD WORK Full course
A survey of the recreation programs of private, semi-private, and public agencies within the community, including supervised field work in camps, churches, playgrounds, recreation centers, and other social agencies.

355 RECREATION LEADERSHIP Full course
Methods and practice in selecting and conducting programs of recreation for all age groups in church, school, and community settings. (Offered 1971-72 and alternate years.)

356 CAMP LEADERSHIP Full course
Practical and theoretical aspects of leadership in camp situation with relation to counseling and directing of camp programs. (Offered 1970-71 and alternate years.)

PHYSICS
Erickson, Olson, Thayer
Physics is concerned with the fundamental principles underlying all natural phenomena and is therefore basic to all the natural sciences. The physics curriculum acquaints students with the physical universe, introduces them to the concepts and theories which are now of importance in science, and provides opportunity for personal experimental investigations.

The program in the Physics Department is planned to meet the needs not only of those students having professional aims in science, but also of those whose main interests are in other disciplines. The physics major program provides sound preparation for graduate work in physics and related fields, such as engineering, astronomy, geophysics, etc., or for the teaching of science on the secondary or elementary school level. For the general student, physics courses are designed to lead to a fuller awareness and understanding of our technological culture and to serve as an important part of a liberal education.
General Physics 151, 153 (or Introductory Physics 121, 123) and General Physics 251 are the minimum preparation for those intending to do advanced work in any area of science.

**MAJOR REQUIREMENTS FOR BACHELOR OF ARTS**

Eight physics courses including 151, 153 (or 121 and 123), 251, 353, 363, and 451. Also required are Mathematics 192 and 193 and Chemistry 151.

**MAJOR REQUIREMENTS FOR BACHELOR OF SCIENCE**

Physics 151, 153 (or 121 and 123), 251, 353, 361, 363, 451, 463, 461, and 472. Also required are Mathematics 191, 192, 193, and 262 and Chemistry 151 and 153.

**PHYSICS AS A SECOND FIELD**

Students electing physics as a second field must take a minimum of five courses including 151, 153 (or 121 and 123), 251 and 353.

**PHYSICS COURSES**

### 121 INTRODUCTORY PHYSICS I

An introduction to the principles and phenomena of mechanics, heat, and sound. Calculus not required. Three lectures and one laboratory per week. Prerequisites: Mathematics 117 or permission.

### 123 INTRODUCTORY PHYSICS II

A continuation of Physics 121 covering the principles and phenomena of light, electricity, and modern physics. Three lectures and one laboratory per week. Prerequisite: 121.

### 142 BASIC PHYSICS LABORATORY

A laboratory course designed to supplement introductory and General Physics. Selected experiments in mechanics, heat, sound, light, and electricity. Four hours in the laboratory each day. Prerequisites: 121 or 151 or permission.

### 151 GENERAL PHYSICS I

A foundation course covering the principles and phenomena of mechanics, heat, and sound for science students and engineers. Three lectures and one laboratory per week. Prerequisites: High school physics or equivalent; Mathematics 191 (may be taken concurrently).

### 153 GENERAL PHYSICS II

A continuation of Physics 151 covering light, electricity, and modern physics. Three lectures and one laboratory per week. Prerequisite: 151.

### 251 GENERAL PHYSICS III

An intermediate level course for physics majors and other pre-professional science students. Selected topics from the field of general physics are treated in greater detail and more rigorously than in General Physics I and II. Three lectures and one laboratory per week. Prerequisites: 123 or 153 and Mathematics 192 (may be taken concurrently).

### 353 ATOMIC PHYSICS

An introduction to the theory of atomic structure, spectroscopy, elementary quantum mechanics, and relativity with correlated laboratory experiments. Three lectures and one laboratory per week. Prerequisite: 251 or permission.

### 361 NUCLEAR PHYSICS

An introduction to the theory of nuclear structure, radioactive, nuclear reactions, radiation absorption, and high energy physics. Laboratory experiments emphasize radiation detection and measurement and data interpretation. Three lectures and one laboratory per week. Prerequisite: 353.

### 363 THERMODYNAMICS

A study of thermodynamic principles and their applications. Included are the thermodynamic laws and functions, kinetic theory, phase transitions, low temperature physics and elementary statistical mechanics. Experimental work is done with thermometry, calorimetry, and low and high temperature phenomena. Three lectures and one laboratory per week. Prerequisite: 251

### 371 OPTICS

A study of the nature of light and the principles of geometrical and physical optics with application to photometry and optical instruments. Three lectures and one laboratory per week. Prerequisite: 251.

### 373 ELECTRONICS

A study of the physical principles applying to the operation of electron tubes and solid state devices and applications to basic circuits. Three lectures and one laboratory per week. Prerequisites: 251 and Mathematics 262.

### 451 ELECTRICITY AND MAGNETISM I

A study of the theory of electrical and magnetic fields, steady and alternating currents, and electromagnetic induction. The laboratory work emphasizes the methods and instruments used to measure electrical and magnetic and related quantities. Three lectures and one laboratory per week. Prerequisites: 251 and Mathematics 262.

### 453 ELECTRICITY AND MAGNETISM II

A continuation of Physics 451 including Maxwell's equations and electromagnetic waves and advanced experiments in electrical and magnetic phenomena. Three lectures and one laboratory per week. Prerequisite: 451.

### 461 THEORETICAL MECHANICS

A study of the Newtonian mechanics of particles and rigid bodies with an introduction to the Lagrangian and Hamiltonian formulations and applications to complex systems. Four lectures, or three lectures and one laboratory, per week. Prerequisites: 251 and Mathematics 262.

### 471, 473 EXPERIMENTAL PHYSICS

Projects in experimental physics are selected and supervised investigations are conducted by individual students on an advanced level. Prerequisite: junior or senior standing in the physics major and permission.

### 493 PHYSICAL SCIENCE SEMINAR

Reports and discussion of current developments in physics and applications to astronomy, biology, chemistry, and geology. Prerequisite: junior or senior standing in a natural science major and permission.
DIVISION THREE

SOCIAL SCIENCES

BUSINESS AND ECONOMICS
BUSINESS EDUCATION
HISTORY
JOURNALISM
POLITICAL SCIENCE
PSYCHOLOGY
SOCIOLOGY

70
71 CATALOGUE
DIVISION II SOCIAL SCIENCES

The social Science Division provides an understanding and appreciation of human relationships and social problems. It makes available a broad, liberal background for later professional study and furnishes the basis for informed and responsible citizenship.

SOCIAL SCIENCE MAJOR

Twelve courses are required, five of which must be upper-division. At least five courses must be taken in each of two fields chosen from economics, history, political science, psychology, and sociology. The remaining two may be taken from social sciences other than the two chosen for concentration. One course in statistics may be included in any combination except that of history and political science.

ECONOMICS AND BUSINESS MANAGEMENT, BUSINESS EDUCATION

Dixon, Evans, Gill, Weber

The objectives of this department are integrated with the primary objectives of the College. The central goal is to prepare students for life in its fullest sense. A broad liberal arts education is stressed which includes the basic tenets and teachings of our Christian faith. Built on this foundation are a series of theory and orientation courses to provide a basic understanding of our economic system and its primary institutions.

For the student preparing for graduate work in economics or business, selected courses are provided which will equip him for his graduate study.

The student wishing to enter the business world upon graduation will find that the curriculum in business is designed to provide a broad background and enough specialization to make the transition to the business world an easy one.

Specialized training is provided for students who wish to teach business subjects on the secondary level.

MAJOR REQUIREMENTS FOR ECONOMICS

Nine courses are required for a major. They are: 130, 131, 201, 202, 240, 301, 309, 415, and 465. Four additional courses are required which are taught in other departments: History 351, Engineering 235, Mathematics 105, and Psychology 325.

MAJOR REQUIREMENTS FOR BUSINESS MANAGEMENT

Ten courses are required for a major. They are: 130, 131, 201, 202, 238, 240, 332, 357, 374, and 376. Three courses are required which are taught in other departments: Engineering 235, Mathematics 105, and Psychology 325.

MAJOR REQUIREMENTS FOR BUSINESS EDUCATION

The equivalent of nine full courses is required, including typing, shorthand, Business Education 236 and 363, and Economics and Business 130, 131, 201, and 202. If satisfactory preparation has been made in Business Education 101, 102, 105 and 106, these courses are waived and the student chooses second-year courses.

ECONOMICS AND BUSINESS COURSES

130 BASIC ACCOUNTING Full course
A study of the fundamental processes of accounting applied to services and merchandising proprietorships. An introduction to analyzing, classifying and recording business transactions, and preparation of financial summaries and statements.

131 BASIC ACCOUNTING Full course

201, 202 PRINCIPLES OF ECONOMICS Full courses
A foundation for future study in economics and business is provided. Topics covered include: general nature of our economy, determination of national income levels, our money and banking system, monetary and fiscal policies, theory of the firm, and distribution of income. Emphasis is placed on the application of economic theory to current national problems.

203 ECONOMICS Full course
A one-semester course for non-majors. An orientation to our economic system is presented so that a person can understand the economic issues of our day and vote intelligently on related questions.

238 MARKETING, ADVERTISING AND SALESMANSHIP Full course
A basic course dealing with the methods, policies, and institutions involved in the distribution of goods from the producer to the consumer. The marketing activities of manufacturers, wholesalers, and retailers are studied. Methods for improving efficiency and lowering distribution costs are examined. The area of sales promotion through advertising and salesmanship is given special attention.

240 BUSINESS LAW Full course
A consideration of the laws affecting business transactions. Subjects covered include an introduction to law, contract law, the creation and operation of agencies, the nature of sales, and the law of sales.

301 MONEY AND BANKING Full course
A study of the nature, functions, and regulations of money and credit. The financial institutions which control domestic and international monetary policy are reviewed carefully. Prerequisites: 130, 131, and 201.

309 INTERMEDIATE ECONOMIC ANALYSIS Full course
A microeconomics course providing a summary of contemporary economic theory at a level intermediate between the beginning principles course and graduate work in economic theory. The emphasis is upon value and distribution theory. Prerequisites: 201 and 202.

332 COST ACCOUNTING Full course
This course spotlights the modern managerial emphasis of accounting for planning and control. The student is required to analyze accounting data to distinguish the important from the unimportant. Topics covered are those that jar the student and spur his curiosity. They include: cost behavior and volume-profit relationships; responsibility accounting; standard costs; flexible budgets; and relevant costs for non-routine decisions. Prerequisites: 130 and 131 or permission.

334 INTERMEDIATE ACCOUNTING Full course
An in-depth study of modern accounting theory and practice. The
course emphasizes the analysis underlying the determination of income and asset evaluation. Interpretation of accounting data for managerial purposes is stressed. Prerequisites: 130 and 131 or permission. (Offered in 1970-71 and alternate years.)

351 ECONOMIC HISTORY OF THE UNITED STATES  Full course
For course description, See History 351.

357 FINANCIAL MANAGEMENT  Full course
A study of the problems encountered in maintaining good financial health in business enterprises. Emphasis is placed on the tools of financial analysis, and on the decision-making process of top financial executives. Both internal and external sources of funds are examined, with concentration of debt and equity issues as external sources of funds. Prerequisite: 130.

374 MANAGEMENT THEORY  Full course
A general study of the principles and techniques of management. Topics covered include the fundamental functions performed by any manager and concepts governing the management of human relations. Prerequisites: Psychology 101 and Sociology 111.

376 PRINCIPLES OF PRODUCTION AND MANAGEMENT SYSTEMS  Full course
A study of the problems of industry in the production of tangible products, including problems of plant design, location, equipment, design of product, quality control, work standards and incentives, cost control, wage planning, production planning and employee training. Special attention is given the tools of modern management, including operations research, computer adaptations, and other analytical methods.

415 MACROECONOMICS  Full course
A detailed analysis of our national income accounts and the factors governing them. Emphasis is placed on understanding and formulating fiscal policy. Prerequisite: 301.

465 HISTORY OF ECONOMIC DOCTRINES  Full course
A study of the lives and ideas of the great economic thinkers. The review begins with the contributions of writers of the pre-Christian era and continues chronologically to the present time.

491 INDIVIDUAL CONFERENCE AND RESEARCH  Half or Full course
Individual study and seminar discussions.

BUSINESS EDUCATION COURSES

101 ELEMENTARY TYPEWRITING  Half course
Fundamentals of typewriting, including technique of stroking, rhythm, accuracy, arrangement of work, acquaintance with the various parts of the typewriter and how to use them. Laboratory course. Assumes no previous knowledge of typewriting.

102 ELEMENTARY TYPEWRITING  Half course
Continuation of Typewriting 101 with special emphasis on business letters, office records, etc.; and development of speed accuracy. Laboratory course. Prerequisite: Knowledge of parts of machine, keyboard, and ability to type 30 words a minute.

105 ELEMENTARY SHORTHAND  Full course
Beginning course in Gregg shorthand. Completion of the manual and development of speed in writing practiced material from dictation.

106 ELEMENTARY SHORTHAND  Full course
Continuation of 105. Assumes the ability to take practiced material from dictation. Introduces new material and develops increased speed in writing from dictation. Introduces and develops skill in transcription. Prerequisite: ability to type.

203, 204 ADVANCED TYPEWRITING  Half courses
Further development of speed and accuracy; tabulation, arrangement of business forms and letters. Introduces student to work in different types of businesses. Laboratory course.

207 ADVANCED SHORTHAND  Full course
Continuation of 106 with special emphasis on the development of speed and transcription skill.

236 BUSINESS COMMUNICATIONS  Full course
Business letters in their various forms. A course to give training in business methods as applied to office correspondence and report writing. All outside assignments must be typed. Prerequisite: Core 100.

240 SECRETARIAL WORK  Full course
Filing, indexing, handling of mail, office appointments, telephone, modern office methods, duties of stenographic and allied departments, secretarial ethics, etc. Prerequisite: ability to type.

363 BUSINESS MACHINES  Full course
A laboratory course which gives training in the use of various office machines, such as adding machine, calculator, comptometer. Prerequisite: ability to type. Limited class enrollment.

365 METHODS IN TEACHING BUSINESS SUBJECTS  Full course
A course designed to prepare students interested in teaching business subjects in the secondary school. Special methods used in the teaching skill subjects are given, the literature of the field is studied and available sources of material presented.

GEOGRAPHY

285 GLOBAL GEOGRAPHY  Full course
A general survey course on world geography: Identification of type regions, map orientation, and relationship of man to his environment will receive emphasis. Intended to provide students in the social sciences with the essential geographic understandings needed by major and minors in the various social science fields.

HISTORY

Cunningham, Duvall, Lewis, Mills, Barber

This department is concerned with the task of presenting factual matter in a clear and comprehensive manner and teaching the student how to relate the facts of past history to the problems of the present and the future. It also shows the close connection between history and political science in the study of political institutions. A further objective is to prepare the student for continued research.

MAJOR REQUIREMENTS

Two options are open to those electing history as a major field. A student may take twelve history courses or eight courses in history and five courses in a second, related field. It is expected that the following courses will be taken by all who elect history as a major field: 131, 132, 201, and 202.
HISTORY

HISTORY AS A SECOND FIELD
It is expected that the student who elects history as a second field will take a broad selection of courses. Among these should be American History and History of Civilization.

HISTORY COURSES

131 AMERICAN HISTORY TO 1865 Full course
A general course dealing with the development of the United States, including the European background, the colonial era, the struggle for independence, the development of national life and institutions, and the growth of sectionalism culminating in the Civil War.

132 AMERICAN HISTORY SINCE 1865 Full course
This course is a continuation of History 131. Special attention will be given to America's recovery from the Civil War, the development of twentieth century life, and America's role in the community of nations.

150 WORLD MILITARY HISTORY Full course
See course description under Military Science.

201 HISTORY OF CIVILIZATION TO ABOUT 1650 Full course
A survey of world history from the dawn of history to the middle of the seventeenth century. This course includes a survey of pre-literary times, the ancient East, the classical and medieval periods in the West, and the beginnings of European domination of the world in the early modern period.

202 HISTORY OF CIVILIZATION SINCE ABOUT 1650 Full course
A continuation of History 201, surveying world history from the middle of the seventeenth century to the present time. Emphasis is placed upon the continuity of history and the relation which the past bears to contemporary civilization.

323 DEVELOPMENT OF THE COMMUNIST WORLD Full course
A study of the theory of Communism, the structure of the governments of various communist states, its culture and its history.

325 LATIN AMERICA Full course
A study of the earliest civilizations of Latin America; the discovery and colonization by Europeans; the Wars for Independence; and the political, social, economic and cultural developments, and international relations of the Latin American nations during the nineteenth and twentieth centuries. Emphasis is placed on the relations of Latin America with the United States.

347 HISTORY AND INFLUENCE OF COMMUNICATIONSF ull course
See course description under Journalism Department.

351 ECONOMIC HISTORY OF THE UNITED STATES Full course
The development of the American economy is studied from its European background to the present time. Economic growth, and the relations of the American economy to the other aspects of American life and to the other economies of the world are emphasized.

357 RECENT AMERICAN HISTORY Full course
A study of American history since 1900. It is the purpose of this course to interpret America in this century in such a way that the student can better understand his own times and America's role in today's changing world (Offered in 1970-71 and alternate years.)

365 RUSSIAN HISTORY Full course
A survey of Russian history from earliest times to the present. Special emphasis will be given to the development of the Russian national state, the Revolution, and the U.S.S.R. in the world community. (Offered 1969-70 and alternate years.)

374 THE RENAISSANCE AND REFORMATION Full course
A study of the major economic, social, political, and cultural changes in western Europe from about 1300-1600 A.D. The emphasis is upon artistic, literary, philosophic and scientific developments and the dominant personalities of that time.

385 HUMAN RIGHTS AND THE LAW Full course
See course description under Journalism Department.

400 CONTEMPORARY EUROPE Full course
This course is designed to give the student an understanding of the forces, men, and events that have shaped Europe's destiny in this century. Special attention will be given to recent happenings in Europe and the threat of Communism.

425 THE FAR EASTERN WORLD Full course
A study of the contemporary history of the Far East as well as its people, movements, politics and culture.

475 EARLY AMERICAN HISTORY Full course
An intensive study of America from the days of colonization to the year 1783. Special attention will be given to an analysis of colonial life and culture as well as the background that brought about the Revolutionary War. (Offered in 1970-71 and alternate years.)

477 THE WEST IN AMERICAN HISTORY Full course
A study of the West as a geographical section and as a legendary symbol in the development of the United States from colonial beginnings to the present time. The significance of the frontier and the development of the Pacific Northwest are emphasized.

480 THE CIVIL WAR Full course
A study of the forces which caused secession. This will include the social, political, economic, religious and philosophical issues of both the North and the South. A study of the military action will also be made. (Offered in 1970-71 and alternate years.)

486 HISTORY AND GOVERNMENT OF THE PACIFIC NORTHWEST Half course
Historical, geographical, and political study of the Pacific Northwest; study of Washington state school laws. Fulfills requirement for certification. Acceptable credit for major in history and social sciences.

491 INDIVIDUAL CONFERENCE AND RESEARCH Half or full course
Students are allowed to follow their own particular interests in history under guidance and will be held for detailed reports of their research. Review will be made of the various techniques and methods in research and the proper utilization of each. Credit given depends upon the amount of investigation done by the student. Open only to seniors and graduates. The consent of the instructor is required for admission to this course.

JOURNALISM

Gray
The Whitworth College journalism department, committed to the liberal arts approach to teaching, seeks to help the student attain the following objectives:

1) a clear, readable style.

2) competence in absorbing information rapidly and accur-
HISTORY

JOURNALISM

ately, in analyzing and organizing it creatively, and in presenting it honestly and in perspective.

(3) maximum development of creative talents.

(4) an integrated view of the processes and problems of society and an expanding awareness of the total human environment.

Journalism content courses and courses in other fields complement each other, providing a broad liberal education. In addition, journalism method courses develop in the student the skill of clear and vigorous communication and the attitudes of accuracy, thoroughness, and responsibility in analyzing and reporting human affairs. The student's training in journalism also brings him into constant contact with the significant ideas and movements of the contemporary world and of the past. And the entire journalism sequence — content and methods courses alike — emphasizes the growth of the student's creative talents.

Several of the journalism courses (242, 244, 356, 362, 481) are valuable for non-journalism majors. Communication techniques and attitudes learned in these courses will help non-journalism majors to enlarge their service to their own professional fields and to add to their liberal education.

MAJOR REQUIREMENTS

Eight full courses in Journalism are required for the major, including the following: 125, 242, 347, 362, and 481. Journalism majors planning to enter specific journalistic vocations are encouraged to choose a second field of five courses as indicated below:

<table>
<thead>
<tr>
<th>Vocational Area</th>
<th>Second Field</th>
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<tbody>
<tr>
<td>Newspapers</td>
<td>Political Science</td>
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<tr>
<td>Magazines</td>
<td>English</td>
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<tr>
<td>Public Affairs Communications</td>
<td>Political Science</td>
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<tr>
<td>Advertising and Marketing</td>
<td>Business and Economics</td>
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<tr>
<td>Public Relations</td>
<td>Speech or Economics</td>
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<tr>
<td>Radio and Television</td>
<td>Speech</td>
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<tr>
<td>Foreign Correspondence</td>
<td>Modern Languages</td>
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</table>

Miscellaneous requirements for the journalism major include two terms work on a college publication, a course in photography and a course in typing or successful completion of a validating test in the subject.

JOURNALISM AS A SECOND FIELD

The department recommends a combination of five journalism courses to constitute a second field for such majors as English (for students planning to be teachers), business and economics, political science, speech and drama, and modern foreign languages (for those going into public affairs vocations). The recommended combination includes 125, 244, 356, 362, and 481.

JOURNALISM COURSES

125 REPORTING
Lectures, practice and group discussion of the work of the reporter. Principles of news gathering and new writing.

242 EDITING
Instruction and practice in editing copy, writing headlines, making up pages, evaluating news, etc.
POLITICAL SCIENCE

244 PUBLICITY AND PUBLIC RELATIONS  Full course
Principles and practices of publicity and public relations in business, industry, government, and social agencies. Analysis of public opinion and propaganda. Use of surveys, publicity, advertising, and special events in public relations. (Offered 1969-70 and alternate years.)

245, 246 APPLIED JOURNALISM  Quarter courses
Staff members of the WHITWORTHIAN, the NATSIHI, other student publications, or the college news bureau may receive, if the work is satisfactory, not more than one-quarter credit each term.

248 EXPLORATIONS IN JOURNALISM  Quarter course
Independent readings and practicum in various types of journalistic writing as an orientation to career possibilities. By permission only.

347 HISTORY AND INFLUENCE OF COMMUNICATIONS  Full course
A study of the evolution of newspapers, magazines, and other media of communication and their influence on social, economic, and political problems and developments. Wide use will be made of primary sources in the college’s microform research center. The course may be taken for history credit, for the college requirement in social science, or as part of the social science major. (Offered 1970-71 and alternate years.)

356 COMMUNICATIONS AND SOCIETY  Full course
The role of newspapers, magazines, and other mass media of communication in contemporary life. Analysis and evaluation of attitude and opinion studies involving information channels. This course may be taken for history credit, for the college requirement in social science, or as part of the social science major. (Offered 1970-71 and alternate years.)

362 INTERPRETIVE WRITING  Full course
Lectures and practice in various types of interpretive writing, including editorial and critical writing. (Offered in 1970-71 and alternate years.)

385 HUMAN RIGHTS AND THE LAW  Full course
History and development of civil rights. Exploration of issues concerning due process, freedom of religion, speech, press, and assembly, rights of citizenship, freedom and national security, rights of association, and equality of opportunity. The course may be taken as either history, political science, or journalism. It may be used for the college requirement in social science and as part of the social science major. (Offered 1971-72 and alternate years.)

388 PUBLIC AFFAIRS PROJECT I  Full course
Observation and analysis of government and related activities at all levels in Spokane (city, county, state and federal offices, and private agencies). Seminar sessions will be held on campus following observation experience. The course will be conducted in cooperation with the Political Science Department, and credit will be offered in either field.

389 PUBLIC AFFAIRS PROJECT II  Full course
Observation and analysis of operations of selected state agencies (Olympia) or selected federal agencies (Washington, D.C.) for 2%-3 weeks. Seminar sessions will be held on campus following observation experience. The course will be conducted in cooperation with the Political Science Department, and credit will be offered in either field.

480 COMMUNICATIONS INTERNSHIP  Full course
Practical experience with one of the following: weekly or daily newspaper, magazine, radio station, television station, press association, or the staff of an advertising agency or public relations department or firm. Usually, the internship will be with a Spokane publication or station. Under favorable circumstances, however, and with the permission of the college administration and of the head of the department of journalism, an internship program may be carried out anywhere in the U.S. or abroad. Open to journalism seniors and, with permission, to senior students in related areas.

481 WRITING FOR PUBLICATION  Full course
Lectures and practice in preparing various forms of writing for publication. Each student in the class will submit his finished manuscripts as free lance efforts to national or regional publications. Students interested in religious journalism may be assigned special projects in that field. The course may be taken for English credit. (Offered 1971-72 and alternate years.)

491 RESEARCH AND WRITING PROJECTS  Half or full course
Opportunity for advanced students to do journalistic research or special projects. Work to be done in consultation with the head of the journalism department. Students must have senior standing.

POLITICAL SCIENCE

Haas*, Krampert
(*On leave of absence 1969-70)

Courses in this department are designed:

To prepare students to evaluate governmental programs and policies in the light of basic American principles.

To clarify the political process so that a student may see where his own talents and interests may be useful therein.

To involve the student in the consideration of governmental issues and policies that he will feel called to pursue these in some degree as an avocational interest and as a Christian service.

To enable students to think rationally and empirically concerning problems facing the nation and the world; to avoid dogmatism in the political realm; to think both analytically and creatively; to understand both the causes of world tensions and proposals for coping with these tensions.

MAJOR REQUIREMENTS
A major consists of a minimum of eight courses in political science, including 103, 251, 342, 433 or 445, and 493. A foreign language is recommended but not required of all majors.

POLITICAL SCIENCE AS A SECOND FIELD
Those taking political science as a second field must complete at least five courses, including 103, 251, and 433.

POLITICAL SCIENCE COURSES

100 INTRODUCTION TO POLITICAL SCIENCE  Full course
Introduction to the principles and problems of government; for non-majors in Political Science.

103 AMERICAN GOVERNMENT  Full course
A study of the historical development and principles of the federal system of government in America, the territorial and functional distribution of government powers, state constitutions, the government and politics of states, intergovernmental relations, civil rights, political parties, and related topics.

240 MODERN FOREIGN GOVERNMENTS  Full course
A comparative study of constitutional principles, governmental institu-
PSYCHOLOGY

MacDonald, Johnson, Short, Calvert

The primary objective of courses in the department of psychology is to communicate the scientific method of inquiry in the investigation of behavior. With this method the student should acquire a general set of principles which he can apply in all situations requiring the interpretation of behavior. Courses are also designed to provide the student with a knowledge of the facts, problems, and research findings in the behavioral processes. The concepts and issues of psychology are viewed from different theoretical positions and in historical perspective.

A major in psychology can be a first step toward any of a number of professional opportunities. Among them are college teaching, research, personnel work in industry and government, psychometrics, vocational and personal guidance in schools and colleges, clinical work with either children or adults in guidance clinics, juvenile and criminal courts, and mental hospitals. Nearly all of these positions require graduate work leading to the M.A. or Ph.D. degree. Students with a B.A. in psychology are equipped with understandings that can aid in every area of life, but typically they enter jobs in the areas of social case work, juvenile probation and parole, interviewing, sales, personnel work, Christian education, or move into the related areas of the ministry, teaching, or business administration.

MAJOR REQUIREMENTS

The major in psychology consists of at least nine courses, including the following:

101, 325, 326
One from Group I: 210, 241, or 327
One from Group II: 330 or 425
One from Group III: 490 or 491
383
Biology 107
Elective in Psychology

PSYCHOLOGY COURSES

101 INTRODUCTION TO GENERAL PSYCHOLOGY  Full course

The introductory course in psychology emphasizes the scientific approach to the study of behavior and the basic concepts of learning, motivation, and perception. The class is structured so the students actively participate in discovering the concept of the course. (A prerequisite to all other courses in the department.)

210 DEVELOPMENTAL PSYCHOLOGY  Full course

A study of the biological and cultural influences on the psychological development of human beings over the life span. Growth and decline are viewed as continuous, sequential processes. The general principles of development are applied to the areas of sensory-motor behavior, intelligence, emotion, personality, and socialization. The course will provide the opportunity for interaction with children at various stages of development. Prerequisite: 101.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>241</td>
<td>Social Psychology</td>
<td>Full course</td>
</tr>
<tr>
<td></td>
<td>A study of the principles used to increase</td>
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<tr>
<td></td>
<td>understanding of social behavior. The primary</td>
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<tr>
<td></td>
<td>aim of the course will be to introduce the</td>
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<tr>
<td></td>
<td>student to major social psychological theories</td>
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<tr>
<td></td>
<td>and research findings that aid in understanding</td>
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<tr>
<td></td>
<td>the individual personality in his interaction</td>
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<tr>
<td></td>
<td>with others, in pairs and in small groups.</td>
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<tr>
<td></td>
<td>Prerequisite: 101.</td>
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</tr>
<tr>
<td>325</td>
<td>Quantitative I</td>
<td>Full course</td>
</tr>
<tr>
<td></td>
<td>The course introduces the student to the</td>
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<tr>
<td></td>
<td>following statistical concepts: graphic methods,</td>
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<tr>
<td></td>
<td>central tendency, dispersion, normal curve,</td>
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<tr>
<td></td>
<td>bivariate analysis, inference and hypothesis</td>
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<tr>
<td></td>
<td>testing. The emphasis will be on developing</td>
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<tr>
<td></td>
<td>the ability of the social science student to</td>
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<td></td>
<td>summarize and evaluate numerical information</td>
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<td></td>
<td>which he would be likely to encounter in</td>
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<td></td>
<td>research in his chosen field. Prerequisite:</td>
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<td></td>
<td>101.</td>
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<tr>
<td>326</td>
<td>Quantitative II</td>
<td>Full course</td>
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<tr>
<td></td>
<td>This course involves a more detailed</td>
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<td></td>
<td>consideration of statistical inference. The</td>
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<td></td>
<td>student will study the fundamental concepts of</td>
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<td></td>
<td>experimental design and their application to</td>
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<td></td>
<td>psychological problems. The student will gain</td>
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<tr>
<td></td>
<td>experience in conducting experiments and</td>
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<tr>
<td></td>
<td>writing reports. Prerequisites: 101, 325.</td>
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<tr>
<td>327</td>
<td>Psychology of Personality</td>
<td>Full course</td>
</tr>
<tr>
<td></td>
<td>An examination of the major theories and</td>
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<tr>
<td></td>
<td>findings concerned with personality development</td>
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</tr>
<tr>
<td></td>
<td>and structure. Prerequisite: 101.</td>
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</tr>
<tr>
<td>330</td>
<td>Perception</td>
<td>Full course</td>
</tr>
<tr>
<td></td>
<td>A study of the processes by which an individual</td>
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<tr>
<td></td>
<td>gains knowledge about his environment.</td>
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<td></td>
<td>Perception will be viewed as a temporal</td>
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<td></td>
<td>construction process in which factors such as</td>
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<tr>
<td></td>
<td>attention, short-term memory, images, and verbal</td>
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<td></td>
<td>labels are important. Discussion will focus on</td>
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<td></td>
<td>experimental findings as well as some</td>
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<td></td>
<td>representative models. Prerequisite: 101.</td>
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</tr>
<tr>
<td>383</td>
<td>Theory and History of Psychology</td>
<td>Full course</td>
</tr>
<tr>
<td></td>
<td>A study of the relationship of theory and</td>
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<tr>
<td></td>
<td>theoretical concepts to psychology. Contemporary</td>
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<tr>
<td></td>
<td>issues in psychology are viewed in historical</td>
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<td></td>
<td>perspective and from different theoretical</td>
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<td></td>
<td>positions. Prerequisite: two courses in</td>
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<tr>
<td></td>
<td>psychology exclusive of statistics. A course in</td>
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<tr>
<td></td>
<td>philosophy is highly recommended.</td>
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<tr>
<td>425</td>
<td>Psychology of Learning</td>
<td>Full course</td>
</tr>
<tr>
<td></td>
<td>A study of the processes by which an organism's</td>
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<td></td>
<td>behavior is altered or modified in a relatively</td>
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<td></td>
<td>permanent fashion as a result of past</td>
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<td>experience. The course will focus on the basic</td>
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<td></td>
<td>issues with which learning theory must deal.</td>
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<td></td>
<td>Prerequisite: 101.</td>
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<tr>
<td>454</td>
<td>Measurement in Psychology</td>
<td>Full course</td>
</tr>
<tr>
<td></td>
<td>The course emphasizes the theory and principles</td>
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<td></td>
<td>of psychological measurement. Focus is on the</td>
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<tr>
<td></td>
<td>concepts of validity, reliability, and</td>
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<td>standardization as they relate to the</td>
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<td></td>
<td>interpretation of scales and test scores in</td>
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<td></td>
<td>both the measurement of psychological variables</td>
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<td></td>
<td>and in the measurement of individual differences</td>
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<td>, intelligence, aptitudes, etc. Prerequisites:</td>
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<tr>
<td></td>
<td>101, 325.</td>
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<tr>
<td>490</td>
<td>Research in Psychology</td>
<td>Full course</td>
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<tr>
<td></td>
<td>- Learning/Perception</td>
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<tr>
<td></td>
<td>Critical analysis of the methods of research</td>
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<td></td>
<td>used in investigating problems in learning and</td>
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<td></td>
<td>perception psychology. Each student will conduct</td>
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<td>and report research on a problem from one of the</td>
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<tr>
<td></td>
<td>two areas. Prerequisites: 101, 325, 326 and 330</td>
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<td></td>
<td>or 425.</td>
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</tr>
<tr>
<td>491</td>
<td>Research in Social/Personality/Developmental</td>
<td>Full course</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
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<td></td>
<td>Critical analysis of the methods of research</td>
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<td></td>
<td>used in investigating problems in social,</td>
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<td>personality, and developmental psychology. Each</td>
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<td>student will conduct and report research on a</td>
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<td>problem from one of the two areas. Prerequisites:</td>
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<tr>
<td></td>
<td>101, 325, 326, 330 or 425.</td>
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</tbody>
</table>
dent will conduct and report research on a problem from one of the three areas. Prerequisites: 101, 325, 326, and the appropriate one of these three: 210, 241, or 327.

SOCIOLOGY

Houser, Ellenberger, Clark

Sociology attempts to develop an understanding and an appreciation of social relationships. To this end the department encourages the student to master the great social theorists of the past and present, and varying methodologies used in sociology to gain reliability and validity, and the growing compendium of concepts so helpful in organizing the varied observations concerning society. It is also the desire of the department to provide a broad background of understanding major developments in society for those students preparing for medicine, law, social work, the ministry, and other professions.

Students in sociology may look forward to such vocations as college teaching of sociology, social work, elementary school teaching in certain states, probation or parole officer, public opinion polling and market research, Peace Corps, and Vista. It is understood that to qualify for many of these positions the student will have to do graduate work.

MAJOR REQUIREMENTS

Eight courses in sociology are required for a major including 111, 114, 378, 379. The major also requires four courses from the other social sciences to be chosen in conference with the student’s major adviser. In addition, each student must complete successfully a statistics course approved by his major adviser.

Sociology majors preparing for elementary school teaching must choose history as a second field and meet the educational requirements for certification. In this case, eight courses would be in sociology and five courses in history. In addition, the student is requested to take Education 412, or Psychology 325, which will satisfy the requirement of statistics for all sociology majors.

SOCIOLOGY AS A SECOND FIELD

Those choosing sociology as a second field should take five courses, including 111 and 114.

SOCIOLOGY COURSES

111 INTRODUCTION TO SOCIOLOGY Full course
A study of the major concepts of sociology. This course provides a background for further study in the field of sociology.

114 SOCIAL DEVIANCE Full course
A study of the major social problems as they emerge from the dysfunctions of accepted social norms and institutions.

251 INTRODUCTION TO ANTHROPOLOGY Full course
An examination of the key findings of physical anthropology and cultural anthropology as they bear on contemporary society.

311 SOCIAL ORGANIZATION I Full course
A study of those institutions possessing the potential for immediate gratification. In particular, the family and religion are studied as functioning in a changing society.

312 SOCIAL ORGANIZATION II Full course
This course examines arrangements in society which are less personal and more instrumental such as community and stratification. These will be viewed both from their own development and their relation to institutions within their context.

321 SOCIAL CHANGE I Full course
The emphasis of this course is a broad overview of the major theories of social change, the empirical findings concerning change, and the impact on social relations.

322 SOCIAL CHANGE II Full course
This is a study of selected areas of social change such as social movements and public opinion.

352 CULTURE AND PERSONALITY Full course
A study which attempts to see the relationship of personality and culture by a broad cross cultural approach and a more intensive psychodynamics approach.

371 INTRODUCTION TO SOCIAL WELFARE Full course
A study of the basic principles and practices in modern case work and community organization.

378 SOCIAL THEORY Full course
An introduction to social theorists whose works are guideposts in modern sociology. Emphasis is on the contributions of Comte, Spencer, Marx, Durkheim, Simmel, Max Weber, Cooley, Merton, and Parsons.

379 SOCIAL RESEARCH Full course
By acquainting the student with the techniques and findings of key research in sociology today the foundation is laid for the student to conduct his own social research during the limited time in this course.

491, 492 INDIVIDUAL CONFERENCE AND RESEARCH Half or full courses
Students are allowed to follow their own particular interests in this field and will be held for detailed reports on their research.
INTER-DISCIPLINARY AREAS

AMERICAN STUDIES
EDUCATION
GRADUATE STUDY

70 71 CATALOGUE
## EDUCATION COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>CHILDREN'S LITERATURE</td>
<td>Full course</td>
</tr>
<tr>
<td>307</td>
<td>MATERIALS AND METHODS FOR ELEMENTARY SCHOOLS</td>
<td>Full course</td>
</tr>
<tr>
<td>308</td>
<td>MATERIALS AND METHODS FOR SECONDARY SCHOOLS</td>
<td>Full course</td>
</tr>
<tr>
<td>325</td>
<td>QUANTITATIVE I (Statistics)</td>
<td>Full course</td>
</tr>
<tr>
<td>326</td>
<td>QUANTITATIVE II (Statistics)</td>
<td>Full course</td>
</tr>
<tr>
<td>330</td>
<td>ELEMENTARY CLASSROOM MUSIC FUNDAMENTALS or</td>
<td>Full course</td>
</tr>
<tr>
<td></td>
<td>MUSIC 433 ELEMENTARY CLASSROOM MUSIC</td>
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<tr>
<td>332</td>
<td>WORKSHOP: AUDIO VISUAL AIDS</td>
<td>Half or full course</td>
</tr>
<tr>
<td>353</td>
<td>ART EDUCATION METHODS</td>
<td>Half course</td>
</tr>
<tr>
<td>390</td>
<td>METHODS OF TEACHING ENGLISH IN SECONDARY SCHOOLS</td>
<td>Full course</td>
</tr>
<tr>
<td>401</td>
<td>PRINCIPLES OF GUIDANCE</td>
<td>Half course</td>
</tr>
<tr>
<td>410</td>
<td>GUIDANCE IN THE ELEMENTARY SCHOOL</td>
<td>Half course</td>
</tr>
<tr>
<td>415</td>
<td>WORKSHOP: SCIENCE IN THE INTERMEDIATE AND</td>
<td>Full course</td>
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<tr>
<td></td>
<td>UPPER GRADES</td>
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<tr>
<td>420</td>
<td>ELEMENTARY READING</td>
<td>Half course</td>
</tr>
<tr>
<td>421</td>
<td>ARITHMETIC IN THE ELEMENTARY SCHOOL</td>
<td>Half course</td>
</tr>
<tr>
<td>423</td>
<td>SOCIAL STUDIES IN THE ELEMENTARY SCHOOL</td>
<td>Half course</td>
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</tbody>
</table>

### INTER-DISCIPLINARY AREAS

**INTER-DISCIPLINARY AREAS**

Teacher Education, Graduate Study, and American Studies are inter-disciplinary in nature and are so administered. Professional courses in Education leading to certification and to advanced degrees are listed below. Graduate courses in Religion and Art are listed with the other offerings in those departments. American Studies options are given on page 28 and the courses are listed with the appropriate departments.

**EDUCATION**

Munn, Pierce, Briggs, Johnson, McCleery, Peterson, Quall, Richner, Smith.

The ideal of a good program of teacher preparation is to develop each prospective teacher's personality, knowledge, and skill to the point of maximum teaching efficiency. Whitworth believes this ideal most likely to be attained through providing students with a thorough understanding of their teaching subjects, through developing poise and confidence in the use of effective teaching methods, and by encouraging students to dedicate themselves to the challenging demands of membership in the teaching profession.

The Education Department, in cooperation with all other departments, introduces the student to the high level of cultural and aesthetic living essential for teachers of American youth. Teaching candidates are expected to understand the subject matter in broad fields commonly taught in elementary and secondary schools. Attention is given to the development of effective skill in educational procedures and to the professional integrity needed for strict adherence to these procedures in classroom situations. Evaluation is also made of the individual's personal characteristics and attitudes as they pertain to a successful teaching career.

The State Certification Requirements for Washington may be found under Teaching, page 26.

### EDUCATION COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>205</td>
<td>MODERN AMERICAN EDUCATION</td>
<td>Full course</td>
</tr>
<tr>
<td>212</td>
<td>GROWTH AND LEARNING</td>
<td>Full course</td>
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</tbody>
</table>

A comprehensive view of guidance in an educational context. Principles, service, trends, organization, function of various specialists, and the role of the teacher will be studied. Training is provided in counseling, data gathering, and test interpretation.

A study of the principles of guidance and their application at the elementary level. Emphasis is upon the functioning of the guidance worker and the classroom teacher in the pupil personnel team.

Adapting the needs of the elementary and junior high school students to the field of general science; developing science materials through workshop activities. This course is especially designed to meet the needs of teachers in grades 4, 5, and 6.

A course designed to teach the processes of directing children of the elementary grades in the effective use of modern reading materials.

A course designed to teach the processes of directing children of the elementary grades in the effective use of the arithmetic and number system. Prerequisite: Mathematics 221.

A course designed to teach the processes of directing children of the elementary grades in the effective use of modern reading materials.

A course designed to teach the processes of directing children of the elementary grades in the effective use of the arithmetic and number system. Prerequisite: Mathematics 221.
Study of curricular materials and methods in social studies for the elementary level.

424 GENERAL SCIENCE IN THE ELEMENTARY AND JUNIOR HIGH SCHOOL Half course
Adapting the needs of elementary and junior high school students to the field of general science. A presentation of modern methods and materials of science teaching.

425 TEACHING IN THE JUNIOR HIGH SCHOOL Half course
An up-to-date presentation of junior high school education - its historical development, its basic philosophy and its practices. The course aims to provide a comprehensive treatment of the subject adapted to the needs of students intending to teach at the junior high school level.

426 LANGUAGE ARTS IN THE ELEMENTARY SCHOOL Half course
Emphasis upon the teaching of the language arts, speech, oral and written expression, creative and dramatic work, handwriting and spelling, to meet the needs of the elementary school child.

432 METHODS OF TEACHING SCIENCE AND MATHEMATICS IN THE HIGH SCHOOL Half course
Some of the newer approaches to the teaching of science and mathematics will be explored. Materials and programs will be previewed with an emphasis on their possible usage in the public school.

433 WORKSHOP: SOCIAL STUDIES MATERIALS Full course
A workshop in the development of curricular materials and methods at the elementary school level. Classroom materials will be planned and constructed.

437 INTERPRETATIONS OF CURRENT EDUCATIONAL RESEARCH Full course
A review and summarization of research now current in the field of education with particular attention to its applicability to the classroom. This course is designed to inform professional educators as to the latest research in their fields.

440 WORKSHOP: LANGUAGE ARTS MATERIALS IN THE PRIMARY GRADES Full course
Designed for teachers in grades 1, 2, and 3. Instruction will be devoted to organizing the materials and methods for developing language arts readiness and competence in word analysis, reading, spelling, and other skills in the language arts field.

453 WORKSHOP: SCIENCE IN THE PRIMARY GRADES Full course
A development of science materials for children in grades 1, 2, and 3; how to plan, organize, and demonstrate for science understanding. Teachers will be guided.

461 TESTS AND MEASUREMENTS
Tests in classroom subjects. Attention is given to computation of certain statistical concepts used in educational literature.

481, 482 RESEARCH SEMINAR Half or full course
Students are provided with the opportunity to do special research according to their interests with the guidance of the Chairman of the Department.

488 SPECIAL METHODS OF TEACHING THE SOCIAL SCIENCES Half course
A study of the development and present status of social studies programs in junior and senior high school; contribution of social studies in developing civic and social competence; analysis of typical teaching materials, common textbooks, classroom methods of teaching and of evaluation.

491 DIRECTED TEACHING AND OBSERVATION, ELEMENTARY Equivalent of two and one-half courses
Eight weeks of daily observation and teaching of classes in the public schools of the area. Supervision by the regular teacher to whom the cadet is assigned. A one-hour conference period weekly is required of the class, and individual conferences are required at appointed times. Open to seniors and graduate students with approved teaching fields. Required for certification. Special fee for the proper remuneration of a master teacher in the public school system and school administrators. See section on financial information. A minimum grade point average of 2.50 at time of registration is required. Prerequisites: Education 205, 212, 307 or 308, and Laboratory Experiences. Students on any kind of probation are not eligible.

492 DIRECTED TEACHING AND OBSERVATION, JUNIOR HIGH Equivalent of two and one-half courses
See course description 491 above.

493 DIRECTED TEACHING AND OBSERVATION, SECONDARY Equivalent of two and one-half courses
See course description 491 above.
Whitworth College in cooperation with Gonzaga University offers male students opportunities to participate in the Reserve Officers’ Training Corps program. The ROTC program is specifically designed to give college men training and experience in the art of organizing, motivating and leading others. It includes instruction to develop self-discipline, physical stamina and bearing — qualifications that are an important part of leadership and that contribute to success in any kind of career. This program represents an endeavor to cooperate with the Government in its preparation for national defense. The program is divided into two distinct segments — the basic course and the advanced course. The basic course is designed for freshmen and sophomore students and the advanced course is reserved for juniors and seniors. Completion of both basic and advanced courses in addition to graduation from Whitworth College may lead to a commission as a Second Lieutenant in the Army of the United States.

**BASIC COURSE**

The basic course is available to all physically fit male students who are citizens of the United States. This course consists of class instruction in world military history and national security and one hour of drill per week for four academic terms. The instruction, which is progressive during the two years, is designed to acquaint the student with military problems and practices; to prepare him partially for performances of duties in the defense of his country; and to afford the student opportunities to develop his leadership potential. Credit for the course may be applied toward meeting the requirements for graduation.

**ADVANCED COURSE**

The advanced course is available to men who have completed the basic course, or who have received equivalent credit elsewhere, or who have completed four months of active duty for training with the United States Army, Navy, Air Force, Coast Guard, or Marines. Application for the advanced course must be made during the sophomore year. Attendance as a basic summer camp between the sophomore and junior years may be selected in lieu of the basic course normally taken during the freshman and sophomore years. Entrance into this phase of the program is elective on the part of the student and selective on the part of the Reserve Officers’ Training Corps.

Whitworth students have an option regarding qualification for admission to the advanced course. A candidate may attend two summer camps — one being between the sophomore and junior years and the second between the junior and senior years. These summer courses in addition to the two years of advanced work, together with the completion of the ROTC program and requirements for a degree from Whitworth College, may qualify them for a commission in the United States Army.
All students who are commissioned satisfy their military obligation by a period of active service plus subsequent membership in a reserve organization. Under normal conditions, the student will be required to spend two years of his period of active service, plus four years in an inactive reserve status. The needs of the Service at the time are determining factors in this regard.

As a rule, students enter upon active duty within the year following graduation though deferment for graduate work can be granted. A student contemplating graduate work should discuss this point with the Reserve Officers' Training Corps. It is to be noted that formal requests must be received at Sixth United States Army 180 days prior to graduation.

TEXTBOOKS, UNIFORMS, AND EQUIPMENT

Textbooks, uniforms, and equipment are furnished without charge by the Army. All Government property issued to the student must be returned at the end of the school year, or upon departure if the student leaves school prior to the end of the school year. Grades will be withheld if the student fails to do this. Any loss or damage to government property will be paid for by the student.

INELIGIBILITY

Individuals in the following situation are ineligible to participate in the ROTC program:

1. Physical condition. Any disease or infirmity which would render the individual incapable of performing military duty as determined by a physician.

2. Age. Students who have reached the age of 24 years at the time of freshman enrollment.

3. Citizenship. Non-citizens of the United States are ineligible without the approval of their nation's ambassador to the United States. These provisions do not apply in the case of an individual who intends to become a citizen or has initiated procedures to become a citizen of the United States.

4. Part-time academic schedule. Students pursuing a program of instruction of less than three and one quarter courses.

MILITARY SCIENCE COURSES

150 WORLD MILITARY HISTORY Full course, either term

A discussion of land, sea, and air war by examining the relation of strategy and tactics to geography, economics, sociology, and technology through the ages; and by analyzing the relationship between civilians and soldiers in various forms of government; a survey of the main developments in the history of warfare; the effect of nuclear weapons on traditional concepts. (May be taken for history credit but does not apply on the distributive choices in general education.)
COLLEGE PERSONNEL

THE BOARD OF TRUSTEES

The Trustees constitute the governing board of the College. The Board is authorized by its charter to hold all properties and to exercise all corporate controls concerning affairs of the college. It has the authority to determine policies and delegate the execution of such policies to the administration and faculty.

Officers of the Board

Albert Arend, Chairman .......................... Spokane
Haydn Morgan, Vice Chairman .......................... Spokane
W. Harvey Frazier, Secretary .......................... Spokane
Ernest E. Baldwin, Treasurer .......................... Spokane

Emeritus Members

Charles F. Koehler, D.D. .......................... Spokane
C.E. Polhemus, D.D. .......................... Spokane
Otto R. Rabel .......................... Seattle

Class of 1969

Jack Bills .......................... Wenatchee
Jack W. Hatch .......................... Spokane
Carroll M. Hull .......................... Spokane
William M. Kelly .......................... Seattle
William R. Lindsay, D.D. .......................... Spokane
Haydn Morgan .......................... Spokane
Robert B. Munger, D.D. .......................... Seattle
William Richter, M.D. .......................... Spokane
Werner Rosenquist .......................... Spokane
Thomas L. Thompson .......................... Connell
Ingwer Thomson .......................... Spokane

Class of 1970

Albert Arend, LL.D. .......................... Spokane
Ernest E. Baldwin .......................... Spokane
Glenn C. Carlson, Ph.D. .......................... Bellingham
Mrs. Grant Dixon .......................... Spokane
W. Harvey Frazier, M.D. .......................... Spokane
Albert Howell .......................... Seattle
Keith Murray, Ph.D. .......................... Bellingham
Kenneth G. Myers .......................... Seattle
Fred W. Neale .......................... Seattle
Sam A. Postell .......................... Spokane
George W. Rodkey, M.D. .......................... Spokane

Class of 1971

Frank Burgess, D.D. .......................... Bellevue
W. H. Cawles, LL.D. .......................... Spokane
Herbert Hamblen .......................... Spokane
Reuben N. Hauan .......................... Mercer Island
Philip Hitchcock, LL.D. .......................... New York
David L. Jones .......................... Seattle
Charles Lyon .......................... Yakima

OFFICES OF ADMINISTRATION

The Office of the President

Acting President .......................... Dr. Clarence J. Simpson

The Office of the Dean of the Faculty

Acting Dean of the Faculty .......................... Dr. Mark W. Lee

The Office of Student Personnel Services

Dean of Students .......................... Dr. Robert L. McLeery
Associate Dean of Students (Dean of Women) .......................... Mrs. Lillian D. Whithouse
Associate Dean of Students (Dean of Men) .......................... Mr. Ronald Wolf

Director of Student Activities .......................... Mr. Robert Huber

The Office of the Chaplain

Chaplain

The Office of the Registrar

Registrar .......................... Mr. Roland B. Wurster
Assistant Registrar .......................... Miss Jeanne Pierce

The Business Office

Business Manager .......................... Mr. J. Gordon Hornall
Bursar .......................... Mr. Dayne Nix
Data Processing Supervisor .......................... Mrs. Mary Green

Library

Acting Head Librarian .......................... Mrs. Audrey Turner
Reference Librarian .......................... Miss Flavel Pearson
Reference Librarian .......................... Mrs. Ina Henefer
Catalog Librarian .......................... Mr. Lionel Woodworth

The Development Office

Director of Development .......................... Mr. Rodney L. Houts
Associate Director .......................... Mr. C. L. Tilbury
Associate Director .......................... Mr. Homer J. E. Townsend
Director of Public Relations .......................... Mr. Lon F. Backman

Director of Alumni Activities .......................... Mr. Perry Watkins

The Office of Admissions

Director of Admissions .......................... Mr. Kenneth F. Proctor
Admissions Counselor .......................... Mr. Willard D. Rusk

The Office of Educational Services and Placements

Director of Teacher Placements .......................... Mr. Joseph C. Smith

The Book Store

Manager .......................... Mrs. Florence Blegen
THE FACULTY OF INSTRUCTION

The faculty consists of certain officers of instruction. Teachers are classified as follows: Professors, Associate Professors, Assistant Professors and Instructors. The faculty is charged with the responsibilities for the academic program, the extra-class activities sponsored by the college, and the welfare of its students.

JOSE MANUEL ALONSO, Ph.D.
Associate Professor of Spanish
L.L.D., Ph.D., University of Havana.

LEWIS F. ARCHER, Ph.D.
Assistant Professor of English
A.B., University of Denver; B.D., Pacific School of Religion;
Ph.D., Drew University.
Whitworth College, 1968—

ESTELLA E. BALDWIN, M.A.
Professor of Religion (Emeritus)
B.A., M.A., Whitworth College; Bible Institute of Los Angeles; Graduate
Study, New York Biblical Seminary, and University of Boston.

GLADWIN E. BARTEL, M.A.
Assistant Professor of Mathematics
B.A., Bethel College; M.A., Kansas State Teachers College.

THOMAS W. BIBB, Ph.D.
Professor of Economics and Business Administration (Emeritus)
B.A., William Jewell College; M.A., Ph.D., University of Washington.
Whitworth College, 1946–1961

ERIKA BIRNBAUMS, B.A.
Assistant Professor of Modern Languages
Institute of English, Riga, Latvia; Teachers’ Institute, Riga, Latvia;
B.A., Whitworth College.
Whitworth College, 1957—

ROBERT D. BOCKSCH, Ph.D.
Professor of Chemistry
B.S., Wayne University; Ph.D., University of Wisconsin.
Whitworth College, 1958—

MARGARET KRAUSE BRIGGS, M.A.
Instructor in Education
B.A., M.A., Whitworth College.
Whitworth College, 1965—

JOHN ARVID CARLSON, M.S.
Professor of Mathematics
B.S., M.S., University of Washington; Graduate study, University of
Washington.
Whitworth College, 1935—

ANNA JANE CARREL, M.M., A.A.G.O.
Professor of Music (Emeritus)
Mus.B., Oberlin Conservatory of Music; Mus.M., Cincinnati Conserva-
tory of Music; student of Ernest Hutcheson and Sigismund Stajowski
in New York City; B.A., Whitworth College; Graduate study towards
Ph.D., Yale University; and Graduate Study at Eastman School of
Music.

ROBERT A. CLARK, M.S.
Instructor in Sociology
B.A., Whitworth College; M.S., University of Oregon.
Whitworth College, 1968—

HOMER F. CUNNINGHAM, Ph.D.
Professor of History
B.A., Greenville College; M.A., University of Michigan; Ph.D. New
York University
Whitworth College, 1955–

A. ROSS CUTTER, Ed.D.
Professor of Physical Education
A.B., University of California; M.A., College of the Pacific; Ed.D.
University of California.
Whitworth College, 1958–

GEORGE EDWARD DAMP, M.A.
Assistant Professor of Music
B.A., M.A., Cornell University.
Whitworth College, 1969–

DONALD D. DEUPREE, Ph.D.
Assistant Professor of Music
B.A., M.A., Western State College, Gunnison, Colorado; Ph.D., Colorado
Whitworth College, 1968–

DAVID E. DILWORTH, Th.D.
Professor of Religion
B.A., University of California at Los Angeles; B.D., Princeton Theo-
logical Seminary; Th.D., San Francisco Theological Seminary.

HARRY DIXON, Ph.D.
Professor of Economics and Business
B.S., Ph.D. University of Illinois.
Whitworth College, 1960—

R. FENTON DUVALL, Ph.D.
Professor of History
B.S., in Ed., Temple University; M.A., University of Pennsylvania; Litt.
D., King’s College, Delaware; Ph.D., University of Pennsylvania.
Whitworth College, 1949-1959, 1961–

PHILIP W. EATON, M.A.
Assistant Professor of English
B.A., Whitworth College; M.A., Arizona State University; candidate for
Ph.D., Arizona State University.
Whitworth College, 1968–

IVAN DEAN EBNER, Ph.D.
Associate Professor of English
A.B., Wheaton College; Ph.D., Stanford University.
Whitworth College, 1964–

RALPH G. ELLENBERGER, M.A.
Assistant Professor of Sociology
B.A., Wheaton College; M.A., University of Chicago.
Whitworth College, 1967–
GLEN P. ERICKSON, Ph.D.
Associate Professor of Physics
B.S., Illinois Institute of Technology; M.A., Ph.D., Columbia University.
Whitworth College, 1965—

ERNESTINE EVANS, M.A.
Associate Professor of Business Education
B.A., M.A., Washington State College; Graduate study, Columbia University;
New York Biblical Seminary; New York University Graduate School of Business Administration.
Whitworth College, 1941—

JACQUELINE FICK, M.S.
Assistant Professor of Biology
A.B., Holy Names College; M.S., Marquette University.
Whitworth College, 1958—

HOWARD R. GAGE, M.S.
Assistant Professor of Mathematics
B.S., Whitworth College; M.S., University of Oregon; candidate for
Ph.D., University of Oregon.
Whitworth College, 1969—

ALFRED ORREN GRAY, M.A.
Professor of Journalism
B.A., M.A., University of Wisconsin; Graduate study, University of
Wisconsin.
Whitworth College, 1946—

NICOLIN P. GRAY, M.S.
Assistant Professor of Biology
B.S., M.S., University of Washington; Graduate study, University of
Washington.
Whitworth College, 1944-1949, 1956—

WALTER B. GROSVENOR, M.Ed.
Assistant Professor of Art
Whitworth College, 1968—

ALBERT CLARENCE GUNDERSON, M.A.
Assistant Professor of Speech and Drama
B.A., Western Washington State College; M.A., University of Washing­
ton; Graduate study towards Ph.D., University of Washington.
Whitworth College, 1964—

GARLAND A. HAAS, Ph.D.
Professor of Political Science
B.S., M.A., Indiana University; Ph.D., University of Washington
Whitworth College; 1961— (On leave of absence 1969-1970)

INA HENEFER, M.L.S.
Reference Librarian
B.A., Whitworth College; M.L.S., University of Washington.
Whitworth College, 1950-1960, 1964—

DAVID L. HICKS, Ph.D.
Assistant Professor of Biology
B.A., Cascade College; M.S., Ph.D., University of Georgia.
Whitworth College, 1967—

FRANK EDWARD HOUSER, A.M.
Associate Professor of Sociology
A.B., Houghton College; A.M. Columbia University.
Whitworth College, 1959—

MARION R. JENKINS, Litt. Hum. D.
Professor of Religion (Emeritus)
B.A., Whitworth College; M.A., New York University; Graduate of San
Jose Teacher's College, California; Graduate study at University of
California and New York Biblical Seminary; Litt. Hum.D., Whitworth
College.
Whitworth College, 1931—1965.

JASPER H. JOHNSON, Ed.D.
Professor of Education
Whitworth College, 1953—

MILTON E. JOHNSON, M.A.
Professor of Music
B.S., University of Minnesota; M.A., University of Iowa. Special study
with Julius Herford, Roger Wagner, John Finley Williamson, and Frank
Miller.
Whitworth College, 1957—

WILLIAM A. JOHNSON, Ph.D.
Assistant Professor of Chemistry
B.S., University of Puget Sound; Ph.D., Oregon State University.
Whitworth College 1967—

WILLIAM L. JOHNSON, Ph.D.
Assistant Professor of Psychology
B.S., Whitworth College; M.S., University of Oregon, Ph.D.
University of Oregon.
Whitworth College, 1968—

HUGH W. JOHNSTON, Ph.D.
Professor of Chemistry
B.S., Montana State College; M.S., University of Illinois; Ph.D.,
Indiana University.
Whitworth College, 1957—

JOHN G. KOEHLER, M.F.A.
Professor of Art
B.A., M.A., University of Washington; M.F.A., University of Oregon.
Whitworth College, 1945—

KRAMPERT, PAUL, J.D.
Acting Instructor in Political Science
B.A., Walla Walla College; J.D., Willamette University.
Whitworth College, 1969

NORMAN A. KREBBS, M.A.
Assistant Professor of Philosophy
A.B., College of Wooster; B.D., Princeton Theological Seminary; M.A.
candidate for Ph.D., University of Washington.
Whitworth College, 1968—

J. RUSSELL LARSON, M.Ed.
Associate Professor of Art
B.A., B.S., University of Washington; B.Ed., M.Ed., Whitworth College;
Graduate Study, Instituto Allende, Gto, Mexico.
Whitworth College, 1947—

MARK W. LEE, Ph.D.
Professor of Speech and Drama, Acting Dean of the Faculty
B.A., M.A., Wheaton College; Ph.D., University of Washington.
Whitworth College, 1957—
NORMAN LEWIS, Ph.D.
Assistant Professor of Speech
B.A., University of Nebraska; B.D., Nyack Missionary College; M.A., Ph.D., University of Washington.
Whitworth College, 1969–

PATRICIA A. MacDONALD, Ph.D.
Professor of Psychology
B.A., University of Washington; M.A., University of Rochester.
Whitworth College, 1969–

DIANA C. MARKS, M.Ed.
Assistant Professor of Physical Education
B.A., Wheaton College; M.Ed., Whitworth College.
Whitworth College, 1956–

LEONARD B. MARTIN, M.Mus.
Associate Professor of Music
Westminster Choir College; B.Mus., M.Mus., University of Southern California; Pupil of Arthur Alexander.
Whitworth College, 1949–

ROBERT L. McCLEERY, Ed.D.
Dean of Students
B.A., M.A., University of Denver; Ed.D., University of Nebraska.
Whitworth College, 1963–

ROBERT M. McCROSKEY, M.S.
Assistant Professor of Engineering
B.S., Southern Methodist University; M.S., University of Missouri; B.A., Eastern Washington College.
Whitworth College, 1962–

PAUL J. MERKEL, M.Ed.
Assistant Professor of Physical Education,
Baseball Coach
Whitworth College, 1954–

MERTON D. MUNN, Ed.D.
Professor of Education
A.B., Greenville College; M.A., University of Michigan; Ed.D., University of Cincinnati.
Whitworth College, 1949–1954; 1969–

BENJAMIN CONRAD NEUSTEL, M.S., D.Sc.
Professor of Chemistry (Emeritus)
B.A., Willamette University; M.S., Washington State College; Graduate work, University of Washington; Washington State College; D.Sc., Whitworth College.

JOSE NINAHUALPA L., Ph.D.
Associate Professor of Spanish
Undergraduate work in South America; Ph.D., Instituto Superior, Quito, Ecuador; Ph.D., in Spanish, Universidad Interamericana, Mexico.
Whitworth College, 1969–

LEONARD A. OAKLAND, B.A.
Instructor in English
B.A., University of California, Candidate for M.A., University of California.
Whitworth College, 1966–

EDWIN A. OLSON, Ph.D.
Professor of Geology
B.S., M.S., University of Pittsburgh; Ph.D., Columbia University.
Whitworth College, 1960–

MARGARET SAUNDERS OTT, M.S.
Instructor in Piano
B.A., Mills College; M.S., Juilliard School of Music; Professional Assistant and Student of Olga Samaroff-Stokowski; Special Study with Moriz Rosenthal and Sascha Garodinitzki.
Whitworth College, 1963–

FLAVAL PEARSON, B.A.
Reference Librarian
B.A., B.A., Librarianship, University of Washington.
Whitworth College, 1958–

J. ARNOLD PELLUER, M.S.
Assistant Professor of Physical Education; Track Coach
B.A., M.S., Washington State University.
Whitworth College, 1965–

BERNADINE F. PETERSON, M.Ed.
Visiting Professor of Education
Whitworth College, 1967–

KEITH A. PIERCE, Ed.D.
Associate Professor of Education
A.B., Wheaton College; Ed.D., University of Oregon.
Whitworth College, 1967–

ALVIN QUALL, Ed.D.
Professor of Education and Psychology; Director of Graduate Studies
B.A., Seattle Pacific College; M.A., University of Washington; Ed.D., Washington University.
Whitworth College, 1953–

HOWARD A. REDMOND, Ph.D.,
Professor of Religion and Philosophy
B.A., University of California at Los Angeles; B.D., Princeton Theological Seminary; M.A., Ph.D., University of Southern California.
Whitworth College, 1957–

CALVIN A. RIEMCKE, M.A.
Assistant Professor of Physical Education
A.B., M.A., University of California at Berkeley.
Whitworth College, 1969–

ISLA W. RHODES, M.A.
Assistant Professor of Home Economics
B.S., Colorado State University; M.A., Whitworth College.
Whitworth College, 1961–

SHIRLEY RICHNER, M.A.
Assistant Professor of Education
B.A., Texas Western College; M.A., Whitworth College.
Whitworth College, 1966–

ROLLAND L. ROBBINS, M.Ed.
Assistant Professor of Physical Education; Football Coach
B.A., M.Ed., Whitworth College; graduate study at Washington State University, University of Washington, and Seattle Pacific College.
Whitworth College, 1968–

GEORGE A. ROSS, M.A.
Assistant Professor of Music
B.A., University of Manitoba; M.A., University of Washington.
Whitworth College, 1965–

HELEN L. SANDVIG, M.Ed.
Instructor in Home Economics
B.S.H.E., University of Arkansas; M.Ed., Gonzaga University.
Whitworth College, 1967—

GUSTAV HERMAN SCHLAUCH, Ph.D.
Professor of Sociology (Emeritus)
B.A., Spokane University; M.A., Ph.D., University of Washington.

RODGER R. SHOEMAKE, Ph.D.
Assistant Professor of Biology
B.S., Lamar State College of Technology; M.S., Texas Technological
College; Ph.D., Oregon State University.
Whitworth College, 1967—

RONALD R. SHORT, Ph.D.
Associate Professor of Psychology
B.A., Whitworth College; M.A., Ph.D., Claremont Graduate School.
Whitworth College, 1966—

CLARENCE J. SIMPSON, Ph.D.
Acting President
A.B., Asbury College; M.A., University of Cincinnati; Ph.D., Stanford
University
Whitworth College, 1953–

EVELYN A. SMITH, M.R.E.
Associate Professor of Religion and Christian Education
B.A., University of California; M.R.E., The Biblical Seminary in New
York; Graduate study, University of California, Whitworth College
Whitworth College: 1944–45, 1948–

JOSEPH C. SMITH, M.Ed.
Assistant Professor of Education
B.A., M.Ed., Whitworth College; Graduate study, Washington State
University.
Whitworth College, 1967—

HOWARD M. STIEN, Ph.D.
Associate Professor of Biology
B.A., Northwestern College; M.Ed., Macalester College; Ph.D., Uni
versity of Wisconsin.
Whitworth College, 1965—

PIERRETTE C. SWEAT, B.A.
Instructor in French
B.A., French Baccalaureate in Nice, France.
Whitworth College, 1963–

THOMAS T. TAVENER, M.A.
Associate Professor of Music
B.A., M.A., University of Washington; Graduate study towards Ph.D.,
University of Colorado, University of Washington
Whitworth College, 1959—

PHILIP C. THAYER, M.S.
Assistant Professor of Physics
B.S., Lewis and Clark College; M.S., University of Oregon; candidate
for Ph.D., University of Oregon.
Whitworth College, 1969—

ESTELLA N. TIFFANY, M.A.
Associate Professor of Education (Emeritus)
B.A. in Education, Eastern Washington College of Education; M.A.
University of Washington.

RONALD TURNER, Ph.D.
Assistant Professor of Modern Languages
B.A., Whitworth College; Ph.D., Harvard University
Whitworth College, 1968–

JAMES R. WADSWORTH, Ph.D.
Professor of Modern Languages
A.B., M.A., Ph.D., Cornell University; Graduate Study, University of
Paris, University of Strasbourg.
Whitworth College, 1960–

LOYD BENSON WALTZ, M.A.
Professor of Speech and Dramatics (Emeritus)
B.A., Willamette University; M.A., University of Southern California.
Whitworth College, 1944–1967.

JEANNE WARDIAN, Ed.D.
Associate Professor of Music
B.A., Gonzaga University; M.A., Columbia Teachers College; Ed.D.,
Washington State University.
Whitworth College, 1965–

GEORGE WEBER, M.B.A.
Assistant Professor of Business and Economics
B.A., Whitworth College; M.B.A., Harvard University.
Whitworth College, 1966—

LILLIAN D. WHITEHOUSE, M.A.
Associate Dean of Students (Dean of Women)
B.A., Linfield College; M.A., Whitworth College.
Whitworth College, 1965—

MAE WHITTEN, M.A.
Associate Professor of English
B.A., Stanford University; M.A., Whitworth College; Graduate study at
Stanford University, University of California and University of Oregon.
Whitworth College, 1945–

WILLIAM G. WILSON, M.S.
Associate Professor of Physics and Engineering (Emeritus)
B.S., M.S., University of Washington; Graduate study, University of
California, University of Washington, Eastern Washington College of
Education; work towards Ph.D., Washington State College.

ROBERT WINNIFORD, Ph.D.
Associate Professor of Chemistry
B.A., Oregon State University; M.A., California Institute of Technology
Ph.D., University of Tennessee.
Whitworth College, 1963—

WOLF, RONALD L., M.Ed.
Associate Dean of Students (Dean of Men)
B.A., Seattle Pacific; M.Ed., Oregon State University.
Whitworth College, 1969

ROLAND B. WURSTER, M.A.
Registrar
B.S., Oregon State College; M.Ed., University of Oregon; M.A., George
Peabody College for Teachers.
Whitworth College, 1957—

LAWRENCE E. YATES, Th.D.
Professor of Philosophy and Greek
B.A., McGill University; M.A., University of Toronto; B.D., Presbyterian
College, Montreal, Canada. Graduate study, University of Saskatchew
an; Th.D., Princeton Theological College.
Whitworth College, 1948—
PHYSICAL PLANT


The Cowles Memorial Auditorium, which was completed in 1956, was a gift from the Cowles family. It is a brick structure of modern design. It contains an auditorium which seats 1250 persons and has a large stage for the presentation of music and dramatic productions. This building houses a little theater area under the stage, speech classrooms, a public relations office, speech offices, development offices, and a faculty lounge.

Dixon Hall was completed in 1956. It was named after Grant Dixon, a former Board member and benefactor of the College. This building contains 18 classrooms which are used by the various divisions of the College and also includes individual offices for faculty members. The building is of brick and completely fireproof.

The Edinger Memorial Chapel was erected by the Philadelphians, a student group. It accommodates forty students for small religious group meetings and for private devotions.

The Eric Johnston Science Center was completed in 1966 and contains classrooms and laboratories for biology, chemistry, geology and physics. A greenhouse, science library, astronomy observation deck and a 100-seat amphitheatre-style lecture hall are special features of this instruction-research facility.

The Fine Arts Building is a brick structure with two floors, making space for a lecture room, studios, store rooms, and faculty offices.

Graves Gymnasium is the center of the athletic program of the campus. Adjacent to this building is a natural amphitheater which with its view of nearby hills provides a turfed athletic field of unique beauty. This field also contains a quarter mile track. Stannard Field is used for baseball and other field sports. The athletic facilities also include five cement and asphalt tennis courts.

Grieve Hall houses the Health Center. It contains the nursing office, the dispensary, and both single rooms and wards for the care of students during illness. A home economics classroom is also in this building.

The Hardwick Memorial Student Union Building was completed in 1957. This building contains a snack bar and rooms situated adjacent to it that can accommodate gatherings up to 75 in number. It also provides a large room for social events, game room, lounge with TV and record player, book store, post office, five guest rooms, and offices for student publications and the Associated Students.

The Harriet Cheney Cowles Memorial Library, erected in 1948, was a gift from the Cowles family. The same donor provided a major addition in 1968 that modernized the services, enlarged the study areas, increased the library materials capacity, and provided space for listening areas and a microform center.

The Home Economics Building contains a large foods laboratory and storage room. A modern, all electric kitchen is located on the first floor.

The Leavitt Dining Hall is a solid brick structure. It will accommodate 500 students at one time through the use of its upper and lower dining rooms.

McEachern Hall was built in 1953. It houses the administrative offices.

The Music Building consists of two levels. The first floor has two large classrooms and a number of practice rooms. The second floor contains the recital room, a central music office, and studio for the individual members of the department.

Residence halls provide accommodations for approximately 800 campus students. Baldwin-Jenkins, Ballard, and Warren halls are for women; Arend, McMillan, and Stewart are for men.

The Whitworth Field House was completed in 1962. It is a building 242 feet long and 181 feet wide, and will provide accommodation for many indoor sports. The field-house facilities are also used by the Physical Education Department for a variety of sports and recreational activities.
<table>
<thead>
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<th>JANUARY</th>
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<th>JULY</th>
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CALENDAR FOR 1970-1971

SUMMER SESSION 1970

Pre-Registration begins ........................................... May 25
Registration ............................................................. June 3-5
Class instruction begins for first session ..................... June 8

Details concerning the summer session are carried in the Summer School Bulletin.

FALL TERM 1970

Orientation and Registration for Fall and January Terms ... September 7-9-10
Class instruction begins, Thursday ............................. September 10
Latest date for adding a course without reduction of credit September 10
Latest date for discontinuing a course without grade ........ October 2
Spring and Summer incompletes due ......................... October 23
Thanksgiving Recess begins noon (day classes) ............. November 25
Classes resume ......................................................... November 30
Reading Day ................................................................ December 11
Final Examinations ..................................................... December 14-18
Christmas Vacation ..................................................... December 19-January 6

JANUARY TERM 1971

Classes begin, Wednesday ......................................... January 6
January Term ends ..................................................... February 3
Mid-Year Commencement .......................................... February 7

SPRING TERM 1971

Registration ............................................................. February 4-5
Class instruction begins, Monday ............................... February 8
Latest date to add a course without reduction of credit February 19
Latest date for discontinuing a course without a grade February 26
Fall incompletes due .................................................. March 19
Spring Vacation (begins after classes) ......................... April 2
Classes resume (Evening; April 12) Day; 8:00 AM ........ April 13
Reading Day ............................................................. May 14
Final Examinations ..................................................... May 17-21
Baccalaureate and Commencement ......................... May 23
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