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Whitworth College Bulletin 1976-1977

Whitworth University

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“isn’t there any college that is life, not just a preparation for life?”
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FOR REFERENCE
Do Not Take From This Room

1976-77 CATALOG
Whitworth College
Spokane, Washington 99251

ACCREDITATION
Whitworth College is fully accredited by the Northwest Association of Secondary and Higher Schools as a four-year liberal arts college with an unqualified membership in that association. It is also a member of the Association of American Colleges and is on the approved list of the American Association of University Women and the National Council on Church-Related Colleges.
"... isn't there any college that is life, not just a preparation for life?"

Whitworth College doesn't have anything against preparing students for life. In fact, most of the qualities of Whitworth are designed to help our graduates to be really effective in the world of the future— not just for that first job, but for all of life.

Yet Whitworth goes well beyond the important business of getting students ready to cross future bridges. The "ivory tower" and the "real world" need not be separate and distinct. College is an ideal place for living— sampling both the rich fruit of theoretical exploration and the wise lessons of practical experience.

At Whitworth this is accomplished through a student life program that's reality-based rather than an artifice, through an academic program emphasizing competence and involvement in near and far-flung communities, and through providing an overall environment which combines Christian commitment with freedom and responsibility.

In short, students here experience many of the situations, dynamics, and complexities of the world beyond the campus. We work very hard to insure that going to college here is life, not just getting ready for life.

This publication is no substitute for an exploratory walk across campus, visiting personally with our professors, or sensing for yourself the unique and exciting qualities of a college where personal caring is as impressive as the unspoiled Pacific Northwest environment which surrounds Whitworth.

We hope you'll discover in reading these pages if Whitworth is well suited to your needs and interests. Of course, this publication won't answer all your questions. Specific
WHITWORTH IS . . .

A unique and distinctive college, attractive and dynamic because of the particular blending of characteristics of modern higher education:

(1) A quality innovative academic program relating the liberal arts to specific areas of competence.

(2) A total environment encouraging multiple dimensions of development toward maturity, health, and leadership.

(3) Professionally competent faculty representing a broad spectrum of political, social and religious persuasions and life styles but united in commitment to Jesus Christ.

Those words take on meaning when one looks behind the abstractions. So let's consider the dynamics of each characteristic:

I. As they were 50 years ago, residential liberal arts colleges are the finest preparation available for vocational success as well as a rich personal life. An impressive percentage of the leadership in our nation is a product of such colleges. This does not mean, however, that the liberal arts curriculum of the 1960's is adequate for the 1980's and beyond.
To ensure that the curricula of today is adequate for tomorrow, we have identified fourteen basic competencies that we expect of our graduates — competencies which enable them to move with confidence into the challenging and complex world of the future. On pages 25 and 26 in this catalog, you will find these competencies listed in conjunction with our graduation requirements; in this way we gauge how well students demonstrate the achievement of the basic competencies during their years in residence.

Since we identify our graduation requirements as competencies rather than simply required courses, we can take an adult who has gained some of these competencies through non-school experiences and allow this person to move more rapidly toward a Whitworth degree.

But most importantly, competency goals provide all students with a clear rationale and motivation for their academic work. There’s no longer a mystery about what one will gain from a particular course in terms of practical abilities and competencies needed for significant jobs or responsibilities in society. To this end, we are matching up the great intellectual traditions of the liberal arts with specific competencies. This will help our students and the general public see the practical utility of a Whitworth education. And we may declare to society at large, with greater confidence than ever before, that our graduates are prepared and competent, for they have demonstrated their competence in specific, practical terms prior to graduation.
II. College is much, much more than the academic program. Unfortunately, mass produced education tends to ignore this fact, and now the demand is growing that college graduates do more than pass exams. The residential colleges have the tools — in the residence halls and extra-curricular activities — to nurture experiences and learning which may well be just as important as the specific kinds of competence for which a graduate receives a degree.

At Whitworth, we have made the commitment. We have moved new money and resources to support the development of a student life program that fully complements and supplements the academic program. This new venture is rapidly becoming a model for liberal arts colleges nationally. Even after building six new mini-dorms, we still have a large waiting list each fall term of students who want to live on campus to be part of the challenging, exciting residential community.

Should dormitory living contribute to the maturation process? Emphatically we at Whitworth say "yes!" Our students make their own decisions as adults do, very much as in society, feeling the same responsibilities toward law and society as they will do when they leave the campus. Because responsible decision-making is learned, our entire residence hall system is geared to the quality of our resident counselors and their ability to assist students in the
“process” model of deciding their residential rules and policies. Our resident counselors are well trained, holding master’s degrees in counseling psychology and experience working with college students. And they are full-time in their jobs. In an open and flexible environment, they are closer to and more influential with our students than ever before.

Through carefully designed experiences and processes, students learn the crucial lessons of law, integrity, and responsibility-in-freedom that were so tragically missing in the actions of leading national officials during the Watergate era. While many of those discredited officials were graduates of the most prestigious higher educational institutions, and their academic transcripts were impressive, they somehow missed a key ingredient which Whitworth emphasizes: experiences designed to support the personal commitment of students to a strong and realistic system of values, and achieving a pattern of action and behavior which expresses integrity and personal responsibility. As a faculty and staff, we find our Christian faith is the major resource in this process, but we affirm other resources and approaches that are present within our student body.

The Whitworth residential experience provides an ideal setting for students to explore the significant moral and value issues
of our time. The process of student life is real life, not an imitation, and in the atmosphere of genuine freedom and openness there is loving support from faculty and staff.

III. Our best, our most significant resource for students is our faculty—Not just as professors, but as persons. They are “sharing scholars,” sharing their scholarship as they continue to learn and apply their academic disciplines to the changing world. But, even more, they share their lives and commitments with undergraduate students. And this is far more unique than the public realizes.

Whitworth is not a university. We are a college designed for undergraduates. Our business is not employing a faculty to direct graduate research or to write for publication. Our business is employing a faculty who first are resources for the development of undergraduates. They are prepared and competent to serve as university professors, but they have chosen Whitworth in order to have the quality of close relationships with freshmen, sophomores, juniors, and seniors—an often frustrating but always rewarding role.

To ensure faculty excellence, our Academic Dean spends an unusually large percentage of his time locating prospective faculty who have achieved professional standards yet also share our vision for what a college can be.
Appropriate to our theme of Jesus Christ, we have assembled a group of scholars who share their academic knowledge and themselves as persons with commitments in many areas, including a personal relationship with God in Jesus Christ. Our chaplain’s office employs seven full-time staff members (two chaplains, three interns, two office staff), but it is the commitment of the entire faculty, not just a small segment of the community that maintains the significance of Jesus Christ in all activities of the college.

Because our theme is Jesus Christ — not a particular Christian doctrine, not even the Presbyterian denomination — we have attracted a wide range of faculty in terms of Christian denomination, political and social perspective, and lifestyle. Yet they are enthusiastic in their Christian commitment. And, as a result, our students can easily identify with faculty members and can experience both the diversity and yet unity which are hallmarks of the evangelical Christian church.

Briefly, then, Whitworth has sensed a new opportunity in the 1970’s to bring together on one campus three strong and distinctive features that have not been combined in higher educational institutions: (1) a new kind of liberal arts curriculum clearly based on practical competencies important in responsible leadership roles, whether in the home, church, and society, or in the vocational world; (2) an open, total, residential environment linked to the academic program and carefully designed to enable students to work through the developmental tasks involved in becoming mature adults with integrity and responsibility, and (3) a professionally competent faculty — attractive, warm, committed human beings — primarily interested in sharing themselves with undergraduate students: sharing ongoing scholarship, sharing widely ranging values and perspectives, and sharing their personal commitment to Jesus Christ.
FACTS IN BRIEF

Founding & History: Pioneer educator and Presbyterian pastor Dr. George F. Whitworth founded Whitworth near the shores of Puget Sound in Sumner, Washington, in 1890. Ten years later the fledgling college was moved to Tacoma, and then in 1914 Spokane realtor and mining man Jay P. Graves offered a site for the struggling college just north of the Spokane city limits. In Spokane, the church-related college slowly grew to an enrollment of 250 in the thirties, then grew rapidly in the post World War II era — reaching an enrollment of more than 1,200 students and constructing many of the buildings now on campus. After leveling off in the sixties, the college began to grow again in 1970.

Administration: Edward B. Lindaman, a veteran aerospace executive and an active Presbyterian layman, became Whitworth’s 19th president in January, 1970. A 42-member Board of Trustees governs Whitworth.

Enrollment Fall 1974:

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>379</td>
<td>11</td>
<td>390</td>
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<tr>
<td>Sophomores</td>
<td>346</td>
<td>16</td>
<td>362</td>
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<tr>
<td>Juniors</td>
<td>276</td>
<td>13</td>
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<td>Seniors</td>
<td>284</td>
<td>21</td>
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<tr>
<td>Graduates</td>
<td>58</td>
<td>40</td>
<td>98</td>
</tr>
<tr>
<td>Night School (fall ’74)</td>
<td>-</td>
<td>307</td>
<td>307</td>
</tr>
<tr>
<td>Summer School (1974)</td>
<td>-</td>
<td>717</td>
<td>717</td>
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<tr>
<td></td>
<td>1,343</td>
<td>1,125</td>
<td>2,468</td>
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</table>
Student Profile: About 18 percent of Whitworth students are from Spokane, another 28 percent from other areas of Washington, 26 percent from California, 5 percent each from Hawaii and Oregon, 3 percent from Colorado, 13 percent from 35 other states, and 2 percent from 16 other nations.

Student Aid: Each year, Whitworth students receive more than $500,000 in scholarships and other financial aid. Recipients of aid include about half of the student body.

Faculty: In the 1975-76 year, the faculty was composed of 79 full-time members, with 48 holding earned doctorate degrees. About 30 other persons teach part-time.

Degrees: Whitworth awards over 250 degrees annually, with about 80 percent bachelor's degrees and the remainder master's degrees in education, religion and applied behavioral science. The college has granted more than 6,800 degrees in its 85-year history.

Alumni: Whitworth now has some 5,500 alumni living in 49 states and 34 foreign countries.

Campus: The 200-acre campus and more than 40 buildings are valued in excess of $9 million. Whitworth's 15 dormitory units have nearly 1,000 beds. These range from historic McMillan Hall, constructed in 1914, to six new cottage-like dorms. Main buildings include Cowles Memorial Auditorium, Harriet Cheney Cowles Library, Schumacher Health Center, Eric Johnston Science Center, Dixon Hall, and the Whitworth Fieldhouse.

Library: Currently the library collection includes in excess of 72,000 books and bound periodical volumes, musical scores, documents, and microfilms. Cowles Library increases holdings by over 5,000 volumes annually and subscribes to 700 periodicals and newspapers.

Budget: Whitworth's annual operating budget exceeds $5 million. The college endowment of $5 million includes about $2.5 million in deferred giving contracts.

Accreditation: Since 1933 Whitworth has been accredited as a four-year liberal arts college by the Northwest Association of Secondary and Higher Schools. The college also is accredited by numerous specialized accrediting agencies.

Equal Opportunities: Whitworth College provides equal educational and employment opportunity without regard to race, color, national origin, or sex. The college is under the jurisdiction of Title VI of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, as amended, as enforced by the Department of Health, Education, and Welfare.
THE FACULTY
Sixty-seven faculty members form the core of our instructional staff, and forty-eight of these hold earned doctorate degrees. Many of our faculty with master's degrees, particularly those in the fields of music, art, journalism, and physical education, have professional experience or other expertise comparable to a doctoral degree. In addition to the sixty-seven regular faculty members, we have twelve full-time and approximately thirty part-time faculty who supplement the core staff to give us an equivalent of ninety full faculty positions. The doctorates of our faculty members were received from a number of leading universities: Arizona State, California, Cincinnati, Claremont, Colorado State, Columbia, Cornell, Drew, Edinburgh, Fuller Graduate School of Psychology, Georgia, Harvard, Illinois, Indiana, Michigan, Michigan State, New York, Oklahoma, Oregon, Oregon State, Pennsylvania, Princeton, Rochester, Southern California, Stanford, Tennessee, Tufts, Washington, Washington State, Wisconsin, and Wyoming.

Of equal importance with professional competence is the fact that our faculty chose to teach in a liberal arts college rather than a university. This means that their primary motivation and reward center on serving as resources for undergraduate students. This is an increasingly attractive characteristic of private colleges. To teach a curriculum such as Whitworth's, our faculty must be generalists as well as specialists; that is, be able to relate their own specialty to the other undergraduate disciplines and fields of study. Our faculty includes recognized scholars, professors with a richness to their intellectual perspective that attracts students into majors and vocational preparation related to their departments. Many of these become involved in the healthy controversy of an alive campus, and their questions penetrate the myths and complacency of the status quo.

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

Students — many of whom are not Christian in their personal faith — are attracted to this faculty because of the clear and attractive commitment they express. Our faculty are not apologetic or defensive about their values and beliefs. At the same time they are careful to avoid pressuring students simply to imitate faculty values. In short, the college provides an ideal atmosphere for a student to grapple with the ethical and religious issues that are important to him or her, and individually choose the values and beliefs that form the basis of one's life and commitment.

But who are these faculty? Let us introduce you to a representative sample:
ROBERT D. BOCKSCH

Bob Bocksch is the kind of fellow who'd buy seven cherry pitters in the dead of winter and leave the gaping hardware clerk with no explanation. He also would spend his entire summer developing new advanced health science training programs simply because the challenge turns him on.

Dr. Bocksch, now in his seventeenth year of teaching chemistry at Whitworth, has added a new dimension to his career in the past couple years. He's creating some new programs for science students, and he's approaching the task with all the enthusiasm of a kid in a candy store.

"You don't have to design a lot of new courses to create new programs," Bocksch says, "You just put together new combinations that offer new possibilities." With that approach, he's designing programs to expand the potential for cardiopulmonary technicians and registered nurses, and helping students tailor highly individualized "areas of concentration" in science to fit their career goals.

Bob says his experience as a teaching assistant during graduate school at a major university made him determined to find ways to offer undergraduate science students a fairer shake, and Whitworth offered the right setting.

"No one wanted to teach undergraduate courses at the university. It was left mostly to the teaching assistants. But it seems to me the quality of the undergraduate program largely determines the success of the graduate student."

That's why Bocksch undertakes with his typical energy the highly demanding responsibility of seeing to it that each student exactly fulfills the requirements of his chosen graduate school or career field. He brushes aside his accomplishment with a big grin. "We have no problem," he says, and the alumni records prove it. "You just have to find the right mix."

Bob, however, hasn't allowed these new challenges to diminish his teaching. His colleague, Dr. Hugh Johnston, describes the Bocksch classroom style: "He's a great kidder and razzor of students, and they love it. But that doesn't mean he's not dead serious about content and standards. He's as tough as nails."

Bocksch spends his leisure as energetically as his working hours. Bob and Mary June and their five children enjoy horticulture, camping, hiking, and wild berry picking, and they devote many hours to activities at Country Homes Christian Church.

A recipe in a chemistry journal led to another family interest, making maraschino cherries. Around Christmas, after several weeks in a bleaching solution, the cherries are ready for pitting. The whole family helps, using the seven cherry pitters from the hardware store.

Dr. Bocksch earned his Ph.D. in organic chemistry from the University of Wisconsin. He is currently Chairman of the Health Science Department at Whitworth.

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R. FENTON DUVALL

Dr. Fenton Duvall is "crème de la crème," a man who stands out among outstanding men, a scholar-teacher of a calibre rare at any institution. And yet, after 37 years teaching history (24 at Whitworth College), Duvall has unrealized goals.

"In the next few years, I want to concentrate on a few courses and feel that I am really doing them well," he says. "Teaching is a constantly fresh opportunity, especially in history. Every generation rewrites history, because new things happen to change our perceptions of past events."

Dr. Duvall finds students as constantly stimulating as he does history. "I'm impressed again and again by the kind of students who come here. I've always enjoyed being close to the students. There was a time during the sixties that I couldn't relate to them, and I thought I'd lost my ability, but now that's changed, and I'm comfortable about that again."

Proof of how well he relates to students was evident in the reactions of the members of his Italian studies tour group, who spent a full semester in Venice, Rome and Florence. "I was overwhelmed with our sense of groupness," he recalls. "Some of the students began calling me Fenton, and some even Fennie — I didn't encourage or discourage it. And I was surprised at the number of times they felt led to hug me — I didn't encourage or discourage that either. We all felt very close."

"He deserves all the admiration and respect anyone can give him," said one of his tour group members.

The Italian study tour was an innovative experiment on Duvall's part, a typical outgrowth, he says, of the kind of freedom Whitworth offers its faculty.

"I've always had the freedom I want here, to write courses, to experiment with methods, to get involved with students. Whitworth has a unique combination of commitment and freedom. There is here a clear, unequivocal, unembarrassed Christian commitment, coupled with the freedom to say in class and teach my students whatever I choose."

Dr. Duvall is proud of the fact that his three sons are also in the academic world, and for him and Hannah Duvall recreation is visiting their sons and families. Duvall holds a Ph.D. from the University of Pennsylvania.
JEAN P. ANDERSON

Jean Anderson is famous for two things at Whitworth — her unswerving dedication to women’s athletics and her hot fudge sundae sauce.

She uses both, in varying degrees in her duties as coach of women’s basketball and tennis.

“‘There’s no halfway with her,’” says one of her basketball players. “She expects you to come prepared to give an all-out commitment to the team, or not come at all.”

This kind of seriousness about athletics is new to most women students, so in the past two years Jean has had to build her teams virtually from the ground up.

“Besides learning game skills, the players had to learn to be aggressive, to be disciplined and to come back from defeat,” Jean said of her basketball team. “That takes fortitude.”

It also takes a tremendous effort by the coach. “I can’t believe how much she cares about the team and takes care of all the details that make everything right for us,” said another team member.

Jean’s team rewarded her with a third place finish and a pair of atrocious overalls. She rewarded them with hot fudge sundaes from an old family recipe.

“My two primary concerns are improvement of the physical education major curriculum and implementation of the new physical development competency plan.”

Her goal is for P.E. majors to become equally knowledgeable on sports techniques and understanding of the body and how it works.

“I also want to be sure they are skilled in interpersonal relations as well,” she added. “I don’t think any other teacher has as much direct contact with the individual student as does a coach.”

The physical competency plan, which Jean helped to design, is an effort to provide students with the motivation and methods for maintaining a lifetime of good physical conditioning.

“We feel it’s crucial to get students and faculty really aware of how important it is that they exercise to provide the stamina to cope with everyday life, both physically and psychologically,” she explained.

Jean believes wholeheartedly in the directions women’s athletics are taking today, and has assumed a leadership role in that movement. She’s on the executive committee of the National Association of Intercollegiate Athletics for Women, and is president of the five-state Northwest Women’s Sports Association. She also is secretary of the Inland Valley Conference, the new women’s sports league.

A graduate of Wheaton College, Jean holds a Master’s degree from Northwestern University and a Ph.D. from the University of Minnesota.
Ron Frase is a one-man passport into the "third world." His years of travel and work in Latin America, including five years as a missionary in Brazil, have made him a vehement prophet of third world politics. He is convinced of the importance of raising students' awareness and understanding of the world ramifications of the emergence of the underdeveloped nations with their impoverished millions. In his sociology classes and in informal settings, he is a walking textbook on the subject, offering insights that students might never otherwise gain. He led the Latin-American theme dorm, a living group organized around preparing for the vigors of a lengthy tour of Brazil, which Frase also led.

"His intensity and excitement infect the people around him," student Lorelee Bauer recalls. "We were at a faculty-student rap session and pretty soon he and I were in the kitchen talking Latin American politics. He has a remarkable ability to incorporate seemingly unrelated items into a central theme, and you find these things really are interrelated. That brief discussion with him gave me all sorts of new insights."

Despite the singleness of his cause, Frase has perspective, being at once an evangelical and a social activist. "We must demonstrate clearly," he says, "how the gospel can be relevant in a very real world. I believe that I'm here at Whitworth to communicate to a receptive community the discrepancy between our Christian rhetoric and what we actually do. We speak of human concerns, yet our lifestyle exploits people we never see or think about.

"But I think this is a fruitful time for Christians. Old symbols and myths are dying and we have an opportunity for new perspectives. Often, I think, too many Christians have too many answers. If you have answers you don’t need faith."

Frase is an ordained minister of the Presbyterian church. He has served on the staff of the First Presbyterian Church of Berkeley, California, and has been a Young Life director. He has done graduate work at Princeton University and Theological Seminary, and recently completed his Ph.D. thesis for a joint degree from those institutions. His topic was the growth of the Protestant movement in Brazil.

Ron and Marianne Frase have two teen-age daughters. Frase, a former football player, now enjoys tennis, camping, fishing, gardening and photography.
Pauline D. Haas

Pauline Haas brings a spirit of joyful anticipation to her art and her teaching. She expects something fresh and inspiring to emerge from each new canvas and every new student.

"Helping people find ways to express themselves is a cause with Pauline," says Dr. David Winter. "So much so that she spent over a year teaching art at a home for troubled girls on a regular basis, strictly as a volunteer."

"I try to encourage my students to verbalize their art experiences," Mrs. Haas explains, "to explore their feelings about what their art expresses."

She's good at providing an atmosphere where students are free to share those feelings, according to her art colleague, Walter Grosvenor. "She's extremely competent both as an artist and as a teacher, and yet she's such a warm and comfortable person to know that students are immediately at ease with her."

Pauline sets a good example of self-expression; she loves to talk about her work. A tour of her studio reveals wide-ranging interests and intense responses to the world around her. "My art reflects whatever is going on in my life—my current interests. 'Taken as a whole, I think my paintings show that I'm a very positive person."

While Mrs. Haas is experienced in a full range of art forms, oil painting is her favorite medium. "Painting is a spiritual experience for me. Often I just begin playing with color and form, and the painting begins to take on a life of its own. It's always exciting to see what it becomes."

Her paintings provide a rich diversity of mood and subject, indicating the depth and breadth of the artist. A large canvas all in blue of a wispy little lady propped up on a huge pillow is her haunting tribute to her husband's mother. In marked contrast is the hopeful expectancy of a study in vibrant greens of a young woman in jeans with long blonde hair, casually seated, waiting. Other canvases hold still lifes, cloud scenes, ethereal nudes and lush landscapes, each treated with emphatic strength.

Pauline holds a Master of Fine Arts degree from Indiana University, with post-graduate work at the John Laurent School of Art, Ogunquit, Maine, and the University of Washington, Seattle.

She and her husband, Dr. Garland Haas, have traveled extensively in Europe and the Near East. They lived three years in Rawalpindi, West Pakistan, serving under the Presbyterian Board of Foreign Missions. Twice Mrs. Haas has been a Visiting Assistant Professor of Art for World Campus Afloat.
EDWIN A. OLSON

Ed Olson belongs to the "gee whiz" school of science. It's an exciting adventure he delights in sharing with his students. Using a vast collection of samples, artifacts and slides, and an informal, chatty manner, he transmits to students something of his own unabashed awe at the order of God's creation as demonstrated by geology and geochemistry.

The fact that he's a nationally-known expert on carbon dating (the newest Encyclopedia Britannica includes his lengthy treatise on the subject), and that he's a much published research scientist, hasn't made him the introverted, out-of-touch scientist stereotype. He happily forsakes the lab to take student groups rafting down the Grand Canyon to explore its geological wonders. He has a realist's view of the limitations of science that leads him to dabble in philosophy. "We mustn't allow ourselves to overstate the potential of science," he says. "Science doesn't lead to all truth. There are a number of basic questions man has always needed to answer about who and what we are which science simply can't satisfy. I think the awareness of that is greatest among scientists. I feel that a world view without Christ and what he has to say about time and space is second class."

Olson's rare combination of scientist-philosopher-Christian found a perfect home at Whitworth, where the science department is deeply interested in preparing students for graduate school. It was a desire to help guide young aspiring scientists that brought him to Whitworth in 1960.

During the early fifties, Ed had a promising future as a chemical engineer for DuPont, but he began asking himself if he couldn't be making a bigger contribution teaching. With his young family, he embarked on four years of subsistence living in New York City while he worked toward a Ph.D. at Columbia University.

He credits the incredible longevity of a '47 Ford with getting him through those lean years. It expired on the cross-country trip to Whitworth, but a talented young science educator was on his way.
MARGARET SAUNDERS OTT

The first thing you notice about Margaret Ott is her dazzling sparkle. A sweep of crisp red hair and a warm, bright smile give an air of perpetual gaiety, and that impression is true, but that's not all there is, not by a long way.

When Margaret Ott teaches piano, she teaches the whole person. "Music is a discipline of the whole self," she says. "The muscles, mind, emotions, eyes and ears, all become trained by it."

"I think she must have studied anatomy on her own," says her former student, Willie Williams. "Without even watching she can tell you what muscles to relax to improve a difficult passage. In a lesson situation she is highly technical, firm and very demanding. She knows exactly how to go about it, and she always gets the results she wants."

Mrs. Ott has devoted her life to teaching piano, and is nationally recognized as a leader in that field. "I tried to stop teaching once," she recalls. "I took my two sons and traveled, but I realized that teaching was what I really wanted to do."

But, to her, teaching is more than turning out good musicians. "It's the human relationships that really count," she says. "If you can relate to a student through music and somehow make a difference in that student's life, that's what makes it all worthwhile."

"That's why being at Whitworth is so great. I've taught many places and this is the only college where the whole emphasis of the music department is on helping an individual student do what he wants to do. At other more famous music schools the attitude is 'grind 'em out.' Whitworth is the most exciting place I know of to learn, in music and in other subjects, too. The faculty is supportive of the students, and students are supportive of one another. This makes a big difference. You have to have somebody on the receiving end, someone to respond. If everybody cares, you can do a better job! That's the advantage our music students have."

"Mrs. Ott epitomizes the kind of caring that Whitworth faculty is known for," says former student, now colleague, Linda J. Siverts. "She just never stops giving."

Typical of the extent of her giving is her practice of having students spend the night before an important recital relaxing in her home, away from campus.

Mrs. Ott holds a master's degree in piano from Juilliard School of Music. She is in great demand as a lecturer and adjudicator at music events around the country. She is also very active in service organizations, church and educational projects. Margaret and Franklin Ott have two sons; the younger is currently a Whitworth student.
Dr. Lawrence Yates is controlled subtle zaniness disguised as everyone's image of a learned philosophy professor. Tall, trim, and white-haired, Yates' appearance betrays his wry character only with a slight glint of the eye and suggestion of crookedness to the smile. His wit, though highly intellectual, is gentle and benign. When his put-on takes you in, he's too much the gentleman to ever let on he knows. The word "courtly" was coined for him.

In the classroom, teaching Greek or philosophy, he appears to indulge in digressions along fascinating sidetracks, but when it's all over, everything's neatly tied to a central point.

Being a language expert, Dr. Yates loves to play with words. Puns and conundrums that cross back and forth between Greek, Latin, and English delight him, but as with all philosophers, he has a serious side as well.

Yates' linguistics colleague, Dr. Ronald Turner, describes that other side. "He can start the deepest and most serious philosophical discussion on a moment's notice, with absolutely no warmup, anywhere he happens to find you, and then stop just as abruptly when he feels his time is up. He takes you by surprise in his conversation openers. Once he came up to me after I had been away for some time and said, 'Tell me what I should ask you.'"

Dr. Yates, an ordained minister of the Presbyterian church, has served a small church in Davenport, Washington, in addition to his teaching duties.

At age 63, after 27 years of teaching Dr. Yates still seeks to grow and improve. "I'm too intense," he remarked. "I've got to learn not to be. I guess I come from intense people. My father was like that. I hope I can improve."

There are many who wouldn't agree that he needs improvement. A recent senior class voted him the professor who most stimulated their thinking. Last year's seniors selected him one of the two most inspirational members of the Whitworth faculty. Yates was trained at McGill University, the University of Toronto, Presbyterian College, Montreal, and Princeton Theological Seminary.
ACADEMIC PROGRAM

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

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

COMPONENTS OF OUR EDUCATIONAL PHILOSOPHY

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

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

3. The academic program allows students to start where they are, in terms of their interest in the world of today, and leads them into academic disciplines. The typical survey or introductory course is not required before matters of relevance and social concern are considered.

4. Graduates will know one area of knowledge in depth. College education as a whole provides breadth, but the major or area of concentration provides depth in an academic discipline, a theme, or topic of importance.

5. Students will receive more evaluation of their academic work, not less. The single most significant element of the faculty responsibility is to provide continuing and comprehensive feedback to their students. A professor knows each student as an individual and communicates to each student an evaluation of his or her academic progress.

6. Responsible use of financial resources, as well as concern for greater quality of education, requires new models for the use of faculty time. Professors no longer spend the majority of their time in the preparation and delivery of lectures. Computer assisted instruction and independent reading reduce the amount of lectures to enable faculty to be used more effectively and profitably in small group learning sessions.

7. Academic excellence requires a healthy balance of involvement in society along with intellectual inquiry. Students are not sheltered from the exciting and perplexing world of the present or the future. Students are engaged in academic studies which go far beyond the campus.

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

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

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

ACADEMIC GOALS: BASIC COMPETENCIES

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

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

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

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

5. Ability to locate and synthesize information

6. Ability to apply knowledge, value judgments and critical thinking skills to the solution of problems

7. Ability to understand and apply the basic analytical-mathematical operations

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

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

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

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

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

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

14. Awareness of the problems and issues concerning human rights
COLLEGE GRADUATION REQUIREMENTS

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

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

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

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

4. **The Core Courses.** A focus on our own culture and heritage with specific reference to: (1) the Judeo-Christian tradition, (2) the rationalist tradition, and (3) the role of science in our society. These are among our most popular courses, and are related to goals 1, 2, 5, 6, 12, 13, and 14.

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

6. **Off-Campus and Foreign Language.** A variety of options provide a student with insights into the world-view of other peoples, a key element in liberal education. Associated with goal 9.

7. **Biblical Literature.** One course based on a portion of the Bible is an essential part of higher education in the Western world. This is not simply a course in religion or even Christianity, but a course in the Bible. Goals 1 and 13.

8. **Physical Education.** A wide variety of health and sport activities is offered and each student must take foundations of P.E. and demonstrate skill in three recreational activities. This is our response to Goal 11.

9. **Academic Achievement.** To receive a bachelor’s degree, a student must complete 37 full courses plus physical education with an average grade of C or better. This requirement involves all of the goals described above.
DISTINCTIVE FEATURES OF OUR ACADEMIC PROGRAM

THE "4-1-4" CALENDAR

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

AREAS OF CONCENTRATION

In addition to approximately twenty traditional college majors based upon academic disciplines, we offer a growing number of "areas of concentration." These provide for academic depth through a topical or thematic focus which usually crosses departmental lines. As vocational and career opportunities change, it is important to allow students to choose a focus related to the world about them. Thus we find students choosing such areas of concentration as Pre-Medicine, Arts Administration, Environmental Studies, International Studies, Pre-Law, and Quantitative Business and Economics. But we also find students selecting areas not explicitly related to careers, that divide up academic knowledge in new ways. The American Experience, for example, combines history, literature, and sociology; and Renaissance draws from art, literature, and philosophy as well as from history. Over a hundred students have developed individual areas of concentration. These are subject to the approval of the Dean, who decides the appropriateness of the topic by taking into consideration the faculty and resources of the college. Each area of concentration is carefully supervised by at least two faculty members.

THE FORUM

Few colleges have regular occasions for all-college discussion of significant issues. All full-time Whitworth students are enrolled in "The Forum" for academic credit every long term in which they are in residence. This brings together the entire college community twice a week. By consciously relating the intellectual perspective to the particular subject matter, the college provides a model for the practical utility of college education. The Forum provides an opportunity for the entire student body to hear well known lecturers or music organizations, but also presentations by our own faculty which are frequently received even better than those of the outside speakers. It also allows the college to break in on the tentative schedule at any time with discussion of a world or local event of significance. Because of the college theme, the subject of the Forum frequently expresses an aspect of Christian theology or the Christian world view.
THE CORE COURSES

Three inter-disciplinary, thematic courses acquaint Whitworth students with the major historical forces which have shaped our patterns of thinking, defined our value commitments, and created the options of behavior open to us today. Whitworth students investigate, one at a time, during their college careers, three of the most important forces. "Core 150, the Judeo-Christian tradition," demonstrates the impact of this tradition in aspects of our culture today, such as our laws and mores, values and priorities, art and literature. The student is challenged to apply some of the great insights achieved within Judaism and Christianity to his or her own world view so as to assume a constructive and satisfying role in society today. "Core 250, the Rationalist Tradition," examines the Greek emphasis upon rationalism and humanism and the way in which this tradition has influenced our past and affects our lives today. The student considers the barriers and manifestations of this intellectual tradition, studies contradictory viewpoints, and faces the implications of these conflicting forces in shaping his or her own approach to life. "Core 350, Science and Civilization," deals with the tremendous impact the scientific method, with its resulting technology, has had on mankind. The problems of ecological balance, personal freedom and societal controls are considered in relation to many different problem areas. By developing position papers on the issues being studied, each student identifies existing pre-suppositions and assumptions, and is assisted in rationally developing his or her own values and pattern of life.

EMPHASIS UPON EVALUATION

The trend nationally has been toward "pass-fail" and other forms of grading which provide less evaluation. Whitworth is striving to provide considerably more evaluation than ever before in the conviction that students want better evaluation rather than less evaluation. We believe evaluation of student work should be greatly increased as a primary responsibility of the faculty member. Faced with so many new demands, there must be hard decisions about priorities in the use of time. There are many new means by which the communication of information can be accomplished without the time of the faculty member, but no book or programmed instruction can replace a professor in evaluating students. A number of departments in the college are experimenting with written evaluations in place of letter grades. Other departments are using the cassette tape to provide considerably more comment on the written work of students.
MINI-COURSES
To expand the number of learning experiences beyond the traditional liberal arts format, we augment our course offerings with selected community leaders, professionals, and tradesmen who teach short courses on campus for credit. Approximately 10 mini-courses are offered each year. Many of the people in society we want our students to become acquainted with firsthand cannot take the time to teach a full-length course, and the alternative of having such persons give a lecture or two provides little opportunity for effective interaction. Our answer is the mini-course, providing about 15 hours of contact time (typically spread over several weeks and a Saturday field trip) in a small group setting allowing for give and take with the special instructor. Our mini-courses involve persons from the community such as: the County Health Commissioner, an experienced owner of small businesses, the Director of the Crisis Center, the Assistant Attorney General, the City Manager, a school board chairman, a professional printer and lithographer, an arts manager, a TV station manager, an architect, a taxidermist, a state representative, a psychiatrist, a labor union leader, a traffic engineer, the City Recreation Director, a newspaper editor, local artists, pastors, and social workers.

MEDICAL HEALTH CAREERS
Whitworth has established a new Health Sciences Department to respond quickly and flexibly to the educational requirements for health care careers. The department carefully evaluates current educational requirements in the common health career fields, and studies trends in each of these fields in order to predict how requirements might change within the next five to ten years. Since timeliness is built into our system, the courses we suggest to prepare for careers in dentistry, medicine, optometry, osteopathy, podiatry, veterinary medicine, medical technology, registered record administrator, nursing, physical therapy, dental hygiene, pharmacy, and occupational therapy may not correspond directly to those of other colleges. For example, we anticipate that course work in such nontraditional disciplines as computer science will best serve the health professional of the future.

We have chosen not to train students solely for one or two professional schools. We believe we will better serve the potential health career specialist by offering him or her a choice of professional schools. This broader training enhances future job mobility and career advancement.

In addition to the programs mentioned above, the Health Sciences Department has developed a number of new programs whereby practicing health professionals may earn a bachelor’s degree. In some cases, this can be accomplished by electing coursework in areas not directly related to the area of professional certification. A diploma nurse, for instance, might elect courses in education, counseling, or business to complete degree requirements. Or the professional might elect to pursue a program offering advanced coursework in the specialty area. Such programs have been developed for persons in the cardiopulmonary and respiratory therapy areas.

One of the outstanding programs available to our students is the Intercollegiate Center for Nursing Education, a consortium of Washington State University, Fort Wright College, Eastern Washington State College, and Whitworth College. This provides the junior and senior years’ academic program at a center in Spokane, where a rich variety of field and hospital experience is arranged for the students.

In all of these specialized programs, liberal academic credit is granted for previous education and experience in the health field. Arrangements can be made to allow the candidate to complete degree work on a part-time basis in a minimum period of time. As a further convenience to the practicing professional, many of the suggested courses are made available through the evening program.
OFF-CAMPUS STUDY

It is increasingly clear that liberal education requires the involvement of students in the everyday activities of the society about us. Four years in a mountain top or retreat atmosphere does not produce students who are realistic or balanced in their experience or judgment. In many ways it would be ideal if students held responsible jobs for a few years before entering college, but our culture and economy make this option very difficult. However, we can develop programs of study which require students to participate in, say, the activities of governmental or social work agencies or family life found in other cultures. Indeed, off-campus study is now a Whitworth graduation requirement.

Whitworth is now focusing on five environments as locations for college study: *suburban*, the present campus in Spokane; *urban*, San Francisco; *rural*, a farming community in Washington State; *foreign*, dozens of localities and programs overseas; and *wilderness*, earth's largest remaining wilderness area — the Arctic Barrens. Each academic program offered by Whitworth in these localities includes individualized field study so that the student leaves the student culture and participates in a meaningful way in some other culture or sub-culture.

SEMINARS BASED UPON OFF-CAMPUS EXPERIENCE

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

TEACHER EDUCATION

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

Whitworth students have the opportunity to become as comfortable using a computer as when using any other machine. Our computer, a third generation PDP-11, is located in the campus library. Three visual display terminals and six teletype keyboard terminals may be in operation simultaneously for general computing applications. A Personalized Instructional, Remedial and Tutorial System (PIRATS), devised by our faculty, provides beginning and review work in the following areas: general study and test-taking skills, library orientation and research techniques, music history, Spanish language, phonetics, anatomy and physiology, concepts and terminology of theology and church history, poetic theory, and the nomenclature of hydrocarbons. Students are able to "converse" individually at their own pace with the PIRATS system, simulating a cooperative tutor. Instruction in computer fundamentals and programming is provided by the math and computer science department.

ROTC

An increasing number of our students are electing to spend several years as officers in the military service following graduation. The volunteer Army's new ROTC program for both men and women students emphasizes a number of competencies required for leadership and management roles, both military and civilian. Students enrolled during the first two years of college have no military service obligation. At the end of the sophomore year, students may apply for advanced study which provides a $100 monthly stipend for the last two years and several options of military service obligation upon graduation. Academic courses taken in the ROTC program provide regular credit toward graduation. Most courses are now taught on the nearby campus of Gonzaga University without additional cost for Whitworth students.
CONTINUING EDUCATION

Recognizing the inadequacy of a college education where the population of students are all approximately of the same age and culture, Whitworth has moved to greatly diversify its students and clientele so that the young undergraduates share learning experiences with significantly older people who have had the benefit of another perspective on the world. One of the most successful efforts is the Senior Scholar Program in which persons 65 years or over can enroll in regular college courses at no cost. The program started in 1972 and now is the model for several other colleges in the Northwest. Advertising locally and working with several retirement homes in the area, we have attracted over 100 adults in the community to enroll in our academic courses for credit or audit. Their enthusiasm is matched by that of the young undergraduates who appreciate the rich contribution made by the senior scholars in their courses.

The evening and summer divisions of the college enroll some 2,000 students each year in academic courses from all disciplines. Most such students have been area teachers working in their fifth year program or for graduate degrees. Now we have expanded these offerings to include a number of other areas in the curriculum, in religion, music, art, Christian education, physical education and natural science.

Whitworth offers humanities courses to the community in cooperation with the Spokesman-Review, the leading newspaper in the Inland Empire. Lectures are printed in the newspaper in their Sunday editions, and students meet with our faculty from time to time for review and examinations. A similar program has been developed with KSPS, the local public television station, offering an introduction to computers, also for academic credit. Other program offerings are planned.

In addition we have attracted some 1,500 women from the community each year to our “Women in Transition” program, which offers seminars and discussions on the changing roles of women in society. Under the direction of Lillian Whitehouse, “Women in Transition” meets in various community centers as well as on campus. These programs may also be taken for regular academic credit.

Other continuing education programs are being planned for church pastors and entire congregations. Also, a major summer institute for Christian college students from the western states is on the drawing board.
DEPARTMENTAL COURSE OFFERINGS

**Applied Studies Division**
Mr. Calvin A. Riemcke, Chairperson
Departments:
  - Education
  - Home Economics
  - Journalism
  - Physical Education

**Behavioral Science Division**
Dr. Patricia MacDonald, Chairperson
Departments:
  - Psychology
  - Sociology and Anthropology

**Communications and Fine Arts Division**
Mr. Albert C. Gunderson, Chairperson
Departments:
  - Art
  - Music
  - Speech and Theatre

**Humanities Division**
Dr. Duncan Ferguson, Chairperson
Departments:
  - English
  - Modern Language
  - Philosophy and Greek
  - Religion

**Natural Science Division**
Dr. David Hicks, Chairperson
Departments:
  - Biology
  - Chemistry
  - Earth Science
  - Health Science
  - Mathematics and Computer Science
  - Physics

**Social Science Division**
Dr. William Benz, Chairperson
Departments:
  - Economics and Business Management
  - History
  - Political Science

**ART**
Faculty
Walter B. Grosvenor, Pauline D. Haas, J. Russell Larson
Chairperson: Mrs. Haas

COURSE OFFERINGS
100 Introduction to Art
101 Drawing
107 Design
136, 236, 336, 436 Crafts
264, 364, 464 Jewelry
174, 274, 374, 474 Ceramics
201, 301, 401 Figure Drawing
221, 222, 321, 322, 421, 422 Painting
225 Lettering and Poster Design
235, 335, 435 Graphics
250, 350 Photography
260 Art of the Pacific Rim
284, 384, 484 Sculpture
353 Elementary Art Teaching
355, 356 World History of Art
395 Teaching Assistant Program
440 Senior Colloquium
492, 492 Independent Reading and Conference
BIOLOGY
Faculty
Nicolin P. Gray, David L. Hicks, Howard M. Stien
Chairperson: Dr. Stien

COURSE OFFERINGS
101 Life Science
102 Human Heredity
103 Human Biology
104 Human Ecology
105 Natural History of Eastern Washington
151 Bioscience
210 Plant Growth
231 Non-Vascular Plants
232 Vascular Plants
244 Vertebrates
245 Invertebrates
291, 391, 491 Independent Readings or Research
303 Plant Taxonomy
304 Mammalogy
305 Ornithology
323 Animal Physiology
327 Biological Techniques
331 Plant Physiology
340 Field Biology
345 Environmental Biology
347 Microbial Ecology
350 Comparative Anatomy
354 Developmental Biology
363 Genetics
400 Research
401 Seminar
412 Biology of the Cell

CHEMISTRY
Faculty
Robert D. Bocksch, Hugh W. Johnston, Robert S. Winniford
Chairperson: Dr. Winniford

COURSE OFFERINGS
131 Introductory Biochemistry
133 Introductory General Chemistry
151 Principles of Chemistry I
173 Analytical Chemistry
261 Organic Chemistry I
263 Organic Chemistry II
272 Modern Chemical Problems
331 Chemistry of Pollution
343 Physical Chemistry of Colloids and Surfaces
371 Biophysical Chemistry
373 Theoretical Physical Chemistry
383 Physical Inorganic Chemistry
411 Scientific Glassblowing
440 Instrumental Analysis
480 Chemistry Seminar
483 Advanced Biochemistry
491, 492, 493 Independent Readings and Conference
494, 495, 496 Research

EARTH SCIENCE
Faculty
Glen P. Erickson, Edwin A. Olson
Chairperson: Dr. Olson

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

Faculty
Harry M. Dixon, Kenneth Leonard, Thomas J. Lucas, George E. Weber
Chairperson: Dr. Dixon

COURSE OFFERINGS
130 Basic Accounting I
131 Basic Accounting II
200 Introduction to Business
201, 202 Principles of Economics
203 Economics for Non-Majors
220 Management of Personal Financial Affairs
238 Marketing, Advertising and Salesmanship
240 Business Law
291, 391, 491 Independent Readings and Conference
301 Money and Banking
309 Intermediate Economic Analysis
332 Managerial Accounting
334 Intermediate Accounting
350 Contemporary Management Issues
351 Economic History of the United States
357 Financial Management
373 Personnel Management
374 Management Theory
376 Principles of Production and Management Systems
415 Macroeconomics
465 History of Economic Doctrines

EDUCATION

Faculty
Martin B. Faber, Peggy Johnson, Margo Long, Alvin B. Quall, Tammy Reid, Shirley S. Richner, Tom V. Savage
Chairperson: Dr. Savage

COURSE OFFERINGS
205 Modern American Education
212 Growth and Learning
307 Materials and Methods for Elementary Schools

Library Science
150 Research Skill in Library
300 Children's Literature
350 Selection of Library Materials
355 Introduction of Reference Materials
400 Young Adult Literature
470 Cataloging and Classification
471 Organization and Administration
475 Directed Work

308 Materials and Methods for Secondary Schools
332 Audio Visual Aids
387 General Methods of Teaching Reading
401 Principles of Guidance
420 Elementary Reading
421 Arithmetic in the Elementary School
423 Social Studies in the Elementary School
424 General Science in the Elementary and Junior High School
426 Language Arts in the Elementary School
461 Tests and Measurements
481, 482 Research Seminar
491 Directed Teaching and Observation, Elementary
492 Directed Teaching and Observation, Junior High
493 Directed Teaching and Observation, Secondary
ENGLISH
Faculty
Lewis F. Archer, Laura Bloxham, Phillip W. Eaton, I. Dean Ebner, Leonard A. Oakland, Clarence J. Simpson, Barbara Standal
Chairperson: Dr. Ebner

COURSE OFFERINGS
105, 106 English as a Second Language
110 Freshman Writing
125 Introduction to Literature
191, 291, 490, 491 Independent Readings and Conference
220 Ancient and Medieval World
233 Literature of the Western World
245 Creative Writing
249 Colonial and Romantic American Literature
250 Art Film as Literature
251 Modern European Novel
262, 362 Bible as Literature
277 American Poetry
300 Children's Literature
320 Mythology
326 Classic to Romantic English Literature
346 Essay Writing
349 20th Century American Literature
354 Shakespeare
359 Victorian to Modern English Literature
371 Renaissance
377 Modern Poetry
381 Competency in Research
388 Development and Structure of the English Language
390 Methods of Teaching English in the Secondary School
395 TA in English
400 Youth Literature
405 Chaucer and Medieval Literature
412 Drama Seminar
416 Teaching Reading in the Secondary Schools
449 19th Century American Literature
455 Milton
465 English Novel
497 Senior Colloquium

HEALTH SCIENCE
Faculty
Robert D. Bocksch, Jacqueline L. Fick
Chairperson: Dr. Bocksch

COURSE OFFERINGS
100 Orientation
107 Human Anatomy and Physiology
110 Good Health and How to Keep It
119 Biophysics
131 Introduction to Biochemistry
137 Personal Health Concepts
143 Chronic Disease and Behavior
200 Microbiology
203 History of the Medical Arts
215 Human Body in Transition
220 Human Anatomy
221 Human Physiology
230 Environmental Health
231 Animal Disease and Public Health
241 Introduction to Domestic Animal Health
251 Health and Recreation
252-259 Health and Recreation Workshop
277 Health Organizations
290, 390, 490 Internship
300 Histology
302 The Mechanical Heart
312 The Virus and Disease
315 The Computer in Health Care
321 Audiovisual Communication in Health Care
326 Workshop in Military Medicine
329 Biostatistics
330 Legal Aspects of Health Care
335 Microbiology and Patient Care
341 Health and Sanitation
343 Parasitology
353 Chemical Aspects of Behavior
357 Health Science Techniques
361 Pharmacology I
362 Pharmacology II
375 Advanced First Aid
378 Biomedical Ethics
381-389 Current Problems in Health Science
403 Biochemical Basis of Human Nutrition
413 Physiological Chemistry
421 Health Science Colloquium
433 Pharmacological Chemistry
443 Biochemical Evolution
446 Hazardous Materials and Safety
447 Occupational Health
451 The Respiratory System (Adv.)
452 The Circulatory System (Adv.)
453 The Neuro-Endocrine System (Adv.)
457 Respiratory Pathology (Adv.)
458 Circulatory Pathology (Adv.)
460-69 Workshops
470-79 Tour Workshops
483 Advanced Biochemistry
487 Electron Microscopy
491, 492 Independent Conference and Research
495, 496, 497 Research in Health Science

HISTORY
Faculty
Homer F. Cunningham, R. Fenton Duvall, James B. Hunt
Chairperson: Dr. Duvall

COURSE OFFERINGS
131 American History to 1865
132 American History since 1865
150 World Military History
191, 291, 391, 491 Independent Readings and Conference
220 The Ancient and Medieval Worlds
222 The Modern World
245 Heritage and Culture of the Orient
290, 490 Historiography
323 Development of the Communist World
325 Latin America
351 Economic History of the United States
357 Recent American History
365 Russian History
374 The Renaissance and Reformation
400 Contemporary Europe
455 The Far East in the 20th Century
475 Early American History
477 The West in American History
480 The Civil War
486 History and Government of the Pacific Northwest
HOME ECONOMICS
Faculty
H. Adele Gallaher, Isla W. Rhodes
Chairperson: Ms Gallaher

COURSE OFFERINGS
104 Textiles
114 Clothing Construction
131 Food Preparation
167 Weaving
213 Art in Home Furnishings
220 The House and its Equipment
231 Quantity Food Preparation
260 Child Development
300 Food Preparation and Meal Management
318 Tailoring
360 Family Relations
361 Nutrition
362 Meal Management
410 Home and Money Management

JOURNALISM
Faculty
Alfred O. Gray, Travis Prewitt
Chairperson: Mr. Gray
(Communication professionals from Spokane participate as special lecturers and internship supervisors)

COURSE OFFERINGS
115 Principles of Communication
125 Reporting
191, 291, 391, 491 Independent Writing and Research
242 Editing
244 Publicity and Public Relations
245, 246 Applied Journalism
248 Explorations in Journalism
341 Creative Journalistic Photography
347 History and Influence of Communications
354 Advanced Journalism
356 Mass Media and Society
362 Interpretative Writing
385 Human Rights and the Law
388 Public Affairs Project I
389 Public Affairs Project II
480 Communications Internship
481 Writing for Publication
482 Writing for Publication II

MATHEMATICS AND COMPUTER SCIENCE
Faculty
Edward M. Arnold, Howard R. Gage, Robert M. McCroskey, Ronald Turner, John Vander Beek
Chairperson: Dr. Gage

COURSE OFFERINGS
MATHEMATICS
101 Intermediate Algebra
105 Mathematics for Business Analysis
107 Basic Concepts in Modern Mathematics
109 Algebra and Trigonometry
110 Calculus I
111 Calculus II
210 Calculus III
212 Differential Equations
221 Theory of Arithmetic
311 Linear Programming
330 Linear Algebra
340, 341 Advanced Calculus I, II
350 Numerical Analysis
356 Elementary Probability and Statistics
365 Modern Geometry
421 Methods of Teaching Secondary School Math
430, 431, Algebraic Structures I, II
440, 441 Real Analysis I, II
456, 457 Mathematical Statistics
480 Topics Seminar
491, 492 Independent Readings

COMPUTER SCIENCE
171 Survey of Computing
271 Introduction to Computer Programming
372 Advanced Computer Programming
376 Introduction to Computer Organization and Data Structures
MODERN LANGUAGES
Faculty
Pierrette C. Gustafson,
Shelley V. Porter
Chairperson: Mrs. Gustafson

COURSE OFFERINGS
CHINESE:
101, 102 Elementary Mandarin
201 Intermediate Mandarin
FRENCH:
101, 102 Elementary French
201, 202 Intermediate French
307 Conversation,
Composition and
Advanced Grammar
308 Conversation,
Composition and
Phonetics
309 Survey of French
Literature and
Civilization to 1800
310 Survey of French
Literature and Civilization
Since 1800
401 Modern French Novel
402 Modern French Drama
404 Modernism in Spanish
America
405 Modern Spanish Lyric
413 Seminar
491, 492 Independent Readings
and Conference

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

MUSIC
Faculty
Richard V. Evans, Milton E.
Johnson, Margaret Saunders Ott,
George A. Ross, Thomas T.
Tavener
Chairperson: Dr. Tavener
(Twenty additional faculty
members teach on a part time basis)

COURSE OFFERINGS
GENERAL
106 Survey of Music
175 Psychology of Music
291, 391, 491 Independent
Readings and Conference
354 Opera Workshop
357 Conducting
361, 362 Music History
and Analysis
480 Church Music
485, 486 Research Seminar

THEORY
121 Music Theory I
122 Music Theory II
221 Music Theory III
222 Music Theory IV
428 Compositional Techniques
EDUCATION
236, 237, 337, 338
   Instrumental Techniques
250, 350 Music Education
   Field Experience
330 Elementary Classroom
   Methods
348 Piano Techniques,
   Problems and Materials
433 Music Education for the
   Elementary School
440 Choral Techniques
   and Materials
446 Instrumental Methods
   and Materials

APPLIED
111, 112, 211, 212, 311, 312,
   411, 412 Private Instruction
   in Voice, Keyboard, and
   Percussion, Wind and String
   Instruments
113, 114 Class Instruction in
   Piano, Voice, Recorder
   and Guitar
315, 316 Junior Recital
415, 416 Senior Recital

ENSEMBLE
181, 182, 281, 282, 381, 382,
   481, 482 Ensembles
College Chorus
College Choir
Madrigals
Concert Band
Jazz Ensemble
Orchestra
Sinfonietta
Oratorio Society
"Intensive Care"
   (Pop ensemble)

PHILOSOPHY AND GREEK
Faculty
Norman A. Krebbs, Howard A.
   Redmond, Lawrence E. Yates
   Chairperson: Dr. Krebbs

COURSE OFFERINGS
110 Man and His World: An
   Introduction to Philosophy
155, 255 Philosophy of
   Existentialism
191, 291, 391, 491 Independent
   Readings and Conference
215 Ways of Knowing God
216 Man and God in the
   Twentieth Century
351 Ethics for a Changing Society
353 Literature of Existentialism
367 American Philosophy
379 Man, God, and History

GREEK
301, 302 New Testament Greek
460, 461 Advanced New
   Testament Greek
491 Independent Readings and
   Research

PHYSICAL EDUCATION,
RECREATION, AND
ATHLETICS
Faculty
Jean P. Anderson, Berge A.
   Borrevik, Hugh T. Campbell, A.
   Ross Cutter, Diana Marks, Paul J.
   Merkel, Calvin A. Riemcke
   Chairperson: Dr. Anderson

COURSE OFFERINGS
PHYSICAL EDUCATION
ACTIVITY:
   (Quarter Course)
101 Varsity Baseball
102 Varsity Basketball
103 Varsity Football
104 Varsity Golf
105 Varsity Tennis
106 Varsity Track and Field
107 Varsity Aquatics
108 Varsity Wrestling
109 Varsity Crosscountry
110 Varsity Volleyball
111 Aquatics (Beginning,
   Intermediate, Advanced,
   Life Saving)
112 Archery
113 Basketball and Softball
114 Body Mechanics
115 Bowling
116 Contemporary Dance
117 Soccer
118 Cultural Dance
119 Ice Skating
120 Skiing
122 Tennis
123 Tumbling and Apparatus
124 Weight Training
125 Golf
126 Foundations of Physical
   Activities
   (Fundamentals)
128 Wrestling
129 Badminton
132 Women's Fitness
133 Volleyball
134 Track & Field
136 Curling
137 Handball
138 Karate
140 Canoeing
142 Mountain Climbing
145 Developmental Games — Elementary
146 Rhythms — Elementary
147 Practicum in Physical Education

PHYSICAL EDUCATION THEORY:
240 Body Movement Analysis and Basic Gymnastics
241-242 Methods Seminar (Term, Individual, Dance, and/or WSI)
270 First Aid
280 History & Principles of Physical Education
297 Practicum in Physical Education
312 School Physical Education Program

320 Kinesiology
326 Exercise Physiology
341 Sports Officiating
345 Elementary School Physical Education
352 Team Sports for Women
353 Individual and Dual Sports for Women
361 Curriculum and Methods of Health Instruction
371 Theory and Practice of Baseball
372 Theory and Practice of Basketball
373 Theory and Practice of Football
374 Theory and Practice of Track
380 Athletic Training
395 Teaching Assistant Program
397 Practicum in Physical Education
400 Tests and Measurements in Physical Education
420 Organization and Administration of Intramural and Interscholastic Sports

430 Sport and Society
445 Psychology in Sport and Physical Education
446 Psycho-Social Factors
465 Motor Learning
475 Motor Development
486 Readings
497 Practicum in Physical Education
191-491 Independent Readings and Conference

RECREATION
220 Recreation in Contemporary Society
315 Community Recreation
355 Recreation Leadership
356 Camp Leadership
418 Administration of Recreation
425 Introduction to Recreation Field Work
455 Programming for Special Groups
485 Recreation Internship
191-491 Independent Readings and Conference
PHYSICS
Faculty
Glen P. Erickson, Edwin A. Olson
Chairperson: Dr. Erickson

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

POLITICAL SCIENCE
Faculty
G. William Benz, Garland A. Haas, Daniel Sanford
Chairperson: Dr. Sanford

COURSE OFFERINGS
100 Politics in Society
102 The American Political Establishment
151 International Relations
191, 291, 391, 491 Independent Readings and Conference
211 Inside the System
212 United Nations
221 The American Presidency
240 Modern Foreign Governments
242 American Political Parties
245 Heritage and Culture of the Orient
262 American Diplomatic History
275 Cities and States in American Politics
323 Marxism and the Communist World
325 Latin American History
326 Latin America in the 20th Century
345 History of Czarist Russia
353 Just World Order: Organizing Mankind
354 Field Study
363 United States Foreign Policy
365 American Constitution
366 The Soviet Union
371 Public Administration
380, 480 Internship
385 Human Rights and the Law
425 The Third World: Problems of Developing Nations
433 European Political Thought
445 American Political Thought
455 The Far East in the 20th Century
493 Seminars “Pre-Law” “Civil Rights”
PSYCHOLOGY
Faculty
William L. Johnson, Mary Ann Graff, Patricia A. MacDonald, Ronald R. Short
Chairperson: Dr. Johnson

COURSE OFFERINGS
101 General Psychology
150-159 Freshman Focus Course
250-259 Sophomore Focus Course
350-359 Junior Focus Course
450-459 Senior Focus Course with such topics as "Man the Aggressor" "Man the Manipulator" "Humanistic Psychology" "Self-assessment"
190-191, 290-291, 390-391, 490-491 Independent Readings and Conference
210 Development Psychology
241 Social Psychology
270 Behavioral Dynamics
319, 323 Practicum Experience
326 Experimental Psychology
327 Personality
356 (Math) Elementary Statistics
358 Abnormal Psychology
370 Advanced Behavioral Dynamics
375 Advanced General Psychology
383 Theory and History of Psychology
395 T. A. Program
425 Learning
468 Theories of Counseling
499 Research

RELIGION
Faculty
F. Dale Bruner, Duncan S. Ferguson, Sharon L. Parks, Howard A. Redmond, Evelyn A. Smith, Ronald C. White
Adjunct Professors: Leonard Doohan, Eugene Gottesman
Chairperson: Dr. Redmond

COURSE OFFERINGS
I. THE NATURE OF RELIGION
320 Philosophy of Religion
322 Psychology of Religion
324 Sociology of Religion
326 Philosophy of History

II. BIBLICAL LITERATURE
231 Old Testament Studies I
331 Old Testament Studies II
239-339 The Bible as Literature
241 New Testament Studies I
341 New Testament Studies II
242 Life and Teachings of Jesus
245-345 The Interpretation of Jesus

III. RELIGIOUS THOUGHT AND HISTORY
251-351 Major Religious Thinkers
253-353 Significant Religious Issues
255-355 Great Religious Literature
457 Contemporary Religious Thought

IV. COMPARATIVE RELIGION
272 Religions of the World I
372 Religions of the World II

V. RELIGIONS IN THE MODERN WORLD
281-381 Chinook Learning Community
282-382 Theme Dorm
283-383 Diakonia
284 Concepts and Methods of Christian Education
285-385 Organization and Administration of Christian Education
380 Christian Ethics
386 Christian Education of Children
387 Youth Ministry
388 Ministry to Adults

VI. DIRECTED STUDY
290, 390, 490 Travel Seminar
291, 391, 491 Independent Study
292, 392, 492 Field Study

261-361 Introduction to Christian Doctrine
363-463 History of Christian Life and Thought
365-465 The History of the Church
SOCIOMETRY
Faculty
Ronald G. Frase, Frank E. Houser,
Donald H. Liebert
Chairperson: Dr. Liebert

COURSE OFFERINGS
120 Social Reality
180, 280, 380, 480 Field Internship
191, 291, 391, 491 Independent Readings and Conference
242 Race and Ethnic Relations
250 Deviant Behavior
251 Introduction to Anthropology
258, 358 Sociology of Work and Leisure
265, 365 Urban Communities
285 Social Stratification
310 Nonviolence
311 Family
322 Social Movements
343 Sociology of Religion
371 Introduction to Social Welfare
378 Social Theory
379 Social Research
425 Understanding the Juvenile Offender
492 Individual Research

SPEECH & THEATRE
Faculty
Albert C. Gunderson, Pat Stien
Chairperson: Mr. Gunderson

COURSE OFFERINGS
110 Principles of Communication
130, 230, 330, 430 Private Lessons
140, 240, 340, 440 Rehearsal and Performance
170, 270, 370, 470 Technical Theatre Workshop
180 Introduction to Theatre
231 Oral Interpretation
250 Readers' Theatre
261 Discussion, Argumentation, Persuasion and Debate
271, 371 Religious Drama
273 Introduction to Acting
276 Improvisational Acting
277 Mime
278 Voice and the Actor
291, 391, 491 Independent Readings and Conference
334 Advanced Oral Interpretation
361 Fundamentals of Directing
373 Creative Dramatics
384 Introduction to Children's Theatre
476 History of Theatre — Greek through Medieval
477 History of Theatre — Renaissance through Modern
481, 482 Projects in Speech and Theatre

Areas of Concentration
In addition to the preceding academic departments which may serve as academic majors, students may choose from a growing number of "areas of concentration" which normally comprise courses from several departments. This option is described on page 27, and includes:
American Experience
Arts Administration
Basic Science for Elementary Education
Communication and Marketing
Dramatic Arts and Church Ministry
Environmental Studies
Health Science
Premedical/Predental Studies
Medical Technology
Registered Records Administration
Pre-occupational Therapy
Nursing
Prephysical Therapy
Predental Hygiene
Health Ministries
Health Facilities Management
Health Specialists in Cardiopulmonary Science, or Respiratory Science
Prepharmacy
International Studies
Music and Religious Expression
Prelaw
Preseminary
Psychological Dimensions of Religious Life
Quantitative Business and Economics
Public Affairs Communications
Religion and Literature
Religion and Philosophy
Religion and Public Affairs
Religion in Historical Perspective
Religious Communications
Renaissance
Society in Christian Perspective

Students may also initiate individual or customized areas of concentration, based on other topics or themes, with the approval of the Dean and the supervision of two professors.
President Edward B. Lindaman

President Ed Lindaman is completely at ease hobnobbing with the nation’s top scientists, theologians, and decision makers. Yet he’s just as comfortable, and just as interested, rapping one-to-one with a fledgling college student. And though he moves easily among the sophisticated and erudite, he’s never lost his capacity for enthusiasm, his delight at the sheer fun of a fresh new idea.

The real-world practicality of his background (he came to Whitworth after 25 years in the aero-space industry) and his dynamic ability as a leader, combined with his acumen as futurist, prompted Washington Governor Dan Evans to appoint Lindaman chairman of “Alternatives for Washington”, an ambitious scheme to put citizens in the driver’s seat as the state rushes into tomorrow. Concurrently, he served as national chairman of the Environmental Symposium series at the 1974 World’s Fair in Spokane.

Ed Lindaman often lunches in the student cafeteria, sometimes spends the night in a residence hall, and keeps his home and office genuinely open to every student. He listens, he bends your mind with ideas. No matter how free-wheeling the discussion, shining through is his conviction that man must learn to take a more active part in shaping the future of the world. He sees this role as part and parcel of the Christian mission because “in Christ God validates his promises to man. But they are not yet completely fulfilled. To be open and receptive to the future set before us in the life of Christ is to be open to unprecedented world transforming possibilities.”

College presidents usually have a string of academic degrees, and Whitworth college presidents always have, in the past, been ordained ministers. Lindaman came to the job with neither qualification. He had, instead, a remarkable and comprehensive education derived from a life of voracious reading and an impressive record as a Presbyterian layman. He was elected national president of United Presbyterian Men, named a member of the National Board of Christian Education of the United Presbyterian Church, and was a delegate to the World Council of Churches in Uppsala, Sweden, in 1968.

In 1970, when Ed Lindaman took the helm of Whitworth, the college was fighting declining enrollment and growing deficits. In four years, the college enrollment soared 39% to a record level and the budget balanced, clearly indicating his leadership success. But there’s another measure of success that perhaps means even more — the warm hugs and expressions of affection he receives from departing seniors at commencement.
Executive Vice President,
David K. Winter

Dave Winter never appears to hurry. His walk is a stroll, his office is serene, and more often than not he'll put his feet on his desk while he talks with you. His relaxed style is in striking contrast to the dynamic programs he nurtures into life.

As executive vice president (and academic dean for five years), Winter has led the college into a new era of academic creativity that has enhanced the quality of learning for Whitworth students. His instincts are canny and his moves decisive.

"I like to gamble a little, to risk new ideas," he says. "So what could be more fun for me than to work at a place where 'let's do it — why not?' is the prevailing attitude?"

Dave came to Whitworth because he found a "unique combination of Christian commitment and freedom" here that provided a fertile setting for the new academic model he'd helped develop in the experimental Justin Morrill College of Michigan State University. He was convinced that college should be a "learning community" where students and faculty share the joy of discovery.

Curriculum changes he initiated and encouraged have served to refine the distinctiveness of Whitworth, to bring it sharply into focus in the 1970's. Under his leadership, the college re-defined its theme of Jesus Christ and its goal — growth and development of the whole person. Campus life and academic life came to be viewed as a single interrelated system. The classroom became one of many learning environments in a student's experience.

Among the new programs which Dr. Winter has introduced are: flexible areas of concentration as alternatives to traditional majors, "theme dorms" offering learning experiences in living groups, and off-campus learning opportunities in such far-flung settings as San Francisco, the Arctic Barrens, and Florence, Italy.

These programs are designed to help each student fulfill the list of academic competencies which the college requires (See page 25).

Winter's influence has been felt in Whitworth athletics as well, where a new, more personal style of coaching and instruction has emerged. (Dave's own athletic career, however, culminated with his appointment as manager of a junior varsity baseball team at South Pasadena High School.)

He holds both a B.A. and M.A. in anthropology from the University of California, and a Ph.D. in anthropology and sociology from Michigan State University. He taught anthropology at the college level for eight years before becoming an administrator. He and his wife Diane lived in Lahore, West Pakistan, for fifteen months conducting anthropological field work. They have three children.
Vice President, Development and Public Affairs, R. Donald Weber

Don is a professional who brings with him an enthusiasm for a college with Jesus Christ as its theme. After serving as Director of Development for a seminary for ten years, he became an executive in business. Missing the world of ideas and the excitement of presenting and selling a cause that could change people's lives, he came to Whitworth. Don goes full speed in whatever he does. And that includes skiing, which keeps him busy almost every day of the Christmas holidays. He's been at Whitworth since 1971, but still can't get over living 30 minutes from the ski runs on Mt. Spokane. His responsibilities at the college include public relations, estate planning, alumni affairs, and overall external relations of the college. All of us here are convinced we have a unique college. It's Don's job to let people know!

Vice President, Academic Affairs, Duncan S. Ferguson

Duncan Ferguson takes to a challenge like a firehorse at the bell. He likes to innovate and organize and see all the parts fit. His latest challenge is overseeing the entire academic program, including recruitment of new faculty.

Dr. Ferguson came to Whitworth in 1970 as chaplain where he served four years before moving full-time into teaching. He was instrumental in building a spiritual program that continues to be a dynamic force on the campus.

A scholar and outstanding athlete, he was a halfback on the University of Oregon 1958 Rose Bowl team. Duncan received his B.D. from Fuller Theological Seminary; M.A. from the University of Oregon, and Ph.D. from Edinburgh University.

Vice President for Student Life and Director of Student Development, William D. Peterson

Bill brings to Whitworth a varied background in teaching, counseling, and student life administration. Prior to coming to Whitworth he taught in the graduate school at Purdue University, preparing individuals for careers in counseling and student development. He has also worked in the dean of students office and in financial aids at Michigan State, in the residence halls and the student center at Oakland University, and in residence halls at Eastern Michigan University.

Bill was attracted to Whitworth because of its combined commitment to Jesus Christ and to student/human development. He states, "I felt an affinity to Whitworth for several years prior to my joining the staff."
I had close personal friendships with several staff members, and I even used the Whitworth model of student development in my teaching at Purdue. I am convinced that Whitworth provides an extraordinary opportunity for students, faculty and staff alike to develop themselves as whole persons.

Bill’s graduate education includes a master’s degree in college student personnel and a Ph.D. in administration and higher education from Michigan State University. In addition to having a strong commitment to students, he is vitally committed to his family. To this end, he is Contributing Editor of the publication Growing Child, and as the author of the Growing Child “Family Series.” Bill’s wife Kathy and daughter Kerstin are also very committed to Whitworth, and love contact with students.

**Chaplain, Ron White**

Ron White was once described as “someone who is quietly dynamic.” The description is an apt one. He’s eager to create an atmosphere of freedom for those who are questioning. He’s a responsive listener, whom people find warm and comfortable.

Dr. White has lived and traveled in England, Eastern Europe and Latin America. “I’m committed to a faith that’s both personal and social,” he declares. “Christ died for the world, and I feel that part of our college experience should be to learn what that world is and how we relate to it.”

A native of Glendale, California, Ron studied history at Northwestern University and then at UCLA, where he graduated with honors. He studied at Princeton Theological Seminary and Lincoln Theological College in England before receiving his master’s and Ph.D. in Religion in America from Princeton University.

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

Dave is 36 years old. Not many people his age can say they have spent twelve years at Whitworth! And that is important, for Dave is our Director of Admissions, which means he represents the college to prospective students. They ask all kinds of questions and his experience enables him to answer most of them. Dave is a natural athlete: a basketball star as an undergraduate, and he was so good in golf that he went on to be a golf professional for two years. But he has a scholarly side, too, for he holds a master’s as well as a bachelor’s degree from Whitworth. Dave has served as an assistant to the academic dean and to the president. In 1968-70 he spent two years working full time with our minority students. He has always specialized in students, and he continues to do that both before and after they are enrolled. President Lindaman says, “Dave knows more students than the rest of us combined.”
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DEANDA ROBERTS, Counselor
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University of Cincinnati,
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University of Southern California, Professor of Speech and Dramatics
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Whitworth College,
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University of Washington,
Associate Professor of Physics and Engineering

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F. DALE BRUNER, Th.D.,
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HUGH CAMPBELL, M.Ed.,
Washington State University,
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HOMER F. CUNNINGHAM, Ph.D.,
New York University, Professor of History
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WILLIAM L. JOHNSON, Ph.D., University of Oregon, Associate Professor of Psychology
HUGH W. JOHNSTON, Ph.D., Indiana University, Professor of Chemistry
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Head Librarian
THE CHRISTIAN THEME

Christian communities come in many shapes and sizes. Whitworth’s mandate is to be a liberal arts residential college where freedom and diversity accompany an enthusiastic commitment to Jesus Christ. Whitworth is open to all who honestly seek for the truth. No student is asked to assent to a theological or ethical creed, but all who come here are to know of Whitworth’s own commitment to the Christian faith. Not all students come or leave with this commitment as their own, but we believe that every student should have an opportunity to seriously consider the Christian faith during his or her college years. For students who stand within the Christian community, college here can be years when faith is broadened and deepened. We see our task as insuring that the Christian faith and its expression is understood in all its richness and variety.

When we state that Whitworth’s “theme” is Jesus Christ, we mean far more than having an institutional tie to the United Presbyterian Church, USA. As a college community, we seek to affirm by thoughtful inquiry and responsible action the Biblical and historic faith proclaimed by the church, that in Jesus Christ, God was reconciling the world to Himself. We believe Jesus Christ is God with man, the eternal Son of the Father. He became man and lived among us, died on the cross and was raised to fulfill the work of reconciliation. He is present among us now by the power of the Holy Spirit to continue and complete His mission.

Our “theme” of Jesus Christ brings together an essential historical perspective with theological and ethical insights that provide a solid basis for grappling with the burdens and questions of the present and the future. By carefully identifying and understanding the “cultural baggage” that has frequently surrounded Jesus Christ, and then separating Christ from cultural limitations, Whitworth’s theme serves as a powerful and creative launching pad for the exploration of the world and its ideas. “Jesus Christ came to set men free” from prejudice, superstition, fear. We believe that our theme does not limit, but rather provides a starting place — perhaps a cornerstone — for an education that is liberal and rooted in hope; an ideal preparation for responsible, competent leadership.

A major implication of our theme is concern for every individual who is a part of Whitworth College. Love is the hallmark of the Christian faith, and we endeavor to practice it. The faculty and staff have the responsibility of sustaining a large number of relationships with those who seek purpose and self-identity, wrestle with anxiety and guilt, and who pursue the integration of their whole person. We believe student years at Whitworth should be more than a
fact-finding expedition. Because of our theme, our goal is the development of each person’s full potential as a human being. We care about people, and we seek to provide the resources to make this concern a reality.

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

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

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

Everyone at Whitworth shares in ministry, and the Chaplains' office functions to facilitate particular opportunities for worship, study, and action. In helping to fulfill the mission of the college, the chaplains' staff — comprised of a chaplain, associate chaplain, interns and support staff — works on behalf of the whole community.

CHRISTIAN GROWTH AND SERVICE

One of the important dimensions of life at Whitworth College is the wide range of opportunities for Christian growth and service. In an atmosphere of freedom and openness, students may explore the true meaning of the Christian faith for their personal lives and its very real significance for the community and world around them. Here are some of the opportunities available:

FORUM meets twice a week and gives the entire Whitworth community the opportunity to share common experiences, deal with current issues, and be exposed to the many dimensions of the Christian faith. At certain times a year Forum is expanded to a three-day emphasis called “Focus Days,” which allows the college community to “focus” on particular Christian concerns and issues.

CAMPUS WORSHIP is a weekly occasion when faculty, staff, and students gather together in a warm and thoughtful atmosphere where we affirm and celebrate our faith and allow ourselves to be strengthened by a sense of Christ’s presence in our lives. There are also additional times throughout the year when we come together for special events of worship. In our worship experiences we worship God in a variety of ways encompassing both traditional and innovative.

SMALL GROUPS of every conceivable type abound at Whitworth. Christian commitment is explored and sustained through Bible studies, dialogues, growth groups, and action groups. Wholesome relationships can be established, responsibilities can be discovered, and significant personal growth can take place in the small group experience.

DIAKONIA allows students to participate in the mission of the church at home and abroad. Students are chosen each summer to serve in the cause of Christ in strategic locations. Recently, for example, students joined their lives and energies in England, Mississippi, Nevada, and California.

SERVE is a program which encourages involvement in the pressing social concerns of our area. Acting as the liaison between the Spokane community and Whitworth, SERVE places students in many different service positions.

CONFERENCES throughout the year provide an opportunity for students to interact with each other and with faculty on crucial personal and social issues.

DIALOGUES AND WORKSHOPS are widely used as a means of exploring specific areas of the Christian faith in an informal and relaxed atmosphere. Dialogue with experienced resource persons and professional leaders is the norm.

EASTER VIGIL is the culmination of our campus observance of the Lenten Season. Special services, coffee houses, and occasions for reflection give us the opportunity to “walk through Holy History” together. During Advent an annual Christmas service celebrates the birth of Christ our King.

There are new programs and events developing constantly, for the needs of the community change and the Christian faith finds new expression daily. In all of these activities we seek to be faithful to the theme of Jesus Christ, knowing that those who lead this life do not claim to have the corner either on grace or truth, but they do endeavor to be faithful to the one who was filled with both.
STUDENT DEVELOPMENT

THE GOAL
Student Development at Whitworth is a primary goal of the college as well as the name of the office responsible for student life. The goal is to assist every student in the process of becoming a unique, whole person. We are convinced that it is important for students not only to prepare for jobs but also to prepare for life — becoming people who enjoy being alive, people who welcome rather than shrink from the challenges of our complex world. We want to prepare students to approach the important intellectual, moral, and emotional issues of the day with enthusiasm and confidence.

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

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

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

IMPLEMENTATION OF THE GOAL
We at Whitworth attempt to create a setting where students are encouraged to expand themselves in every area of life. The faculty is a major resource in this endeavor. Faculty members spend many hours with students both in and out of the classroom setting, and they willingly assist students in the intellectual, spiritual, and emotional dimensions of living.

In addition, we offer a second valuable resource — the men and women of the student development department. Student development staff members function in the following three arenas:

1. Total Environment. We know all of us are greatly affected by the environments in which we live. And environment goes well beyond physical surroundings; it encompasses also the interpersonal context and the policies which govern the community at Whitworth. The student development staff works in partnership with students to create environments that facilitate many dimensions of personal growth. For example, our highly trained residence hall counselors help students in each dormitory create their own unique mini-society. Having a voice in the shaping of one’s living environment is a requisite, it seems, for continued involvement in that community. The way we achieve this end is through having each residence hall community, with the consulting help of the resident counselor, go through a rigorous decision-making process in order to design their community for that academic year. The decision-making process takes approximately three weeks in the fall, with early decisions subject to later amendment if the community desires. In this process, students begin to experience the delicate balance between responsibility to oneself and responsibility to other people. In fact, our entire residence hall system is geared to encourage — not retard — development in students of both autonomy and interdependence. The role of the residence hall staff is to train students in the group decision making process and insure that every person in the living community is involved in the decisions.

Similarly, student development staff members also work with students to create a favorable environment in the student union. This building serves a variety of student needs — for relaxation, recreation, interaction, and personal services.
2. **Special Programs.** Working with students and members of the faculty, our student development department offers numerous programs to enrich the learning environment. One of the most popular is the theme dorm program: each semester students are given the opportunity to design and participate in a theme dorm. Through this approach students have the opportunity to integrate their living situation with academic endeavors. Students who live in the theme dorms have a major part of their course load in the courses that are offered in conjunction with the living arrangement. Thus, the evening discussions often include academic matters as well as other topics.

Our staff also offers programs which help students learn about their particular learning styles. Each student develops a certain style of learning which can be most effectively utilized when the student recognizes what it is and how it works. Our student development staff also offers programs in sexuality, study skills, job seeking tools, interpersonal effectiveness, understanding the current vocational world, and understanding change. These programs include a variety of media and experimental models.

3. **Services.** Student development staff members offer a variety of services for the benefit of students. Counseling center staff members assist students in understanding personal situations as well as guiding students in the search for meaningful vocations. The Health Center provides care for those who are ill and the placement center is a resource for students seeking employment. The office of self determination is a referral center for students who are having academic difficulties and it also provides a tutoring service.

Our student development staff members are interested in and trained for working with students to discover their needs and to assist them in finding resources for those needs. The college years are the time in life when many major decisions are made: value decisions, intellectual commitments, interpersonal commitments and major personality changes. Therefore, helping students develop as people is not a sideline at Whitworth — it's the essence of the college experience.

**INvolvement**

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

**Issues.** Students actively participate in the governing of the entire college. Through the council system, students have an equal representation with faculty in the formation of major policies of the college.

Student government is responsible for most of the social programming on campus. The new form of government now being utilized has a "President’s council" responsible for determining policies and student managers responsible for implementation of the various programs.

Students' activities and interests range from political involvement on the national, state and local levels to the issues and problems of the campus community.

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

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

*Life Planning.* Exploring career and personal goals is encouraged by the Student Development staff and is emphasized on such occasions as Applied Learning Day and in various forum and classroom activities.

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

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

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

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

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

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

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

FRESHMAN APPLICATION PROCEDURE
Application for admission as a freshman is made on a form in this catalog and also available from the Office of Admissions. (This form is the Uniform Application for Admission to Four-Year Colleges and Universities in the State of Washington.) The following credentials are required of each freshman candidate:

1. APPLICATION FOR ADMISSION accompanied by a $10 application fee.
2. SCHOOL EVALUATION. Section Two of the application form should be completed by the high school counselor or appropriate school official.
3. OFFICIAL TRANSCRIPT of high school academic work through at least six semesters. In the event of acceptance prior to the completion of high school, a final transcript following graduation is also necessary.
4. PERSONAL INVENTORY FORM is a part of the application form in this catalog and is available from the Office of Admissions. It is designed to help us know more about the applicant as a person.
5. SCHOLASTIC APTITUDE TEST (SAT), AMERICAN COLLEGE TEST (ACT), OR WASHINGTON PRE-COLLEGE TEST (WPCT) results must be sent to the Office of Admissions.

TRANSFER APPLICATION PROCEDURE
Application for admission as a transfer student is made by following steps No. 1 and No. 4 above (Freshman Application Procedure), forwarding an official transcript of college work completed and the Transfer Reference Form. If less than one year of college work has been completed at the time of application to Whitworth, Steps No. 2, No. 3 and No. 5 (Freshman Application Procedure) would also be necessary.

READMISSION OF FORMER STUDENTS
Former Whitworth students seeking to return must submit a readmission application (available from the Office of Admissions) and an official transcript of all college work completed during the absence.

PART-TIME STUDENTS
Students enrolled for less than 3 1/4 courses are considered "part-time." In many instances, the part-time student classification serves the needs of the Spokane community and can be on a credit or audit basis. Part-time students seeking a degree should complete a Uniform
Application for Admission form and submit official transcripts of all college work to the Office of Admissions. Part-time students not seeking a degree from Whitworth are not required to complete the normal admissions process; they may register directly through the Registration office.

EARLY DECISION
Candidates for early-decision admission may apply as early as September 1 of the year prior to desired entrance. Early-decision applicants must have maintained a strong academic average through their junior year in high school. It is understood early-decision applicants will have narrowed their choice to Whitworth and will make only this single application. Early-decision applicants will receive notice of admission beginning November 15. Selection of regular candidates begins December 1. When applying, candidates are asked to indicate "Early Decision" on the top of the application form and should follow the procedures outlined under Freshman Application Procedure.

ADVANCED PLACEMENT
Students who have received scores of 3, 4, or 5 on the College Entrance Examination Board Advanced Placement Examination may be given both advanced placement and credit toward graduation. Specific provisions are dependent on the subject matter field and inquiries are welcomed by the Admissions Office.

DEFERRED MATRICULATION
The College supports the practice of deferred matriculation. This policy allows students to apply for admission during their senior year in high school and, if accepted, to delay matriculation for one or two years. Applicants should indicate their intended entrance date on the application form. This practice is specifically designed for students wanting travel or work experiences and not for those attending other colleges before entering Whitworth.

CAMPUS VISIT
One of the very best ways to discover how a college might meet an individual's needs is through a campus visit. The Admissions Office is open weekdays throughout the year. It is preferable that a campus visit occur when classes are in session. Visits should not be planned during vacation times. (See Academic Calendar in the back of this catalog.) The college will provide one full day's board and room for prospective students who visit the campus. The Admissions Office should be notified in advance of visits so that students can be met at the Spokane International Airport, train station, or bus depot.

COSTS AND FINANCIAL AID
The following schedule of fees applies to the 1975-76 academic year. All costs are subject to change.

Tuition
Regular Tuition (3½-4½ courses) per year—$2700

Room and Board
Residence halls per year, including board—$1300*

*Students in private rooms at their own request pay 25% additional room rent. The above room and board rate provides for 20 meals per week. A 14 meal plan is available at substantial savings.

GENERAL FEES
Student Body Fee per year $100

Fieldhouse Activity Fee - $15 per year

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

Health and Accident Insurance Fee — estimate per year — $45.

Student Health and Accident Insurance must be carried by all students carrying more than three courses 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 the college for the spring term.

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

<table>
<thead>
<tr>
<th>On-Campus Student</th>
<th>$4160</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Campus</td>
<td>$2860</td>
</tr>
</tbody>
</table>

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

**PAYMENT OF FEES AND EXTENSION OF FINANCIAL CREDIT**
All charges made by the college are due at the beginning of each semester.

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

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

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

**College Scholarships and Grants.** Scholarships are ordinarily awarded to students who have demonstrated that they will contribute significantly to the total community. Some college grants are awarded to students from low-income families who could not otherwise attend the college. A few scholarships are awarded regardless of financial need to students who have distinguished themselves in academics and other aspects of school and community life.

**Loan Funds.**
These may be administered directly by the college or in cooperative arrangements with the government or other institutions. Many carry low interest rates and normally do not require that repayment begin prior to graduation. The repayment period is often extended to ten years.
Employment.
The Student Employment Office is a clearing house for both on- and off-campus jobs. Most part-time jobs are on campus where the work does not usually exceed 15 hours per week and $600-$800 per school year. Whitworth participates in the College Work-Study Program, a federally financed program.

FINANCIAL AID APPLICATION PROCEDURE
Application for financial aid at Whitworth is accomplished by:

1. Submitting either the Parents' Confidential Statement (College Scholarship Service) or the Family Financial Statement (American College Testing Program). These forms are available through high school counseling offices or the college Admissions Office.

2. Completing the Whitworth College Financial Aid Application. This form can be obtained from the Admissions Office. Those who apply prior to March 1 are more likely to receive funds than later applicants; however, late applicants are encouraged to submit aid requests since awards are made to qualified applicants as funds become available.

After a student is accepted for admission and we have the forms listed above, we automatically consider him/her for all types of aid for which he/she qualifies, except for the Basic Educational Opportunity Grant. This grant requires a separate application form which is available through high school counseling offices or the college Admissions Office.

OTHER FORMS OF AID
The United Presbyterian Church, U.S.A., provides several types of student financial aid through its church-related colleges. They include the following:

National Presbyterian College Scholarships. Awards range up to $1,400 annually, depending upon need. Applications, obtainable from the Admissions Office or from the Board of Christian Education, must be filed in November of the student's senior year in high school.

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

Educational Assistant Program Grants. Grants to $1,400 for children of full-time religious leaders employed by a church or a judicatory of the United Presbyterian Church. Financial need determines the amount of stipend. The application deadline is March 1.

MINISTERIAL SCHOLARSHIP
Applications may be made for Ministerial Dependent Scholarships by students who are dependent children of regularly ordained pastors employed by Christian churches and who maintain a grade point average of at least 2.5.

SCHOLARSHIP FUNDS
Lloyd M. Harder Memorial Scholarship Fund
Jane Bagnall O'Brien Nursing Scholarship Fund
Ingwer W. Thomsen Scholarship Fund
Jean Villars Memorial Music Fund
Mary Elizabeth Waltz Memorial Scholarship Fund
Amos A. Bratrude Scholarship Fund
Ida B. Johnston Scholarship Fund
Grace A. Stayt Memorial Scholarship Fund
William L. McEachran Scholarship Fund
William Moir Scholarship Fund
Hammond Memorial Scholarship Fund
Mary E. Quackenbush Scholarship Fund
Frank and Helen Burgess Scholarship Fund
Philip C. Thayer Science Award Fund
William H. Cowles Memorial Scholarship Fund
John E. and Etna Ezzard Sheridan Memorial Scholarship Fund
Aimee E. Millhouse Scholarship for Young Men
Mrs. James McKay Memorial Scholarship Fund
Rev. and Mrs. Albert E. Evans Memorial Scholarship Fund
Glen and Dorothea Cotterel Scholarship for Foreign Students
Robert H. and Grace R. Gaines Scholarship Fund
Reader's Digest Scholarship Fund
Rev. J. Renwick McCullough Memorial Scholarship Fund
William Kay Memorial Scholarship Fund
Winona Marjorie West Scholarship Fund
Rev. John Gordon Memorial Scholarship Fund
Mabel C. Willson Memorial Scholarship Fund
Ernestine T. Klein Scholarship Fund
Caroline Cooper Scholarship Fund
Dorothy Myers Phillips Scholarship Fund
Susie Rose Scholarship Fund
Anna E. Neill Scholarship Fund
Mave C. Olds Scholarship Fund
William P. and Belle M. Ulrich Scholarship Fund
Alice J. Benque Scholarship Fund
Mary L. Mentzer Scholarship Fund
Nelson W. Durham Scholarship Fund
William J. Sanders Scholarship Fund
Elma Ross Memorial Scholarship Fund
Beth Tomas Scholarship Fund
Journalism Fund in Honor of Mrs. Dorothy Dixon
Elizabeth Ann Joyner Scholarship Fund
Sara Lou Gammons Music Scholarship Fund
William and Annie McEachern Memorial Scholarship
George and Lyda Wasson Scholarship Fund
Ethel Fairfield White Scholarship Fund
Manifold Scholarship Fund
Dave Barnes and Aubrey M. Leavitt Scholarship Fund
Charles F. Koehler Memorial Scholarship Fund
Alumni Association Scholarship
Walter A. Stevenson Scholarship Fund
Arthur E. and Enola Loring Wake Scholarship Fund
Sophie L. Anderson Educational Trust
Alice Postell Alumni Scholarship Fund
John A. Soule Memorial Scholarship Fund
Young Life Scholarship Fund

STUDENT LOAN FUNDS

Mr. and Mrs. Franklin Armstrong Student Loan Fund
David Barnes Memorial Student Loan Fund
George N. Beard Student Loan Fund
Frances Gilbert Hamblen Memorial Loan Fund
Elizabeth Hewit Memorial Student Loan Fund
Anne E. Marshall Student Loan Fund
Otis and Elizabeth Merritt Student Loan Fund
Earl Oatman Memorial Student Loan Fund
Jane Bagnall O'Brien Nursing Loan Fund
Josie Shadle Student Loan Fund
Stevens-Swanby Student Loan Fund
Sarah A. Stewart Memorial Student Loan Fund
Ingwer W. Thomsen Student Loan Fund
David and Emma Thorndike Memorial Student Loan Fund
Vicker Rotary Memorial Student Loan Fund
GRADUATE STUDIES

The Whitworth graduate program has been planned to meet the needs of educators, youth leaders, guidance personnel, clergymen, and Christian Education workers.

The college offers the Master of Education, the Master of Arts in Teaching, the Master of Arts in Applied Behavioral Science, Master of Health Sciences, and the Master of Arts in Religious Studies degrees. Instruction is provided in 25 departmental areas and all of the programs have been planned to provide the candidate with a broad background of understandings which will give the student a foundation for some particular emphasis in the field which he/she has chosen.

Specific detailed information pertaining to master's degrees may be secured by contacting the Director of Graduate Study.
COLLEGE CALENDAR

January Term 1976
Instruction begins, Monday, January 5
Term ends, January 30

Spring Term 1976
Registration, February 7
Instruction begins, February 9
Spring vacation, begins March 19
Classes resume (8 a.m.) March 29
Final Examinations, May 12-14
Baccalaureate and Commencement, May 16

Summer Session 1976
FIRST SESSION:
Registration, May 17
Instruction begins, May 17
Memorial Day, May 31
Session ends, June 4

SECOND SESSION:
Registration, June 14
Instruction begins, June 14
Independence Day, July 4
Session ends, July 23

THIRD SESSION:
Registration, July 26
Instruction begins, July 26
Session ends, August 13

Fall Term 1976
Orientation and Advising, September 7
Registration, September 8
Instruction begins, September 9
Thanksgiving recess, begins November 24
Instruction resumes, November 29
Final Examinations, December 15, 16, 17
Christmas vacation, December 18-January 2

January Term 1977
Instruction begins, Monday, January 3
Term ends, January 28

Spring Term 1977
Registration, February 7
Instruction begins, February 8
Spring vacation, begins March 18 after class
Classes resume, (8 a.m.) March 28
Baccalaureate and Commencement, May 15
Final Examinations, May 16, 17, 18