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Whitworth University

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"The Alternative Christian College"
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FOR REFERENCE
Do Not Take From This Room
Every college has its distinctive signature or trademark—a phrase that sums up the qualities of the people and the place. Some institutions are known for a particular department: engineering, agriculture, journalism. Others are regarded in non-academic terms: a football college, a party school. Some are known by religious connections; Christian colleges are Presbyterian, Methodist, Lutheran, Catholic. And still others are regarded according to religious stripe: very conservative, conservative, liberal.

So where does Whitworth fit? What is Whitworth’s trademark?

Well, we’re known for our outstanding music and English departments among others. And we’re highly regarded for our graduates in teaching and ministry careers. Others see Whitworth first as a “caring” and “personal” college. And, yes, Whitworth is a Presbyterian-related Christian college, but the “conservative” and “liberal” tags don’t fit very well. And that’s really why the alternative Christian college trademark belongs to Whitworth.

What, then, does a student find at Whitworth? Since this entire catalog was designed to help answer that question, I can’t hope to do it in two or three introductory paragraphs. But, by way of summary, this is how I see Whitworth College:

(1) The presence of a faculty and staff who are openly Christian might be misunderstood as a signal that Whitworth tolerates and promotes only a certain kind of “acceptable” brand of Christianity. This is not the case. Our faculty are not at all of one mold, denomination or doctrinal position. Yet Christ is at the center of their lives and of the college, influencing the teaching, counseling and quality of life here.

(2) The absence of lots of parental rules here might be mistaken as a sign that “anything goes” at Whitworth. Not so. What does “go” is a sense of caring for each other, a closeness of community, diverse styles of Christian living, shared decision-making, and quite a lot of tolerance of differences.

These two qualities—commitment and openness—blend at Whitworth to distinguish a college experience that is realistic and challenging: students make real decisions, their lives touch the off-campus world as well as the academic sphere, their teachers model varied
Christian styles, and they encounter sufficient diversity to formulate and test personal values for all of life.

We don't know any other Christian liberal arts college that's like us, so we say, "Whitworth is the alternative Christian college."

But these words are no substitute for an exploratory walk across campus, visiting personally with our professors, or sensing for yourself the unique and exciting qualities of going to college in the midst of the Pacific Northwest's lakes, ski slopes, mountain trails and gentle merging of city and farmland.

If we arouse your curiosity, spark interest, or affirm your desire to live four very important years with us, please let us know. Write or telephone me, our admissions counselors, or the appropriate department. Or visit us on campus. We're certain you will find that Whitworth offers one of the most attractive and effective college programs anywhere.

Edward B. Lindaman,
President
Whitworth Is . . .
WHITWORTH IS . . .

A unique college. It is distinctive because of the particular blend of several characteristics:

(1) The professionally competent faculty represents a broad spectrum of political, social and religious persuasions and life styles, but they are united in their commitment to the Christian faith.

(2) The innovative academic program relates the liberal arts to specific areas of competence.

(3) The total campus environment encourages multiple dimensions of development toward maturity, health, and leadership.

Together, these qualities mean that Whitworth is different from most Christian colleges: We encourage both faculty and students to examine, experience and express the significance of Jesus Christ without strong pressures to conform to any narrow orthodoxy or lifestyle.

These words take on meaning when one looks behind the abstractions. Let’s look at each characteristic in more detail.

I. Our best and most significant resource for students is our faculty—not just as professors, but as Christian adults. 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, their faith, and commitments with undergraduate students. And this is far more unique than the public realizes.
classroom. Our large chaplain's staff coordinates and sponsors a wide range of activities, 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 phases of life at Whitworth.

Because the college is centered in Jesus Christ rather than a particular Christian doctrine or point of view, we have attracted a wide range of faculty who easily relate to students, regardless of where students are in their personal journey of change and growth. And, importantly, students can experience for themselves both the diversity and yet unity which are hallmarks of the Christian church.

II. 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 academic goals that we expect of our graduates. These goals represent competencies which enable students to move with confidence into the challenging and complex world of the future. On page 31 you will find these goals listed in conjunction with our graduation requirements; in this way we gauge how well students demonstrate the achievement of basic competencies during their years in residence.

Since we identify our graduation requirements as competencies rather than simply required courses, adults who have gained some of these competencies through other experiences may move more rapidly toward a Whitworth degree.

Competency goals provide students with a clear rationale and motivation for their academic work. There's far less mystery about what one will gain from a liberal arts education to prepare for meaningful careers and responsibilities in society. To this end, we are matching up the great intellectual traditions of liberal studies with specific competencies. As a result 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.

III. 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. Residential colleges have the tools—in the residence halls and extracurricular activities—to nurture experiences and learning which may well be just as important as the specific kinds of competence fostered in the classroom.

For several years Whitworth's student life program has complemented and supplemented the academic program and is being widely copied by other colleges. What do students think? Even after building six new mini-dorms, we still have a large waiting list each fall term of students who want to live in the challenging, exciting residential campus community.

Should dormitory living contribute to the maturation process? Emphatically, we at Whitworth say "yes!" Our students make their own decisions, very much as adults do in society, feeling the same responsibilities toward law and ethics 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. Whitworth emphasizes learning which fosters 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.

Briefly, then, Whitworth brings together on one campus three strong and
distinctive features: (1) a professionally competent faculty—attractive, warm, committed Christian adults—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; (2) a liberal arts curriculum clearly based on practical competencies which are important in responsible leadership roles—in the home, church, and vocational world; and (3) an open residential environment linked to the academic program and carefully designed to enable students to work through the development tasks involved in becoming mature adults with personal values and faith, integrity, and a sense of responsibility so their lives make a difference in the world.
can Colleges and the Presbyterian College Union, and is on the approved list of the American Association of University Women and the National Council on Church-Related Colleges. The college also is accredited by numerous specialized agencies.

**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 1976:**

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>425</td>
<td>24</td>
<td>448</td>
</tr>
<tr>
<td>Sophomores</td>
<td>306</td>
<td>11</td>
<td>317</td>
</tr>
<tr>
<td>Juniors</td>
<td>282</td>
<td>17</td>
<td>299</td>
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<tr>
<td>Seniors</td>
<td>184</td>
<td>19</td>
<td>203</td>
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<tr>
<td>Graduates</td>
<td>114</td>
<td>71</td>
<td>185</td>
</tr>
<tr>
<td>Night School</td>
<td>-</td>
<td>378</td>
<td>378</td>
</tr>
<tr>
<td>Summer School (1976)</td>
<td>-</td>
<td>1,129</td>
<td>1,129</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,311</td>
<td>1,648</td>
<td>2,959</td>
</tr>
</tbody>
</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:** Last year, Whitworth students received more than $825,000 in scholarships and other financial aid from Whitworth and more than $900,000 through Whitworth from federal and state sources. Recipients of aid include about half of the student body.

**Faculty:** In the 1977-78 year, the faculty was comprised of 65 full-time members, with 45 holding earned doctorate degrees. About 40 other persons teach part-time.

**Degrees:** Whitworth awards over 300 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 7,500 degrees in its 86-year history.

**Alumni:** A growing proportion of Whitworth's graduates retain an active interest in the college, freely investing their time, talents, prayers, and financial resources. A 15-member Alumni Council, representing geographic areas, help determine alumni policy and programs in conjunction with the Alumni Office. Services to Alumni include programs for current students, continuing education, reunions, and class communications.

**Campus:** The 200-acre campus and more than 40 buildings are valued in excess of $10 million. Whitworth's 15 dormitory units have nearly 1,000 beds. These range from historic McMillan Hall, constructed in 1914, to six modern 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. A new music building is now under construction and will be ready for use in 1978.

**Library** Currently the library collection includes in excess of 72,000 books and bound
periodical volumes, musical scores, documents, and microfilms. Cowles Library, through a W. K. Kellogg Foundation grant, is linking up to a national network providing computerized information retrieval.

Budget: Whitworth’s annual operating budget approaches $6.5 million. The college endowment of $5 million includes about $2.5 million in deferred giving contracts.

Veterans: Whitworth is an approved institution of higher education by the Veterans Administration. The minimum standards of progress as approved by the State Approving Agency are published in the College Guidebook.

Equal Opportunities: Whitworth policy is to provide equal educational opportunity for all students and applicants. The college is subject to the federal requirements of non-discrimination contained in Title VI of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, Sections 799A and 845 of the Public Health Service Act, and Section 503 of the Rehabilitation Act of 1973. Anyone who feels subjected to discriminatory treatment at Whitworth on the basis of race, color, national origin or sex may contact Herbert Stocker, Director of Personnel and Administrative Support, in McEachran Hall. He is responsible for the investigation and resolution of complaints.

If, desired, direct contact can be made with the Director, Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201
The Faculty . . .
THE FACULTY
Sixty-five faculty members form the core of our instructional staff, and forty-five 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-five regular faculty members, we have ten full-time and approximately forty part-time faculty who supplement the core staff to give us an equivalent of ninety-one 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, Georgia, Illinois, Indiana, Minnesota, Michigan, Michigan State, New York, Northwestern, 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 independent colleges. To teach effectively, our faculty must be generalists as well as specialists, relating 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. They express this enthusiasm in many different ways — 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 examine 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:
F. DALE BRUNER

It was the first class for the new religion professor, Dr. F. Dale Bruner. As he outlined the coming term, eighty students were aware of both painstaking preparation and exciting prospects. They were enthralled, and when he'd finished precisely at the end of the hour, they did something unprecedented. They applauded.

Later in the semester, when the same class was in the midst of an absorbing discussion as time was running out for the day, Dr. Bruner said, without preamble, "Why don't you all come over to my house for dinner this Friday?"

Someone had the presence of mind to point out that there were eighty in the class.

"Oh, well, then," said the young theologian, "forty of you come on Friday and forty come on Saturday."

It was the night before registration for the Spring Term, a snowy night in early February. A determined student, nevertheless, lugged his sleeping bag to the fieldhouse and spent the night there to make sure he'd be in line to sign up for a class from Dale Bruner.

Such is the impact of a gentle, unassuming man who before coming to Whitworth in 1975 had spent 11 years teaching at a seminary in the Philippines under the auspices of the Commission on Ecumenical Missions and Relations of the United Presbyterian Church, USA.

Bruner, who is in tremendous demand as a speaker, has the gift of translating Biblical material into powerful contemporary images. His years in the Philippines led him to develop a blackboard style using stick figures to diagram his points. He chalks away, throwing asides to the class and talking to himself, mixing humor and deep concepts.

"He makes Jesus Christ a real, live man," a student remarks.


"It may go on to two or three volumes," he says.

Dr. Bruner received his bachelor of arts degree from Occidental College, his master of divinity degree from Princeton Theological Seminary and his doctorate in theology from the University of Hamburg, Germany.

Dale and Katherine Bruner have two sons, Frederick and Michael.
PIERRETTE GUSTAFSON

After more than 20 years in the Northwest, Pierrette Gustafson still misses swimming in the warm waters of the Mediterranean in her hometown, Nice, France.

Mrs. Gustafson brings an authenticity to the study of the French language only a native could offer. And she believes very strongly that her students should learn more than just the intricacies of the French verb.

“I think learning a foreign language should be a total experience. I want to make the language alive for my students. I want them to speak French from the first day, and I want them to get a feel of the French culture. I try to make the people of France, with their different values and lifestyles, believable and human to my students.”

And she goes to unusual lengths to accomplish her goals. Classes are invited to her home for dinner, which students may help prepare, while conversing only in French. Twice a year she takes classes for a weekend campout at a lake, again to speak exclusively in French. And she’s designed a January Term experience for second year students that has proven highly effective. For the entire month the group spends every class day together, in a campus apartment, living there except for sleeping. They read and discuss French newspapers and books, receive French guests, see French movies, cook French foods, and sing French songs around a basket of popcorn. It works so well, students say that they experience culture shock when they return to their dorms.

Mrs. Gustafson is willing to devote this kind of time and energy to her classes because she “fell in love with teaching” after she was drafted into the crash foreign language program that accompanied the post-Sputnik space race.

Later she began teaching a few classes at Whitworth and stayed to become a full-time faculty member because “we’re fortunate to have students who are very responsive. They seem to come from homes where they’ve been taught openness. They’re remarkably free from social hang-ups. I find that precious.”

Mrs. Gustafson earned her baccalaureate degree in Nice. She and her husband, Gary, enjoy hiking in the hills around Spokane, and they’re both foreign movie buffs. Pierrette loves to cook and enjoys studying painting.

Her current pet project is designing a class for nonlanguage students who want to learn about the French culture. It involves roleplaying, video tape replays, and discussion of how well the “actors” caught the spirit of the French character. Mrs. Gustafson believes the approach would work well for other language teachers, giving them a new way to present their subject matter.

She speaks strongly against the decline in emphasis on learning foreign languages. “As the world is shrinking, it’s a big mistake to assume we can travel everywhere with only English.”
Lew Archer

"I'm a generalist," Lew Archer says. "I don't believe in being intense about anything."

He was intense enough, however, to spend a year painstakingly applying the principles of literary criticism to the entire Bible to produce his book, *The Bible as Literature*.

"It was a great adventure," he avowed. "There were many new discoveries. I was surprised to find that the literary criticism method worked so well. When I looked at a passage as literature, and placed it in the context of the culture of the times, if a new or deeper meaning emerged, that gave me a good feeling. Only the details of putting it into book form were boring."

Dr. Archer is back in the classroom of the Whitworth English department where the non-intense generalist likes to stimulate student's own initiative.

"What concerns me most is leading students into interests of their own. I like to see this growing and expanding from the freshman to the senior year. I try to be non-authoritarian, so that students are forced to discover for themselves what they need to achieve. Their interest in basic competencies — reading, writing and interpretation — increases when they need them to reach their goals."

Dr. Archer spent two years as a missionary in South Africa and Mozambique, teaching Africans to read and write in their own language.

Time off these days finds Dr. Archer swimming, jogging (but not intensely), gardening or building a piece of furniture.

"After some hard thinking, I need to grub in the dirt or pound nails to express myself in another way."

He's also a model railroad fan. "I had a nice childhood, and I want to hold onto part of it. I just never outgrew model trains."

School of Religion, majoring in religion and education. He holds a Ph.D. in religion and literature from Drew University, New Jersey.

A colleague describes the tall, rawboned scholar as a "Renaissance man — an intellectual who touches life in many ways, exploring the rich variety of his world, and enjoying incongruities."

Dr. Archer earned his bachelor's degree in humanities at the University of Denver, and a bachelor of divinity from the Pacific School of Religion.
DICK EVANS

Dick Evans holds the degree "Doctor of Music", but "Philosopher of Music" may be more accurate, for he is deeply philosophical about the value of music in one's life.

"Music is an aesthetic dimension of being fully human," says Dr. Evans. "It offers stimulation to both our intellectual and emotional being. I think it is a very valuable part of the college's goal of human development."

As new chairman of the Whitworth music department, his plans are in keeping with his philosophical convictions.

"We need to develop the analytical and creative aspects of music," Evans says. "Of course we won't de-emphasize performing, but we want to encourage listening and composing as well. Our elementary education curriculum is the first place to address this.

"I also want to see us move into the entire world culture of music. We've been too bound up in the Western European conservatory tradition. We need to be open to new developments and music from other cultures. The Beatles began introducing Eastern influences into their music and we found it refreshing. Music is a changing art and we need to learn to respond to those changes."

Dr. Evans was a pioneer in bringing jazz into the academic curriculum. His Jazz Ensembles have studied under famous-name jazz greats in the performance meccas of San Francisco.

"Jazz is the only truly American music," Evans believes, "and it is the most complete music because the jazz musician creates, performs and listens all at once. That combination is unique to jazz."

An interdisciplinary course exploring the arts in their interrelationships is also among Evans' plans.

"All fine arts share certain common concepts. All stimulate the senses. All have line, color, tone and rhythm."

Dr. Evans graduated from Wheaton College and earned his master's degree and doctorate from the University of Oregon. He's director of the choir at Northwood Presbyterian Church in Spokane.

Dick and Lottie Evans have two sons, Bruce, 6, and David, 4, an adopted Korean. They like to camp and travel, and Dick enjoys "therapeutic" gardening and a distant interest in aviation — listening to aircraft transmissions on a radio receiver.

Another important interest of Dr. Evans' is what he calls relational theology.

"I'm very interested in relating Christianity to everyday life — what Martin Luther calls 'bringing God's grace to one another'."

Perhaps it is that interest that leads to Evans' approach to teaching.

"I look at everyone in the education process as a scholar. Student or professor, we're learning colleagues."
When other little girls were buying candy with their nickels, Nikki Gray was buying plants. Her “love affair” with the green and leafy began early and grew steadily. Today she is a botanist with impressive credentials as a teacher, researcher and writer.

A brief tour of the campus greenhouse with Professor Gray is a revelation as she opens the visitor’s eyes to fascinating stories about humble plants other ignore. Two cacti there were childhood purchases. One is huge and has served as parent to many others. The second has barely filled its original pot.

But this, she points out quickly, is horticulture. “This is my hobby. People often think that a botanist is just someone who knows the names of plants. It’s much more than that. It’s plant physiology, energy transformation, nutritional processes.”

Gray’s current research project illustrates. A plant called wintergreen, native to Mt. Spokane, requires fungi in its roots. The fungi must be attached to an evergreen. She’ll study that interrelationship, and eventually, in the chemistry lab, determine the growth factors and nutritional exchange of the three. Someday the practice of forest replanting after clearcutting may be improved by what she learns.

Her knowledge places her in the role of consultant, as well. She’s the micologist for the Spokane Mushroom Society, and the Spokane Poison Control Center uses her expertise on all cases of plant poisoning.

Those contacts have led to publication of two books, Poisonous Plants of the Inland Empire and Key to the Genera of Plants in the Spokane Area. She’s now preparing a book on mushrooms and she’s drawing full size illustrations. Despite all her absorbing interests, Nikki Gray gives high priority to teaching. “It’s exciting to see others become turned on to the subject. I love it so much myself and see so much beauty in it. There are so many fascinating things to be learned that aren’t hard to understand. After a little exposure to it, students are never the same. They see things they’ve never seen before. A walk in the forest has a whole new dimension. I love helping that happen.”

Professor Gray received her B.S. and M.S. degrees from the University of Washington. She and her husband, Professor Alfred O. Gray of the Whitworth Department of Journalism, have two grown sons. On their recent sabbatical the Grays traveled through Europe while Nikki produced an educational slide show on the wildflowers of Europe.
G. WILLIAM BENZ

Into a phone booth steps Dr. G. William Benz, scholarly Soviet affairs expert of the Whitworth political studies department and out steps sweatshirt-clad Bill Benz, Super Sport! Both the professor and "jock" share a common passion — working with college age students.

"Teaching can consume you, especially if you're like me, no good at saying 'no'. But students give you the food that keeps you coming back. I really like the classroom, and I really like the students, and that preference is looked on with favor at Whitworth. That's why my enthusiasm for teaching here is high," Dr. Benz declares.

Bill Benz is probably the most faithful participant in the intramural athletic program. If there's no faculty team, he joins a dorm team from football right through to baseball.

"It's a chance to enjoy the competitiveness of athletics and relate to students in a relaxed environment," Benz says.

Through work in Naval Intelligence and the State Department, he developed an interest in the Soviet Union, and returned to school to earn his doctorate in Soviet Foreign Policy and International Relations from Fletcher School of Law and Diplomacy at Tufts University.

After nine years' study of the Soviet Union, Benz finally traveled there, and became a firm believer in firsthand experience. Now he takes Whitworth student groups to Russia early in their learning process.

"I'm an avid believer in Whitworth's 'other culture' requirement. Only experiencing another culture lets you fully understand your own. We all need to see how other people deal with the same questions we face and come up with decisively different answers. Only then do we stop assuming that our own answers were obviously the right ones. We need to see that the questions are essentially the same but the answers vary widely."

Benz' political studies students can also join him for an annual study tour in Washington, D.C.

Bill finds time to coach the high school varsity baseball team at St. George's School, and becomes a housepainter during the summer months. He and Gerry Benz have four children ranging from 18 to 3, Stephen, David, Matthew and Kristina.
"I love this life," Shirley Richner said after sealing up the day’s fourth batch of strawberry jam. "I’m content pulling weeds and digging in the garden." No wonder. The garden is located on a scenic green prairie overlooking the Spokane Valley, where the Richners enjoy rural living.

"But I’m always anxious to get back to teaching, too," she added.

Dr. Richner brings a cheerful enthusiasm to everything she does, and in her teaching career this translates into a steady stream of fresh ideas to improve the already high quality of the teachers produced by the Whitworth education department.

Typical of those ideas is giving sophomores a taste of actual classroom experience, so they can find out early whether they enjoy teaching. "We wanted to avoid having students discover in their senior year when they begin student teaching that it’s not for them," she explains.

"It also helps us determine who’s likely to be a good teacher. With teaching jobs becoming more and more scarce, the field requires earlier excellence. I think Whitworth has an advantage in that our students come to us with good backgrounds from teaching-related volunteer work. I think we start as much as two years ahead with this kind of student.

"Another strength of our program is that our students major in something besides education. This expands their career options, and we know by experience that liberal arts studies develop human potential so that they have more to give as teachers.”

Dr. Richner began as an elementary school music teacher, and she continues to use those skills to teach music students how to teach music in the classroom, using classes at nearby Whitworth Elementary.

"It’s a treat for me to get to teach primary grades and college students at the same time. It’s the best of both worlds."

Dr. Richner is a graduate of Texas Western College. She holds a master’s degree in education from Whitworth and has recently earned her Ph.D in elementary education and music education from the University of Idaho.

She directs the 100-voice choir at Spokane Valley Methodist Church, and with her husband, Don, a building contractor, and youngest daughter, Janet, has been working her way north on the Pacific Crest trail of the Cascade Mountains, spending as much as two weeks at a time living out of a 24-pound back-pack.
A. ROSS CUTTER
Connoisseur/tennis coach
Ross Cutter has taught his
team a new version of an old
maxim—it's not whether you
win or lose, it's where you go
to dinner.

“He knows where to find
the best $3.00 dinner any­
where on the West Coast,”
explains ace netter Peter
Lynch. “Our trips are more
like a family outing than a
team road trip.”

Cutter prefers formalized
tradition for home matches,
however, as Lynch relates.

“Team captains and other
dignitaries are invited to
center court for a few approp­
riate opening remarks, then
Coach Cutter presides over
the ceremonial opening of the
can of balls by the visiting
captain.”

Despite the modified
maxim and deadpan
frivolities, Cutter’s teams do
get serious about tennis and
do their share of winning.
Five of his teams have reached
the nationals, the top one
finishing fourth. But coaching
is not his only hat.

He’s coordinator of one of
Whitworth’s fastest growing
programs—recreation. Using
previously untapped reser­
voir of expertise available in
Spokane community agencies

to augment the physical edu­
cation faculty, he’s designed a
mix of theory and practical
application to prepare stu­
dents for what he calls “one of
the primary fields of the fu­
ture.”

Every January he’s in San
Francisco supervising recrea­
tion majors in field studies in
such urban settings as the San
Francisco Recreational Center
for the Handicapped. Later,
the same student may serve
an internship in a park and
recreation department or
YMCA in Pasadena, Califor­
cia, Eugene, Oregon, or
Spokane.

It’s not surprising that Ross
was quick to recognize the
coming demand for recreation
experts in the job market. For
the past two decades, he’s fol­
lowed the evolution of na­
tional leisure activity trends
in his Sport in Society class.
Since he introduced the sub­
ject at Whitworth in the late
50’s, he’s been invited to lec­
ture by a number of colleges
and universities on the west
coast. He obliges by being a
visiting professor during the
summer months.

A California native, Ross
earned both his B.A. and
Ed.D at the University of
California, Berkeley. His
master’s was awarded by the
College of the Pacific. The
Cutter family includes Ross
and Shirley and three chil­
dren, Carolyn, Carl and
Bruce.

A man of great energy, Cut­
ter has served dozens of high
offices in national and re­
gional professional organiza­
tions. Most recently he was a
director of the NAIA national
tennis tournament.

As official timer for the Pi­
rate football team, he adds
zest to the atmosphere of the
Whitworth press box. “Be­
cause it’s a loud place and
Ross is a rather quiet man,”
said one observer, “you want
to sit nearby so you don’t miss
any of his dry quips.”

Cutter’s successes can be
measured in tennis team re­
cords, increased numbers of
recreation majors and the
popularity of his Sport in Soci­
ety class, but perhaps the
best measure was displayed at
last June’s commencement.
As the recreation majors re­
ceived their degrees, every
woman in the group paused
to plant a kiss on Dr. Cutter’s
smiling face.
HARRY DIXON, Ph.D.,
University of Illinois, Associate Professor of Physical Education

DONALD A. HOMER

ROBERT D. BOCKSCH,
Ph.D., University of Wisconsin, Professor of English

DEANE ARGANBRIGHT,
Ph.D., University of Washington, Associate Professor of English

G. WILLIAM BENZ, Ph.D.,
Tufts University, Professor of Political Studies

LAURA BLOXHAM, Ph.D.,
Washington State University, Assistant Professor of English

ROBERT D. BOCKSCH,
Ph.D., University of Wisconsin, Professor of Mathematics

F. DALE BRUNER, Th.D.,
University of Hamburg, Associate Professor of Religion

HOMER F. CUNNINGHAM,
Ph.D., New York University, Professor of History

A. ROSS CUTTER, Ed.D.,
University of California, Berkeley, Professor of Physical Education

DONALD D. DEUPREE,
Ed.D., Northern Colorado University, Associate Dean and Associate Professor of Music

HARRY DIXON, Ph.D.,
University of Illinois, Professor of Business and Economics

R. FENTON DUVALL, Ph.D.,
University of Pennsylvania, Professor of History

PHILIP W. EATON, Ph.D.,
Arizona State University, Associate Professor of English

I. DEAN EBNER, Ph.D.,
Stanford University, Professor of English

HOWARD R. GAGE, Ph.D.,
University of Oregon, Associate Professor of Mathematics

H. ADELE GALLAHER, M.S.,
Oregon State University, Assistant Professor of Home Economics

ALFRED O. GRAY, M.A.,
University of Wisconsin, Professor of Journalism

NICOLIN P. GRAY, M.S.,
University of Washington, Associate Professor of Biology

WALTER B. GROSVENOR,
M.A.T., University of Washington, Associate Professor of Art

ALBERT C. GUNDESON,
M.A., University of Washington, Associate Professor of Art

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University of Washington, Professor of Political Studies

Pauline D. Haas, M.F.A.,
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David L. Hicks, Ph.D.,
University of Georgia, Associate Professor of Physics

Frank E. Houser, Ph.D.,
Columbia University, Professor of Sociology

L. Maurice Huggins,
M.Ed., University of Idaho, Assistant Professor of Education

James B. Hunt, Ph.D.,
University of Washington, Associate Professor of History

Peggy Johannsen, M.A.,
California State University, Northridge, Assistant Professor of Education

Milton E. Johnson,
Mus.D., University of Dubuque, Professor of Music

William L. Johnson,
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Norman A. KREBBS, Ph.D.,
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B.A., University of California, Assistant Professor of English

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

Sharon Lea Parks, M.R.E.,
Princeton Theological Seminary, Instructor in Religious Studies (on leave)
WILLIAM D. PETERSON,
Ph.D., Michigan State
University, Vice President for
Student Life and Director of
Student Development

ALVIN B. QUALL, Ed.D.,
Washington University,
Professor of Education,
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California, Professor of
Religion and Philosophy

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Music

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Associate Professor of Political
Studies

TOM V. SAVAGE, Ph.D.,
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Education

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Claremont Graduate School,
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JOHN W. VANDERBEEK, Ph.D., Oregon State University, Associate Professor of Mathematics

JAMES E. WEAVER, M.L.S., Indiana University, Associate Librarian, Technical Services

GEORGE E. WEBER, M.B.A., Harvard University, Associate Professor of Business and Economics

RONALD C. WHITE, Ph.D., Princeton University, Chaplain, Associate Professor of Religion

ROBERT S. WINNIFORD, Ph.D., University of Tennessee, Associate Professor of Chemistry

ISAAC S.H. WONG, M.L.S., University of Oklahoma, Associate Librarian

WILLIAM YAGER, M.B.A., Harvard Graduate School of Business Administration, Assistant Professor of Business

SPECIAL INSTRUCTORS

JIM ADAMS, B.A., Whitworth College, Athletic Trainer and Instructor in Physical Education

JOHN BAKER, M.M., University of Idaho, Instructor in Music

DIANE S. BAKKE, M.A., University of Washington, Instructor in Modern Language

NEIL CLEMONS, M.S.J., Northwestern University, Instructor of Journalism

KAREN S. DALTON, M.A.A.B.S., Whitworth College, Off-Campus Education

LEONARD DOOHAN, Ph.D., Teresianum in Rome, Instructor in Religious Studies

CAROL GAVERESKI, M.S., University of Washington, Instructor in Health Science

RABBI EUGENE C. GOTTESMAN, B.H.L., Hebrew Theological College, Instructor in Religious Studies

DANA HARTE, Ph.D., University of Washington, Instructor in Chemistry

JERRY HERMANSON, M.A.A.B.S., Whitworth College, Coordinator of Counseling Services

WINNIFRED KORSBORN, M.A., Eastern Wash. State College, Instructor in English

MARGO LONG, M.A.T., Whitworth College, Instructor in Education

KAYE VIA MICKELSON, M.A.A.B.S., Whitworth, Instructor in Social Sciences

BONNIE MUELLER, B.F.A., Washington State University, Instructor in Art

JILL OLSON, M.L.S., University of Washington, Instructor of Library Science

RONALD PROSSER, Ed.D., University of Arizona, Instructor of Education

MARGARET SAUNDERS OTT, M.S., Juilliard School of Music, Instructor in Piano

TAMMY REID, M.A., Eastern Washington State College, Coordinator of Counseling Services

TOWNSEND SHELBY, Ph.D., Washington University, Instructor in Modern Language

E. PAT STIEN, B.A., Wheaton College, Instructor of Speech, Communication and Theatre Arts

PEGGY J. WARNER, M.L.S., University of Washington, Instructor in Library Science

LILLIAN WHITEHOUSE, M.A., Whitworth College, Instructor in Physical Education

GORDON WILSON, M.F.A., Fort Wright College, Instructor in Art

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MAE WHITTEN, M.A.,
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Academic Program
ACADEMIC PROGRAM

We believe undergraduate education must lead beyond content to competency and maturity. If colleges are 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.

The components of Whitworth’s educational philosophy are described in full here because they are the foundation of the kind of education one can expect to receive at Whitworth.
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. 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.

7. 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.

8. 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.

9. The commitments and values of faculty members are not hidden. Open expression of personal values by the faculty is insured so that students can evaluate, agree, and disagree in a spirit of freedom and dialogue inherent to academic pursuit. The classroom remains an appropriate place for intellectual knowledge to be applied to practical and controversial issues.
ACADEMIC GOALS
1. Knowledge of the important academic studies and issues dealing with the future of our society and the world
2. Intellectual breadth gained from significant participation in the humanities, applied studies, fine arts, social sciences, behavioral sciences, life and physical sciences
3. In-depth knowledge of at least one undergraduate academic discipline or area of intellectual knowledge
4. Communication skills including writing, speaking, listening and reading
5. Ability to locate and synthesize information
6. Ability to apply knowledge, value judgments and critical thinking skills to the solution of problems
7. Ability to understand and apply basic analytical-mathematical operations
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. All students complete a course in the humanities, fine arts, social sciences or 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 or she 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 the Judeo-Christian tradition and the rationalist tradition. 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 demonstrates skills 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., physical fitness exam, 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. Twelve courses must be upper division. Eight and one half courses are required to establish residency, and the last term senior year must be in residence. All students must clear the college writing skills requirement. These requirements involve all of the goals described above.
GENERAL REQUIREMENTS

1. Communications
Option—One Course (English 110; speech 110, 113; journalism 115, 125)
2. Core 150, Western Civilization I
3. Core 250, Western Civilization II
4. Physical Education — Foundations of Physical Activities, a ¼ course, plus demonstrated skill in three recreational activities and a physical fitness exam.
5. Foreign Language — The requirement of competence in one foreign language may be met by one year of college study or demonstration of competence or two years of high school study with a minimum grade average of "B" in language courses or a grade average of "C" with supporting evidence of competency such as high SAT scores.
6. Natural Science and Mathematics — Two Courses (Courses must be chosen from two different areas: biology, chemistry, earth science, health science, physics, mathematics. One requirement may be met by proficiency examination.)
7. Fine Arts — One Course in modern poetry, art, music, theatre or four ¼ credit music performance courses.
8. Social and Behavioral Science — One Course (From the fields of history, economics, psychology, sociology, or political studies).
9. Off-Campus Study — One Course. The study must be an active experience in a place or situation which is new for the student and something that is not duplicated on campus. It may involve any one of the following:
   a. Another culture experience (foreign study or involvement in a distinctive ethnic or regional subculture in the U.S.).
   b. An internship (work oriented involvement in a business or organization).
   c. A field study exploring a place or situation of interest.
   e. Waiver (Students who have lived or traveled extensively in other countries or had significant work experience before coming to Whitworth may apply to have this requirement waived.)
   Additional information on this requirement is contained in the GUIDEBOOK. Specific information about the many options open and assistance in planning the project are available in the Off-Campus Study Office.
10. Biblical Literature — One Course (A course in the study of some part of the Bible).
11. Forum — The student enrolls in this course each long term he or she is registered as a full-time student.
12. Total Courses — A student must complete 37 full courses plus physical education with an average grade of C or better. Twelve courses must be upper division.
13. Residency — At least 8 ½ courses must be completed in residence at Whitworth College. The last term senior year must also be in residence.
14. Writing Skills Requirement — Students are evaluated in regular courses during each long term. "Clearing" the writing requirement involves recommendations from at least two instructors during the junior or senior year. Students needing assistance are referred by instructors to appropriate course or programs.

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 have turned to this calendar because of its flexibility and potential for innovative courses. The fall thirteen-week semester ends with the Christmas vacation. During the month of January students take (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 our 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, 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 Vice-President for Academic Affairs, who decides the appropriateness of the topic by taking into consideration the faculty and resources of the college. Each area of concentration is 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 our faculty, well known lecturers, and music and other entertainment groups. 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

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, 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,” 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 499, a new optional course for seniors, is especially designed to complete the “core experience.” Through position papers students try to personally integrate significant ideas and issues which have emerged from the college experience. The topical emphasis for each term is determined by the participating faculty.

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 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 emphasized 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. Some departments in the college are experimenting with written evaluations in place of letter grades. Some faculty members 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 tradespeople who teach short courses on campus for credit. Several short courses are offered each year. Many of the resource people we would like our students to become acquainted with firsthand cannot take the time to teach full-length courses. The alternative of having such people give a lecture now and then provides little opportunity for effective interaction. Our answer is the modular course which provides about 15 hours of contact time (typically spread over several weeks and a Saturday field trip) in a small group setting. Give and take with the special instructor is routine. Our modular courses involve persons from the community such as: an experienced owner of small businesses, 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 newspaper editor, local artists, pastors, and social workers.
MEDICAL HEALTH CAREERS

Whitworth has established Areas of Concentration to respond quickly and flexibly to the educational requirements for health care careers. Current educational requirements in the common health career fields are evaluated and trends studied 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 courses work in such nontraditional disciplines as computer science will be very important to the health professional of the future.

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 addition to the programs mentioned above, the Health Sciences Department has developed programs whereby practicing health professionals may earn a bachelor's degree through our evening school. In some cases, this can be accomplished by electing course work 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.

In all of these specialized programs, liberal academic credit is granted for previous education. Arrangements can be made to allow the candidate to complete degree work on a part-time basis in a minimum period of time.
OFF-CAMPUS STUDY

We think it is nearly impossible to get a quality education without being deeply involved with what is going on in the world. Certainly one primary purpose of education is to provide exposure and training so that one can be a healthy and competent participant in the affairs of the world. Whitworth offers a wide variety of field study and internship programs which afford students the opportunity to participate in the activities of businesses, government agencies, social agencies, churches, or subcultures which are unfamiliar to them. In fact, participation in an off-campus study experience is now a requirement for graduation.

There are several reasons for this stress on off-campus, experiential learning. One is that these projects push students to integrate conceptual knowledge with applied situations and thus discover the relevance of their liberal arts backgrounds. Also, short term participation in a job-like situation often helps students clarify their own career interests, skills, values, and directions. By encouraging students to choose field studies and internships which are away from their familiar territory, Whitworth hopes they will gain the self-confidence and breadth of outlook which come from an ability to understand and function within a variety of contexts.

Field studies and internships can be part time or full time, in Spokane, in the San Francisco urban study program, or in other locations throughout the United States.

FOREIGN STUDIES

Study opportunities are provided each year in a foreign country. Designed to permit full enrollment in assorted disciplines, the three-month term abroad will be in France and Russia, spring, 1978; England and Scotland, fall, 1978; and Guatemala and South America in the spring of 1979. In 1980, the term abroad is in Greece and the Holy Lands.

Additionally, Whitworth participates in the Institute for Shipboard Education. At extra cost, students may choose to study a semester at sea, which usually involves university cruises in the Atlantic Ocean areas. CrossCurrents' seminar of Christian experiences in Germany is conducted jointly with Young Life during summers. Students may also enroll in foreign institutions which have previously proven satisfactory to Whitworth. Among those institutions are Coventry Cathedral, England; University of Leningrad, USSR; Schutz School, Egypt; American Heritage, Germany; University of Valencia, Spain; National University of Mexico; Mary Knoll Literacy Center, Guatemala; Taipei Language Institute, Taiwan; and University of Tours, France. Annually, a group of students are chosen for exchange with Kiemyung College in Korea, and work-study exchanges are available in Japan.

Numerous short-term study tours are frequently directed by Whitworth faculty during January, May, and summer. Among the tours expected in the coming years are Music Festivals of Europe; Biblical Archeological Study in Rome and Greece; Values Explorations in Japan, Korea, and China (Taiwan and Hong Kong); Theatre in London; and Drama Tour of Europe.

Around the globe, our students are becoming aware of different values and learning the nature of planetary interdependency and cross-cultural communications. Such global perspective often spurs a commitment to meet serious human need.
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 or area of concentration.

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. Four visual display terminals and six hard copy keyboard terminals may be in operation simultaneously or 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, 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

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

CAREER AND LIFE PLANNING

The need for liberal arts students and graduates to have much more awareness of career options is generally recognized today. This is especially true in times of economic stagnation or recession. The need for better planning for future careers is also recognized. And Whitworth has responded by designing and implementing a new career life planning program for its students.

In 1976 a presidential task force was appointed to chart the future of career and life planning at Whitworth. This task force — comprised of students, faculty and staff — recommended how the college could build upon a strong history of service in this area to meet the needs of students and alumni in the coming decades.

In the fall of 1977, a new director of career and life planning, placement and testing began implementing this program. The major facets of the program are in the areas of (1) life values so that career and life choice decisions made by Whitworth students reflect their basic values; (2) life planning, recognizing that planning for the future goes far beyond choosing a career or professional orientation; (3) the skills and competencies required for our students if they are to be prepared for all of life, now and in the future; (4) career counseling, using the faculty as the primary resource, with assistance from the Student Development Office, and (5) placement, using the resources of the Educational Placement Service for individuals seeking careers in education, and the Career and Life Planning and Placement Office in the Student Development Center for all others.

Career seminars, workshops, and the Career Resource Center are other dimensions of the Career and Life Planning program.
LIFELONG LEARNING

Recognizing the inadequacy of a college education where the population of students is all approximately of the same age and culture, Whitworth has moved to diversify its students and clientele so that 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 retired persons can enroll in regular college courses at no cost. The program started in 1972 and now is a model for other colleges. Drawing from the community and area retirement homes, the program has attracted scores of adults 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 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, recreation and natural science.

In addition, Whitworth has attracted hundreds of women from the community each year to “Women in Transition,” a program which offers seminars and discussions on the changing roles of women in society. Under the direction of Lillian Whitehouse, women of all ages take a look at the college scene and determine ways they can productively and creatively use their talents, interests and energies. Some decide to pursue degrees while others choose other possibilities for a full and rich life.

Other continuing education programs have been held for church pastors and entire congregations.
ACADEMIC DIVISIONS

Applied Studies Division
Department:
- Home Economics
- Journalism
- Physical Education

Behavioral Science Division
Department:
- Education
- Psychology

Communications and Fine Arts Division
Department:
- Arts
- Music
- Speech, Communication and Theatre Arts

Humanities Division
Department:
- English
- Modern Language
- Philosophy and Greek
- Religion

Natural Science Division
Department:
- Biology
- Chemistry
- Earth Science
- Health Science
- Mathematics and
  Computer Science
- Physics

Social Science Division
Department:
- Economics and Business Management
- History
- Political Studies
- Sociology

Areas of Concentration
- American Experience
- Arts Administration
- Athletic Training
- Basic Science for Elementary Education
- Communication and Marketing
- Dramatic Arts and Church Ministry Education
- Environmental Education
- Environmental Studies
- Health Science
  - Premedical/Predental Studies
  - Medical Technology
  - Registered Records Administration
  - Pre-occupational Therapy
  - Nursing
  - Nutrition
  - 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
- Social Science
- Society in Christian Perspective

DEPARTMENTAL COURSE OFFERINGS

Students may major in a regular academic discipline or elect an established interdisciplinary Area of Concentration, or, with the approval of the Academic Vice President, create their own special Areas of Concentration.

The following pages list the most common Areas of Concentration and the courses offered in each department. Courses required to complete specific majors are not detailed in this publication; for that information, request a Guidebook. Course offerings for the current year will be printed in the Knowbook, published each April for the following academic year. Request your copy from the Office of Admissions or the Registrar's Office.

*Evening School programs only.
ART
Faculty
Walter B. Grosvenor, Pauline
D. Haas, J. Russell Larson,
Gordon Wilson
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 Printmaking
250, 350 Photography
260 Art of the Pacific Rim
284, 384, 484 Sculpture
353 Elementary Art Teaching
355, 356 World History of Art
440 Senior Colloquium

BIOLOGY
Faculty
Nicolin P. Gray, David L.
Hicks, Howard M. Stien
Chairperson: Dr. Hicks

COURSE OFFERINGS
101 Life Science
102 Human Heredity
103 Human Biology
104 Human Ecology
107 Human Anatomy and
Physiology
151 Bioscience
210 Plant Growth
231 Non-Vascular Plants
232 Vascular Plants
244 Vertebrates
245 Invertebrates
303 Plant Taxonomy
304 Mammalogy
305 Ornithology
323 Animal Physiology
327 Biological Techniques
331 Plant Physiology
340 Field Biology
343 Symbiotic Biology
345 Environmental Biology
347 Biogeography
350 Comparative Anatomy
354 Developmental Biology
363 Genetics
400 Research
401 Seminar
412 Biology of the Cell
CHEMISTRY

Faculty
Robert D. Bocksch, Dana Harter, Robert S. Winniford
Chairperson: Dr. Winniford

COURSE OFFERINGS
127 Qualitative Analysis
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
357, 358 Physical Chemistry Lab I & II
371 Biophysical Chemistry
373 Theoretical Physical Chemistry
383 Physical Inorganic Chemistry
410 Advanced Biochemistry
411 Scientific Glassblowing
413 Physiological Chemistry
440 Instrumental Analysis
441 Clinical Chemistry
480 Chemistry Seminar
483 Advanced Biochemistry
489 Chemistry Seminar
491, 492, 493 Independent Study
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
ECONOMICS AND BUSINESS MANAGEMENT

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

COURSE OFFERINGS
130 Basic Accounting I
131 Basic Accounting II
201, 202 Principles of Economics
203 Economics Today
210 Introduction to Business
220 Management of Personal Financial Affairs
238 Marketing, Advertising and Sales
240 Business Law
301 Money and Banking
309 Intermediate Economic Analysis
332 Cost Accounting
334 Intermediate Accounting I
335 Intermediate Accounting II
336 Federal Income Tax
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
434 Advanced Accounting I
435 Advanced Accounting II
465 History of Economic Doctrines
466 Auditing I
EDUCATION

Faculty
Martin B. Faber, Maurice L. Huggins, Peggy Johnsen, Doris Liebert, 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
308 Materials and Methods for Secondary Schools
321 Teacher Effectiveness Training
332 Learning Resources
387 General Methods of Teaching Reading
401 Principles of Guidance
416 Reading in the Secondary School
418 Diagnosis of Learning and Reading Disabilities
420 Reading in the Elementary School
421 Arithmetic in the Elementary School
423 Social Studies in the Elementary School
424 General Science in the Elementary School
426 Language Arts in the Elementary School
452 Urban Education
461 Education Measurement and Evaluation
463 Classroom Management and Discipline
477 Teaching Problems Laboratory
493 Field Experience in Elementary Schools
494 Field Experience in Secondary Schools
496 Directed Teaching, Elementary
497 Directed Teaching, Junior High
498 Directed Teaching, Secondary
ENGLISH

Faculty
Lewis F. Archer, Laura Bloxham, Philip W. Eaton, I. Dean Ebner, Leonard A. Oakland, Clarence J. Simpson
Chairperson: Dr. Bloxham

COURSE OFFERINGS
103 Development of Writing Skills
105, 106 English as a Second Language
110 Writing I
125 Introduction to Literature
181 Writing College Papers
201 Exploring Children's Literature
220 Ancient and Medieval World
233 Literature of the Western World
234 Modern European Literature
245 Writing: Poetry
249 Colonial and Romantic American Literature
250 The Movies
251 Modern European Novel
255 20th Century American Literature
259 American Literature: 1865-1910
262, 362 Bible as Literature
277 American Poetry
320 Mythology
326 Classic to Romantic English Literature
346 Writing: Essay
354 Shakespeare
359 Victorian to Modern English Literature
371 Renaissance
377 Modern Poetry
384 Literary Criticism
388 Development and Structure of the English Language
389 Methods of Teaching English in the Secondary School
405 Chaucer and Medieval Literature
412 Drama Seminar
416 Teaching Reading in the Secondary Schools
445 Creative Writing
453 Introduction to Linguistics
455 Milton
465 English Novel
485 Teaching Composition in Secondary School
497 Senior Colloquium
HEALTH SCIENCE

Faculty
Robert D. Bocksch, Jacqueline L. Fick, Carol Gavereski
Chairperson: Mrs. Fick
(Ten additional faculty members teach on a part-time basis.)

COURSE OFFERINGS
100 Orientation
107 Human Anatomy and Physiology
110 Good Health and How to Keep It
111 Common Medicines
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
251 Health and Recreation
277 Health Organizations
312 The Virus and Disease
315 The Computer in Health Care
321 Audiovisual Communication in Health Care
326 Workshop in Military Medicine
329 Biostatistics
335 Microbiology and Patient Care
341 Health and Sanitation
343 Parasitology
357 Health Science Techniques
361 Pharmacology I
362 Pharmacology II
378 Biomedical Ethics
381-389 Current Problems in Health Science
403 Biochemical Basis of Human Nutrition
413 Physiological Chemistry
421 Health Science Colloquium
423 Medical Office Management
426 Health Insurance
430, 431 Legal Aspects of Health Care, I & II
438 Health Facilities Management
447 Occupational Health
451 The Respiratory System (Adv.)
452 The Circulatory System (Adv.)
457 Introduction to Pathology
460-469 Workshops
470-479 Tour Workshops
HISTORY
Faculty
Homer F. Cunningham, R. Fenton Duvall, James B. Hunt
Chairperson: Dr. Hunt

COURSE OFFERINGS
131 American History to 1865
132 American History since 1865
150 World Military History
220 The Ancient and Medieval Worlds
222 The Modern World
245 Cultural History of China and Japan
251 Graphic and Pictorial History of the United States
262 American Diplomatic History
287, 487 Ideas About History
325 History of Latin America
345 History of Soviet Russia
351 Economic History of the United States
357 Recent American History
365 Russian History
374 The Renaissance and Reformation
424 Contemporary History
445 Revolutions in History
455 The Far East in the 20th Century
475 Early American History
476 The American Revolution
477 The West in American History
481 The Civil War
485 History of the Pacific Northwest

HOME ECONOMICS
Faculty
H. Adele Gallaher, Isla W. Rhodes
Chairperson: Mrs. Rhodes

COURSE OFFERINGS
104 Textiles
114 Clothing Construction
131 Food Preparation
167 Weaving
213 Art in Home Furnishings
220 House and its Equipment
260 Child Development
301 Quantity Food Preparation
315 Flat Pattern and Design
318 Tailoring
360 Family Relations
361 Nutrition
362 Meal Management
365 Applied Home Furnishings
370 General Nutrition
403 Biochemical Basis of Human Nutrition
410 Home and Money Management
467 Advanced Weaving
470 Demonstration and Communication Methods
JOURNALISM
Faculty
Neil L. Clemons, Alfred O. Gray
Chairperson: Mr. Gray
(Communication professionals from Spokane participate as special lecturers and internship supervisors)

COURSE OFFERINGS
115 Principles of Communication
125 Reporting
241, 341 Photography
242 Editing
244 Publicity and Public Relations
245, 246 Applied Journalism
344 Advanced Public Relations
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
481 Writing for Publication I
482 Writing for Publication II

LIBRARY SCIENCE
Faculty
Ralph Franklin, Jill Olson, James Weaver, Isaac Wong
Chairperson: Dr. Franklin

COURSE OFFERINGS
150 Research Skill in Library
301 Exploring Children’s Literature
302 Library Materials for Children
350 Selection of Library Materials
355 Introduction to Reference Materials
400 Young Adult Literature
470 Cataloging and Classification
471 Organization and Administration
475 Directed Work

MATHEMATICS AND COMPUTER SCIENCE
Faculty
Deane Arganbright, Howard R. Gage, Robert M. McCroskey, John W. Vander Beek
Chairperson: Dr. Vander Beek

COURSE OFFERINGS
MATHEMATICS
101 Intermediate Algebra
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
456, 457 Mathematical Statistics
480 Topics Seminar

COMPUTER SCIENCE
171 Survey of Computing
173 Introduction to Computer Programming
273 Advanced Computer Programming
373 Data Structures
376 Computer Organization
MODERN LANGUAGES

Faculty
Diane Bakke, Pierette C.
Gustafson, Townsend Shelby
Chairperson: Mrs. Gustafson

COURSE OFFERINGS

CHINESE:
101, 102 Elementary Mandarin
201, 202 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
412 Modern French Poetry
485 Seminar

GERMAN:
101, 102 Elementary German
201, 202 Intermediate German
310 Survey of German Literature and Civilization Since 1800
307, 308 Conversation, Composition and Advanced Grammar

JAPANESE:
101, 102 Elementary Japanese
201, 202 Intermediate Japanese

SPANISH
101, 102 Elementary Spanish
201, 202 Intermediate Spanish
301, 302 Survey of Spanish Literature
307, 308 Advanced Spanish Composition and Conversation
310, 311 Survey of Spanish American Literature
401 Modern Spanish Novel
402 Modern Spanish Drama
404 Modernism in Spanish America
405 Modern Spanish Lyric
413 Seminar
MUSIC

Faculty
John Baker, Sr. Xavier Mary Courvoisier, Richard V. Evans, Milton E. Johnson, Margaret Saunders Ott, George A. Ross, Thomas T. Tavener, Michael Young
Chairperson: Dr. Evans
(Twenty additional faculty members teach on a part time basis.)

COURSE OFFERINGS
GENERAL
106 Survey of Music
175 Psychology of Music
356 Opera Workshop
357 Conducting
361, 362 Music History
472 Church Music

THEORY
121 Music Theory I (Fall)
122 Music Theory II (Spring)
221 Music Theory III (Fall)
222 Music Theory IV (Spring)
428 Compositional Techniques

EDUCATION
236 Woodwind Techniques
237 Brass Techniques
337 String Techniques (Fall)
338 Percussion Techniques (Spring)
250, 350 Music Education Field Experience
330 Elementary Classroom Methods (Spring) (for non-music majors)
348 Piano Techniques, Problems and Materials
423 General Music in the Secondary School
433 Music Education for the Elementary School (for majors)
440 Choral Techniques and Materials
446 Instrumental Methods and Materials

PERFORMANCE STUDIES
111, 112, 211, 212, 311, 312, 411, 412 Private Instruction in Brass, Voice, Keyboard, Percussion, Strings, and Woodwinds
113, 114 Class Instruction in Piano, Voice, and Guitar
315, 316 Junior Recital
415, 416 Senior Recital

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

PHILOSOPHY AND GREEK

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

COURSE OFFERINGS
PHILOSOPHY
110 Introduction to Philosophy
216 God and Humanity
221 History of Ancient Philosophy
232 History of Medieval Philosophy
241 History of Modern Philosophy
252 History of Contemporary Philosophy
254 Great Ethical Theories
255 Atheistic Existentialism
260 Philosophy of Religion
265 Kant
351 Ethics for a Changing Society
353 Literature of Existentialism
366 Philosophy of William James
367 American Philosophy
368 Aesthetics
378 Symbolic Logic
379 Humanity, God, and History

GREEK
201, 301, New Testament Greek
202, 302 New Testament Greek
460, 461 Advanced New Testament Greek
PHYSICAL EDUCATION, RECREATION, AND ATHLETICS

Faculty
Jean P. Anderson, A. Ross Cutter, John A. Ecklund, David M. Manley, Diana Marks, Paul J. Merkel, Daryl Squires, Peggy Warner

Chairperson: Dr. Ecklund (Additional faculty and graduate students teach on a part-time basis)

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
114 Slimnastics
115 Bowling
116 Contemporary Dance
117 Field Hockey
118 Cultural Dance
119 Ice Skating
120 Skiing
121 Gymnastics: Tumbling
122 Tennis
123 Gymnastics: Apparatus
124 Weight Training
125 Golf
126 Foundations of Physical Activities
128 Sports Conditioning
129 Badminton
130 Soccer
131 Softball
132 Fitness Programming
133 Volleyball
134 Jogging: Aerobics
136 Curling
137 Handball
138 Karate
139 Judo
140 Canoeing
141 Cycling
142 Mountain Climbing
143 Ballet
145 Developmental Games—Elementary
153 Ballroom Dance
154 Backpacking
155 Wilderness Seminar

PHYSICAL EDUCATION

THEORY:
197, 297, 397, 497 Practicum in Physical Education
240 Body Movement Analysis and Basic Gymnastics
241, 242 Methods Seminar (Term, Individual, Dance, and/or WSI)
270 First Aid
275 Theory of Competitive Volleyball Coaching
279 History and Principles of Physical Education
312 School Physical Education Program
320 Kinesiology
322 Philosophical and Psychological Aspects of Coaching
326 Exercise Physiology
330 Adapted Physical Education
332 Athletic Taping
333 Advanced Athletic Taping
336 Advanced Athletic Training
341 Sports Officials
345 Elementary School Physical Education
358 Physical Education Curriculum
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
379 Athletic Training
400 Tests and Measurements in Physical Education
420 Organization and Administration of Intramural and Interscholastic Sports
430 Sport and Society
446 Psycho-Social Factor in Sports and Physical Education
465 Motor Learning
475 Motor Development

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
### 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
- 493 Physical Science Seminar

### POLITICAL STUDIES

**Faculty**  
G. William Benz, Garland A. Haas, Dan Sanford  
Chairperson: Dr. Sanford

**COURSE OFFERINGS**

- 100 Politics in Society
- 103 The American Political Establishment
- 151 International Relations
- 211 Inside the System
- 221 The American Presidency
- 240 Modern Foreign Governments
- 242 American Political Parties
- 245 Cultural History of China and Japan
- 262 American Diplomatic History
- 275 Cities and States in American Politics
- 294 Political Studies Modules
- 323 Marxism and the Communist World
- 325 History of Latin America
- 326 Contemporary Latin American Problems
- 345 History of Czarist Russia
- 353 Just World Order: Organizing Mankind
- 363 United States Foreign Policy
- 365 American Constitution
- 366 The Soviet Union
- 371 Public Administration
- 380, 480 Field Study
- 385 American Political History
- 425 The Third World
- 433 European Political Thought
- 434 American Political Thought
- 445 Revolution in History
- 455 The Far East in the 20th Century
- 493 Advanced Constitution

### PSYCHOLOGY

**Faculty**  
William L. Johnson, Patricia A. MacDonald, Ronald R. Short  
Chairperson: Dr. Johnson

**COURSE OFFERINGS**

- 102 Contemporary Psychology: A Collage of Personal Applications
- 150-159 Freshman Focus Course
- 250-259 Sophomore Focus Course
- 350-359 Junior Focus Course
- 450-459 Senior Focus Course
- 201 Principles of Psychology
- 210 Developmental Psychology of Behavior
- 241 Social Psychology
- 270 Behavioral Dynamics
- 319, 323 Practicum Experience
- 326 Quantitative II
- 327 Personality
- 356 (Math) Elementary Probability and Statistics
- 359 Abnormal Psychology
- 362 Experimental Psychology
- 370 Advanced Behavioral Dynamics
- 375 Advanced Principles of Psychology
- 383 Theory and History of Psychology
- 425 Learning
- 468 Theories of Counseling
RELIGION

Faculty
F. Dale Bruner, Duncan S. Ferguson, Sharon Lea 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
261, 361 Introduction to Christian Doctrine
363, 463 History of Christian Life and Thought
365, 465 The History of the Church
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
384 Christian Ethics
389 Christian Education of Children
387 Youth Ministry
388 Ministry to Adults
SOCIOLOGY
Faculty
Ronald G. Frase, Frank E. Houser, Donald H. Liebert
Chairperson: Dr. Frase

COURSE OFFERINGS
120 Social Reality
180, 280, 380, 480 Field Study
222 Contemporary Latin American Problems
223 I Corinthians: The Church in the World
224 Careers: Expected and Unexpected Aspects
250 Deviant Behavior
251 Introduction to Anthropology
258, 358 Sociology of Work and Leisure
265, 365 Urban Communities
285, 385 Social Stratification
311 Family
312 Social Problems
322 Sociopolitical Movements
330 Critics of Contemporary Society
343 Sociology of Religion
359 Exploring Social Behavior
371 Introduction to Social Welfare
378 Social Theory
379 Social Research
425 Understanding the Juvenile Offender
444 Urban Studies in San Francisco

SPEECH, COMMUNICATION & THEATRE ARTS
Faculty
Albert C. Gunderson, Glen E. Hiemstra, Pat Stien
Chairperson: Mr. Gunderson

COURSE OFFERINGS
110 Introduction to Public Speaking
113 Interpersonal Communication
130, 230, 330, 430 Private Lessons
140, 240, 340, 440 Rehearsal and Performance
170, 270, 370, 470 Technical Theatre: Stage Makeup, Scene Design, Costume Design, Lighting Design
180 Introduction to Theatre
223 Small Group Communication
231 Oral Interpretation
250 Readers’ Theatre
255 Story Theatre
261 Argumentation, Persuasion and Debate
271, 371 Religious Drama
273 Introduction to Acting
276 Improvisational Acting
277 Introduction to Mime
279 Voice for the Performer
300 Theatre Study Tour of London
311 Nonverbal Communication
312 Communication and Language
322 Advanced Public Speaking
323 Organizational Communication
324 Intercultural Communication
325 Ethics of Communication
326 Speech Criticism
332 Oral Interpretation of Children’s Literature

334 Advanced Oral Interpretation
335 Dramatic Reading
337 Oral Interpretation of Poetry
338 Oral Interpretation of Biblical Literature
339 Oral Interpretation of Shakespeare
361 Fundamentals of Directing
373 Creative Dramatics
374 Children’s Theatre
380, 480 Field Study
476 History of Theatre—Greek through Medieval
477 History of Theatre—Renaissance through Modern
481, 482 Projects in Speech, Communication, and Theatre Arts
The Christian Theme ...
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.

Whitworth values its long-term relationship with 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 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, 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 administer 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.
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—compromised of a chaplain, associate chaplain, chaplains’ assistants, 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. Occasionally 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. Compline is held each Wednesday evening, providing a more liturgical service based on scripture, prayers, and time for silence and reflection. 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, 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 London, Mississippi, Newark and San Francisco.

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 encounter the claims of the Christian faith and to interact with each other and with faculty on crucial personal and social issues. "The Weekend" is an annual conference held near the beginning of the fall semester.

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

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.

New programs and events spring to life each year as the needs of the community change and as the Christian faith finds new expression. 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 . . .
STUDENT DEVELOPMENT

The Office of Student Development is responsible for student life at Whitworth—the residence life program, student activities, career planning and placement, the health center, counseling, learning resource services, and minority and women's programs.

By design, Student Development supports and supplements the academic program by fostering the many kinds of growth and personal learning which can be part of the college experience. For Whitworth is convinced that college isn't just for preparing for careers but also preparing for all of life—becoming people who enjoy being alive, people who welcome rather than shrink from the challenges of our complex world, people who have the inner resources and values to creatively respond to whatever situations they encounter. Whitworth wants 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 process. First, we assume that all individuals, regardless of age, are in a lifelong process of development. Many factors, including personal history, successes and failures, interests and aptitudes, family and peer group relationships, and goals and aspirations contribute to the development. Accordingly, where a particular individual is at the time he or she enters Whitworth may vary widely.

We also believe that growth is enhanced when we have a model to use to pattern and compare our own development. We 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 and valuable 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.

THE RESIDENCE HALLS

When a student trades the familiar private room for a roommate stranger and a place that's "home" for 20 to 80 others with varying tastes, interests, habits, income, opinions, beliefs, and expectations, the door is opened for one of life's most challenging and enjoyable experiences.

The residence hall environment can be whatever a college wants it to be: an impersonal hotel, a rooming house with lots of landlord rules and regulations, or a large community with shared decisions and responsibility. Whitworth works hard to see that the residence halls are communities because they are most conducive to personal growth.

Students, with the aid of professional resident counselors (RC's) and resident advisors (RA's), form their own individual dorm communities based on what they together determine as goals and needs. Early in the fall term, a "dorm decision day" is set aside for each living unit to decide how it will function. In the process of deciding on and amending their community structure, students begin to experience the delicate balance between responsibility to oneself and responsibility to other people.

While most student behavior questions are decided in the individual living units, the college does prohibit three specific activities on the campus in the interest of health, safety, and community cohesiveness. Hence, consumption of alcohol, use of illegal drugs, and cohabitation are prohibited.
Theme Dorms

Some residence halls are known as Theme Dorms—because the residents have chosen to organize around a particular interest or theme. Students may design a theme that incorporates academic credit, with all residents taking the same course (usually meeting with the professor in the dorm).

The 1977-78 dorms include: Fitness and Exercise, Creative Writing, Examination of Sexual Values in A Christian Perspective, the Competitive Christian Athlete, Russia, and Roots: Black and White.

The integration of living with academic interests is particularly satisfying to students, as they get deeply involved with a particular subject and apply it personally. The informality of the setting also provides a chance to get to know professors in a more personal way. Clearly, theme dorms are one of the most popular aspects of life at Whitworth.

STUDENT SERVICES

One of Student Development’s functions is to provide a variety of special programs for students. These include helping students discover their particular learning styles and how to most effectively utilize them, and seminars in understanding sexuality, gaining study skills, improving interpersonal effectiveness, and understanding change.

Professional counseling services are available through the Counseling Center in Student Development. Students also readily turn to their resident counselors and advisors and to their professors for personal as well as academic counseling. The Office of Learning Resource Services is a referral center for students having academic difficulties; tutoring services are available for a fee to help those who need assistance in specific subjects and workshops are offered on various learning skills.

The Health Center provides both preventative medical services and care for those who are ill. Nurses are available in the modern facility 24 hours a day, and doctors from Family
Medicine in Spokane conduct clinics in the Health Center four nights a week.

Whitworth is committed to helping students learn to make career and life choices that reflect their distinctive values and goals, and that use their particular skills. In addition to the key resources that the faculty provide, the Career and Life Planning and Placement Center offers a multitude of services including career seminars, personality, employment aptitude and interest testing, and career and life counseling. A wide range of reference materials and job information is available, and the Center helps students find campus and off-campus jobs throughout the academic year and during the summer. The Center also provides invaluable assistance to students preparing for graduate school and entering the job market. Personal counseling, teaching how to build resumes and how to interview for jobs, hosting on-campus employer interviews, advertising student skills, and other activities help Whitworth graduates move into much sought after career positions, and to integrate their careers with their value and lifestyle preferences.

STUDENT ACTIVITIES

A full-time Student Activities Coordinator works with the elected members of student government and appointed student managers to plan and carry-out activities which range from Homecoming festivities to mountain climbing to political lobbying. The objective is to provide a multitude of opportunities for students to express themselves, to explore new horizons, to have fun, and to be involved with people, issues, and ideas.

Student government is responsible for most of the social programming on campus, and individual students are full-fledged members with faculty on the various Councils which formulate major campus policies.

The Great Outdoors. Many students and faculty take advantage of the geographical location of Whitworth. Skiing, snowshoeing, mountain climbing, water skiing, backpacking, 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.

Individual 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 of self-expression and as a model for the use of leisure time.

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

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

One of the advantages of a college with a student population of 1,300 is that education is personalized. For athletes, there's the bonus of a quality athletic program where the individual is respected.

Whitworth offers broad opportunities for sports participation through intercollegiate and intramural athletic programs for men and women. The college is represented by teams in nine varsity sports as a member of the Pacific Northwest Intercollegiate Athletic Conference, and Whitworth women compete in six sports in a new league, the Inland Valley Conference. Intramural activity, mainly organized according to living units but also involving commuter students and faculty and staff, provides recreational opportunities in 26 different sports and extends the enjoyment of team play and competition to almost every student.

These programs give the student a realistic chance to pursue physical activity at the level of interest and ability, and to develop habits of physical fitness which are important for the rest of one's life. Some find in varsity competition a chance to pursue excellence, and today's students uphold a long Whitworth tradition of high athletic achievement. And in recent years, women have begun to benefit from athletic scholarships, excellent coaching, the rigor of hard training, and the satisfaction of all-out team and individual effort.

**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.
Trustees and Administration . . .
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.

Last year he was appointed to serve on a prestigious research and development advisory panel to the Office of Technological Assessment of the U.S. Congress.

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 students. He listens, he bends your mind with ideas. No matter how free-wheeling the discussion shining through is his conviction that people 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. Since then, the college enrollment soared 39% to a record level and the budget was balanced. 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.
VICE PRESIDENT FOR ACADEMIC AFFAIRS
Duncan S. Ferguson

After Duncan Ferguson's name trails a growing string of credits that would suggest at least a hint of grey hair. At Whitworth he's been Chaplain, Interim Director of Athletics, Professor of Religion and Department Coordinator, Humanities Department Chairperson, Human Development Coordinator and Vice President for Academic Affairs, to say nothing of his on-going roles as minister, scholar, theologian, writer, and athlete.

He's also known for his ability to organize, and to bring calm and good humor to complicated situations. And grey hairs? Not a one.

"I think education should be enjoyed and personally fulfilling," says Duncan. "As a matter of fact, the educational system has worked pretty hard to make a young person's experience in school boring. But if we are willing to be innovative, flexible and responsive to students, we can create a setting in which learning can be exciting and fun. The key, I think, is to put the emphasis on lifelearning rather than just booklearning. That's what Whitworth is all about—learning for life."

Dr. Ferguson has his bachelor's and master's degrees from the University of Oregon where he studied history and philosophy and was a member of the 1958 Rose Bowl Team. He received his bachelor of divinity from Fuller Theological Seminary, and his doctor of philosophy from New College, Edinburgh University, Scotland. He has also done graduate work at Stanford University. His background in biblical and theological studies has given him a special concern about Whitworth's distinctive Christian identity. He says, "What is exciting about being a part of the Whitworth community is the way in which we have blended a deep commitment to Christian faith with an openness to diversity and freedom to pursue new ideas. To work with colleagues who share a common vision of life and sense of mission is extremely rewarding."

Dr. Ferguson traveled extensively in Europe and Asia during the two years he studied in Scotland. Prior to coming to Whitworth he was Assistant to the President and Assistant Professor of Religion at Piedmont College in Georgia.

He has authored book reviews for Theology News and Notes and an article he wrote, "An Introduction to the Thought of Reinhold Niebuhr," was published in Forum. The life of writing and teaching still has a great deal of attraction for him, but, as he says, "My work as Academic Vice President gives me the opportunity to have a central role in building the kind of college which can send students out into the world to make a difference."
VICE PRESIDENT FOR
DEVELOPMENT AND
PUBLIC AFFAIRS
Joseph P.H. Black

Simply, the job found the man. And, when he moved into his new office, the Rev. Joseph Black unpacked an invigorating, enthusiastic breeze which permeated every nook and cranny of the college.

"Whitworth has a tremendous case, certainly far above any other Presbyterian college. This doesn’t mean we succeed all the time, but we are trying. You can’t overlook it—Whitworth is unique."

Joe should know. He has been working for and with the Presbyterian church and colleges for many years. A native of Seattle, he attended Wheaton College and the University of Washington, before finally settling into Whitworth for his bachelor of science degree. He received his bachelor of divinity and master of theology degrees from Princeton Theological Seminary and also attended the Goethe Institute in Murnau, Germany.

His tasks for the Presbyterian Church have been as an ordained minister and a prime fund raiser. His credentials include directorship of the church’s Fifty Million Fund, Private Resources for the Council on Church Support, and the Major Mission Fund. Along the way, Joe was Director of Development at Princeton Theological Seminary and worked in operations and development as Director of fund drives for Grosse Pointe Memorial Church and Eastern Baptist College.

He is an open and sincere man whose sentences are sprinkled with “integrity” and “accountability,” two nouns which he firmly believes are necessary in all interactions. When not working or traveling, Joe finds summer camping and winter skiing a good trade off for relaxation.

His responsibilities at the college include fund raising, public relations, estate planning, alumni affairs, and overall external relations of the college. Joe sees his job as one of motivating staff, students, and volunteers, to continue building the impact and integrity of the total institution that is Whitworth College.
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 at Michigan State and in the residence halls at Oakland University and Eastern Michigan University. Bill was attracted to Whitworth because of its combined commitment to Jesus Christ and to student/human development. 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. He has been a Contributing Editor to Growing Child and was the author of its "Family" series. Bill is on the editorial board of a collegiate personnel organization. In between meeting with students, writing, lectures and workshops, he manages to swing a mean tennis racquet and won his club's championship last year.
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. Ron has been a busy author. His *The Social Gospel: Religion and Reform in Changing America*, co-authored with C. Howard Hopkins, was published in 1976. He is currently at work on two books related to the social gospel. He was a faculty member for a Cross Currents Seminar in Germany in 1977 and was a voting delegate to the Century World Alliance of Churches from the United Presbyterian Church.

Being a good listener has its penalties. So many students and friends (synonymous to her) are attracted to Lorraine Robertson that she had to return to Southern California last summer to finish writing her master's thesis. It was the only place she wouldn't be interrupted as she worked on her study of depression in women for the Psychology Department at Fuller Theological Seminary.

In addition to listening well, Lorraine is a steady, forthright individual who has the ability to handle enormous amounts of work efficiently, a skill she must have learned in order to cope with her wide scope of friends and their subsequent correspondence.

"My theological viewpoint is evangelical," says Lorraine, "and I want to be involved in a fellowship and mission which combines awareness of the needs of individuals and of the world with commitment to Jesus Christ and His Word." Lorraine feels right at home at Whitworth. She's pleased that the Chaplain's Office is involved in a broad range of campus interests and that both chaplains teach. This pattern presents a different image of the stereotype and allows more exposure to more students. Somehow the idea is reinforced when entering Lorraine's office and seeing a large portrait of The Laughing Christ.

A native Californian, she holds a bachelor's degree from Occidental College, teacher specialist accreditation from U.S.C., and a masters from Fuller. She taught English in Los Angeles city schools before beginning a ten-year af-
DIRECTOR OF ADMISSIONS
Robert L. Hannigan

When Bob Hannigan came to Whitworth in 1976, he brought impressive professional credentials and the personal style and values which made him right at home. At 34, he already had spent 11 years in admissions related work in three states—Pennsylvania, Colorado and Arkansas. He has a bachelor's degree from Westminster College in history and a master's of education in counseling from the University of Pittsburgh. His professional work began while he was at Pittsburgh, where he moved up to associate director of admissions in just two years. Then he joined the University of Colorado and held three positions in seven years—assistant director of admissions at the Boulder campus, director of admissions and records at the Denver campus, and, finally, university registrar. And, most recently, he was dean of student services at the University of Arkansas, Fayetteville. Informed, personable, and easy to talk with, Bob came to Whitworth because he believes in the focus and quality of Christian higher education which he finds here.
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COLLEGE CALENDAR

January Term 1978
Instruction begins, Tuesday, January 3
Term ends, January 27

Spring Term 1978
Registration, February 1
Instruction begins, February 2
Evening Instruction begins, February 6
Spring vacation, begins March 17 (after classes)
Classes resume (8 a.m.), March 27
Final Examinations, May 10-12
Baccalaureate and Commencement, May 14

Summer Session 1978
FIRST SESSION:
Registration, May 15
Instruction begins, May 15
Session ends, June 2

SECOND SESSION:
Registration, June 12
Instruction begins, June 12
Session ends, July 21

THIRD SESSION:
Registration, July 24
Instruction begins, July 24
Session ends, August 11

Fall Term 1978
Orientation and Advising, September 2-5
Registration, September 6
Day Instruction begins, September 7
Evening Instruction begins, September 11
Thanksgiving recess begins, November 22
Instruction resumes, November 27
Final Examinations, December 13-15
Christmas vacation, December 16-January 2

January Term 1979
Instruction begins, January 3
Terms ends, February 2

Spring Term 1979
Registration, February 7
Day Instruction begins, February 2
Evening Instruction begins, February 12
Spring vacation begins, March 23 (after classes)
Classes resume (8 a.m.), April 2
Final Examinations, May 16-18
Baccalaureate and Commencement, May 20
Campus Map & Directory ...
ADMISSIONS INFORMATION

Whitworth’s goal of assisting students in attaining their full potential as individuals extends to the admissions criteria. Acceptance is granted to those students who seem most ready for this developmental process. Past experience assists us in making that very important evaluation. We use no arbitrary cut-offs for grade point average, test scores or class rank because we know that intellectual motivation can be extremely important to a successful college experience. No prescribed pattern of courses is required for entrance although the relative strength of an applicant’s secondary school program will be an important part of the admission decision. Generally, four years of English, two of history and social science, two or more years of mathematics, two or more years of science and two years of a foreign language would comprise a competitive college preparatory program.

It is also important for us 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 admissions standards in terms of grade points and/or test scores alone. While the college normally expects its applicants to have received a secondary school diploma prior to enrolling, exceptions occasionally are made. In short, Whitworth is anxious to have students who are qualified and eager to take advantage of a very exciting and demanding educational experience.
FRESHMAN APPLICATION PROCEDURE

Application for admission as a freshman is made on a form included in this catalog and which is also available from the Office of Admissions. The following credentials should reach the Office of Admissions by June 1 for fall entrance:

1. APPLICATION FOR ADMISSION accompanied by a non-refundable $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 necessary.
4. PERSONAL INVENTORY is a part of the application form and is primarily designed to help us know more about the applicant as a person.
5. SCHOLASTIC APTITUDE TEST (SAT), AMERICAN COLLEGE TEST (ACT) or WASHINGTON PRE-COLLEGE TEST (WPCT) results must be sent to the Office of Admissions.

Applicants will be notified of their admission as soon as possible after their applications are complete. Whitworth continues, however, to subscribe to the Candidate's Reply Date agreement and admitted students will not be required to notify the college of their final decision until May 1.

1. APPLICATION FOR ADMISSION may be accompanied by a non-refundable $10 application fee.
TRANSFER APPLICATION PROCEDURE

Application for admission as a transfer student is made by following steps No. 1 and No. 4 above (Freshman Application Procedure), forwarding an official transcript of college work completed and the Transfer Reference Form. If less than one year of college work has been completed, Steps No. 2, No. 3 and No. 5 would also be necessary. A cumulative g.p.a. of 2.0 or above is required for consideration.

READMISSION OF FORMER STUDENTS

Former students seeking to return to Whitworth must submit a readmission application (available from the Office of Admissions) and official transcripts of all college work completed during the absence. Returning students whose absence has not exceeded one year and who have not taken college work elsewhere need not re-apply but may register directly with the Registration Office.

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 follow the stated freshman or transfer application procedure. Part-time students not seeking a degree from Whitworth are not required to complete the normal admissions process; they may register directly through the Registration Office.

GRADUATE STUDIES

The Whitworth graduate program has been planned to meet the needs of educators, youth leaders, guidance personnel, clergy, 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. 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 information may be secured by contacting the Director of Graduate Study.

EARLY DECISION

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

ADVANCED PLACEMENT

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

Perhaps the best way to discover how a college might meet an individual's needs is through a campus visit. The Admissions Office is open weekdays throughout the year, but we prefer that campus visits occur when classes are in session. Visits should not be planned during vacation times. (See Academic Calendar.) The college will provide one full day's board and room for prospective students who visit the campus. To arrange a visit, contact the Admissions Office in advance either by using the reply card in the back of the catalog or by letter.

COSTS AND FEES

Whitworth College is an independent institution and, like most such institutions, receives minimal support from public funds. Each student is charged tuition and fees which cover approximately three-fourths of what it costs the college to provide its services. The balance of these costs is met by income from endowment and by gifts from trustees, alumni and other friends of the college. Since prompt payment of student bills is important in maintaining our quality educational program, all details for paying current charges must be finalized as students enroll for classes. Payment in full is due at the beginning of each term, or students and their parents may desire to use the insured budget plan, which spreads payments over a ten month period (June 1-March 1). Further information concerning the payment of bills is available from the Business Office.

Cost for 1978-79 Academic Year

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUITION</td>
<td>$3,150¹</td>
</tr>
<tr>
<td>ROOM AND BOARD</td>
<td>$1,525²</td>
</tr>
<tr>
<td>FEES</td>
<td>194</td>
</tr>
<tr>
<td>Associated Student Body Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Student Activity Center Fee</td>
<td>15</td>
</tr>
<tr>
<td>Health &amp; Accident Insurance</td>
<td>79³</td>
</tr>
<tr>
<td><strong>TOTAL COSTS</strong></td>
<td>$4,869</td>
</tr>
</tbody>
</table>

¹A full-time academic load is 3½ to 4½ courses in the fall and spring terms and 1½ courses in the January Term.

²Room and board charges do not cover regular college vacation periods. The above rate provides for a double room and 20 meals per week. A 14-meal plan is available at a reduced rate. Students in private rooms at their own request pay 25% additional room rent.

³Student Health and Accident Insurance must be carried by all students enrolled for more than three full courses unless there is a signed waiver on file in the Business Office showing other coverage. Those waivers must be submitted by September 25 for students beginning the fall term and February 20 for students beginning in the spring term.

While the cost for a full 4-1-4 (nine month) college year for an on-campus student is $4,869, students living off-campus would pay the college $3,344. Additional expenses for books, supplies, personal items and transportation will vary with each student, and is a necessary consideration when planning total costs.

Since fees are published several months in advance of the academic year, the Board of Trustees reserves the right to change this fee structure.
Refund Policy

A student who withdraws during the course of a semester is eligible for an adjustment of charges as follows:

1st week following beginning of instruction—100% refund on tuition and student fees, less $10 service charge.

Board and room refund on prorated basis.

2nd week following beginning of instruction—80% refund. No refund on student fees. Board and room refund on prorated basis.

3rd week following beginning of instruction—60% tuition refund. No refund on student fees. Board and room refund on prorated basis.

4th week following beginning of instruction—40% tuition refund. No refund on student fees. No refund on room. Board refund on prorated basis.

After the 4th week following beginning of instruction—No refunds on tuition, student fees, or room. However, board refunds will continue to be prorated throughout the term.

Financial Aid

Assistance in many different forms is available to help as many students as possible who want to attend Whitworth but who have inadequate financial resources. For the most part, financial aid is awarded on the basis of financial need as determined by the College Scholarship Service. Most offers of Whitworth aid are made each spring for the following academic year. Very limited funds, if any, are available to the student applying for entrance at midyear.
COLLEGE SCHOLARSHIPS AND GRANTS.

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

LOAN FUNDS.

These may be administered directly by the college or in cooperative arrangements with the government or other institutions. Many loans carry low interest rates and normally do not require that repayment begin prior to graduation. The repayment period is often extended to ten years.

EMPLOYMENT.

The Student Employment Office is a clearing house for both on- and off-campus jobs. Most part-time jobs are on campus where the work does not usually exceed 15 hours per week and $1,000 of pay per school year. Whitworth participates in the College Work-Study Program, a federally financed program.
FINANCIAL AID APPLICATION PROCEDURE

Application for financial aid at Whitworth is accomplished by:

1. Submitting the College Scholarship Services' FINANCIAL AID FORM (to determine student need). These forms are available through high school counseling offices or the Whitworth Admissions Office.

2. Completing the Whitworth College FINANCIAL AID APPLICATION, available from the Admissions Office. Students who apply prior to March 1 are more likely to receive funds than later applicants; however, late applicants are encouraged to submit aid requests since awards are made to qualified applicants as funds become available.

After a student is accepted for admission and we have received the above forms, we automatically consider him or her for all types of aid for which he or 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 Whitworth 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 $2000 annually, depending upon need. Applications, obtained from the Admissions Office of the Board of Christian Education, must be filed in November of the student’s senior year in high school.

SAMUEL ROBINSON SCHOLARSHIPS.

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

MINISTERIAL SCHOLARSHIP

Whitworth offers a $400 tuition discount to students who are dependent children of regularly ordained pastors employed by Christian churches and who maintain a grade point average of at least 2.5. To apply, students should write to the Director of Financial Aid and include information verifying eligibility.

SCHOLARSHIP FUNDS

Lloyd M. Harder Memorial Scholarship Fund
Jane Bagnall O'Brien Nursing Scholarship Fund
Ingwer W. Thomsen Scholarship Fund
Jean Villars Memorial Music Fund
Mary Elizabeth Waltz Memorial Scholarship Fund
Ernest E. & Margaret Yenny Brown Memorial Scholarship Fund
William L. McEachran Scholarship Fund
Amos A. Bratovde Scholarship Fund
Ida B. Johnston Scholarship Fund
Grace A. Stayt Memorial Scholarship Fund
Pearl H. King Scholarship Fund
Indian Scholarship Fund
William Moir Scholarship Fund
Hammond Memorial Scholarship Fund
Mary E. Quackenbush Scholarship Fund
Frank and Helen Burgess Scholarship Fund
William H. Cowles Memorial Scholarship Fund
John E. and Etna Ezzard Sheridan Memorial Scholarship Fund
Aimee E. Millhouse Scholarship for Young Men
Mrs. James McKay Memorial Scholarship Fund
Rev. and Mrs. Albert E. Evans Memorial Scholarship Fund
Glen and Dorothea Cotterel Scholarship for Foreign Students
Ethel Klein Culverwell Music Scholarship
Annie Ester Durham Scholarship Fund
Robert H. and Grace R. Gaines Scholarship Fund
Vere I. Snyder DeVoe Memorial Scholarship
Reader's Digest Scholarship Fund
Jack McEachran Memorial Scholarship
Rev. J. Renwick 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
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 Thomas Scholarship Fund
Journalism Fund in Honor of Mrs. Dorothy Dixon
Elizabeth Ann Joyner Scholarship Fund
Sara Lou Gammons Music Scholarship Fund
William and Annie McEachem Memorial Scholarship Fund
George and Lyda Wasson Scholarship Fund
Ethel Fairfield White Scholarship Fund
Manifold Scholarship Fund
Dave Barnes and Aubrey M. Leavitt Scholarship Fund
Charles F. Koehler Memorial Scholarship Fund
Alumni Association Scholarship Fund
Arthur E. and Enola Loring Wake Scholarship Fund
Alice Postell Alumni Scholarship Fund
John A. Soule Memorial Scholarship Fund
Young Life Scholarship Fund
Howard Redmond 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
Helen Grinnell Brown Music Scholarship
Frances Gilbert Hamblen Memorial Loan Fund
Elizabeth Hewit Memorial Student Loan Fund
David L. Jones Scholarship Fund
Anne E. Marshall Student Loan Fund
Otis and Elizabeth Merritt Student Loan Fund
Earl Oatman Memorial Student Loan Fund
Jane Bagnall O'Brien Nursing Loan Fund
Josie Shadle Student Loan Fund
Stevens-Swanby Student Loan Fund
Sarah A. Stewart Memorial Student Loan Fund
Ingwer W. Thomsen Student Loan Fund
David and Emma Thorndike Memorial Student Loan Fund
Vicker Rotary Memorial Student Loan Fund

Dr. L.N. Williams Memorial Student Loan Fund
Helen Bishop Herbage Memorial Student Loan Fund
George T. Gregg Student Loan Fund
Dr. C.L. Mood and Bettie Mood Memorial Student Loan Fund
R.L. Ubers, M.D., Student Loan Fund
Hulda Munter Senske Student Loan Fund
J. Wilson Gowdy Student Loan Fund
Bee Lawler Rhinehart Memorial Loan Fund
Jim and Kathy Edens Hancock Memorial Student Loan Fund
Manito Park United Presbyterian Church Student Loan Fund
Mary Katherine Crim Student Loan Fund
Charles W. Muir Student Loan Fund
Martin Luther King Student Loan Fund
Mr. and Mrs. James Harrison Memorial Loan Fund
Judge & Mrs. W.C. Husband Memorial Loan Fund
Lawrence F. Moore Revolving Loan Fund
Mrs. P.T. Myers Student Loan Fund
## Application for Admission to Whitworth College

**Section 1**

<table>
<thead>
<tr>
<th>1a. New Freshman</th>
<th>1b. Will seek Whitworth degree:</th>
<th>1c. I wish to begin:</th>
<th>1d. Plan to attend:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☐ No ☐</td>
<td>Yes ☐ No ☐</td>
<td>Fall ☐ Spring ☐ Summer-Fall ☐</td>
<td>☐ Full-time ☐ Part-time ☐ Evening ☐</td>
</tr>
</tbody>
</table>

2. Name
   - Last
   - First
   - M

3. Former Name


5a. Mailing Address
   - Number and Street
   - City
   - State
   - Zip

5b. Phone
   - Area
   - Number

6a. Permanent Address
   - Number and Street
   - City
   - State
   - Zip

7a. Date of Birth

7b. Washington resident?
   - Yes ☐ No ☐

7c. Length of latest residence in Washington
   - From month/year to month/year

8a. Country of Citizenship if not U.S.A.

8b. Type of Visa

9. Child of deceased veteran?
   - Yes ☐ No ☐

10a. Military Service

10b. Active Duty Dates
   - From month/year to month/year

11. Religious preference (optional)

12. Ethnic origin: Under requirements of the U.S. Office of Education, Dept. of Health, Education and Welfare, race information must be collected and reported by collegiate institutions. This information is not used in the admissions decision. Please mark the appropriate space below:
   - American Indian or Alaska native ☐
   - Caucasian/white, not Hispanic origin ☐
   - Asian or Pacific Islander ☐
   - Hispanic ☐
   - Black/Negro, not of Hispanic origin ☐

13a. High School Attending or last attended:
   - High School

13b. Date of high school graduation (month/year)

13c. If not a high school graduate, have you earned a G.E.D. certificate? Yes ☐ Date. ☐ No ☐

14. List your significant school and community activities and awards.
This institution provides equal opportunity in Education on the basis of race, color, religion, national origin and sex, in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, and Section 503 of the Rehabilitation Act of 1973.
**Business Reply Mail**

No postage stamp necessary if mailed in the United States

Postage will be paid by:

**Whitworth College**

Director of Admissions
Spokane, Washington 99218

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**Concept and Design**
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