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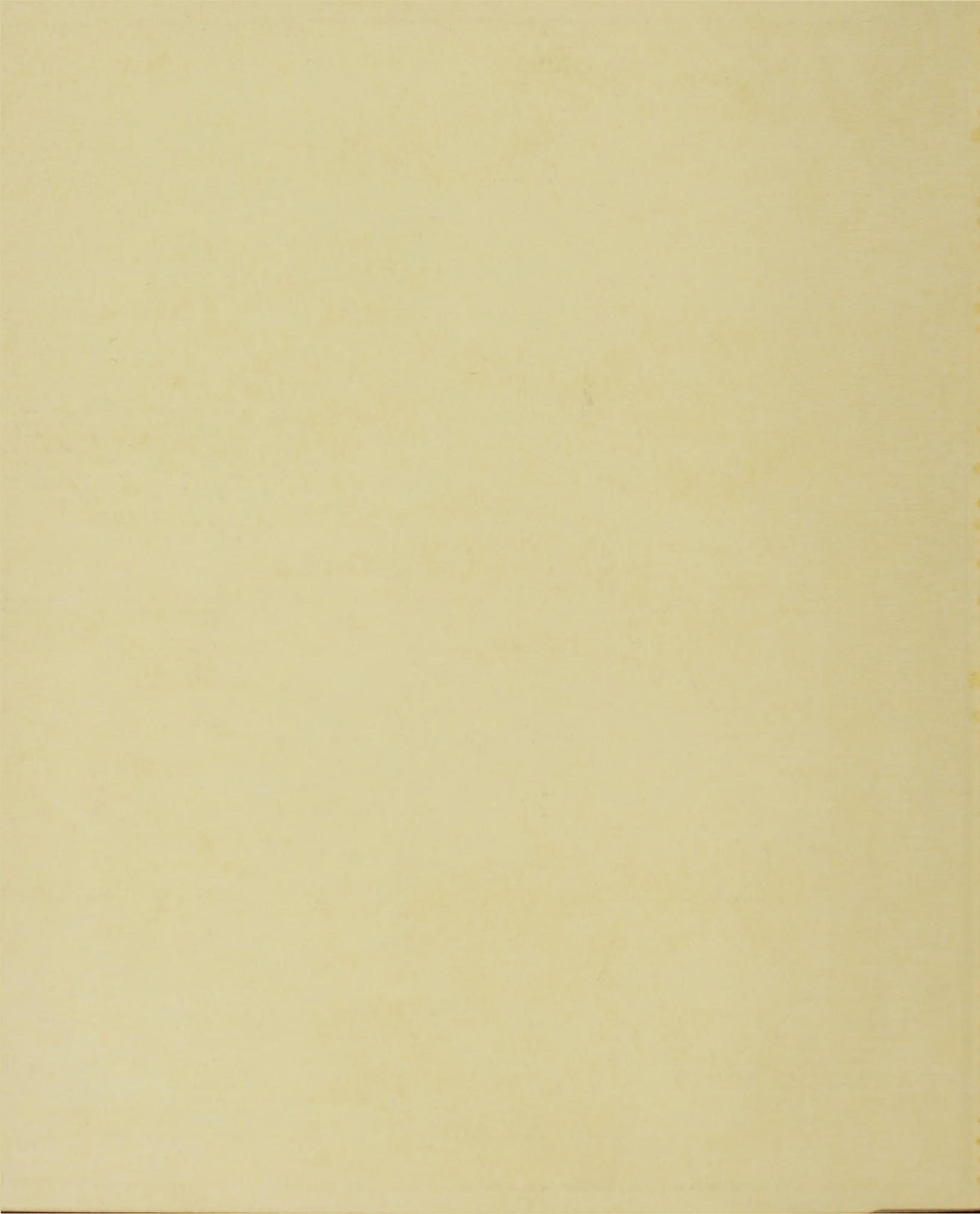
Norman J. Hardak
**Willamette
University
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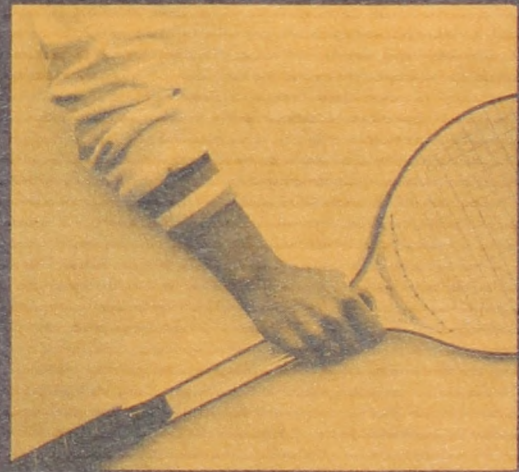
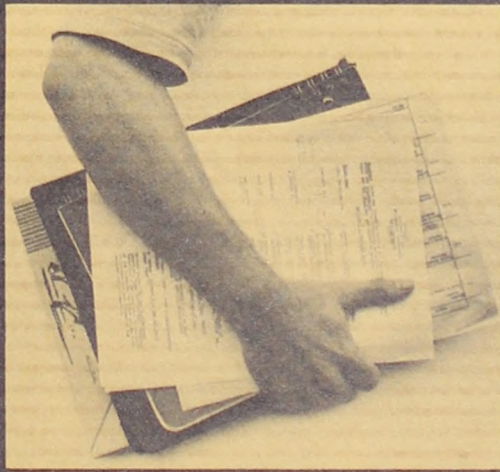
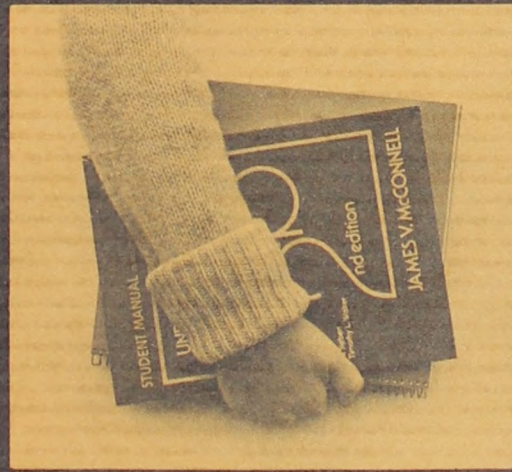
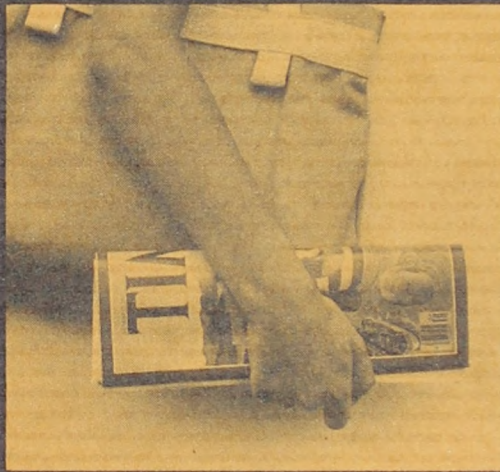
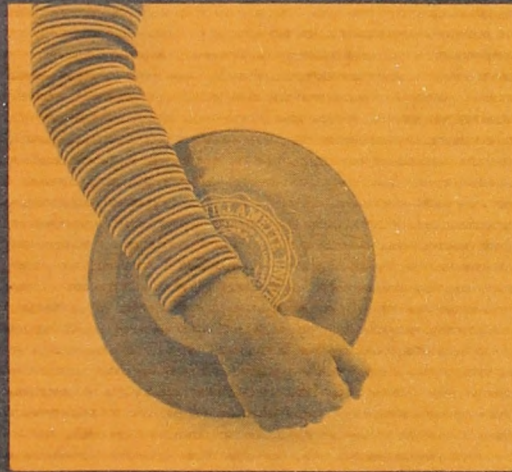
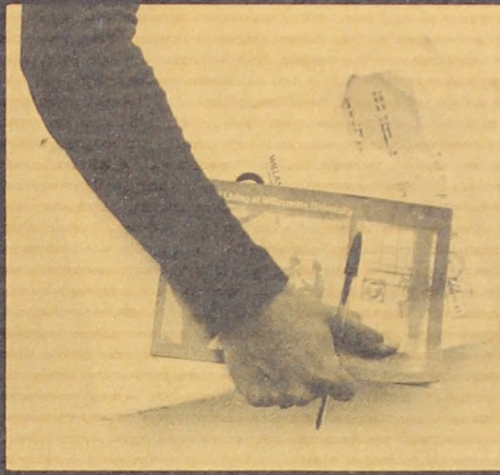


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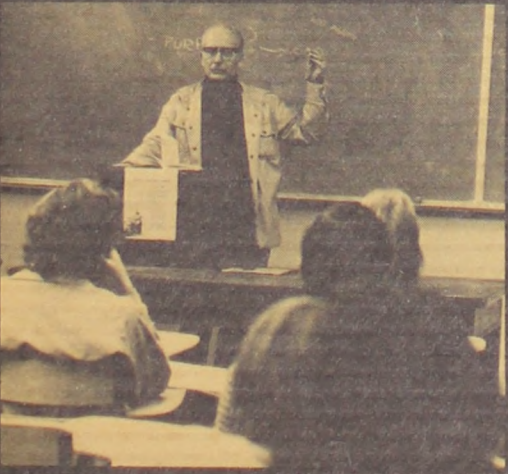


Willamette

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Foreword. The Willamette University Catalog is divided into two segments. The first 16 pages are designed to give the reader a prospectus of the University, its students, faculty, campus life, academic programs, and pertinent admission information.

The second segment, or catalog portion, provides considerable detail and current course listings. Course descriptions are available upon request. Visitors are welcome to the campus. Appointments are suggested for visitors coming on specific business. The Office of Admissions, located on the first floor of Eaton Hall, is open Monday through Friday from 8 a.m. to 5 p.m. The office is open by appointment on Saturday from 8 a.m. to noon. The mailing address of Willamette University is Salem, Oregon 97301. The phone number is (503) 370-6300. The street address is 900 State Street.

Heritage. The desire of pioneer missionaries to meet the needs of the growing Oregon Territory led to the birth of Willamette in 1842. Some 15 families constituted the white population around Salem

then, drawn to the area as missionaries to the Indians settled along the Willamette River. Beyond the Indian Mission School, started in 1834, the far-sighted settlers felt the need for a more advanced school "in order to secure the best education of the pupils in science, morality and piety."

Nine men were appointed to the Board of Trustees on Feb. 1, 1842 at the home of Methodist missionary Jason Lee. The Board

has been in continuous existence since, constituting the founding of the first collegiate institution west of the Missouri River. Known first as the Oregon Institute, "Walamet University" received a charter in 1853 after a territorial government had been established and some six years before Oregon achieved statehood.

Other key dates in Willamette's history are: 1866, establishment of the College of Medicine (later to merge with the University of Oregon Medical School in 1913); 1867, opening of Waller Hall, the first permanent building still in use today; 1883, establishment of the College of Law, first in the Northwest; 1974, opening of the Atkinson Graduate School of Administration.

Salem and vicinity. The third largest city in Oregon, Salem is the state capital with a population of 80,000. The capitol and other state buildings are located directly across the street from the Willamette campus. Many state institutions are nearby, including the major correctional facilities; schools for the blind, deaf and retarded; mental hospital; and the Oregon State Library. The vicinity is blessed with a variety of city, county, and state parks. An All-America City, Salem is situated mostly between Interstate 5 (north-south freeway) and the Willamette River. Portland is 45 minutes to the north by car; Eugene (second largest city) is 60 minutes to the south. The beautiful and world famous Oregon coast is 60 minutes west, while breathtaking ski slopes in the Cascade Range are two to three hours east. Spots like Mt. Hood and Mt. Bachelor offer incomparable beauty and recreation opportunities.

You've probably heard that it rains a lot in Oregon. It does. The same conditions bringing rain moderate our climate. During the school year, there's usually exceptionally nice weather in the fall and spring with a rainy period in between.

S**tudents.** It's a rare—and unfortunate—school whose student body can be described in a few sentences. The Willamette student body is varied and defies easy description, being composed of students of different back-

grounds, different faiths, different colors, and different geographic regions. Some statistics help. There are roughly 1,725 Willamette students enrolled, including 400 in the College of Law and 110 in the new Graduate School of Administration and the remaining 1,215 undergraduates in the College of Liberal Arts. Our students represent over 40 states, with about 50 percent of them coming from Oregon.

Academically, most of Willamette's students were among the top 20 percent of their high school classes. Eighty percent of the most recent incoming freshmen had academic GPA's of 3.0 or better; the average academic GPA for incoming freshmen last fall was 3.30. GPA's of most entering students range from 2.7 to 4.0, and we've been pleased to note that some on the low end eventually graduate with distinction. Student motivation and teachers who take their jobs seriously have a lot to do with that.

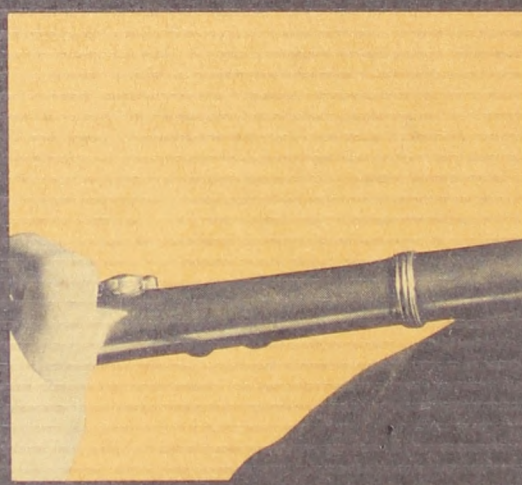
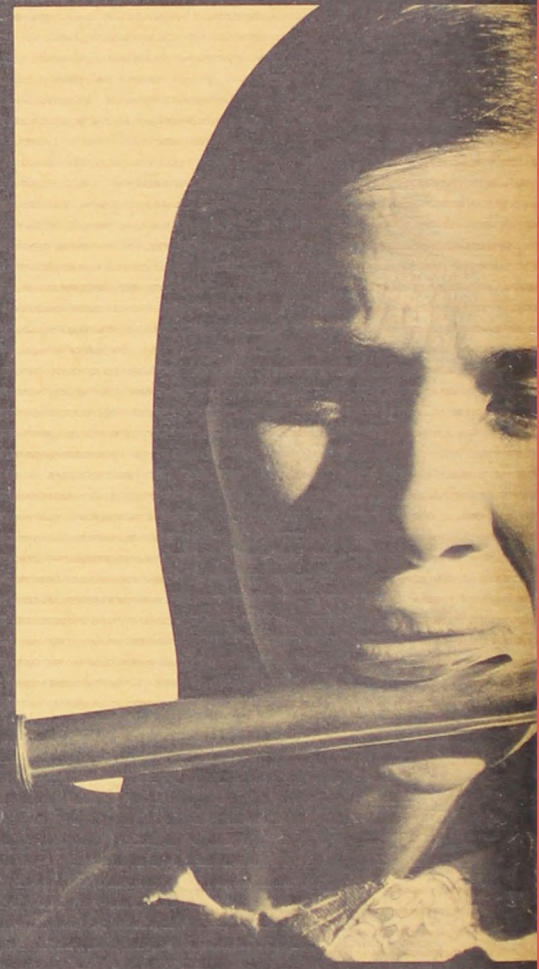
While our students don't fit a stereotype, we can identify some similarities. For example, a recent study showed a majority of incoming students think there is some chance they will change their major field and choice of

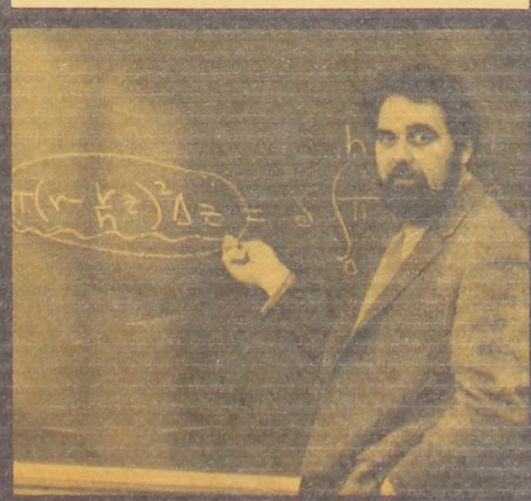
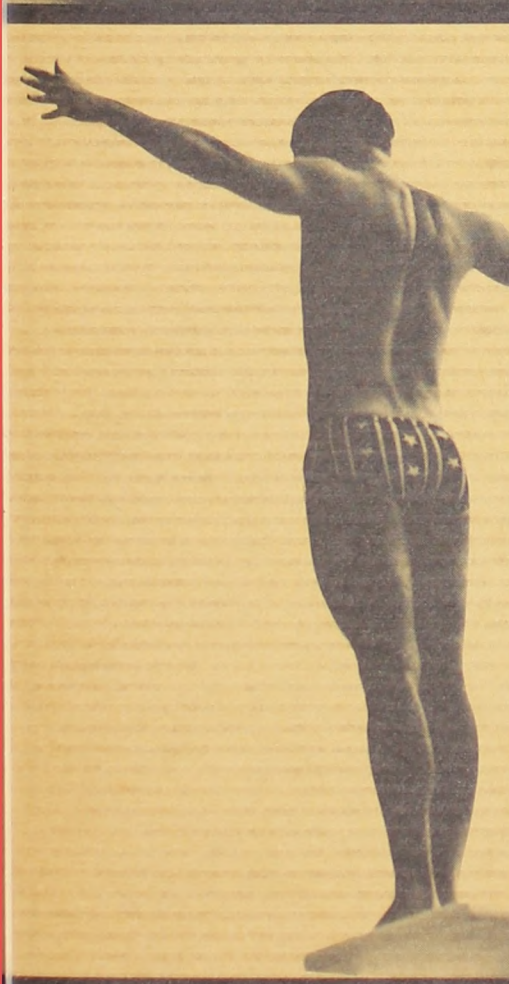
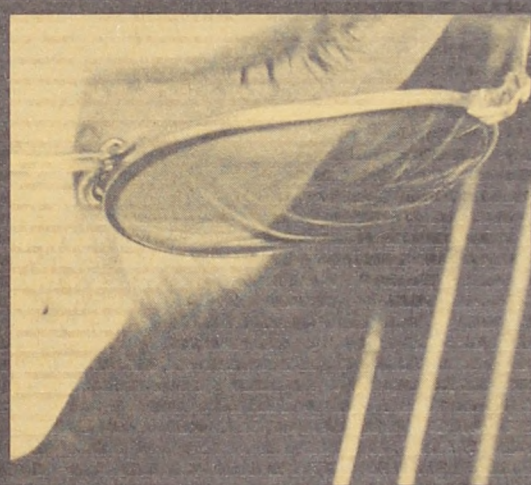
career; make at least a B average; and get married within a year after college. Some students believe there is a chance they will transfer before graduating, but an overwhelming majority (we are happy to report) expect to be satisfied with Willamette.

When we asked freshmen what was important to them, the runaway leading answer was "developing a meaningful philosophy of life." When asked why they chose Willamette, the large majority cite Willamette's "academic reputation."

T**he faculty.** The different personalities that make up our faculty (110 full-time, 51 part-time) have one thing in common. They love to teach. When hiring new faculty, teaching effectiveness is considered the number one criterion—ranked ahead of publication or personal research. That doesn't mean we object to faculty members who can combine research and publication with their primary duty. It simply means the purpose of the University is quite singular: educating students.

At Willamette there are no teaching assistants. Senior faculty members and newcomers alike will be found teaching both advanced and introductory courses. And on the whole, they strive to increase their effectiveness as teachers in and out of the classroom. Each summer, for example, a significant number of faculty members use Atkinson Fellowships to develop additional skills or add new dimensions to their course repertory. While the faculty-to-student ratio is 1 to 13, our faculty members are frequently found relating on a one-to-one basis with students outside the classroom. Willamette professors are readily accessible and have a reputation





for taking a personal interest in students and their academic goals. Each student has a faculty advisor to offer course and career advising.

To round out the faculty picture, you'll need to know them personally. That, of course, takes time and contact. It doesn't take long, to discover their wide variety of interests and backgrounds—things like river running, rock climbing, skiing, organic farming, film making, sailing, and politicking in city affairs. In sum, we think you'll find the Willamette faculty knowledgeable, accessible and personable.

S **tudent life.** Opinions about student life at Willamette are as numerous as are students themselves. The variety of activities, causes, organizations, performing groups, and general extracurricular pursuits seems fairly proportionate to the imagination and energy expended.

We have the usual—and still meaningful—fare of musical and theatrical groups, athletics, forensics, publications, political and religious gatherings, honor societies and special interest clubs. The campus calendar is jammed. Sports, films, concerts, plays, lectures, and many informal things like Bread and Soup Banquets, Brown Bag Concerts (eat & listen), coffeehouse type gatherings at the Cat Cavern, and meetings of everyone from the Political Action Committee to those who relish Nordic skiing.

Away from campus, many students find satisfaction and enjoyment in helping others. Students maintain a volunteer bureau that answers needs in the community for tutors, big brothers and sisters for one-parent children,

aides at the schools for the blind, deaf and mentally retarded, instructors in music and other skills, and pure manpower for special charitable projects.

C **ampus living.** Through a network of committees, Willamette relies on students to play a prominent role in governance and campus activity. The student governing bodies provide various services to the student body and fund several publications, lectureships, club sports and other activities. Willamette has a Minority Student Union and encourages minority enrollment, but the University doesn't do as well as it would like. Sometimes inner-city residents find the suburban-like predominantly white environment here a difficult adjustment to make. Still, we think the advantages of Willamette outweigh the disadvantages. Home away from home for about 70 percent of our students is one of 18 residences on campus. Options range among the following: an innovative International Studies House, Intensive Study dorm, Nutrition Awareness meal option, five coed residences (one with an arts sector and one to study alternative futures), six national fraternities and four sororities, and a women's residence. The campus is generally casual and relaxed. We try to create an environment that allows maximum opportunity for personal interaction. Residence groups are small. Spots like the University Center provide both public and private places to meet. The campus, adjoining state capital grounds, and nearby Bush Pasture Park are great for quiet strolls, offering secluded spots for privacy and contemplation.

Campus regulations are minimal, just sufficient to protect the interest and rights of all. Of course, the students' style of living is affected by those around them, but in general, the living style you develop is primarily your choice. The University provides the options. You exercise them.

Facilities. People, not a physical plant, make student life what it is. However, we are proud to have one of the most attractive campuses in the Northwest.

Willamette has 34 buildings on 57 acres with no streets through the main part of the campus. There's lots

of green—trees, shrubs, and expanses of grass for outside classes, frisbie-tossing, or meditative strolling. A smooth-flowing Mill Race runs through the middle of campus, large enough for spawning salmon.

In 1974, the long-awaited Sparks Physical Education and Recreation Center, a \$2.6 million, 72,000 square foot facility for PE, intramurals, informal campus and community recreation, classes and varsity sports was opened. For track enthusiasts, Willamette has a new, eight-lane all-weather track at McCulloch Stadium. (Willamette is a member of the Northwest Conference and men participate in football, basketball, baseball, track, golf, swimming, tennis, wrestling and cross country. Soccer and rugby are club sports. Women have intercollegiate competition in field hockey, volleyball, tennis, basketball, track, softball, golf, swimming, badminton and bowling through the Women's Conference of Independent Colleges.)

A three-phase, \$2.3 million renovation project was started in 1977 to upgrade facilities in art, music, theatre and to expand the University library over a six-year period.

Academic program. While some students know exactly what they want to do after college, many incoming students have formulated only tentative plans, at most. In some ways it is unrealistic to feel compelled to have your mind made up. The college experience should help you do that. As a matter of fact, many students who arrive "knowing" exactly what they want end up changing their minds in a short while.

We encourage experimentation and flexibility.

The key to Willamette's education is the liberal arts core curriculum. Each student, with the aid of a faculty advisor, plots his or her own course of study.

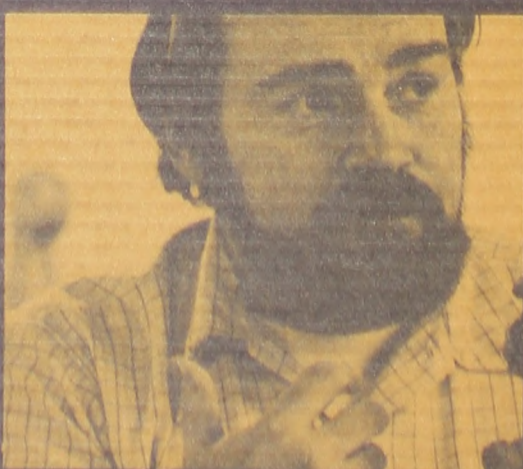
Six guideline areas are used by the advisor and student to develop a comprehensive study program.

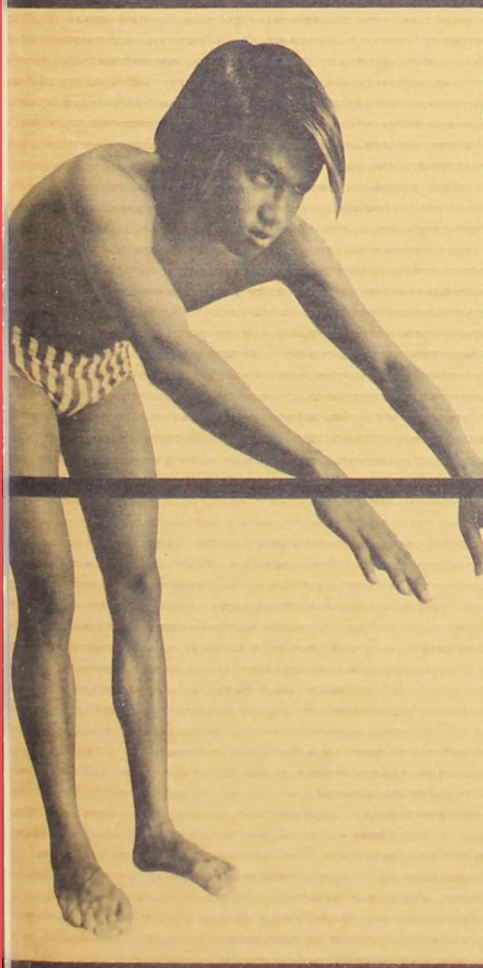
Many options are open, including 19 traditional liberal arts majors, eight in music and theatre, and eight in inter-area studies.

From these and six other non-major fields as a basis, a student may also design an individual major program with an advisor's approval.

Other than competence in written and spoken English (and for the Bachelor of Arts degree—foreign language), no specific courses are required. Students and advisors, then, tailor study programs to meet individual needs and desires.

Willamette stresses theory and principle. Students learn what's in, around, above and behind topics they are investigating. The cause, concept and principle become paramount. Such goals as these do not preclude the practical.





Curricular options. For example, the innovative major in Public Policy prepares students for careers in social or public service through course work and internships with local governmental agencies.

Political science majors have similar opportunities as do majors in the foreign languages, economics, psychology and sociology. Willamette offers other options. We have a double-degree program in engineering with both Stanford and Columbia, and 3-2 programs in forestry (with Duke University) and administration (with the Atkinson School). Willamette is among the select colleges participating in the Washington Semester Plan at American University in the nation's capital and the United Nations Plan with Drew University. A teaching certificate in elementary education can be earned through a cooperative degree program with nearby Oregon College of Education. Willamette students have studied in eight other countries through our off-campus study program. Sites include study in our four ongoing programs: England, Germany, Costa Rica and Japan. (Willamette has a sister-college relationship with the International College of Commerce and Economics near Tokyo.) Others include Mexico, France, Ireland, and Yugoslavia.

Environmental Science students are also studying off-campus. For a month in the summer of '72, 21 students camped and explored their way through Oregon. Some 2,800 miles were logged on the first-hand study of the state's mountain, desert, valley and coastal regions. Summers of '73, '75, and '77 occupied students in Hawaii, and in

1974 a field study was conducted in the desert regions of Nevada, Arizona, California and Northern Mexico. Seven other students and a professor went on a 45-day, 13,000-mile study of Australia. Continued visits to these and new sites are planned.

Music and theatre. The Music and Theatre departments are staffed primarily by professors who are performing artists in their own right. They provide intensive study for the music and theatre major and a broad variety of courses for the non-major. The music faculty, students and guest artists perform regularly (symphony, choir, band, opera theatre, quartets, solo recitals), and the theatre schedule boasts a nine-month season of musicals, plays and experimental productions. The Bachelor of Theatre, a professional five year degree including a one year internship, was added in 1975. The 1,250 seat G. Herbert Smith Auditorium is used for most of the music programs. Theatre productions are offered in the Willamette playhouse.

Admission. Admission to Willamette is selective. We build important elements of our liberal arts program through the selection process, believing that a diversity and balance of academic and personal strengths enhances the education of all. Because of our academic orientation, the high school transcript is the single most important document we consider. We find the transcript to be the

best indicator of college success. A completed application form, test scores (either SAT or ACT), a reference from your high school counselor, and your involvement in extracurricular activities are other factors taken into consideration by the Committee on Admissions. Although an interview and visit to the campus are not required for admission, both are recommended.

Following are important points on admission:

1. Applications for freshmen admission should be filed before March 1. (Students seeking an Early Decision on admission should have completed application by Dec. 15).
2. Candidates will be notified of the admissions decision after March 1. (Early Decision candidates will be notified by early January).
3. Freshmen applicants should take either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) early in their senior year and arrange to have their scores sent to Willamette.
4. Applications for transfer admission should be submitted as early as possible, preferably prior to the end of the current academic year. Transfer applicants applying for financial aid should be especially careful to submit materials early.
5. Forms for application are supplied by the Office of Admissions. Completed forms should be returned with a non-refundable application fee of \$15.

Cost. Willamette is not inexpensive, even though tuition is lower than that of many fine liberal arts colleges and universities of the same caliber. This is made possible because of endowment income and a

stable student population. The tuition and expense structure is reviewed annually at the October meeting of the Board of Trustees.

The costs for 1977-78 are as follows:

Tuition and Fees	\$3,047
Room and Meals	1,438*
Books (estimated)	150
Personal expenses (est. avg.)	465
TOTAL	\$5,100

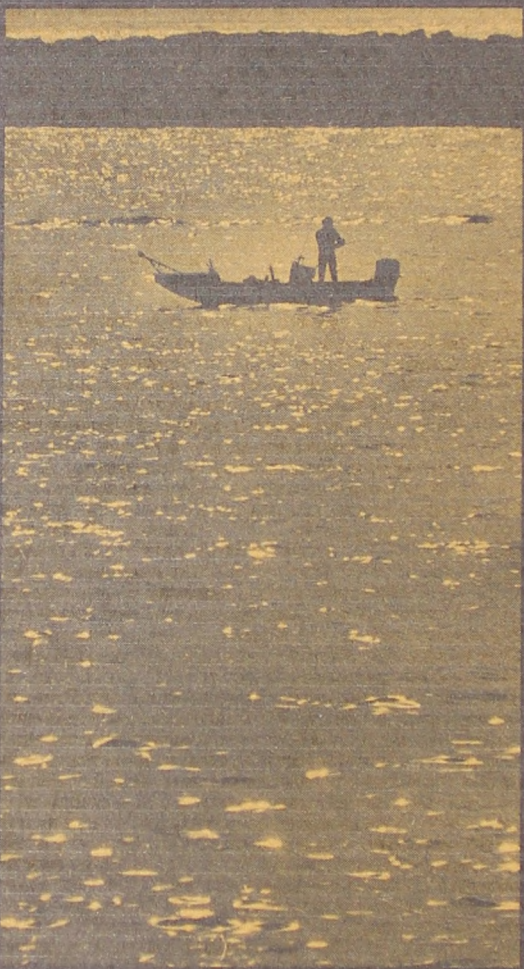
*Double occupancy with 21 meals per week.

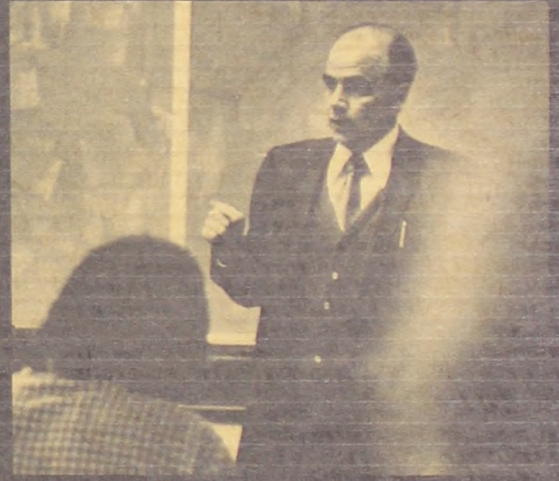
Financial aid. Students admitted to Willamette are eligible to apply for financial assistance. Aid is awarded on the basis of demonstrated need. Students apply for aid by submitting the Financial Aid Form (FAF) of the College Scholarship Service (CSS).

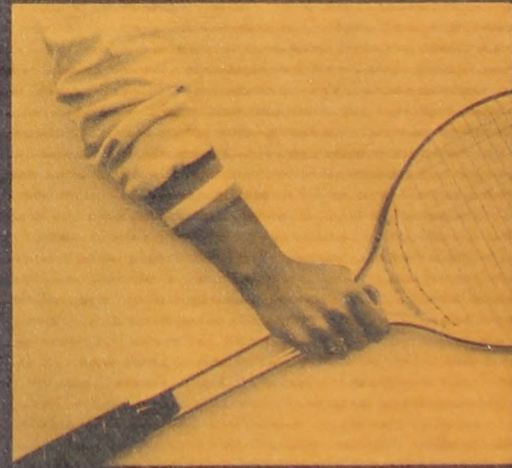
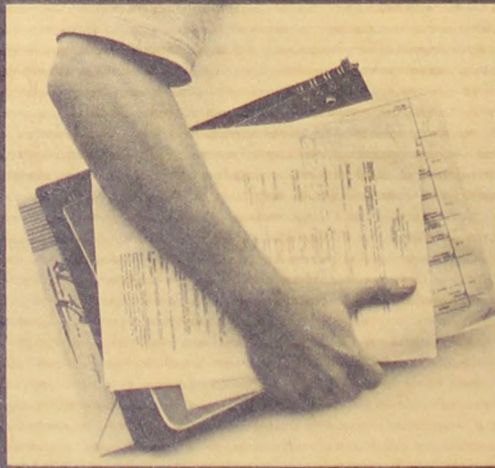
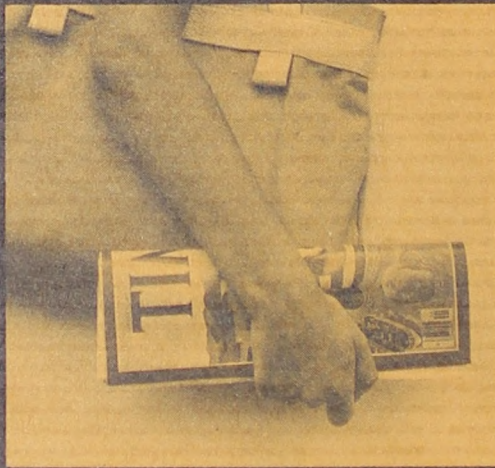
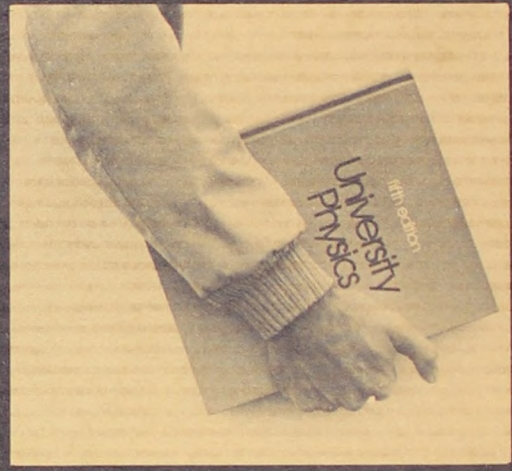
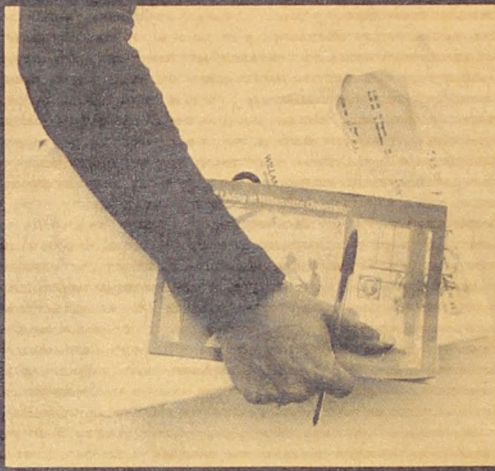
Forms are available from high school counselors. In awarding financial aid as a supplement to the maximum efforts of the student and the family, Willamette considers the student's academic achievement, personal qualities, interest, and college potential along with the need. About 55% of our undergraduates received aid last year at an average of \$2,419.

To assure consideration for financial assistance, the applicant must (1) complete all admission requirements, (2) complete the Financial Aid Request card in the admission application form, and (3) have on file at Willamette the FAF. All of these steps should be completed by February 1. Notification of aid for incoming students will be made by April 15; by May 10 for returning students.

The following catalog section has more details on financial aid. A financial aid flyer is available upon request. Don't hesitate to write if you have further questions.







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UNIVERSITY MISSION

Willamette University is a private, independent university of residential character founded in 1842 by Christian missionaries to the Oregon Country. Mindful of its long and distinguished heritage, the University seeks to create an invigorating atmosphere for learning which features small classes, close student-teacher relationships, and a diversity of academic programs and learning methods—traditional, experimental, interdisciplinary—to meet individual student objectives. Equally important, Willamette attempts to provide an environment in which students may develop qualities that will enhance the varied dimensions of their future personal, civic, and professional lives.

The chief purpose of Willamette University is the establishment of a community in which learning and teaching will flourish. Due to its unique character and location, the University mission involves a blend of liberal arts and professional education. The undergraduate College of Liberal Arts offers both the B.A. and B.S. degrees, the former requiring foreign language proficiency, and professional degrees in music and theatre. At the graduate level, Willamette's well-known College of Law is the oldest in the Northwest; Geo. H. Atkinson Graduate School of Administration was founded in 1973 to provide professional training for careers in both government and industry. A newly approved 3-2 program in administration combines undergraduate and graduate education at Willamette: students complete requirements for a degree major in the College of Liberal Arts in three years and then spend two years earning the master's degree in the Atkinson School.

The essence of Willamette University's academic commitment to each student is a foundation in general education—an exposure to civilization's great philosophical, artistic, literary, and cultural expressions, and a mastering of the basic human skills of reading, writing, calculating, and reasoning. General education coursework and related experiences serve as a preparation for advanced studies and possible off-campus applications—field research, career-related internships, study abroad, and others. Overall, Willamette strives to educate the whole person, including the moral, intellectual, creative, and social dimensions, and to instill a lifelong dedication to rational inquiry and human excellence.

Willamette graduates have entered all walks of life. Outstanding doctors, lawyers, teachers, businessmen, public servants, and clergy who live throughout the United States and in many parts of the world have common roots in the Willamette University community.

This shared participation in an institution long devoted to the quality of life of its members is the rich

heritage of each incoming generation of students. Whatever life directions a student ultimately chooses, these traditions and opportunities beckon to form each new student's Willamette experience.

Academic Standing

Willamette University is fully accredited by the accrediting agencies for American colleges and universities. It is a charter member of the National Commission on Accrediting and is a member of and accredited by the Northwest Association of Schools and Colleges. It is also accredited as a senior college by the University Senate of the United Methodist Church. It holds membership in the Association of American Colleges and is recognized by the American Association of University Professors and the American Association of University Women.

The music program is accredited by the National Association of Schools of Music, and the University holds institutional membership in that organization. The major in music therapy is accredited by the National Association for Music Therapy. The chemistry department is on the approved list of the American Chemical Society. The University is approved by the Oregon State Department of Education and meets requirements for teaching certificates in secondary schools.

Willamette University is authorized under Federal law to enroll nonimmigrant alien students.

The Willamette College of Law is a member of the Association of American Law Schools and is approved by the American Bar Association. This status entitles Willamette Law School graduates to take the bar examination in any state and the District of Columbia.

The Geo. H. Atkinson Graduate School of Administration holds membership in four national organizations including the American Society for Public Administration (ASPA), the National Association of Schools of Public Affairs and Administration (NASPAA), the American Assembly of Collegiate Schools of Business (AACSB) and the Western Association of Collegiate Schools of Business (WACSB).

University Library

The Willamette University Library houses approximately 120,000 volumes, including books, periodical sets and microfilm reels. It also contains nonbook and microform holdings. Current issues of over 1,000 periodicals and newspapers are available. The Library is a partial depository for U.S. government publications.

The collection is housed in open stacks, providing free access to the materials.

Music books, recordings and scores are located in the Music Library, in the Fine Arts Building. A small collection of chemistry books and periodicals is housed in Collins Hall.

ACADEMIC PROGRAM



A Statement of Objectives

The College of Liberal Arts seeks to preserve the Liberal Arts tradition, to foster research in various fields of knowledge comprising the Liberal Arts and to relate the Liberal Arts to present needs and future concerns. To achieve the University Goals in the College of Liberal Arts, the academic programs of the College shall provide learning opportunities in the arts, sciences, social sciences, and humanities. Students graduating from the College of Liberal Arts shall have:

1. Demonstrated skill in oral and written communication in the English language;
2. Maintained a rigorous course of study in the Liberal Arts, including:
 - a. An introduction to the important philosophies, concepts, content and methods in the arts, sciences, social sciences and humanities;
 - b. A wider investigation of at least one of these areas;
 - c. Specialization in one of the subject fields or in a program of topically related studies.
3. Demonstrated ability to synthesize knowledge, including both the interrelation of ideas across subject fields and integration of knowledge from various sources.

As stated in the Goals, the University is mindful that the study of liberal arts requires more than a curriculum. Those aspects of college life designed to complement or supplement the academic ones are also of importance in the achievement of these goals. During their tenure in the College of Liberal Arts, students will be provided with opportunities to:

1. Develop an increasing awareness of and concern for the needs of others;
2. Further self-awareness;
3. Discover spiritual values, especially those found through Christian commitment;
4. Understand and believe in human dignity free from racial, cultural, religious or economic prejudices.

Approved Majors

The following majors leading to a Bachelor of Arts or Bachelor of Science degree have been approved by the faculty. Professional degrees are also offered in music and theatre. Students may devise a Special Major Program in consultation with an advisor, provided that the Special Major Program is compatible with the Academic Policies of the College of Liberal Arts.

American Studies	Economics
Art	English
Biology	Environmental Science
Chemistry	French

German	Physical Education
History	Physics
Humanities	Political Science
International Studies	Psychology
British	Public Policy
French	Religious Studies
German	Russian
Hispanic	Sociology and
Soviet	Anthropology
Mathematics	Spanish
Music	Speech
Philosophy	Theatre

Academic Policies

Graduation Requirements and Guidelines: Bachelor of Arts and Bachelor of Science

The College of Liberal Arts offers the Bachelor of Arts and the Bachelor of Science degrees. In order to earn a degree, a candidate must satisfy certain requirements and demonstrate that prescribed guidelines have been met. The requirements are a set of conditions which must be satisfied in the manner specified. The guidelines, on the other hand, can be met in a somewhat more flexible manner. Not only can the guidelines be fulfilled by course work, but they can also be fulfilled through independent study and through previous experience.

The intent of the guidelines is both to encourage a candidate to explore some academic disciplines which he may otherwise have been reluctant to enter and to provide for him a breadth of intellectual experience, one of the marks of a liberally educated individual. The guidelines are not intended to force a candidate to duplicate what he has done previously. It is the joint responsibility of the candidate and his advisor to establish that the intent of the guidelines has been satisfied.

In planning a total program, the candidate and his advisor must give some consideration to the distribution of credits. Ideally the distribution of the thirty credits presented for graduation should be one-third a major field of specialization, one-third in a related field, and one-third in subjects not directly related to the major. However, in individual cases some variation from this pattern may occur.

I. Requirements:

To obtain a baccalaureate degree from Willamette University in the College of Liberal Arts a student must successfully complete 30 credits, not more than 10 of which can be in a single subject field.

Major program internships and professional program internships need not be counted within the ten (10) credit maximum in a single subject field.

At least 15 of these credits must be earned in residence; and, except in extraordinary cases, the last or Senior year shall be spent in residence.

Every candidate for graduation must have demonstrated proficiency in the English language. Proficiency in English means the capability of writing coherent thoughts and arguments in papers that present a main idea and its supporting evidence in effective order. Students should choose topics commensurate with their abilities, avoiding papers which naively and uncritically confront material calling for judgment, as well as those which wander aimlessly through dimly understood issues.

As he/she explores appropriate topics, the proficient student demonstrates the ability to structure adequate paragraphs and sentences, including evidence of some mastery of English syntax which allows him/her to move along the various possibilities of English sentence structure. Within these structural concerns, he/she manages the conventions of English spelling, punctuation, and usage in such a manner as to convey his/her message without distortion or general loss of credibility.

As well as mastery of syntactical and grammatical conventions, proficiency in English means control of the level of diction and sensitivity to the meanings and values of words.

In thus defining proficiency, the English Department expresses its deep commitment to the belief that the educated person has command over the language he uses and understands that effective expression is the true mirror of thought. Candidates who have demonstrated proficiency in a foreign language may take the degree of Bachelor of Arts; those who have not, the degree of Bachelor of Science.

All candidates for a baccalaureate degree must have completed a major program of study.

A four-year program must be filed with the Registrar before the student completes 20 credits, including transfer credits.

II. Guidelines:

Upon entrance each student will be assigned to a faculty advisor. The student and advisor, in mutual consultation and concurrence, will devise an academic program suitable to the student's interest, needs and background, and also with an eye toward the larger perspective and accomplishments expected of a liberally educated person.

Each individual program should contain at least the following components at the college level of depth and difficulty:

1. Experience and discipline in a laboratory science;
2. Facility in the logical connection and progression of ideas, such as may be acquired in the study of logic,

mathematics, linguistics, rhetoric, and the like;

3. Grounding in the cultural heritage of civilization, such as knowledge and appreciation of history, philosophy, religion, languages, literature, and the arts.
4. Understanding of the civic dimension of life, such as may be acquired in the study of governmental, economic, and other social institutions;
5. Involvement in physical activity which leads to the development of physical fitness, health and well being;
6. Ability to relate ideas from diverse sources and integrate knowledge across subject fields, such as may be acquired through inter-disciplinary and team-taught courses, seminars, and courses whose content and organizational thrust is lateral rather than vertical in the accumulation of knowledge.

Both student and advisor are urged to think of and to plan the educational experience as a whole. A pile of unrelated fragments does not make for a wholesome and satisfying educational experience. Since many entering freshmen do not yet know what their major will be (and none are expected to), the wisest procedure is to plan the first two years as a unit, with experiences broadly distributed among the components listed above. This will prepare the student for concentration or specialization when he does decide on a major as well as acquaint him with the wide variety of possible majors.

When the student is ready to declare a major (normally no later than the beginning of the Junior year), he will choose an advisor in his major field or program. Together they will plan the remainder of the individual program. Ideally, the major part of the plan will influence the choices made in the non-major part of the plan. In this way the final two years will provide a drawing together to complement the experiences of wide distribution and experimentation during the first two years.

A study program is a written agreement between the student and advisor. Advisors and students are encouraged to consider the goals of the entire undergraduate experience in the early stages of developing study programs.

Copies of all study programs and revisions shall be filed with the Registrar for administrative review and referral if necessary. These records will be available for scrutiny by any member of the Willamette University community.

Any undergraduate student in good academic standing, who is making normal progress toward an undergraduate degree, is eligible to register for more than four and one-half credits with the concurrence of his advisor. Students not meeting these criteria must petition the appropriate committee for approval of an overload. Petition forms are available in the Registrar's Office.

Professional Degree Requirements:

Bachelor of Music, Bachelor of Music Education and Bachelor of Theatre.

(For requirements in music, see page 21.)

(For requirements in theatre, see page 28.)

Senior Evaluation

Senior Evaluation is optional in all major programs. The nature of the evaluation is to be determined by mutual agreement among student, advisor and the department.

Academic Advising System

The Academic Advising system of the University is organized to enhance the traditionally close relationship between students and faculty. Willamette University is vitally interested in the intellectual, social, moral, religious, cultural and emotional growth of each student and views advising and counseling as integral parts of the total educational process. Consequently, incoming freshman students are initially advised by groups of faculty representing major areas of study as part of an intensive orientation and are encouraged to develop a plan of study for the first two years prior to formal declaration of a degree major.

Transfer students are assigned individual faculty advisors prior to their initial Willamette semester, usually an experienced faculty member in the student's declared major field of study. It is crucial that transfer students arrange to meet their faculty advisors early in order to develop a program of study which fulfills both degree major objectives and College of Liberal Arts Graduation Requirements and Guidelines.

The faculty advisor carries on educational and vocational counseling with the student and periodically helps in the review of student plans and progress. Conferences with faculty advisors are scheduled during registration periods and at other times upon mutual agreement.

Grading Policy**Undergraduate Programs**

The following grades will be given for course credit: A, A minus, B plus, B, B minus, C plus, C, and C minus.

1. The grade of A will denote excellent performance.
2. The grade of B will denote good performance.
3. The grade of C will denote satisfactory performance.
4. The grade of D will denote below standard performance.
5. The grade of P, used in those courses designated by the faculty, or those courses selected by students

on the Pass/No Credit option, will be interpreted to the equivalent of A, B, C, or C minus. A D plus and below will be converted to no credit. Credit will be granted toward the degree; however, P grades will not be computed in the GPA.

6. The grade of N will stand for No Credit. No credit will be granted toward a degree and the N grade will not be computed in the GPA. A grade of N is given by an instructor when a student does not complete a course satisfactorily.

7. The grade of W will stand for Withdrawal and is given at the request of either the student concerned or the instructor of the course. No credit will be granted toward a degree and the W grade will not be computed in the GPA. The final date to drop a class in order to receive the grade of W without petitioning the Academic Status Committee will be the tenth Friday of classes for full semester courses and the fifth Friday of classes for half semester courses. Withdrawal after these dates will be by petition only.

8. "I" will stand for Incomplete. This grade may be given only in cases of illness verified by the Health Center or for certain other exigencies verified by the Personnel Deans. No credit will be granted toward a degree until the work is made up. Unless a further extension of time is authorized by the Health Center or the Personnel Deans, such work must be made up during the next 30 days of residence; otherwise a grade of N will be recorded. If such work is made up, credit will then be granted toward a degree if the student earns a grade of C or higher.

9. The grade of T will stand for Continuing Project, extension of time authorized by the instructor. No credit granted until the project is completed. All T grades must be removed (i.e., work completed and final grades authorized) by the beginning of the next academic year or such T grades automatically become N's.

Pass/No Credit

Regular students may take only one credit per semester on a Pass/No Credit basis; this does not include courses which have been designated exclusively for Pass/No Credit grading.

Pass (P) is equivalent to A through C minus and D plus and below No Credit are equivalent to the N grade. P grades will count as part of the 30 satisfactory credits required for graduation; the P grade will not be counted in the grade point average.

Students desiring to do so will sign up for Pass/No Credit courses in the following manner: All students will register for all courses in the regular fashion. Within the first ten school days of the semester, any eligible student who wishes to elect a course on the Pass/No Credit basis may do so by filing an appropriate form with the Recorder.

Except for courses that begin after Mid-Semester, this form may not be withdrawn or amended after the first ten school days of the semester. For those courses that begin after Mid-Semester, these forms may also be filed during the first ten school days following Mid-Semester, but the forms may not be withdrawn or amended thereafter.

After these forms are filed, and for the remainder of the semester, they shall be considered as privileged information. The Recorder may not reveal their existence to the instructor concerned or anyone else.

At the end of the semester, instructors will turn in grades of A, B, C, D, P, or N in the usual fashion.

To be eligible to take courses on a Pass/No credit basis, a student must be a full-time student in good academic standing and must have successfully completed three (3) credits at Willamette University the previous semester. A student may not take more than one Pass/No Credit per subject field.

Class Regulations

Class attendance is subject to the following guide-guidelines:

1. Students are expected to attend classes.
2. Each individual instructor sets the specific attendance standards for his/her own classes.
3. Irregular attendance may impair the student's progress and therefore be reflected in his grades. Faculty members should inform students about attendance requirements at the beginning of each semester. If such is not done, the student should feel obliged to request this information from his/her instructor.

Honors in Scholarship

Honors of summa cum laude, magna cum laude, and cum laude are granted by faculty vote to students receiving the baccalaureate degree. Such honors are normally restricted to those students who are at least in the upper ten per cent of their class. A transfer student, to be eligible for a degree with honors, must have earned no fewer than 11 graded credits at Willamette at the time of his election.

Study Programs and Course Listings

Each course is valued at one credit unless otherwise noted in parentheses following the course title. The faculty reserves the right to add and to delete courses, to make changes in course content, and to make other curricular changes at any time.



AMERICAN STUDIES

(See *Inter-Area Studies*, page 16)

American studies offers an inter-area major for those students desiring a broad perspective of American society and culture. Its objective is to provide a combination of approaches to American life to the end that a fuller awareness of it can be attained and that the American heritage can be evaluated in its contributions to world civilization. A major in this area would be suitable for prospective elementary and secondary teachers, lawyers, government employees, journalists, and candidates for graduate degrees in American Studies. Senior evaluation consists of a senior paper written in conjunction with the seminar. A major consists of the following:

A. Six Specific Courses

Eng	22	American Lit.—Whitman—WWII
Hist 41 or 42		American Intellectual History
Pol Sci	13	American Politics
Rel	59	Religion in America
Soc	39	The American Society
Intro	50	Seminar in American Studies

B. Three courses in addition to A, one each from Groups I, II and III

Group I - Humanities

Art	45	American Art History
Hist	30	Topics in US Hist. - Early Period
Hist	31	Topics in US Hist. - Later Period

Group II - Letters

Eng	21	Amer. Lit. - Beg. - Civil War
Eng	33	Social Factors in Amer. Lit.
Eng	35	20th Century Amer. Lit.
Eng	42	The American Novel

Group III - Social Science

Econ	15	Descriptive Economics
Pol Sci	41	Urban Politics
Pol Sci	61	American Foreign Policy
Soc	14	Racial and Ethnic Minorities
Soc	24	Amerindians of North America
Soc	58	The Urban Community
Soc	67	Social Stratification

C. Four courses in addition to A and B, selected from all the courses in the American Studies curriculum

Group IV - Other Courses

Art	35	Intro. to Urban Form and Design
Bio	48	General Ecology
E.S.	19	Intro. to Geography
E.S.	21	Geology of the Western US
Eng	77	Seminar in Amer. Lit.
Econ	32	Urban and Regional Economics
Hist	38	Readings in American Hist.
Hist	39	American Colonial History
Hist	40	U.S. History Since WWII
Pol Sci	44	Planning and the Urban Environment

AMERICAN STUDIES (Cont.)

Pol Sci	68	Crisis Politics and Policy
Rhet	60	Rhetoric and American Eloquence
Soc	46	Collective Behavior
Soc	73	Formal (Complex) Organization
Soc	48	American Popular Culture

ANTHROPOLOGY (See Sociology)

ART

Roger P. Hull, Assoc. Professor, Chairman
Carl A. Hall, Assoc. Professor
Robert H. Hess, Assoc. Professor
Mary Ann Johns, Asst. Professor

The Art Department is committed both to the broad liberal arts tradition and to the very specific activities of creating art and assessing its nature and history. Accordingly, the typical art course addresses both these commitments. An art course taken singly can relate to virtually any humanistic major program at the University; taken in conjunction with other art courses, it can become an element in the core of offerings that makes up the departmental major in art. The department faculty—three artists and one art historian—embodies a wide range of interests and philosophies. The faculty shares, however, the objective that each student majoring in art can be acquainted with the discipline itself and also with its relevance to human experience—now and in the future, as well as in the past.

A student majoring in art completes 8 credits in the department. It is encouraged, as well, that the foreign language requirement for the Bachelor of Arts degree be fulfilled. Within the department, students have latitude in tailoring a course of study. Most majors emphasize either art studio or art history, but a fairly equal blend of both aspects of art study also is encouraged. In addition, the Art Department cooperates with the Education Department in offering a secondary art education teaching certificate (this option should be anticipated as early as possible in the student's program). A studio emphasis major completes at least 6 credits in studio and 2 in art history (Art 43; Art 45 or Art 58). An art history emphasis major completes at least 6 credits in art

ART (Cont.)

history and at least 2 courses in studio (Art 11 or Art 14; Art 24 or Art 36). Studio seniors participate in a senior exhibition of their work. Art history seniors write a senior paper.

- 11 Drawing and Composition (1/2)
- 12 Color and Composition (1/2)
- 13 Fundamentals of Design (1/2)
- 14 Structural Design (1/2)
- 19 Design in Advertising (1/2)
- 21 Low Fire Ceramics (1/2) (For Spring semester)
- 22 Oil Painting I (1/2) (For Fall semester)
- 23 Oil Painting II (1/2) (For Spring, 1978)
- 24 Beginning Ceramics (1/2)
- 25 Advanced Ceramics (1/2)
- 26-27 Life Drawing I-II (1/2)
- 28 Beginning Jewelry-Metalsmithing (1/2)
- 29 Sight and Insight: A Studio Approach to Art History (1/2)
- 32-33 The Graphic Image I-II (1/2)
- 36 Beginning Sculpture (1/2)
- 37 Advanced Sculpture (1/2)
- 42 Survey of Art History, Prehistoric through Romanesque
- 43 Survey of Art History, Gothic to Modern
- 45 American Art History
- 50 Architecture in America (1/2) (For Spring semester)
- 51 Photography in America (1/2) (For Spring semester)
- 52 Italian Renaissance and Baroque Art
- 53 Northern Renaissance and Baroque
- 56 Modern European Art History
- 57 Oriental Art History
- 58 Twentieth Century Art (European and American)
- 59-60 Independent Study in Art History I-II (1/2-1)
- Independent Projects (all 1/2 credit)
- 61-62 Painting I-II
- 63-64 Ceramics I-II
- 66-67 Sculpture I-II
- 67-68 Printmaking I-II
- 69-70 Design I-II
- 71-72 Drawing I-II

BIOLOGY (Cont.)

the structures and systems which determine these functions; basic energy conversion systems; theories of inheritance, evolution and development; history and progress of biology. A major is required to complete a minimum of eight credits in biology. A Biology major must complete the following courses: 20, 29, 45, 48, 72, 75, 83, 84 and two elective credits in Biology. In addition, two credits of college chemistry, one credit of college mathematics, statistics or computer programming and one credit from Physics Department offerings must be completed for the major. One research project is required of each major. Students may also apply for credit for an appropriate internship through the University Internship Program. Senior evaluation includes presentation of research, an oral examination, and a standardized national written exam. Career opportunities extend to the health fields, resource management, teaching, and environmental science. It is not uncommon for graduates to enter non-related fields (i.e. law, news media, commercial travel, insurance) and apply biology information to problems they encounter.

A versatile faculty, modern equipment, frequent field trips and an informal atmosphere enhance the offerings in biology.

- 10 Principles of Biology
- 12 Principles of Nutrition (1/2)
- 20 General Zoology (For Spring)
- 24 Field Zoology
- 26 Vertebrate Zoology
- 28 Plant Diversity
- 29 Plant Anatomy and Physiology
- 32 Human Anatomy
- 33 Human Physiology
- 34 Human Sexuality
- 35 Microbiology
- 45 General and Comparative Physiology (For Spring semester)
- 48 General Ecology
- 50 Mathematical Methods and Modeling in Biology (1/2)
- 55 Embryology
- 66 Cell Biology
- 72 Fundamentals of Genetics (1/2)
- 73 Molecular Genetics (1/2)
- 74 Histology (1/2)
- 75 Evolution (1/2)
- 83 Perspectives in Biology (1/2) (For Spring semester)
- 84 Senior Research Seminar (1/2)

BIOLOGY

Donald R. Breakey, Professor, Chairman
Martha E. Springer, Professor
Scott D. Hawke, Assoc. Professor
Grant O. Thorsett, Assoc. Professor
Elizabeth A. Yocom, Instructor (part-time)

Students are expected to acquire a basic understanding of physiological functions of living organisms and

CHEMISTRY

Frances H. Chapple, Assoc. Professor, Chairman
Paul M. Duell, Professor
Norman J. Hudak, Professor
Arthur D. Payton, Research Professor
David Goodney, Asst. Professor

Wilamette University is among the institutions approved by the American Chemical Society for undergraduate education in Chemistry. A chemistry major is offered in a Liberal Arts setting as an approach to a wide variety of non-scientific careers. The chemistry program is also designed to supply the chemical background necessary for those who wish to become employed as chemists or as secondary school teachers upon graduation, as well as for those who plan to enter graduate school or a professional school such as medicine or dentistry. Eight credits in Chemistry are required for a major. The major in Chemistry should include courses distributed among the areas of Analytical, Inorganic, Organic, and Physical Chemistry. The actual combination of courses taken by a student planning a chemistry major will depend on preparation and plans for the future. The usual first course in the chemistry program is Chemistry 24, Introductory Chemistry I, although well-qualified students may begin at a higher level. Students are strongly encouraged to participate in ongoing research projects. Requirements from other subject-fields include at least one year each of physics and mathematics. Students who contemplate a major in Chemistry should include Mathematics 20 and 21 in their freshman or sophomore schedules. Experience in Computer Science is also helpful. Chemistry majors who plan to enter graduate school or who wish to be certified by the American Chemical Society, should take two or more chemistry courses numbered 70 or above and should have either a reading knowledge of a foreign language, preferably German or Russian, or a computer science course beyond Computer Science 5.

- 12 Chemical Concepts and Applications**
- 24 Introductory Chemistry I: Stoichiometry, Structure & Bonding**
- 25 Introductory Chemistry II: Chemical Dynamics**
- 26 Introductory Chemistry III: Environmental Chemistry**
- 31 Organic Chemistry I**
- 32 Organic Chemistry II**
- 51 Physical Chemistry I**
- 52 Physical Chemistry II**
- 56 Analytical Chemistry**
- 62 Inorganic Chemistry**
- 72 Physical Organic Chemistry**
- 78 Thermodynamics**
- 79 Statistical Mechanics**

CHEMISTRY (Cont.)

- 80 Applied Group Therapy**
- 83 Independent Projects I (1/2)**
- 84 Independent Projects II (1/2)**

COMPUTER SCIENCE (Non-Major)

(For other related courses, see mathematics page 17)

J. Michael Dunlap, Asst. Professor, Chairman

The courses in Computer Science are designed to provide the liberal arts student with a basic understanding of the computer, its power, and its limitations. In addition to helping the student appreciate the significance of the computer's impact on our society, these courses will enable the student to use the computer in other courses and in his/her future work.

- 4 Computing Concepts (For Fall, 1977)**
- 8 Individual Study of FORTRAN**
- 9 Individual Study of BASIC**
- 10 Introduction to Computing**
- 11 Introduction to Computing Using BASIC**
- 15 Computers and Programming**
- 35 Independent Study in Computer Science**
- 36 Independent Study in Systems Programming**
- 37 Independent Study in Applications Programming**

EARTH SCIENCE (Non-Major)

Harry E. Rorman, Asst. Professor, Chairman

Selected courses in geography and geology are offered. Courses demonstrate the scope, structure, and nature of the earth sciences. The objective is to provide the liberal arts student with a fundamental understanding of the earth and physical environment.

- 10 Physical Geology**
- 11 Historical Geology**
- 19 Geography (Resources and Climatically Oriented)**
- 21 Geology of the Western United States**
- 22 Environmental Geology**
- 30 World Geography**
- 31 Geography of Europe**
- 32 Geography of Middle America**

ECONOMICS

Thomas H. Hibbard, Assoc. Professor, Chairman
C. Russell Beaton, Professor
Richard M. Gillis, Professor
James S. Hanson, Assoc. Professor
Jack Leonard, Assoc. Professor
Martin Landsberg, Visiting Asst. Professor
Thomas B. Brand, Lecturer (part-time)

The objectives of the department are to develop the ability to think clearly about complex economic, political, and social issues, and to explain how economic activities and institutions are measured and related. Eight credits are required of majors including three courses of Economic Theory and Economic Statistics. Other credits are elected. Internships are available through state agencies and laboratory research is offered in quantitative analysis, business simulation and computer programming. Adequate performance in individual courses is the basis for senior evaluation. A solid background in economic theory is valuable to students seeking careers in business or government and for graduate studies in business, public administration, and the law.

- 15 Descriptive Economics**
- 18 Economic Theory I**
- 24 Business Law**
- 26 Principles of Accounting**
- 28 Managerial Accounting**
- 32 Urban and Regional Economics**
- 33 Economics and Politics of State and Local Budgeting (For Fall semester)**
- 35 Environmental Economics**
- 36 Comparative Economic Systems**
- 38 History of Economic Thought**
- 39 Introduction to Radical Political Economics**
- 40 Economic Philosophy for a Post-Industrial Society**
- 42 Finance and Investments**
- 48 Economic Theory II**
- 51 Money and Banking**
- 52 Labor Economics**
- 56 The Economics of Developing Countries**
- 57 International Economics**
- 58 Economic Theory III**
- 61 Seminar: Managerial Economics & Simulation**
- 63 The Political Economy of the Multinational Corporation**
- 65 Economic Statistics**
- 68 Economic Theory IV**
- 70 Independent Study**

EDUCATION

James R. Lyles, Jr., Professor, Chairman
Wright Cowger, Professor
Theodore Y. Ozawa, Asst. Professor
George Dyer, Instructor (part-time)
John Erickson, Instructor (part-time)
Bruce Stewart, Instructor (part-time)
Don Walton, Instructor (part-time)
Harry Geil, Instructor (part-time)
Jane Wilson, Instructor (part-time)

The education courses have the primary purpose of furnishing a sound professional preparation for secondary teachers. They also satisfy course requirements for the Basic Secondary Oregon Certificate, but completion of the prescribed program usually qualifies one for certification in other states as well.

Teacher Preparation

Willamette University provides a program for the preparation of middle, junior, and senior high school teachers in the following fields: Art, French, Spanish, German, Physical Education, English, Mathematics, Music, Biology, Chemistry, Physics, Integrated Science, Social Studies, Speech and Drama. The Willamette program of teacher education is organized around the professional semester concept which reserves one of the last two semesters of residence for the professional education courses and student teaching. General education and major work should be planned with this in mind. Each major should be in an academic area closely related to one's intended teaching field.

The Basic Secondary certificate for Oregon and comparable certification elsewhere may be achieved upon completion of the bachelor's degree and the professional education program. It is expected that the student will complete all required courses on the Willamette campus. Standard certification may be achieved by following an approved one year program of graduate work at any institution which is accredited for standard preparation. This may be done either before the beginning of a teaching career or after some teaching experience has been obtained.

Admission to the program is accomplished by written application and subsequent acceptance by the Education Department. All interested students should make personal contact with the department faculty. Each student is responsible for satisfaction of all requirements. Detailed written information may be obtained from the Education Office.

Willamette offers a joint BA - BS degree program with Oregon College of Education for elementary teachers. By careful scheduling a student can spend two of the eight semesters at OCE and obtain a degree from each and elementary certification. In all cases, please consult the Education Department as soon as

EDUCATION (Cont.)

you arrive at Willamette. See page 22 for methods courses in Physical Education.

Teacher Education Program Sequence

The teacher education program sequence includes the following courses: 25, 35 and 74; professional semester courses are 45, 55, 70-76 and 86. All special methods courses, numbered 70-76, include work on strategies, media, reading and writing, curriculum, and diagnostic, and remedial procedures which are specially applicable to that field.

6 Development of Learning Skills for College Work (1/4)

25 Introduction to Teaching (1/2)

35 The School, Teacher and Student (1/2)

45 Psychological Foundations of Education

55 Principles of Teaching

63 Public School Music Methods - Instrumental

70 Methods of Teaching Art (1 1/2)

71 Methods of Teaching English (1/2)

72 Methods of Teaching Modern Foreign Languages (1/2)

73 Methods of Teaching Mathematics (1/2)

74 Teaching of Reading (1/2)

75 Methods of Teaching Science

76 Methods of Teaching Social Studies

86 Supervised Teaching (1 1/2)

ENGLISH

Virginia Bothun, Asst. Professor, Chairman

Gerard Bowers, Assoc. Professor

Wilbur S. Braden, Assoc. Professor

Richard D. Lord, Assoc. Professor

Kenneth S. Nolley, Assoc. Professor

Adele Birnbaum, Asst. Professor

Carol Long, Asst. Professor

Richard A. Sutliff, Asst. Professor

Ralph J. Spendal, Jr., Adjunct Professor (77-78)

In a recent publication of the Modern Language Association, an English major was defined as:

an A or B liberal arts college graduate with a thorough grounding in composition (including not only freshman English but advanced grammar); with a knowledge of literature ranging from *The Iliad* to the most modern novels; with the ability to set down in a concise, a logical, and an orderly manner materials obtained through research; and, perhaps with a modicum of creativity.

Far from being hopelessly impractical, a general liberal education is an invaluable element in career preparation. English majors, for example, have sever-

ENGLISH (Cont.)

al alternatives to teaching careers. There is documentary evidence that training in English and literature is highly desirable for future service in law, medicine, business, or government.

Consequently the Willamette University English department offers language and literature studies on several levels—from assisting students to acquire basic composition skills (satisfaction of the graduation requirement of proficiency in English), through more advanced courses in expository and imaginative writing, to the appreciation of literature in general and of major literary figures and movements in particular.

The English major must complete a minimum of eight credits in the department, but the maximum of ten credits is advised. Courses related to the English proficiency requirement do not count towards the major. At least one credit must be in Senior Seminar (77 or 78) or in a project of Independent Study (80). Individual major programs will be developed suitable to the student's interests and needs. Research opportunities are encouraged through Reading and Conference (68) and Independent Study (80) with 1/2 to 1 credit offered. Senior evaluation includes a thesis developed from a Senior Seminar, Independent Study or directed creative project. Majors seeking graduation with distinction may also elect to have written or oral examinations.

In addition, English majors are strongly encouraged to obtain proficiency in one foreign language and thus to graduate with the Bachelor of Arts degree, while those contemplating graduate study in English are advised to continue foreign language study beyond the intermediate level.

8 English Composition (Workshop)

10 The Craft of Writing

11 English Composition

12 Introduction to Literature

13 Freshman Seminar

14 Science Fiction

15 Classical Foundations of Literature

17 Mysticism and Creativity

21 American Literature from Beginning to Civil War

22 American Literature from Whitman to World War II

23 Survey of English Literature from Beowulf to Dr. Johnson

29 Black Literature

34 Modern British Literature: The Hero and the Fool

35 Modern American Literature I

36-37 Imaginative Writing I-II

38 Advanced Writing: Persuasion and Observation

39 Advanced Writing: Rhetorical Strategies

45 English Renaissance Literature: Milton

46 Medieval Literature: Chaucer

ENGLISH (Cont.)

- 50 Seventeenth Century Literature: Schools of Jonson and Donne
- 51 Eighteenth Century Literature
- 52 English Romantic Poetry
- 53 Nineteenth Century Literature: The English Decadence
- 55 Theories of Criticism
- 56 Film and Literature
- 59 Shakespeare: The Earlier Plays
- 60 Shakespeare: The Later Plays
- 61 Development and Structure of English Language
- 63 American Romantic Poetry
- 64 Modern American Literature: The War Novel
- 66 Poet-Painters: Blake & Rossetti
- 67 History of Cinema
- 68 Reading and Conference
- 74 Studies in Literature and Philosophy
- 77 Senior Seminar I: American Literature
- 78 Senior Seminar II: English Literature
- 80 Independent Study

ENVIRONMENTAL SCIENCE

(See *Inter-Area Studies*, page 16)

The Environmental Science Major involves an interdisciplinary approach concerned with the effects of human activities on earth and, conversely, with the influence of earth processes on the works of men and women. The curriculum is constructed from the University's present or future offerings to provide the student a selection in his/her field of emphasis through choice of electives.

The depth in the chosen field of emphasis, and the breadth in the core courses, give the student a foundation and perspective in environment that is appropriate to the liberal arts tradition.

Required Courses:

- Bio 10 Principles of Biology
- or Bio 20 General Zoology
- Bio 48 General Ecology
- Chem 24 Intro. to Chemistry I
- Chem 26 Intro. to Chemistry III
- Econ 35 Environmental Economics
- Erth 10 Physical Geology
- Erth 19 Geography (Resource and Climatically Oriented)
- Intr 60 Seminar in Environmental Science
- Poli 41 Urban Politics
- Soc A course in Sociology

ENVIRONMENTAL SCIENCE (Cont.)

Electives: (four courses)

- Bio 24 Field Zoology
- Bio 28 Plant Diversity
- Bio 71 Microbiology
- Chem 31 Organic Chemistry I
- Econ 32 Urban and Regional Economics
- Soc 58 The Urban Community
- Int 40 Env. Field Studies I
- Int 41 Env. Field Studies II
- Int 42 Env. Field Studies III
- Int 43 Foreign Field Study
- Erth 11 Historical Geology
- Erth 21 Geology of the Western U.S.
- Erth 22 Environmental Geology
- Erth 30 World Geography
- Erth 32 Geography of Middle America
- Phys 11 Introductory Physics I
- Phys 12 Introductory Physics II
- Phys 16 Contemporary Physics
- Phys 40 Elementary Modern Physics
- Phys 65 Advanced Modern Physics
- Poli 44 Politics, Economics & Planning

(Note: Chem 24 and 26 will not be a graduate requirement until Class of 1979.)

FOREIGN LANGUAGES/LITS

- Clarence A. Kraft, Assoc. Professor, Chairman
- Paule G. Drayton, Assoc. Professor
- T. S. Berczynski, Asst. Professor
- Francoise Goeury-Richardson, Asst. Professor
- Marta Velez, Asst. Professor
- Christine A. Gentzkow, Asst. Professor
- Magda Schay, Instructor (part-time)
- William E. Smith, Instructor (part-time)
- Juan Gomez, Instructor (part-time)
- Zuigaku Kodachi, Instructor (part-time)
- Karen Vogt, Instructor (part-time)

The goal of the Department is to contribute to the liberal education of students by providing courses and programs designed to develop an appreciation of foreign languages and literatures as essential elements of culture and to promote the sensitivity to human values and the critical thinking that is inherent in the study of cultures other than one's own. More specifically, elementary and intermediate level foreign language courses develop the basic skills of speaking, listening comprehension, reading, and

writing and allow students to demonstrate proficiency in a foreign language (French, German, Russian, or Spanish), a requirement for the degree Bachelor of Arts (see "Graduation Requirements and Guidelines," page 4). Advanced courses in foreign language, civilization, and literature allow interested students to develop their language skills further and to advance their understanding of foreign cultures. Major degree programs are offered in French, German, Russian, and Spanish. The Department also offers conversational courses in Japanese.

Majors in the department are required to complete 7 credits of course work in the department beyond the intermediate-level language courses, including at least 1 credit in Composition and Discussion and 1 credit in Civilization. Students declaring a major in a foreign language must consult with their major faculty advisor to design an approved course of study. Comprehensive written and oral examinations are required of all department majors in their senior year. Interdisciplinary major degree programs are also offered in International Studies for foreign language students desiring an area emphasis (see "Inter-Area Studies," page 16).

Foreign language students enjoy the use of the university's modern, well-equipped listening and level-3 language laboratory and enhance their language skills in the Willamette International Studies House (WISH), where they may reside with exchange students, meet with professors for additional foreign language conversation, and attend guest lectures, films, and other cultural events. Many university-sponsored and national programs for foreign study are open to qualified language students, and the department faculty strongly urges its students to improve their language competency and broaden their education through off-campus study on approved programs. Willamette has sponsored semesters abroad in Mexico, France, Costa Rica, Japan, Ireland and Yugoslavia. A variety of career opportunities are available to students who graduate with a strong grounding in foreign language. These include social work among non-English speaking minority groups, teaching, foreign service, interpreting, international trade and graduate study.

French

- 11 Elementary French I
- 12 Elementary French II
- 21 Intermediate French I
- 22 Intermediate French II
- 35 French Composition and Discussion
- 36 French Conversation
- 42 Introduction to French Literature
- 47 History of French Civilization
- 48 History of French Thought

- 51 Classical and Romantic Plays
- 52 Seventeenth Century Prose Writers
- 53 Phonetics
- 57 History of French Language
- 60 Introduction to French Linguistics
- 61 Advanced French Composition
- 66 French Theatre from Theatre Libre to the Present
- 68 Reading and Conference
- 69 Eighteenth Century French Literature
- 71 French Literature of the Renaissance
- 75 French Medieval Literature

German

- 11 Elementary German I
- 12 Elementary German II
- 21 Intermediate German I
- 22 Intermediate German II
- 35 German Composition and Discussion
- 42 Introduction to German Literature
- 47 German Civilization
- 52 Realism and Naturalism
- 54 History of German Thought
- 58 Early German Literature
- 59 Goethe
- 60 Modern Literature
- 61 Advanced German Composition
- 62 Classicism and Romanticism
- 64 The Enlightenment
- 68 Reading and Conference

Japanese

- 13 Introductory Japanese I (For Fall, 1977)
- 14 Introductory Japanese II (For Spring, 1978)

Russian

- 11 Elementary Russian I
- 12 Elementary Russian II
- 21 Intermediate Russian I
- 22 Intermediate Russian II
- 30 Dostoersky: The Major Fiction
- 35 Russian Composition & Discussion
- 47 Russian Civilization and Culture
- 48 Russian Literature: Romanticism & Realism
- 49 Russian Language Seminar I (1/2)
- 56 Russian Literature: Modernism & Revolution
- 57 Russian Language Seminar II (1/2)
- 58 Russian Literature: 1932-Present
- 59 Russian Language Seminar III (1/2)
- 60 Solzhenitsyn: A Decade of Discontent
- 61 Advanced Composition & Discussion

Spanish

- 11 Elementary Spanish I
- 12 Elementary Spanish II
- 21 Intermediate Spanish I
- 22 Intermediate Spanish II
- 35 Spanish Composition & Discussion
- 42 Introduction to Spanish Literature
- 45 History of Hispanic Thought
- 47 History of Spanish Civilization
- 48 Hispanic American Civilization & Culture
- 51 Twentieth Century Spanish Novel and Essay
- 52 Contemporary Spanish Drama and Poetry
- 54 Literary Movements of the Nineteenth Century
- 55 Spanish American Literature to 1888
- 56 Spanish American Literature: Modernismo
- 57 Spanish American Literature: Contemporary Novel—Short Story
- 61 Advanced Spanish Composition
- 70 Literature of the Golden Age

HISTORY

- Professor George S. McCowen, Chairman
- William E. Duvall, Assoc. Professor
- Robert H. Lucas, Assoc. Professor
- Francis Kent Markus, Assoc. Professor
- Jeffrey Barlow, Lecturer (part-time)

The courses in the department are designed to give an introduction to history as an intellectual discipline employing the historical method to achieve an understanding of the records of the past. The student will be encouraged to view an accurate knowledge of history as a means toward a more enlightened understanding of the present.

Emphasis will be placed on Western civilization in its world context; American life and culture in its European and English contexts.

The breadth of history and its inextricable inter-relatedness with other disciplines provide many opportunities for double majoring and for an understanding of the liberal arts. The department is especially strong in cultural and intellectual history and the development of the major nation states in world perspectives. The ability to gather facts that pertain to a problem, to analyze this material and to present an argument cogently and succinctly is a valuable background for most professional careers. History majors tend to gravitate to law, education, library science, government service, business and the Church.

Within the minimum of eight history credits, the history major must include two credits from the courses numbered 10, 15, and 16, two courses in U.S. History and History 70. All majors must successfully complete the senior evaluation.

- 10 Introduction to History
- 15 History of Western Civilization to 1715
- 16 History of Western Civilization: 1715 to Present
- 29 Afro-American History (For Fall semester)
- 30 Topics in U.S. History: Early Period
- 31 Topics in U.S. History: Later Period
- 35 Latin America from Independence to Recent Times (For Fall semester)
- 39 American Colonial History
- 40 U.S. History Since World War II
- 41 American Intellectual History: Ante-Bellum
- 42 American Intellectual History: Post Civil War
- 43 Far East in Modern Times
- 44 European Intellectual History of 17th and 18th Centuries
- 46 European Intellectual History of 19th and 20th Centuries
- 49 History of Modern Socialism (For Fall semester)
- 51 History of Modern France
- 52 History of Modern England
- 53 History of Modern German from Bismarck through Hitler
- 55 History of Modern Russia 1855 to Present
- 56 History of World War II
- 62 High Middle Ages
- 63 Renaissance and Reformation
- 65 Seminar in Historiography
- 67 Readings in Modern European History
- 68 From Constantine to Charlemagne
- 69 Renaissance
- 70 Senior Tutorial

HUMANITIES

The purpose of the Interdisciplinary Major in Humanities is to provide a broader major for those whose postgraduate plans do not include study in Art, History or Philosophy, and to provide a broad liberal arts preparation for preministerial and other preprofessional students. This major involves an interdisciplinary approach to the study of the main intellectual and cultural motifs found throughout Western civilization.

The student shall choose an advisor from the Art, History, Philosophy, or Religion Departments. The student shall satisfy an interdepartmental committee by passing comprehensive written and oral examinations or an alternate program designed to ascertain his competency in the subject matters and in his ability to correlate them. The above committee shall consist of the student's advisor and a member, selected by the advisor, of each of the other departments.

The Interdisciplinary major in Humanities consists of the following:

- a. Art 43: Survey of Art History, Gothic to Modern and choice of one advanced course (e.g. Art 56), Modern European Art History, or Art 58: Twentieth Century Art (European and American).
- b. History 15 and 16: History of Western Civilization I and II and choice of one: 44: European Intellectual History of the 17th and 18th Centuries, or 45: American Intellectual History, or 46: European Intellectual History of the 19th and 20th Centuries.
- c. Philosophy 15: Introduction to Philosophy and choice of one additional Philosophy course.
- d. Religion 52: Biblical History and a choice of 55: History of Christianity through the Reformation, or 56: Christianity in the Modern Age.
- e. Two credits in Literature (approved by the advisor) in addition to the Letters requirement.
- f. Three additional credits in Humanities from Art, History, Philosophy, and/or Religion.

INTER-AREA STUDIES

American Studies (see page 8)

International Studies (see page 16)

Environmental Science (see page 13)

Public Policy (see page 25)

Religious Studies (see page 26)

Inter-Area Studies serves as the curriculum home for several liberal arts majors which combine courses from several disciplines and for a variety of interdisciplinary courses and programs offered outside the departmental framework. The basic goal of these

INTER-AREA STUDIES (Cont.)

programs is to achieve an integrated perspective which students may apply to disciplinary course work, off-campus studies, and life/career objectives. Several newly-developed interdisciplinary seminars which focus on the freshman and senior years are included within the Inter-Area designation.

- 10 Experiment in FR Educ: Great Ideas of the Western World (For 1977-1978) (2)**
- 11 Experiment in FR Educ: Science and Society (For 1977-1978) (2)**
- 12 Experiment in FR Educ: Human Creativity (For 1977-1978) (1/2)**
- 19 Minorities Seminar (For 1977-1978)**
- 50 Seminar in American Studies**
- 78 Introduction to Management (1/2) (For Fall semester)**
- 79 Alternative Futures Senior Seminar (For Spring, 1978)**
- 81 Human Response to Change.**
- 82 Statistics for the Behavioral Sciences I (1/2)**
- 83 Statistics for the Behavioral Sciences II (1/2)**

INTERNATIONAL STUDIES

(See Inter-Area Studies, page 16)

British, French, German, Hispanic, Soviet

In this age of instant and effortless travel, opportunity for people to become aware of cultural diversity has become greatly increased. Many students have expressed a desire for knowledge of international matters and foreign culture from more points of view than literary involvement alone is able to provide. For these students the Program in International Studies with a specialization in British, French, German, Hispanic or Soviet area studies has been developed. It provides the student with a background in international politics and economics while increasing his/her knowledge of the language, literature, history, art and philosophy of the area of his/her specialization.

All students majoring in International Studies take four core courses and six specialized courses in either British, French, German, Hispanic, or Soviet Area Studies. The four core courses are:

- POLI 27, Introduction to International Politics**
- POLI 80, Seminar in International Relations**
- ECON 57, International Economics**
(Prerequisite: ECON 15 Descriptive Economics)
- ERTH, 31, Geography of Europe, Spring 1978**

British Area Studies

- ENGL 24 Studies in 19th Century British Literature**
- ENGL 34 Studies in Modern British Literature**

INTERNATIONAL STUDIES (Cont.)

INTR 30 British Civilization

POLI 26 Comparative Political Ideologies

and *one* of the following:

HIST 46 European Intellectual History of the 19th and 20th Centuries

PHIL 51 History of Philosophy: Modern

ENGL 41 The English Novel

French Area Studies

FREN 47 History of French Civilization

FREN 48 History of French Thought

FREN 50 French Composition and Discussion

HIST 51 History of Modern France

POLI 26 Comparative Political Ideologies

and *one* of the following:

HIST 46 European Intellectual History of the 19th and 20th Centuries

FREN 62 Eighteenth Century French Literature

FREN 65 Twentieth Century French Literature

German Area Studies

GERM 47 German Civilization

GERM 54 History of German Thought

GERM 50 German Composition & Discussion

HIST 53 History of Modern Germany

POLI 26 Comparative Political Ideologies

and *one* of the following:

HIST 46 European Intellectual History of the 19th and 20th Centuries

ART 43 Survey of Art History: Gothic to Modern

PHIL 15 Philosophical Problems

Hispanic Area Studies

SPAN 47 History of Spanish Civilization

SPAN 48 Hispanic American Civilization and Culture

SPAN 45 History of Hispanic Thought

SPAN 50 Spanish Composition and Discussion

POLI 29 Political Systems of Developing Areas

and *one* of the following:

HIST 46 European Intellectual History of the 19th and 20th Centuries

ART 43 Survey of Art History: Gothic to Modern

SOC 13 Introduction to Anthropology

Soviet Area Studies

RUSS 47 Russian Civilization and Culture

RUSS 56 Russian Literature: Modernism and Revolution

RUSS 50 Russian Composition and Discussion

HIST 55 History of Modern Russia

POLI 28 Soviet Political System

and *one* of the following:

HIST 46 European Intellectual History of the 19th and 20th Centuries

ECON 36 Comparative Economic Systems

RUSS 58 Russian Literature, 1932-Present

INTERNATIONAL STUDIES (Cont.)

Majors in International Studies, British, French, German, Hispanic, and Soviet Areas, will be expected to complete a senior evaluation in the following manner:

The student and his/her advisor will select a panel of four examiners from the International Studies Faculty (at least three different academic departments) must be represented on the panel). In the language applicable to the International Studies Area, the student will present the thesis of the paper prepared for the Seminar in International Relations. The presentation will be followed, first, by questions from the panel in the language applicable to the Area, and then, by questions and discussion in English. The second period of questioning will range over the student's entire major Area. The presentation and questioning together will be limited to two hours.

MATHEMATICS

Richard Samuel Hall, Jr., Assoc. Professor, Chairman

Jack H. Hafferkamp, Assoc. Professor

Richard Iltis, Assoc. Professor

Stephen K. Prothero, Assoc. Professor

Courses serve those who wish to make mathematics a part of a liberal education; those who desire a math background for other disciplines; and those who wish to major in mathematics. A major requires at least eight credits in courses numbered 20 or above and including Seminar in Mathematics.

The Seminar serves as senior evaluation and includes oral presentation of research and reading topics. Mathematics majors use their training as a stepping stone to professional training or graduate work in a variety of fields.

12 Intermediate Algebra (1/2)

13 Trigonometry (1/2)

14 Survey of Mathematical Ideas

16 Pre-Calculus: Transcendental Functions (1/2)

17 Elementary Statistics

18 Introduction to Finite Mathematics (1/2)

19 Elements of Calculus

20 Analytic Geometry and Calculus I

21 Analytic Geometry and Calculus II

22 Analytic Geometry and Calculus III

31 Linear Algebra

41 Applied Mathematics: Optimization

51 Differential Equations

54 Modern Algebra

55 Advanced Calculus

60 Probability and Statistics

62 Numerical Analysis

MATHEMATICS (Cont.)

- 72 Independent Research (1/2)
- 77 Topology
- 81 Seminar in Mathematics (1/2)

MUSIC

Walter Farrier, Assoc. Professor, Chairman
Maurice W. Brennen, Assoc. Professor
James Cook, Assoc. Professor
Richard H. Stewart, Assoc. Professor
Julio Viamonte, Assoc. Professor
Amy Barlowe, Asst. Professor
Donna Douglass, Asst. Professor
Virginia Hancock, Visiting Asst. Professor
Bruce McIntosh, Asst. Professor
Mary Ann Rees, Asst. Professor
Gaylon Bledsoe, Instr. (part-time)
Joan Brown, Instr. (part-time)
Dean Comley, Instr. (part-time)
David Crane, Instr. (part-time)
John Doan, Instr. (part-time)
Donald M. Hibbard, Instr. (part-time)
Mary Lott, Instr. (part-time)
Valerie McIntosh, Instr. (part-time)
Dorothy Rickard-Hibbard, Instr. (part-time)
Jeanne Wolfgang, Instr. (part-time)
Don R. Worth, Instr. (part-time)

The Music Program at Willamette has a dual function within the University. For the Music major it offers intensive professional training in the art coupled with a balanced background in the liberal arts, humanities and sciences. For the non-major it offers a broad study of music culture as well as the opportunity for participation in private lessons and performance in organizations of high quality.

General Information

For Music majors the following degree programs are available:

The **Bachelor of Music** is a professional program for those students who are preparing for careers as performers, scholars, private teachers, music therapists, and as teachers at the college level. Majors are offered in Performance (voice, piano, organ, string, woodwind, brass and percussion instruments); in Theory, History and Literature; and in Music Therapy.

The **Bachelor of Music Education** is the basic professional program for students who plan to teach music at

MUSIC (Cont.)

the elementary or secondary school level. This degree satisfies all requirements for teacher certification with the Basic Norm in Music for the State of Oregon. A limited teaching certificate, with vocal emphasis only, may also be obtained through the Bachelor of Arts in Music and Bachelor of Science in Music programs.

The **Bachelor of Arts** and **Bachelor of Science in Music** are culturally, rather than professionally, oriented programs designed for those students who wish to study the theory, history, literature and technique of music within the context of a broadly-based liberal arts education.

Music Therapy

Willamette University is one of three schools on the West Coast which has an accredited music therapy program. The campus is near the many state institutions and other community agencies which can benefit from the services provided by music therapy students. These facilities include Oregon State Hospital, Fairview Home for the Developmentally Disabled, State Schools for the Blind and the Deaf, three correctional institutions, nursing homes, a community mental health day treatment center and many group homes. Beginning in the freshman year, students have an opportunity to gain field experience in many of these facilities.

Music therapists work in a variety of clinical and educational facilities. These include hospitals, community mental health centers, nursing homes, public schools, correctional agencies, medical schools and universities. Within these facilities, the skilled therapist may work with the physically handicapped (blind, deaf, cerebral palsied), emotionally disturbed, mentally retarded, elderly, socially disadvantaged and learning disabled.

Student training encompasses a four-year study of music within an accredited institution, with emphasis on psychology and sociology. Upon fulfillment of the academic requirement, the student completes a six-month clinical internship at a facility with an established music therapy program. Upon completion of this affiliation, the intern is qualified to apply for registration with the National Association for Music Therapy.

Admission, Scholarships and Financial Aid

Music students applying for admission are strongly encouraged to audition before members of the music faculty. If an applicant is unable to appear personally, a performance tape may be sent in lieu of the personal audition and interview. The audition and interview may be arranged for at one of the regional audition centers. For information write to the Music Department Chairman.

MUSIC (Cont.)

A number of music scholarships as well as institutional financial aid, may be applied for by entering students. Student employment opportunities under the Federal Work-Study program also are available to Music students. These include accompanying, work in the Music Library and various secretarial and clerical jobs. Information regarding employment may be obtained from the Music Department Chairman or the Director of Student Financial Aid.

Facilities

The music activities of the University are centered in the *Fine Arts Building*, which houses the Music Library, the Band, Orchestra and Choir rehearsal rooms, faculty studio-offices, 16 practice rooms, and the 1250-seat G. Herbert Smith Auditorium.

The Music Library, located in the West Wing of the Fine Arts Building, contains a comprehensive and up-to-date collection of musical scores, books, microfilm and recordings. A collection of orchestra and band instruments are available on loan to music students.

Concerts and Recitals

The Music Department presents a regular series of concerts and recitals by faculty and students, University ensembles and visiting guest artists. These are open to the public and music majors are required to attend. In addition, the Music Department sponsors a weekly student recital, the purpose of which is to provide students with the opportunity to play before an audience of their peers and for music students to experience the repertoire of the various media.

All music majors are encouraged to perform on these recitals and all performance majors are required to do so at least once each semester except for the first semester.

Music students and faculty engage in extensive concert activities both on and off the campus. The major performing ensembles of the College tour regularly throughout the Northwest.

Music Ensembles

Willamette music ensembles, which are open by audition to all students in the University regardless of major, include:

Salem Symphony and Chamber Orchestra
University Choir
University Wind Ensemble
Willamette Singers
Willamette Opera Theatre
Chamber Music Ensembles
University Jazz Ensemble

Music majors are expected to participate in at least one large ensemble (orchestra, band, choir) each semester.

MUSIC (Cont.)

Instrumental Proficiency Requirement for Music Majors

No later than the first semester of the senior year all candidates for music degrees (except Performance Majors) must demonstrate on some instrument, or in voice, a skill level equivalent to that normally expected after three or four years of private study, depending upon the degree sought. A minimum of one year of college-level study on that instrument must precede the satisfaction of this requirement.

The Instrumental Proficiency requirement is satisfied by an audition before a faculty jury. The repertoire for this audition must include at least one piece from each of the major periods, one of which must be memorized (for singers all pieces must be memorized).

Passing of this requirement is necessary for Advanced level — Music 57.

Applied individual instruction on some instrument, or in voice, must continue through all eight semesters, even after this requirement is satisfied (except for B.A., B.S. and B.M.Ed. candidates).

Sophomore Evaluation

At the end of the sophomore year, all music majors are required to complete an oral Sophomore Evaluation, the purpose of which is to survey the student's first two years of work and to evaluate his/her competence to advance to the upperclass level in his/her particular major program.

Prior to the Sophomore Evaluation, all sophomore music majors will take the required Foreign Language Music Terminology test. In addition to the above, all performance majors are required to have presented a half-recital prior to the Sophomore Evaluation.

Senior Comprehensive Examinations and Senior Recitals

During the senior year, each music major must either satisfactorily complete a Senior Comprehensive Examination or present a Senior Recital, depending upon his or her major.

The Senior Recital consists of a full public concert including representative works from all major stylistic periods, preceded approximately ten days before by a preview performed before a faculty jury.

The Senior Comprehensive Examination consists of a written examination covering all areas of the students musical and professional training.

The various majors satisfy this requirement as follows:

Performance majors — a Senior Recital;
Theory, History and Literature majors — a Senior Recital or a Senior Comprehensive Examination;

MUSIC (Cont.)

Music Therapy majors — a Senior Comprehensive Examination;
 Music Education majors — a Senior Comprehensive Examination;
 Bachelor of Arts in Music and Bachelor of Science in Music majors — a Senior Recital or a Senior Comprehensive Examination.

Curricula

All music majors satisfy a set of basic music requirements, as well as an additional set of requirements specific to each degree program.

Basic Music Requirements for all music programs

Fundamentals of Music (determined by placement exam)	(1/2 cr.)
Keyboard Harmony and Ear Training I, II, III, IV	2 cr.
Music Theory I, II, and III	1 1/2 cr.
Introduction to Music Literature	1/2 cr.
Music History I and II	2 cr.
Applied Instruction	2 cr.
Ensembles	2 cr.

10-10 1/2 crs.

Additional Requirements

<i>B.M. in Performance (Instrument other than voice)</i>	
1 credit from: Style Analysis, Counterpoint	1 cr.
Music History Period Course	1 cr.
Applied Instruction	6 cr.
Senior Recital	1/2 cr.

8 1/2 crs.

B.M. in Performance (Voice)

1 credit from: Style Analysis, Counterpoint	1 cr.
Music History Period Course	1 cr.
Applied Instruction	6 cr.
Diction for Singers I and II	1 cr.
German and French (one year each)	2-4 cr.
Acting and/or Dance	1 cr.
Opera Theatre	1 cr.
Senior Recital	1/2 cr.

13 1/2-15 1/2 crs.

Bachelor of Music Education

Basic Conducting	1/2 cr.
Secondary Applied Classes	1 1/2 cr.
Introduction to Teaching	1/2 cr.
The School, Teacher and Student	1/2 cr.
Public School Music Methods (Elementary, Vocal, Instrumental)	1 1/2 cr.
Sociology 14 or 67	1 cr.
Psychological Foundations of Education	1 cr.
Principles of Teaching	1 cr.
Teaching of Reading	1/2 cr.
Supervised Teaching	1 1/2 cr.

9 1/2 crs.

MUSIC (Cont.)

B.M. in Music Therapy

Basic Conducting	1/2 cr.
Orchestration	1 cr.
Vocal & Instrumental Methods	2 1/2 cr.
Applied Instruction	2 cr.
Psychology	5 cr.
Sociology	2 cr.
Physiology or Anatomy	1 cr.
Intro. to Music Therapy	1/2 cr.
Recreational Music	1/2 cr.
Therapy Orientation	1/2 cr.
Music in Therapy	1/2 cr.
Influence of Music on Behavior	1/2 cr.
Psychology of Music	1 cr.
Functional Therapy	1/2 cr.
Techniques	cr.
Music Therapy Practicum	1 3/4 cr.

13 1/2-14 crs.

B.M. in Music Theory, History and Literature

Style Analysis	1 cr.
Counterpoint	1 cr.
Music History Period Courses	3 cr.
Applied Instruction	2 cr.
German or French	2 cr.

9 crs.

B.A. or B.S. in Music

1 credit from: Style Analysis, Counterpoint	1 cr.
Music History Period Course	1 cr.
Foreign Language (for B.A. only)	2-4 cr.

2 crs.

(B.A. 4-6 crs.)

B.A. or B.S. in Music with Vocal Music Ed. Certification

Basic Conducting	1/2 cr.
Voice Class	1/2 cr.
One credit from:	
Style Analysis	
Counterpoint	
Music History Period Course	
Applied Instruction at Advanced Level	1 cr.
Foreign Language (for B.A. only)	2-4 cr.
Introduction to Teaching	1/2 cr.
The School, Teacher & Student	1/2 cr.
Public School Music Methods (Elementary, Vocal)	1 cr.
Sociology 14 or 67	1 cr.
Psychological Foundations of Education	1 cr.
Principles of Teaching	1 cr.
Teaching of Reading	1/2 cr.
Supervised Teaching	1 1/2 cr.

9 crs.

(B.A. 11-13 crs.)

MUSIC (Cont.)

Recommended Music Electives

Style Analysis
Counterpoint
Orchestration and Band Arranging
Music History Period Courses
Basic Conducting
Applied Instruction
Ensembles

Liberal Arts Requirements

In the Bachelor of Music or Bachelor of Music Education degree programs, liberal arts non-music courses should constitute 25-30% of the total program. In the Bachelor of Arts or Bachelor of Science degree programs, these courses must constitute a minimum of 20 credits (approximately 55-65% of the total program). For Bachelor of Music or Bachelor of Music Education degrees, non-music courses should include courses from each of the following three areas:

1. Natural science, social science, mathematics
2. Humanities, letters, languages
3. Other arts.

In addition, the University undergraduate English Proficiency requirement must be satisfied.

Music majors who are candidates for Bachelor of Arts or Bachelor of Science degrees should see the catalog section concerning the requirements and guidelines for the Bachelor of Arts and Bachelor of Science degrees. See page 4.

- 10 Fundamentals of Music (1/2)
 - 12 Music Theory I (1/2)
 - 32 Music Theory II (1/2)
 - 39 Basic Conducting (1/2)
 - 60 Style and Analysis I (1/2)
 - 61 Style and Analysis II (1/2)
 - 11 Keyboard Harmony & Ear Training I (1/2)
 - 21 Keyboard Harmony & Ear Training II (1/2)
 - 31 Keyboard Harmony & Ear Training III (1/2)
 - 41 Keyboard Harmony & Ear Training IV (1/2)
 - 42 Music Theory III (1/2)
 - 52 Counterpoint I (1/2)
 - 62 Counterpoint II (1/2)
 - 82 Orchestration & Band Arranging
- Music History and Literature
- 17 Introduction to Music Literature (1/2)
 - 18 The Art of Listening to Music (1/2)
Music Literature of the Romantic Era
 - 80 Introduction to Contemporary Music (1/2)
 - 53 The Music of Beethoven
 - 58 Aesthetic Evolution of Opera I (Baroque & Classic)
 - 68 Aesthetic Evolution of Opera II (Romantic & Contemporary)
Emergence & Development of Piano Chamber Music
 - 57 Music History: 500 to 1600

MUSIC (Cont.)

- 67 Music History: 1600 to Present
 - 51 Music of the Baroque Era
 - 70 The History and Appreciation of Jazz Music (1/2)
- Applied Music
- 14 Keyboard Skills I (1/4)
 - 24 Keyboard Skills II (1/4)
 - 34 Keyboard Skills III (1/4)
 - 44 Keyboard Skills IV (1/4)
 - 24-29 Secondary Applied Instrumental and Vocal Classes (Brass; woodwinds; strings; percussion; voice) (1/2)
 - 16 Applied Instrumental and Vocal Instruction, Elementary (1/2-1)
 - 30 Beginning Group Piano
 - 36 Applied Instrumental and Vocal Instruction, Intermediate (1/2-1)
 - 54 Diction for Singers I: English and Italian (1/2)
 - 64 Diction for Singers II: German and French (1/2)
 - 83 Pedagogy of Applied Piano (1/2)
 - 56 Applied Instrumental and Vocal Instruction (1/2-1)
 - 76 Applied Instrumental and Vocal Instruction II (1/2-1)
 - 84 Senior Recital (1/2)
- Music Therapy
- 19 Introduction to Music Therapy (1/2)
 - 33 Class Guitar (1/2)
 - 15 Music Therapy Practicum I (1/4 + 1/4)
 - 35 Music Therapy Practicum II (1/4 + 1/4)
 - 55 Music Therapy Practicum III (1/4 + 1/4)
 - 81 Psychology of Music
 - 59 Influence of Music on Behavior (1/2)
 - 38 Therapy Orientation (1/2)
 - 48 Recreational Music (1/2)
 - 85 Functional Therapy Techniques (1/2) (For Spring semester)
- Music Education
- 87 Public School Music Methods—Elementary Classroom (1/2)
 - 88 Public School Music Methods—Instrumental (1/2)
 - 89 Public School Music Methods—Vocal (1/2)
- Music Ensembles
- 1 Salem Symphony and Chamber Orchestra (1/4)
 - 94 Willamette University Choir (1/4)
 - 93 Willamette University Wind Ensemble (1/4)
 - 97 Chamber Music: String, Woodwind, Brass and Percussion (1/4)
 - 98 Willamette Singers (1/4)
 - 92 Jazz Ensemble (1/4)
 - 95 Opera Theatre (1/2)
 - 96 Opera Practicum (1/4)

OFF-CAMPUS STUDY

The Willamette University Off-Campus Study Programs for 1977-78 include the following:

Environmental Studies during the summer of 1977 included a group of Willamette students and two faculty members who studied the geology and flora and fauna of the island of Maui in the state of Hawaii for the third year in a row.

Willamette Semester in Japan, Fall 1977. Approximately 29 students and a faculty family will spend the Fall Semester, 1977, at the International College of Commerce and Economics in Kawagoe City, Japan, a city approximately 100 miles from Tokyo. During this semester Willamette students will study the history, culture, politics and language of Japan and the Japanese people.

Semester in London. Willamette University is a member of a consortium of five liberal arts colleges in the Northwest whose purpose is to develop overseas programs of mutual interest. Approximately 43 students (14 from Willamette University) will spend the Fall Semester in London, England.

Year of Study in Munich. Willamette students will join students from two other universities for a year's study at the University of Munich, Germany, for 1977-78 school year. The program, taught in the German language, is administered by a consortium of the three schools.

Washington Semester. Willamette University participates in the Washington Semester program sponsored by the American University in Washington, D.C. Under this plan two students are chosen to study in Washington, D.C. for one semester during their junior year. The academic work in Washington, D.C. is directed by the American University faculty. The students are registered at Willamette and pay American University tuition. The students selected are expected to pay all expenses incidental to this experience. Recommendations are made during the sophomore year to the Dean of Liberal Arts.

PHILOSOPHY (Cont.)

academic and practical study in philosophy. Majors must satisfactorily complete Philosophical Problems (515), Philosophical Ethics (25), the History of Philosophy sequence of three courses (50-52), one seminar, and Symbolic Logic (65). Senior evaluation includes the Graduate Record Examination and orals and comprehensive written exams if GRE results are below the 50th percentile. The Philosophy major provides exceptional preparation for any professional school stressing a liberal arts background. Most majors continue in graduate study in Philosophy, enter law school or seminary. Teaching in the field is limited to those with an unusual aptitude for the discipline.

- 9 Freshman Seminar in Philosophy
- 10 The Philosophy of Self
- 14 Practical Logic
- 15 Philosophical Problems
- 19 Dante and Aquinas
- 25 Philosophical Ethics
- 50 History of Philosophy: Ancient and Medieval
- 51 History of Philosophy: Modern
- 52 History of Philosophy: Recent
- 61 Philosophy of Religion
- 65 Symbolic Logic
- 70-73 Seminar I-IV
- 74 Studies in Philosophy and Literature

PHYSICAL EDUCATION

Charles Bowles, Professor, Chairman
Fran A. Howard, Assoc. Professor
K. James Boutin, Asst. Professor
James P. Brik, Asst. Professor
Tommy Lee, Asst. Professor
Vern W. Petrick, Asst. Professor
William G. Trenbeath, Asst. Professor
J. Jean Williams, Asst. Professor
Jeannie Zumwalt, Instructor

The aim of the department is to promote those activities which stimulate habits of regular exercise and develop interests and skills which may be enjoyed throughout life. Professional preparation is offered on three tracks: PE for teaching, Pre-Therapy, and Recreation Norm. The teacher preparation meets the State of Oregon certification requirements and includes the following courses: Biology 10, 22, 32; Psychology 10; Education 25, 35, 45, 55, 74, and 86; PE 24, 26, 35, 51, 55, 56, 57, 58 and six labs from 70-77. The Pre-Therapy major requires Biology 10, 12, 32, 33; Psychology 10; Physics 11 and 12; Chemistry

PHILOSOPHY

Milton D. Hunnax, Professor, Chairman
Jerry W. Canning, Professor
Thomas B. Talbott, Professor

Philosophy at Willamette is primarily a disciplined study of philosophical problems that include some ideas that are crucial for contemporary culture. Proficiency in reasoning is stressed. Each of the three faculty members offers a unique approach to the discipline and the department offers both strictly

PHYSICAL EDUCATION (Cont.)

24 and 31; Math 18; PE 24, 26, 55, 56, 57, 58 and four labs from 70-77. The Recreation Norm requires Biology 10, 32, 33; Psychology 10, 30 or 51; Education 25; Sociology 11, 14 or 67, 20, 50; Music 48, 59; Art 11, 24, 36; PE 26, 35, 51, 55, 56, 57, 58 and six labs from 70-77.

Intern opportunities are being developed for majors to gain vocational experience in agencies within the geographical area. Senior evaluation includes the undergraduate assessment examination in Physical Education. An oral examination is required if the score is below the 50th percentile. Graduates in PE find careers in public and private teaching and coaching, recreation programs, and in physical therapy following graduate study.

Physical Education Activities (1/4)

Archery, badminton, baseball, basketball, canoeing, cycling, cross country, dance (modern and folk), fencing, football, field hockey, fitness, golf, gymnastics, handball, life saving, racquetball, scuba, soccer, springboard diving, swimming, softball, team sports, tennis, track and field, volleyball, weight training, and wrestling.

24 General Hygiene

26 Care and Prevention of Injuries

35 History and Principles of Physical Education

51 Organization and Administration of Physical Education

55 Physiology of Exercise (1/2)

56 Tests and Measurements in Physical Education (1/2)

57 Kinesiology (1/2)

58 Special Physical Education (1/2)

70 PE Lab: Games, Stunts & Relays and Gymnastics (1/2)

71 PE Lab: Aquatics and Track & Field (1/2)

72 PE Lab: Fundamentals of Movement and Dance (1/2)

73 PE Lab: (men) Football-Soccer, Volleyball-Team Handball (1/2); (women) Field Hockey-Soccer-Volleyball-Speedball (1/2)

74 PE Lab: Tennis and Badminton (1/2)

75 PE Lab: (men) Basketball-Baseball (1/2); (women) Basketball-Softball (1/2)

76 PE Lab: Bowling, Archery, Fencing, Golf (1/2)

77 PE Lab: (men) Wrestling, Weight Training, Handball (1/2); (women) Self defense, Fitness, Paddleball (1/2)

PHYSICS

Robert L. Purbrick, Professor, Chairman

Maurice B. Stewart, Professor

Daniel Montague, Assoc. Professor

Department courses are designed to provide understanding of physics at the level conventionally expected of undergraduate education in order that graduates may enter into and succeed at postgraduate education; to provide an undergraduate research program involving all seniors planning graduate work; to prepare students to teach in secondary schools; and to provide the necessary background in physics to students seeking engineering degrees under the 3-2 and 4-2 programs. Major requirements include eight courses in physics and on the mathematical level of physics, math courses 20, 21, 22 and 51. Students in their junior and senior years may work as laboratory assistants, often helping on research projects in atomic, molecular and nuclear physics and optics and electronics. Some projects have been published in such national journals as "Physical Review," "American Journal of Physics," "Review of Scientific Instruments" and "Journal of Chemical Physics." Most physics students planning on graduate work take the Graduate Record Exam (GRE) in their senior year. Physics serves as a basis for nearly all engineering: mechanical, electrical, optical, nuclear, aeronautical, civil and electronics; physics-based environmental work and any energy related field. Recent physics graduates have gone into such fields as teaching, government and industrial laboratories, astronomy, bio-physics, chemical physics, geophysics, oceanography, computer science, mathematical physics, engineering, medicine, radiation and health physics, medical electronics, law (patent attorney) and administrative.

10 Astronomy

11 Introductory Physics I

12 Introductory Physics II

16 Contemporary Physics

17 Light and Color

35 Relativity and Astrophysics

36 Electronics

40 Modern Physics

50 Thermal Physics

54 Wave Phenomena

65 Advanced Modern Physics

66 Mechanics

67 Solid State Physics

68 Electromagnetism

70 Independent Study

78 Quantum Mechanics

POLITICAL SCIENCE

Edwin J. Stillings, Professor, Chairman
Theodore L. Shay, Professor
Kenneth R. Smith, Professor
Susan M. Leeson, Assoc. Professor

Political Science courses are designed to give students opportunities to develop both a practical and a theoretical understanding of the political world in which we live. The student is encouraged to develop the rational skills which will provide better understanding of political phenomena and, when qualified, to participate in governmental and political processes through internships in state and local government. Majors find basic career opportunities in law, politics, public administration, planning, journalism, teaching, social services, and business. A Political Science major consists of eight credits plus an introductory course in Economics. Two of these eight credits must be Principles of Politics and American Politics. A minimum of four of the eight credits required for the major must be completed at Willamette. Although there are no formal evaluation procedures before graduation, qualified students, with the approval of the department, may write an original essay for consideration for "Graduation with Honors in Political Science."

- 8 Model United Nations (1/4)**
- 11 Principles of Political Science**
- 13 American Politics**
- 25 Political Systems of Western Europe**
- 27 Introduction to International Politics: Games Nations Play**
- 28 Soviet Political System**
- 29 Political Systems of Developing Areas**
- 41 Urban Politics**
- 43 Managing Organizations**
- 44 Politics, Economics, and Planning**
- 49 Urban Planning (for Fall semester)**
- 51 Political Theory**
- 57 State Government and Politics**
- 61 American Foreign Policy**
- 65 Constitutional Law**
- 66 Constitutional Law — Civil Rights**
- 68 Crisis Politics and Policy**
- 69 Seminar in Political Theory**
- 70 Seminar in Systematic Political Analysis**
- 71 Research Seminar**
- 73 State Government Internship**
- 80 Seminar in International Relations**
- 82 International Organizations**

PSYCHOLOGY

Charles H. Derthick, Professor, Chairman
Noel F. Kaestner, Professor
William J. Devery, Assoc. Professor
Loren K. McBride, Asst. Professor
N. Jetmalani, Lecturer (part-time)

The primary goal of the Psychology Department is to provide a rich diversity of learning experiences that is responsive to the special needs, interests, and talents of individual students. The emphasis on a variety of quality opportunities is reflected in our individual class offerings, our alternative programs for the Psychology major, and especially in the unlimited field research and internship opportunities in the many government agencies located in Salem. With regard to the last, Willamette's Psychology Department has direct access to an unparalleled real-world laboratory that includes experiential learning at the Blind School, Deaf School, Mental Hospital, Fairview Hospital and Training School (school for the mentally retarded), State Penitentiary, and innumerable public and private human service organizations. Traditionally comparable practicum and internship programs are only available at the graduate level. These opportunities exist throughout the Psychology major's undergraduate career and culminate in a major internship or equivalent in the fall of the senior year. These experiences have led to journal publications and employment. Furthermore these opportunities along with the academic program help the student to be a strong candidate for graduate school.

Responsiveness to the student's special need is an integral part of the department's curriculum. Beyond the two required courses, General Experimental Psychology and Statistics for the Behavioral Sciences (I and II), four alternative programs are available: non-professional, paraprofessional, double major, and preprofessional. Within each of these alternate routes, specific course selection is available through an individual contractual arrangement with the student's departmental advisor.

Program diversity also is manifested within the course offerings which span the applied areas (Behavior Modification, Clinical and Abnormal Psychology, and Industrial Psychology Counseling), the theoretical (Theories of Personality, Learning, and History and Systems of Psychology), and the laboratory courses (Physiological Psychology, Psychology of Perception, and Social Psychology). In addition to the course offerings themselves, the department is fortunate to have ample laboratory space and equipment, including elaborate apparatus in animal research, electrophysiological measurement, and sensory psychology. The computer terminal residing in the department allows ready access for data anal-

PSYCHOLOGY (Cont.)

ysis of class and individual research projects. Finally, the diversity of the department and its real-world interactive capability are apparent in the backgrounds and current involvements of its individual faculty members. Specialty academic preparation covers the spectrum from clinical/counseling and social/developmental through physiological and experimental/research design. Members of the department consult in the fields of vocational rehabilitation, individual and group counseling, and traffic safety. These activities indirectly provide the mechanisms for maintaining lines of communication with the agencies and institutions that provide the broad experiential learning opportunities that contribute in a major way to the uniqueness and strength of the Psychology Department at Willamette University.

- 10 Introduction to Psychology
- 20 Social Psychology
- 25 General Experimental Psychology
- 30 Developmental Psychology
- 31 Principles & Technique of Behavior Modification
- 40 Personnel and Industrial Psychology
- 50 Theories of Personality
- 51 Clinical and Abnormal Psychology
- 52 Comparative Psychology
- 53 Psychology Research and Statistical Methods
- 54 Psychology Practicum
- 55 Clinical Measurements I
- 56 Clinical Measurements II
- 59 Thesis
- 60 Psychology of Perception
- 61 Psychological Adjustment to Society/Culture
- 62 Special Topics Seminar in Psychology
- 63 Advanced Research & Statistical Methods
- 64 Exceptional Children
- 65 Techniques of Counseling
- 71 Psychology of Learning I: Conditioning (1/2)
- 72 Psychology of Learning II: Human Learning (1/2)
- 73 Psychology of Learning III: Motivation (1/2)
- 74 Experimental Research in Personality
- 75 Seminar in History & Systems of Psychology
- 80 Physiological Psychology
- 91 Psychology of Sports (for Spring semester)

PUBLIC POLICY

(See *Inter-Area Studies*, page 16)

The Public Policy major gives a dynamic thrust to the traditional notion of liberal arts education by giving qualified students opportunities in research and in-

PUBLIC POLICY (Cont.)

tern experiences as supplements to their interdisciplinary classroom education. Classroom activities emphasize research and writing skills in addition to developing an understanding of the political, economic, legal and managerial factors involved in governing municipalities, regions and the state. Research projects and internships take advantage of Willamette's location across the street from the state capitol and its close ties with the City of Salem. The Public Policy major offers two opportunities for specialization—urban or regional. Both build on a common core.

Courses in the Public Policy core are:

- Poli 13 American Politics**
- Econ 18 Economics Theory I**
- Research and Writing (1/2) (pending approval)**
- Inter 43 Statistics for Behavioral Sciences (1/2)**
- Poli 44 Politics, Economics and Planning**
- Econ 32 Economy of Oregon (pending approval)**
- Econ 33 Economics and Politics of State and Local Budgeting**

Poli 43 Managing Organizations

A bachelor's degree in Public Policy—Urban, requires the Core plus the following courses:

- Poli 41 Urban Politics**
- Erth 10 Physical Geology**
- Poli 49 Urban Planning**
- Inter 720 Internship (optional)**

A bachelor's degree in Public Policy—Regional, requires the Core plus the following courses:

- Poli 57 State Politics and Government**
- Inter 60 Policy Research Seminar (pending approval)**
- Inter 720 Internship (optional)**

In addition to the requirements of the major, the student, in consultation with his/her academic advisor, is expected to integrate relevant courses from other disciplines into his/her program.

RELIGION (Non-Major)

James A. Hand, Professor, Chairman
Bernard F. Batto, Asst. Professor
Philip S. Hanni, Asst. Professor, Chaplain

Courses in Religion are designed to enrich the students' education by presenting an opportunity to investigate this important aspect of human life and culture in an objective manner, utilizing standard disciplines of academic learning.

The Religion curriculum is designed to relate the phenomenon of religion to the totality of human

RELIGION (Cont.)

existence. In our liberal arts context this means raising the consciousness of potentially every student to the pervasive and often hidden influence of religious ideas and value commitments in his or her personal life and cultural heritage. It also means fostering and developing those critical and reflective habits of mind which enable a person to deal with religious phenomena in a mature, intelligent, informed, sensitive, responsible, personally satisfying and fulfilling way.

The departmental curriculum provides part of the core course requirements for the interdisciplinary major in Religious Studies.

- 48 Reading & Conference
 - 49 Paul and His Letters
 - 50 World Religions
 - 55 History of Christianity
 - 56 Modern European Christian Thought
 - 57 Religion in Society
 - 58 Religion and Science
 - 59 Religion in America
 - 60 Asian Religions
 - 62 Historical & Literary Studies of the Gospels
 - 64 Christian Ethics
 - 65 C. S. Lewis: Life & Thought
 - 66 Bonhoeffer: Life & Thought (for Fall, 1977)
 - 67 Religion & Nationalism in America
 - 68 The Wisdom Literature of the Bible
 - 69 Twentieth Century American Theology
 - 71 Biblical Literature, History, and Thought
 - 75 Faith, Reason, and Existence
 - 76 The Pentateuch
 - 77 Apocalyptic Literature
 - 80 Independent Study
 - 85 Senior Colloquium
- Professional & Major Internships

RELIGIOUS STUDIES

(See Inter-Area Studies, page 16)

Executive Committee: Bernard F. Batto (Religion), Gerard Bowers (English), James A. Hand (Religion, Chairman), Philip S. Hanni (Religion), and Milton D. Hunnex (Philosophy)

Religious Studies offers an interdisciplinary major program drawing upon all those courses in the undergraduate curriculum that reflect the religious dimension of life directly or indirectly.

The requirements of the program are described as the satisfaction of certain basic areas rather than a

RELIGIOUS STUDIES (Cont.)

specified array of particular courses. Those areas are as follows:

1. Grounding in biblical literature and history (2 credits);
2. A rudimentary acquaintance with philosophical thinking (2 credits);
3. Acquaintance with the historical development of doctrine (1 credit);
4. The experience of reflecting on religious phenomena from outside a specifically Christian perspective (1 credit); and
5. An ability to trace the inter-relations of religion culture (1 credit).
6. In addition the student is required to specialize in an individually tailored area of focus or of concentration (3 credits).
7. Upon declaring the major the student must register for a Reading and Conference course (½ credit) which is aimed at providing an overview of the field and of the sub-divisions and methods of the study of religious phenomena.
8. The program is capped with required participation in the Senior Colloquium (1 credit) in which the student can demonstrate competence in analysis and maturity of judgment with respect to an issue of current university-wide interest. The Senior Evaluation will be in conjunction with this effort. For the current list of approved course offerings embraced in the program see the Chairman of any member of the Executive Committee.

SOCIOLOGY / ANTHROPOLOGY

Walter M. Gerson, Professor, Chairman
James B. Bjorkquist, Assoc. Professor
Carol Ireson, Asst. Professor
Randall Ireson, Asst. Professor
Marvin Feuerberg, Instructor (part-time)

The program in Sociology-Anthropology is designed to be an invaluable component of every student's liberal education. The basic aims of the department are to provide analytical perspectives for the systematic understanding of man's social and cultural existence in a rapidly changing world; to provide a useful background for students preparing to enter into occupational areas such as law, advertising, personnel work, business and public relations, social work, recreation, the ministry, government, and primary and secondary education; and to provide sociology majors with a sound knowledge of socio-

logical theories, analytical models, research methods, and specialized areas in the discipline in preparation for graduate study leading to professional teaching, research, or administrative careers in sociology or closely related fields.

Sociology major requirements include a minimum of eight credits within the department, among which the following courses must be included: Principles of Sociology, Research Methods in the Social Sciences, Sociological Theory, and the Senior Seminar. A major must have a minimum of three approved courses in related social sciences. There are no required comps or orals. The Senior Seminar, Graduate Record Exam (GRE) and the specialized Advisor/Advisee relationship function as the evaluation procedure. There is a healthy range in teaching-research specialties and in teaching techniques and philosophies among the sociology faculty. However, there also is solid agreement concerning the basic objectives with the course offerings constituting a strong coverage of the basic academic areas within the discipline. By alternating some courses, it is possible to offer a larger range of courses than would normally be possible; hence, the department has a strong set of offerings such as American Society, The American West, Sport and American Life, The Aged in Society, American Popular Culture, and Modern Japanese Society as well as maintaining a vital analytical-research core. The major and his/her advisor create his/her own particular program, including departmental requirements as well as courses that may best meet that individual's needs and interests.

Advanced major students are eligible for independent programs of research, supervised field study (internships) or reading and conference (in-depth examination of a topic which was only touched on in a course, or for exploring an area which is not covered by an existing course). Career opportunities in sociology are endless but the most popular are teaching (high school and college), research consultant, survey administrator and research positions in industry and business, advertising and many branches of government divisions and agencies.

- 11 Principles of Sociology**
- 13 Introduction to Anthropology**
- 14 Ethnic and Cultural Relations**
- 20 The Family**
- 21 Sport and American Life (1/2)**
- 22 The American West (1/2)**
- 24 Amerindians of North America**
- 34 Social Statistics**
- 36 Population and Environment**
- 39 American Society**
- 42 Methods in Social Research**
- 43 The Individual in Society: Social Psychology**

- 47 The Aged in Society**
- 48 American Popular Culture**
- 50 Crime and Delinquency**
- 58 The Urban Community**
- 64 Internship in Social Science**
- 65 Modern Japanese Society: Structure, Function, and Change**
- 66 Sociology of Religion**
- 67 Social Stratification**
- 68 Social Change**
- 70 Introduction to Social Theory**
- 73 Formal (Complex) Organizations**
- 75 Seminar: Fields of Sociology**
- 80 Research and Independent Study**

SPEECH

Howard W. Runkel, Professor, Chairman
Richard D. Rodeman, Instructor (part-time)
John E. Rodgers, Asst. in Forensics (part-time)

A major in speech is intended to improve the communicative skills of the student; to gain a richer appreciation of the ethics, essential challenges and possibilities of giving effectiveness to the truth in human problem-solving; and to offer classroom experience in the composition and presentation of speeches to inform, convince and actuate the audience.

Speech majors are required to take Speech 10, 50, 60; Philosophy 14 or 65; English 61; plus any two of the following: English 21, 22, 36, 38, 39; Theatre 11, 17, 31. Speech 1 is recommended, not required. There are no requirements for off-campus speaking but occasionally a student will receive such an invitation. A research paper on a significant contemporary speaker is called for in the advanced course (Speech 60).

Speech majors must take a comprehensive written examination followed by an oral examination before graduation. Students have the opportunity to supplement speech theory with work in forensics (not required) which calls for participation with students from numerous other colleges in tournaments throughout the West. Today's students characteristically demand "part of the action" and get just that in a speech class with opportunities to address other students several times each semester on topics of their choosing. They may also direct panels, dialogues, symposia and group discussions with emphasis on collective problem-solving in topic areas

SPEECH (Cont.)

selected by the participants.

Basic career opportunities include business (personnel work, sales, advertising), and the professions (with appropriate graduate work—teaching, law, architecture, the ministry, social work).

- 1 **Speech (contest forensics) (1/4)**
- 10 **Public Speaking (3 sections each semester)**
- 50 **Discussion, Argumentation & Conference Speaking (Fall semester only)**
- 60 **Rhetoric and American Eloquence (Spring semester only)**

THEATRE (Cont.)

- | | |
|-----------------------------------|-------------------------------------|
| 1. Introduction to Theatre | 8. Theatre Arts I |
| 2. Acting I and II | 9. Play Reading |
| 3. Voice Training | 10. Theatre History I |
| 4. Stage Movement | 11. 2 other theatre history courses |
| 5. Fundamentals of Creative Dance | 12. Senior Seminar in Performance |
| 6. Directing I and II | 13. Theatre Practicum (2 credits) |
| 7. Advanced Acting | |

The core curricular requirements for design/technical are as follows:

- | | |
|---|-------------------------------------|
| 1. Introduction to Theatre | 8. Play Reading |
| 2. Acting I | 9. Theatre History I |
| 3. Acting II (or Voice Training and Stage Movement) | 10. 2 other theatre history courses |
| 4. Directing I | 11. Minor Problems (1 cr.) |
| 5. Stage Lighting | 12. Senior Seminar in Performance |
| 6. Stage Make-up | 13. Theatre Practicum (2 credits) |
| 7. Theatre I and II | |

The student, regardless of emphasis, has five elective credits in theatre or designated related areas (certain art and English courses). The remaining 10 credits should reflect the student's individual interests and hopefully the general guidelines set up for the College of Liberal Arts (see page 4).

The student will be assigned a major advisor who will help to design a curricular and extra-curricular program which meets the needs of the student. The extra-curricular requirement for the Bachelor of Theatre students is specific. After declaring the Bachelor of Theatre major, the student must participate in every production in the Major Season. The student may participate by either volunteering for a crew or auditioning for an acting role. If the student is not given a crew assignment or does not receive a role, then the requirement is waived for that particular production. There will obviously be times when it is not in the best interest of the student to participate in a major production. At that time, the student, through his/her advisor, will petition the theatre faculty to exempt him/her from a major season participation. Proficiency will be evaluated by the entire theatre faculty at two times during the student's academic career. The first proficiency examination called a sophomore qualifying examination will occur during the second semester of the student's sophomore year. It is recommended that the students officially declare the Bachelor of Theatre major by the end of the first term of the student's sophomore year. This requirement can be waived by the theatre faculty for transfer students or in the situation of special anomalies (students who have come into the program by audi-

THEATRE

Robert Peffers, Assoc. Professor, Chairman
D. Scott Glasser, Asst. Professor
Douglas L. Paterson, Asst. Professor
Sheldon Feldner, Atkinson Visiting Artist (part-time)
Tom Gill, Asst. Professor (part-time)

The Theatre Department has two main objectives: to prepare talented students for career positions in the profession and to serve as a service area in the College of Liberal Arts, allowing students to integrate the history of theatre into their own philosophies as it applies to the ways of man.

Career opportunities in theatre are changing as the theatre profession moves away from the stigmas attached with the "show biz" mentality, generated in New York in the mid 50's. Today, theatre is moving back to the local communities with career opportunities in resident repertory companies, touring companies, and children and community theatre. Each year, the number of theatre-related positions increases. This with positions in television, advertising and sales makes theatre an inviting career to consider.

Bachelor of Theatre Requirements

The Bachelor of Theatre program is a professional degree designed for those students who seek performance careers in theatre. The only University requirement for graduation is that the student accumulates at least 30 credits (15 on the Willamette campus). The Bachelor of Theatre requirements are in three categories: curricular requirements, extra-curricular requirements and proficiency requirements. With the Bachelor of Theatre degree a student has the option of emphasizing acting/directing or design/technical. The core curricular requirements for acting/directing are as follows:

THEATRE (Cont.)

tion). This sophomore qualifying examination will vary with the specific student but will always be based on the student's curricular and extra-curricular performance. In order to continue with the degree, the student must pass this qualifying examination. The second evaluation will be called a senior evaluation and will occur some time during the student's fourth year in the program.

A fifth year professional internship program is available for Bachelor of Theatre students. The internship is a one-year or one semester program for either two or four credits. This program is optional, but if undertaken will be counted toward the five elective credits for graduation. The student interested in becoming involved in the professional internship program must formally request acceptance as an intern. Only a limited number of students can be given internships because of the availability of positions in professional repertory companies. Therefore, the students will be evaluated in a competitive nature in relation to their abilities to most effectively serve the demands of the particular repertory theatre assignments.

B.A., B.S. Degree Requirements

A student wishing a B.S. or B.A. in theatre will be assigned a theatre faculty member as advisor. With this advisor the student will develop a four year program which will conform to department and college graduation requirements and serve the specific needs of the student. The theatre major working toward the B.A. or B.S. degree has the option of emphasizing: acting/directing, design/technical, or general theatre. The course requirements for the student emphasizing acting/directing are as follows:

- | | |
|--|-----------------------------------|
| 1. Acting I | 5. Senior Seminar in Performance |
| 2. Acting II (or Stage Movement and Voice) | 6. Theatre Practicum (1 credit) |
| 3. Directing I and II | 7. Electives (at least 2 credits) |
| 4. Theatre Arts I | |

The course requirements for the students emphasizing design/technical are as follows:

- | | |
|---------------------|-----------------------------------|
| 1. Acting I | 6. Senior Seminar in Performance |
| 2. Directing I | 7. Theatre Practicum (1 credit) |
| 3. Theatre I and II | 8. Electives (at least 2 credits) |
| 4. Stage Lighting | |
| 5. Stage Makeup | |

The course requirements for the students emphasizing general theatre are as follows:

- | | |
|--|--------------------------|
| 1. Acting I | 3. Directing I and II |
| 2. Acting II (or Stage Movement and Voice) | 4. Theatre Arts I and II |

THEATRE (Cont.)

- | | |
|----------------------------------|-------------------------|
| 5. Senior Seminar in Performance | 7. Electives (1 credit) |
| 6. Theatre Practicum (1 credit) | |

The theatre major working toward the B.A. or B.S. degree must also take 10 credits that are considered to be related to the major. Generally, these related courses will be determined by the student with his/her advisor, and will probably include courses that are offered by the departments of: music, English, history, art, sociology and psychology. There are, however, two related area requirements for the major: one credit in dramatic criticism (Play Reading or Modern Drama) and two credits in Theatre History. The theatre major must take 10 credits which are not at all related to the theatre major. These 10 will be selected by the student with the help of his/her advisor. He/she is required to fulfill a senior evaluation. All theatre majors are required each year to participate in the activities of the major season performances. Any specific requirement would detract from the spirit of participation. It is assumed, however, that any theatre major will have taken major and minor acting and technical roles during his/her four year career at Willamette. Failure to accomplish this requirement can mean being dropped as a theatre major. The student's advisor will issue a formal warning when it appears that the student is not satisfying this requirement.

- 11 Acting I
- 14 Technical Theatre (1/2)
- 16 Stage Make-up (1/2)
- 17 Modern Drama (1/2)
- 18 Introduction to Theatre (1/4)
- 19 Theatrical Theory I
- 20 Theatrical Theory II
- 21 Acting II
- 22 Voice Training (1/2)
- 23 Directing I (1/2)
- 24 Fundamentals of Design
- 25 Theatre Arts I
- 28 Theatre History I
- 29 Theatre History II
- 31 Acting-Production Studio I
- 32 Acting-Production Studio II
- 33 Directing II (1/2)
- 34 Theatre Arts II
- 38 American Theatre History
- 39 British Theatre History
- 40 Theatre Management
- 41 Acting-Production Studio III
- 42 Acting-Production Studio IV
- 47 Theatre Aesthetics
- 48 Special Studies in Theatre (1/2)

Willamette University has developed several combined degree programs within its colleges and among other universities.

Combined Degree Program in Liberal Arts and Administration

Although undergraduate degrees in Business and Public Administration are not offered, the College of Liberal Arts cooperates with the Atkinson Graduate School of Administration in offering the 3-2 Program, through which a student can earn in five years, instead of the usual six, a Bachelor's degree in an undergraduate major and a Master of Administration degree.

Under the 3-2 Program, students study for three years in the College of Liberal Arts, earning at least 24 credits and completing most (in some cases, all) of their required courses for their major during that time. The actual number of required courses a given student needs to complete during the first three years will be determined by that student and his/her major department or program. In order to receive the baccalaureate degree upon completion of the first year of study in the Graduate School of Administration, students in this program must have satisfied the College of Liberal Arts graduation requirements and guidelines.

Early in the junior year, qualified students may apply for admission to the Geo. H. Atkinson Graduate School of Administration. Satisfactory completion of the first year of the GSA Program should result in the completion of all requirements for the undergraduate degree in the student's major as delineated above. The students are then ready to complete the second, and final, year of the two-year Program and receive the Master of Administration degree.

Admissions Requirements

Application for admission to the M.Ad. part of the 3-2 Program is made during the first semester of the junior year. Applications are considered on an individual basis by the School's Admissions Committee. Generally, a student will be considered qualified for admission if he or she: (1) has the written consent of the undergraduate department or program concerned, (2) has maintained normal progress during the first four semesters of undergraduate residence and accumulated a B average or better, (3) scores 550 or above on the Graduate Management Admissions Test, which should be taken by February of the junior year, (4) has demonstrated effective communication abilities in writing and speaking, (5) has, or will obtain, sufficient background in mathematics to succeed in courses required for the M.Ad. degree (normally up to, and often including, the first course in calculus), (6) has completed introductory courses in economics,

political science, and either psychology or sociology. Transfer students may apply for admission to the 3-2 Program after completing three years of study at another institution if their undergraduate school will accept the first year of the M.Ad. Program as completing the requirements for the Bachelor's Degree. Other admission requirements are the same as those previously listed.

Engineering

To offer the advantages of a combined liberal arts and engineering program, Willamette University has arrangements with Columbia and Stanford universities, whereby a student may receive both a Bachelor of Arts and an engineering degree in five years. A six-year combined program results in a Bachelor of Arts degree and a Master's degree in engineering.

After three years in residence at Willamette during which time the student satisfies most requirements for his/her Bachelor of Arts degree and takes prescribed courses in chemistry, physics, and mathematics, he/she may qualify for transfer to Columbia University or Stanford University. At either of these engineering schools, the student spends two years in any one of the several curricula in engineering; at the close of the five year period, he/she will receive the Bachelor of Science in engineering from the engineering school and the Bachelor of Arts degree from Willamette University.

Another arrangement is possible with the engineering school of Columbia University on a four-two basis. Under this plan a student completes his/her bachelor's degree with a major in chemistry, physics, or mathematics at Willamette University before taking his/her two years of engineering work. The student then receives the Master of Science degree from Columbia University. This plan is available only in certain fields of engineering. Information concerning the engineering program may be obtained by consulting Professor Maurice Stewart of the Physics Department.

Forestry

Willamette University has an agreement with Duke University School of Forestry which enables students who plan to follow a career in forestry to enroll at Willamette University for three years and to attend Duke University for two years. At the end of the five year period, two degrees are awarded—the bachelor's degree from Willamette, and the Master of Science in Forestry from Duke.

It is recommended that students major in biology, chemistry, or economics. Further information regarding the forestry program may be obtained from the Pre-Forestry advisor.

OTHER COURSES/PROGRAMS POSTGRAD. OPPORTUNITIES

The College of Liberal Arts provides a variety of opportunities for students to undertake studies in courses and programs of an interdisciplinary non-major nature.

Interdisciplinary Freshman Program

Beginning in spring 1976, with a program entitled, "Quality of Life," the College has steadily evolved an interdisciplinary general education program for freshman students. The 1977-78 program includes three interdisciplinary freshman seminars: **10 Great Ideas of the Western World, 11 Science and Society, and 12 Human Creativity.**

Offered both semesters for two Willamette credits each, these courses are staffed by faculty from a number of Humanities, Science, Social Science, and Fine Arts disciplines.

The seminar goals are to explore questions on enduring values of human civilization, to expose students to great works of philosophy, art, literature, and culture, and to attain competency in basic human skills of reading, writing, calculating, and reasoning. Each seminar provides an opportunity for students to complete the English Proficiency requirement.

Nearly two-thirds of the 1977-78 freshman class had the opportunity to enroll in a seminar. An expanded program is under consideration for the 1978-79 academic year.

Minority Cultural Studies

An emerging study opportunity at Willamette is the College's growing number of courses which focus upon subject matter and issues related to the experiences of minority peoples in American society. These courses are designed both to address the liberal education needs of all Willamette students and to respond to interests of the University's increasing minority student population. The following are several such courses which are being offered during 1977-78: **Intr 19 Minorities Seminar, Eng 29 Black Literature, Hist 29 Afro-American History, and Soc 14 Ethnic and Cultural Relations.**

Senior Year Studies

Cognizant that academic experiences for seniors which integrate and apply four years of study are equally important as meeting the general education needs of freshmen, the College has developed two interdisciplinary senior seminars for 1977-78, and expanded internship and other off-campus study opportunities for seniors. The two seminars (Intr 79, Alternative Futures Senior Seminar, and Intr 81, Human Response to Change) provide settings for synthesis of previous learning and investigation of topics of particular student interest. Both courses have the analysis of human adaptation to possible future realities as a central study theme.

Business Administration

Each year a relatively large number of Willamette graduates enter graduate programs in business administration at universities in all sections of the nation. It is also quite common for Willamette graduates to embark on business careers without additional formal academic work. The Willamette liberal arts program prepares students admirably for either eventuality.

The most popular major for careers is economics. It is possible to tailor sequences of economics courses to individual needs. In addition to economics, most of the other majors are relevant to business careers in view of the universality of business administration.

Dentistry

A student planning to enter dental school will follow essentially the same program outlined under Medicine. It is possible to be admitted to a dental school upon the completion of 22½ credits. Ordinarily, a student planning to enter dental school will complete all the requirements for the Bachelor of Arts degree prior to his admission.

General Graduate Study

Graduate schools frequently require that basic courses in the chosen field of study be pursued on an undergraduate level. Most graduate schools have a language requirement which must be met before the student may become a candidate for an advanced degree. A reading knowledge of one modern language is often required for a Master of Arts degree, and two languages for a Ph.D. degree. All candidates for graduate work should have demonstrated outstanding ability as students, including successful completion of the Graduate Record Examination.

Government Service

The Public Policy major program (see Inter-Area, page 16) gives qualified students opportunities in research and intern experiences as supplements to their interdisciplinary classroom education. The activities emphasize research and writing in addition to developing an understanding of the political, economic, legal and managerial factors involved in governing municipalities, regions and the state. Research projects and internships are made easier due to Willamette University's location across from the state capitol and in the city's downtown area.

Law

The completion of the undergraduate liberal arts program with a bachelor's degree and a record of general excellence is the best preparation for the study of law. Knowledge of accounting is frequently recommended and sometimes required by law schools.

Medicine

A student planning on admission to medical school should consult the premedical advisor and admission requirements of the medical schools of his/her choice. The following are suggested as a preparation minimum for admittance to most Medical Schools: Three credits in biology including Biology 10 (Principles of Biology); Biology 72 (Fundamentals of Genetics); either Biology 66 (Cell Biology) or Biology 55 (Embryology) or Biology 71 (Microbiology) or Biology 26 (Vertebrate Zoology).

Four credits in chemistry including Chemistry 24 (Structure and Bonding); Chemistry 28 (Introduction to Analytical and Preparative Methods); and Chemistry 31 and 32 (Organic Chemistry I and II). Two credits in mathematics and two credits in physics are also to be completed.

It is possible to enter a medical school upon the completion of three years of undergraduate work provided all requirements for the Bachelor of Arts degree or Bachelor of Science degree will have been satisfied at the end of the first year of medical school. Usually, all general requirements for the bachelor's degree will have been met before entrance into medical school except total credits.

Medical Technology

Willamette offers all the basic courses required for admission to accredited schools of Medical Technology. The student should complete four credits in Biology, four credits in Chemistry and one credit in Mathematics. The pre-medical advisor should be consulted for suggestions of the most appropriate courses.

Ministry and Religious Service

Students who plan to attend theological schools to prepare for the parish or other specialized ministries should take diversified courses covering as many areas of learning as possible. A B.A. degree in any of the humanities is recommended.

Nursing

Willamette provides courses for those seeking careers in nursing. Course requirements for admission to the University of Oregon Nursing School may be met in one year by taking 8 credits which should include two credits in chemistry, one credit in biology, one credit in anthropology, and one half credit in nutrition.

In addition, the students are advised to take courses in literature, speech, and the social sciences. Two semesters of physical education activity courses are required.

A student wishing to attend another nursing school should check the specific requirements of that school.

Social Service and The Help Professions

Students interested in a career in social work should plan to complete a program of graduate training. The Department of Sociology offers courses relevant to programs of study leading to careers in social service. The University is fortunate to be located in the immediate vicinity of various state agencies. Selected students, particularly in the social sciences, are enabled to gain practical knowledge of research techniques while at the same time achieving credit toward graduation.

Teaching

Academic requirements necessary for a certificate to teach in secondary schools may be found in the Education Department, under Teacher Preparation, page 11.

COLLEGE OF LAW

Truman Wesley Collins Legal Center

The Willamette University College of Law was established in 1883, the first in the Pacific Northwest. In 1967, the College of Law moved into the Truman Wesley Collins Legal Center.

Willamette's law school has been on the approved list of the American Bar Association since 1938 and is a 32 year member of the Association of American Law Schools. Graduates receive a Doctor of Jurisprudence Degree (J.D.) and are eligible to take the bar examination in any of the States and the District of Columbia. The College of Law trains and equips men and women to render service and achieve success in the practice of law.

The College of Law catalog is available upon request by writing the Dean of Admissions, College of Law, Willamette University, Salem, Oregon 97301.

GRAD. SCHOOL OF ADMIN.

Seeley G. Mudd Building

Willamette's Geo. H. Atkinson Graduate School of Administration is the first of its kind in the Northwest. Under the direction of Dean Jay Doubleday and a top-ranking faculty, the School provides an understanding of both private and public enterprise: in the two-year master's program, the first-year core curric-

ulum is followed by a flexible second year with no required courses. A variety of courses are taught in the late afternoon or evening for the convenience of the part-time student. At graduation students receive a Master of Administration degree. Willamette undergraduate students may enter the School as seniors, if they meet eligibility requirements, and receive the bachelor's degree at the end of the fourth year and the Master of Administration at the end of the fifth year. The Atkinson School occupies the \$1.5 million Seeley G. Mudd Building. The catalog is available upon request by writing the Atkinson Graduate School of Administration, Willamette University, Salem, Oregon 97301.



Housing

As a residential campus, Willamette University believes that a student's living arrangements and relationships are influential factors in his or her personal and educational development.

The Office of University Residences coordinates campus housing and strives to accommodate the endless variety of student interests and lifestyles. An in-residence staff of Head Residents and Resident Assistants (R.A.'s) is also provided to facilitate activities within each residence and to absorb many of the management responsibilities. Campus residences are designed to provide comfortable and convenient living accommodations. Since one's living environment offers a unique backdrop for a variety of out-of-classroom-learning opportunities, many athletic, cultural, academic, and social programs are planned throughout the year.

Each residence unit features comfortable lounges, recreational facilities, and conveniently located dining areas. There are eighteen separate living units on the campus, including six national fraternities and four national sororities. New students are assigned residence accommodations in priority order based on the date their enrollment deposit is filed.

All full-time undergraduate students who are not of junior status or 21 years of age on or before the first day of classes fall semester must room and board in University owned and operated residence halls, fraternities, or sorority houses, as space permits, unless living with parents or spouse.

Counseling

Specialized counseling services are available through the Student Personnel staff which includes the Vice President for Administration, Dean of Students, Assistant Dean for Housing, Assistant Dean for Minority and Career Counseling, Director of Counseling Services, Health Center physicians and nurses, the University Chaplain, and Director of Student Financial Aid.

Generally, the Counseling Service assists students and faculty members in making decisions related to academic and interpersonal matters. Common issues include developing better study habits and techniques, organizing time more effectively, improving relationships with other people, and other matters.

Faculty academic advisors (see Academic Advising System, page 6) are also available for personal consultation by students.

Religious Life

Willamette University realizes the significance of religion in personal and social affairs and offers a variety of opportunities for growth in understanding, commitment and action in the area of religion. The

religious groups on the campus are primarily the outgrowth of student interests, and the religious activities are organized to include all denominations. The Willamette Christian Body, a non-denominational group, is the largest of these organizations. The University Chaplain, in addition to his other responsibilities, offers regular hours for private counseling with students.

Health Service

The University provides a health service for its students in the Bishop Memorial Health Center. The Health Center staff includes one physician who schedules regular hours for consultation and a staff of registered nurses who maintain twenty-four hour service. Counseling services are integrated with the health services with a resident psychologist available during clinic hours.

Placement Services

The Career Education office assists students in career planning. Career education workshops are sponsored to supplement the academic curriculum and to facilitate the transition from college to career. Topics include decision-making, career exploration, and "the job hunt." The Career Education Office also coordinates career placement interviews. A career education library with materials focusing on the job market and occupational trends is also available to students. Student on-campus employment opportunities are coordinated through the Career Education office. Assistance in locating off-campus work is also available.

Speakers Program

The University Speakers Program is designed to help maintain and improve the educational climate of the University by bringing to the campus outstanding artists and speakers. A student-faculty-administration committee is responsible for these programs, whose purposes are: 1. To stimulate discussion within the university community. 2. To provide educational material and cultural experiences which will serve to broaden knowledge and enrich campus life. 3. To help create inquiring attitudes which will encourage the pursuit of interest beyond the normal academic program.

The program has sponsored such diverse personalities as authors Elie Weisel and Alan Paton; Zulu African Chief Gatsha Buthelezi; anthropologist Margaret Mead; futurist Hazel Henderson; and environmentalist author Barry Commoner.

Although attendance is not required, the University Speakers Program Committee expects and relies upon the full support of the members of the university community for the success of these programs.

Standards of Conduct

To enable Willamette University to fulfill its purpose, it is the common responsibility of all persons associated with the University—students, faculty, administrators, alumni and trustees—to serve to maintain and improve a campus climate that generates enthusiasm for learning and respect for human dignity in all relations among students, faculty administrators, and trustees; to represent the University in the broader social community in a manner consistent with the principles and purposes of the University; and to honor the commitment of Willamette University in the governance of their conduct and abide by the standards of conduct set. In short, standards of conduct are applicable to all members of the University community, visitors and guests, and are designed to promote individual and group governance in accordance with dignity, decency, and maturity. *In particular*, such standards are directed toward social and living relationships pertinent to the University as a residential campus. It is assumed that each individual recognizes his/her responsibility to the University community and that ultimately he/she can be held accountable by other members of the community for failure to assume those responsibilities.

Standards of conduct and related rules having university-wide application are formulated by the joint action of students and faculty members in the Student Affairs Committee. They are given authorization with the approval of the President of the University acting on behalf of the Board of Trustees. Standards of Conduct represent the best consensus that has been achieved through the active participation of the various constituent parts of the University community. As such these are community expectations and neither legal prescriptions nor moral absolutes. Measures taken in regard to those who do not conform to these standards are not punishment for actions committed, but are sanctions for failure to fulfill responsibility.

The policies governing student conduct, judicial and appeal procedures and possible penalties for violations of the Standards of Conduct are included in **The People's Handbook for Willamette University**. The **Handbook** is distributed to all students at the beginning of each academic year in order to meet the University's moral and legal obligation to provide all members of the campus community with information governing campus conduct and judicial procedures. Additional information can be obtained by contacting the Dean of Students Office.

Student Organizations

The Associated Students of Willamette University

All undergraduate students taking more than two courses automatically hold membership in the ASWU. Graduate students and special students may also affiliate. The ASWU directs general student programs including social events, convocation programs, debate and public speaking contests, dramatic productions, and various musical productions on the campus. The ASWU helps to plan the traditional Willamette Functions such as Parents' Week-end and Freshman Glee. The student body office provides centralized information about student body activities, typing, mimeographing, and xeroxing services to students.

Forensics

Willamette University students interested in public speaking are offered opportunities to participate in a variety of forensic activities. Willamette has an outstanding debate record, and each year its teams meet many other colleges in scheduled tournaments. Willamette speech students also enter contests and fill community requests for orations, extemporaneous, impromptu, and after-dinner speeches and interpretative readings.

Music Performing Organizations

Music performing organizations at Willamette, which are open to all students in the University, include the University Wind Ensemble, University Jazz Ensemble, the University Choir, the Willamette Singers, the Willamette Chamber Orchestra, the Salem Symphony, and a number of chamber music ensembles. All of these perform extensively on the campus and in the Salem area and the larger groups engage in at least one extensive tour each year.

Freshman Glee

Freshman Glee is an event unique to Willamette. Glee is a contest in which the freshman class challenges all the other classes to composition and rendition of an original song, based on a theme adopted for the occasion. Each class works out a marching formation; and, after much "pre-presentation" enthusiasm, the entire class presents its song in competition with the other classes.

Publications

The Willamette Collegian is the University newspaper published weekly by the Associated Students. The paper represents the student life of Willamette. Its staff gains practical experience in all phases of newspaper work.

The Wallulah is the yearbook, published annually by the Associated Students. It is a volume composed

of pictures and comments on the current year's activities from the students' viewpoint.

The campus literary magazine contains original essays and poems by Willamette students and faculty and alumni.

Athletics

Willamette has organized teams for men in football, basketball, track, baseball, tennis, golf, wrestling, cross country, swimming and soccer and for women in field hockey, volleyball, basketball, softball, tennis, golf, bowling, badminton, swimming and track.

The administration and faculty keep in close touch with the work of the athletic teams to insure benefit to those who participate. Students whose scholastic standing is unsatisfactory are excluded from intercollegiate athletics.

Intercollegiate athletics, intramurals and women's sports are under the personal supervision of the Director of Physical Education and Athletics. Willamette is a member of the Northwest Conference and adopts the rules of that conference and the National Association of Intercollegiate Athletics for the regulation of its competitive sports program for men. Women participate in the Women's Conference of Independent Colleges (WCIC) and in the Association of Intercollegiate Athletics for Women.

Eligibility for Office and Activities

Students in Liberal Arts are eligible for office if they are doing satisfactory academic work and are registered as regular students of the University. Students on probation may not hold an office or represent the University in any public way. The required standard of work and conduct must be continued throughout the tenure of office.

Fraternal Organizations

For women students Willamette has four national sororities. They are Alpha Chi Omega, Alpha Phi, Delta Gamma, and Pi Beta Phi.

There are six national fraternities for men: Beta Theta Pi, Delta Tau Delta, Kappa Sigma, Phi Delta Theta, Sigma Alpha Epsilon, and Sigma Chi.

Honor Societies

In order to recognize outstanding achievement in the various fields, Willamette University maintains chapters in many national and campus honor societies. These include the following:

ALPHA KAPPA NU: A senior honorary, granting membership on the basis of scholarly achievement. Election is limited to students in the top ten percent of the graduating class, one half of whom may be elected in the fall and the remainder in the spring preceding graduation.

ALPHA LAMBDA DELTA: A national scholastic honor society for freshman women with a minimum 3.5 grade point average.

KAPPA DELTA PI: A national honor fraternity in education. Membership is based upon scholarship and interest in the profession of teaching and is limited to upper division and graduate students.

MORTAR BOARD: A national leadership honorary which recognizes seniors for superior scholarship, leadership, and service to the University.

OMICRON DELTA KAPPA: A national leadership honor society of juniors and seniors. Achievement in the five phases of campus life—scholarship; athletics; student government, social and religious affairs; publications; and radio, music, and dramatic arts—is recognized as the basis for membership.

PHI ETA SIGMA: The national honorary society for freshman men whose purpose is to promote high standards of scholarship. First or second semester freshmen who have earned a 3.5 grade point average are eligible.

PHI SIGMA IOTA: The national Romance language honorary society, open to advanced students in any of the Romance languages who maintain a high scholarship average.

PI GAMMA MU: A national honorary society to encourage undergraduate study and to improve scholarship in the social sciences. Membership is open to faculty, alumni, graduate students, juniors, and seniors who have had five courses in the social science field with cumulative grade point average of 3.0 and 3.5 in the social sciences.

PI KAPPA LAMBDA: A national music honorary fraternity for men and women, founded in 1918. It recognizes outstanding achievement in music, both scholastically and in performance.

DELTA SIGMA RHO-TAU KAPPA ALPHA: A national honorary society whose purpose is to promote excellence in public speaking. Students in the upper thirty-five percent of their class scholastically who participate in intercollegiate contests and show a consistent interest in forensics activities are eligible.

Professional Societies

MU PHI EPSILON: A national professional sorority for women. Election is based on demonstrated outstanding musical ability and maintenance of a high scholastic average.

STUDENT CHAPTER, MUSIC EDUCATORS NATIONAL CONFERENCE: An organization of student music educators which furnishes opportunity for professional growth in the area of the major.

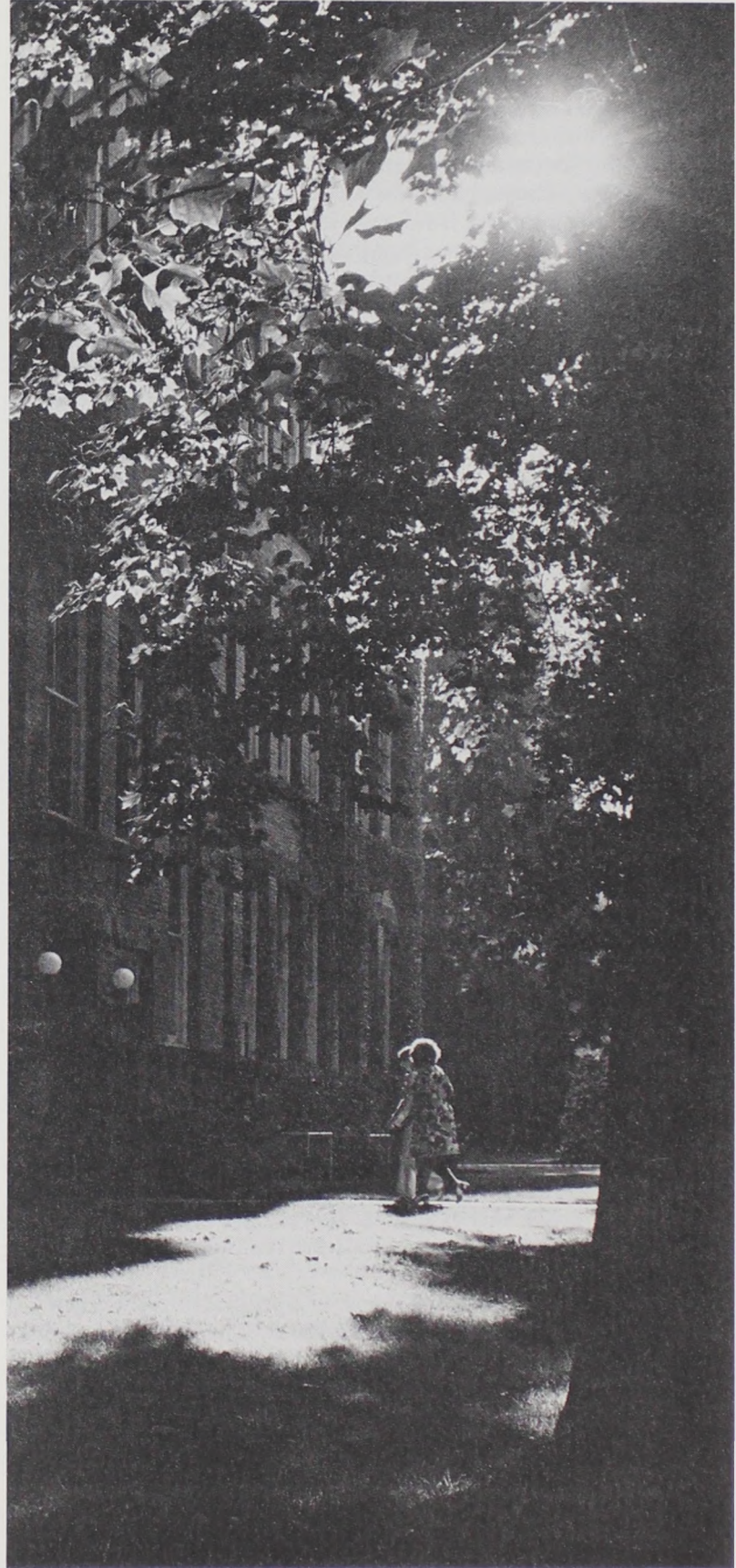
STUDENT EDUCATION ASSOCIATION: An organization composed of students who have a genuine interest in making teaching their career.

Recognition Societies

BETA ALPHA GAMMA: A sophomore women's honor society which recognizes excellence in character, scholarship, and service.

DOBRO SOLVO: A national Slavic honor society whose purpose is to recognize excellence in the study of Slavic languages and literature.

PSI CHI: A national scholastic honorary in psychology.



ADMISSIONS (Cont.)

Overview

From the approximately 1,200 applicants for the Fall Semester, somewhat less than 900 persons are admitted and 450 enrolled. Of the enrolled group, 380 are freshmen and 70 are transfers.

Most incoming students have grade point averages ranging between 2.7 and 4.0; the average academic GPA of incoming freshmen is 3.3 and the average college GPA of transfers is 3.2. Approximately 80 per cent of the freshmen have academic grade points of 3.0 or higher. Although test results and references play a significant part in the admission decision, the primary factor considered by the Committee on Admissions is the previous scholastic record.

In the case of freshman applicants the secondary school transcript is reviewed very carefully, assessing (1) overall GPA; (2) courses included; (3) grades earned in individual courses; (4) general progress from freshman to senior year. Standardized test results and references(s) are used to help lend perspective and clarity to the school record.

The record of transfer applicants is reviewed in much the same way as that of the freshman applicant, but standardized tests are not required and the college record tends to over-shadow the secondary school record in importance. The college record becomes increasingly important as (1) the number of college credits earned increases; (2) the time elapsed between high school and college increases; and (3) vocational and personal experiences since leaving high school increase significantly.

Although general norms have been established to help evaluate applicants we have purposely avoided hard and fast cut-offs. We wish to enroll students who can succeed at Willamette and who show promise of contributing to the University. We encourage applicants to submit whatever information is available to help the Committee on Admissions understand the records and qualities of applicants. For example, extracurricular activities are usually of significant interest to the Committee. These might include traditional school activities such as student government and athletics, but just as easily might include work, community, political, travel or church experiences.

Both freshman and transfer applications are also accepted for the Spring Semester, which commences in early January.

Requirements for Admission, Freshman Class

1. Graduation from an accredited secondary school or equivalent.
2. Preference will be given to applicants who have

ADMISSIONS (Cont.)

completed a minimum of two years of foreign language, two years of college preparatory mathematics, two years of laboratory science, three years of social studies, and senior or college preparatory English.

How to Apply

Applications for admission are supplied by the Office of Admissions or may be obtained from the high school if the school is part of the Common Application Program. These forms should be returned to the Office of Admissions as early as possible after the start of the senior year. Priority consideration is given to candidates who have completed their application by March 1. Candidates for Early Decision must complete application by December 15 of the high school senior year.

Credentials

1. The Application for Admission is completed by the applicant and accompanied by a non-refundable application fee of \$15.00.
2. The applicant requests that an official transcript of all high school work to date be sent directly by the high school to the Office of Admissions.
3. The reference form is returned directly to the Office of Admissions by the school.
4. The applicant requests that national pre-college test scores (SAT or ACT) are sent to the Office of Admissions.

Early Decision Plan

A student who has made a critical appraisal of the colleges in which he/she is interested and has decided on Willamette as his/her first choice may apply for admission under the Early Decision Plan. The Office of Admissions agrees to notify the student the first week in January and the student agrees to accept admission if offered. The application deadline is December 15 of the high school senior year. A transcript of work completed through the junior year, forwarded by the high school is necessary. If the student is admitted he/she will not need to apply elsewhere. If the decision is unfavorable, he/she will have ample time to apply elsewhere. The Early Decision admission is generally reserved for candidates with outstanding records of achievement and aptitude. A student not eligible for admission on the Early Decision Plan may still be admitted at a later date by the regular admissions procedure.

Students admitted on the Early Decision Plan are also notified of the results of their financial aid application by the first week in January, providing the aid application was also completed by December 15. Since Early Decision admittees have the earliest opportunity to submit their Advance Deposit (see page 39), and because housing assignments are based

on the date of receipt of the Advance Deposit, they have the greatest chance of being assigned to the residence of their choice.

Advanced Placement

Willamette University recognizes the Advanced Placement Program sponsored by the College Entrance Examination Board. Students earning a "3" or higher are given Advanced Placement and college credit, the amount of credit to be determined by the department concerned.

Transfer Admission

Students who wish to transfer to Willamette from other approved institutions above the high school level may be admitted to Willamette and receive credit for the work done elsewhere. Procedures for admission to advanced standing are as follows:

1. Send the following to the Office of Admissions:
 - A. An official transcript of all previous college work, including a certificate of honorable dismissal or good standing, sent directly from the proper authorities of the colleges formerly attended.
 - B. An official Willamette University application for admission.
 - C. A transcript of high school work, sent directly from the high school.
 - D. The names of all colleges previously attended should be included in the application. Failure to do so may constitute cause for cancellation of the student's registration at Willamette.
2. In no case will a student be admitted who has been dropped from another college unless good standing at the former college has been regained.
3. A minimum grade average of "C" in all previous college work is required.

In most cases transfer students from accredited colleges will receive full credit for courses comparable to courses offered at Willamette University. Grades below a "C" will not transfer.

All documents for admission to the University are permanently filed and cannot be returned to the student.

Advanced Credit

The procedures outlined for transfer admission (see page 39) also apply to the granting of credit for work done at an approved institution during a summer term while a student is regularly enrolled at Willamette University.

Not more than two credits may be granted for correspondence courses and/or televised courses from an accredited college. A student may take correspondence work while regularly enrolled at Willamette only with the written approval of his/her advisor and the dean of the college concerned. The general rules for transfer credit apply equally to

correspondence work. A maximum of six credits toward the baccalaureate degree may be taken through extension, including correspondence and television.

After a student has earned a total of 15 credits (equivalent to 60 semester hours), work taken from a two-year college will not be accepted toward any degree.

Special and Part-Time Students

Some students who do not have the required units for graduation from accredited high schools may gain permission to take courses at Willamette, provided that the faculty believes they will benefit from the experience.

Students presenting evidence of graduation from high school upon the basis of the results of the General Educational Development tests (high school level) will be considered on the basis of their percentile ranks in these tests. Admission on this basis is subject to confirmation or rejection at the close of the first semester of attendance at Willamette University.

Any regularly enrolled student taking fewer than three credits is considered a part-time student, with the exception of the final semester of the senior year. During this last semester, any amount of work taken, provided it is sufficient to complete all requirements for the degree sought, entitles the student to regular status.

The admission of special and part-time students is governed by all scholastic as well as other regulations of the University. Part-time students may not represent the University in student activities.

Advance Payment

Acceptance of admission by the candidate is confirmed by an advance payment of \$100.00 which is required of each new student. This amount is payable by May 1 or within two weeks following notice of acceptance by Willamette University (whichever is later). The advance payment is applied on the tuition of the first semester and is not refundable. Since this payment validates a student's admission to the University, it is important that it be received according to the schedule indicated.

All students returning to the University as sophomores, juniors and seniors, must also meet the advance payment requirement each year.

Deposits are not required of special students, part-time students, and fifth year students. However, regular, full-time students have priority in registering for classes. (Please see Early Decision Plan section on page 38 and Housing section on page 34.)

Admission of Veterans

Applications for Veterans' Administration Educa-

ADMISSIONS (Cont.)

tion benefits may be obtained from either the Veterans' Administration Regional Office or the Willamette University Veterans' Secretary. Upon receipt of an application, the Veterans' Administration will issue eligible veterans a Certificate of Eligibility valid only at the institution named and only for the objective indicated. The prospective student should bring the Certificate of Eligibility to the Office of the Registrar at the time of initial registration.

It is advisable to apply for V.A. benefits as soon after admission to the University as possible. Further information regarding approved V.A. programs may be obtained directly from the University Veterans Secretary.

REGISTRATION

Students whose applications for admission have been accepted register on the dates designated in the catalog (see Calendar, page 62). A late registration fee of \$5 for the first day and \$1 for each class day thereafter is charged students who do not complete registration by 4:00 p.m. on the last regular registration day.

The normal program at Willamette University includes four credits per semester. Each credit is equivalent to four semester hours. A student may register for up to 4½ credits without extra charge. Students registering for more than 4½ credits must have the approval of his/her advisor.

A semester grade of "N" is given if a student withdraws for any reason, other than serious illness, from a course later than the time prescribed by the Academic Calendar unless the student has been granted advanced permission to withdraw by the Academic Status Committee.

A student is required to attend class until he/she is officially dropped. Special forms for withdrawal may be secured from the student's advisor. If a student fails to withdraw officially, his/her grade in any course which he/she discontinues becomes an "N".

The University reserves the right to discontinue any class for which the enrollment is insufficient.

Transcripts

One official transcript of record will be issued without charge by the Registrar. All requests must be confirmed in writing by the student. Subsequent requests require a fee of one dollar for each transcript unless more than one is ordered at a time, in which case a charge of fifty cents for each additional transcript ordered will be made.

ADMISSIONS (Cont.)

Academic Listeners Program

The Academic Listeners program opens certain classes to the public for a nominal fee on a non-credit basis. The objectives of the program are to offer educational benefits to the Academic Listener while diversifying student contact.

Academic Listeners will sign up for courses during the second school week of each semester in the Office of the Registrar. Prerequisite for attendance is approval of the instructor(s) of the course(s). Academic Listeners will attend classes solely for the personal knowledge gained; no credit of any type will be given by the University.

Program fees are as follows:

Fifteen dollars per course including laboratory-lecture courses where the Listener does not participate in the laboratory.

Twenty-five dollars per course for all laboratory courses.

Five dollars per course for one-quarter, one-half and one-credit classes for Senior Citizens over 65 years of age. Senior Citizens may participate in laboratory courses for a fee of \$15.

Academic Listeners are not permitted to register for individual-instruction courses.

TUITION AND EXPENSES

College of Liberal Arts

Willamette University is committed to a tuition policy which protects the quality of educational opportunities offered while maintaining tuition at the lowest possible level.

A flat tuition and a library use fee are charged to students taking from 3 to 4½ credits.

The following schedule of fees and charges applies to the 1977-78 school year.

1977-78 Costs

Tuition and Fees	\$3,045**
Room and Meals	1,438*
	<hr/>
	\$4,483
Books (estimated)	150
Personal Expenses (estimated average)	450
	<hr/>
TOTAL	\$5,083

*Double occupancy with maximum meal plan cost.

**Optional health and accident insurance and OSPIRG extra (\$66.00/year).

ADMISSIONS (Cont.)

ADMISSIONS (Cont.)

SEMESTER TUITION Regular Students

College of Liberal Arts

Student Body Membership \$ 20.00

(All undergraduate students taking more than 1½ credits are required to hold membership in the Associated Students of Willamette University. This membership entitles the student to attend all home athletic events and to participate in and enjoy the benefits of 22 student activities, covers class dues, social events, and subscriptions to the college paper and year-book.)

Library Fee

For all regular undergraduate students in the College of Liberal Arts \$ 10.00

Tuition

College of Liberal Arts, for regular students taking 3 to 4½ credits \$1,492.50

Special Music Fees

Music Majors, Full-time

One or two lessons, per lesson \$ 50.00
 Each lesson over two \$100.00
 Class Piano \$ 35.00

Non-Major, Full-time

One or two lessons, per lesson \$100.00
 Class Piano \$ 50.00
 Less than a full semester, per lesson \$ 8.00

Late Registration Fee

A fee of \$5 is charged for the first late day of registration plus \$1 for each additional school day during which the student fails to complete registration through the Business Office by 4:00 p.m. on the last official day of registration each semester.

Late Payment Fee

A fee of \$5 is added to the account of any student who fails to make deferred payments when due.

SEMESTER CHARGES Part-time Students

A part-time student is defined as any student in the College of Liberal Arts who is registered for fewer than 3 credits.

Tuition

For courses in the College of Liberal Arts (not including private lessons in applied music) the following fees apply:

One fourth (¼) credit	\$ 134.00
One half (½) credit	\$ 268.00
Three fourths (¾) credit	\$ 402.00
One (1) credit	\$ 536.00
One & one fourth (1¼) credit	\$ 670.00
One & one half (1½) credit	\$ 804.00
One & three fourths (1¾) credit—	
\$938.00 + \$22.00	\$ 960.00
Two (2) credits—\$1,072.00 + \$22.00	\$1,094.00
Two & one fourth (2¼) credits—	
\$1,206.00 + \$22.00	\$1,228.00
Two & one half (2½) credits—	
\$1,340.00 + \$22.00	\$1,362.00
Two & three fourths (2¾) credits—	
\$1,474.00 + \$22.00	\$1,496.00

ROOM AND MEAL CHARGES

Room and Board options permit selection of either 21 or 14 meals per week served throughout the school year except during Thanksgiving, Christmas and Spring Vacation. A schedule of meal service options and charges, based on double room occupancy, is as follows:

ROOM AND 21 MEALS PER WEEK

\$719.00 each semester
 (3 meals each day—7 days per week)

ROOM AND 14 MEALS PER WEEK

\$679.00 each semester

Single occupancy in the residence halls and fraternity units will result in a \$168.00 per semester additional rental charge.

Students housed in Greek living units and the Willamette International Study House will pay the 21-meal per week charge. Students housed in any of the other residential units on campus are required to choose one of the two meal options.

The University reserves the right to alter its schedule of fees and charges upon not less than six months notice.

All students contract for their rooms for the full academic year. Charges for room and meals are payable by the semester in advance, unless a deferred payment plan has been arranged in advance through the Business Office. No refund is allowed for meals missed. If a student withdraws from the University, he/she is responsible for the full room rent for the

ADMISSIONS (Cont.)

semester and for meals for the portion of the semester while in residence.

The University is not responsible for money, jewelry or other articles of value in students' rooms or on the campus during the academic year or during vacation periods. Possession of firearms by students is not permitted in dormitories, fraternity and sorority units, or on campus at any time. For additional information, consult detailed housing regulations published by the Office of Student Affairs.

PAYMENTS

Tuition and charges for room and meals are payable in full by registration day each semester and are paid to the Business Office. A student may not attend classes until his/her semester bills have been paid unless a deferred payment plan has been approved by the Business Office prior to registration. Students may not take examinations or be given a transcript of credits until all University accounts have been paid in full. A student who fails to make his/her deferred payments promptly may be barred from class attendance and will be assessed the \$5 late payment fee. All checks returned to the bank will be subject to a service charge of \$3 and may result in the termination of deferred payment privileges and University check-cashing privileges.

For the convenience of the full-time student and his/her parents, deferred payment plans are available as follows:

Plan A

This plan requires payment of approximately one-half of the total (or net) charges each semester by the last official registration day with the balance payable in three equal payments as follows:

FALL: October 1
November 1
December 1
SPRING: February 15
March 15
April 15

EXAMPLES: (*includes optional \$31.00 insurance premium).

1977 Fall Semester Cost

Students living on campus:	
21-meal option	\$2,289.50
14-meal option	\$2,249.50
Students living off campus	\$1,570.50

ADMISSIONS (Cont.)

Registration Payment**	Mon. Payments
\$1,149.50 (21 meals)	3 at \$380.00
\$1,124.50 (14 meals)	3 at \$375.00
\$ 790.50 (off campus)	3 at \$260.00

1978 Spring Semester Cost

	Total Cost*
Students living on campus:	
21-meal option	\$2,289.50
14-meal option	\$2,249.50
Students living off campus	\$1,570.50

Registration Payment**	Mon. Payments
\$1,149.50 (21 meals)	3 at \$380.00
\$1,124.50 (14 meals)	3 at \$375.00
\$ 790.50 (off campus)	3 at \$260.00

The advance deposit payment is credited against the registration payment for the Fall Semester. Payment of more than the required minimum at registration will reduce monthly payments. Books are not included in the above payment schedule.

Plan B

This payment plan spreads the cost of the college year evenly throughout the calendar year. It is an 11-month plan with the payments due on the 1st of June and each successive month through April 1 of the following year.

The advance payment is credited against the first payment. Equal monthly payments are maintained after the initial payments.

EXAMPLES:

	Total Cost for 1977-78*
Students living on campus	\$4,579.00
(assuming 21-meal option)	

Payment Schedule

June 1 payment	\$ 429.00**
10 mos. at \$415.00	\$4,150.00
Total payments	\$4,579.00

Students living off campus	\$3,141.00
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Payment Schedule

June 1 payment	\$ 291.00**
10 mos. at \$285.00	\$2,850.00
Total payments	\$3,141.00

Scholarships, music lessons, extra courses, etc., will affect schedules, with payments decreased or increased accordingly. Special schedules will be prepared as required. Books are not included in the above payment schedule.

Scholarships or other forms of aid may not be used in lieu of the initial payment required in Plan A. Scholarships and other forms of aid will, however, be deducted (one-half of the total award each semester) in determining payments.

ADMISSIONS (Cont.)

*Total Cost includes \$15.00 per semester service charge for contract and \$31.00 per semester for Health Insurance.

**The \$100.00 advance payment will be applied to the Fall Semester registration payment.

REFUNDS

Students who are forced to leave the University by reason of enforced governmental service (draft or recall), death in the family, or for medical reasons as certified by the University Physician may elect to take credit for the amount of the tuition paid, less \$30 for registration and any financial aid received. This credit will be applied on the tuition assessed for the next subsequent semester during which the same student is registered in the University. A credit refund must be used within five years. No refund will be made for absence from music lessons; but in case of unavoidable absence, the work may be made up by appointment before the close of the semester. A student who must leave the University for governmental service or terminal illness may elect a cash refund of the amount of the tuition paid less \$30 for registration and any financial aid received.

If a student voluntarily drops from a full-time status (3 or more credits per semester) to a part-time status (1½ or more credits), his/her financial aid will not be cancelled for the current semester. In order to be eligible for financial aid in any subsequent semester, the student must register full-time. (For details regarding qualifications to obtain or continue student financial aid, please refer to page 44.)

A student who withdraws during a given semester will have the balance of his/her financial aid award cancelled. In case of withdrawal, a regular student carrying work in applied music will be charged for the lessons prior to withdrawal at the rate of \$8.00 per lesson. The balance of the charge is then subject to refund.

Cash refunds in cases of voluntary withdrawal from a course or from the University as described above will be allowed on tuition and student body membership, on the basis of the following schedule:

- Withdrawals within the first two weeks of the semester—80% of assessed charges.
- Withdrawals during the third, fourth or fifth week of the semester—60% of assessed charges.
- Withdrawals during the sixth, seventh, or eight week of the semester—40% of assessed charges.
- Withdrawals after eight weeks—no cash refund.

ADMISSIONS (Cont.)

Students suspended from the University during the course of a semester, and who receive no credit for their work in that semester, may take a credit for the amount of the tuition paid less \$30 for registration and any financial aid received. This credit will be applied on the tuition assessed for the first subsequent semester in which the student is again permitted to register in the University. If the student elects not to return to the campus when eligible to do so, the credit is forfeited. If a student holds a scholarship or grant-in-aid during the semester in which suspended, the balance of the scholarship or grant-in-aid is cancelled and the student may take no credit for future use based upon such scholarship or grant-in-aid.

A student who is dropped from the University, or is suspended or is forced to withdraw for medical reasons receives no refund or credit for room rent. The student may, however, receive a refund or credit for any unused portion of prepayments on board.

FINANCIAL AID

Willamette University and most West Coast colleges and universities have adopted a mutual policy concerning the awarding of scholarships and other types of financial assistance. These institutions agree that scholarship awards should be made only to students in need of financial assistance to continue their education. For this reason public notice of awards is minimized and in no case is the amount of the stipend announced.

Scholarship Recognition

Entering freshmen of particular distinction are awarded Honors at Entrance by Willamette University. Criteria used in placing these awards include scholarship, activities and citizenship, and other indications of probable success in college. Honors at Entrance are awarded without regard to financial need and carry no monetary grant. No special application is required to receive Honors at Entrance.

Qualifications for Financial Aid

Financial aid may be available to incoming freshmen and to students with advanced standing who are enrolled at Willamette University. Awards are made on the basis of financial need of the individual with due consideration given to academic achievement and citizenship. To determine need, each applicant is required to have on file in the Office of Student Financial Aid a copy of the Financial Aid Form (FAF). Financial aid is awarded annually for the academic

ADMISSIONS (Cont.)

year September to June. This aid is renewed on the basis of personal and academic record and need. The student must file the appropriate application, obtainable from the Office of Student Financial Aid, for each year in which assistance is desired. The amount of each student's financial aid will be reviewed annually and will be adjusted in relation to changing financial or academic status and to the availability of financial aid funds.

Each student receiving financial assistance is required to make normal progress towards graduation as determined by the Academic Status Task Group in order to maintain eligibility for aid. A student who has been awarded financial assistance during a given semester who fails to complete a full academic load (3 or more credits) for that semester must petition to the financial aid committee through the Office of Student Financial Aid for consideration for subsequent semesters. A student who is on probation at the end of a semester must petition the Financial Aid Committee to be considered for assistance for the subsequent semester.

The University reserves the right to require that some portion of the financial assistance awarded by the University be taken as loans and/or work.

A student who accepts financial assistance cannot use any portion of this award to meet the required advance deposit and breakage fees. Failure to meet the deadline for these advance payments may cause any University award to be withdrawn.

How to Make Application

1. Incoming students must complete the admission application to Willamette University including the Student Financial Aid Request Form.
2. The Financial Aid Form (FAF) of the College Scholarship Service may be obtained from the high school guidance office or from Willamette University. This statement should be mailed directly to the College Scholarship Service.

To be considered for financial assistance, the prospective student must complete these forms and mail them by February 1. Students already enrolled should make application directly to the Office of Student Financial Aid by February 1. Announcement of awards for incoming students will be made prior to April 15. Returning students will be notified shortly after April 15.

ADMISSIONS (Cont.)

TYPES OF AID

Scholarships

Incoming students who have superior academic records and who show financial need may be awarded Honor Scholarships. Returning students, to be eligible for any scholarship, must show financial need and have maintained a minimum 3.00 GPA.

Several of these scholarships have been established as memorial scholarships and sponsors have in some cases stipulated special provisions. Interested students should address their inquiries to the Office of Student Financial Aid regarding the specific provisions for these name scholarships.

Grants-in-Aid

Both incoming and returning students who are not awarded scholarships and have academic promise may be considered for grants-in-aid if they give evidence of financial need.

Supplemental Educational Opportunity Grants

The federal government has made available Supplemental Educational Opportunity Grants which are restricted to students who are in "exceptional financial need." Willamette University participates in this program and invites further inquiry regarding these grants.

Basic Opportunity Grants

The federal government will make available a number of these grants during the 1977-78 academic year. Specific guidelines regarding the application process are available at the high school. For further information contact the Office of Student Financial Aid.

Student Loan Funds

Because of the gifts of many friends and foundations, Willamette University has substantial funds available for student loans. Several of these funds have been made available to honor various individuals and in some instances carry restrictions as to eligibility. All students interested in borrowing from these resources are urged to contact the Office of Student Financial Aid to determine their specific eligibility. University loans were established to meet emergency needs over a short period of time and repayment is usually expected within six months.

Willamette University participates in the National Direct Student Loan program, the United Student Aid Fund, the Oregon Guaranteed Loan program, the Federally Insured Student Loan program, and the United Methodist Student Loan Fund. Determination

ADMISSIONS (Cont.)

of need for all loans will be based on the same application for financial aid as required by applicants for scholarships and grants-in-aid.

Student Employment

On-campus employment is awarded on the basis of financial need and ability to do the job. Students interested in campus work should contact the Career Education Office for further information. Any student interested in working with food service should contact the Saga office.

Prizes and Awards

Through the generosity of various groups and friends, Willamette offers a number of prizes and awards for achievement in the different fields of college endeavor. These prizes recognize scholarship as well as leadership and character, and are awarded without regard to financial need.

SCHOLARSHIPS/LOAN FUNDS

A variety of scholarships, loans, prizes and awards is available to provide financial assistance to Willamette students. In many cases, donors provide for these scholarships and loans in memory of specific individuals for their outstanding contributions to the University, to higher education, and to society.

Scholarships

Vera M. Armstrong
Myrtle L. Atkinson
Thomas E. Autzen
Edgar F. Averill
Eliza Baker & Lavina Wheeler
Bruce R. Baxter
Bishop Bruce R. Baxter
Mr. and Mrs. Howard C. Belton
Lelia S. Bortzmeyer
Julius J. and Joanna Brauer
Russell M. Brooks
Cardinal Round Table
Ellen J. Chamberlain & Julia L. Schultz
Beuford S. Cole
Mary L. Collins (undergraduate and graduate)
William D. and Phina Collins
Commercial Bank of Salem
Edwin and June Woldt Cone
Catherine A. Covert (music)
Max F. and Susan E. deSully
Mary A. and Martin Dietz
Margaret Klund Earnheart
Mabel H. Fraer

ADMISSIONS (Cont.)

Grace Collins Goudy
George H. Grabenhorst
Louise Findley Heintz
Joseph Holman
Oregon Children's Aid Society
Freshman Honor
Jackson Foundation
Elizabeth Hovelburg Jaqua and Leonard D. Jaqua
Richard E. Kerr
M. Evelyn Lawrence
W. C. and M. E. W. Lawrence
Julia B. Lear
Charles H. Leavitt
Robert H. Lillig
R. Ivan Lovell (history)
Charles E. McCulloch
James Newton McCurdy
Ferne and Brooks Moore
Charles and Valona Moser
Mu Phi Epsilon
Morton E. and Jessie G. Peck
James H. Polhemus
Presser Foundation
Charlotte and D. Russell Rarey
Reynolds Trust Fund of Centenary-Wilbur
Methodist Church
Ernest C. and Myrta A. Richards
Nellie Lavina Roberts
Charles A. Robertson
Salem Breakfast Club
Salem Rotary Club
Wilson Henry Scott
Shell Assists
G. Herbert Smith
Ray L. Smith
M. Emma Stannus
Charles Leonard Starr
Sarah Hunt Steeves
Michal Ann Thomas
Vernon Victor and Augusta M. Thompson
Town and Gown
Max D. and Rose E. Tucker
United Methodist Church
Alma Rhorer Vinson
Florian Von Eschen
Glen C. Wade
Helena Willett Wallace
Nancy Black Wallace
William Wallace Youngson

Loan Funds

American Association of University Women
Ruth Bastuscheck
George William Bleile
R. A. Booth
Ruth J. Boylen

ADMISSIONS (Cont.)

Class of 1919
College of Law
Sol Stern
Edward G. and Ida M. Crawford
Bing Crosby
Olive M. Dahl
Herbert L. Deal
Carol Emerson Dversdal
Clara Eness
Faculty
Federally Insured Student Loan
Frank G. and Viola Price Franklin
Louise J. Gates
Ross George Gladden
David S. McClellan
Methodist Men
Dix Vinson Moser
Joy Turner Moses
National Direct Student Loan
Gussie A. Niles
George Allen Odgers
Oregon Guaranteed Student Loan
Annie Roberts
"Abby" Rogers
Salem Civic Players
Walter P. Schuck
M. Josephine Shanks
United Methodist Church
United Student Aid
"Chuck" Todd

Prizes

Joseph H. Albert
J. H. Booth
Mark O. Hatfield
Dorothy Ann Perkins
Colonel Percy Willis
Paul H. Doney
Rex A. Turner

Awards

Alpha Chi Omega
Alpha Lambda Delta (Senior)
Annie M. Barrett
Central Willamette Valley
Association of Phi Beta Kappa
Mrs. Walter A. Denton
T. C. Jory
Chester F. Luther
Dr. Helen Pearce
Pemberton Family
Daniel H. Schulze
Wall Street Journal

FACULTY & ADMINISTRATION



FACULTY & ADMINISTRATION FACULTY & ADMIN. (Cont.)

College of Law
College of Liberal Arts
Graduate School of Administration

Emeritus (Retired)

Stanley Butler, 1950

Professor Emeritus of Music

Alida Gale Currey, 1926

Professor Emeritus of Physical Education, 1966

Ralph Dobbs, 1943

Associate Professor Emeritus of Piano, 1970.

Melvin H. Geist, 1939

Professor of Music and Dean of the College of Music, Emeritus, 1964.

Robert D. Gregg, 1948

Professor of History and Dean of the College of Liberal Arts, Emeritus, 1966.

Lyle C. Grimes, 1964

Assistant Professor of Economics, 1973.

Norman A. Huffman, 1946

Professor Emeritus of Religion, 1974.

Lois E. Latimer, 1924

Professor Emeritus of Home Economics, 1959.

Roy M. Lockenour, 1928

Professor Emeritus of Law, 1954.

R. Ivan Lovell, 1937

Professor Emeritus of History, 1966.

Chester F. Luther, 1936

Professor Emeritus of Mathematics, 1972.

Marion Morange, 1931

Professor Emeritus of Romance Language, 1970.

Cecil R. Monk, 1927

Professor Emeritus of Biology, 1968.

Helen Pearce, 1920

Professor Emeritus of English, 1955.

Richard P. Petrie, 1954

Financial Vice President, Emeritus, 1970.

John A. Rademaker, 1947

Professor Emeritus of Sociology and Anthropology, 1970.

Seward Reese, 1946

Professor Emeritus of Law/Dean, College of Law, 1968.

Murco Ringnalda, 1940

Professor Emeritus of English, 1970.

Daniel H. Schulze, 1930

Professor Emeritus of German, 1965.

George Herbert Smith, 1942

President Emeritus of the University, 1970.

Lestle J. Sparks, 1925

Professor Emeritus of Physical Education, 1962.

Paul G. Trueblood, 1955

Professor Emeritus of English, 1971.

Marija Udris, 1958

Assoc. Professor Emeritus of German & Russian, 1970.

Active-Full Time

Elliott M. Abramson, 1973

A.B., Columbia College; L.L.B., Harvard Law School
Professor of Law.

Wynn A. Abranovic, 1977

Visiting Research Professor, GSA.

Henrietta L. Althoff, 1948

R.N., University of Minnesota.

Director of Nursing Services (On Leave, Fall, 1977).

Virginia L. Anderson, 1968

B.A., University of Puget Sound; M.L., University of Washington.

Director, Technical Services, University Library,
Assistant Professor, 1972.

Stephen Archer, 1973

B.A., M.A., Ph.D., University of Minnesota.

Professor of Finance.

Courtney Arthur, 1958

B.A., J.D., University of Illinois.

Professor of Law, 1962; Associate Law Dean, 1977.

Henry J. Bailey, 1965

B.A., Pennsylvania State University, L.L.B., Yale
Law School.

Professor of Law, 1969.

Amy Barlowe, 1976

B.M., M.M., Juillard School of Music.

Assistant Professor of Violin.

Bernard F. Batto, 1975

B.A., Mary Knoll College; Ph.D., Johns Hopkins
University.

Assistant Professor of Religion.

C. Russell Beaton, 1971

B.A., Willamette University; M.A., Ph.D., Claremont
University.

Professor of Economics, 1976.

Lloyd Beckner, 1977

B.S., Portland State University.

Director of Campus Security.

William G. Berberet, 1976

B.A., Carroll College; M.A., University of Nebraska;
Ph.D., University of Nebraska.

Dean, College of Liberal Arts; Professor of History.

Thomas S. Berczynski, 1970

A.B., Knox College; M.A., Indiana University;

Ph.D., Indiana University.

Assistant Professor of Russian.

Adele Louise Birnbaum, 1963

B.A., University of Illinois; M.A., Brun Mawr College.

Assistant Professor of English, 1969 (On Leave,
Fall, 1977).

James B. Bjorkquist, 1968

B.A., Gustavus Adolphus; M.A., University of Iowa;

M.A., University of Colorado.

Associate Professor of Sociology, 1976.

FACULTY & ADMIN. (Cont.)

Bea Blake, 1960

Grand Island Business College.
Assistant Director, Financial Aid, 1975.

Virginia E. Bothun, 1968

B.A., University of Washington; M.A., Stanford University.
Assistant Professor of English, 1974.

K. James Boutin, 1967

B.A., Lewis & Clark College; M.S., University of Southern California.
Assistant Professor in Physical Education and Basketball Coach, 1971.

Gerard Bowers, 1971

B.A., City College New York; M.A., Ph.D., Harvard University.
Associate Professor of English, 1974.

Charles J. Bowles, 1965

B.A., M.S., University of Portland; Ph.D., University of Oregon
Director of Athletics, Professor of Physical Education and Track and Cross Country Coach, 1973.

Wilbur S. Braden, 1970

B.A., M.A., Washington State University; M. Litt., Trinity College, Dublin; Ph.D., University of Virginia.
Associate Professor of English, 1974; (Sabbatical, Spring, 1978).

Donald R. Breakey, 1954

On the Albert Seaquist Foundation; B.S., Willamette University; M.S., Michigan State University; Ph.D., University of California at Berkeley.
Professor of Biology, 1967.

Maurice W. Brennen, 1940

B.S., M.M., Northwestern University.
Associate Professor of Music, 1949.

Richard F. Breen, Jr., 1976

A.B., Dartmouth; LL.B., University of Maine Law School; M.L.S., University of Oregon.
Law Librarian; Associate Professor of Law.

James P. Brik, 1973

B.A., M.P.E., Idaho State University.
Assistant Professor of Physical Education and Aquatics Director, 1977.

Elizabeth Brockman, 1976

B.S., M.S., Oregon College of Education.
Director, Media Center.

Claudia Elizabeth Burton, 1971

B.A., Oberlin College; M.A.T., John Hopkins University; J.D., University of California at Los Angeles.
Professor of Law, 1977.

Edwin W. Butler, 1949

B.A., M.A., Louisiana University; L.L.B., University of Colorado.
Professor of Law, 1956.

FACULTY & ADMIN. (Cont.)

Jerry S. Canning, 1963

B.A., Ph.D., University of Maryland.
Professor of Philosophy, 1977 (Sabbatical, Spring, 1978).

Frances H. Chapple, 1966

B.Sc., Ph.D., University of Bristol, England.
Associate Professor of Chemistry, 1971.

G. Marc Choate, 1974

B.A., M.B.A., Ph.D., University of Washington.
Associate Professor of Finance and Business Economics.

James Cook, 1970

B.A., Whitman College; M.S., Lee Juillard School; D.M.A., University of Southern California.
Associate Professor of Piano and Music Theory, 1973 (Sabbatical, Fall, 1977).

Richard Wright Cowger, 1969

B. Mus. Ed., Oberlin College; M. Ed., Willamette University; D. Ed., University of Oregon.
Professor of Education, 1973; Director of Learning Resources, 1971.

Charles H. Derthick, 1948

B.A., Mt. Union College; M.A., Ohio State University; Ed.D., Oregon State University.
Professor of Psychology, 1956.

William J. Devery, 1970

B.S., M.S., Ph.D., University of Washington.
Associate Professor of Psychology.

D. Jay Doubleday, 1976

B.A., Ph.D., University of California.
Professor of Administration; Dean, Graduate School of Administration.

Donna D. Douglass, 1976

B.M., University of Pacific.
Assistant Professor of Music; Director, Music Therapy Program.

Paule G. Drayton, 1960

B.A., Willamette University; M.A., University of Oregon; D.M.L., Middlebury College.
Associate Professor of French, 1971.

Paul M. Duell, 1957

B.A., M.S., Fort Hayes Kansas State College; Ph.D., Kansas State University.
Professor of Chemistry, 1961.

J. Michael Dunlap, 1975

B.S., George Fox College; M.A.T., Lewis & Clark College; M.S., University of Oregon; Ph.D., University of Oregon.
Assistant Professor of Computer Science, 1975.

William E. Duvall, 1971

B.A., Whitworth College; M.A., University of Pennsylvania; Ph.D., University of California at Santa Barbara.
Associate Professor of History, 1977.

FACULTY & ADMIN. (Cont.)

Ord Elliott, 1975

A.B., Princeton University; Ph.D., Purdue University.
Assistant Professor of Administration.

Daryl J. Evans, 1974

B.S., Sacramento State University; M.B.A., University of San Francisco.
Business Manager.

Walter Farrier, 1967

B.A., Yale University; B.M., M.M., University of Southern California.
Associate Professor of Music and Director of Choral Activities.

Traci Fritz, 1976

B.A., Willamette University.
Admissions Counselor.

Bruce L. Gates, 1974

B.S.E., Princeton University; Ph.D., Graduate School of Public and International Affairs, University of Pittsburgh.
Associate Professor of Quantitative Methods and Public Administration.

Christine Gentzkow, 1966

University of Hamburg; B.A., Willamette University; M.A., Portland State University.
Assistant Professor of German, 1977.

Walter Gerson, 1973

B.A., University of Montana; M.A., University of Montana; Ph.D., University of Washington.
Professor of Sociology.

Mary Edith Gilbertson, 1975

B.A., Northwestern University; M.L.S., University of Oregon.
Acquisitions Librarian, Law.

Shelley Giles, 1975

B.A., San Francisco State University.
Director of the Computer Center.

Richard M. Gillis, 1956

B.B.A., Tulane University; M.B.A., University of Pennsylvania; D.B.A., University of Oregon.
Professor of Economics, 1963.

D.Scott Glasser, 1975

B.A., New York State College; M.F.A., Cornell University.
Assistant Professor of Theatre, 1977.

Francoise A. Goeury-Richardson, 1966

B.A., Willamette University; License es Lettres, University of Nancy, France.
Assistant Professor of French, 1970.

David E. Goodney, 1977

B.A., Austin College; Ph.D., University of Hawaii.
Assistant Professor of Chemistry.

Kathy T. Graham, 1977

A.B., University of California at Berkeley; J.D., University of California at Davis.
Assistant Professor of Law.

FACULTY & ADMIN. (Cont.)

R. Lance Haddon, 1976

B.A., M.A., Michigan State University.
Dean of Students; Director of University Residences.

Jack H. Hafferkamp, 1961

B.S., Baldwin-Wallace College; M.S., Bradley University.
Associate Professor of Mathematics.

Linda Haines, 1977

B.A., M.L.S., University of Oregon.
Reference Librarian.

Carl A. Hall, 1948

Studied under Carlos Lopez; Artist Grant, 1949, American Academy of Arts and Letters, New York City.

Associate Professor of Art, 1977.

Elysabeth Hall, 1976

B.A., Humboldt State University; M.L.S., University of Oregon.
Cataloger, Law Library.

Richard Samuel Hall, Jr., 1972

B.A., Albion College; M.S., Ph.D., University of Illinois.
Associate Professor of Mathematics.

James A. Hand, 1964

B.A., University of Alabama; M. Div., Union Theological Seminary, New York; Ph.D., Vanderbilt University.

Professor of Religion, 1974.

Philip S. Hanni, 1973

A.B., University of Kansas; B.D., Kenyon College; S.T.M., Yale University; D. Rel., Chicago Theological Seminary.

Assistant Professor of Religion; Chaplain.

James S. Hanson, 1976

B.A., Yale University; A.M., Ph.D., Stanford University.

Associate Professor of Economics.

Milo C. Harris, 1970

B.A., Whitman College; M.S., California State University, San Jose.

Vice President, Planning and Finance.

Scott D. Hawke, 1971

B.S., San Diego State College; M.S., University of British Columbia; Ph.D., University of California at Riverside.

Associate Professor of Biology, 1976.

Robert H. Hess, 1972

B.F.A., Indiana University; M.F.A., University of Notre Dame.

Associate Professor of Art, 1976.

Tom Hibbard, 1973

B.A., Pomona College; Ph.D., Claremont Graduate School.

Associate Professor of Economics.

FACULTY & ADMIN. (Cont.)

Frances A. Howard, 1970

B.S., Lewis & Clark College; M.S., Creighton University.

Associate Professor of Physical Education; Director of Women's Athletics, 1973.

Sally Howell, 1972

B. Ed., Eastern Washington State College.

Director, Putnam University Center, 1977.

Norman J. Hudak, 1961

B.A., DePauw University; Ph.D., Cornell University.

Professor of Chemistry, 1965.

Teresa K. Hudkins, 1969

B.M. Ed., Willamette University.

Assistant Director of Admissions, 1977.

Roger P. Hull, 1970

B.A., Whitman College; M.A., Ph.D., Northwestern.

Associate Professor of Art, 1976.

Milton D. Hunnex, 1958

A.A., San Bernadino Valley College; B.A., M.A.,

University of Redlands; Ph.D., Intercollegiate Program in Graduate Studies, Claremont, California.

Professor of Philosophy, 1961.

Richard Iltis, 1972

B.S., South Dakota School of Mines; Ph.D., University of Oregon.

Associate Professor of Mathematics.

Carol J. Ireson, 1977

B.A., Stanford University; Ph.D., Cornell University.

Assistant Professor of Sociology.

W. Randall Ireson, 1977

B.A., Stanford University; M.S., Ph.D., Cornell University.

Assistant Professor of Sociology.

Dallas W. Isom, 1968

B.A., University of Utah; J.D., U. of Utah Law School.

Professor of Law, 1974.

Mary Ann Johns, 1976

B.A., Western Illinois University; M.A., University of Illinois; M.F.A., Indiana University.

Assistant Professor of Art.

Noel F. Kaestner, 1954

B.S., M.S., Ph.D., University of Wisconsin.

Professor of Psychology, 1965.

Clarence A. Kraft, 1950

B.A., M.A., University of Oregon.

Associate Professor of Spanish, 1958.

Martin Lansberg, 1976

A.B., University of California, Santa Cruz; M.A., Ph.D.,

University of Wisconsin, Milwaukee.

Visiting Assistant Professor of Economics.

Larry D. Large, 1972

B.S., Portland State University; M.A., Ph.D., University of Oregon.

Vice President of Administration, 1977.

FACULTY & ADMIN. (Cont.)

Tommy Lee, 1972

B.A., M. Ed., Willamette University.

Assistant Professor in Physical Education and Football Coach, 1975.

Susan M. Leeson, 1970

B.A., Willamette University; M.A., A.B.D., Claremont Graduate School.

Associate Professor of Political Science, 1976.

Jack Leonard, 1960

B.A., George Washington University; M.A., Stanford University.

Associate Professor of Economics, 1973.

Robert P. Lisensky, 1973

B.A., West Virginia Wesleyan; S.T.B., Boston

University School of Theology; Ph.D., Boston University.

President.

Earl K. Littrell, 1976

B.S., M.B.A., Ph.D., University of Oregon.

Associate Professor of Accounting and Information Sciences.

Carol Long, 1972

B.A., Pomona College; M.A., Ph.D., Northwestern University.

Assistant Professor of English, 1973.

Richard D. Lord, 1964

A.B., M.A., Ph.L., St. Louis University.

Associate Professor of English, 1970.

Jacqueline P. Loville, 1974

B.A., University of California at Los Angeles;

M.S., University of California at Davis.

Assistant Dean for Career/Minority Counseling.

Robert H. Lucas, 1973

B.A., University of Oregon; M.A., Ph.D., Columbia University.

Associate Professor of History.

James R. Lyles, Jr., 1956

On the Charles Sequist Foundation; A.B., Wofford College; A.M., University of South Carolina, Ed. D.,

Duke University.

Professor of Education.

Harry S. Manley, 1971

A.B., Westminster College; L.L.B., University of Pittsburgh School of Law; Ph.D., Duke University;

L.L.D., Westminster College.

Vice President for Development, 1974.

Francis Kent Markus, 1962

B.B.A., M.A., University of Minnesota.

Associate Professor of History, 1973.

Loren K. McBride, 1971

B.S., University of Idaho; M.A., University of

Montana; Ph.D., University of Missouri.

Associate Professor of Psychology, 1977.

FACULTY & ADMIN. (Cont.)

George S. McCowen, 1967

A.B., University of the South; M.A., L.L.A., Ph.D., Emory University.

Professor of History, 1972.

Bruce M. McIntosh, 1969

B.M., Oberlin College; M.M., University of Texas.

Assistant Professor of Music, 1973.

Janice C. McMillin, 1969

Boise State University

Assistant Director of Information Services, 1972.

Franklin D. Meyer, 1967

B.A., M.A., Michigan State University.

Director of Admissions, 1969.

Daniel G. Montague, 1969

B.S., Oregon State University; M.S., University of Washington; Ph.D., University of Southern California.

Associate Professor of Physics, 1973.

John J. Mylan, 1970

B.S., Fordham University; J.D., Stanford School of Law; L.L.M., New York University School of Law.

Professor of Law, 1975.

Raymond Naas, 1972

B.A., Central Washington State College.

Manager, University Bookstore.

James A. R. Nafziger, 1976

B.A., University of Wisconsin; J.D., Harvard Law School.

Associate Professor of Law, 1977.

Timothy J. Nissen, 1977

B.A., Claremont Men's College; M.A., Claremont Graduate School.

Director of Admissions and Placement, Graduate School of Administration.

Wren Nealy, 1975

B.S., M.D., Louisiana State University.

Director, University Health Service.

Kenneth S. Nolley, 1967

B.A., Westmont College; M.A., University of Virginia.

Associate Professor of English, 1976.

Theodore Y. Ozawa, 1972

B.A., B.Ed., M.Ed., University of Hawaii; M.S., Oregon State University.

Assistant Professor of Education.

Douglas L. Paterson, 1975

B.A., Yankton College; M.A., Cornell University;

Ph.D., Cornell University.

Assistant Professor of Theatre.

Arthur D. Payton, 1962

B.S., Illinois Institute of Technology; M.S., Ph.D., Yale University.

Research Professor of Chemistry, 1976.

Robert E. Peffers, 1972

B.S., Manchester College; M.A., Miami University;

Ph.D., University of London.

Associate Professor of Theatre, 1975.

FACULTY & ADMIN. (Cont.)

Joan Peterson, 1977

B.A., Ohio State University; M.C., Arizona State University.

Assistant Dean of Students/Assistant Director of University Residences.

Vern Petrick, 1974

B.S., Southern Oregon College; M.S.T., Portland State University.

Wrestling Coach; Assistant Professor of Physical Education, 1977.

Stephen K. Prothero, 1963

B.S., M.A., Oregon State University.

Associate Professor of Mathematics, 1974.

Robert L. Purbrick, 1947

On the P. W. Severson Foundation; B.A., Willamette University; M.A., Ph.D., University of Wisconsin.

Professor of Physics, 1955.

Robert M. Putnam, 1953

B.A., Cornell College; M.A., University of Wisconsin.

Coordinator of University Scheduling; Manager of Smith Auditorium, 1975.

Patrick A. Randolph, Jr., 1975

B.A., Yale University; J.D., University of California at Berkeley.

Assistant Professor of Law.

Mary Anne Rees, 1977

B.M., M.M., Indiana University.

Assistant Professor of Music.

Dean M. Richardson, 1974

A.B., University of Rochester; J.D., Syracuse

University College of Law.

Associate Professor of Law, 1976.

Harry E. Rorman, 1969

B.A., M.A.T., Oregon College of Education.

Associate Professor of Earth Science, 1976.

Howard W. Runkel, 1950

B.A., University of Wisconsin; M.A., Bucknell

University; Ph.D., Stanford University.

Professor of Speech, 1953.

Ross R. Runkel, 1969

B.S., J.D., University of Washington.

Professor of Law, 1974.

Richard K. Schwartz, 1971

B.A., William Jewell College; Ed.M., Ed.D., University of Illinois.

Director, University Counseling Center.

Theodore L. Shay, 1956

B.S., M.A., Ph.D., Northwestern University.

Professor of Political Science, 1961.

John B. Simmons, 1972

A.B., Stanford University.

Associate Director of Development; Director of Alumni Relations; Director of Church Relations; Director of Annual Funds.

FACULTY & ADMIN. (Cont.)

Kenneth Smith, 1963

B.S., M.A., University of California; Ph.D., University of California at Los Angeles.

Professor of Political Science, 1974.

Carlton James Snow, 1971

B.A., Taylor University; B.D., Fuller Theological Seminary; M.A., J.D., University of Wisconsin.

Professor of Law and Dean of Law School, 1977.

Ralph J. Spendal, Jr., 1976

B.A., M.A., Ph.D., University of Oregon.

Adjunct Professor of English.

Martha E. Springer, 1947

B.A., M.A., Stanford University; Ph.D., University of Michigan.

Professor of Biology, 1953.

Maurice B. Stewart, 1958

B.Sc., M.Sc., University of Alberta.

Professor of Physics, 1977.

Richard H. Stewart, 1970

B.S., Lebanon Valley College; M.M.Ed., University of Oregon.

Associate Professor of Music Education, 1975.

Edwin J. Stillings, 1959

B.A., Hiram College; M.A., Ph.D., University of Chicago.

Professor of Political Science and Public Administration.

Patricia A. Stockton, 1975

B.A., American University; M.L.S., Catholic University of America.

University Librarian.

Robert L. Stoyles, Jr., 1962

B.A., J.D., State University of Iowa.

Professor of Law, 1966.

Jack P. Stuhl, A.I.A., 1975

B.S., Oregon State University and Lewis & Clark College.

Director of Plant.

James M. Sumner, 1974

B.A., Pacific University; M.Ed., Springfield College.

Associate Director of Admissions.

Richard A. Sutliff, 1967

B.A., Dartmouth College; M.A., Indiana University.

Assistant Professor of English, 1970 (On Leave, Fall and Spring, 1977-78).

Thomas B. Talbott, 1972

B.S., Portland State University; S.T.B., Fuller Theological Seminary; M.A., Ph.D., University of California at Santa Barbara.

Assistant Professor of Philosophy, 1975.

Grant O. Thorsett, 1967

B.S., Washington State University; M.S., Ph.D., Yale University.

Associate Professor of Biology, 1972.

FACULTY & ADMIN. (Cont.)

William Trenbeath, 1973

B.A., Whitworth College; M.S., University of North Dakota; Ph.D. candidate, Oregon State University.

Assistant Professor of Physical Education, Head Baseball Coach, Assistant Football Coach.

Donald H. Turner, 1971

B.S., Lewis & Clark College; L.L.B., Willamette University.

Professor of Law, 1974.

Marta Velez, 1971

Degrees from Escuela Normal para Maestros, University of Oriente.

Assistant Professor in Spanish, 1976.

Julio Viamonte, 1967

B.S., M.A., University of LaPlata (Argentina).

Associate Professor of Music and Director of Opera Theatre.

Sandra L. Weronko, 1976

B.A., Lewis and Clark; M.L.S., Rutgers University.

Reference Librarian.

J. Jean Williams, 1953

B.A., M.A., Willamette University.

Assistant Professor of Physical Education, 1967;

Director of Women's Intramurals, 1973.

James S. Woodland, 1972

B.A., M.Ed., Oregon State University.

Director of Financial Aid and Registrar, 1976.

Robert C. Woodle, 1964

B.A., Willamette University.

Director of Information Services, 1972.

Ralph H. Wright, 1971

B.A., University of Notre Dame; M.A., DePaul University.

Assistant to the President for University Relations, 1972.

Richard A. Yocom, 1955

B.A., Willamette University; M.A., University of New Mexico.

Assistant to the President/Dean of Administration, 1975 (On Leave, Fall, 1977).

Jeannie Zumwalt, 1975

B.S., Oregon College of Education.

Instructor of Physical Education.

FACULTY & ADMIN. (Cont.)

Active-Part Time

Duane Ackerson, 1976

Instructor in English

Richard E. AuFranc, 1977

B.S., Oregon State University; J.D., Willamette University.

Adjunct Professor, Graduate School of Administration

Kendall M. Barnes, 1974

B.A., American University; J.D., New York University.

Adjunct Professor, Graduate School of Administration.

Gaylon Bledsoe, 1977

Instructor in Music.

Thomas B. Brand, 1964

B.A., Stanford University; L.L.B., University of Oregon College of Law.

Lecturer in Economics (Business Law).

Joan Brown, 1977

B.S., M.S., Juillard School of Music.

Instructor in Music.

Charles Burt, 1974

B.A., J.D., Willamette University.

Adjunct Professor of Law.

Dean Comley, 1976

Instructor in Music.

Jan E. Cordell, 1977

Instructor in Biology (Fall, 1977).

David S. Crane, 1972

B.M., Willamette University.

Instructor in Horn.

Ross Dealy, 1977

B.A., Southern Methodist University; M.A., University of Washington; Ph.D., Indiana University (Bloomington).

Instructor in History.

John Doan, 1977

Instructor in Music.

Sandra Doerksen, 1977

B.A., Willamette University; M.A., Middlebury College.

Instructor in French.

George Dyer, 1973

B.A., Willamette University.

Instructor in Education.

John Erickson, 1975

Instructor in Education.

Sheldon Feldner, 1977

Atkinson Visiting Artist in Theatre.

Marvin A. Feuerberg, 1977

B.S., Portland State University; M.S., Ph.D., University of Oregon.

Instructor in Sociology.

Harry C. Geil, 1976

Instructor in Education.

FACULTY & ADMIN. (Cont.)

Juan Gomez, 1976

B.S., Montezuma College; B.A., San Jose State College; M.A., Ph.D., University of Oregon.

Instructor in Spanish.

Gene Hall, 1977

Instructor in Music.

Linda Hamer, 1976

B.A., Lewis and Clark College; M.L.S., University of Oregon.

Reference Librarian.

Virginia L. Hancock, 1977

B.A., Reed College; M.A., Harvard; D.M.A., University of Oregon.

Visiting Assistant Professor of Music.

Jean W. Hand, 1968

B.A., Agnes Scott College; M.A., George Peabody College for Teachers.

Instructor, Assistant Catalog Librarian, University Library.

Donald M. Hibbard, 1971

B.S., M.M., University of Oregon.

Instructor in Applied Music.

Dorothy Hibbard, 1975

Instructor in Music.

Robert Johnson, 1975

B.S., Northwestern.

Assistant Dean, Graduate School of Administration.

Zuigaku Kodachi, 1977

M.A., University of Tokyo.

Instructor in Japanese.

Cheryl Lee Ho, 1977

B.E., M.E., University of Hawaii; J.D., Northwestern School of Law.

Adjunct Professor of Law.

Ronald Holloway, 1970

B.S., M.S., Oregon State University.

Admission Staff Assistant, 1977.

N. Jetmalani, 1963

M.D., University College, London.

Lecturer in Sociology.

Mary Lott, 1972

B.A., San Fernando Valley State College.

Instructor in Oboe and English Horn.

Donald McCann, 1977

Adjunct Professor of Law.

Valerie A. McIntosh, 1969

B.M., Oberlin College; M.M., University of Texas.

Instructor in Voice.

William Miller, 1977

Adjunct Professor, Graduate School of Administration.

Darrell Milner, 1976

Instructor in English.

Kenneth J. O'Connell, 1977

Visiting Professor of Law.

FACULTY & ADMIN. (Cont.)

- James Perry, 1977**
Adjunct Professor of Law.
- Joe Robertson, 1977**
J.D., Willamette University.
Adjunct Professor of Law.
- Richard D. Rodeman, 1977**
Instructor in Speech, Forensics Coach.
- John E. Rodgers, Jr., 1977**
Assistant Forensics Coach.
- Tom Russell, 1977**
Adjunct Professor of Law.
- Magda Schay, 1974**
B.A., Syracuse University.
Instructor in Russian.
- Cari Shay, 1973**
B.A., M.A., Ph.D., University of Oregon.
Instructor in Political Science.
- Bill Smith, 1975**
Instructor in French.
- Laurence Spechen, 1977**
Adjunct Professor, Graduate School of Administration.
- Bruce Stewart, 1977**
Instructor in Education.
- Don Uhl, 1977**
Instructor in Music.
- Jane Wilson, 1975**
Instructor in Education.
- Jeanne Wolfgang, 1976**
Instructor in Music.
- Elizabeth A. Yocom, 1961**
B.A., Earlham College; M.S., University of New Mexico.
Instructor in Biology (On Leave, Fall, 1977).

BOARD OF TRUSTEES

Officers

- Warne Nunn, Chairman**
Thomas B. Stoel, Vice Chairman
Coburn Grabenhorst, Secretary
Wallace P. Carson, Jr., Assistant Secretary
Milo C. Harris, Treasurer
Robert P. Lisensky, President

BOARD OF TRUSTEES (Cont.)

Life Members

- Russell M. Colwell, Portland, President, Salishan Properties, Inc.**
Robert L. Elfstrom, Salem.
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Tinkham Gilbert, Salem, Banker (retired).
Mrs. Elmer R. Goudy, Portland.
Henry L. Haines, Pastor, Lake Oswego United Methodist Church.
Robert C. Notson, Portland, Publisher, Oregonian (retired).
Edward C. Wells, Bellevue, Washington, Senior Vice President, The Boeing Company (Seattle).
Neal L. Zimmerman, Portland, Oral Surgeon (retired).

Members

- Robert P. Lisensky, President, Willamette University.**
C. F. Adams, Portland, The Oregon Bank.
C. Gene Albertson, Salem, Pastor, First United Methodist Church.
Mrs. Robert F. Anderson, Salem, Head Tutor, Teen-Mothers' School, YMCA.
Geo. H. Atkinson, Hillsborough, California, Chairman and Chief Executive Officer, Guy F. Atkinson Co.
C. Morton Bishop, Jr., Portland, President, Pendleton Woolen Mills.
Robert P. Blanding, Salem, Controller-Treasurer, Agripac, Inc.
James C. Booth, Portland, Director of Operations, K/P Graphics, Salem.
Floyd K. Bowers, Salem.
Robert W. Burtner, Corvallis, Minister, United Methodist Church.
Wallace P. Carson, Jr., Salem, Attorney and Legislator.
Mrs. Truman W. Collins, Portland, President, Collins Foundation.
Edwin E. Cone, Eugene, Partner and General Manager, Cone Lumber Company.
Kay Conrad, Corvallis, Assistant Dean of Students, Oregon State University.
T. Askew Crumbley, Bend, Superintendent, Central District, United Methodist Church.
Amo DeBernardis, Portland, President, Portland Community College.
Allan L. Ferrin, Salem, Surgeon.
Hallie Ford, Salem.
Gerald W. Frank, Salem, Investments.
Coburn Grabenhorst, Salem, Realtor.
Donald K. Grant, San Mateo, California, Executive Consultant, Guy F. Atkinson Co.
Orval Hager, Portland, Attorney.
Herbert C. Hardy, Portland, Attorney.
Roy Harland, Salem, Attorney.
Mark O. Hatfield, Bethesda, Maryland, U.S. Senator for Oregon.

BOARD OF TRUSTEES (Cont.)

James H. Hitchman, *Bellingham, Washington*, History Professor, Western Washington University.

Eric Hoffman, *Portland*, Chairman, Hoffman Construction Co.

Douglas G. Houser, *Portland*, Attorney.

Glenn L. Jackson, *Medford*, Chairman, Executive Committee, Pacific Power & Light Co.

Julia G. Johnson, *Salem*.

James P. Johnston, *Portland*, Forester, Crown Zellerbach.

Mrs. Diane C. Kem, *Portland*, Dico Properties.

Randall Kester, *Portland*, General Solicitor, Union Pacific Railroad Co.

William H. Kilkenny, *Portland*, Chairman of the Board, Hyster Company.

Ralph Kleen, *Woodburn*, Superintendent, Eugene-South District, United Methodist Church.

Mrs. Hugh McGilvra, *Forest Grove*.

Warren A. McMinimee, *Tillamook*, Attorney.

Mrs. Joan McNamara, *Portland*.

Philip A. Marsh, *Beaverton*, Insurance Manager/Assistant Vice President, Sherwood & Roberts.

Carl B. Mason, *Salem*, Superintendent, Western District, United Methodist Church.

Warne Nunn, *Lake Oswego*, Assistant Vice President, Portland District Manager, Pacific Power & Light Co.

George A. Rhoten, *Salem*, Attorney.

Sidney W. Schlesinger, *Portland*, President, Sidco Industries.

James Sitzman, *Boring*, Director, National Resources Division, CRAG.

Robert F. Smith, *Burns*, Rancher and Legislator.

Howard B. Somers, *Tigard*, President, Somers, Grove & Co.

L. B. Staver, *Portland*, Chairman of the Board, U.S. National Bank of Oregon.

Thomas B. Stoel, *Portland*, Attorney.

William Swindells, Jr., *Salem*, Executive Vice President, Willamette Industries.

Jack M. Tuell, *Portland*, Bishop, Portland Area United Methodist Church.

William O. Walker, *Portland*, District Superintendent, Metropolitan District, United Methodist Church.

William B. Webber, *Tigard*, Vice President, Tektronix, Inc.

Benjamin R. Whiteley, *Portland*, Vice President of Group Insurance, Standard Insurance Co.

Loren C. Wintersheid, *Mercer Island, Washington*, Medical Director, University Hospital, University of Washington.

CORRESPONDENCE DIRECTIONS CORR. DIRECTIONS (Cont.)

Willamette University**Salem, Oregon 97301****Phone: 1-503-370-6300****Activities, Scheduling**

Sally Howell

Admissions

Frank Meyer, Director of Admissions

Alumni Affairs

John Simmons, Director of Alumni Relations

Affirmative Action

Jerry Berberet, Dean of Liberal Arts

AthleticsCharles J. Bowles, Director of Athletics and
Physical Education**Associated Students of Willamette**

Student Body President (Gary Thede, '77-'78)

Business Matters

Daryl Evans, Business Manager

Chaplaincy

Philip S. Hanni

College of Law

Carlton Snow, Dean

College of Liberal Arts

Jerry Berberet, Dean

Conferences and Continuing EducationRichard A. Yocom, Assistant to the President/
Dean of Administration**Counseling**

Richard K. Schwartz, Director of Counseling Services

Student Financial AidJames S. Woodland, Director of Student Financial
Aid/Registrar**Foreign Studies**

Chris Gentzkow, Assistant Professor of German

Fraternities

Lance Haddon, Dean of Students/Director of Housing

Geo. H. Atkinson Graduate School of Administration

Jay Doubleday, Dean

Gifts & BequestsHarry S. Manley, Vice President for Development/
University Relations**Health Center**

Marian Rehm, Nursing Services

Housing

Lance Haddon, Dean of Students/Director of Housing

Information Services

Robert C. Woodle, Director

Library

Patricia Stockton, Librarian

Media Services

Betty Brockman, Director

Career/Minority CounselingJacqueline P. Loville, Assistant Dean for Career/
Minority Counseling**Publications**

Robert C. Woodle, Director of Information Services

Student Newspaper

(Willamette Collegian)

Joe Reinhart, Editor

Student Services (General)

Lance Haddon, Dean of Students/Director of Housing

Sororities

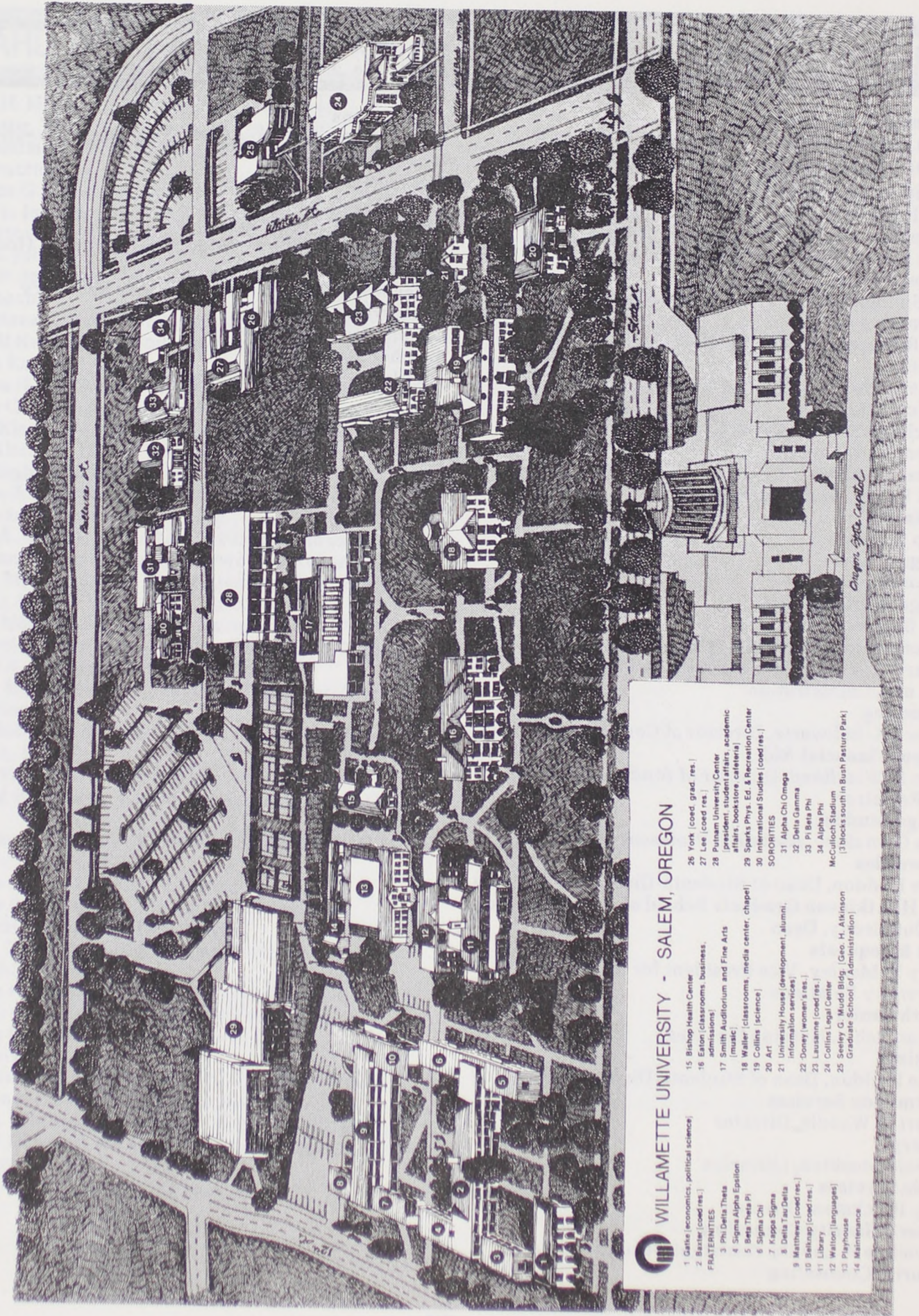
Helen Miller, Panhellenic Executive Secretary

Transcripts of Record

Thelma Carroll, Recorder

Teacher Placement

Lucille Finn, Teacher Placement Secretary



WILLAMETTE UNIVERSITY - SALEM, OREGON

1 Gatto (economics, political science)	15 Bishop Health Center	26 York (coed, grad. res.)
2 Baxter (coed res.)	16 Eaton (classrooms, business, admissions)	27 Lee (coed res.)
FRATERNITIES	17 Smith Auditorium and Fine Arts (music)	28 Phipps University Center (postgraduate center, academic affairs bookstore cafeteria)
3 Phi Delta Theta	18 Waller (classrooms, media center, chapel)	29 Sparks Phys. Ed. & Recreation Center
4 Sigma Alpha Epsilon	19 Collins (science)	30 International Studies (coed res.)
5 Beta Theta Pi	20 Art	SORORITIES
6 Sigma Chi	21 University House (development, alumni, information services)	31 Alpha Chi Omega
7 Kappa Sigma	22 Doney (women's res.)	32 Delta Gamma
8 Delta Tau Delta	23 Laramie (coed res.)	33 Pi Beta Phi
9 Matthews (coed res.)	24 Collins Legal Center	34 Alpha Phi
10 Belknap (coed res.)	25 Seeley G. Mudd Bldg. (Geo. H. Atkinson Graduate School of Administration)	McCulloch Stadium (3 blocks south in Bush Pasture Park)
11 Library		
12 Wallon (languages)		
13 Playhouse		
14 Maintenance		

UNIVERSITY BUILDINGS

Keyed to Map

1. **Gatke Hall**, 1938, political science and economics, named in honor of Willamette historian and Prof. Emeritus Robert M. Gatke, 1968.
2. **Baxter Hall**, 1948, coed residence, 60 men, 60 women; named in honor of Dr. Bruce R. Baxter, president of Willamette from 1934-40.
3. **Phi Delta Theta** national fraternity, 1947, 32 men.
4. **Sigma Alpha Epsilon** national fraternity, 1949, 32 men.
5. **Beta Theta Pi** national fraternity, 1947, 32 men.
6. **Sigma Chi** national fraternity, 1947, 32 men.
7. **Kappa Sigma** national fraternity, 1961, 32 men.
8. **Delta Tau Delta** national fraternity, 1962, 32 men.
9. **Matthews Hall**, 1961, coed residence, 50 men, 40 women; "arts preference" sector. Named in honor of mathematics Prof. Emeritus James T. Matthews.
10. **Belknap Hall**, 1961, coed residence, 40 men, 30 women; named in honor of Dr. Lewis Franklin Belknap, prominent Methodist minister.
11. **University Library**, 1938; 156,400 volumes, 25,000 micro forms.
12. **Walton Hall**, 1967, foreign languages; named in honor of the late financier William S. Walton.
13. **Willamette Playhouse**, 1923, converted from gymnasium use in 1974 for theatre productions.
14. **Maintenance Shops**, 1946 and 1969.
15. **Bishop Health Center**, 1955, 14-bed capacity; named in honor of C. P. and Fannie K. Bishop.
16. **Eaton Hall**, 1909, classrooms, business and admissions offices; a gift of A. E. Eaton.
17. **Smith Auditorium and Fine Arts Building**, 1955, 1250-seat auditorium, music and speech department; named in 1970 in honor of President Emeritus C. Herbert Smith who served Willamette from 1942-69.
18. **Waller Hall**, 1867, classrooms, chapel, auditorium, media center; oldest building on campus named in honor of the Rev. Alvin Waller, a former business agent for Willamette who raised funds for the building.
19. **Collins Hall**, 1941 with wing addition in 1962; science building gift of lumberman Everell Stanton Collins; computer center.
20. **Art Department Building**, 1977, the old College of Music (built 1905) renovated for art gallery, art classes, faculty offices, sculpture and ceramic studies.
21. **University House**, moved to campus in 1938; administrative offices for alumni, development, information services.
22. **Doney Hall**, 1955 with wing addition in 1967, residence for 110 women; named in honor of Willamette President (1915-34) and Mrs. Carl Gregg Doney.
23. **Lausanne Hall**, 1920, coed residence, 50 men, 22 women; graduate and intensive study preference, named for the sailing ship that brought many of the early pioneers to the Oregon Country.
24. **Collins Legal Center**, 1967, College of Law for 380 students, 70,000 library volumes; named in honor of alumnus, lumberman and former Trustee chairman Truman Wesley Collins.
25. **Seeley G. Mudd Building**, 1975, Geo. H. Atkinson Graduate School of Administration for 225 students, computer center.
26. **York House**, 1959, residence for graduate students; named in honor of Emily J. York, the first graduate of Willamette's collegiate division in 1859.
27. **Lee House**, 1959, residence for 48 men, named in honor of Lucy Anna Lee, only daughter of founder Jason Lee.
28. **Putnam University Center**, 1970, student affairs, bookstore, publications, lounge, cafeteria, conference rooms, administrative offices; named in honor of Oregon journalist George Putnam.
29. **Lestle J. Sparks Physical Education and Recreation Center**, 1974, containing the Edwin E. and June Woldt Cone Field House, Chester Henkle Gymnasium, natatorium, handball courts, and other exercise and recreation facilities; named in honor of Prof. Emeritus of PE and tennis coach who has been associated with Willamette since 1916.
30. **Willamette International Studies House (WISH)**, 1965, coed residence, 20 men, 26 women.
31. **Alpha Chi Omega** national sorority, 1967 (chapter founded in 1944) for 46 women.
32. **Delta Gamma** national sorority, 1967 (chapter founded in 1945) for 46 women.
33. **Pi Beta Phi** national sorority, 1963 (chapter founded in 1944) for 46 women.
34. **Alpha Phi** national sorority, 1963 (chapter founded in 1958) for 46 women.
- McCulloch Stadium**, 1950, 3500-seats at 10-acre athletic field in Bush Pasture Park; a gift of former Trustee chairman Charles E. McCulloch.
- Bishop House**, acquired 1954, President's home; named in honor of C. P. and Fannie Kay Bishop; house and endowment fund, a gift of the Roy T. Bishop family. Located at 325 Lincoln St. S.
- Thetford Lodge**, 1963, mountain retreat sleeping 16 on Little North Fork of the Santiam River; gift of former Oregon Governor, journalist and trustee Charles Sprague.

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CALENDAR

Fall Semester, 1977

August 28, 1977, 10:00 a.m. Sunday—Residence Halls open for new students.

August 29, 8:00 a.m. Monday—Orientation begins for new students.

August 31, 1:00 p.m. Wednesday—Registration for new students, College of Liberal Arts.

September 1, 8:00 a.m. Thursday—Classes begin, College of Liberal Arts. Registration for returning students. Registrations not completed by 4:00 p.m. are subject to a late registration fee.

September 5, Monday—Labor Day Holiday.

September 15, 5:00 p.m. Thursday—Last day to withdraw from first half semester and full semester courses without a W appearing on the transcript. Last day to designate a course to be graded on a Pass/No Credit basis for first half and full semester courses.

September 30, Friday—Last day to drop first half semester courses.

October 17, Monday—All classes and laboratories suspended for the day.

October 21, Friday—Mid-Semester Day. (All classes held as usual.)

October 22-23, Saturday-Sunday—Parents' Weekend.

November 4, Friday—Last day to drop full semester courses. Last day to withdraw from second half semester courses without a W appearing on the transcript. Last day to designate a course to be graded on a Pass/No Credit basis for second half semester courses.

November 21-December 2, Monday-Friday—Academic Advising for Spring Semester.

November 23, 5:00 p.m. Wednesday—Thanksgiving Vacation begins.

November 28, 8:00 a.m. Monday—Thanksgiving Vacation ends.

December 2, Friday—Last day to drop second half semester courses.

December 3, 8:00 a.m. Saturday—Advance Registration for the Spring Semester.

December 13, 10:00 p.m. Tuesday—Classes end.

December 15-20, Thursday-Tuesday—Semester Final Examinations.

December 20, 5:00 p.m. Tuesday—Semester ends; Christmas Vacation begins.

CALENDAR (Cont.)

Spring Semester 1978

January 16, 1978, 8:00 a.m.-12:00 noon Monday—Registration for Spring Semester, College of Liberal Arts. Registrations not completed by 4:00 p.m. are subject to a late registration fee.

January 17, 8:00 a.m. Tuesday—Classes begin, College of Liberal Arts.

January 30, 5:00 p.m. Monday—Last day to withdraw from first half and full semester courses without a W appearing on the transcript. Last day to designate a course to be graded on a Pass/No Credit basis for first half semester and full semester courses.

February 1, Wednesday—One hundred thirty-sixth anniversary of the founding of the University.

February 17, Friday—Last day to drop first half semester courses.

March 8, Wednesday—Mid-Semester Day. (All classes held as usual.)

March 17, Friday—Last day to withdraw from second half semester courses without a W appearing on the transcript. Last day to designate a course to be graded on a Pass/No Credit basis for second half semester courses.

March 17, 5:00 p.m. Friday—Spring Vacation begins.

March 27, 8:00 a.m. Monday—Spring Vacation ends.

March 31, Friday—Last day to drop full semester courses.

April 14, Friday—Last day to drop second half semester courses.

April 17-28, Monday-Friday—Academic Advising for the Fall Semester.

April 29, 8:00 a.m. Saturday—Advance Registration for Fall Semester.

May 3, 10:00 p.m. Wednesday—Classes end.

May 5-10, Friday-Wednesday—Semester Final Examinations.

May 14, Sunday—Baccalaureate-Commencement; Semester ends 5:00 p.m.

CALENDAR (Cont.)

Fall Semester, 1978

August 27, 1978, 10:00 a.m. Sunday—Residence Halls open for new students.

August 28, 8:00 a.m. Monday—Orientation begins for new students.

August 30, 1:00 p.m. Wednesday—Registration for new students, College of Liberal Arts.

August 31, 8:00 a.m. Thursday—Classes begin, College of Liberal Arts. Registration for returning students. Registrations not completed by 4:00 p.m. are subject to a late registration fee.

September 4, Monday—Labor Day Holiday.

September 14, 5:00 p.m. Thursday—Last day to withdraw from first half semester and full semester courses without a W appearing on the transcript. Last day to designate a course to be graded on a Pass/No Credit basis for first half and full semester courses.

September 29, Friday—Last day to drop first half semester courses.

October 16, Monday—All classes and laboratories suspended for the day.

October 20, Friday—Mid-Semester Day. (All classes held as usual.)

November 3, Friday—Last day to drop full semester courses. Last day to withdraw from second half semester courses without a W appearing on the transcript. Last day to designate a course to be graded on a Pass/No Credit basis for second half semester courses.

November 20-December 1, Monday-Friday—Academic Advising for Spring Semester.

November 22, 5:00 p.m. Wednesday—Thanksgiving Vacation begins.

November 27, 8:00 a.m. Monday—Thanksgiving Vacation ends.

December 1, Friday—Last day to drop second half semester courses.

December 2, 8:00 a.m. Saturday—Advance Registration for the Spring Semester.

December 12, 10:00 p.m. Tuesday—Classes end.

December 14-19, Thursday-Tuesday—Semester Final Examinations.

December 19, 5:00 p.m. Tuesday—Semester ends; Christmas Vacation begins.

CALENDAR (Cont.)

Spring Semester, 1979

January 15, 1979, 8:00 a.m.-12:00 noon, Monday—Registration for Spring Semester, College of Liberal Arts. Registrations not completed by 4:00 p.m. are subject to a late registration fee.

January 16, 8:00 a.m. Tuesday—Classes begin, College of Liberal Arts.

January 29, 5:00 p.m. Monday—Last day to withdraw from first half and full semester courses without a W appearing on the transcript. Last day to designate a course to be graded on a Pass/No Credit basis for first half and full semester courses.

February 1, Thursday—One hundred thirty-seventh anniversary of the founding of the University.

February 16, Friday—Last day to drop first half semester courses.

March 7, Wednesday—Mid-Semester Day. (All classes held as usual.)

March 16, Friday—Last day to withdraw from second half semester courses without a W appearing on the transcript. Last day to designate a course to be graded on a Pass/No Credit basis for second half semester courses.

March 16, 5:00 p.m. Friday—Spring Vacation begins.

March 26, 8:00 a.m. Monday—Spring Vacation ends.

March 30, Friday—Last day to drop full semester courses.

April 13, Friday—Last day to drop second half semester courses.

April 16-27, Monday-Friday—Academic Advising for the Fall Semester.

April 28, 8:00 a.m. Saturday—Advance Registration for Fall Semester.

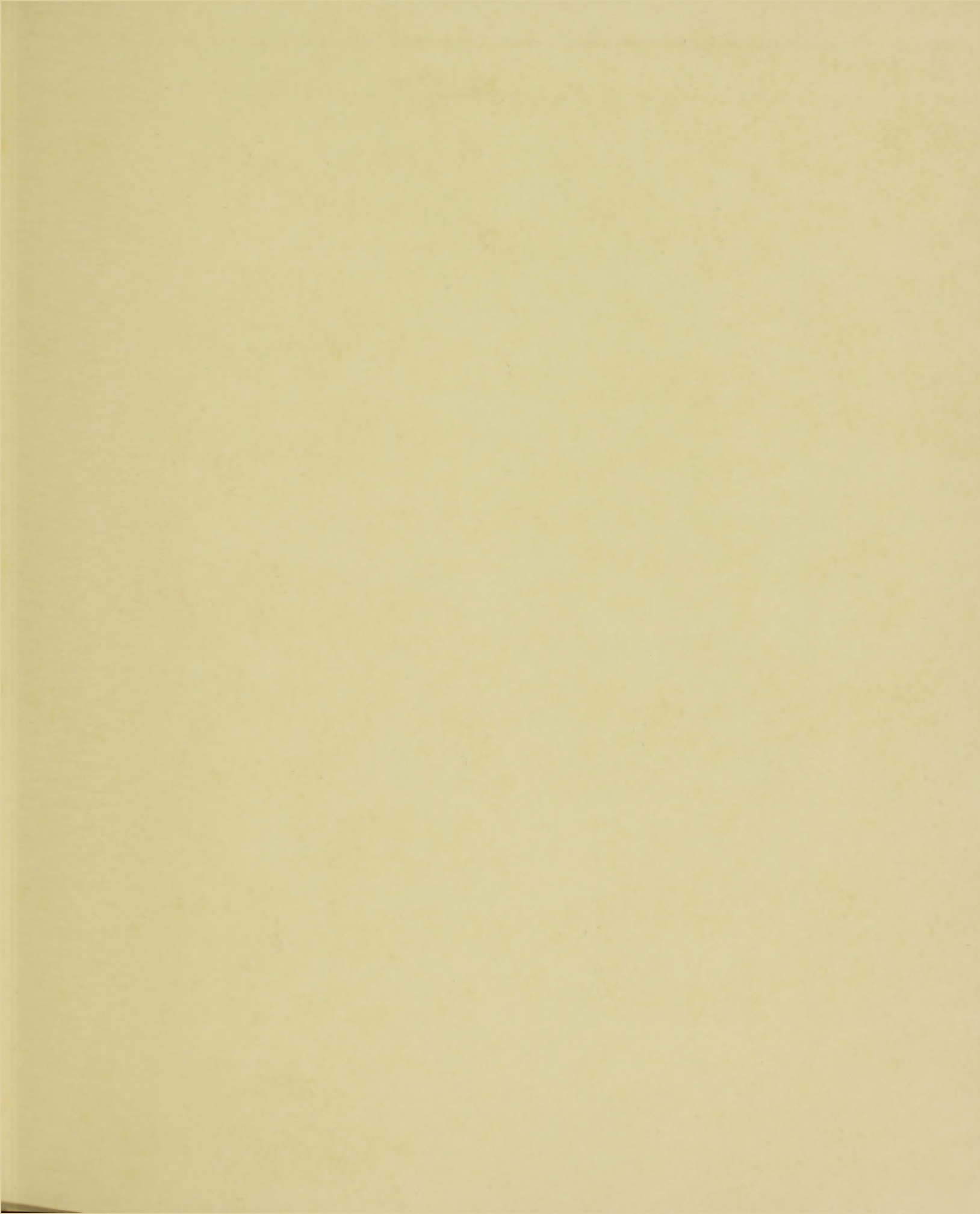
May 2, 10:00 p.m. Wednesday—Classes end.

May 4-9, Friday-Wednesday—Semester Final Examinations.

May 13, Sunday—Baccalaureate-Commencement; Semester ends 5:00 p.m.

NOTES

Willamette University does not discriminate on the basis of sex, race, age, physical handicaps, religion, or national and ethnic origin in its education programs or activities (pursuant to Title IX of regulations implementing the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973). Direct inquiries to R. A. Yocom, Putnam University Center, Willamette University, Salem, Oregon 97301.



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