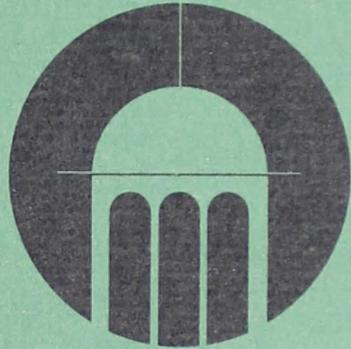


WILLAMETTE UNIVERSITY



CATALOG 1974-75

SALEM, OREGON

Willamette

Volume 77 September 1974 Number 5

*Published January, April, June,
September (twice), October and
November by Willamette University,
Salem, Oregon. Second class postage
paid at Salem, Oregon.*

Willamette University reserves the right to withdraw courses at any time; change the fees; change the rules and calendar regulating admission and registration; alter the curriculum and graduation requirements; and change any other regulations affecting the student body. Changes shall become effective whenever the proper authorities so determine and shall apply not only to prospective students but also to those who at the time are matriculated in the University. Willamette is an equal opportunity employer.

**Willamette
University**

**College of
Liberal Arts**

**College of
Music and
Theatre**

**College of
Law**

**Graduate
School of
Administration**

The Willamette University Bulletin is divided into two segments. The first 16 pages are designed to give the reader a 1975-76 prospectus of the University, its students, faculty, campus life, academic programs, and pertinent admissions information.

The second segment, or catalog portion, provides considerable detail and complete course descriptions for the 1974-75 academic year.

Visitors are welcome to the campus. Appointments are suggested for visitors coming on specific business. Admissions offices, located on the first floor of Eaton Hall, are 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 St.

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.

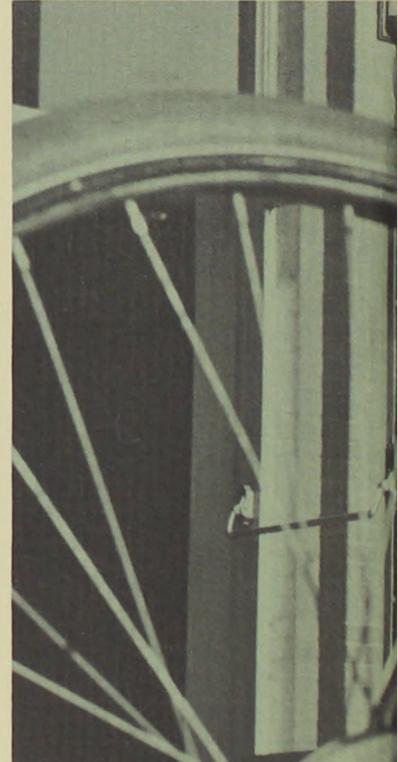
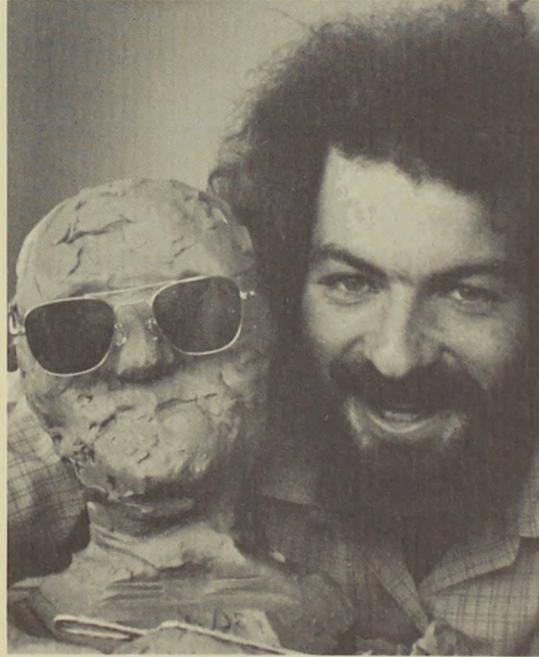
Known first as the Oregon Institute, a charter was granted to "Wallamet University" in 1853 after a territorial government had been established six years before Oregon achieved statehood.

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; 1898, department of music became the College of Music; 1973, Music & Theatre combined to form the College of Music and Theatre. Still pioneering in the Northwest, Willamette opened a Graduate School of Administration in Fall, 1974.

STUDENTS

It's a rare — and unfortunate — school whose student body can be described in a few sentences. The Willamette student body is a varied lot and defies easy description. Different backgrounds, different faiths, and different colors.

Some statistics help. There are roughly 1,700 Willamette students enrolled, including 400 in the College of Law and 50 in the new Graduate School of Ad-





ministration. Our students represent 40 states, with 41 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 GPA's of 3.0 or better; the average academic GPA on incoming freshmen last fall was 3.35. GPA's of most entering students range from 2.6 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.

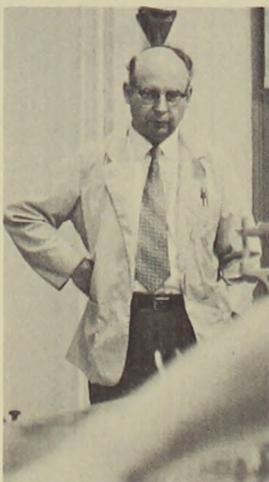
While our students don't fit a stereotype, we can identify some similarities. For example, a recent study showed a majority of incoming students think there is some chance they will change their major field and choice of career; make at least a B-average; and get married within a year after college. 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.

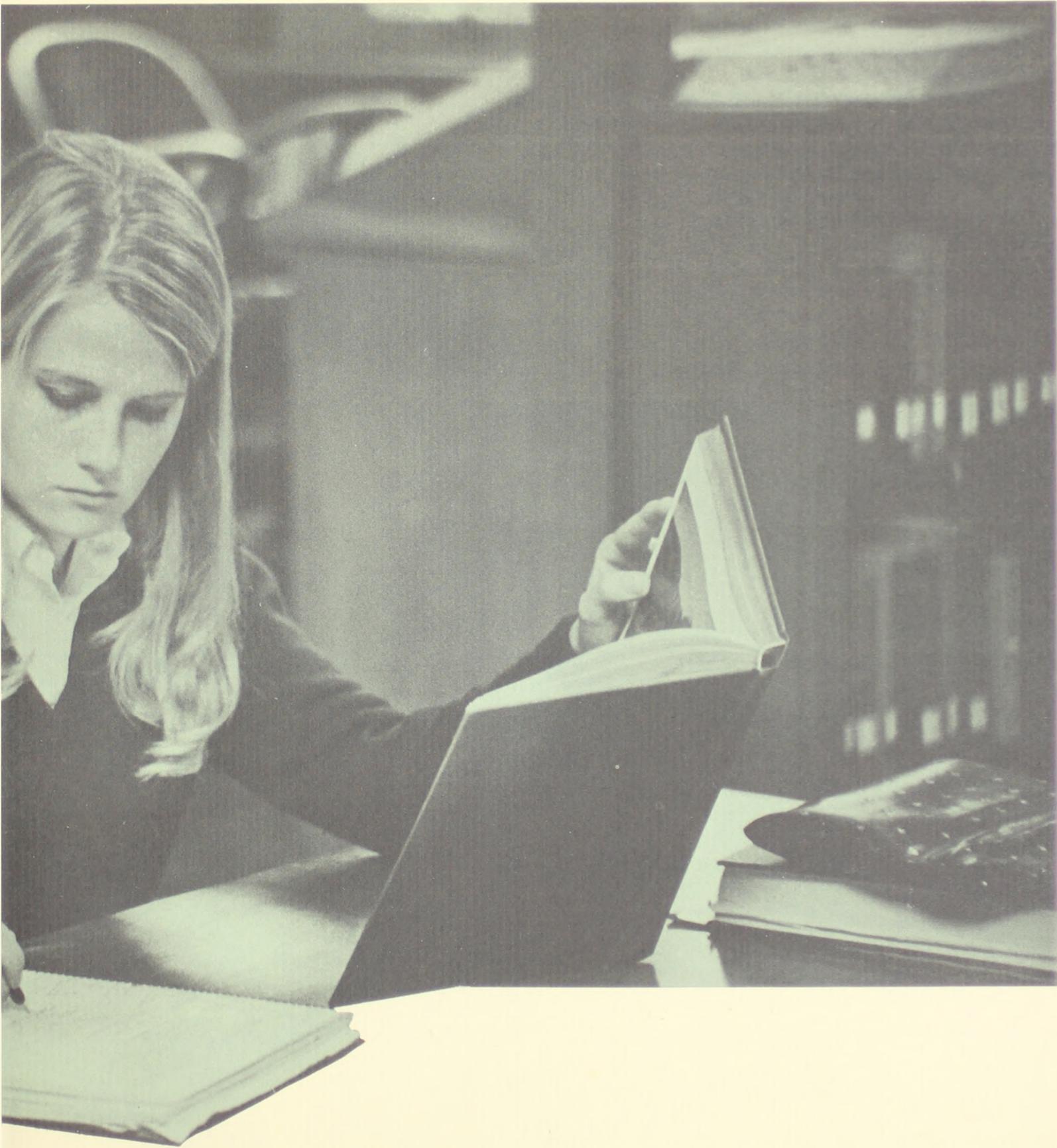
When we asked freshmen what was important to them, the runaway leading answer was "developing a meaningful philosophy of life."

THE FACULTY

The 143 different personalities that make up our faculty (108 full-time, 35 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 we don't run a publish-or-perish operation.

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, several 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 14, 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 counseling.

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, however, to discover their wide variety of interests and backgrounds — things like mountain climbing, gold prospecting, skiing, and politicking in city affairs.

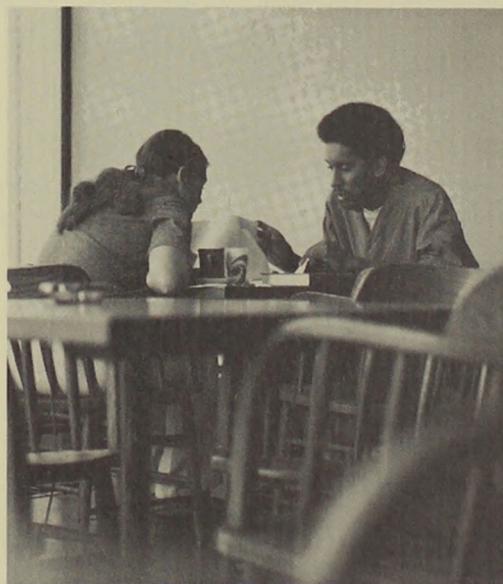
In sum, we think you'll find the Willamette faculty knowledgeable, accessible and personable.

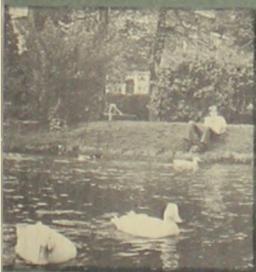
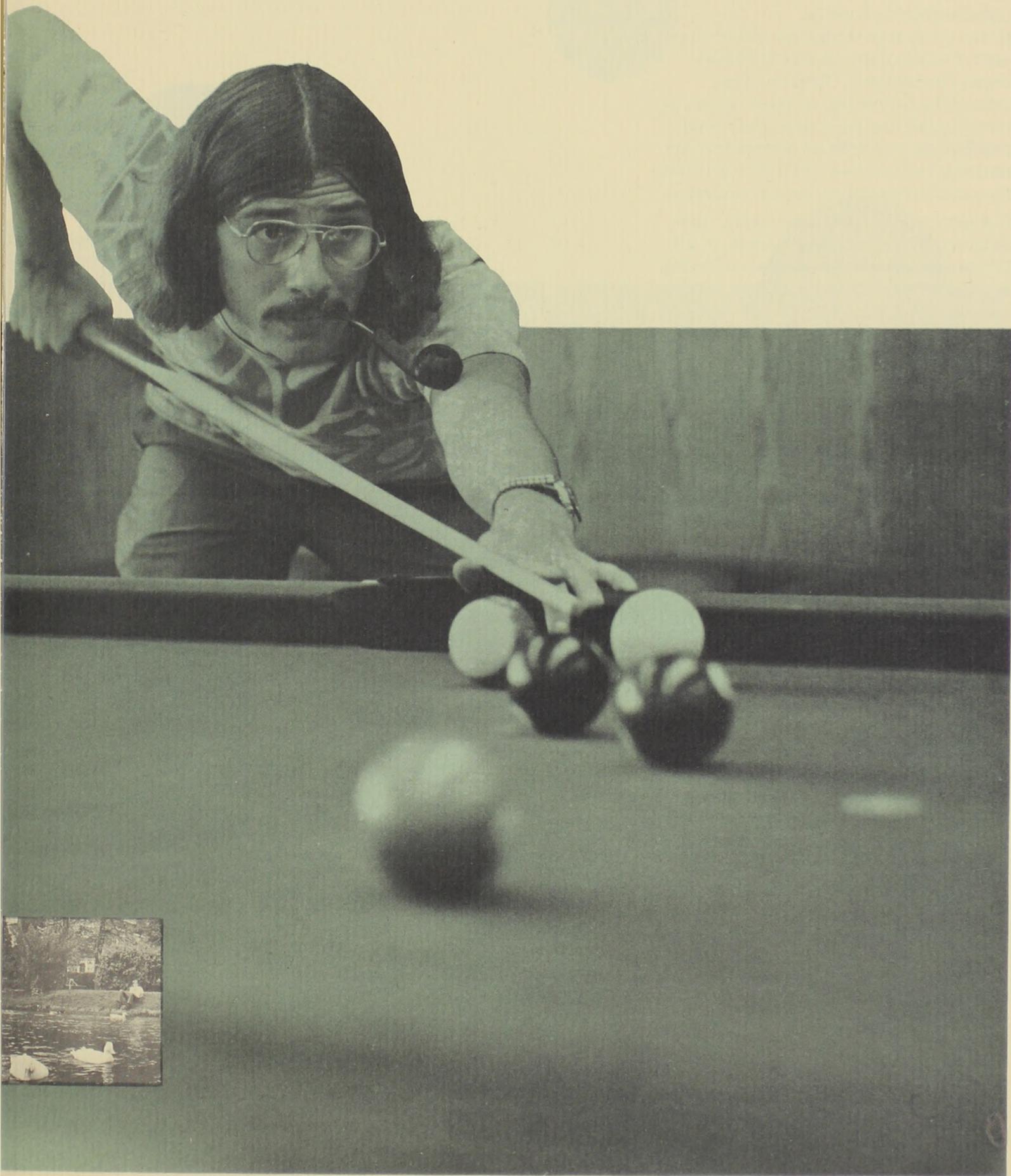
STUDENT LIFE

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 about 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, lectures, and many informal things like Bread and Soup Banquets, Brown Bag Concerts (eat & listen), coffee-house type gatherings at the Cat Cavern, and meetings of everyone from miniature railroad buffs to those who dig the occult.

Away from the 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 men-





tally retarded, instructors in music and other skills, and pure manpower for special charitable projects.

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, four coed residences (one with an arts sector), six national fraternities and four sororities, two women's and one men's residence.

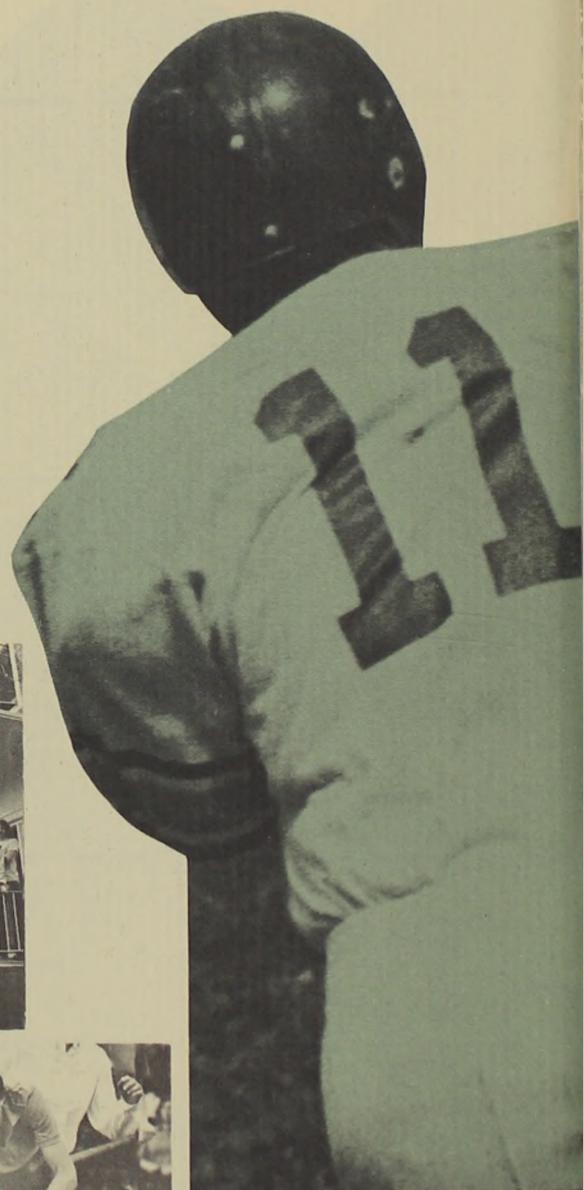
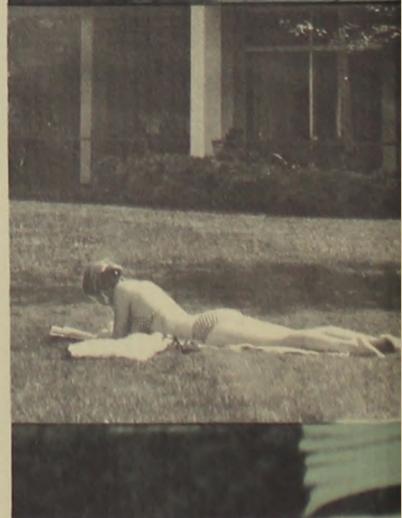
Campus regulations are minimal, just sufficient to protect the interests of all. Of course, each student's style of living is affected by those around him, but, in general, the living style you develop is primarily your choice. The University provides the options. You exercise them.

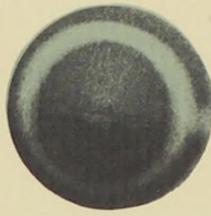
The campus is generally casual and relaxed. We try to create an environment that allows maximum opportunity for personal interaction. Residence groups are small. Spots like the University Center provide both public and private places to meet. The campus, adjoining capital grounds, and nearby Bush Pasture Park are great for quiet strolls, offering secluded spots for privacy and contemplation.

Through a network of committees, Willamette relies on students to play a prominent role in governance and campus activity. The Associated Students of WU and the Student Bar Association are the student governing bodies, providing various services to the student body and funding several publications, lecture-ships, club sports and other activities.

Willamette has a Black 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. We think the advantages of Willamette outweigh the disadvantages, so we keep trying.

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 early 1974, the long-awaited Lestle J. 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.

Also in 1974 the Graduate School of Administration began classes in temporary quarters while construction of the \$1.5 million Seeley G. Mudd building is in progress.

Willamette is a member of the Northwest Conference and men participate in football, basketball, baseball, track, golf, swimming, tennis, wrestling and cross country. Soccer, team handball, fencing 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.

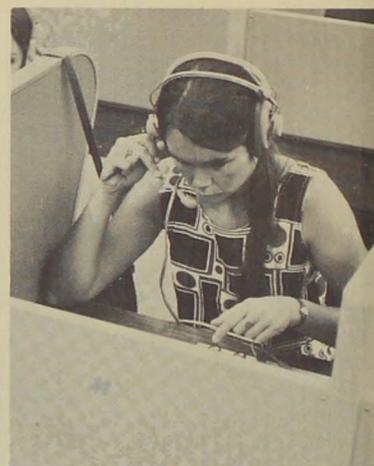
ACADEMIC PROGRAM

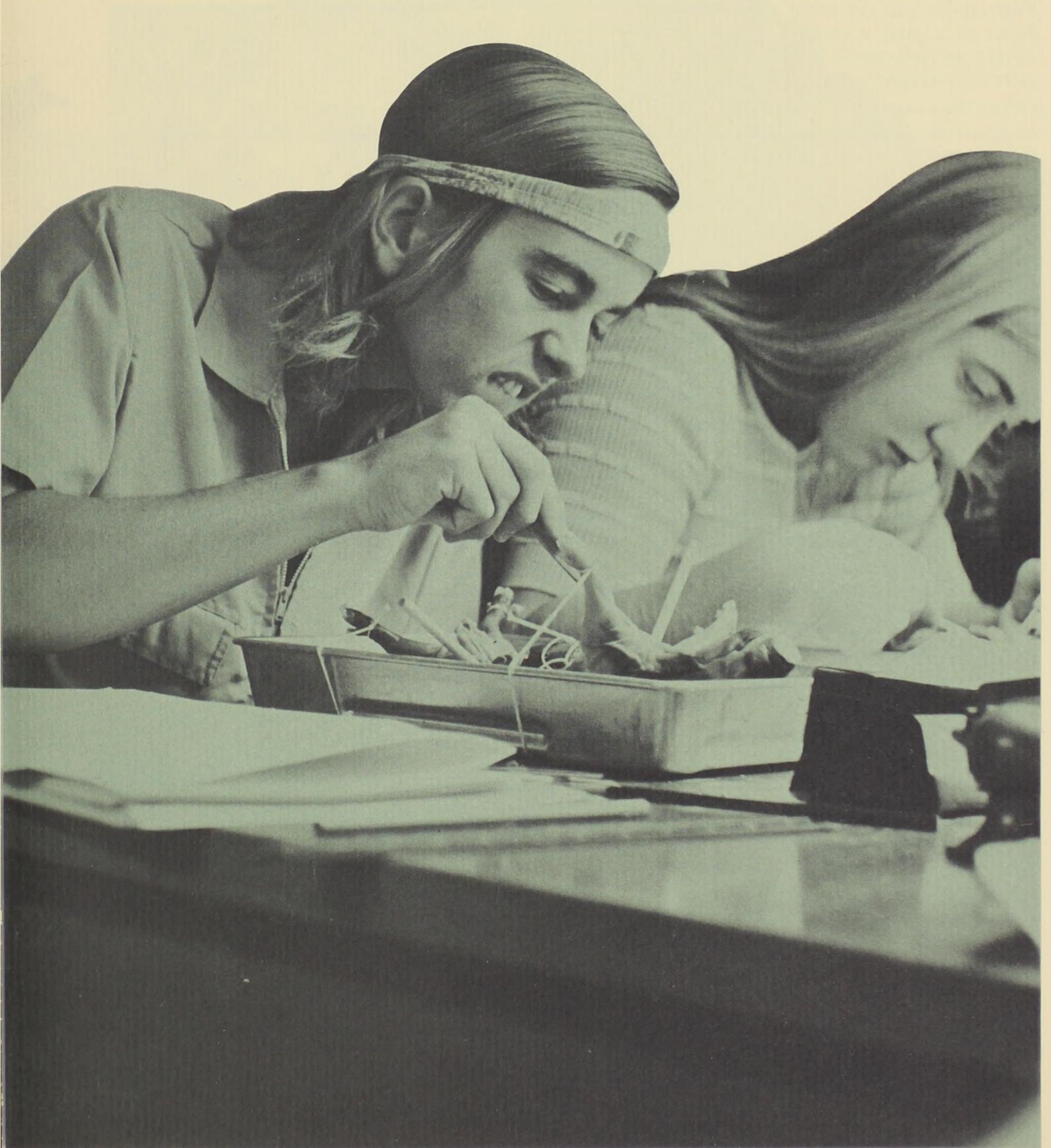
While some students know exactly what they want to do after college, many incoming students have formulated only tentative plans, at most. In some ways it is unrealistic to feel compelled to have your mind made up. The college experience should help you do that. As a matter of fact, many students who 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 own course of study.

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





Many options are open, ranging through 19 traditional majors, seven in music and theatre, and eight in inter-area studies for a total of 33 major fields.

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 English composition (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 do not preclude the practical.

For example, the innovative Program in Urban and Regional Government (PURG) 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. Willamette is among the select colleges participating in the Washington Semester Plan at American University in the nation's capital. A teaching certificate in elementary education can be earned through a cooperative degree program with Oregon College of Education, and the Air Force Reserve Officer Training Corps offers a two-year program to commission second lieutenants.

Willamette students study in six other countries through our off-campus study program. Sites include England, Mexico, Costa Rica, Japan, France, and Ireland. (Willamette has a sister-college relationship with the International College of Commerce and Economics near Tokyo.) Willamette has had, how-





ever, and will continue to offer individually tailored off-campus and overseas study programs.

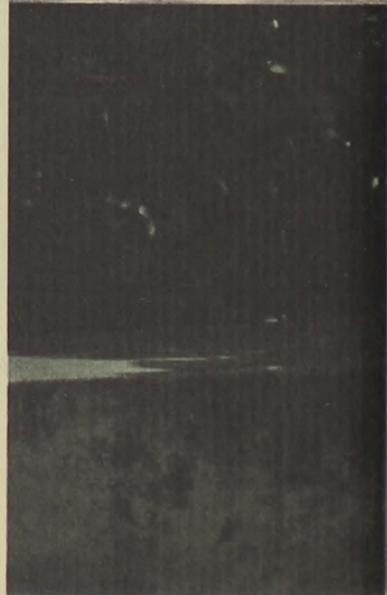
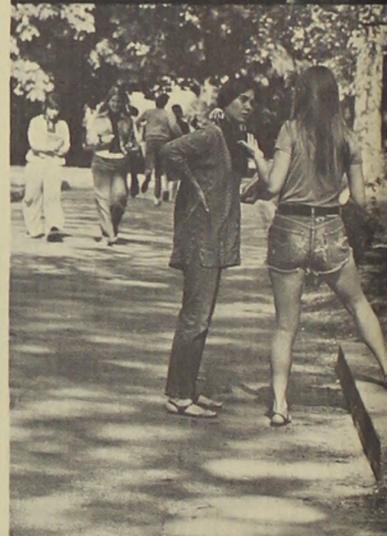
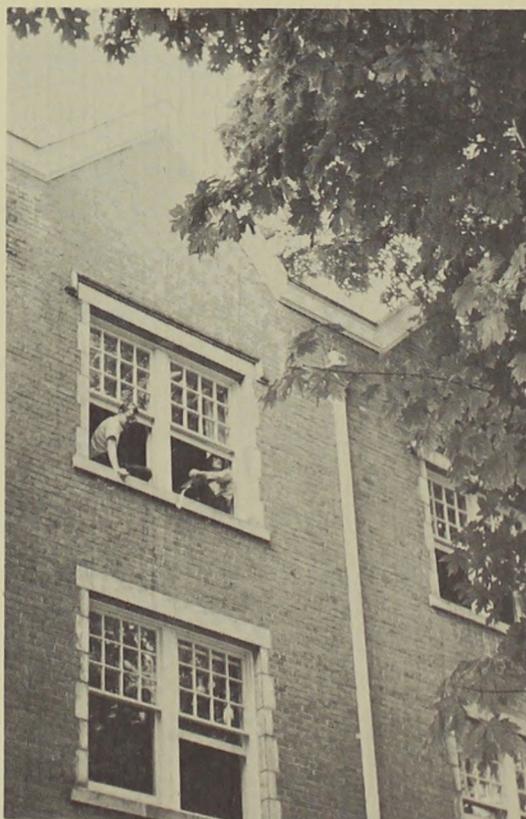
Environmental Science students are also studying off-campus. For a month in summer '72, 21 students camped and explored their way through Oregon. Some 2,800 miles were logged on the first-hand study of the state's mountain, desert, valley and coastal regions. Summer '73 took another group of students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

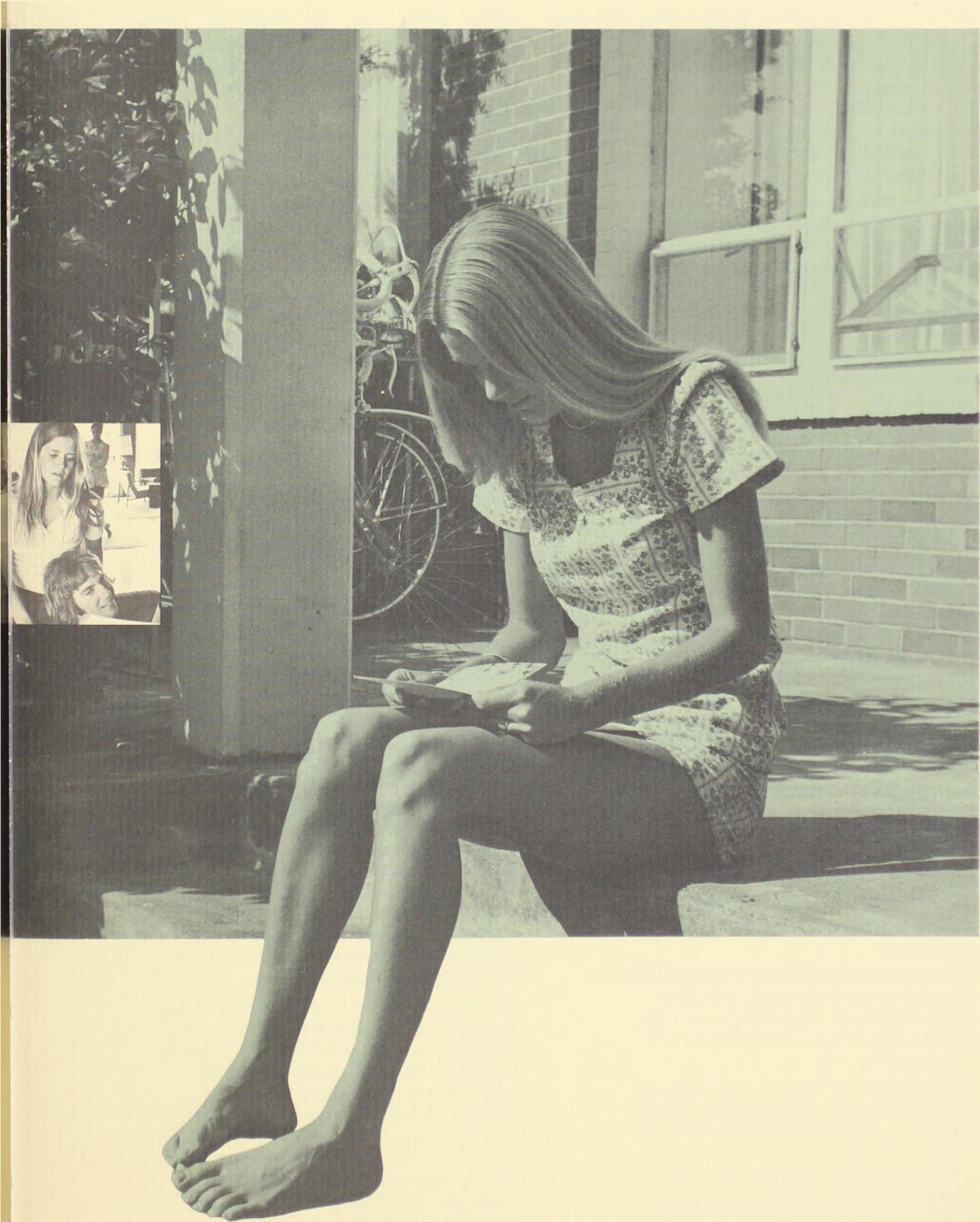
The College of Music and Theatre, staffed primarily by professors who are performing artists in their own right, provides intensive study for the music and theatre majors and a broad variety of courses for the non-major. The music faculty, students and guest artists perform regularly (symphony, choir,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

Details on the academic program and curriculum are contained in the following 1973-74 catalog portion.

SALEM AND VICINITY

The third largest city in Oregon, Salem is the state capital. Population is 75,900. 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. Salem is a major food processing area in the fertile Willamette Valley. An All-American 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 long, rainy period in between. The students from back East scoff at what Oregonians call a good snow or cold weather.

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 for 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 predictor of college success. A completed application form, a reference from your high school counselor, and your involvement in extracurricular activities are other factors taken into consideration by the committee on admissions.

Standardized admissions tests are optional. If you feel that test scores will help us in our evaluation, by all means submit them. Although an interview and visit to the campus are not required for admission, both are recommended.

Following are some important points on admission:

1. Applications for freshman 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. 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.

4. Forms for application are supplied by the Office of Admissions. Completed forms should be returned with a non-refundable application fee of \$10.

COST

Willamette is not inexpensive, even though tuition is lower than that of many fine liberal arts colleges and universities of the same caliber. The tuition and expense structure is reviewed annually at the October meeting of the Board of Trustees. It is anticipated that tuition will be increased by fall of 1975. The costs for 1974-75 are as follows:

Tuition and Fees	\$2,279
Room and Meals	1,190*
	<hr/>
	\$3,469
Books (estimated)	150
Personal expenses (est. avg.)	400
TOTAL	<hr/>
	\$4,019

*Double occupancy with maximum meal plan cost

FINANCIAL AID

Students admitted to Willamette are eligible to apply for financial assistance, which is then awarded on the basis of demonstrated need. Students apply for aid by submitting the Parents' Confidential Statement (PCS) to 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 his family, Willamette and other CSS member colleges consider the student's academic achievement, personal qualities, interest, and college potential along with the PCS form.

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 a record of the PCS form. All of these should be done by February 1. Notification of aid for incoming students will be made by April 15, and May 10 for returning students.

CATALOG SECTION CONTENTS

CONTENTS

University Goals	2
Academic Standing	2
College of Liberal Arts	4
Academic Policies	4
Study Programs & Course Descriptions	7
College of Music & Theatre	45
Post Graduate Opportunities	56
College of Law	58
Graduate School of Administration	58
Student Life	59
Organizations	63
Societies & Fraternities	65
Admissions	67
Tuition & Expenses	70
Financial Aid	74
Scholarships and Loan Funds	76
Prizes & Awards	76
Campus Map	78
Faculty & Administration	80
Board of Trustees	87
Index	89
Directions for Correspondence	93
Calendar	96

A STATEMENT OF UNIVERSITY GOALS

Willamette University is a private and independent university of residential character founded in 1842 by Christian missionaries to the Oregon Country. The University is mindful of its heritage, its present obligations and its future aspirations and seeks to provide—through close student-teacher relationships in an atmosphere of free exchange of ideas, innovation and experimentation—the best possible climate for learning.

The chief purpose of Willamette University is the creation of a community in which learning and teaching will flourish. The University endeavors to admit students serious in seeking an education and capable of meeting the intellectual challenge it provides. The faculty is concerned primarily with teaching and counseling; it aims to awaken in its students a desire for continued intellectual growth and seeks to stimulate students to educate themselves.

Because education is essentially a personal endeavor and a lifelong process, Willamette emphasizes the development of intellectual skills and character traits that contribute to the pursuit of truth and the quest for excellence. The University strives to promote independent thought, creativity, intellectual curiosity and mental discipline. By providing balanced academic programs in its Colleges and in the life of the Willamette community, the University hopes to foster in its students a lifelong dedication to rational inquiry and human excellence. Since education requires a great deal more than a curriculum and a curricular organization, the University encourages each person to play a role in the University community through reinforcement of other participants.

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 Secondary and Higher Schools. It is also accredited as a senior college by the University Senate of the Methodist Church. Recognized by the American Association of University Women, it holds membership in the Association of American Colleges and in the American Council on Education.

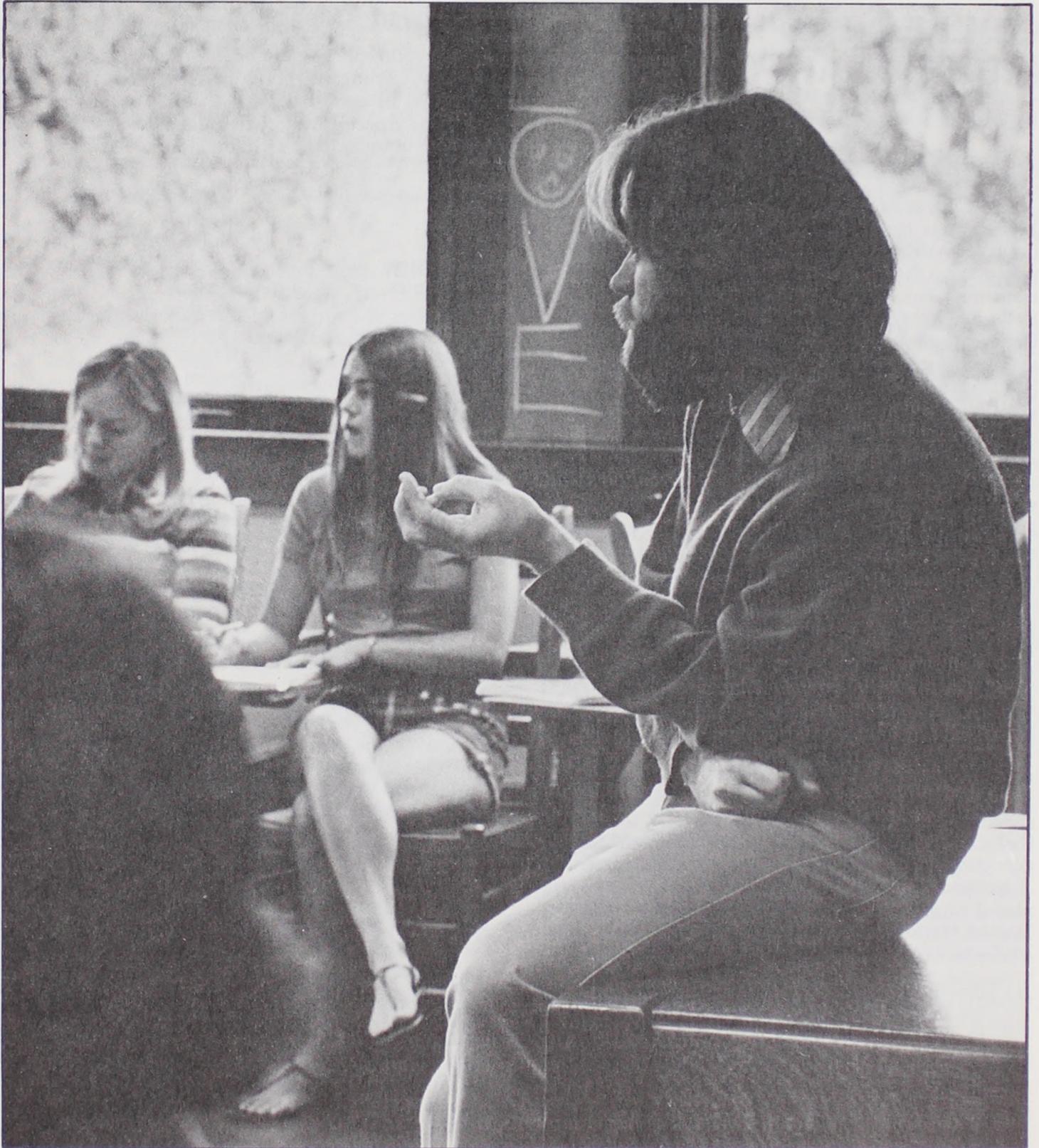
The University is approved by the Oregon State Department of Education and meets requirements for teaching certificates in secondary schools.

The chemistry department is on the approved list of the American Chemical Society.

The music program of the College of Music and Theatre is accredited by the National Association of Schools of Music, and it holds institutional membership in that organization.

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

ACADEMIC PROGRAM



COLLEGE OF LIBERAL ARTS

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 have been approved by the faculty. Students may devise a Special Major Program in consultation with an advisor, provided that the Special Major Program is compatible with the Requirements and Guidelines.

American Studies	Mathematics
Art	Music
Biology	Philosophy
Chemistry	Physical Education
Economics	Physics
English	Political Science
Environmental Science	Psychology
French	Russian
German	Sociology and
History	Anthropology
Humanities	Spanish
International Studies	Speech
British	Theater
French	Urban and Regional
German	Government
Hispanic	
Soviet	

ACADEMIC POLICIES

Graduation Requirements and Guidelines

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 in a major field of specialization, one-third in academic disciplines related to the field of specialization, 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 any one 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 (normally this proficiency is established during the Freshman year). Candidates who have also 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.

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 in the discipline of 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 of them is 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. This agreement implements the Requirements and Guidelines. Copies of all programs and revisions shall be signed by the student and advisor. Before the end of the Sophomore year a four-year program must be filed. 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.

Senior Evaluation

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

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.

At the beginning of the first semester, each new student is assigned to a faculty advisor. The student is free to change advisors depending upon the study program and choice of a major.

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

Specialized counseling services are available through the Student Personnel staff, which includes the Dean of Students, Associate Deans of Students, Director of Counseling Service, Health Center physicians and nurses, the University Chaplain, and Director of Student Financial Aid.

Students living in university housing have available to them guidance and advisement from the head residents and student residents and student resident assistants.

(For more on Academic Advising, See page 60.)

GRADING POLICY: UNDERGRADUATE

PROGRAMS

1. a. The grade of A will denote excellent performance.
- b. The grade of B will denote good performance.
- c. The grade of C will denote satisfactory performance.

- d. 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, or C. Credit will be granted toward the degree; however, P grades will not be computed in the GPA.
- e. 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.
- f. 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 last day to request grades of W will be the fifth school day prior to the first day of the final examination period.
- g. "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.
- h. The grade of T will stand for Continuing Project, extension of time authorized by the professor. 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 course per semester on a Pass/No Credit basis; this does not include courses which have been designed exclusively for Pass/No Credit grading.

Pass (P) is equivalent to A, B, C, and No Credit (N) is equivalent of the regular N.

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. N grades will not be counted as part of the 30 satisfactory credits

required for graduation, but they will be included as the 31st or 32nd courses. An N grade, however, will be considered in the calculation of the cumulative 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 two weeks 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.

This form may not be withdrawn or amended after the first two weeks of the semester.

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, P, or N in the usual fashion.

To be eligible to take courses on a Pass/No credit basis, a student must have at least a 2.000 cumulative grade point average on previous work done at Willamette University.

A student may not take more than one Pass/No Credit course per subject field.

CLASS REGULATIONS

Class attendance is subject to the following guidelines:

1. Students are expected to attend classes.
2. Each individual instructor sets the specific attendance standards for his 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 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 DESCRIPTIONS

Each course is valued at one credit unless otherwise noted in parentheses following the course description. 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.

AEROSPACE STUDIES (Non-major)

Lt. Col. Eugene C. Fletcher, Professor
Maj. Johnnie I. Louderback, Assistant Professor

Men and women in Aerospace Studies under active duty Air Force officers may qualify for a commission as a Second Lieutenant in the U.S. Air Force Reserve. To enter the Officer Training Program, the student must have two years of undergraduate or graduate work remaining, and pass physical and mental tests.

In addition to course work, cadets must attend a six-week summer camp prior to entering the program. Qualified male cadets may also take 25 hours of flight training in light aircraft under civilian instructors at no cost to the cadet. Completion of this Flight Instruction Program will contribute significantly toward attainment of a private pilot's license.

AFROTC cadets may receive up to \$2000 in supplemental pay at the rate of \$100 per month during the two-year program. Students are paid more than \$400 for the required six-week summer camp. In addition, students entering the program are eligible for scholarships consisting of tuition, laboratory and incidental fees and a book allowance.

The course of training provides an understanding of the missions, organizations, problems and techniques of the Air Force.

1 (1/2) Field Training Unit. A laboratory course conducted at selected Air Force bases. Curriculum includes student orientation and counseling; general military education; field exercise; and basic military, physical, and supplemental training. Sixty hours of college level academics are given which duplicate the freshman and sophomore Aerospace Studies given during the 4-year AFROTC program. Prerequisites: Air Force Officer Qualification Test; Air Force physical exam; personal interview.

51 National Security Forces In Contemporary American Society I. Nature of international and domestic environments, the strategic requisites for

national defense, and military-civil relations. Individual research, preparation and presentation of papers, lectures, briefings, and student-led discussions; all students are active participants. Prerequisite; AERO I.

52 National Security Forces in Contemporary American Society II. Strategic requirements for national defense including the formulation and implementation of US defense policy. Student-centered research and class presentations required. Prerequisite; AERO 51.

61 The Professional Officer I. An integrated management course emphasizing the individual as a manager in an Air Force environment. The basic managerial processes involving decision making, utilization of analytic aids in planning, organizing, communicating, and controlling in a changing environment as necessary professional concepts. Prerequisite; AERO 52.

62 The Professional Officer II. Leadership, communication and group dynamics as related to the junior Air Force officer. Military justice and administrative law within the context of the military organization. Preparation for active duty. Prerequisite; AERO 61.

AMERICAN STUDIES (Inter-Area)

(See *Inter-Area Studies*, Page 29.)

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 for the American Studies major will consist of written comprehensive examination followed by an oral examination.

A major in American studies consists of twelve courses distributed as follows:

A. Five Specified Courses

Hist 45 Amer. Cult. & Intel. History

Eng	22	Amer. Lit. Whitman-WWII
PolSc	13	American Politics
Rel	59	Religion in American Life
Intr	50	Seminar in Amer. Studies
B. Three courses in addition to A, one each from groups I, II, III		
Group I — Humanities		
Art	45	Amer. Art History
Hist	38	Readings in Amer. History
Hist	45	Amer. Intel. History
Hist	30	Topics in US Hist: Early Period
Hist	31	Topics in US Hist: Later Period
Hist	40	U.S. History Since WWII
Rel	59	Religion in American Life
Group II — Letters		
Eng	21	Amer. Lit. Begin-Civil War
Eng	22	Amer. Lit. Whitman-WWII
Eng	29	Black Literature
Eng	33	Social Factors in Amer. Lit.
Eng	35	20th Century Amer. Lit.
Eng	42	American Novel
Eng	77	Seminar in Amer. Literature
Group III — Social Science		
Econ	15	Descriptive Economics
Econ	33	Urban & Regional Economics
PolSc	41	Urban Politics
PolSc	44	Planning and the Urban Environment
PolSc	61	Amer. Foreign Policy
PolSc	68	Crisis Politics & Polity
Soc	12	Social Problems
Soc	29	Black Culture in Afr. & Amer.
Soc	38	Urban Sociology
Soc	45	Ethnic & Cultural Relations
Soc	55	Amerindians of N.A.
Soc	59	Community Organization
C. Four courses in addition to A and B, selected from all the courses.		
Group IV — Other Courses		
Art	35	Intro. to Urban Form & Design
Hist	37	Hist. of American West
E.S.	19	Intro. to Geography
E.S.	21	Regional Geol. of Western States
Rhet	60	Rhet. & Amer. Eloquence
Hist	39	Amer. Colonial & Revol. Hist.
Bio	48	General Ecology
Educ	101	Hist. Amer. Education

50 Seminar in American Studies. An interdisciplinary course providing opportunity for American Studies Majors to integrate material

through reading classical commentaries on American life. Discussions will be led by various members of the American Studies faculty. Opportunities will be given for individual projects. Required for majors. Prerequisite: Junior or Senior standing in the American Studies program.

ANTHROPOLOGY (*See Sociology*)

ART

Professor Cameron S.J. Paulin, *Chairman*,
Assistant Professor Carl A. Hall
Assistant Professor Robert H. Hess
Assistant Professor Roger P. Hull

The Art Department believes that art, as a part of a liberal education, should embody both the practical and theoretical phases of this area.

Majors in the Art Department must complete 8 credits in art from the Faculty of Fine Arts listing. Students are expected to become proficient in some basic art skills as well as to acquire sufficient knowledge about present and previous cultural patterns to discern and judge with discrimination various art forms.

All ½ credit courses require a minimum of four hours of studio work each week.

11 (½) Visual Arts: Drawing and Composition. Lectures and creative work in various media of two-dimensional nature, in the areas of still-life; landscape; theoretical aspects of design and composition.

12 (½) Visual Arts: Dimensional Color. Lectures and creative work in the theoretical and practical use of color in art and society: the psychology of color sensation as it relates to fine art, industry, consumer research, etc. Emphasis is placed upon color with the use of two-dimensional materials.

13 (½) Fundamentals of Design. Basic principles of the plastic and visual arts through studio practice in handling the elements of color, volume, space, line and textures in various media.

14 (½) Structural Design. Various media used to orient the student toward the potentials of structural design; the inherent properties of various materials and how these affect the form of the design organization.

19 (½) Visual Arts: Design in Advertising. Visual Media: Graphic production as it relates to pictorial communication. Significant visual and symbolical conditions, both historical and contemporary, that relate to the printed page in graphic design. Prerequisite: Basic Drawing Course.

22 (½) Painting. Studio work: class projects and individual research in the media of oil painting, supplemented with lectures on the contemporary and historical use of the various oil painting techniques. Recommended: Art 12.

24 (½) Beginning Ceramics. Potentialities and restrictions of using various clay bodies in three-dimensional design. Lectures on the physical properties of clays and how clays were used in historical periods. Prerequisite: Art 13 or 14.

25 (½) Advanced Ceramics. Intensive work on the potter's wheel and a concentration on glaze and batch calculations with firing techniques and their influence on glazes and types of clays. Prerequisite: Art 24 or permission of the instructor.

26 (½) Visual Arts: Life Drawing I. Lectures and creative studio work in drawing from the human figure. The figure's role in evolution of artistic expressions and as inspiration to the many periods in the Art of Western Man. Various media: pencil, ink, pastel. Recommended: Art 11.

27 (½) Visual Arts: Life Drawing II. Advanced studio work: On color and the individual artistic interpretations of the human figure in the various media of two-dimensional art. Prerequisite: Art 26 or permission of the instructor.

28 (½) Beginning Jewelry—Metalsmithing. Small three-dimensional designs with non-ferrous metals and metalsmithing procedures coupled with an historical understanding of the part jewelry has played in various cultures.

32 (½) Visual Arts: The Graphic Image I. Creative explorations practical studio work in the fields of etching, woodcut, and wood engraving. Recommended: Art 11 or Art 12.

33 (½) Visual Arts: The Graphic Image II. Individual interpretations of graphics in the field of lithography. Recommended: One course in Visual Arts.

35 Introduction To Urban Form and Design. Urban areas from an aesthetic perspective: urban design,

physical form, and the political and economic contexts in which they take shape. The city in history and main architectural modes which helped to influence its style. The relationship between aesthetic needs and governmental programs in planning and renewal. Comparison of the Salem area with other urbanized areas in the United States and Europe.

36 (½) Beginning Sculpture. Basic design elements in clay and plaster casting, wood, metal and other three-dimensional materials used in studio problems. Lectures, discussions and slides of contemporary and previous great sculptural works implement class projects.

37 (½) Advanced Sculpture. Advanced design projects stressing various materials and technical procedures in sculpture, with individual structural and organization problems assigned, to exhibit the ability of working in different media of a three dimensional nature. Prerequisite: Art 36 or permission of instructor.

42 Survey of Art History, Prehistoric through Romanesque. Great works of art and architecture from prehistoric times through the civilizations of Egypt, Mesopotamia, Greece, Crete, Etruria, Rome and the Early Christian era are broadly seen in relation to the unique cultural, geographical, and historical settings.

43 Survey of Art History, Gothic to Modern. Art, architecture, and various art forms of the Middle Ages, Renaissance and Modern Periods in Europe and America. Influence of religion, politics, economic and cultural interpretations given by western man at specific times.

45 American Art History. American architecture, painting, sculpture, and decorative arts of the 17th through the early 20th century (Colonial to modern periods) historical background and evolution of regional and national styles.

52 Italian Renaissance and Baroque Art. Architecture, sculpture and painting of the Italian Renaissance, Mannerist, and Baroque periods of the 14th through 17th centuries in Italy or under Italian influence. The styles and developments of the Early, High and Late Renaissance periods. Not open to freshmen.

53 Northern Renaissance and Baroque Art. Architecture, sculpture and painting of the Northern

Renaissance through the Baroque period of the 15th through 17th centuries in Flanders, Germany, Spain, Holland, France and England, primarily. Not open to freshmen.

55 Ancient Art History. The emergence, development and diffusion of the art and architecture of Egyptian, Near Eastern, the Classical Greek and Roman world and how these influenced the Byzantine culture.

56 Modern Art History (European and American). Neo-classicism, Romanticism and other art movements during the Nineteenth Century and their effects on the art of the early 20th Century in Europe and America.

57 Oriental Art History. Cultural developments of India, China, Japan and peripheral regions expressed in their architecture, sculpture, porcelains, ritual bronzes, and paintings.

58 Twentieth Century Art (European and American). Painting, sculpture and architecture of the 20th century in Europe and America; origin of "non-objective" (abstract) art as it is seen in Fauvism, Expressionism, Cubism, Constructivism, Surrealism and other art movements to contemporary times.

Independent Projects:

Individual study and work in areas of the art major's special interest.

Painting I and II — 61 (½) and 62 (½)

Ceramics I and II — 63 (½) and 64 (½)

Sculpture I and II — 65 (½) and 66 (½)

Printmaking I and II — 67 (½) and 68 (½)

Design I and II — 69 (½) and 70 (½)

Drawing I and II — 71 (½) and 72 (½)

BIOLOGY

Professor Donald R. Breakey, *Chairman*

Professor Martha E. Springer

Associate Professor Grant O. Thorsett

Assistant Professor Scott D. Hawke

Instructor Elizabeth A. Yocom (*part-time*)

Students whose major work is in biology are expected to acquire a good working knowledge of the anatomy, functions, and importance of both plants and animals; of development, inheritance and evolution; and of the literature, history, and progress of biology.

These fields are covered in part by the courses listed below, but the student is expected to do extensive supplementary reading, especially in the junior and senior years. A Senior evaluation is required for all majors.

A minimum of seven credits in biology is required for a major. This must include Biology 10, 83, 84, one of 22, 24 or 26 and either 28 or 29. Two credits of college chemistry are also required. It is desirable for Biology majors to complete a course in Organic Chemistry and a year of college mathematics and college physics.

10 Principles of Biology. Principles and concepts which apply to all living organisms; physical-chemical background, theories as to the origin of life, organization from cell to organism to populations, major groups of living organisms, biological energetics, physiological maintenance and control, genetics and evolution, history of life. 1 Lab.

12 (½) Principles of Nutrition. Composition and utilization of foods, vitamins, and other nutrients and nutritional requirements of man. Prerequisite: Biology 10.

22 Invertebrate Zoology. Physiological, morphological and behavioral adaptations of invertebrates. Prerequisite: Biology 10.

24 Field Zoology. Laboratory and field course; methods of seeking, collecting and identifying animals. Taxonomic and ecological principles which apply to local forms. Prerequisite: Biology 10.

26 Vertebrate Zoology. The classes of Vertebrates and comparison of morphological and embryological characteristics; phylogenetic relationships and examples of adaptive mechanisms. Pre-requisite: Biology 10.

28 Plant Diversity. Field and laboratory course; classification and probable relationships, the distribution and ecology of those organisms traditionally considered as plants; special study of the Oregon flora. Prerequisite: Biology 10.

29 Plant Anatomy and Physiology. Life processes of living plants, and the associated morphological structures of members of the various plant groups. Photosynthesis and nutrition, movement and use of materials, respiration, reproduction and growth and development. Prerequisite: Biology 10.

32 Human Anatomy. Skeletal, muscular, circulatory, respiratory, digestive, and neural systems and their functioning in physical activities. Prerequisite: Biology 10.

33 Human Physiology. The human body as a functional whole. Homeostasis and the integrated activities of organ systems. Cellular physiology, movement, circulation, respiration, metabolism, renal function, pathology and other areas. Prerequisite: Biology 10. College chemistry recommended.

48 General Ecology. Organisms in the natural environment; plant and animal populations; the community concept; and some methods of description and analysis of ecological communities. Prerequisite: Biology 10.

55 Embryology. Basic morphological processes involved in the ontogenetic development of vertebrate and invertebrate animals; physiological, genetic and biochemical evidence for the mechanisms controlling development. Prerequisite: Biology 10.

66 Cell Biology. Cellular morphology, including cytoplasmic and nuclear components, cellular membranes, mitochondria, golgi apparatus, microsomes, chloroplasts, and cellular functions, such as membrane transport, cellular respiration and synthesis. Prerequisites: Biology 10, and college chemistry.

68 Comparative Animal Physiology. Animal physiology and basic biochemistry from a general and comparative standpoint. Through experimentation and student independent investigation. Active transport, contractile systems, osmoregulation, respiration, intermediary metabolism, hormonal regulation and others. Prerequisite: Biology 10, 23 and one semester of college chemistry.

71 Microbiology. Protista (bacteria, algae, fungi, and protozoa) and their taxonomy, physiology, structure; historical development. Methods of study and survey of members of each of the major groups. Prerequisites: Biology 10, and college chemistry.

78 Genetics-Evolution. Processes of the inheritance with emphasis on modern developments. Theories of speciation; examples of physical and biochemical adaptation to the environment. Evolution today. Prerequisite: Biology 10.

79 Introduction to Molecular Biology. Structure of genetic material; molecular mechanisms for gene

replication, expression, and control; role of gene control in development. Prerequisite: Biology 78 or consent of instructor and college chemistry.

83 (½) History of Biology. Seminar on historical development of concepts and principles of biology as a science. Reading and discussion of source material on various branches of biology. Prerequisite: four courses in Biology.

84 (½) Modern Biology. Reading and discussion in areas of active research. Accompanied by an individual research problem. Prerequisite: four courses in Biology.

CHEMISTRY

Professor Norman J. Hudak, *Chairman*
Associate Professor Frances H. Chapple
Associate professor Arthur D. Payton
Assistant Professor Robert S. McQuate
Assistant Professor Frederick H. Mattes

Willamette 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 his preparation and on his plans for the future. The usual first course in the chemistry program is Chemistry 24, Structure and Bonding, although well-qualified students may begin at a higher level. Students are encouraged to undertake senior 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. 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 a reading knowledge of a foreign language, preferably German or Russian.

12 Chemical Concepts and Applications. A brief introduction to important concepts of chemistry including the nature of the atom, chemical bonding, and chemical equilibria which are then applied to such topics as air and water pollution, energy and natural resources, biochemistry, and agricultural and medicinal chemistry. Field trips. Primarily for non-science students; minimal math is needed.

24 Structure and Bonding. Atomic structure and the periodic table, covalent bonding and representative compounds, crystal structures, hydrogen bonding, stereochemistry, metallic bonding, ionic bonding, methods of investigating chemical bonding.

28 Introduction to Analytical and Preparative Methods. Chemical equilibrium principles applied to preparation, identification, and analysis of inorganic and organometallic compounds. Prerequisite: Chemistry 24, or consent of instructor.

31 and 32 Organic Chemistry I and II. Integration of aliphatic, alicyclic, and aromatic chemistry by means of a mechanistic approach. Nomenclature, stereochemistry, structure and reactivity, elementary theoretical organic chemistry, and substitution, elimination, addition, condensation, and rearrangement reactions. Laboratory: isolation and purification techniques, synthesis, and qualitative organic analysis. Prerequisite: Chemistry 24.

40 Biochemistry. Molecules of biological importance: proteins, nucleic acids, polysaccharides, and lipids; intermediary metabolism and biological oxidation; and the biosynthesis of carbohydrates, lipids, mononucleotides, and amino acids. Pre-requisite: Chemistry 32; Biology 10 recommended but not required.

55 Physical Chemistry I. Mathematical tools, description of physico-chemical systems, First and Second Laws of Thermodynamics. Derivation and use of Thermodynamic functions, Third Law of Thermodynamics. Phase Rule. Colligative properties. Chemical Equilibrium.

56 Analytical Chemistry. Instrumental methods; ultraviolet, visible, and infrared spectrophotometry; NMR and ESR spectroscopy; Raman spectroscopy; flame photometry; potentiometry; gas

chromatography; conductance; polarography; coulometric and amperometric methods; thermoanalytical methods; polarimetry; refractometry; interferometry; radiochemical methods; applied electronics; special techniques. Prerequisite: Chemistry 28.

62 Inorganic Chemistry. Chemistry of the transition metals: coordination compounds: structure, bonding, stability, and reaction mechanisms; physical methods of inorganic chemistry. Prerequisite: Chemistry 28 and 55.

65 Physical Chemistry II. Kinetic Theory of Gases. Chemical Kinetics. Molecular structure and spectra, Elementary quantum mechanics. Introduction to statistical mechanics and to solid state chemistry. Electrochemistry.

72 Physical Organic Chemistry. Applications of spectrometric methods to the elucidation of the structure of organic compounds, theoretical organic chemistry, reaction mechanisms, organic intermediates, and substituent and medium effects in organic reactions. Prerequisite: Chemistry 32. Co-requisite: Chemistry 55.

74 Electroanalytical and Spectroscopic Methods in Analytical Chemistry. Selected instrumental methods: a choice of one or more of topics from Spectroscopic methods, electroanalytical methods, or others and their electronics, limitations and basis of the method. Topics dependent on student interest and access to instruments. Prerequisite: Chemistry 56.

75 Physical Chemistry III. Metallic bonding; conductivity, semi-conductivity, and photoconductivity; the structure of alloys. Electronic structure of ionic compounds. Non stoichiometry and the influence of structural defects on electrical and optical properties, diffusion, and solid state reactions; absorption and heterogeneous catalysis. Prerequisite: Chemistry 65 or consent of the instructor.

78 Thermodynamics. Use of exact differentials, line integrals, and partial derivatives. Equations of state. International energy. First Law the Joule Experiment. The Joule-Thompson Experiment. Enthalpy. Second Law. Carnot Cycle. Caratheodory's Theorem. Entropy. Helmholtz & Gibbs Functions. Third Law. Stability conditions.

79 Statistical Mechanics and Quantum Chemistry. Quantum mechanical problems; particle in a box,

harmonic oscillator, rigid rotator, hydrogen atom. Applications to chemistry, including: approx. methods, directed valence, and group theory. Equilibrium statistical mechanics, principles and applications; ensembles, probabilities, partition function, and types of gases.

81 and 82 (1/2 each) Comprehensive Chemistry I and II. Application of chemical principles to original laboratory projects, systematic use of library resources, and integration of subject matter in the four-year curriculum. Course activities will extend through both semesters of the senior year. Prerequisite: senior standing and declaration of a major in Chemistry.

COMPUTER SCIENCE (*Non-major*)

(For other related courses see mathematics p. 32.)

Instructor Nicholas Liepins, *Director*

Instructor John Goveia (*part-time*)

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 future work.

3 Introduction to FORTRAN. Intensive heuristic approach to the study of FORTRAN IV, concentrating on program structure, logic, coding and debugging.

5 Introduction to Computing. Problem solving by computer, including discussions of algorithms, flowcharts, data representation, program structure, programming languages and systems, applications, and effects. Computer solution of several numerical and non-numerical problems using FORTRAN IV.

15 Computers and Programming. Computer structure, machine language, instruction execution, data representation, assembly languages, program segmentation and linkage, systems and utility programs, and programming techniques. Several programming projects using IBM 1130 Assembler language. Prerequisite: Computer Science 5.

25 Topics in Computer Science. Formal languages, automata theory, information theory. Computer logic and design, and other areas of computer science. Prerequisite: Computer Science 5 and Mathematics 18 (or equivalent).

35 Independent Study in Computer Science.

Research topics appropriate for individual needs as preparation for future work. Pre-requisite: Computer Science 5, 15, and 25.

EARTH SCIENCE (Non-Major)

Assistant Professor Harry E. Rorman, *Chairman*

Earth Science offers selected courses in Geography and Geology for the non-major student. The program is designed to demonstrate the scope, structure, and nature of the earth sciences. The objective of the program is to provide the liberal arts student with a fundamental understanding of the earth and his physical environment.

10 Physical Geology. Materials of the earth, and their disposition, earth processes responsible for the present distribution and configuration of the continents. Selected material from mineralogy, petrography, petrology, structural geology, geophysics, volcanology, and seismology.

11 Historical Geology. Introductory history of the earth and life on earth. Selected material from stratigraphy and paleontology. Prerequisite: A course in college Geology.

19 Introduction to Geography. Physical elements of atmosphere, land, water, plant and animal life; cultural elements, settlement pattern of man in our society, and political and economic geography.

21 Geology of the Western United States. Cordilleran System, eugeosynclinal and miogeosynclinal development of the western United States and the Pacific Northwest. Prerequisite: Historical Geology.

22 Environmental Geology. Geologic phenomena pertaining to present day environment in Western U.S. earthquakes, volcanic eruptions, nuclear underground testing; open pit mining, ground subsidence and dam conditions. Prerequisites: Physical or Historical Geology.

30 World Geography. Contemporary world geography — a general overview. Recommended: Earth Science 19.

31 Geography of Europe. Geographical study of all countries of the continent of Europe including USSR.

ECONOMICS

Associate Professor Jack Leonard, *Chairman*
Professor Richard M. Gillis
Associate Professor C. Russell Beaton
Associate Professor Thomas H. Hibbard
Lecturer Thomas B. Brand (*Part-time*)

The objectives of a major in economics are to widen the horizons of understanding of our economic life and to examine the methods and operation of our economic institutions.

The major in economics must include among eight courses: Economics 15, 18, 48, 58 and 65.

15 Descriptive Economics. Major economic problems and institutions of the American economy; developments and operations through supply and demand, labor and management relations, the money and banking system, business cycles, corporations, households, business and government, in relation to the rest of the world.

18 Economic Theory I. Theoretical aspects of economics; introduction to micro and macro economic theory and general model building. Prerequisite: Economics 15.

24 Business Law. The laws governing business contracts, agency, sales, commercial paper, property, negotiable instruments, business organization, insurance, surety-ship, and torts.

26 Principles of Accounting. Theory of accounting and procedures as a basis for sound economic decisions and the planning and administration of business organizations and public enterprise.

28 Managerial Accounting. Preparation and analysis of financial statements; the determination of income; the valuation of assets, liabilities and equity; cost budgeting; the impact of taxation and government policy, and the theory of internal control to understand the theory of the firm in the free enterprise system and of national income determination.

30 Principles of Management. Various management schools of thought and basic management functions of planning, organizing, controlling and directing.

32 Urban and Regional Economics. Economic theory in analyzing structure of areas with highly interdependent economic systems. Role of the spatial variable in determining efficient allocation of scarce

land resources. Economic, political, and sociological factors in planning for optimal land use within region and urban systems. Prerequisite: Econ 15.

35 Environmental Economics. Problems of environmental protection and natural resource utilization. Analysis of strengths and shortcomings of the market mechanism, role of social sciences, dimension of the problem, and possible solutions. Prerequisite: Econ 15.

36 Comparative Economic Systems. Major economic systems as the cause and effect of current world economic development directed toward the central problem of making public and private economic decisions more rational and productive of (economic) welfare. In general, the normative aspects of economic policy. Prerequisite: Econ 15.

38 History of Economic Thought. Development of economic theories from the early Christian era to the present. The rise of capitalism: private property, legal process, the profit motive, the price system and the classification of economic ideas according to philosophical roots. Prerequisite: Econ 15.

42 Finance and Investments. Analysis of financial decision-making and business and corporate finance and investments as related to the business structure, the institution and the individual. Corporate financial policies and structure, the capital markets, mechanisms of investment and the planning of investment programs. Prerequisites: Econ 15.

48 Economic Theory II. Theory of the Firm, price determination and resource allocation. The theory of consumer choice from the classical standpoint and indifference analysis. Prerequisite: Econ 18.

51 Money and Banking. Nature of money, the role of the banking system, the effect of changes in the supply and demand of money on the level of employment and prices, and theories of interest. Federal Reserve System. The place of government in monetary and banking practice and regulation. International aspect of our monetary policies, banking institutions and monetary relationships. Prerequisite: Econ 15.

52 Labor Economics. History, development and structure of American labor movement. Rise of organized labor, collective bargaining, determination of wages and employment, public policy in labor management relations and programs for minimizing economic insecurity. Prerequisite: Econ 15.

57 International Economics. Traditional economic analysis applied to the trade and financial relationships among nations. Comparative advantage, tariff problems, world monetary arrangements, the problem of international liquidity, and the theory of economic development. Prerequisite: Econ 15.

58 Economic Theory III. National Income Accounts, sector analysis and the underlying theory of a national economy through the IS/LM model. Prerequisite: Econ 18.

61 Seminar: Managerial Economics & Simulation. Synthesis of business administration and economic theory, multiple linear correlation analysis, demand determination, pricing, etc. A research paper, combining both theory and administration is required. Management simulation through the use of the computer, is an integral part of the program. Open to seniors only.

65 Economic Statistics. Probability and its effect on the economic scene: chi-square, proportional and means (under a normal curve), simple linear regression analysis, etc.

68 Economic Theory IV. Rigorous mathematical approach to economic theory (micro and macro). Adds to general economic theory certain proofs and new materials. Prerequisites: Econ Theory I, II and III.

EDUCATION (*Non-major*) (Undergraduates)

Professor James R. Lyles, Jr., *Chairman*
Professor Wright Cowger
Assistant Professor Virginia Bothun
Assistant Professor Theodore Y. Ozawa
Instructor Charles Goforth
Instructor Jane Wilson (*part-time*)
Instructor Bruce Stewart (*part-time*)
Instructor Don Walton (*part-time*)
Instructor George Dyer (*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 and PHYSICAL EDUCATION

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, Social Studies and 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.

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.

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.

TEACHER EDUCATION PROGRAM SEQUENCE

- 25** Introduction to Teaching 1/2
(Recommended for semesters 2, 3, 4, 5 or 6 — Must precede all other education courses)
- 35** The School, Teacher & Student 1/2
(Must precede Ed. 45, 55 & 86)
- 74** Teaching of Reading 1/2
(Recommended to precede Professional Semester)

Professional Semester Courses

- 45** Psychological Foundations of Education 1
- 55** Principles of Teaching 1
- 70-76** Special Methods 1/2

- 86** Supervised Teaching 1 1/2
(Note: Music Education students will take Music 87, 88, & 89 instead of Education 70, 71, 72, 73, 75 & 76.)

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 you arrive at Willamette.

PHYSICAL EDUCATION

- Physical Education Activities
- 24** General Hygiene
- 26** Care and Prevention of Injuries
- 35** History and Principles of Physical Education
- 51** The Organization and Administration of Physical Education
- 56*** Physiology of Exercise and Evaluation in Physical Education
- 57*** Applied Kinesiology
- 70-77** Physical Education Activity Laboratory 1/2

**Not required for basic norm in Physical Education.*

6 (1/4) Development of Learning Skills for College Work. Knowledge and skill in the following areas: reading, writing, and study skills; applying principles of learning and motivation to individuals; and developing a greater awareness for personal-emotional factors in learning.

25 (1/2) Introduction to Teaching. A study of teaching through field studies, simulations, practica, and readings. Evaluation made by the student, his peers, and faculty on the student's potential as a teacher. Note: Prerequisite for all other education courses. Second semester freshmen, sophomores or juniors are encouraged to schedule this course.

35 (1/2) The School, Teacher, and Student. Social and cultural groups, the social and legal role of teacher and student, the curriculum. Includes scheduled field experiences.

(To be taken prior to the professional semester.)

45 Psychological Foundations of Education. Human development from birth to adulthood; emphasis upon the cognitive, psycho-motor, and affective development of the individual in the controlled classroom

learning situation, with attention given to minority needs, objectives, and group processes.

55 Principles of Teaching. Professional Semester, Principles is designed to place primary emphasis in 4 areas: 1) Structures 2) Strategies 3) Media and 4) Organizing for learning. Work with instructional media provides both the organizing center and the instructional vehicle for the course. Some field observations are included as well as continued experience with peer teaching.

All special methods courses, numbered 70 through 76, include work on strategies, media, reading and writing, curriculum, and diagnostic and remedial procedures which are specially applicable to that field.

70 (1½) Methods of Teaching Art. Methods and objectives; consideration of classroom materials and equipment; curriculum developments; observation.

71 (½) Methods of Teaching English. Methods and objectives; consideration of classroom materials and equipment; curriculum developments; observation.

72 (½) Methods of Teaching Modern Foreign Languages. Methods and objectives of teaching modern foreign languages in the secondary school; linguistics; use of audio-lingual materials and the language laboratory; evaluation of materials; demonstrations; observations.

73 (½) Methods of Teaching Mathematics. The study, observation, and use of special classroom techniques, procedures and materials; consideration of recent curriculum development.

74 (½) Teaching of Reading. Modern theories underlying methods of teaching reading; current developmental and remedial programs with emphasis on secondary needs and materials. Required for all secondary certification.

75 (½) Methods of Teaching Science. Concept of, and curriculum for, science studies; the use of materials, methods and procedures; new approaches to teaching; and evaluation procedures.

76 (½) Methods of Teaching Social Studies. Concept and curriculum of the social studies, materials, methods, procedures and evaluation. Special emphasis on nature and structure of individual social studies courses commonly taught in secondary schools, and new approaches in social studies teaching.

86 (1½) Supervised Teaching. Teaching experience in the secondary classroom under guidance and supervision of experienced teacher and college supervisor; includes weekly seminars and conferences.

ENGLISH

Associate Professor Richard D. Lord, *Chairman*
Visiting Professor Herbert E. Childs
Associate Professor Gerard F. Bowers
Associate Professor Wilbur S. Braden
Assistant Professor Adele Birnbaum
Assistant Professor Virginia Bothun
Assistant Professor Carol Long
Assistant Professor Kenneth S. Nolley
Assistant Professor Richard A. Sutliff

The English major must complete ten credits in the English subject field. English courses elected must include at least 4 from courses numbered 34-54 (courses covering in depth the major periods in English Literature from the 14th to the 20th centuries) and at least one English or American Literature Seminar (English 77, 78) or a project in Independent Study (English 80). Majors are encouraged to elect an appropriate course in each of the following: history, philosophy, fine arts, writing, and speech. Those contemplating graduate study are advised to continue foreign language study beyond the intermediate level.

The English Proficiency Requirement is normally satisfied during the freshman year by one of the following methods:

1. English 11: English Composition
2. English 12: Introduction to Literature
3. English 13: Freshman Seminar
4. A Freshman Seminar, with major attention given to writing skills, which may be offered in another discipline
5. English 36 or 37: Imaginative Writing I or II (open to freshmen upon consent of instructor)
6. English 38: Advanced Writing (open to freshmen upon consent of instructor)
7. A score of 4 or 5 on the Advanced Placement Test in English
8. An appropriate examination administered by the English Department.

Senior evaluation for the English major will consist of the Undergraduate Literature Examination and a senior thesis developed from the English/American Seminars or Independent Study, or a directed creative project.

8 (½) English Composition (Workshop). An individualized workshop for student referrals from other courses. Emphasis on discovering and correcting the individual's problems of expression. Admission by assignment.

10 The Craft of Writing. The art of self-expression through words.

11 English Composition. An English composition course emphasizing extensive writing of essays stimulated by the appropriate reading of representative samples of expository prose. Emphasis on independent thought, unity of idea, logical organization, coherence, clarity, and individual style.

12 Introduction to Literature. Literary forms: fiction, drama, poetry. The reciprocal relationship between form and content in a literary work. Examples from various eras and genres in English and American literature and from other literatures in translation.

13 Freshman Seminar. Students and instructor exploring together a specified topic as an occasion for a variety of writing experiences.

15 Classical Foundations of Literature. Themes and patterns of Greco-Roman literature, cultural origins of tragedy and comedy, epic and romance, and their influence on later Western literature. Pre-requisite: English Proficiency Requirement.

16 World Literature II. A study of those masterpieces of imaginative literature which reflect the development of Western culture in its various stages from Neo-Classicism to the present.

19 Film and Literature. Conventions and preoccupations of particular genres; concerns and characteristics of related individual authors and auteurs. The topic will change each time the course is offered. Pre-requisites: English 12, 15 or 16.

20 Images of Man in Literature. A study of the human experience as reflected in literature and related disciplines from Biblical times to the present. The course is designed to introduce students to significant literary developments in the history of ideas. One or more sections will be offered each semester; the topics will change each semester. Prerequisite: English Proficiency Requirement.

21 American Literature from its Beginnings to the Civil War. A study of the main forces in American literature from Colonial times to the Civil War.

Emphasis will be placed on the conflict of ideas in religious, philosophical, and political contexts as reflected in the works primarily of major figures: Franklin, Edwards, Jefferson, the *Federalist Papers*, Poe, Hawthorne, Melville, Emerson and Thoreau. Prerequisite: English Proficiency Requirement.

22 American Literature from Whitman to World War II. A study emphasizing indigenous developments in American literature: special emphasis is given to the poetry of Walt Whitman and Emily Dickinson, the humor and social criticism of Mark Twain, the local color movement, the rise of realism in Howells and James, the 20th century resurgence of poetry, and proletarian literature of the thirties. Unity is centered on psychological and sociological problems of the individual in conflict with society. Prerequisite: English Proficiency Requirement.

23 English Literature: Chaucer to Samuel Johnson. An intensive study of characteristic works by major figures in English literature, selected on the basis of individual greatness, qualities representative of their respective periods, and significance to the modern reader. The student will be expected to acquire not only a thorough knowledge of the works and authors studied but also a familiarity with the traditional periods of English literature viewed in their historical, philosophical, religious and social implications. Prerequisite: English Proficiency Requirement.

24 English Literature: Wordsworth to Eliot. An intensive study of characteristic works by major figures in English literature, selected on the basis of individual greatness, qualities representative of their respective periods, and significance to the modern reader. The student will be expected to acquire not only a thorough knowledge of the works and authors studied but also a familiarity with the traditional periods of English literature viewed in their historical, philosophical, religious, and social implications. Prerequisite: English Proficiency Requirement.

31 Great Plays of the Western World (Fine Arts). A study of the origins and development of comedy and tragedy through representative plays from various western cultures beginning with the Greek drama and closing with the contemporary stage. Prerequisite: English Proficiency Requirement.

33 Social Factors in American Literature. A study of American literature as an expression of social concerns and problems from Jacksonian times to the pre-

sent. Particular emphasis will be given to such issues as the tyranny of the majority, forces toward conformity, racial conflicts, workers' rights, the plight of the farmer, and American utopias. Prerequisite: English Proficiency Requirement.

34 Twentieth Century British Literature. A study of major British novelists and poets from 1900 to the most recent with critical attention to technique and style as well as to ideas and literary trends. Prerequisite: English Proficiency Requirement.

35 Twentieth Century American Literature. A study of contemporary American fiction, drama, and poetry, with emphasis upon developments since World War II. Special attention will be given to the novels of Nabokov, Barth, Malamud, and Styron, the plays of Miller and Albee, and the poetry of Stevens, Jeffers, Eliot, Frost, Cummings, and Lowell. In addition, each student will be expected to prepare a critical introduction to the works of a writer not included in the reading list for the course. Prerequisite: English Proficiency Requirement.

36 & 37 Imaginative Writing I & II. Practice in the writing and analysis of short fiction, poetry, or drama (depending on the interests of those enrolled each semester) explore and develop own verbal and imaginative resources. Prerequisite: Consent of instructor.

38 Advanced Writing: Persuasion. Practical exercises in the lively expression of knowledge and opinions. Prerequisite: Consent of instructor.

41 The English Novel. Development of the novel in England from Defoe to Conrad with attention to technique, theme, and social context. The study of twelve major English novels with analytical depth in order to acquaint the student with the development and continuity of the novel in English and the distinctive contributions in material and method of each major novelist. Prerequisite: English Proficiency Requirement.

42 American Novel. A study of the American novel as a genre from its beginnings as an outgrowth of the English novel to 1940. The unifying theme of the course will be the changing patterns of the American hero in relationship to the civilization which he has helped to create — the paradox of individualism in a democratic society. Emphasis will be placed on such concepts as the American Adam, the reformer, the

political demagogue, the captain of industry, the Babbitt, the expatriot, and the organization man in the context of the American Dream. Prerequisite: English Proficiency Requirement.

43 The English Drama: Medieval to Modern. An historical and critical study of representative English plays illustrating the major trends in dramatic literature from the medieval period to the beginning of the Twentieth Century. Special attention will be paid to the development of the principal dramatic genres beginning with the Mystery, Miracle, and Morality Plays of the Middle Ages and culminating with the Comedies of Oscar Wilde. Prerequisite: English Proficiency Requirement.

45 Milton. Development of Milton's literary ambition and style viewed through study of his major prose and the English poems, with emphasis on PARADISE LOST; a critical appraisal of his influence on later writers; a survey of major Miltonic criticism to the present time. Prerequisite: English Proficiency Requirement.

46 Chaucer and his Age. A detailed study of the major poetry of Chaucer; an introduction to his French and Italian sources and to the works of his English contemporaries; an introduction to 500 years of Chaucer criticism. Prerequisite: English Proficiency Requirement.

47 Studies in English Renaissance Literature. A careful examination of the major literary themes, genres, and authors of the English Renaissance, with attention to classical and continental background of the sonnet, of other lyric forms, of drama, and of prose as they developed in England in the 16th century (Shakespeare's plays are excluded).

50 Seventeenth Century Literature. A study of English poetry and prose from 1603 to 1660, with emphasis on the poetry of Donne, Jonson, Milton, and other representative writers. Prerequisite: English Proficiency Requirement.

51 Eighteenth Century English Literature. A critical and historical study of English poetry, drama, and prose between 1660 and 1798, with emphasis upon Dryden, Swift, Pope, Fielding, Johnson Sterne, Burns, and Blake. For convenience the period will be subdivided into three parts: The Restoration, The Augustan Age, and The Age of Johnson. Prerequisite: English Proficiency Requirement.

52 The Major Romantic Writers. A study of the essential nature and perennial spirit of Romanticism as it appears in the chief works of the major Romantic poets, Wordsworth, Coleridge, Keats, Shelley, and Byron, and the chief critical works of the prose writers, Coleridge, De Quincey, Hazlitt, Hunt, and Lamb (exclusive of the novelists), and an assessment of the continuing influence of Romanticism and its pertinence today. Prerequisite: English Proficiency Requirement.

53 The Major Victorian Writers. A study of the major tendencies, scientific, philosophical, religious, social, political, industrial, and aesthetic, of the Nineteenth Century after 1832 as they are manifested in the chief works of the major Victorian writers of poetry and prose (exclusive of the novelists) with emphasis on Tennyson, Browning, Arnold, Carlyle, Ruskin, Darwin, Newman, Meredith, Swinburne, Hopkins, and Hardy, and an assessment of their pertinence today. Prerequisite: English Proficiency Requirement.

55 Theories of Criticism. A study of the historical foundations of literary criticism with an emphasis on the development of the student's own critical theories. An attempt will be made to sharpen reading awareness through the study of critical theories as they relate to works of literature. Prerequisite: English Proficiency Requirement.

57 Women Writers. Literature by women from different historical periods. Contribution of the authors as women to the literary tradition. Approach will combine literary analysis and a subjective response. Pre-requisite: English Proficiency Requirement.

59 Shakespeare: The Earlier Plays. Histories and selected comedies and tragedies written before 1601. Elizabethan cultural setting, poetic and dramatic form, growth of Shakespeare's craftsmanship. Prerequisite: English Proficiency Requirement.

60 Shakespeare: The Later Plays. Selected comedies, tragedies and romances written between 1601 and 1611. Jacobean cultural setting, poetic and dramatic form, Shakespeare's mature craftsmanship. Prerequisite: English Proficiency Requirement.

61 Development and Structure of English Language. History of changes in the language in vocabulary and structure from the earliest records to the present, including an introduction to modern

studies in structure, especially transformational grammar.

62 Existential Writers. An interdisciplinary study of existentialism, theistic and atheistic, in the works of European and American writers. Nonfictional writings on philosophy, psychology and religion supplement a selection of existentialist fiction and poetry. Prerequisite: English Proficiency Requirement.

63 American Romantic Poetry. Romantic tradition in American poetry from Emerson, Thoreau and Whitman to Crane, Stevens and Jeffers. Attention given to the English influences in order to focus upon the uniqueness of the American movement. Prerequisite: English Proficiency Requirement.

77 Seminar in American Literature. Intensive study of a specific topic, genre, period, or figure. Area of concentration will be announced during the preceding year. Prerequisite: Permission of the instructor. Prerequisite: English Proficiency Requirement and Consent of Instructor.

78 Seminar in English Literature. Intensive study of a specific topic, genre, period, or figure. Area of concentration will be announced during the preceding year. Prerequisite: English Proficiency Requirement and Consent of Instructor.

80 (1 or ½) Independent Study. Intensive study of a selected area, for advanced students. By permission of the Department Chairman.

ENVIRONMENTAL SCIENCE (Inter-Area)

(See *Inter-Area Studies*, Page 29.)

The Environmental Science Major involves an inter-disciplinary approach concerned with the effects of man's activities on earth and, conversely, with the influence of earth processes on the works of man.

The curriculum is constructed from the University's present or future offerings to provide the student a selection in his field of emphasis through choice of electives.

The depth in his 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.

Specified Environmental Science Courses Re-quired:

Bio	48	General Ecology
Soc		A Course in Sociology
Chem	12	General Chemistry
Earth	19	Introduction to Geography
Econ	35	Environmental Economics
Poli	41	Urban Politics
Int	60	Seminar in Environmental Science

Electives: (five courses)

Bio	28	Plant Diversity
Bio	24	Field Zoology
Bio	22	Marine Zoology
Chem	24	Structure and Bonding
Chem	28	Intro to Analytical and Preparative Methods
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
Earth	10	Physical Geology
Earth	11	Historical Geology
Earth	21	Geology of the Western U.S.
Earth	22	Environmental Geology
Earth	30	World Geography
Phys	11	Introductory Physics I
Phys	12	Introductory Physics II
Phys	16	Contemporary Physics
Phys	40	Elementary Modern Physics
Phys	65	Advanced Modern Physics
Art	35	Intro to Urban Form and Design
Poli	44	Planning and the Urban Environment

40 Environmental Field Studies I. Ecosystems and environments through Oregon will be visited to demonstrate biological and geological classifications. The consequences of alteration of environments and possible methods to retain or regain environmental balance.

41 Environmental Field Studies II. Ecosystems in the wet-dry tropical area of Hawaii will be visited to demonstrate biological and geological phenomena of these environments. The consequences of man's alteration of environments with particular emphasis on agriculture vs. tourism in land use.

ENVIRONMENTAL SCIENCE

42 Environmental Field Studies III. Ecosystems in

Desert areas: Range and Basin Province, Death Valley, Mojave Desert, Sonora Desert, Salton Trough physiographic province of California and the Northern shores of the Gulf of California.

60 Seminar in Environmental Science. Correlate material covered in courses required or elected for the Environmental Science Major. Consideration of specific problems of the environment. Required for majors in Environmental Science. Prerequisite: Major in Environmental Studies.

FOREIGN LANGUAGE

- Associate Professor Clarence A. Kraft, Chairman
- Associate Professor Paule G. Drayton, (Sabbatical, Spring 1975)
- Assistant Professor Thomas S. Berczynski
- Assistant Professor Raul G. Casillas, (On Leave, Fall Semester, 1974)
- Assistant Professor Francoise Goeury-Richardson, (On Leave, 1974-75)
- Assistant Professor Klause Neuendorff
- Instructor Christine A. Gentzkow
- Instructor Patrick Henry
- Instructor Ronald Aguirre (part-time)
- Instructor Magda Schay (part-time)
- Instructor Marta Velez (part-time)

Courses in elementary and intermediate Foreign Language are designed to help the student towards proficiency in the foreign language of his choice and to acquaint him with a culture other than his own.

Students are placed according to their aptitude and achievement in foreign languages as indicated by College Entrance Examination Board scores, English achievement and verbal aptitude tests, and by consultation with foreign language faculty.

A four-week trial period makes it possible for students to change courses where such a change seems advisable.

Emphasis is placed on speaking and reading. Advanced courses are conducted in the foreign language. The language laboratory is available for use by students at all levels.

The Foreign Language Department each year brings to the campus, students native to the countries of the languages taught, to assist in the enrichment of the program.

STUDY ABROAD

Students interested in foreign language are encouraged to increase their competence in the use of the language by residence and study in the Willamette University or other Study Abroad Programs.

Apply to the Foreign Language Department for further information.

AREAS OF SPECIALIZATION

Three areas of specialization are available to students interested in foreign languages:

- a.) A major in language and literature
- b.) A major in language and culture, with a greater emphasis on linguistics and cultural readings
- c.) A major in International Studies for students who wish to specialize in the area studies of one language (see page 29 in this catalog).

A MAJOR IN FOREIGN LANGUAGE

Students intending to major in foreign language should discuss their plans very early in their college career with a member of the appropriate foreign language faculty.

Students will also select appropriate courses, in consultation with their advisor, in history, philosophy, history of art, political science, literature, and letters seminars. The study of a second foreign language is recommended.

Major students will complete a basic reading list as part of their preparation and in the Senior year, will pass written and oral comprehensive examinations. Junior students interested in an independent research project leading to a "major with distinction" should consult the major advisor.

Students electing a major in foreign language are encouraged to increase their competence in the use of the language by residence and study abroad on approved programs, whenever possible.

FRENCH

11 and 12 Elementary French I and II. Introduction to basic skills: comprehension, speaking, reading and writing. Regular assignments for laboratory work.

21 and 22 Intermediate French I and II. Development of basic skills, classroom and laboratory. Carefully selected readings, in the student's special fields of interest. Prerequisite: Elementary French (or equivalent) or 2 years of high school French with satisfactory CEEB score.

42 Introduction to French Literature. French literature through reading and analysis of topical works (epic, lyric poetry, essay, novel, and theatre). Oral and written assignments, class discussion, laboratory exercises. Supplementary reading from major literary works and criticism. Conducted in French. Prerequisite: Intermediate French or the equivalent.

47 History of French Civilization. Geography, history and the chronological development of culture; current developments in modern France. Offered in English. Special exercises for French-speaking students. Offered alternate years.

48 History of French Thought. Representative essays and other expository materials dealing with history, philosophy, politics, social criticism, science, art, cinema. Topics will be selected from works of major French-speaking thinkers. Prerequisite: French 21 and 22 or consent of instructor.

49 French Romanticism. The theoretical writings of Mme. de Stael and Victor Hugo. Selected prose of the two major 18th Century pre-romantics: Rousseau and Bernardin de Saint-Pierre. The poetry of Hugo, Lamartine, Vigny, Musset, Nerval and Baudelaire. Novels by Chateaubriand and Stendhal and plays by Hugo, Bigny and Musset. Prerequisites: French 42 or equivalent.

50 French Composition and Discussion. Oral and written compositions based upon readings of texts emphasizing French culture, as well as literary texts to acquaint students with the literary vocabulary needed in more advanced Letters courses. Exercises in syntax and introductory phonetics. Laboratory exercises stressing comprehension and pronunciation. Prerequisite: Intermediate French or consent of the instructor.

51 Seventeenth Century Prose Writers. Types of prose writing and values found in the light of the 17th century ideas. Discussions in French. Prerequisite: French 42. Offered alternate years.

52 Corneille, Moliere, Racine. Principal plays and one or more minor plays of each of the three great

dramatists of the 17th century: minor writers, whose works relate to the great trio, the history of the theatre and staging of plays. Conducted in French. Prerequisite: French 42 or consent of the instructor. Offered alternate years.

53 (½) Applied Phonetics in French. Practice sessions in French to develop French speech habits. Recognition and reproduction of the various sounds, intonation, diction, transcription exercises. Taken concurrently with general phonetics. Offered alternate years.

54 The Age of Enlightenment. Major forces in 18th Century French literature and their relationships to European currents of thought. Political essays and social criticism in the works of Voltaire, Montesquieu, Rousseau, etc. Reading and analysis (both oral and written) of selected literary works. Prerequisite: French 42. Offered alternate years.

56 Realist & Naturalist Movements in 19th Century French Literature. Conflicting tendencies of political and social thought and artistic expression. Readings begin with the Precursors: Balzac and Stendhal, then the realistic and naturalistic works from Flaubert, Goncourt, Zola, Maupassant, Daudet, Leconte de Lisle, Becque. Conducted in French. Pre-requisites: French 42 or 48. Offered alternate years.

57 History of the French Language. A survey course designed to acquaint the student with the development of French from the origins to the present through the study of literary and historical texts. Special emphasis will be placed on external history as well as the evolution of phonology, morphology, and syntax.

58 Man's Fate in the French Philosophical Novel from Voltaire to Camus. Movement away from individual psychology toward the human condition that characterizes the 18th century tale and the 20th century post-Proustian novel. Works of Voltaire, Diderot, Sade, Gide, Malraux, Saint-Exupery, Camus and Sartre will be read in English. Re-prerequisite: None.

61 Advanced French Composition. Intensive training in oral expression. Systematic review of French grammar. Composition (both oral and written) on topics based upon the thought and problems of contemporary France. Enlargement of vocabulary, including the the "explication de texte" method. Conducted in French. Prerequisite: French 50 or consent of the instructor. Offered alternate years.

63 Nineteenth Century French Novel. Tension between illusion and reality in the novels of Balzac, Stendhal, Flaubert and Zola and how this conflict elucidates the romantic, realistic and naturalistic tendencies of their work. Conducted in English.

65 The Novel from Proust to the "New Novel". Readings from Proust, several writers of the period between the two wars such as Duhamel, Martin du Gard, Mauriac, Malraux, and selected works from recent writers. Oral and written reports on supplementary readings. Conducted in French. Prerequisite: French 42. Offered alternate years.

66 French Theatre from the Theatre libre to the Present. Dramatic theories and achievements of the *metteurs-en-scene* from Antoine, Copeau, and the Cartel to Vilar, Barrault, and others of the present day. Plays by Becque, Maeterlinck, Claudel, Sartre, Camus, Montherlant, Ionesco, Beckett, and other contemporary writers. Consideration of the interplay of ideas from other literatures. Conducted in French. Prerequisite: French 42. Offered alternate years.

67 French Poetry. French poetry from Villon to present; types of poetic expression of representative French poets. Prerequisite: French 42. Offered alternate years.

68 Reading and Conference. To enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Prerequisite: French 42 or 50; Jr. or Sr. standing and GPA of 3.00 or better.

69 Eighteenth Century French Literature. Poetry, philosophical writings and novels of the major French writers of the Enlightenment. Conducted in French. Prerequisite: French 42 or consent of instructor.

72 Early French Literature. Important works of the Middle Ages and the Renaissance will be read (in modern French): selections from the *Chanson de Roland*, a roman courtois, examples of the farce and other dramatic forms, lyric poetry, selections from the *Roman de la Rose* and from the works of Rabelais and Montaigne. Conducted in French. Oral and written reports on supplementary readings. Prerequisite: French 42 or consent of the instructor. Offered on sufficient demand.

73 Gide and Camus. Works of Gide and Camus; the main themes and preoccupations of French thought in

the 20th century. Conducted in French. Prerequisites: Junior or senior standing only. French 42 or consent of the instructor. Offered alternate years.

74 Albert Camus: A Search for Meaning. Albert Camus' work (in translation) centering on the evolution of three themes: The Quest for Individual Happiness; Social Justice and Revolt; An Awareness of the Absurd. Several works of 19th and 20th Century writers in which similar concerns are evident: "Man's Fate" (Malraux), "Nausea" (Sartre), "The Trial" (Kafka), etc. Conducted in English. Prerequisite: 1 representative course in Ltrs Area. Offered alternate years.

GERMAN

11 and 12 Elementary German I and II. Listening-comprehension, speaking and reading developed through intense oral practice and frequent language laboratory exercises.

21 and 22 Intermediate German. Ability to read with direct association in German. Listening - comprehension and basic grammar patterns. The second semester includes discussion of cultural topics, readings in the student's field, and practice in directed writing. Prerequisite: Elementary German or two years of high school German and adequate CEEB scores.

42 Introduction to German Literature. Reading and discussion in German on a variety of topics and texts from the main writers, epochs, and genres of German literature. Practice in the vocabulary and methods of literary analysis. Expository writing and prepared oral presentations. Laboratory exercises stressing comprehension and diction. Prerequisite: German 22 or consent of instructor. Offered alternate years.

45 German Readings in the Natural and Social Sciences. Grammar review and introduction to the main scientific terms; selected readings from important contributions to the literature of the natural and social sciences, including science-fiction. Prerequisite: Completion of language requirement in German. Offered alternate years.

47 German Civilization. Germany's geography and topography, its history and development correlated with German characteristic traits and a survey of Germany's cultural achievements and influence. Con-

ducted in English. Special colloquia for German-speaking students. Offered alternate years.

50 German Composition and Discussion. Reading and discussion in German topics and texts relevant to the areas of Letters, Fine Arts, and Humanities. Cultural and literary vocabulary, syntax, introductory phonetics and laboratory exercises stressing comprehension and pronunciation. (Recommended for students interested in study overseas). Prerequisite: Completion of language requirement in German or consent of the instructor. Offered alternate years.

52 Realism and Naturalism. German literature and related forms of artistic and intellectual expression from Goethe's death to the end of the 19th Century, considered against the background of general European cultural history. Selected readings from Grillparzer, Buchner, Droste-Hulshoff, Stifter, Keller, Storm and Hauptmann and their contemporaries. Prerequisite: German 42 or consent of instructor. Offered alternate years.

53 (1/2) Applied Phonetics in German. Extensive use of the foreign language laboratory for listening, diction and transcription exercises. Offered alternate years.

54 History of German Thought. Selections of German writings that express those thoughts and ideas that have contributed substantially to the heritage of man's culture. Representatives from the following areas: arts, biography, history, mysticism, philosophy, politics, psychology, science, conducted in German. Prerequisite: completion of foreign language requirement in German. Offered alternate years.

57 History of the German Language. A survey course designed to acquaint the student with the development of German from the origins to the present through the study of literary and historical texts. Special emphasis will be placed on external history as well as the evolution of phonology, morphology, and syntax.

58 Early German Literature. The first 1000 years of German literature from Wulfila to baroque literature. The great German literary period around 1200; the age of Luther, and the revival of German literature after the Thirty Years War. Prerequisite: German 42. Offered alternate years.

59 Goethe. Goethe's comprehensive many-sided

literary achievements through selections from the poet's lyric, epic and dramatic works. Prerequisite: German 42. Offered alternate years.

60 Modern Literature. Representative novels and short stories of such writers as Thomas Mann, Hesse, Musil, Boll, Grass and others. Poetry of the Symbolist, Impressionist, Expressionist and Surrealist movements. Representative dramatists since Hauptmann, such as Hofmannsthal, Brecht, Durrenmatt and Frisch. Prerequisite: German 42. Offered alternate years.

61 Advanced German Composition. Readings and discussion, enlargement of vocabulary to meet the idiom of the highly educated German; discussions and compositions on abstract and more sophisticated topics. Offered alternate years.

62 Classicism and Romanticism. German literature and related forms of artistic and intellectual expression from the Enlightenment to Goethe's death, considered against the background of general European cultural history. Selected readings from Schiller, Kleist, Tieck, and Eichendorff and their contemporaries. Prerequisite: German 42 or consent of instructor. Offered alternate years.

64 The Enlightenment. German literature and related forms of artistic and intellectual expression from the Baroque to the Storm and Stress, considered against the background of general European cultural history. Selected readings from Lessing, Wieland, Klopstock, Claudius, Hamann, Klingler, the Anacreontics, Herder and their contemporaries. Prerequisite: Consent of instructor. Offered alternate years.

68 Reading and Conference. To enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Prerequisites: German 42 or 50; Jr. or Sr. standing and GPA of 3.00 or better.

RUSSIAN

11 and 12 Elementary Russian I and II. Basic skills: comprehension, speaking, reading and writing, laboratory work.

21 and 22 Intermediate Russian I and II. Continued development of basic skills with classroom and

laboratory exercises. Readings from Russian literature and civilization, and in second semester in the student's special fields of interest. Prerequisite: Elementary Russian or two years of high school Russian or equivalent with adequate CEEB scores.

30 Dostoevsky: The Major Fiction. Primarily concerned with literary technique of Dostoevsky's four major novels: Earlier seminal works, notebooks of the author and significant critical literature. Tracing the development of forms coincident with the refinement of a pivotal motif set. All lectures, readings, and discussions in English.

42 Introduction to Russian Literature. Typical works in the various genres: epic, lyric poetry, essay, novel, short story and drama. Supplementary reading assignments from major literary works and criticism. Conducted in Russian. Laboratory exercises. Prerequisite: Intermediate Russian or consent of the instructor. Offered alternate years.

45 (½) Scientific Russian. Reading of Russian books, newspaper and magazine articles in special fields of interest such as: political science, mathematics, chemistry, physics, etc. Prerequisite: Intermediate Russian. Offered on sufficient demand.

47 Russian Civilization and Culture. Geography, history, economics and the chronological development of culture and ideas. In Russian. Laboratory exercises. Prerequisite: Intermediate Russian or consent of the instructor. Offered alternate years.

48 Russian Literature: 1800-1880. Golden Age of Russian literature, its movements and significance. Readings include the major works of Pushkin, Gogol, Lermontov, Turgenev, Dostoevsky, Tolstoy and their contemporaries. Readings in the areas of history and culture required. Majors required to do selected readings in the original and to meet with the instructor for an additional discussion session each week to examine problems of language and style. Offered alternate years.

49 (½) Russian Language Seminar II. Primarily for majors: Examination of a particular genre (or a set of closely related genres), its origins and development. Reading and discussion in Russian problems of literary language, and influence. Prerequisites: Completion of foreign language requirement in Russian and concurrent registration in Russian 48. Offered alternate years.

50 Russian Composition and Discussion. Oral and written composition based upon readings of texts emphasizing Russian culture, and literary vocabulary needed in more advanced Letters courses. Exercises in syntax and introductory phonetics. Laboratory. Classes conducted in Russian. Prerequisite: Completion of foreign language requirement or consent of instructor. Offered alternate years.

56 Russian Literature 1880-1932. Short-lived movements in prose and poetry from the origins of symbolism to the establishments of The Union of Soviet Writers. Representative works of the symbolist, acmeist, futurist and peasant poets and major prose works of Chekov, Sologub, Bely, Bunin, Gorky, Zamiatin, Kaverin, Olesha and others. Majors are required to do selected readings in the original and to meet with the instructor for an additional discussion session each week to examine problems of language and style.

57 (½) Russian Language Seminar III. Primarily for majors; examination of a particular genre (or a set of closely related genres), its origins and development. Reading and discussion in Russian, problems of literary language, and literary influence. Prerequisite: Completion of foreign language requirement in Russian and concurrent registration in offered Russian literature course.

58 Russian Literature, 1932-Present. Soviet literature from the beginnings of socialist realism to the present. Readings include the major works of Pasternak, Ehrenburg, Fedin, Bulgakov, Kataev, Yevtushenko, Solzhenitsyn and their contemporaries. Readings in the history of the period are also required. Majors are required to do selected reading in the original and to meet with the instructor for an additional discussion session each week to examine problems of language and style.

59 (½) Russian Language Seminar IV. Primarily for majors, examination of a particular genre (or a set of closely related genres), its origins and development. Reading and discussion in Russian. Problems of literary language, and literary influence. Prerequisite: Completion of foreign language requirement in Russian and concurrent registration in Russian 58.

60 Solzhenitsyn: A Decade of Discontent. Major works of Aleksander Solzhenitsyn from 1962 (*One Day in the Life of Ivan Denisovich*) to 1972 (*The Nobel Lecture*). Readings will include *Cancer Ward* and *First Circle*. Textual analysis will be the mode of ex-

amination, though the problems of censorship and political protest will also be given attention. Readings and lectures in English. Offered triennially.

SPANISH

11 and 12 Elementary Spanish. Basic skills: comprehension, speaking, reading and writing. Laboratory work.

21 and 22 Intermediate Spanish I and II. Continued development of basic skills with classroom and laboratory exercises. Readings in Spanish, including, the second semester, selections in the student's special fields of interest. Prerequisite: Elementary Spanish or two years of high school Spanish or equivalent with satisfactory CEEB scores.

42 Introduction to Spanish Literature. Typical works in the various genres: epic, lyric poetry, essay, novel and drama. Supplementary reading from major literary works and criticism. Conducted in Spanish. Prerequisite: Intermediate Spanish or equivalent.

45 History of Hispanic Thought. Writings dealing with the Spanish mind, its influence on Latin America, and the relationship of both to the U.S. Representatives from: arts, history, mysticism, philosophy, politics, sociology and psychology. Conducted in Spanish. Prerequisite: Completion of foreign language requirement in Spanish. Offered alternate years.

47 History of Spanish Civilization. Geography, history and chronological development of culture and ideas in Spain conducted in Spanish. Option of writing exam in English. Laboratory exercises. Required for those students planning to teach. Prerequisite: Intermediate Spanish. Offered alternate years.

48 Hispanic American Civilization and Culture. Geography, history and the chronological development of culture and ideas in Hispanic America from 1492 to the present. In Spanish. Prerequisite: Spanish 50 or consent of instructor.

50 Spanish Composition and Discussion. Oral and written compositions based upon readings of texts emphasizing Spanish culture, and literary vocabulary needed in more advanced Letters courses. Exercises in syntax and introductory phonetics. Laboratory. Conducted in Spanish. Prerequisite: Completion of foreign language requirement or consent of instructor.

Offered alternate years.

51 20th Century Spanish Novel and Essay. Generation of '98: the problem of tradition and dissent as seen in the writings of the forty years preceding the Civil War. Important novelists and essayists of the century in the light of their formal innovations and their artistic, philosophical and social preoccupations. Offered alternate years.

52 Contemporary Spanish Drama and Poetry. Themes and trends in Spanish drama from Benavente to the present, exploring the Spaniards, Spain and the nature of man through periods of hope and despair climaxing in the Civil War. Poetry considered in the context of the European changes in sensibility and continental philosophic currents. Offered alternate years.

53 General and Applied Phonetics. Development of the general principles of phonetics, language physiology, phonology, intonation (lecture and discussion session). Practice sessions in English and the four foreign languages taught at Willamette University with extensive use of the foreign language laboratory. Offered alternate years.

54 Literary Movements of the 19th Century. Classic theatre as imitated from the French, the Romantic movement, and realism and costumbrismo as exemplified in the novels and plays written after 1865. Becquer, Zorrilla, Galdos, Valera, Fernan, Caballero and Tamayo y Baus. Lectures, discussion, oral and written analysis in Spanish. Prerequisite: Spanish 42. Offered alternate years.

55 Spanish American Literature to 1888. Literary, social and political currents in Spanish America, from 1500 to 1888, as reflected in such writers as Bernal Diaz, Ercilla, Sor Juana, Heredia, Isaacs, Sarmiento, and Palma. Includes periods of discovery, colonialism and independence. Conducted in Spanish. Prerequisite: Spanish 42. Offered alternate years.

56 Contemporary Literature of Spanish America. Main currents in Spanish American literature from the Modernista Movement (1888) to the present: short story, novel and poetry. Prerequisite: Introduction to Spanish Literature.

61 Advanced Spanish Composition. Intensive training in oral expression. Systematic review of Spanish grammar. Composition (both oral and written) on topics based upon the thought and problems of the

contemporary Spanish world. Enlargement of vocabulary, including the vocabulary of literary criticism. Conducted in Spanish. Prerequisite: Spanish 50 or consent of instructor.

68 Reading and Conference. To enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Prerequisite: Spanish 42 or 50; Jr. or Sr. standing and GPA of 3.00 or better.

70 Literature of the Golden Age. The ideological framework of the Imperial Age through the analysis of the main currents of thought in the 16th and 17th Centuries in Spain and their influence on life and literature. Prevalent genres, stressing the birth of the modern novel and the techniques used in the poetry and drama of the Golden Age. Offered alternate years.

FOREIGN STUDY

(See *Off-Campus Study Programs*, page 33.)

HISTORY

Professor George S. McCowen, *Chairman*
Associate Professor Francis Kent Markus
Associate Professor Robert H. Lucas
Assistant Professor William E. Duvall

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.

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. Selected topics in the history of western civilization to introduce the student to the reading of history, the nature of historical inquiry, the relation of the historian's method to the methods of other disciplines, and the importance of historical thinking for human experience and thought.

15 History of Western Civilization to 1715.

Political, social, religious, intellectual, and economic developments of Western civilization, as a basis for further courses in history, and a general view of Western civilization for the student not majoring in history. Ancient Greece to 1715.

16 History of Western Civilization, 1715 to the Present.

Political, social, religious, intellectual, and economic developments of Western civilization as a basis for further courses in history, and a general view of Western civilization for the student not majoring in history.

30 Topics in United States History: Early Period.

Development, interaction, and impact of major issues on American society during the period from 1763 to 1865.

31 Topics in United States History: Later Period.

Development, interaction, and impact of major issues on American society during the period from 1865 to 1945.

39 American Colonial History. American colonial history in the 17th and 18th centuries; trans-Atlantic economic, cultural and intellectual ties; the development of distinctly American institutions in the colonial period, the movement toward rebellion and the nature of the revolutionary struggle.

40 United States History Since World War II.

Development, interaction, and impact of major issues on American society during the period from 1945 to the present. The Cold War, the Truman Era, the Eisenhower Years, the New Frontier, the Great Society, the Nixon Era and the Vietnam involvement.

41 American Intellectual History: Ante-Bellum.

Changing climate of opinion and representative intellects from the origins of American thought in Europe through the Civil War including such topics as Puritanism, the American Enlightenment, Transcendentalism and the intellectual basis of ante-bellum reform movements. Prerequisite: Basic knowledge of the course of American history to 1865.

42 American Intellectual History: Post Civil War.

Changing climate of opinion and representative intellects from the Civil War to recent times including such topics as Darwinism, Pragmatism, Existentialism, Positivism and the intellectual basis of post Civil War reform movements. Prerequisite: Basic knowledge of American History, 1865 to present.

44 European Intellectual History of 17th and 18th Centuries. Major trends in European thought during the 17th and 18th Centuries, the scientific revolution, the enlightenment, the Baroque and Classical expressions in Art and Literature, and the early rise of Romanticism. Prerequisite: Consent of instructor. (Offered alternate years).

46 European Intellectual History of the 19th and 20th Centuries. Major trends in European thought during the 19th and 20th centuries. Romanticism, Nationalism, Liberalism, Socialism, Marxism, Existentialism, Fascism, National Socialism, and Communism. Prerequisite: Consent of instructor.

51 History of Modern France. From the revolution of 1789 to present, considering (1) the revolutionary tradition and its impact on the political developments of the 19th and 20th centuries, and (2) the difficulties of France culturally, socially, and economically, in making the adjustment to the 20th century. (Offered alternate years).

52 History of Modern England. From the Tudors, institutional, political, economic, social, religious, and cultural aspects of the development of English life, and England's contributions to the modern world.

53 History of Modern Germany. 1862 to present. The uniqueness of German civilization, and Nazi Germany, the unification movement, the Hohenzollern Empire, the Weimar Republic, the Third Reich, World War II and Germany since 1945.

55 History of Modern Russia. 1855 to present. The uniqueness of Russian civilization, the Russian Revolution, and the Soviet Union. The Emancipation Period, revolutionary thought and action, the constitutional monarchy, the 1917 revolutions and the establishment of the Soviet regime, the development of agriculture and industry, the evolution of the Communist party.

61 Early Middle Ages. Western Europe from the fourth through the tenth centuries. Decline of Rome, the Germanic invasions, the influence of Byzantium and Islam on the West, the progress of the Church, the spread of monasticism, the Carolingian Empire, the cultural revival of the 8th and 9th centuries, the 9th century invasions, and the origins of feudalism. Prerequisite: History 15 or consent of instructor.

62 High Middle Ages. Western Europe from the 11th through the 13th centuries, the revival of economic

and urban life, the Investiture Controversy, the 12th century renaissance, the Crusades, the rise of the feudal monarchies, Scholasticism, Gothic art and architecture, literature of the period, and the secularization of Europe in the 13th century. Prerequisite: History 15 or consent of instructor.

63 Renaissance and Reformation. Western Europe between 1300 and 1648. The breakdown of medieval order, the Italian Microcosm, the Renaissance monarchies of the North, the cultural Renaissance, the Protestant and Catholic Reformations, and the ensuing religious wars. Prerequisite: History 15 or consent of instructor.

65 Seminar in Historiography. Major trends, assumptions and problems in the writing of European and American history as related to the changing intellectual milieu from the Enlightenment to the present. Prerequisite: Western Civilization, 1715 to the Present.

70 Senior Tutorial. Directed reading to enable senior history majors to pursue special interests or to fill lacunae in their course work. Regular tutorial sessions with the instructor. Pass-No Credit. Prerequisites: History major — senior standing.

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 adviser 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 adviser and a member, selected by the adviser, 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 adviser) 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 29*)

Environmental Field Studies (*See page 20*)

Urban and Regional Government (*See page 44*)

Inter-Area Studies programs combine courses from more than one area to offer majors in either British Studies, French Studies, German Studies, Hispanic Studies, American Studies or Soviet. The objective of each of the five programs is to give the student a broader perspective of that particular society and culture, provide a more extended look at the heritage of the country and a greater awareness of its contribution to world civilization.

INTERNATIONAL STUDIES

(Inter-Area)

British

German

Soviet

French

Hispanic

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 knowledge of the language, literature, history, art and philosophy of the area of his specialization.

BRITISH

Required Courses:

Poli	27	Introduction to International Politics
Hist	46	European Intellectual Hist. of the 19th & 20th Cents. Prerequisite: Hist 16 Hist. of Western Civilization: 1715 to the present
Econ	57	International Economics Prerequisite: Econ 15 Descriptive Economics
Poli	80	Seminar in International Relations
Intr	30	British Civilization
Engl	24	Survey of British Literature II
Engl	34	Twentieth Century British Literature
Poli	26	Comparative Political Ideologies
Hist	52	History of Modern Britain
Recommended as related courses:		
Hist	39	American Colonial and Revolutionary History
Hist	44	European Intellectual Hist. of the 17th and 18th Cents.
Poli	29	Political Systems of Developing Areas
Poli	61	American Foreign Policy
Econ	36	Comparative Economic Systems
Eart	30	World Geography
Engl	23	Survey of British Literature I
Engl	48	Shakespeare: The Major Plays
Thea	40	British Theatre History

General prerequisite: Completion of Engl 12, 15 or 16

30 British Civilization. A historical survey of British culture as reflected in literature and the other arts from early times up to the present. The major emphasis will be on developing concepts of the British Empire, with attention to world-wide influence of British culture. Prerequisites: None.

FRENCH

Required Courses:

Poli	26	Comparative Political Ideologies
Poli	27	Introduction to International Politics: Games Nations Play
Hist	46	European Intellectual Hist. of the 19th & 20th Cents. Prerequisite: Hist. 16 Hist. of Western Civilization: 1715 to the present
Econ	57	International Economics Prerequisite: Econ 15 Descriptive Economics
Poli	80	Seminar in International Relations
Fren	47	History of French Civilization
Fren	48	History of French Thought
Fren	50	French Composition and Discussion
Poli	26	Comparative Political Ideologies
Hist	52	History of Modern France
Recommended as related courses:		
Hist	15	Hist. of Western Civilization I
Hist	44	European Intellectual Hist. of the 17th & 18th Cents.
Poli	29	Political Systems of Developing Areas
Poli	61	American Foreign Policy
Econ	36	Comparative Economic Systems
Eart	30	World Geography
Fren	42	Introduction to French Literature
Fren	61	Advanced French Composition

General Prerequisite: Completion of the University foreign language requirement in French.

GERMAN

Required Courses:

Poli	27	Introduction to International Politics
Hist	46	European Intellectual Hist. of the 19th & 20th Cents. Prerequisite: Hist. 16 Hist. of Western Civilization: 1715 to the Present
Econ	57	International Economics Prerequisite: Econ 15 Descriptive Economics

Poli	80	Seminar in International Relations
Germ	47	History of German Civilization
Germ	48	History of German Thought
Germ	50	German Composition and Discussion
Poli	26	Comparative Political Ideologies
Hist	53	History of Modern Germany
Recommended as related courses:		
Hist	15	Hist. of Western Civilization I
Hist	44	European Intellectual Hist. of the 17th & 18th Cents.
Poli	61	American Foreign Policy
Econ	36	Comparative Economic Systems
Eart	30	World Geography
Germ	42	Introduction to German Literature
Germ	61	Advanced German Composition
General Prerequisite: Completion of the University foreign language requirement in German.		

HISPANIC

Required Courses:

Poli	27	Introduction to International Politics
Hist	46	European Intellectual Hist. of the 19th & 20th Cents. Prerequisite: Hist. 16 Hist. of Western Civilization: 1715 to the Present
Econ	57	International Economics Prerequisite: Econ 15 Descriptive Economics
Poli	80	Seminar in International Relations
Span	45	History of Hispanic Thought
Span	47	History of Spanish Civilization
Span	50	Spanish Composition and Discussion
Poli	29	Political Systems of Developing Areas
Hist	35	Hist. of Latin Am.-Mexico and Central America or
Hist	36	Hist. of Latin Am.-Argentina, Brazil, Chile
Recommended as related courses:		
Hist	15	Hist. of Western Civilization I
Hist	44	European Intellectual Hist. of the 17th & 18th Cents.

Hist	35	
or		
Hist	36	
Poli	61	American Foreign Policy
Econ	36	Comparative Economic Systems
Eart	30	World Geography
Span	42	Introduction to Spanish Literature
Span	61	Advanced Spanish Composition
General Prerequisite: Completion of the University foreign language requirement in Spanish.		

SOVIET

Required Courses:

Poli	27	Introduction to International Politics
Hist	46	European Intellectual Hist. of 19th and 20th Cents.
Econ	57	International Economics Prerequisite: Econ 15, Descriptive Economics
Poli	80	Seminar in International Relations
*Russ	47	Russian Civilization and Culture
*Russ	50	Russian Composition and Discussion
Russ	56	Russian Literature: 1880-1932
Poli	28	Soviet Political System
Hist	55	History of Modern Russia
Eart	31	Geography of Europe
Recommended as related courses:		
Hist	15	Hist. of Western Civilization I
Hist	44	European Intellectual Hist. of the 17th & 18th Cents.
Poli	61	American Foreign Policy
Econ	36	Comparative Economic Systems
Erth	30	World Geography
*Russ	42	Introduction to Russian Literature
*Russ	57	Russian Language Seminar III (Should be taken concurrently with Russ 56)
Russ	58	Russian Literature: 1932-Present
*Russ	59	Russian Language Seminar IV (Should be taken concurrently with Russ 58)

*Courses for which proficiency in Russian is prerequisite.

LETTERS (Non-Major)

An interdisciplinary seminar in modern and classical literature on special topics relating to the character and development of literary genres, the art and thought of certain major literary figures, and the distinguished characteristics of certain literary periods of movements. Taught in English.

50 History of Cinema. Important cinematic works viewed with regard to theme, style, and technique in an effort to explore both the achievement and the potential of the film as a medium of artistic expression.

82 The Picaresque Tradition. Creation and development of the Picaro as a literary figure in Spanish literature and adaptation of this figure in other national literatures. Prerequisites: Three literature courses or consent of instructor.

84 Nietzsche and Influence on Western Thought and Letters. Nietzsche's concept of the "Death of God," "Will to Power," and the "Übermensch." Correlated reading in western literature reflecting Nietzschean thought or revealing Nietzschean influence. Prerequisite: 1. Junior standing or consent of instructor. 2. Three literature courses.

86 Rousseau and Romanticism. Political, philosophical and literary influence of Jean-Jacques Rousseau on the Preromantic and Romantic periods in Western European literature. Rousseau's major discursive and imaginative writings and the works of those French, German, Spanish, and English authors who in theme, motif, or, literary technique owe a significant debt to Rousseau. Prerequisite: 3 literature courses.

MATHEMATICS

Associate Professor Richard Samuel Hall, Jr.,
Chairman

Associate Professor Jack H. Hafferkamp

Associate Professor Richard Iltis

Associate Professor Stephen K. Prothero

The mathematics courses are designed to serve those who wish to make mathematics a part of a liberal education; those who wish to acquire a mathematics background for use in other disciplines; and those who wish to major in mathematics.

A major in mathematics requires at least eight credits in mathematics numbered 18 or above and including Real Analysis I and Seminar in Mathematics.

Students interested in Computer Science see page 13.

14 General Mathematics. Modern mathematics through a survey of the development of concepts and techniques in arithmetic, algebra, geometry, and analysis. Not applicable to a major in mathematics.

17 Elementary Statistics. Methods of describing and analyzing data; application of statistics to examples drawn from the behavioral and natural sciences. Not applicable to a major in mathematics.

18 Pre-Calculus. A modern treatment of college algebra and trigonometry to prepare the student for analytic geometry and calculus.

20, 21, 22 Analytic Geometry and Calculus I, II, and III. Analytic geometry in rectangular and polar coordinates; differential and integral calculus of both one and several variables with applications. Vectors. Elementary differential equations. Prerequisite: Math 18 or equivalent.

31 Linear Algebra. Vector spaces; linear transformations, matrices, and systems of equations. Prerequisite: Math 21.

41 Applied Mathematics: Optimization. Formulation of problems in mathematical terms, solution of the problems, interpretation and evaluation of the solutions. Topics will be chosen from among the following: inventory problems, growth and survival models, programming, scheduling, Markov chains, games, queueing problems. Prerequisite: Math 20.

45 (1/2) The Historical Development of Mathematics. A chronological treatment of the major developments in the various areas within Mathematics. Prerequisites: Mathematics 21 and Junior standing.

51 Differential Equations. Elementary differential equations; linear equations of second order; Laplace transformations; infinite series solutions. Introduction to partial differential equations; Fourier series. Prerequisite: Math 22.

54 Modern Algebra. Number systems, groups, rings, fields, properties of polynomials, matrices, applications. Prerequisite: Math 22.

57 Real Analysis I. Fundamentals of set theory, the real number system, Euclidean n -space as a metric space, real functions, Riemann integration and infinite series. Prerequisite: Math 22.

60 Probability and Statistics. Mathematical foundations of probability and statistical theory; application of derived formulae to the interpretation of data. Prerequisite: Math 22.

62 Numerical Analysis. Application of numerical methods to the solution of mathematical problems. Numerical differentiation and integration and solutions of differential equations. Prerequisite: Math 22 Co-req: Fortran Computer programming.

72 Independent Research. Directed research to investigate topics of special interest under the guidance of a faculty member. Topics chosen on the basis of the background and interests of the individual student. Prerequisite: Permission of the instructor.

75 Complex Variables. Complex numbers, limits, differentiation. Analytic functions. Integration, conformal mapping, Riemann surfaces. Applications. Co-requisite: Math 57.

77 Topology. Fundamentals of set theory and topological spaces, especially metric spaces and the properties of connectedness and compactness; continuous functions and homeomorphisms. Prerequisite: Mathematics 22 and consent of instructor.

81 (1/2) Seminar in Mathematics. Independent study selected in consultation with the mathematics faculty and presented to the class. Required for mathematics majors. Prerequisite: Senior standing and consent of instructor.

MUSIC

(See College of Music and Theatre, Page 45)

OFF-CAMPUS STUDY PROGRAMS

The Willamette University Off-Campus Study Programs for 1974-75 include the following:

Environmental Studies

1974 post semester off-campus Environmental Field Studies Programs were held in the desert areas of the West and in Australia.

Willamette Semester in Central America— Fall, 1974

Willamette students to take course work through the Costa Rican-North American Cultural Center for the first 11-weeks. They then will study comparative political and economic development problems and strategies in four other Central American republics including Nicaragua, Honduras, El Salvador and Guatemala.

Proposed Programs

The following programs are under consideration for the 1974-75 academic year:

- A British Studies Program in England
- A German Study Program in Europe
- An Ireland Study Program

Students may also participate in a number of foreign study programs during their junior year. It is Willamette's policy that students going abroad usually have some proficiency in the language spoken in the country in which academic work will be taken. Credit is allowed for legitimate academic work supported by other American universities, foreign universities, or accredited institutes. Foreign study should complement the student's academic program at Willamette.

Students interested in spending their junior year abroad should make arrangements with the Dean of Academic Services during their sophomore year.

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 Academic Services.

PHILOSOPHY

Professor Milton D. Hunnex, *Chairman*
Associate Professor Jerry W. Canning
Instructor Thomas B. Talbott

Philosophy at Willamette University is primarily a disciplined study of philosophical problems that include some ideas that are crucial for contemporary culture. Proficiency in reasoning is stressed. A student may major in philosophy either to supplement study in another field or to provide the primary foundation for a liberal education. In recent years most philosophy majors have gone into graduate study in philosophy, into seminary study, or into schools of law.

The student who majors in philosophy will be required to complete satisfactorily the following courses or their equivalents: Philosophical Problems, Philosophical Ethics, the History of Philosophy sequence of three courses, one seminar, and Symbolic Logic.

9a Freshman Seminar in Philosophy: Survival for Tomorrow. Encounter the incoming Freshman where he is, with whatever personal needs he may have; bring in relevant philosophical theories and frameworks that are in direct response to these needs. Philosophy introduced will help the student in a very practical sense to better understand and cope with the problems of everyday life. Acquire information about a new academic discipline; achieve personal growth as a more self-actualized person.

9b Freshman Seminar in Philosophy: Contemporary Issues. Come to grips with issues involving philosophical questions and develop skill in dialogue and written communication. Aims to introduce philosophical problems and develop proficiency in English.

10 The Philosophy of Self. Selected theories on the nature of self; basic personality structures, levels of consciousness, techniques of communication, expansions of awareness, defense mechanisms, self-concepts, social roles, alienation, guilt, authority, freedom, commitment, acceptance, and love. The approach involves philosophical analysis and personal experience. Prerequisite: Consent of the instructor.

14 Practical Logic. Methods for assuring that ideas possess adequate clarity, that proofs are based on accurate evidence, and that thinking processes exhibit

acceptable reasoning. Examples of clear and unclear ideas, accurate and inaccurate evidence, and logical and illogical thinking, as commonly encountered in books, plays, articles, essays, sermons, speeches, dialogues, debates, etc. Opportunities to develop and present worthwhile views that are clear, accurate, and logical.

15 Philosophical Problems. Nature and problems of philosophy including the problems of language, knowledge, ethics, and basic metaphysical issues. Emphasis is upon philosophic methods.

25 Philosophical Ethics. Problems of moral judgment and general value theory both in their historical development and specific problem areas. Representative theories of major moral philosophers; emphasis on contemporary ethical theory. Prerequisite: Philosophical Problems.

50 History of Philosophy: Ancient and Medieval. Ancient and medieval philosophy from Thales through St. Thomas. The important ideas of leading philosophers and the movements they influenced. Emphasis is upon metaphysics and the problems of knowledge. Prerequisite: Philosophical Problems.

51 History of Philosophy: Modern. Late medieval, renaissance, and modern philosophy through Kant; emphasis upon metaphysics and the problems of knowledge. Major thinkers and influence on schools of thought such as rationalism and empiricism stressed. The impact of developments in science is studied but considerations of ethics and social philosophy are not. Prerequisite: Philosophical Problems.

52 History of Philosophy: Recent. Post-Kantian and contemporary western philosophy. Major philosophers and movements of the Twentieth Century including American. Metaphysics is stressed rather than ethics or social philosophy. Prerequisite: Philosophical Problems.

55 Philosophy of Science. Philosophical issues raised by the scientific enterprise, developed in parallel with a lecture and laboratory treatment of geometrical optics used as a source of classic examples. Among the issues raised are: Scientific laws, true as well as useful? Scientific theories, discovered or created? Scientific verification, probable or created? Prerequisite: One laboratory course from the natural sciences.

61 Philosophy of Religion. Problems of the philosophy of the Christian religion emphasizing religious language and knowledge claims. Certain basic problems of historical and philosophical interest such as the grounds for belief in God. Prerequisite: Philosophical Problems.

64 Christian Ethics. The nature and possibility of a theological ethics and the ethical implications of the Christian faith. Topics include the problems of war, sexual morality, race relations, etc. Credit will not be granted in both this course, Philosophy 64, and in Religion 64. Prerequisite: Philosophical Problems.

65 Symbolic Logic. The construction of a formal system, including a truth-functional and a predicate calculus. Rigorous reasoning about the properties of such a formal system. A discussion of some of the philosophical problems which arise from a consideration of this system.

70-73 Seminar I-IV. Specific philosophical problem areas with reference to the philosophies of important philosophers or philosophical movements. Presentation and defense of papers. Prerequisite: three courses in the philosophy department and consent of the staff.

PHYSICAL EDUCATION

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

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.

The physical education department offers a professional preparation program that meets the State of Oregon teacher certification requirements in physical education. In order to meet the basic norm requirement the student must complete courses listed on page 16.

Prerequisite to the physical education norm includes Biology 10, 32, and 33; and Psychology 10.

The College of Liberal Arts guidelines recommend

that each graduate of Willamette have some involvement in physical activity which leads to the development of physical fitness, health and well being.

Cr. Physical Education Activities. Archery, badminton, bowling, folk dance, modern dance, golf, fencing, handball, gymnastics, swimming, life saving, volleyball, basketball, water safety, team sports, tennis, track and field, field hockey, soccer, scuba, skiing, equitation, fitness, weight training and cross country.

24 General Hygiene. Health practices, personal hygiene, diseases, sex education, drugs, tobacco, alcohol, mental health, community health and health organizations.

26 Care and Prevention of Injuries. First aid practices, conditioning programs, care of routine injuries in sports and rehabilitation programs. Prerequisite: Biology 32.

35 History and Principles of Physical Education. Historical, scientific, psychological and sociological studies related to Physical Education. Principles of teaching, learning, curriculum and evaluation. The basic development of each individual's philosophy of physical education.

51 Organization and Administration of Physical Education. The secondary school program including basic physical education, intramurals and inter-school athletics. Prerequisite: Physical Education 35.

56 Physiology of Exercise and Evaluation in Physical Education. Physiological effects of exercise on the human body at different levels of activity. Interrelationships of the muscular, nervous, respiratory and circulatory systems; measurement techniques used to evaluate these effects on students in physical education programs. Prerequisites: Biology 10, 32 and 33.

57 Applied Kinesiology. Anatomical and mechanical fundamentals of movement as applied to the teaching of skills in general and remedial physical education programs. Interrelationships of the skeletal, muscular and nervous systems. Prerequisites: Biology 10, 32 and 33.

70-77 (1/2) Physical Education Activity Lab. Principles and analysis of movement skills for various sport activities with teaching, coaching and evaluation methods. Prerequisite: None.

PHYSICS

Professor Robert L. Purbrick, *Chairman*
Associate Professor Maurice B. Stewart
Associate Professor Daniel Montague

Students who select Physics as their major study must take a minimum of eight courses in the department of Physics. Students who intend to go to graduate school, Engineering school, into secondary teaching, or pursue other studies should seek advice about the program best suited to their particular needs.

10 Astronomy. Development of astronomy from antiquity through the 17th century. Modern knowledge of: the moon, eclipses, stellar motion, stellar populations, clusters, the galaxy, other galaxies, cosmology.

11 Introductory Physics I. Acceleration, mass, force, work, energy, momentum, angular momentum, temperature, and heat, illustrated by application to Newtonian kinematics and dynamics of a particle, plane motion of a rigid body, kinetic theory, and thermodynamics. Prerequisite: Pre-Calculus Math.

12 Introductory Physics II. Electricity, magnetism, light, geometrical and physical optics. Prerequisite: Pre-Calculus Math.

16 Contemporary Physics: A Descriptive Introduction. A largely non-mathematical treatment of physics for example, light, motion, forces, energy and waves. Relativity, atoms, nuclei and elementary particles, energy sources and radioactivity. Not intended for physics or pre-engineering majors.

17 Light and Color. Visual phenomena of every-day life such as shadows, the color of the sky, rainbows, noctilucent clouds, the twinkling of stars, sun dogs, mirages, reflections in water, and coronae on window-panes. Individual student photography of phenomena. The physical nature of light: reflection, refraction, interference, diffraction, scattering, and polarization. Prerequisite: None.

35 Relativity. Special Theory of Relativity space-time diagrams, the Lorentz transformation, the clock paradox, energy, momentum, and mass. Emphasis on developing intuition and common sense concordant with the theory. Prerequisites: Introductory Physics I or Contemporary Physics and Calculus I.

36 Electronics. DC and AC circuits, electron emission from metals, electrons in solids, vacuum tubes, transistors, power supplies, voltage and power amplifiers, oscillators, cathode ray tubes, integrated circuits, and application of electronics. Prerequisites: Introductory Physics II and Calculus.

40 Modern Physics. Theory of special relativity, quantum effects, atomic structure and spectra, molecular structure and spectra, X-rays, solid state physics, nuclear physics, elementary particles. Prerequisite: Introductory Physics II and Calculus.

54 Wave Phenomena. Superposition, reflection, refraction, interference, diffraction, and polarization of waves, illustrated with physical optics. Prerequisite: Introductory Physics I and Differential Equations.

65 Advanced Modern Physics. Quantum effects, atomic structure, relativity, X-rays, nuclear physics and elementary particles. Prerequisites: Modern Physics and Calculus.

66 Mechanics. Newtonian particle mechanics: oscillators in three dimensions, motion under a central force. Systems of particles: conservation principles, the two-body problem, center of mass coordinates, the n-body problem. Moving coordinate systems, the earth as a reference system. Vectors used extensively. Prerequisites: Introductory Physics I and Differential Equation.

67 Solid State Physics. Treatment of crystal structure on an atomic scale including bulk, thermal, electric, magnetic, semi-conducting and super-conducting properties of matter. Prerequisites: Modern Physics and Calculus.

68 Electromagnetism. Classical electricity and magnetism including electric and magnetic fields, capacitance, inductance, dielectrics, induced electromotive force, and the development of Maxwell's equations and electromagnetic waves. Prerequisites: Introductory Physics II and Calculus.

78 Quantum Mechanics. Mathematical development and applications. Methods of Schroedinger and Heisenberg, operators and matrices, approximation methods, perturbation theory, applications to atomic, molecular and solid state physics. Prerequisites: Modern Physics and Differential Equations.

POLITICAL SCIENCE

Professor Edwin J. Stillings, *Chairman*
 Professor Theodore L. Shay
 Professor Kenneth R. Smith
 Assistant Professor Susan M. Leeson
 Diplomat-on-Campus, William Redman Duggan

Recognizing the growing importance of politics and government in confronting problems of a complex society, the Political Science Department offers courses for students interested in understanding contemporary society and preparing for intelligent citizen-participation, as well as for students who may have career ambitions in politics, government, law, social services, or teaching. Focusing largely on developing rational skills rather than accumulating factual information, political science courses are designed to help students acquire a disciplined mode of thinking so that they will have the ability to cope with the variety of situations they will encounter in later life.

For those who choose a major in political science, it is expected that they will complete the course in American Politics in either their freshman or sophomore year and will enroll in Political Theory the first semester of the junior year. It is also desirable that they complete Descriptive Economics prior to their junior year. Majors in political science are encouraged to build a program tailored to their interests and needs. Advanced courses in political science are grouped to provide four possible emphases: Comparative Politics and International Relations, Public Policy, Political Theory, State and Local Government and Administration. The student should select a faculty member as major advisor whose main interests coincide with his/hers. Together they should plan a program consisting of a minimum of six political science courses beyond the required American Politics, Political Theory, and Descriptive Economics courses.

The location of Willamette offers marked advantages for the study of government and administration. Students are encouraged to make use of state and local government experiences — observation, field research, internships — to enhance their classroom study of politics and government. Formal opportunities are provided to intern with state and local governmental agencies, with members of the state legislature, and with various lobby groups.

The major in political science is closely related to the special major in International Studies and the major Program in Urban and Regional Government (PURG). Double majoring with either of these special programs is often feasible.

13 American Politics. Contemporary political problems considered in the context of American political institutions, political processes, and American political thought.

14 Authority and Freedom. Concepts of governance, liberty, responsibility, authority, law, legitimacy, community, and freedom considered in the history of political ideas and in our contemporary context.

15 Retracking America. Organizational and political implications of the rapid social and technological changes occurring in America as they affect our abilities to plan and cope with the future.

26 Comparative Political Ideologies. Ideology as social belief system and its importance to political organization; including the major tenets of laissez-faire capitalism, democratic socialism, collectivism, fascism and their impact on Western politics.

27 Introduction to International Politics: Games Nations Play. Ideology, military and economic factors, and political institutions involved in the systematic attempt to achieve order in international relations; including schools of thought and theory in international politics, and problems of national security and nuclear deterrence.

28 Soviet Political System. Theory and practice of Communism and the operation of the Soviet System, structure and functions of the Communist Party and its relation to the Soviet state and society, and analysis of the operations of Soviet foreign policies.

29 Political Systems of Developing Areas. Comparative examination of the political processes, systems, and problems of new and developing nations in light of historical, cultural, economic, and national development factors. Research topics related to Latin America, Africa and Asia. Prerequisite: American Politics or consent of the instructor.

41 Urban Politics. Problems, issues, and processes involved in governing urban America. Individual research in the Salem Urban Area. Prerequisites: American Politics or consent of instructor.

42 Intern in Urban Politics. Opportunity for student to continue the study of urban politics by interning with local government agencies or political groups. Requires 10-12 hours a week interning, attending weekly seminars, and independent research. Prerequisite: Consent of instructor.

43 Managing the Urban Polity. Organizational and administrative theory, the environment of urban management, leadership and decision-making, management tools, analysis, and functions, with emphasis on administrative practices and problems in the Salem urban area. Prerequisite: American Politics.

44 Planning and the Urban Environment. Planning processes designed to cope with urban problems, problems of reconciling private interests with the requirements of rational urban growth, development of a decision-making model based on an understanding of the potentials and limitations of planning in the American political system. Prerequisites: American Politics and Descriptive Economics.

45 Intern in Administration and Planning. Opportunity for student to continue the study of administration or planning by interning with local government agencies. Requires 10-12 hours a week interning, attending weekly seminars, and independent research. Prerequisite: Consent of the instructor.

48 Financing Government. Problems local governments face in raising revenue, allocating funds, and providing services; intergovernmental fiscal relations; federal revenue sharing. Prerequisites: American Politics and Descriptive Economics.

51 Political Theory. The Classical, Modern, and Behavioral approaches to the study of Political Science, examining assumptions about human nature, the nature of political systems, and the problems involved in political inquiry. Prerequisite: American Politics.

56 American Political Thought and Behavior. Analysis of current American political issues and theoretical problems in the context of American political thought and the techniques of behavioral science. Prerequisites: American Politics and consent of instructor.

61 American Foreign Policy. Analysis of the foreign dimension of the policy process and its relation to American political thought with central focus on post-

World War II policy; Executive and Legislative functions; roles of Defense and State Departments in policy formation; concepts of community, interdependence, national interest; problems of international economic development. Prerequisite: American Politics.

65 Constitutional Law. Origin of judicial review and judicial power, development and control of the economy through legal doctrine, problems of federalism, the recognition and protection of civil rights, powers of the executive and legislative branches. Extensive use of case analysis. Prerequisites: American Politics and Descriptive Economics.

66 Constitutional Law — Civil Rights. Continuation of Constitutional Law examining case law and literature pertaining to the recognition, development, and protection of civil rights. Prerequisite: Constitutional Law.

68 Crisis Politics and Policy. Selected political crises in the American political system and the policies designed to resolve these crises including policy formation not within the system. Selected theories of politics and their relevance to politics and economics. Prerequisite: American Politics.

69 Seminar in Political Theory. Relationship between empirical and normative political theories and their respective usefulness in explaining and understanding political activity. Prerequisites: American Politics and Political Theory.

70 Seminar in Systematic Political Analysis. Examination of the literature in political science emphasizing current theories and research techniques, construction of models, use of analytical techniques, and the development of research designs. Prerequisite: American Politics and upper division standing.

71 Research Seminar. A seminar project of major proportions is designed, researched, and defended. Domestic and foreign topics on alternating years. Prerequisite: American Politics and upper division standing.

72 Research/Independent Study. Opportunity for seniors to collaborate in a comprehensive field research project or undertake individual programs of independent reading or research. Required of PURG

majors. Prerequisite: Senior standing and Political Science or PURG major.

73 Legislative Internship. Intern with a state legislator. First two weeks involve intensive examination of legislative processes and politics in Oregon. Weekly seminars to evaluate interns' experiences and relate them to structure examined at beginning of course. Prerequisite: American Politics and consent of the instructor.

74 Administrative Internship. Intern with a State agency during the legislative session. First two weeks involve intensive examination of legislative processes and politics in Oregon. Weekly seminars to evaluate interns' experiences and relate practice to theory. Prerequisites: American Politics and consent of instructor.

80 Seminar in International Relations. Intensive examination of major political, economic, and cultural factors in international relations. Emphasis on research and integration of these factors. Prerequisite: Consent of instructor.

81 Seminar in American Diplomacy. America's national priorities and international commitments to back up those priorities; means of formulating foreign policy and exercising diplomacy through both bilateral and multi-lateral channels; America's relationships with the underdeveloped world. Prerequisites: American Politics and consent of instructor.

PSYCHOLOGY

Professor Charles H. Derthick, *Chairman*

Professor Noel F. Kaestner

Associate Professor William J. Devery

Assistant Professor Loren K. McBride

Lecturer N. Jetmalani (*part-time*)

A major in Psychology will be fulfilled by successful completion of the following requirements. At least 6 credits in the department including courses 25 and 53 and at least one credit in each of the three areas as follows: Applied 51, 65, 55, 56, 40; Theoretical 75, 50, 30, 20; Advanced Laboratory 80, 52, 60, and 70. Plus one credit each in Biology and Mathematics with the approval of the advisor.

10 Introduction to Psychology. Major traditional fields and contemporary problems of Psychology:

learning, perception, and motivation as they pertain to the behavior and interaction with the social environment.

20 Social Psychology. Behavior of the individual in a social setting: social learning, cognitive psychology, and group dynamics. Theory and findings based on experimental laboratory research. Prerequisite: Psychology 10 or 25.

25 General Experimental Psychology. Brief historical review of mid-nineteenth century antecedents of experimental psychology; essentials of experimental procedures, measurement and control; psychophysical methods; survey of experimental research in sensation, perception, learning, and applied areas.

30 Developmental Psychology. Behavioral development, rather than a chronological approach: child development, (although animal data considered when appropriate) perception, developmental learning, personality and socialization patterns, and behavior disorders.

31 Prin. and Technique of Behavior Modification. Behavior and non behavioral events which provide a coherent description of techniques used for modifying operant activity. Practical situations and applications to human problems. Prerequisites: Psychology 10 or 25.

40 Personnel and Industrial Psychology. Industrial behavior, including personnel selection, management and decision-making, motivational variables, industry and the consumer, and the industry as a social organization. Some field experience is available. Prerequisite: Consent of the instructor.

50 Theories of Personality. Major theories of personality and their impact upon the field of psychology. Prerequisite: Psychology 10 or 25.

51 Clinical and Abnormal Psychology. Syndromes of psychopathology, their diagnosis and treatment: mental deficiency, neurosis, psychosis, and the behavior disorders. Causes of illness, the effect on the community, and the relationship to other disciplines.

52 Comparative Psychology. Species-specific behavior through study of the works of selected ethologists, anthropologists, and psychologists. The latitude of human behavior (territoriality, aggression, male-female relationships, gregariousness, etc.)

Theories of behavior in a broad range of species. Laboratory and independent project required. Prerequisite: A representative course in NS/M or SSC.

53 Psychology Research and Statistical Methods. A theoretical and applied approach to statistical concepts and research methods. Descriptive statistics including: tabular and graphic methods, measures of central tendency and variability, and correlation. Elementary concepts of experimental control as related to Chi-square, *t*, and *F*. Computer simulated data and problems will be combined with actual student generated field and/or laboratory data. Prerequisite: General Experimental Psychology or permission of instructor.

54 Psychology Practicum. A course to provide the undergraduate Psychology major an opportunity to apply research and/or clinical methodology. Professional direction by competent research and/or clinical staff is an integral part of the course. A written paper will be presented. Prerequisite: Consent of the instructor and Psychology 25.

55 and 56 Psychological Tests and Measurements I and II. Administration and interpretation of various psychometric techniques used in estimating different aspects of behavior, I-theory of measurement with emphasis on general ability, interests, aptitude, attitude, and personality. II-more advanced study and administration of the Stanford-Binet and Wechsler Scales along with discussion of the techniques of working with children and adults in the clinical setting.

57 (½) Seminar in Special Topics: The Therapeutic Community I. Conceptions of mental health and illness, processes and programs of prevention and treatment; the community as an influence to health, and illness, its role in the recovery of mental health, and in prevention of mental illness. Regular observation of group psychotherapy sessions are arranged and required. Comparison of institutional and non-institutional experiences of patients and staff are discussed in class sessions.

58 (½) Seminar in Special Topics: The Therapeutic Community II. Integrated continuation of the Therapeutic Community I, which is a prerequisite for this course.

59 Thesis. A library or laboratory/field project started generally during the last half of the junior year. The

student will normally register for the course the first semester of the senior year. The work will be guided by one or more faculty members.

60 Psychology of Perception. An account of the ways in which the normal human adult registers and apprehends his environment. This includes the physical stimuli from the environment to which the human is receptive, the physical organs and processes involved in this reception, and the resultant psychophysical experience. A lab will give firsthand acquaintance with experimental techniques. Prerequisite: Psychology 25 and 53.

63 Advanced Research and Statistical Methods. Review of elementary inferential statistics: Chi-square, *t*, and *F*. Intermediate research designs and their analysis including randomized blocks, repeated measurements, multiple classification and covariance. Correlation procedures including biserial *r*, partial correlation and multiple correlation as well as non-parametric devices such as Cochran *Q*, Kruskal-Wallis Wilcoxon sign-rank, Mann-Whitney *u*, etc. Individual field study or experiment is required. Prerequisite: Psychology 53, Research and Statistical Methods.

65 Techniques of Counseling. Major psychological theories and techniques in counseling for individuals and groups. Counseling experiences critiqued by video tape and other communication media. Prerequisites: Consent of the instructor; Psychology 10, 50 or 51.

70 Psychology of Learning. Traditional and contemporary theories and problems in learning and motivation. A variety of topics in conditioning and animal learning, motivation, and human learning and memory. No longer a laboratory course. Prerequisite: Psychology 25, General Experimental Psychology.

75 Seminar in History and Systems of Psychology. Antecedents of Psychology chronologically and systematically. Historical and current schools and movements in Psychology in terms of personalities and ideas that have become part of the scientific body of knowledge.

80 Physiological Psychology. Relation of neuroanatomy, neurophysiology and psychopharmacology to the study of the behavior of the whole organism. A laboratory will use the stereotaxic apparatus in lesion-making and the placement of

chronic electrodes and cannula, including stimulation, recording and behavioral tests. An independent experiment required. Prerequisite: A representative course in NS/M or instructor's permission.

RELIGION (*Non-Major*)

Professor James A. Hand, *Chairman*

Assistant Professor Philip S. Hanni, *Chaplain*

Assistant Professor William A. Young

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 further three main objectives: 1) Courses in biblical, historical and theological studies are essential for understanding the cultural heritage of Western Civilization, since the Judeo-Christian tradition is fundamental to it; 2) The interdisciplinary and team-taught courses (such as Religious Symbolism in Literature, Seminars in Psychology and Religion and in Theology of Culture, and courses like Christian Ethics and Religion and Science) are purposely aimed at helping students to acquire the ability to relate ideas from diverse sources and integrate knowledge across subject fields; and 3) The array of courses offered is such that any student interested in concentrating his or her studies in Religion will be able not only to become well grounded in the Judeo-Christian tradition but also to relate that core to the larger (world) religious and cultural scene.

50 World Religions. Living religions of the world (primitivism, Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism, Confucianism, Shinto): their histories, ideas, influences, institutions, architecture and arts.

52 Biblical History. The history of Israel, correlated with the history and archeology of the ancient Near East, and development of religious ideas. The founding of the Christian faith by Jesus and the apostles; its expansion and development through the first century A.D. Selections from the Old Testament, Apocrypha, and New Testament. A student may not receive credit for both this course and Rel. 53 "The Bible."

53 The Bible. Formation of the Old and New Testament Canons; transmission of the text; translations into other languages: the English Bibles. Literary

criticism (origin, authorship, unity, literary forms). Reading of selected sections of Old Testament, Apocrypha and New Testament.

54 Religious Symbolism in Literature. Major religious symbols in ancient Near Eastern, Greek, and early Christian literatures and their recurrence in Western culture.

55 History of Christianity Through the Reformation. Development of the basic forms of Christian thought and life from the close of the New Testament period through the English Reformation. The growth of doctrine seen in the context of the history of the Church and the general cultural setting.

56 Modern European Christian Thought. Major developments in Christian thought in Europe from the Enlightenment to Vatican II: Rationalism, Romanticism, Oxford Movement; German Idealism; Neo-Orthodoxy; Christian Existentialism; Neo-Thomism; some contemporary trends.

57 Religion in Society. Mutual relationship between the organized expression of religion and other organized social forces. Establishing a working definition of religion, institutionalization of religion, and the issue of whether religion is primarily a conservative or change-producing force in society. Prerequisite: Junior or Senior standing, or consent of instructor.

58 Religion and Science. Relation of religious and scientific perspectives; the tensions between and the mutual clarifications of the Christian tradition and the Natural and Social Sciences.

59 Religion in America. Religion in the United States from the Colonial Period to the present; the variety of religious groups and their ideas understood in historical sequence and context; development and normalization of religious pluralism; mutual influence of religion and American culture.

60 Asian Religions. The religious aspects of Hindu, Chinese and Japanese history, culture and experience.

62 20th Century Historical and Literary Studies of the Gospels. The political and religious background. The Gospels: their origins, mutual relationships and relation to the life of the early church. Historical inquiries into the life of Jesus; the Messianic question, ethics and eschatology, parables, miracles, the resurrection, current interpretations.

63 Seminar in Psychology and Religion. Contributions of outstanding psychologists as they pertain to the religious experiences of people. Works of Skinner, Rogers, Frankl, Allport, Jung, May and Freud will be considered. Prerequisite: Permission of instructors, one course each in Psychology and Religion. (Team-taught).

64 Christian Ethics. Inquiry into the nature and possibility of a theological ethics. Explore some of the ethical implications of the Christian faith. Problems of war, sexual morality, race relations, etc. Credit will not be granted in both this course, Religion 64 and Philosophy 64.

65 C. S. Lewis: Life and Thought. The man, his major works, and his role in articulating Christian theology for his times. His relation to his contemporaries and his impact on fields other than religion.

67 Religion and Nationalism in America. Religious interpretations of American identity and destiny; "civil religion" and its function; implicit and explicit religious overtones of American social, political, and cultural life; origin, development, and current crisis in the concept of the "mission" of America in world affairs. Pre-requisite: Some knowledge of American history and/or institutions. Any one of the following: Econ 15, Engl 21, 22; Hist 30, 31; Poli Sci 13; Rel 59; Speech 60.

68 The Wisdom Literature of the Bible. The wisdom literature of the Old Testament and Apocrypha (especially Proverbs, Job and Ecclesiastes) in its historical and cultural setting. Its influence on the New Testament (as seen in wisdom sayings and concepts in the Gospels, Letters of Paul and Letter of James). Emphasis on the reading of primary texts and the tracing of the development of major themes.

69 Twentieth Century American Theology. Some major American theologians, including Reinhold Niebuhr, H. Richard Niebuhr, Paul Tillich, Carl Michalson, William Stringfellow, Martin Luther King, Jr., Michael Novak, Sam Keen, and the "death-of-God" theologians. Prerequisite: Junior or senior standing.

70 Seminar: The Theology of Paul Tillich. The distinctive contributions of this 20th century philosopher-Theologian by exposure to selected primary materials. Prerequisite: Junior or senior standing and one of the following: Phil 15, Engl 20, Rel 56.

RUSSIAN

(See *Foreign Language*, page 21)

SOCIOLOGY AND ANTHROPOLOGY

Professor Charles E. Garth, *Chairman*
Professor Walter M. Gerson
Assistant Professor James B. Bjorkquist
Instructor E. David Booth

Courses in the Sociology-Anthropology department are designed to provide students with a broader perspective of man's social and cultural existence as an invaluable component of liberal education. This perspective may be employed by students who wish to use Sociology and Anthropology as a background for certain occupations such as law, the ministry, social work, government service, administration, or business. The courses are designed to provide Sociology majors with a sound knowledge of sociological theories, methodology, and specialized areas in the discipline, in preparation for graduate study leading to a teaching, administrative, or research career.

The major in Sociology requires 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. The Sociology major must also have a minimum of three approved courses in related social sciences.

11 Principles of Sociology. Principles and basic concepts of modern sociology, applied to social institutions: family, religion, education, economics, government, social welfare, and the use of leisure-time.

13 Introduction to Anthropology. Anthropological subject matter, point of view, and basic concepts; prehistoric development of culture and of the human species.

14 Racial and Cultural Minorities. The nature of minority status in society. Origins, import, and areas of conflict. Programs and possibilities of adjustment. Emphasis on American minorities.

20 The Family. The family as a social institution and as a primary group. Changing family folkways in various cultures. Development of personality of family members as the life cycle of the family progresses from dating through courtship, marriage, birth and

rearing of children, aging, separation, divorce, remarriage and problems of health, education, occupational adjustment to family activities and finances.

24 AmerIndians of North America. Native peoples and cultures of North America, with special emphasis on Indians of the Pacific Northwest. Impact of European immigration and later Asian immigration; resulting trends in evolution of American culture and population. Prerequisite: Soc. 13 or consent of instructor.

34 Social Statistics. Basic statistical concepts and techniques that social scientists use to make inferences from social data. Elementary measurement, statistical description, probability, sampling, hypothesis testing, and measurement of association. Prerequisite: Sociology 11 or consent of instructor.

36 Population and Environment. A study of man's relation to the environment from the sociological perspective. Focus is on the relationship between populations and their environments as mediated by social organization. Considers sources of population change and the impact of population change upon society. Includes an introduction to techniques of demographic analysis. Prerequisite: Sociology 11.

39 The American Society. An in-depth assessment of the American people, their culture and character; as these are reflected in their institutions, values, processes, social structure, regions, and sub-cultures. Prerequisite: Soc. 11 or American History or consent of instructor.

42 Research Methods in the Behavioral and Social Sciences. Methods of inquiry. Fundamental assumptions underlying research. Practical experience in research design, data collection, and data analysis.

43 The Individual in Society: Social Psychology. Social psychology as an interstitial discipline. Major concepts and hypotheses. Perception, cognition, motivation, socialization, the self, alienation, mass phenomena, leadership, small group dynamics and contemporary systematic positions. Prerequisites: Sociology 11 or 13 or Psychology 10.

46 Collective Behavior. Analysis of temporary unstable groupings and the actions of such aggregates; crowds, mobs, audiences, ad hoc popular movements. Rumor, social contagion, propaganda, etc. Prerequisite: Social Psychology or consent of instructor.

48 Sociology of Popular Culture. Dynamics of popular culture in America: its structure, processes, causes, and effects. Relationships between leisure, recreation, mass communication, popular culture, mass entertainment and everyday life. Course objective: To compare and contrast contemporary trends of American popular culture with past developments; to guide students in building of propositions based on socio-historical analysis of data. Prerequisite: Soc. 11.

50 Crime and Delinquency. Types and extent of criminal and delinquent behavior as a world-wide phenomenon. Theory and practice concerning criminological etiology, typology, prevention, and treatment programs and experiences in major societies of the world. Prerequisite: Soc. 11 or consent of instructor.

57 Deviance in Society. Analysis of sociological theory and research on deviant behavior. Application to mental health, alcoholism, drug addiction, counter-cultures, etc. Prerequisite: Sociology 11.

58 The Urban Community. Social organization of urban communities: development of cities, urban ecology, urban living, role of cities in society, urban problems, and urban planning. Prerequisite: Soc. 11.

63 Introduction to Social Work. Origin, development and present status of social service programs, traditional and new techniques utilized in the helping professions. Emphasis on the values, concepts, methods and goals of social work. Prerequisite: Junior standing.

64 Internship in Social Science. Students work in selected social service and other agencies supervised by agency supervisors. Opportunity to observe the operation of agencies and develop some skills in working with people. Students spend 10 to 12 hours a week interning and attend a periodic seminar. Prerequisites: Sociology 63 or consent of instructor.

67 Social Stratification. Hierarchical differentiation in human societies. Review and critique of various theories and perspectives including those of Marx, Weber, Pareto, Mosca, Parsons, and Lenski. Relationship between hierarchical differentiation and other aspects of society. Patterns of stratification in various societies past and present. Stratification in contemporary America. Prerequisite: Soc. 11 or consent of instructor.

68 Social Change. Origins of social change, patterns (e.g., revolution, reform, evolution). Classical and contemporary theories of social change, major social trends (e.g., industrialization, cybernation, urbanization, secularization). Prerequisite: Sociology 11.

69 Comparative World Ethnography. Historical treatment of world culture areas. Regional variations in culture, their backgrounds and their significance in the contemporary world. Materials drawn from Africa, Asia, Oceania, and the Americas. Prerequisite: Sociology 13 or consent of instructor.

70 Introduction to Sociological Theory. Development in sociological theory, beginning with Auguste Comte. Particular theorists and contributions to the discipline are studied to discover continuity and pertinent criticism. Juniors and Seniors only.

73 Sociology of Formal (complex) Organizations. Formal organizations as social systems. Structure, both formal and informal, of complex organizations such as industrial and business firms, governmental agencies, educational institutions, etc. External constraints and internal structures. Juniors and Seniors only.

Seminar: Fields of Sociology. Theory and research in Sociology as it applies to general and specific areas of study. Particular emphasis given to contemporary applications. Seniors only.

SPANISH

(See *Foreign Language*, page 21)

SPEECH

Professor Howard W. Runkel, *Chairman*
Instructor Robert W. Donaldson (*part-time*)
Instructor Michael D. Bartanen (*part-time*)

The major in Speech is intended to develop an understanding of language and the ability to use language effectively in the search for truth and its presentation in expressive speech. The program of study includes courses that will stimulate logical thinking, clarity of organization, effective speaking and an appreciation of the American heritage through the great speeches in our history.

The following courses are required: Speech 10, 50 and 60; Philosophy 14; English 61 and additional

courses from the following to total at least 1½ credits must be selected with the assistance of the program head: English 21, 22, 36, 38 and Theatre 11 and 31.

1 (¼) Forensics. Methodology of, and practice in, the several types of forensic events before off-campus audiences. Concentration is on debate (Oxford style and Lincoln-Douglas style), extemporaneous speaking, impromptu speaking, interpretative reading, after-dinner speaking and oratory.

10 Public Speaking. Interpersonal communication, the discovery and development of ideas, the organization of content and the style of expression. Projects in writing and presenting speeches to inform, convince and actuate.

50 Discussion, Argumentation and Conference Speaking. Evolution of group discussion and argumentation (creative conflict) in American history. Reflective thinking, propositions of policy, value and fact to be defined, analyzed and discussed, using all the available arguments and evidence. The kinds of reasoning, tests of evidence and modes of refutation and procedures for developing a valid group consensus in a given problem-situation. Practice in conducting and participating in panels, dialogues, symposia and lecture-forums.

60 Rhetoric and American Eloquence. History and critical survey of the principal theories of speech composition and delivery from Aristotle to the present. Speeches and speakers of importance in American history.

THEATRE

(See *College of Music and Theatre*, page 44)

URBAN AND REGIONAL GOVERNMENT (Inter-Area)

(See *Inter-Area Studies*, page 29)

The Program in Urban and Regional Government gives a dynamic thrust to the traditional notion of liberal arts education by involving students in one of the most urgent challenges of modern life — the effort to design and govern urban areas. The Program involves a series of structured courses in political

science, economics, sociology, and art, integrating several disciplines into a comprehensive understanding of the complex urban environment. Courses are designed to complement one another, equipping students with both a theoretical framework for making sense of urban life, and practical involvement with several working elements of an urban complex.

The Program has four major goals: 1) to provide a bridge between liberal arts and intelligent citizenship; 2) to relate theoretical investigation and academic understanding to observation of and participation in actual political and governmental processes; 3) to encounter the dynamic relationships of cooperation and tension among various governmental organizations as they confront urban and regional problems in the effort to make urban America a decent environment in which to live; 4) to provide students with a practical background for future study or careers in government service.

Poli	41	Urban Politics
*Poli	42	Intern in Urban Politics
Poli	43	Managing the Urban Environment
Poli	44	Planning and the Urban Environment
Poli	45	Intern in Administration and Planning
Poli	72	Research/Independent Study
Econ	32	Urban and Regional Economics
Soc	58	The Urban Community or
Hist	45	American Intellectual History
Art	35	Introduction to Urban Form and Design

*Optional

COLLEGE OF MUSIC AND THEATRE

MUSIC DIVISION

A Statement of Objectives

The music division of the College of Music and Theatre has adopted the following objectives:

To prepare practicing professional musicians in the fields of music theory-history-literature, music therapy, and performance.

To prepare professional teachers.

To provide the liberal arts and para-professional student with a broad experience in the Western musical culture through classroom study and active

participation in the performance of the literature.

To serve as a focus for the cultural life of the campus and the community.

MUSIC FACULTY

Professor Charles M. North, *Dean*
 Professor Stanley Butler (Sabbatical leave, 1974-75)
 Professor Charles Heiden
 Professor Josef Schnelker
 Associate Professor Maurice W. Brennen (Sabbatical leave, Fall 1974)
 Associate Professor James Cook
 Associate Professor Julio Viamonte
 Assistant Professor Walter Farrier
 Assistant Professor Bruce McIntosh
 Assistant Professor Richard H. Stewart

Part-Time Instructors

Dorothy Berquist (voice)
 Doris H. Calkins (harp)
 David Crane (horn)
 Donald M. Hibbard (woodwinds)
 Mary Lott (oboe)
 John May (flute)
 Valerie McIntosh (voice)
 Charlotte Schefter (piano)
 David White (guitar)
 Don R. Worth (percussion)
 Charles W. Yukl (trumpet)

The Music program at Willamette has a dual function within the University. For the Music major it offers an intensive professional training in all aspects of the art coupled with a thorough background in liberal arts, humanities and sciences. For the non-major it offers a broad study of the musical culture as well as the opportunity for participation in performing organizations of high quality.

Degree Programs

For Music majors the following degree programs are available:

The Bachelor of Arts in Music and Bachelor of Science in Music, 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 (these degrees are awarded by the College of Liberal Arts).

The *Bachelor of Music*, a professional program for those students who are preparing for careers as per-

formers, scholars, music therapists, and as teachers at the collegiate level. Majors are offered in Performance (voice, piano, organ, string instruments, woodwind and brass instruments, and percussion); in Theory, History and Literature; and in Music Therapy.

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

Double majors within the various degrees and programs are also possible.

Accreditation

The Willamette Music Department of the College of Music and Theatre is a member of, and accredited by, the National Association of Schools of Music. It was one of the original twenty-four colleges forming the Institutes for Music in Contemporary Education, a national project sponsored by the Music Educators National Conference through a grant from the Ford Foundation for the development of new comprehensive programs of musicianship training.

On successive years (1965 and 1966), the Music Department was the winner of the National Federation of Music Clubs — ASCAP Award of Merit for “distinguished service to American music.”

Facilities

The University’s music activities are centered in the *Music Building*, which contains music teaching studios, classrooms, practice rooms, the Music Library, and a 100-seat Recital Hall; and in the *Fine Arts Building*, which houses the Band, Orchestra, and Choir rehearsal rooms, the offices of the Music Education and Music Therapy departments, and the 1250-seat G. Herbert Smith Auditorium.

The *Music Library*, located in the Music Building, contains a comprehensive and up-to-date collection of musical scores, books, microfilm and recordings. Stereo facilities for record and tape listening are available in the Music Library and in all of the classrooms, rehearsal studios and performance halls of the Music and Fine Arts Buildings.

The University also owns a collection of orchestra and band instruments which are available on loan to students.

Admissions and Scholarships

There are no special procedures for admissions or scholarships for Music majors separate from the University as a whole. For Admissions see page 68 and for Scholarships and Financial Aid see page 74.

Music students applying for scholarships or financial aid are encouraged to audition before the Music faculty, or by tape during their high school senior year.

Performance Opportunities and Requirements

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

Music Ensembles

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

- Salem Symphony and Chamber Orchestra
- University Choir
- University Band
- String Chamber Music
- Woodwind, Brass and Percussion Chamber Music
- Willamette Singers
- Willamette Opera Theatre
- Lab Band

Music Majors are expected to participate in at least one ensemble each semester and are required to complete at least four semesters in a “baton” ensemble (an orchestra, a band, or a choir) before graduation.

Concerts and Recitals

The music division of the College of Music and Theatre presents a regular series of concerts and recitals by faculty and students, University ensembles and outside guest artists. These are open to the public and Music majors are required to attend.

In addition the music division sponsors a weekly Music Convocation attended principally by Music students and faculty, the purpose of which is to provide students with the opportunity to play before an audience of their peers. All Music majors are encouraged to perform on these Convocations and all Performance majors are required to do so at least once each semester from their sophomore year on.

Functional Piano Requirement

All Music majors are required to satisfy the Functional Piano requirement before graduation. To satisfy the Functional Piano requirement a student must demonstrate, before a faculty jury, a playing level approximately equivalent to three years of pre-college study. The ability to sight-read at the keyboard will also be expected. Students who have not passed this requirement are encouraged, but not required, to prepare for it by taking the Functional Piano class.

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 signers all pieces must be memorized).

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. and B.S. candidates).

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

Instrumental and Vocal Classes

The various instrumental and vocal classes numbered 13 (String Class, Woodwind Class, Brass Class, Percussion Class and Voice Class) are intended for beginners in voice and on the instruments involved, primarily those students pursuing a major in Music Education or Music Therapy, and are offered through class instruction without applied fees.

Accompanying

Qualified students are encouraged to serve as studio accompanists for the various applied instrumental

and vocal classes and lessons of the College, for which they are paid on the hourly basis.

Federal Work-Study Program

A number of student employment opportunities under the Federal Work-Study program are available to Music students. These include accompanying, work in the Music Library and various secretarial and clerical jobs. Information regarding employment may be had from the Dean of the College of Music and Theatre or the Director of Student Financial Aid.

Sophomore Qualifying Examinations

At the end of the sophomore year, all Music majors are expected to complete a Sophomore Qualifying Examination, the purpose of which is to survey the student's first two years of work and to establish his competence to advance to the upperclass level in his particular major. The examination takes one of two forms, depending upon the student's major:

A half-length recital including works from all major stylistic periods performed before a faculty jury; **or**

A comprehensive oral examination before a faculty jury covering the first two years of study in the musical and liberal arts fields appropriate to the particular major.

The various majors satisfy this requirement as follows:

Performance majors—a half-recital

Theory, History and Literature majors — a half-recital (preferably in piano) *or* an oral examination

Music Therapy majors—an oral examination

Music Education majors—an oral examination

Bachelor of Arts in Music and Bachelor of Science in Music majors—a half-recital or an oral examination.

All sophomore music majors will take, as part of the Sophomore Qualifying Examination, a test in Foreign Language Musical Terminology.

Senior Comprehensive Examinations and Senior Recitals

During the senior year, all Music majors must either satisfactorily complete a Senior Comprehensive Examination or present a Senior Recital, depending upon their major:

(Piano, Organ, String Instruments, Woodwind and Brass Instruments, Percussion) Sophomore year.

BACHELOR OF MUSIC IN PERFORMANCE

	Fr. Cr. Per Semester		So. Cr. Per Semester		Jr. Cr. Per Semester		Sr. Cr. Per Semester	
	1	2	1	2	1	2	1	2
Applied Instrument, Elementary	1							
Music Ensemble	1/2	1/2	1/2	1/2	1/2	1/2	1/2	1/2
Music Theory I-IV	1	1	1	1				
Liberal Arts	2	2	1		2	2		
P.E.	cr.	cr.						
Applied Instrument		1	1	1	1	1	1	1
Counterpoint I & II			1/2	1/2				
Style Analysis I & II			1/2	1/2				
Basic Conducting				1/2				
Music History I & II					1	1		
Orchestration & Band Arranging							1	
Electives							2	2
Music History Period Course							1	
Total Credits	4 1/2	4 1/2	4 1/2	4	4 1/2	4 1/2	4 1/2	4 1/2

BACHELOR OF MUSIC IN PERFORMANCE

(Voice)

	Fr. Cr. Per Semester		So. Cr. Per Semester		Jr. Cr. Per Semester		Sr. Cr. Per Semester	
	1	2	1	2	1	2	1	2
Applied Instrument	1	1	1	1	1	1	1	1
Music Ensemble	1/2	1/2	1/2	1/2	1/2	1/2		
Music Theory I-IV	1	1	1	1				
Foreign Language	1	1			1	1		
Liberal Arts	1		1		1	1	1	1
P.E.	cr.	cr.						
Phonetics		1/2						
Basic Conducting		1/2						
Counterpoint I & II			1/2	1/2				
Style Analysis			1/2	1/2				
Acting & Creative Dance				1				
Music History I & II					1	1		
Opera Theatre							1/2	1/2
Vocal Literature & Diction							1/2	1/2
Orchestration & Band Arranging							1	
Music History Period Course							1	
Total Credits	4 1/2	4 1/2	4 1/2	4 1/2	4 1/2	4 1/2	4	4

BACHELOR OF MUSIC IN MUSIC THEORY, HISTORY AND LITERATURE

	Fr. Cr. Per Semester		So. Cr. Per Semester		Jr. Cr. Per Semester		Sr. Cr. Per Semester	
	1	2	1	2	1	2	1	2
Applied Instrument	1/2	1/2	1	1	1/2	1/2	1/2	1/2
Music Ensemble	1/2	1/2		1/2	1/2	1/2	1/2	1/2
Music Theory I-IV	1	1	1	1				
Foreign Language (French or German)	1	1						
Liberal Arts	1	1	1		2	1		
P.E.	cr.	cr.						
Counterpoint I & II			1/2	1/2				
Style Analysis I & II			1/2	1/2				
Basic Conducting				1/2				
Music History I & II					1	1		
Music of the Baroque Era						1		
Beethoven or Romantic Era							1	
Liberal Arts or Music Electives							2	1
Introduction to Contemporary Music								1
Keyboard Harmony & Improvisation								1/2
Total Credits	4	4	4 1/2	4	4	4	4	3 1/2

BACHELOR OF MUSIC IN MUSIC THERAPY

	Fr. Cr. Per Semester		So. Cr. Per Semester		Jr. Cr. Per Semester		Sr. Cr. Per Semester	
	1	2	1	2	1	2	1	2
Major Applied*	1/2	1/2	1/2	1/2				
Liberal Arts	1				1		1	1
Music Theory I-IV	1	1	1	1				
Secondary Applied**	1/2	1/2	1/2	1/2				
Ensemble	1/2	1/2	1/2	1/2	1/2	1/2	1/2	1/2
P.E.	cr.	cr.						
Principles of Sociology		1						
Biology		1						
Basic Conducting				1/2				
Psychology			1	1				
Sociology			1					
Applied					1/2	1/2	1/2	1/2
History of Music I & II					1	1/2		
Recreational Music						1/2		
Style Analysis I & II					1/2	1/2		
Counterpoint I & II					1/2	1/2		
Psychology of Music						1		
Influence of Music							1/2	
Therapeutic Community							1/2	1/2
Choral Scoring							1/2	
Music History Period Course							1	
Therapy Tech. and Hosp. Orient.								1
Orchestration & Band Arrangement								1/2
Total Credits	3 1/2	4 1/2	4 1/2	4	4 1/2	4	4 1/2	4

(Note Considerable hospital observation time is expected in the senior year)
 *The Applied Instrument requirement need not necessarily be completed on a single instrument
 **Secondary Applied Refers to classes in Strings, Woodwinds, Brass, Voice and Percussion.
 +Freshman English requirements are determined by the English Department. The course may be eliminated if the English test score is high.

**BACHELOR OF ARTS
 IN MUSIC AND
 BACHELOR OF
 SCIENCE IN MUSIC**

	Fr.		So.		Jr.		Sr.	
	Cr.	Per	Cr.	Per	Cr.	Per	Cr.	Per
	1	2	1	2	1	2	1	2
Applied Instrument	1/2	1/2	1/2	1/2				
Music Ensemble	1/2	1/2	1/2	1/2	1/4	1/4	1/4	1/4
Music Theory I-IV	1	1	1	1				
Foreign Language (B.A. only) ...	1	1						
Liberal Arts or Music	1	1	1	1	3	3	3	4
P.E.	cr.	cr.						
Electives			1	1				
Basic Conducting				1/2				
Music History I & II					1	1		
Music History Period Course							1	
Total Credits	4	4	4	4 1/2	4 1/4	4 1/4	4 1/4	4 1/4

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COURSE DESCRIPTIONS

THEORY AND MUSICIANSHIP

17 Music Theory I. Theoretical aspects of the musical literature from the Renaissance through the Contemporary Period. Structure, style, and technique within an historical context through analysis, performance, and corollary reading. This course embraces the theoretical and historical disciplines often offered under the separate headings of introductory history and literature, harmony, elementary counterpoint, form and analysis, stylistic analysis, and ear training.

18 Music Theory II. A continuation of Music Theory I. Prerequisite: Music 17 (or equivalent).

24 Aesthetic Evolution of Opera (Baroque and Classic). Structure of Opera; Aesthetic trends and their social-political causes in the evolution of Opera from its origins at the close of the Century to Beethoven. Designed primarily for Liberal Arts Majors.

27 (1/2) Basic Conducting. Basic techniques of choral, orchestral, and band conducting, taught by specialists in each field. Techniques needed by music education majors and to enhance any musician's participation in a baton-conducted ensemble. Emphasis on practical problems to gain experience. Prerequisite: Music Theory I.

28 Aesthetic Evolution of Opera (Romantic & Contemporary). Aesthetic trends and their social-political causes in the evolution of Opera from Beethoven to our day. Designed primarily for Liberal Arts Majors.

29 Emergence and Development of Piano Chamber Music. Literature of the Baroque, Classic and Romantic-Contemporary involving the piano as an ensemble and chamber instrument.

30 (1/2) Style Analysis I. Fluent analytical techniques; application to selected scores. Analysis of all stylistic elements, with stress on form. Musical form in relation to the other stylistic elements and the historical style periods. Prerequisite: Theory I and II.

31 (1/2) Style Analysis II. Complementing Style Analysis I with repertoire performed in the semester. Other Composition from all periods not covered in Style Analysis I. Prerequisite: Theory I and II.

38 Music Theory III. Continuation of Music Theory II. Prerequisite: Music 18.

53 & 55 Counterpoint I & II. Literature, styles, forms and techniques of contrapuntal writing from the 16th through the 20th centuries. Prerequisite: Music 18.

58 Music Theory IV. Continuation of Music Theory III. Prerequisite: Music 38.

59 Orchestration and Band Arranging.

64 (½) Keyboard Harmony and Improvisation. Advanced application of harmonic materials and techniques to the keyboard. Prerequisite: Music 58.

MUSIC HISTORY AND LITERATURE

15 Introduction to Music Literature. Emphasis on the enjoyment of music for the Liberal Arts student through directed listening. Includes readings about music against its social background and about music as a part of culture during the last four centuries. Important composers are considered as artists and men, with characteristic works being heard.

21 Music Literature of the Romantic Era. A study of the major composers and compositions of the 19th Century. Emphasis will be on stylistic awareness through listening. Designed as an introduction to the 19th century composer's treatment of melody, harmony and form for the Liberal Arts Major.

23 The Music of Beethoven. Major works of Beethoven, placed in historical perspectives through a study of compositional styles before and after Beethoven in an attempt to determine how his musical style reflects the Classic-Romantic spectrum of musical thought. Designed for music majors and liberal arts students with some musical background.

22 Introduction to Contemporary Music. An analytical, historical and aural examination of the various musical idioms of the 20th century, geared to provide the uninitiated listener with aural and intellectual bases for their perception. Designed primarily for Liberal Arts Majors.

24 Aesthetic Evolution of Opera. Influence of aesthetic trends and their social-political causes in the evolution of Opera from its origins at the close of the 16th century to our days. Designed primarily for Liberal Arts Majors.

50 Music History: 500 to 1600. The changes in Western music history from Gregorian Chant through the beginning of polyphony, French and Italian music of the 14th century, English and Burgundian music at the close of the Middle Ages and Renaissance music. Illustrations by means of class performances, score analysis and recordings. Readings in corollary cultural history. Prerequisite: Music 38 or consent of instructor.

51 Music History: 1600 to present. The changes in Western music history from the early Baroque period through the Classic, Romantic and Modern periods. Illustrations by means of class performances, score analysis and recordings. Readings in corollary cultural history. Prerequisite: Music 50.

60 Music of the Baroque Era. Vocal and instrumental literature of the Baroque era, from 1580 to 1730. Designed to provide a background for the understanding and appreciation of the modern revival of Baroque music. Emphasis on literature of practical value to school and amateur community groups as well as masterworks from the period. Attention given to performance practices. Prerequisite: Sophomore standing or above.

APPLIED MUSIC

6 (¼) Accompanying Accompanying literature for piano students, directed toward the literature that will be performed in public recital during the course of the semester. Required of all pianists performing publicly during the semester.

12 (½) Functional Piano. Development of applied instrumental skills at the beginning level.

13 (½) Instrumental and Vocal Classes. Applied instrumental and vocal skills at the beginning level. Class instruction. The following classes are offered: Voice Class, String Class, Brass Class, Woodwind Class, Percussion Class.

16 (½-1) Applied Instrumental and Vocal Instruction, Elementary. Development of applied instrumental and vocal skills beyond the beginning level. Solo literature of all periods. Instruction offered in the following instruments: piano, organ, voice, violin, viola, violoncello, string bass, flute, oboe, clarinet, saxophone, bassoon, trumpet and cornet, baritone horn. French horn, trombone, tuba, percussion. Prerequisite: Permission of instructor.

35 (½) Vocal Literature and Diction. A study of English and foreign language diction within the context of the standard vocal literature.

36 (½-1) Applied Instrumental and Vocal Instruction, Intermediate I. A continuation of Applied Instrumental and Vocal Instruction and Literature Elementary. Prerequisite: Music 16.

54 (½) Pedagogy of Applied Piano. A study of the techniques of teaching the piano to elementary and intermediate students. Introduction to basic keyboard repertoire for elementary and intermediate students from the 17th to the 20th centuries.

57 (½-1) Applied Instrumental and Vocal Instruction, Intermediate II. Study of the solo literature of music through performance. Thorough development in all phases of performance — style, interpretation, musicianship, repertoire, technique. Instruction offered in the following instruments: piano, organ, voice, violin, viola, violoncello, string bass, flute, oboe, clarinet, saxophone, bassoon, trumpet and cornet, baritone horn, French horn, trombone, tuba percussion. Prerequisite: Music 36 (or equivalent) plus satisfactory completion of the Sophomore Qualifying Examination on that instrument.

67 (½-1) Applied Instrumental and Vocal Instruction, Advanced. A continuation of Applied Instrumental and Vocal Instruction, ~~Intermediate II~~ *Advanced I*. Prerequisite: Music 57.

68 (¼) Choral Arranging. Arranging for vocal groups; different voicings and purposes for arrangements; scoring practice. Designed primarily for Music Therapy majors. Prerequisites: Music 17, 18 and 38.

69 Orchestration and Band Arranging. Scoring for band and orchestra. Problems of understanding and scoring music for varied combinations of instruments. Prerequisites: Music 17 and 18.

MUSIC THERAPY

80 Psychology of Music. Study of the psychological aspects of music with emphasis upon problems of perception, psycho-acoustics and experimental aesthetics: introduction to and evaluation of music tests, the relationship of personality theory to music preference and the application of music to industrial and therapeutic situations. Introduction to experimental methods in music testing and music research.

81 (½) Influence of Music on Behavior. Study of the psychological and physiological effects of music: relation of music to health. Philosophical views and psychological trends in this area will be studied.

82 Music Therapy Techniques and Hospital Orientation. A survey of procedures in music therapy: investigation of the use of music in the treatment of mentally ill, mentally and physically handicapped; study of hospital organization; the position of the therapist; acquaintance with the hospital situation.

83 (½) Recreational Music. Recreational use of music in institutions and industry with emphasis on procedures and materials used in group singing. Individual study on guitar and accordion. Organization of community and playground music programs. Required for Music Therapy majors: valuable for others involved in group music activities.

MUSIC EDUCATION

87 Public School Music Methods — Elementary Classroom. Principles, procedures and objectives in school music on the elementary school level. Learning processes, maturation and materials are considered in adapting music study to the child. Class procedures; ensembles; programming and performance; general administration. Directed observation of elementary classroom music practice. Prerequisite: Theory I & II.

88 Public School Music Methods — Instrumental. Principles, procedures and objectives in school instrumental music on the elementary and secondary school levels. Learning processes, maturation and materials are considered in adapting music study to the student. Class procedures; ensembles, programming and performance; general administration. Directed observation of instrumental public school music practice. Prerequisite: Theory I & II.

89 Public School Music Methods — Vocal. Principles, procedures and objectives in school vocal music on the elementary and secondary school levels. Learning processes, maturation and materials are considered in adapting music study to the student. Class procedures; ensembles; programming and performance; general administration. Directed observation of vocal public school music practice. Prerequisite: Theory I & II.

MUSIC ENSEMBLES**1 (¼-½) Salem Symphony and Chamber Orchestra.**

The Salem Symphony presents qualified students from both Liberal Arts and Music with the opportunity to perform major works from the symphonic literature in a fully instrumented orchestra of musicians from the University and the Salem community. Rehearses one evening per week and presents a season of four subscription concerts. The Chamber Orchestra offers the opportunity for exploration of literature for smaller ensembles. May be repeated for credit.

2 (½) Willamette University Choir. Exploration of a wide variety of significant choral literature, representing all styles and periods, and including both unaccompanied and instrumentally-accompanied works. In some years a concert tour is taken; each year a work is performed with the Salem Symphony. By audition. May be repeated for credit.

4 (½) Willamette University Band. Exploration of a wide variety of significant literature for band, representing all styles and periods. A considerable amount of sight reading will be included, and a number of concerts of widely varied appeal will be presented. In some years a concert tour is taken. The entire band also plays for all home football games. A small special group performs at home basketball games. May be repeated for credit.

5 (¼) String Chamber Music. The coaching and performing of major works from the chamber music literature. Members of the string faculty participate as coaches and as performers in the ensembles. May be repeated for credit.

6 (¼) Accompanying.**7 (¼) Chamber Music Woodwind, Brass and Percussion.**

9 (¼) Willamette Singers. Exploration of choral literature for small groups, representing all styles and periods. Performs with the University Choir, from which its membership is drawn, and occasionally takes concert tours with other organizations, as well as performing by itself both on and off campus. May be repeated for credit.

10 (¼) Lab-Band. Music in various modern ensemble styles will be studied through rehearsal and performance. Opportunities will be available for students to

score for the group and to rehearse the group. May be repeated for credit. Prerequisite: Concurrent University Band participation. Note: Committee recommends approval provided course is offered pass/no credit.

65 (½) Opera Theatre. A practical course in operatic singing and acting. A major operatic production with full orchestra is presented every year.

THEATRE DIVISION**A Statement of Objectives**

The theatre division of the College of Music and Theatre has adopted the following objectives:

To introduce students to the basic disciplines involved in theatre performance.

To give students the opportunity to perform in a variety of theatre disciplines.

To give students the opportunity to experiment in areas of theatre performance.

To acquaint students with dramatic literature, theatre history, and performance theory.

To prepare students for: graduate school, advanced professional training.

To offer students opportunities to acquire greater appreciation for dramatic arts.

To serve as a campus activity representative of the arts and act as a public relations factor for the University.

To prepare students for careers in teaching theatre related subjects on the high school level.

The theatre division seeks to offer the student training in theatre according to professional standards and to provide opportunities for the student to develop his own theatrical ideas and perform them publicly. The division further seeks to acquaint the student with dramatic literature by means of theatrical techniques. These goals seek to prepare the student for further academic work, teaching in the field, or the profession. In the process theatrical fare is provided for both the campus and the community.

A student graduating with a theatre major receives a Bachelor of Arts or Bachelor of Science degree.

A major in Theatre consists of 10 courses selected from among the following, including Theatre 11, 15,

32, and 35; 2 courses selected from Theatre 40, 41, 55 and 56; 3 courses selected from Theatre 45 and English 15, 31, 43, and 48; and one course in Dance Composition.

A student majoring in Theatre is expected to participate in the major production of each season, performing both leading and supporting roles or filling crew positions as both chairman and member. He is urged to take courses in public speaking, psychology, singing, and fencing.

THEATRE FACULTY

Associate Professor Robert M. Putnam
Assistant Professor Robert Peffers
Assistant Professor Ramona Ann Searle

COURSE DESCRIPTIONS

10 (½) Fundamentals of Creative Dance. Dance through varied experience in movement including historical and contemporary forms with emphasis on increasing ability to use movement creatively and to relate the dance with the principles and elements of other arts.

11 Acting I. Fundamental techniques in acting. Exercises in movement, voice training, and improvisation will be introduced as the method of understanding basic acting theory.

13 (½) Stage Movement for Performers. Movement designed to increase movement vocabulary and awareness, greater self-assurance and projection during performance. The use of rhythm, energy and space as a means of extending natural movement. Creative approach to movement utilized to project character, emotion, and mood.

12 Acting II. The study of roles and scenes from plays. Practice in character analysis, creation of roles, rehearsal of scenes and ensemble.

15 Introduction to Theatre. An introduction to the varying disciplines which constitute modern play production. The course is designed to prepare the novice to be a more critical audience member who can better appreciate an evening in the theatre. The class will attend several performances of plays on and off campus.

16 (½) Stage Make-Up. Light and shade as applied to human features for theatrical purposes. Application of theatrical makeup to achieve the visual illusion of characterization.

17 (½) Voice Training. Human voice and its effectiveness for stage, microphone, camera or speakers' platform.

18 (¼-½) Theatre Practicum. Any student who is making a significant contribution (either technical or acting) to a faculty-directed play which is being presented in the department's major season, may apply to receive credit for this activity. This application must be submitted during the production schedule (not after) and will be evaluated by the faculty member involved who will determine the amount of credit which the student should receive. Prerequisite: Being cast or selected to participate in a particular play.

20 Play Reading. Dramatic literature from a theatrical performance point of view. Special problems associated with the production of each of the plays studied.

21 (½) Advanced Lighting. Lighting for the arena, thrust, and proscenium theatres; use of color and making of projections. Prerequisite: Theatre Arts I.

30 Theatre in Revolt. An historical and analytical study of non-establishment theatrical production since 1955. The course will include theatre groups throughout the world who have joined the rebellion against realism and realistic productions. Each of these groups will be considered in terms of: the drama it produces, acting techniques, approaches to scenic elements, and directing concepts.

31 (½) Oral Interpretation of Literature. A study of many forms of literature through analysis and preparation for meaningful oral presentation. Classroom and public performance in individual performance, and group speaking.

32 (½) Directing I. The fundamental concepts of play direction will be presented and the students will have the opportunity to: analyze scripts, blockscenes, develop composition and focus, work with actors.

33 (½) Dance Composition I. Analysis of the dance medium, and the relationship of the aspects of time, space, and force to that medium. Principles of form basic to dance composition. Prerequisite: Fundamentals of Creative Dance or consent of instructor.

34 (½) Dance Composition II. Application of compositional forms and styles in dance. Preclassic and modern dance forms. Includes some notation of dance which is the process of scoring dance composition. Prerequisite: Dance Composition I.

35 Theatre Arts I. A study of the technical aspects of play production: set design, set construction, lighting design and construction and scene painting. The course will be performance oriented as students will put theory into practice.

36 Theatre Arts II. A continuation of first semester, course will be concerned with: make-up, costumes, theatre management, and the application of all technical theory to the flexible stage.

37 Reader's Theatre. Dramatic literature through the public reading of plays, using limited theatrical production elements and placing the emphasis heavily on the literature and its interpretation.

40 British Theatre History: 1660-1910. An historical study of dramatic performance in England from the Restoration (1660) to the end of the Edwardian Period (1910) with special emphasis being placed on the relationship between the theatre and the current social and political conditions of the people.

41 American Theatre History. A survey of the drama written in the United States from colonial beginnings to the present and of the theatrical activity that accompanied it. Prerequisite: junior standing.

43 History of Dance from Basic Cultures to Today. A historical survey of the dance and its relationship to other arts from the basic cultures through the development of dance in America. This includes dance artists who influence dance of today and dance in education.

45 Modern Drama. An exploration of modern drama from Ibsen to the present. Emphasis on the various movements in, modern drama, their relationship to the past and to other contemporary arts. Prerequisite: English 12 or 25 or 26.

46 (1) Summer Theatre (option I). This is a practical course in theatre performance devised to give students an opportunity to study the varying crafts of acting and directing in a professional environment. The course will be offered during the summer and run eight weeks. During this time the students will be expected to study and perform at least three roles. (There will be 3 plays given in the summer season.) Prerequisite: students will be accepted by audition.

47 (2) Summer Theatre (option II). This is a practical course in total theatre performance devised to give students an opportunity to study all of the varying crafts of theatre in a professional environment.

The course will be offered during the summer and run eight weeks. During this time the students will be expected to mount 3 full-length plays and be responsible for all aspects of production. Prerequisite: students will be accepted by audition.

55 Theatre History I. The development of the theatre as an institution in relation to the development of the drama. A study of the people, movements, and structures which have made the theatre a force in Western civilization. From its beginnings in ancient Greece to the decline of neo-classicism.

56 Theatre History II. The development of the theatre as an institution in relation to the development of the drama. A study of the people, movements, and structures which have made the theatre a force in Western Civilization. From the decline of neo-classicism until the present.

57 American Drama. A survey of the drama written in the United States from colonial beginnings to the present and of the theatrical activity that accompanied it. Prerequisite: junior standing.

68 (½) Advanced Acting. Concepts of ensemble through the creation of an organic company. Using this company as an artistic base, varying levels of improvisational experimentation will be undertaken. Prerequisite: Thtr 11 and one of the following: Thtr 12, 15, 17.

70 (½) Special Problems in Theatre. An independent research program for theatre majors who have upper-class standing. The course is designed to allow individual students to select particular projects or minor problem areas in theatre and devote a major amount of time to these specific subjects. The student must submit a proposal to the appropriate faculty member. The project will normally culminate in a paper. Prerequisite: Upper-class stand in the department.

72 Directing II. Advanced study into theories of direction with practical application. The student will direct scenes on the flexible stage and will finally prepare a play for presentation before an audience. Prerequisite: Directing I.

74 Seminar in Experimental Theatre Performance. This is a course in experimental performance which will allow the students to try new ideas and concepts of acting, directing and design. Projects will be undertaken which will serve as the testing ground for ex-

perimentation. The final projects might well be appropriate for public performance but the emphasis is upon the means not the end product. Prerequisite: Acting I & II, or Directing I & II, or Theatre Arts I & II.

POSTGRADUATE OPPORTUNITIES

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.

Engineering

In order 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 liberal arts and engineering degrees 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 bachelor's degree and takes prescribed courses in chemistry, physics, or mathematics, he may qualify for transfer to Columbia University or Stanford University. At either of these engineering schools, he spends two years in any one of the several curricula in engineering; at the close of the five year period, he

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 schools of either Columbia University or Stanford University on a four-two basis. Under this plan a student completes his bachelor's degree with a major in chemistry, physics, or mathematics at Willamette University before taking his two years of engineering work. He then receives the Master of Science degree from the engineering institution. 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 in 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 Dean of the College of Liberal Arts.

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 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 Program in Urban and Regional Government (see PURG, page ??) provides the student government a rare opportunity for practical understanding of city, county, and state government activities, since Willamette's campus is near government offices. The

Department of Political Science includes a program in public administration; on many occasions students are able to observe and participate in the operations of state and local government.

Journalism

The best preparation for journalism is a broad liberal education with emphasis on composition and use of the English language. At the same time, practical experience in journalism through serving on the staff of *The Collegian* is invaluable.

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 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 78 (Genetics-Evolution); 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 and Physical Education, page 16.

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 is on the approved list of the American Bar Association and is a 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, OR 97301.

GRADUATE SCHOOL OF ADMINISTRATION

SEELEY G. MUDD BUILDING

Willamette's Graduate School of Administration (GSA) is the first of its kind in the Northwest. Under the direction of Dean Stephen Archer and a top-ranking faculty of five, GSA is designed to provide an understanding of both private and public enterprise; in the two-year master's program, the first-year core curriculum is followed by a flexible second year with no required courses. A variety of courses are taught in the late afternoon for the convenience of the part-time student. At graduation students receive a Master of Administration degree.

The new GSA program begins this fall in existing buildings on campus and will move into the newly-constructed \$1.5 million Seeley G. Mudd Building in the fall of 1975.

The GSA catalog is available upon request by writing the Graduate School of Administration, Willamette University, Salem, OR 97301.

STUDENT LIFE



STUDENT LIFE

Housing

As a residential campus, Willamette University believes that a student's living arrangements and relationships are influential factors in his personal and educational development. The head residents and resident assistants cooperate with the student officers in planning and encouraging a high level of responsible citizenship, as well as an active intellectual and social life.

Each residence unit is designed to provide small group living with dining, lounge and recreational facilities. There are eighteen separate living units on the campus, including six national fraternities and four national sororities.

All full-time, undergraduate students who are not of junior status or not 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 Student Affairs, Associate Dean of Students, 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.

The Counseling and Medical (Health Center) resource center exists to assist the academic community in maximizing their efforts and accomplishments in the learning process. Medical doctors, nurses, psychological counselors, and paraprofessional staff operate as a team in developing a preventive and crisis intervention program of physical and emotional health in support of the institution's educational mission.

Generally, the Counseling Service assists students and faculty members in making decisions related to academic and interpersonal matters. Some decisions are routine and others have emotional overtones related to deeply held personal values and complex interpersonal relationships. Common issues include developing better study habits and techniques, organizing time more effectively, improving relationships with other people, and generally relating

the academic experience to a total life plan for individuals including vocational and personal development.

Students living in University housing have available to them guidance and advisement from the head residents and student resident assistants.

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 two physicians who schedule 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.

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 editor of the "Saturday Review/World"

Norman Cousins, author/philosopher Sam Keen, oceanographer Jon Lindbergh, and anthropologist and naturalist Loren Eiseley.

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 forth below. 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 responsibility to the University community and that ultimately he can be held accountable by other members of the community for failure to assume his 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 by the concurrent action of the Student Senate and Faculty 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.

Part I

Standards of expectation include, but are not limited to the following:

Sec. 1. Conduct in general should be in accord with common decency, public order and a respect for others.

Sec. 2. Dress should be appropriate and in good taste. Specific dress regulations within each living organization may be decided by the residents of that living organization.

Sec. 3. Organization and group functions should be conducted in a manner consistent with Standards of Conduct and the responsibility for the same shall rest with the officers of the organization or leaders of the group. Failure to accept this responsibility shall result in action being taken by the Assoc. Dean of Students.

Sec. 4. In order to promote the well-being of the University as a whole, the following specific activities are deemed improper:

a) The possession or use of intoxicants, illegal drugs or narcotics on the campus and on or in any university facility.

b) The possession and use of firearms on the campus and on or in any university facility, except that rifles and shotguns for recreational purposes may be stored on campus in accordance with established procedures.

c) Smoking in areas delineated as unsafe by the university in conjunction with the fire marshal and in areas within living organizations so designated by the governing bodies of such living organizations.

Part II

Residents of each living organization shall have the responsibility of formulating rules and defining penalties for the living organization consistent with the Standards of Conduct.

Sec. 1. Rules may include, but are not limited to a) quiet hours, b) smoking, c) dress, d) dining room procedures, e) visiting hours in public rooms, f) hours, rules and procedures for visitation in private rooms.

Sec. 2. Each living organization may implement a program of visitation in private rooms provided that such program, a) is approved by secret ballot by 2/3's of the student residents in the living organization and concurred in by the Assoc. Dean of Students; b) falls within the following time periods; 12 noon and mid-

night on Sunday through Thursday and 12 noon and 1:30 a.m. on Friday and Saturday; and c) is subject to rules and procedures adopted in accordance with the provisions of Part II, Sec. 3.

Sec. 3. Such rules and penalties as formulated by the governing body of the living organization shall be approved by a 2/3's vote of the residents of the living organization and submitted to the Assoc. Dean of Students for their concurrence. Such rules and penalties shall be effective immediately upon concurrence by the Assoc. Dean of Students. Should the Dean not concur, a joint meeting of the living organization residents and the Dean shall be called by the governing body of the living organization at which time the objections of the Dean shall be stated and a settlement of the issues in controversy sought in a manner meeting the approval of the living organization and the concurrence of the Dean.

Sec. 4. Rules and penalties adopted in accordance with Sec. 3. shall remain in force until changed by the procedures set forth above, except that rules governing visiting hours in public rooms, and hours, rules, and procedures for visitation in private rooms may be suspended immediately by the Assoc. Dean of Students if, in his judgment, he has reason to believe that any resident of the living organization has violated his responsibility to abide by the standards of conduct previously set forth or if petitioned to do so by 1/2 the residents of the living organization. Any such suspension can be removed by settlement of the issues leading to suspension in a manner meeting the approval of the living organization and the concurrence of the deans.

**Sanctions For
Student Failure
To Accept
Responsibility To
Abide By
Standards Of
Conduct**

The authority for sanctions for students who fail to accept responsibility to abide by the Standards of

Conduct is provided in Article VI, Section 3, of the By-Laws of the Board of Trustees of Willamette University which states: "A student may be dismissed at any time for failure to maintain required academic standards or for conduct not in keeping with the interests, purposes or ideals of the University." The specific authority for applying sanctions for student failure to accept responsibility to abide by Standards of Conduct is vested in the President of the University and is delegated by him to the Personnel Deans and the University Review Board in accordance with the following procedures.

When it comes to the attention of the Assoc. Dean of Students that a student has allegedly failed in his responsibility to abide by the Standards of Conduct, it shall be the Dean's duty to (a) ascertain the facts of the situation, (b) confront the student with the nature of the charges and the evidence against him, (c) give the student opportunity to present evidence on his behalf. If, in the Dean's judgment, there are reasonable grounds to conclude that the alleged violation has taken place, he may apply appropriate provisional sanctions, in such a manner that serves the best interests of the student and the University.

The application of provisional sanctions shall require specifying to the student in writing the time, place, and nature of his violation and his right to appeal the provisional sanctions within three class days to the University Review Board. The provisional sanctions shall remain in effect unless altered by the Board and shall be considered final if the student chooses not to appeal. Should the provisional sanctions involve either disciplinary dismissal or disciplinary suspension, there shall be an automatic review of the decision by the University Review Board. The decision of the Board shall be final, subject only to the student's right to appeal to the President of the University or ultimately to the governing board of the institution.

The University Review Board shall hear all appeals from students subject to provisional sanctions by the Assoc. Dean of Students. If in the judgment of the Board there are reasonable grounds to conclude that the alleged violation has taken place as specified by the Dean it shall either: (a) affirm the decision of the Dean or (b) determine sanctions which it deems appropriate. If there are not reasonable grounds to conclude that the alleged violation has taken place it shall dismiss the case at which time the provisional sanctions are removed. Decision of the Board shall be by majority vote. A quorum shall consist of any six

voting members and the chairman.

The University Review Board shall consist of the Dean of Students as chairman, four members of the faculty appointed by the President of the University and four students (two men and two women) appointed by the President of the University from a list of eight nominees (four men and four women) submitted by the President of ASWU. The President of the University and the President of ASWU shall be non-voting members of the Board. The chairman shall vote only in case of a tie.

Appeals from the provisional sanctions of the Assoc. Dean of Students shall be submitted in writing to the chairman of the University Review Board. It shall be his duty to convene the Board after making sure that the appellant understands the nature of the charges and has had three class days to prepare his case. If in the judgment of the chairman the testimony of any student, faculty member or administrator is essential to an adequate and fair hearing, he may issue a request to appear to that person and it shall be the duty of the person so requested to comply with the same.

Procedures before the University Review Board shall be closed to the public and shall be as follows: (a) presentation of the appellant by chairman, (b) reading of the charges by the chairman, (c) plea by the appellant, (d) presentation of the case by the Dean, (e) presentation of the case for the appellant by the appellant or some person of his choice, (f) questioning of parties and witnesses by members of the Board, (g) discussion and decision of the Board to the appellant, and when appropriate, informing him of his right of appeal to the President of the University or ultimately to the governing board of the institution.

Participation in an academic community is a privilege contingent upon the acceptance of responsibility. The student who violates his responsibility to abide by the Standards of Conduct of Willamette University jeopardizes his status as a member of the community and becomes subject to any one of the following actions, depending upon the nature of the violation. Such conduct sanctions, except in the case of Conduct Reprimand, are noted on the student's official transcript for the duration of the period of sanction and are made a part of his personal record until such time as he transfers or graduates.

CONDUCT DISMISSAL — The student's participation in university life is severed indefinitely with loss of all fees and all academic credit for the semester in

which the dismissal takes place.

CONDUCT SUSPENSION — The student's participation in university life is severed with a loss of all fees and all academic credit for the remainder of the semester in which the suspension takes place. The student's privilege of continuing within the University following the suspension period is contingent upon a demonstration of his willingness to accept his responsibility to abide by the Standards of Conduct. Any subsequent failure to accept his responsibility to abide by the Standards of Conduct following reinstatement may result in dismissal from the University.

CONDUCT PROBATION — The student's participation in university life is placed on a provisional status. The student must demonstrate a willingness to accept his responsibility to abide by the Standards of Conduct or forfeit the privilege of continuing in the University for at least the remainder of the current semester.

CONDUCT REPRIMAND — The student is given notice that his actions have brought into question his willingness to accept his responsibility to abide by the Standards of Conduct and that further failure to accept this responsibility may result in the application of additional sanctions.

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' Alumni Weekend and Freshman Glee. The student body office provides centralized information about student body activities typing, mimeographing, and xeroxing services to students.

The Student Bar Association

This is the student body organization of the College

of Law and is associated with the American Law Student Association.

The Associated Students of the Graduate School of Administration

This is the student body organization of the Graduate School of Administration.

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 Concert Band, 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 the 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 Jason, the campus literary magazine, contains original essays and poems by Willamette students and faculty and alumni.

The College of Law issues a highly regarded professional publication, "The Willamette Law Journal." "The Willamette Lawyer" is a newspaper issued by and for law school students.

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).

Eligibility for Offices and Activities

Students in Liberal Arts and Music and Theatre 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.

The College of Law Student Bar Association governs eligibility for student office within the College of Law.

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. To be eligible, a student must have earned no fewer than 11 graded credits at Willamette at the time of consideration.

ALPHA LAMBDA DELTA — A national scholastic honor society for freshman women with a minimum 3.5 grade point average. Students may be elected to membership after the first or second semester of their freshman year.

KAPPA DELTA PI — A national honorary 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 senior women for superior scholarship, leadership, and service to the University.

OMICRON DELTA KAPPA — A national leadership honor society for junior and senior men. 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.

ORDER OF THE PURPLE — A legal honor society which initiates into membership those members of the third year law class whose grade point average at the end of the first five semesters places them in the upper ten percent of the graduating class. Other members may be elected on the basis of distinguished accomplishments in the legal profession.

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 5 courses in the social science field with a 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. The Willamette chapter, Alpha Xi, was established in 1957. Not more than the upper fifth of the graduating class may be elected to membership in any one year.

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 inter-collegiate contests and show a consistent interest in forensics activities are eligible.

Legal Fraternities

DELTA THETA PHI — A national fraternity dedicated to scholarship, the advancement of justice, and high ideals in the legal profession. The Willamette chapter is the Wolverton Senate; for many years prior to national affiliation, it was known as the Blackstone Club.

PHI DELTA PHI — A national fraternity of scholastic leaders striving to promote professional ethics and high competency among the student body and the bar. Willamette's chapter is named McNary Inn in honor of Oregon's Senior Charles L. McNary, a one-time dean of the College of Law.

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. The chapter is affiliated with the national professional organization.

STUDENT EDUCATION ASSOCIATION — An organization composed of students who have a

genuine interest in making teaching their career. The local group is affiliated with the Student National Education Association and the Student Oregon Education Association.

Recognition Societies

ARNOLD AIR SOCIETY — The national honorary society for students in the advanced course AFROTC. Its objective is to further the purpose, mission, tradition, and concept of the United States Air Force as a means of national defense, promote American citizenship, and create high ideals of service among the AFROTC students.

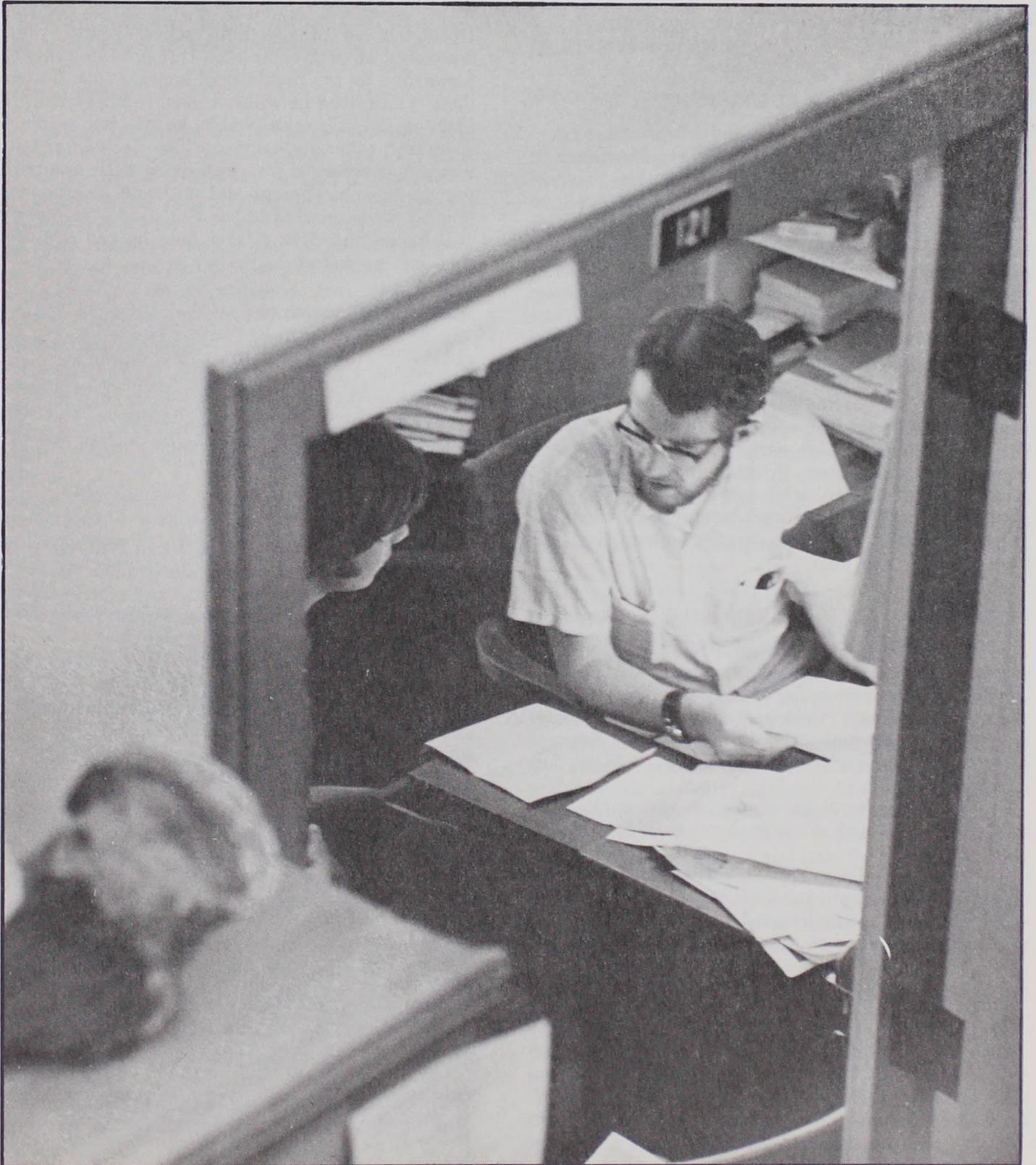
BETA ALPHA GAMMA — A sophomore women's honor society which recognizes excellence in character, scholarship, and service. Membership is limited to thirteen members.

DOBRO SOLVO — A national Slavic honor society whose purpose is to recognize excellence in the study of Slavic languages and literature. It is open to advanced students who maintain high scholarship in Slavic studies, qualified faculty members and outstanding contributions to Slavic studies.

PSI CHI — A national scholastic honorary in psychology. Its purpose is to advance the science of psychology and to encourage, stimulate, and maintain the scholarship of the individual members in all academic fields. Members are selected on the basis of their interest and academic standing.

THETA ALPHA PHI — A national dramatic honorary fraternity which seeks to stimulate interest and participation in theatrical activity. Members are selected each year for their contributions to the theatre in various fields. Theta Alpha Phi is the producing group for the University Theatre.

ADMISSIONS



ADMISSIONS

REQUIREMENTS FOR ADMISSION, FRESHMAN CLASS

1. Graduation from an accredited preparatory or high school.

2. Preference will be given to applicants who have completed a minimum of two years of foreign language, two years of college preparatory mathematics, one year of world history, two years of laboratory science, and senior or college preparatory English.

How to Apply

Forms for application are supplied by the Office of Admissions. These forms should be returned to the Office of Admissions as early as possible after the start of the senior year. Priority in 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 Admissions Application Form is to be completed by the applicant and accompanied by a non-refundable application fee of \$10.00.

2. The applicant then 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 sent with the application should be returned directly to the Office of Admissions.

4. National College Tests (CEEB, ACT, etc.) are optional. If the applicant feels that such test scores will help in evaluating his credentials, they should be mailed to the Office of Admissions.

Early Decision Plan

A student who has made a critical appraisal of the colleges he is interested in and has decided on Willamette as his first choice may apply for admission under the Early Decision Plan. The Admissions Office agrees to notify the student by the first week in January and the student agrees to accept admission

to Willamette 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 will not need to apply elsewhere. If the decision is unfavorable, he still has ample time to submit other applications. The Early Decision admission is 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.

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 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. A completed, official Willamette University application form.

C. A transcript of high school work, sent directly from the graduate's high school.

D. Include the names of all colleges previously attended. 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 he regains regular status in the former college.

3. A minimum grade average above a "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 for academic credit.

All certificates for admission to the University are permanently filed among Willamette's records and cannot be returned to the student.

Advanced Credit

The procedures outlined for transfer admission (see page 68) 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 major professor and the dean of the college concerned. The general rules for transfer credits 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 or university 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 full 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 that 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.

Advanced 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). Seventy-five (\$75.00) dollars of the advance payment is applied on the tuition of the first semester, and \$25.00 is retained as a deposit against loss or breakage of University equipment. The advance payment 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 foregoing advance payment requirements 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.

Admission of Veterans

Applications for Veterans' Administration 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 mail the veteran acknowledgment of receipt of the claim and provide a claim number. After processing the 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 Admissions and Records 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 Veterans' Secretary.

REGISTRATION

Students whose applications for admission have been accepted register on the dates designated in this catalog. (See Calendar, page ??). A late registration fee of \$10 for the first day and \$2 for each class day thereafter is charged students who do not complete registration by 5 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 the Committee on Academic Achievement. Permission will not be granted to take more than five credits any semester.

A student may add courses within two weeks of the last registration day by securing permission from the Faculty Adviser and the instructors of his courses. After two weeks no subject may be added except by petition.

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 advance permission to withdraw by the Curriculum Committee.

A student is required to attend class until he is officially dropped. Special forms for withdrawal may be secured from the Registrar. If a student fails to withdraw officially, his grade in any course which he 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 upon the request of 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.

Academic Listeners Program

Academic Listeners program opens certain classes to the public for a nominal fee. The objectives of the program are to offer educational benefits to the Academic Listener, the Willamette student and the

faculty.

The Academic Listener will be able to up-date his knowledge in selected fields; broaden his awareness of not only the specific subject but the total liberal arts concept; and develop a better understanding of today's student population.

The Willamette student will get the perspective of the "older" student; share the backgrounds of the Academic Listeners who have specialized experience and advanced technical knowledge; and see another population group in class, thus increasing diversity.

Faculty may see the Listeners as a resource, depending upon their background and previous experience; develop more contacts in the community to the mutual benefit of each group; and benefit from the participation and discussion by the Listeners.

Academic Listeners will sign up for courses during the second school week of each semester. Prerequisite for attendance is approval of the instructor(s) of the course(s) (faculty member(s) concerned will sign a form supplied by the Registrar).

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 and
College of Music and Theatre

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 4¼ credits.

The following schedule of fees and charges applies to the 1974-75 school year.

1974-75 Costs	
Tuition & Fees	\$2,279
Room and Meals	1,190*
	<u>\$3,469</u>
Books (estimated)	150
Personal Expenses (est. avg.)	400
TOTAL	\$4,019

*Double occupancy with maximum meal plan cost.

SEMESTER TUITION FOR REGULAR STUDENTS

College of Liberal Arts
College of Music and Theatre

STUDENT BODY MEMBERSHIP \$ 19.50

(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 and College of Music and Theatre \$ 10.00

TUITION

College of Liberal Arts, for regular students taking 3 to 4½ credits \$1,110.00

(This includes the Theatre Division of the College of Music and Theatre.)

TUITION

College of Music and Theatre, for regular music students taking 3 to 4½ credits including one private lesson per week in applied music \$1,140.00

TUITION

College of Music and Theatre, for regular music students taking 3 to 4½ credits including two private lessons per week in applied music \$1,170.00

TUITION

College of Music and Theatre, for regular music students taking more than two lessons per week in applied music for each additional lesson per week \$ 70.00

TUITION

For regular students in Liberal Arts or Music and Theatre (not including private lessons in applied music), for more than 4½ credits, per ½ credit \$ 140.00

TUITION

For regular students registered primarily in Liberal Arts, Theatre, or Law, but taking lessons in applied music, for all applied music:

One lesson per week \$ 70.00
Two lessons per week \$ 140.00
Each lesson over two per week \$ 70.00

LATE REGISTRATION FEE

A fee of \$10 is charged for the first late day of registration plus \$2 for each additional school day during which the student fails to complete his registration through the Business Office by 4 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.

SPECIAL EXAMINATION FEE

A fee of \$5 must be paid by the student who secures the privilege of taking a final examination in a course at any time other than the regularly scheduled examination period.

SEMESTER CHARGES FOR PART-TIME STUDENTS

A part-time student is one in Liberal Arts or Music and Theatre who is registered for fewer than 3 credits.

TUITION

For courses in Liberal Arts or Music and Theatre (not including private lessons in applied music), per credit \$ 400.00

CHARGES MADE

For part-time students taking courses in

applied music:

One lesson per week	\$ 100.00
Two lessons per week	\$ 180.00
Less than a full semester, per lesson	10.00

ROOM AND MEAL CHARGES

College of Liberal Arts
College of Music and Theatre

Room and Board options permit selection of either 21, 14, or 10 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
\$595.00 each semester

(3 meals each day—7 days per week)

ROOM AND 14 MEALS PER WEEK
\$560.00 each semester.

(2 meals each day—7 days per week.)

ROOM AND 10 MEALS PER WEEK
\$505.00 each semester

(2 meals each day—Mon. through Fri.)

Single occupancy in the residence halls and fraternity units will result in a \$100.00 per semester additional rental charge.

Students housed in sorority 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 three 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, and no refund is allowed for meals missed. If a student withdraws from the University, he is responsible for the full room rent for the 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 per-

mitted in dormitories, fraternity and sorority units, or on campus at any time. For additional information, consult detailed housing regulations published by the offices of the Student Deans.

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 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 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 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:

1974 Fall Semester Cost	Total Cost*
Students living on campus:	
21-meal option	\$1761.50
14-meal option	1726.50
10-meal option	1671.50
Students living off campus:	1166.50
Registration Payment**	Mon. Payments
\$876.50	3@ \$295.00
\$871.50	3@ \$285.00
\$846.50	3@ \$275.00
\$581.50	3@ \$195.00

1975 Spring Semester Cost	Total Cost*
Students living on campus:	
21-meal option	\$1761.50
14-meal option	1726.50
10-meal option	1671.50
Students living off campus:	1166.50
Registration Payment**	Mon. Payments
\$876.50	3@ \$295.00
\$871.50	3@ \$285.00
\$846.50	3@ \$275.00
\$581.50	3@ \$195.00

Credit for the advance payment is included in the fall semester registration payment. 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 and greatly expedites the student's procedures at registration. It is a 12-month plan with payments due on the 1st of June and each successive month through May 1 of the following year.

The advance payment is immediately credited to the student's account. For mutual convenience monthly payments are calculated to the nearest \$5. Equal monthly payments are maintained after the initial payment.

EXAMPLES:

	Total Cost* for 1973-74
Students living on campus:	\$3,523
(assuming 21-meal option)	

Payment Schedule

June 1 payment	\$323**
10 mos. @ \$320	\$3,200
Total payments	\$3,523

Students living off campus:	\$2,333
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Payment Schedule

June 1 payment	\$283**
10 mos. @ \$205	\$2,050
Total payments	\$2,333

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 the amount necessary to be placed under one of the deferred payment plans.

*Total Cost includes \$5.00 per semester service charge for contract and \$22 per semester for Health Insurance.

**Of the \$100.00 advance payment, \$75.00 may be applied to the fall semester registration payment or to the first payment on Plan B. The \$25.00 special deposit held during the time the student is in attendance at the University cannot be applied to the student's account or deducted from any 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. 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 appointment before the close of the semester. A student who must leave the University for governmental service or his terminal illness may elect a cash refund of the amount of the tuition paid less \$30 for registration.

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 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, see page 74.)

A student who withdraws during a given semester will have the balance of his 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 \$4.25 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 eighth week of the semester — 40% of assessed charges.

Withdrawals after eight weeks — No cash refund.

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. 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 he is eligible to do so, the credit is forfeited. If a student holds a scholarship or grant-in-aid during the semester in which he is 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. He may, however, receive a refund or credit for any unused portion of pre-payments on board.

Refund of the special deposit of \$25 or any remaining portion thereof will be made on or before July 1 following the close of the current academic year.

The Business Office must be notified of any change in the student's academic program or place of residence which affects his account.

FINANCIAL AID

Willamette University and other West Coast colleges and universities have adopted a joint 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. Maximum publicity is given the award of Honors at Entrance in order to encourage true academic achievement. No special application is required for Honors at Entrance because all high-ranking candidates for admission are considered for this award.

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 to academic achievement and citizenship. To help determine need, each applicant is required to have on file in the Office of Student Financial Aid a copy of the Parents' Confidential Statement, or Student's Financial Statement for students who are eligible to apply as financially independent from their parents. Financial aid is awarded annually for the academic 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 Achievement Committee 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 appeal to the financial aid committee through the Office of Student Financial Aid for consideration for subsequent semesters. If a student who has withdrawn plans to apply for financial assistance in subsequent semesters, he must petition the financial aid committee for further consideration. A student who is on probation at the end of a semester must petition the financial aid committee in order 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.

Recipients of financial assistance are expected to complete their college work at Willamette. It is understandable that donors prefer that the financial assistance which they provide be granted to students who remain in college and earn their degree where the financial assistance is granted. Those who benefit from the financial aid program may later wish to contribute to Willamette University in order that the needs of worthy students can continue to be met.

How to make application

1. Incoming students must complete the admission application to Willamette University including the Student Financial Aid Request Form.

2. The Parents' Confidential Statement forms 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 and May 10 for returning students.

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 real 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 1974-75 academic year. Basic Opportunity Grants will be restricted to freshmen and sophomores during 1974-75. 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 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, including employment with Saga Food Service, should contact the Office of Student Financial Aid for further information.

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 AND 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
Harland G. Brock Master Service Centers, Inc.
Russell M. Brooks
Cardinal Round Table
Ellen J. Chamberlain & Julia L. Schultz
Beuford S. Cole
Mary L. Collins (undergraduate & graduate)
Commercial Bank of Salem
Edwin and June Woldt Cone
Max F. and Susan E. deSully
Mabel H. Fraer
Grace Collins Goudy
George H. Grabenhorst

Louise Findley Heint
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
Charles E. McCulloch
James Newton McCurdy
Mu Phi Epsilon
James H. Polhemus
Presser Foundation
Reynolds Trust Fund of Centenary-Wilbur
Methodist Church
Nellie Lavina Roberts
Charles A. Robertson
Salem Breakfast Club
Salem Rotary Club
Salem Sand and Gravel
Wilson Henry Scott
G. Herbert Smith
Ray L. Smith
M. Emma Stannus
Charles Leonard Starr
Sarah Hunt Steeves
Michal Ann Thomas
Max D. Tucker
United Methodist Church
Florian Von Eschen
Glen C. Wade
Helena Willett Wallace
Nancy Black Wallace
William Wallace Youngson

Loan Funds

American Assoc. of University Women
Ruth Bastuscheck
George William Bleile
R. A. Booth
Ruth J. Boylen
Class of 1919
College of Law
Sol Stern
Edward G. and Ida M. Crawford
Bing Crosby

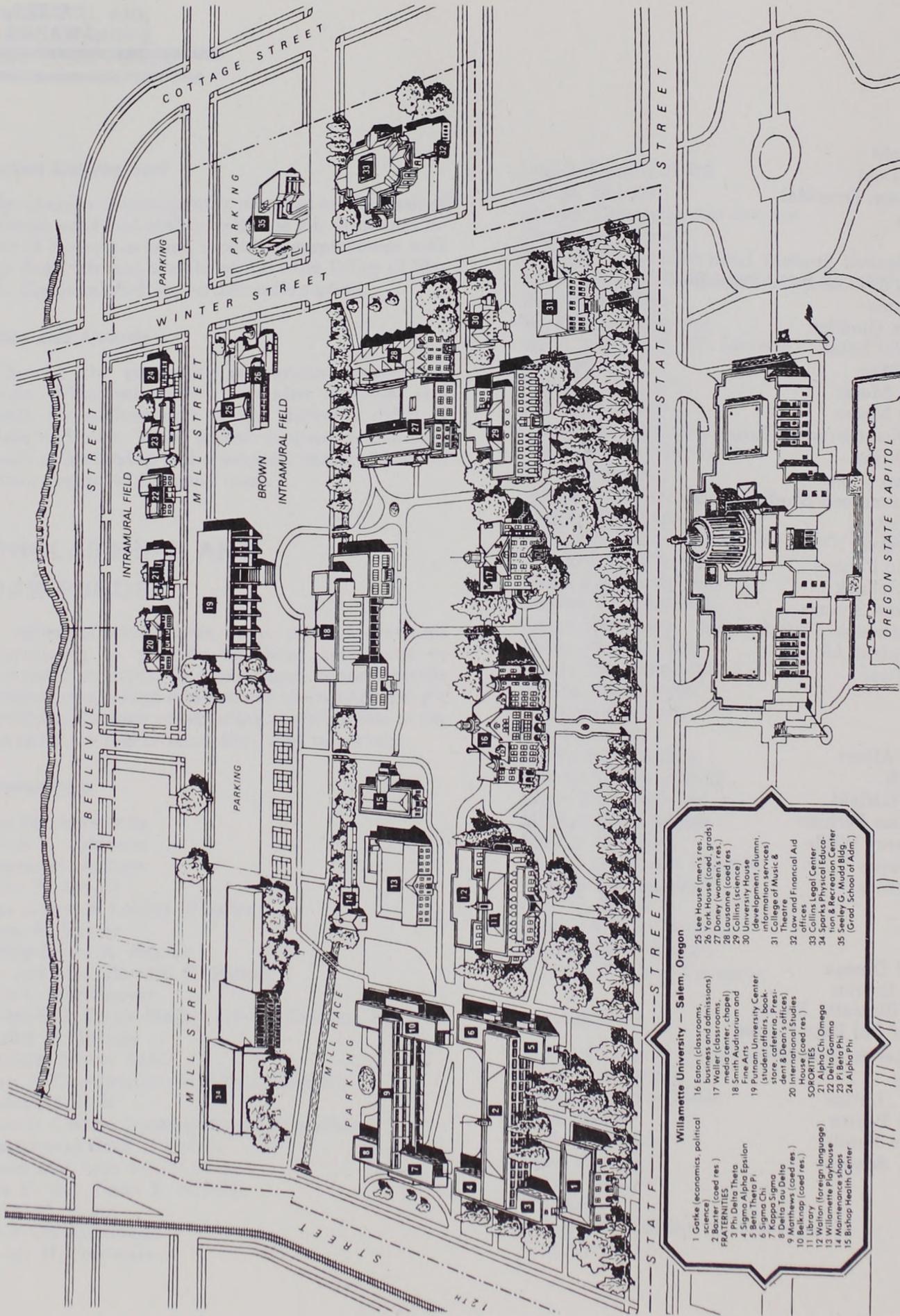
Olive M. Dahl
Herbert L. Deal
Carol Emerson Dversdal
Clara Eness
Faculty
Federally Insured Student Loan
Frank G. and Viola Price Franklin
Louis J. Gates
Ross George Gladden
David S. McClellan
Methodist Men
Dix Vinson Moser
Joy Turner Moses
National Direct Student Loan
Gussie A. Niles
George Allen Odgers
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
Annie M. Barrett
Central Willamette Valley
Assoc. of Phi Beta Kappa
Mrs. Walter A. Denton
T. C. Jory
Chester F. Luther
Dr. Helen Pearce
Pemberton Family
Daniel H. Schulze



Willamette University — Salem, Oregon

- 1 Garke (economics, political science) (coed res.)
- 2 Science (coed res.)
- 3 Phi Delta Theta
- 4 Sigma Alpha Epsilon
- 5 Beta Theta Pi
- 6 Sigma Chi
- 7 Kappa Sigma
- 8 Phi Tau Delta
- 9 Mortarboard (coed res.)
- 10 Belknap (coed res.)
- 11 Library
- 12 Wallon (foreign language)
- 13 Willamette Playhouse
- 14 Maintenance shops
- 15 Bishop Health Center
- 16 Eaton (classrooms, business and admissions)
- 17 Waller (classrooms, music center, chapel)
- 18 Music Auditorium and Fine Arts
- 19 Putnam University Center (student affairs, bookstore, cafeteria, President & Dean's offices)
- 20 International Studies House (coed res.)
- 21 Alpha Chi Omega
- 22 Delta Gamma
- 23 Pi Beta Phi
- 24 Alpha Phi
- 25 Lee House (men's res.)
- 26 York House (coed, grads)
- 27 Doney (women's res.)
- 28 Louise (coed res.)
- 29 Duff House
- 30 University House (development, alumni, information services)
- 31 College of Music & Theatre
- 32 Law and Financial Aid
- 33 Collins Legal Center
- 34 Sparks Physical Education & Recreation Center
- 35 Seeley G. Mudd Bldg. (Grad. School of Adm.)

UNIVERSITY BUILDINGS

Keyed to above 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, Air Force ROTC offices and sculpture studios.
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. **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.
18. **Smith Auditorium and Fine Arts Building**, 1955, 1250-seat auditorium, art and speech departments; named in 1970 in honor of President Emeritus G. Herbert Smith who served Willamette from 1942-69.
19. **Putnam University Center**, 1970, student affairs, bookstore, publications, lounge, cafeteria, conference rooms, administrative offices; named in honor of Oregon journalist George Putnam.
20. **Willamette International Studies House (WISH)**, 1965, coed residence, 20 men, 26 women.
21. **Alpha Chi Omega** national sorority, 1967 (chapter founded 1944) for 46 women.
22. **Delta Gamma** national sorority, 1967 (chapter founded 1945) for 46 women.
23. **Pi Beta Phi** national sorority, 1963 (chapter founded 1944) for 46 women.
24. **Alpha Phi** national sorority, 1963 (chapter founded 1958) for 46 women.
25. **Lee House**, 1959, residence for 48 men, named in honor of Lucy Anna Lee, only daughter of founder Jason Lee.
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. **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.
28. **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.
29. **Collins Hall**, 1941 with wing addition 1962, science building gift of lumberman Everell Stanton Collins.
30. **University House**, moved to campus 1938; administrative offices for alumni, development, information services.
31. **College of Music & Theatre**, 1905, studios, classrooms, practice rooms, music library, recital hall.
32. **Administrative Offices**, 1967.
33. **Collins Legal Center**, 1967, College of Law for 400 students, 70,000 library volumes, named in honor of alumnus, lumberman and former Trustee chairman Truman W. Collins.
34. **Lestle J. Sparks Physical Education and Recreation Center**, 1974, containing the Edwin E. & 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 1915.
35. **Seeley G. Mudd Building**, 1975, Graduate School of Administration for 225 students, 30,000 library volumes, computer center.
- McCulloch Stadium**, 1950, 3500-seats at 10-acre athletic fields 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.
- Theftord Lodge**, 1963, mountain retreat sleeping 16 on Little North Fork of the Santiam River; gift of former Oregon Governor, journalist and trustee Charles Sprague.

UNIVERSITY FACULTY & ADMINISTRATION

College of Law
College of Liberal Arts
College of Music and Theatre
Graduate School of Administration

EMERITUS — Retired

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 and Dean of the 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, *Associate Professor of German and Russian, 1970.*

ACTIVE-FULL TIME

ELLIOTT M. ABRAMSON, 1973, A.B., Columbia College; LL.B., Harvard Law School, *Associate Professor of Law (on leave, 1974-75).*

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, *Dean, Graduate School of Administration.*

COURTNEY ARTHUR, 1958, B.A., J.D., University of Illinois, *Professor of Law, 1962.*

HENRY J. BAILEY, 1965, B.A., Pennsylvania State University; LL.B., Yale Law School, *Professor of Law, 1969.*

C. RUSSELL BEATON, 1971, B.A., Willamette University; M.A., Ph.D., Claremont University, *Associate Professor of Economics.*

THOMAS S. BERCZYNSKI, 1970, A.B., Knox College; M.A., Indiana University, *Assistant Professor of Russian.*

ALBERT C. BERGLUND, 1966, B.S., University of Redlands, *Registrar.*

ADELE LOUISE BIRNBAUM, 1963, B.A., University of Illinois; M.A., Brun Mawr College, *Assistant Professor of English, 1969.*

JAMES B. BJORQUIST, 1968, B.A., Gustavus Adolphus; M.A., University of Iowa; M.A., University of Colorado, *Assistant Professor of Sociology*.

E. DAVID BOOTH, 1972, B.A., M.A., University of Washington, *Instructor in Sociology*.

VIRGINIA E. BOTHUN, 1968, B.A., University of Washington; M.A., Stanford University, *Assistant Professor in English*.

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*.

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*.

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, Director of University Band, 1949 (Sabbatical-Fall, 1974)*.

JAMES P. BRIK, 1973, B.A., M.P.E., Idaho State University, *Instructor of Physical Education and Aquatics Director*.

CLAUDIA ELIZABETH BURTON, 1971, B.A., Oberlin College; M.A.T., John Hopkins University; J.D., University of California at Los Angeles, *Associate Professor of Law*.

EDWIN W. BUTLER, 1949, B.A., M.A., Louisiana University; LL.B., University of Colorado, *Professor of Law, 1956*.

STANLEY BUTLER, 1950, B.M., Michigan State University; M.A., Harvard University, *Professor of Music, 1955 (Sabbatical, 1974-75)*.

JERRY S. CANNING, 1963, B.A., Ph.D., University of Maryland, *Associate Professor of Philosophy, 1968*.

JANN W. CARPENTER, 1974, B.S., Oregon State University; J.D., University of Oregon; M.B.A. and Ph.D., University of Washington, *Associate Professor of Law and Business/Government Relations*.

RAUL G. CASILLAS, 1966, B.A., Collegium Maximum, Italy; Ph.Lic., Universitas Gregoriana, Rome; M.A., Universidad de Guanajuato, Instituto Allende, Mexico, *Assistant Professor, Spanish, 1969 (on leave-fall, 1974)*.

FRANCES H. CHAPPLE, 1966, B.Sc., Ph.D., University of Bristol, England, *Associate Professor of Chemistry, 1971*.

HERBERT E. CHILDS, 1973, A.B., Oberlin College; Ph.D., University of Washington, *Visiting Professor of English*.

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*.

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*.

WILLIAM H. DORSEY, JR., 1973, B.A., University of Dayton, Ohio; J.D., George Washington University; LL.M., Harvard University, *Professor of Law*.

PAULE G. DRAYTON, 1960, B.A., Willamette University; M.A., University of Oregon, *Associate Professor French, 1971 (Sabbatical-Spring, 1975)*.

PAUL M. DUELL, 1957, B.A., M.S., Fort Hayes Kansas State College; Ph.D., Kansas State University, *Professor of Chemistry, 1961; Dean of College of Liberal Arts, 1974*.

WILLIAM E. DUVALL, 1971, B.A., Whitworth College; M.A., University of Pennsylvania; Ph.D., University of California at Santa Barbara, *Assistant Professor of History, 1973.*

DARYL J. EVANS, 1974, B.S., Sacramento State University, *Business Manager.*

WALTER FARRIER, 1967, B.A., Yale University; B.M., M.M., University of Southern California, *Assistant Professor of Music and Director of Choral Activities.*

EUGENE C. FLETCHER, Lt. Col., 1971, B.S., University of Kansas; M.S., Oklahoma State University, *Professor of Aerospace Studies.*

LAURI R. FLYNN, 1972, M.L.S., University of Oregon, *Acquisitions Librarian, Instructor.*

CHARLES E. GARTH, 1972, B.A., Morehouse College; M.A., Atlanta University; Ph.D., University of Kentucky, *Professor of Sociology.*

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, *Instructor in German, 1970.*

WALTER GERSON, 1973, B.A., University of Montana; M.A., University of Montana; Ph.D., University of Washington, *Professor of Sociology.*

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.*

THOMAS M. GOETZ, 1974, A.B., J.D., University of California at Berkeley, *Visiting Associate Professor of Law.*

FRANCOISE A. GOEURY-RICHARDSON, 1966, B.A., Willamette University; License es Lettres, University of Nancy, France, *Assistant Professor of French, 1970 (on leave, 1974-75).*

JOHN C. GOVEIA, 1972, B.A., M.B.A., Ph.D., Northern Illinois University, *Director of Institutional Research; Instructor in Computer Science.*

JACK H. HAFFERKAMP, 1961, B.S., Baldwin-Wallace College; M.S., Bradley University, *Associate Professor of Mathematics.*

CARL A. HALL, 1948, Studied under Carlos Lopez; Artist Grant, 1949, American Academy of Arts and Letters, New York City, *Assistant Professor of Art, 1972.*

RICHARD SAMUEL HALL, JR., 1972, B.A., Albion College; M.S., Ph.D. University of Illinois, *Associate Professor of Mathematics.*

MARK A. HAMMER, 1974, B.A., Ottawa University; M.B.A. and D.B.A., Indiana University, *Associate Professor of Behavior and Organizational Theory.*

JAMES A. HAND, 1964, B.A., University of Alabama; M.Div., Union Theological Seminary, New York; Ph.D., Vanderbilt University, *Professor of Religion, 1974 (Sabbatical-Spring, 1975).*

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.*

MILO C. HARRIS, 1970, B.A., Whitman College; M.S., California State University, San Jose, *Vice President, Planning and Finance.*

LARRY K. HARVEY, 1968, B.A., College of Idaho; J.D., University of Chicago Law School, *Professor of Law, 1973, Dean, College of Law, 1973.*

SCOTT D. HAWKE, 1971, B.S., California State University, San Diego; M.S., University of British Columbia; Ph.D., University of California at Riverside, *Assistant Professor of Biology.*

CHARLES R. HEIDEN, 1960, B.M., Northwestern University; M.F.A., Ohio University; D.M., Northwestern University, *Professor of Music, Conductor of the Orchestra, 1962.*

PATRICK G. HENRY, 1973, B.A., St. John's University; Ph.D. candidate, Rice University, *Assistant Professor of French.*

ROBERT H. HESS, 1972, B.F.A., Indiana University; M.F.A., University of Notre Dame, *Assistant Professor of Art.*

TOM HIBBARD, 1973, B.A., Pomona College; Ph.D., Claremont Graduate School, *Associate Professor of Economics.*

RONALD C. HOLLOWAY, 1970, B.S., M.S., Oregon State University, *Associate Dean of Students for Residential Education, 1973.*

FRANCES A. HOWARD, 1970, B.S., Lewis and Clark College; M.S., Creighton University, *Assistant Professor of Physical Education, Director of Women's Athletics, 1973.*

NORMAN J. HUDAK, 1961, B.A., DePauw University; Ph.D., Cornell University, *Professor of Chemistry, 1965.*

TERESA K. HUDKINS, 1972, B.M. Ed., Willamette University, *Director of Alumni Relations.*

ROGER P. HULL, 1970, B.A., Whitman College; M.A., Ph.D., Northwestern University, *Assistant Professor of Art.*

MILTON D. HUNNEX, 1958, A.A., San Bernardino 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.*

DALLAS W. ISOM, 1968, B.A., University of Utah; J.D., University of Utah Law School, *Professor of Law, 1970.*

GERTRUDE W. JOHNSON, 1963, B.A., Midland College; M.A., University of Chicago; M.L.S., School of Librarianship, University of Washington, *Director of Readers Services, University Library; Assistant Professor, 1970.*

BRENDA G. JONES, 1974, B.S., Willamette University, *Admissions Counselor.*

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.*

LARRY D. LARGE, 1972, B.S., Portland State University; M.A., University of Oregon, *Vice President for Student Affairs, 1974.*

TOMMY LEE, 1972, B.A., M.Ed., Willamette University, *Instructor in Physical Education and Football Coach, 1974.*

SUSAN M. LEESON, 1970, B.A., Willamette University; M.A., Ph.D., Claremont Graduate School, *Assistant Professor of Political Science, 1971; Director, Program in Urban & Regional Government, 1971.*

JACK LEONARD, 1960, B.A., George Washington University; M.A., Stanford University, *Associate Professor of Economics, 1973.*

NICHOLAS LIEPINS, 1970, B.S., M.S., Oregon State University, *Director of Computer Center, Instructor in Computer Science.*

JOHN A. LINDBECK, 1967, B.S., U.S. Naval Academy, *Assistant Business Manager.*

ROBERT P. LISENSKY, 1973, B.A., West Virginia Wesleyan; S.T.B., Boston University School of Theology; Ph.D., Boston University, *President.*

CAROL LONG, 1972, B.A., Pomona College; M.A., Ph.D., Northwestern University, *Assistant Professor of English, 1973.*

RICHARD D. LORD, 1964, B.A., 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; B.A., Wofford College; M.A., University of South Carolina; Ed.D., Duke University, *Professor of Education.*

HARRY S. MANLEY, 1971, A.B., Westminster College; J.D., University of Pittsburgh School of Law; Ph.D., Duke University; LL.D., Westminster College, *Vice President for Development.*

FRANCIS KENT MARKUS, 1962, B.B.A., M.A., University of Minnesota, *Associate Professor of History, 1973.*

FREDERICK H. MATTES, 1967, B.S., Carroll College; Ph.D., Indiana University, *Assistant Professor of Chemistry, 1968.*

LOREN K. McBRIDE, 1971, B.S., University of Idaho; M.A., University of Montana; Ph.D., University of Missouri, *Assistant Professor of Psychology*.

GEORGE S. McCOWEN, 1967, A.B., University of South; M.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 College, *Assistant Director of Information Services*, 1972.

ROBERT S. McQUATE, 1974, B.S., Lebanon Valley College; Ph.D., Ohio State University, *Assistant Professor of Chemistry*.

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.

JATINDRA N. MUKERJI, 1965, B.A., University of Allahabad, India; B. Lib. Science, University of Aligarh; Master of Law Librarianship, University of Washington; M.A., LL.B., University of Allahabad, India, *Associate Professor*, 1969, *Law Librarian*.

JOHN J. MYLAN, 1970, B.S., Fordham University; J.D., Stanford School of Law; LL.M., New York University, *Associate Professor of Law*, 1972.

KLAUS NEUENDORF, 1974, Studied University of Marburg and University of Bonn, Germany; M.A., Ph.D., Rice University, *Assistant Professor of German*.

SHIRLEY G. NGAI, 1970, M.L.S., University of Pittsburgh, *Assistant Professor*, 1973, *Cataloger, Law Library*.

KENNETH S. NOLLEY, 1967, B.A., Westmont College; M.A., University of Virginia, *Assistant Professor of English*, 1972.

CHARLES M. NORTH, 1974, B.S., Northwestern University; B.M., Roosevelt University; M.M., D.M.A., University of Rochester, *Professor of Music, Dean, College of Music and Theatre*.

THEODORE Y. OZAWA, 1972, B.A., B.Ed., M.Ed., University of Hawaii; M.S., Oregon State University, *Assistant Professor of Education*.

CLAYTON C. PATRICK, 1972, A.B., Whitman College; J.D., University of California at Berkeley, *Assistant Professor of Law*.

CAMERON S. J. PAULIN, 1949, B.F.A., Alfred University; M.A., Ohio State University; Ph.D., University of Chicago, *Professor of Art*, 1953.

JOHN C. PAULUS, 1949, B.A., J.D., University of Iowa, *Professor of Law*, 1956 (*on leave*, 1974-75).

ARTHUR D. PAYTON, 1962, B.S., Illinois Institute of Technology; M.S., Ph.D., Yale University, *Associate Professor of Chemistry*.

ROBERT E. PEFFERS, 1972, B.S., Manchester College; M.A., Miami University; Ph.D., University of London, *Assistant Professor of Theatre*.

RUSSELL J. PETERSEN, 1974, B.S., Oregon State University; M.S., University of Oregon; Ph.D., University of Washington, *Associate Professor of Accounting*.

VERN PETRICK, 1974, B.S., Southern Oregon College; M.S.T., Portland State University, *Instructor in Physical Education, Wrestling Coach*.

WILBERTA O. PRICE, 1974, B.S., University of California at Berkeley, *Executive Housekeeper*.

STEPHEN K. PROTHERO, 1963, B.S., M.A., Oregon State University, *Associate Professor of Mathematics*, 1967.

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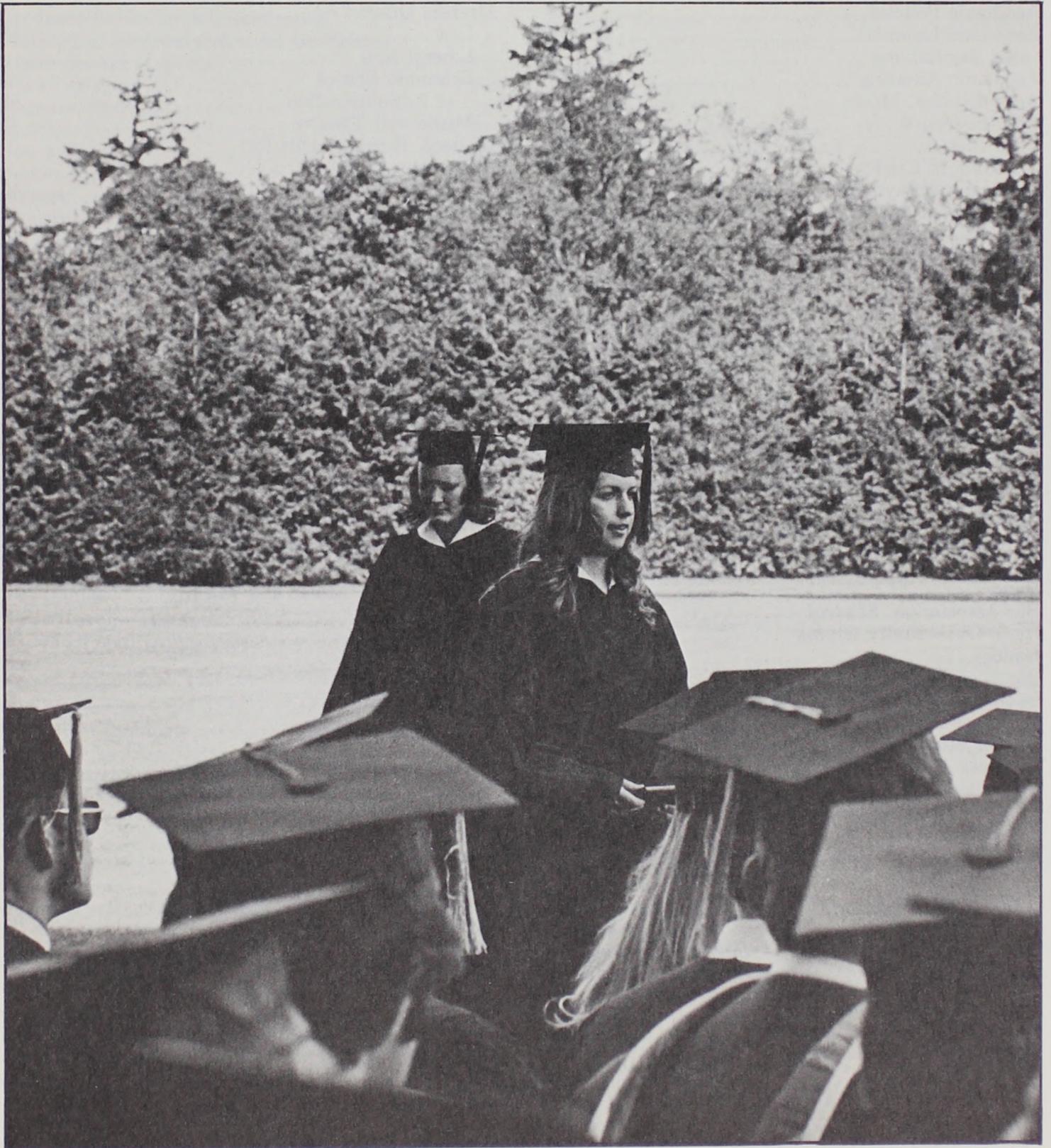
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INDEX



Academic Policies	4	Degrees Offered —	
Academic Listeners	70	Law	58
Class Regulations	7	Liberal Arts	4
Academic Advising	6,60	Graduate School	
Accreditation, Music	46	of Administration	58
Administration	80	Music and Theatre	45
Admission	67	Degrees, Requirements for:	
Advanced Credit	69	Bachelor of Arts	4
Advanced Payment	69	Bachelor of Music	46
Advanced Placement	68	Bachelor of Music Education	46
Credentials	68	Bachelor of Science	4
Early Decision Plan	68	Doctor of Jurisprudence	58
How to Apply	68	Dentistry	56
Special Students	69	Earth Science	14
Transfer	68	Economics	14
Requirements for Freshman Class	68	Education (undergraduates)	15
Veterans	69	Educational Opportunity Grants	75
Advisors	6,60	Eligibility for Activities, Student	64
Aerospace Studies	7	Engineering	56
American Studies	8	English	17
Anthropology (See Sociology)	42	Ensembles (Music)	46,64
Art	9	Entrance requirements —	
ASWU	63	Liberal Arts	68
Athletics	64	Music and Theatre	46
Attendance-Class	7	Environmental Science	20,29
Awards	76,77	Expenses —	
Band	46,64	Liberal Arts, Music and Theatre	70
Bar Association, Student	63	Faculty—	
Basic Opportunity Grants	75	Emeritus	80
Biology	10	Active —	
Board of Trustees	87	Full-Time	80
Bookstore (See University Center)	79	Part-Time	86
Buildings	79	Fees	70
British Studies	30	Financial Aid	74
Business Administration	56	Foreign Language	20
Calendar	96	Foreign Study	27
Campus	78	Forensics	64
Chemistry	12	Forestry	56
Choir	46,64	Fraternities	65
Chorale	46,64	French	22
Computer Center	79	French Studies	29
Computer Science	13	Freshman Glee	64
Concerts & Recital (Music)	46	Geology (See Earth Science)	14
Contents	1	German	24
Correspondence, Directions for	93	German Studies	29
Course Descriptions	7	Government Service	56
Cooperative Degree Programs	56	Grading (Undergraduate)	6
Counseling	60	Graduate Study —	
		General	56

Graduate School of Administration	58	Political Science	37
Graduation Requirements and Guidelines	4	Post Graduate Opportunities	56
Grants-in-Aid	75	Prizes	76,77
Health Service	60	Professional Societies	65
Hispanic Studies	29	Psychology	39
History	27	Publications, Student	64
Honor Societies	65	Recognition Societies	66
Honors in Scholarship	7	Refunds	73
Housing	60	Registration	70
Humanities	29	Regulations, Class	7
Inter-Area Studies	29	Religion	41
American Studies	8,29	Religious Life	60
International Studies	29	Requirements (See Degrees)	
British	30	Residence Halls	78
French	30	Residence Requirements	60
German	30	Room and Meal Charges	72
Hispanic	31	Russian	25
Soviet	31	Scholarship Honors	7
Environmental Science	20,29	Scholarship Recognition	74
Urban & Regional Govt.	29,44	Scholarships	76
Journalism	57	Senior Evaluation	6
Law, College of	58	Social Service and the Help Professions	57
Legal Fraternities	65	Sociology and Anthropology	42
Letters	32	Sororities	64,79
Liberal Arts, College of	4	Spanish	26
Libraries	79	Speakers Program	60
Loan Funds	76	Special Students	69
Major Requirements	5	Speech	44
Majors Offered (Approved)	4	Student —	
Map	78	Conduct	61
Mathematics	32	Violations of	62
Medical Service	60	Employment	76
Medical Technology	57	Government	63
Medicine	57	Health Service	60
Ministry and Religious Service	57	Housing	60
Music and Theatre, College of	45	Loan Funds	75
Objectives —		Organizations	63
Music	45	Teaching	57
Theatre	53	Teacher Preparation	16
Music Majors	47	Transcripts	70
Musical Performing Organizations	46	Transfer (See Admission)	68
Nursing	57	Theatre	53
Objectives, undergraduate	4	Tuition and Expenses —	
Off Campus Study	33	College of Liberal Arts	70
Pass-No Credit Grading	6	College of Music and Theatre	70
Payments	72	Payment Plans	72
Philosophy	34	Part-Time Students	71
Physical Education	35	University Buildings	79
Physics	36	University Center	79

University Goals	2
Urban & Regional Govt.	44
Veterans, Admission of	69
Washington Semester	33
Withdrawal —	
Class	6
School	73

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FALL SEMESTER 1978

The first part of the course deals with the basic principles of quantum mechanics. We start with the wave function and the Schrödinger equation. The second part covers the harmonic oscillator and the hydrogen atom. The third part discusses the many-body problem and the approximation methods. The fourth part deals with the scattering theory and the perturbation theory. The fifth part covers the relativistic quantum mechanics and the Dirac equation. The sixth part discusses the quantum field theory and the Feynman diagrams. The seventh part deals with the quantum electrodynamics and the renormalization. The eighth part covers the quantum chromodynamics and the strong interactions. The ninth part discusses the quantum gravity and the general relativity. The tenth part deals with the quantum cosmology and the early universe. The eleventh part covers the quantum entanglement and the quantum information theory. The twelfth part discusses the quantum chaos and the quantum complexity. The thirteenth part deals with the quantum entanglement and the quantum information theory. The fourteenth part covers the quantum chaos and the quantum complexity. The fifteenth part discusses the quantum entanglement and the quantum information theory.

FALL SEMESTER 1978

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FALL SEMESTER, 1974

AUGUST 28, 1974, 10:00 a.m. Wednesday — Orientation begins, residence halls open for new students.

AUGUST 31, 8:00 a.m. Saturday — Registration for new students, Colleges of Liberal Arts and Music and Theatre.

SEPTEMBER 2, 8:00 a.m. Monday — Classes begin, Colleges of Liberal Arts and Music and Theatre Registration for returning students. Registrations not completed by 4:00 p.m. are subject to late registration fee.

SEPTEMBER 16, 5:00 p.m. Monday — Last day to register late without petition.

Last day to designate a course to be graded on a Pass/No Credit basis.

OCTOBER 28, 8:00 a.m. Monday — All classes and laboratories suspended for the day.

NOVEMBER 25, Monday to December 6, Friday — Academic advising for the Spring Semester.

NOVEMBER 27, 5:00 p.m. Wednesday — Thanksgiving vacation begins.

DECEMBER 2, 8:00 a.m. Monday — Thanksgiving vacation ends.

DECEMBER 6, 5:00 p.m. Friday — Last day to drop courses without penalty.

DECEMBER 7, 8:00 a.m. Saturday — Advance Registration for Spring Semester.

DECEMBER 13, 10:00 p.m. Friday — Classes end.

DECEMBER 16-20, Monday-Friday — Semester final examinations.

DECEMBER 20, 5:00 p.m. Friday — Semester ends; Christmas vacation begins.

SPRING SEMESTER, 1975

JANUARY 13, 1975, 8:00 a.m.-12 noon, Monday — Registration for Spring Semester, Liberal Arts and Music and Theatre — Registrations not completed by 4:00 p.m. are subject to late registration fee.

JANUARY 14, 8:00 a.m. Tuesday — Classes begin, Colleges of Liberal Arts and Music and Theatre.

JANUARY 27, 5:00 p.m. Monday — Last day to register late without petition. Last day to designate a course to be graded on a Pass/No Credit basis.

FEBRUARY 1, Saturday — One hundred thirty-third anniversary of the founding of the University.

MARCH 14, 5:00 p.m. Friday — Spring vacation begins.

MARCH 24, 8:00 a.m. Monday — Spring vacation ends.

APRIL 16, Wednesday to April 25, Friday — Academic Advising for the Fall Semester.

APRIL 23, Wednesday — Last day to drop courses without penalty.

APRIL 26, Saturday — Advance Registration for Fall Semester.

APRIL 30, Wednesday — 10:00 p.m. Classes end.

MAY 2-7, Friday-Wednesday — Semester Final Examinations.

MAY 11, Sunday — Baccalaureate — Commencement. Semester ends 5:00 p.m.

FALL SEMESTER, 1975

AUGUST 27, 1975, 10:00 a.m. Wednesday—Orientation begins, residence halls open for new students.

AUGUST 30, 8:00 a.m. Saturday — Registration for new students, Colleges of Liberal Arts and Music and Theatre.

SEPTEMBER 1, 8:00 a.m. Monday — Classes begin, Colleges of Liberal Arts and Music and Theatre Registration for returning students. Registrations not completed by 4:00 p.m. are subject to late registration fee.

SEPTEMBER 15, 5:00 p.m. Monday — Last day to register late without petition. Last day to designate a course to be graded on a Pass/No Credit basis.

OCTOBER 20, 8:00 a.m. Monday — All classes and laboratories suspended for the day.

NOVEMBER 24-DECEMBER 5, Academic advising for the Spring Semester.

NOVEMBER 26, 5:00 p.m. Wednesday — Thanksgiving vacation begins.

DECEMBER 1, 8:00 a.m. Monday — Thanksgiving vacation ends.

DECEMBER 5, 5:00 p.m. Friday — Last day to drop courses without penalty.

DECEMBER 6, 8:00 a.m. Saturday — Advance Registration for the Spring Semester.

DECEMBER 12, 10:00 p.m. Friday — Classes end.

DECEMBER 15-19, Monday-Friday — Semester final examinations.

DECEMBER 19, 5:00 p.m. Friday — Semester ends; Christmas vacation begins.

SPRING SEMESTER, 1976

JANUARY 12, 1976, 8:00 a.m.-12:00 noon, Monday — Registration for Spring Semester, Liberal Arts and Music and Theatre — Registrations not completed by 4:00 p.m. are subject to late registration fee.

JANUARY 13, 8:00 a.m. Tuesday — Classes begin, Colleges of Liberal Arts and Music and Theatre.

JANUARY 26, 5:00 p.m. Monday — Last day to register late without petition. Last day to designate a course to be graded on a Pass/No Credit basis.

FEBRUARY 1, Sunday — One hundred thirty-fourth anniversary of the founding of the University.

MARCH 12, 5:00 p.m. Friday — Spring vacation begins.

MARCH 22, 8:00 a.m. Monday — Spring vacation ends.

APRIL 19-23, Monday-Friday — Academic Advising for the Fall Semester.

APRIL 21, Wednesday — Last day to drop courses without penalty.

APRIL 24, Saturday — Advance Registration for Fall Semester.

APRIL 28, Wednesday — 10:00 p.m. Classes end.

APRIL 30-MAY 5, Friday-Wednesday — Semester Final Examinations.

MAY 9, Sunday — Baccalaureate — Commencement. Semester ends 5:00 p.m.

