

WILLAMETTE UNIVERSITY



CATALOG 1973-74

SALEM, OREGON

Willamette

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**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 1974-75 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 1973-74 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.

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 will open 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, different colors, both sexes.

Some statistics help. There are roughly 1,600 Willamette students enrolled, including 400 in the College of Law. 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 3.32. 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 make the honor roll. Student motivation and teachers who take their jobs seriously have a lot to do with that.

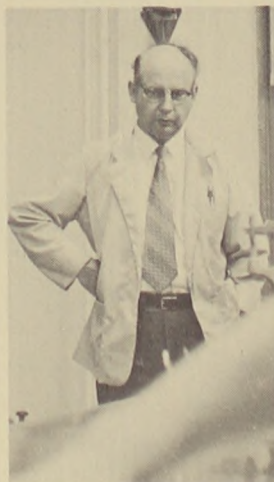
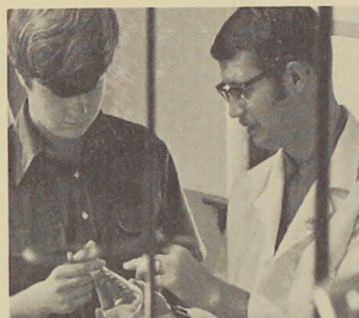
While our students don't fit a stereotype, we can identify some similarities. For example, a recent study showed a majority of incoming students think there is some chance they will change their major field and choice of career; make at least a B-average; and get married within a year after college.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

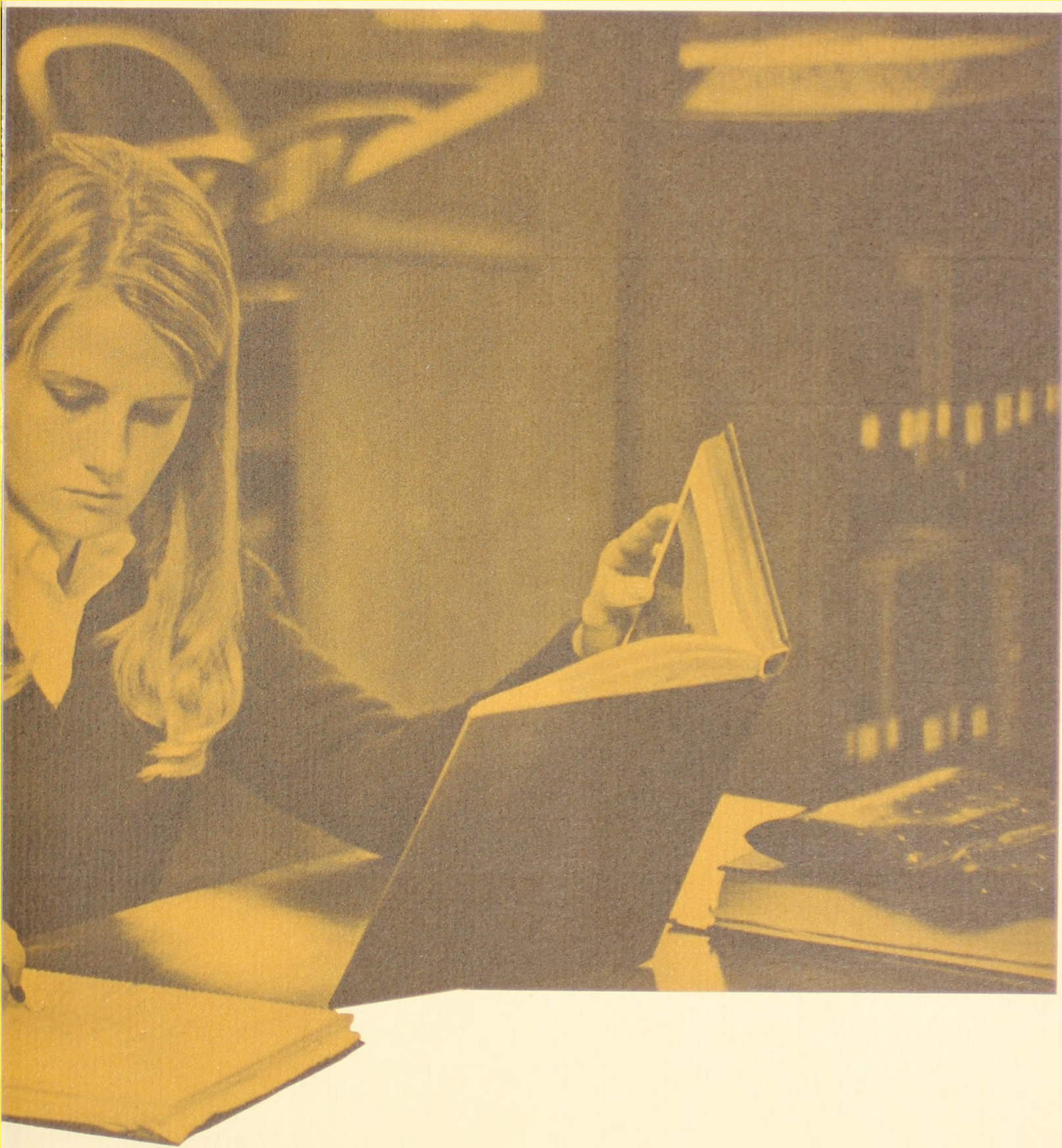
When we asked freshmen what was important to them, the runaway leading answer was "developing a meaningful philosophy of life."

THE FACULTY

The 136 different personalities that make up our faculty (108 full-time, 28 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. Last





summer, for example, 25 faculty members won 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 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.

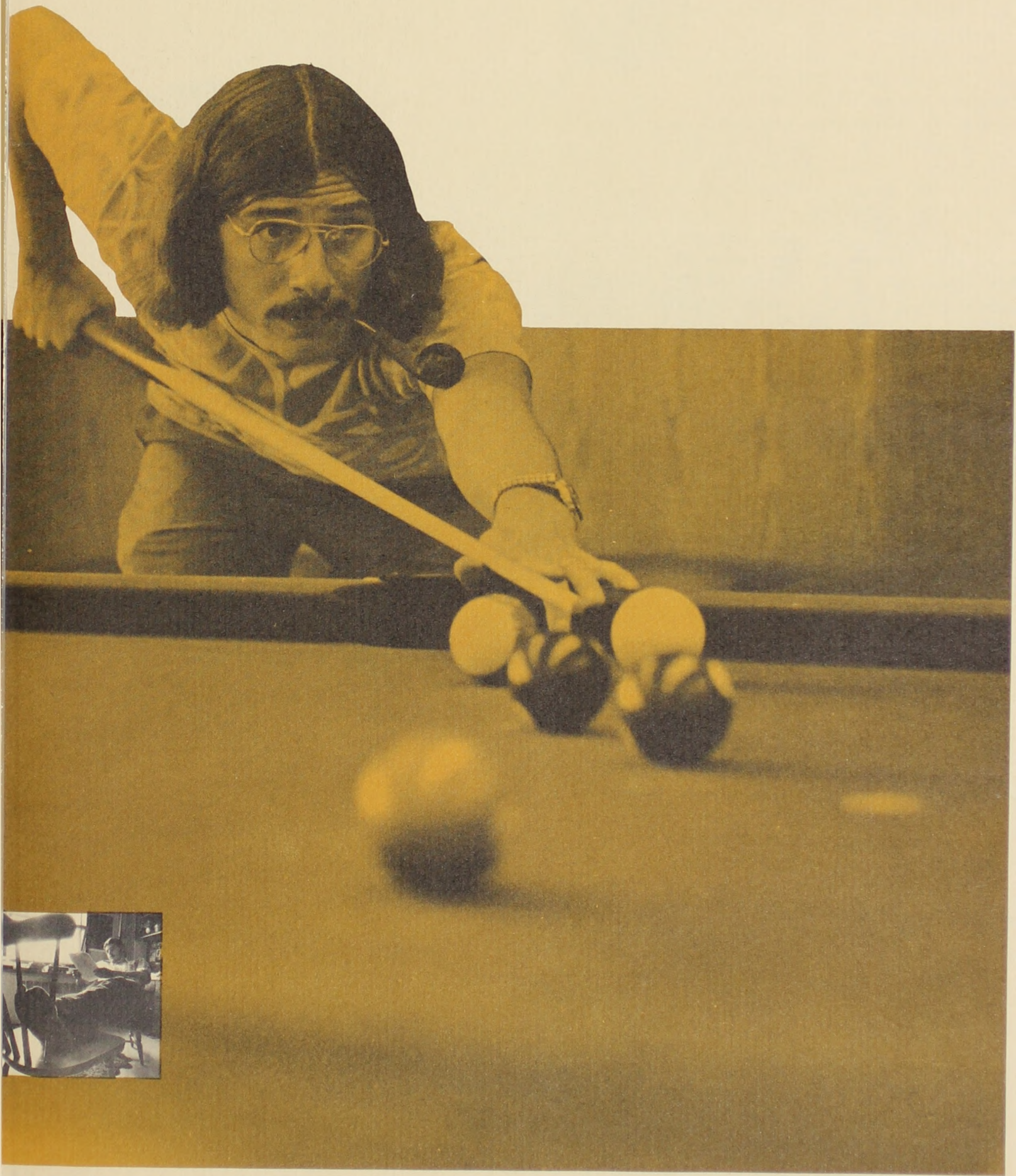
STUDENT LIFE

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

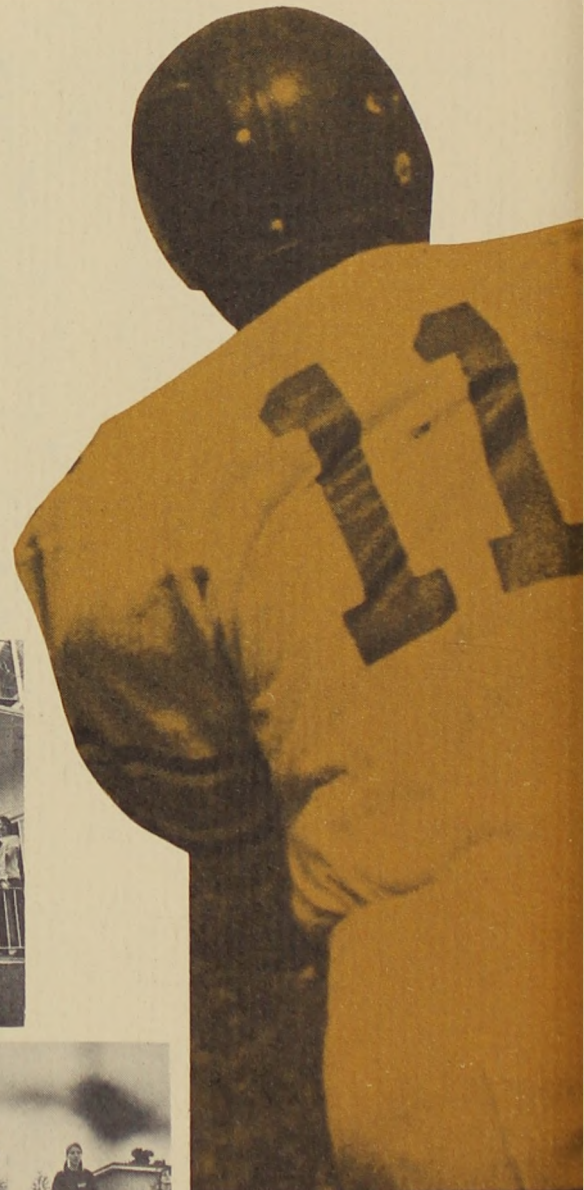
Home away from home for about 85 percent of our students is one of 18 residences on campus. Options range among the following: an innovative International Studies House, three coed residences, six national fraternities and four sororities, three women's and one men's residence.

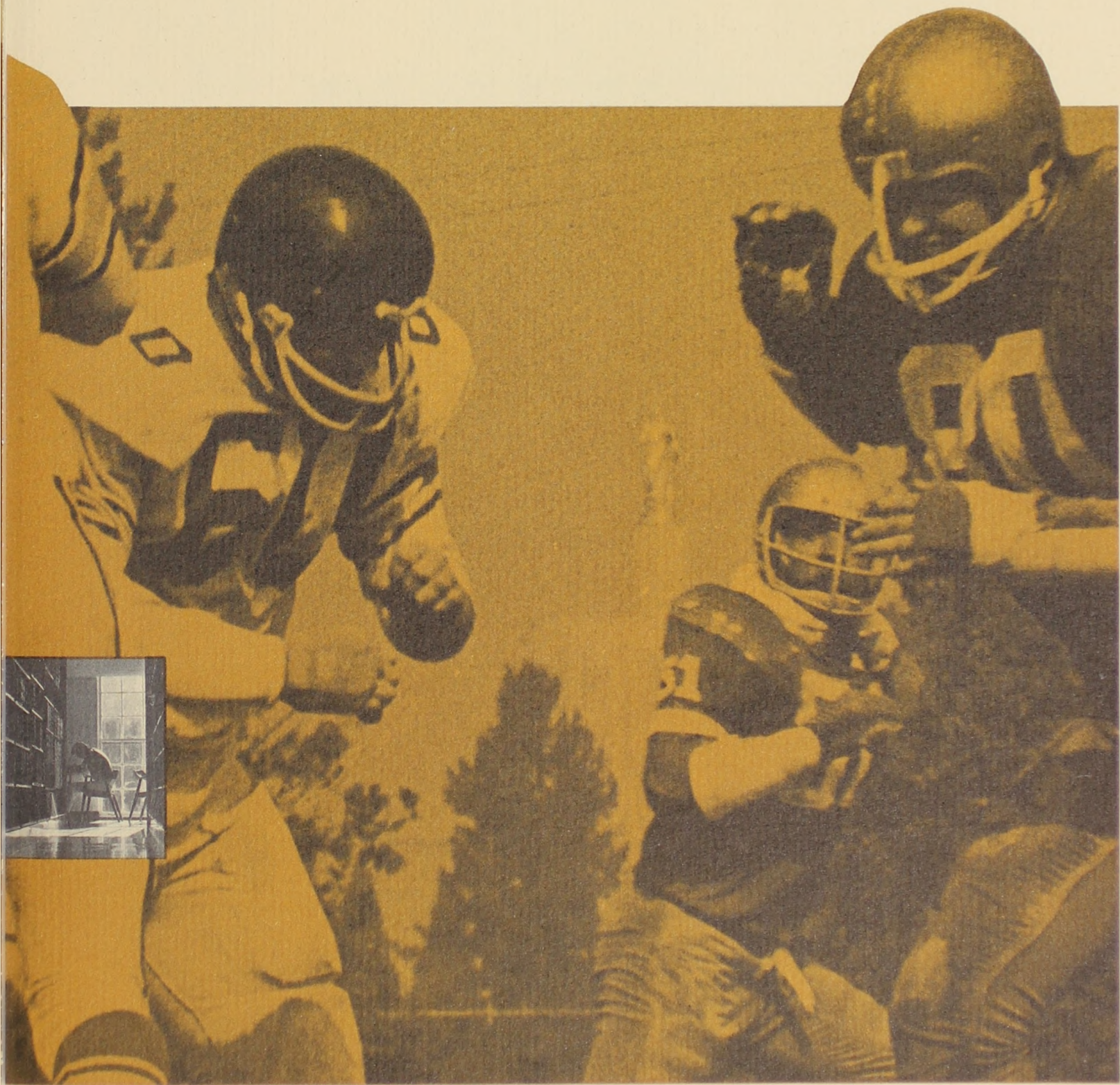
Campus regulations are minimal, just sufficient to protect the interests of all. Of course, each student's style of living is affected by those around him, but, in general, the living style you develop is primarily your choice. The University provides the options. You exercise them. The campus is generally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

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 still think the advantages of Willamette outweigh these 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 33 buildings on 55 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. By 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 will be open. For track enthusiasts, Willamette has a new, eight-lane all-weather track at McCulloch Stadium.

Also in 1974 Willamette will see the beginnings of the Graduate School of Administration as classes open in temporary quarters while planning and construction of the \$1.5 million building is in progress.

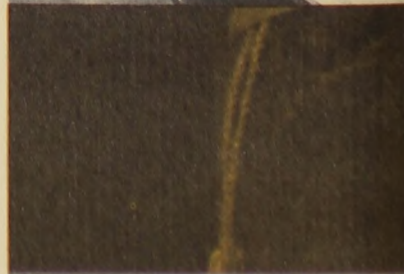
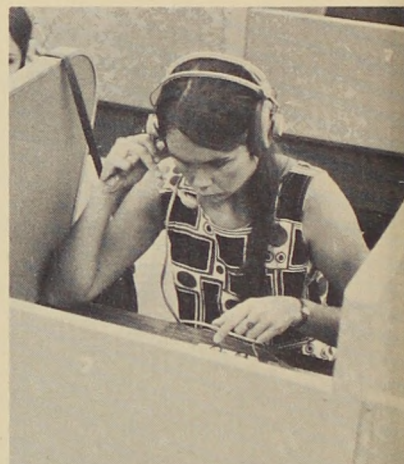
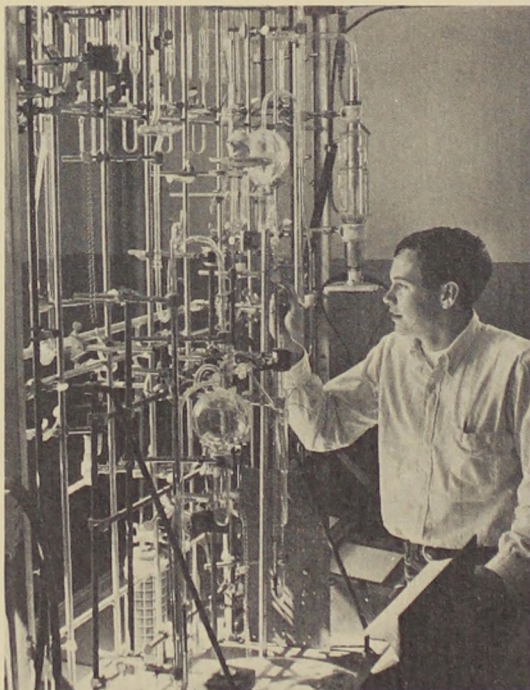
Willamette is a member of the Northwest Conference and men participate in football, basketball, baseball, track, golf, swimming, tennis, wrestling and cross country. Soccer and rugby are club sports. Women have intercollegiate competition in field hockey, volleyball, tennis, basketball, track, softball, golf, swimming, badminton and bowling through the Women's Conference of Independent Colleges.

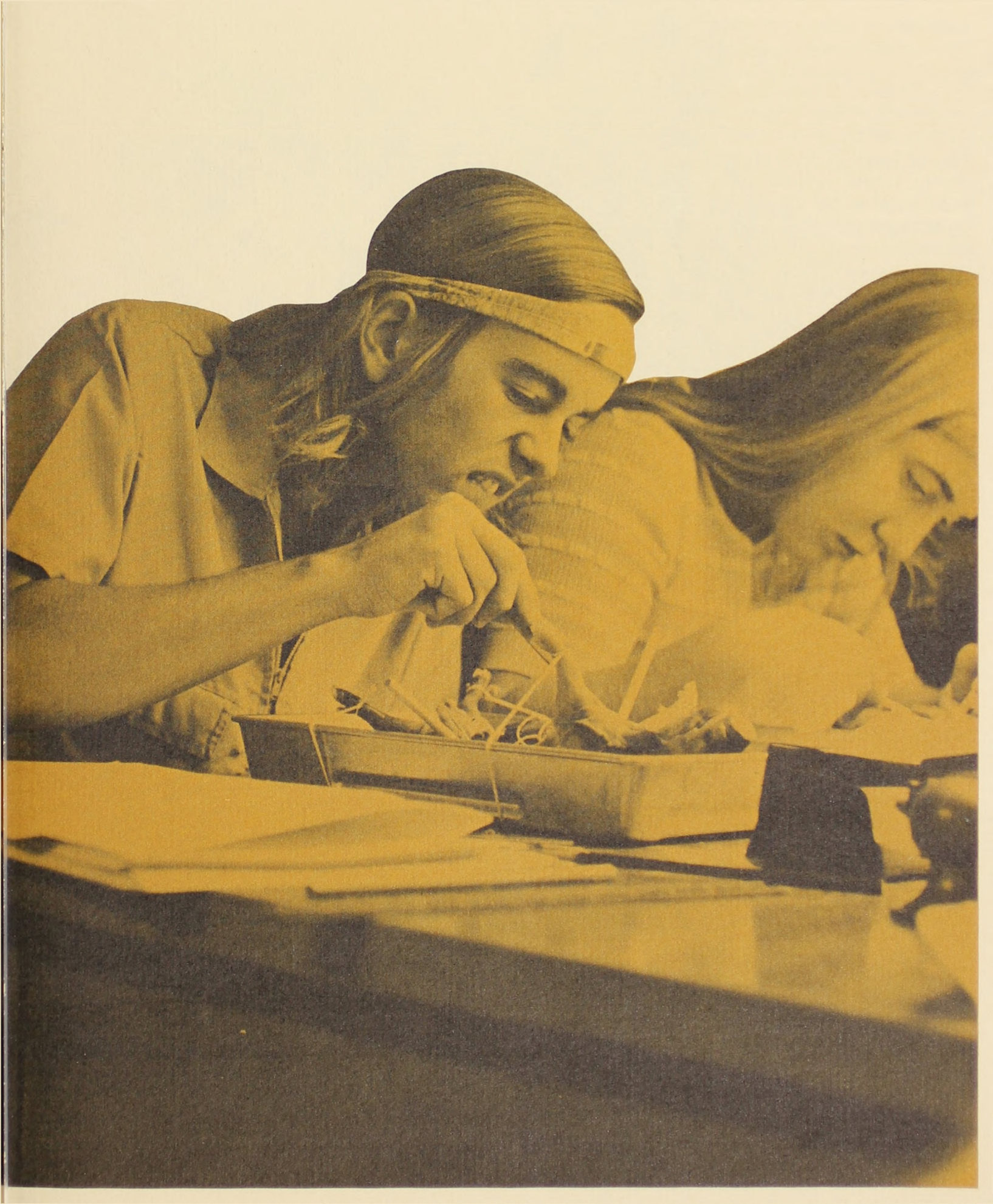
ACADEMIC PROGRAM

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.

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. There are five concentration areas – Fine Arts, Humanities, Letters, Natural Science





and Mathematics, and Social Science. A program of Inter-Area Studies offers majors in American Studies, International Studies with emphasis on British, French, Hispanic and German studies, and Environmental Science.

Two special areas provide studies in communication arts and religion, and two special professional areas provide for aerospace studies and teacher preparation and physical education.

Other than competence in English composition (and for the Bachelor of Arts degree – foreign language) no specific courses are required. Each student, in cooperation with his advisor, designs a personal academic program that will fit his 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. PURG and music therapy are two unique majors among the 27 offered by Willamette. 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 leading to a commission as a second lieutenant.

Willamette students study in five other countries through our off-campus study program. Sites include England, Mexico, Costa Rica, Japan and France. (Willamette has a sister-college rela-





tionship with the International College of Commerce and Economics near Tokyo). Willamette has had, however, and will continue to offer individually tailored off-campus and overseas study programs.

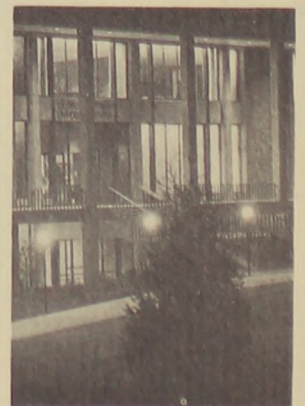
Environmental Science students are also studying off-campus. For a month in summer '72, 21 students camped and explored their way through Oregon. Some 2,800 miles were logged on the first-hand study of the state's mountain, desert, valley and coastal regions. Summer '73 took another group of students to Hawaii and in 1974 a field study is planned to the desert regions of Nevada, Arizona and California.

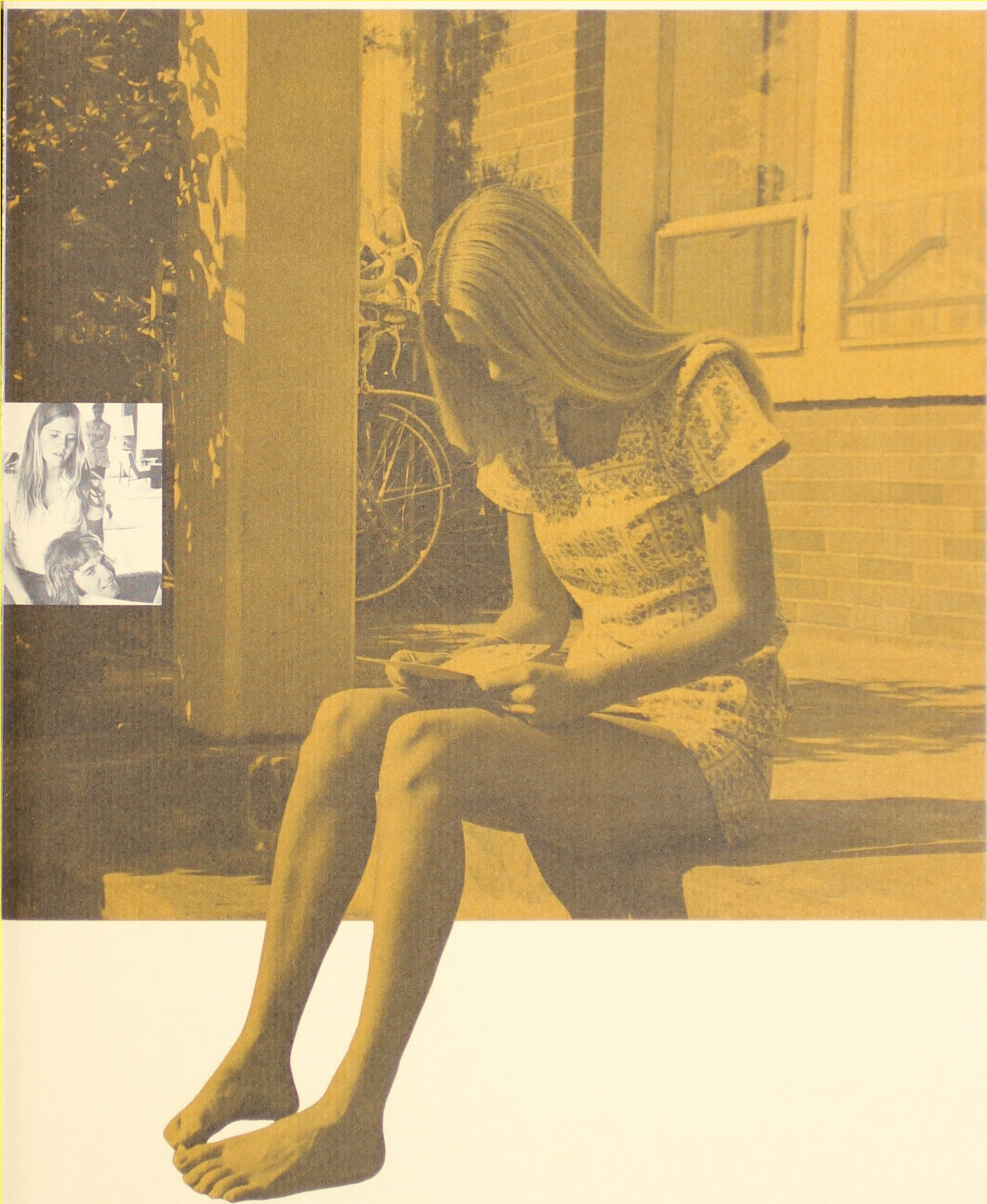
The College of Music and Theatre, staffed primarily by professors who are performing artists in their own right, provides intensive study for the music and theatre majors and a broad variety of courses for the non-major. The music faculty, students and guest artists perform regularly (symphony, choir, 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 and theatre programs.

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 74,600. 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 appli-

cants 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 February meeting of the Board of Trustees. The estimates for 1974-75 are as follows:

Tuition	\$2,220
Library Fee	20
Student Body Membership	39
Room and Meals	1,080*
	<hr/>
	\$3,359
Books (estimated)	150
Personal expenses (est. avg.)	400
TOTAL	<hr/>
	\$3,909

*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, as much as possible, be done by February 1. Notification of aid for incoming students will be made by April 15, and May 10 for returning students.

DIRECTIONS
FOR CORRESPONDENCE

CATALOG SECTION 1973-74

The purpose of this catalog section is to provide information about the academic program and administrative policies of the University.

James E. Woodland
Director of Student
Financial Aid
and Placement

Harry F. Manley
Provost & Vice President
for Academic Affairs

Kenneth C. Holloway
Associate Dean
Faculty Council

Stephen H. Archer
Dean

Robert A. Yarnall
Chairman
Faculty

Student Financial Aid and
Placement

Provost Office

Registrar

Director of Student
Development

Director of Student
Services

Library and
Library Center

Information Services

Student Newspaper
The Alabama Collegian

Student Services Program
Dean of Student
Services

Transcript of Record

Teacher Placement

Director of Student
Development

Director of Student
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Transcript of Record

Teacher Placement

**DIRECTIONS
FOR CORRESPONDENCE**

<i>Activities, Scheduling and Counseling</i>	Karen L. Kohne, Associate Dean of Students	<i>Student Financial Aid and Placement</i>	James S. Woodland, Director of Student Financial Aid and Placement
<i>Admissions</i>	Richard A. Yocom, Dean of Admissions & Registrar	<i>Foreign Studies</i>	Harry S. Manley, Provost & Vice President for Academic Affairs
<i>Alumni Affairs</i>	John B. Simmons, Assoc. Director of Development & Director of Alumni Relations	<i>Fraternities</i>	Ronald C. Holloway, Advisor, Inter- Fraternity Council
<i>AFROTC</i>	Lt. Col. Eugene C. Fletcher, Director	<i>Graduate School of Administration</i>	Stephen H. Archer, Dean
<i>Academic Affairs</i>	Harry S. Manley, Provost & Vice President for Academic Affairs	<i>Gifts & Bequests</i>	Guthrie Janssen, Director of Development
<i>Athletics</i>	Charles J. Bowles, Director of Physical Education and Athletics	<i>Health Center</i>	Henrietta Althoff, Director of Nursing Services
<i>Associated Students of Willamette</i>	Stephen R. Sloan, Interim Student Body President	<i>Housing and University Center</i>	Ronald C. Holloway, Associate Dean of Students for Residential Education
<i>Business Matters</i>	David A. Lewis, Business Manager	<i>Information Services</i>	Robert C. Woodle, Director
<i>Chaplaincy</i>	Philip S. Hanni	<i>Learning Resources (Library & Media Center)</i>	Wright Cowger, Director
<i>College of Law</i>	Larry K. Harvey, Dean	<i>Publications</i>	Robert C. Woodle, Director of Information Services
<i>College of Liberal Arts</i>	Paul M. Duell, Acting Dean	<i>Student Newspaper (Willamette Collegian)</i>	Bart DeLacy, Editor
<i>College of Music and Theatre</i>	Richard H. Stewart, Acting Dean	<i>Student Services (General)</i>	Larry D. Large, Dean of Students
<i>Counseling</i>	Richard K. Schwartz, Director of Counseling Services	<i>Sororities</i>	Darline Cooley, Panhellenic Executive Secretary
		<i>Transcripts of Record</i>	Richard A. Yocom, Dean of Admissions & Registrar
		<i>Teacher Placement</i>	Lucille Finn, Teacher Placement Secretary

CONTENTS

Directions for Correspondence	2
Calendar	4
Campus Map	6
University Goals.....	8
Academic Standing	8
University Buildings	8
Student Life	12
Organizations	16
Honor Societies	17
Admission to	
College of Liberal Arts	18
College of Music and Theatre.....	18
College of Law	112
Graduate School	
of Administration.....	114
Tuition and Expenses	21
Law.....	113
Scholarships and Financial Aid	25
Loan Funds	27,30
Prizes	32
College of Liberal Arts	34
Concentration Area Course Offerings	39
Inter-Area Studies	45
Special Areas & Course Offerings	49
Special Professional Areas	50
Course Descriptions	51
College of Music and Theatre.....	96
Postgraduate Opportunities.....	94
College of Law	112
Graduate School	
of Administration	114
Faculty and Administration.....	114
Board of Trustees	123
Index	125

**FALL SEMESTER
1973**

- August 29, 1973, 10:00 a.m. Wednesday –
Orientation begins, residence halls open
for new students
- September 1, 8:00 a.m. Saturday – Registration
for new students, Colleges of Liberal Arts and
Music and Theatre
- September 3, 8:00 a.m. Monday –
Classes begin
- September 17, 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 22, 1973, All Day -
All classes and Laboratories suspended.
- November 21, 5:00 p.m. Wednesday –
Thanksgiving vacation begins
- November 26, 8:00 a.m. Monday – Friday –
Academic advising for the Spring Semester
- December 1, 8:00 a.m. Saturday –
Advance registration for the Spring Semester
- December 7, 5:00 p.m. Friday –
Last day to drop courses without penalty
- December 14, 10:00 p.m. Friday –
Classes end
- December 17-21, Monday-Friday –
Semester final examinations
- December 21, 5:00 p.m. Friday –
Semester ends; Christmas vacation begins

**SPRING SEMESTER
1974**

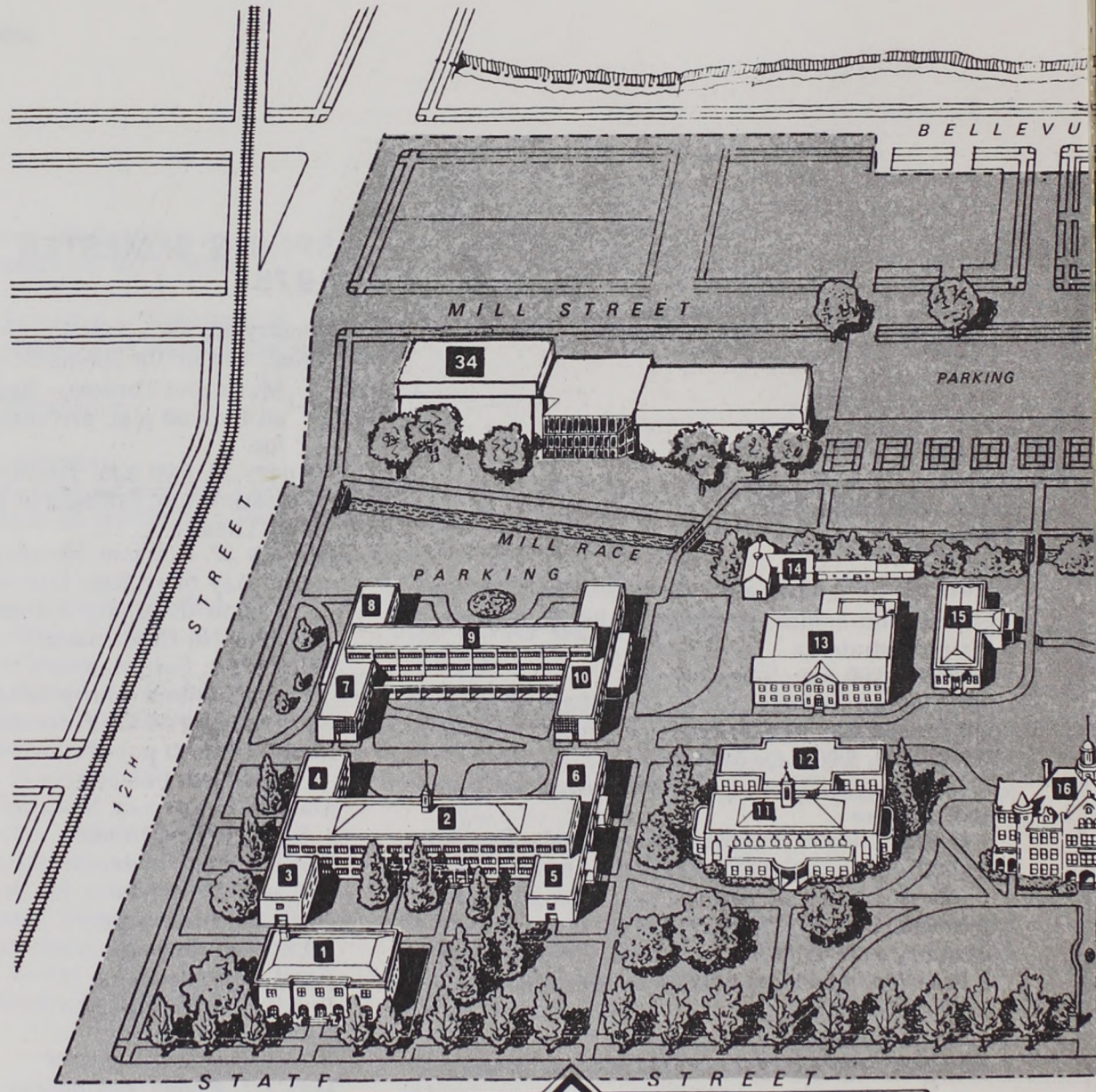
- January 14, 1974, 8:00 a.m. – 12:00 noon, Monday –
Registration for Spring Semester, Liberal Arts and
Music and Theatre – Registrations not complet-
ed by 4:00 p.m. are subject to late registration
fee.
- January 15, 8:00 a.m. Tuesday –
Classes begin, Liberal Arts and Music and Theatre
- January 28, 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, Friday –
One hundred thirty-second anniversary of the
founding of the University
- March 15, 5:00 p.m. Friday –
Spring vacation begins
- March 25, 8:00 a.m. Monday –
Spring vacation ends
- April 22-26, Monday-Friday –
Academic Advising for the Fall Semester
- April 24, Wednesday –
Last day to drop courses without penalty
- April 27, Saturday –
Advance Registration for Fall Semester
- May 1, Wednesday –
10:00 p.m. Classes end
- May 3-8, Friday-Wednesday –
Semester Final Examinations
- May 12, Sunday –
Baccalaureate-Commencement
Semester ends 5:00 p.m.

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. Registra-
tions 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 21, 8:00 a.m. Monday –
All classes and laboratories suspended for the day
– Veteran's Day Observance
- November 20, 5:00 p.m. Wednesday –
Thanksgiving vacation begins
- November 25, 8:00 a.m. Monday –
Thanksgiving vacation ends
- November 25-29, Monday-Friday –
Academic advising for the Spring Semester
- November 30, 8:00 a.m. Saturday –
Advance Registration for the Spring Semester
- December 6, 5:00 p.m. Friday –
Last day to drop courses without penalty
- 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. – 12:00 noon, Monday –
Registration for Spring Semester, Liberal Arts and
Music and Theatre – Registrations not complet-
ed 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 21-25, Monday-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.



Willamette University — Salem, Oregon

EXISTING BUILDINGS

- 1 Gatke (economics, political science)
- 2 Baxter (coed res.)

FRATERNITIES

- 3 Phi Delta Theta
- 4 Sigma Alpha Epsilon
- 5 Beta Theta Pi
- 6 Sigma Chi
- 7 Kappa Sigma
- 8 Delta Tau Delta
- 9 Matthews (coed res.)
- 10 Belknap (coed res.)
- 11 Library
- 12 Walton (foreign language)
- 13 Gymnasium
- 14 Maintenance shops
- 15 Bishop Health Center
- 16 Eaton (classrooms, business and

admissions offices)

- 17 Waller (Media Center, chapel)
- 18 Smith Auditorium and Fine Arts
- 19 Putnam University Center (student affairs, bookstore, cafeteria)
- 20 International Studies House

SORORITIES

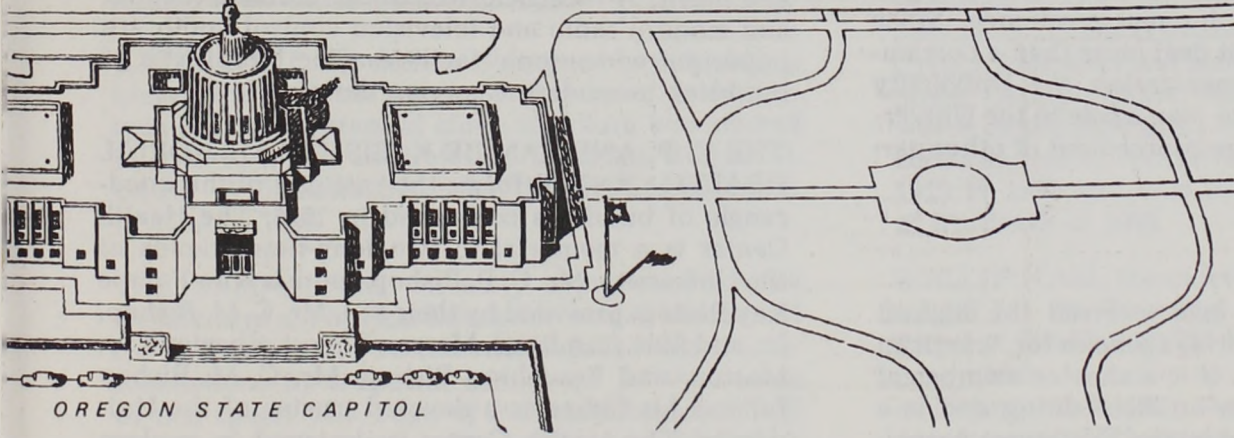
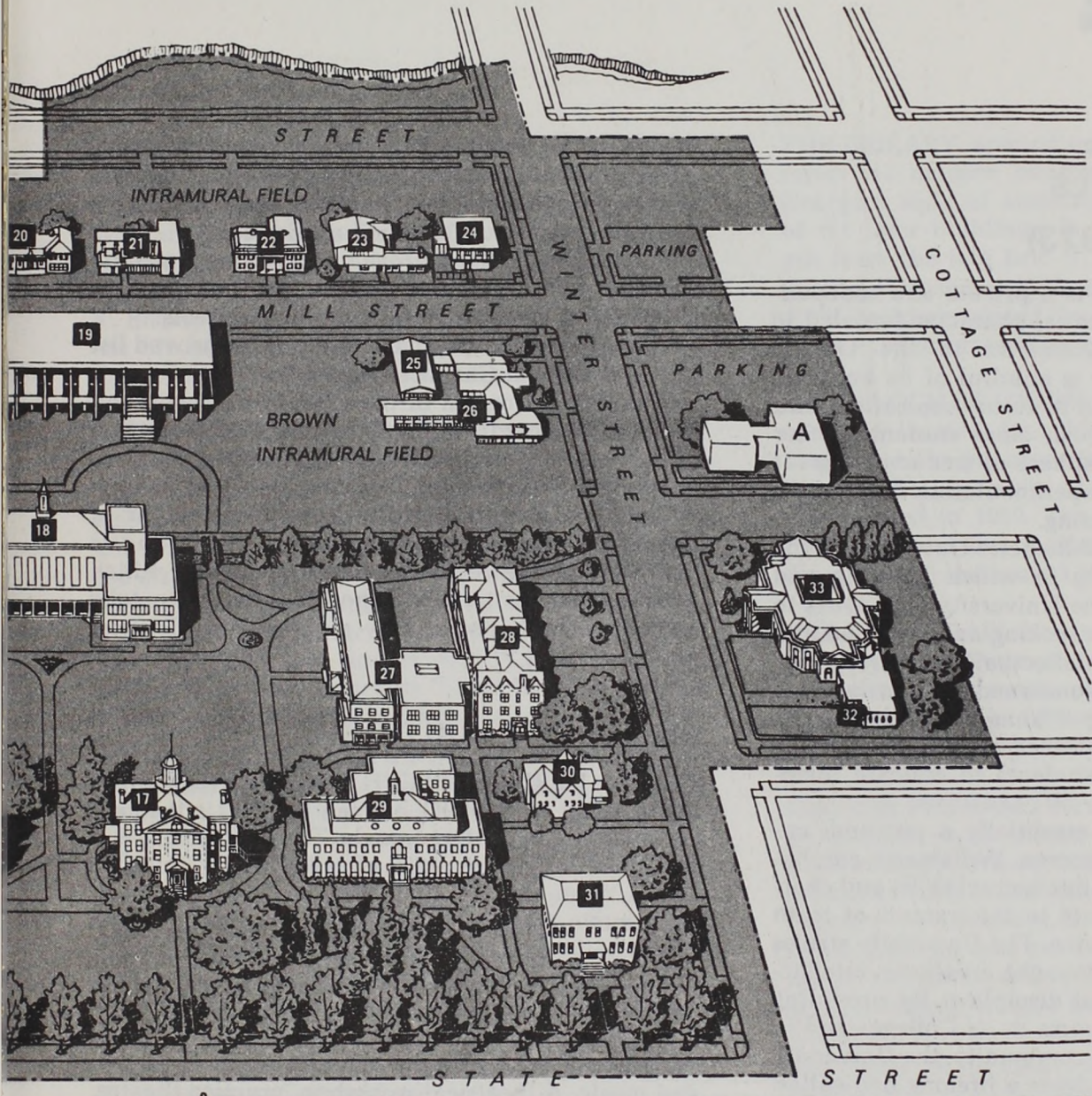
- 21 Alpha Chi Omega
- 22 Delta Gamma
- 23 Pi Beta Phi
- 24 Alpha Phi
- 25 Lee House (women's res.)
- 26 York House (women's residence)

- 27 Doney (women's res.)
- 28 Lausanne (men's res.)
- 29 Collins (science)

- 30 University House (University Relations, Development, Alumni & Information Services)
- 31 College of Music and Theatre

- 32 Offices of the President, Provost, Dean of Lib. Arts
- 33 Collins Legal Center
- 34 Lestle J. Sparks Physical Education & Recreation Center

- FUTURE CONSTRUCTION**
A Graduate School of Administration



A STATEMENT OF UNIVERSITY GOALS

(Approved May, 1973)

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 has received the highest recognition 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.

UNIVERSITY BUILDINGS

THE G. HERBERT SMITH AUDITORIUM AND FINE ARTS BUILDING, erected in 1955, is the central building in the quadrangle. The auditorium was re-named in January, 1970 after President Emeritus Smith, who retired after serving as president of Willamette for 27 years. The large center portion of the building is a modern auditorium seating 1,250, fully-equipped for theatrical, forensic, and musical events. The east wing houses the Art Department and Gallery. Adjoining the stage at the west end of the building are classrooms for speech, drama, and music. A theatrical workshop, practice theatre, and modern radio and television control booth are important educational facilities. The building is of red brick in modern Georgian design.

THE C. P. AND FANNIE K. BISHOP MEMORIAL HEALTH CENTER forms the east end of the quadrangle of buildings completed in 1955. The Health Center is a memorial to two long-time friends of the University, Mr. C. P. Bishop and his wife Fannie Kay Bishop, provided by their son, Mr. C. M. Bishop, Jr., and four grandsons, Messrs. Robert, Charles Kay, Morton, and Broughton Bishop. Mr. C. M. Bishop follows his father as a devoted trustee of the University. The Health Center is designed in modern Georgian style and provides complete infirmary and clinical facilities for men and women students.

THE C. P. AND FANNIE KAY BISHOP HOUSE, together with an endowment fund for its maintenance, was provided by Mr. and Mrs. Roy T. Bishop and family as the residence of the President of the University. The gracious brick colonial residence is an appropriate memorial to the late C. P. and Fannie K. Bishop, whose house was long a social center in the life of Salem. The Bishop House is located in the residential area on Lincoln Street, South.

COLLINS HALL is of modified Georgian architecture, a gift of the late Everell Stanton Collins. It has excellent laboratories for the biological and physical sciences and mathematics and well-equipped classrooms. A wing was erected in 1962 expanding the classroom and laboratory facilities by one-third to meet increased demands in science and mathematics. The Computer Center, located on the first floor of Collins Hall, houses an IBM 1130 Computer, IBM 1627 Plotter, Tektronix T4005 Graphic Display Unit and a Teletype Terminal.

TRUMAN W. COLLINS LEGAL CENTER, completed in 1967, is named after a member of the Class of 1922, who served as a trustee of his Alma Mater for 38 years and as president of the Board of Trustees from June 1958 until February 23, 1964. The Center contains extensive library space with study carrels, practice court, lounges, faculty offices, class and seminar rooms. Its excellent facilities accommodate a law school enrollment of 400.

EATON HALL, a gift of the late Honorable A. E. Eaton of Union, Oregon, contains the offices of administration and general classrooms.

GATKE HALL, the former College of Law building, houses the political science and economics departments. This substantial stone structure was named in 1968 in honor of Professor Emeritus Robert M. Gatke, Willamette historian, before his death in December, 1968.

THE GYMNASIUM, currently being used by the Department of Physical Education and Athletics and the AFROTC, will be remodeled following recommendations by a special committee on the re-use of this space. The Dept. of P.E. and Athletics will be moved to the Lestle J. Sparks Physical Education and Recreation Center upon completion in January, 1974.

THE LIBRARY, erected in the mid-thirties, inaugurated the modern construction program, and its Georgian style of architecture characterizes many of the later buildings. It was made possible by a gift from the late Eric V. Hauser. In 1967 a wing, Walton Hall, was completed which doubled the size of the building, tripled the stack space and provided faculty offices, classrooms, and other facilities.

McCULLOCH STADIUM is a structure of reinforced concrete located four blocks south of the main campus on the ten-acre athletic field. Made possible through the generosity of Charles E. McCulloch, it was erected in 1950. The stadium has a full steel roof and press box facilities, radio and public address system, and seats 3,500 people.

THE MUSIC HALL is a two-story brick building at the corner of State and Winter streets. Studios, classrooms, and ample practice rooms are in this building as well as offices, a record music library, a recital hall, and a practice organ.

GEORGE PUTNAM UNIVERSITY CENTER, located directly south of the Fine Arts Building, was dedicated in February, 1970. This three-story facility includes nearly 50,000 feet of floor space. The center includes the bookstore, recreation area, publications office, hobbies and crafts room, main lounge and snack bar, seven individual conference rooms, an alumni lounge, student body offices, student senate chamber, television room, music listening rooms, and offices for the Center Director, Dean of Students, personnel deans, chaplain and student financial aid director. The Center bears the name of a well-known Oregon journalist and generous benefactor of Willamette. George Putnam fought a court battle in 1907 which established press freedom in Oregon. He was editor and owner of the Salem Capital Journal from 1919 to 1952 and was editor emeritus at the time of his death in 1961.

WALLER HALL, the oldest building on campus, was named for the Reverend Alvin Waller, a devoted friend of the University. It houses Waller Auditorium, which is newly-renovated and serves as a multi-purpose facility; the Chapel of the Seeker, the departments of Education, Philosophy, Religion, and Psychology; and the Media Center. The building was started in 1864 and completed in 1867.

UNIVERSITY HOUSE accommodates the Office of University Relations, which is made up of the offices for Alumni Affairs, Development and Information Services.

WALTON HALL, named after the late William S. Walton, one of Salem's leading financiers, houses the modern language laboratories, classrooms and additional space for the library to which it is connected. Walton Hall was completed in 1967.

LESTLE J. SPARKS PHYSICAL EDUCATION AND RECREATION CENTER (under construction) will bear the name of Professor Emeritus Lestle J. Sparks, who has been associated with Willamette since 1921 as a student, professor and coach. Replacing a gymnasium built in 1923, the Sparks Center will include the Edwin E. and June Woldt Cone Field House, the Chester W. Henkle Gymnasium and a six-lane, 25-yard indoor swimming pool. The Center will also contain faculty offices, a theatre-classroom, handball courts, a multi-purpose room, exercise room and lockerrooms. The building completion date is January, 1974.

BAXTER HALL RESIDENCE QUADRANGLE, built in February, 1948, was named after Dr. Bruce R. Baxter, president of Willamette from 1934-1940. It provides residence facilities for four fraternities and for freshman and upper class men and women. Each of the four fraternity units, Phi Delta Theta, Sigma Alpha Epsilon, Sigma Chi and Beta Theta Pi, with its own lounge and dining room, houses 33 students. The center section of the building houses 122 students.

MATTHEWS-BELKNAP RESIDENCE QUADRANGLE was constructed in 1961 and includes Matthews Hall, Belknap Hall and two fraternity units, Kappa Sigma and Delta Tau Delta. The residences were named after Willamette Professor James T. Matthews and Dr. Lewis Franklin Belknap, prominent Methodist minister and benefactor of the University. It houses 64 men in the two fraternity units of 32 each, 98 students in Matthews Hall and 78 students in Belknap Hall. Belknap also contains a wing for minority students. The total capacity of the building is 240.

DONEY HALL, part of the quadrangle of buildings erected in 1954-55, is a modern, red-brick, colonial building which houses 75 women in the main building and 40 women in a wing completed in 1967. The residence was named for Dr. and Mrs. Carl Gregg Doney. The Doney's served as Willamette's President and First Lady from 1915 to 1934.

LAUSANNE HALL, a three-story residence of brick and stone, houses 125 men, undergraduate and law. It is named for the sailing ship that brought to Oregon many of the pioneers who were identified with Willamette's early history. Lausanne is one of the earliest campus residences, built in 1921.

LUCY ANNA LEE and EMILY J. YORK HOUSES, independent women's residence halls completed in 1960, bear the names of two women who hold distinctive "firsts" in the story of Willamette - Lucy Anna Lee, only daughter of Jason Lee, founder of "The Institute," and Emily J. York, Willamette's first graduate at the college level in 1859. The halls house 96 women in two groups of 48 each. Each group has its own dining room, lounge, and recreation room. The unit inaugurated a policy of providing small-group living for independent women.

FOR ORGANIZED WOMEN STUDENTS, Willamette has developed a group of four on-campus residences, now occupied by the women of Alpha Chi Omega, Alpha Phi, Delta Gamma, and Pi Beta Phi sororities.

WILLAMETTE INTERNATIONAL STUDIES HOUSE (WISH) offers both Willamette students and visitors a place to experience cultures other than their own including language practice and involvement with foreign art, music and literature.

LABORATORIES

The laboratories of the natural sciences, located in Collins Hall, contain modern equipment and furnishings and complete facilities for instruction in sciences.

The biological, chemical, and physical science laboratories provide full opportunities for experiments, demonstrations, and research in those fields. Ample facilities are also supplied for work in the Earth Sciences.

Willamette's Herbarium occupies a large and well-lighted room on the second floor of Collins Hall. This collection, the work of Dr. and Mrs. Morton E. Peck, includes approximately 28,000 specimens of plants, almost all of which are Oregon species. It is the most nearly complete collection in existence of higher plants of Oregon. At least 95 per cent of the known species of the state are represented.

COMPUTER CENTER

The Computer Center is located on the first floor of Collins Hall. The equipment includes an IBM 1130 Computer with expanded disk storage, IBM 1627 Plotter, and Tektronix T4005 Graphic Display Unit; and a Teletype Terminal. These devices provide the ability to do extensive computing and visual displaying of program-generated pictures and diagrams. It also allows time-sharing with a remote CDC 3300 computer.

The Computer Center staff is available for consulting with students on their particular problems. This service is extended not only to computer science students but to all who desire to use the facility throughout their academic career.

LIBRARIES

The main library, in addition to the stack areas, has large reading rooms and several special purpose rooms. It is the repository for a valuable Northwest history collection and also a historically priceless collection of documents belonging to the Oregon Conference of the Methodist Church, going back to Oregon's inception.

A chemistry library is housed in Collins Hall where it is readily available to science students. Another reference resource in this building is the famous Peck Herbarium, mentioned in the foregoing section.

The College of Music library contains an extensive collection of books, music scores and recordings on discs and tapes. These recordings are available for individual or group listening. All divisions of the University Library exceed 120,000 volumes.

The College of Law library, housed in the Truman W. Collins Legal Center, provides excellent facilities and its resources are being expanded to meet the needs of the wider program and enlarged enrollment of the law school.

The Salem City Library and the Oregon State Library, both located near the campus, also are open to students.

LEARNING RESOURCES

The Learning Resources office exists to better the learning environment on campus along several dimensions. These are:

1. continued improvement of library holdings and services,
2. provision of adequate audio-visual materials and services for student and faculty use,
3. operation of an efficient print shop and materials copy center,
4. improvement of general purpose classroom spaces,
5. support for innovations in teaching and learning methods.

These services also provide job opportunities for nearly 100 student assistants who work part-time in the library, as AV equipment operators, and as photographers and closed circuit television technicians.

This office is currently coordinating a 5-year program to remodel 19 classroom and large meeting areas to provide better acoustics, equipment, and lighting for a variety of learning situations.

INSTITUTIONAL RESEARCH

Institutional research consists of data collection, analyses, reporting, and related staff work designed to facilitate operations and decision making within institutions of higher education. The goals of the institutional research group are to benefit, assist, and advance research which leads to improved understanding, planning, and operation of Willamette University.

Institutional Research provides information for assessing where the institution is, where it is going, and how its direction may be changed if necessary.

STUDENT LIFE

Counseling Program

Specialized counseling services are available through the Student Personnel staff which includes the Dean of Students, Associate Deans of Students, 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.

The most rapidly expanding type of service in the Counseling Center is the support system being developed for faculty, staff (especially those in residence halls), and students who seek assistance in relating in more helpful ways to others. The ultimate objective in these programs is to support the educational process on the campus.

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 36) are also available for personal consultation by students.

Student 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 complete 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 senior 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.

Campus 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.

University 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 author-architect R. Buckminster Fuller, pacifist David Harris, news commentator Robert Goralski and economist John Kenneth Galbraith.

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.

Student 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.

All regular students are covered by a health and accident insurance program which assists in the payment for services which are not provided directly by the health service.

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 the 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 1

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 $\frac{2}{3}$'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 midnight 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 $\frac{2}{3}$'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 $\frac{1}{2}$ 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 auto-

matic review of this 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 affairs 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 and typing, mimeographing, and xeroxing services for 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.

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 University Chorale, 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-presenta-

tion" 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, rugby and soccer.

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's intercollegiate sports participate in the Women's Conference of Independent Colleges (WCIC).

An intramural program for both men and women is supervised by the Department of Physical Education. Willamette has organized teams for women in field hockey, volleyball, basketball, softball, tennis, golf, swimming and track under the direction of the Department of Physical Education.

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 four 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 intercollegiate 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 Senator 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 demon-

strated 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 contributors 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

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 should 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 an official transcript of all high school work to date, sent directly by the high school to the Office of Admissions.
3. 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 apply elsewhere. 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.

Admission to Advanced Standing

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 admission to Advanced Standing (see page 19) 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.

Special and 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, seniors, graduate and/or special students must also meet the foregoing advance payment requirements each year.

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.

ACADEMIC LISTENERS PROGRAM

A newly-instituted program at Willamette, Academic Listeners, 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 official registration time after students taking courses for credit have registered. 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 will not be permitted to sign up for individual instruction courses.

TUITION AND EXPENSES

College of Liberal Arts and
College of Music and Theatre
(For College of Law see page 113)

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

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

The following schedule of fees and charges applies to the 1973-74 school year.

SEMESTER TUITION FOR REGULAR STUDENTS

	1973 FALL SEMESTER	1974 SPRING SEMESTER
College of Liberal Arts College of Music and Theatre		
STUDENT BODY MEMBERSHIP	\$ 19.50	\$ 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 yearbook.)		
LIBRARY FEE		
For all regular undergraduate students in the College of Liberal Arts and College of Music and Theatre.....	\$ 10.00	\$ 10.00
TUITION		
<i>College of Liberal Arts</i> , for regular students taking 3 to 4½ credits	\$ 970.00	\$1,110.00
(This includes the Theatre Dept. of the College of Music and Theatre.)		
TUITION		
<i>College of Music and Theatre</i> , for regular music students taking 3 to 4½ credits including one private lesson per week in applied music.....	\$1,000.00	\$1,140.00
TUITION		
<i>College of Music and Theatre</i> , for regular music students taking 3 to 4½ credits including two private lessons per week in applied music.....	\$1,030.00	\$1,170.00
TUITION		
<i>College of Music and Theatre</i> , for regular music students taking more than two lessons per week in applied music for each additional lesson per week	\$ 60.00	\$ 60.00
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	\$ 100.00	\$ 120.00
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	\$ 60.00	\$ 60.00
Two lessons per week.....	120.00	120.00
Each lesson over two per week	60.00	60.00

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 4:00 p.m. on the last official day of registration each semester.

LATE PAYMENT FEE

A fee of \$5 is added to the account of any student who fails to make deferred payments when due, and to the account of any student who does not make his advance payment and breakage deposit by the required date.

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 \$ 340.00 \$ 400.00

CHARGES MADE

For part-time students taking courses in applied music:

One lesson per week	\$ 90.00	\$ 90.00
Two lessons per week.....	160.00	160.00
Less than a full semester, per lesson	6.00	7.00

ROOM AND MEAL CHARGES

College of Liberal Arts
College of Music and Theatre
College of Law

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

\$540.00 each semester

(3 meals each day – 7 days per week)

ROOM AND 14 MEALS PER WEEK

\$510.00 each semester.

(2 meals each day – 7 days per week.)

ROOM AND 10 MEALS PER WEEK

\$460.00 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 permitted 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.

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:

1973 Fall Semester Cost	Total Cost*	Registration Payment**	Monthly Payments
Students living on campus:			
21-meal option	\$1,544.50	\$764.50	3 @ \$260.00
14-meal option	1,514.50	764.50	3 @ \$250.00
10-meal option	1,464.50	729.50	3 @ \$245.00
Students living off campus:	1,004.50	494.50	3 @ \$170.00
1974 Spring Semester Cost	Total Cost*	Registration Payment**	Monthly Payments
Students living on campus:			
21-meal option	\$1,684.50	\$844.50	3 @ \$280.00
14-meal option	1,654.50	829.50	3 @ \$275.00
10-meal option	1,604.50	809.50	3 @ \$265.00
Students living off campus:	1,144.50	574.50	3 @ \$190.00

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	Payment Schedule	
Students living on campus: (assuming 21-meal option)	\$3,229.00	June 1 payment 11 mos. @ \$265	\$ 314.00** 2,915.00
		Total payments	\$3,229.00
Students living off campus:	\$2,149.00	June 1 payment 11 mos. @ \$175	\$ 224.00** 1,925.00
		Total payments	\$2,149.00

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

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

*Total Cost includes \$5.00 per semester service charge for contract.

**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 \$25.00 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 \$25.00 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 26.)

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 \$25.00 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.

The Business Office must be notified of any change in the student's academic program or place of residence which affects his account.

SCHOLARSHIPS AND 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 Financial Aid Office 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 Financial Aid Office, 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 Student Financial Aid Office 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 Student Financial Aid Office 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 limited number of these grants beginning with the 1973-74 academic year. Basic Opportunity Grants will be restricted to entering freshmen during 1973-74. Specific guidelines regarding the application process are not available at the present time. For further information contact the Student Financial Aid Office.

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 Student Financial Aid Office 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 Student Financial Aid Office 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

The Vera M. Armstrong Scholarship was established by Mrs. Armstrong to be awarded to outstanding upperclass men or women who have attended Willamette University for at least one year.

The Myrtle L. Atkinson Scholarship was established by Dr. Guy F. Atkinson to honor Myrtle L. Atkinson. It is awarded to one or more outstanding women students beyond the rank of freshman.

The Thomas E. Autzen Scholarship is awarded annually by Mr. Thomas E. Autzen to an outstanding student on the basis of citizenship and academic achievement.

The Edgar F. Averill Scholarship was established by the family and friends of Ed Averill, Willamette '05. It is to be awarded to a young man who has excelled in scholarship, good sportsmanship and athletic ability.

The Eliza Baker and Lavina Wheeler Scholarship was created by the late Minnie E. W. Lawrence in memory of her pioneer grandmothers; the scholarship to be awarded to students with outstanding ability and promise of usefulness.

The Bruce R. Baxter Memorial Scholarship was established by the Salem Study Club of which Mrs. Bruce R. Baxter was a member. It is awarded to an upperclass student who has attended Willamette at least one year.

The Bishop Bruce R. Baxter Scholarship was created by the Trustees of the Aaron M. Frank Scholarship Foundation on whose Board of Directors President Baxter served for many years.

The Belton Scholarship was established by former Oregon State Treasurer, Mr. Howard C. Belton and Mrs. Belton. It is awarded to an outstanding man or woman on the basis of citizenship and academic achievement.

The Lelia S. Bortzmeyer Scholarship was established by Oscar C. Bortzmeyer of Portland as a perpetual memorial to his wife. The scholarship is awarded to a student who is preparing for the ministry of the Methodist Church.

The Harland G. Brock Master Service Centers, Inc. Memorial Scholarship was established by Life/National Tire Dealers and Retreaders Association and Master Service Centers, Inc. Any high school senior who has been admitted to Willamette University from the Salem, Albany, or Bend high school districts is eligible for consideration.

The Russell M. Brooks Scholarship is in memory of Russell M. Brooks, College of Law class of 1917. Mr. Brooks had a distinguished career in the United States Diplomatic Corps.

The Cardinal Round Table Scholarship is a full-tuition scholarship established by a group of friends of the University who are especially interested in the athletic program.

The Ellen J. Chamberlain and Julia L. Schultz Scholarship honors two sisters who were graduates of the University. It is awarded annually to a talented student in the College of Music.

The Beuford S. Cole Scholarship was established by Mrs. B. S. Cole, Eugene, as a memorial to her late husband who served as a member of the Willamette University Board of Trustees. This fund will provide assistance to students who have shown themselves worthy from the standpoint of character, scholarship, and financial need.

The Collins Scholarships were created by Truman W. Collins in honor of his mother, Mary L. Collins. They are awarded annually to six men and four women students at the end of their sophomore year to be held during the junior and senior years. The Collins Scholarships are awarded upon a vote of the student body and the faculty. These scholarships are awarded without regard to financial need.

The Mary L. Collins Graduate Scholarship in the amount of \$600 is awarded annually to a male graduate of Willamette to do first year graduate work in an accredited university. From the three candidates nominated by vote of the Willamette students, the faculty selects the recipient of the scholarship. This scholarship is awarded without regard to financial need.

The Commercial Bank of Salem has established a half-tuition scholarship to be awarded annually to an outstanding student for his junior and senior years who is preparing himself for business and particularly for banking.

The Edwin and June Cone Scholarship has been endowed by Mr. Edwin Cone, class of 1941, and his wife June Woldt Cone, class of 1942. The scholarship is awarded annually to an outstanding upper divi-

sion senior man or woman on the basis of citizenship and satisfactory academic achievement.

The Max F. and Susan E. deSully Memorial Scholarship was created by the family and friends in loving memory of Max F. deSully, Jr., a distinguished alumnus, and his sister Susan E. deSully. One scholarship is awarded annually alternating between a male and female student, based upon the record of his or her sophomore year for academic achievement, citizenship, and financial need.

The Mabel H. Fraer Scholarship was established by a bequest of Mrs. Fraer and is awarded annually to a woman student with high scholarship and who is working at least part of her way through school.

The Grace Collins Goudy Scholarship was created by Mr. Elmer R. Goudy to honor his wife Grace Collins Goudy, '22, a member of the Willamette Board of Trustees. Preference is given to young women students majoring in music and/or fine arts, with second consideration given to young women preparing for a career in one of the Christian service vocations.

The George H. Grabenhorst Scholarship was established by family and friends to honor the memory of George H. Grabenhorst.

The Louise Findley Heintz Scholarship was established by Dr. and Mrs. Mark C. Findley as a memorial to their daughter, a graduate of Willamette of the Class of 1928.

The Joseph Holman Scholarship in Music, honoring one of the early members of the Board of Trustees, is awarded annually to a College of Music student with outstanding musical ability and promise.

The Home Scholarships were established by the Oregon Children's Aid Society to be used in educating orphans and half-orphans of the State of Oregon.

The Freshman Honor Scholarships are awarded to entering students on the basis of scholarship attainments and promise of leadership as indicated by the applicant's high school record. The stipend of these scholarships varies, but in no case will the maximum exceed the full tuition for one year.

The Jackson Foundation Scholarships are made available by the Trustees of the Jackson Foundation to a student in the College of Law and to one undergraduate. Recipients must be graduates of Oregon high schools in need of financial assistance with preference given to sons and daughters of the employees of the OREGON JOURNAL.

The Elizabeth Hovelburg Jaqua and Leonard D. Jaqua Memorial Scholarships were created by Miss Ina Jaqua in a bequest to honor her parents. Separate endowment funds support scholarships for worthy young men and women.

The Richard E. Kerr Memorial Scholarship was established by the parents and friends in memory of a former Willamette University student.

The M. Evelyn Lawrence Scholarship was established by Mrs. Minnie E. W. Lawrence in memory of her daughter. It is awarded annually to an outstanding woman student.

The W. C. and M.E.W. Lawrence Scholarship was established through a bequest from Mrs. Minnie E. W. Lawrence. Scholarships are to be awarded to students with outstanding ability and promise of usefulness and are to be alternated between men and women students each year.

The Julia B. Lear Scholarship was established by Mr. and Mrs. Dwight Lear in honor of Mr. Lear's mother. The recipient is nominated by the Committee on Memorials of the Jason Lee Methodist Church.

The Charles H. Leavitt Scholarship was established through a bequest by Charles H. Leavitt, to be used to aid "a worthy student of Willamette University in the discretion of the scholarship board."

The Robert H. Lillig Scholarship was created by the parents in memory of their son, Robert H. Lillig, who graduated from Willamette in 1972. This award goes to a worthy student who has financial need without regard for race, religion, or national origin.

The Charles E. McCulloch Scholarship honors a member of the Board of Trustees, who served as its President from 1945 to 1958. It is awarded annually alternating between men and women.

The James Newton McCurdy Memorial Scholarship was created by a bequest from Mr. Lawrence C. Millen to provide a scholarship honoring his wife's father, James Newton McCurdy. It is awarded annually to one or more students preparing for the Christian ministry.

The Mu Phi Epsilon Scholarship is provided by the Salem Alumnae Chapter to be awarded annually to a woman beyond the freshman year in the College of Music. This scholarship is awarded without regard to financial need.

The James H. Polhemus Scholarship is awarded to a student of superior ability with preference being given to sons and daughters of employees of Portland General Electric.

The Presser Foundation Scholarship is awarded annually to an outstanding student in the College of Music with preference given to one who is preparing to teach music.

The Reynolds Trust Fund of Centenary-Wilbur Methodist Church was established by the will of Nettie B. Reynolds, widow of John W. Reynolds, class of 1895, who served as Dean of the College of Law from 1903 to 1907. Financial assistance is provided to deserving Willamette students who are members of the Methodist Church.

The Nellie Lavina Roberts Scholarship was established at the bequest of Mrs. Minnie E. W. Lawrence in memory of her sister. This scholarship is to be awarded to a student with outstanding ability and promise of usefulness.

The Charles A. Robertson Scholarship in Law was established by the generous gift of the late Col. Charles A. Robertson, distinguished attorney, diplomat, and world traveler, who had a lifelong interest in the education of youth.

The Salem Breakfast Club Scholarship is provided by the Salem Breakfast Club. This annual award is given to an outstanding entering student who ranks in the upper ten percent of his graduating class and has demonstrated leadership in high school athletics.

The Salem Rotary Club Scholarships are awarded annually by the Salem Rotary Club to outstanding graduates of Salem high schools.

The Salem Sand and Gravel Company has created a scholarship to be awarded annually to a student who combines the qualities of sportsmanship, scholarship and leadership.

The Wilson Henry Scott Scholarship was created by Matilda W. Scott in honor of her husband, Wilson Henry Scott.

The G. Herbert Smith Scholarship was created in 1970 to honor the sixteenth President of Willamette University. Nearly 200 friends of President Emeritus Smith gave gifts totaling \$30,000 to honor a man who gave the institution standing, materially and educationally, during his twenty-seven years as President.

The Ray L. Smith Scholarship in Law was created by Gertrude Reeves Smith, class of 1913, to honor Ray L. Smith, '13 who served on the College of Law faculty from 1916 to 1948.

The M. Emma Stannus Scholarship was created by Captain and Mrs. Gustave J. Snelling honoring Mrs. Snelling's (Helen Crowe Snelling) mother, M. Emma Stannus, class of 1887, of the Willamette University Conservatory of Music. The scholarship is to be awarded annually to a music student who gives evidence of outstanding musical talent and scholarship ability. This scholarship is awarded without regard to financial need.

The Charles Leonard Starr Scholarship honors a member of the class of 1913 who served as a Trustee of the University for twenty-four years and as Vice President of the Board from 1938 to 1959. The scholarship was established by his family and estate.

The Sarah Hunt Steeves Scholarship was created by friends of Mrs. Steeves, whose husband was president of the Willamette University Board of Trustees from 1917-1931. Preferably the scholarship shall be awarded to a woman student interested in full-time Christian service.

The Michal Ann Thomas Memorial Scholarship was created in memory of a former Willamette student by her parents Mr. and Mrs. Lloyd C. Thomas and numerous friends.

The Max D. Tucker Scholarship is provided from a trust of Max D. Tucker. Willamette is one of four universities where students may receive this scholarship.

The United Methodist Scholarships are awarded annually by the Board of Education of the Methodist Church.

The Florian Von Eschen Scholarships are three full-tuition scholarships honoring a former Willamette professor. The recipients must have distinguished themselves in academic achievement, leadership and sportsmanship.

The Glen C. Wade Scholarship in Music is a perpetual memorial to the husband of Mrs. Florence A. Wade, who served as secretary to the College of Music from 1948 to 1959. The scholarship is awarded to a talented student to pursue the study of piano.

The Helena Willett Wallace Scholarship was created by a former Willamette University Trustee, Paul B. Wallace, in loving memory of his wife.

The Nancy Black Wallace Scholarship in Music was established by Mr. and Mrs. Paul B. Wallace and Mrs. William S. Lambie in honor of Mrs. Wallace's mother.

The William Wallace Youngson Scholarship was established by his many friends and admirers to perpetuate the work and influence of Dr. Youngson throughout the lives of the students who will hold this scholarship bearing his name.

LOAN FUNDS

The American Association of University Women Loan Fund is maintained by the local chapter of the A.A.U.W. to assist worthy women students.

The Ruth Bastuscheck Memorial Loan Fund was established in 1963 by The Reverend Burton Bastuscheck. This fund provides emergency loans repayable in six months.

George William Bleile Memorial Loan Fund was created by the parents and friends of George W. Bleile, Willamette '56, as a loan fund in memory of George Bleile's distinguished record and service to his Alma Mater.

The Booth Fund was made available by the Hon. R. A. Booth, a devoted friend of Willamette, who served on its Board of Trustees from 1905 to 1934 at which time he was elected Trustee Emeritus.

The Ruth J. Boylen Fund was established by the residents of Lausanne Hall to honor their house-mother who retired in 1970. Freshman women are eligible to borrow up to \$200 from this emergency loan fund which is repayable by the end of each academic year.

The Class of 1919 Student Loan Fund was established to give "the greatest possible service to worthy students with financial need."

The College of Law Loan Fund is available to those students who have completed at least one year of law study at Willamette University.

The College of Law Sol Stern Student Loan Fund is a memorial to Mr. Stern, College of Law class of 1941, and was made possible through the gifts of his many friends.

The Crawford Student Loan Fund is administered by the United States National Bank of Portland as trustee under the wills of Edward G. Crawford and Ida M. Crawford.

The Bing Crosby Youth Fund Student Loan was established in 1964 by the Bing Crosby Youth Fund.

The Olive M. Dahl Student Loan Fund was established by Ruth Dahl Chisholm (Mrs. Roy D.), in memory of Olive M. Dahl, Dean of Women at Willamette from 1927 to 1952.

The Herbert L. Deal Student Loan Fund honors an alumnus, class of 1927, who rose to the position of Assistant Vice President of the American Telephone and Telegraph Company in New York.

The Carol Emerson Dversdal Memorial Loan Fund was established by Norman Olan Dversdal in mem-

ory of his wife. The fund is available to music students with the recommendation of the music faculty.

The Clara Eness Memorial Loan Fund honors a member of Mu Phi Epsilon. The fund is maintained by the Phi Lambda Chapter of Mu Phi Epsilon and is available to students in the College of Music.

The Faculty Loan Fund is made possible from the contributions by the faculty and intended to be used as emergency loans.

The Federally Insured Student Loan. The University participates in this extensive program in which loans are made through the student's hometown bank.

The Frank G. Franklin and Viola Price Franklin Loan Fund was established by Dr. and Mrs. Franklin. The former served as a member of the Willamette faculty and librarian for 17 years.

The Louis J. Gates Loan Fund was created through the generosity of Mr. Gates, his wife, Hilda and their three daughters, Margaret, Adelia, and Camilla.

The Ross George Gladden Memorial Loan Fund was created in memory of a former journalism major and member of the class of 1937, by his mother Mrs. George C. Gladden.

David S. McClellan Student Loan Fund was provided by the will of David S. McClellan as a perpetual memorial.

The Methodist Men's Student Loan Fund was established by an initial gift from the Methodist Men of the First Methodist Church, Salem.

The Dix Vinson Moser Student Loan Fund was created by his mother, Mrs. Lila V. Moser and friends. This loan fund is a perpetual memorial to Ensign Dix Vinson Moser, class of 1944.

The Joy Turner Moses Loan Fund was established by the will of Joy Turner Moses, Class of 1910.

The National Direct Student Loan Funds. Willamette University participates in this federal program which provides loans for students who meet certain educational requirements and demonstrate need.

The Gussie A. Niles Loan Fund was created by the will of Dr. Gussie A. Niles who was graduated from Willamette University in 1931 and devoted her lifetime to the practice of medicine.

The George Allen Odgers Memorial Loan Fund was established in 1961 by long-time Oregon resident and 1916 graduate of Willamette, Dr. George A. Odgers, Newberg.

The Oregon Guaranteed Student Loan. The University participates in this extensive program in which loans are made through the student's hometown bank.

The Annie Roberts Loan Fund was established by Mr. Thomas Roberts in honor of his wife. It is for students who attend certain institutions in Oregon, including Willamette University.

The "Abby" Rogers Loan Scholarship Fund was provided by Mr. John Joseph Rogers in memory of his son, Captain Ellis Albert Rogers, class of 1940, who was killed in action over Germany on May 8, 1944.

The Salem Civic Players Loan Fund was created by a gift of this former Salem group and is for students who are especially interested in drama.

The Walter P. Schuck Student Loan Fund was established from the Walter P. Schuck Trust. Loans are available to juniors or seniors at Willamette University, and to students in the regular Graduate School or the College of Law. Loans are to be made only to unmarried students of either sex.

The Shanks Loan Fund was provided by Mr. H. F. Shanks and his wife, Mrs. M. Josephine Shanks, for students enrolled at Willamette University.

The Student Loan Fund of the United Methodist Church, administered by the Board of Education, provides loans to a limited number of worthy students who are members of the Methodist Church.

The United Student Aid Fund Loan. The University participates in this extensive program in which loans are made through the student's hometown bank.

The "Chuck" Todd Student Loan Fund was created by his parents Dr. and Mrs. Charles K. Todd and friends as a permanent memorial to Charles K. Todd, Jr., class of 1954.

PRIZES

The Albert Prize was established from a bequest of Mr. Joseph H. Albert and is an award of \$100 to be given to the student who has made the greatest progress during the school year toward the ideal in character, service and wholesome influence. The faculty shall nominate three students for the honor and the student body select one of the three by secret ballot.

The Alpha Chi Omega Award is presented each year to the woman in the College of Music who has made the most progress during the year.

The Annie M. Barrett Memorial Award is made available to an outstanding junior girl.

The J. H. Booth Athletic Prize is a trophy cup awarded in memory of Mr. J. H. Booth of Roseburg to the senior who, in addition to maintaining high scholastic standing, has exerted a fine moral influence and has achieved the best standing in athletics.

The Central Willamette Valley Association of Phi Beta Kappa Award recognizes a freshman of high scholarship and future promise.

The Mrs. Walter A. Denton Memorial Award was established by the Salem Federated Music Clubs in honor of Mrs. Walter A. Denton, class of 1890. The College of Music faculty selects a student majoring in piano who is completing the junior year and plans to make a career in music.

The Mark O. Hatfield Prize was established by Mrs. Mark O. Hatfield in honor of her husband. It is awarded annually to the outstanding student majoring in Political Science.

The T. C. Jory Award in Mathematics honors the former professor of mathematics, T. C. Jory, who served on the faculty from 1880 to 1891. It is given annually to an outstanding undergraduate in the Department of Mathematics.

The Chester F. Luther Award in Mathematics was established by friends of Dr. Luther, who served on the faculty from 1936 to 1972. Selection of the recipient will be made annually by the faculty of the Mathematics Department.

The Doctor Helen Pearce Award was created by the Salem Club of Zonta International and honors a Willamette alumna, class of 1915, who served on the faculty from 1920 until her retirement as Professor Emeritus in 1955. The award is given annually to an outstanding senior woman in the English Department.

The Pemberton Award was created by the members of the Pemberton family and is granted annually to an upperclass student who is going into religious work.

The Dorothy Ann Perkins Memorial Prize is awarded annually to an upperclass student in the College of Music who has demonstrated through performance, scholarship, or creative activities, outstanding promise in music.

The Daniel H. Schulze Award was created by the class of 1965 to honor annually a member of the senior class who "exemplifies the spirit of the class and who is considered the best friend of the class as a whole." Dr. Schulze retired in 1965 as Professor of German after serving on the Willamette faculty from 1930 to 1965.

The Colonel Percy Willis Prize honors a member of the class of 1885, and is awarded annually "to the student who has done the most good to fellow students and the University by deeds of kindness and genuine helpfulness, coupled with steadfast devotion to high ideals and upright character."

PUBLIC SPEAKING CONTEST PRIZES

The Paul H. Doney Prize was created by Dr. Carl G. Doney, who served as President of Willamette from 1915 to 1934, and Mrs. Doney in memory of their son Paul, class of 1920. The prize is awarded annually to students whose orations are deemed first and second in excellence of thought, composition, and delivery. The winner of first place shall receive two-thirds and the winner of second place shall receive one-third of this prize.

The Rex A. Turner Prize was created by a bequest of Mrs. Joy Turner Moses, class of 1911, in memory of Rex A. Turner, class of 1914. The prize is awarded annually to a student who has high scholastic standing and demonstrates outstanding ability as a debater.

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 the 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.

FORM OF CURRICULUM

Courses are offered in five Concentration Areas: Fine Arts, Humanities, Letters, Natural Science and Mathematics, and Social Science; two Special Areas: Communication Arts, and Religion; and two Special Professional Areas: Aerospace Studies, and Teacher Preparation and Physical Education. Some programs that combine course offerings from more than one Concentration Area are grouped in Inter-Area Studies.

Students will normally study four courses leading to four credits per semester. No student may take more than five courses or four and one-half credits in any semester.

APPROVED MAJORS OFFERED

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 | Philosophy |
| Biology | Physical Education |
| Chemistry | Physics |
| Economics | Political Science |
| English | Psychology |
| * Environmental Science | Rhetoric |
| French | Russian |
| German | Sociology and |
| History | Anthropology |
| Humanities | Spanish |
| * International Studies | * Urban and Regional |
| British | Government |
| French | |
| German | |
| Hispanic | |

*program of Inter-Area Studies

Non-Major Fields

Aerospace Studies
 Computer Science
 Earth Science
 Education
 Greek
 Religion

DEGREES OFFERED

College of Liberal Arts offers the Bachelor of Arts and Bachelor of Science degrees.

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 spe-

cialization, 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. 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.

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 first semester of the Freshman year a tentative two-year program must be filed. 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.

Senior Evaluation

Senior Evaluation is required in all approved major programs, and may be required in Special Major Programs 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 12.)

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 appro-

priate 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.

PETITIONING PROCEDURES

A. Declaration of a Major. While not actually a petitioning procedure, each student is expected to request permission to major in a given subject field. This permission is obtained through the department chairman. Proper forms can be obtained from the Admissions-Registrar's Office in Eaton Hall. No student may declare a major until he has completed one of the courses required in the subject field in which he wishes to major.

B. Regular Petitions. Students occasionally need to petition to have certain graduation requirements modified, early or delayed examinations, etc. Forms for these purposes are available in the Admissions-Registrar's Office. In addition, explicit instructions are found on the petition form.

- C. Petitioning for a Degree. All seniors planning to graduate in a given semester must fill out a petition for a degree during the first six weeks of that semester. This form is available in the Admissions-Registrar's Office, and is completed in consultation with the major professor.
- D. Request for Preliminary Approval of Credits to be Earned through Foreign Study. Before leaving for a foreign study post, a student should file this form with the Registrar.

NORMAL PROGRESS TOWARD AN UNDERGRADUATE DEGREE

Normal progress toward the undergraduate degree is:

Three (3) credits completed by the end of the first semester.

Six (6) credits completed by the end of the first year.

Ten (10) credits completed by the end of the third semester.

Fourteen (14) credits completed by the end of the second year.

Eighteen (18) credits completed by the end of the fifth semester.

Twenty-two (22) credits completed by the end of the third year.

Twenty-six (26) credits completed by the end of the seventh semester.

The records of students who are not making normal progress toward an undergraduate degree will be reviewed by the Committee on Academic Achievement. This Committee will determine whether or not these students will be:

1. eligible to continue in good standing
2. warned about not making normal progress

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 be in residence for at least two years at the time of his election.

REGISTRATION

Students whose applications for admission have been accepted register on the dates designated in this catalog. (See Calendar, pages 4 and 5). A late registration fee of \$10 for the first day and \$2 for each class day thereafter is charged those students who do not complete registration by 5 p.m. on the last regular registration day for each semester.

The normal program at Willamette University includes four credits per semester. Each credit is equivalent to four semester hours. Registration for more than four and one-half credits, exclusive of physical education, is possible only by petitioning for the approval of the Curriculum-Schedule Requirements Committee. Permission is never granted to take more than five credits any semester.

A student may change his course of study within two weeks of the last registration day by securing permission from the appropriate Dean, his 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.

CONCENTRATION AREA COURSE OFFERINGS

FINE ARTS

ART

*20	Visual Arts: Watercolor Painting	½
*22	Visual Arts: Oil Painting	½
24	Beginning Ceramics	½
25	Advanced Ceramics	½
26	Visual Arts: Life Drawing I	½
27	Visual Arts: Life Drawing II	½
*32	Visual Arts: The Graphic Image I	½
*33	Visual Arts: The Graphic Image II	½
35	Introduction to Urban Form and Design	
36	Beginning Sculpture	½
37	Advanced Sculpture	½
*42	Survey of Art History, Prehistoric through Romanesque	
*43	Survey of Art History, Gothic to Modern	
*45	American Art History	
*52	Italian Renaissance and Baroque Art	
*53	Northern Renaissance and Baroque Art	
*55	Ancient Art History	
*56	Modern European Art History	
*57	Oriental Art History	
58	20th Century Art (European and American)	
61	Independent Projects in Painting I	½
62	Independent Projects in Painting II	½
63	Independent Projects in Ceramics I	½
64	Independent Projects in Ceramics II	½
65	Independent Projects in Sculpture I	½
66	Independent Projects in Sculpture II	½
67	Independent Projects in Printmaking I	½
68	Independent Projects in Printmaking II	½
69	Independent Projects in Design I	½
70	Independent Projects in Design II	½
71	Independent Projects in Drawing I	½
72	Independent Projects in Drawing II	½

ENGLISH

- 31 Great Plays of the Western World
- 43 The English Drama Medieval to Modern

LETTERS

- 50 History of Cinema

MUSIC

1	Salem Community Symphony and Chamber Orchestra	¼-½
2	Willamette University Choir	¼-½
3	Willamette University Chorale	¼-½
4	Willamette University Band	¼-½
9	Willamette Singers	¼
10	Lab-Band	¼
*15	Introduction to Music Literature	
17	Music Theory I	
18	Music Theory II	
*21	Music Literature of the Romantic Era	
*22	Introduction to Contemporary Music	
*23	The Music of Beethoven	
*24	Aesthetic Evolution of Opera	
*25	Music of the Concert Season I	½
*26	Music of the Concert Season II	½
38	Music Theory III	
50	Music History, 500 to 1600	
51	Music History, 1600 to the present	
53	Advanced Counterpoint	
56	Music Composition, Intermediate	½
57	Applied Instrumental and Vocal Instruction, Intermediate II	½
58	Music Theory IV	
*60	Music of the Baroque Era	
*62	Music of the Classic Period	
63	Liturgical and Non-Liturgical Church Music	
66	Music Composition, Advanced	½
67	Applied Instrumental and Vocal Instruction (Advanced)	½
80	Psychology of Music	

PHYSICAL EDUCATION

- *73 Physical Education Activity Lab IV ½

RELIGION

50	World Religions	
52	Biblical History	
53	The Bible	
54	Religious Symbolism in Literature	
55	History of Christianity Through the Reformation	
56	Modern European Christian Thought	
59	Religion in American Life	
60	Asian Religions	
62	20th Century Historical and Literary Studies of the Gospels	

THEATRE

11	Acting I	½
12	Acting II	½

- | | | |
|-----|---|-----|
| *15 | Introduction to Theatre | |
| 18 | Theatre Practicum | ¼-½ |
| *30 | Theatre in Revolt | |
| 31 | Oral Interpretation of Literature | ½ |
| 32 | Directing I | ½ |
| *33 | Dance Composition I | ½ |
| *34 | Dance Composition II | ½ |
| 35 | Theatre Arts I | |
| 36 | Theatre Arts II | |
| *40 | British Theatre History: 1660-1910 | |
| *41 | American Theatre History | |
| *43 | History of Dance, Basic Cultures to Today | |
| 45 | Modern Drama | |
| *55 | Theatre History I | |
| *56 | Theatre History II | |
| 70 | Special Problems in Theatre | ½ |
| 72 | Directing II | ½ |
| 74 | Seminar in Experimental Theatre Performance | |

*Representative courses

HUMANITIES

ART

- *42 Survey of Art History (Prehistoric through Romanesque)
- *43 Survey of Art History (Gothic to Modern)
- *52 Italian Renaissance and Baroque Art
- *53 Northern Renaissance and Baroque Art
- *55 Ancient Art History
- 56 Modern European Art History
- 57 Oriental Art History
- 58 20th Century Art (European and American)

FRENCH

- 47 History of French Civilization

GERMAN

- 47 German Civilization

HISTORY

- *10 Introduction to History
- *15 History of Western Civilization to 1715
- *16 History of Western Civilization, 1715 to Present
- *30 Topics in U. S. History: Early Period
- *31 Topics in U. S. History: Later Period
- 32 African History to 1800

- 33 African History – 1800 to Present
- 35 History of Latin America (Mexico and Central America)
- 36 History of Latin America (Argentine, Brazil, Chile and The Caribbean)
- 38 Readings in American History
- 39 American Colonial and Revolutionary History
- 40 United States History Since World War II
- 44 European Intellectual History of the 17th and 18th Centuries
- *45 American Intellectual History
- *46 European Intellectual History of the 19th and 20th Centuries
- 50 History of Early England
- 51 History of Modern France
- *52 History of Modern England
- 53 History of Modern Germany
- 55 History of Modern Russia
- 61 Early Middle Ages
- 62 High Middle Ages
- 63 Renaissance and Reformation
- 64 Medieval to Renaissance
- 65 Seminar in Historiography
- 70 Senior Tutorial

INTER-AREA

- 30 British Civilization

MUSIC

- 50 Music History, 500 to 1600
- 51 Music History, 1600 to Present

PHILOSOPHY

- 10 The Philosophy of Self
- *15 Introduction to Philosophy
- 25 Philosophical Ethics
- 50 History of Philosophy: Ancient and Medieval
- 51 History of Philosophy: Modern
- 52 History of Philosophy: Recent
- 55 Philosophy of Science
- 61 Philosophy of Religion
- 64 Christian Ethics
- 65 Symbolic Logic
- 70 Seminar I
- 71 Seminar II
- 72 Seminar III
- 73 Seminar IV

PHYSICS

- 55 Philosophy of Science

RELIGION

- *50 World Religions
- *52 Biblical History
- *55 History of Christianity through the Reformation
- 56 Modern European Christian Thought
- 59 Religion in American Life
- 60 Asian Religions
- 62 20th Century Historical and Literary Studies of the Gospels
- 64 Christian Ethics

RUSSIAN

- 47 Russian Civilization and Culture

SPANISH

- 45 History of Hispanic Thought
- 47 History of Spanish Civilization
- *Representative courses

LETTERS

ENGLISH

- *12 Studies in Literature
- *15 World Literature I
- *16 World Literature II
- 20 Images of Man in Literature
- 21 American Literature from its Beginnings to the Civil War
- 22 American Literature from Whitman to World War II
- 23 English Literature: Chaucer to Samuel Johnson
- 24 English Literature: Wordsworth to Eliot
- 29 Black Literature
- 31 Great Plays of the Western World
- 33 Social Factors in American Literature
- 34 Twentieth Century British Literature
- 35 Twentieth Century American Literature
- 41 The English Novel
- *42 American Novel
- 43 The English Drama: Medieval to Modern
- 46 Chaucer and His Age
- 47 Studies in English Renaissance Literature
- 48 Shakespeare: The Major Plays
- 50 Seventeenth Century Literature
- 51 Eighteenth Century English Literature
- 52 The Major Romantic Writers
- 53 The Major Victorian Writers

- 55 Theories of Criticism
- 77 Seminar in American Literature
- 78 Seminar in English Literature
- 80 Independent Study

FRENCH

- *42 Introduction to French Literature
- 48 History of French Thought
- 50 French Composition and Discussion
- 51 Seventeenth Century Prose Writers
- 52 Corneille, Moliere, Racine
- 54 The Age of Enlightenment
- 56 Realist & Naturalist Movement in 19th Century French Literature
- 57 History of the French Language
- 61 Advanced French Composition
- 65 The Novel from Proust to the "New Novel"
- 66 French Theatre from the Theatre Libre to the Present
- 67 French Poetry
- 68 Reading and Conference
- 72 Early French Literature
- 73 Gide and Camus
- 74 Albert Camus: A Search for Meaning

GERMAN

- 42 Introduction to German Literature
- 50 German Composition and Discussion
- 52 Realism and Naturalism
- 54 History of German Thought
- 57 History of the German Language
- 58 Early German Literature
- 59 Goethe
- 60 Modern Literature
- 61 Advanced German Composition
- 62 Classicism and Romanticism
- 64 The Enlightenment
- 68 Reading and Conference

INTER-AREA

- 30 British Civilization

LETTERS

- 50 History of Cinema
- 82 The Picaresque Tradition
- 84 Nietzsche and Influence on Western Thought and Letters

RELIGION

- 50 World Religions

- 52 Biblical History
- 53 The Bible
- 54 Religious Symbolism in Literature
- 55 History of Christianity Through the Reformation
- 56 Modern European Christian Thought
- 58 Religion and Science
- 59 Religion in American Life
- 60 Asian Religions
- 62 20th Century Historical and Literary Studies of the Gospels
- 63 Seminar in Psychology and Religion

RHETORIC

- 10 Public Speaking
- 60 Rhetoric and American Eloquence

RUSSIAN

- 30 Dostoevsky: The Major Fiction
- 48 Russian Literature, 1800-1880
- 49 Russian Language Seminar II
- 50 Russian Composition and Discussion
- 56 Russian Literature, 1880-1932
- 57 Russian Language Seminar III
- 58 Russian Literature, 1932-Present
- 59 Russian Language Seminar IV
- 63 Contemporary Russian Literature

SPANISH

- *42 Introduction to Spanish Literature
- 45 History of Hispanic Thought
- 50 Spanish Composition and Discussion
- 51 20th Century Spanish Novel and Essay
- 52 Contemporary Spanish Drama and Poetry
- 54 Literary Movements of the 19th Century
- 55 Spanish-American Literature to 1888
- 56 Contemporary Literature of Spanish America
- 61 Advanced Spanish Composition
- 68 Reading and Conference
- 70 Literature of the Golden Age

THEATRE

- 45 Modern Drama

**NATURAL SCIENCE AND
MATHEMATICS****BIOLOGY**

- *10 Principles of Biology

- 12 Principles of Nutrition
- *22 Marine Zoology
- *23 Animal Biology
- *24 Field Zoology
- *28 Plant Diversity
- *29 Plant Anatomy and Physiology
- 32 Human Anatomy
- 33 Human Physiology
- *48 General Ecology
- 55 Embryology
- 66 Cell Biology
- 68 Comparative Animal Physiology
- 71 Microbiology
- 78 Genetics-Evolution
- 79 Introduction to Molecular Biology
- 83 History of Biology
- 84 Modern Biology

CHEMISTRY

- *12 General
- *24 Structure and Bonding
- *28 Introduction to Analytical and Preparative Methods
- *31 Organic Chemistry I
- 32 Organic Chemistry II
- 40 Biochemistry
- *55 Physical Chemistry I
- 56 Analytical Chemistry
- 62 Inorganic Chemistry
- 65 Physical Chemistry II
- 72 Physical Organic Chemistry
- 74 Electroanalytical and Spectroscopic Methods in Analytical Chemistry
- 75 Physical Chemistry III
- 78 Thermodynamics
- 79 Statistical Mechanics and Quantum Chemistry
- 81 Comprehensive Chemistry I
- 82 Comprehensive Chemistry II

COMPUTER SCIENCE

- 25 Topics in Computer Science
- 35 Independent Study in Computer Science

EARTH SCIENCE

- *10 Physical Geology
- *11 Historical Geology
- 21 Geology of the Western United States

INTER-AREA

- 40 Environmental Field Studies I

- 41 Environmental Field Studies II
- 60 Seminar in Environmental Science

MATHEMATICS

- 14 General Mathematics
- 17 Elementary Statistics
- 18 Pre-Calculus
- 20 Analytic Geometry and Calculus I
- 21 Analytic Geometry and Calculus II
- 22 Analytic Geometry and Calculus III
- 31 Linear Algebra
- 45 The Historical Development of Mathematics
- 51 Differential Equations
- 54 Modern Algebra
- 57 Real Analysis I
- 58 Real Analysis II
- 60 Probability and Statistics
- 62 Numerical Analysis
- 72 Independent Research ½
- 75 Complex Variables
- 77 Topology
- 81 Seminar in Mathematics

PHILOSOPHY

- 55 Philosophy of Science

PHYSICAL EDUCATION

- 56 Physiology of Exercise & Evaluation in P.E.
- 57 Applied Kinesiology

PHYSICS

- *10 Astronomy
- *11 Introductory Physics I
- *12 Introductory Physics II
- *16 Contemporary Physics: A Descriptive Introduction
- 35 Relativity
- 36 Electronics
- *40 Elementary Modern Physics
- 54 Wave Phenomena
- 55 Philosophy of Science
- 65 Advanced Modern Physics
- 66 Mechanics
- 67 Solid State Physics
- 68 Electromagnetism
- 72 Mathematical Physics
- 78 Quantum Mechanics

PSYCHOLOGY

- 20 Social Psychology
- *25 General Experimental Psychology

- 30 Developmental Psychology
- 31 Prin. and Technique of Behavior Modification
- 50 Personality and Motivation
- 52 Comparative Psychology
- 53 Research and Statistical Methods
- 54 Psychology Practicum
- 55 Psychological Tests & Measurements I
- 56 Psychological Tests & Measurements II
- 60 Psychology of Perception
- 70 Psychology of Learning
- 75 History of Psychology
- 80 Physiological Psychology

RELIGION

- 58 Religion and Science
- 64 Christian Ethics

SOCIAL SCIENCE

EARTH SCIENCE

- 19 Introduction to Geography
- 30 World Geography
- 31 Geography of Europe

ECONOMICS

- *15 Descriptive Economics
- 18 Economic Theory I
- 24 Business Law
- 26 Principles of Accounting
- 28 Managerial Accounting
- 30 Principles of Management
- 32 Urban and Regional Economics
- 35 Environmental Economics
- 36 Comparative Economic Systems
- 38 History of Economic Thought
- 42 Finance and Investments
- 48 Economic Theory II
- 50 Industrial Organization & Public Policy
- 51 Money and Banking
- 52 Labor Economics
- 57 International Economics
- 58 Economic Theory III
- 61 Seminar Managerial Economics & Simulation
- 65 Economic Statistics
- 68 Economic Theory IV

INTER-AREA

- 60 Seminar in Environmental Science

PHYSICAL EDUCATION

- 24 General Hygiene
- 26 Care and Prevention of Injuries
- 35 History & Principles of Physical Education
- 51 Organization and Administration of Physical Education

POLITICAL SCIENCE

- *13 American Politics
- 14 Authority and Freedom
- 15 The Organizational Dilemma
- 26 Comparative Political Ideologies
- 27 Introduction to International Politics: Games Nations Play
- 28 Soviet Political System
- 29 Political Systems of Developing Areas
- 41 Urban Politics
- 42 Intern in Urban Politics
- 43 Managing the Urban Polity
- 44 Planning and the Urban Environment
- 45 Intern in Administration and Planning
- 46 Intergovernmental Relations
- 47 Intern in Intergovernmental Relations
- 48 Financing Government
- 51 Political Theory
- 61 American Foreign Policy
- 65 Constitutional Law
- 66 Constitutional Law – Civil Rights
- 68 Crisis Politics and Policy
- 69 Seminar in Political Theory
- 70 Seminar in Systematic Political Analysis
- 71 Research Seminar
- 72 Research/Independent Study
- 73 Legislative Internship
- 74 Administrative Internship
- 80 Seminar in International Relations

PSYCHOLOGY

- *10 Introduction to Psychology
- 40 Personnel and Industrial Psychology
- 50 Theories of Personality
- 75 Seminar in History and Systems of Psychology
- 51 Clinical and Abnormal Psychology
- 65 Techniques of Counseling

RELIGION

- 50 World Religions
- 52 Biblical History
- 58 Religion and Science
- 59 Religion in American Life

- 60 Asian Religions
- 64 Christian Ethics

SOCIOLOGY

- *11 Principles of Sociology
- 28 Social Statistics
- 30 Black Existence in American Life from 1619-1860
- 31 Black Existence in American Life from 1860-Present
- 32 Social Stratification
- 35 The Family
- 36 Population and Environment
- 40 Collective Behavior
- *41 Introduction to Anthropology
- 43 The Individual in Society: Social Psychology
- 45 Ethnic and Cultural Relations
- 50 Crime and Delinquency
- 53 Seminar in Special Topics: The Therapeutic Community I
- 54 Seminar in Special Topics: The Therapeutic Community II
- 55 Amerindians of North America
- 57 Deviance in Society
- 58 The Urban Community
- 61 Introduction to Sociological Theory
- 62 The Social Services, Their Philosophy, and Organization
- 63 Stratification of Intervention in Social Work Practice
- 64 Internship in Social Science
- 68 Social Change
- 69 Comparative World Ethnography
- 71 Methods in Social Research
- 72 Senior Seminar in Sociology and Anthropology
- 73 Formal (Complex) Organizations

INTER-AREA STUDIES

Inter-Area Studies programs combine courses from more than one Concentration Area to offer majors in either British Studies, French Studies, German Studies, Hispanic Studies or American Studies. 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.

AMERICAN STUDIES MAJOR

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
PolSc	13	American Politics
PolSc	55	Amer. Political Behavior
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. Five Courses in addition to A and B, selected from all the courses.

Group IV – Other Courses

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

INTERNATIONAL STUDIES MAJORS

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 or Hispanic 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 & 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

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.

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.

URBAN AND REGIONAL GOVERNMENT MAJOR

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.

HISPANIC

Required Courses:

Poli	27	Introduction to International Politics
Hist	46	European Intellectual Hist. of the 19th & 20th Cents. Prerequisite: Hist 16 History 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	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

ENVIRONMENTAL SCIENCE MAJOR

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 Required:

Bio	48	General Ecology
Soc	36	Population and Environment
Chem	12	General Chemistry
Earth	19	Introduction to Geography
Econ	35	Environmental Economics
Poli	13	American Politics (To be changed Spring 1974)
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
Poli	44	Planning and Urban Env.
Earth	10	Physical Geology
Earth	11	Historical Geology
Earth	21	Geology of the Western U.S.
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
Poli	38	Intro to Urban Form and Design
Poli	41	Urban Politics

SPECIAL STUDY PROGRAMS

Foreign Study — 1973-1974

The Willamette University Foreign Study Programs include the following:

Willamette Semester in Queretaro, Mexico

Spring Semester — 1973

- 31 Everyday Spanish
- 32 Advanced Composition & Discussion
- 33 Mexican Literature of Twentieth Century
- 34 Social and Economic Development of Mexico
- 35 Mexican Cultural Anthropology
- 36 Independent Study

Willamette Semester in Tokyo, Japan

Fall Semester — 1973

- 71 Japanese Culture and History
- 72 United States & Japanese Relations
- 73 Independent Study (Japanese Program)
- 74 Japanese Conversation

Willamette Semester in Caen, France

Spring Semester — 1974

Environmental Studies

A 1973 post semester off-campus Environmental Field Studies Program was held in Maui, Hawaii.

Proposed Programs

The following programs are under consideration for the 1974-1975 Academic Year:

- A British Studies Program in England
- A semester in Central America and Costa Rica
- A German Study Program in Europe

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 Provost 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 the College of Liberal Arts.

SPECIAL AREAS AND COURSE OFFERINGS

COMMUNICATION ARTS

Before a student can effectively pursue courses of study in any of the concentration areas of the curriculum, it is necessary either that he already possess proficiency in the basic tools of communication or that he attain this proficiency soon after his entrance into the University. To achieve this goal of proficiency in oral and written communication, the Faculty of Communication Arts has been established as an integral part of the curriculum. All courses which have as their function the providing of basic communicative skills belong properly to the area of Communication Arts. It is also the responsibility of this faculty to provide necessary remedies for those students who do not maintain a satisfactory level of proficiency throughout their undergraduate years.

ART

11	Visual Arts: Pictorial Logic: Drawing	½
12	Visual Arts: Dimensional Color	½
13	Fundamentals of Design	½
14	Structural Design	½

COMPUTER SCIENCE

3	Introduction to Fortran	¼
5	Introduction to Computing	1
15	Computers and Programming	1

ENGLISH

8	English Composition (Workshop)	½
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10	English Composition (Special)	
11	English Composition	
36	Advanced Expository & Creative Writing I	1
37	Advanced Expository and Creative Writing II	1
38	Advanced Writing: Non-fiction I	½
40	Journalism	½
61	The Development and Structure of the English Language	½

FRENCH

11	Elementary French I	
12	Elementary French II	
21	Intermediate French I	
22	Intermediate French II	
53	Applied Phonetics in French	½

GERMAN

11	Elementary German I	
12	Elementary German II	
21	Intermediate German I	
22	Intermediate German II	
45	German Readings in the Natural and Social Sciences	
53	Applied Phonetics in German	½

GREEK

11	Elementary Greek: Classical I	½
12	Intermediate Greek: Classical II	½

INTER-AREA

53	General Phonetics	½
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LATIN

21	Intermediate Latin I	
22	Intermediate Latin II	

MUSIC

3, 5-8	Music Ensembles	¼
12	Functional Piano	½
13	Secondary Applied Instrumental and Vocal Classes	½
16	Applied Instrumental and Vocal Instruction, Elementary	½
35	Vocal Literature and Diction	½
36	Applied Instrumental and Vocal Instruction, Intermediate I	½
61	Choral Conducting, Scoring and Literature	½
64	Keyboard Harmony and Improvisation	½
71	Band, Scoring, Conducting, and Literature	

- 72 Orchestral, Scoring, Conducting, and Literature.
85 Field Service and Service Playing

PHILOSOPHY

- 14 Practical Logic

RHETORIC

- 1 Forensics ¼
50 Discussion, Argumentation and Conference Speaking
53 General and Applied Phonetics ½

RUSSIAN

- 11 Elementary Russian I
12 Elementary Russian II
21 Intermediate Russian I
22 Intermediate Russian II
45 Scientific Russian ½
53 General and Applied Phonetics ½

SPANISH

- 11 Elementary Spanish I
12 Elementary Spanish II
21 Intermediate Spanish I
22 Intermediate Spanish II
53 General and Applied Phonetics ½

THÉÂTRE

- 10 Fundamentals of Creative Dance ½

RELIGION

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.

RELIGION

- 50 World Religions
52 Biblical History
53 The Bible
54 Religious Symbolism in Literature
55 History of Christianity Through the Reformation
56 Modern European Christian Thought
58 Religion and Science
59 Religion in American Life
60 Asian Religions
62 20th Century History and Literary Studies of the Gospel
63 Seminar in Psychology and Religion
64 Christian Ethics

SPECIAL PROFESSIONAL AREAS
AEROSPACE STUDIES

Aerospace studies are designed to prepare young men and women for commissions in the United States Air Force.

- 1 Field Training Unit
51 Growth and Development of Aerospace Power I
52 Growth and Development of Aerospace Power II
61 The Professional Officer I
62 The Professional Officer II

**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
(Recommended for semesters 2, 3, 4, 5
or 6 – Must precede all other education
courses) | ½ |
| 35 The School, Teacher & Student
(Must precede Ed. 45, 55 & 86) | ½ |
| 74 Teaching of Reading
(Recommended to precede Professional
Semester) | ½ |

Professional Semester Courses

- | | |
|--|----|
| 45 Psychological Foundations of Education | 1 |
| 55 Principles of Teaching | 1 |
| 70-76 Special Methods | ½ |
| 86 Supervised Teaching | 1½ |
- (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 ½
**Not required for basic norm in Physical Education.*

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
 Capt. Merlin C. Simpson, 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 36 hours of flight training in light aircraft under civilian instructors at no cost to the cadet. Students who successfully complete the Flight Instruction Program may be eligible for 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.

Field Training Unit

1 (1/2)

A concentrated laboratory course conducted by active duty Air Force officers at selected Air Force bases. Course curriculum consists of 258 hours which includes student orientation and counseling, general military education, basic military training, field exercise, physical training, 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.

Growth and Development of Aerospace Power I

51

A survey of the development of airpower in the United States, aerospace power today, astronautics and space operations and probable future developments in manned aircraft and space operations. The emphasis in this course is on a student-centered approach which includes individual research, preparation and presentation of papers, lectures, briefings, and student-led discussions; all students are active participants. Frequent counseling and advisory sessions between student and instructor are necessary to insure sufficient depth of learning which will result in effective student-led class participation. Critiques of student efforts by the instructor are a fundamental part of this course. Prerequisites: AERO I.

Growth and Development of Aerospace Power II

52

A survey course and an inquiry into astronautics and space operations, and the importance of the national space effort; the spatial environment; types of orbits and trajectories; space vehicles systems, propulsion sources, guidance and control, manned space flights and ecological problems; goals and future operations. The emphasis in this course is on student-centered research and class presenta-

tions and includes preparation and presentation of papers, lectures, briefings and student-led discussions; all students are active participants in these discussions. Frequent counseling and advisory sessions between students and instructor are necessary to insure sufficient depth of learning which will result in effective student-led class participation. Critiques of student efforts by the instructor are a fundamental part of this course. Prerequisite: AERO 51.

The Professional Officer I

61

A study of the role of the professional officer and the military as an instrument of national defense; military communication; scientific method of problem solving; discipline and military law; human relations; principles and functions of management. The course is concerned with the individual and his relationship to other professionals in military service. The emphasis in this course is on the student-centered research and class presentations and includes preparation and presentation of papers, lectures, briefings and student-led discussions. All students are active participants in these discussions. Frequent counseling and advisory sessions between student and instructor are necessary to insure sufficient depth of learning which will result in effective student-led participation. Critiques of student efforts by the instructor are a fundamental part of this course. Prerequisite: AERO 52.

The Professional Officer II

62

A detailed study of the professional concept of military duty; the application of management principles to the duties of the junior officer; responsibility, authority and functions of the commander and his staff; personnel policies; data processing; pre-commissioning procedures. The emphasis in this course is on the student-centered research and class presentations and includes preparation and presentation of papers, lectures, briefings, and student-led discussions; all students are active participants. Frequent counseling and advisory sessions between student and instructor are necessary to insure sufficient depth of learning which will result in effective student-led class participation. Critiques of student efforts by the instructor are a fundamental part of this course. Prerequisite: AERO 61.

AMERICAN STUDIES

Seminar in American Studies 50

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.

(See page 45 for 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.

Visual Arts: Pictorial Logic: Drawing 11 (½)

Lectures and creative work in various media of two-dimensional nature, in the areas of Still-life, Landscape, etc. The theoretical aspects of design and composition as they relate to the field of art are discussed and creatively explored.

Visual Arts: Dimensional Color 12 (½)

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.

Fundamentals of Design 13 (½)

Application and understanding of the basic principles underlying the structure of the plastic and visual arts through studio practice in handling the elements of color, volume, space, line and textures in various media. Lectures and discussions supplement studio experiments.

Structural Design 14 (½)

Lectures, discussions supplement participation with various media to orient the student toward the potentials of structural compositions in the fields of design. Consideration is given to the inherent properties of various materials and how these affect the form of the design organization.

Visual Arts: Watercolor Painting 20 (½)

Various motifs, abstract and representational, in landscape, still-life, figure and experimental idioms are explored in studio and work in the field via the media of watercolor and acrylic in terms of personal sensitivity and expressiveness. Individual research and studies are made of the historical and contemporary use of watercolor and acrylic paints. Recommended Art 11.

Visual Arts: Oil Painting 22 (½)

Studio work: class projects and individual research based on sound artistic thought are explored in the media of oil painting, and are supplemented with lectures on the contemporary and historical use of the various oil painting techniques. Recommended: Art 12.

Beginning Ceramics 24 (½)

Exploration of the potentialities and restrictions of using various clay bodies in particular forming processes which emphasize the importance of a ceramic product in three-dimensional design. Lectures supplement the studio workshops to acquaint the student with the physical properties of clays and how clays were used in historical periods. Prerequisite: Art 13 or 14.

Advanced Ceramics 25 (½)

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.

Visual Arts: Life Drawing I 26 (½)

Lectures and creative studio work in drawing from the human figure. Emphasis placed on the figure's role in the evolution of artistic expressions and as an inspiration to the many periods in the Art of Western Man. Studio work encompasses various media: pencil, ink, pastel. Recommended: Art 11

Visual Arts: Life Drawing II 27 (½)

Studio work: Advanced work with a concentration 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.

Visual Arts: The Graphic Image I 32 (½)

Creative explorations seen both historically and through the individuality of contemporary man by students who in practical studio work seek expression in the fields of etching, woodcut, and wood engraving. Recommended: Art 11 or Art 12.

Visual Arts: The Graphic Image II 33 (½)

Emphasis is placed in the studio projects on the individual interpretations of graphics in the field of lithography. Recommended: One course in Visual Arts.

Introduction To Urban Form and Design 35

Examination of urban areas from an aesthetic perspective: urban design, physical form, and the political and economic contexts in which they take shape. Consideration of the city in history and the main architectural modes which have helped to influence its style. Examination of 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.

Beginning Sculpture 36 (½)

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 are given to implement class projects.

Advanced Sculpture 37 (½)

Advanced design projects stressing various materials and technical procedures in sculpture, with indi-

vidual 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.

Survey of Art History, Prehistoric through Romanesque 42

Great works of art and architecture which occurred during the prehistoric times are seen and discussed and the subsequent artistic endeavors as found in 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.

Survey of Art History, Gothic to Modern 43

The art and architecture is discussed and a comparison is made between the various art forms of the Middle Ages, Renaissance and Modern Periods in Europe and America. These art forms are seen as being influenced by the particular interests of religion, politics, economic and cultural interpretations given by western man at specific times.

American Art History 45

The history of American architecture, painting, sculpture, and decorative arts of the 17th through the early 20th century (Colonial to modern periods) with emphasis on historical background and evolution of regional and national styles.

Italian Renaissance and Baroque Art 52

The study of the architecture, sculpture and painting of the Italian Renaissance, Mannerist, and Baroque periods including that art produced in the 14th through 17th centuries in Italy or under Italian influence. Emphasis on the particular styles and developments of the Early, High and Late Renaissance periods. Not open to freshmen.

Northern Renaissance and Baroque Art 53

The study of the architecture, sculpture and painting of the Northern Renaissance through the Baroque period, including that art produced in the 15th through 17th centuries in Flanders, Germany, Spain, Holland, France and England, primarily. Emphasis on the styles and developments of these periods in these countries. Not open to freshmen.

Ancient Art History 55

A comparative study in depth of 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.

Modern Art History (European and American) 56

A study of Neo-classicism, Romanticism and the other art movements during the Nineteenth Century and how these ideas were effective in changing the art of the early Twentieth Century in Europe and America.

Oriental Art History 57

The cultural developments of India, China, Japan and peripheral regions expressed in their architecture, sculpture, porcelains, ritual bronzes, and paintings.

Twentieth Century Art (European and American) 58

The painting, sculpture (and architecture) of the 20th century as it appears in Europe and America, with special emphasis on the 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.

Independent Projects in Painting I and II 61 (1/2) and 62 (1/2)**Independent Projects in Ceramics I and II** 63 (1/2) and 64 (1/2)**Independent Projects in Sculpture I and II** 65 (1/2) and 66 (1/2)**Independent Projects in Printmaking I and II** 67 (1/2) and 68 (1/2)**Independent Projects in Design I and II** 69 (1/2) and 70 (1/2)**Independent Projects in Drawing I and II** 71 (1/2) and 72 (1/2)**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, 23, or 24 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.

Principles of Biology 10

A study of those 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.

Principles of Nutrition 12 (1/2)

A study of the composition and utilization of foods, vitamins, and other nutrients with emphasis on the nutritional requirements of man. Prerequisite: Biology 10.

Marine Zoology 22

A study of the biological, chemical and physical factors of marine habitats with special emphasis on

the physiological, morphological and behavioral adaptations of intertidal and semi-terrestrial invertebrates. Prerequisite: Biology 10.

Animal Biology 23

An analysis of the diversity as well as the unifying principles of animal life. Ecology, evolution, phylogeny, comparative structure and function of organ systems, development, and molecular zoology are the main areas covered. Prerequisite: Biology 10.

Field Zoology 24

A laboratory and field course with emphasis on methods of seeking, collecting and identifying animals. Taxonomic and ecological principles which apply to local forms will be emphasized. Prerequisite: Biology 10.

Plant Diversity 28

A field and laboratory course, including the classification and probable relationships, the distribution and ecology of those organisms traditionally considered as plants, with a special study of the Oregon flora. Prerequisite: Biology 10.

Plant Anatomy and Physiology 29

The life processes of living plants, and the associated morphological structures of members of the various plant groups. Included will be a study of photosynthesis and nutrition, movement and use of materials, respiration, reproduction and growth and development. Prerequisite: Biology 10.

Human Anatomy 32

Gross anatomy with emphasis on the skeletal, muscular, circulatory, respiratory, digestive, and neural systems and their functioning in physical activities. Prerequisite: Biology 10.

Human Physiology 33

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 are covered. Prerequisite: Biology 10. College chemistry recommended.

General Ecology 48

Principles and concepts of ecology; the study of 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.

Embryology 55

An investigation of the basic morphological processes involved in the ontogenetic development of vertebrate and invertebrate animals, including a presentation of physiological, genetic and biochemical evidence for the mechanisms controlling development. Prerequisite: Biology 10.

Cell Biology 66

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

Comparative Animal Physiology 68

Animal physiology and basic biochemistry from a general and comparative standpoint. Emphasis on experimentation and student independent investigation. Topics to be covered include active transport, contractile systems, osmoregulation, respiration, intermediary metabolism, hormonal regulation and others. Prerequisite: Biology 10, 23 and one semester of college chemistry.

Microbiology 71

A study of the Protista (bacteria, algae, fungi, and protozoa). Lectures will cover their taxonomy, physiology, structure, and particularly the contributions their study has made to modern biology. The laboratory work will include methods of study and a general survey of members of each of the major groups. Prerequisites: Biology 10, and college chemistry.

Genetics-Evolution 78

Processes of the inheritance with emphasis on modern developments. Genes and environment; Gene pools and population genetics; theories of specia-

tion; examples of physical and biochemical adaptation to the environment. Evolution today. Prerequisite: Biology 10.

Introduction to Molecular Biology 79

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.

History of Biology 83 (1/2)

A seminar course dealing with the historical development of the concepts and principles of biology as a science. Will involve reading and discussion of source material on various branches of biology. Prerequisite: four courses in Biology.

Modern Biology 84 (1/2)

A semester course with reading and discussion in those areas in which active research is being carried on at the present time (genetic coding, expression, and biochemistry; photobiology, morphogenesis, ultra structure and function of cells, etc.). To be accompanied by a special individual research problem. Prerequisite: four courses in Biology.

CHEMISTRY

Professor Norman J. Hudak, *Chairman*

Professor Paul M. Duell

Associate Professor Frances H. Chapple

Associate Professor Arthur D. Payton

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.

General Chemistry 12

Selected topics in most of the fields of chemistry, including such concepts as: chemical bonding, chemical equilibria, electrochemistry, nuclear and radiochemistry, elementary organic chemistry, and chemistry of the elements, with special emphasis on modern applications. This course is a terminal course designed for students who plan to take no other chemistry course.

Structure and Bonding 24

Review of 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

Introduction to Analytical and Preparative Methods 28

The application of chemical equilibrium principles to the preparation, identification, and analysis of inorganic and organometallic compounds. Prerequisite: Chemistry 24, or consent of instructor.

Organic Chemistry I and II 31 and 32

Integration of aliphatic, alicyclic, and aromatic chemistry by means of a mechanistic approach. Among the topics considered are nomenclature, stereochemistry, structure and reactivity, elementary theoretical organic chemistry, and substitution, elimination, addition, condensation, and rearrangement reactions. The laboratory is concerned with typical isolation and purification techniques, syn-

thesis, and qualitative organic analysis. Prerequisite: Chemistry 24.

Biochemistry 40

A consideration of 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.

Physical Chemistry I 55

Development of 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.

Analytical Chemistry 56

Emphasis on 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.

Inorganic Chemistry 62

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

Physical Chemistry II 65

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

Physical Organic Chemistry 72

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. The laboratory is concerned with several different individual projects.

Prerequisite: Chemistry 32. Co-requisite: Chemistry 55.

Electroanalytical and Spectroscopic Methods in Analytical Chemistry 74

In depth study of selected instrumental methods: a choice of one or more of topics from the following broad areas; Spectroscopic methods, electroanalytical methods, or others. Emphasis will be on the electronics and limitations and basis of the method. Topics will be dependent on student interest and availability or access to the instruments. Prerequisite: Chemistry 56.

Physical Chemistry III 75

Theories of metallic bonding; explanation of 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.

Thermodynamics 78

Use of exact differentials, line integrals, and partial derivatives. Equations of state. Internal 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.

Statistical Mechanics and Quantum Chemistry 79

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.

Comprehensive Chemistry I and II 81 and 82 (1/2 each)

The 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. 75).

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.

Introduction to FORTRAN

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

Introduction to Computing 5

A study of 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.

Computers and Programming 15

A study of computers and programming, including discussions of 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.

Topics in Computer Science 25

Introductions to 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).

Independent Study in Computer Science 35

Students taking this course will choose with the aid of the instructor, 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.

Physical Geology 10

An introduction to the study of the earth. Emphasis is placed on the materials of the earth, the disposition of the materials and the earth processes which are responsible for the present distribution and configuration of the continents. Course will include selected material from mineralogy, petrography, petrology, structural geology, geophysics, volcanology, and seismology.

Historical Geology 11

An intensive introductory study of the history of the earth. Emphasis is placed on the history of life on earth. The course will include selected material from stratigraphy and paleontology. Prerequisite: A course in college Geology.

Introduction to Geography 19

An integrated survey into the physical elements of atmosphere, land, water, plant and animal life followed by cultural elements, particularly the settlement pattern of man in our society. Emphasis will be placed upon political and economic geography.

Geology of the Western United States 21

A systematic and historical treatment of the Cordilleran System. The student will be introduced to a systematic study of the eugeosynclinal and miogeosynclinal development of the western United States. This course will emphasize the development of the Pacific Northwest. Prerequisite: Historical Geology.

World Geography 30

To assist students in acquiring information about contemporary world geography – a general education in world geography. Recommended: Earth Science 19.

Geography of Europe. 31

A geographical study of all countries of the continent of Europe including USSR.

ECONOMICS

Professor Richard M. Gillis, *Chairman*
Associate Professor C. Russell Beaton
Associate Professor Thomas H. Hibbard
Assistant Professor Jack Leonard
Assistant Professor Merlin C. Simpson, *Capt.*
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 or 18, and 48, 58 and 65.

Descriptive Economics 15

An examination of the major economic problems and institutions of the American economy, its developments and operations approached through the concepts of supply and demand, labor and management relations, the money and banking system, business cycles, corporations, households, business and government, including a brief view of our economic position to the rest of the world.

Economic Theory I 18

An introduction to the theoretical aspects of economics. An introduction to both micro and macro economic theory and general model building. Prerequisite: Economics 15. This course is prerequisite for all courses in economic theory.

Business Law 24

The laws governing business contracts, agency, sales, commercial paper, property, negotiable in-

struments, business organization, insurance, suretyship, and torts.

Principles of Accounting 26

An introduction to the theory of accounting in economic enterprise. The details of accounting procedures are introduced to provide a practical basis for discussing sound economic decisions and the planning and administration of business organizations and public enterprise.

Managerial Accounting 28

The 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 are studied as a basis for understanding the theory of the firm in the free enterprise system and of national income determination.

Principles of Management 30

An introduction to the principles of management. The various management schools of thought are discussed and assessed. The basic management functions are discussed, including planning, organizing, controlling and directing.

Urban and Regional Economics 32

Use of 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. Consideration of economic, political, and sociological factors in planning for optimal land use within region and urban systems. Prerequisite: Economics 15, Descriptive Econ.

Comparative Economic Systems 36

The analysis and comparison of 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.

Environmental Economics 35

Economic theory applied to problems of environmental protection and natural resource utilization. Analysis of strengths and shortcomings of the market mechanism in solving environmental problems. Role of social sciences in general in explaining reasons for existence of environmental problems, dimension of the problem, and possible solutions. Prerequisite: Economics 15, Descriptive Econ.

History of Economic Thought 38

A study of the development of economic theories from the early Christian era to the present. The rise of capitalism, with emphasis on the basic institutions of private property, legal process, the profit motive, the price system and the classification of economic ideas according to philosophical roots. Prerequisite: Economics 15.

Finance and Investments 42

A study of the aspects of business and corporate finance and investments as related to the business structure, the institution and the individual. The scope will include a detailed study of corporate financial policies and structure, the capital markets, mechanisms of investment and the planning of investment programs. Prerequisites: Economics 15 and 26.

Economic Theory II 48

A general introduction to the Theory of the Firm, price determination and resource allocation. The theory of consumer choice will be discussed both from the classical standpoint and from indifference analysis. Prerequisite: Economics 18.

Money and Banking 51

Analysis of the nature of money and the role of the banking system in determining its supply. Review of contemporary theories designed to explain effect of changes in the supply and demand of money on the level of employment and prices, and theories of interest. The Federal Reserve System; the place of government in monetary and banking practice and regulation. The international aspect of our monetary policies, international banking agencies and international monetary relationships: Prerequisite: Economics 15.

Labor Economics 52

The history, development and structure of the American labor movement. Topics studied include: the rise of organized labor, the process of collective bargaining, the determination of wages and employment, public policy in labor management relations and programs for minimizing economic insecurity. Prerequisite: Economics 15.

International Economics 57

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 are the main topics for consideration. Prerequisite: Economics 15.

Economic Theory III 58

The theory of National Income Accounts, sector analysis and the underlying theory of a national economy. The approach is through the IS/LM model of the economy. Prerequisite: Economics 18.

Seminar: Managerial Economics & Simulation 61

This course offers a synthesis of business administration and economic theory. Topics covered include 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.

Economic Statistics 65

A study of probability and its effect on the economic scene. Various types of probability distributions are examined, such as chi-square, proportional and means (under a normal curve) etc. Included also is simple linear regression analysis.

Economic Theory IV 68

A rigorous approach, in a mathematical context, of economic theory. This course brings together not only micro and macro theory in a mathematical setting, but adds to general economic theory certain proofs and new materials. Prerequisites: Economic Theory I, II and III.

EDUCATION (Non-major) (Undergraduates)

Professor James R. Lyles, Jr., *Chairman*
 Professor Wright Cowger
 Assistant Professor Theodore Y. Ozawa
 Instructor Virginia Bothun
 Instructor Dorothy Bocci (*part-time*)
 Instructor Margaret Byers (*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.

Introduction to Teaching 25(1/2)

A study of teaching through the use of field studies, simulations, practica, and readings. A cooperative evaluation will be made by the student, his peers, and faculty of the student's potential as a teacher. Note: This course is to be a prerequisite for all other education courses. Second semester freshmen, sophomores or juniors are encouraged to schedule this course.

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

A study of the 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.)

Psychological Foundations of Education 45

A study of human development from birth to adulthood with 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.

Principles of Teaching 55

As part of the Professional Semester this course deals with classroom procedures, planning and

evaluation, use of audio visual equipment, production of simple learning materials, and the process of evaluation of teaching. 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.

Methods of Teaching Art 70 (1/2)

Methods and objectives; consideration of classroom materials and equipment; curriculum developments; observation.

Methods of Teaching English 71 (1/2)

Methods and objectives; consideration of classroom materials and equipment; curriculum developments; observation.

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

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.

Methods of Teaching Mathematics 73 (1/2)

The study, observation, and use of special classroom techniques, procedures and materials; consideration of recent curriculum development.

Teaching of Reading 74 (1/2)

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

Methods of Teaching Science 75 (1/2)

An inquiry into the concept of, and curriculum for, the social studies; the use of materials, methods and procedures; new approaches to teaching; and evaluation procedures.

Methods of Teaching Social Studies 76 (1/2)

An inquiry into the concept and the curriculum of the social studies as well as a consideration of the 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.

Supervised Teaching 86 (1½)

Teaching experience in the secondary classroom under the guidance and direct supervision of an experienced teacher and the college supervisor; includes weekly seminars and conferences.

ENGLISH

Associate Professor Richard D. Lord, *Chairman*

Visiting Professor Herbert E. Childs

Assistant Professor Adele Birnbaum

(On Leave, Fall Semester, 73-74)

Assistant Professor Gerard F. Bowers

Assistant Professor Wilbur S. Braden

Assistant Professor Carol Long

Assistant Professor Kenneth S. Nolley

Assistant Professor Richard A. Sutliff

Instructor Virginia Bothun

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. Freshmen considering a major in English should elect Studies in Literature-Poetry (English 12). English 12, 15 or 16 is a prerequisite for any other literature course in 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.

English Composition (Workshop) 8(½)

An individualized workshop for student referrals from other courses. Emphasis on discovering and correcting the individual's problems of expression. Admission by assignment.

English Composition (Special) 10

A basic English Composition course featuring study of fundamental principles in effective communication and extensive writing of expository themes stimulated by appropriate readings in expository essays. Emphasis on individualized study directed toward the writing of clear, coherent, organized papers, displaying individual thought and style.

English Composition 11

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.

Studies in Literature 12

Reading and analysis (both oral and written) of selected literary works. The course is intended to serve as an introduction to specific modes of literary expression. The student may select, according to his interests, from the following sections: A. Studies in fiction, B. Studies in drama, and C. Studies in poetry. Prospective English majors should elect to enroll in section C.

World Literature I 15

A study of those masterpieces of imaginative literature which reflect the development of Western culture in its various stages from classical Greece through the Renaissance.

World Literature II 16

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.

Images of Man in Literature 20

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.

**American Literature from its
Beginnings to the Civil War 21**

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.

**American Literature from
Whitman to World War II 22**

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.

**English Literature:
Chaucer to Samuel Johnson 23**

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.

**English Literature:
Wordsworth to Eliot 24**

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.

Great Plays of the Western World (Fine Arts) 31

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.

Social Factors in American Literature 33

A study of American literature as an expression of social concerns and problems from Jacksonian times to the present. 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.

Twentieth Century British Literature 34

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.

Twentieth Century American Literature 35

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.

Advanced Expository & Creative Writing 36

An advanced course for students interested in the techniques of writing and in the development of a critical appreciation of the art of writing in its varied forms. Designed to provide a comparative consideration of both classical and modern rhetoric and of the aesthetic rhetoric of the short story, playwriting, and poetry.

Advanced Expository & Creative Writing II 37

An advanced course for students interested in the

techniques of writing and in the development of a critical appreciation of the art of writing in its varied forms. Designed to provide a comparative consideration of both classical and modern rhetoric and of the aesthetic rhetoric of the short story, playwriting, and poetry.

Journalism 40

This course is designed to provide students with basic training in news gathering and writing. There will be extensive writing under time pressure and a variety of assignments, e.g., straight news, features, interviews, speeches. Also included will be instruction and practice in copy editing and headline writing.

The English Novel 41

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.

American Novel 42

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.

The English Drama: Medieval to Modern 43

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.

Chaucer and his Age 46

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.

Studies in English Renaissance Literature 47

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).

Shakespeare: The Major Plays 48

A detailed study of selected comedies, histories, tragedies and romances with attention to sources, Elizabethan cultural setting, poetic and dramatic form, growth of Shakespeare's craftsmanship, and attitudes of representative critics.

Seventeenth Century Literature 50

A study of English poetry and prose from 1603 to 1660, with emphasis on the poetry of Donne, Jonson, Milton, and other representative writers.

Eighteenth Century English Literature 51

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.

The Major Romantic Writers 52

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.

The Major Victorian Writers 53

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.

Theories of Criticism 55

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.

The Development and Structure of the English Language 61 (½)

The history of changes in the language, in both vocabulary and grammar, from the earliest records to the present, including a detailed concern with the present structure in the light of recent work in linguistics.

Seminar in American Literature 77

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.

Seminar in English Literature 78

Intensive study of a specific topic, genre, period, or figure. Area of concentration will be announced during the preceding year.

Independent Study 80

Intensive study of a selected area, for advanced students. By permission of the Department Chairman.

ENVIRONMENTAL SCIENCE

(See *Inter-Area Studies*, Page 48)

Environmental Field Studies I 40

A field course to investigate types of ecosystems. A wide range of environments through Oregon will be visited to demonstrate biological and geological

classifications of these environments. The consequences of the alteration of environments due to activities by Man will be investigated and possible methods to retain or regain environmental balance will be included.

Environmental Field Studies II 41

A field course to investigate types of ecosystems in a wet-dry tropical area. The wide range of climatic environments of Hawaii will be visited to demonstrate biological and geological phenomena of these environments. The consequences of the alteration of environments due to activities by Man will be investigated with particular emphasis on agriculture vs. tourism in land use.

(To be offered as a post-session.)

Seminar in Environmental Science 60

This is an interdisciplinary course designed to correlate the material covered in courses required or elected for the Environmental Science Major. This seminar is intended to involve the students and faculty in consideration of specific problems of the environment. Required for majors in Environmental Science.

Pre-requisite: Major in Environmental Studies

FOREIGN LANGUAGE

Professor Otto W. Mandl, *Chairman*
Associate Professor Paule G. Drayton
Associate Professor Clarence A. Kraft
Assistant Professor Thomas S. Berczynski
Assistant Professor Raul G. Casillas
Assistant Professor Francoise Goery-Richardson
Instructor Christine A. Gentzkow
Instructor Patrick Henry
Instructor Vladislav A. Komissarov (*part-time*)
Instructor Marta Vélez (*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, En-

glish 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 45 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.

(Course descriptions for individual languages are listed alphabetically: French, page 67; German, page 69; Russian, page 87; Spanish, page 93; and Greek, page 71.)

INTER-AREA

General Phonetics

53(½)

Development of the general principles of phonetics: Comparative study of the various sound systems, articulation settings, intonation, speech perception, study of the international phonetic alphabet. Conducted in English.

FRENCH

(See Foreign Language for Department Description)

Elementary French I and II

11 and 12

Introduction to basic skills: comprehension, speaking, reading and writing. Regular assignments for laboratory work to reinforce classroom exercises.

Intermediate French I and II

21 and 22

Continued development of basic skills, with classroom and laboratory exercises. Carefully selected readings, including, in the second semester, selections in the student's special fields of interest. Prerequisite: Elementary French (or equivalent) or 2 years of high school French with satisfactory CEEB score.

Introduction to French Literature

42

Introduction to the study of French literature through reading and analysis of topical works in the various genres: epic, lyric poetry, essay, novel, and theatre. Oral and written assignments, class discussion, laboratory exercises. Supplementary

reading assignments from major literary works and criticism. Conducted in French. Prerequisite: Intermediate French or the equivalent.

History of French Civilization 47

Studies in geography, history and the chronological development of culture. Emphasis will be placed on the current developments in modern France. Offered in English. Class discussion, oral and written reports. Special exercises for French-speaking students. Offered alternate years.

History of French Thought 48

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

French Composition and Discussion 50

In this course the two creative elements of language learning, speech and writing, are given foremost attention. Oral and written compositions based upon readings of texts emphasizing French culture, as well as literary texts enabling the student to become acquainted 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.

Seventeenth Century Prose Writers 51

A study and analysis of the types of prose writing during the 17th century. A consideration of the values found in the light of the seventeenth century ideas. Discussions in French. Prerequisite: French 42. Offered alternate years.

Corneille, Moliere, Racine 52

Several of the principal plays and one or more minor plays of each of the three great dramatists of the seventeenth century will be read and discussed. Some time will be devoted to minor writers, whose works are interesting in relation to those of the great trio, and to the history of the theatre and the staging of plays. Conducted in French. Prerequisite: French

42 or consent of the instructor. Offered alternate years.

Applied Phonetics in French 53(½)

Practice Sessions in French with extensive use of the language laboratory to help students develop French speech habits. Emphasis will be placed on recognition and reproduction of the various sounds, intonation, diction, transcription exercises. This course should be taken concurrently with general phonetics. Offered alternate years.

The Age of Enlightenment 54

A study of the major forces in 18th Century French literature and their relationships to European currents of thought. Particular consideration will be given to political essays and social criticism as reflected 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.

Realist & Naturalist Movements in 19th Century French Literature 56

A study of the Realistic and Naturalistic Movements in French literature stressing the conflicting tendencies of political and social thought and artistic expression. Readings will begin with the Precursors: Balzac and Stendhal, and will then emphasize 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.

History of the French Language 57

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. Pre-requisite: French Composition and Discussion or Introduction to French Literature.

Advanced French Composition 61

Intensive training in oral expression. Systematic review of the principles of French grammar, including points of considerable difficulty. Composition (both oral and written) on topics based upon read-

ings leading to a detailed knowledge of the thought and problems of contemporary France. Enlargement of vocabulary, including the vocabulary of literary criticism; the "explication de texte" method. Conducted in French. Prerequisite: French 50 or consent of the instructor. Offered alternate years.

The Novel from Proust to the "New Novel" 65

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.

French Theatre from the Theatre libre to the Present 66

Study of the dramatic theories and achievements of the *metteurs -en-scene* from Antoine, Copeau, and the Cartel to Vilar, Barrault, and others of the present day. Reading and discussion of 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.

French Poetry 67

A study of French poetry from Villon to the present. Special emphasis will be placed on types of poetic expression as illustrated in the works of representative French poets. Prerequisite: French 42. Offered alternate years.

Reading and Conference 68

The course is intended to enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered during his years of study at Willamette University. Prerequisite: French 42 or 50; Jr. or Sr. standing and GPA of 3.00 or better.

Early French Literature 72

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.

Gide and Camus 73

Through a detailed study of the most important works of Gide and Camus, the course will try to bring out 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.

Albert Camus: A Search for Meaning 74

A detailed study of 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. The course will also investigate, in the light of Camus' central thoughts, 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.

History of the French Language 57

An inductive survey course designed to acquaint the student with the development of French from the origins to the present. Special emphasis will be placed on external history as well as the evolution of phonology, morphology, and syntax. Offered alternate years.

GERMAN

(See Foreign Language for Department Description)

Elementary German I and II 11 and 12

Listening-comprehension, speaking and reading developed through intense oral practice and frequent language laboratory exercises. With the help of exercises in directed writing, a foundation in the four basic skills is provided.

Intermediate German 21 and 22

The ability to read with direct association in German is developed through the study of carefully selected readings. Listening-comprehension and

basic grammar patterns are practiced in the class and the language laboratory. 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.

Introduction to German Literature 42

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.

German Readings in the Natural and Social Sciences 45

A course intended for students who wish to perfect their German 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.

German Civilization 47

Germany's geography and topography, its history and development correlated with German characteristic traits and a survey of Germany's cultural achievements and influence. Conducted in English. Special colloquia for German-speaking students. Offered alternate years.

German Composition and Discussion 50

Reading and discussion in German on a variety of topics and texts relevant to the areas of Letters, Fine Arts, and Humanities. Emphasis on cultural and literary vocabulary needed in more advanced courses. Exercises in syntax and introductory phonetics. 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.

Realism and Naturalism 52

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

Applied Phonetics in German 53(1/2)

Practice sessions in German with extensive use of the foreign language laboratory. (Practice and laboratory sessions, to include: Listening, diction and transcription exercises). Offered alternate years.

History of German Thought 54

Selections of German writings that express those thoughts and ideas that have contributed substantially to the heritage of man's culture. To be included are 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.

Early German Literature 58

A survey introduction into the first thousand years of German literature from Wulfila to the baroque literature. A more thorough study of 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.

Goethe 59

Goethe's comprehensive many-sided literary achievements. A broad survey through suitable selections from the poet's lyric, epic and dramatic works. Prerequisite: German 42. Offered alternate years.

Modern Literature 60

Representative novels and short stories of such writers as Thomas Mann, Hesse, Musil, Böll, Grass and others. Poetry of the Symbolist, Impressionist, Expressionist and Surrealist movements. Representen-

tative dramatists since Hauptmann, such as Hofmannsthal, Brecht, Dürrenmatt and Frisch. Prerequisite: German 42. Offered alternate years.

Advanced German Composition 61

Intended for German majors, this course offers readings and discussion on an advanced level; enlargement of vocabulary to meet the idiom of the highly educated German; discussions on abstract and more sophisticated topics; compositions on the same level with exercises in various styles and limitations. Offered alternate years.

Classicism and Romanticism 62

An introduction to the age of Goethe. 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.

The Enlightenment 64

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, Klinger, the Anacreontics, Herder and their contemporaries. Prerequisite: Consent of instructor. Offered alternate years.

Reading and Conference 68

The course is intended to enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered during his years of study at Willamette University. Prerequisites: German 42 or 50; Jr. or Sr. standing and GPA of 3.00 or better.

History of the German Language 57

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. Prerequisite: German Composition and Discussion or Introduction to German Literature. Offered alternate years.

GREEK (NON-MAJOR)

(See Foreign Language for
Department Description)

Elementary Greek: Classical I 11
Study and practice of Classical Greek grammar.

Elementary Greek: Classical II 12
Study and practice of Classical Greek grammar, prerequisite to developing a reading knowledge. Prerequisite: Greek I

HISTORY

Professor George S. McCowen, *Chairman*
Associate Professor Chester C. Kaiser
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.

Introduction to History 10

An introduction to the study of history through selected topics in the history of western civilization. The course will 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.

- History of Western Civilization to 1715** 15
A survey of the political, social, religious, intellectual, and economic developments of Western civilization. It is designed to provide a basis for further courses in history, as well as a general view of Western civilization for the student not majoring in history. The first semester covers the era from Ancient Greece to 1715.
- History of Western Civilization, 1715 to the Present** 16
A survey of the political, social, religious, intellectual, and economic developments of Western civilization. It is designed to provide a basis for further courses in history, as well as a general view of Western civilization for the student not majoring in history.
- Topics in United States History: Early Period** 30
A study of the development, interaction, and impact of major issues on American society during the period from 1763 to 1865.
- Topics in United States History: Later Period** 31
A study of the development, interaction, and impact of major issues on American society during the period from 1865 to 1945.
- History of Latin America—Mexico and Central America** 35
Precortesian Mexico with emphasis on the Maya and Aztec civilizations; political, social, and economic history of Mexico from its discovery by the Spanish to the present; Mexican independence, Federalist Republic, Centralist Republic, Mexican War, War of Reform, French Intervention and the Second Empire under Maximilian, dictatorships from Santa Anna to Calles, Mexican Revolution, reconstruction period, Economic and Industrial Revolutions, and Mexican folkways. Central American independence, attempts at Confederation, relations with United States, Dollar Diplomacy, Good Neighbor Policy, and movement for a Central American Common Market.
- History of Latin America—Argentina, Brazil, Chile and the Caribbean** 36
The political, social, economic and cultural history of Brazil under two Empires, First Republic, dictatorship of Vargas, Second Republic, Argentine independence, dictatorship of Rosas, Argentine nation, Peron Era and since, Chilean independence, dictatorship, anarchy, and autocratic, liberal, and democratic republics, Caribbean-Cuba as a United States diplomatic objective, Spanish-American War, intervention and investments, Good Neighbor Policy, Batista and Castro, and intervention in Haiti and the Dominican Republic.
- History of the American West** 37
An analysis of the British, French, Spanish, and Dutch periods of exploration and settlement; Anglo-French and Anglo-American rivalry; development of the westward movement; Turner Frontier Hypothesis; growth of sectionalism; and the Fur Traders', Religious, Military, Transportation, Cattle-men's and Military-Indian frontiers; passing of the frontier; the new westerner, his problems, institutions, interests, and culture. (Not offered 1973 - 1974)
- Readings in American History** 38
Discussion and critical analysis of the writings of leading historians and biographers including Frederick Jackson Turner, Walter Webb, Herbert Bolton, Charles Beard, Julius Pratt, Alfred T. Mahan, Vernon Parrington, Arthur Schlesinger, Merle Curti, Samuel Morison, Claude Bowers, Merrill Jensen, Frank Freidel, Eric Goldman, and others. (Not offered 1973 -1974)
- American Colonial and Revolutionary History** 39
The survey of American colonial history in the 17th and 18th centuries. Special emphasis will be placed on the trans-Atlantic economic, cultural and intellectual ties, as well as the development of distinctly American institutions in the colonial period. Consideration will also be given to the movement toward rebellion and the nature of the revolutionary struggle.
- United States History Since World War II** 40
A study of the development, interaction, and impact of major issues on American society during the period from 1945 to the present. The course includes a discussion of the Cold War, the Truman Era, the Eisenhower Years, the New Frontier, the Great Society, the Nixon Era and the Vietnam involvement. Prerequisites: None

**European Intellectual History of
17th and 18th Centuries** 44

A study of the major trends in European thought during the 17th and 18th Centuries, emphasizing 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 - not offered 1973 - 1974)

American Intellectual History 45

A study in the changing climate of opinion in America from the colonial period to the present with special consideration given to certain representative thinkers. Emphasis will be placed on topics such as Puritanism, the American Enlightenment, Transcendentalism, Darwinism, Pragmatism, and selected trends in contemporary American thought.

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

A study of the major trends in European thought during the 19th and 20th centuries. Course includes a study of Romanticism, Nationalism, Liberalism, Socialism, Marxism, Existentialism, Fascism, National Socialism, and Communism. Prerequisite: consent of instructor. (Not offered 1973 - 1974)

History of Early England 50

A survey of English history from its beginnings to 1485. Emphasis will be placed upon the Roman occupation of Britain, the Anglo-Saxon invasions, the conversion of the Anglo-Saxons to Christianity, the Danish invasions, the unification of England under Alfred, the Norman invasion, the growth of English government, the development of the common law, the evolution of Parliament, the Hundred Years War, and the Wars of the Roses. Prerequisite: History 15 or consent of instructor. (Offered alternate years - not offered 1973 - 1974)

History of Modern France 51

A study of France from the revolution of 1789 to the 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)

***History of Modern England** 52

A study of Modern English History from the Tudors, with emphasis on institutional, political, economic, social, religious, and cultural aspects of the development of English life, and with special emphasis on England's contributions to the modern world.

History of Modern Germany 53

A study of Germany from 1862 to the present with emphasis on the historical factors which are responsible for the uniqueness of German civilization, and Nazi Germany. The course includes a discussion of the unification movement, the Hohenzollern Empire, the Weimar Republic, the Third Reich, World War II and Germany since 1945.

History of Modern Russia 55

A study of Russia from 1855 to the present with emphasis on the historical factors which are responsible for the uniqueness of Russian civilization, the Russian Revolution, and the Soviet Union. The course includes a discussion of the Emancipation Period, the growth of 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 through the post-World War I years, World War II, and the post-World War II years.

Early Middle Ages 61

A topical study of Western Europe from the fourth through the tenth centuries. Particular consideration will be given to the major aspects of the period, viz., the 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.

High Middle Ages 62

A topical study of Western Europe from the eleventh through the thirteenth centuries. Particular consideration will be given to the major aspects of the period, viz., 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.

Renaissance and Reformation 63

A topical study of Western Europe between 1300 and 1648. Emphasis will be placed upon 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.

Seminar in Historiography 65

A study of some of the 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.

Senior Tutorial 70

A program of directed reading designed to enable senior history majors to pursue special interests or to fill lacunae in their course work. Students will engage in regular tutorial sessions with the instructor in order to discuss and evaluate the readings. The course will be Pass-No Credit. Pre-requisites: 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.

INTERNATIONAL STUDIES

(See Page 45 for International Studies Majors)

British	German
French	Hispanic

British Civilization 30

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

INTER-AREA STUDIES

(See page 45 for Inter-Area Studies Majors)

American Studies
International Studies
Environmental Field Studies
Urban and Regional Government

LETTERS

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 or movements. Taught in English. (Note: Other seminar topics in addition to those listed below may be added later.)

History of Cinema 50

A study of the history of cinema through viewing of important cinematic works and subsequent discussion. The course will consider important films and major directors 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.

The Picaresque Tradition 82

A study of the creation and development of the *Picaro* as a literary figure in Spanish literature, together with the subsequent development and adaptation of this figure in other national literatures. Prerequisites: Three literature courses or consent of instructor.

Nietzsche and Influence on Western Thought and Letters 84

Reading and discussion of selected excerpts from the writing of Nietzsche, to provide an acquaintance with his philosophy. Special emphasis on Nietzsche's concept of the "Death of God," "Will to Power," and the "Übermensch." Correlated reading and discussion of various works in western literature reflecting Nietzschean thought or revealing Nietzschean influence. Prerequisite: 1. Junior standing or consent of instructor. 2. Three literature courses.

Rousseau and Romanticism 86

A study of the political, philosophical and literary influence of Jean-Jacques Rousseau on the Pre-romantic and Romantic periods in West European literature. Students will read selections from Rousseau's major discursive and imaginative writings and from 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

Assistant 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 59.

General Mathematics 14

An introduction to 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.

Elementary Statistics 17

An introduction to methods of describing and analyzing data. Emphasis is placed on the application of statistics to examples drawn from the behavioral and natural sciences. Not applicable to a major in mathematics.

Pre-Calculus 18

A modern treatment of college algebra and trigonometry with emphasis on preparing the student for analytic geometry and calculus.

Analytic Geometry and Calculus I, II, and III 20, 21, 22

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.

Linear Algebra 31

A study of vector spaces with emphasis on linear transformations, matrices, and systems of equations. Prerequisite: Math 21.

The Historical Development of Mathematics 45 (1/2)

A chronological treatment of the major developments in the various areas within Mathematics. Emphasis will be on the mathematics of these developments. Prerequisites: Mathematics 21 and Junior standing.

Differential Equations 51

Solution of elementary differential equations; linear equations of second order; Laplace transformations; infinite series solutions. Introduction to partial differential equations; Fourier series. Prerequisite: Math 22.

Modern Algebra 54

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

Real Analysis I 57

Studies of the 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.

Real Analysis II 58

A continuation of Real Analysis I. Studies of series of functions, especially power series and Fourier series; Lebesgue measure and integration. Prerequisite: Math 57.

Probability and Statistics 60

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

Numerical Analysis 62

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.

Independent Research 72

A course of directed research designed to enable the exceptional student 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.

Complex Variables 75

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

Topology 77

Studies of the fundamentals of set theory; topological spaces, especially metric spaces and the properties of connectedness and compactness; continuous functions, homeomorphisms and derived topological spaces. Other selected topics from Topology. Prerequisite: Mathematics 22 and consent of instructor.

Seminar in Mathematics 81 (1/2)

A course in which students carry out independent study in areas of mathematics selected in consultation with the mathematics faculty, and present the results of their study to the class. Topics discussed are chosen from those not included in the regular mathematics curriculum. Required for mathematics majors. Prerequisite: Senior standing and consent of instructor.

MUSIC

(See College of Music and Theatre,
Page 96)

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: Introduction to Philosophy, Philosophical Ethics, the History of Philosophy sequence of three courses, one seminar, and Symbolic Logic.

The Philosophy of Self 10

Certain selected theories on the nature of the self are considered, illustrated by such topics as 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 to these topics will involve philosophical analysis and personal experience. Prerequisite: Consent of the instructor.

Practical Logic 14

Methods for assuring that the student's ideas possess adequate clarity, that his proofs are based on accurate evidence, and that his 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 for the student to develop and present worthwhile views of his own that are clear, accurate, and logical.

Introduction to Philosophy 15

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

Philosophical Ethics 25

Problems of moral judgment and general value theory both in their historical development and specific problem areas. Representative theories of major moral philosophers are considered, but the emphasis is on contemporary ethical theory. Prerequisite: Introduction to Philosophy.

History of Philosophy: Ancient and Medieval 50

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: Introduction to Philosophy.

History of Philosophy: Modern 51

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

History of Philosophy: Recent 52

Post-Kantian and contemporary western philosophy. Major philosophers and movements are considered with an emphasis on philosophers and movements of the Twentieth Century including American. Metaphysics is stressed rather than ethics or social philosophy. Prerequisite: Introduction to Philosophy.

Philosophy of Science 55

A critical examination of various 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.

Philosophy of Religion 61

Problems of the philosophy of the Christian religion with an emphasis upon those of contemporary interest such as religious language and knowledge. Certain basic problems of historical and philosophical interest such as the grounds for belief in God are carefully considered. Prerequisite: Introduction to Philosophy.

Christian Ethics 64

The aim of the course is two-fold: First to inquire into the nature and possibility of a theological ethics; second to explore some of the ethical implications of the Christian faith. Topics discussed will 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.

Pre-requisite: Introduction to Philosophy

Symbolic Logic 65

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.

Seminar I 70

Studies in specific philosophical problem areas with reference to the philosophies of important philosophers or philosophical movements. Emphasis is placed on the presentation and defense of papers. Prerequisite: three courses in the philosophy department and consent of the staff.

Seminar II 71

Description: Same as Philosophy, Seminar I. Prerequisites: Three courses in Philosophy Dept. and staff consent.

Seminar III 72

Description: Same as Philosophy, Seminar I. Prerequisites: Three courses in Philosophy Dept. and staff consent.

Seminar IV 73

Description: Same as Philosophy, Seminar I. Prerequisites: Three courses in Philosophy Dept. and staff consent.

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 Joe C. Schaffeld

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 51.

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.

Physical Education Activities Cr.

A wide selection of activities are designed to meet the College of Liberal Arts requirement in physical education. Activities include: 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, equestrian, fitness, weight training and cross country.

General Hygiene 24

Knowledge and understanding of health and health practices of the individual student and of society in the areas of personal hygiene, diseases, sex education, drugs, tobacco, alcohol, mental health, community health and health organizations.

Care and Prevention of Injuries 26

Knowledge and understanding of proper first aid practices, conditioning programs for special students, care of routine injuries in sports and rehabilitation programs for students returning to activities. Prerequisite: Biology 32

History and Principles of Physical Education 35

The meaning of physical education starting with past history and interpreted through scientific, psychological and sociological studies. Teaching and learning principles, principles of curriculum and evaluation. The basic development of each individual's philosophy of physical education.

Organization and Administration of Physical Education 51

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

Physiology of Exercise and Evaluation in Physical Education 56

Physiological effects of exercise on the human body at different levels of activity. Emphasis will be on the interrelationships of the muscular, nervous, respiratory and circulatory systems as well as the measurement techniques used to evaluate these effects on students in physical education programs. Prerequisites: Biology 10, 32 and 33.

Applied Kinesiology 57

Anatomical and mechanical fundamentals of movement as applied to the teaching of skills in general and remedial physical education programs. Emphasis will be on the interrelationships of the skeletal, muscular and nervous systems. Prerequisites: Biology 10, 32 and 33.

Physical Education Activity Lab 70-77(1/2)

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.

Astronomy 10

An historical sketch of the development of astron-

omy from antiquity through the seventeenth century. Modern knowledge of: the moon, eclipses, stellar motion, stellar populations, clusters, the galaxy, other galaxies, cosmology.

Introductory Physics I 11

The basic physical notions such as acceleration, mass, force, work, energy, momentum, angular momentum, temperature, and heat, illustrated by their application to the Newtonian kinematics and dynamics of a particle, the plane motion of a rigid body, kinetic theory, and thermodynamics. Prerequisite: Pre-Calculus Math.

Introductory Physics II 12

An introduction to electricity, magnetism, light, geometrical and physical optics. Prerequisite: Pre-Calculus Math.

Contemporary Physics: A Descriptive Introduction 16

A largely non-mathematical treatment of selected topics in physics that relate to common experience; for example, light, motion, forces, energy and waves. Material on relativity, atoms, nuclei and elementary particles as well as specific items of environmental interest such as energy sources and radioactivity will be discussed. Not intended for physics or pre-engineering majors.

Relativity 35

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

Electronics 36

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

Elementary Modern Physics 40

An introduction to the 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.

Wave Phenomena 54

The superposition, reflection, refraction, interference, diffraction, and polarization of waves, illustrated with physical optics. Prerequisite: Introductory Physics I and Differential Equations.

Advanced Modern Physics 65

Advanced treatment of topics listed in Elementary Modern Physics including quantum effects, atomic structure, relativity, X-rays, nuclear physics and elementary particles. Prerequisites: Elementary Modern Physics and Calculus.

Mechanics 66

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 will be used extensively. Prerequisites: Introductory Physics I and Differential Equation.

Solid State Physics 67

The treatment of crystal structure on an atomic scale with applications including bulk, thermal, electric, magnetic, semi-conducting and super-conducting properties of matter. Prerequisites: Elementary Modern Physics and Calculus.

Electromagnetism 68

A study of 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.

Mathematical Physics 72

Advanced topics in Classical Mechanics: Lagrangian and Hamiltonian formulations; field theory and continuum mechanics with emphasis on electromagnetic theory. Prerequisite: Mechanics, Electromagnetism and Differential Equations.

Quantum Mechanics 78

Mathematical development and applications of

quantum mechanics. Methods of Schroedinger and Heisenberg, operators and matrices, approximation methods, perturbation theory, applications to atomic, molecular and solid state physics. Prerequisites: Elementary Modern Physics and Differential Equations.

POLITICAL SCIENCE

Professor Theodore L. Shay, *Chairman*

Professor Edwin J. Stillings

Associate 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 administra-

tion. 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.

American Politics 13

An examination of American government; political culture and ideology, public opinion, interest groups, political parties, elections, Congress, the presidency, the bureaucracy, and the judiciary.

Authority and Freedom 14

This course is designed to introduce the student to major concepts of governance, liberty and responsibility within the political system. Concepts such as authority, law, legitimacy, community and freedom will be considered both in the history of political ideas and the contemporary context.

The Organizational Dilemma 15

An exploration of human behavior in organization. Overview of organizational theory: The market as "non-coercive" organization, bureaucracy and its problems, the challenge of the "counter-culture," and the future of organization in complex industrial society.

Comparative Political Ideologies 26

Examination of ideology as social belief system and its importance to political organization. Survey of the major tenets of laissez-faire capitalism, democratic socialism, collectivism, fascism, and their impact on western European politics. Problems with analyzing political systems as ideological "pure types". Brief consideration of contemporary radicalism and its social consequences.

Introduction to International Politics:

Games Nations Play 27

Analysis of ideology, military and economic factors and political institutions involved in man's systematic attempt to achieve order in the international

dimension of political science. Introduction to schools of thought and theory in international politics. Introduction to the problems of national security and nuclear deterrence.

Soviet Political System 28

An intensive examination of the theory and practice of Communism and the operation of the Soviet System; the structure and functions of the Communist Party and its relation to the Soviet state and society; and an analysis of the operations of Soviet foreign policies.

Political Systems of Developing Areas 29

A comparative examination of the political processes, political systems and problems of new and developing nations. Historical, cultural and economic factors are considered as they relate to the political context of national development. Research topics are concentrated in the areas of Latin America, Africa and Asia. Prerequisites: Political Science 13 or consent of the instructor.

Urban Politics 41

Study of urban problems that become political issues and the processes and procedures whereby various governmental jurisdictions are involved in the attempts to reach settlements. Emphasis is placed upon individual research into political issues and procedures in the Salem urban area. Prerequisites: Political Science 11 and 13.

Intern in Urban Politics 42

A continuation of Urban Politics for students interested in interning in local government and politics. This course provides an opportunity for the student to observe and participate in political and governmental activity to supplement his academic classroom experience. A student is expected to spend 10-12 hours a week interning, and to attend weekly seminars and to engage in independent research. Prerequisite: Consent of the instructor.

Managing the Urban Polity 43

A study of organizational and administrative theory in relation to governing urban areas: The environment of urban management; leadership and decision-making; management tools and administrative analysis; management functions — planning, personnel, financial, public relations, intergovernmental

tal relations. Special attention will be given to administrative practices and problems in the Salem urban area. Prerequisite: Political Science 13.

Planning and the Urban Environment 44

A detailed analysis of planning processes – including land-use, zoning and taxation – designed to cope with urban problems. Special focus on efforts to reconcile 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. Prerequisite: Political Science 13 and Economics 15.

Intern in Administration and Planning 45

A continuation of Managing the Urban Polity or Planning and the Urban Environment for students interested in interning in local government administration or planning. This course provides an opportunity for the student to observe and participate in political and governmental activity to supplement his academic classroom experience. A student is expected to spend 10-12 hours a week interning, and to attend weekly seminars and to engage in independent research. Prerequisite: Consent of the instructor.

Intern in Intergovernmental Relations 47

A continuation of Intergovernmental Relations for students interested in interning in The Council of Governments, The Boundary Commission, or State-Local Government Relations. This course provides an opportunity for the student to observe and participate in political and governmental activity to supplement his academic classroom experience. A student is expected to spend 10-12 hours a week interning, and to attend weekly seminars and to engage in independent research. Prerequisite: Consent of the instructor.

Financing Government 48

An overview of the problems governments face in raising revenue and allocating funds through budgeting. Main focus on intergovernmental fiscal relations and the financial plight of urban areas. The problems of local property taxation and federal revenue sharing. Prerequisites: American Politics and Descriptive Economics.

Political Theory 51

A critical examination of the contributions of major Western political thinkers in terms of: (1) assumptions about human nature and the correlative values of freedom, equality, and virtue; (2) theories as to the nature of political systems and the problems of authority, legitimacy, order, and justice; (3) methods of inquiry, the use of models, and problems underlying the empirical and normative approaches; and (4) the tensions between classical and modern political thought as they affect the current state of the discipline. Prerequisite: American Politics.

American Foreign Policy 61

A comprehensive 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. The function of executive-legislative branches is developed and analyzed with special attention given to Defense and State Department roles in policy formation by the technique of case studies. Concepts of Community, Interdependence, and national interest are developed and evaluated. Special attention is given to the problem of international economic development. Prerequisite: Political Science 13.

Constitutional Law 65

The development and control of the economy through legal doctrine is developed by studying decisions of the Supreme Court. The origin of judicial review and judicial power is developed by intensive case analysis. Problems of Federalism, civil rights – their recognition and protection, the powers of the executive and legislative branches are developed, and resolutions to these problems explored. Prerequisites: Political Science 13 and Economics 15.

Constitutional Law — Civil Rights 66

An in depth analysis of the case law and literature pertaining to the recognition and development of civil rights, with particular emphasis on civil rights in the United States. Problems related to the protection of civil rights and given special emphasis. A continuation of the course in Constitutional Law. Prerequisite: Constitutional law.

Crisis Politics and Policy 68

In depth study of selected political crises and the

policies designed to resolve these crises within the American political system. Subsidiary attention to policy formation not within the system is also given. Selected theories of politics are analyzed and their relevance to politics and economics explored and developed together with appropriate styles of behavioral analysis. Prerequisite: Political Science 13.

Seminar in Political Theory 69

An exploration of the relationships between empirical political theory and normative political theory and their usefulness in explaining and understanding political activity. Prerequisites: Political Science 13, and 51.

Seminar in Systematic Political Analysis 70

An intensive examination of the literature of the field of political science, with special emphasis on the most current theories and research techniques. Students work with the construction of models, the use of analytical techniques and the development of research designs. Prerequisite: Political Science 11 and upper division standing.

Research Seminar 71

A seminar research project of major proportions is designed and undertaken. The result of the investigation is presented and defended. On alternating years the seminar studies domestic and foreign topics. Prerequisite: Political Science 11 and upper division standing.

Research/Independent Study 72

An opportunity for seniors to collaborate in a comprehensive field research project or to undertake an intensive program of independent reading or research. This course is required for PURG majors. Prerequisite: Senior Political Science or PURG major.

Legislative Internship 73

Intern with a state legislator. The first two weeks of the course will be an intensive examination of legislative processes and politics in Oregon. There will be weekly seminars with the instructor to evaluate interns' experiences and to relate them to the structure examined at the beginning of the semester. Prerequisites: American Politics; Consent of instructor.

Administrative Internship 74

Students will intern with a State office agency during the legislative session. First two weeks will be an intensive examination of State government operations and administrative-legislative relations. Weekly seminars with instructor will evaluate student experience and relate practice to theory. Prerequisites: American Politics, consent of instructor.

Seminar in International Relations 80

An intensive examination of the major factors in international relations, political, economic and cultural. Emphasis will be placed on research and the integration of factors. Prerequisite: Consent of instructor.

Seminar in American Diplomacy 81

Seminar will give attention to America's national priorities and international commitments to back up those priorities. It will concentrate on means of formulating foreign policy and of exercising diplomacy through both bilateral and multi-lateral channels (such as UN, OAS and NATO). It will give special attention to America's relationships with the underdeveloped world, Asia, Africa and Latin America. Prerequisites: Political Science 13 and consent of instructor.

PSYCHOLOGY

Professor Charles H. Derthick, *Chairman*

Professor Noel F. Kaestner

Associate Professor William J. Devery

Assistant Professor Loren K. McBride

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.

Introduction to Psychology 10

An introduction to the major traditional fields and contemporary problems of Psychology. Emphasis is placed on learning, perception, and motivation as they pertain to the behavior and the interaction with the social environment.

Social Psychology 20

This course emphasizes the behavior of the individual in a social setting. A survey of problems and topics in the areas of social learning, cognitive psychology, and group dynamics will be presented. Emphasis is placed on theory and findings based on experimental laboratory research. Prerequisite: Psychology 10 or 25.

General Experimental Psychology 25

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

Developmental Psychology 30

This course emphasizes major problems and topics in behavioral development, rather than a chronological approach. Emphasis is on child development, although animal data will be considered when appropriate. Major topics include perception, developmental learning, personality and socialization patterns, and behavior disorders.

Prin. and Technique of Behavior Modification 31

The analysis of behavior and non behavioral events into functional classes which provide a coherent description of techniques used for modifying operant activity. Practical situations and applications to human problems will receive major emphasis. Prerequisites: Psychology 10 or 25.

Personnel and Industrial Psychology 40

A survey of major topical problems of 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.

Theories of Personality 50

A comparative study of the major theories of personality and their impact upon the field of psychology as a whole. Prerequisite: Psychology 10 or 25.

Clinical and Abnormal Psychology 51

The study of syndromes of psychopathology, their diagnosis and treatment with special emphasis on mental deficiency, neurosis, psychosis, and the be-

havior disorders. Causes of illness, the effect on the community, and the relationship to other disciplines will be considered. Visits to local institutions will be made when possible.

Comparative Psychology 52

A consideration of species-specific behavior is made through study of the works of selected ethologists and anthropologists as well as psychologists. The latitude of human behavior (territoriality, aggression, male-female relationships, gregariousness, etc.) is examined. Theories of behavior are studied in a broad range of species. A laboratory is included. After class laboratories are concluded, an independent project will be undertaken by each student. Prerequisite: A representative course in NS/M or SSC.

Research and Statistical Methods 53

A coordinated theoretical and applied approach to statistical concepts and research procedures; Descriptive methods: sample and population description; correlation and regression analysis; analysis of enumeration data. Analytic methods; sampling procedures; parameter estimation; inferential statistics; experimental design; counterbalancing; non-parametric methods. In I, topics listed are related to assigned research projects; in II, areas studied are correlated with student selected areas. Prerequisite: Psychology 25.

Psychology Practicum 54

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.

Psychological Tests and Measurements I and II 55 and 56

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 techniques of working with children and adults in the clinical setting.

Psychology of Perception 60

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.

Techniques of Counseling 65

An introduction to the major psychological theories and techniques on counseling as they apply to both individuals and groups. Counseling experiences will be critiqued using video tape and other communication media. Prerequisites: Consent of the instructor; Psychology 10, 50, or 51.

Psychology of Learning 70

A consideration of the major areas of motivation and learning and their application in the modification of behavior. A laboratory is included so that students can study human and animal performance and test their hypotheses. Prerequisites: Psychology 25 and 33.

Seminar in History and Systems of Psychology 75

The antecedents of Psychology as a discipline will be discussed both chronologically and systematically. Historical and current schools and movements in Psychology will be covered in terms of personalities and ideas that have become part of the scientific body of knowledge.

Physiological Psychology 80

The relation of neuroanatomy, neurophysiology and psychopharmacology to the study of the behavior of the whole organism. A laboratory will include the use of the stereotaxic apparatus in lesion-making and the placement of chronic electrodes and cannula, including stimulation, recording and behavioral tests. An independent experiment will also be done by each study. Prerequisite: A representative course in NS/M or instructor's permission.

RELIGION

Professor Norman A. Huffman, *Chairman*
Associate Professor James A. Hand
Assistant Professor Philip S. Hanni, *Chaplain*

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

They are suitable for fulfilling Guidelines 3 and 6 of the new Graduation Requirements.

World Religions 50

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

Biblical History 52

The history of Israel, correlated with the history and archeology of the ancient Near East, and emphasizing the 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. Study of selections from the Old Testament, Apocrypha, and New Testament. A student may not receive credit for both this course and Rel. 53, "The Bible."

The Bible 53

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.

Religious Symbolism in Literature 54

A study of the major religious symbols in ancient Near Eastern, Greek, and early Christian literatures and their recurrence in Western culture. Note: This course will be team-taught by Lord and Huffman.

History of Christianity Through the Reformation 55

The development of the basic forms of Christian thought and life from the close of the New Testa-

ment period through the English Reformation. The growth of doctrine will be seen in the context of the history of the Church and the general cultural setting.

Modern European Christian Thought 56

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.

Religion and Science 58

The relation of the religious and scientific perspectives; more specifically, exploring the tensions between and the mutual clarifications of the Christian tradition and the Natural and Social Sciences.

Religion in American Life 59

The influence of religious ideas and movements upon the development of the nation and the reciprocal influence of the national life upon religious ideas and expressions. Attention is given to the history and distinctive characteristics of the major denominational traditions.

Asian Religions 60

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

20th Century Historical and Literary Studies of the Gospels 62

The political and religious background. The Gospels: their origins and mutual relationships, their relation to the life of the early church. Historical inquiries into the life of Jesus; areas for special attention: the Messianic question, ethics and eschatology, parables, miracles, the resurrection, current interpretations.

Seminar in Psychology and Religion 63

The 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 from the above viewpoint. Prerequisite: Permission of instructors, one course each in Psychology and Religion. (Team-taught)

Christian Ethics 64

The aim of the course is two-fold: First to inquire into the nature and possibility of a theological ethics; second to explore some of the ethical implications of the Christian faith. Topics discussed will include the problems of war, sexual morality, race relations, etc. Credit will not be granted in both this course, Religion 64 and Philosophy 64.

Seminar: Theology of Culture 72

Studies in theological and philosophical problems and issues with reference to the analysis of culture from the standpoint of its expression of basic, underlying religious commitments and motifs. Some contemporary writers who analyze cultural trends from a theological perspective will be used as source material and as a springboard to develop a critical awareness of the issues and the intellectual tools necessary to evaluate the attempt at a theology of culture. Pre-requisites: 1 course each in Philosophy and Religion.

RHETORIC

Professor Howard W. Runkel, *Chairman*
James Nelson, Assistant
Robert Donaldson, Assistant

The major in Rhetoric 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: Rhetoric 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 and Theatre 11.

Forensics 1(¼)

A study of the 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.

Public Speaking 10

A study of 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.

Discussion, Argumentation and Conference Speaking 50

A study of the evolution of group discussion and argumentation (creative conflict) in American history. The process of reflective thinking. A study of 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 are examined. Procedures for developing a valid group consensus in a given problem-situation. Practice in conducting and participating in panels, dialogues, symposia and lecture-forums.

Rhetoric and American Eloquence 60

A history and critical survey of the principal theories of speech composition and delivery from Aristotle to the present. A critical study of speeches and speakers of importance in American history.

RUSSIAN

(See Foreign Language for Department Description)

Elementary Russian I and II 11 and 12

Introduction to basic skills: comprehension, speaking, reading and writing. Regular assignments for laboratory work to reinforce classroom exercises.

Intermediate Russian I and II 21 and 22

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.

Dostoevsky: The Major Fiction 30

Primarily concerned with literary technique. The investigation in this course will center on Dostoevsky's four major novels. Readings will include earlier seminal works, notebooks of the author and significant critical literature. Emphasis will be placed on tracing the development of forms coinci-

dent with the refinement of a pivotal motif set. All lectures, readings, and discussions in English. Prerequisite: 1 representative course in Ltrs Area.

Introduction to Russian Literature 42

Introduction to the study of Russian literature through analysis of typical works in the various genres: epic, lyric poetry, essay, novel, short story and drama. Oral and written exercises, class discussions. 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.

Scientific Russian 45 (1/2)

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.

Russian Civilization and Culture 47

Studies in geography, history, economics and the chronological development of culture and ideas. Class discussions. Oral and written reports in Russian. Laboratory exercises. Prerequisite: Intermediate Russian or consent of the instructor. Offered alternate years.

Russian Literature: 1800-1880 48

This course is intended to provide the student with a knowledge of the Golden Age of Russian literature, its movements and significance. Readings include the major works of Pushkin, Gogol, Lermontov, Turgenev, Dostoevsky, Tolstoy and their contemporaries. Although lectures and discussions center on literature, readings in the areas of history and culture are required. 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. Offered alternate years.

Russian Language Seminar II 49 (1/2)

Intended primarily for majors, the seminar provides an intensive examination of a particular genre (or a set of closely related genres), its origins and development. Reading and discussion is in Russian and emphasis is on problems of literary language, although related topics such as literary influence are

also treated. Majors enrolled in the seminar should be enrolled as well in the concurrently offered course in Russian literature since these two sequences are intended to be complementary. Prerequisites: Completion of foreign language requirement in Russian and concurrent registration in Russian 48. Offered alternate years.

Russian Composition and Discussion 50

In this course the two creative elements of language learning, speech and writing, are given foremost attention. Oral and written composition based upon readings of texts emphasizing Russian culture, as well as literary texts enabling the student to become acquainted with the literary vocabulary needed in more advanced Letters courses. Exercises in syntax and introductory phonetics. Laboratory exercises stressing comprehension and pronunciation. Classes conducted in Russian. Prerequisite: Completion of foreign language requirement or consent of instructor. Offered alternate years.

Russian Literature 1880-1932 56

This course is intended to acquaint the student with the variety of short-lived movements in prose and poetry from the origins of symbolism to the establishments of The Union of Soviet Writers. Readings include 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.

Russian Language Seminar III 57(1/2)

Intended primarily for majors, the seminar provides an intensive examination of a particular genre (or a set of closely related genres), its origins and development. Reading and discussion is in Russian and emphasis is on problems of literary language, although related topics such as literary influence are also treated. Majors enrolled in the seminar should be enrolled as well in the concurrently offered course in Russian Literature since these two sequences are intended to be complementary. Pre-

requisite: Completion of foreign language requirement in Russian and registration in concurrently offered Russian Literature course.

Russian Literature, 1932-Present 58

This course is intended to acquaint the student with 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.

Russian Language Seminar IV 59(1/2)

Intended primarily for majors, the seminar provides an intensive examination of a particular genre (or a set of closely related genres), its origins and development. Reading and discussion is in Russian and emphasis is on problems of literary language, although related topics such as literary influence are also treated. Majors enrolled in the seminar should be enrolled as well in the concurrently offered course in Russian Literature since these two sequences are intended to be complementary. Prerequisite: Completion of foreign language requirement in Russian and concurrent registration in Russian 58.

SOCIOLOGY AND ANTHROPOLOGY

Professor Charles E. Garth, *Chairman*

Professor Walter Gerson

Assistant Professor James B. Bjorkquist

Instructor E. David Booth

Lecturer N.B. Jetmalani (*part-time*)

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, 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 four approved courses in related social sciences.

Courses with an asterisk (*) are "Representative Courses."

Principles of Sociology *11

An intensive introduction to the principles and basic concepts of modern sociology, including a study of the social institutions of the family, religion, education, economics, government, social welfare, and the use of leisure-time.

Social Problems 12

A thorough coverage of and understanding of the nature, scope, causes, effects, and alleviation or elimination of the major social problems of today and the next quarter century.

Introduction to Anthropology *13

General introduction to anthropological subject matter, point of view, and basic concepts; prehistoric development of culture and of the human species. Museum trips.

Racial and Cultural Minorities *14

A sociological study of the nature of minority status in society. Origins, import, and areas of conflict. Programs and possibilities of adjustment. Emphasis on American minorities.

The Family 20

The family as a social institution and as a primary group. Changing family folkways in various cultures. The family in relation to the development of person-

ality of its 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.

AmerIndians of North America 24

Native peoples and cultures of North America, with special emphasis on Indians of the Pacific Northwest, but including basic knowledge of the entire continent; impact of European immigration and later Asian immigration; resulting trends in evolution of American culture and population. Field trips required.

African and Afro-American Social Development 25

A careful study of the social thought of Blacks in Africa and the United States whose leadership and/or status have been of political and historical significance. Attempts will be made to compare the differences in philosophies and programs of leading figures from the indigenous communities and those placed in positions of prominence by external forces. Black response and reaction to exploitation, colonialism, and racism will be considered in measuring social development.

Social Statistics 28

Introduction to basic statistical concepts and techniques that social scientists use to make inferences from social data. Includes discussion of elementary measurement, statistical description, probability, sampling, hypothesis testing, and measurement of association.

Black Culture in Africa and America 29

The evolution, development, diversification, and diffusion of culture among black peoples in Africa and its modification and independent development in the American society to the present. The influence of the social forces which were instrumental in the origin, development, and variation in the ways of living of black peoples viewed in the environmental and historical perspectives.

Black Existence in American Life from 1619-1860 30

The course traces the social history of a captured people through the travails of chattel slavery with

its accompanying prejudice, provincialism, paternalism, and ostracism. Consideration is given to the prevalence of white racism as an institutionalized cultural factor in all areas of Black-White relations in the American social and political system. No prerequisites, but American History would be useful.

**Black Existence in American Life
from 1860-Present**

31

The course traces the social history of a captured people through the travails of chattel slavery with its accompanying prejudice, provincialism, paternalism, and ostracism. Consideration is given to the prevalence of white racism as an institutionalized cultural factor in all areas of Black-White relations in the American social and political system. Prerequisites: Sociology 30.

Social Stratification

32

Analysis of Hierarchical differentiation in human societies. Various theories and perspectives will be reviewed and criticized, including those of Marx, Weber, Pareto, Mosca, Parsons, and Lenski. Consideration of the relationship between Hierarchical differentiation and other aspects of society. Patterns of stratification as revealed in various societies past and present. Emphasis on stratification in contemporary America. Prerequisite: Sociology II

Social Statistics

34

The significance and use of elementary statistical methods for the measurement and analysis of social data. The development and use of the frequency distribution; measures of central tendency and dispersion; simple correlation; probability and sampling.

Population and Environment

36

Human demography, including population, migration, human ecology and the balance of population and resources under various conditions of capital development, technology, and sets of social values. Projections of population growth and control to 2000 A.D. Sociology 11, 12, and Earth Science 19 strongly advised but not prerequisite.

Collective Behavior

40

The description and analysis of human behavior in relatively unstructured and spontaneous collectivi-

ties, from the standpoint of social psychology. Dynamics of panic, crowds, protest movements, rumor, mass behavior, fashion, public opinion and social movements are examined. The conditions of society which give rise to collective behavior and what motivates people to participate in collective action are also considered. Prerequisite: Sociology 11 or consent of instructor.

Introduction to Anthropology

41

General introduction to anthropological subject matter, point of view, and basic concepts; prehistoric development of culture and of the human species. Museum trips.

**Research Methods in the Behavioral
and Social Sciences**

42

The methods of inquiry employed in the Behavioral and Social Sciences, including the fundamental assumptions underlying research in these areas and some practical experience in research design, data collection, and data analysis.

The Individual in Society: Social Psychology

43

A structured overview of the field of social psychology as an interstitial discipline. An eclectic presentation of major concepts and hypotheses. Perception, cognition, motivation, socialization, the self, alienation, mass phenomena, leadership, small group dynamics. Contemporary systematic positions will be surveyed. Prerequisites: Sociology 11, 41 or Psychology 10.

Ethnic and Cultural Relations

45

An intensive exploration of racial and ethnic relations and stratification, including theoretical, historical, and comparative perspectives. A major focus will be personal and institutional racism in America, including historical and current analyses of major racial and cultural minority groups. Prerequisite: Sociology 11 or consent of instructor.

Collective Behavior

46

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.

Crime and Delinquency 50

Analysis of 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. Field trips to representative agencies are required.

The Social Welfare Institution I 51

The history of social welfare problems in various cultures, and methods of meeting them. The philosophy of social welfare movements, agencies, institutions, and legislation concerning them, and a comparison of these and of methods used in various settings and countries. Observation and participation in social service activities in recognized social service agencies practicing group work, case work, and/or community organization under supervision of the agency staff in collaboration with the Department of Sociology and Anthropology. Prerequisite: Sociology 11 and 12 or consent of the instructor.

The Social Welfare Institution II 52

An integrated continuation of Social Welfare Institution I, which is a prerequisite to this course.

**Seminar in Special Topics:
The Therapeutic Community I 53(1/2)**

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. Students not accepted in mid-year except by special permission of instructor or chairman of the department. 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.

**Seminar in Special Topics:
The Therapeutic Community II 54(1/2)**

Integrated continuation of the Therapeutic Community I, which is a prerequisite for this course.

Amerindians of North America 55

Native peoples and cultures of North America, with special emphasis on Indians of the Pacific North-

west, but including basic knowledge of the entire continent; impact of European immigration, and later Asian immigration; resulting trends in evolution of American culture and population. Field trips required.

Peoples and Cultures of Asia 56

Developmental study of the cultures, peoples, and relationships of Asia, in relationship to their environment, to each other, and to the peoples and cultures of Europe, Oceania, and the Americas. Basic patterns, trends, and influences. Museum trips recommended.

Deviance in Society 57

Analysis of sociological theory and research on deviant behavior. The application of this concept to the study of mental health, alcoholism, drug addiction, counter-cultures, etc. Pre-requisite: Sociology 11

The Urban Community 58

The history and development of the city as a phenomenon. Factors in city growth. Ecology of cities. Social organization of modern urban communities and metropolitan regions. Community planning and urban development.

Community Organization 59

A study of the structure and use of power at both the local and national level, and an analysis of various community institutions as they reflect or are affected by such power. Community organizing and cross-cultural comparative community studies are also explored. Prerequisite: Sociology 11 or consent of instructor.

Society, Culture, and Personality 60

Relationships between the development of personality and the several variables of cultural environments, group and social influences, stages of emotional and physical growth and maturation within the primary group, basic social trends and changes, episodic influences. Motivation of behavior, cultural definitions of formal and informal role expectations, and cognate theories of interpersonal relations. Pre-requisite: Sociology 11 and 12 or consent of the instructor.

- Introduction to Sociological Theory** 61
The origin and growth of ideas leading to the development of Sociology and a study of the principle frames of reference in contemporary sociological theory. Prerequisite: Sociology 11, Junior standing or consent of instructor.
- The Social Services, Their Philosophy and Organization** 62
Origin, development and present status of social services programs (such as mental and physical illness, marital incompatibility, child neglect, poverty, crime, and discrimination) from the standpoint of how the social services are organized and function to render help in these areas of human need. Prerequisite: Sociology 11.
- Strategies of Intervention in Social Work Practice** 63
An introduction to the wide range of traditional and new techniques utilized in the helping professions. Traditional methods include individual counseling, group counseling, and community organization. New methods include crisis intervention, behavior modification, advocacy and systems analysis. An interdisciplinary approach to understanding the values, concepts, methods and goals of the helping professions with special emphasis on those utilized in social work. Pre-requisite: Sociology 53.
- Internship in Social Science** 64
Students are placed in selected social service agencies under the supervision of competent agency supervisors. Objectives include the opportunity to observe the operation of agencies and to begin to develop some skills in working with people. A student is expected to spend 10 to 12 hours a week interning and to attend a weekly seminar. Pre-requisites: Sociology 53 and 54.
- Social Stratification** 67
Analysis of hierarchical differentiation in human societies. Various theories and perspectives will be reviewed and criticized, including those of Marx, Weber, Pareto, Mosca, Parsons, and Lenski. Consideration of the relationship between hierarchical differentiation and other aspects of society. Patterns of stratification as revealed in various societies past and present. Emphasis on stratification in contemporary America. Prerequisite: Soc. 11 or consent of Instructor.
- Social Change** 68
A study of change in social structure over time. Includes consideration of the origins of social change, as well as patterns of change (e.g., revolution, reform, evolution). Review of classical and contemporary theories of social change. Analysis of major social trends (e.g., industrialization, cybernation, urbanization, secularization). Pre-requisite: Sociology 11.
- Comparative World Ethnography** 69
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. Pre-requisite: Sociology 41.
- Introduction to Sociological Theory** 70
A systematic consideration of development in sociological theory, emphasis beginning with Auguste Comte. Particular theorists and their contributions to the discipline are studied with the aim to discover continuity and pertinent criticism. Juniors and Seniors only.
- Methods in Social Research** 71
The study and application of the processes of research in the area of social phenomena. The course will consider the formulation of research problems, the use of such special tools as observation, questionnaires, and interviews; and the analysis and interpretation of data. Required of Sociology majors. Prerequisites: Sociology 11 and Junior standing.
- Senior Seminar in Sociology and Anthropology** 72
A required seminar course for Sociology majors in the Fall Semester of their Senior year. Discussion of works by analysts of contemporary American society; consideration of current problems in Sociology and Anthropology; integration of various aspects of the student's studies in Sociology and Anthropology. Limited to Senior Sociology majors. Prerequisites: Senior standing; Sociology major.
- Sociology of Formal (complex) Organizations** 73
Formal organizations as social systems. Examination of the structure, both formal and informal, of complex organizations such as industrial and business firms, governmental agencies, educational institutions, etc. External constraints on organizations as

well as internal structures will be discussed. Juniors and Seniors only.

Seminar: Fields of Sociology 75

Discussion of 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 for Department Description)

Elementary Spanish 11 and 12

Introduction to basic skills: comprehension, speaking, reading and writing. Regular assignment for laboratory work to reinforce classroom exercises.

Intermediate Spanish I and II 21 and 22

Continued development of basic skills with classroom and laboratory exercises. Carefully selected 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.

Introduction to Spanish Literature 42

Introduction to the study of Spanish literature through analysis of typical works in the various genres: epic, lyric poetry, essay, novel and drama. Oral and written exercises, class discussion. Supplementary reading assignments from major literary works and criticism. Conducted in Spanish. Prerequisite: Intermediate Spanish or equivalent.

History of Hispanic Thought 45

Selections of writings dealing with the Spanish mind, its influence on Latin America, and the relationship of both to the U. S. To be included are representatives from the following areas: arts, history, mysticism, philosophy, politics, sociology and psychology. Conducted in Spanish. Prerequisite: Completion of foreign language requirement in Spanish. Offered alternate years.

History of Spanish Civilization 47

Study of the geography, history and chronological development of culture and ideas in Spain and Hispanic America. Class discussion, oral and written

reports in Spanish. Laboratory exercises. Required for those students planning to teach. Prerequisite: Intermediate Spanish. Offered alternate years.

Spanish Composition and Discussion 50

In this course the two creative elements of language learning, speech and writing, are given foremost attention. Oral and written compositions based upon readings of texts emphasizing Spanish culture, as well as literary texts enabling the student to become acquainted with literary vocabulary needed in more advanced Letters courses. Exercises in syntax and introductory phonetics. Laboratory exercises stressing comprehension and pronunciation. Conducted in Spanish. Prerequisite: Completion of foreign language requirement or consent of instructor. Offered alternate years.

20th Century Spanish Novel and Essay 51

Special attention will be given; first, to the Generation of '98: the problem of tradition and dissent as seen in the writings of the forty years preceding the Civil War. Second, a study of the important novelists and essayists of the century in the light of their formal innovations and their artistic, philosophical and social preoccupations. Offered alternate years.

Contemporary Spanish Drama and Poetry 52

Development of 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. A detailed study, too, of the poetry, considered in the context of the European changes in sensibility and continental philosophic currents which it reflects. Offered alternate years.

General and Applied Phonetics 53

(1) Development of the general principles of phonetics, language physiology, phonology, intonation (lecture and discussion session). (2) Practice sessions in English and the four foreign languages taught at Willamette University with extensive use of the foreign language laboratory (practice and laboratory sessions) to include listening, diction and transcription exercises. Offered alternate years.

Literary Movements of the 19th Century 54

This course will include a study of the classic theatre as imitated from the French, the Romantic

movement, and realism and costumbrismo as exemplified in the novels and plays written after 1865. Special attention will be given to Becquer, Zorrilla, Galdos, Valera, Fernan, Caballero and Tamayo y Baus. Lectures and class discussion in Spanish; oral and written analysis in Spanish will be given by the students. Prerequisite: Spanish 42. Offered alternate years.

Spanish American Literature to 1888 55

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.

Contemporary Literature of Spanish America 56

Main currents in Spanish American literature from the Modernista Movement (1888) to the present, with emphasis on the short story, novel and poetry. Prerequisite: Introduction to Spanish Literature.

Advanced Spanish Composition 61

Intensive training in oral expression. Systematic review of the principles of Spanish grammar, including points of considerable difficulty. Composition (both oral and written) on topics based upon readings leading to a detailed knowledge of 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.

Reading and Conference 68

The course is intended to enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered during his years of study at Willamette University. Prerequisite: Spanish 42 or 50; Jr. or Sr. standing and GPA of 3.00 or better.

Literature of the Golden Age 70

Emphasis will be given to two aspects: 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. There will be studies of the prev-

alent genres, stressing the birth of the modern novel and the techniques used in the poetry and drama of the Golden Age. Offered alternate years.

THEATRE

*(See College of Music and Theatre,
Page 96)*

URBAN AND REGIONAL GOVERNMENT

*(See page 47 for Program in Urban and
Regional Government)*

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 Provost.

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 47) 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).

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

The Help Professions

Students interested in a career in social work should plan to complete a program of graduate training. Demands for social workers have increased more rapidly than they can be supplied by the graduate schools, and some undergraduates are accepted for professional work upon graduation. The Department of Sociology offers courses relevant to pro-

grams 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 under the Special Professional Area of Teacher Preparation and Physical Education, page 50.

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 provide 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

Assistant Professor Richard H. Stewart, *Acting Dean*
Professor Charles Heiden
Professor Josef Schnelker (Sabbatical Leave, Spring, 1974)

Associate Professor Maurice W. Brennen

Associate Professor Stanley Butler

Associate Professor Julio Viamonte

Associate Professor James Cook

Assistant Professor Walter Farrier

Assistant Professor Bruce McIntosh

Part-Time Instructors

Dorothy Bergquist (Voice)
 Doris H. Calkins (Harp)
 David Crane (Horn)
 Donald R. Hibbard (Woodwinds)
 Valerie McIntosh (Voice)
 Karlin Rhees (Flute)
 Don R. Worth (Percussion)
 Charles W. Yukl (Trumpet)
 Charlotte Schefter (Piano & Choral Activities)
 David White (Guitar)
 Mary Lott (Oboe)

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 the 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.

General Information

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 performers, 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.

A limited teaching certificate, with vocal emphasis only, may also be obtained through the Bachelor of Arts in Music, Bachelor of Science in Music, and Bachelor of Music programs.

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 18 and for Scholarships and Financial Aid see page 25.

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 and the University Choir and Brass Choir are planning a four-week European Concert tour in May-June, 1974.

Music Ensembles

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

Salem Community Symphony and Chamber Orchestra

University Choir

University Chorale

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 College of Music 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 College 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 singers 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 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 an 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 (see above), 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:

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

The Senior Comprehensive Examination consists of a written examination covering all areas of the student's musical and professional training, followed approximately a week later by an oral examination over the material of the written examination.

The various majors satisfy this requirement as follows:

Performance majors—a Senior Recital

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

Music Therapy majors—a Senior Comprehensive Examination

Music Education majors—a Senior Comprehensive Examination

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

CURRICULA

Music majors in all curricula satisfy the following core of courses in liberal arts and music:

Music

Music Theory I, II, III & IV	4 cr.
Music History, 500 to 1600 & 1600 to present	2 cr.
Music History Period Course	1 cr.
Style Analysis I & II	1 cr.
Counterpoint I & II	1 cr.
Basic Conducting	½ cr.
Orchestration and Band Arranging	1 cr.
Applied Instrumental or Vocal Instruction	2 cr. (B.A. in Music)

8 cr. (B.M. in Performance)

4 cr. (all other curricula)

Music Ensembles (8 semesters)3 to 4 cr.

Liberal Arts

Non-music courses should constitute approximately 25% of the total program. The non-music courses should include courses from each of the following three areas:

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

(Please note that some of the music degrees have foreign language requirements.)

BACHELOR OF MUSIC EDUCATION

Freshman Year

First Semester

Applied Instrument	½ cr.
Music Ensemble	½ cr.
Instrumental or Vocal Class	½ cr.
Music Theory I	1 cr.
Liberal Arts	1 cr.
Introduction to Teaching	½ cr.
P.E.	cr.

4 credits

Second Semester

Applied Instrument	½ cr.
Music Ensemble	½ cr.
Instrumental or Vocal Class	½ cr.
Music Theory II	1 cr.
Liberal Arts	1 cr.
Introduction to Psychology	1 cr.
P.E.	cr.

4½ credits

Sophomore Year

First Semester

Applied Instrument	½ cr.
Music Ensemble	½ cr.
Instrumental or Vocal Class	½ cr.
Music Theory III	1 cr.
Style Analysis I	½ cr.
Counterpoint I	½ cr.
Basic Conducting	½ cr.

4 credits

Sophomore Year

Second Semester

Applied Instrument	½ cr.
Music Ensemble	½ cr.
Instrumental or Vocal Class	½ cr.
Music Theory IV	1 cr.
Style Analysis II	½ cr.
Counterpoint II	½ cr.
Elementary Classroom Music Methods	½ cr.

4 credits

Junior Year

First Semester

Applied Instrument	½ cr.
Music Ensemble	½ cr.
Music History I	1 cr.
Orchestration and Band Arranging	1 cr.
Instrumental Music Methods	½ cr.
Sociology 14 or 61	1 cr.

4½ credits

Junior Year

Second Semester

Applied Instrument	½ cr.
Music Ensemble	½ cr.
Music History II	1 cr.
Choral Music Methods	½ cr.
Liberal Arts	2 crs.

4½ credits

Senior Year

First Semester

Professional Semester	
Psychological Foundations of Education	1 cr.
Principles of Teaching	1 cr.
Supervised Teaching	1½ cr.
Applied Instrument	½ cr.
(Ensemble - if appropriate)	½ cr.

4 - 4½ credits

Senior Year

Second Semester

Applied Instrument	½ cr.
Music Ensemble	½ cr.
Teaching of Reading	½ cr.
Music History Period Course	1 cr.
Liberal Arts	2 crs.
P.E.	cr.

4½ credits

**BACHELOR OF MUSIC
IN PERFORMANCE**

(Piano, Organ, String Instruments, Woodwind and Brass Instruments, Percussion)

Freshman Year

First Semester

Applied Instrument, Elementary	1 cr.
Music Ensemble	½ cr.
Music Theory I	1 cr.
Liberal Arts	2 crs.
P.E.	cr.

4½ credits

Freshman Year

Second Semester

Applied Instrument	1 cr.
Music Ensemble	½ cr.
Music Theory II	1 cr.
Liberal Arts	2 crs.
P.E.	cr.

4½ credits

Sophomore Year

First Semester

Applied Instrument	1 cr.
Music Ensemble	½ cr.
Music Theory III	1 cr.
Counterpoint I.....	½ cr.
Style Analysis I	½ cr.
Basic Conducting	½ cr.

4 credits

Sophomore Year

Second Semester

Applied Instrument	1 cr.
Music Ensemble	½ cr.
Music Theory IV	1 cr.
Counterpoint II.....	½ cr.
Style Analysis II.....	½ cr.
Liberal Arts	1 cr.

4½ credits

Junior Year

First Semester

Applied Instrument	1 cr.
Music Ensemble	½ cr.
Music History I.....	1 cr.
Liberal Arts	2 crs.

4½ credits

Junior Year

Second Semester

Applied Instrument	1 cr.
Music Ensemble	½ cr.
Music History II.....	1 cr.
Liberal Arts	2 crs.

4½ credits

Senior Year

First Semester

Applied Instrument	1 cr.
Music Ensemble	½ cr.

Orchestration and Band Arranging.....	1 cr.
Electives	2 crs.

4½ credits

Senior Year

Second Semester

Applied Instrument	1 cr.
Music Ensemble	½ cr.
Music History Period Course	1 cr.
Electives	2 crs.

4½ credits

**BACHELOR OF MUSIC
IN PERFORMANCE**

(Voice)

Freshman Year

First Semester

Applied Instrument	1 cr.
Music Ensemble	½ cr.
Music Theory I	1 cr.
Foreign Language	1 cr.
Liberal Arts	1 cr.
P.E.	cr.

4½ credits

Freshman Year

Second Semester

Applied Instrument	1 cr.
Music Ensemble	½ cr.
Music Theory II	1 cr.
Foreign Language	1 cr.
Phonetics	½ cr.
Basic Conducting	½ cr.
P.E.	cr.

4½ credits

Sophomore Year

First Semester

Applied Instrument	1 cr.
Music Ensemble	½ cr.
Music Theory III	1 cr.
Counterpoint I.....	½ cr.
Style Analysis I	½ cr.
Liberal Arts	1 cr.

4½ credits

Sophomore Year

Second Semester

Applied Instrument	1 cr.
Music Ensemble	½ cr.
Music Theory IV	1 cr.
Acting and Creative Dance	1 cr.
Counterpoint II	½ cr.
Style Analysis II	½ cr.

4½ credits

Junior Year

First Semester

Applied Instrument	1 cr.
Music Ensemble	½ cr.
Music History I	1 cr.
Foreign Language	1 cr.
Liberal Arts	1 cr.

4½ credits

Junior Year

Second Semester

Applied Instrument	1 cr.
Music Ensemble	½ cr.
Music History II	1 cr.
Foreign Language	1 cr.
Liberal Arts	1 cr.

4 ½ credits

Senior Year

First Semester

Applied Instrument	1 cr.
Opera Theatre	½ cr.
Vocal Lit. and Diction	½ cr.
Orchestration and Band Arranging	1 cr.
Liberal Arts	1 cr.

4 credits

Senior Year

Second Semester

Applied Instrument	1 cr.
Opera Theatre	½ cr.
Vocal Lit. and Diction	½ cr.
Music History Period Course	1 cr.
Liberal Arts	1 cr.

4 credits

BACHELOR OF MUSIC IN MUSIC THEORY, HISTORY AND LITERATURE

Freshman Year

First Semester

Applied Instrument	½ cr.
Music Ensemble	½ cr.
Music Theory I	1 cr.
Foreign Language (French or German)	1 cr.
Liberal Arts	1 cr.
P.E.	cr.

4 credits

Freshman Year

Second Semester

Applied Instrument	½ cr.
Music Ensemble	½ cr.
Music Theory II	1 cr.
Foreign Language (French or German)	1 cr.
Liberal Arts	1 cr.
P.E.	cr.

4 credits

Sophomore Year

First Semester

Applied Instrument	½ cr.
Music Ensemble	½ cr.
Music Theory III	1 cr.
Foreign Language (French or German)	1 cr.
Counterpoint I	½ cr.
Style Analysis I	½ cr.
Basic Conducting	½ cr.

4½ credits

Sophomore Year

Second Semester

Applied Instrument	½ cr.
Music Ensemble	½ cr.
Music Theory IV	1 cr.
Foreign Language (French or German)	1 cr.
Counterpoint II	½ cr.
Style Analysis II	½ cr.

4 credits

Junior Year

First Semester

Applied Instrument	½ cr.
Music Ensemble	½ cr.

Music History I.....	1 cr.
Liberal Arts	2 cr.
	4 credits

Junior Year

Second Semester

Applied Instrument	½ cr.
Music Ensemble	½ cr.
Music History II	1 cr.
Music of the Baroque Era	1 cr.
Liberal Arts	1 cr.
	4 credits

Senior Year

First Semester

Applied Instrument	½ cr.
Music Ensemble	½ cr.
Beethoven or Romantic Era	1 cr.
Liberal Arts or Music Electives	2 cr.
	4 credits

Senior Year

Second Semester

Applied Instrument	½ cr.
Music Ensemble	½ cr.
Introduction to Contemporary Music.....	1 cr.
Keyboard Harmony and Improvisation.....	½ cr.
Liberal Arts or Music Elective	1 cr.
	3½ credits

BACHELOR OF MUSIC IN MUSIC THERAPY

Freshman Year

First Semester

Major Applied*	½ cr.
Freshman English† or Lib. Arts	1
Music Theory I	1
Secondary Applied**	½
Ensemble.....	½
P.E.	cr.
	4½ cr.

Second Semester

Major Applied	½ cr.
Principles of Sociology	1

Music Theory II	1
Secondary Applied	½
Biology (Physiol.)	1 cr.
Ensemble	½
P.E.	cr.
	4½ cr.

Sophomore Year

First Semester

Major Applied	½ cr.
Music Theory III	1
Secondary Applied.....	½
Basic Conducting	½
Psychology	1
Ensemble.....	½
	4 cr.

Second Semester

Major Applied	½ cr.
Music Theory IV	1
Secondary Applied.....	½
Sociology	1
Psychology	1 cr.
Ensemble.....	½
	4½ cr.

Junior Year

First Semester

Applied	½ cr.
History of Music I	1
Recreational Music	½
Style Analysis I	½
Counterpoint I.....	½
Lib. Arts	1
Ensemble.....	½
	4½ cr.

Second Semester

Applied	½ cr.
History of Music II	1
Psychology of Music	1
Style Analysis II.....	½
Counterpoint II	½
Ensemble.....	½
	4 cr.

Senior Year

First Semester

Applied	½
Infl. of Music	½
Therapeutic Community	½
Choral Scoring	½
Lib. Arts	1
Ensemble	½
Music History Period Course	1

4½ cr.

Second Semester

Applied	½ cr.
Therapy Tech. & Hosp. Orient	1
Therapeutic Community	½
Orchestration and Band Arrangement	½
Lib. Arts	1
Ensemble	¼-½

4 cr.

(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**

Freshman Year

First Semester

Applied Instrument	½ cr.
Music Ensemble	½
Music Theory I	1
Foreign Language, Intermediate I (B.A. only)	1
Liberal Arts, Fine Arts or Music	1
P.E.	cr.

4 cr.

Freshman Year

Second Semester

Applied Instrument	½ cr.
Music Ensemble	½
Music Theory II	1
Foreign Language, Intermediate II (B.A. only)	1
Liberal Arts, Fine Arts or Music	1
P.E.	cr.

4 cr.

Sophomore Year

First Semester

Applied Instrument	½ cr.
Music Ensemble	½
Music Theory III	1
Style Analysis I	½
Counterpoint I	½
Liberal Arts, Fine Arts or Music	1
Basic Conducting	½

4½ cr.

Sophomore Year

Second Semester

Applied Instrument	½ cr.
Music Ensemble	½
Music Theory IV	1
Style Analysis II	½
Counterpoint II	½
Liberal Arts, Fine Arts or Music	1

4 cr.

Junior Year

First Semester

Music Ensemble	½ cr.
Music History I	1
Liberal Arts, Fine Arts or Music	2½-3

4-4½ cr.

Junior Year

Second Semester

Music Ensemble	½ cr.
Music History II	1
Liberal Arts, Fine Arts or Music	2½-3

4-4½ cr.

Senior Year

First Semester

Music Ensemble	½ cr.
Liberal Arts, Fine Arts or Music	2½-3
Music History Period Course	1

4-4½ cr.

Senior Year

Second Semester

Music Ensemble	½ cr.
Liberal Arts, Fine Arts or Music	2½-3
Orchestration and Band Arranging	1

4-4½ cr.

NOTE: Teacher Certification with the Basic Norm in Music (vocal emphasis only) may be obtained through the Bachelor of Arts in Music program, Bachelor of Science in Music program, or any of the Bachelor of Music programs by completing the following courses in addition to the basic requirements listed above:

Choral Conducting, Scoring and Literature	1 cr.
Public School Music Methods (Elem. Inst. & Vocal)	1½
Professional Semester	3½
(includes Psychological Foundations of Education, Social Foundations and Principles of Teaching, and Supervised Teaching)	

In addition, Introduction to Psychology must be included as one of the two required Social Science Area courses.

COURSES

Theory and Musicianship

Music Theory I	17
Music Theory II	18
Basic Conducting	27
Style Analysis I & II	30 and 31
Music Theory III	38
Counterpoint I & II	53 and 55
Music Theory IV	58
Orchestration and Band Arranging	59
Keyboard Harmony and Improvisation	64

Music History and Literature

Introduction to Music Literature	15
Music of the Romantic Era	20
Music of Beethoven	21
Introduction to Contemporary Music	22
Aesthetic Evolution of Opera	24
Music History: 500 to 1600	50
Music History: 1600 to present	51
Music of the Baroque Era	60

Applied Music

Functional Piano	12(½)
Instrumental and Vocal Classes	13(½)
Applied Instrumental and Vocal Instruction, Elementary	16(½-1)
Vocal Literature and Diction	35(½)
Applied Instrumental and Vocal Instruction, Intermediate I	36(½-1)

Pedagogy of Applied Piano	54(½)
Applied Instrumental and Vocal Instruction, Intermediate II	57(½-1)
Applied Instrumental and Vocal Instruction, Advanced	67(½-1)

Music Therapy

Psychology of Music	80
Influence of Music on Behavior	81(½)
Music Therapy Techniques and Hospital Orientation	82
Recreational Music	83(½)

Music Education

Public School Music Methods Elementary Classroom	87
Public School Music Methods Instrumental	88
Public School Music Methods Vocal	89

Music Ensembles

Salem Symphony and Chamber Orchestra	1(½)
University Choir	2(½)
Willamette Chorale	3(½)
University Band	4(½)
String Chamber Music	5(¼)
Chamber Music Woodwind, Brass & Percussion	7(¼)
Willamette Singers	9(¼)
Lab Band	10(¼)
Opera Theatre	65(½)

COURSE DESCRIPTIONS

Music Theory I

17

An integrated course in the theoretical aspects of the musical literature from the Renaissance through the Contemporary Period. Structure, style, and technique are investigated 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.

Music Theory II 18

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

Basic Conducting 27½

Basic techniques of choral, orchestral, and band conducting, taught by specialists in each field. Designed to provide 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

Style Analysis I & II 30 & 31

Development of fluent analytical techniques by means of intensive 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.

Music Theory III 38

A continuation of Music Theory II. Prerequisite: Music 18.

Counterpoint I & II 53 & 55

Study of the literature, styles, forms and techniques of contrapuntal writing from the sixteenth through the twentieth centuries. Prerequisite: Music 18.

Music Theory IV 58

A continuation of Music Theory III. Prerequisite: Music 38.

Orchestration and Band Arranging 59

Keyboard Harmony and Improvisation 64(½)

Advanced application of harmonic materials and techniques to the keyboard. Prerequisite: Music 58.

Introduction to Music Literature 15

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.

Music Literature of the Romantic Era 21

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.

The Music of Beethoven 23

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.

Introduction to Contemporary Music 22

An analytical, historical and aural examination of the various musical idioms of the twentieth century, geared to provide the uninitiated listener with aural and intellectual bases for their perception. Designed primarily for Liberal Arts majors.

Aesthetic Evolution of Opera 24

Influence of aesthetic trends and their social-political causes in the evolution of Opera from its origins at the close of the sixteenth century to our days. Designed primarily for Liberal Arts majors.

Music History: 500 to 1600 50

The changes in Western music history from Gregorian Chant through the beginning of polyphony, French and Italian music of the fourteenth 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.

Music History: 1600 to present 51

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.

Music of the Baroque Era 60

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.

Functional Piano 12 (½)

Development of applied instrumental skills at the beginning level.

Instrumental and Vocal Classes 13 (½)

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.

Applied Instrumental and Vocal Instruction, Elementary 16 (½-1)

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.

Vocal Literature and Diction 35 (½)

A study of English and foreign language diction within the context of the standard vocal literature.

Applied Instrumental and Vocal Instruction, Intermediate I 36 (½-1)

A continuation of Applied Instrumental and Vocal Instruction and Literature Elementary. Prerequisite: Music 16.

Pedagogy of Applied Piano 54 (½)

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 seventeenth to the twentieth centuries.

Applied Instrumental and Vocal Instruction, Intermediate II 57 (½-1)

Study of the solo literature of music through performance. Thorough development in all phases of per-

used in group singing. Individual study on guitar and accordion. Organization of community and playground music programs. Required for Music 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.

Applied Instrumental and Vocal Instruction, Advanced 67 (½-1)

A continuation of Applied Instrumental and Vocal Instruction, Intermediate II. Prerequisite: Music 57.

Psychology of Music 80

Study of the psychological aspects of music with emphasis upon problems of perception, psychoacoustics 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.

Influence of Music on Behavior 81 (½)

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.

Music Therapy Techniques and Hospital Orientation 82

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.

Recreational Music 83 (½)

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.

Public School Music Methods — Elementary Classroom 87

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.

Public School Music Methods — Instrumental 88

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.

Public School Music Methods — Vocal 89

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.

Music Ensembles

Salem Symphony and Chamber Orchestra 1 (1/4-1/2)

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.

Willamette University Choir 2 (1/2)

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. Normally limited to students beyond the Freshman year. By audition. May be repeated for credit.

Willamette University Chorale 3 (1/2)

Exploration of a wide variety of significant choral literature, representing all styles and periods, and including both accompanied and unaccompanied works. Performs by itself and with other musical organizations. By audition. May be repeated for credit.

Willamette University Band 4 (1/2)

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.

String Chamber Music 5 (1/4)

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.

**Chamber Music
Woodwind, Brass and Percussion 7 (1/4)**

Willamette Singers 9 (1/4)

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.

Lab-Band

10¼

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.

Opera Theatre

65 (½)

A practical course in operatic singing and acting. A major operatic production with full orchestra is presented every-other-year; operatic scenes are prepared and presented on the alternating years.

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 Department 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 Department 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 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, Chairman
Assistant Professor Robert Peffers
Assistant Professor Ramona Ann Searle (part-time)

Fundamentals of Creative Dance

10(½)

Study of 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.

Acting I

11(½)

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

Acting II

12(½)

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

Introduction to Theatre

15

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.

Theatre Practicum

18(¼-½)

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.

Theatre in Revolt 30

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.

Oral Interpretation of Literature 31(1/2)

A study of many forms of literature through analysis and preparation for meaningful oral presentation. Classroom and public performance in individual performance, reader's theatre, and choral speaking.

Directing I 32(1/2)

The fundamental concepts of play direction will be presented and the students will have the opportunity to: analyze scripts, block scenes, develop composition and focus, work with actors.

Dance Composition I 33 (1/2)

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 the Instructor.

Dance Composition II 34(1/2)

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.

Theatre Arts I 35

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.

Theatre Arts II 36

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

British Theatre History: 1660-1910 40

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.

American Theatre History 41

An historical study of American stage activity from its origins in 1750 through the 1930's with special emphasis upon the progressive or evolutionary nature of theatrical production as it matured and gained sophistication.

History of Dance from Basic Cultures to Today 43

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 influenced dance of today and dance in education.

Modern Drama 45

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.

Summer Theatre (option I) 46(1)

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.

Summer Theatre (option II) 47(2)

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.

Theatre History I 55

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.

Theatre History II 56

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.

American Drama 57

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.

Special Problems in Theatre 70(½)

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.

Directing II 72(½)

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.

Seminar in Experimental Theatre Performance 74

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 experimentation. 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.

COLLEGE OF LAW

TRUMAN WESLEY COLLINS LEGAL CENTER

In the fall of 1967, the College of Law occupied the Truman Wesley Collins Legal Center which is a memorial to a graduate of Willamette in the class of 1922. Truman W. Collins served with distinction on the Board of Trustees for thirty-eight years, including six years as its president.

This occupancy of the Legal Center allowed the enrollment to expand from 185 to 370 with a concurrent enlargement of faculty.

The law library occupies three floors, with individual study carrels. Other features of the legal center include class and seminar rooms, student lounge, faculty lounge and library, faculty and administrative offices and a practice courtroom.

FACULTY

Professor Larry K. Harvey, Dean
 Associate Professor Carlton J. Snow, Assistant Dean
 Professor Courtney Arthur
 Professor Henry J. Bailey, III
 (sabbatical leave, fall, 1973)
 Professor Edwin W. Butler
 Professor William H. Dorsey, Jr.
 Professor John C. Paulus
 Professor Robert L. Stoyles
 Associate Professor Elliott M. Abramson
 Associate Professor Dallas W. Isom
 Associate Professor Joseph W. Dellapenna
 (on leave, 1973-74)
 Associate Professor Jatinda Mukerji, Librarian
 Associate Professor John J. Mylan
 (on leave, 1973-74)
 Associate Professor Ross R. Runkel
 Associate Professor Donald H. Turner
 Assistant Professor Donald W. Baker
 Assistant Professor Claudia E. Burton
 Assistant Professor Shirley S. Ngai, Cataloger
 Assistant Professor Clayton C. Patrick
 Instructor Lauri R. Flynn, Acquisitions Librarian

GENERAL INFORMATION

The Willamette University College of Law was established in 1883 as the first law school in the Pacific Northwest. In 1967 the College of Law moved into the Truman Wesley Collins Legal Center. Proximity to the Supreme Court, State Capitol and to courts on the circuit, county, district and municipal levels makes the law school truly a legal center in the state capital. Regular students can enter the College of Law only in September. 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 of the College of Law are eligible to take the bar examination in any of the States and the District of Columbia.

The Willamette University College of Law trains and equips men and women to render service and

achieve success in the practice of law. To that end it develops in its students, among other things, (1) a scholarly knowledge of the fundamental principles of law and equity, with the history of their development; (2) an understanding of court practice and procedure; including the preparation of legal documents and the trial of causes; (3) mastery of the methodology of legal reasoning; and (4) a high sense of honor and professional duty.

The learning and developmental process of the individual is given special attention through student participation in classroom activities and non-classroom projects including a clinical education program which provides students with an opportunity to apply their classroom learning to supervised participation in the legal process. Students also participate in the academic program and administration of the College of Law by serving as voting members on all faculty committees. The College of Law maintains a close student-faculty relationship and operates a law student placement service.

Law Library

The College of Law Library contains more than 56,000 volumes. The library also has the standard and most recent texts and treatises in all of the varied fields of law, and an interesting collection of old and first editions of many legal classics and English and American decisions. The library of the nearby Supreme Court is also available.

Degree

The degree of Doctor of Jurisprudence (J.D.) is conferred upon those who successfully complete the three year program.

Admission Requirements

To be eligible for admission to the College of Law, applicants must have received a baccalaureate degree. They must also have taken the Law School Admission Test and meet other qualifications set forth in the College of Law Bulletin, which can be obtained by writing to: Office of the Dean, Willamette University College of Law, Salem, Oregon 97301.

Research Opportunities

Research opportunities include legal draftsmanship, *Willamette Law Journal*, trial practice, moot court and legal research service.

TUITION AND EXPENSES

Semester Charges for Part-Time Students and Auditors

	1973 FALL SEMESTER	1974 SPRING SEMESTER
Student Body Membership	\$ 17.00	\$ 17.00
<p>(All undergraduate students and all students in the College of Law taking more than six hours are required to hold membership in the Associated Students of Willamette University. This membership entitles the student to attend all home athletic contests and to participate in and enjoy the benefits of many student activities, covers class dues, dramatic productions, social events and subscriptions to the college paper.)</p>		
LIBRARY FEE for all regular students in the College of Law	\$ 10.00	\$ 10.00
TUITION		
College of Law for regular students, taking 10 to 18 hours	\$970.00	\$1,110.00
TUITION		
For regular students in Law for more than 18 semester hours per semester hour over 18.....	\$ 50.00	\$ 60.00
LATE REGISTRATION FEE		
A fee of \$10 for the first day of registration plus \$2 for each additional school day during which the student fails to complete his registration through the Business Office by 4:00 p.m. on the last official day of registration each semester.		
LATE PAYMENT FEE		
A fee of \$5 is added to the account of any student who fails to make deferred payments when due, and to the account of any student who does not make his advance payment and breakage deposit by the required date.		
AUDITING FEE		
Per semester hour, regular students	\$ 5.00	\$ 5.00

Semester Charges for Part-Time Students and Auditors

TUITION		
For courses in Law, per semester hour	\$100.00	\$ 115.00
AUDITING FEE		
Per semester hour, nonregular students.....	\$ 10.00	\$ 10.00
<i>Housing and Food Costs</i>		

Satisfactory quarters at a reasonable price are obtainable within the neighborhood in which the College of Law is located. A limited number of private rooms with meals are available through Willamette University. For methods of payment, see page 23.

GRADUATE SCHOOL OF ADMINISTRATION

In September, 1974, Willamette will begin classes for its new Graduate School of Administration. They will be held in existing University buildings until completion of the \$1.5 million Seeley Mudd Building, construction of which is scheduled to begin the summer of 1974.

The Seeley Mudd Building will include classrooms, seminar rooms, conference rooms, lounge, library, and offices for the dean and staff. Some of the rooms will be especially designed and furnished to support management-development seminars and other conferences. Architectural plans will assure a design that allows GSA to use the most up-to-date instructional methods.

DEAN

Stephen H. Archer

GENERAL INFORMATION

The Graduate School of Administration will be unique in the Northwest and one of only several such schools in the country. GSA will be a graduate center of learning that permeates all areas of decision-making. It will train people for both the public and private sectors of management.

Willamette's decision to open this graduate school is related to the University's objective of meeting the needs of the area with unique offerings that will be consistent with its longtime academic excellence. The University's location for such a school is ideal; Willamette is across the street from the capitol; near city and county government and many state institutions, and centrally located for Northwest business and industry.

Currently, GSA plans to offer:

1. A two-year program leading to a Master of Administration degree with students studying

common courses the first year and tending toward specialized training the second year.

2. A variety of non-degree classes, institutes, management-development seminars, and conferences.

(In addition, joint degree programs in administration and other disciplines will be given careful study for possible recommendation and action.)

As this catalog is going to press, many plans are still in the development stage. For example, the exact curriculum and tuition fees have not yet been determined. For more complete information, write to the Dean, Graduate School of Administration, Willamette University, Salem, Oregon 97301 — after October, 1973.

UNIVERSITY FACULTY & ADMINISTRATION

College of Law
College of Liberal Arts
College of Music and Theatre
Graduate School of Administration

EMERITUS — Retired

W. W. HERMAN CLARK, 1923—
Professor Emeritus of Physical Science, 1952

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

- 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
- CLORINDA TOPPING, 1948—
Associate Professor Emeritus of Voice, 1967
- 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
- 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., University of Minnesota; M.A., University of Minnesota; 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 (Sabbatical Leave - Fall Semester 1973-74)
- DONALD W. BAKER, 1973—
A.B., Southern Methodist University; J.D., The University of Texas School of Law
Assistant Professor of Law
- C. RUSSELL BEATON, 1971—
B.A., Willamette University; M.A., Ph.D., Claremont University
Associate Professor of Economics
- THOMAS S. BERCYNSKI, 1970—
A.B., Knox College; M.A., Indiana University
Assistant Professor of Russian
- ALBERT C. BERGLUND, 1966—
B.S., University of Redlands
Associate Director of Admissions

- ADELE LOUISE BIRNBAUM, 1963—
B.A., University of Illinois; M.A., Brun Mawr College
Assistant Professor of English, 1969
(Leave of Absence-Fall Semester 1973-1974)
- 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
Instructor 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
Assistant 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
Assistant 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
- JAMES P. BRIK, 1973—
B.A., M.P.E., Idaho State University
Instructor of Physical Education and Aquatics Director
(Effective Spring Semester, 1973-74)
- CLAUDIA ELIZABETH BURTON, 1971—
B.A., Oberlin College; M.A.T., John Hopkins University; J.D., University of California at Los Angeles
Assistant 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
Associate Professor of Music, 1955
- JERRY S. CANNING, 1963—
B.A., Ph.D., University of Maryland
Associate Professor of Philosophy, 1968
- 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
(Sabbatical Leave, Spring Semester, 1973-1974)
- 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
- 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
- JOSEPH W. DELLAPENNA, 1970—
B.B.A., University of Michigan; J.D., Detroit College of Law; LL.M., George Washington University
*Associate Professor of Law, 1973
(Leave of Absence, 1973-74)*
- 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
(Leave of Absence - Spring Semester, 1973-74)*
- PAUL M. DUELL, 1957—
B.A., M.S., Fort Hayes Kansas State College; Ph.D., Kansas State University
*Professor of Chemistry, 1961;
Acting Dean of College of Liberal Arts, 1972*
- 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
- 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
- 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
- FRANCOISE A. GOEURY-RICHARDSON, 1966—
B.A., Willamette University; License es Lettres, University of Nancy, France
Assistant Professor of French, 1970
- 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

JAMES A. HAND, 1964—

B.A., University of Alabama; B.D., Union Theological Seminary, New York Vanderbilt University
Associate Professor of Religion, 1969

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
Admissions Counselor

NORMAN A. HUFFMAN, 1946—

On the E.S. Collins Foundation; B.A., M.A., Duke University; B.D., Duke Divinity School; S.T.M., Harvard Divinity School; Ph.D., Brown University
Professor of Religion, 1946

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
Associate Professor of Law, 1970

GUTHRIE E. JANSSEN, 1971—

B.A., University of Illinois
Director of Development, 1972

- 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
- NOEL F. KAESTNER, 1954—
B.S., M.S., Ph.D., University of Wisconsin
Professor of Psychology, 1965
- CHESTER C. KAISER, 1946—
B.S., M.S., Kansas State Teachers College; M.A., University of Southern California; Ph.D., American University
Associate Professor of History, 1954
- KAREN LEE ANDERSON KOHNE, 1969—
B.M., M.A., University of Denver
Associate Dean of Students, 1971
- 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
Dean of Students
- TOMMY LEE, 1972—
B.A., M.Ed., Willamette University
Instructor in Physical Education and Assistant Football Coach
- 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
- DAVID A. LEWIS, 1953—
B.S., University of Oregon
Business Manager
- 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
- 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
- OTTO W. MANDL, 1962—
Ph.D., University of Vienna
Professor of German, 1969
- 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, Academic Affairs and Provost
- FRANCIS KENT MARKUS, 1962—
B.B.A., M.A., University of Minnesota
Associate Professor of History, 1973
- FREDERICK H. MATTES, 1967—
B.S., Carroll; 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—
B.A., 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
- 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 Cal-
ifornia
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
(Leave of Absence, 1973-74)*
- 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 Vir-
ginia
Assistant Professor of English, 1972
- 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 Califor-
nia at Berkeley
Assistant Professor of Law
- CAMERON S. J. PAULIN, 1949—
B.F.A., Alfred University; M.A., Ohio State Uni-
versity; Ph.D., University of Chicago
Professor of Art, 1953
- JOHN C. PAULUS, 1949—
B.A., J.D., University of Iowa
Professor of Law, 1956
- 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
- STEPHEN K. PROTHERO, 1963—
B.S., M.A., Oregon State University
Assistant Professor of Mathematics, 1967
- ROBERT L. PURBRICK, 1947—
On the P.W. Severson Foundation; B.A., Willa-
mette University; M.A., Ph.D., University of
Wisconsin
Professor of Physics, 1955
- RALPH E. PURVINE, 1940—
B.A., Willamette University; M.D., Jefferson Medi-
cal College
Director of University Health Service
- ROBERT M. PUTNAM, 1953—
B.A., Cornell College; M.A., University of Wis-
consin
Associate Professor of Speech and Drama, 1957
- DENNIS REESE, 1972—
B.S., Willamette University
Admissions Counselor
- HARRY E. RORMAN, 1969—
B.A., MAT., Oregon College of Education
Assistant Professor of Earth Science, 1972
- HOWARD W. RUNKEL, 1950—
B.A., University of Wisconsin; M.A., Bucknell
University; Ph.D., Stanford University
Professor of Rhetoric and Public Address, 1953

- ROSS R. RUNKEL, 1969—
B.S., J.D., University of Washington
Associate Professor of Law, 1970
- JOE C. SCHAFFELD, 1966—
B.S., University of Oregon
*Instructor in Physical Education,
Wrestling Coach, Head Football Coach, 1972*
- JOSEF H. SCHNELKER, 1946—
B.M., Oberlin College; M.M., University of Michigan; Studied under Palmer Christian, Joseph Hungate, Carl Weinrich and Nadia Boulanger; Associate American Guild of Organists
*Professor of Organ and Theory of Music, 1955
(Sabbatical Leave — Spring Semester, 1973-74)*
- RICHARD K. SCHWARTZ, 1971—
B.A., William Jewell College; Ed.M., Ed.D., University of Illinois
Director, University Counseling Center
- JOANN E. SEIBERT, 1973—
B.S., M.Ed., Colorado State University
Assistant Dean of Students/Head Resident
- THEODORE L. SHAY, 1956—
B.S., M.A., Ph.D., Northwestern University
Professor of Political Science, 1961
- JOHN B. SIMMONS, 1972—
A.B., Stanford University
*Associate Director of Development and
Director of Alumni Relations*
- MERLIN C. SIMPSON, JR., 1971—
B.S., University of San Francisco; M.B.A., Pacific Lutheran University
Assistant Professor of Aerospace Studies
- KENNETH SMITH, 1963—
B.S., M.A., University of California; Ph.D., University of California at Los Angeles
Associate Professor of Political Science, 1966
- CARLTON JAMES SNOW, 1971—
B.A., Taylor University; B.D., Fuller Theological Seminary; M.A., J.D., University of Wisconsin
*Associate Professor of Law, 1973
Assistant Dean of Law School, 1973*
- MARTHA E. SPRINGER, 1947—
B.A., M.A., Stanford University; Ph.D., University of Michigan
Professor of Biology, 1953
- MAURICE B. STEWART, 1958—
B.Sc., M.Sc., University of Alberta
Associate Professor of Physics
- RICHARD H. STEWART, 1970—
B.S., Lebanon Valley College; M.M.Ed., University of Oregon
*Assistant Professor Music Education,
Acting Dean, College of Music and Theatre, 1971*
- EDWIN J. STILLINGS, 1959—
B.A., Hiram College; M.A., Ph.D., University of Chicago
*Professor of Political Science and
Public Administration*
- ROBERT L. STOYLES, JR, 1962—
B.A., J.D., State University of Iowa
Professor of Law, 1966
- RICHARD A. SUTLIFF, 1967—
B.A., Dartmouth College; M.A., Indiana University
Assistant Professor of English, 1970
- THOMAS B. TALBOTT, 1972—
B.S., Portland State University; S.T.B., Fuller Theological Seminary; M.A., Ph.D., University of California at Santa Barbara
Instructor in Philosophy
- GRANT O. THORSETT, 1967—
B.S., Washington State University; M.S., Ph.D., Yale University
Associate Professor of Biology, 1972
- WILLIAM TRENBEATH, 1973—
B.A., Whitworth College; M.S., University of North Dakota; Ph.D. candidate, Oregon State University
*Assistant Professor of Physical Education, Head
Baseball Coach, Asst. Football Coach*
- DONALD H. TURNER, 1971—
B.S., Lewis & Clark; LL.B., Willamette University
Associate Professor of Law
- JULIO VIAMONTE, 1967—
B.S., M.A., University of LaPlata (Argentina)
*Associate Professor of Voice and
Director of Opera Theatre*
- J. JEAN WILLIAMS, 1953—
B.A., M.A., Willamette University
*Assistant Professor of Physical Education, 1967
Director of Women's Intramurals, 1973*
- ROBERT C. WOODLE, 1964—
B.A., Willamette University
Director of Information Services, 1972

RALPH H. WRIGHT, 1971—
B.A., University of Notre Dame; M.A., DePaul
University
*Assistant to the President for
University Relations, 1972*

RICHARD A. YOCOM, 1955—
B.A., Willamette University; M.A., University of
New Mexico
Dean of Admissions; Registrar;

ACTIVE—PART TIME

DOROTHY BERQUIST, 1972—
B.S., Mannes College of Music
Instructor in Voice

THOMAS B. BRAND, 1964—
B.A., Stanford University; LL.B., University of
Oregon College of Law
Lecturer in Economics (Business Law)

MARGARET BYERS, 1970—
B.A., Willamette University
Instructor in Education

DORIS H. CALKINS, 1970—
B.M., University of Oregon
Instructor in Harp

DAVID S. CRANE, 1972,
B.M., Willamette University
Instructor in Horn

ROBERT W. DONALDSON, 1973—
B.S., Oregon State University
Instructor in Rhetoric

WILLIAM REDMAN DUGGAN, 1972—
B.A., M.A., University of Notre Dame
Diplomat-on-Campus

LINDA HAMER, 1973—
B.A., Lewis and Clark; M.L.S., University of Ore-
gon
Reference Librarian, University Library

JEAN W. HAND, 1968—
B.A., Agnes Scott College; M.A., George Peabody
College for Teachers
*Assistant Catalog Librarian,
University Library*

DONALD R. HIBBARD, 1971—
B.S., M.M., University of Oregon
Instructor in Applied Music

DEANNA ILTIS, 1973—
B.A., Stanford University; B.L.S., University of
Toronto, Canada
Reference Librarian, University Library

N. JETMALANI, 1963—
M.D., University College, London
Lecturer in Sociology

VLADISLAV A. KOMISSAROV, 1972—
M.Ph. Ed., M. Russ. Lit., University of Moscow
Instructor in Russian

MARY LOTT, 1972—
B.A., San Fernando Valley State College
Instructor in Oboe and English Horn

WILLIAM McCLENDON, 1972—
B.A., West Virginia State College
Instructor in Ethnic Studies

VALERIE A. McINTOSH, 1969—
B.M., Oberlin College; M.M., University of Texas
Instructor in Voice

FAY MORT, 1964—
B.A., Willamette University; Oregon State Univer-
sity
Instructor in Education

JAMES MUREITHI, 1972—
A.A., Contra Costa College; B.A., California State
College at Hayward; M.A., University of Oregon;
Ph.D., University of Oregon
Instructor in Ethnic Studies

JAMES G. NELSON, 1972—
B.S., Oregon State University
*Assistant in Rhetoric and Public Address;
Coach of Forensics*

KARLIN RHEES, 1967—
B.A., University of Washington; M.M., University
of Oregon; Student of William Kincaid and
Frank Horsfall
Instructor in Flute

CHARLOTTE SCHEFTER, 1971—
B.M., Wallace College Conservatory of Music;
M.A., Pennsylvania State University
*Instructor in Piano,
Director, University Chorale*

- RAMONA ANN SEARLE, 1966—
B.S., M.S., University of Oregon
Assistant Professor of Theatre, 1970
- BRUCE M. STEWART, 1967—
B.A., M.Ed., Linfield College
Instructor in Education
- DONALD WALTON, 1969 . . .
B.A., Colorado State Teachers College; M.A.,
University of Oregon
Instructor in Education
- MARTA VELEZ, 1971—
Degrees from Esouela Normal paca Maestros,
University of Oriente
Instructor in Spanish
- ELIZABETH A. YOCOM, 1961—
B.A., Earlham College; M.S., University of New
Mexico
Instructor in Biology

BOARD OF TRUSTEES

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INDEX

Academic Calendar	4
Academic Policies	35
Academic Listeners	20
Class Regulations	37
Academic Advising	36,12
Accreditation, Music	97
Administration	114
Admission –	
College of Law	112
Colleges of Liberal Arts, Music and Theatre ..	18
Advanced Credit	19
Advanced Payment	20
Advanced Placement	19
Advanced Standing	19
Credentials	18
Early Decision Plan	18
How to Apply	18
Special Students	19
Requirements for Freshman Class	18
Veterans	20
Advisors	12,36
Aerospace Studies	50,51
American Studies	53
Anthropology (See Sociology)	88
Art	53
ASWU	16
Athletics	16
Attendance-Class	37
Awards	27
Band	16,108
Bar Association, Student	16
Basic Opportunity Grants	27
Biology	55
Board of Trustees	123
Bookstore (See University Center)	9
Buildings	8
British Studies	46
Business Administration	94
Calendar	4
Campus	6
Chemistry	57
Choir	16,98
Chorale	16,98
Communication Arts	49
Computer Center	11
Computer Science	59
Concentration Area Course Offerings –	
Fine Arts	39
Humanities	40
Letters	41
Natural Science and Mathematics	42
Social Science	43
Concerts & Recital (Music)	98
Contents, Table of	3
Correspondence, Directions for	2
Course Descriptions	51
Cooperative Degree Programs –	
Columbia University	94
Duke University	95
Stanford University	94
Counseling	12
Curriculum (Form)	34
Degrees Offered –	
Law	112
Liberal Arts	35
Degrees, Requirements for:	
Bachelor of Arts	35
Bachelor of Music	99
Bachelor of Music Education	100
Bachelor of Science	35
Doctor of Jurisprudence	112
Dentistry	94
Earth Science	59
Economics	60
Education (undergraduates)	62
Educational Opportunity Grants	26
Eligibility for Activities, Student	16
Engineering	94
English	63
Ensembles (Music)	98,108
Entrance requirements –	
Law	112
Liberal Arts	18
Music and Theatre	18
Environmental Science	48,66
Expenses –	
Liberal Arts, Music and Theatre	21,96
Law	113
Faculty –	
Emeritus	114
Active –	
Full-Time	115
Part-Time	122
Listing	
of Aerospace Studies	50
of American Studies	45
of Communication Arts	49
of Fine Arts	39

of Humanities	40	Journalism	95
of Letters	41	Laboratories	10
of Natural Science & Mathematics	42	Law, College of	111
of Physical Education	50	Law Library	112
of Religion	50	Learning Resources	11
of Social Science	43	Legal Research Service	112
of Teacher Preparation	50	Legal Fraternities	17
College of Law	111	Legislative Workshop (Law)	112
College of Music and Theatre –		Letters	75
Music	96	Liberal Arts, College of	34
Theatre	109	Libraries	11
Fees	21	Loan Funds	27
Financial Aid	25	Major Requirements	35
Fine Arts	39	Majors Offered (Approved)	34
Foreign Language	66	Map	6
Foreign Study	48	Mathematics	75
Forensics	16	Medical Service	13
Forestry	95	Medical Technology	96
Fraternities	17	Medicine	95
French	67	Ministry and Religious Service	96
French Studies	46	Moot Court	112
Freshman Glee	16	Music and Theatre, College of	96
Geology (See Earth Science)	59	Objectives –	
German	69	Music	96
German Studies	46	Theatre	109
Government Service	95	Music Majors	99
Grading (Undergraduate)	36	Musical Performing Organizations	16
Graduate Study –		Natural Science and Mathematics	42
General	95	Nursing	96
Graduate School of Administration	114	Non-Major Fields	35
Graduation Requirements and Guidelines	35	Normal Progress Toward Degree	38
Grants-in-Aid	26	Objectives, undergraduate	34
Greek	71	Off Campus Study	48
Physical Education	78	Pass-No Credit Grading	37
Health Service	13	Payments	23
Hispanic Studies	47	Petitioning Procedures	37
History	71	Philosophy	76
Honor Societies	17	Physical Education	50,78
Honors in Scholarship	38	Physics	79
Housing	12	Political Science	80
Humanities	74	Post Graduate Opportunities	94
Institutional Research	11	Prizes	27,32
Inter-Area Studies	45,67,74	Professional Societies	17
American Studies	45	Psychology	83
International Studies	45,74	Publications, Student	16
British	46	Recognition Societies	18
French	46	Refunds	25
German	46	Registration	38
Hispanic	47	Change in	38
Urban & Regional Govt.	47	Regulations, Class	37
Environmental Science	48		

Religion	50,85	University Goals	8
Religious Life	12	Urban & Regional Govt.	47
Requirements, <i>See Degrees</i>		Veterans, Admission of	20
Research Opportunities (Law)	112	Washington Semester	49
Residence Halls	10	Withdrawal	38
Residence Requirements	12		
Rhetoric	86		
Room and Meal Charges	22		
Russian	87		
Scholarship Honors	38		
Scholarship Recognition	25		
Scholarship Rules	25		
Scholarships	25,27		
Senior Evaluation	36		
Social Science	43		
Social Service and the Help Professions	96		
Sociology and Anthropology	88		
Sororities	10,17		
Spanish	93		
Speakers Program	12		
Special Areas and Course Offerings	49		
Special Professional Areas	50		
Special Students	19		
Special Study Programs –			
Environmental Studies	48		
Foreign Study	48,67		
Washington Semester	49		
Student –			
Conduct	13		
Violations of	14		
Employment	27		
Life	12		
Government	16		
Health Service	13		
Housing	12		
Loan Funds	27		
Organizations	16		
Study Abroad	48,67		
Teaching	96		
Teacher Preparation	50		
Transcripts	38		
Theatre	96,109		
Tuition and Expenses –			
College of Law	113		
College of Liberal Arts	21		
College of Music and Theatre	96		
Payment Plans	23		
Part-Time Students	22		
University Buildings	8		
University Center	9		

NOTES

