

1977

## 1977-78 Bulletin of Information - Matteo Ricci College

Seattle University

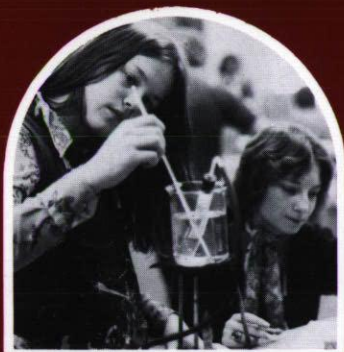
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# Matteo Ricci College - II



**1977-1978**  
**Program Description**

**SEATTLE UNIVERSITY**

## Matteo Ricci College

MATTEO RICCI COLLEGE is a coeducational, fully coordinated and integrated six year program which begins with the traditional freshman year of secondary school and concludes with the granting of a baccalaureate degree by Seattle University.

Form One, the first three years of the program, operates out of the Interlaken Campus of Seattle Preparatory School.

Form Two, the final three years, is an academic division of Seattle University on the Seattle University campus.

For further information about the Matteo Ricci College academic program and admission requirements, write to:

Matteo Ricci College-I  
2400 11th Avenue East  
Seattle, Washington 98102  
(206) 324-0400

Matteo Ricci College-II  
**Seattle University**  
Seattle, Washington 98122  
(206) 626-5379



# **Table of Contents**

Matteo Ricci College:	History . . . . .	2-3
	Goals and Practices . . . . .	4-5
Matteo Ricci College-II:	Student Life . . . . .	6-7
	Advisory Panel . . . . .	8
Matteo Ricci College-II:	Academic Program	
	Degree Offered . . . . .	9
	Degree Requirements . . . . .	9
	MRC/HUM Required Courses . . . . .	9
	Electives . . . . .	9
	Major . . . . .	10
	Stop-Out Time . . . . .	10
	Typical Schedules . . . . .	11
	MRC/HUM Course	
	Descriptions . . . . .	11-12
Academic Regulations . . . . .		13-14
Administration . . . . .		15
Faculty . . . . .		15
For Further Information . . . . .		16

# Matteo Ricci College: A Brief History

Matteo Ricci College is a continuing educational endeavor involving the interaction of a number of committed educators, innovative ideas, and institutions. Three major interdependent factors have contributed to the evolution of this new college.

First, the Carnegie Commission on Higher Education, in its report "Less Time, More Options", stressed the need for closer cooperation between secondary and higher education—both to avoid wasteful duplication and to build an integrated curriculum more oriented to the continuing process of the individual student's learning. Our response to the challenges of the Commission resulted in a significant grant from the Carnegie Corporation in June 1975.



Second, at a 1972 conference at the Battelle Northwest Research Center, several Seattle University faculty and administration recognized the need for a "Ricci College". This "College of the Future" would renew the focus of SU as a Jesuit institution committed to liberal and values oriented education. The Academic Planning Committee, chaired by Dr. Joseph Monda, explored the possibilities of

implementing a new college. A major source of optimism in proposing a dramatic innovation in curriculum and institutional organization was the University's long involvement in alternative modes of education (such as the Honors Program, initiated in 1960).

Third, in response to concerns expressed within the Oregon Province about the need for new educational and apostolic directions in Jesuit secondary schools, the Rev. Kenneth Galbraith, S.J., Provincial, assigned five Jesuits to Seattle Preparatory School in the Summer of 1973 to work with parents, alumni, teachers, students and community representatives in determining what kind of school the "priority target" for the province should be. Among the early ideas for implementing the "Statement of Values", developed as a result of the Jesuit team's efforts, was a 1972 suggestion that a six-year college associating Seattle University and Seattle Preparatory School be established.

In January 1974, Rev. Thomas Healy, S.J., President-Principal of Seattle Preparatory met with Rev. James Powers, S.J., Dean of the College of Arts and Sciences, Seattle University, to discuss the two institution's cooperating in structuring such a college. Members of a Steering Committee consulted the Jesuit community, the Board of Trustees, area educators, and parents. On April 8, 1974, Rev. Louis Gaffney, S.J., University President, and Fr. Healy, publicly announced the planning effort was underway.

The initial planning activities for the college involved most of the Seattle Preparatory community, a large number of Seattle University faculty, and other interested persons, cooperating on task forces established to explore the many questions concerning curricular and institutional reform and innovation.



Their work was guided by a working paper presented by Rev. James Riley, S.J. of S.U.'s Philosophy department. The paper delineated critical areas which needed investigation if the planning was to yield a college that would be operative by 1975.

A curriculum proposal for the new college based on the earlier work of the task forces, was prepared by the Steering Committee and a Curriculum Coordinating sub-committee; it was approved by the appropriate academic and administrative officers of Seattle University, Seattle Preparatory School and the Oregon Province.

In February 1975, Fr. Gaffney and Fr. Healy, publically announced that MRC was officially established and its first students would begin the program in Fall 1975.

A three year grant by the Carnegie Corporation enabled the faculty of Form I at Seattle Preparatory and a number of Seattle University faculty to join together in detailed design work of the curriculum, faculty development, and evaluation for the first three years of the MRC program.

MRC's first two classes began in the Fall of 1975. Rev. Thomas Bunnell, S.J., was named Form I Principal.

Rev. John Foster, S.J., continued to serve as Form I Director of Curriculum Development.

At Seattle University, Rev. William LeRoux, S.J., chaired the Form II Curriculum Development Committee, responsible for designing the Form II curriculum and preparing for the arrival of MRC students on the University campus. At the end of the 1975-1976 planning year, SU received a substantial three year grant from the Fund for the Improvement of Post-Secondary Education for continuing Form II curriculum design, faculty development and program evaluation.

In the Summer of 1976, Dr. Edwin Weihe was named Project Director of Form II and Dr. Bernard Steckler, Director of Curriculum Development. During the 1976-1977 academic year, Form II courses were designed and pilot taught, a Student Life Program and Advising system were established, and an MRC Council was created to improve Form I-II curriculum integration.

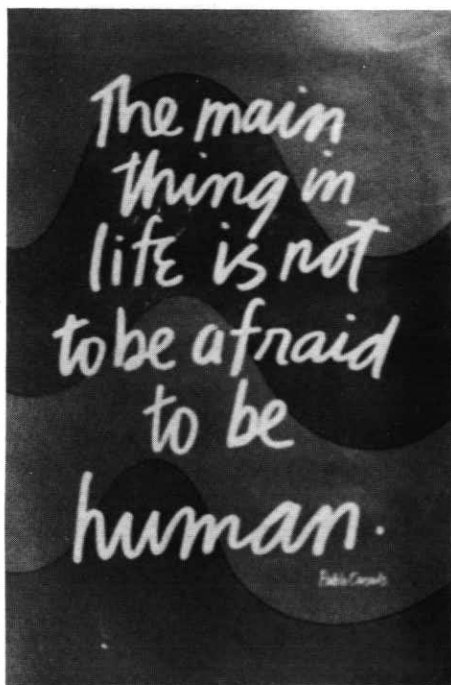
On June 1, 1977, MRC-I held its first commencement. Students who successfully completed the Form I course of study began the Form II program at Seattle University Fall quarter, 1977.



# Goals and Practices

The goal of Matteo Ricci College is to graduate students who shape their personal and social futures through responsible choices.

This focus on informed, moral, and practical "choosing" requires that the College develop the student as a self-learner, one who is increasingly capable of discovering for himself what is humanly possible and desirable. It requires, too, that we foster an inquiring and caring community, which is the developmental environment. And it requires that the curriculum reflect, both in the areas and types of inquiry and in the teaching-learning processes of each course, the College's primary goal.



## TOWARD SELF-DEVELOPMENT

We believe it is the integrated person who is most capable of making responsible choices; that is, the quality of the decisions we make depends upon how fully and harmoniously we have developed our human potential in all its interrelated dimensions—intellectual, emotional, aesthetic, ethical, religious, physical.

The developing student is one who is becoming **more sensitive, intelligent, critical, and responsible** in these dimensions.

Learning is the activity which facilitates this process. It is a "coming to know" which involves four distinct but interdependent levels of consciousness: experience, understanding, judgment, and decision. These levels correlate with the development process. To become more sensitive requires that we broaden our experience. To become more intelligent requires that we gain a deeper understanding of what we experience. To become more critical requires that we expand our criteria for judging whether our understanding is valid. And to become more responsible requires that we make decisions on the basis of increasingly higher levels of development in all our human dimensions—intellectual, emotional, aesthetic, ethical, religious, physical.

The student who has become fully conscious of this learning process, of **how** he/she learns, is capable of assuming increasing responsibility for his/her **own** development.

## AN INQUIRING COMMUNITY

A liberating environment which fosters self-development is one in which all of us, teachers as well as students, are freely exploring, creating, and evaluating the meaning of our own lives and that of the community in which we live.

The possibilities for furthering human freedom increase as the individual develops within this community. The community sustains freedom by encouraging the individual to respect himself/herself, to question, and to challenge. The individual, in turn, sustains the community by responsibly exercising his/her freedom and by loving freedom in others who seek the human good.

Nurtured through the Judaeo-Christian tradition, these interdependent gospel values of freedom and love form the **ideal** toward which everything in Matteo Ricci College is oriented.



## CURRICULUM PRACTICES

The task of the humanities, in particular, is to ground this ideal not only in our religious, ethical, and aesthetic **tradition**, but in the very nature of man. We call this type of inquiry "transdisciplinary" because it transcends empirical investigation and deals with two central human concerns: what we accept as legitimate means for seeking truth, and what we believe man and community ought to become.

Transdisciplinary Studies, which set a direction and reference for the rest of the curriculum, focus on such issues as the foundation of inquiry in all the sciences, the norms of aesthetics, the grounding of a human ethic, the grounding of religion, and the creation of meaning.

Two other types of inquiry emphasize empirical and factual knowledge about the world given to and constituted by man. Intradisciplinary Studies are concerned with distinct fields and methods of inquiry, with information-gathering and validation: the disciplines as we traditionally know them. Interdisciplinary Studies focus on themes and problems which

expose the different perspectives, methods, and interpretations of those disciplines. Guided by and responsive to the essential concerns of transdisciplinary inquiry, these studies focus on learning skills and bring the student to that particular knowledge which is most useful for promoting critical reflection about his/her personal and social future.

The individual courses of the program, though they differ in their inquiry emphasis, have at least two specific characteristics in common. First, they continue to develop the basic communication skills which were the special focus of the early years of the program. And second, they respond to the following set of questions: What dimensions of the person are the focus of development? In terms of these dimensions, what learning activities constitute experience, understanding, judgment, and decision? By means of what specific teacher activities and learner pursuits is the student becoming more sensitive, intelligent, critical, and responsible?

The fullest response to these questions is the integrated curriculum, for it must reflect in its entirety the level of integration hoped for in the graduating Matteo Ricci College student.



# MRC-II Student Life



Central to the educational philosophy of Matteo Ricci College is a commitment to the development of the whole person. This development can take place fully only in a liberating environment of a caring community.

Of course, Matteo Ricci College students are encouraged to participate in the great variety of activities designed for the entire University.

But they are also assured of a series of new community-fostering activities which focus on the particular developmental needs of first-year university students.

## **P.A.C.E. (PEER ADVISING ON THE COLLEGIATE EXPERIENCE)**

The primary purpose of the PACE Program is to provide Seattle University students with a comprehensive orientation to university life.

The Program is implemented with the help of specially trained peer-counselors, or "PACE-setters". These Seattle University upperclassmen know the university's academic and non-academic programs, including Matteo Ricci College.

PACE will serve the MRC-II student in several general ways. First, it will assist the student with the adjustment to Seattle University academic and non-academic activities. Second, it will provide sympathetic forums for the airing of academic and non-academic

problems. Third, it will serve as a channel for MRC-II students to those structures at Seattle University, including Counseling and Testing, Career Guidance, Campus Ministry, the Learning Skills Center, and Financial Aid, which serve students interests and needs. And finally, it will serve as a feedback network to the Advisory Panel, the faculty involved in teaching MRC-II classes, the MRC-II administration, and others who have a special interest in and concern for Matteo Ricci College students.

Specifically, the PACE Program offers a scheduled series of orientation and community-building activities. Active participation by Matteo Ricci College students in these scheduled activities is a requirement of Matteo Ricci College.

Details of the PACE Program's schedule of on-going activities will be made available to students prior to Fall quarter registration.

## **PRE-REGISTRATION ACTIVITIES**

Prior to the regular Seattle University orientation week, MRC-II students will be invited to small, get-acquainted dinners hosted by MRC-II faculty and advisers.

Also during this period, the week of September 19-23, the Advisory Panel members will meet with students individually to decide Fall quarter academic programs.





On September 25, at the President's Reception, MRC-II students and parents will have a special opportunity to meet the MRC-II faculty, PACE-setters, advisers and administration—as well as the faculty of the entire University.

The first PACE session is scheduled for September 26. Immediately following this session, there will be a brief academic orientation meeting for all MRC-II students.

All MRC-II students will register for Fall quarter on September 28. Advisory Panel members will be present to assist students with the registration process.

## FALL QUARTER

The Fall quarter PACE activities, which include scheduled weekly sessions, will focus on student life activities and student services which are available on the University campus. The primary emphasis, however, will be on the development of critical "college survival skills", valuable to the learning efforts already underway.

In addition, there will be a Fall quarter Colloquium which focuses on the educational philosophy and practices of Matteo Ricci College. Students will be asked to reflect on the basic MRC documents and to arrive at a clear understanding of what distinguishes the MRC Program—what its goals are, and how its specific practices are responsive to those goals.

## WINTER QUARTER

This quarter the PACE sessions will focus on the University as an **academic** institution: the University's academic function and structure, the disciplines, including why and how they are studied, and what academic study entails. In the process, students will learn which degree programs are available to them, what majoring means, and what are some of the criteria for choosing a major.

The Winter quarter Colloquium will involve the discussion of a scholarly work produced by a member of the Seattle University community (faculty, student, or staff) to enable MRC-II students to witness and participate in a serious academic pursuit outside the classroom.



## SPRING QUARTER

Tentatively, both the PACE sessions and the Spring quarter Colloquium will focus on "Work", on people at work in various jobs and professions. The emphasis here is not on the professions in the abstract, but on people actually engaged in their professions—the work environment, routines, the value problems, conflicts and crises. Persons in careers outside the classroom will lead the discussions, and MRC-II students will interview working people on the job.

# The Advisory Panel

The MRC-II curriculum strives to assure a coordinated academic program through the integration and sequencing of courses. But no curriculum, however student-centered, can be entirely responsive to the great variety of personal needs and interests of the individual student. Nor is it reasonable to assume that the student's major-area adviser, traditionally the primary source of academic advice, is fully conversant in the entire Matteo Ricci College program.



This is why the MRC-II Advisory Panel was created. The three Panel members serve as the principal advisers to all MRC-II students on academic and academically-related matters. It is their responsibility to assist the student in designing an academic program best suited to that student.

An MRC student, in either Form I or Form II, may not register for any Seattle University course, either in the summer session or during the regular academic year, without first consulting and receiving the written permission of a member of the Advisory Panel.

Each MRC-II student will be assigned to a Panel adviser who will meet with that student prior to Fall registration, and thereafter as often as is necessary, but at least twice each quarter, to review program requirements, elective options, and the major course of study, and to discuss the student's academic progress and problem areas.

The Advisory Panel is not the exclusive source of all the guidance the student may need or wish. The Panel advisers will draw upon, coordinate, and focus the very best advice of those who are most knowledgeable of the student—the student's teachers, faculty in the student's major-area, department chairmen and deans, leaders of the MRC community, fellow students and parents.

MRC students who do not have an adviser and who plan to register for course work at Seattle University should contact Mr. Thomas Trebon, Chairman of the Advisory Panel.

## MRC-II Advisory Panel

### **Mr. Thomas Trebon**

Political Science Department (626-6593)

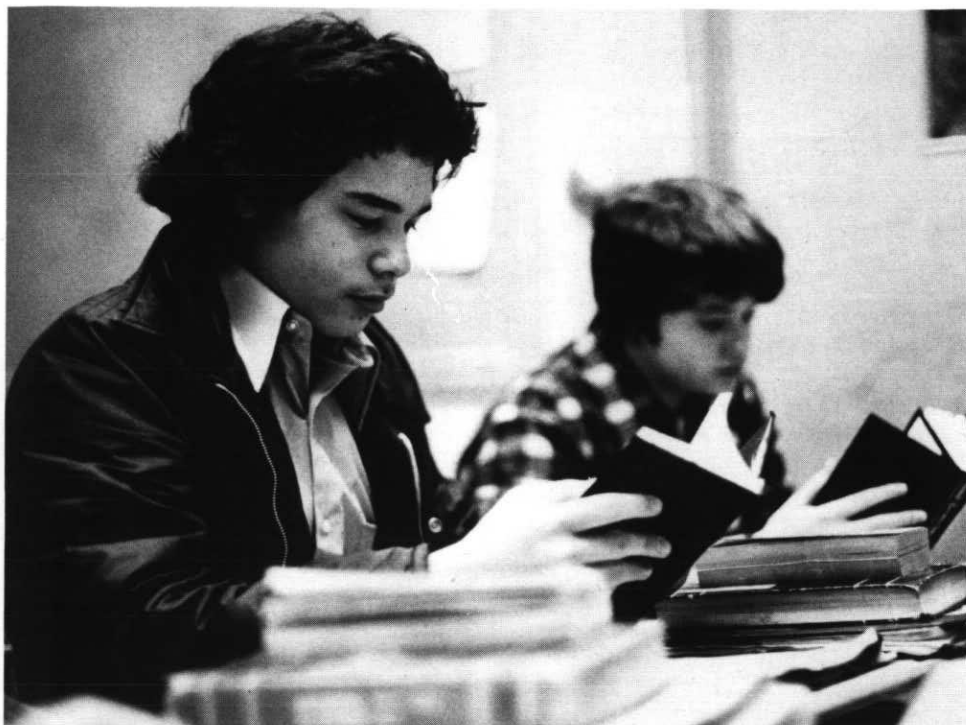
### **Ms. Karen Guyot**

Lemieux Library (626-6486)

### **Dr. James Stark**

Foreign Languages Department  
(626-6359)





## Matteo Ricci College-II Academic Program

### DEGREE OFFERED

Bachelor of Arts in Humanities

### DEGREE REQUIREMENTS

135 credits which must include: 60 credits in MRC/HUMANITIES courses; a maximum of 45 credits in either a General Studies area OR a single discipline focused in the College of Arts and Sciences, OR a maximum of 55 credits in a General Science area, in Pre-Professional Studies, or a single discipline focused in one of the University's professional schools; and the remaining credits in electives.

### MRC/HUMANITIES Courses

Required of all Matteo Ricci College students, these team-taught interdisciplinary and transdisciplinary courses, which begin in Year/4 with HUM 150, 151, 160, 180, 181, 250, 260, and 280, are distributed over the three years of the MRC-II program. They focus, developmentally, on communication skills, modes of inquiry, and the responsible application of human values.

### ELECTIVES

Students in the Matteo Ricci College program should choose elective courses only after they have carefully considered the recommendations of the Advisory Panel members.

Generally, MRC-II students will be encouraged to **(1)** continue their foreign language study; **(2)** elect, from regular departmental offerings, interdisciplinary and transdisciplinary-type courses which have been designed to complement HUM-designated required courses; and **(3)** sample introductory courses in a variety of disciplines, both for "broadening" and as a means of exploring possibilities for a major.

It is policy of MRC-II that students may not choose elective courses which are either in, or narrowly related to, the discipline in which they are majoring. It is the responsibility of the Advisory Panel, in close consultation with the Major discipline department, to determine what is or is not "narrowly related".

## THE MAJOR

As an integral part of the curriculum, the Major course of study provides the student with an in-depth experience of a single discipline or complex of related disciplines, and of the values-oriented learning processes which characterize the entire program. The Major may serve as a useful prerequisite to further study, either in a second, profession-oriented undergraduate degree program, in a graduate degree program, or on the job.

### THE MRC-II STUDENT MAY FOCUS IN:

**(A) a single discipline**, represented in the College of Arts and Sciences, by completing a course of study recommended by the appropriate department; or, a **General Studies** course of study, with a humanities emphasis, recommended by the MRC-II Advisory Panel.

**(45 credits maximum)**

**(B) a single discipline**, represented in one of the University's professional schools, by completing a course of study recommended by the appropriate department; or, a **General Science** course of study, recommended by an adviser in the School of Science and Engineering.

**(55 credits maximum)**

**(C) Pre-Professional Studies**, by completing a course of study recommended by one of the University's professional schools.

**(55 credits maximum)**

MRC-II students who have successfully completed the Pre-professional course of study may apply these 55 credits, and any other credits which are in addition to the 135 credit MRC-II program, toward a second baccalaureate degree, subject to the approval of the appropriate professional school.



## STOP-OUT TIME

Matteo Ricci College students may wish to temporarily withdraw from, or "stop out" of their program in order to broaden their educational experience beyond the perimeters of the university campus. Stop-Out activities might include field study and research, work experience, or travel.

The Advisory Panel will assist students by offering its recommendations and guidance.

Matteo Ricci College students will be advised to complete Year/4 of the program before seriously considering the Stop-Out option. In this way, the student will have benefited from a full year of university-level studies and consequently from personal, social, and intellectual maturation, which should provide a sounder basis for effective use of the Stop-Out opportunity. There is another consideration as well. The Year/4 course of study, which is particularly complex in its sequencing and integration, should be neither postponed nor interrupted.

# MRC/HUM Course Descriptions



## TYPICAL SCHEDULES

### MRC-II Program (Major in Category "A")

#### Year/4

HUM 150, 151, 160, 180, 181, 250, 260, 280 .....	30 credits
Electives .....	15 credits

#### Year/5

HUM 300 series courses .	15 credits
Major .....	20 credits
Electives .....	10 credits

#### Year/6

HUM 400 series courses .	15 credits
Major .....	25 credits
Electives .....	5 credits
Total .....	135 credits

### MRC-II Program (Major in Categories "B" or "C")

#### Year/4

HUM 150, 151, 160, 180, 181, 250, 260, 280 .....	30 credits
Major .....	15 credits

#### Year/5

HUM 300 series courses .	15 credits
Major .....	20 credits
Electives .....	10 credits

#### Year/6

HUM 400 series courses .	15 credits
Major .....	20 credits
Electives .....	10 credits
Total .....	135 credits

### Second BACCALAUREATE DEGREE PROGRAM (Professional Schools)

#### Years/7-8

Major .....	45-75 credits
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### HUM 150 Composition: Language I **2 credits**

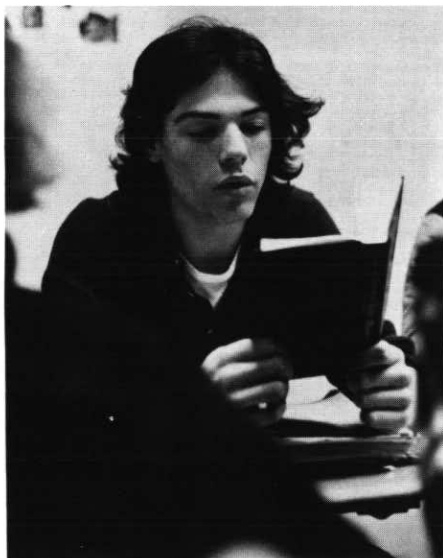
A study of written communication, including the skills of forming one's meaning into words, and the skills of converting words composed by others into meaning for one's self, with emphasis upon clear, logical, and persuasive writing. Corequisite: HUM 160

### HUM 151 Composition: Language and the Arts **5 credits**

An interdisciplinary study of the two distinct and complementary activities of artistic communication: the composing of elements of a medium into an aesthetic unity, and the apprehending of such a composition to discover the meanings it embodies; emphasis upon literature, music, and the visual arts.

### HUM 160 Modes of Inquiry: Scientific **3 credits**

An investigation of scientific method, with emphasis upon the creative and critical phases of human knowing in the natural sciences, together with practical training in the skills of informal logic, clear thinking, and communication. Corequisite: HUM 150





# MRC/HUM Course Descriptions

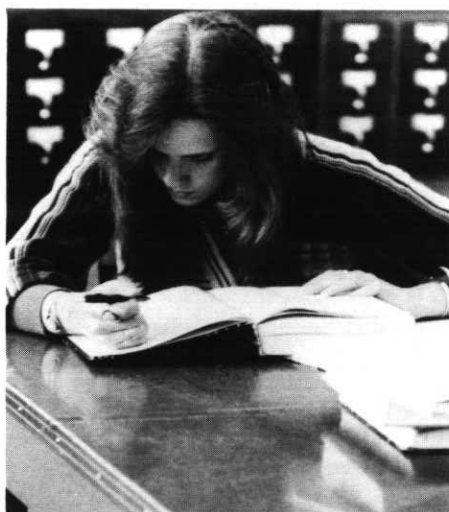
**HUM 180 Western Cultural Traditions I 5 credits**

**HUM 181 Western Cultural Traditions II 5 credits**

A two-quarter, interdisciplinary study of the evolution of major systems of meaning and value in Western Civilization; emphasis on understanding and evaluating criteria for judging claims to truth and morality as bases for action.

**HUM 250 Composition: Language II 2 credits**

A continuation of the studies of communication in HUM 150 and HUM 151, with increased emphasis on the application of the skills of logical, persuasive, and aesthetic composition and analysis to the student's communication of his immediate experiences and their interpretation. Corequisite: HUM 260



**HUM 260 Modes of Inquiry: Humanistic 3 credits**

Study of and practice in the data gathering and interpretive methods of the social scientist; comparison of these methods with those of the natural scientist and the artist; relating of the several interpretive processes to the ways human beings in every day life construct their own social world and culture. Corequisite: HUM 250

**HUM 280 Cultural Interface 5 credits**

A study of the elements of human behavior which define culture, and of the processes of interaction between European culture and those of Asia and Africa; a focus on analyzing results and projecting consequences of current interactions; emphasis on methods of inquiry in the humanities and interpretive sciences.

**HUM 300 Contemporary Social Structures in the United States 5 credits**

A study of social structures in the United States through selections drawn from the social science disciplines; continuation of the study of methods of inquiry into social phenomena introduced in HUM 260; emphasis on the relationships among, and human impact of, existing social structures.

**HUM 301 Perspectives on the Human Person I 5 credits**

**HUM 302 Perspectives on the Human Person II 5 credits**

Exploration of what it means to be human: the relationship between man and man, man and society, man and the world, man and God through the history of these questions and their answers from Plato through contemporary contributors; emphasis on comparison of, and relationships between, philosophical method and theological method.

**HUM 400 MRC Seminar 5 credits**

**HUM 401 MRC Seminar 5 credits**

**HUM 402 MRC Seminar 5 credits**

Required seminars, which include a research and writing project; focus on the development of grounds for a human ethic, interdisciplinary problems and transdisciplinary modes of thinking, on "valuing", and on integrating the academic and the "real world".



## Academic Regulations

Each student is responsible for informing himself/herself of the academic regulations and requirements set forth in Seattle University's official **Bulletin of Information** and **Student Handbook**.

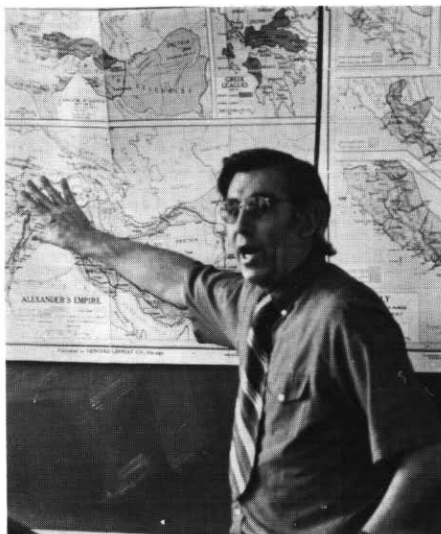
The following academic policies, as well as those policies and program requirements described elsewhere in this **Program Description**, apply specifically to the Matteo Ricci College student as additions and amendments to the policies set forth in the **Bulletin of Information** and **Student Handbook**.

**Admission to Matteo Ricci College-II**—Only students who have successfully completed the academic program of Matteo Ricci College-I will be admitted to the academic program of Matteo Ricci College-II at Seattle University. Successful completion of the MRC-I program means that a student has received a "C" or better for each course taken at MRC-I.

**MRC-II Courses Designated "HUM"**—MRC/HUM course requirements (totalling 60 credits) may not be fulfilled either by regular course offerings at Seattle University or by courses/credits transferred from other institutions of higher education.

**Credit/No Credit**—MRC-II students may exercise the Credit/No Credit option only with regard to those courses designated as electives in the MRC degree program, and then only to a maximum of fifteen credits or six elective courses, whichever is first.

**Requirements for the "Major"**—All courses/credits necessary to fulfill the requirements for the MRC-II student's "Major" course of study must be taken at Seattle University.





**Residency Requirement**—The final forty-five credit hours of the MRC-II degree requirements must be taken in residence at Seattle University.

**Transferring Credits from Other Institutions**—In fulfilling MRC-II degree requirements, students may transfer from other institutions of higher education a maximum of fifteen credits, but only in fulfillment of "elective" requirements.

Courses/credits transferred into MRC-II as electives must be approved, in writing, by a member of the Advisory Panel prior to the student's registering for the course(s) in question.

**Transferring Out of Matteo Ricci College**—A student who has completed the MRC-I program may apply, as a junior-admit, to any regular undergraduate program at Seattle University. However, successful completion of the MRC-I program neither implies nor guarantees that the student will be admitted to any regular program at Seattle University. The applicant will be entirely subject to the admission requirements, including those pertaining to junior-admits, of the regular undergraduate program in question. This pertains to all Matteo Ricci College students until the successful completion of one quarter's work at Seattle University, after which

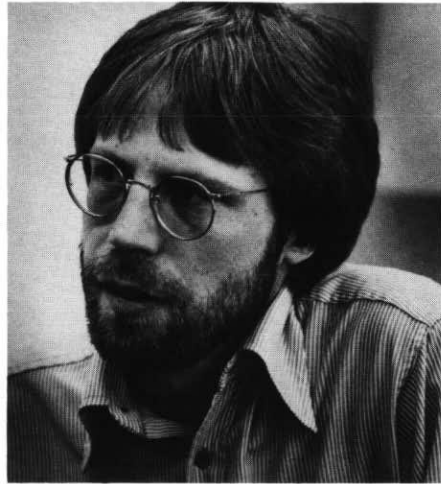
time the student may transfer to another college or school within the University according to the normal procedures described in the Seattle University Bulletin of Information (page 25).



# Administration and Faculty

Matteo Ricci College is governed conjointly by the trustees, members, and presidents of both Seattle University and Matteo Ricci College.

The MRC-II administration reports directly to Fr. Thomas Healy, S.J., President of Matteo Ricci College, on matters pertaining to the integration of the six-year academic program, and to Dr. William Guppy, Academic Vice President of Seattle University, on matters pertaining to the integration of Matteo Ricci College with Seattle University.



## Matteo Ricci College-II Administration and Staff

**Edwin H. Weihe, Ph.D.,**

Director

**Thomas J. Trebon, M.A.**

Assistant to the Director,

Advisory Panel Member

**Bernard M. Steckler, Ph.D.**

Associate Director of Curriculum  
Development

**James L. Stark, D.A.**

Advisory Panel Member

**Karen G. Guyot, M.S.L.S.**

Advisory Panel Member

**James Riley, S.J.**

Curriculum Development Committee

**Joseph B. Monda, Ph.D.**

Curriculum Development Committee

**Frank E. Case, S.J.**

Curriculum Development Committee

**James Robert Larson, Ph.D.**

Curriculum Development Committee

**John S. Schwarz, S.J.**

Curriculum Development Committee

**Dennis Olson, M.A.**

Curriculum Development Committee

## Matteo Ricci College-II Faculty (1977-78)

**Hamida H. Bosmajian, Ph.D.**

Associate Professor of English

**Emmett H. Carroll, S.J., M.A.**

Assistant Professor of English

**Louis K. Christensen, Ph.D.**

Professor of Music

**Reed Guy, Ph.D.**

Associate Professor of Physics

**Steen Halling, Ph.D.**

Assistant Professor of Psychology

**Charles R. Harmon, M.A.**

Associate Professor of History

**Marvin T. Herard, M.F.A.**

Associate Professor of Art

**Dolores M. Johnson, Ph.D.**

Associate Professor of English

**David D. McCloskey, Ph.D.**

Assistant Professor of Sociology

**Albert B. Mann, M.A.**

Associate Professor of History

**James E. Parry, M.A.**

Associate Professor of History

**James Riley, S.J., M.A.**

Instructor in Philosophy

**Erlinda F. Rustia, Litt.D.**

Associate Professor of English

**John S. Schwarz, S.J., M.A.**

Assistant Professor of History

**Ronald R. Talmage, Ph.D.**

Assistant Professor of Philosophy

**William Taylor, M.A.**

Associate Professor of English

**Thomas J. Trebon, M.A.**

Assistant Professor of Political Science



**FOR FURTHER INFORMATION**

Matteo Ricci College-II  
SEATTLE UNIVERSITY  
Seattle, Washington 98122  
(206) 626-5379

Seattle University is an Affirmative Action,  
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