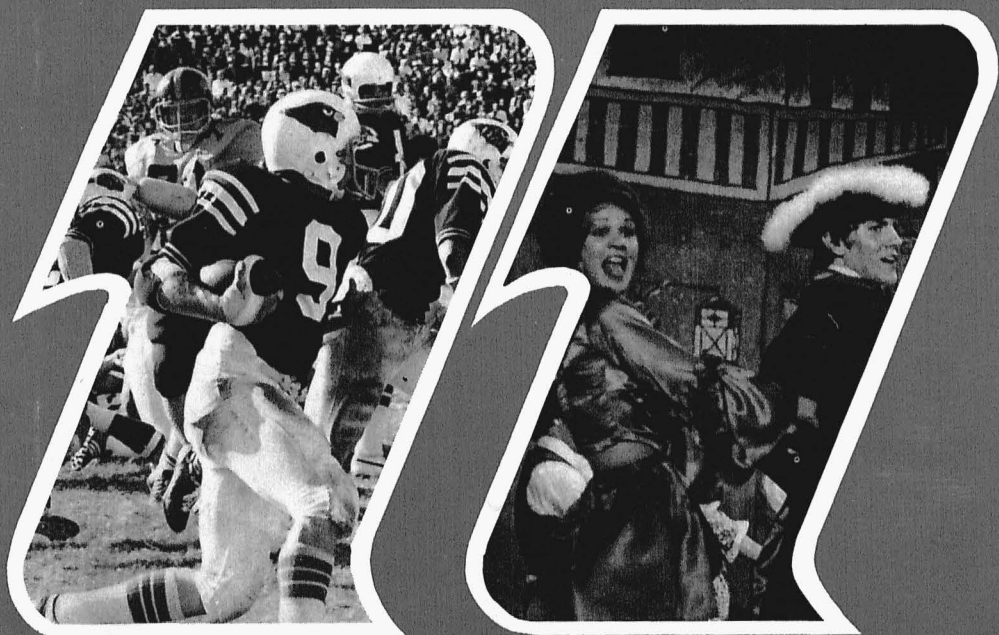


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william jewell college

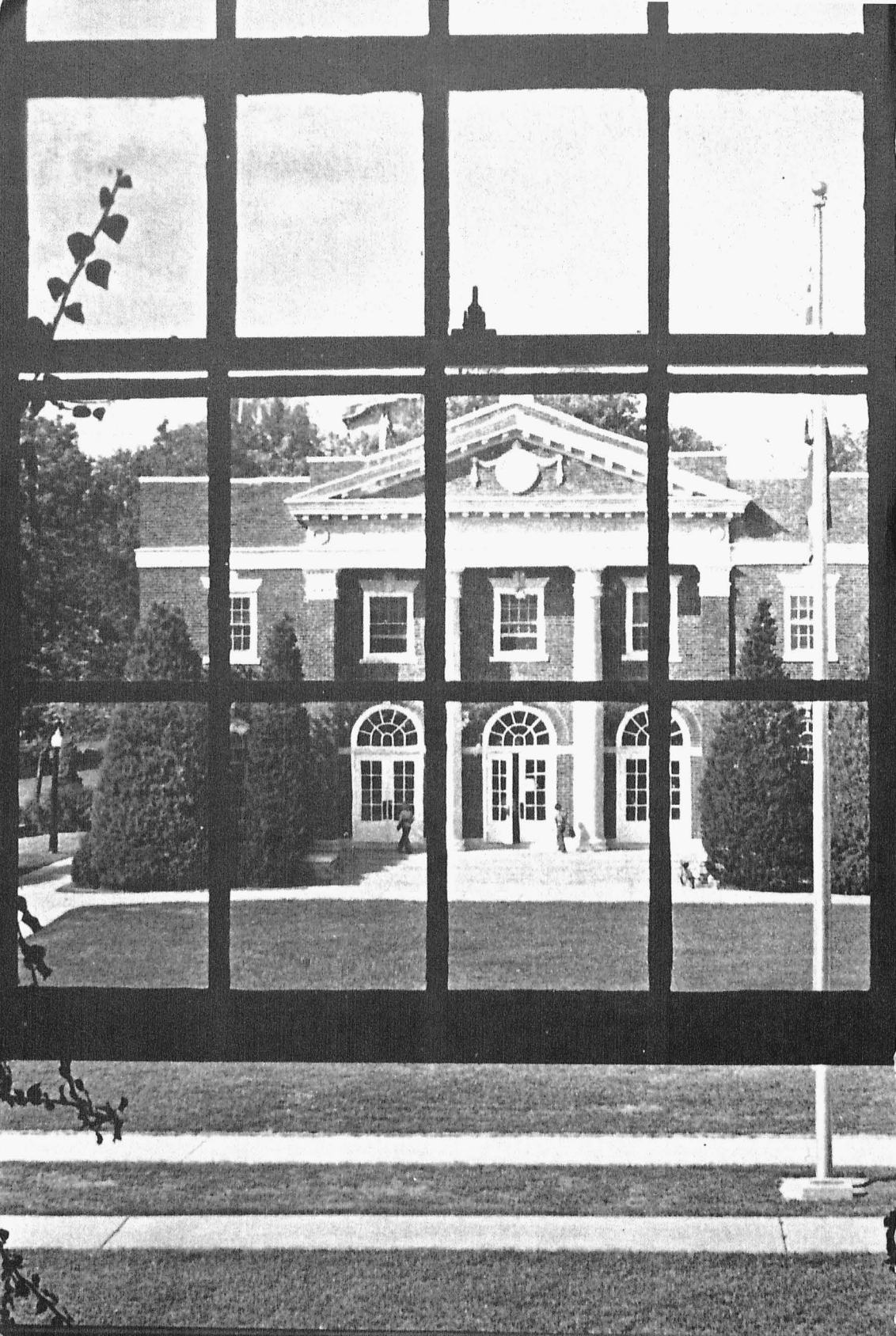


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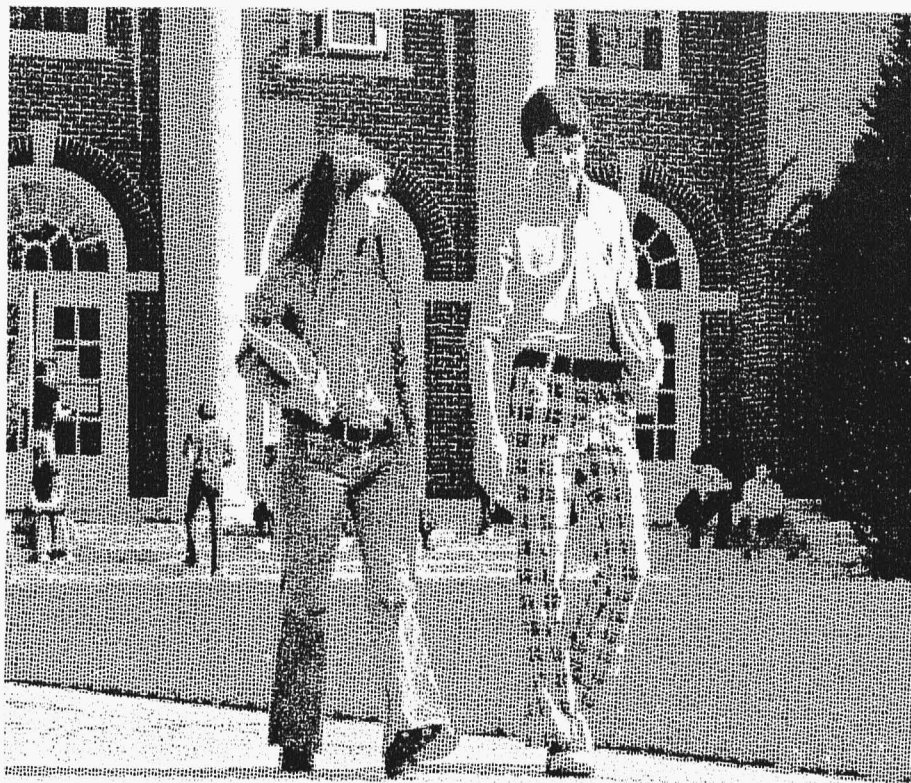
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Title IX Statement

William Jewell College is a private and independent institution affiliated with the Missouri Baptist Convention. The College pursues a non-discriminatory policy with regard to employment and educational programs, and endeavors to comply with Title IX of the Education Amendments of 1972 which prohibits discrimination on the basis of sex, and with other legislation applicable to private, four-year undergraduate colleges.





A WAY OF LIFE

The history of higher education in America is punctuated by innovative persons and institutions who have dared to be creative in identifying and responding to the needs of students in each successive generation.

For 128 years William Jewell College has introduced her students to learning as a way of life. Through exploring man's spiritual dimensions and stimulating his intellectual capacities, the college has graduated committed Christian young people who in turn have had an extraordinary impact upon their contemporaries.

William Jewell College is a Christian institution, open to all young men and women. Racial and philosophic differences enrich our community by creating an interplay of different points of view. Such sharing helps broaden the liberally educated individual.

Young men and women represent our reason for being. College years, of and by themselves, are an important segment in their lives, but of greater consequence is the imprint of this experience upon all the years that follow.

William Jewell College seeks to challenge a spirit of inquiry and to develop a sense of individuality and self-worth in each student. Our goal is meaningful involvement, tempered with critical and independent judgment, so that the student assumes a life-style marked by academic and intellectual excellence as well as personal and social responsibility.

This is achieved through a liberal arts education attuned to the needs of the whole person. And it gives meaning to the ideal of a Christian liberal arts college that seeks to understand human culture and to encourage responsible Christian participation in a contemporary society . . . a way of life!

THE BEGINNING . . .

In 1849 the lands west of the State of Missouri were owned by the Indian Nations. Encamped at the confluence of the Missouri and Kaw rivers were the Shawnee Tribe. In twelve years this land of the Shawnee and the Osage would form the State of Kansas and precipitate a Civil War.

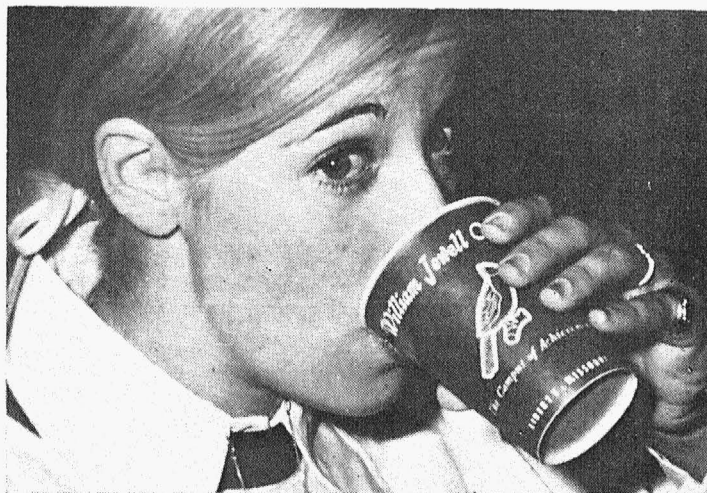
Liberty, Westport, and Independence, Missouri, were the "outfitters" for the western trek to Santa Fe, California, and Oregon. It was in this year, 1849, that William Jewell College was founded. Named in honor of Dr. William Jewell, physician and benefactor, the college was founded by the Baptists of Missouri. It was the first four-year men's college west of the great Mississippi. In 1921 it became co-educational.

William Jewell College continues as a Baptist related college and affirms its own tradition and heritage as one which is Christian. William Jewell is fully accredited by the North Central Association of Colleges and Secondary Schools and the American Association of University Women.

THE CAMPUS . . .

William Jewell College campus features Colonial architecture and is one of the nation's most beautiful. The quadrangle of six buildings located "on the hill" forms the nucleus around which campus life is centered. A gymnasium, stadium, and music





building adjoin the quadrangle. Seven modern residence halls for men and women to the north and east of the "hill," all within walking distance of the quadrangle, complete the buildings.

The principal campus of 106 wooded acres is just fifteen minutes from downtown Kansas City, Missouri. This offers the best of two worlds; a quiet campus of surpassing beauty, ideal for study and contemplation, and the social enjoyment and easy access to the cultural advantages of a city of a million people.

Immediately to the north is the 403 acre Browning Campus for future expansion. This land was given to the college by Mr. and Mrs. William P. Browning, Jr.

THE CURRICULUM . . .

In the 1972-73 academic year, William Jewell College began a curricular adventure designed to make it one of the more exciting institutions of higher education in America.

The college has long sustained a

proud tradition of excellence in education, an excellence that has earned for it the title "Campus of Achievement." Now, in the innovative "Achievement '70s" program, William Jewell builds on this tradition in fresh and relevant ways.

The new program is called "Education for Individual Achievement." It represents a total reorganization of the college curriculum to place the individual student at the center and to foster his personal achievement in every way—academic, social, developmental, spiritual. Too many colleges are organized for administrative or departmental convenience, with the student viewed inadvertently as a small cog in a large machine. The Achievement '70s program at William Jewell College hopes to challenge this educational distortion, to correct it, and in so doing to resolve some of the more pressing dilemmas in American higher education.

The new curriculum is the result of more than two years of intensive research and program development by a team of students, faculty members,

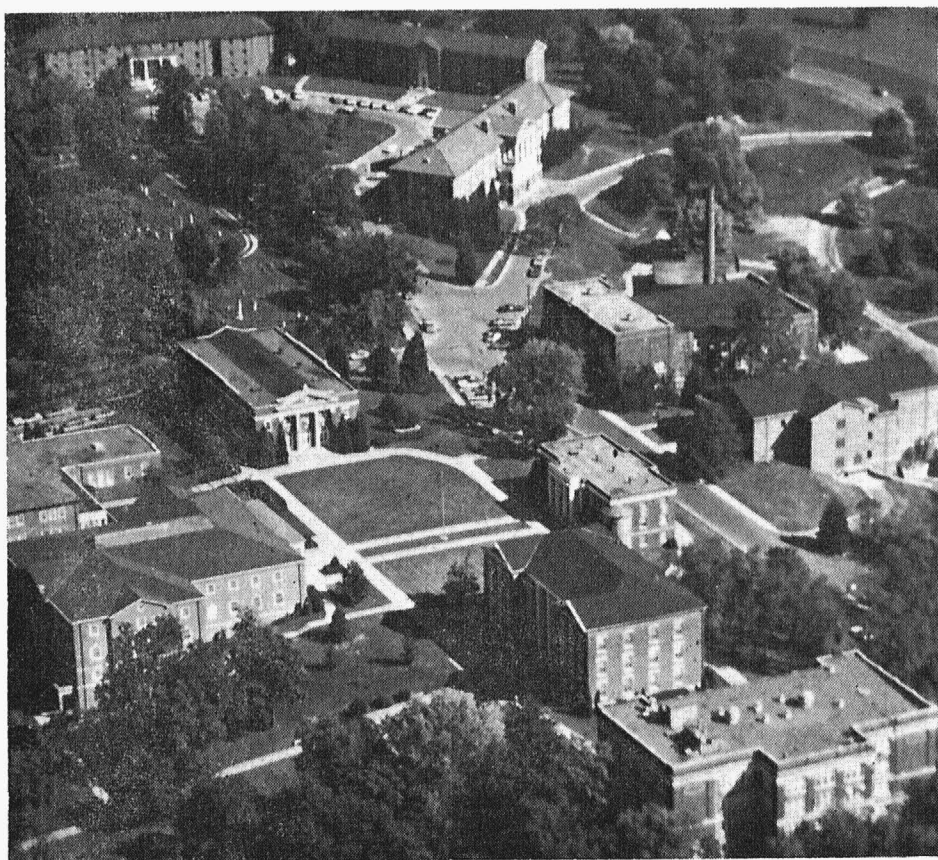
alumni, and administrators. The plan is true to the college's history, traditions, and strengths; at the same time it is responsive to the needs of current students and to advances in the understanding of the learning process. It seeks, above all else, to engage the student in the planning and successful fulfillment of his own education, to make him a responsive member of a responsible academic community.

Specific aspects of the new curriculum involve an invigorated advisory system, personally designed majors, a new emphasis on independent study and foreign or off-campus study programs, extensive opportunity for ad-

vanced placement and credit, an interdisciplinary studies program, a 4-1-4 academic calendar, and improvements in the processes of student and teacher evaluation. Individual elements of the program are not unfamiliar to educators, of course; what is unique at William Jewell is the organization of these components into a unified curricular design that focuses on the development of the individual student.

THE LIBRARY . . .

The library plays a vital role in a liberal arts curriculum, and the Charles F. Curry Library is located





at the center of the quadrangle for easy accessibility to the students.

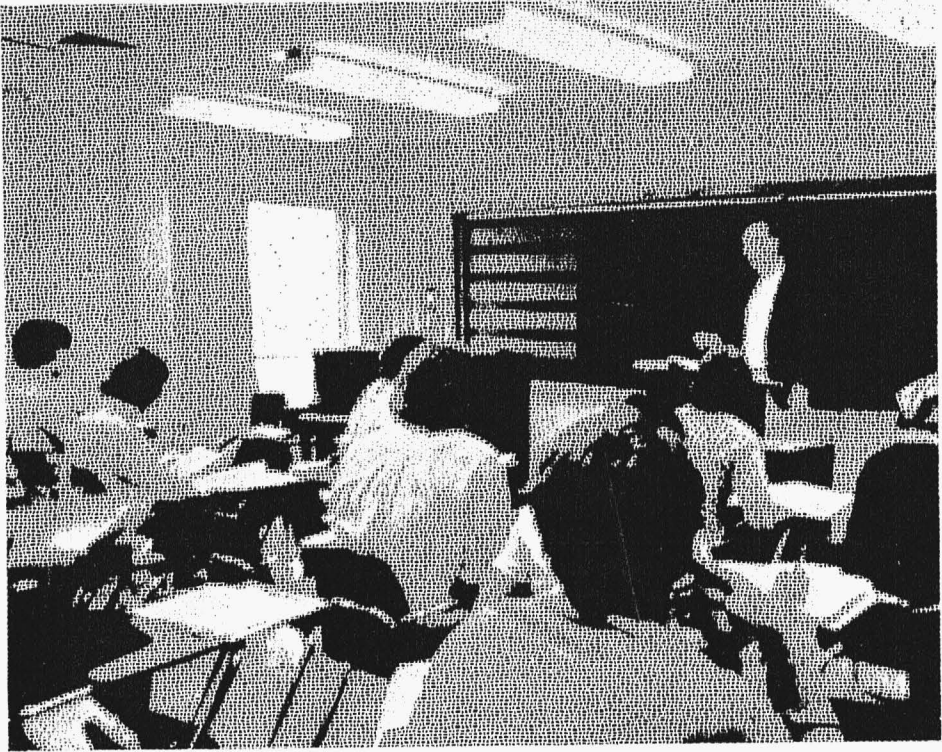
It furnishes the facilities and materials required for reference, research, and independent study. The open stack system allows the student to browse through a collection of more than 120,000 volumes, 650 periodicals, with thousands of government documents and new volumes added annually.

A staff of professional librarians instruct in the use of this thoroughly equipped and magnificent library.

The Charles F. Curry Library is a four-story colonial style brick building, beautifully furnished, with a seating capacity for 500 students. Some unique William Jewell Collections include the private library of Charles

Haddon Spurgeon, the great English preacher; the Dr. Louis Mertins Collection of signed manuscripts, first editions, and holographs; the "Ted Malone Collection of Poetry"; the famous "Hubmaier Collection" of the great Anabaptist reformer; and the Missouri Baptist Historical Society's collection of thousands of Baptist minutes and other important historical material.

The Learning Resource Center in the Music Building provides audio-visual services for the total campus. Through special telephone and postal connections, all students have access to other great libraries existing in the Kansas City area, which provide a wealth of supplementary resources to our students.



CURRICULUM

EDUCATION FOR INDIVIDUAL ACHIEVEMENT

True education is not commodity packaged and distributed under the seal of an academic degree. On the contrary, it is only a beginning, an introduction, an initiation.

It is a habit of mind, an orientation of spirit, whereby the student becomes more and more sensitive to the meaning and mystery of life, even years after his graduation from college. The real student is one who sees education as a lifelong process, not as a four-year interim in his life terminated by the awarding of an academic degree.

One cannot speak of this dynamic kind of education in terms of "requirements," "restrictions," or "regulations"—as if true education were the jumping of so many academic hurdles. One must rather speak of setting goals, evaluating one's abilities and resources, and shaping plans toward the realization of one's educational goals.

A NEW OUTLOOK

In the new program of "Education for Individual Achievement," the student will see a remarkably fresh approach to education on the William Jewell campus. It can be strikingly different from what he has known in high

school and what generally prevails on college and university campuses.

Recognizing that education is the opportunity—and responsibility—of the student himself, the college invites the student to an adventure of learning. The resources and encouragement are available and designed for maximum aid to the student. The emphasis is on cooperation, goal-direction, achievement.

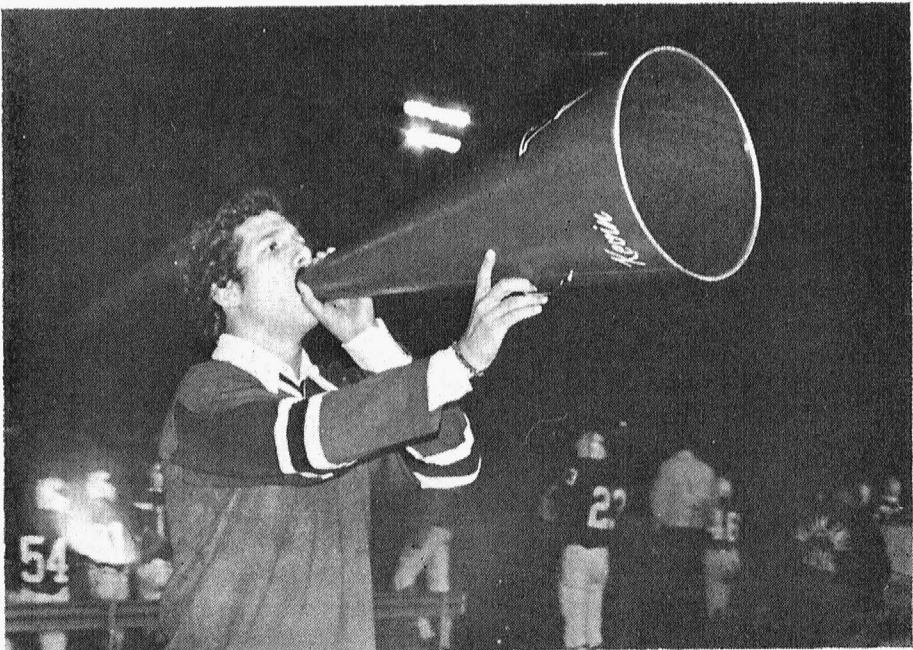
The process is simple: William Jewell College seeks to select the student who can profit most from the kind of education offered on "the hill," to consult with him as he sets his goals and plans educational strategies to reach his goals, and to offer total resources for his reaching the goals. By the time of graduation the student is at a genuine "Commencement" — beginning a lifelong quest for intellectual, spiritual, and personal achievement.

This freshness in outlook means that the William Jewell College curriculum is quite different in organization (though not in content) from that of most colleges.

THE PROGRAM OF PERSONAL ACHIEVEMENT

Each student will construct, in consultation with his Personal Advisory Committee, his individual educational program at William Jewell College. This Program of Personal Achievement will be his distinctive combination of courses and experiences designed to meet his unique background, abilities, and goals.

The student will work out his plans for his college career in a personal booklet, which will remain in his possession. He will be able to visualize his college program as he builds



it through successive revisions. At the conclusion of his college years the booklet will provide a comprehensive review of his educational experiences.

The booklet will include co-curricular and cultural development, as well as classes and credits, for the college seeks to make the total environment a part of a student's education.

The first stage in developing the Program of Personal Achievement is for the student to think through his educational goals and state them clearly. These goals will doubtless change during the course of a college career, but the experience of articulating these goals at various stages is seen as crucial to the student's personal growth.

The second stage is to devise a program of courses and co-curricular experiences that will meet these goals. The college has long experience as a liberal arts institution and asks its students to take certain programs as part of a "General Education"—exposure to a wide variety of learning matter. Other courses are selected in terms of a student's specific goals: e.g., to become certified as a teacher, to enter medical school or graduate school. Many courses are free electives.

At the completion of his Program of Personal Achievement, the student receives a Bachelor of Arts or Bachelor of Science degree.

INDIVIDUALIZED AREAS OF CONCENTRATION

Each student at William Jewell College will design or choose his own area of concentration (i.e., "major") in light

of his own interests, abilities, and objectives, and in accordance with college guidelines. The guidelines are outlined in the section on "Courses of Study" in this catalog.

The area of concentration will be worked out in consultation with the student's Personal Advisory Committee and will normally consist of six to ten courses (twenty-four to forty semester hours).

The student may choose one of the traditional academic majors (e.g., English, history, religion, physics, art, business, education), or he may devise an interdisciplinary or non-traditional area from the several hundred courses offered by the college. The possibilities are virtually unlimited; a student may examine a culture (e.g., American Studies, Black Studies), a historical epoch (e.g., Renaissance England, Colonial America, Medieval Europe), a combination of disciplines (e.g., Social Psychology, Writing, Aesthetic Principles in the Fine Arts), or a specific vocation (e.g., a combination of communication, psychology, and business administration leading toward a degree in Public Relations). These are but a few examples among vast possibilities.

Instructions and forms for preparing an interdisciplinary or non-traditional area of concentration are available from the Associate Dean of the College.

INDEPENDENT STUDY

Each student will have at least one experience of independent study during his college career, pursued in an area of his own special interest. The independent studies project will be worked out in cooperation with the

Personal Advisory Committee and the professor directing the study.

The amount of available knowledge is expanding so rapidly that it is very important for a student to learn how to gather information on his own. Rapid social change and the prospects of even more accelerated levels of vocational and societal mobility also make independent study an important part of any student's education.

A student may do independent study within a traditional academic department or under the auspices of the Independent Study Committee. Independent study may take place on or off campus. The summer and the January Winterim are ideal times for short-range independent projects.

The college Alumni Association makes it possible for some students to do independent study related to a profession, a business or industry, a branch of government, an area of religious or social service, of artistic creativity, or other valid and relevant areas of educational endeavor. Off-campus independent projects are designed as living-learning ventures which bring the academic world and the larger society into closer conjunction for the student.

Honors Study. A student who wants an added challenge of academic excellence may do his independent study in the Honors Program and seek graduation with "Honors" or "Achievement." This program is described in the section on "Credits, Evaluation, and Grades" in this catalog.

William Jewell Scholars Program. A small number of highly motivated students may plan from one to four semesters of their college career in unconventional patterns that help them meet their educational goals.

They may work on campus or off campus, in classes or tutorially, in internships or extended projects. These students are designated as "William Jewell Scholars." Guidelines for the program are available from the Associate Dean of the College. A group of William Jewell Scholars will be studying in the 1976-77 academic year at Oxford University in England.

FOREIGN AND OFF-CAMPUS STUDY

An off-campus field term is recommended for each student unless such an experience is inconsistent with his needs and goals. Most William Jewell students can derive great educational benefits from expanding their personal horizons through an off-campus exposure. They can grow in maturity, self-understanding, and sense of responsibility. They can better evaluate the relevance of their on-campus study and can come back to the campus with a fund of experiences to share in the college community and a desire to learn more.

The Personal Advisory Committee will assist each student in shaping an off-campus experience that has a direct relationship to his educational goals. Great flexibility exists in the type and length of program chosen. It may be for a month, a summer, a semester, a year. It may involve foreign study, work-study in the inner city, social or religious service, vocational internship, study at another college, and the like. It may be formally structured classwork or independent study.

Programs in the United States. The college is associated in the United Nations Semester of Drew University

and the Washington Semester of American University. Students interested in these and similar programs should contact a member of the Independent and Off-Campus Studies Committee early in their sophomore year.

Urban Studies: CUTE and COSWAP.

Two opportunities in the Kansas City area are the CUTE (Cooperative Urban Teacher Education) and CO-SWAP (Cooperative Social Welfare Action Program) semesters, for students interested in teaching and social work, respectively. These programs offer a semester of field work and academic study in the urban environment.

International Programs. William Jewell participates in the programs of

the Institute of European Studies, which directs university centers in England, Spain, Germany, Austria, and France; the Southern Baptist Overseas Program, and the American Baptist Overseas Program. Program duration ranges from the semester and summer institutes to the junior year abroad. The January Winterim in the new college calendar also makes available numerous foreign programs of one-month's duration.

Oxford University Program. William Jewell College has a cooperative program with Regent's Park College and St. Peter's College of Oxford University, permitting six William Jewell men and women to study at Oxford



each year. Details are available from the Associate Dean of the College.

Harlaxton College, England. A campus extension at a Victorian Manor House near Sherwood Forest in Lincolnshire, England, is a new dimension to education at William Jewell. About thirty William Jewell students join one hundred American collegians for a full academic program at the castle-like manor. Five British and three American professors, including one from William Jewell, direct the class work. Harlaxton College has working relationships with the Universities of Nottingham and Leicester nearby.

Seinan Gakuin University, Japan. Two students each year travel to this fine Christian university in Fukuoka, Japan, for a program in Japanese language and culture. Two Japanese students take their places at William Jewell in an exchange program, new in 1975-76.

THE PERSONAL ADVISORY COMMITTEE AND THE ADVISORY PROCESS

Each student will have the assistance of a primary advisor and, at his option, a Personal Advisory Committee in working out his Program of Personal Achievement.

The advisory relationship is seen as an important part of the teaching process at William Jewell, and faculty members normally assume as a major part of their responsibility the personal advising of students in their total development — intellectually, spiritually, emotionally, socially, physically.

The entering student meets with his

primary adviser during orientation week and several times during the school year. He works out a statement of his personal goals and by the end of his freshman year has a tentative, working outline of a proposed educational program which will achieve his goals.

During his sophomore year the student will refine his goals and program, evaluate his progress toward his goals, and will perhaps wish to add members to his Personal Advisory Committee.

In the junior and senior years the primary adviser may change as the student refines his area of academic concentration. It is hoped that even in such cases the original primary adviser will be able to remain on the Personal Advisory Committee. The committee will counsel the student as he works on his area of concentration, plans independent and off-campus study programs, and makes further revisions in his Program of Personal Achievement.

The Personal Advisory Committee may have a maximum of four persons, including faculty members, students at or above the sophomore level, members of the administration, or representatives from outside the academic community approved by the primary adviser (such as a minister, business man, or professional man in the student's area of interest).

Not all students will wish to extend their Committee beyond the primary adviser. Students and faculty members may change advisory relationships upon mutual consent, the academic dean aiding in such negotiations when necessary.

The college encourages the advisory relationship by scheduling time for

advising within the normal academic calendar, on the understanding that advising is as much a process of teaching as is classroom activity.

GENERAL EDUCATION

The Personal Advisory Committee will guide the student in selecting a broad range of courses that will expose him to the several divisions of "liberal arts and sciences." This selection will complement an area of concentration and elective courses to constitute his college program.

The Bachelor of Arts Degree. The General Education pattern in the Bachelor of Arts degree includes the following studies:

1. One course (four semester hours) in Freshman English, unless the student qualifies to receive credit by examination.
2. Communication 100 or advanced placement by the department
3. Physical Education 100 plus 1 hour activity
4. One course in Religion selected from Religion 113, 114, 115, 211, 212, 213
5. Proficiency in a foreign language or research skill, or a combination thereof approved by the advisor(s) and department(s) of major area. This may be met by demonstrating language proficiency commensurate with twelve hours work in one foreign language. It may also include eight hours of the same foreign language or demonstrated proficiency at that level and four hours of computer language or statistical methods to meet the twelve hour requirement. However, computer language and statistics

may not be used to meet this requirement if they are being used to meet another requirement for graduation. A student who presents two units of high school language may be required to take a placement test. The student who thereby attains advanced placement may satisfy the language proficiency requirement by passing four semester hours in the same language in courses above the elementary level.

6. Twelve hours from Mathematics and Natural Sciences (mathematics, biology, chemistry, physics), chosen from two separate fields and including one laboratory science.
7. Twelve hours from Social Sciences (economics, history, political science, psychology, sociology), selected from at least two separate fields.
8. Twelve hours from Humanities, selected from two separate fields, in addition to the four hours in religion and including at least four hours of literature. Humanities credit toward graduation may be earned in English philosophy, religion (except 113, 114 and 115), music (except applied music numbered below 200 and all performing groups), foreign language literature courses numbered 300 or above, art courses numbered 200 or above, communication 220 and 309 and political science 211 and 311.

The maximum amount of credit toward graduation that a student may receive in one subject-matter field for the B.A. degree is forty hours.

The Bachelor of Science Degree.

Students majoring in music, elementary education, business administration, and physical education may elect a General Education pattern leading to a Bachelor of Science degree, as follows:

1. One course (four semester hours) in Freshman English, unless the student qualifies to receive credit by examination
2. Communication 100 or advanced placement by the department
3. Physical Education 100 plus 1 hour activity.
4. One course in Religion selected from Religion 113, 114, 115, 211, 212, 213
5. Eight hours from Mathematics and Natural Sciences (mathematics, biology, chemistry, physics), including one laboratory science
6. Twelve hours from Social Sciences (economics, history, political science, psychology, sociology), selected from at least two separate fields
7. Eight hours from Humanities, selected from two separate fields, in addition to the four hours in Religion and including four hours of literature. Humanities credit toward graduation may be earned in English, philosophy, religion (except 113, 114, and 115), music (except applied music numbered below 200 and all performing groups), foreign language literature courses numbered 300 or above, art courses numbered 200 or above, communication 220 and 309, and political science 211 and 311.

The maximum amount of credit toward graduation that a student may receive in one subject-matter field for

the Bachelor of Science degree is sixty hours.

ADVANCED PLACEMENT AND CREDIT

William Jewell College offers advanced placement in cooperation with the College Entrance Examination Board, through which secondary schools prepare their stronger students for advanced work at college. On the basis of the examination scores, a student may receive advanced placement with or without credit in specific disciplines.

Credit and advanced placement are also granted through the College-Level Examination Program (CLEP) and through departmental examinations. A freshman entering William Jewell College directly from high school may not take the CLEP general examination for credit; however, he may take as many specific exams for credit as he wishes. Entering freshmen who have delayed college entrance by as much as three years since high school graduation may take both CLEP general and specific exams for credit.

The college imposes no limit on the amount of credit a student may earn by "testing out" although one year residency is required for a degree from William Jewell College. Credit earned by examination is recorded on the student's transcript without a letter grade and with the notation "Credit by Examination."

High school students demonstrating exceptional academic ability may earn up to sixteen credits before the normal time of entering as a college freshman by taking advantage of the "Early Admission" program, described in the section on "Admissions" in this catalog.

ACADEMIC STANDARDS AND INTEGRITY

In order to maintain its traditionally high academic standards and protect the value of the student's degree, the college operates according to several specific policies, as follows:

1. Degrees are awarded to students who have satisfied the entrance requirements, completed 124 semester hours of college work as specified in the catalog and the Program of Personal Achievement, and earned a C average for each semester hour of work attempted.
2. Each student will complete the requirements for graduation in the catalog in effect on the date of college entrance. If a subsequent decision is made to follow a later catalog, through a bona-fide change in major or for other causes, the requirements in effect at that time must be met. A student who returns after an absence, and who has not graduated, may expect to be required to change to the requirements set forth in later announcements. The dean of the college will assist in such cases.
3. Satisfactory completion (with a grade of C or higher in each course) of not fewer than twenty-four hours in the student's area of concentration is required for graduation. Majors in elementary education and music education will be obliged to meet certification requirements, as stated in the respective departmental listings in this catalog.
4. Credit earned in English 100, Communication 100, the required Religion course, and Physical

Education 100, all part of the General Education program, is not allowable toward satisfaction of the requirements in the area of concentration.

5. Each student will meet the specific requirements of his area of concentration.
6. Each student who expects to graduate must file an "Application for Graduation" with the registrar at the Fall registration of his senior year; this includes candidates for the following summer.
7. Any senior student who has completed all requirements for graduation with his class except eight semester hours of elective credit or less may, with the permission of the dean, do this work **in absentia**. This may be done by correspondence from a reputable institution, or in residence in a college or university of recognized standing. Such a student may participate only in the graduating exercises of the class following the completion of the work. The last year's work for graduation (minimum 30 semester hours) must be done in residence at William Jewell, except as here provided.
8. A student who completes 124 hours or more with a grade point average below C may, with permission, attempt not more than one additional semester of work in an effort to raise his average to the required minimum for graduation.
9. The college will not accept for graduation work done by correspondence from any institution except one of high standing,



having a regularly organized correspondence department, and then for no more than ten semester hours. No credit will be allowed by correspondence toward a major except by the prior consent of the head of the department and approval of the dean. A maximum of thirty semester hours of correspondence and extension work combined will be accepted.

THE 4-1-4 CALENDAR

William Jewell College employs a 4-1-4 academic calendar. In this arrangement a student normally takes four courses, each earning four semester hours, during the two semesters extending from September-December and from February-May respectively. The student may also elect to take certain "adjunct" courses in physical education activities, ap-

plied music, and other skills development or enrichment areas.

In the January Winterim, the student will immerse himself in only one course of study — an educational experience of a special nature. This mini-term is not designed as an extension of the other eight months in the academic year, but as a time of special creativity, enrichment, experimentation, and imagination. Standard catalog courses will not normally be offered. Instead, faculty members and students will be challenged either to investigate entirely new topics or to treat traditional ones with a renewed freshness of method and approach.

The Winterim is a time when especially rich personal relationships can be established between students and faculty members, as they work together in exclusive concentration on a topic. It is also a time when students

can develop in self-reliance and academic maturity. It is an excellent time for independent study, off-campus study, interdisciplinary courses, cooperative programs with other 4-1-4 schools, and other forms of academic adventuring.

The concentration on fewer courses in the regular semesters, combined with the expanded horizons available in the Winterim, promise to shape a superior educational experience for each student.

It is hoped that students will find the Winterim to be challenging and varied enough to merit their election during each academic year, especially since it involves no "extra" tuition for full-time students. A student entering William Jewell as a freshman or sophomore will have two Winterims required for graduation; a student entering in his junior or senior year will have one Winterim required. The usual grading pattern in the Winterim will be Pass/Fail, unless the student elects a letter grade.

In addition to the 4-1-4 academic year, the college operates a summer school of eight weeks' duration. Regular courses and special workshops are offered during the summer.

THE EVENING DIVISION

William Jewell's College of the Evening is a program designed to provide night courses of instruction at the college level for individuals who cannot pursue an educational program in the regular session of the College.

The curriculum for the evening classes is designed to meet a broad range of interests and needs. Courses are selected from more than twenty academic areas but concentrate in the areas of business, sociology, psycho-

logy, and liberal arts. The program also includes some specialized classes appropriate for an adult population. Those students who do not wish college credit may enroll for night classes provided they are at least seventeen years of age and capable of doing work at the college level.

Professors for the Evening Division are selected from regular William Jewell faculty and from other business and professional organizations. In every class the instructor will be a highly trained and professionally competent person concerned with providing a quality educational experience.

Interested persons should contact the Director of the Evening Division, 100 Jewell Hall.

PREPARATION FOR SPECIAL NEEDS

William Jewell College is committed to a liberal arts education. The College recognizes the fact, however, that some students will wish to select courses with a view of preparation for some special field or profession. For these persons, some suggestions are offered in the following paragraphs:

ARTS AND SCIENCES (GRADUATE STUDY)

As William Jewell College is fully accredited by the North Central Association of Colleges and Secondary Schools and approved by the Association of American Universities, its graduates may continue their work with full credit in graduate schools. Students who expect to attend graduate schools must, however, have superior academic records.

The student is advised to study the catalog of the graduate school that he expects to attend, to plan his course of study to meet the special requirements of the specific school. The student's major professor should be consulted in planning a program of studies leading to graduate work.

BUSINESS

Many students are interested primarily in business administration. The aim of the department of economics and business administration is to offer opportunities for both general and professional training in the fields. A further aim is to equip students with a well-rounded knowledge of the dynamic character of economic society and the responsibilities that are placed upon men and women in the field of business. This gives the student a wide perspective for specific

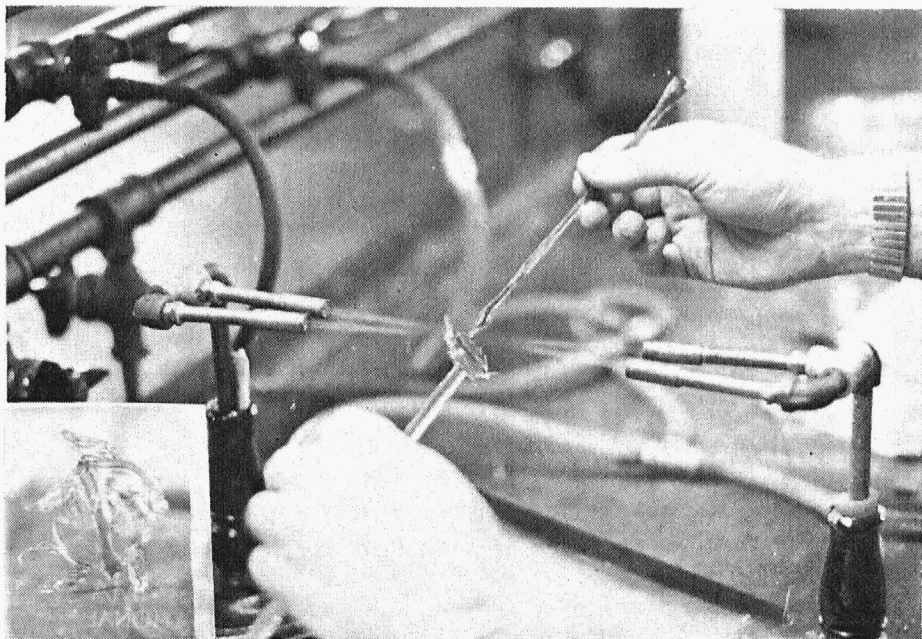
training in a particular business after graduation or for graduate study.

DENTISTRY

The general course requirement for entrance into a college of dentistry is at least three full years of work in an accredited college of liberal arts, comprising not less than 90 semester hours. The quality of the student's scholastic record must be good.

The student should consult the catalog of the school he plans to enter. However, the required courses usually include English, 6 to 8 hours; zoology, 8 hours; physics, 8 hours; inorganic chemistry, 10 hours; and organic chemistry, 5 hours.

Other subjects should include courses intended to broaden the intellectual background of the student, an important factor in professional



life. Recommended elective subjects include advanced courses in English, history, foreign language, psychology, economics, philosophy, sociology, and political science.

ENGINEERING

William Jewell College is one of a limited number of liberal arts colleges which have entered into an agreement with Columbia University and to participate in a combined plan. By spending three years in residence at William Jewell College and two years in the Columbia University School of Engineering, the student can receive the A.B. degree and the B.S. degree in engineering upon the completion of his work.

William Jewell College has also entered in a similar "three-two" plan of engineering with Washington University and the University of Missouri at Columbia and Rolla. For details, write Director of Admissions, William Jewell College.

Students who expect to receive an A.B. degree before entering an engineering school should major in physics, chemistry or mathematics, their choice depending upon the type of engineering school in which they propose to complete their studies.

The following program should be followed by students who expect to spend three years at William Jewell College and two years in an approved school of engineering. Since the semester-hour load is unusually heavy, students are advised to plan their work very closely with Dr. Wallace Hilton, who is the official adviser.

PRE-ENGINEERING PROGRAM OF STUDIES

For students intending to complete professional study at Columbia University, New York, Washington University, St. Louis, or the University of Missouri at Columbia, or Rolla.

Freshman

FIRST SEMESTER	HRS.
Chemistry 101	4
Mathematics 199	4
English 100	4
Graphics 105	2
Physical Education 100	2
—	16
SECOND SEMESTER	HRS.
Chemistry 102 or Math 125	4
Mathematics 200	4
Communication 100	4
Graphics 204	2
American History	4
—	18

Sophomore

FIRST SEMESTER	HRS.
Mathematics 201	4
Physics 213	5
Foreign Language	4
Religion	4
—	17
SECOND SEMESTER	HRS.
Physics 332	3
Physics 214	5
Foreign Language	4
Humanities	4
—	16

Junior

FIRST SEMESTER	HRS.
Physics 443	4
Physics 316-317	4
Social Science	4
Humanities	4
—	—
	16

SECOND SEMESTER	HRS.
Mathematics 202	4
Physics 322-323	4
Literature	4
Social Science	4
—	—
	16

the intermediate (3rd semester) course required: four semesters preferred.

Economics — 4 hours

Political Science (American Government) — 4 hours

Sociology — 4 hours

LAW

The recommendation of the American Bar Association is that students expecting to enter an accredited law school should pursue their undergraduate work with the following objectives in mind: 1) clear comprehension and concise expression in the use of language, 2) historical and critical understanding of human institutions and values, 3) creative power in thinking. Recommended are courses in English and speech, mathematics, logic, debate, history and government, economics and accounting, sociology, biology, and psychology. There is considerable latitude in choice of subjects. Intensive application and a high level of attainment are important.

MEDICINE

Students planning to study medicine should consult the catalog of the medical school which they expect to attend, to have all premedical requirements fulfilled. The number of years of premedical work required before the study of medicine varies with different medical schools. Some schools require only three years, but most now require the bachelor's degree.

The general course requirements are as follows: chemistry, 16 to 20 semester hours; biology, 8 to 12 semester hours; physics, 8 semester

FORESTRY

William Jewell College, in cooperation with the School of Forestry of Duke University, offers a 5-year coordinated program in forestry, 3 years at William Jewell and 2 years at Duke University, leading to the Bachelor of Arts degree at William Jewell and the Master of Forestry degree at Duke. Applicants for this Liberal Arts-Forestry program should so indicate at the time of enrollment in college. For details of the pre-forestry curriculum see Dr. Burdette Wagenknecht of the department of biology, so that all course requirements may be fulfilled.

JOURNALISM

Courses needed for admission to professional schools of journalism usually include the following:

Freshman English—4 hours

Literature — 6 hours, including 4 hours of British literature

Biological or physical science, with lab — 4 or more hours

Foreign language — completion of

hours; English, 6 to 10 semester hours. The remaining courses should be selected from the humanities or social sciences: English literature, psychology, economics, sociology, philosophy, history. Some schools require in addition a reading knowledge of French or German.

Admission to medical school is based on the medical aptitude test, scholastic record, and recommendation from the college committee on medical education. No student can expect to be admitted to a medical school who does not maintain a high scholastic record.

MEDICAL TECHNOLOGY

In cooperation with the Baptist Memorial Hospital of Kansas City and North Kansas City Memorial Hospital, William Jewell College offers a four-year course leading to a Bachelor of Science degree and registration as a medical technologist. The first three years are spent in residence at William Jewell College and the fourth year is spent at either of the two hospitals. Upon satisfactory completion, students may be certified in this field by passing the examinations given by the Registry of Medical Technologists of the American Society of Clinical Pathologists.

MINISTRY

William Jewell College follows closely the recommendation of the American Association of Theological Schools on pre-seminary study. A summary of college recommendations follows:

- I. The function of pre-seminary studies
 1. College work of pre-seminary studies should result in the

ability to use the tools of an educated man in written and oral expression.

2. The aim of the study is to acquaint the student with some of the ideas which have influenced modern civilization and which will guide the student in evaluating life situations.
 3. The college work of a pre-seminary student should result in an acquaintance with the world in which he lives. It will show the relationship of the physical sciences and Biblical revelation.
 4. The college work of a pre-seminary student should stimulate research, independent inquiry, and the formulation of ideas into cogent expression. At least one discipline should be explored in sufficient depth to give the student a sense of mastery and achievement in his study.
 5. The function of this study is to present opportunities for the development of Christian faith and vocational commitment through social and Biblical studies.
- II. Subjects in pre-seminary study
 1. The general requirements for all students shall be met.
 2. Twenty hours of social studies are recommended. At least eight hours from each of two disciplines are advised. The hours taken in one of these may also count toward a major in that discipline. The fields of study recommended are history, sociology, psychology, political sciences, economics.

3. Twenty-eight hours of studies in humanities are recommended. The hours taken in one of these disciplines may also count toward a major in that discipline. The subject distribution should be as follows:

Philosophy	8 hours
Music	4 hours
English and literature	8 hours
Religion (other than required)	8 hours
	<hr/>
	28 hours

4. Recommended areas of major concentration are

Communication

English

History

Philosophy

Psychology

Religion

Sociology

III. General Information

1. All pre-theological students are to have the chairman of the department of religion or a professor of that department on their advisement committee throughout their course of study. When a major other than religion is chosen, a joint program of advisement will be undertaken with the chairman of the department of major



study advising in academic matters pertaining to the major.

2. Students desiring continuation of their Church-Related Vocation tuition concession are advised to see the chairman, department of religion, about their academic program at each fall registration period.

NURSING

The philosophy of man which serves as the foundation for the conceptual and practical framework of the Nursing Education Department is firmly based on the belief that man is a bio-psycho-social and spiritual being, and that the well-being of the whole person is dependent upon a balance of these factors. That man has inestimable dignity and worth is affirmed in the taking of responsibility for maintaining these values in interpersonal relationships. It is the unique and specific privilege of those in the healing arts to utilize all scientific knowledge available in the pursuit of optimum health for all men. The Department of Nursing Education is committed to the challenge expressed by these ideals.

The faculty of the Department of Nursing Education believe that the statements of nursing by Virginia Henderson express our definition of nursing most accurately.

"The unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that he would perform unaided if he had the necessary strength, will or knowledge. And to do this in such a way as to help him gain independence as rapidly as possi-

ble. This aspect of her work, this part of her function, she initiates and controls; of this she is master. In addition she helps the patient to carry out the therapeutic plan as initiated by the physician. She also, as a member of a medical team, helps other members, as they in turn help her, to plan and carry out the total program whether it be for the improvement of health, or the recovery from illness or support in death."

Henderson, V. "The Nature of Nursing," *AJN*, 64:63, August, 1964.

We also believe that nursing as a profession emphasizes the responsibility and accountability of the practitioner; responsible in the constant assimilation and careful application of the most relevant academic and practical knowledge, accountable in the pursuit of nursing, demonstrating throughout, the highest ethical standards of the profession.

As the professional, the nurse must recognize the importance of respecting each individual as a human being with dignity and rights. The nurse must concern herself with the meeting of fundamental needs of the individual through human interaction. She promotes the pursuit of high level wellness as well as cares for the individual during illness. As his condition improves he is assisted and encouraged to resume the management of his own affairs. A goal of nursing intervention lies in helping the patient grow through his illness. In the crisis of illness the individual is jolted from his accustomed life style and may therefore be open to new learning and growth. Learning and growth of the individual in this context, refers to reidentification of himself and his relationship to others.

The Department of Nursing Education believes that learning is a dynamic and common endeavor of the students and faculty. It is an on-going process utilizing problem solving orientation, drawing upon the incorporation of knowledge from humanities, behavioral, biological and physical sciences with the current theory and practice of nursing. This learning is directed toward the fostering of increasing self-direction, independence and self-evaluation of the learner. Learning occurs in a milieu which recognizes the learner's dignity and worth and fosters his right and responsibility to challenge and question the educational process. The faculty is committed to the belief that nursing is an intellectual discipline which requires supported study of its theoretical components as well as guided practice of its skills.

The Department of Nursing Education believes that the collegiate nurse is uniquely prepared to provide a high level of health promotion and maintenance to the community utilizing the nursing process. This nurse appreciates the interrelatedness of nursing service, education, and research. This appreciation fosters the internalization and utilization of valid research finding for innovations in nursing practice. The practitioner utilizes knowledge creatively, accepts responsibility for her own actions and actively supports the goals of the nursing profession. The collegiate prepared nurse possesses the basis for study at the graduate level.

OBJECTIVES

The primary objective of this program is to prepare a nursing practitioner who exercises personal and professional judgment to provide a high

level of health promotion and maintenance in the community as well as the support of recovery from illness. The aim of this program is to prepare the beginning practitioner who:

- a) recognizes that man is a complex being influenced by his total environment.
- b) utilizes knowledge drawn from the behavioral, biological and physical sciences with current nursing theory and practice to plan, implement and evaluate nursing intervention to all age groups in a multiplicity of settings.
- c) demonstrates the ability to function effectively and creatively either as an independent practitioner or as a member of various groups concerned with the care of individuals on the wellness-illness continuum.
- d) demonstrates the ability to utilize basic psycho-social-physical assessment skills in order to determine the individual's position on the wellness-illness spectrum.
- e) recognizes the need and accepts the responsibility for individualized patient and family education utilizing sound principles of learning theory.
- f) possesses a beginning appreciation of needs for ongoing nursing research in order to improve the quality of nursing practice.
- g) modifies nursing practices in keeping with current developments in nursing and changes in society.
- h) maintains the standards of the profession through constant assessment of existing practices and through active participation in the legislative processes governing the care systems.

- i) utilizes principles of leadership and human interaction in working effectively with health services personnel, individuals and families in planning, implementing and evaluating care.
- j) assumes responsibility for self-direction in the pursuit of professional and personal growth through continuing education and self-evaluation.
- k) recognizes and accepts responsibility for his/her own actions.

ADMISSION

Only one class (maximum 40 students) is admitted in the Spring of each year. A minimum cumulative grade point average of 2.5 is required to be eligible for admission into the program.

Applicants are considered twice a year.

Early Admissions: Admission interviews are scheduled for the last Saturday of April each year. To have an application considered for Early Admissions, the completed application must be filed with the Department by March 30th. Twenty-five of the available 40 class positions will be filled during Early Admissions.

Late Admissions: Admission interviews are scheduled for the Saturday prior to Fall registration. To have an application considered for Late Admissions, the completed application must be filed with the Department by July 30. Also, the applicant must have completed the Freshman year of college. The remainder of available class positions will be filled at this time.

Registered Nurse Admissions: Graduates of approved Diploma or Associate Degree programs will be con-

sidered for admission to the Department. Applicants must meet the same criteria and follow the same admission procedure as the generic student. Further information regarding challenge for credit is available upon request.

The faculty will act only upon completed applications which include:

1. Department of Nursing Education application form.
2. High School transcripts.
3. Transcripts from each college attended.
4. Testing scores.
 - a. ACT
 - b. National League for Nursing Pre-Nursing and Guidance Exam (not required for R.N. applicants).
 - c. Strong Vocational Inventory.
 - d. Minnesota Multiphasic Personality Inventory (must be taken within 6 months of application date).
 - e. State Board Scores (R.N. applicants only).

Arrangements to take the required tests may be made by contacting the office of Counseling services.

It is the student's responsibility to ascertain that his/her application is complete.

Physical and Dental Examinations: A physical and dental examination is required of all students accepted by the Department prior to the beginning of Spring of the Sophomore year. Thereafter, a physical examination is required prior to the beginning of the Junior and Senior year as well as immediately prior to graduation. The student is responsible for the cost of the examination.

A TYPICAL BACCALAUREATE NURSING PROGRAM**

FRESHMAN FALL SEMESTER

Elective	4
English 100	4
Physical Education 100	2
Biology 107 H	4

 14

FRESHMAN SPRING SEMESTER

*Chemistry 102	5
Sociology 211	4
Communication 100	4
Psychology 211	4

 17

SOPHOMORE FALL SEMESTER

Biology 221	5
Biology 241	4
Philosophy 202	4
Psychology 306	4

 17

SOPHOMORE SPRING SEMESTER

Biology 239	4
Nursing 250	4
Biology 307	2
Physical Education 100	2
Sociology 332	4

 16

JUNIOR FALL SEMESTER

Nursing 340	4
Psychology 305	4
Nursing 330	8

 16

JUNIOR SPRING SEMESTER

Nursing 350	8
Math 216	4
Psychology 304	4

 16

SENIOR FALL SEMESTER

Nursing 430	8
Elective	4
Nursing 420	1
Religion	4

 17

SENIOR SPRING SEMESTER

Nursing 450	8
Elective	4
Nursing 425	1

 13

*All pre-nursing students who have had high school chemistry must take the American Chemical Society test during orientation to ascertain proper placement in Chemistry 101 or 102. The student who performs poorly on the ACS will be asked to take Chemistry 101 during the Fall semester.

All pre-nursing students who have not had high school chemistry or who have not made a satisfactory grade in high school chemistry, must take Chemistry 101 in the Fall semester and Chemistry 102 in the Spring. These students are not required to take the American Chemical Society test.

**Individualized academic counseling and advisement will be provided for each student to plan his course of study.

Clinical Instruction — concurrent with classroom instruction — will increase as the student progresses in the program, ranging from 8 to 24 hours per week. This approach will provide the knowledge and skills necessary for competent nursing practice.

The integrated concept stimulates students' incentives to learn, to grow, to achieve. It is a dynamic approach to educating nurse practitioners.

Instruction and selected learning experiences will occur in the classroom, campus laboratory, Baptist Memorial Hospital, and other institutions and agencies in the community. **Transportation to and from clinical placements will be the student's responsibility.**

RADIOLOGIC TECHNOLOGY

In cooperation with North Kansas City Memorial Hospital, William Jewell College offers a four-year course leading to a Bachelor of Science degree in Radiological Technology. Three years are spent in residence at William Jewell College where the major emphasis is placed upon biology or physics, or a combination of the two; 18 months is spent at the

hospital. Upon satisfactory completion, students may take the National Registry Examination given by the American Society of Radiologic Technology. Advisors for the program are Dr. Wallace A. Hilton in physics, Dr. B. L. Wagenknecht in biology, and Dr. Donald Wald, North Kansas City Memorial Hospital.



STUDENT LIFE

LEARNING WHILE LIVING

Expanding students' horizons, adding broadened dimensions to their viewpoint, and enriching their personalities are vital roles of a liberal arts education.

Exploring the many facets of student life at William Jewell College serves as a valued extension to one's academic work.

STUDENT ORGANIZATIONS

William Jewell offers a broad spectrum of student organizations. Listed are some of the organizations avail-

able to students. Those in bold are national societies.

Aeons (senior honorary for men)

Alpha Delta Pi

Alpha Gamma Delta

Alpha Lambda Delta (freshman women's honorary)

Alpha Phi Omega

(Service Organization)

Alpha Psi Omega (dramatics)

American Chemical Society
(student affiliate)

Beta Beta Beta (biology)

Big Sister Council

Black Student Association

Association of Childhood Educators

Cardinelles

Christian Student Union
Church Music Conference
Church-Related Vocations
Organizations

College Union Activities
Confronters

Delta Mu Delta (business)

Delta Zeta

Gamma Beta Nu (ministerial wives)

Independent Society

Interfraternity Council

"J" Club (athletic lettermen)

Judiciary Council

Kappa Alpha Order

Kappa Mu Epsilon (mathematics)

Lambda Chi Alpha

MATRIX (Math Club)

Nu Zeta Sigma (freshman men's
honorary)

Panhellenic Council

Panaegis (senior honorary for women)

PEM Club (physical education majors)

Phi Alpha Theta (history)

Phi Epsilon (scholarship)

Phi Gamma Delta

Phi Mu Alpha Sinfonia (music for men)

Phi Sigma Iota (Romance languages)

Phyettes (Alpha Phi Omega women's
affiliate)

Pi Gamma Mu (social science)

Pi Kappa Delta (forensics)

Political Science Club

Psi Psi Psi (psychology)

Sigma Alpha Iota (music for women)

Sigma Nu

Sigma Pi Sigma (physics)

Sigma Tau Delta (creative writing)

Sociology Club

Student National Education
Association

William Jewell Players

Women's Athletic Association

Young Democrats

Young Republicans

Zeta Tau Alpha

ACHIEVEMENT DAY

Each year the college celebrates its tradition as the "Campus of Achievement" by sponsoring ACHIEVEMENT DAY on campus and in metropolitan Kansas City. Outstanding alumni are invited back to the campus to receive Citations for Achievement, and to lead seminars for interested students. In addition, a nationally-prominent speaker addresses a college convocation and a large banquet gathering at a Kansas City hotel. Keynote speakers have included two Presidents of the United States, Harry S. Truman and Lyndon B. Johnson, as well as other renowned individuals such as Billy Graham, Madam V. L. Pandit, Werhner von Braun, Norman Vincent Peale, General Maxwell Taylor, and astronaut James Irwin.

COLLEGE LECTURESHIP SERIES

The COLLEGE LECTURESHIP SERIES reflects the College's genuine concern for the student's spiritual needs as well as his increasing intellectual maturity. Bringing prominent speakers to the campus, the LECTURESHIP SERIES is designed to provide outstanding presentations of interdisciplinary examinations of world events from the perspective of the Christian viewpoint. Attendance requirements are designed to allow each student to elect the type programs that best meet his own needs and interests.



FINE ARTS AND LECTURE SERIES

Throughout the academic year, lecturers and artists of national reputation visit the William Jewell Campus. The college Fine Arts Series is recognized as one of the outstanding cultural features nationally. Through the Yates College Union major pop and jazz artists come to the campus throughout the school year, and a Film Society Series is offered.

STUDENT GOVERNMENT

Every student has a voice in government at William Jewell College. The students select members to the Student Senate in a general election. This elected body operates under a constitution written by students. All

meetings are open. While the vote rests with elected representatives to the Senate, all students have the right to express their opinions at every Senate meeting.

Students are involved in the highest level of policy formulation. They are represented on faculty committees, the College Conduct Committee and sit with the Board of Trustees.

STUDENT PUBLICATIONS

Students are invited to contribute to the weekly student publication, **The Student**, or to serve on the college yearbook, **The Tatler**. These are the two major student publications. One need not be a journalism major to serve and contribute to these publications.

MUSIC

Widely acclaimed for its music department activities, all William Jewell students are invited to participate in the various musical groups and tours.

The internationally famous Concert Choir of William Jewell College has performed in Europe, Middle East, South America, Canada and Mexico. It is composed of thirty-two voices selected by audition. The Chapel Choir, Concert Band, the Symphonic Wind Ensemble, Pep Band, Jazz Ensemble, Opera, College-Community Orchestra, Confronters, and the Brass Ensemble offer opportunities for personal enjoyment and expression in music.

DRAMA

The William Jewell Players are open to all with an interest in dramatics whether as an actor, director, writer, or publicist. Students participating in

their dramatic events win points leading to election into The Players.

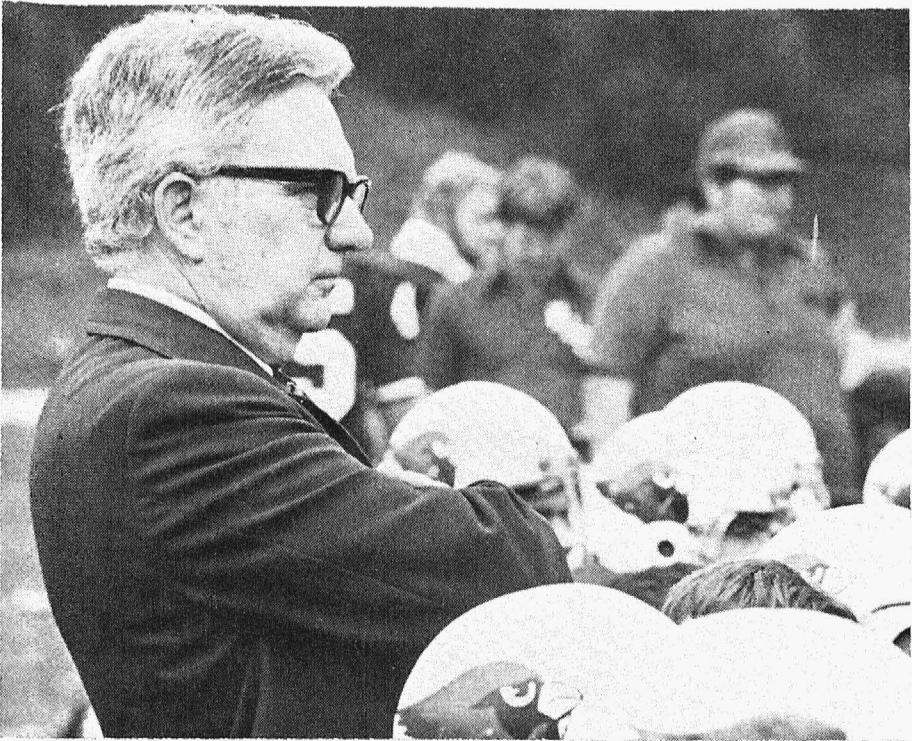
RADIO

The college owns and operates a non-commercial 10-watt FM radio station, providing a network of communication for the campus and community, and offering opportunities in broadcasting for students.

ATHLETICS—VARSITY AND INTRAMURAL

William Jewell College enjoys an outstanding record of achievement in the field of athletic competition. It is a member of the Heart of America Collegiate Conference and competes in the following conference sports: football, basketball, baseball, track, golf, tennis, swimming, cross-country, soccer, and wrestling. The NAIA standard of eligibility serves as the guideline for the conference sports activities.





Intercollegiate competition for women is offered in basketball, volleyball, swimming, tennis and field hockey.

In addition, a strong program of Intramural Men's and Women's sports is offered.

HEALTH CENTER

The college health center, in Ely Hall, is under the full-time direction of a registered nurse, with college physicians reporting daily to treat students requiring medical attention. Many competent private physicians in the Kansas City area are, of course, readily available. All full-time students carry the Student Health and Accident Insurance which provides some assistance with the cost of most illnesses.

COUNSELING SERVICES

The Counseling and Testing Center offers a variety of professional services to students making educational, vocational and personal decisions. Trained counselors are available to administer and interpret various test instruments helpful in assessing the student's aptitude and interests.

Each student has a primary faculty adviser and/or a Personal Advisory Committee to assist him in his college career. The committee includes persons competent in the student's area of concentration.

RESIDENCE PROGRAM

William Jewell endeavors to develop a quality, four-year residential pro-



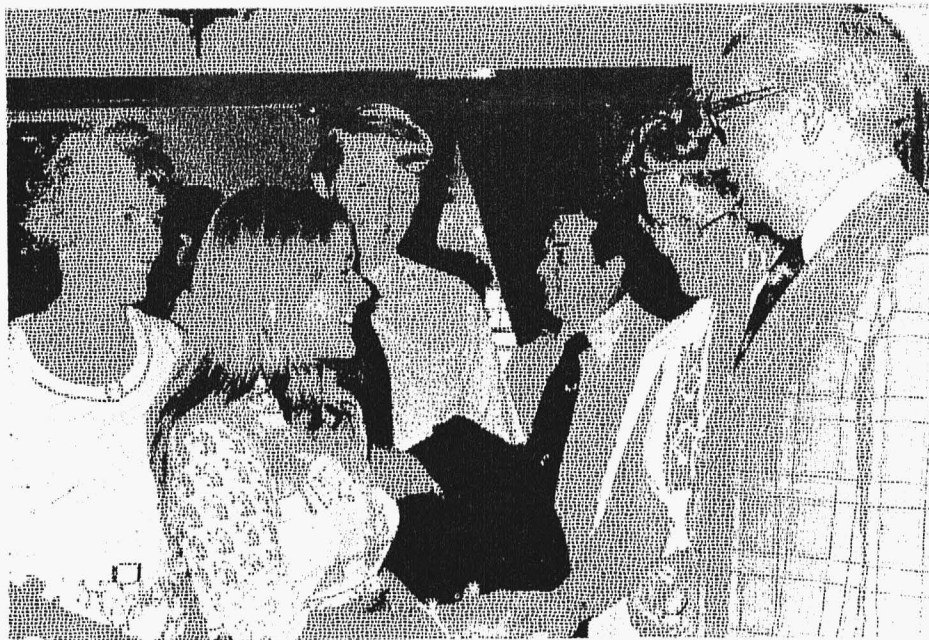
gram which will expose each student to the finest living-learning environment college resources can provide. All unmarried students not living at home are expected to participate in the residential program. Fraternity houses are considered part of that program.

All students living in Residence Halls are served meals in the College Union. Each student provides his own pillows, linens, and bed covers. Curtains are not required. All students are subject to the campus regulations and policies of the college as they affect residence halls and all areas of student life. These regulations are fully outlined and delineated in the

student handbook, "Around the Columns." Students should avail themselves of a copy and read it carefully so that they have full understanding of those regulations that provide for a sound, workable college community.

MOTOR VEHICLES

It is expected that all motor vehicles, including motorcycles, be registered through the Campus Security Office. The parking and operation of vehicles are subject to safety regulations provided at the time of registration. Further information pertaining to the use of motor vehicles is contained in the student and faculty handbooks.



ADMISSIONS

William Jewell College encourages applications from students who are serious about enrolling in a co-educational liberal arts college, and who have given indication in their secondary school experience that they are sufficiently mature to profit from and contribute to the college.

REQUIREMENTS FOR ADMISSION

Scores from the American College Testing program

Recommendation by the high school counselor or principal

Preference is given to graduates from accredited high schools with sixteen units of high school credits as follows:

English4

Mathematics2

Science1

Social Studies1

Foreign languages or additional
in the above8

Class standing in the upper half is usually considered minimum.

Admittance is open to all students meeting these standards regardless of race, creed or color.

Individual consideration is given to veterans and other mature applicants who may not meet all requirements.

The college reserves the right to deny admission to any applicant whose academic history or personal qualifications in its judgment make him unsuited to college work and living.

EARLY ADMISSION

High school students demonstrating exceptional academic ability may take eight credit hours during the summer session following their junior year. After their senior year and graduation from high school, the school sends their transcripts to the college registrar so the college credit may be recorded. Students attending William Jewell the summer following their junior year and the following summer, may enter college at the regular time in September with 16 semester hours of credit already earned.

TRANSFER STUDENTS

An applicant transferring to William Jewell from another college should ask the last college attended to send

a transcript and statement of honorable dismissal to the Admissions Office.

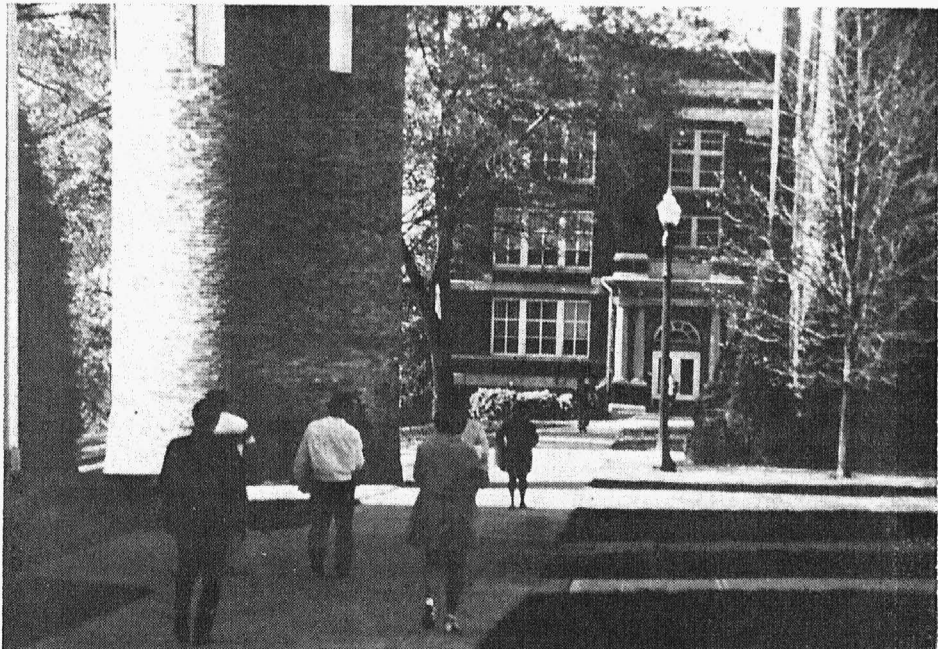
William Jewell generally accepts credits for work which would have been taken if the work had been done at WJC. The following applies to transferring students:

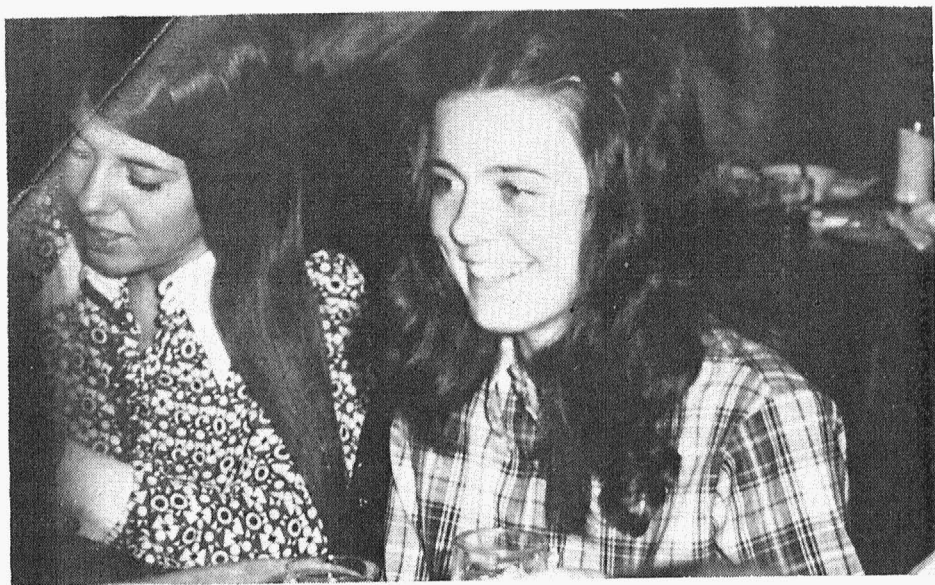
Student credits will be accepted as they apply to the college curriculum offered at WJC, if the student presents an overall C average.

Students permanently suspended from another institution will not be accepted.

No more than 62 to 64 semester hours of work will be accepted from junior colleges.

In order to receive a degree from William Jewell College, students must complete the entire senior year (minimum 30 semester hours) in residence.





APPLICATION PROCEDURE

For admission, a candidate is requested to send:

1. Application for Admission. (A \$10 non-refundable fee must accompany each application, and the processing will not begin until this application fee is received.)
2. High school transcript or credits from other colleges.
3. Results of a physical examination, reported on the official college form.

THE FINANCIAL PICTURE

Tuition and Fees for the current year are listed on page 125.

RESIDENT APPLICANTS

Resident hall reservations and security deposits are made through the Admis-

sions Office, with room assignments made in the summer based on the order in which room deposits are received.

Every resident student is required to post a \$50.00 room reservation deposit within 30 days after notice of acceptance is received. (Room deposit must accompany application after June 1.) Space in the residence halls cannot be guaranteed when this deposit is made. After June 1, the room reservation deposit is refundable only if applicant is physically unable to enroll or if the college is unable to complete the contract (i.e., lack of space in residence halls). After the student moves into the residence halls this \$50.00 deposit serves as a "damage deposit" and as a "reservation deposit" for the following semester. If a student does not intend to return as a resident student the following semester, application should be made to the associate dean of students prior to the close of the current semester for a room deposit refund.



If no damages have been assessed during the student's tenure at William Jewell College, and all financial obligations have been satisfied, the deposit is fully refundable.

REGISTRATION

Students may register at the beginning of either semester, at the beginning of the summer school, or at pre-registration periods.

For specific dates and times of registration for first and second semester and the summer school, students should refer to the college calendar in this catalog.

Registration, including settlement of all charges at the business office,

must be completed by the date listed in the calendar or be subject to the late fee.

ORIENTATION FOR FRESHMEN AND TRANSFERS

A program of lectures, social events, and registration procedures introduces new students to William Jewell College life. General orientation for all students new to the college will be conducted during registration week, in accordance with the calendar.

A Freshman Colloquium program introduces new students to the world of issues and ideas that will be con-

fronted in college and to some of their new professors. New students meet in the home of a faculty member, during the first few days on campus, to discuss prescribed reading done in the summer before the beginning of school. A later meeting is held in that week or in the semester for discussion of student problems and matters of mutual concern.

LATE REGISTRATION

Students enrolling for the first time may have the privilege of registering as late as two weeks after the beginning of classes by obtaining the dean's permission. This provision does not cancel the extra fee for late

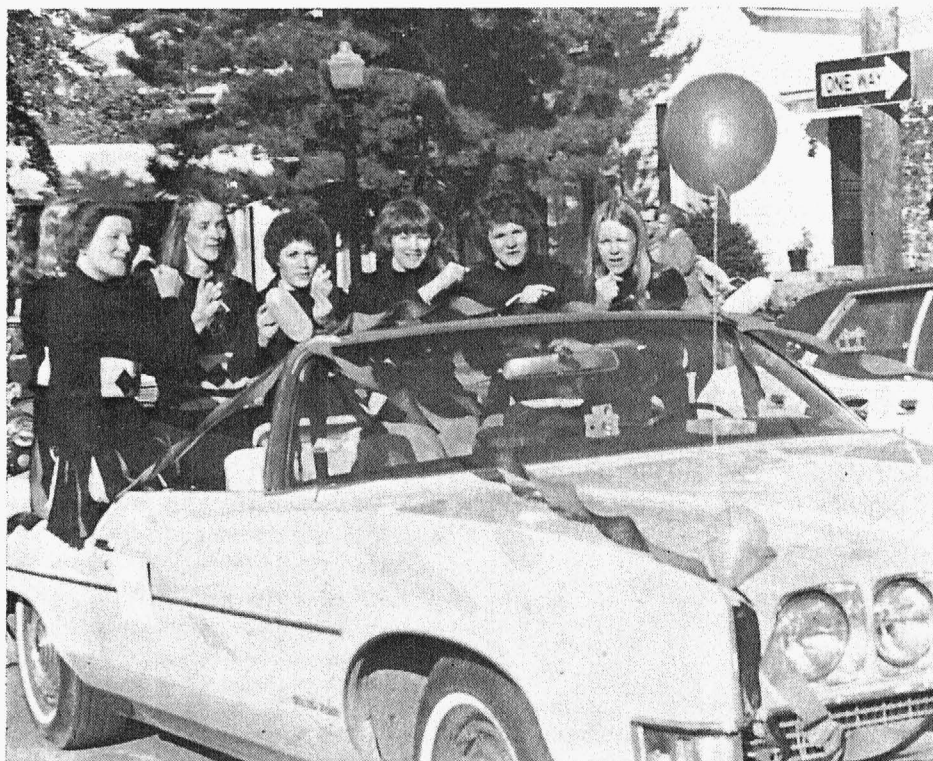
registration or late settlement of charges.

CHANGES IN COURSES

All changes in a course of study must be approved by the academic dean and are **not allowed after the second week** from the beginning of a semester, which is calculated from the **first day classes begin**. Exceptions may be made on the recommendation of the college physician or the head of the department in which the student is majoring.

No course may be **added** after the second week following the **day classes start** after registration.

Unless a demonstrated error has been made in the student's advisory program, all changes in courses are



assessed a charge of \$5 for each change in schedule after registration.

The dropping of a course without the approval of the dean will carry an automatic penalty of an F grade in the course.

Students who desire to change their major field, once this has been formally declared, should have the concurrence of the heads of the departments concerned and the written

approval of the dean before any change is made.

MINIMUM CLASS SIZE

The college reserves the right to discontinue any section in any course in which the enrollment is not sufficient to justify its being held. This decision rests with the dean of the college. Generally, sections with fewer than six registrants will not be maintained.





SCHOLARSHIPS AND AWARDS

SCHOLARSHIPS AND FINANCIAL AID

William Jewell College has a student aid endowment fund with earnings dedicated to scholarships and grants-in-aid. Scholarships are awarded for academic excellence, while grants-in-aid are awarded on the basis of need and academic standing.

Persons seeking scholarships or grants-in-aid are required to:

1. Make application to the Financial Aids Committee.
2. Apply for renewal of aid by March 15 of the expiring year,

since most awards are for one year only.

3. Maintain a B average or above for scholarship recipients; a C average for grants-in-aid.
4. Avoid excessive absences from the Lectureship Series, irregular class attendance, and evidences of lack of serious purpose, since each is cause to withdraw the award.
5. Carry 14 semester hours of work unless excused by the Financial

Aid Committee or the Dean of the College.

William Jewell College participates in the American College Testing Program, subscribing to the principle that the amount of financial aid granted a student should be based upon financial need. Students seeking financial assistance are required to

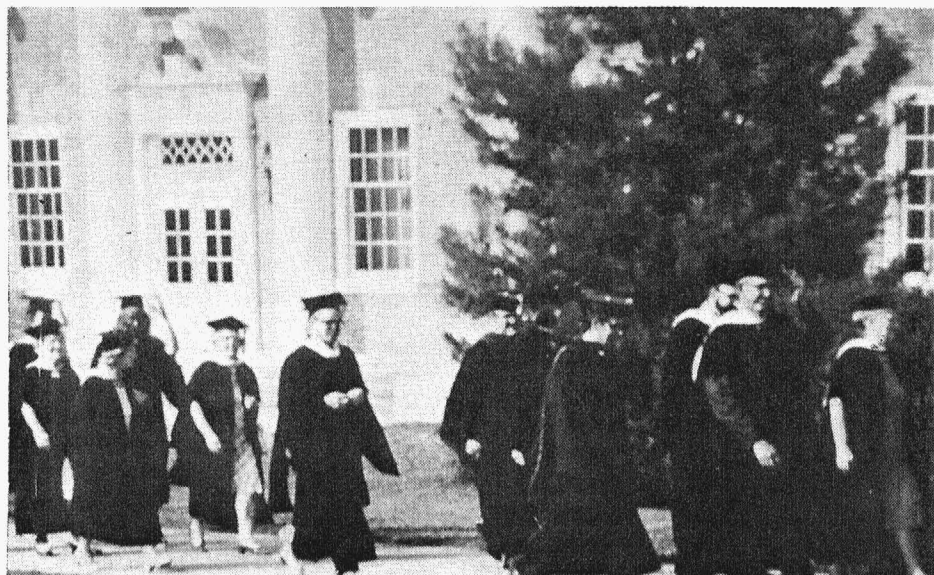
submit a copy of the ACT Family Financial Statement to the American College Testing Program, designating William Jewell College as one of the recipients. The ACT form may be obtained from a secondary school or William Jewell College.

Endowment funds have been created for student financial aid by a number of generous benefactors.

ENDOWED SCHOLARSHIP FUNDS:

James and Myra Abercrombie
William W. Adams
Lon G. Amick Memorial Fund
Agnes Atwood Estate
W. B. Ballew (ministerial)
Mary Alice Barton
Howard Tichenor Beavor Memorial
Belch Memorial
William Edward Billings Scholarship
Blenhard Fund (ministerial)
Bertha Rees Blythe Memorial
James D. Borawski Memorial
R. E. "Dad" Bowles Scholarship Fund
Marion Bratcher Estate
Marion E. Bratcher (ministerial)
George B. Bridges Memorial
James P. and Maude S. Bridges
Samuel J. Brown Memorial
James M. Browning
W. P. and Cora R. Browning Memorial
George S. Bryant
Margaret Elizabeth Bryant
Pauline Bryant
Bryant Memorial
C. M. Buckner
C. M. Buckner Memorial
Carl Burkhardt Memorial
John L. and Elizabeth Burnham
Nannie Burns
Richard A. Bywaters
William W. Bywaters
Emma A. Campbell
John E. and Emma J. Campbell
Memorial

J. E. and E. J. Campbell
U. S. Campbell
J. L. Carmichael
E. Kemper Carter
J. C. Carter
Centralia (Mo.) Baptist Church
Children's Home
Joe L. Clarke
Class of 1908
Class of 1913
Class of 1915
Class of 1943
Ida Coffman (juniors)
Harriet M. Cole and Edna Cole
Allen B. Colfry, Jr. Memorial
John A. Connett Memorial
Edra Cox Estate
Emmeline Willis Cromwell
William P. Crosswhite
W. A. and Martha Alice Crouch
Crouch Family Memorial
Mary B. Cunningham
G. H. Cuthbertson Memorial
Ralph and Gladys Davidson
Delmar Baptist Church (St. Louis)
James Ellis Deems and Mollie Ann
(Coen) Deems Memorial—Jr./Sr.
James L. and Ruth Downing Memorial
Helen Early
James R. Eaton Memorial Award
Mary H. Elliott Memorial
W. F. Elliott (ministerial)
C. J. Elmore



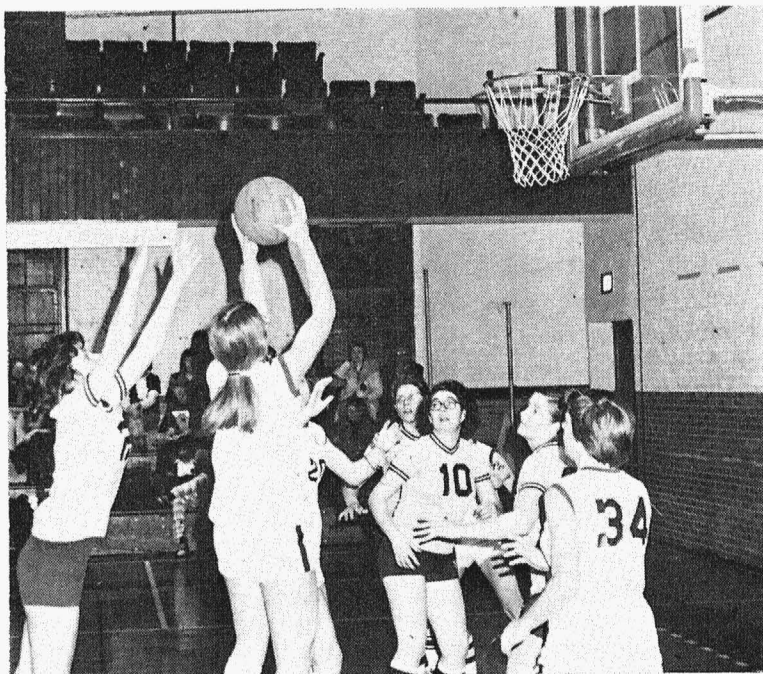
Benjamin and Martha Herndon Ely
(juniors, competitive)
Frank Ely
R. C. Ely
Howard L. and Louise Emerson
Memorial (ministerial)
Englewood Baptist Church (Chicago)
Donald Deppen Everett
J. Everingham
First Baptist Church (St. Joseph)
S. Fred Farran
Henry W. Gilliam Memorial
Noah M. Givan
Mamie West Gordon and
William Syd Gordon
Florence Gordon Hall and
William Syd Gordon
Graham Baptist Church (Skidmore,
Mo.)
J. P. Graham
Mr. & Mrs. Tom M. Griffin
Cynthia A. Graves (ministerial)
Mrs. J. R. Green
John D. Green (ministerial)
Mr. & Mrs. Lynn Hague
Amanda E. Harbaugh

William C. Harris Memorial
(ministerial)
P. Caspar Harvey Memorial
Johanna Nordman Herget Memorial
John F. Herget
John Minor Herget Memorial
Bessie Hill Estate
Charles Hoffman Memorial
Scholarship
Cloice R. Howd Memorial
Humphrey
Elizabeth Price Johnson
Judson W. Jones Memorial
Minetry Jones
Kansas City BYPU
Florence V. King Estate
Thelma Olney Kite Memorial
(Nursing)
Jennie Lee Memorial
A. R. Levering (sophomores)
Sam Leimkuehler Estate
Nelson E. McCoy (ministerial)
Luke McCrory Estate
Rella Gibbs McCrory Trust
Maryville Baptist Church
Mayview Baptist Church

Thomas F. Melvin (ministerial)
 G. T. Millen
 William Johnson Montgomery
 H. Guy and Myron Moore—Broadway
 Baptist Church, Fort Worth
 James M. Motley Award for a Junior
 Leola Mulvania Scholarship
 Merwien Murphy
 William C. Nelson Memorial
 Scholarship
 Northeastern
 John B. Pew Memorial Fund
 Captain Bower Reynolds Patrick
 Memorial
 Norris A. Patterson Fund
 Harriette Pearson
 Garnett M. Peters (Clay County boys)
 Mary Best Peters Memorial
 (Clay County boys)
 Ethyl Cooper Potter Memorial
 Mrs. Albert L. Reeves Memorial
 Richmond High School Competitive
 Roy Roberts Estate

I. B. Maud Robinson
 William James and Susie Ray
 Robinson
 Roselle Estate
 Albert Rowell Scholarship Fund
 William M. Senter
 Catherine, Janet, John Sillers
 (senior competitive)
 J. Neil Smith
 Stafford Estate
 Lolah Wayland Stamper Memorial
 Carol Thomas Memorial
 Alexander Trotter
 Martha F. Trotter
 Richard E. Turner
 United Daughters of the Confederacy—
 Estella J. Wachter
 Donald M. Wald Fund
 Alma Welch Memorial
 William Earl Widner Memorial
 (ministerial)
 William Earl Widner Memorial
 William H. William, Sr.





W. J. Williamson and Central Church
of St. Louis Memorial
Ken Winterowd
Woman's Committee of William Jewell
College
G. W. Wood
John B. Wornall
A. F. Wetzel Scholarship
Wyatt Park Baptist Church (St. Joseph)
William F. Yates Memorial
Scholarship
Z. W. Zentmeyer

OTHER SCHOLARSHIPS

The Arnote Foundation scholarships.
The James R. Eaton Memorial
Scholarship Fund.
The Reynolds Scholarship Fund.
The David George Rowland Memorial
Scholarship Fund.
The Carrie Hieronymous Scholarship.
The Ida Coffman Education
Scholarship Fund.

The Alumni Artist Scholarship Fund.
The William C. Nelson Memorial
Scholarship Fund.
Southwestern Bell Telephone
Scholarship.
Ben J. Simpson Memorial Fund.
The Albert C. Bean Scholarship.
The Dr. Samuel Ayres and Mildred
Lawson Ayres Student Fund.
The Annual Colonel T. Koch Award.
Kappa Alpha Mothers Club of St.
Louis Award.
Ed Watkins Memorial Scholarship.

FINANCIAL AIDS INFORMATION: CHURCH MINISTRIES PRACTICUM

William Jewell College attempts to fulfill its role as a Baptist educational institution by offering the Church Ministries student a \$500.00 grant-in-aid each academic year. The student



qualifies for the grant when the Director of In-Service Training receives notification from the local church that the student has committed his life to a church related vocation. This grant is subject to the rules and the regulations governing financial aid.

WORK OPPORTUNITIES

Part-time employment is available to students who need a larger amount of financial assistance. On-campus employment is offered according to ability and need of all worthy students.

The employees are ordinarily expected to work regularly each week at specified times. The typical work week is usually 10 to 12 hours.

Part-time employment is provided by a number of business firms in and near Liberty.

William Jewell College shares in a College Work-Study program.

Applications for employment should be made through the Office of Student Affairs.

AWARDS CONVOCATION

Each year during an Awards Convocation outstanding students are recognized and given appropriate awards including:

EUGENE EARLE AMICK AWARD for excellence in economics, given to the graduating senior with the highest academic achievement in economics.

THE FACULTY SCHOLARSHIP AWARD presented to the graduating senior with the highest scholastic average for his or her entire college career. All academic credits must have been earned at William Jewell College.

THE "DEAN'S HONOR" OF SIGMA ALPHA IOTA for musicianship, scholastic attainment, and contributions to the Gamma Psi Chapter at William Jewell College is awarded by the national fraternity.

THE FRANK B. HEARNE MEDAL IN CHEMISTRY is awarded for excellence in the study of chemistry and is usually given to a senior. A substantial cash award accompanies the medal.

THE CECIL R. MARTIN ATHLETIC AWARD is given to the outstanding athlete of the year.

THE MARION E. BRATCHER AWARD is given to a student of William Jewell College who shall submit the best paper on the subject: "The Practical Qualifications for the Ministry."

THE SUSIE RAY ROBINSON Poetry Award.

THE JOHN E. DAVIS SIGMA PI SIGMA AWARD in Physics given to the student with the highest academic achievement for the year in general physics. The name of the recipient is placed on a permanent plaque which hangs in Marston Science Hall.

THE WALL STREET JOURNAL Student Achievement Award.

THE DAVID ALAN DUCE AWARD for the senior majoring in philosophy who has earned the highest overall standing in that subject.

THE PHI ALPHA THETA AWARD



scholarship key given annually to a senior member chosen on the basis of scholarship, general leadership, character, chapter activities, and a paper on a historical subject.

THE R. C. HILTON PHYSICS AWARD. The income from a gift from Dr. and Mrs. Wallace A. Hilton in memory of his parents, Mr. and Mrs. R. C. Hilton, is awarded each year to a

physics major for independent study and research during his junior or senior year. Announcement of the award is made at the spring honors convocation.

The P. CASPER HARVEY ACHIEVEMENT SCHOLARSHIP AWARD is awarded to a student of William Jewell College based on character, scholastics, leadership and other recognizable achievements.



CREDITS, EVALUATION AND GRADES

GRADING, EXAMINATIONS AND GRADE POINTS

1. Grades are expressed by the letters A, B, C, D, F, W, WP, and WF. The first four letters indicate grades ranging in order from 100 percent down to 60 percent. F means failure. WP means withdrew passing, WF means withdrew failing.

2. Each grade has a grade-point

value as follows: A, 4 grade points per credit hour; B, 3 grade points per credit hour; C, 2 grade points per credit hour; D, 1 grade point per credit hour; F, 0 grade points per credit hour. Scholastic averages are computed upon the basis of hours attempted and the total number of grade points earned. For graduation, the total number of grade points must be two times the number of hours attempted (or an average of C).

APPROVED "D" AND "F" POLICY

A department may elect to require majors to repeat courses in which the grade earned is "D" or "F". When such courses are repeated and a satisfactory performance recorded, only the repeat grade shall be used in determining the grade point average.

A student having decided to repeat a course in which his initial performance has been recorded as a "D" or "F", and having attained a higher grade, shall have only the higher grade used in determining his grade point average.

It shall be noted that any "D" or "F" remains a part of the permanent record with only the higher grade of a repeated course used for grade point average computation.

POLICY FOR DROPPING COURSES

Students may be permitted to drop a course anytime prior to completing the work of the course with the written permission and signature of the instructor, advisor, and Academic Dean. If the student drops the course prior to the completion of the fourth week, nothing will appear on the transcript. During the fifth through the eighth week, "W" will appear on the transcript; and after the eighth week, "WF" or "WP" will appear on the transcript. Each teacher should provide to his students a clear statement of his attitude toward dropping, explained as nearly as possible in terms of the educational values involved.

QUALITY OF WORK

While the college endeavors to keep students informed of their academic progress, and issues formal reports after each semester, the student must assume the obligation of maintaining an accurate current picture of his status and progress and of keeping informed of regulations as they are stated in this catalog.

A student is expected to secure each semester at least two times as many grade points as the total number of hours for which he is registered.

Students whose overall academic average is below 2.0 are considered on academic probation.

At the end of the first five weeks of each semester, a report is made to the Dean of all students who are doing unsatisfactory work in any class.

In order to remain in this college a student must achieve:

A grade point ratio of 1.5 at the end of his second semester;

A grade point ratio of 1.75 at the end of his fourth semester; and

A grade point ratio of 2.0 at the end of his sixth semester.

EVALUATION PROCEDURES

In an effort to give the student prompt, helpful information on his academic achievement, the college has adopted a system of evaluation that will work in concert with grades to aid a student in measuring his progress.

In classes of twenty-five students or less, the professor will prepare by mid-term an evaluation form advising the students of progress in specified

areas, such as mastery of course information analytic or creative ability, ability to organize and present ideas, self-motivation and self-discipline, ability to work with others, abilities in self-evaluation.

In classes of more than twenty-five members, the evaluation form may be prepared for students who request it or who can gain special profit from having it.

CLASSIFICATION OF STUDENTS

Students are classified as follows:

Freshman	1 to 23 semester hours
Sophomore	24 to 59 semester hours
Junior	60 to 89 semester hours
Senior	90 to 124 semester hours

HONORS COURSES

Honor courses are indicated by "H" after the course number and represent special, limited-enrollment courses in which the highly motivated student with proven competency may enroll. Such a course explores subject matter in greater depth or pursues additional material relevant to the course. An Honors Course might also be characterized by its uniqueness of approach or perhaps by its interdisciplinary flavor. Specific information about such courses listed in the catalogue may be obtained from the departmental chairman.

HONORS

The Honor Roll for each semester will include the names of students who



have carried a program of fourteen or more semester hours, who have no grade lower than C in any subject, and who have achieved a minimum grade-point ratio of 3.5.

A student who completes the work for the degree with as many as 3.8 grade points for each hour attempted is graduated **Summa Cum Laude**, and this is cited with the degree. A student who completes his work with a ratio between 3.5 and 3.799 is graduated **Magna Cum Laude**, and this is cited with the degree.

GRADUATION WITH HONOR/GRADUATION WITH ACHIEVEMENT

The student who wants an added challenge of academic excellence may seek graduation with honors or achievement. Eligible students must have a minimum grade point average of 3.5 at the time of graduation, and have completed "A" level work on a

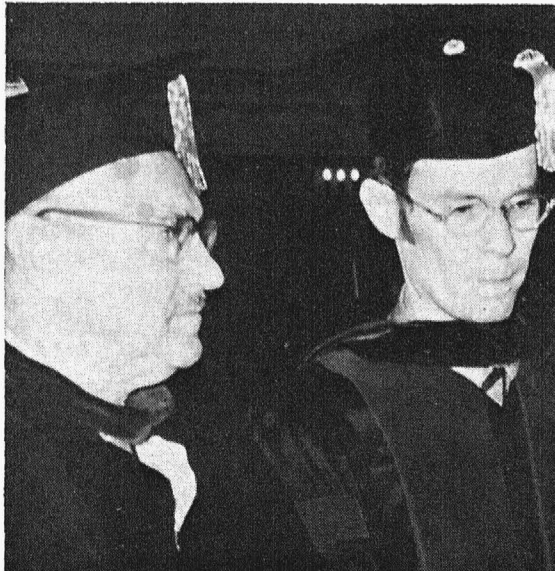
special project over two or more semesters in a concentrated area. A special undertaking appropriate for the discipline concerned will be required beyond the usual requirements for graduation.

Additional information may be obtained regarding the Honors Program challenge and pursuit of academic distinction by contacting the academic dean, chairman of the member.

PASS-FAIL OPTION

The purpose of the pass-fail option is to encourage a student to attempt courses of interest to him which he would normally avoid because of lack of background.

Any sophomore, junior, or senior in good academic standing may elect to take one course a semester under the pass-fail option with the following limitations:





- 1) No more than 20 pass-fail hours;
- 2) No course in the major or required course in the minor;
- 3) No course specifically required for graduation;
- 4) No course being taken to meet the requirement of a block or group;
- 5) No course required for teacher certification or pre-professional requirement.

Grades of P or F received under this option will not be included in computing the grade-point average, but credit earned will apply toward graduation.

NOTE — The student will elect this option at enrollment (with the registrar's office and can change it only during the normal time allowed for a

change in courses — **before the end of the second week of classes.**

INCOMPLETE WORK

If at the close of any semester a student's grade is reported as "incomplete," he must make up the deficiency by the end of the seventh week in the following semester or the incomplete becomes a grade of F, except with the approval of the dean of the college.

WITHDRAWAL FROM COLLEGE

If a student should find it necessary for any reason to withdraw from college, he must file with the registrar the regular withdrawal form, which he obtains from the office of student

affairs. Otherwise, he will receive a grade of F in all his courses.

SUMMER SCHOOL CREDIT

A student desiring to take work elsewhere during the summer months

should work out plans in advance with his Personal Advisory Committee. Written approval from the dean of the college, secured in advance, will be necessary to assure transfer of summer credit back to William Jewell College.

COURSES OF STUDY

Courses in the college are organized by academic departments, or disciplines, with an increasing number of courses offered along interdisciplinary or cross-departmental lines.

A student may choose one of twenty-one existing areas of concentration, or majors, as his field of speciality. Or, he may design his own area of concentration in consultation with his Personal Advisory Committee, using the resources of one or several academic departments.

This means that the number of possible majors open to him is nearly limitless. Some examples are noted in the section on "Curriculum," in this catalog. Conventional majors of the college are as follows: art, biology, business administration, chemistry, communication, economics, education, English, French, history, mathematics, music, nursing education, philosophy, physical education, physics, political science, psychology, religion, sociology, Spanish.

When a student chooses an area of concentration, whether it is conventional or non-traditional, he will need to see that it meets certain guidelines:

1. It must have an inner logic and coherence based on clearly-stated principles of organization. The student will articulate these principles in writing for his Per-

sonal Advisory Committee and will summarize them in his program booklet. The coherence should be easy to establish in traditional departmental majors, though even here it should be thought out and written so that the principles of organization are clear. In a non-traditional major these principles will be especially important to the validity of the program.

2. It must be clearly-defined in scope so that it is not excessively broad or narrow.
3. It must take into account outside requirements that may effect the student's goals: teacher certification, graduate school admission, and the like.
4. It must take into account the language or competency requirements associated with the proposed area of concentration. These requirements will be established in the same manner as specific course requirements for the area.

LISTING OF COURSES

Following is a list of courses offered in the college. The college reserves the privilege of adding courses or of omitting courses for which demand is insufficient to justify offering.

Credit for courses is indicated in semester hours. Courses in the series 300 and 400 are primarily for juniors and seniors.

The official schedule of classes is presented in a printed sheet distributed at the beginning of each semester.

Independent Study

200, 300, 400. Independent Study. 1-8 hrs.

250, 350, 450. Independent Study. Group project. 1-8 hrs.

Art

Major: 36 hours. Specifically including Art 250, 251, 203, 303, 325, 450.

103. Ceramic Design 4 cr. hrs.
Hand constructed and wheel thrown pottery. Basic glazing techniques.

125. Drawing and Painting. 4 cr. hrs.
Basic drawing and painting techniques. First semester.

203. Visual Design. 4 cr. hrs.
Basic composition; color. Essentially 2-dimensional with various materials. First semester, alternate years. Prerequisite: Art 125.

225. Drawing and Painting. 4 cr. hrs.
Advanced drawing; oil painting techniques. Second semester. Prerequisite: Art 125.

250. Art History 4 cr. hrs.
Survey of prehistoric through 14th century. First semester.

251. Art History 4 cr. hrs.
Survey of 15th century up to and including 20th century. Art 250 recommended but not required. Second semester.

303. Environmental Design 4 cr. hrs.
Three-dimensional and sculptural design related to environment. Prerequisite: Art 203. Second semester, alternate years.

310. Printmaking: Silk Screen 2 cr. hrs.
Basic techniques and experiments. Prerequisites: Art 125, 203. First semester, alternate years.

311. Printmaking: Woodcut. 2 cr. hrs.
Basic techniques and experiments. Prerequisites: Art 125, 203. Second semester, alternate years.

325. Drawing and Painting. 4 cr. hrs.
Advanced painting. Prerequisite: Art 225, 203. Second semester.

149, 249, 349, 350, 449, 450. Special Problems. 2 cr. hrs.
149, 249, 349, 350, 449: Enrichment courses offered as specialists are available, or as advanced work in existing program. Art 450: Senior portfolio, exhibit. First semester, senior year. To be arranged.

Biology

Major: Thirty-two hours. The following courses are required: Biology 107H, 231, 346, 405, 408, 409, at least eight hours of chemistry and eight hours of physics.

Major for secondary school teachers: 28 semester hours, including all courses listed for majors. Students who have not made a C or higher in Biology 107H will not be encouraged to continue.

Courses in biology taken in preparation for professional schools or graduate programs may not be taken pass-fail.

107. General Biology. 4 cr. hrs.
An introduction to the methodology and fundamental concepts of the biological sciences. Intended for those students who do not intend to major in biology or a related area. Students intending to major in biology, nursing or other pre-professional areas should enroll in Biology 107H.

107H. General Biology-Honors.

4 cr. hrs.

An introduction to the methodology and fundamental concepts of the biological sciences. Intended for those students who are intending to major in biology or a professional field related to biology.

108. Environmental Biology.

4 cr. hrs.

This course will provide an understanding of how ecological principles and relationships govern the everyday activities of man. Man's involvement in current environmental issues will be covered through discussion groups and class projects. Prerequisite: Biology 107.

221. Microbiology.

5 cr. hrs.

This course will cover the structure, physiology, genetics, and ecology of the Protista especially the bacteria and viruses. Prerequisites: Biology 107H or equivalent, Chemistry 101 and 102 or equivalents. One semester of Organic Chemistry is urged but not required.

226. Invertebrate Zoology.

4 cr. hrs.

A course affording an opportunity to become acquainted with representative invertebrate animals. Second semester.

231. General Botany.

4 cr. hrs.

A study of the biology of plants. Special emphasis will be placed on physiological and structural processes as they relate to the plant kingdom in its traditionally recognized limits. Prerequisites: Biology 107H or equivalent. Required of all biology majors.

239. Human Physiology.

4-6 cr. hrs.

The study of the relationship between structure and function in the human body. Special emphasis is placed on the study of mechanisms of homeostasis. Prerequisite: Biology 107H or equivalent and Chemistry 101 and 102 or equivalent. Not open to seniors majoring in biology or chemistry.

241. Comparative Anatomy.

4 cr. hrs.

The study of the gross structural organization of representative vertebrate species. Prerequisite: Biology 107H or equivalent.

251. Entomology.

4 cr. hrs.

A course dealing with the structure, classification, and economic relationships of the major groups of insects. Prerequisite: Biology 107H or equivalent.

301. Environmental Field Studies.

2-6 cr. hrs.

A field study of environments distinct from those found in the Midwest.

324. Embryology.

4 cr. hrs.

The study of patterns and mechanisms of vertebrate embryonic development. Prerequisite: 8 hours of biology. Chemistry 101 and 102 or equivalent.

325. Histology.

4 cr. hrs.

The study of the microscopic anatomy and function of vertebrate tissues and organs. Prerequisite: 8 hours of biology, Chemistry 101 and 102 or equivalent.

333. Plant Taxonomy.

4 cr. hrs.

An introduction into the identification and classification of vascular plants. Prerequisite: Biology 107H or equivalent.

335. Animal Taxonomy.

4 cr. hrs.

A study of the taxonomy and natural history of local fauna. Prerequisite: Biology 107H or equivalent.

335A. Reptiles and Amphibians.

Fall, 7 weeks

2 cr. hrs.

335B. Mammals.

Fall, 7 weeks.

2 cr. hrs.

335C. Fish.

Spring, 7 weeks.

2 cr. hrs.

335D. Birds.

Spring, 7 weeks.

2 cr. hrs.

346. Genetics.

4 cr. hrs.

The course covers both Mendelian and molecular genetics. Prerequisite: Biol-

ogy 107H or equivalent. Required of all majors.

398, 399, 400, 401. Problems in Biology. 1 to 3 cr. hrs.

Opportunity for the junior and senior major to do advanced work on some phase of biology. Total credit not to exceed 6 hours. Prerequisite: Consent of head of department. By arrangement.

405. Recent Advances in Biology.

2 cr. hrs.

A seminar. First semester. Required of all senior majors.

408. Ecology. 4 cr. hrs.

The study of the factors governing the relationships among flora, fauna, and environments. Prerequisite: Jr.-Sr. level with a minimum of 12 hrs. in biology. It is strongly recommended that the student have had a taxonomy background either in botany or zoology. Required of all majors.

409. Cell Physiology. 4 cr. hrs.

The study of the structure and function of cells. Prerequisite: 9 hours of biology, Chemistry 101 and 102 or equivalent, Physics 111 and 112; Organic Chemistry recommended. Required of all majors.

Geology

201. Earth Science. 4 cr. hrs.

An introductory laboratory course in the structure and origin of the earth, designed to meet the earth science requirement for teacher certification. Prerequisites: One year of laboratory science. Second semester.

Nutrition

307. Nutrition. 2 cr. hrs.

A study of the basic principles of normal nutrition and the application of these principles to the nutritional requirements at various developmental levels. This course is primarily

for nursing majors. Prerequisite: Chemistry 102.

Chemistry

**THE JAMES ANDREW YATES
DEPARTMENT OF CHEMISTRY**

Major: Twenty-four hours of chemistry are required. Chemistry 101-102 or 105; 206, 301, 302, 401, 402, Math 199-202 and Physics 213 and 214 are recommended for professional preparation. Chemistry 101-102 or 105, 301, 302, Math 199-200, Physics 111-112 or 213-214 and Biology 107H are required courses for those fulfilling the premedical background. Chemistry 401-402 is recommended as desirable background at many medical schools. The chemistry major will be completed with credit from other chemistry courses of the student's choice. Freshman students are advised at the start of each school year as to which introductory course — 101, 102, or 105 — they should take in order to make maximum use of their chemical backgrounds.

101, 102. General Chemistry.

4 cr. hrs. first semester,

5 cr. hrs. second semester

An introductory course in chemistry, based on the systematic development of principles and concepts which are considered basic to the field of chemistry. Three lectures, an optional discussion session, and one 3-hour laboratory period per week for Chemistry 101. Three lectures, an optional discussion session, and two laboratory periods per week for Chemistry 102.

105. Fundamental Chemistry.

5 cr. hrs.

A study of some fundamental principles of chemistry, including atomic structure, chemical bonding, states of matter, acid-base theory, equilibrium, thermodynamics, kinetics. Laboratory

work is qualitative and quantitative in nature. This course may not be taken for credit by a student successfully completing Chemistry 102 with a grade B or better. Three lectures, an optional discussion session, and two 3-hour laboratory periods per week. First semester.

206. Analytical Chemistry. 4 cr. hrs.
Classical and some more modern electroanalytical methods of quantitative analysis taught from a physical point of view and statistical interpretation. Theory and problems are emphasized strongly. Prerequisite: Chemistry 102, 105, or consent of instructor. First and second semester, two lectures and two 3-hour laboratory periods per week.

301, 302. Organic Chemistry. 5 cr. hrs. per semester
A discussion of the important classes of organic compounds in the aliphatic and aromatic series, including their preparation, reactions, and mechanisms of reaction. IR and NMR spectra of compounds will be studied. Three lectures, one optional discussion-help session, and two 3-hour laboratory periods each week.

306. Advanced Analytical Chemistry. 4 cr. hrs.
Acquisition and interpretation of data obtained through the use of instruments in the areas of spectroscopy, nuclear magnetic resonance, and chromatography are studied. Prerequisite: Chemistry 206. Second semester, two lectures and two 3-hour laboratory periods per week.

401, 402. Physical Chemistry. 4 cr. hrs. per semester
A study of quantum theory, statistical mechanics, thermodynamics, gases, solids, liquids, solutions, kinetics, group theory, spectroscopy, etc. Prerequisite: Calculus. Differential Equations is strongly recommended. First and second semester, three lecture-recitation periods and one 3-hour laboratory period per week.

403. Advanced Organic Chemistry. 3 cr. hrs.
A study of certain aspects of organic chemistry, including the use of spectroscopic data in structure determination, mechanisms of reactions, stereochemistry, and resonance. First semester, two lectures and one 3-hour laboratory period per week.

404. Advanced Inorganic Chemistry. 3 cr. hrs.
A systematic treatment of the chemical elements and their more important compounds, stressing bonding, periodic relationships and coordination chemistry. Second semester, two lectures and one 3-hour laboratory period per week.

407. Qualitative Organic Analysis. 3 cr. hrs.
A study of the characteristic chemical reactions of compounds containing elements commonly present in organic compounds and the determination of their classification and identity from qualitative reactions. First semester, one lecture and two 3-hour laboratory periods per week.

**210a, 210b, 310a, 310b;
410a, 410b. Introduction to Chemical**

Literature and Research

1 to 3 cr. hrs. each semester
Only those students who show promise of doing graduate study in chemistry are admitted to this course. The student selects a research problem, which requires the approval of the staff member directing the research, upon which he spends a minimum of 100 hours in research for each hour of credit. No credit is given until a complete report has been submitted concerning the project studied. The report is to be written in the form recommended by the editors of the *Journal of the American Chemical Society*. First and second semesters.

Communication

Major: A minimum of 26 hours in courses numbered 200 or above, selected with advisor's approval according to the area of concentration. Course 402 is required of all majors. Prospective speech teachers should take 12 hours in theatre, 12 hours in public address (including at least 2 hours of debate), and six hours of electives in the communication field.

100. Communication Theory and Practice. 4 cr. hrs.

A study of the theory of communication, including small group discussion and problems of audience adaptation. Preparation and presentation of various forms of speech activity, with use of recording and video equipment. Fulfills requirement for graduation. Freshmen with superior high school training in speech should enroll in the accelerated section or in Persuasion to fulfill the requirement. Offered each semester.

210. Interpersonal Communication. 2 cr. hrs.

A study of communication problems found in our society that cripple relationships; designed to help the student understand and apply new patterns for communicating with others. Communication problems are approached by involving students in structured exercises dealing with such areas as: first impressions, perceptions, biases, inferences, listening, group dynamics, and semantics.

201-301. Argumentation and Debate. Each unit, 2 cr. hrs.

201 — Fundamentals. The fundamentals of argumentative speech, analysis, outlining, evidence, and use of reasoning. Designed for the student who has no background in debate. Units will include emphasis of speaking skills developed through individual contest-type speaking. Recommended for students preparing for

ministry, law, and secondary speech education. Not open to students with extensive debate background.

301 — Advanced. Designed for the student with debate background who is interested in continuing inter-collegiate debate. Review of basics, with study of varieties of case methods. Students will confront issues current in academic debate and can expect to participate in at least two tournaments during the semester. Former high school debaters who do not wish to debate in college should take Comm. 204 to fulfill the communication graduation requirement.

204. Persuasion. 4 cr. hrs.

Study and practice in the construction and delivery of persuasive speeches, with a survey of pertinent studies. Emphasis on adaptation for special audience attitudes. Recommended for students who have had previous speech training; relevant for debaters, pre-law, and church-related vocation students. Fulfills requirement for graduation with consent of department. Second semester.

211. Mass Media: The Press. 4 cr. hrs. The techniques of newspaper writing, with the stress on general reporting, features, and editorials. Problems in copy editing and layout. Study of the role of the press in society. Practical work on college publications. Recommended for prospective secondary school English teachers. First semester.

212. Mass Media: Radio, Television, and Advertising. 4 cr. hrs.

Study of the socio-economic aspects of broadcasting and advertising. Use of recording and video equipment for the development of programs and training in broadcasting techniques.

220. Oral Interpretation. 4 cr. hrs.

Reading as a creative process. Individual guidance and practice to help the student perfect his skill in oral reading of all types of literature.

Study of the vocal mechanism and development of body and voice as expressive agents. First semester.

222. Introduction to Theatre. 4 cr. hrs.
An overview of theatre: Explores the dramatic genres, basic theories of acting, and approaches to character analysis. Laboratory practice in scenes from plays and in theatre productions. First semester.

225. Voice and Diction. 1 cr. hr.
Concentration on the learning of the International Phonetic Alphabet and its application in the articulation and enunciation of the English language. Important for music, communication, English, and education majors. First semester. Required of students concentrating in general speech, speech education, speech correction, theatre, or radio areas.

309. British and American Public Address. 4 cr. hrs.
Historical and critical study of significant British and American speakers, with analysis of structure, content, and influence of their works. Alternate years.

310. Speech for Teachers. 4 cr. hrs.
An accelerated course for elementary education majors, stressing speech preparation and delivery, oral reading, recognition of speech disorders, and general semantics.

320. Technical Theatre. 4 cr. hrs.
Theory and practice in design and construction of stage scenery, and makeup. Projects in lighting, costuming, and other areas of theatre production. Emphasis on needs of theatre majors, teachers, and religious and educational drama enthusiasts. Second semester, alternate years.

322. Directing. 4 cr. hrs.
Designed to prepare future teachers and young people's leaders to direct dramatic productions. Demonstration of production methods with limited budgets and physical facilities. Analy-

sis of appropriate pieces for use in school and church. Basic concepts of interpretation and adaptation for reader's and chamber theatre. Practical experience in directing experimental series plays. Second semester, alternate years.

330. Introduction to Communication Disorders. 4 cr. hrs.

Survey of the common speech disorders and their causes. Includes study of the development of speech and the emotional problems surrounding speech disorders. Includes observation of disorders through field trips. This is also useful for prospective elementary teachers. Alternate years.

332. Testing and Articulation.

4 cr. hrs.
Clinical and school procedures in speech correction. Two hours of class per week, and four hours of clinical activity, emphasizing (a) therapeutic procedures (b) diagnostic techniques (c) lesson planning and record keeping. Alternate years.

401. Communication Activities.

½-4 cr. hrs.
Designed for special activities and independent study. Credit may be obtained in forensics, theatre, interpretation, radio, and writing, in addition to credit in regular courses. Activities and requirements should be planned in advance with the supervising staff member. Credit available each semester.

402. Senior Seminar. 1 cr. hr.
Required of all senior communication majors as preparation for professional and graduate work. Students applying for graduation with honors may receive additional credit in this course. First semester.

403. Communication Seminars.

2 cr. hrs.
Offered on demand.

403a. Forensics.

Advanced argumentation theory, ap-

appropriate for debaters, pre-law students, and prospective forensics coaches.

403b. Religious Drama.

Study and production of theatre forms suitable for church and youth group use.

403c. Children's Theatre.

Creation and performance in area schools of plays for children.

403d. Feature and Editorial Writing.

Study and writing of specialized newspaper forms.

403e. Modern Rhetorical Theory.

Analysis of significant American speeches since 1950, with study of critical trends.

403f. Independent Studies.

Special creative projects or investigative studies designed by students and approved by department staff.

Economics and Business Administration

ECONOMICS

Major: 24 hours including 205-6, 305, 306, 402. Economics majors must also take the following Business Administration courses: 211, 216 and 326.

Mathematics: Professional economists must be good mathematicians. If a student intends to teach economics or to work as an economist in government or business, he should take as much mathematics as he can work into his schedule.

205. Principles of Economics I.

4 cr. hrs.

Description of the capitalistic enterprise system of the United States. Introduction to pricing system and national income accounts. Consideration of forms of business organization, introduction to accounting, poverty and discrimination, achieving stability

in prices, production, and employment. Each semester and summer.

206. Principles of Economics II.

4 cr. hrs.

Continues with materials introduced in Economics 105, pricing products and factors, monopoly and competition. May be taken as a first course by students interested in economic theory. Second semester.

305. Microeconomics (The Price System).

4 cr. hrs.

The study of prices, production, consumption, resource allocation and market structures begun in course 106, which is prerequisite. First semester.

306. Macroeconomics (National Income, Activity and Employment).

4 cr. hrs.

National income and product accounting, the level of economic activity, fiscal and monetary theory and policy. Prerequisite: Economics 106. Second semester.

402. Money and Banking.

4 cr. hrs.

History and structure of the banking system, objectives and instruments of monetary policy, current monetary issues and problems. Prerequisite: Economics 105, 106, or consent of instructor. Second semester.

404. Introduction to International Economics.

2 cr. hrs.

Trade incentives and patterns, comparative advantage, trade barriers and agreements, international finance and financial institutions. Prerequisite: Any other economics course or consent of instructor. First semester alternates with Economics 318.

418. Public Finance.

4 cr. hrs.

The American tax and expenditure system as it affects employment efficiency, income distribution, and other objectives. Prerequisite: Economics 106 or consent of instructor. First semester alternates with Economics 304.

INDIVIDUAL PROJECTS IN ECONOMICS AND BUSINESS ADMINISTRATION

Opportunities to pursue study in topics of particular interest are provided in directed readings, individual readings, seminars and off-campus experiences. Please present a prospectus or plan of work to the faculty member chosen to oversee your project in advance of enrolling. Frequent reports must be presented representing regular progress toward completion well before the end of the semester during which credit is being earned.

260, 360, & 460. Directed readings.

1-4 cr. hrs.

265, 365, & 465. Individual readings.

1-4 cr. hrs.

251, 351, & 451. Seminars in Business and Economics.

1-4 cr. hrs.

280, 380, & 480. Independent and off-campus research.

1-4 cr. hrs.

BUSINESS ADMINISTRATION

Major, Bachelor of Arts degree: At least 24 hours, including Economics 105 and Business Administration 211, 212, 216, and 321. Candidates for Bachelor of Arts degrees may not include in the hours presented for graduation more than 46 hours from economics and business administration combined.

Bachelor of Science degree: A minimum of 40 hours and maximum of 60 hours in business administration, including Economics 205 and 206. The courses listed above under Bachelor of Arts degree are expected to be completed by all candidates. In addition, Mathematics 125, and Business Administration 301 and 326 are required.

Mathematics: See note under major for economics.

While foreign language is not required of majors in Business Administration, every student should be aware that the extent of business relationships involving Europe and Latin America will increase rapidly during his lifetime. Mastery of German, French, or Spanish gives a unique entree into such situations. Since few Business Administration students in the United States seem to be aware of this, the demand for this skill will exceed supply for years to come.

Business Administration — General**101. Mathematics of Business and Finance.**

2 cr. hrs.

Procedures for working with valuation, annuities, compound interest and discount, bond yields and other problems peculiar to accounting, statistics and finance. Open to students with fewer than two units of high school mathematics and other students with consent of instructor. Does not satisfy mathematics requirement. Annually first semester.

216. Elementary Statistics for Social Sciences.

4 cr. hrs.

A first course in statistics for students in education and the social sciences. Collection, interpretation and presentation of statistical data. No mathematical background assumed. (Also listed as Mathematics 216, and Psychology 216.)

231. Business Law I.

4 cr. hrs.

Contracts, agency, employment, negotiable instruments. First semester.

232. Business Law II.

2 cr. hrs.

Corporations, partnerships, sales, bailments, real and personal property. Second semester.

301. Personnel Administration.

4 cr. hrs.

An examination of the personnel process beginning with recruitment; examining man in his work environ-

ment in its sociological, psychological, and behavioral implications. Alternates with 321. First semester 1976-77.

305. Marketing. 4 cr. hrs.
A study of the institutions, channels, and functions involved in the distribution of goods. Second semester.

306. Current Marketing Issues. 4 cr. hrs.
Recent developments in marketing management, wholesaling, retailing, product planning, and consumerism. Opportunity will be provided for examining areas of special interest to individual students. 305 is prerequisite. Annually first semester.

312. Business Finance. 4 cr. hrs.
Forms of organization, financial institutions and instruments, legal aspects of finance, financial administration and decisions. Second semester 1976-77.

316. Personal Finance and Investment Management. 4 cr. hrs.
Real Estate, home ownership, securities markets and risks, tax aspects of investment decisions, fundamental and technical approaches to investment decisions. Second semester 1975-76, 1977-78.

321. Organization and Management. 4 cr. hrs.
Concepts and structures of organizations. Personality and interpersonal relations. Functions and activities requiring management, managerial activities. First semester 1977-78. Alternates with 301.

326. Quantitative Methods in Business and Economics. 4 cr. hrs.
An introduction to techniques, and applications in business and economics of operations analysis, with emphasis on management decision making. Prerequisite: 216 or consent of instructor. Second semester.

BACHELOR OF SCIENCE IN ACCOUNTING

A minimum of 40 hours and maximum of 60 hours in business administration, economics, and related fields, including Economics 105 and Business Administration 216, 231, 232, 211, 212, 331, 332, 336, and 431. However, individual programs may be adjusted to meet particular objectives in consultation with the department head.

211. Principles of Accounting I 4 cr. hrs.
The measurement of financial information, the accounting cycle and preparation of statements, notes and interest, analysis of financial statements. First Semester.

212. Principles of Accounting II. 4 cr. hrs.
Organization for planning and control, systems of cost accumulation, comprehensive budgeting, measuring and reporting performance, reporting the effects of price changes. Prerequisite: 211. Second semester.

331. Intermediate Accounting I. 4 cr. hrs.
Theory, financial statements, temporary investments, receivables, inventories, non-current assets. Prerequisite: 212. First semester. Offered 1976-77.

332. Intermediate Accounting II. 4 cr. hrs.
Current and long-term liabilities, paid-in capital, retained earnings, financial statement analysis, funds flow. Prerequisite: 331. Second semester. Offered 1976-77.

336. Income Tax. 4 cr. hrs.
Laws and regulations, determination of taxable income, deductions, exclusions, making and filing returns. Prerequisite: 212. First semester.

431. Advanced Accounting. 4 cr. hrs.
Accounting for partnerships, joint ventures, installment sales, consignments, home and branch offices, consolidated statements. Prerequisite: 332.

441. Cost Accounting. 4 cr. hrs.
Analysis and control of production and distribution costs, selection and use of cost control systems, budgeting and analytical processes. Prerequisite: 212. First semester. Offered 1977-78.

445. Governmental Accounting. 4 cr. hrs.
Concepts peculiar to the planning and administration of public and quasi-public organizations, such as governmental units and institutions such as hospitals and colleges. Prerequisite: 431. Second semester. Offered 1977-78.

450. Auditing. 4 cr. hrs.
Examination of financial condition and accounting procedures by public accountants and internal auditors; professional ethics; auditing standards; working papers and reports. Prerequisite: 431. Second semester. Offered 1977-78.

480. Accounting Internship. Maximum-12 cr. hrs.
Open to seniors who have demonstrated excellence in accounting; enrollment with consent of department. Students are placed with an accounting firm for a period of one semester and receive one hour credit for each forty hours worked, up to a maximum of 12 credit hours for a semester of full-time work. Performance will be evaluated through conference with the supervisor.

SUGGESTED PROGRAM FOR BACHELOR OF SCIENCE IN ACCOUNTING

Freshman Year

FALL	HRS.	SPRING	HRS.
B.A. 211 Financial Accounting	4 (R)	B.A. 212 Managerial Accounting	4 (R)
Eng. 100 Freshman Composition	4 (R)	Religion elective	4 (R)
Econ. 205 Principles of Economics I	4 (R)	Comm. 100 Communication	4 (R)
P.E. 100 Physical Education	2 (R)	Econ. 206 Principles of Economics II	4 (H)
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	14		16

Sophomore Year

FALL	HRS.	SPRING	HRS.
B.A. 331 Intermediate Accounting I	4 (R)	B.A. 332 Intermediate Accounting II	4 (R)
Natural Science elective	4 (R)	Eng. 200 Literature	4 (R)
B.A. 231 Business Law I	4 (R)	Block Req. or elective	4 (R)
B.A. 301 Personnel Administration	4 (H)	B.A. 232 Business Law II	4 (R)
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	16		16

Junior Year

FALL	HRS.	SPRING	HRS.
B.A. 431 Advanced Accounting	4 (R)	B.A. 445 Governmental Accounting	4 (H)
B.A. 216 Statistics	4 (R)	B.A. 450 Auditing	4 (H)
Block Req. or elective	4 (R)	B.A. 326 Quantitative Analysis	4 (H)
Math 125 Intro. to Computing	4 (R)	B.A. 312 Business Finance	4 (H)
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	16		16

Senior Year

FALL	HRS.	SPRING	HRS.
B.A. 335 Income Tax	4 (R)	B.A. 441 Cost Accounting	4 (H)
Independent Study	4 (R)	Econ. 402 Money and Banking	4 (H)
Block Req. or elective	4 (R)	Block Req. or elective	4 (H)
Block Req. or elective	4 (R)	Block Req. or elective	4 (H)
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	16		16

R—Required

H—Highly Recommended

See course listings under Economics for seminars, readings and individual projects.

Math courses including Math 125 and other computer related courses as well as courses in probability and statistics will be accepted toward

credit for an economics or business major. Courses in other departments that are relevant to objectives in the major area may also be counted with consent of the department head and the advisory committee.

Education

William Jewell College urges students who plan to teach in the public school system (secondary grades) to major in the academic field in which they

would teach, and to take the professional education courses required by state certification office as electives.

William Jewell College's certification requirements for students preparing to teach in high schools are:

Education 305 Educational Psychology	4 cr. hrs.
*Education B300 Social and Philosophical Foundations for Teaching	4 cr. hrs.
Education 310 Instructional Methodology	4 cr. hrs.
**Various Special Methods for Teaching (The Course for the major field)	2 cr. hrs.

*Education B420 Student Teaching for Secondary School Teachers	8 cr. hrs.
Psychology 334 Child Exceptionalities and Learning Difficulties	2-4 cr. hrs.
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Total 24 cr. hrs.

This total will vary as some departments must require more than 22 credit hours.

*These courses are taken in the fall or spring of the senior year on the block.

**These courses may be offered by the departments either during the junior year off the block or during the senior year on the block.

Missouri Secondary Certificate Requirements

ART	Grades K-12	Grades K-9
1. Design	8	6
2. Painting and Drawing	8	6
3. Elective Art credit	12	7
4. Art for Elementary Grades	2	2
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Total	30	21

ENGLISH	Grades K-12	Grades K-9
1. Composition, Rhetoric, Grammar, Linguistics, etc. (To include a course in Advanced Composition for Secondary)	12	9
2. American Literature	5	5
3. English Literature and/or World Literature	5	5
4. Problems of Teaching Reading in Secondary Schools	2	2
5. Elective English credit (speech, dramatics, journalism, literature, etc.)	6	
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Total	30	21

SPEECH AND DRAMATICS	Grades 7-12	Grades 7-9
Speech (To include a minimum of 2 semester hours in debate)	12	8
Theatre	12	8
Electives (From Speech, Theatre, Literature, and/or Mass Communication)	6	5
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	30	21

FOREIGN LANGUAGE (Grades K-12) — 30 hours in foreign language, including 24 hours in language taught, or 24 hours in one language plus two or more high school units in a foreign language.

(Grades K-9) — 21 hours in foreign language, including 18 hours in the language taught, or 18 plus 2 or more high school units in a foreign language.

MATHEMATICS	Grades 7-12	Grades 7-9
Mathematics	30	21
(At least 10 semester hours of mathematics above beginning calculus. Secondary certificate only.)		
MUSIC	Grades K-12	Grades K-9
1. Instrumental (Band-Orchestra)		
a. Theory, including ear training, sight singing, dictation, etc.	8	6
b. Conducting	2	2
c. Piano	6	4
(1) d. Instruments, other than piano or organ (from among brass, w.w., strings, percussion, etc.)	8	4
e. Elective music credit	10	6
f. Music for Elementary grades	2	2
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Total	36	24
2. Vocal (Glee Club-Chorus)		
a. Theory, including ear training, sight singing, dictation, etc.	8	6
b. Conducting	2	2
c. Piano	6	4
(2) d. Voice (approx. 1/2 to be choral techniques)	8	4
e. Elective music credit	10	6
f. Music for elementary grades	2	2
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Total	36	24
3. Instrumental and Vocal		
a. Theory, including ear training, sight singing, dictation, etc.	8	6
b. Conducting	2	2
c. Piano	6	4
(2) d. Voice (approx. 1/2 to be choral techniques)	8	4
(1) e. Instruments, other than piano or organ (from among brass, w.w., strings, percussion, etc.)	8	4

f. Elective music credit	6	6
g. Music for elementary grades	2	2
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Total	40	28

(1) Must include credit in band and/or orchestra

(2) Must include credit in chorus and/or choir

HEALTH AND PHYSICAL EDUCATION	Grades K-12	Grades 1-9
1. Health, education, first aid, anatomy, physiology, dental hygiene, etc.	10	8
2. Theory courses, sports, rhythms and games	8	4
3. Coaching major or minor sports	6	4
4. Elective physical education credits	4	3
5. Physical education for elementary grades	2	2
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Total	30	21

NOTE: Teachers certificated to teach biology may be certificated to teach health if they have 10 hours in zoology, anatomy, and bacteriology, and 10 hours in health education or physiology.

SCIENCE — Grades 7-12

1. Chemistry — 30 in science, including 20 in chemistry
2. Physics — 30 in science, including 20 in physics
3. Biology — 30 in science, including 20 in biological Science
4. Science 7-8-9: Requirements as follows:

	Grades
	7-9
a. Chemistry	4-5
b. Physics	4-5
c. Biology	8-10
d. Earth Science	4-5
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Total	21

SOCIAL STUDIES

	Grades 7-12	Grades 7-9
2. European or World History	8-10	5
3. U.S. and/or State Government	5	3
4. Economics	3-5	3
5. Sociology	3-5	
6. Geography	3-5	3
7. Elective social studies credit	0-10	2
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Total	40	21

ADMISSION AND RETENTION REQUIREMENTS FOR STUDENTS IN TEACHER TRAINING PROGRAMS

For Secondary Education: Students who wish to take courses designed to qualify them for certification in any state are expected to meet certain standards and follow the procedures listed below:

PROCEDURES:

1. Students who desire to teach should notify their advisors of their intentions as soon in their college careers as possible.
2. If students have not declared an intention to become certified prior to enrollment in Education 305, they will be required to do so in that course.
3. Before February 1st of their Junior year, students must make formal application in the Education Office, I-106 Library, for admission to Student Teaching and the block courses: B300, B420, etc.
4. Before students are approved for Student Teaching, the following must take place:
 - a. Each student has an interview with Dr. Wicke.
 - b. Each student's grade point average is computed and considered.
 - c. Each student's application is considered and judged by the Standards for Student Teaching established by the college.
 - d. Each student is notified by letter during July before he will student teach in the fall or spring whether he has been admitted to the Student Teaching block of courses.
5. Students who do not meet the requirements of the Standards for

Student Teaching will not be permitted to register in the necessary courses, and those who fail to maintain the required standards during the senior year will not be recommended to the State Certification Officer for certification.

6. Transfer students desiring certification to teach in secondary schools must contact Dr. Wicke prior to enrollment in any education courses.
7. Those students desiring to be certified to teach in other states should become certified in Missouri. Most states have reciprocity with Missouri. Where there are courses in addition to Missouri's required by other states, the student will be advised of such, should he ask the education department chairman.
8. When students wish to be certified in more than one field, they major in the first field and take the required courses for the second field. They must have a 3.0 average in each field in order to qualify for student teaching and recommendation for certification.
9. Students who apply for admission to the program of preparation for secondary school teaching in the Education Office (I-106 Library) after September 1, 1976 will need, in order to qualify for the student teaching block of courses, an overall GPA of 2.5 and a major field GPA of 3.00. These grade point averages will be computed on the basis of completion of the junior year.

STANDARDS:

The committee on student teaching* authorizes approval of students for student teaching on the

basis of all of the following: health examination, emotional maturity, character evaluations by members of the faculty, approval of the department of the secondary school subject area in which the student plans to teach, and a grade point ratio.** (In cases which are demonstrably exceptional and in which slightly lower grade standing is favorably balanced by other important considerations, occasional minor exceptions may be made by the committee.)

Major in Elementary Education: Education 210, 211, B300, 301, 305, 410; Psychology 334, 306. Those students who plan to teach Kindergarten should take Education 205.

Students who earn a major in elementary Education are expected to meet requirements for Missouri Elementary Teacher Certification.

At the beginning of the second semester of their sophomore year, students must apply in writing to Professor Lutie Chiles, director of ele-

mentary education, for review by the committee on elementary education. The committee approves students whom it finds suitable on the basis of grades, test scores, health examination, emotional maturity, and evaluation by teachers.

By the end of the sophomore year, elementary education majors are expected to have earned a grade point ratio of 3.0 or higher in all courses taken in the major and 2.5 overall accumulative average. (In cases which are demonstrably exceptional and in which slightly lower grade standing is favorably balanced by other important considerations, slight exceptions may be made by the committee on teacher training.)

*The committee on professional teacher education consists of the following: dean of the college, dean of students affairs, chairman of the education department, members of the education department, chairmen of other departments.

**Students are expected to have a grade point ratio of 3.0 in all work taken in their major field and a 2.5 accumulative average at the end of the junior year.

Missouri Elementary Certificate Requirements

I. GENERAL REQUIREMENTS FOR ELEMENTARY TEACHERS

- A. A baccalaureate degree from a college or university accredited for teacher education.
- B. Recommendation of designated official for teacher education in the college or university.

II. ELEMENTARY CERTIFICATE REQUIREMENTS (Semester Hours)

Semester Hours

Language Arts

Composition, rhetoric & grammar	5
Children's Literature	2
Elective English or speech credit	5

Social Studies

American History	5
U.S. or State Government	2
Geography	2
Elective social studies credit . . .	3

Mathematics

Math for Elementary Grades . . .	2
*Elective Mathematics credit (ordinarily two courses) . .	5

	Semester Hours	(Educational
Art and Music		Psychology, Child
Art for Elementary Grades	2	Psychology, Child
Music for Elementary		Growth and
Grades	2	Development, etc.)4-5
Elective art and/or		The School (History or
music credit	2	Philosophy of
		Education,
Science		Foundations of
Biological and Physical		Education,
or Earth Science (to		Organization and
include laboratory or		Management, etc.)2-3
field work in at least		*Methods (Including
one science area)	12	the Teaching of
		Reading or Language Arts) . . .4-5
Health and Physical Education		Student Teaching 5
Psychology of Exceptional		(Minimum Block Time
Child	2	—1/2 day for not less
Health or Hygiene	2	than 8 weeks, or full
Physical Education for		day for not less than 5
Elementary Grades	2	weeks, or the equivalent.)
		18 hours minimum
Education		requirement in education)
*The Pupil		

*Ordinarily two courses.

William Jewell College requirements may exceed those listed above.

Certification Requirements in Teaching Learning Disabilities or Educable Mentally Retarded Children

Certification in teaching Learning Disabilities or Educably Mentally Retarded requires prior certification to teach in either the elementary or secondary school.

Students majoring in Elementary Education or those preparing to teach

in secondary schools may meet the State's requirements for teaching Learning Disabilities and Educably Mentally Retarded with temporary certification by taking William Jewell College courses listed below.

Required Courses	Credit Hours
Psych. 211 Basic Psychology	4
Psych. 318 Educational Tests & Measurements	2
Psych. 306 Developmental Psychology either 1st.	
7 weeks (childhood) 2 hrs. or 2nd	
7 weeks (adolescent) 2 hrs.	2
Psych. 334 Child Exceptionalities	4
Psych. 303 Psychopathology	4
Psych. 421 Intro. to Behavior Modification	2
Educ. 301 Teaching of Reading for Elementary School	
Teachers	4

Educ.	401	Teaching of Arithmetic for Elementary School Teachers	2
Educ.	439	Methods of Teaching Educable Mentally Retarded	2
Educ.	440	Methods of Teaching Learning Disabilities	2
Soc.		Sociology Elective	4
Comm.	330	Introduction to Communication Disorders	4

Students, after having the above courses, in addition to certification as Elementary or Secondary teachers, will be eligible for a 2 year temporary certificate to teach either EMR or LD children.

Should the student, upon graduation, have deficiencies of more than 8 hours among the courses above and below, he must obtain an Academic

Contract from the Education Department Chairman in order to teach in either of these fields until he obtains the courses. However, should the student take the course listed below at some other institution and thus have no deficiencies, he would be eligible for life certification.

Methods of Teaching Remedial Reading 2 Hrs.

Education

125E. Class Piano for Elementary Education. 1 cr. hr.

For students planning to teach in the elementary school classroom. Basic fundamentals of music with emphasis upon development of student's ability in playing the piano for classroom music. Offered both semesters (fee required).

210. Organization and Administration in the Elementary School. 4 cr. hrs

A study of the organization of our public school system, and of classroom management as it applies to the elementary school. Emphasis on community and parent-teacher-pupil relationships.

211. Techniques of Teaching in the Elementary School. 4 cr. hrs.

A study of teaching methods, teacher-pupil relationships, and curriculum used in the elementary classroom. Visitation and study to develop an understanding of the concept of the open area school, team teaching, individualized instruction, learning cen-

ters, and the non-graded school. The course includes a mini-teaching experience in an elementary school classroom. Course must be taken concurrent with Education 210 either first or second semester. Suggested for second semester Freshmen or Sophomores.

B300. Social and Philosophical Foundations for Teaching. 4 cr. hrs.

Objectives for this course are the student's awareness of the social milieu of today's schools, the heritage of ideas regarding teaching objectives as societies have evolved, and the synthesis and origination of student thinking regarding current teaching. First and second semesters.

301. Teaching of Reading and Language Arts for Elementary School Teachers. 4 cr. hrs.

A study of principles, materials and teaching procedures and a survey of current practices and curricula in reading programs in elementary schools. Also, study of language arts in the elementary grades with em-

phasis on how to develop the ability to think clearly and communicate effectively. Practical experience will be furnished with methods for teaching handwriting skills, fundamentals of grammar and creative writing. Second semester.

302. Children's Literature. 4 cr. hrs.

Acquaints the student with the best literature for elementary school children. Development of standards and criteria for selecting materials with reference to interest, needs and abilities of children at different age levels. First semester.

305. Educational Psychology.

4 cr. hrs.

A survey of the psychological principles that have special application to the teaching-learning situation. The major topics of study include educational and psychological measurement, classroom dynamics, human development and learning. Prerequisite: sophomore standing. (A student must have a C grade or better in order to qualify for certification.) First and Second semesters.

B307. Teaching of Reading in the Junior and Senior High School.

2 cr. hrs.

A study of factors involved in the reading process, and basic skills and techniques of teaching reading in the junior and senior high school. Offered Spring, 1976, and Fall, 1976.

308. Kindergarten Methods. 4 cr. hrs.

Directed toward the special problems of the kindergarten teacher, including child growth and development, planning the curriculum and program, teaching methods and materials, and building home-school relationship. Prerequisite: 211. First semester.

310. Instructional Methodology.

4 cr. hrs.

A study of various instructional strategies, methods, techniques and ap-

proaches that are applicable to teaching in the secondary schools. Special emphases include planning, learning activities, instructional media, and evaluation. The course includes practical experience in planning and executing learning experience through the use of microteaching. Prerequisite: Education 305 and junior standing. First and Second semesters.

312. Science for Elementary Teachers.

4 cr. hrs.

Designed to acquaint the elementary school teacher with basic principles involved in teaching science in the elementary school. Stress is upon practical experiments and fundamental knowledge concerning earth and universe, life on earth, and energy of the universe. Second semester, alternate years. Offered 1977-78.

334. Methods in String Instruments.

2 cr. hrs.

(Class Instruction) The study of violin, viola, cello and bass. Teaching techniques for string instruments. First and second semesters.

335. Methods in Wood-wind Instruments.

2 cr. hrs.

(Class Instruction) The study of clarinet, flute, oboe, bassoon, and saxophone. Fundamentals of technique, maintenance and simple repairs. Examination and evaluation of teaching methods. Teach techniques for wood-wind instruments. Second semester.

336. Methods in Brass-Percussion Instruments.

2 cr. hrs.

(Class Instruction) The study of trumpet, trombone, baritone, French horn, bass, etc. Teaching techniques for brass and percussion instruments. Second semester.

B338. Teaching Social Studies in the Secondary School.

2 cr. hrs.

A study of the special methods and

techniques that have application to the teaching of social studies in secondary schools. This course should be taken in the Fall semester of the junior year. History 403FE (Field Experience) should be taken concurrently. Fall semester only.

340. Teaching Science in the Secondary School. 2 cr. hrs.

Acquaints the student with methods for teaching general science, biology, chemistry and physics in the classroom and laboratory; objectives and organization of subject matter, evaluating the pupil's progress; selection and buying of supplies and equipment; and planning of laboratories. Second semester, alternate years. Offered 1977-78.

342. Teaching English in the Secondary School. 4 cr. hrs.

A practical course in methods of teaching of various phases of secondary English. Some observation of teaching will be included. Open only to those preparing to teach English. Offered Fall, 1975, and Spring, 1977.

344. Teaching Foreign Language in the Secondary School. 2 cr. hrs.

This course is designed to aid in the training of students who will teach language in the secondary school. Students will consider the best approach to the teaching of language, plan curriculum content, evaluate textbooks and other materials, study the use of electronic equipment as well as other tools for teaching. Open to those preparing to teach foreign language. First semester.

345. Teaching Mathematics in the Secondary School. 2 cr. hrs.

Open to those who are preparing to teach high school mathematics. The different methods of presenting the subject matter of mathematics courses taught in high school, the motivation of students, evaluation of results, evaluation and selection of texts and

material are discussed. Drill in certain fundamentals of mathematics. References will be made to topics of modern mathematics. First semester.

348. Teaching of Speech in the Secondary School. 2 cr. hrs.

Designed for students who plan to teach speech. The course includes a survey of the literature of speech, a unit in curriculum planning, study of methods of supervising extra-curricular speech activities, and practical work with freshman speech classes. Second semester, alternate years. Offered 1976-77.

358. Teaching of Art in the Secondary School 2 cr. hrs.

The methods and teaching of art on the secondary level. Second semester.

365. Teaching of Physical Education for Elementary School Teachers. 2 cr. hrs.

See: Physical Education 365 for description.

393-394. Methods in Physical Education. 2 cr. hrs.

(See course description under Physical Education 393-394.)

B400. Teaching of Art for Elementary School Teachers. 2 cr. hrs.

A study of the objectives, materials, curricula and methods of teaching art. First and second semesters.

B401. Teaching of Mathematics for Elementary School Teachers. 3 cr. hrs.

A study of the developmental sequence of mathematics in the elementary school with concentration on meaningful teaching of fundamental processes. The history and study of number systems is included. Second semester.

B402. Teaching of Music for Elementary School Teachers. 2 cr. hrs.

A study of the objectives, materials, curricula and methods of teaching music. First and second semesters.

B410. Student Teaching for Elementary School Teachers. 8 cr. hrs.

Following observation of teaching in a given grade, the student, under the direction of the supervisor and the cooperating teacher, assumes responsibility for teaching a class in elementary grades. Formal application must be made in the second semester of the student's junior year to Professor Chiles, subject to the approval of the committee on student teaching. Seminars and workshop experiences in educational media, testing and evaluation, and guidance are included as part of this course. First and second semesters.

B420. Student Teaching for Secondary School Teachers. 8 cr. hrs.

Following observation of teaching, the student, under the direction of public school cooperating teacher and the college supervisor, assumes responsibility for teaching. The time, place, and responsibilities, are determined on an individual basis. Activities begin with an "Opening of School" experience in August. This experience requires all students in the course, fall or spring, to be on campus earlier than others to start the senior year. Activities include attendance at teacher's meetings, PTA meetings, group seminars and workshops on campus. The seminars and workshops include experience with educational media, testing, study of guidance and school administration. Formal application must be made for this course before March 1 of the student's junior year to Professor Wicke, subject to the approval of the committee on student teaching. First and second semesters.

B430. Independent Studies in Education. 1-4 cr. hrs.

This course is provided for those students desiring or needing opportunities to pursue interests in any areas

of concern to teachers. Examples of the concerns are: Adolescent Psychology, History and Philosophy, Administration, special honors projects, etc. First and second semester.

435A. Music Methods in the Elementary Schools. 2 cr. hrs.

Methods, materials and techniques for teaching music in the elementary school. Consent of instructor. First semester.

435B. Vocal Music Methods in the Secondary Schools. 2 cr. hrs.

Methods, materials and techniques for teaching music in grades 7-12. Majors only. Second semester—Block Plan.

435C. Instrumental Methods in the School. 2 cr. hrs.

Methods, materials and techniques for teaching instrumental music in the public school. Majors only. Second semester—Block Plan.

439. Teaching Educable Mentally Retarded. 2 cr. hrs.

A study of retardation and methods, techniques and materials used in programs serving educable mentally retarded.

440. Teaching Learning Disabilities. 2 cr. hrs.

To help student understand problems of students with learning disabilities who are normal or above average in their intellectual ability who are not able to achieve up to their potential. Both theory and practice in formulating individual prescriptions.

441VP. Vocal Pedagogy. 2 cr. hrs.

Instruction in vocal teaching skills through lecture, research, observation, and supervised teaching experiences. Comparative vocal pedagogies and the psychology of the pupil-teacher relationship. Second semester.

English and Film

THE JOHN PHELPS FRUIT DEPARTMENT OF ENGLISH

English

ENGLISH COURSES FOR ALL STUDENTS: English 100, Freshman Composition is required for graduation. Its intent is to assure a writing competency necessary for a full educational attainment and for clear communications among educated people. Students enter the course with a variety of abilities and preparation, but all must pass a minimum competency and are urged to achieve beyond that.

Some students who are already capable writers may take department-devised exams which rigorously demand their demonstration of competency in composition. Those who pass the exam, the writing of two essays, may enroll in a one-hour course in research skills, offered during the Spring semester: English 107; successfully passing the exam and competing English 107 will earn for the student four hours credit toward graduation and full release from the requirement for a freshman composition course.

After providing the required writing competency, either in English 100 or by the advanced placement method, the student will be expected to maintain that competency or an even higher standard, and his written work will be subject to the scrutiny of each of his teachers in recognition that clear and effective communication is a concern of all educated persons. If a teacher finds a student's writing to be below standard, he will refer that student to the English department for additional or remedial work. Any

student so referred must demonstrate his competency to the satisfaction of the English department before he receives credit for the course from which he was referred.

A literature course of four hours is required to assure that the student has examined features of life and values by means of reading and understanding literature. The courses which fulfill this requirement are indicated by an asterisk (*) beside the course number. One course is specifically designed for the student with minimal background in literary study and a general interest: English 200, Studies in Literature; because various subjects are offered each semester and from semester to semester of this course, a student may take more than one semester of English 200 as long as he does not duplicate the subject matter. Any student who wishes to take alternate asterisked courses may do so and will be welcome. All English courses except English 100 apply toward fulfillment of the humanities group requirement for graduation; two English 200 courses, if the subject is different, will count toward fulfilling that requirement.

ENGLISH MAJOR: As in the total College program, the English department expects that each English major will construct at the outset of his career in the major a prospectus of courses and projects which are unified within his own well-developed rationale. He is expected to consider and describe his personal educational goals as clearly and fully as possible: goals for his entire career and goals for each course or project he selects. He is encouraged to include in his prospectus realistic views of the roles he will assume in society at the end of his educational career at William

Jewell and in the years beyond graduation. A minimum of twenty-four semester hours is required of each student; the maximum possible is forty semester hours (neither limit includes English 100).

Among these hours, the English major must include 400, 410, and 420 or equivalents. In addition he must demonstrate a selected number of competencies through his career; he must be responsible for a brief reading list, and he must demonstrate his ability at intense literary concentration on one work by taking a non-credit senior seminar during his last spring semester. In fulfilling the general requirements for graduation, the English major is expected to choose those courses which pertain to his personal educational goals and otherwise to choose courses which will introduce him to new experiences in the humanities and social sciences and deepen his understanding of his total environment. He is expected to fulfill the language requirement with French, German, or Spanish unless he has a strong interest in textual studies through computer. English study is a major only within the B.A. program.

Classes in the English department range across the many possibilities of teaching method, expected student activity, and content. All are based on the expression of the English language, usually in literary works, all include among their goals the increase both of the reading understanding and the writing skills of the student, the demonstration of the literal and figurative possibilities of combined language, thought, and feeling, and the promotion of the exercise of humane values.

100. Freshman Composition. 4 cr. hrs. Required of all students, though students who prove their competency by means of satisfactory attainment of a rigorous English department devised test may receive advanced placement and credit. Those who choose to take the course or who do not test out will receive individual attention toward the ends of writing in a clear, logical, and organized manner. They will also receive instruction in general research skills. Approaches toward these ends will be varied from section to section. Offered every semester.

107. Research Skills. 1 cr. hr. A course designed especially for the student who has passed the department's two-essay exam in an attempt to test out of English 100; with success on the exam and completion of this course the student may receive four hours of credit and fulfillment of the requirement for freshman composition. Centered around the full academic research paper, the course offers work in various research activities, including the library and its systems, indexes, abstracts, reference works, source finding, quotation and documentation, documentation forms, and the components of the paper. Offered spring semester only.

200.* Studies in Literature. 4 cr. hrs. A literary study especially for non-English majors and for fulfilling the literature requirement for graduation. Multiple sections offered every semester. Various specified sections will be stipulated (examples: The last 100 years of American Literature; Contemporary Continental Literature; Women and Literature: Introduction to Literature). A student may take more than one semester of English 200 as long as he does not duplicate the subject matter. Offered every semester.

210. Creative Writing. 4 cr. hrs. A development of the techniques and practices of writing short stories and

poetry through intense experimentation and small-group criticism and exchange. Limited enrollment. Offered every semester.

212. Essay Reading and Writing.

4 cr. hrs.

A development of the techniques and practices of writing essays of a variety of types. Reading, vigorous output, and small-group criticism and exchange are combined. Limited enrollment. Offered every third semester (Spring, 1977).

220.* Studies in Literary Theme and/or Motif.

4 cr. hrs.

A literary exploration of the recurrent ideas, values, images, and visions that man has had and felt about self, mankind, society, and the universe. The specific course offered in a given semester may isolate one theme and trace it through world literature or delineate several themes in the literature of one nation or period of time. Fulfills the literature requirement for graduation.

240.* Studies in Literary Form (Genre).

4 cr. hrs.

An exploration of the possibility of literary expression within a particular literary form. Examples of a specific course offered in a given semester might be: The Development of Drama Since Its Beginning, The Novel, Poetry, The Short Story. Fulfills the literature requirement for graduation.

300. History of the English Language.

4 cr. hrs.

A course offering a broad introduction to the nature of historical change in language, using English as the model. Stressing cultural migrations and historical developments as major factors in language change, the course seeks to explain language kinship and dialect differences through the principles of historical linguistics. Offered every third semester (Fall, 1976).

302. Introduction to Linguistics.

4 cr. hrs.

A course designed for the nonspecialist interested in acquiring a general understanding of linguistics as a science and for the English major planning a career in teaching and seeking knowledge about the development of the major language theories. Language acquisition, phonology, morphology, semantics, and theories of grammar are considered in detail. Offered every third semester (Fall, 1977).

330.* Studies in Major Literary Writers.

4 cr. hrs.

A study of the works of one or two or few major writers in quantity, providing an opportunity to learn about the creative process as it works through the life of the author or poet. Emphasis will be placed on dominant themes, motifs, stylistic characteristics. Fulfills the literature requirement for graduation.

340.* Studies in Literature and Other Disciplines.

4 cr. hrs.

A study of an issue or factor in man's experience approached with a combination of disciplines, either with the team-teaching, or single-teaching methods. Samples might be courses of study in language and alienation (combining the disciplines of language, literature, philosophy, psychology, and/or religion), man as political being (combining literary works with the discipline of political science), and man as myth-maker (combining the disciplines of literature, religion, and/or psychology). Fulfills the literature requirement for graduation.

400.* Survey of English Literature (c. 600-1800).

4 cr. hrs.

Offered every third semester (Spring, 1977).

**410.* Survey of British Literature.
(1800-present).** 4 cr. hrs.

Offered every third semester (Fall, 1977).

420.* Survey of American Literature. 4 cr. hrs.

Offered every third semester in alteration. (Fall 1976).

The above three courses present the sweep of the central English-language literary works, writers, movements, and traditions. Fulfills the literature requirement for graduation.

430.* Studies in Major Works of Literature. 4 cr. hrs.

A study of an important work or works of literature in depth. Organizing principles may vary. For the advanced student of literature. Fulfills the literature requirement for graduation.

440. Literature Seminar. 4 cr. hrs.

A provision for opportunities for the most mature specific literary studies and challenges to the English major or the most serious literature students. Prerequisite: 12 hours of literature courses.

Individual Projects

The following opportunities of independent and tutorial study or academic experience are an important part of the English department curriculum. They provide alternative possibilities for learning which the student designs and presents for approval on his own or which he designs in concert with a teacher and his advisor and advisory committee. Each project is to be self-motivated. Before enrolling, the student is to formulate a proposal which presents

his rationale, methods and approaches, requirements, materials, and goals to be attained. The highest educational standards and most rigorous endeavors will be expected. Freshmen should seek specific approval prior to writing the proposal. Projects should be completed two weeks before the end of the semester. (See GUIDELINES FOR INDIVIDUAL PROJECTS . . . available from any English teacher.)

250, 350, 450.	Individual Writing Project	2 or 4 cr. hrs.
260, 360, 460.	Individual Readings Project	2 or 4 cr. hrs.
270, 370, 470.	Individual Practicum Project	2 or 4 cr. hrs.

Related Majors

It is possible with the WJC curriculum to design an individual major by combining the courses and tools of two or more departments. The disciplines of literary or language study lend themselves to combinations with those of other WJC departments. Either classes or individual projects may contribute to an interdisciplinary program. Possibilities:

Making and performing plays (com-

bining literature, creative writing, and theatre study).

The reviewing of the arts (combining advanced writing with music, art, drama, film, and/or literary study).

Human studies (combining literature with study in psychology, sociology, biology, and anthropology).

Twentieth century studies (combin-

ing literature with study in history, philosophy, and perhaps sociology).

Comparative literature (combining Anglo-American literature study with the study of literature in one or more other languages).

Comparative language (combining study in English language with the study of one or more modern or ancient languages).

Mass Media (combining study in communications with study in the disciplines of language).

Perception (combining study in literary methods of art, psychology, and biology).

Humanities

245. Film: The Kinetic Art. 4 cr. hrs.
A study of the history of the development of cinema, the steps involved in making a film, the "visual language" of film, the work of a few major directors with emphasis on stylistic differences among them, and film criticism. Open to sophomores, juniors, and seniors. Applies toward fulfillment of the humanities group requirement for graduation. Offered every third semester (Spring, 1976).

History

Major: Thirty semester hours including History 204, eight hours of American History and eight hours of European History. As many as eight hours of the following courses may apply to the major: Geography, Art History, Political Science 211, and 311, and Religion 335 and 336. History 204 may be waived for double majors or transfer students with the department chairman's consent.

Prerequisites: No history course has a prerequisite. Freshmen will not be admitted to courses numbered above 300.

A student may enroll for either half of a course with double numbers (Example: 301-302) for seven weeks and 2 hours credit.

Secondary Teaching Certificate in Social Studies. See "Missouri Secondary Certificate Requirements" under the listing of the Department of Education.

101. Western Civilization to 1660.

4 cr. hrs.

The primary objectives of this course are to introduce the student to the study of history as a liberal art and to provide a basis for a better understanding of American society by looking at its antecedents in Western Civilization. Those civilizations and eras which have contributed most in art, government, religion and social structure will be stressed. First semester.

102. Western Civilization 1660 to the Present.

4 cr. hrs.

A continuation of History 101, which, however, is not a prerequisite. Second semester.

204. Methods of Historical Research and Writing.

2 cr. hrs.

This course considers the nature of history, historical evidence, the process of collecting data, external and internal criticism of evidence, and communicating historical ideas. Students will carry out a substantial research and writing project. Required of all majors, who should schedule the course in the sophomore year. Second semester.

221. History of the United States: Colonial and Early National Periods.

4 cr. hrs.

A balanced emphasis is placed on the political, social and economic forces which shaped national life up to 1865. Each semester.

222. History of the United States, 1865 to the Present. 4 cr. hrs.

A general survey of the nation's history since the Civil War. Emphasis is on the period since 1900. Each semester.

301-302. United States Diplomatic History. 4 cr. hrs.

A study of the role of the United States in international affairs and its relations with individual countries. Special attention is given to the evolution of policies and diplomatic vocabulary. Either half of the course may be taken for 7 weeks and two hours credit. First semester, alternate years. Offered Spring 1977.

303. Intellectual History of the United States. 4 cr. hrs.

A selective introduction to the history of American thought. Emphasis is on the period following the Civil War. Spring semester, alternate years. Offered 1978.

310-311. Survey of Ancient History. 4 cr. hrs.

Survey of the ancient world, beginning with prehistory and considering the Ancient Near East, Egypt, the Hellenistic World and Rome. Either half of the course may be taken for 7 weeks and two hours credit. Alternate years; Offered Fall 1977.

312-313. Europe in the Middle Ages. 4 cr. hrs.

A study of European life between the fall of the ancient empires and the rise of modern nation-states: Life on the manor and in the town, religious developments, the Crusades and romantic war, artistic styles and economic patterns. Alternate years. Offered Fall semester 1977.

314-315. Renaissance and Early Modern Europe to 1560. 4 cr. hrs.

A study of the Renaissance and Reformation which emphasizes the interrelationship between culture, eco-

nomics, politics and religion. Either half of the course may be taken for 7 weeks and two hours credit. First semester, alternate years.

316-317. Europe in the Seventeenth and Eighteenth Centuries. 4 cr. hrs.

Considers such topics as the "wars of religion," the "crisis" of the early seventeenth century state, absolutism, enlightened despotism, mercantilism, the Enlightenment, the scientific revolution and international relations. Either half of the course may be taken for 7 weeks and two hours credit. Second semester, alternate years. Offered 1975-76.

318-319. Europe in the Nineteenth and Twentieth Centuries. 4 cr. hrs.

A survey of the French and Russian Revolutions, liberalism, nationalism, socialism, imperialism, totalitarianism, fascism, the industrial revolution and World War. Either half of the course may be taken for 7 weeks and two hours credit. First semester, alternate years.

320-321. The Communist Nations in Europe. 4 cr. hrs.

This course will survey background and history of the Communist states in Eastern Europe and the Soviet Union. Necessarily the major emphasis will be on the Soviet Union, its internal developments and relations with the rest of the world. Alternate years. Offered spring semester 1977.

322-323. History of Latin America. 4 cr. hrs.

A historical survey of Latin American countries. Emphasis is placed on those political and cultural factors which will aid the North American student in his understanding of nations of Hispanic culture. Alternate years. Offered fall of 1976.

324. The Far East. 4 cr. hrs.

A comparative study of Japan and China in the 19th and 20th centuries. Major consideration will be given to the ways in which both countries adjusted traditional institutions and values to the threat of the aggressive, industrialized, technologically-advanced West. Offered 1977.

401, 402. Readings in History.

1-2 cr. hrs.

In consultation with a supervising professor in the department, the student selects a group of readings concentrated in one historical era or country. Written reports will usually be required. For seniors; others admitted by consent. May be repeated.

403, 404. Seminar or Independent Studies.

1-4 cr. hrs.

This catalog number will be used for seminars and individual projects under the supervision of the history department.

403FE. Social Studies Field Experience.

1 cr. hr.

This course is designed to aid in the training of students who plan to teach the social studies. Students are involved in observation-participation field experiences in the public schools for a minimum of thirty-six (36) hours per semester under the supervision of a qualified social studies teacher. This course should be taken concurrently with Education 338, Teaching Social Studies in the Secondary Schools. Fall Semester only.

Geography

304-305. World Geography. 4 cr. hrs.

During the first half of the semester, the globe, maps and geographic quantitative data are used in a topical study to analyze the distribution, variation, and interaction of certain world phenomena. (Geog. 304) A regional study applying the concepts

and understandings of the topical study to point out differences, similarities, and interrelationships of the world regions comprises the second half of the course. (Geog. 305) The regional study varies from year to year: Anglo-American-1976, 1980, 1984 . . . ; Developing Countries (Latin America, Africa, Asia), except (Europe, U.S.S.R., Australia, Japan)-1978, 1982, 1986. . . . Offered Spring semester only.

Languages

MODERN

The language laboratory is used as part of modern language instruction. In the beginning courses, one class meeting each week is held in the laboratory, and students are encouraged to spend additional time in it when needed.

Courses 111, 112, and 211 meet the twelve hours which may be required for the B.A. degree. Students who start above 111 satisfy the requirements by completing 211, or four hours at a higher level.

Students who major in French or Spanish are required to complete twenty semester hours in courses numbered 300 or above in the language chosen.

115, 215. Directed Study. 2-4 cr. hrs. For special cases only, primarily upper classmen or transfer students who need partial credit to finish out the Elementary or Intermediate courses, or students who have valid scheduling problems. Prerequisite for 115: the equivalent of 111 and consent of instructor. Prerequisite for 215: the equivalent of 112, and consent of instructor.

411, 412. Tutorial in French or Spanish.

1-3 cr. hrs.

Extensive directed study in an area of special interest to the student, with

preparation and presentation of reports. Prerequisite: 8 hours of 300 level courses in the language and consent of the instructor. Offered either semester as needed.

414. Senior Colloquium in French or Spanish. 2 cr. hrs.

For seniors who have completed the major but wish to continue actively in the language. It will deal with topics of interest to the students and will be conducted in the language. Prerequisite: major or the equivalent in either French or Spanish.

FRENCH

111. Elementary French, I. 4 cr. hrs.

The first course starts with pronunciation and moves into the essentials of grammar. There is practice in conversation, composition and reading.

112. Elementary French, II. 4 cr. hrs.

A continuation of the study of essentials of grammar with further practice in conversation, composition and reading. Prerequisite: French 111 or its equivalent.

211. Intermediate French, I. 4 cr. hrs.

Review of grammar, further practice in conversation and composition, reading from representative French authors. Prerequisite: 112 or its equivalent.

212. Intermediate French, II. 4 cr. hrs.

Introduction to French literature and culture. Extensive reading in French to prepare students for the more advanced courses in literature. Prerequisite: 211 or its equivalent.

301. French Composition and Conversation. 4 cr. hrs.

An advanced course to improve student competency in writing and speaking the language. Prerequisite: 212 or its equivalent.

307. French Civilization. 4 cr. hrs. Extensive reading in French dealing with the origin and development of the French nation, with emphasis on the cultural aspects. Prerequisite: 212 or its equivalent.

311. Survey of French Literature, I. 4 cr. hrs.

An overall view of the development of French Literature from the beginning to the eighteenth century with extensive reading from selected authors. Prerequisite: 212 or its equivalent. First semester. Offered alternate years.

312. Survey of French Literature, II. 4 cr. hrs.

A continuation of 311, with an overall view of French literature from the eighteenth century to the present. Prerequisite: 212 or its equivalent. Second semester. Alternates with 313.

313. Masterpieces of French Literature. 4 cr. hrs.

Selections from French literary masterpieces, taken from the genres of drama or novel. Prerequisite: 212 or its equivalent. Alternates with 312.

GERMAN

111. Elementary German, I. 4 cr. hrs.

This first course starts with pronunciation and moves into the essentials of grammar. There is practice in conversation, composition and reading.

112. Elementary German, II. 4 cr. hrs.

A continuation of the study of essentials of grammar with further practice in conversation, composition and reading. Prerequisite: German 111 or its equivalent.

211. Intermediate German, I. 4 cr. hrs.

Review of grammar, further practice in conversation and composition, reading from representative German authors. Prerequisite: 112 or its equivalent.

212. Intermediate German, II.

4 cr. hrs.

Introduction to German literature and culture. Prerequisite: 211 or its equivalent.

SPANISH**111. Elementary Spanish, I.** 4 cr. hrs.

This first course starts with pronunciation and moves into the essentials of grammar. There is practice in conversation, composition and reading.

112. Elementary Spanish, II. 4 cr. hrs.

A continuation of the study of essentials of grammar with further practice in conversation, composition and reading. Prerequisite: Spanish 111 or its equivalent.

211. Intermediate Spanish, I. 4 cr. hrs.

Review of grammar, further practice in conversation and composition, reading from representative Spanish and Latin-American authors. Prerequisite: 112 or its equivalent.

212. Intermediate Spanish, II.

4 cr. hrs.

Introduction to Spanish literature and culture. Extensive reading in Spanish to prepare students for the more advanced courses in literature. Prerequisite: 211 or its equivalent.

301. Spanish Composition and Conversation.

4 cr. hrs.

An advanced course to improve student competency in writing and speaking the language. Written and oral reports on various topics are required. Prerequisite: 212 or its equivalent.

307. Spanish Civilization and Culture.

4 cr. hrs.

A study of the history of Spain from the earliest times as a basis for understanding how the Spaniard looks at life. In depth consideration of the contributions of Spanish in the areas of art, architecture, music, literature

and philosophy. Extensive reading in Spanish. Prerequisite: 212 or its equivalent. First semester. Alternates with 309.

308. Spanish Literature.

4 cr. hrs.

A study of the representative works of the chief Spanish authors up to the twentieth century. Selections from all literary forms with emphasis on the literature of the Golden Age in Spain. Prerequisite: 212 or its equivalent.

309. Spanish American Literature.

4 cr. hrs.

A study of selections from the best Hispanoamerican authors. Readings reflect the ethnic and cultural influences throughout history as well as the social and intellectual concerns in the Iberoamerican civilization. Prerequisite: 212 or its equivalent. First semester. Alternates with 307.

310. Literature of the Twentieth Century.

4 cr. hrs.

A study of the best of the literature beginning with the so-called Generation of '98 up to the present. Extensive reading of authors in both Spain and Latin America who, through their writings, reflect the spirit of revolution and reform and express the intellectual and spiritual values of our time. Prerequisite: 212 or its equivalent. Second semester. Alternates with 308.

Classics**THE ROBERT BAYLOR SEMPLE
DEPARTMENT OF CLASSICS
GREEK****111-112. Elementary New Testament Greek.**

8 cr. hrs.

Inflection, syntax, word formation and vocabulary building are emphasized along with reading simple passages from the Greek New Testament.

213. New Testament Greek. 4 cr. hrs.
The vocabulary, inflection, syntax, and style of Koine Greek is studied as it appears in the literature of the New Testament. The student becomes familiar with the standard grammars, lexicons, dictionaries, commentaries, and other resources to gain competency in reading and interpreting the New Testament. Selected portions of the New Testament will be exegeted.

311-312. Independent Study. 2-4 cr. hrs.

A program of extensive directed study in an area of special interest to the student, with preparation and presentation of reports in class. Enrollment by consent of instructor. Offered on demand.
The following courses are also available for students interested in Classical Studies.

310-311. History (Survey of Ancient History). 4 cr. hrs.

301. Philosophy (Ancient and Medieval). 4 cr. hrs.

115. Religion (The Hebrew Heritage of Western Civilization). 4 cr. hrs.

Mathematics

Major: 32 semester hours including Math 199, 200, 201, 281, and 3 units whose numbers are 300 or above.

105. Structure of the Number System. 4 cr. hrs.

Develops basic vocabulary and concepts of the number system, including topics in geometric and algebraic extensions. Prerequisite: less than 3 units of high school mathematics or elementary education majors.

125. Introduction to Computing and Data Processing. 4 cr. hrs.

An introduction to the concept, history and uses of computing systems. A study of data processing techniques

and an introduction to BASIC, FORTRAN, and COBOL languages. Satisfies language requirement or science requirement, but not both.

145. Introduction to College Mathematics. 4 cr. hrs.

Topics will be selected from algebra, trigonometry, analytic geometry, probability, statistics, matrices and limits to give an insight into the nature, role and scope of mathematics. Prerequisite: three years of high school mathematics; no senior math analysis or calculus.

199. Calculus I. 4 cr. hrs.

An introduction to the concepts of limits, continuity and the derivative. Includes the techniques and applications of the derivatives and differentials of the elementary functions. Prerequisite: Three units of high school mathematics.

200. Calculus II. 4 cr. hrs.

A continuation of Math. 199 including the derivative of transcendental functions and single variable integral calculus. Prerequisite: Calculus I or advanced placement.

201. Calculus III. 4 cr. hrs.

Sequences, series, solid analytic geometry and multivariate calculus. Prerequisite: Math. 200 or advanced placement.

202. Calculus IV. 4 cr. hrs.

Ordinary differential equations and an introduction to linear algebra. Solution of differential equations by operators, power and Fourier series and Laplace transforms are included. Prerequisite: Math. 201.

216. Elementary Statistics for Social Sciences. 4 cr. hrs.

A first course in statistics for students in education and the social sciences. Collection, interpretation and presentation of statistical data. No mathematical background assumed.

225. Assembler Language. 4 cr. hrs.
Major emphasis on learning the machine-oriented assembler language. Content will include the number systems, data representations, and instruction formats associated with machine languages. Labs will be used to acquaint the student with the software and system operations involved in compiling and executing Fortran and Assembler language programs in a disc operating system. Prerequisite: Math. 125 or equivalent. Applies toward language requirement or science requirement, but not both.

281. Applied Linear Algebra 4 cr. hrs.
Development of the algebra and calculus of matrices, introductory theory of vector spaces and eigenvectors with particular attention to topics that arise in applications. Applications include the use of matrices to represent arrays of data, least squares approximations to data, the concept of the generalized inverse and linear programming. Attention is also given to numerical methods for solving systems and the eigenvalue problem. Prerequisite: Math 199 or equivalent.

305. Introduction to Probability and Mathematical Statistics. 4 cr. hrs.
An introduction to probability spaces, distribution and estimation theory with emphasis on model building. Prerequisite: Math. 201.

335. Numerical Analysis. 4 cr. hrs.
A study and analysis of the numerical methods of solving algebraic and transcendental equations, ordinary and partial differential equations, and integration. Prerequisite: Math. 200.

347. Abstract Algebra. 4 cr. hrs.
An introduction to groups, rings, integral domains and fields. Course material includes LaGrange's Theo-

rem, isomorphism theorems, Cayley's Theorem, Sylow's Theorem, polynomial rings and ideals. Prerequisite: Math. 201.

410. Analysis I. 4 cr. hrs.
A rigorous approach to the study of functions, limits, continuity, differentiation and integration of functions of one and several variables.

420. Analysis II. 4 cr. hrs.
A continuation of Math. 410 which includes a study of the complex plane and functions of a complex variable, power series, improper integrals and some special functions.

451. Advanced Mathematics Seminar. 4 cr. hrs.
Special topics in advanced mathematics for junior and seniors to provide advanced study opportunities in analysis, algebra and applied mathematics.

490. Independent Study. 1 to 4 cr. hrs.
Approved on or off-campus projects in independent research and reading by mathematics majors.

Music

The music department offers two degrees in music: The Bachelor of Arts and the Bachelor of Science.

THE BACHELOR OF ARTS

Under the Bachelor of Arts degree, 40 hours of music credit are allowed (exclusive of ensemble credits). The core music requirements are as follows: 16 hours of theory; 12 hours of music history/literature; 2 hours of conducting; 10 hours of private study in the applied areas.

THE BACHELOR OF SCIENCE

Within the Bachelor of Science program the student may emphasize (a) performance concentration, (b) preparation for teacher certification, (c)

theory/composition, (d) Church music. Sixty hours of music are required exclusive of ensemble credit. Specific programs are included in the Music Handbook available on request from the music office.

THEORY

101, 102. Music Theory 1:

Elementary Musicanship.

101a, 102a. Scales, Notation and Harmony.

101b, 102b. Ear Training and Sight Singing.

101c, 102c. Keyboard Harmony.

4 cr. hrs.

A student should be prepared to take 101, 102 as a complete course. No section will be offered separately, except where extreme individual need occurs. Prerequisite: Piano proficiency test or concurrent enrollment in a piano course. First and second semesters.

201, 202. Theory.

4 cr. hrs.

Continuation of 101, 102 with emphasis on eartraining and keyboard harmony. Includes writing: (1) "specie" and "free" two and three-part modal counterpoint, and (2) tonal counterpoint. Prerequisite: 101-102. First and second semesters.

401. Composition.

4 cr. hrs.

Creative writing and arranging: the study and practice of harmonic procedures are related to composition in smaller forms. Admission upon consent of the instructor. First semester.

HISTORY AND APPRECIATION

115, 116. Introduction to Music Literature.

2 cr. hrs.

A general introduction to the elements of music, its forms, historical periods and representative literature. Music majors only. First and second semesters.

121. Music Appreciation. 4 cr. hrs.

Open to all students desiring an understanding of music as an element of liberal culture. Designed to lead to an awareness of the vast accumulation of music literature and to develop competence in listening to music. Previous training in music not required. First semester. Non-majors only.

315, 316. History of Western Music.

4 cr. hrs.

A survey of western music to the present day, including a study of musical form and techniques of analysis. Majors only. First and second semesters.

415. Music Literature: Performance Practices and Historical Research.

4 cr. hrs.

A critical analysis of representative literature with emphasis on performance practices and historical research. Prerequisite: Music 315-316. First semester.

CONDUCTING

319. Conducting.

2 cr. hrs.

Fundamentals of conducting, use of the baton, instrumental techniques. Experience with Campus Ensembles. Consent of instructor. First semester.

320. Conducting.

2 cr. hrs.

Continuation of 319, Choral techniques. Experience with Campus Ensembles. Consent of instructor. Second semester.

CHURCH MUSIC

317. Church Music.

4 cr. hrs.

Organization and direction of the multiple choir system. Vocal methods for children, youth and adults. Church music administration (including preparation of music budget), general worship philosophies, handbell techniques. Second semester. Alternate years with Religion 342.

325A. Repertoire of Church Music (Organ). 1 or 2 cr. hrs.
See: Music—Independent Study.

342. The Church and Its Hymnody. 4 cr. hrs.
See: Religion for Description.

MUSIC EDUCATION

125E. Class Piano for Elementary Education. 1 cr. hr.
See: Education 125E for description.

334. Methods in String Instruments. 2 cr. hrs.
See: Education 334 for description.

335. Methods in Woodwind Instruments. 2 cr. hrs.
See: Education 335 for description.

336. Methods of Brass and Percussion Instruments. 2 cr. hrs.
See: Education 336 for description.

B402. Teaching of Music for Elementary School Teachers. 2 cr. hrs.
See: Education B402 for description.

435A. Music Methods in the Elementary Schools. 2 cr. hrs.
See: Education 435A for description.

435B. Vocal Music Methods in the Secondary Schools. 2 cr. hrs.
See: Education 435B for description.

435C. Instrumental Methods in the School. 2 cr. hrs.
See: Education 435C for description.

435. Music Methods in the Public School. 4 cr. hrs.
See: Education 381 for description.

CLASS INSTRUCTION

111c, 112c. Class Guitar 1 cr. hr.
Designed for beginners interested in functional guitar. Basic techniques in classical guitar to include major/minor chords, inversions and scales with application of materials used in

elementary music. First and second semesters. (Fee charge).

145, 146. Voice Class. 1 cr. hr.
The class has a minimum of 4 and a maximum of 8 students. Open to all students. First and second semester. (Fee charge.)

125, 126. Class Piano. 1 cr. hr.
A minimum of 4 and a maximum of 8 students. First and second semesters. (Fee charge.)

INDEPENDENT STUDY

Programs of independent study are available to students who have earned twelve hours of music with a grade point average of 2.5 or who meet the approval of the department.

325. Independent Study.

325A. Organ Service Playing. 2 cr. hrs.
Tutorial and class instruction in the techniques of service playing and study of literature appropriate to the worship service. Second semester. (Even year.)

325B. Organ Pedagogy. 2 cr. hrs.
Tutorial and class instruction in the knowledge of organ literature; teaching methods and organ composer in the various historical schools of music. Second semester. (Odd year.)

325C. Piano Pedagogy. 2 cr. hrs.
Tutorial and class instruction in teaching methods/materials. Practical application through observation and supervised teaching. First semester.

325D. Piano Accompanying. 1 cr. hr.
Tutorial and class instruction in knowledge of basic vocal and instrumental accompanying techniques.

325E. Opera Workshop. 1 or 2 cr. hrs.
Participation in all phases of opera production including make-up, lighting, set design and construction,

blocking, and acting skills. Various scenes and/or complete works are performed.

PRIVATE INSTRUCTION

Private instruction* indicates private lessons in the performing areas listed below. One half-hour lesson per week** plus one hour of practice per day earns one semester hour of credit. All students are required to participate in a studio recital each semester. All applied music students will participate in a vocal or instrumental ensemble. The hours for private lessons are arranged through the music office. Credit, 1 or 2 hours each semester.

Classical Guitar 111-12; 211-12; 311-12; 411-12.

Piano 131-32; 231-32; 331-32; 431-32.

Voice 141-42; 241-42; 341-42; 441-42; Recital 441-42.

Harpsichord 133-34; 233-34; on approval of instructor. Limit two students per semester.

Organ 161-62; 261-62; 361-62; 461-62.

Strings 127-28; 227-28; 327-28; 427-28.

Woodwinds 123-24; 223-24; 323-24; 423-24.

Brass 137-38; 237-38; 337-38; 437-38.

Percussion 151-52; 251-52; 351-52; 451-52.

*For Liberal Arts students (and Music Majors studying a secondary instrument) the letter "M" will be attached to the course number. For Music Majors studying their primary instrument, the number will stand alone. For Music Majors emphasizing performance, the letter "P" will be attached to the Course Number.

**Students enrolling for two credit hours of applied study will use a separate blue card for each hour of credit; one hour will be designated as "A," the other as "B."

MUSICAL ORGANIZATIONS

103, 104, 203, 204, 303, 304, 403, 404. The Concert Choir. No Credit

An organization of limited membership selected for tone production and musicianship. This organization represents the college in public engagements. Its repertoire includes sacred and secular works. Members are selected by audition. Those auditioning should plan to remain in the group for the entire school year.

105, 106, 205, 206, 305, 306, 405, 406. Chapel Choir. 1 cr. hr.

Membership in the Chapel Choir is open to the student body. Membership auditions held each semester. The choir sings for college chapel services, presents concerts in area church, as well as making an annual tour. The tour choir consists of approximately 80 voices and is selected from the membership of the Chapel Choir. Applicable to vocal ensemble requirements for music majors.

165, 166, 265, 266, 365, 366, 465, 466. Concert Band. 1 cr. hr.

Open to all students by audition, this 85 piece band meets four times weekly. Primarily a concert organization, the band does not march. During the year, the group presents concerts, performs at home football games, and tours. Instrumental fulfillment for music majors. Applicable to instrumental ensemble requirements for music majors.

167(*TR), 168, 267, 268, 367, 368, 467, 468. Liberty Symphony Orchestra. 1 cr. hr.

This orchestra is open to all students and community musicians as openings are available. The symphony rehearses once a week for two hours, and presents four programs a year. Applicable to instrumental ensemble requirements for music majors.

*TR affixed to any number signifies Training Orchestra.

171, 172, 271, 272, 371, 372, 471, 472. Cardinal Brass. 1 cr. hr.

Cardinal Brass is open to a small instrumentation for purposes of playing sacred and standard brass choir literature. The group meets twice weekly and performs for church groups and school events.

***173, 174, 273, 274, 373, 374, 473, 474. Jazz Ensemble.** No credit

The Jazz Ensemble ranges in size from a small "combo" to standard stage band instrumentation. Modern and swing styles are the prime considerations.

***175, 176, 275, 276, 375, 376, 475, 476. Chamber Ensembles.** No credit

Chamber ensembles are organized according to available instrumentation and need. Groups include string, wind and percussion ensembles and meet the equivalent of two hours weekly.

***177, 178, 277, 278, 377, 378, 477, 478. Pep Band.** No credit

The Pep Band performs for athletic events both on and off campus. This service organization is open to all personnel enrolled in any of the other ensembles.

(*Open only to persons enrolled in Band, Symphony, Wind Ensemble or Brass Ensemble.) Not more than eight hours of ensemble will be accepted as elective hours toward graduation.

Nursing Education

230. Consumer Competency in Health. 4 cr. hrs.

Introduction to current practices and issues in health care for the non-nursing major. Emphasis will be upon the identification and utilization of resources in the health care system to support health. Rights and responsibilities of the health care consumer, basic emergent and life supportive

measures, basic concepts of health and basic skills in the recognition of deviation from wellness will be included.

250. Introduction to Nursing. 4 cr. hrs.

Introduction to fundamental concepts of nursing. Emphasis is placed on the nursing process, competencies, and systems approach. Included also are theories of nursing, developmental theories, aspects of professionalism, and concepts of wellness. Prerequisite: Admission to the Department of Nursing. Second semester.

330. Nursing Process I. 8 cr. hrs.

Builds on the concepts presented in 250. Concepts of stress and adaptation, groups and families form the framework for theory and clinical learning experiences. Prerequisite: 250. First semester.

340. Introduction to Human Pathology. 4 cr. hrs.

This course is designed to provide a basic understanding of the pathological processes occurring in man, including both pathophysiology and psychopathology. Emphasis will be placed upon the individuals total response to these pathological processes. Prerequisite: Biology 239 and 241. First semester.

350. Nursing Process II. 8 cr. hrs.

Continuation of 330 with increasingly complex application of theories and clinical learning experiences. Prerequisite: 330. Second semester.

420. Nursing Seminar I. 1 cr. hr.

Introduction to basic research methodology. Emphasis will be placed upon the development of a nursing research project. Prerequisite: Math 216.

425. Nursing Seminar II. 1 cr. hr.

Continuation of 420. Further development and application of research skills and successful completion of

individual research project will be emphasized.

430. Nursing Process III. 8 cr. hrs.

Focuses upon group system and adaptive behavior in coping with environmental stressors and crisis situations in social systems within the community. Content will include theory from concepts outlined in the conceptual framework. Prerequisite: 350. Concurrent: 420. First semester.

450. Nursing Process IV. 8 cr. hrs.

Continuation of 430 with additional content concerning issues in nursing practice including decision making and leadership skills. Prerequisite: 430. Concurrent: 425. Second semester.

Philosophy

THE W. D. JOHNSON DEPARTMENT OF PHILOSOPHY

Major: 24 semester hours.

102. Freshman Seminar. 2 cr. hrs.

A course designed to provide an exciting opportunity for a select group of freshmen to engage in discussion of some issue relevant to their individual development. The seminar will be directed by two upperclassmen who will, in consultation with the Philosophy Department, select the topic and source materials. The course will be conducted entirely on a discussion basis. Enrollment will be limited to 12. The course will be offered only when qualified upperclassmen are available.

201. Introduction to Philosophy.

4 cr. hrs.

A study of the philosophic quest for wisdom concerning such timeless, ever relevant issues as the existence of God, the validity of religious faith, the nature of the self, the basis of knowledge, the justification of morality, freedom and determinism, and political liberty. The course proceeds

largely by discussion of clearly written essays representing contrasting views on the topics and is designed to enable the students to develop skill in stating and defending their own positions on these questions.

202. Ethics.

4 cr. hrs.

An examination of the major theories of value and moral obligation with a view to seeing how they illuminate such contemporary issues as abortion, euthanasia, sexual morality, discrimination against minorities, privacy, individual liberty, and violence and war. The course provides an opportunity for the students to acquire skill in developing their own positions on these questions.

231. Logic.

4 cr. hrs.

A first course in logic designed to aid in the development of critical attitudes, to learn the general methods of inquiry, and to enable the student to formulate independent judgments. The course emphasizes techniques of clarification, deductive and inductive patterns of reasoning.

300. Philosophy of Education.

4 cr. hrs.

(Offered by the Education Dept.)

301-302. Seminar.

An intensive reading and discussion of problems, men, and movements in philosophy. The topics and materials are selected each year in accordance with the needs and interests of those enrolling in the seminar. Since these are changed regularly, a student may repeat the seminar as often as he chooses. The seminar is open to any student who has demonstrated in at least one course in philosophy the qualities of self motivation, self discipline, and responsibility essential to the success of the seminar.

311. History of Political Philosophy.

4 cr. hrs.

(Offered by the Political Science Dept.)

402. Teaching Practicum. 2 cr. hrs.
Upperclass students with considerable background in philosophy who evidence the qualities essential for teaching may be invited to direct a freshman seminar. They will conduct the course under the supervision of members of the department, who will meet with them frequently in conferences to evaluate the progress of the seminar.

411. Political Theory and Political Analysis. 4 cr. hrs.
(Offered by the Political Science Dept.)

SEMINARS IN PHILOSOPHIC CLASSICS:

301. Ancient and Medieval. 4 cr. hrs.
Alternates with Philosophy 303. First semester.

302. Descartes to Kant. 4 cr. hrs.
Alternates with Philosophy 304. Second semester.

303. The Nineteenth Century. 4 cr. hrs.
Alternates with Philosophy 301. First semester.

304. The Twentieth Century. 4 cr. hrs.
Alternates with Philosophy 302. Second semester.

451, 452. Readings in Philosophy. 1-4 cr. hrs.
Both semesters.

Physical Education

The Department of Physical Education offers a wide variety of courses and experiences arranged to provide expression through physical activity for both the major and non-major.

Two hours of physical education is required of all students for graduation. P.E. 100 is required of all students and should be taken during the

first semester of the freshman year if possible. The other one hour is elective and may be fulfilled in one of two ways. The first is by taking two one-half hour activity classes. Each student may then elect up to two additional hours of physical education. Provisions will be made for students with a physical handicap.

All students are required to swim 25 yards before graduation or pass the beginning class offered by the department.

100. Orientation to Physical Education. 1 cr. hr.
(Required of all students.)

The foundations concept is an attempt to educate the student with regard to the social environment in which he will participate. It provides him with a background of the scientific principles underlying physical activity and the physiological and psychological effects of participation in such activities. Freshmen must take this course prior to taking an activity class. First and second semester. With permission a student may take this course in sophomore year.

BASIC ACTIVITY OFFERINGS

Classes meet twice a week for seven weeks for 1/2 hr. credit.

101. Aerial Dart Tennis.	1/2 cr. hr.
102. Aerobics.	1/2 cr. hr.
103. Angling.	1/2 cr. hr.
104. Archery.	1/2 cr. hr.
105. Badminton	1/2 cr. hr.
106. Bicycling.	1/2 cr. hr.
107. Bowling.	1/2 cr. hr.
108. Canoeing.	1/2 cr. hr.
109. Fencing.	1/2 cr. hr.
110. Golf.	1/2 cr. hr.
111. Gymnastics.	1/2 cr. hr.
112. Handball-Racketball.	1/2 cr. hr.
113. Ice Skating.	1/2 cr. hr.
114. Judo.	1/2 cr. hr.
115. Karate.	1/2 cr. hr.
116. I Ballet.	1/2 cr. hr.

117. II Interpretative.	1/2 cr. hr.
118. III Folk.	1/2 cr. hr.
119. IV Square.	1/2 cr. hr.
120. V Tap.	1/2 cr. hr.
121. Roller Skating.	1/2 cr. hr.
122. Rugby.	1/2 cr. hr.
123. Sailing.	1/2 cr. hr.
124. Scuba Diving.	1/2 cr. hr.
125. Slimnastics.	1/2 cr. hr.
126. Swimming.	1/2 cr. hr.
127. Table Tennis.	1/2 cr. hr.
128. Tennis	1/2 cr. hr.
129. Tent Camping- Backpacking	1/2 cr. hr.
130. Trampoline.	1/2 cr. hr.
131. Trapshooting.	1/2 cr. hr.
132. Tumbling.	1/2 cr. hr.
133. Weight Training.	1/2 cr. hr.

ADVANCED ACTIVITY OFFERING

Classes meet four times a week for seven weeks.

201. Baseball-Softball.	1 cr. hr.
202. Basketball.	1 cr. hr.
203. Cheerleading-Pom pon.	1 cr. hr.
204. Field Hockey.	1 cr. hr.
205. Football.	1 cr. hr.
206. Golf and Tennis.	1 cr. hr.
207. Gymnastics.	1 cr. hr.
208. Soccer.	1 cr. hr.
209. Swimming.	1 cr. hr.
211. Track and Field- Cross Country.	1 cr. hr.
212. Volleyball.	1 cr. hr.
213. Wrestling.	1 cr. hr.

MAJOR IN PHYSICAL EDUCATION

The department offers programs leading to both the Bachelor of Science and Bachelor of Arts Degrees. In addition, students may be certified to teach Physical Education and Health in grades 1-12. Physical Education majors are required to be certified to teach in at least one other field prior to graduation.

Major: 35-40 hours including P.E. 201-213, 250, 255, 258, 300, 360, 365, 384 or 385, 392, 395, 400, 401.

MAJOR COURSES.

250. Health Science 4 cr. hrs.

A consideration of the fundamental laws of health and the health relations of the individual to the community. Includes the selection of materials, methods of instruction and coordination of health teaching with the work of other teachers. Limited to Physical Education majors and Elementary Education majors.

251. American National Red Cross First Aid Course. 1 cr. hr.

Offered on arrangement each semester by the Department with assistance by the local Clay County Health Department.

255. Introduction to Physical Education. 2 cr. hrs.

A general orientation course for students planning to major in Physical Education. First semester. (Majors only.)

258. Mini-Teaching. 1 cr. hr.

Usually taken in Sophomore year. Students do field work in local schools actually teaching or assisting in Physical Education classes.

261. Life Saving and Water Safety. 1 cr. hr.

(Men and women.)
Advanced work in all swimming strokes, as well as instruction for certification in American National Red Cross life saving and water safety. Prerequisite: See instructor for swimming requirements. First semester.

262. American National Red Cross Water Safety Instructor Course. 2 cr. hrs.

Training course for water safety instructors. Part I and II will be taught. Part I is concerned largely with the personal skill ability of students. Part II is directed toward methods of teaching skills. Prerequisite: Holder of current Red Cross senior life saving

certificate, or instructors whose appointments have lapsed. Second semester.

300. Physiology of Exercise. 4 cr. hrs.
A study of human functions under the stress of muscular activity.

360. Care and Treatment of Athletic Injuries. 2 cr. hrs.
Includes prevention, treatment and rehabilitation of common injuries sustained in athletics.

365. Physical Education for Elementary Schools. 2 cr. hrs.
Concerned with the selection, organization and direction of physical activities appropriate for elementary school students. Consideration is given to corrective exercises, development drills and games which are planned for the pleasure of the participants. Open to teachers, or prospective teachers, of elementary schools, or those interested in the physical education problems of youth. Second semester.

384. Tests and Measurements in Physical Education. 2 cr. hrs.
A survey of knowledge tests, skill tests, fitness tests and other evaluative instruments used by physical education teachers in a wide variety of activities. Juniors and Seniors only. First semester.

385. Adaptive Physical Education. 2 cr. hrs.
Designed to deal with physical education methods for the mentally, physically and socially handicapped; corrective physical education for body mechanics; developmental physical education for physical fitness. Juniors and Seniors only. Second semester.

392. Kinesiology. 3 cr. hrs.
A study of the science of body movements. Prerequisite: P.E. 300. Second semester.

395. Methods of Coaching Varsity Sports. 6 cr. hrs.
Includes topics of motivation, psychology, officiating, conditioning, public relations, practice organization, and specific techniques for coaching each sport covered. Sports included are football, basketball, baseball, track and cross country, wrestling, swimming, gymnastics, and field hockey. Second semester.

400. Organization and Administration of Health and Physical Education. 2 cr. hrs.
A study of policies in organization and administration of the physical education program, classification of students, staff, teaching load, time schedule, financing, care of the physical education plant, records and inter-school relations. Required of students taking a major in physical education. Second semester.

401. Methods of Teaching Physical Education. 4 cr. hrs.
A comprehensive treatment of class organization and management, curriculum in physical education, discipline, grading policies, and current problem areas in physical education.

402. Independent Study in Physical Education. 1-2 cr. hrs.

Physics and Astronomy

THE E. S. PILLSBURY DEPARTMENT OF PHYSICS

Major: 30 semester hours, including 15 hours of junior-senior courses, and 3 hours of advanced laboratory.

Major for secondary school teachers: 24 semester hours, including Physics 316, 323.

Physics major for the 3-2 plan of engineering with Columbia University, New York: Physics 213, 214, 316, 322, 332, 443.

Physics major for the 3-2 plan of engineering with Washington University, St. Louis, the University of Missouri, Columbia or Rolla: Physics 213, 214, 316, 322, 332, 443.

For those students who expect to enter an engineering school upon graduation, the pre-engineering curriculum, plus a major in physics, mathematics or chemistry (depending upon the type of engineering — electrical, mechanical, chemical) is recommended.

Course 103 is primarily for non-science majors who want an introductory course in the fundamentals and applications of physics.

Course 111 and 112 are primarily for pre-medical students and science majors (physics, chemistry, biology and mathematics) who want an introductory course in the fundamentals and applications of physics. It is recommended that 111 be taken first.

Courses 213 and 214 require calculus as a co-requisite, and may constitute a beginning course for physics majors and pre-engineering students. Pre-medical students are admitted to courses 111 and 112.

ASTRONOMY

107. Descriptive Astronomy. 4 cr. hrs.
A historical, non-mathematical treatment of astronomy and an examination of its contribution to man's understanding of his place in the physical universe. Some required night time observing sessions.

108. Cosmology. 4 cr. hrs.
An introductory approach to the various interpretations man has given to nature and the scientific theories developing from them. (Physics or Philosophy credit.) Second semester.

GRAPHICS

105. Graphics I (Technical Drawing). 2 cr. hrs.

Instruction in use of instruments, lettering, geometric curves, orthographic and isometric projections; technical sketching, preparation of working drawings, detailing of machines, assembly drawings, auxiliary and oblique views. First semester.

204. Graphics II (Descriptive Geometry). 2 cr. hrs.

Graphical solution of geometric problems in three dimensions; problems related to the orthographic projection of the point, line, plane and solid; intersection and development of surfaces and practical application of the principles involved are studied. Emphasis is placed on developing the student's ability to visualize. Prerequisite: 105, or consent of instructor. Second semester.

PHYSICS

103. Foundations of Physics. 4 cr. hrs.

An introductory course in descriptive college physics, including mechanics, properties of matter, heat, sound, light, electricity, magnetism, atomic and nuclear physics.

111. College Physics. 4 cr. hrs.

The general principles of mechanics, waves, sound, heat, electricity, with discussions of some practical applications. Problems and laboratory work are emphasized. For science majors: mathematics, physics, chemistry, biology, pre-medicine, pre-dentistry. One laboratory period each week. First semester.

112. College Physics. 4 cr. hrs.

The general principles of magnetism, electricity, light, optical instruments, and modern physics with a discussion of some practical applications. For science majors mathematics, physics, chemistry, biology, pre-medicine, pre-

dentistry. One laboratory period per week. Second semester.

213. General Physics. 5 cr. hrs.

Calculus must be taken prior to or concurrently with this course. Course includes mechanisms, sound and heat. Co-requisite: calculus. One laboratory period a week. First semester.

214. General Physics. 5 cr. hrs.

Includes electricity, magnetism, electronics, light and modern physics. Co-requisite: calculus. Second semester. One laboratory period per week.

216. Applied Electronics. 4 cr. hrs.

An introductory course emphasizing the applications of solid state devices such as diodes, thyristors, transistors, sensors, and linear and digital integrated circuits. May be continued as projects in Independent Study and Research. Prerequisite: Consent of instructor. Second semester. One laboratory period per week.

316. Atomic and Nuclear Physics. 3 cr. hrs.

A course in modern physics. Includes introduction to special relativity, x-rays and spectra, radioactivity, nuclear reactions, and other topics of importance to modern physics and chemistry. Prerequisites: Physics 214 and Mathematics 200. First semester.

317. Atomic and Nuclear Physics Laboratory. 1 or 2 cr. hrs.

To follow or accompany Physics 316. First semester. Three hours laboratory work per week for each credit hour.

318. Heat and Thermodynamics. 3 cr. hrs.

Includes study of temperature, thermodynamic systems, work, first and second laws of thermodynamics and entropy. A brief introduction to statistical mechanics and kinetic theory. For students of physics, chemistry and engineering. Prerequisites: Physics 214, Math 200. Second

semester. Taught in even-numbered years.

322. Optics. 3 cr. hrs.

An advanced course in light. Includes a study of lenses, reflectors, prisms, spectrometers, rules gratings, spectra, interferometers, diffraction, polarization and electromagnetic theory of light. Prerequisites: Physics 214 and Math 200. Second semester.

323. Optics Laboratory. 1 or 2 cr. hrs.

To follow or accompany Physics 322. Second semester. Three hour laboratory work per week for each credit hour.

332. Analytical Mechanims (Static). 3 cr. hrs.

Concerned with basic concept, force systems, conditions of equilibrium, structures, distribution of forces, centroids, effects of friction, moments of inertia and the principle of virtual work. Methods of the calculus and graphical analysis, including vectorial representation, will be freely employed. Prerequisite: Math 200. Second semester. Taught in odd-numbered years.

351H-356H. Independent Study and Research. 1 cr. hr.

A detailed study of some specific problem or experiment in physics, history of physics, reading from current literature of physics. First or second semester.

415. Electricity and Magnetism. 4 cr. hrs.

Electrostatics, magnetism, resistance, capacitance, inductance, electromagnetic induction, electric circuits, Maxwell's equation and field theory. Prerequisites: Physics 214 and Math 201. First semester.

416. Electrical Measurements. 1 cr. hr.

Measurements with ammeters and voltmeters, ballistic galvanometers,

wheatstone bridges, impedance bridges, potentiometer, standard cells. Other topics include magnetic circuits, induced EMF, measurement of magnetic flux, magnetic tests of iron and steel, alternating current, and measurement of resistance, inductance and capacitance. Prerequisites: Physics 214 and Math 200. First semester. Three laboratory hours per week.

443-444. Mechanics: Classical and Quantum. 4 cr. hrs.

An intermediate course in classical mechanics. The course will include a critical discussion of Newton's laws of motion. The points of departure for quantum mechanics and for relativistic mechanics will be indicated. Other topics will include conservative forces, the forced harmonic oscillator, complex number application to the solution of linear differential equations, Fourier Series applications, vector algebra, elements of vector analysis, integration and differentiation of vectors, motion under a central force coupled harmonic oscillators, rotating coordinate system, La-Grange's equations, and introduction to tensors. Approximately nine weeks of the second semester will be devoted to an introduction to Quantum Mechanics.

Political Science

Major: 24 semester hours, including one course from each category besides introductory courses and seminars. Introductory courses, while not required, are customarily taken in the freshman year prior to advanced study.

The following courses may be taken for credit toward a political science major, up to a maximum of 8 hours: Economics 318; Sociology 319; History 301-302. Political Philosophy courses may count toward the Humanities requirement.

Few political science courses have a rigid prerequisite, but either 101 or 102 will provide a suitable introduction to advanced study. Which of these provides the better background for a particular course is indicated below in some instances where there is no formal prerequisite.

Certain 4 hour courses may be divided into parts meeting a portion of the semester for 1 or 2 hours credit. Such divisions are indicated by the letters "A," "B," etc.

101. Introduction to Politics: Comparative (formerly 103).

4 cr. hrs.

Background information and analytical skills necessary to understand today's difficult political issues are central in the course. For those considering a major in political science a grasp of the scope and content of the field, a working knowledge of its vocabulary, and an understanding of research methods are presented. Issues such as political power and individual freedom, democracy and totalitarianism, elitism and pluralism, and international politics are studied by comparing American institutions of government and American political thought with the political systems of Western Europe and the U.S.S.R. Discussion groups and field work are required outside of the regularly scheduled class sessions. First semester.

102. Introduction to Politics: American.

4 cr. hrs.

A. The Constitution (first 5 weeks, 2 cr. hrs.). Formation, development and structure of the American federal system; expansion of federal and state functions; civil liberties; status and responsibilities of the citizen.

B. The Political System (6th through 13th week, 2 cr. hrs.). Parties and interest groups in state and federal

political processes; structure and functions of executive, legislative, judicial, and administrative branches at state and federal levels.

Special attention throughout the course to contemporary liberalism and conservatism, both in general and with regard to selected basic issues of American public policy. Some attention to U.S. foreign policy. Discussion groups and field work are required outside the regularly scheduled class sessions. Second semester.

AMERICAN POLITICS

200. Urban and Metropolitan

Politics. 2 cr. hrs. on block plan
Problems of urban and metropolitan government. The nature of political conflict in the urban community. Some attention to other units of government at the local level. Prerequisite: 101 or 102 (preferably); may be taken simultaneously with 102. Freshmen admitted by consent of instructor only. Second semester.

232. American Politics, Parties and Interest Groups.

4 cr. hrs.
A study of the development of the American party system, party organization, the electoral process, and the role of parties and interest groups in the formation of public policy. Some attention to significant minor parties. Suggested background: 102. Freshmen not admitted. First semester. Offered 1976-77.

POLITICAL PHILOSOPHY

211. American Political

Thought. 4 cr. hrs.

A. Before 1865 (first 7 weeks, 2 cr. hrs.). Survey of the main currents of American political thought, including such early English writers as Locke; the revolutionary period and the Federalist Papers; Jacksonian democracy; slavery.

B. After 1865 (last 7 weeks, 2 cr. hrs.). The Populist and Progressive

movements; the New Deal; some consideration of the New Left and Black Power.

Freshmen not admitted. Second semester. Offered 1976-77.

311. Modern and Contemporary Political Thought.

4 cr. hrs.

A. Modern Political Thought (first 7 weeks, 2 cr. hrs.). With the exception of four lectures on Plato, Aristotle, and the Middle Ages, the ideas and philosophers studied are from the period of Machiavelli through the 19th century. Issues and ideas considered include the social contract, individual liberty and state power, equality, dialectical idealism, classical Marxism, and 19th century liberalism.

B. Contemporary Political Thought (last 7 weeks, 2 cr. hrs.). Issues and ideas of the 20th century include the development of popular democracy, democratic socialism, fascism, welfare state, pluralism and elitism, a new conservatism, the evolution of liberalism, existentialism, radical political movements, the New Left, and the Ecology movement.

Freshmen not admitted. First semester. Offered 1977-78.

411. Political Theory and Political Analysis.

4 cr. hrs.

Selective study of more recent trends in political theory, with emphasis upon conceptual, empirical, and analytical schemes. Attention will be given to systems theory, structural-functional analysis, game theory, communication models, elitism, etc. Authors include David Easton, Almond & Powell, Karl Deutsch and Robert Dahl.

Suggested background: 311. Freshmen not admitted. Second semester. Offered 1977-78.

AMERICAN JUDICIAL POLITICS

221. Judicial Behavior: The American Constitution.

4 cr. hrs.

A. Constitutional Structure (first 7

weeks, 2 cr. hrs.). Role of the judiciary in the evolution of constitutional government in the United States. Roots of the Common Law; powers of the President, Congress, and the Courts; federalism.

B. Property Rights (last 7 weeks, 2 cr. hrs.). Rise and fall of emphasis on property rights as reflected in judicial attitudes and interpretation of the contract, commerce, due process, and other important clauses of the Constitution.

Both parts of the course involve study of the leading justices, cases and judicial doctrines. Suggested background: 102. Freshmen not admitted. First semester. Offered 1977-78.

222. Judicial Behavior: Civil Rights and Liberties. 4 cr. hrs.

A. Equality (first 5 weeks, 1 cr. hr.). The 14th Amendment and "nationalization" of the Bill of Rights, equal protection and segregation, public accommodations, reapportionment, housing, and voting rights.

B. First Amendment (middle 5 weeks, 1 cr. hr.). The First Amendment and freedom of speech, press, religion, assembly, petition, and association; problems of loyalty and security.

C. Rights in criminal proceedings (last 5 weeks, 1 cr. hr.).

All parts of the course involve study of leading justices, cases, and judicial doctrines. Suggested background: 102 or 221. Freshmen not admitted. Second semester. Offered 1977-78.

COMPARATIVE POLITICS

320. Comparative Politics: Europe and Developing Nations. 4 cr. hrs.

A. Western Europe (first 7 weeks, 2 cr. hrs.). Great Britain, France, and Germany are studied with a focus upon variations in the structure and function of the parliamentary form of democracy.

B. U.S.S.R. and Developing Nations (last 7 weeks, 2 cr. hrs.). The structure of the Soviet political system is studied as an alternative model of development. Traditional societies are viewed relative to the political consequences of modernization and industrialization.

Suggested background: 101. Freshmen not admitted. Second semester. Offered 1976-77.

331. Comparative Politics: The Communist World. 4 cr. hrs.

A. Roots of Soviet Civilization (first 7 weeks, 2 cr. hrs.). — Classical Marxism; international socialism before 1917; imperial Russia; the Revolution. Approaches to the study of Communist systems — problems of analysis.

B. Contemporary Communism (last 7 weeks, 2 cr. hrs.). Development and operation of contemporary institutions in the USSR with comparison of selected other Communist systems; the nature of totalitarianism; the international Communist movement. Some attention to foreign policy, literature and science.

An intensive study of basic features of Communist systems. Freshmen not admitted. First semester. Offered 1976-77.

INTERNATIONAL POLITICS

322. International Politics and Organization. 4 cr. hrs.

Fundamentals of international relations; nature of power politics; dynamics of state existence; balance of power; international morality; international law; regionalism; international organization; idea of a world state; diplomacy; the search for peace and security. Suggested background: 101. Freshmen not admitted. Second semester. Offered 1976-77.

**DIRECTED READINGS, SEMINARS,
INDEPENDENT STUDY****431, 432. Research Seminars.**

1-4 cr. hrs.

Individual or group research on selected topics, determined by student interests. Results of research and reading to be presented orally, or in the form of a short thesis, or both. Personal conferences and/or periodic group meetings. It is possible by special arrangement to pursue a single research topic through two semesters.

Sample activities, besides standard research papers, include: Introduction to Legal Research, in conjunction with or subsequent to Political Science 221-222; Public Opinion Surveys, involving use of computerized data; Internships in government or private agencies; etc. Prerequisite: 12 hours of political science and/or consent of instructor. First and second semesters. Hours to be arranged.

Psychology

The Department of Psychology offers a major leading to a Bachelor of Arts degree. Course work is designed to provide basic experiences in most major areas of psychology. Each student is encouraged to pursue his own individual interests through selection of courses laboratory work and research and reading courses.

The major requires 32 hours of course work, of which 12 are chosen by the student. A maximum of 40 hours (10 courses) may be applied toward degree requirements. Basic Psychology 211 is prerequisite to all other courses in the department. Each major is required to take the following courses.

Basic Psychology, 211: 4 hours

Experimental Psychology I, 320: 4 hours

Experimental Psychology II, 321: 4 hours

History and Systems of Psychology, 322: 4 hours

Advanced General Psychology, 411: 4 hours

101. Psychology of Study Skills.

1 cr. hr.

A learning skills program designed for the improvement of reading and classroom learning.

211. Basic Psychology.

4 cr. hrs.

An introduction to the major areas of the field of psychology, psychology is viewed as a biosocial science of behavior and emphasis is placed on the scientific basis of our current understanding of behavior. Prerequisite to all other courses in the department. Both semesters.

214. Personal Adjustment.

2 cr. hrs.

The psychology of personal adjustment, designed to help the student develop and apply an understanding of emotional adjustment and minor personality disturbances of essentially normal individuals. Discussion of preventive and corrective programs and resources. (Meets seven weeks.) Both semesters.

**216. Elementary Statistics for
Social Sciences.**

4 cr. hrs.

See Math 216 for description.

303. Psychopathology.

4 cr. hrs.

A descriptive and explanatory study of the major personality and behavior disorders of both childhood and adulthood, including psychogenic, psychosomatic, and organic problems. Attention to preventive measures, diagnostic methods, and therapeutic procedures. Second semester.

**304. Interpersonal and Group
Processes.**

4 cr. hrs.

A study of the influence of other people and of society collectively on selected aspects of an individual's

behavior and personality, with special attention to the dynamics of group behavior. First semester.

306. Developmental Psychology: Childhood and Adolescence. 4 cr. hrs.

Childhood and adolescence are treated both in terms of theoretical viewpoints of development and the psychodynamic issues of growing up in family and society. Particular attention is paid to current developmental viewpoints in relation to contemporary problems of family (particularly parents) and community (especially schools and teachers). Either childhood or adolescence may be studied one-half of the semester for 2 hours credit. Both semesters.

308-309. Independent Studies (Junior and below.) Staff. 1-4 cr. hrs.

312. Psychobiology I: Physiological Psychology. 4 cr. hrs.

A study of the biological foundations of behavior: the neural and glandular structures and function, the sensory and motor equipment, and their significance for a psychological understanding of behavior.

In the laboratory, emphasis is placed upon the brain and the automatic nervous system in their relationship to behavior. Research and laboratory techniques are introduced. Laboratory. First semester.

313. Psychobiology II: Animal Behavior. 4 cr. hrs.

The study of animal behavior and the problems and topics of human psychology in which the use of animals is indicated. Comparisons of human and infra-human processes will focus upon both present knowledge and methods of investigation. Students have an opportunity to work with human subjects as well as infra-human animals in our own laboratories and in the Kansas City Zoo. Second semester.

317. Personality. 4 cr. hrs.

A theoretical study of personality and its formation. Different viewpoints about the nature and functioning of personality are compared and evaluated. The study of personality is applied to disorders, with an introduction of research problems in personality to help develop one's own rationale. First semester.

318. Tests and Measurements. 4 cr. hrs.

A survey of the major principles, concepts and instruments employed in psychological evaluation, diagnosis and counseling, with special attention to reliability, validity, and construction of tests, and interpretation of results.

319. Introduction to the Principles of Behavior Modification. 4 cr. hrs.

The purpose of this course is to provide an introduction to theory, research and practice in behavior modification. It is hoped that this course will function not only to familiarize the student with the field, but that it will assist in further reading and research. While the emphasis is "academic," the clinical and applied considerations will be an integral part of the course.

320. Experimental Psychology I. 4 cr. hrs.

An introduction to the basic experimental methods and procedures utilized in psychological research, including a review of basic methods of data analysis and experimental design. The basic research literature in learning and psychophysics is studied. Students participate in the design, collection of data, analysis of data and write up of the results of experiments conducted with human subjects. Lecture and laboratory. Required of majors. Should be taken during the junior year. Prerequisite: 8 hours of psychology and junior classification. First semester.

321. Experimental Psychology II.

4 cr. hrs.

A review of the research literature, methodology and methods of data analysis utilized in the areas of motivation, and perception. An emphasis is placed upon research and each student is involved in the care and maintenance of the small-animal laboratory. Individual research projects are designed and executed by each student who also constructs his own experimental apparatus in the department's workshop. Required of majors. Prerequisite: Psychology 320. Second semester.

322. History and System.

4 cr. hrs.

The rise and growth of modern psychology in its contemporary expressions. Attention is given to origins, major developments, and present trends in psychological thought. Special notice is paid to international directions. Required of majors. Prerequisite: 12 hours of psychology and senior standing, or consent of instructor. First semester.

334. Child Exceptionalities.

2 or 4 cr. hrs.

Objectives for this introductory course are for the student to develop:

1. An understanding of the abilities and disabilities of the groups of children who are commonly classified as exceptional.

2. An understanding of the inter- and intraindividual differences found in children who are classified as exceptional.

3. An understanding of the intra-individual differences in children which are relevant for planning an educational program.

4. An understanding of the needs of exceptional children and the instructional organization employed to meet these needs.

5. An appreciation of the impact

of educational and psychological handicaps upon an individual.

6. Development of an interest in the welfare of the handicapped. A recognition of society's challenge to help them realize their potential.

400. Clinical Psychology.

4 cr. hrs.

Exploration of clinical psychology as a profession with inquiry into professional relationships and organizations. Emphasis is also placed upon clinical diagnosis and treatment of behavioral disorders.

408-409. Independent Projects for Seniors.

1-4 cr. hrs.

411. Advanced General Psychology.

4 cr. hrs.

Critical and detailed study of the modern research findings and problems in the major areas of psychology. Attention will be given to drawing together typically diverse psychological material into a unified and coherent framework.

Should be last semester course. Required of majors, but may be taken by other students who have 12 or more hours of psychology including experimental. Second semester.

421-422. Seminars.

Each 1-4 cr. hrs.

Topics to be announced, prior to registration, in special interest areas not justifying a regularly scheduled course. Enrollment by permission of department only.

Religion**THE. W. D. JOHNSON DEPARTMENT OF RELIGION**

One of the following numbered courses will fulfill the college requirement in Religion: 113, 114, 115, 211, 212, 213. No student may take both 113 and 115. Other courses than these listed above may be elected as partial fulfillment of the Humanities general requirement for graduation.

Juniors and Seniors must take a 200 or above numbered course.

A major in religion requires 24 hours other than the course taken to meet the general college requirement. At least three courses must be 300-400 level courses.

CHURCH MINISTRIES PRACTICUM

The religion department of William Jewell College offers a vocational practicum for those students who have committed their lives to a Church Related Vocation. Students are eligible to receive the CRV grant as long as they are enrolled in the college and as long as they maintain a 2.0 over-all grade point average. Freshman and Sophomores must participate in the On-Campus phase of the CRV practicum by taking the CRV class provided by the religion department four consecutive semesters. Juniors and Seniors must participate in the Off-Campus phase of the CRV program throughout his college career by taking at least four courses in the religion department. At least two of the courses should be 300 or 400 level courses. Music students may substitute courses from the music department curriculum with the approval of the music faculty and the professor of religion who is the director of the Church Ministries Practicum. Transfer students must see the director of the Church Ministries Practicum about the basic requirements for their participation in the program.

113. Biblical Studies in Christian Faith.

4 cr. hrs.

A thematic study of selected Biblical passages which treat classic issues in Christian faith such as creation, the nature of man, the relation of law

and freedom and how revelation occurs.

114. The Bible: Its Origin and Transmission.

4 cr. hrs.

The course is a study of the development of a sacred literature within the Biblical record and shows how this literature came to be canonized and transmitted by the historical process. Some attention will be given to basic principles used in the interpretation of the Bible.

115. The Hebrew Heritage of Western Civilization.

4 cr. hrs.

The main ideas of the Old Testament Literature are examined with attention to their influence on Western culture. Selections from every section of the Old Testament will be studied.

140, 141, 150, 151, 160, 161, 170,

171. Church Ministries Practicum.

1/2 cr. hr.

Learning through doing in church and community situations. Supervision is offered by the Religion Department. Each church related vocation student is expected to participate in this experience if he accepts a church related vocation grant. This is not applicable toward a religion major. Students should consult with the Director of In-Service Training.

211. Jesus and the Gospels.

4 cr. hrs.

Using the four Gospels, limited material from Acts, and some extra-Biblical sources, the course is designed to understand Jesus and His teaching as well as the contribution of each Gospel writer in preserving the records about Jesus.

212. The Early Church and Paul.

4 cr. hrs.

The growth and development of the Christian community after the death of Jesus is studied. While emphasis is placed on Paul's activities, his thought, and influence as reflected in his own writings and the book of

Acts, other New Testament authors and personalities are used to complete the story of Christianity to the end of the first century.

213. Biblical Ethics. 4 cr. hrs.

A study of Biblical selections throwing light on the problems of moral choice. Will explore basic questions as: What was the foundation of moral choice for the Hebrews? What is the basis for ethical decisions in New Testament writings?

335. American Christianity. 4 cr. hrs.

The story of American's developing religious situation. Analyzes historically how the various denominations began in this country and traces the development of these groups. Considerable emphasis will be placed on sect and minority church groups as well as the Baptist denomination in America from the Revolution to modern times.

336. Religious Revolution and Change in Christian History. 4 cr. hrs.

A study of Christian history from apostolic times laying emphasis on individuals who were innovators within the Christian church. Strong emphasis will be given to Reformation Christianity.

337. The Mysterious in Religion.

4 cr. hrs.

Beginning with the mysterious which goes beyond reason as a unique quality in all religion, a study will be made of the renewed interest in magic, sorcery, spiritism, and the esoteric. An effort will be made to relate this phenomenon to a proper understanding of feeling and the non-objective aspect of Christianity.

338. Religious Faith and Technological Man.

4 cr. hrs.

A study of the problems posed by technological development from the perspective of the Judeo-Christian faith. Discussion will deal with such

questions as: How does a Biblically oriented person view nature? How does Christian faith relate to the growth syndrome of technology? What is the future of man in a pollution-infested environment?

339. The Study of Religion. 4 cr. hrs.

An investigation of religion and its place, society and the life style of the individual. An inquiry will be made into the social and psychological dimensions of religion, its function as a value system, and expression of man's inner experience, and as a pattern of belief. While non-Christian religions will be investigated, the Hebrew-Christian tradition will be basic source material. During the study the student will deal with such questions as: What is religion? What meaning does it offer for man's self understanding? Do all religions share common elements? Is one religion better than another? Alternates with 338.

342. The Church and Its Hymnody.

4 cr. hrs.

A historical study of hymns and writers. An analysis of the elements constituting good hymns, and a critical study of published hymnals. Offered on demand by the Music Department faculty.

451. The Religions of Mankind.

4 cr. hrs.

A survey of the major religions of the world, past and present. Emphasis is upon the Eastern religions of the Hindu, Buddhist, and Moslem. The study is primarily historical but an effort is made toward understanding these religions in their present day expressions.

452. Biblical Studies: Seminar.

1-4 cr. hrs.

A seminar in a specified section of the Biblical Literature or its cognates. (Designed for pre-seminarians and majors.) The course may be taken for

credit more than once. Seminar Topics are:

452a. Development of Christian Worship. How Christian worship developed and changed from New Testament to modern times. Proposes investigating valid Christian worship today.

452b. An Introduction to the Methods and Aims of Archaeology. A study of how archaeological excavations have contributed to the understanding of the Bible, its history, geography, customs and translation.

452c. Apocrypha and Apocalyptic. A study of selected books from R. H. Charles, *The Apocrypha and Pseudepigrapha of the O.T.* with a view of their relevance for biblical interpretation.

452d. Recent and Contemporary Theology. Readings will concentrate on the major theological expressions of the nineteenth and twentieth centuries.

453. The Christian Faith and Modern Man. 4 cr. hrs.

Why believe in the Christian God? How does God speak to man? What is the origin and nature of evil? What is man? What difference does Christ make? What is the future of the church? These and other questions are explored through the study of classical Christian faith as expressed by Christian thinkers. The course studies theology; What difference does God make?

454. Independent Readings in Religion. 1-4 cr. hrs.

A list of readings is selected around a central theme by the student in consultation with the Chairman of the Department (or a professor designated by the chairman). The method of evaluation will be determined in each situation.

455. Independent Studies. 1-4 cr. hrs. Independent studies in a selected area according to the interest and ability of the student. May be accomplished in an off-campus project or honors program with prior approval of the department. A formal written summary of the project findings will be submitted.

456. Christianity and Contemporary Issues. 4 cr. hrs.

A study of the relevance of Christianity to issues confronting the present generation student. A selection of problems such as secularity and Christianity, God talk, new morality, relevance of the church, church and state, ecumenism, race relations, Jesus People, Christianity's relation to other religions, and exology, will be identified and discussed. Selection and expansion of topics vary from year to year.

Sociology

Major: 24 semester hours, including courses 211, 319 and 412.

211. Introduction to Sociology. 4 cr. hrs.

This introduction to the study of sociology includes an examination of what sociologists know and how they know it. The concepts and methods of sociology are examined. Culture, personality, social science methodology are among the topics covered. Laboratory and field work is an integral part of the course. First and second semesters.

218. Social Work. 2 cr. hrs.

A survey of the nature and philosophy of social work, its historical background, and general theory of social work and its application to individual and community problems. Designed to acquaint the student with the social work profession and its function in modern society.

301-302. Seminars 1-4 cr. hrs.
Special interest areas not included in the regular sociology offerings. To be announced.

304. For course description see Psychology 304.

313. Population Issues and Analysis. 4 cr. hrs.

The population explosion and its effects upon institutions and individuals are examined. Special attention is given to the importance of population problems and policies in relation to current national and international economic, political, social and religious conditions. Second semester.

319. Methods of Social Research. 4 cr. hrs.

The application of research techniques to the social sciences. This includes the theory of social research, research design, techniques of collecting and processing data, analyzing data, and research reporting. Laboratory work required. Prerequisite: 12 hours in social science, including 211, or consent of instructor. Second semester.

322. Criminology. 4 cr. hrs.

A study of the nature, causes and consequences of crime and delinquency; and analysis of the judicial process; an evaluation of various methods of treatment and prevention of crime; a wide variety of field work opportunities. First semester.

326. Marriage and the Family. 4 cr. hrs.

A cross cultural study of family structure and functions; significant social characteristics of the American family; changing family roles; family organization, disorganization and reorganization. Second semester.

332. Cultural Anthropology. 4 cr. hrs.

A systematic introduction to cultural anthropology. Special attention is

given to contemporary urban ethnic communities. The nature and process of cultural development are studied in connection with the language, institutions and customs of peoples. Urban field work is extensively pursued.

338. Race and Ethnic Relations. 4 cr. hrs.

Racial and ethnic minorities in the United States are considered in the light of the findings of natural science, cultural anthropology, social psychology, religion and sociology. A realistic approach is sought to the many-sided problems of better relationships among the minority groups and between these groups and American society in general. Work with K.C. area ethnic and racial groups is an integral part of the course.

412. Social Theory. 4 cr. hrs.

A historical and analytical study of major contributions of social thought, including the origin and development of early social thought, contributions of pioneers in the field of sociology, major types of sociology theory, contemporary social theory. Prerequisite: 211. First semester.

427-428. Readings in Sociology. 1-2 cr. hrs.

Readings are assigned from the works of prominent sociologists. Individual reports are arranged. For seniors.

431-432. Research Seminar. 1-4 cr. hrs.

An intensive study of special areas of sociological theory and research. Each student is expected to engage in research under the supervision of the department. Prerequisite: Sociology 319. Co-requisite: Mathematics 216. Statistics or equivalent.

PERSONNEL OF THE COLLEGE

FULL-TIME FACULTY 1976-77

(Date after name indicates year of first appointment.)

BRUCE R. THOMSON, 1959

Vice President for Academic Affairs and Dean of the College; professor of sociology

AB, 1949, William Jewell College; BD, 1952; THM, 1953. Southern Baptist Theological Seminary; MA, 1955, University of Louisville; PhD. 1959, Florida State University

WILLIAM W. ADAMS, JR., 1955

Chairman of department and professor of political science

AB, 1951, MA, 1954, University of Kansas; Law study at University of Kansas, University of Missouri-Kansas City; further graduate study at University of Oklahoma (Munich program); MA, Certificate of Russian Institute, 1960, Columbia University; PhD, 1968 Columbia University.

BETTY APPLE, 1973

Instructor of nursing education

BS, 1969, University of Kansas; further graduate study, School of Nursing, University of Kansas.

GEORGIA B. BOWMAN, 1947

Chairman of department and professor of communication

AB, 1934, William Jewell College; BJ, 1937, University of Missouri; AM, 1941, Iowa State University; PhD. 1956, University of Iowa; further study, University of Denver and Northwestern University.

OSCAR S. BROOKS, 1963

Professor of religion

BA, 1949, Carson-Newman College; BD, 1954, PhD., 1959, Southern Baptist Theological Seminary; further study, Pacific School of Religion, Hebrew Union College Biblical and Archaeological School in Jerusalem, Tel-Aviv University Institute of Archaeology Expedition to Tell Aphek, Regents Park College of Oxford University.

CAROLYN BROSE, 1972

Associate professor and director of nursing education

BS, 1964, Oklahoma Baptist University; MS, 1966, Ohio State University.

DONALD C. BROWN, 1967

Associate professor of music

AB, 1961, University of South Carolina; MCMus, 1964, DMA, 1973, School of Church Music,

110 WILLIAM JEWELL COLLEGE

Southwestern Baptist Theological Seminary.

WILBUR J. BRUNER, 1936

Chairman of department and professor of modern languages

AB, 1932, William Jewell College; AM, 1933, University of Kansas; further graduate study, University of Mexico, Brown University, University of Missouri-Kansas City.

JOHN A. CANUTESON, 1974

Instructor of English

BA, 1964, University of Texas at Austin; MA, 1965, University of Chicago; PhD., 1975, University of Florida.

EDGAR CHASTEEN, 1965

Professor of sociology

BS, 1957, MA, 1959, Sam Houston State College; graduate study, 1961, University of Texas; PhD., 1965, University of Missouri.

KENNETH B. CHATLOS, 1973

Instructor of history

BA, 1969, Moody Bible Institute; BA, 1969, University of North Dakota; MA, 1971, University of Nebraska; candidate for PhD., University of Nebraska.

LUTIE CHILES, 1950

Professor of education and director of elementary education

AB, 1940, William Jewell College; MA, 1947, Northwestern University; Further graduate study, New York University, University of Hawaii, Teacher's College, Columbia University.

CYNTHIA M. CIEPLIK, 1974

Instructor of nursing education

B.S.N., 1969, Loyola University; further graduate study University of Kansas.

HARLES CONE, 1966

Associate professor of Psychology

B.A., 1957, East Texas Baptist College; M.Div., 1962, Southwestern Baptist Theological Seminary; M.A., 1970, University of Missouri-Kansas City; PhD., 1976, University of Missouri-Kansas City.

MYRA L. COZAD, 1961

Assistant professor of English

AB, 1960, William Jewell College; MA, 1963, Washington University; further graduate study, University of Kansas.

PAULA LEA CRAMER, 1973

Instructor of nursing education

BS, 1970, University of Kansas; further graduate study, School of Nursing, University of Kansas.

WILLIAM W. CUTHBERTSON, 1958

Chairman of department and professor of history

AB, 1952, William Jewell College; BD, 1955, Southern Baptist Theological Seminary; PhD., 1962, University of Rochester, further graduate study, University of Maryland.

KEITH R. DAVID, 1969

Associate professor of philosophy

BA, 1954, Oklahoma Baptist University; MA, 1962, University of Wichita; PhD., 1969, Southern Illinois University.

ELLA DAVIDSON, 1961

Associate professor of education

AB, 1937, William Jewell College; MA, 1940, Columbia University Teachers College; further

graduate study, Northwestern University, University of Kansas, University of Missouri-Kansas City, Northwest Missouri State University, Midwestern Baptist Theological Seminary.

JUDITH A. DILTS, 1975

Instructor of biology
AB, 1968, MS, 1975; PhD., 1976,
all at Indiana University.

MARVON P. DIXON, 1965

Chairman of department and professor of chemistry
AB, 1960, William Jewell College; MS, 1963, PhD., 1965, University of Illinois.

D. DEAN DUNHAM, JR., 1969

Chairman of department and professor of English
BA, 1960, Hastings College; MA, 1962, University of Arkansas; PhD., 1970, University of Nebraska.

DEAN EDMISTON, 1969

Associate professor of Accounting
BS, 1966, MS, 1967, Kansas State Teachers College, Emporia, C.P.A.

RUTH EDWARDS, 1973

Assistant professor of nursing education
BS, 1969, University of Missouri-Columbia; MSN, 1973, University of Texas.

GRETA ENGBERG, 1974

Assistant professor of nursing education
Certificate; Nurse Midwifery, 1957, Edinburgh, Scotland; BSN, 1970; MSN, 1974, Texas Woman's University.

FRED FLOOK, 1975

Assistant professor of physical education and coach of baseball

BS, 1958; MA, both at Kansas State Teachers College at Emporia. Further study toward a doctorate at University of Utah.

WESLEY L. FORBIS, 1962

Chairman of department and professor of music
BME, 1952, MA, 1957, University of Tulsa; MM, 1955, Baylor University; PhD, 1970, George Peabody College.

CHARLES DON GEILKER, 1968

Associate professor of physics
AB, 1955, William Jewell College; MA, 1957, Vanderbilt University; PhD., 1968, Case Western Reserve University.

JANICE GLOVER, 1975

Instructor in Communication
BA, Georgetown College; MA, Southwest Missouri State University, 1975.

DARREL W. GOURLEY, 1958

Associate professor of physical education, track coach and cross country coach
BS, 1949, Northeast Missouri State College; MEd, 1952, University of Missouri; further graduate study, University of Indiana, University of Missouri.

KATHERINE GRIFFITH, 1965

Assistant professor of French
BA, 1956, University of Minnesota; MA, 1957, University of Wisconsin; further graduate study in French language and pedagogy, University of Massachusetts.

LARRY MAX HAMILTON, 1967

Assistant professor of physical education, athletic director, and swimming coach
AB, 1961, William Jewell College; MS, 1967, Central Missouri State University.

RICHARD L. HARRIMAN, 1962

Associate professor of English and director of fine arts

AB, 1953, William Jewell College; MA, 1960, Stanford University; further graduate study, Stanford University, Shakespeare Institute, Oxford University.

DOUGLAS J. HARRIS, 1966

Professor of religion and Greek

BA, 1937, Georgetown College; ThM, 1940, PhD., 1948, Southern Baptist Theological Seminary; further study, University of Edinburgh, Vanderbilt University, MA, 1971, University of Missouri-Kansas City, Baptist Theological Seminary, Ruschlikon.

JOHN A. HICKMAN, 1968

Associate professor of physical education, director of professional program, and basketball coach

AB, 1961, William Jewell College; MS, 1963, University of Wisconsin; doctoral candidate, Southern Illinois University.

WALLACE A. HILTON, 1946

Chairman of department and professor of physics

AB, 1933, William Jewell College; AM, 1939, EdD., 1941, University of Missouri; MS, 1948, University of Arkansas; further study, Massachusetts Institute of Technology, University of Wisconsin, University of New Mexico, Rensselaer Polytechnic Institute.

THOMAS T. HOLLOWAY, 1973

Assistant professor of chemistry

BA, 1966, PhD., 1969, Rice University; Postdoctoral research associate, 1969-71, Johns Hopkins University; Welch Research Fellow, 1971-73, Texas Tech University.

EVELYN HUTCHISON, 1972

Associate professor of nursing education

BS, 1959, University of Oregon; MS, 1964, University of Indiana.

DAVID BUSCH JOHNSON, 1970

Assistant professor of art

BA, 1955, Wheaton College; BAE, 1960, School of Art Institute of Chicago; MS, 1967, Illinois Institute of Technology (Institute of Design); MFA, 1974, Kansas University.

JEANNE JOHNSON, 1973

Instructor of nursing education

BS, 1956, University of Illinois; MA 1975, University of Missouri-Kansas City, further graduate study, University of Missouri-Kansas City.

J. GORDON KINGSLEY, JR., 1969

Associate Dean and professor of English

BA, 1955, Mississippi College; MA, 1956, University of Missouri; BD, 1960, New Orleans Baptist Theological Seminary; ThD, 1965, New Orleans Baptist Theological Seminary; doctoral course work completed. University of Louisville; further graduate study. National University of Ireland; Center for the Teaching Professions, Northwestern University.

WILLIAM DAVID KIRKPATRICK, 1975

Assistant professor of religion and director of in-service training

BA, 1962, Baylor University; MA, 1964, Baylor University; MDiv, 1969, Southwestern Baptist Theological Seminary; ThD, Southwestern Baptist Theological Seminary.

BONNIE KNAUSS, 1969

Director of reader services and assistant professor

AB, 1968, William Jewell College; MALS 1969, University of Missouri-Columbia.

EDWARD LAKIN, 1950

Professor of music

BS, 1933, Northeast Missouri State College; MA, 1941, Iowa State University; further graduate study, University of Kansas.

EARL McELWEE, 1965

Associate professor of political science

AB, 1957, William Jewell College; MDiv, 1961, Midwestern Baptist Theological Seminary; MA, 1964, MPh, 1970, and doctoral candidate, University of Kansas.

ROBERT L. McKINNEY, 1962

Associate professor of psychology

AB, 1952, William Jewell College; M.Div. 1958, Southern Baptist Theological Seminary; further graduate study, Washington University.

BARBARA ROSE MACKE, 1968

Assistant professor of physical education

BS, 1963, Southeast Missouri State University, MA, 1972, University of Missouri-Kansas City.

JOSEPH T. MATHIS, 1969

Associate professor of mathematics

BA, 1963, Howard Payne College; MS, 1965, Texas Christian University, further graduate study, Oklahoma University.

RUTH L. MATTHEWS, 1964

Assistant professor of English

BA, 1951, University of Louisville; MA, 1964, and further graduate study, University of Missouri-Kansas City; University of London, 1971.

M. LEE MINOR, 1968

Chairman of department and professor of psychology

BA, 1961, National College; MA, 1963, University of Tulsa; PhD, 1971, Colorado State University.

DAVID O. MOORE, 1956

Chairman of department and professor of religion

AB, 1943, Ouachita Baptist University; BD, 1946, ThM, 1947, PhD., 1950, Southern Baptist Theological Seminary; further study, Union University, New York, Vanderbilt University.

JAMES A. NELSON, 1950

Professor of physical education, football and tennis coach

BS, 1949, Missouri Valley College; MAEd, 1953, University of Missouri-Kansas City; further graduate study, University of Illinois.

CHARLES F. J. NEWLON, 1956

Associate professor of biology

AB, 1956, William Jewell College; MA, 1962, University of Missouri-Columbia, further graduate study of University of Missouri, University of Puerto Rico, University of Missouri-Kansas City, Kansas City Museum of Science and History.

LINDA NEWTON, 1965

Assistant professor of communication

AB, 1962, William Jewell College; MA, 1963, University of Missouri; further graduate study, University of Kansas Medical Center, University of Missouri-Kansas City.

ROBERT L. PARKER, JR., 1974

Assistant professor of sociology

BA, 1947, Howard University; BD, 1950, MDiv, 1970, Eden Theological Seminary; DD, 1964, United Theological Seminary; further study, Tuskegee Institute, Howard University School of Religion, University of Chicago, Southwestern Theological Seminary, University of Missouri.

NORRIS A. PATTERSON, 1950-1969, 1975

Chairman of department and professor of physical education and associate director of development BS, Missouri Valley College, 1939; AM, University of Kansas City, 1952; EdD., Columbia University, 1958.

JOHN L. PHILPOT, 1962

Professor of physics
AB, 1957, William Jewell College; MS, 1961, PhD, 1965, University of Arkansas.

PHILLIP C. POSEY, 1965

Associate professor of music and director of instrumental activities BME, 1959, Florida State University; MM, 1963, Eastman School of Music of the University of Rochester, N.Y.; DMA, 1974, University of Missouri-Kansas City Conservatory of Music.

JOHN DAVID RICE, 1967

Associate professor of history
BArch, 1953, Texas A&M College; BD, 1958, Southwestern Baptist Theological Seminary; further study, University of Houston, Texas Christian University, PhD, 1975, University of Missouri-Columbia.

BETTY S. RICHERT, 1974

Instructor of nursing education
BSN 1971; MN, 1974; University of Kansas.

PAULINE PECK RIDDLE, 1972

Assistant professor of music
BSEd, 1953, Southwest Missouri State College; MSM, 1956, Southern Baptist Theological Seminary; DME, 1972, University of Oklahoma, further graduate study, the University of Kansas.

JAMES DAVID ROBINSON, 1976

Instructor of voice
BME, 1974; MM, 1976, West Texas State University.

PHILLIP WENDELL SCHAEFER, 1976

Instructor in brass/small ensembles
BA, 1968, University of Northern Iowa; MS, 1976, University of Illinois.

ANN MARIE W. SHANNON, 1974

Assistant professor of English
BA, 1951, Agnes Scott College; AM, 1952, Radcliffe College; PhD, 1961, Emory University.

SHERMAN W. SHERRICK, 1968

Assistant professor of mathematics
BS, 1964, Southwest Missouri State; MS, 1968, University of Missouri-Rolla.

PAUL L. SMOCK, 1971

Associate professor of psychology
AB, Oklahoma Baptist University; MA, Oklahoma State University; PhD, 1970, Brigham Young University.

M. J. STOCKTON, 1972

Associate professor of education
BA, 1962, Baylor University; MA, 1967, Sam Houston State University; EdD, 1971, Baylor University.

JULIA K. STRAIN, 1975

Instructor of nursing education
BS, 1966, Ohio State University; MN, 1970, University of Kansas.

DARREL R. THOMAN, 1962

Chairman of department and professor of mathematics
BA, 1960, Hastings college; MA, 1962, University of Kansas; PhD, 1968, University of Missouri-Rolla; further graduate study, University of Missouri-Kansas City.

E. DIANE THOMAS, 1975

Instructor of nursing education
BSN, 1972; MN, 1976, University
of Kansas.

ROBERT S. TROTTER, 1949

Chairman of department and pro-
fessor of philosophy
AB, 1944, Mississippi College;
BD, 1947, PhD, 1956, Yale Uni-
versity; further study, University
of Minnesota.

CATHERINE VERA, 1974

Instructor of modern languages
PhD, 1974, University of Missouri.

BURDETTE L. WAGENKNECHT, 1968

Chairman of department and pro-
fessor of biology
BA, 1948, MS, 1954, University of
Iowa; PhD, 1958, University of
Kansas; further study, Syracuse
University, Arizona State Univer-
sity, University of Puerto Rico,
Oklahoma State University.

MARILYN H. WALKER, 1965

Associate professor of English and
art history
BA, 1961, University of Missouri;
MA, 1965, and further graduate
study, University of Missouri-
Kansas City, University of
Missouri-Columbia.

MARY M. WALKER, 1965

Assistant professor of German
AB, 1962, William Jewell Col-
lege; MEd, 1965, University of
Missouri-Kansas City; further
graduate study, Phillips Univer-
sität, Marburg An der Lahn,
Germany; Goethe Institut, Mur-
nau, Oberbayern, Germany;
University of Munich; University
of Kansas.

FRANK WARD, 1975

Instructor in economics
AB, Colorado State University;

PhD, Colorado State University,
1975.

KERMIT C. WATKINS, 1956

Chairman of department and pro-
fessor of economics
AB, 1931, William Jewell Col-
lege; MA, 1932, Colorado State
University (Colorado A&M); PhD,
1955, University of Kansas.

FRED J. WEST, 1975

Instructor in business administration
MBA, Baylor University, 1975.
BBA, Baylor University, 1973;

EARL R. WHALEY, 1955

Chairman of department, professor
of sociology and director of con-
tinuing education
BS, 1949, University of Tennes-
see; BD, 1952, ThM, 1953, South-
ern Baptist Theological Seminary;
MA, 1954, George Peabody Col-
lege for Teachers; DM, 1974,
Midwestern Baptist Theological
Seminary.

ROBERT F. WICKE, 1961

Chairman of department, professor
of education, and Director of
Teacher Certification
BA, 1949, MA, 1950, University
of Missouri-Kansas City; EdD,
1961, University of Kansas.

DEAN WILDER, 1975

Associate professor of music
BA (Voice), 1963, Cascade Col-
lege; MM (Voice), 1970, New
England Conservatory of Music.

TOM H. WILLETT, 1967

Assistant professor of
communication
AB, 1966, Colorado State Col-
lege, Greeley; MA, 1967, Univer-
sity of Nebraska; doctoral candi-
date, University of Missouri,
Columbia.

JOHN P. YOUNG, 1967

Director of library and assistant professor

AB, 1964, William Jewell College; MA in LS, 1967, University of Denver; M.P.A., 1974, University of Missouri-Kansas City.

SHARON KAY YOWELL, 1973

Instructor of nursing education

BS, 1969, University of Kansas; MS, 1971, University of California at San Francisco.

ARTIST IN RESIDENCE IN MUSIC

CECILIA WARD FRANKLIN, 1970

BA, 1947, Louisiana College; graduate study, Cincinnati Conservatory of Music, University of Cincinnati; Louisiana State University; private instruction with Angelita Loyo Marshall; and Sausto Cleva.

VISITING AND PART-TIME FACULTY 1976-77

CHARLES BEARD, JR., 1974

Instructor of voice

BM, Voice, DePauw University; MM, Voice, Ohio State University; Further study at University of Missouri, Kansas City, Conservatory of Music.

RICHARD A. BROSE, 1973

BS, 1957; Dr. P.H., 1967, University of Pittsburg.

HELEN BROWN, 1968

Instructor of piano

BME, 1961, Samford University; MCM, 1964, School of Church Music, Southwestern Baptist Theological Seminary.

JOHN L. COOK, 1973

Visiting instructor of education

BS, Pittsburg State College; ME, University of Kansas.

BETTY DUNHAM, 1969

Instructor of piano

BA, 1960, Hastings College; MM, 1968, University of Nebraska.

PEGGY W. HARRISON, 1972

Instructor of biology

BA, 1940, Randolph-Macon Woman's College; MA, 1942, Syracuse University; further study, McGill University and University of Virginia.

PAT HARTLEY, 1972

Director of learning skills program
BS, Park College; MS, University of Missouri at Kansas City; Specialist Degree in Reading, Central Missouri State University.

KHATAB HASSAEIN, 1973

BS, 1948; PhD., 1963, University of North Carolina.

SARAH HIGGINS, 1974

Instructor of piano
BM, 1968, Bethany College; MM,
1971, University of Missouri-
Kansas City.

JOHN IATZKO, 1975

Instructor in strings
BA, Wayne State University,
1974.

RON R. KOGER, 1973

BS, 1961, Kansas State College;
Ed.D., 1975, University of Kansas.

MARY G. JOHNSON, 1970

Associate professor of French
BA, 1959, Mount Holyoke Col-
lege; MA, 1961, Middlebury Col-
lege Graduate School in Paris;
doctoral candidate, University of
Wisconsin.

PATRICIA LUND, 1968

Instructor of physical education
AB, 1948, William Jewell College.

CARMEN MEISENBACH, 1974

Instructor of piano
BM, Julliard School of Music.

KURT MEISENBACH, 1974

Instructor of strings
BM, 1971, Manhattan School of
Music.

MARY S. MILLER, 1967

Associate professor of education
BS, 1964, MS, 1967, Eastern Con-
necticut State College (formerly
Willimantic State College); Ph.D.,
1974, University of Missouri-
Kansas City.

ANN POSEY, 1966

Instructor of piano
BM, 1963, University of Ala-
bama; further graduate study,
University of Alabama.

HARRY A. STEWART, 1975

BA, 1958; M.D., 1962, University
of Kansas.

GENE STOKES, 1971

Instructor of voice
BM, 1960, Westminster Choir Col-
lege, Princeton, N. J.

VERONICA TAPSONYI, 1969

Artist-Teacher
Diploma, Gyor, Hungary; Winner
of Liszt Prize, Gyor, Hungary;
B.Mus, 1968; M.Mus, 1970, Uni-
versity of Missouri-Kansas City.

DONALD M. WALD, M.D., 1968

Adjunct Professor in Radiologic
Technology
(Radiologist, North Kansas City
Memorial Hospital, Kansas City,
Mo.)

ROBERT WILLIAMS, 1975

Visiting Instructor of psychology
BA, William Jewell College, 1973;
MA, University of Missouri-
Kansas City, 1975.

MAX ZICKEFOOSE, 1972

Instructor of guitar
BA, University of Illinois-
Champaign; further graduate
study, Conservatory of Music,
Kansas City, Missouri.

EMERITI FACULTY AND ADMINISTRATORS

BERNICE B. GONZALEZ

Associate professor of modern languages, 1964-1974

HUBERT INMAN HESTER

Professor of religion, 1926-1961
Interim President, 1942-1943;
Vice President, 1943-1961

E. W. HOLZAPFEL

Vice President of student affairs, 1947-1970
Acting President, 1969-70

THURSTON F. ISLEY

Professor of education 1930-1971

D. VERN LaFRENZ

Associate professor of mathematics, 1945-1969

LYDIA LOVAN

Associate professor of music, 1946-1971

RUTH McDANIEL

Professor of modern languages, 1942-1970

ULMA ROACH PUGH

Professor of history, 1929-1966

VIRGINIA D. RICE

Associate professor of communication, 1930-1975

OLIVE E. THOMAS

Associate professor of biology, 1936-1974

CLINICAL ACADEMIC APPOINTMENTS

SYLVIA A. AMBORN, 1975

B.S.N., 1971; M.S.N., 1975, University of Kansas

MAUREEN BERGNER, 1976

B.S.N., 1976, Aliva College; M.N., 1976, University of Kansas

CAROLYN EDISON, 1976

B.S.N., 1974, William Jewell Col-

lege; M.N., 1976, University of Kansas

CHERYL TAYLOR, 1976

B.S., 1967, Prairie View A&M University; M.S., 1976, University of Kansas

BARBARA VOSHALL, 1976

B.S.N., 1973, Graceland College; M.N., 1976, University of Kansas

BOARD OF TRUSTEES

ELMER C. ADAMS, SR.

Residence, R. D. Mize Road, Blue Springs, Mo. 64015; business address, P.O. Box 268, Rt. 1, Blue Springs, Mo. 64015.

Chairman of the board, Adams Dairy Company; chairman of building committee two years at Baptist Memorial Hospital, member of executive board Baptist Memorial Hospital, president of board of trustees for 1964, reelected for 1965, Baptist Memorial Hospital; president of Jackson County

Farm Bureau four consecutive years, past member of Missouri Farm Bureau Federation eight consecutive two-year terms; Baptist.

JAMES R. BOCELL

Residence, 1 Elmwood Road, St. Joseph, Mo. 64505; business, American National Bank, St. Joseph, Mo. 64502.

Senior Vice President and Senior Trust Officer, American National Bank, St. Joseph; member, Kansas City Bar Association, the Missouri Bar, the Trust Services Committee of Missouri Bankers Association, Rotary Club, Moila Shrine Temple; member, St. Joseph Bar Association; treasurer, Pony Express Council, Boy Scouts of America; treasurer, First Baptist Church, St. Joseph; Baptist.

WILLIAM P. BROWNING, JR.

Residence, 3108 West 67th St., Shawnee Mission, Ks. 66208; Livestock Exchange Building, Kansas City, Mo. 64102, retired.

President, William P. Browning and Son, ranch management and livestock; Baptist.

WILLIAM M. CROUCH

Residence, 239 Chasselle Lane, St. Louis, Mo. 63141; business address, Velvet Freeze, 3230 Gravois, St. Louis, Mo. 63118.

Vice-president, Velvet Freeze Ice Cream Co., St. Louis, Mo.; Sunday school teacher and deacon, Kirkwood Baptist Church; member of Downtown Kiwanis, St. Louis, Mo.; Baptist.

CHARLES E. CURRY

Residence, 1030 W. 53rd Terrace, Kansas City, Mo. 64112; business address, Home Savings Association, 1006 Grand, Kansas City, Mo. 64106.

Chairman of the board, Charles F. Curry and Company; chairman of the board, Home Savings Association, Kansas City, Mo.; Baptist.

HOMER EARL DeLOZIER, D.D.

Residence, 1700 Bellevue, St. Louis, Mo. 63117; business address, 3526 Washington Blvd., St. Louis, Mo. 63103.

Minister; supt. of missions, St. Louis Baptist Assn.; executive secretary, St. Louis Baptist Mission Board, 1955; president, St. Louis Baptist Ministers' Conference, 1946; Missouri Baptist Children's Home, 1949-52; trustee, Home for Aged Baptists, 1950-51; moderator, St. Louis Baptist Association, 1952-53; president, St. Louis Mission Board, 1953-54; secretary, executive committee Missouri Baptist Hospital, 1955; Baptist.

D. CLEVELAND FRANKLIN, JR.

Residence, 6401 Belinder Rd., Shawnee Mission, Ks. 66208.

Vice-president, ISC Financial Corp.; president, Protection, Inc., Kansas City; president, Furniture Warehouse, Inc., El Paso, Tex., Las Cruces and Albuquerque, New Mexico; Director, ISCO Manufacturing Co., Inc. and ISCO Acceptance Corp., Kansas City, Mo. and United States Forgcrafft Corp., Ft. Smith,

Ark.; president, board of trustees, Baptist Memorial Hospital; deacon, Wornall Road Baptist Church, Kansas City; Baptist.

WILLIAM D. HAWN

Residence, 4550 Warwick Blvd., Kansas City, Mo. 64111; Hawn Bedding Company, Retired.

Chairman of board, Hawn Bedding Company, Kansas City, Mo.; Kansas City Chamber of Commerce; board of trustees and board of governors, Baptist Memorial Hospital; advisory board of Defenders of Christian Faith; Baptist.

ARTHUR L. LAND

Residence, 8404 Ensley Place, Leawood, Ks. 66206; business address, 7721 State Line, Suite 101, Kansas City, Mo. 64114.

President, Southwest Acceptance Corporation; past president, member of board of trustees, Baptist Memorial Hospital, Kansas City, Mo.; Baptist.

ERNEST T. LINDSEY

Residence, 1118 Ridgeway, Liberty, Mo. 64068; business address, Farmland Industries, P.O. Box 7305, Kansas City, Mo. 64116.

President, Farmland Industries, Inc., deacon, Second Baptist Church, Liberty, Mo.; vice president of board of trustees of William Jewell College; Baptist.

SAMUEL E. MADDOX, D.D.

Residence, 2619 Lovers Lane, St. Joseph, Mo. 64506; business address, 13th and Francis, St. Joseph, Mo. 64501.

Pastor; First Baptist Church of St. Joseph; former member of executive board and executive committee of Missouri Baptists; past president of Sunday School Board; past chairman of Christian Life Commission of Missouri; President of Ministerial Alliance of St. Joseph; Baptist.

EUGENE M. MOORE

Residence, 5331 Norwood, Shawnee Mission, Ks. 66205; business address, 20 West Ninth Street, Kansas City, Mo. 64105.

Executive vice president, Charles F. Curry and Company; member, Real Estate Board; trustee, Baptist Memorial Hospital; member, Kansas City Bar Association; member, Kansas City Chamber of Commerce; deacon, Calvary Baptist Church, Kansas City; Baptist.

FRED H. PILLSBURY

Residence, 680 South McKnight Road, St. Louis, Mo. 63124; business address, 1831 Chestnut, St. Louis, Mo. 63166.

Industrialist; vice-president & Consultant, Gould, Inc., Century Electric Div., St. Louis, Mo.; Baptist.

LAVONNE R. RUKIN

Residence, 3143 N.E. 59th Terr., #4, Kansas City, Mo. 64119.

Retired president, Industrial Fumigant Co., Kansas City; Partner, Winru Chemical & Sales Co.; member, Soroptimist Club, the Kansas City Women's Chamber of Commerce (former editor of that organization's publication The

Civic Woman); has served on board of directors of Shamrock House; sponsor, American Royal; assistant area director, the Administrative Management Society; active in People to People Program; member, Calvary Baptist Church, Kansas City; Baptist.

ELLIOTT C. SPRATT

Residence, 706 South 13th, St. Joseph, Mo. 64501; business address, Hillyard Enterprises Inc., St. Joseph, Mo. 64502.

Director, Hillyard Enterprises; director, Hillyard Sales Co., Eastern; partner, Spratt Real Estate Co.; trustee, American Humanics Foundation; deacon, First Baptist Church, St. Joseph, Mo.; Baptist.

GERALD R. SPRONG

Residence, 3907 North 29th Terrace, St. Joseph, Mo. 64506; business, American National Bank, St. Joseph, Mo. 64502.

President and Chief Executive Officer of Ameribank, Inc., St. Joseph, Mo.; Director, Home Savings Association of Kansas City; Director and Chairman of the board of First State Bank, Rolla, Mo.; Director, American Bank and Trust Co., Kansas City, Mo.; Director, Price Candy Co., Kansas City, Mo.; Director, Bank of Higginsville, Mo.; administrator, Oscar D. Nelson Foundation; chairman, Structure and Reorganization Committee of the Missouri Baptist Convention; member and deacon, Wyatt Park Baptist Church of St. Joseph, Mo.

HARVEY M. THOMAS, PhD.

Residence, 617 Jefferson Circle, Liberty, Mo. 64068.

President, Thomas and Associates, Inc., psychological consultants to management; director, National Commercial Bank, Liberty, Mo.; director, Kansas Bankcorporation, Kansas City, Ks.; trustee, Midwest Christian Counseling Center; director, Arrow Rock Lyceum; member, American Psychological Association, Midwest Psychological Association, Kansas City Psychological Association; Certified Psychologist, Missouri; Certified Psychologist, Kansas; Sigma Xi; Baptist.

NATHAN A. TOALSON

Residence, South Jefferson St., Centralia, Mo. 65240; A. B. Chance Co., retired.

Chairman of Board and director, A.B. Chance Company, Centralia, Mo.; trustee, Chance Foundation; deacon, First Baptist Church, Centralia, Mo.; Baptist.

JOHN F. TRUEX

Residence, 13139 Thornhill Drive, St. Louis, Mo. 63131; business address, TWA—605 Third Ave., New York, N.Y. 10016.

Vice President — Sales and Services, Western Division, Trans World Airlines; executive council, Delmar Baptist Church, St. Louis; Baptist.

WILLIAM E. TURNAGE

Residence, 509 Nashua Rd., Liberty, Mo. 64068; business address, Jackson County Courthouse, 12th and Oak Streets, Kansas City, Mo. 64106.

Judge, Missouri Court of Appeals, Kansas City District; president, board of trustees of William Jewell College; Baptist.

CARL F. WILLARD

Residence, 634 West 66th Terrace, Kansas City, Mo. 64113; business address, 20 West Ninth Street, Kansas City, Mo. 64105.

Vice president and director, Home Savings Association; assistant to the chairman of the board and senior vice-president, Charles F. Curry and Company; member, Kansas City Chamber of Commerce; Real Estate Board; trustee, Baptist Memorial Hospital; deacon, Calvary Baptist Church, Kansas City; secretary-treasurer of board of trustees of William Jewell College; Baptist.

BERTRAM H. WITHAM

Residence, 89 Fox Hill Road, Stamford, Conn. 06903; business address, IBM, Armonk, N.Y. 10504.

Treasurer, IBM, New York; member, board of directors, for the following: IBM World Trade Corporation, Adela Investment Co. S.A., J. Henry Schroder Banking Corporation, Foreign Policy Association, National Foreign Trade Council, American Graduate School of International Management, Bill Glass Evangelistic Association; trustee, Hartt College of Music, University of Hartford; Baptist.

WILLIAM F. YATES

Residence, 439 East Main, Richmond, Mo. 64085; business address, Exchange Bank of Richmond, Richmond, Mo. 64085.

Banker; chairman of the board and director of Exchange Bank of Richmond, Mo.; president and director, Richmond Loan and Realty Company; president and director, Ray Land Co.; president and director, Missouri Valley Farms; president and director, Progressive Enterprises; Baptist.

TRUSTEES EMERTI

R. E. COOPER, 10315 Johnson Dr., Shawnee Mission, Ks. 66203.

JOE E. CULPEPPER, 630 W. Meyer Blvd., Kansas City, Mo. 64113.

JOHN B. WORNALL, JR., P.O. Box 253, Point Clear, Ala.

OFFICERS OF THE ADMINISTRATION

THOMAS S. FIELD, B.S., B.D., D.D., President, Greene Hall.

BRUCE R. THOMSON, A.B., B.D., Th.M., M.A., Ph.D., Vice President for Academic Affairs and Dean of the College, Greene Hall.

DAN M. LAMBERT, A.B., M.A., Dean of Student Affairs, Greene Hall.

J. GORDON KINGSLEY, JR., B.A., M.A., B.D., Th.D., Associate Dean of the College, Greene Hall.

A. S. MICHEL, B.S., Director of Development, Curry Library.

WAYNE VALENTINE, B.S. in B.A., Business Manager, Greene Hall.

R. ELTON JOHNSON, JR., B.A., M.Div., Dean of Religious Life, Gano Hall.

ADMINISTRATIVE STAFF

RICHARD P. BOWLES, M.D., College Physician, 112 North Water Street, Liberty, Mo.

SANDRA M. CAREY, B.B.A., Controller, Greene Hall.

ALFORD W. COFFMAN, Director of Financial Aid, Greene Hall.

HARLES E. CONE, A.B., M.Div., M.A., Ph.D., Director of Counseling Services, Curry Library.

TONI C. FLEMING, A.A., Assistant Director of Financial Aid, Greene Hall.

DEOLA GAIRRETT, Registrar, Greene Hall.

CLYDE T. GIBBS, JR., A.B., M.R.E., Associate Director of Admissions, Greene Hall.

LOREN S. GOINGS, A.B., Th.M., Th.D., Church-College Co-ordinator, 9817 Bennington, Kansas City, Mo.

JOHNNIE HUMAN, A.B., M.R.E., M.A., Associate Dean of Students, Greene Hall.

DEAN NAY, B.S., Manager of Food, Housing, and Auxiliary Services. Yates College Union.

NORRIS A. PATTERSON, B.S., A.M., Ed.D., Associate Director of Development, Curry Library.

GARY PHELPS, B.A., M.S., Assistant Dean of Student Affairs, Greene Hall.

FRED PRESLEY, B.A., Th.M., Associate Director of Development, Curry Library.

RONALD C. RAMEY, A.B., Admissions Counselor, Greene Hall.

AARON M. REUCK, B.S.C.E., Director of Physical Plant, Greene Hall.

JUDY RYCHLEWSKI, A.B., M.S., Director of Career Development, Yates College Union.

VELMA SCHULTZE, Director of the News Bureau, Greene Hall.

WILLIAM D. SOPER, M.D., Associate College Physician, Westowne Office Center, Liberty, Mo.

LARRY E. STONE, A.B., M.A., Associate Director of Admissions, Greene Hall.

J. ED. WALLER III, A.B., M.S., Director of Alumni Services and Public Relations, Greene Hall.

EARL R. WHALEY, B.S., B.D., Th.M., M.A., D.Min., Director of Continuing Education, Jewell Hall.

HARLEY WYATT, JR., A.B., Director of Admissions, Greene Hall.

JOHN YOUNG, A.B., M.L.S., M.P.A., Director of Library, Curry Library.

PART TIME ADMINISTRATIVE STAFF

BONNIE CROSSETT, A.B., M.A., Student Personal Associate, Greene Hall.

CONNIE WHITE, A.B., Student Personal Associate, Greene Hall.

STANDING COMMITTEES, 1976-77

ACADEMIC CALENDAR — Kingsley (Chm), Forbis, Lambert, Newton, Patterson, B. Thomson, Student: Jamie Rathbun.

ACADEMIC CEREMONIES — B. Thomson (Chm), Field, Forbis, Newlon, Philpot, D. Rice, Reuck, Student: Debra Todd.

ADMISSIONS — B. Thomson (Chm), Cuthbertson, Geilker, Human, J. Johnson, Lambert, Phelps, Posey, Wyatt, Student: Marise Duff.

ADVISORY PROGRAM — (Cone (Chm), Davidson, Edmiston, Hilton, Kingsley, Lambert, Student: Chris Minor.

ATHLETICS — Wagenknecht (Chm), David, Edmiston, Hickman, Macke, Parker, Patterson, Student: John Kuddes.

CAMPUS ORGANIZATIONS AND SPECIAL STUDENT EVENTS — Phelps (Chm), Glover, Harriman, Human, Macke, Newton, Parker, Wilder. CATALOG — B. Thomson (Chm), Bowman, D. Johnson, Schultze, Waller, Wyatt.

CHRISTIAN CONCERN — Riddle (Chm), Glover, Holloway, Kirkpatrick, Smock, Thoman, West, Students: Fran Cox, Janis Tanner.

COMMUNITY AND COLLEGE RELATIONS — Patterson (Chm), Brose, D. Johnson, Kingsley, Michel, Moore, Posey, Willett, Wyatt, Student: Kit Truex.

CONDUCT — Newton (Chm), Hamilton, Brown, Newlon, Philpot, Whaley, Students: Steve Sitler, Ann Cuneio, Jim Waits, Steve Krause.

CURRICULUM AND EDUCATIONAL POLICY — Kingsley (Chm), Adams, Bowman, Brooks, Brose, Bruner, Cuthbertson, Dunham, Hilton, McKinney, Stockton, Trotter, Watkins, Student: Pam Wallis.

EDUCATIONAL RECORD REVIEW — Lambert (Chm), David, Dunham, D. Johnson, Shannon, Sherrick.

FACULTY REPRESENTATIVES ON STUDENT PUBLICATIONS — Bowman (Chm), Lambert, Watkins, Students: Fran Anderson, Steve Krause, Jim Waits.

FINANCIAL AIDS — Lambert (Chm), Coffman, Dixon, Human, Kirkpatrick, Rychlewski, Valentine.

FINE ARTS — Harriman (Chm), Forbis, D. Johnson, Thomas, B. Thomson, Rychlewski, Turnage, L. Walker, M. Walker, Student: Duane Reed.

HONORS COUNCIL — Holloway (Chm), Cozad, Dilts, Harris, Philpot, Shannon, Student: David McInnes.

INDEPENDENT AND OFF-CAMPUS STUDIES — Griffith (Chm), Davidson, Human, Kingsley, Lambert, Mathis, Rice, B. Thomson, Vera, Student: Pat Zwiebel.

INSTRUCTIONAL IMPROVEMENT — Minor (Chm), Canuteson, Chatlos, Cieplik, Daivdson, Dixon, Sherrick, Ward.

LIBRARY — David (Chm), Brown, Chiles, Cuthbertson, J. Johnson, Kingsley, Kirkpatrick, Knauss, M. Walker, Young, Student: Fran Anderson.

PRE-MEDICAL — Mathis (Chm), Brose, Dixon, Lambert, Minor, Newlon, Wagenknecht.

REGISTRATION — Kingsley (Chm), Cone, Gairrett, Hamilton, Rychlewski, Stone, Valentine, Whaley, Wyatt, Student: Michele Hopkins.

SABBATICAL LEAVE — Willard (Chm), Cuthbertson, Field, Franklin, Hilton, Kingsley, B. Thomon, Trotter, Turnage. WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES — Lambert (Chm), Bowman, Brooks, Bruner, Chasteen, Chiles, Cozad, Cuthbertson, Forbis, Hamilton, J. Johnson, McElwee, Sherrick, Phelps, Trotter.

COMMITTEE ON COMMITTEES — Adams, Canuteson, Geilker, Griffith, Harris, J. Johnson, Mathis, Philpot, Rice, Stockton.

FINANCIAL INFORMATION 1976-77

GENERAL FEES

	One Semester	Nine Months
Tuition	\$ 775.00	\$1,550.00
Fees	87.50	175.00
Room	200.00	400.00
Board	312.50	625.00
Total	\$1,375.00	\$2,750.00

SPECIAL FEES

Late registration\$25
Late payment fee\$25

All accounts are due and payable on or before the first day of classes. This includes all students who have pre-enrolled. Those who do not clear their financial obligations before the first day of classes will be charged a late payment fee. Those who wish other than cash payments may take advantage of varied time payment plans by contacting the Business Office.

Change of course after registration\$5
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Students taking either Education 410, Supervised Student Teaching in the Elementary School; or Education 420 Supervised Student Teaching in High School\$75

Graduation fee, seniors only, payable at time of fall registration\$25

Auditing any course, part-time students, per semester hour\$15

Uncollectable checks\$ 5
Learning Skills\$60

All students taking more than 18 semester hours in a semester pay \$40 for each credit hour above 18.

Students registered for less than 12 semester hours will pay tuition at the rate of \$70.00 per semester hour.

The full amount of a semester's charge is payable on or before August 15 for the fall semester and on or before December 15 for the second semester.

BOOKS

Approximately \$150 per year is needed for cash purchases of books and supplies from the college bookstore.

MUSIC FEES*

In addition to tuition charges as provided above, fees for private one-half hour music lessons and for class music lessons are as follows:

ACTIVITY One-Semester

Music majors:

one lesson per week\$ 40
two lessons per week\$ 80

Non-music majors:

one lesson per week\$ 60
two lessons per week\$120

Special students: one lesson per week	\$ 60
Voice class	\$ 25
Piano class	\$ 25

* Applied music fees will not be refundable after Friday 11:00 a.m. of the second week of the semester.

DEFERRED PAYMENT OF EDUCATION COSTS

Low-cost deferred payment programs are available through Education Funds, Inc., Tuition Plan, Inc. and College Aid Plan, which provide for payments directly to the lending agency at a reasonable interest rate, depending on the number of years selected for repayment.

TUITION REFUND

Tuition is refundable for withdrawal for other than disciplinary reasons as follows:

- 80% within the first two weeks
- 60% within the first three weeks
- 40% within the first four weeks
- 20% within the first five weeks
- None after five weeks.

The tuition refund schedule for stu-

dents reducing registration to 17 credit hours or below 12 credit hours is the same as above.

All fees and room charges are non-refundable.

Students withdrawing during the semester will receive a 50% refund on their board on a pro rata basis. Fifty percent of the board is not refundable.

For students withdrawing because of protracted illness, certified to by an attending physician, the unused portion of the board paid in advance is refundable.

Refunds will not be made when a student is dismissed for disciplinary reasons.

FINANCIAL RESPONSIBILITY

Willingness to assume financial responsibility is a mark of increasing maturity. Students whose accounts with the College are unsatisfactory are not issued grades, transcripts or diplomas; room, board and other privileges may be suspended as a result of unsatisfactory student accounts.

CALENDAR 1976-77

First Semester, 1976

Saturday, August 28	Residence Halls Open
Sunday-Tuesday, August 29-31	Freshman Orientation
Tuesday, August 31	Registration
Wednesday, September 1	Classes Begin
Tuesday, September 7	Opening Convocation
Monday, September 13	Close of Registration Changes
Saturday, October 23	Homecoming
Saturday, November 6	Parents' Weekend
Wednesday, November (12:20 p.m.) 24	Thanksgiving Holiday Begins
Sunday, November 28	Dorms Open—Supper Served
Monday, November 29	Classes Resume
Monday-Thursday, December 13-16	First Semester Final Exams
Friday, December 17 (Noon)	Christmas Holiday Begins

Winterim, 1977

Monday, January 3	Winterim Begins
Friday, January 21	Winterim Ends

Second Semester, 1977

Sunday, January 23	Registration (2:00-5:00 p.m.)
Monday, January 24	Registration
Tuesday, January 25	Classes Begin
Friday, February 4	Final Date for Registration Changes
Thursday, February 24	Achievement Day
Saturday, March 12	Spring Vacation Begins
Sunday, March 20	Residence Halls Open — Supper Served
Monday, March 21	Classes Resume
Tuesday-Friday, May 10-13	Second Semester Final Exams
Saturday, May 14	Alumni Day
Sunday, May 15	Baccalaureate Service Commencement

Summer School, 1977

Monday, June 6	Summer School Registration
Tuesday, June 7	Classes Begin
Friday, July 22	Summer School Ends

CALENDAR FOR 1977-78

First Semester, 1977

Saturday, August 27	Residence Halls Open
Sunday, Tuesday, August 28-30	Freshman Orientation
Tuesday, August 30	Registration
Wednesday, August 31	Classes Begin
Saturday-Thursdays, December 10-15	Final Exams
Friday, December 16	Christmas Holiday begins

A PURPOSE

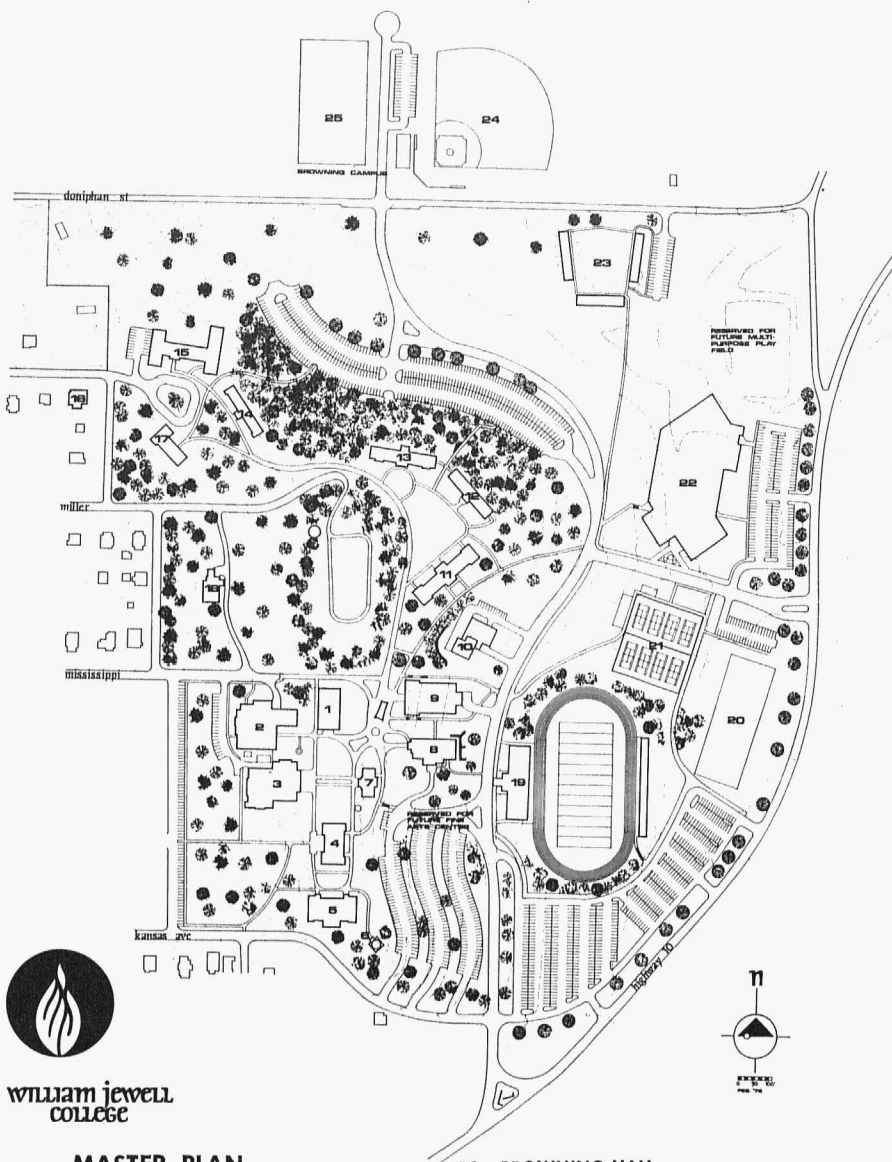
William Jewell College has long been known as the "Campus of Achievement." By encouraging academic excellence, spiritual commitment, and social concern, the college strives to equip the student to achieve throughout life his greatest potential in every area of his experience. Thus, William Jewell College is committed:

To provide a sound liberal arts education of superior quality. As a respected institution of higher learning William Jewell College endeavors to provide a breadth of stimulating intellectual experience which challenges the individual to become a unique person, self-disciplined and scholarly, yet responsive and sensitive to the needs of his society. In its pursuit of the liberal arts and sciences, the college focuses upon the individual student as a significant agent for change and for good in an uncertain time.

To be an institution with unquestioned loyalty to the ideals of Christ, which includes a Christian philosophy

in teaching and in daily living on the campus. The college aspires to be a community in which the Christian commitment of the members exemplifies the compatibility of sound scholarship and the Christian faith, and demonstrates its worthiness as a way of life. In keeping with this viewpoint the individual is challenged to develop a worthy code of conduct for his life which should inspire him to meaningful involvement with his fellow man.

To cooperate thoroughly with the Missouri Baptist Convention to offer the finest Christian education possible. As a church-related institution, William Jewell College, founded in 1849 by the Baptists of Missouri who have continued to provide financial support, aims to serve the denomination and to emphasize the best in its Baptist heritage. The college helps train leaders, both professional and non-professional, for the denomination and seeks new methods of communicating the Christian faith to each generation.



**william jewell
college**

MASTER PLAN

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|----------------------------|--------------------------------|
| 1 GANO CHAPEL | 13 BROWNING HALL |
| 2 YATES COLLEGE UNION | 14 JONES HALL |
| 3 CURRY LIBRARY | 15 SEMPLE HALL |
| 4 JEWELL HALL | 16 EVANS HALL |
| 5 MARSTON SCIENCE BUILDING | 17 MELROSE HALL |
| 6 PLANETARIUM | 18 PRESIDENT'S HOME |
| 7 GREEN HALL | 19 STADIUM |
| 8 MUSIC BUILDING | 20 PRACTICE FIELD |
| 9 BROWN HALL | 21 TENNIS COURTS |
| 10 MAINTENANCE BUILDING | 22 PHYSICAL EDUCATION FACILITY |
| 11 ELY HALL | 23 MARRIED STUDENT HOUSING |
| 12 EATON HALL | 24 BASEBALL |
| | 25 SOCCER |