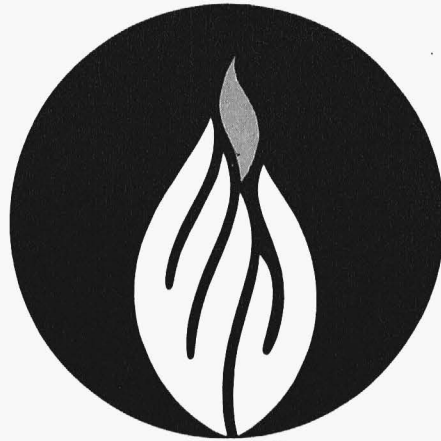




william jewell
COLLEGE

CATALOG 1978-79



william jewell
college

Catalog 1978-79

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 almost 130 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 able and committed individuals who have had an extraordinary impact upon their contemporaries.

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

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. A primary 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.

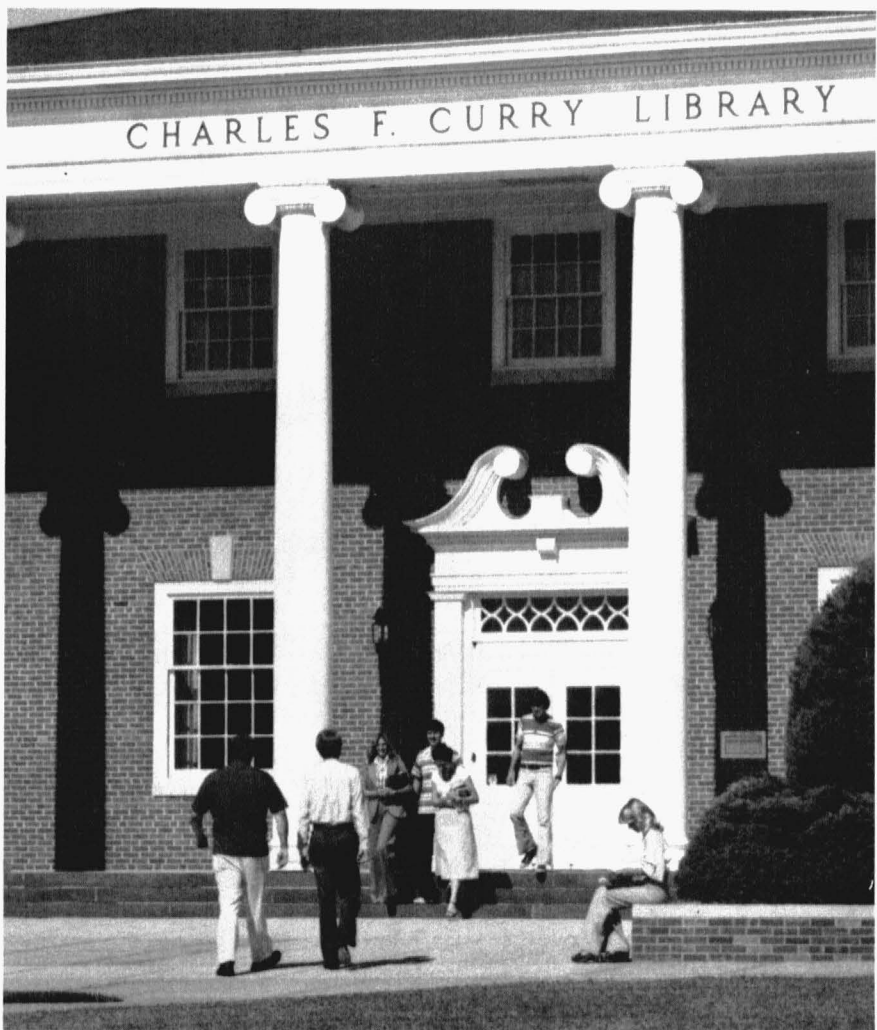
This is achieved through a liberal arts education attuned to the needs of the whole person. And it gives meaning to the ideal of a Christian liberal arts college that seeks to understand human culture and to encourage responsible Christian participation in a contemporary society . . . a way of life!

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General Information





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, frontier statesman, 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, site of several playing fields and outdoor recreational facilities. 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 advanced 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 Wil-

liam 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 audiovisual services for the total campus. Through special telephone, computer, and postal connections, all students have access to other great libraries existing in the Kansas City area and nation, 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 constructs in consultation with his adviser or Personal Advisory Committee, his individual educational program at William Jewell College. This Program of Personal Achievement will be his distinctive combination of courses and experi-

ences 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 designs or chooses 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 is worked out in consultation with the student's Personal Advisory Committee and normally consists 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 Dean of the College.

Independent Study

Each student should include at least one experience of independent study in his college career, pursued in an area of his own special interest. The independent studies project will be worked out in cooperation with the adviser or 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 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 Dean of the College. A group of William Jewell Scholars will be studying in the 1978-79 academic year at Oxford University in England.

The Oxford-William Jewell Tutorial Program. In the 1978-79 academic year, a small number of academically gifted students will be admitted to the first class of Oxford-William Jewell Tutorial Scholars. These students will pursue one-fourth of their freshman-level work and one-half of their sophomore-level work in individual, tutorial relationships with William Jewell professors. The junior year will be spent at Oxford University, England, in the traditional British tutorial mode of study. The senior year will be spent in tutorial study on the William Jewell campus. This blending of the best in British and American traditions of educational excellence is a program unique to William Jewell College.

Foreign and Off-Campus Study

An off-campus field term is recommended for each student. 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, can come back to the campus with a fund of experiences to share in the college community and can measure their desire to learn.

The Adviser or 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 such experiences as foreign study, work-study in the inner city, social or religious service, vocational internship, or study at another college. It may be formally structured classwork or independent study.

Programs in the United States. The college sends students to the United Nations Semester of Drew University and the Washington Semester of American University. Students interested in these and similar programs should contact the Office of the Dean.

Student Exchange. Students who are enrolled in William Jewell College also have access to the curricular offerings of 17 other colleges and universities in metropolitan Kansas City, members of the Kansas City Regional Council for Higher Education. A full-time student may register for one course per semester at any of 17 other KCRCHE campuses at no additional tuition cost.

Urban Studies. The location of William Jewell College in the suburbs of a great metropolitan center makes special studies in the urban environment possible for interested students. Such studies may be arranged in sociology and social work, education, business, communication, and a variety of other areas. These programs are arranged through the resources of the Kansas City Regional Council for Higher Education, appropriate academic departments, or the Office of the Dean.

International Studies. William Jewell College has a large network of relationships with universities and study programs around the world. Special and individualized programs may be tailored to individual student interests. These may be of short term (e.g., one month) duration, a full semester, or a full year. The Co-ordinator of International Programs, in the Office of the Dean, will assist any student in planning an overseas study venture.

Oxford University Program. William Jewell conducts a cooperative program with Regent's Park College and St. Peter's College of Oxford University, permitting William Jewell men and women to study at Oxford each year. Details are available from the Dean of the College.

Harlaxton College, England. A campus extension at a Manor House near Sherwood Forest in Lincolnshire, England, is an exciting 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 East-West exchange program.

The Personal Advisory Committee and the Advisory Process

Each student at William Jewell has the assistance of a primary adviser 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 responsibility the personal advising of students in their total development—intellectually, spiritually, emotionally, socially, and 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, though the original primary adviser may 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, businessman, 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 of activity courses
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 adviser(s) and department(s) of the 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 sci-

ence, 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, nursing education 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 of activity courses
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 bonafide 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 grad-

uation 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, applied music, and other skills development or enrichment areas.

January affords a one-month "Winterim" break, during which time some students pursue internships or special educational programs, such as short courses overseas or on another campus. The college is, in 1978-79, in a transitional year from a formal January term program to an alternative approach which will achieve similar goals: creativity, enrichment, experimentation, and imagination in non-traditional educational programs.

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 Evening Division is designed to provide 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 business, sociology, psychology, and liberal arts. The program also includes some specialized classes appropriate for an adult population. 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 business and professional organizations. In every class the instructor is a highly trained and professionally competent person concerned with providing an educational experience of high quality.

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

Preparation for Special Needs

William Jewell is firmly committed to education in the great tradition of the liberal arts, seeking to educate students as total persons rather than giving a narrow or mechanistic "training." A liberally educated person is also a competent person, however, and by both historical and philosophical commitment the college seeks to prepare students for responsible roles in society. Some patterns of professional and pre-professional studies are sketched in the following paragraphs:

Arts and Sciences (Graduate Study)

William Jewell College is fully accredited by the North Central Associa-

tion of Colleges and Secondary Schools and approved by the Association of American Universities, its graduates may therefore 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, planning 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

The aim of the department of economics and business administration is to offer opportunities for both general and professional training in these 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 excellent.

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.

Education

William Jewell College has long served the communities of America by educating teachers for public schools as well as colleges and universities. In a four-year curriculum at William Jewell, a student can prepare to be an elementary school teacher, a subject-area teacher in junior high and high schools, or a teacher-athletic coach. Work is also available toward certification in fields of special education. Upon completion of the carefully-planned curriculum of the college and education department, the student can receive both a baccalaureate degree and state certification for teaching. Education department programs include an emphasis on the liberal arts, on professional studies and support courses (the nature of the learner, organization of the school, teaching and learning strategies, philosophies of teaching, clinical field experiences, supporting content areas), and on teaching field studies. A detailed description of programs in the education department and admission requirements to teacher education programs may be found in the departmental and course section of this catalog.

If a student desires a career in college or university teaching, William Jewell provides excellent undergraduate instruction as a prelude to graduate study at the Master's or Doctoral levels. William Jewell alumni are active in professorates at major universities and colleges of the United States.

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

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.

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 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. The number of years of premedical work required 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 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. Students who expect to be admitted to a medical school must maintain a high scholastic record.

Medical Technology

In cooperation with several hospitals in the Kansas City area, 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 in a hospital program. Upon satisfactory comple-

tion, 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
	28 hours

4. Recommended areas of major concentration are

Communication	
English	Psychology
History	Religion
Philosophy	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 director of the Church Related Vocation program at each fall registration period.

Nursing

William Jewell conducts an outstanding program of nursing education which is based on the broad educational values of the college and leads toward the highest level of professional competence in nursing.

The department of nursing education has shaped a coherent curricular design 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 his qualities. The faculty in nursing education lead students to an understanding of all scientific knowledge possible in the pursuit of optimum health for all persons, affirming this as a unique and special privilege of service for those engaged in the healing arts.

A carefully-planned four-year curriculum gives the student a systematic exposure to courses in the liberal arts and sciences, courses in nursing itself, and courses supporting the professional studies. The program and selective admissions procedures are described in the nursing education section of departmental and course listings in this catalog.

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 available to students. Those in bold are national societies.

Aeons (senior honorary for men)

Alpha Delta Pi

Alpha Epsilon Delta (premedical)

Alpha Gamma Delta

Alpha Lambda Delta (Freshman 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

Cardettes

Cardinelles

Christian Student Union

Church Music Conference

Church-Related Vocations
Organization

College Union Activities

Confronters

Delta Mu Delta (business)

Delta Zeta

Forensics

Gamma Beta Nu (ministerial wives)

Interfraternity Council

"J" Club (athletic lettermen)

Kappa Alpha Order

Kappa Mu Epsilon (mathematics)

Lambda Chi Alpha

MATRIX (Math Club)

Mortar Board (Panaegis Chapter)
(senior honorary)

Non-Affiliated Student Association

Nu Zeta Sigma (Freshman men's
honorary)

Panhellenic Council

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)

Phi Sigma Tau (philosophy)

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)

Society of Physics Students

Sociology Club

State and Pep Band

Students for Better Health Involvement

Student National Education Association

Student Senate

Theta Kappa Epsilon (religion)

William Jewell Players

Women's Recreation 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 Program

The COLLEGE LECTURESHIP PROGRAM 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 program is designed to provide outstanding presentations of interdisciplinary examinations of contemporary life 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 Program

Throughout the academic year, 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. 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. Student representatives serve on faculty committees, meet with the College Conduct Committee, and attend meetings of 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. The college 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. **The College provides no health or accident insurance for students.** However, a voluntary insurance plan is available at additional cost to participating students. Parents are encouraged to include college-age students in the family health plan.

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 aptitudes 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 program 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.

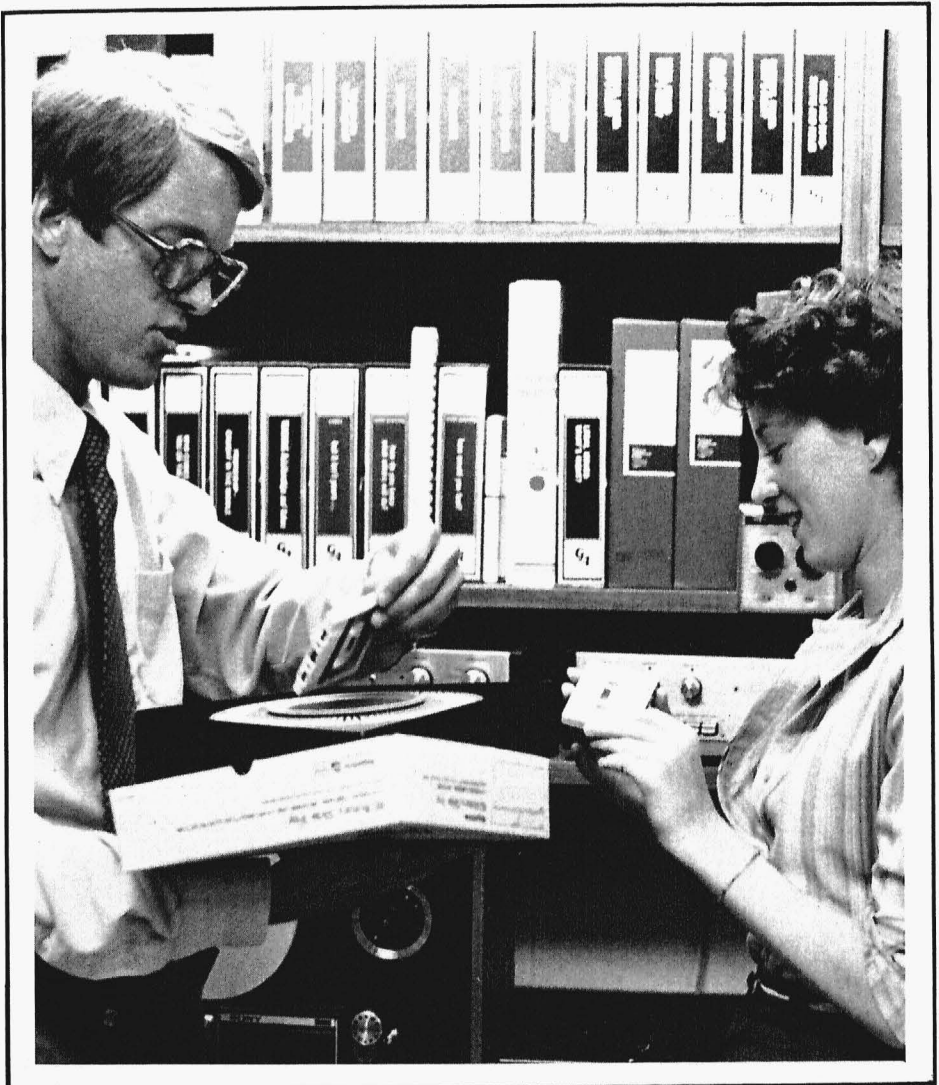
Each student provides his own pillows, linens, and bed covers. All students are subject to the campus regulations and policies of the college as they affect residence halls and all areas of student life. These regulations are fully outlined and delineated in the student handbook, **Around the Columns**. 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 Business 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 and Financial Aids





Admissions

William Jewell College encourages applications from students who are serious about enrolling in a coeducational 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

It is strongly recommended that graduates from accredited high schools have the following 16 units of high school credit:

English.....	4
Mathematics.....	2
Science.....	1
Social Studies.....	1
Foreign languages or additional in the above.....	8

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.

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 the ACT test or the score report.

The Financial Picture

Tuition and Fees for the current year are listed on page 000.

Resident Applicants

Resident hall reservations and security deposits are made through the Admissions 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 col-

lege 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 preregistration 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, held in the homes of faculty members, introduces new students to some of their professors and college staff members. 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 irregular class attendance, and other evidences of lack of serious purpose, since this is cause to withdraw the award.
5. Register for a minimum of 12 semester hours each term unless excused by the Dean of the College or the Financial Aid Committee.

The typical class load is 15-16 semester hours for eight semesters, with 124 hours required for graduation. Normally students are ineligible for financial aid beyond eight semesters of full-time undergraduate study.

William Jewell College participates in the American College Testing Pro-

gram, 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.

The current "Guide to Financial Aid" should be consulted for additional application directions. Student consumer information is found in the official student handbook.

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

Blenchard 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
 Donald Duncan Memorial
 Scholarship
 Helen Early
 James R. Eaton Memorial Award
 Frank G. Edson Scholarship
 Fund
 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
 Thomas M. Griffiths and Theodocia
 W. Griffiths Scholarship Fund
 Cynthia A. Graves (ministerial)
 Mrs. J. R. Green
 John D. Green (ministerial)
 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
 Holzapfel Student Award
 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)
Debra Sue Layman Memorial
Scholarship
Jennie Lee Memorial
A. R. Levering (sophomores)
Sam Leimkuehler Estate
Nelson E. McCoy (ministerial)
Luke McCrory Estate
Rella Gibbs McCrory Trust
Foster B. McHenry Scholarship
Fund
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
J. B. Maud Robinson
William James and Susie Ray
Robinson
Roselle Estate
Bessie G. Ross Estate
Albert Rowell Scholarship Fund
Sewell and Wilmetta Scott Chemistry
Award
William M. Senter
Catherine, Janet, John Sillers
(senior competitive)
Ben Simpson Memorial Scholarship

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
Wahai Memorial Scholarship
Donald M. Wald Fund
Anita Ward Nursing Scholarship
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.
The Albert C. Bean Scholarship.

The Dr. Samuel Ayres and Mildred
Lawson Ayres Student Fund.
The Annual Colonel T. Koch Award.
Ed Watkins Memorial Scholarship.

Church Ministries Practicum

The Church Ministries student is eligible for 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 student may elect or a department may require its 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 will be used in determining the grade point average. The "D" or "F" remains, how-

ever, a part of the permanent record without being considered in grade point 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, adviser, 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 in terms of the educational values involved.

Quality of Work

While the college endeavors to keep students informed of their academic progress, issuing formal reports after each semester, the student must assume the obligation of maintaining an accurate current picture of his status 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.

Classification of Student

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

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. Beginning with the graduating class of 1980, minimal requirements for **Summa Cum Laude** will be 3.9 and for **Magna Cum Laude** will be 3.75.

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 research or creative project over two or more semesters in a concentrated area.

Students planning to pursue an honors project should declare that intent in writing to the chairman of the Honors Council no later than the second week of the second semester of their Junior year. Additional information may be obtained by contacting the Academic Dean, or the chairperson of the Honors Council.

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

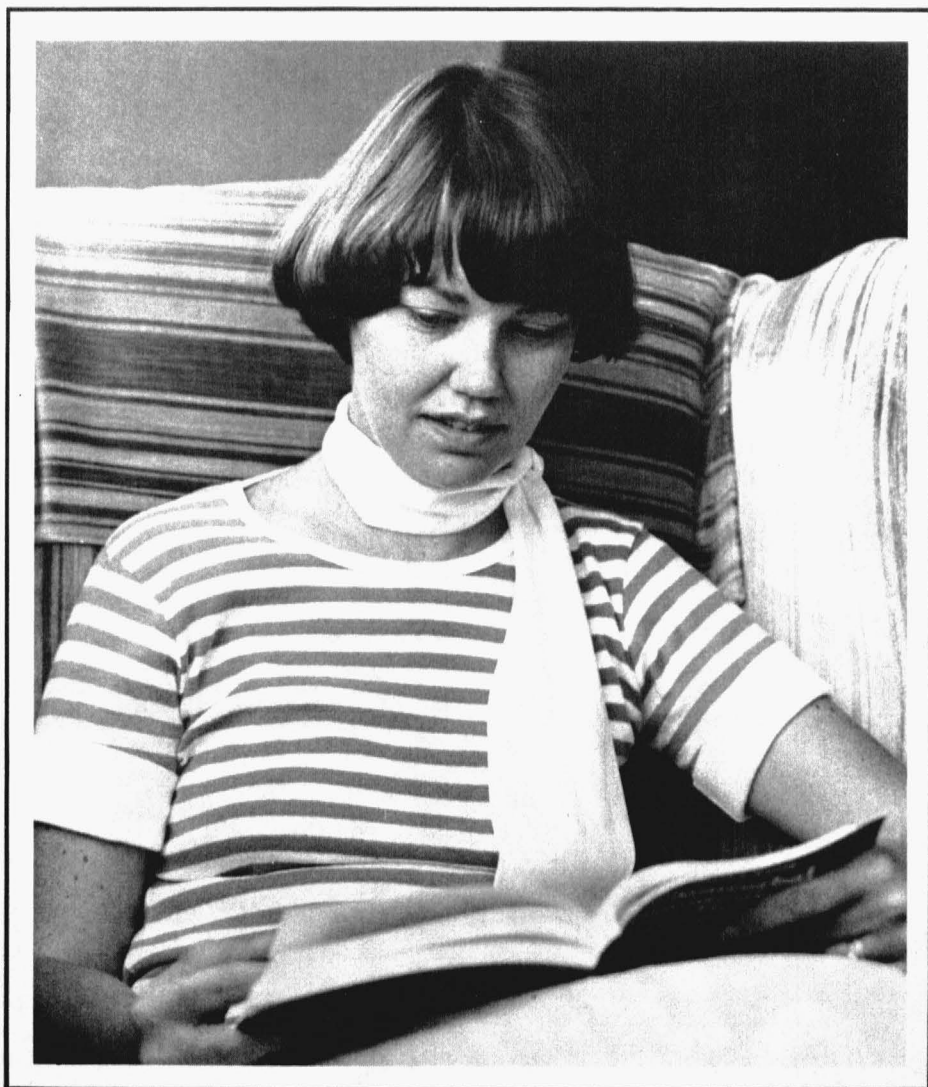
If a student should find it necessary for any reason to withdraw from college, he must file with the registrar the regular withdrawal form, which he obtains from the office of student affairs. Otherwise, he will receive a grade of F in all his courses.

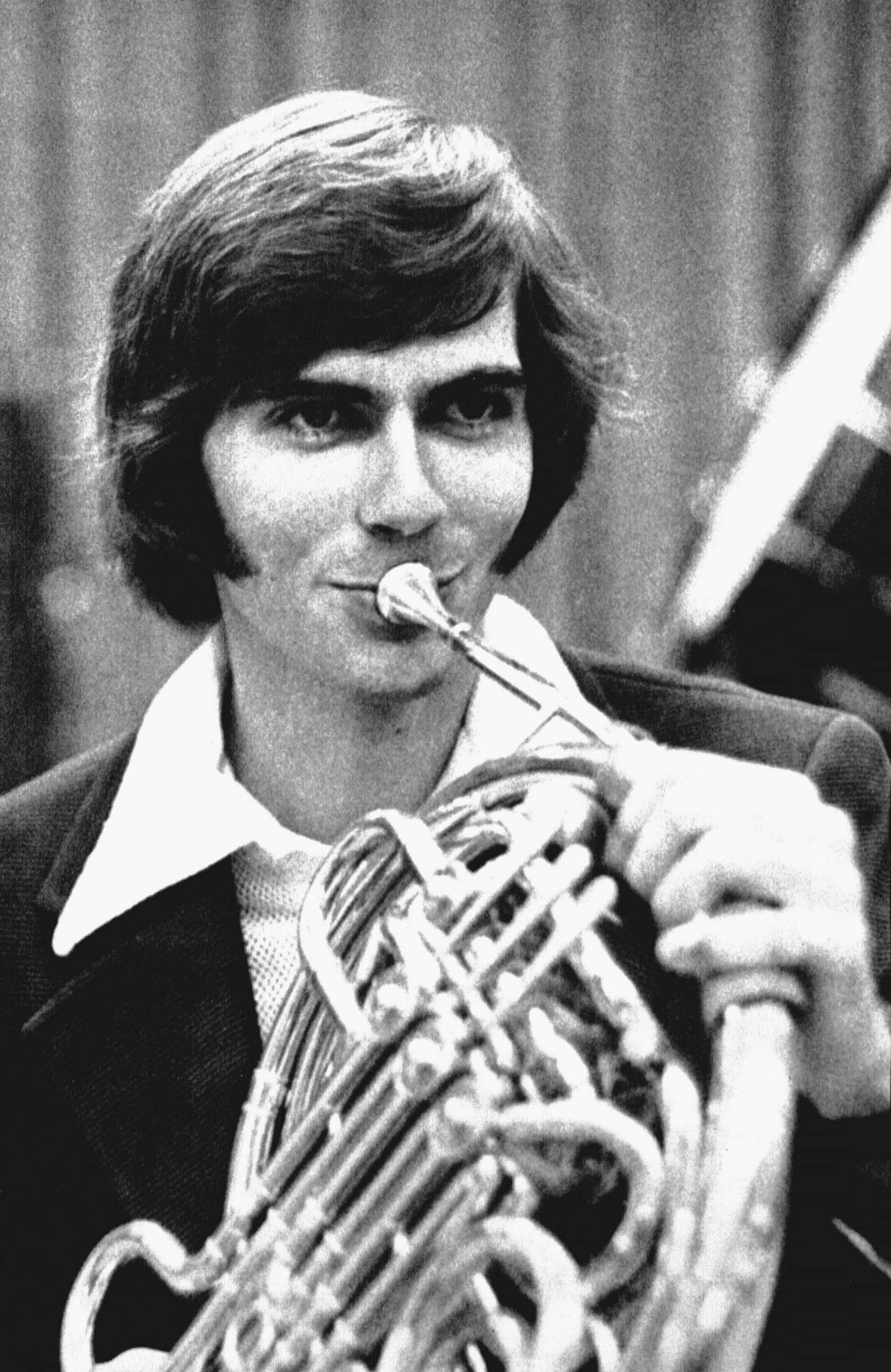
Summer School Credit

A student desiring to take work elsewhere during the summer months should work out plans in advance with his adviser or 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 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-five 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: accounting, art, biology, business administration, chemistry, communication, economics, education, elementary education, English, French, history, international relations, mathematics, music, nursing education, philosophy, physical education, physics, political science, psychology, religion, sociology, social research, 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 Personal 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 203, 250, 251, 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, 1978-79. 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, 1978-79.

310. Printmaking: Silk Screen.

2 cr. hrs.

Basic techniques and experiments. Prerequisites: Art 125, 203. First semester, 1979-80.

311. Printmaking: Woodcut.

2 cr. hrs.

Basic techniques and experiments. Prerequisites: Art 125, 203. Second semester, 1979-80.

325. Drawing and Painting.

4 cr. hrs.

Advanced painting. Prerequisites: Art 225, 203. Second semester.

149, 249, 349, 350, 449, 450. Special

Techniques.

2 cr. hrs.

Includes but not limited to calligraphy, fibers, drawing, jewelry, photography, sculpture, water color.

Biology

Major: Thirty hours of biology and at least eight hours of chemistry and eight hours of physics.

Requirements: (1) Courses: Biology 151, 152, 405; at least one course from each of three areas of emphasis — Field Biology (Fi), Structural Biology (S) and Functional Biology (Fu); (2) The major must complete an independent laboratory or library research project or take a senior comprehensive examination; (3) The major must take the Graduate Record Examination in the senior year.

Major for secondary school teachers: Twenty-eight hours of biology, including all courses listed for majors.

Students who have not made a C or higher in Biology 151 will not be encouraged to continue. Courses in biology taken in preparation for professional schools or graduate programs may not be taken pass-fail.

Non-majors: The following courses are intended to meet distributional requirements for non-majors in the area of Mathematics and Natural Sciences. All are laboratory science courses.

Biology 107—General Biology; Biology 108—Contemporary Biology; and Biology 212—Heredity and Society.

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 plan to major in biology or a related area. Methodology of teaching is audio-tutorial. Students intending to major in biology, nursing, or other pre-professional areas should enroll in Biology 151. Fall semester.

108. Contemporary Biology. 4 cr. hrs.

This course provides an exciting approach to learning by allowing the student to become actively involved in current biological topics. A biological viewpoint is used to investigate such subjects as ecology, environmental pollution, population, birth control, diseases, cancer, drugs, and other current subjects. Methodology of teaching is audio-tutorial. Not open to majors. No prerequisites. Spring semester.

151. Zoology. 4 cr. hrs.

An introductory study of the animal kingdom with emphasis on animal form, function and diversity. Intended for students majoring in biology or a professional field related to biology. Prerequisite for all upper level courses for Biology majors. Required of all Biology majors. Fall semester.

152. 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. Prerequisite: Biology 151 or permission of the instructor. Required of all Biology majors. Spring semester.

205. Plant Morphology (S). 4 cr. hrs.

A study of the structure, life histories and taxonomy of the algae, fungi,

bryophytes and lower vascular plants. Prerequisites: Biology 151 and Biology 152 or permission of the instructor. Offered alternating years. Fall semester 1979-80.

212. Heredity and Society. 4 cr. hrs.

A course dealing with the social implications of heredity, particularly in such areas as human genetics, behavior, medicine, race, evolution, etc. This course is not intended for Biology majors and is open to sophomores, juniors, or seniors having no more than one semester of biology, or by permission of the instructor. Spring semester.

221. Microbiology (Fu). 5 cr. hrs.

This course will cover the structure, physiology, genetics, and ecology of the Protista especially the bacteria and viruses. Prerequisites: Biology 151 or equivalent; Chemistry 101 and 102 or equivalents. One semester of Organic Chemistry is urged but not required. Fall semester.

226. Invertebrate Zoology (Fi).

4 cr. hrs.

A course affording an opportunity to become acquainted with representative invertebrate animals. Offered upon demand.

239. Human Physiology (Fu).

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. Prerequisites: Biology 151 and 152 or equivalent and Chemistry 101 and 102 or equivalent. Not open to seniors majoring in biology or chemistry. Spring semester.

241. Comparative Anatomy (S).

4 cr. hrs.

The study of the gross structural organization of representative vertebrate species. Prerequisite: Biology 151 or equivalent. Fall semester.

251. Entomology (Fi). 4 cr. hrs.
A course dealing with the structure, classification and economic relationships of the major groups of insects. Prerequisite: Biology 151 or equivalent. Alternating years. Fall semester 1979-80.

301. Environmental Field Studies (Fi). 2-6 cr. hrs.
A field study of environments distinct from those found in the Midwest.

324. Embryology (S). 4 cr. hrs.
The study of patterns and mechanisms of vertebrate embryonic development. Prerequisites: 8 hours of biology; Chemistry 101 and 102 or equivalent. Alternating years. Spring semester 1979-80.

325. Histology (S). 4 cr. hrs.
The study of the microscopic anatomy and function of vertebrate tissue and organs. Prerequisites: 8 hours of biology; Chemistry 101 and 102 or equivalent. Alternating years. Spring semester 1978-79.

333. Plant Taxonomy (Fi). 4 cr. hrs.
An introduction to the identification and classification of vascular plants. Spring semester.

335. Animal Taxonomy (Fi).
A study of the taxonomy and natural history of local fauna. Prerequisite: Biology 151 or equivalent.

335A. Reptiles and Amphibians. 2 cr. hrs.
7 weeks. Alternating years. Spring 1978-79.

335B. Mammals. 2 cr. hrs.
7 weeks. Alternating years. Spring 1978-79.

335C. Fish. 2 cr. hrs.
7 weeks. Alternating years. Spring 1979-80.

335D. Birds. 2 cr. hrs.
7 weeks. Alternating years. Spring 1979-80.

346. Genetics (Fu). 4 cr. hrs.
The course covers both Mendelian and molecular genetics. Prerequisite: Biology 151 or equivalent. Open to juniors or seniors or by consent of instructor. Spring semester.

398, 399, 400, 401. Problems in Biology. 1-3 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.

403. Plant Physiology (Fu). 4 cr. hrs.
A study of the principal physiological processes in plants, including water relations, food synthesis, digestion, translocation, respiration, and growth. Prerequisites: Biology 152; one year of Chemistry. Offered alternating years. Fall semester 1978-79.

405. Recent Advances in Biology. 2 cr. hrs.
A seminar. First semester. Required of all senior majors.

408. Ecology (Fi). 4 cr. hrs.
The study of the factors governing the relationships among flora, fauna, and environments. Prerequisites: Jr.-Sr. level with a minimum of 12 hours in biology. It is strongly recommended that the student have had a taxonomy background either in botany or zoology. Alternating years. Fall semester 1978-79.

409. Comparative Physiology (Fu). 4 cr. hrs.
The study of the structure and function of cells. Prerequisites: 12 hours of biology, Chemistry 101 and 102 or equivalent, organic chemistry recommended. Fall semester.

Geology

201. Earth Science. 4 cr. hrs.
A study of the atmosphere, hydro-

sphere and lithosphere. Such topics as weather, climate, space, rocks, minerals, and streams are covered. This laboratory course meets the requirement for teacher certification. Methodology of teaching is audio-tutorial. No prerequisites. Fall and Spring semesters.

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 151 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. Chemistry 101-102, or 102 alone where proficiency in Chemistry 101 has been demonstrated, meets the requirements of the Nursing department.

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. Theory and problems are emphasized. Laboratory study is intensive. 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.

303. Biochemistry.

3 cr. hrs.

An introductory course in biochemistry which includes a study of the occurrence, structure, function, and metabolism of biologically active molecules. Emphasis on molecular species such as carbohydrates, amino acids, lipids, proteins and nucleic acids. The course may be credited either as Chemistry or Biology, as the student elects. Chemistry 301-302 and Biology 151 are prerequisites. First semester, three lectures per 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, 1978-79. Alternates annually with Chemistry 407. Two lectures and one 3-hour laboratory 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, 1979-80. Alternates annually with Chemistry 403. 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 Communication courses numbered 200 or above, selected with adviser's approval according to the area of concentration. Communication 402 and Communication 231 (see Philosophy 231), Logic, are 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. Second semester.

201. Fundamentals of Argumentation and Debate.

3 cr. hrs.

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. First semester.

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 audi-

ence 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.

3-4 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. A 3-credit course with optional 1-credit workshop.

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.

224. Acting.

4 cr. hrs.

Participation with class members in acting scenes and work in improvisational exercises using techniques similar to those of Gestalt psychology. Lecture material will include discussion of the text as well as pre-determined representative plays. Second 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. First semester.

301. Advanced Argumentation and Debate. 2 cr. hrs.
Designed for the student with debate background who is interested in continuing intercollegiate 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. First semester.

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. Second semester 1978-79.

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. Offered on demand.

320. Technical Theatre. 4 cr. hrs.
Theory and practice in design and construction of stage scenery, and make-up. Projects in lighting, costuming, and other areas of theatre production. Emphasis on needs of theatre majors, teachers, and religious and educational drama enthusiasts. Alternate years. Second semester, 1979-80.

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. Analysis 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. Alternate years. Second semester, 1979-80.

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. First semester, 1978-79.

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. Offered on demand.

401. Communication Activities. 1/2-4 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.

401a. Forensics

401b. Theatre

401c. Interpretation

401d. Radio**401e. Writing****401f. Teaching Assistantship**

402. Senior Seminar. 2 cr. hrs.
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, 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.

403g. Nonverbal Communication.

Analysis of nonverbal behaviors and the role they play in human interaction.

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.
Introduction to the pricing system and national income accounts. Consideration of forms of business organization; poverty and discrimination; commercial banking and the federal reserve; achieving stable prices, and full employment. Each semester and summer.

206. Principles of Economics II.

4 cr. hrs.
Continues with materials introduced in Economics 205, pricing products and factors, monopoly and competition, international trade and finance. 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 206, 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 206. 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 and Business Administration

ECONOMICS

Major: 24 hours including 205-6, 305,

Economics 205, 206, 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 economics course or consent of instructor. First semester.

418. Public Finance. 4 cr. hrs.
The American tax and expenditure system as it affects employment efficiency, income distribution, and other objectives. Prerequisite: Economics 206 or consent of instructor. First semester.

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 205, Accounting 211-212, and Business Administration 216 and 321. Candidates for Bachelor of Arts degrees

may not include in the hours presented for graduation more than 46 hours from economics, accounting, 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. Second 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 instructions. 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 environment in its sociological, psychological, and behavioral implications. Second semester.

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

315. Business Finance. 4 cr. hrs.
Forms of organization, financial institutions and instruments, legal aspects of finance, financial administration and decisions. Prerequisite: Accounting 212 and Economics 205. Second semester.

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. First semester.

321. Organization and Management. 4 cr. hrs.
Concepts and structures of organiza-

tions. Personality and interpersonal relations. Functions and activities requiring management, managerial activities. Second semester.

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. Each 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 205 and Business Administration 216, 231, 232, and Accounting 211, 212, 311, 312, 335, 341, 411 and 431. Individual programs may be adjusted to meet particular objectives in consultation with the department head.

211. Principles of Accounting I 3 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. 3 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.

311. Intermediate Accounting I. 3 cr. hrs.
Theory, financial statements, temporary investments, receivables, inventories, non-current assets. Prerequisite: 212. First semester.

312. Intermediate Accounting II.

3 cr. hrs.

Current and long-term liabilities, paid-in capital, retained earnings, financial statement analysis, funds flow. Prerequisite: 311. Second semester.

335. Income Tax.

3 cr. hrs.

Laws and regulations, determination of taxable income, deductions, exclusions, making and filing returns. Prerequisite: 212. First semester.

336. Corporate Tax

3 cr. hrs.

Federal taxation of partnerships, corporations, estates, trusts, gifts, and inheritances. Prerequisite: Accounting 335. Second semester.

341. Cost Accounting.

3 cr. hrs.

Analysis and control of production and distribution costs, selection and use of cost control systems, budgeting and analytical processes. Prerequisite: 212. Second semester.

411. Advanced Accounting.

3 cr. hrs.

Accounting for partnerships, joint ventures, installment sales, consignments, home and branch offices, consolidated statements. Prerequisite: 312.

412. Current Topics in Accounting.

3 cr. hrs.

A study of topics of current interest in the field of accounting.

421. Governmental Accounting.

3 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: 312. First semester.

431. Auditing.

3 cr. hrs.

Examination of financial condition and accounting procedures by public accountants and internal auditors; professional ethics; auditing standards; working papers and reports. Prerequisite: 411. First semester.

481. 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.
Ac. 211 Principles of Accounting I	3 (R)
Eng. 100 Freshman Composition	4 (R)
Ec. 205 Principles of Economics I	4 (R)
Elective	4
	15
SPRING	HRS.
Ac. 212 Principles of Accounting II	3 (R)
Religion Elective	4 (R)
Com. 100 Communication	4 (R)
Ec. 206 Principles of Economics II	4 (R)
P.E. 100 Physical Education	2 (R)
	17

Sophomore Year

FALL	HRS.
Ac. 311 Intermediate Accounting I	3 (R)
Natural Science Elective	4 (R)
BA 231 Business Law I	4 (R)
BA 216 Statistics	4 (R)
	15

SPRING	HRS.
Ac. 312 Intermediate Accounting II	3 (R)
English 200	4 (R)
BA 232 Business Law II	2 (R)
Electives	8
	17

Junior Year

FALL	HRS.
Ac. 411 Advanced Accounting	3 (R)
MA 125 Computer	4 (R)
Ac. 421 Governmental Accounting	3 (H)
Ac. 335 Personal Tax	3 (R)
Humanities Elective	4
	17

SPRING	HRS.
BA 326 Quantitative Analysis	4 (R)
BA 315 Business Finance	4 (H)
Ac. 341 Cost Accounting	3 (R)
Ac. 336 Corporate Tax	3 (H)
	14

Senior Year

FALL	HRS.
Ac. 431 Auditing	3 (R)
Electives	14
	17

SPRING	HRS.
Internship or Electives	12
	12

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

A student may major in elementary education or secondary education at William Jewell College, and state certification for teaching may be sought in a variety of areas.

Programs in teacher education require careful advanced planning and commitments of large amounts of time. Details of specific programs are available in a departmental **Handbook**, which the student should study carefully. The student should also work very closely with an academic adviser in the department or area of interest.

Some basic information on the philosophy and structure of the programs in teacher education, as well as a list of specific courses, may be helpful to the interested student, and is included in the following pages. One cannot emphasize too much, however, the importance of working with an appropriate adviser at the earliest possible moment of planning.

Purpose and Goals

The teacher education program provides an integrated system of courses and other developmental experiences designed to emphasize human values, interpersonal relations, and the skills necessary for effective instruction.

The goals of the program are:

1. to foster the development in each student of an awareness of and an appreciation for the social, political, and spiritual heritage of his/her culture.
2. to assist the student in becoming a competent and responsible citizen in a democratic society.

3. to enhance the development of the student's ability to articulate his/her thoughts through both written and oral communication.
4. to assist the student in developing the ability to function effectively in a variety of cultures.
5. to provide specific programs of courses designed to develop competencies in special subject areas of the student's choosing.
6. to provide programs in which the student may develop the skills necessary to plan, implement, and evaluate instructional activities appropriate to elementary and secondary education.
7. to emphasize in all programs and activities the importance of human values through the development of positive relationships among those involved in teacher education activities.
8. to provide opportunities for students to develop an appreciation for and an ability to utilize critical thinking and scientific inquiry in the solution of problems.
9. to foster the development of a positive attitude toward continual self-improvement as a professional educator.

The Program

To accomplish these goals, the program stresses values and multicultural components which are fundamental to excellence in the student's four years of study. These components are both common to all requirements and specifically applicable to particular teaching areas. **The General Course Requirements** apply to any teaching area certificate and contain the liberal arts core. The **Professional Studies Requirements** and **Supporting Course Requirements** are those which focus upon the nature of the learner, organization of

the school, teaching/learning strategies, philosophy of teaching, clinical field experiences and supporting content areas. The **Teaching Field Requirements** are those courses applicable to teaching particular content areas.

Procedures to Declare an Elementary Education Major

Students who earn a major in elementary education will be eligible for Missouri Elementary Certification. The following procedures are necessary to meet the requirements of this major.

Application to Declare an Elementary Education Major

A student who wishes to declare an elementary education major may apply for acceptance as early as the completion of sixty academic hours and as late as the third semester prior to his/her graduation* provided he/she

1. has completed at least one semester at William Jewell College
2. has attained an overall grade point average of 2.5 which must include at least 2.0 in each of the following or their equivalents: English 100, Communication 100 and Mathematics 105
3. has an average of 3.0 in Education 210-211 and 205 with a grade of C or better in each course, and with satisfactory performance of course activities.

*Early application is encouraged since education courses numbered 300 and above can be taken only one semester by those who have not been accepted into the elementary education program. The normal sequence of professional education courses requires a minimum of three semesters.

Application and reference forms may be obtained from the Education Office. The student should obtain at least one reference from a William

Jewell faculty member in a department other than education.

The student should submit the application form to his/her adviser who will see that application criteria have been met and that satisfactory recommendations have resulted from clinical/field experiences and teacher aide work while a student at William Jewell College. (The student may submit for consideration other recommendations from experiences of working with children.)

Acceptance as an Elementary Education Major

When the adviser certifies that the above criteria have been met and upon the request of the student, the Committee on Education* will schedule an interview with the student. Interviews will be held beginning with the third Saturday in September for the Fall semester. Spring semester interview days will begin with the second Saturday in February. Interview requests must be made **at least two weeks prior to the first interview day.**

The Committee on Education will consider the above criteria as well as demonstrated personal characteristics such as emotional maturity, high moral development and interpersonal skills that would indicate potential for success as a professional educator. Action will be taken by the committee during the semester in which the student has been interviewed. A letter will be sent to the student notifying him/her of approval, disapproval, or delay of decision. In the case of disapproval, the student will not be permitted to enroll in additional education courses. Delayed acceptance decisions will be acted upon in the semester immediately following receipt of the student's formal written statement that he/she has complied with the delayed acceptance requirements. It should be noted

that meeting these delayed acceptance requirements may prolong the student's college attendance beyond the usual four years. If the student is dissatisfied with the decision of the Committee on Education, he/she may petition for a formal hearing through the dean of the college or the education department chairman.

*Members of the Committee on Education are the Dean of the College, Dean of Student Affairs, Chairman of the Education Department, and members of the Education Department.

Procedures for Acceptance into all-level (K-12) and Secondary Education Certification Programs

The following procedures must be followed to meet the requirements for acceptance into all level (K-12) or secondary education certification programs.

Application

A student may apply for acceptance as early as the completion of sixty academic hours and as late as the third semester prior to his/her graduation** provided he/she:

1. has completed at least one semester at William Jewell College
2. has attained an overall grade point average of 2.5 which must include at least 2.0 in each of the following or their equivalents: English 100, Communication 100 and Mathematics 105
3. has completed Education 205 and 221
4. has a grade of C or better in Education 205 and an average of 3.0 in his/her approved teaching field(s)

**Early application is encouraged since education courses numbered 300 and above can be taken only one semester by those who have not been accepted into an all-level (K-12) or secondary education program. The normal sequence of professional education courses requires a minimum of three semesters.

Application and reference forms may be obtained from the Education Office. The student should obtain at least one reference from a William Jewell faculty member in a department other than education (one reference must be from the department chairperson in the student's approved teaching field). The student should submit the application form to his/her adviser, who will confirm the above criteria and forward the request to the Education Office. The education department will note that application criteria have been met and that satisfactory recommendations have resulted from clinical/field experiences and teacher aide work while a student at William Jewell Col-

lege. (The student may submit for consideration other recommendations from experiences of working with children.)

Acceptance Into All-Level (K-12) or Secondary Education Certification Programs

When the Education Department certifies that the above criteria have been met and upon the request of the student, the Committee on Education will schedule an interview with the student. Interviews will be held on the same schedule and according to stipulations governing interviews for applicants in elementary education, described above.

GENERAL COURSE REQUIREMENTS FOR ALL CERTIFICATION PROGRAMS

All entering students, regardless of the field in which they plan to teach, take the basic courses in general education as the primary class load during the freshman and sophomore years.

Bachelor of Arts or Bachelor of Science Degree

All certification programs are based upon the completion of either a Bachelor of Arts or a Bachelor of Science degree. The following general course requirements apply to both degrees:

Course	Credit
English Composition (a minimum of two courses—Eng. 100— Freshman Composition or its equivalent and a second composition course, minimum two semester hours.)	6
Communication 100— Communication Theory and Practice or its equivalent	4
Physical Education 100	2
Religion 113, 114, 115, 211, 212, or 213	4
English Literature 200, 220, 240, 330, 340, 400, or 410	4
Social Studies (Social Science)	12
American History 221 or 222	4
Political Science 102 A or B	2
Sociology 332 or 338	2

Psychology 306, Childhood (for elementary certificate) or Adolescence (for secondary certificate)	2
Psychology 334, Child Exceptionalities	2
*Math and Natural Science (a minimum of one course in mathematics; one course in physics, chemistry, or geology; and one course in biology with at least one of these courses having a laboratory component). NOTE: Elementary Education majors must take Math 105, Structure of the Number System , or its equivalent.	12

Additional Course Requirements for Bachelor of Arts Degree

Humanities (selected from two or more fields: English, philosophy, religion (except 113, 114, and 115), music (except applied music numbered below 200 and ensembles), foreign language literature courses numbered 300 or above, communication 220 and 309, art courses numbered 200 or above, and political science 211 and 311.)	8
Foreign Language (Secondary—consult the department of student's major for al- ternative ways of meeting this requirement. Elementary Educa- tion major—requirement 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 lan- guage 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.)	12

*The Math and Natural Science requirements for certification exceed those which the catalog states as required for the Bachelor of Science degree.

Additional Course Requirements for Bachelor of Science Degree

Course	Credit
Humanities (selected from philosophy, religion (except 113, 114, and 115), music (except applied music numbered below 200 and ensembles), foreign language literature courses numbered 300 or above, com- munication 200 and 309, art courses numbered 200 or above, and political science 211 and 311.)	4

Specific course sequences for Elementary, Secondary, All Level (K-12) and Extended certification are found in the **Student Handbook for Teacher Education**.

Clinical/Field Experiences

The clinical/field experience of the teacher education program is human service-oriented, includes manipulation of instructional variables, and includes the element of evaluative feedback so that improved instruction occurs. Progressive intensity of clinical/field experiences with children/youth in the schools is the main focus.

During the first years, the student is encouraged to participate in experiences with children/youth in summer camps, hospitals, church school, scouts, etc. and to include recommendations from these non-directed experiences in his/her cumulative file. Serving as a teacher aide is particularly valuable. William Jewell College co-operates with the Liberty School District in a Teacher Aide program that is open to all students but is not a required activity of the clinical/field experience.

Three phases comprise the required clinical/field experience. The first phase occurs during the student's first two years in college. At this stage, the student decides whether he/she should prepare to become a teacher, what age children/youth with whom he/she seems to relate well, and whether he/she wishes to specialize in a subject area or become a generalist. This early experience introduces the role and function of the classroom teacher to the student, provides the student with experiences to be used for self-screening as he/she makes a career decision, aids the college instructional staff in its evaluation of the student as a prospective professional educator, and increases the student's awareness of children/youth—their hopes, dreams, and behaviors.

The second phase provides many opportunities to test teaching skills in simulated and/or real classroom situations. Teaching analysis skills are

strengthened at this level. The student has opportunities to analyze classroom behaviors (teacher and pupil), to develop varied teaching strategies, to apply diagnostic techniques in the remediation process, and to teach children/youth in actual school settings. The secondary or all level (K-12) student also is involved in micro-teaching experiences which enable him/her to review and to evaluate his/her teaching performances after being video-taped. The elementary student is involved in the experience of tutoring on a one-to-one basis.

The final phase of the clinical/field experience occurs when the student is a senior. Autonomy and responsibility for classroom activities, with assistance from the College/Cooperating School District resources, characterize this phase. The student teacher has opportunities to translate his/her studies of human behavior, learning and teaching theory, and general-liberal education into strategies of instruction in a school classroom on a daily basis for an extended period of seven weeks. This phase is the focal point of the student's professional preparation.

Education

Education courses numbered 300 and above can be taken only one semester by those who have not been accepted into elementary or secondary education programs.

151. Class Piano for Elementary

Teachers. 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. Both semesters. (Fee charge)

205. Educational Psychology.

4 cr. hrs.
A survey of the psychological prin-

ciples 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. First and second semesters.

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

The course is designed as a beginning course for those who plan to teach in the elementary school. The purpose of this course is to evaluate the major administrative and organizational functions of the elementary school. Changes in the organization and administration of the elementary school which may be expected in the future along with the identification and analysis of the opportunities and responsibilities which the teacher will have in determining these changes will be considered also. This course must be taken concurrently with Education 211. First and second semesters.

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 in public schools to study the open concept, team teaching, individualized instruction, and learning centers. The student has an opportunity to analyze his potential as an elementary teacher through research projects and experience in the classroom. The course includes a mini-teaching experience in an elementary school classroom. This course must be taken concurrently with Education 210. First and second semesters.

221. Field Work in the Secondary Schools. 1/2 cr. hr.

Field work in the secondary schools is an integral part of this course. Student is placed in a classroom which closely

relates to his/her area of interest and is involved in seminars/advising to explore whether teaching should be his/her chosen career. This course must be taken concurrently with Education 205. First and second semesters beginning Fall, 1979.

301. Teaching of Reading and the Language Arts in the Elementary School. 4 cr. hrs.

A study of the methods, materials, and techniques employed by teachers of elementary school reading and language arts. The first half of the course will deal with approaches to reading instruction. The second half of the course will emphasize related language arts. Students will have an opportunity to plan, implement, and evaluate lessons in a classroom situation. This course must be taken concurrently with Education 309. First semester.

302. Children's Literature and Instruction in Individualized Reading Techniques. 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. Second semester.

303. Analysis and Correction of Reading Disorders. 2 cr. hrs.

This course is designed to introduce students to specific methods for evaluating reading performance. Major topics of study include selection and administration of measures, interpretation of results, and developing prescriptive programs. Prerequisite: Education 301. Second semester.

307. 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.

309. Mathematics for the Elementary Teacher.

4 cr. hrs.

This course has two major emphases—advanced mathematical content in the structure of the number system and methodologies in the teaching of content. The student will have an opportunity to extend his knowledge and understanding of basic mathematical concepts and skills and will apply these concepts and skills to specific methods/techniques of teaching and synthesize these in an actual classroom situation. Each emphasis is equivalent to two semester hours. This course must be taken concurrently with Education 301. First semester.

310. Instructional Methodology.

4 cr. hrs.

A study of various instructional strategies, methods, techniques and approaches 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 micro-teaching. Prerequisites: Education 305 and junior standing. First and Second semesters.

318. Early Childhood Education: Curriculum Methods and Materials.

2 cr. hrs.

This course is designed to give the student an adequate understanding of the components of the early childhood program. An integrated approach provides ideas and suggestions for the total school day and for the total environment aiding the prospective teaching in understanding what very young children can learn, how best to teach them, and with what materials. Prerequisites: Education 210, 211, and 205. Second semester beginning Spring, 1980.

319. Early Childhood Education: Utilizing Family and Community Resources.

2 cr. hrs.

This course is designed to give the student an understanding of how family and community resources can be utilized for a more effective early childhood education program. Students will observe early childhood programs which stress family and community resources in developing and implementing curriculum. Prerequisite: Education 318. Second semester beginning Spring, 1980.

338. Teaching the Social Studies.

2 cr. hrs.

Responsible informed decision making is the theme of this course. This theme is developed in two ways: by sensitizing undergraduate students to the range of decisions they are likely to encounter as teachers of the social studies and by giving them experience in making these decisions. Students participate in lesson planning, value-clarification, inquiry, and evaluation activities—all stressing decision making. Second semester.

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.

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.

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 for teaching. Open to those preparing to teach foreign language.

B345. 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. Second semester, odd-numbered years.

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.

350. Teaching of Music for Elementary Teachers. 2 cr. hrs.

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

351. String Methods. 2 cr. hrs.

The study of violin, viola, cello and bass. Teaching techniques for string instruments. Both semesters.

352. Woodwind Methods. 2 cr. hrs.

The study of clarinet, flute, oboe, bassoon, and saxophone. Fundamentals of technique, maintenance and simple repairs. Examination and evaluation of teaching methods. Teaching techniques for woodwind instruments. Second semester.

353. Brass and Percussion Methods.

2 cr. hrs.

The study of trumpet, trombone, euphonium, French horn, tuba, and percussion with emphasis on the teaching of these instruments. First semester.

358. Teaching of Art in the Secondary School.

2 cr. hrs.

The methods and teaching of art on the secondary level.

365. Teaching of Physical Education for Elementary School Teachers.

2 cr. hrs.

See: Physical Education 365 for description.

B400. Art for the Elementary Teacher.

2 cr. hrs.

A study of the methods, materials, and techniques employed by teachers of elementary school art. Students will plan primary and intermediate lessons, direct and evaluate elementary students in an art experience, complete specified art projects and develop a statement of teaching philosophy related to art.

B404. Applied Analysis and Correction of Reading Disorders.

2 cr. hrs.

This course is designed to provide students with an opportunity to apply analysis and correction procedures. Students will evaluate the performance of an individual student, and design and implement a prescriptive program. Results of analysis and correction procedures will be organized as a case study. Prerequisite: Education 303. First and second semesters.

410. Student Teaching for Elementary School Teachers.

8 cr. hrs.

(For Elementary Education Major Seniors who have been approved by the Education Committee)

This course provides for the elementary education major to observe and teach in a public school classroom all day for 7 weeks. The student is assigned

to a cooperating teacher who works with the college supervisor to give the student an opportunity to teach under supervision. The student teacher must, during this time, develop in proficiency so that he or she can assume complete responsibility for the children in the classroom situation for at least five full days. The principal and other school personnel cooperate to include, as nearly as possible, all of the experiences of a contract teacher. First and second semester.

B424. Student Teaching in the Secondary Schools. 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. Activities include attendance at teacher's meetings, PTA meetings, group seminars and workshops on campus. Formal application must be made to the Committee on Education following the satisfactory completion of at least one semester after being accepted into secondary education programs. (See Student Handbook for specific details.) First and second semesters.

430. 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. Prerequisite: Acceptance as a student working toward teacher certification. First and second semesters.

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

This course is designed to introduce the student to the methods, materials, and techniques employed by teachers of the educable mentally retarded. Special emphasis will be given to designing individual educational prescriptions. Students will work with educable men-

tally retarded children in a school setting. Prerequisites: Education 301, 308, and 309. First semester. Even numbered years.

440. Methods of Teaching Learning Disabled. 2 cr. hrs.

This course is designed to introduce the student to the methods, materials, and techniques employed by teachers of the learning disabled. Special emphasis will be given to designing individual education prescriptions. Students will work with learning disabled children in a school setting. Prerequisites: Education 301, 308, and 309. First semester. Odd numbered years.

B450. Philosophical Foundations of Education. 4 cr. hrs.

This course involves the analysis of various philosophical positions and their influence upon educational rationale and practices with an emphasis upon the student's development of a philosophic perspective of his own for teaching. First and second semesters.

451. Music Methods in Elementary Schools. 2 cr. hrs.

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

452. Vocal Music in Secondary Schools. 2 cr. hrs.

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

453. Instrumental Methods in Schools. 2 cr. hrs.

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

460. Methods in Physical Education. 4 cr. hrs.

See course description under Physical Education 460.

462. Vocal Pedagogy. 2 cr. hrs.
A study of comparative vocal pedagogy including concepts of vibrato, registers, dynamics, range, breathing, support, tone placement, resonance, and voice classification. Practical application through observation and supervised teaching. 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 completing 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. Freshmen may not enroll for English 200 or above.

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).

Courses taken for the major should include any two of the survey courses (400, 410, 420) and at least one course in writing (210, 212) or in linguistics (300, 302). 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.

English 100 is a prerequisite for all other English courses. No written work can receive credit in English courses unless it meets the standards for writing established for passing English 100.

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 Litera-

ture). 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. Spring semester, 1978-79.

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. Fall semester 1978-79.

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. Fall semester, 1978-79.

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. Spring semester, 1979-80.

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. Spring semester 1978-79.

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. Fall semester 1978-79.

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 Before 1800

4 cr. hrs.

A study of the major writers from the middle ages through the 18th century. Prerequisite: 4 hours of literature. Alternate years. Fall semester, 1978-79.

410.* Survey of English Literature Since 1800

4 cr. hrs.

A study of major writers, except the Victorian novelists, of the romantic, Victorian, and Modern periods. Alternate years. Fall semester, 1979-80. Prerequisite: 4 hours of literature.

420.* Survey of American Literature

5 cr. hrs.

A study of the major writers and movements in American literary history, including major American ethnic literatures. Spring semester. Prerequisite: 4 hours of literature.

*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.

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. Spring semester 1979.

History

Major: History majors are encouraged to make use of overseas programs of the college, and curriculum programs

may be designed to fit the individual's ability and specialized goals. Thirty semester hours including eight hours of American History and eight hours of European History. One of the following courses may apply to the major: Geography, Art History, Political Science 211 or 311. History 204 is required of those preparing to teach or to attend graduate school in history.

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 with the instructor's approval.

Secondary Teaching Certificate in Social Studies. See the Department of Education listings.

101. Western Civilization to 1660.

3 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.

101a, 101b, 101c, etc.

each 1 hr. cr.

Each of these is a reading-discussion section which focuses on a narrow topic which falls within the scope of the lecture course. Each has a limited enrollment and is open first to students enrolled in the lecture course, then to students who have taken the lecture course previously. Students may or may not elect to enroll in the discussion section.

102. Western Civilization 1660 to the Present.

3 cr. hrs.

A continuation of History 101, which

however, is not a prerequisite. Second semester.

102. Western Civilization 1660 to the Present.

3 cr. hrs.

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

102a, 102b, 102c, etc.

each 1 cr. hr.

Each of these is a reading-discussion section which focuses on a narrow topic which falls within the scope of the lecture course. Each has a limited enrollment and is open first to students enrolled in the lecture course, then to students who have taken the lecture course previously. Students may or may not elect to enroll in the discussion section.

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. Alternate years. Fall semester, 1979-80.

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. Alternate years. Spring semester, 1978-79.

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. Alternate years. Spring semester, 1979-80.

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. Spring semester, 1978-79.

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. Fall semester, 1979-80.

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, economics, politics and religion. Either half of the course may be taken for 7 weeks and two hours credit. Alternate years. Spring semester, 1979-80.

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. Alternate years. Fall semester, 1979-80.

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. Alternate years. Spring semester, 1979-80.

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. Spring semester, 1978-79.

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. Fall semester, 1978-79.

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. Fall semester, 1978-79.

401-402. Readings in History.

1-2 cr. hrs.
In consultation with a supervising pro-

fessor 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. Spring semester only.

Geography

304. World Geography

4 cr. hrs.

The globe, maps and geographic quantitative data are used in a topical study to analyze the distribution, variation, and interaction of certain world phenomena. A regional study using these geographic aids and methodologies to point out differences, similarities, and interrelationships of world regions comprises the second half of the course. Regional studies vary from year to year: Developed nations—(Anglo-America, Europe, U.S.S.R., Japan, Australia) even-numbered years and the Developing nations (Latin America, Africa, Asia, except U.S.S.R. and Japan) odd-numbered years. Offered Fall semester only.

International Relations

An interdisciplinary major designed to acquaint students with basic elements of economic, political, and social relationships among nations, this major is strongly supported by the excellent overseas programs of William Jewell College. Twenty-eight hours are required for the major, as well as at least three semesters of a single foreign language (or proficiency at that level). A semester or year in an overseas study program is also strongly recommended.

Required courses are Political Science 322, International Politics and Organization; History 301-302, United States Diplomatic History; Economics 404, Introduction to International Economics; Sociology 332, Cultural Anthropology; and International Relations 452, Senior Seminar.

Remaining courses for the major may be selected from the following, or from similar courses adjudged appropriate by an International Relations Program Committee: Political Science 320, Comparative Politics: Europe and Developing Nations; Political Science 331, Comparative Politics: The Communist World; Political Science 311, Modern and Contemporary Political Thought; Communication 309, British and American Public Address; Sociology 313, Population Issues and Analysis; History 316-317, Europe in the 17th and 18th Centuries; History 318-319, Europe in the 19th and 20th Centuries; History 320-321, The Communist Nations in Europe; History 322-323, History of Latin America; History 324, The Far East; Geography 304-305, World Geography; and International Relations 131, Introductory Seminar: International Events in the Postwar World. Courses taken at campuses abroad will often be suitable for this major, at the discretion of the International Relations Program Committee.

**131. Introductory Seminar:
International Events in the Postwar
World.**

4 cr. hrs.

An introduction to the major events of international importance in the political, cultural, and economic arenas since World War II. The course is designed to acquaint the student with the international world he lives in and provide him with the synthesizing approach necessary in the study of international relations. Offered Fall semester, 1979-80.

**452. Senior Seminar in International
Relations.**

4 cr. hrs.

A seminar for international relations majors which provides for research and discussion on selected topics of international importance. Offered Spring semester, 1979-80, on demand.

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-four semester hours in courses numbered 300 or above in the language chosen. French or Spanish 301 and 302 (Composition and Conversation) are required of all majors.

A student may earn a "Certificate of General Proficiency" in French, German, or Spanish by completing twenty-four credit hours of work in the lan-

guage chosen. The curriculum consists of sixteen credit hours of basic and intermediate work (French, German, or Spanish 111, 112, 211, 212) or the equivalent, plus eight credit hours of advanced work (French, German, or Spanish 301, 302). A 300-level course in literature or civilization is recommended. Students in the program are expected to maintain a "B" average in the program offerings and to pass a final examination administered by the Department of Modern Languages.

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. Prerequisites for 115: the equivalent of 111 and consent of instructor. Prerequisites 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. Prerequisites: 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.**

4 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 con-

versation, composition and reading. First semester.

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. Second semester.

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. First semester.

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. Second semester.

301. French Composition and Conversation, I. 4 cr. hrs.
An advanced course to improve student competency in writing and speaking the language. Prerequisite: 212 or its equivalent. First semester, 1978-79.

302. French Composition and Conversation, II. 4 cr. hrs.
An advanced course to improve on the skills acquired in French 301, giving the student further practice in conversation and composition, as well as an introduction to French phonetics. Prerequisite: French 301 or consent of the instructor. Second semester, 1978-79.

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. First semester, 1979-80.

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. Alternate years. First semester, 1979-80.

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. Alternates with 313. Second semester, 1979-80.

313. Masterpieces of French Literature. 4 cr. hrs.
Selections from French literary masterpieces, taken from the genres of novel, drama, or poetry. Prerequisite: 212 or its equivalent. Alternates with 312. First semester 1978-79.

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. First semester only.

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. Second semester only.

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. First semester only.

212. Intermediate German, II. 4 cr. hrs.
Introduction to German literature and culture. Prerequisite: 211 or its equivalent. Second semester.

301. German Composition and Conversation, I. 4 cr. hrs.
An advanced course to improve stu-

dent competency in writing and speaking the language. Prerequisite: German 212 or the equivalent. First semester, 1979-80.

302. German Composition and Conversation, II. 4 cr. hrs.

An advanced course to improve on the skills acquired in German 301, giving the student further practice in conversation and composition. Prerequisite: German 301, or consent of the instructor. Second semester, 1979-80.

SPANISH

111. Intensive Beginning Spanish, I. 4 cr. hrs.

This first course begins with pronunciation and moves into the essentials of grammar. There is practice in conversation, composition, and reading. Students will have two class sessions daily: one with the instructor and one with an Apprentice Teacher. Use of the language laboratory is required, to be done at the individual student's convenience. First semester.

112. Intensive Beginning 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. Students will have two class sessions daily: one with the instructor and one with an Apprentice Teacher. Use of the language laboratory is required, to be done at the individual student's convenience. Second semester.

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. Students will meet with the instructor four class sessions each week and for three sessions with an Apprentice Teacher. Use of

the language laboratory is required, to be done at the individual student's convenience. First semester.

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. Students will meet with the instructor four class sessions each week and for three sessions with an Apprentice Teacher. Use of the language laboratory is required, to be done at the individual student's convenience. Second semester.

301. Spanish Composition and Conversation, I. 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. First semester, 1979-80.

302. Spanish Composition and Conversation, II. 4 cr. hrs.

An advanced course to improve on the skills acquired in Spanish 301, giving the student further practice in conversation and composition. Prerequisite: Spanish 301 or consent of the instructor. Second semester, 1979-80.

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. Alternates with 309. First semester, 1978-79.

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. Second semester, 1978-79.

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. Alternates with 307. First semester, 1979-80.

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. Alternates with 308. Second semester, 1979-80.

JAPANESE

111. Elementary Japanese, I.

4 cr. hrs.

This first course starts with pronunciation and moves into the essentials of grammar. There is extensive practice in speaking and reading. Self-Instructional Method. Prerequisites: sophomore, junior, or senior standing; at least a "B" average; permission from the Chairman of the Department of Modern Languages.

112. Elementary Japanese, II.

4 cr. hrs.

A continuation of the study of the essentials of grammar, with further practice in speaking and reading. Taught by Self-Instructional Method. Prerequisites: Japanese 111 or the equivalent; sophomore, junior, or senior standing; at least a "B" average; permission from the Chairman of the Department of Modern Languages.

211. Intermediate Japanese, I.

4 cr. hrs.

This course will give further practice in speaking and reading Japanese. Basic skills in writing Japanese are introduced. Taught by Self-Instructional Method. Prerequisites: Japanese 112 or the equivalent; sophomore, junior, or senior standing; at least a "B" average; permission from the Chairman of the Department of Modern Languages.

212. Intermediate Japanese, II.

4 cr. hrs.

This course provides extensive practice in spoken Japanese. Further practice in reading and writing progressively more complicated material. Prerequisites: Japanese 211 or the equivalent; sophomore, junior, or senior standing; at least a "B" average; permission from the Chairman of the Department of Modern Languages.

Classics

THE ROBERT BAYLOR SEMPLE DEPARTMENT OF CLASSICS GREEK

111-112. Elementary New

Testament Greek.

4 cr. hrs. each.

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.

LATIN

Latin 111-112. Elementary Latin.

4 cr. hrs. each.

Inflection, syntax, word formation, vocabulary building are emphasized. In the application of grammar translation will move from simple to more complex.

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. Each semester.

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. Satis-

fies language requirement or science requirement, but not both. Each semester.

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. First semester.

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. Second semester.

201. Calculus III.

4 cr. hrs.

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

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. Second 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. Each semester.

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. Second semester.

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. First semester.

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. First semester, 1979-80.

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. Second semester.

347. Abstract Algebra. 4 cr. hrs.
An introduction to groups, rings, integral domains and fields. Course ma-

terial includes LaGrange's Theorem, isomorphism theorems, Caley's Theorem, Sylow's Theorem, polynomial rings and ideals. Prerequisite: Math. 201. First semester, 1978-79.

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. First semester, 1979-80.

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. Second semester, 1979-80.

451. Advanced Mathematics Seminar. 4 cr. hrs.
Special topics in advanced mathematics for juniors 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 pro-

gram 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

115. Introduction to Basic Musicianship.

4 cr. hrs.

115a. Introduction to Basic Musicianship: Music Literature.

(2 cr. hrs.)

A general introduction to the elements of music, its forms, historical periods, and representative literature. First semester.

115b. Introduction to Basic Musicianship: Music Fundamentals.

(1 cr. hr.)

A detailed aural and written study of basic theoretical concepts, the elements of music, and musical notation. First semester.

115c. Introduction to Basic Musicianship: Keyboard Harmony I.

(1 cr. hr.)

Application of theory to the keyboard; chord study; harmonization of melodies; transposition; modulation; scales and cadences; sight reading. First semester.

101. Theory I.

4 cr. hrs.

101a. Music Theory I; Diatonic Harmony

(2 cr. hrs.)

A study of the principles of diatonic harmony, nonchordal tones, and secondary dominants, including four-part writing, analysis, and creative work. Prerequisite: Music 115b. Second semester.

101b. Music Theory I;

Ear Training

(1 cr. hr.)

Sightsinging and dictation of dia-

tonic scales, intervals, triads, rhythmic groups, and tonal melodies. Prerequisite: Music 115b. Second semester.

101c. Music Theory I;

Keyboard Harmony II

(1 cr. hr.)

Continuation of Keyboard Harmony I. Prerequisite: Music 115c. Second semester.

**201. Theory.

4 cr. hrs.

201a. Music Theory;

Chromatic Harmony.

(3 cr. hrs.)

A study of chromatic harmony, including the altered chords and modulation to distantly related tonalities. Prerequisite: Music 101a. First semester.

**Discontinued after December, 1978.

201b. Music Theory;

Ear Training.

(1 cr. hr.)

Sightsinging and dictation of tonal melodies, more difficult rhythmic groups, and four-part harmony. Prerequisite: Music 101b. First semester.

**Discontinued after December, 1978.

**202. Theory.

4 cr. hrs.

202a. Music Theory;

Counterpoint.

(3 cr. hrs.)

A study of 16th and 18th century counterpoint and 20th century harmonic and compositional techniques. Prerequisite: Music 201a. Second semester.

**Discontinued after May, 1979.

202b. Music Theory;

Ear Training.

(1 cr. hr.)

Sightsinging and dictation of tonal and modal melodies, more difficult rhythmic groups, and four-part harmony. Prerequisite: Music 201b. Second semester.

**Discontinued after May, 1979.

102. Theory II. 4 cr. hrs.**102a. Music Theory II;
Chromatic Harmony.** (3 cr. hrs.)

A study of the principles of chromatic harmony and modulation to distantly related tonalities, with a continuing emphasis on writing and analysis. Prerequisite: Music 101a. First semester.

**Effective August, 1979.

**102b. Music Theory II;
Ear Training II.** (1 cr. hr.)

Sightsinging of tonal melodies, canons, and part music in treble, bass, and C-clefs. Dictation of tonal melodies, rhythmic groups, harmonic intervals, and two and four-part music. Prerequisite: Music 101b. First semester.

**Effective August, 1979.

201. Theory III. 4 cr. hrs.**201a. Music Theory III;
Twentieth Century Harmony.** (3 cr. hrs.)

A study of the techniques of impressionism, and investigation of serial, aleatory, and electronic practices. Prerequisite: Music 102a. Second semester.

**Effective January, 1980.

**201b. Music Theory III;
Ear Training III.** (1 cr. hr.)

Sightsinging of tonal, atonal, and modal melodies, canons, and part music. Dictation of tonal, modal, and atonal melodies, rhythmic groups, and two, three, and four-part music. Prerequisite: Music 102b. Second semester.

**Effective January, 1980.

301. Theory IV; Counterpoint. 2 cr. hrs.

A study of 16th and 18th Century contrapuntal techniques, including species counterpoint, double counter-

point, imitation, and canon. Prerequisite: Music 201. First semester.

**Effective August, 1980.

302. Form and Analysis. 2 cr. hrs.

A study of the classical forms in music and analysis of representative works of different musical forms and historical periods. Prerequisite: Music 203. First semester.

401. Instrumentation. 2 cr. hrs.

A study of the acoustical and timbral properties of wind, string, and percussion instruments, and experience in scoring for various combinations of these instruments. Prerequisite: Music 201 or permission of instructor. Second semester.

402. Composition. 2 cr. hrs.

A study of the techniques involved in and practical experience in the composition of the smaller musical forms for both the instrumental and vocal media. Prerequisite: Music 202 or permission of instructor. Second semester.

403. Arranging. 2 cr. hrs.

A study of the techniques involved in and practical experience in the arranging of existing music for both the instrumental and vocal media. Prerequisite: Music 202 or permission of instructor. First semester.

HISTORY AND APPRECIATION**140. Music Appreciation.** 4 cr. hrs.

Open to all students desiring an understanding of music as an element of liberal culture. Designed to develop competence in listening to music and to offer meaningful experiences in legitimate music. Previous training in music not required. Non-majors only. Both semesters.

341, 342. History of Western Music.

3 cr. hrs. each

A survey of western music to the present day. Emphasis is placed on examining and performing music from the

various style periods. Majors only. Both semesters.

441. 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 341-342. First semester.

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.

All private lessons will be numbered 111, 112, 211, 212, 311, 312, 411, 412, for 1 credit hour; and 121, 122, 221, 222, 321, 322, 421, 422, for 2 credit hours. The instrument will be indicated on the course cards, and will be entered on the transcript.

Classical Guitar

Piano

Voice

Harpichord

Organ

Strings

Woodwinds

Brass

Percussion

CLASS INSTRUCTION

135, 136. 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. Both semesters. (Fee charge)

133, 134. Voice Class.

1 cr. hr.

The class has a minimum of 4 and a maximum of 8 students. Open to all students. Fundamentals of singing; posture, breath control, vocal placement, and vocal literature are introduced. Both semesters. (Fee charge)

131, 132, 231, 232. Class Piano.

1 cr. hr.

A minimum of 4 and a maximum of 8 students. Beginning piano through level 4. Both semesters. (Fee charge)

MUSIC EDUCATION

151. 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. Both semesters. (Fee charge)

351. Methods in Spring Instruments.

2 cr. hrs.

The study of violin, viola, cello and bass. Teaching techniques for string instruments. Both semesters.

352. Methods in Woodwind Instruments.

2 cr. hrs.

The study of clarinet, flute, oboe, bassoon, and saxophone. Fundamentals of technique, maintenance and simple repairs. Examination and evaluation of teaching methods. Teaching techniques for woodwind instruments. Second semester.

353. Methods of Brass and Percussion Instruments.

2 cr. hrs.

The study of trumpet, trombone, euphonium, French horn, tuba, and percussion with emphasis on the teaching of these instruments. First semester.

350. Teaching of Music for Elementary School Teachers.

2 cr. hrs.

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

451. Music Methods in the Elementary Schools. 2 cr. hrs.

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

452. 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.

453. 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.

462. Vocal Pedagogy. 2 cr. hrs.

A study of comparative Vocal pedagogy including concepts of vibrato, registers, dynamics, range, breathing, support, tone placement, resonance, and voice classification. Practical application through observation and supervised teaching. Second semester.

CONDUCTING**361. Conducting.** 2 cr. hrs.

Instrumental conducting techniques including the use of the baton. Prerequisite: Music Fundamentals and Theory and Ear Training I. First semester.

362. Conducting. 2 cr. hrs.

Continuation of 361, Choral techniques. Experience with Campus Ensembles. Consent of Instructor. Second semester.

CHURCH MUSIC**343. 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 344.

344. The Church and Its Hymnody.

4 cr. hrs.

An historical study of hymns and hymn writers and of the place of hymnsinging in worship. An analysis of the elements constituting good hymns, and a critical study of published hymnals. Taught by the Music Department faculty. Second semester. Alternate years with Church Music 343.

371. Repertoire of Church Music**(Organ).** 1 or 2 cr. hrs.

Survey of music appropriate for use in church, and practice in improvisation, modulation, accompanying, and sightreading as applied to the worship service.

MUSICAL ORGANIZATIONS**191-492. 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.

181-482. Chapel Choir. 1 cr. hr.

Membership in the Chapel Choir is open to the student body. Membership auditions are held each semester. The choir sings for College chapel services, presents concerts in area churches, 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.

183-484. 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 an-

nually. Applicable to instrumental ensemble requirements for music majors.

185-486 (TR). Liberty Symphony.

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.

187-488. Cardinal Brass.

1 cr. hr.

The ensemble is open to brass players proficient in chamber music performance. Performance opportunities include campus events and church-related functions.

193-494. Jazz Ensemble.

No credit

The Jazz Band offers a creative outlet for the instrumental musician through performance of a variety of jazz literature. Membership is achieved by audition, subject to fixed stage band instrumentation.

195-496. Chamber Ensembles.

No credit

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

197-498. 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.

Not more than eight hours of ensemble will be accepted as elective hours toward graduation.

INDEPENDENT STUDY

370. Independent Study. 1-4 cr. hrs.

371. Organ Service Playing. 2 cr. hrs. Survey of music appropriate for use in church, and practice in improvisation, modulation, accompanying, and sight-reading as applied to the worship service. Second semester (even year).

372. Organ Pedagogy.

2 cr. hrs.

Survey of organ method books. Practical application through observation and supervised teaching. Second semester (odd year).

373. Piano Pedagogy.

2 cr. hrs.

Individual and class instruction in teaching methods/materials. Practical application through observation and supervised teaching. First semester.

374. Piano Accompanying.

1 cr. hr.

Piano accompanying techniques for basic vocal and instrumental solos. Representative works from contrasting periods of music.

375. 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.

Nursing Education

The nursing education program at William Jewell College is a carefully-designed program of professional studies in nursing (46 credit hours), liberal arts courses, and professional support courses which lead to the bachelor of science degree and which prepare a student to become a registered nurse.

The program is based on a special philosophy of nursing as a combination of scientific competence, sensitivity to human needs, and an emphasis on total human health. The faculty emphasizes the responsibility and accountability of the nurse practitioner, the blending of academic and practical knowledge, and the highest degree of professional ethics.

A full statement of the philosophy of the nursing education program at William Jewell College, as well as a statement of the conceptual and practical framework of the curriculum, is available from the departmental offices.

OBJECTIVES

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.

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 con-

cerned 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 ap-

plication 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 considered 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
Biology 151	4
Religion	4
	16
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
Education 205	4
Nursing 330	8
	16

JUNIOR SPRING SEMESTER

Nursing 350	8
Math 216	4
Elective	4
	16

SENIOR FALL SEMESTER

Nursing 430	8
Elective	4
Nursing 420	2
	14

SENIOR SPRING SEMESTER

Nursing 450	10
Nursing 425	2
	12

*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.**

250. Introduction to Nursing.

4 cr. hrs.

Introduction to the major concepts of the curriculum framework. Emphasis is placed on Nursing Process, Systems Theory and Competence Development. Theories of Wellness, Change, Development, Professionalism, Research and Culture are introduced both in the classroom and laboratory situations. Lab experiences emphasize the development of specific nursing competencies: basic psychomotor, communication and decision making skills. Three hours lecture per week. Two hours laboratory per week to discuss theory application and to practice interpersonal communication and basic nursing skills. Prerequisite: Admission to the Department of Nursing. Second semester.

280. Assessment Competencies in Nursing.

4 cr. hrs.

The framework for this course is the Nursing Process and all phases are included. Also included are the basic physical assessment competencies necessary for the practice of professional nursing. Laboratory time is provided for the development of specific competencies. For R.N.'s only. Summers only.

330. Nursing Process I.

8 cr. hrs.

This course is the first in the nursing curriculum with a clinical component. The focus is on applying nursing process in the wellness and stress state of individuals and families. Heavy emphasis is placed on psychosocial and physical assessment of the well person within the family system. The clinical component includes six-week experience in two of the four major clinical areas. These areas are medical, obstetrical, pediatric, and psychiatric nursing with community experiences being an integrated component. Four and one half lecture hours per week.

Four hours skills laboratory per week. Eight hours clinical practicum and one hour clinical conference per week. Prerequisite: 250. First semester.

340. Introduction to Human

Pathology. 4 cr. hrs.

This course is designed to provide a basic understanding of pathophysiology and psychopathology. Emphasis is placed on an individual's total response to pathological processes. Four hours lecture per week. Prerequisites: Biology 239 and 241. First semester.

350. Nursing Process II. 8 cr. hrs.

Nursing 350 is designed to build upon the basic skills and theories taught in Nursing 330. The focus is on applying nursing process in illness and dysfunctional behavior of individuals and families. Emphasis is placed on assessment of illness and/or dysfunctional behavior utilizing a holistic framework. The clinical component includes a six-week experience in two of the four major clinical areas which the student did not have in Nursing 330. With the completion of Nursing 350, each student will have received **six weeks** experience in each of the four major clinical areas with correlated community experiences. Four and one half lecture hours per week. Two hours of skills laboratory per week. Eight hours of clinical practicum and one hour of clinical conference per week. Prerequisite: 330. Second semester.

420. Nursing Seminar I. 2 cr. hrs.

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

425. Nursing Seminar II. 2 cr. hrs.

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.

Eight hour Senior level course which focuses upon the implementation of the nursing process utilizing principles of crisis intervention and acute biological and/or psychosocial crises. Prerequisite: 350. Concurrent: 420. First semester.

450. Nursing Process IV. 10 cr. hrs.

Ten hour Senior level course which focuses upon community and large group systems as well as environmental stressors and issues in nursing practice including leadership skills and management of groups. Prerequisite: 420. 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. Second semester.

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. Second semester.

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. First semester.

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. Second semester.

300. Philosophy of Education.

4 cr. hrs.

(Offered by the Education Dept.)

301-302. Seminar. 4 cr. hrs.

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. Each semester.

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. Second semester.

411. Political Theory and Political Analysis.

4 cr. hrs.

(Offered by the Political Science Dept.)

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 education 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: (1) by taking two one-half hour activity classes, or (2) by taking an additional one hour course. Provisions will be made for students with a physical involvement. Each student may elect up to two additional hours of physical education.

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.

Each student is required to demonstrate his/her ability to swim 25 yards prior to receiving credit for this course. An incomplete will be given until this requirement is completed.

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. 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.
134. (A and B) Horsemanship.	1/2 cr. hr.*
135. Recreational Horsemanship.	1/2 cr. hr.*

+ Meets alternate years.

*Fee courses are designated by an asterisk.

ADVANCED ACTIVITY OFFERING

Classes meet four times a week for seven weeks.

201. Baseball-Softball.	1 cr. hr.
202. Basketball.	1 cr. hr.
204. Field Hockey.	1 cr. hr. **
205. Football.	1 cr. hr.
206. 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.
214. Golf.	1 cr. hr.

**Students taking Field Hockey 204 or Volleyball 212 must take the Field Hockey or Volleyball activity class before enrolling in these classes.

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: 30 or 40 hours depending on certification requirement and type of major.

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. Includes Health and Safety for Elementary School Children. Limited to Physical Education majors and Elementary Education majors. Second semester.

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. First semester.

255. Introduction to Physical Education. 1 cr. hr.

A general orientation course for students planning to major in Physical Education. First semester. (Majors only.)

258. Mini Teaching. 1 cr. hr.

Majors only. Not open to Freshmen. Usually taken in Sophomore year. Students do field work in local schools, teaching or assisting in Physical Education classes. First semester.

261. Life Saving and Water Safety.

1 cr. hr.

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. 2 cr. hrs.

A study of human functions under the stress of muscular activity. Prerequisite: Biology 239. First semester—Junior and Senior level.

360. Care and Treatment of Athletic Injuries. 2 cr. hrs.

Includes prevention, treatment and rehabilitation of common injuries sustained in athletics. First semester.

365. Physical Education for Elementary Schools. 4 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. Sophomore level. Second semester.

392. Kinesiology.

2 cr. hrs.

A study of the science of body movements. Prerequisite: P.E. 300. Second semester.

395. (A and B) Methods of Coaching Varsity Sports. 3 cr. hrs. each.

Includes topics of motivation, psychology, officiating, conditioning, public relations, practice organization, and specific techniques for coaching each sport covered. Sports included are football, basketball, track and field, wrestling, swimming, field hockey, and volleyball. Second semester. Prerequisite: Sophomore level.

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. Junior level.

460. 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. Block course: First 7 weeks. Seniors only. First and second semesters.

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, 322.

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 many 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. One laboratory period per week; offered each semester.

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 engi-

neering. 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 Mechanisms

(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, LaGrange's equations, and introduction to tensors. Approximately nine weeks of the second semester will be devoted to an introduction to Quantum Mechanics. 443 offered first semester; 444 — second semester.

Political Science

Major: 24 semester hours, including one course from each of five of the six categories 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 provides 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.

INTRODUCTORY COURSES

101. Introduction to Politics:

Comparative. 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 meet approximately ten times 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 in-

terest 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 meet approximately ten times 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. Offered 1978-79. First semester, every other year.

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 contemporary trends.

Freshmen not admitted. First semester. Offered 1978-79.

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, and radical political movements.

Freshmen not admitted. First semester every other year. Offered 1979-80.

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 on request.

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 every other year. Offered 1979-80.

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 every other year. Offered 1979-80.

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 func-

tion 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 studied relative to the political consequences of modernization and industrialization. Suggested background: 101. Freshmen not admitted. Second semester every other year. Offered 1979-80.

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 every other year. Offered 1978-79.

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 every other year. Offered 1978-79.

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. Prerequisite: 12 hours of political science and/or consent of instructor. First and second semesters. Hours to be arranged.

PUBLIC ADMINISTRATION

301. Public Administration. 4 cr. hrs. Problems of administration of government in a democracy; emphasis upon policies; organization, and functions of the civil service; problems of personnel management; the nature of services rendered by government to the people. Freshmen not admitted. First semester. Offered 1979-80.

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

In addition to the requirements listed above, each major is to perform at a satisfactory level in an oral and written comprehensive examination to be taken during the last seven weeks of the second semester of the senior year.

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. Social Psychology.

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. Second 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:

Physiological Psychology.

4 cr. hrs.

A study of the biological foundations of behavior: the neural and glandular structures and functions, 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.

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. First semester.

319. Introduction to the Principles of Behavior Modification. 2 cr. hrs.

An introduction to theory, research and practice in behavior modification. It is intended 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. Second semester.

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 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, goldfish and rats. Lecture and laboratory. Required of majors. Should be taken during the junior year. Pre-

requisites: 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 Systems. 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. Prerequisites: 12 hours of psychology and senior standing, or consent of instructor. First semester.

334. Child Exceptionalities. 2 cr. hrs.

An introductory course dealing with the exceptional child, designed to accomplish the following objectives:

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 intra-individual 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 instruc-

tional 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. Each semester.

335. Child Exceptionalities. 2 cr. hrs. Literature written by parents, educators and psychologists concerning numerous exceptionalities will be read and discussed. Prerequisite: Psychology 334. Each semester.

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. Fall semester.

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. Spring 1979, "Psychological Dimensions of Religion". Fall 1979, "Counseling Techniques".

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. Junior and Seniors must take a 200 or above numbered course and may not take a 100 numbered course without special permission of the Dean of the College and the department chairperson.

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. Freshmen 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. Offered each semester.

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. Offered each semester.

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. Offered each Fall semester.

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. Offered each Fall semester.

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. Offered each Spring semester.

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? Offered each Spring semester.

330. Classic Christian Thought.

4 cr. hrs.

A study of the classics of Christian thought which have influenced the growth and the development of Christian Theology from the second century to the nineteenth century. The course offers exposure to primary source material. Offered Spring 1979.

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. Offered Spring 1980.

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. Offered Spring 1979.

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. Offered Fall 1979.

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? Offered Spring 1979.

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? Offered Fall 1978.

344. 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. Offered Spring 1980.

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 as follows:

452a. Development of Christian Worship. How Christian worship developed and changed from New Testament to modern times. Proposes investigating valid Christian worship today. Offered Fall 1978.

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. Offered Fall 1979.

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. Offered Spring 1981.

452d. Recent and Contemporary Theology. Readings will concentrate on the major theological expressions of the nineteenth and twentieth centuries. Offered Fall 1979.

452e. The Beginnings of the Religious Quest of Man. 4 cr. hrs.

This course will deal with the religions of the Mediterranean World in an effort to understand mankind's search for ultimacy. The course is a study of the beginnings of primitive religion outside the Judeo-Christian Tradition. The religious systems of Mesopotamia, Canaan, and Egypt will be discussed. Included for study are the beginnings of Greek Religion, the Popular or Mystery Religions of the Mediterranean world, and Gnosticism as it influenced orthodox Christianity. Offered Spring 1980.

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? Offered Fall 1978.

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.

Social Research

The Social Research major fuses the traditional liberal arts focus with an interdisciplinary combination to produce quality professional competence in skills which have practical application in the job market. It involves the applied social sciences in statistical analysis of both public opinion in general and the response of select groups of the public to specific questions, including market research. The Institute for Social Research (ISR) considers it to be a second major, which may be pursued along with any other major. Most often it is combined with one of the following: Business, Communication, Mathematics, Political Science, Psychology, or Sociology. It is a B.A. degree.

Admission. Interested students apply to the Academic Committee of the ISR for admission to the program any time from the Spring semester of the freshman year on. To be admitted and remain in the program, students must have a 3.2 GPA, and acquire and maintain skills in research and writing. The Academic Committee admits a limited number, and may review and terminate students' eligibility at regular intervals. An application should include the student's reasons for wanting into

the program, proposed course of study, GPS, and primary major.

Requirements. Social Research is a 40 credit hour major, divided as follows: 16 hours of required core courses; 12

hours selected from a list of electives; a 4 hour research project; and an 8 hour internship. All courses except the research project and internship are offered by the various established departments.

CORE COURSES (16 hours):

For project design —Psychology or Sociology	320:	Experimental Psychology I	
	319:	Methods of Social Research (one of the above)	4
For data analysis —Mathematics and Mathematics	125:	Intro. to Data Processing	4
	216:	Statistics for Social Sciences	4
For write-up —Communication	211:	Mass Media: The Press	4

TOTAL REQUIRED CORE
COURSES: 16 Hours

ELECTIVES (select any 12 hours):

Communication	212:	Mass Media: Radio, TV, and Advertising	4
Economics	418:	Public Finance	4
Business Admin.	301:	Personnel Administration	4
Business Admin.	305:	Marketing	4
Business Admin.	306:	Current Marketing Issues	4
Mathematics	225:	Assembler Language	4
Political Science	102:	Introduction to Politics: American	4
Political Science	200:	Urban and Metropolitan Politics	2
Political Science	232:	American Politics, Parties, & Interest Groups	4
Political Science	301:	Public Administration	4
Psychology	304:	Interpersonal and Group Processes	4
Psychology	320:	Experimental Psychology I (or Soc. 319)	4
Psychology	321:	Experimental Psychology II	4
Sociology	319:	Methods of Social Research (or Pyc. 320)	4

TOTAL ELECTIVE HOURS: 50 Hours

Note: Some core or elective courses may have prerequisites required by the respective departments. Social Research majors must meet those prerequisites unless the department waives them, and taking such prerequisite does not count toward this major.

These electives allow a student to concentrate in one area or to distribute the electives among many departments.

Social Research 451-452. RESEARCH PROJECT. 4 cr. hrs.

In place of a senior comprehensive examination, each student majoring in Social Research must complete one major research project prior to undertaking the Internship. The project is normally undertaken, therefore, during the Junior or first half of the Senior year. Project proposals are submitted

to the Academic Committee of the ISR Board of Directors no later than the seventh week of the semester prior to beginning the project. The Academic Committee administers these proposals along the lines of an Honors Project (see regulations of the Honors Council). The topic may involve a survey done for an ISR client, an ISR-sponsored survey, or a student-designed project. Whatever the topic, the student must secure experience in Sample Selection, Questionnaire Design, Coordinating Data Collection, preparation of data for Computer, Data Processing, and Analysis and Writeup.

Social Research 471-472.

INTERNSHIP.

8 cr. hrs.

A one-half to one semester on-the-job experience with a governmental or private agency, involving practical use of skills acquired in the Social Research major. The student, under the direction of a cooperating administrator and a faculty supervisor, assumes responsibility for half-time to full-time job. Duties vary with the job. The time, place and responsibilities are determined on an individual basis. Formal application must be made to the ISR by the seventh week of the semester prior to beginning the internship.

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 struc-

ture 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. Second semester.

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 gen-

eral. Work with K.C. area ethnic and racial groups is an integral part of the course. First semester.

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





PERSONNEL OF THE COLLEGE

Full-Time Faculty 1978-79

(Date after name indicates year of first appointment.)

J. GORDON KINGSLEY, JR., 1969
Dean of the college and professor of literature and religion
BA, 1955, Mississippi College; MA, 1956, University of Missouri; BD, 1960; ThD, 1965, New Orleans Baptist Theological Seminary; postdoctoral study (English), University of Louisville, 1968-69; further study, University College Galway (Ireland), Northwestern University, Harvard University.

WILLIAM W. ADAMS, JR., 1955
Director, Institute for Social Research 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.

VIRGINIA ALLEN, 1976
Instructor/Librarian
BA, 1974, University of Missouri, Kansas City; ML, 1975, Emporia State University.

MARY E. BLEAKLEY, 1977
Assistant professor of education
BA, 1962, University of Michigan; MA, 1966; PhD, 1977, University of Colorado; further study, Oakland University and Fort Hayes State University.

JULIA K. BOLAND, 1975
Assistant professor of nursing education
BS, 1966, Ohio State University; MN, 1970, University of Kansas.

GEORGIA B. BOWMAN, 1947
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, Regent's Park College of Oxford University.

CAROLYN BROSE, 1972
Chairman of department and as-

sociate professor of nursing education

BS, 1964, Oklahoma Baptist University; MS, 1966, Ohio State University; doctoral study, University of Kansas.

DONALD C. BROWN, 1967

Professor of music

AB, 1961, University of South Carolina; MCMus, 1964; DMA, 1973, School of Church Music, Southwestern Baptist Theological Seminary.

TERRY A. BUFORD, 1978

Assistant instructor of nursing education

BS, 1974, University of Missouri; further graduate study, University of Kansas.

JOHN A. CANUTESON, 1974

Assistant professor 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

Assistant professor of history

BA, 1969, Moody Bible Institute; BA, 1969, University of North Dakota; MA, 1971; PhD, 1976, University of Nebraska.

CYNTHIA M. CIEPLIK, 1974

Assistant professor of nursing education

BSN, 1969, Loyola University; MA, 1976, University of Kansas.

MICHAEL T. COOK, 1978

Instructor in economics

BA, 1969; MA, 1973, University of Chicago; doctoral study, Vanderbilt University.

MYRA L. COZAD, 1961

Assistant professor of English

AB, 1960, William Jewell College; MA, 1963, Washington University; further graduate study, 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.

JANICE E. DAVID, 1977

Instructor in music

BA, 1969; MA, 1977, University of Tennessee.

KEITH R. DAVID, 1969

Professor of philosophy

BA, 1954, Oklahoma Baptist University; MA, 1962, University of Wichita; PhD, 1969, Southern Illinois University; further study, Regent's Park College of Oxford 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

Assistant professor of biology
AB, 1968; MS, 1975; PhD, 1976,
Indiana University.

MARVIN P. DIXON, 1965

Chairman of department and pro-
fessor of chemistry
AB, 1960, William Jewell College;
MS, 1963; PhD, 1965, University
of Illinois.

D. DEAN DUNHAM, JR., 1969

Chairman of department and pro-
fessor of English
BA, 1960, Hastings College; MA,
1962, University of Arkansas;
PhD, 1970, University of Nebras-
ka.

CAROLYN EDISON, 1977

Instructor in nursing education
BA, 1959, Baylor University; MS,
1968, Troy State University; BSN,
1974, William Jewell College; MN,
1977, Kansas University.

SANDRA EMIG, 1977

Instructor in music
BMus, 1973; MA, 1975; doctoral
study, Ohio State University.

GRETA ENGBERG, 1974

Assistant professor of nursing edu-
cation
Certificate; Nurse Midwifery,
1957, Edinburgh, Scotland; BSN,
1970; MSN, 1974, Texas Wom-
an's University.

JIM L. FINLAY, 1978

Instructor in business administration
BS, 1968; MBA, 1972, Northwest-
ern State University.

FRED FLOOK, 1975

Assistant professor of physical edu-
cation and coach of baseball
BS, 1958, MA, 1971, Kansas State

Teachers College at Emporia; fur-
ther study, University of Utah.

WESLEY L. FORBIS, 1962

Chairman of department and pro-
fessor of music
BME, 1952; MA, 1957, University
of Tulsa; MM, 1955, Baylor Uni-
versity; PhD, 1970, George Pea-
body College.

CHARLES DON GEILKER, 1968

Professor of physics
AB, 1955, William Jewell College;
MA, 1957, Vanderbilt University;
PhD, 1968, Case Western Reserve
University.

JANICE GLOVER, 1975

Assistant professor of communica-
tion
BA, Georgetown College; MA,
1975, Southwest Missouri State
University.

DARREL W. GOURLEY, 1958.

Associate professor of physical edu-
cation, coach of track and cross
country.
BS, 1949, Northeast Missouri
State College; MEd, 1952, Univer-
sity of Missouri; further study,
University of Indiana, University
of Missouri.

KATHERINE GRIFFITH, 1965

Assistant professor of French
BA, 1956, University of Minne-
sota; MA, 1957, University of Wis-
consin; further study, University
of Massachusetts, University of
Kansas.

LARRY MAX HAMILTON, 1967

Assistant professor of physical edu-
cation, athletic director, and swim-
ming coach
AB, 1961, William Jewell College;
MS, 1967, Central Missouri State
University.

RICHARD L. HARRIMAN, 1962

Associate professor of English and director of the Fine Arts Program
AB, 1953, William Jewell College;
MA, 1960, Stanford University;
further 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; fur-
ther study, University of Edin-
burgh, Vanderbilt University,
Baptist Theological Seminary of
Ruschlikon-Zurich (Switzerland);
MA, 1971, University of Missouri-
Kansas City.

MARGARET THORMAN HARTIG,
1978

Instructor in nursing education
BSN, 1974, University of Kansas;
MS, 1977, University of Tennes-
see.

JEAN HAWKINS, 1976

Associate professor of business ad-
ministration
BS, 1968; MA, 1970, Central Mis-
souri State University; CPA (Mis-
souri), 1974.

JOHN A. HICKMAN, 1968

Associate professor of physical edu-
cation, director of professional pro-
gram, and basketball coach
AB, 1961, William Jewell College;
MS, 1963, University of Wiscon-
sin; doctoral study, Southern Illi-
nois University.

WALLACE A. HILTON, 1946

Chairman of department and pro-
fessor of physics
AB, 1933, William Jewell College;
AM, 1939; EdD, 1941, University
of Missouri; MS, 1948, University

of Arkansas; further study, Mas-
sachusetts Institute of Technology,
University of Wisconsin, Univer-
sity of New Mexico, Rensselaer
Polytechnic Institute.

THOMAS T. HOLLOWAY, 1973

Assistant professor of chemistry
BA, 1966; PhD, 1969, Rice Univer-
sity; Postdoctoral research as-
sociate, 1969-71, Johns Hopkins
University; Welch Research Fel-
low, 1971-73, Texas Tech Univer-
sity, further study, University of
Washington, University of Ark-
ansas, Oak Ridge National Lab-
oratory.

EVELYN HUTCHISON, 1972

Associate professor of nursing edu-
cation
BS, 1959, University of Oregon;
MS, 1964, University of Indiana.

DAVID BUSCH JOHNSON, 1970

Chairman of department and as-
sociate professor of art
BA, 1955, Wheaton College; BAE,
1960, School of Art Institute of
Chicago; MS, 1967, Illinois In-
stitute of Technology (Institute of
Design); MFA, 1974, Kansas Uni-
versity.

JEANNE JOHNSON, 1973

Assistant professor of nursing edu-
cation
BS, 1956, University of Illinois;
MA, 1975, University of Missouri-
Kansas City.

WILLIAM DAVID KIRKPATRICK,
1975

Associate professor of religion and
director of in-service training
BA, 1962, Baylor University; MA,
1964, Baylor University; MDiv,
1969; ThD, 1974, Southwestern
Baptist Theological Seminary.

BONNIE KNAUSS, 1969

Librarian and assistant professor
AB, 1968, William Jewell College;
MALS, 1969, University of Missouri-Columbia.

DANIEL M. LAMBERT, 1970

Associate professor of education and assistant to the president
AB, 1963, William Jewell College;
MA, 1965, Northwestern University; PhD, 1977, University of Missouri-Columbia; further study, Harvard Divinity School, Law School, University of Missouri-Kansas City.

STAN McGARVEY, 1978

Instructor of physical education and football coach
BS, 1973, William Jewell College;
MST, 1975, University of Illinois.

ROBERT L. McKINNEY, 1962

Associate professor of psychology
AB, 1952, William Jewell College;
MDiv, 1958, Southern Baptist Theological Seminary; graduate study, Washington University.

BARBARA ROSE MACKE, 1968

Assistant professor of physical education and director of womens athletics
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 study, Oklahoma University.

CLIFFORD F. MEHRER, 1976

Assistant professor of biology
BA, 1968, North Dakota State University; MS, 1972, PhD, 1975, University of North Dakota.

MARY S. MILLER, 1967

Associate professor of education
BS, 1964; MS, 1967, Eastern Connecticut State (formerly Willimantic State College); PhD, 1974, University of Missouri-Kansas City.

OTIS E. MILLER, 1978

Associate dean for continuing education, chairman of the department of economics and business administration and professor of economics
BS, 1952; PhD, 1962, University of Missouri.

M. LEE MINOR, 1968

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 Seminary (New York), Vanderbilt University.

JAMES A. NELSON, 1950

Professor of physical education
BS, 1949, Missouri Valley College;
MAEd, 1953, University of Missouri-Kansas City; further 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 study at 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 study, University of Kansas Medical Center, University of Missouri-Kansas City.

Texas Christian University; PhD, 1975, University of Missouri-Columbia.

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, 1939, Missouri Valley College; AM, 1952, University of Kansas City; EdD, 1958, Columbia University.

JOHN L. PHILPOT, 1962

Professor of physics
AB, 1957, William Jewell College; MS, 1961; PhD, 1965, University of Arkansas.

PHILLIP C. POSEY, 1965

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,

BETTY S. RICHERT, 1974

Assistant professor of nursing education
BSN, 1971; MN, 1974; University of Kansas.

PAULINE PECK RIDDLE, 1972

Associate professor of music
BSED, 1953, Southwest Missouri State College; MSM, 1956, Southern Baptist Theological Seminary; DME, 1972, University of Oklahoma; further study, University of Kansas.

MARY M. WALKER ROBERTS, 1965

Assistant professor of modern languages
AB, 1962, William Jewell College; MEd, 1965, University of Missouri-Kansas City; further study, Phillips Universität, Marburg An der Lahn, Germany; Goethe Institut, Murnau, Oberbayern, Germany; University of Munich; University of Kansas.

JAMES DAVID ROBINSON, 1976

Instructor of voice
BME, 1974; MM, 1976, West Texas State University.

BARRY SALSBUURY, 1976

Instructor in communication and director of forensics
BA, 1969; MA, 1972, University of Missouri-Kansas City.

PHILLIP WENDELL SCHAEFER, 1976

Instructor in music
BA, 1968, University of Northern Iowa; MS, 1976, University of Illinois.

ANN MARIE W. SHANNON, 1974

Associate 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 Mis-
souri-Rolla.

PAUL L. SMOCK, 1971

Chairman of department and as-
sociate professor of psychology

AB, 1965, Oklahoma Baptist Uni-
versity; MA, 1966, Oklahoma
State University; PhD, 1970, Brigh-
ham Young University.

M. J. STOCKTON, 1972

Associate professor of education

BA, 1962, Baylor University; MA,
1967, Sam Houston State Univer-
sity; EdD, 1971, Baylor Univer-
sity.

DARREL R. THOMAN, 1962

Chairman of department and pro-
fessor of mathematics

BA, 1960, Hastings College; MA,
1962, University of Kansas; PhD,
1968, University of Missouri-Rolla;
further study, University of Mis-
souri-Kansas City.

BRUCE R. THOMSON, 1959

Executive vice president and profes-
sor of sociology

AB, 1949, William Jewell College;
BD, 1952; ThM, 1953, Southern
Baptist Theological Seminary;
MA, 1955, University of Louis-
ville; PhD, 1959, Florida State Uni-
versity.

ROBERT S. TROTTER, 1949

Chairman of department and pro-
fessor of philosophy

AB, 1944, Mississippi College; BD,
1947; PhD, 1956, Yale University;

further study, University of Min-
nesota.

CATHERINE VERA, 1974

Chairman of department and as-
sistant professor of modern lan-
guages

BA, 1966, University of Missouri-
Kansas City; MA, 1969; PhD, 1974,
University of Missouri-Columbia;
further study, Dartmouth College.

JANET VINCENT, 1978

Assistant professor of nursing edu-
cation

BSN, 1957; MN, 1973, University
of Kansas.

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, Har-
vard University.

MARILYN H. WALKER, 1965

Associate professor of English and
art history

BA, 1961, University of Missouri-
Columbia; MA, 1965, and further
study, University of Missouri-
Kansas City; further study, Uni-
versity of Missouri-Columbia.

EARL R. WHALEY, 1955

Chairman of department and pro-
fessor of sociology, and director
of continuing 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, Mid-
western Baptist Theological Semi-
nary; further study, University of
Kansas.

ROBERT F. WICKE, 1961

Chairman of department and professor of education, and director of teacher certification

BA, 1949; MA, 1950, University of Missouri-Kansas City; EdD, 1961, University of Kansas.

FREDERICK M. WILD, 1978

Assistant professor of English

BA, 1966, Emory University; MA, 1969; PhD, 1973, Ohio State University; MDiv, 1977, Yale University Divinity School.

DEAN WILDER, 1975

Associate professor of music

BA, 1963, Cascade College; MM, 1970, New England Conservatory of Music.

TOM H. WILLETT, 1967

Chairman of the department and associate professor of communication

AB, 1966, Colorado State College,

Greeley; MA, 1967, University of Nebraska; PhD, 1977, University of Missouri, Columbia.

ROBERT WILLIAMS, 1975

Instructor in psychology

BA, 1973, William Jewell College; MA, 1975, University of Missouri-Kansas City; doctoral study, University of Missouri-Kansas City.

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

Assistant professor of nursing education

BS, 1969, University of Kansas; MS, 1971, University of California at San Francisco.

Adjunct and Part-Time Faculty, 1978-79

CHARLES ANDERSON, 1977

Adjunct instructor in public administration

BA, 1962, University of Kansas; MA, 1966, University of Kansas.

RICHARD A. BROSE, 1973

Adjunct instructor in nursing education

BS, 1957; Dr. P.H., 1967, University of Pittsburg.

HELEN BROWN, 1968

Adjunct instructor of piano

BME, 1961, Samford University;

MCM, 1964, School of Church Music, Southwestern Baptist Theological Seminary.

KATHRYN DIXON, 1975

Instructor in chemistry

AB, 1960, William Jewell College; MS, 1962, University of Illinois.

BETTY DUNHAM, 1969

Adjunct instructor of piano

BA, 1960, Hastings College; MM, 1968, University of Nebraska.

JULIE DUNN, 1977

Adjunct instructor in art

BA, 1970, William Jewell College; MA, 1973, Florida State University.

JIM GRIMM, 1977

Artist-instructor in guitar
BS, 1975, William Jewell College;
further private study.

PEGGY W. HARRISON, 1972

Instructor of biology
BA, 1940, Randolph-Macon Woman's College; MA, 1942, Syracuse University; further study, McGill University, University of Virginia.

PAT HARTLEY, 1972

Director of learning skills program
BS, 1941, Park College; MS, 1966, University of Missouri at Kansas City; Specialist Degree in Reading, 1969, Central Missouri State University.

SARAH HIGGINS, 1974

Adjunct instructor of piano
BM, 1968, Bethany College; MM, 1971, University of Missouri-Kansas City.

JUARENE ISLEY, 1977

Adjunct instructor in English
AB, 1955, William Jewell College;
MS, 1967, University of Missouri-Kansas City.

MARY G. JOHNSON, 1970

Associate professor of French
BA, 1959, Mount Holyoke College; MA, 1961, Middlebury College Graduate School in Paris; doctoral study, University of Wisconsin.

HOWARD JONES, 1977

Adjunct instructor in theatre
BA, 1973, William Jewell College;
MS, 1974, Mankato State University.

NANCY JONES, 1975

Artist-Instructor in voice
BM, 1960, Cincinnati College-

Conservatory of Music; MS in Music, 1962, Kansas State College of Pittsburg; advanced study in Graz, Austria, American Institute of Musical Studies.

DOLORES KIRBY, 1977

Adjunct instructor in music
BM, 1971, Temple University; further study.

PATRICIA LUND, 1968

Adjunct instructor of physical education
AB, 1948, William Jewell College.

EARL McELWEE, 1965

Adjunct professor of political science
AB, 1957, William Jewell College; MDiv, 1961, Midwestern Baptist Theological Seminary; MA, 1964, MPH, 1970, and doctoral study, University of Kansas.

ROBERT McNEELY, 1977

Adjunct instructor in art
BA, 1973, Southwest Baptist College; BFA, 1977, Kansas City Art Institute.

CARMEN MEISENBACH, 1974

Artist-Instructor of piano
BM, Juilliard School of Music.

KURT MEISENBACH, 1974

Artist-Instructor of strings
BM, 1971, Manhattan School of Music.

ELAINE MOORE, 1977

Artist-Instructor in flute
BME, 1970, Emporia State University; MM, 1975, University of Missouri-Kansas City.

ANN POSEY, 1966

Adjunct instructor of piano
BM, 1963, University of Alabama; further study, University of Alabama.

HARRY A. STEWART, 1975
Adjunct instructor in nursing education.
BA, 1958; M.D., 1962, University of Kansas.

GENE STOKES, 1971
Adjunct instructor in voice
BM, 1960, Westminster Choir College, Princeton, N.J.

VERONICA TAPSONYI, 1969
Artist-Instructor
Diploma, Gyor, Hungary; Winner

of Liszt Prize, Gyor, Hungary; BMus, 1968, MMus, 1970, University of Missouri-Kansas City.

LEE WOODS, 1977
Adjunct instructor in art
AS, 1965, Hutchinson Community College; BAE, 1968, University of Kansas; MAE, 1976, University of Kansas; further study, University of Kansas.

Emeriti Faculty and Administrators

WILBUR J. BRUNER
Chairman of department and professor of modern languages, 1936-1978

LUTIE CHILES
Professor of education and director of elementary education, 1950-1977

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

EDWARD LAKIN
Professor of music, 1950-1977

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

KERMIT C. WATKINS
Chairman of department of economics and business administration and professor of economics, 1956-1978

Board of Trustees

ROBERT M. ADDISON

Residence, 2517 Hawthorne, Independence, Mo. 64052; business address, 1315 West 12th St., Kansas City, Mo. 64101.

President, U.S. Supply Co.; chairman of the board, The Commerce Bank of Independence; First vice president, American Supply Association; vice president, Central Industrial District Association of Kansas City; member of the Board of Trustees, Baptist Memorial Hospital; 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 M. CROUCH

Residence, 239 Chasselle Lane, St. Louis, Mo. 63141.

Associated with Siegfried and Associates, St. Louis, Mo.; Sunday school teacher and deacon, Kirkwood Baptist Church; member of Downtown Kiwanis, St. Louis, Mo.; Baptist.

HOMER EARL De LOZIER, D.D.

Residence, 1700 Bellevue, St. Louis, Mo. 63117, retired.

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, 1303 Ted Dunham St., Baton Rouge, La. 70802 (mailing address: P.O. Box 14932, Baton Rouge, La. 70808); business address, 2762 Continental Dr., Suite 201, Baton Rouge, La. 70808.

President, Management Recruiters of Baton Rouge; Baptist.

JOHN W. GOODWIN

Residence, 5131 West 63rd St., Shawnee Mission, Ks. 66208; business address, 400 West Meyer Blvd., Kansas City, Mo. 64113.

Pastor, Wornall Road Baptist Church, Kansas City, Mo.; member, Executive Board, Missouri Baptist Convention; member, Foreign Mission Board, Southern Baptist Convention; member, Kansas City Rotary Club; Baptist.

WILLIAM D. HAWN

Residence, Route B, Box 66, Roach, Mo. 65787; 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.

JOHN E. HUGHES

Residence, 14909 E. 34th St., Independence, Mo. 64055; business address, 500 West Truman Rd., Independence, Mo. 64050.

Pastor, First Baptist Church, Independence, Mo.; member, Radio and Television Commission, Southern Baptist Convention; chairman, Committee on Continuing Review of Constitution and Bylaws of Missouri Baptist Convention; member, Independence Rotary Club; 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; Past 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; member, Kansas City Bar Association; member, Kansas City Chamber of Commerce; deacon, Wornall Road Baptist Church, Kansas City; Baptist.

FRED H. PILLSBURY

Residence, 680 South McKnight Road, St. Louis, Mo. 63124; business address, 1831 Chestnut, St. Louis, Mo. 63103.

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; Industrial Fumigant Co., Kansas City; Winru Chemical & Sales Co.; retired.

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; Baptist.

GERALD R. SPRONG

Residence, 3907 North 29th Terrace, St. Joseph, Mo. 64506; business, American National Bank, St. Joseph, Mo. 64502.

President, Chief Executive Officer and Director of Ameribanc, Inc., St. Joseph, Mo.; Director, 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.; Director, Morgan County Bank, Versailles, Mo.; Director, St. Joseph Light and Power Company, St. Joseph, Mo.; Director, First National Bank of Tarkio, Mo.; administrator, Oscar D. Nelson Foundation; 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 Bank-corporation, 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.

JOHN F. TRUEX

Residence, 13139 Thornhill Drive, St. Louis, Mo. 63131; business address, TWA—605 Third Ave., New York, N.Y. 10016.

Vice president—In-flight Services, 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, Charles F. Curry Company, 20 West Ninth St., Kansas City, Mo. 64105.

Senior vice president and director, Charles F. Curry Company; director, Home Savings Association; trustee, Baptist Memorial Hospital; director, Downtown, Inc.; member, Kansas City Chamber of Commerce, Real Estate Board; deacon, Calvary Baptist Church, Kansas City, Mo.; secretary-treasurer, Board of Trustees, 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 Emeriti

ELMER C. ADAMS, SR., P.O. Box 268, Rt. 1, Blue Springs, Mo. 64015.

JOSEPH E. CULPEPPER, 630 West Meyer Blvd., Kansas City, Mo. 64113.

GRANT DAVIS, 1334 E. Delmar, Springfield, Mo. 65804.

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BRUCE R. THOMSON, A.B., B.D., Th.M., M.A., Ph.D., Executive vice president, Greene Hall.

J. GORDON KINGSLEY, JR., B.A., M.A., B.D., Th.D., Dean of the College, Greene Hall.

DAN M. LAMBERT, A.B., M.A., Ph.D., Assistant to the President, Greene Hall.

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A. S. MICHEL, B.S., Director of Development, Curry Library.

WAYNE R. VALENTINE, B.S. in B.A., C.P.A., Business Manager, Greene Hall.

OTIS E. MILLER, B.S., Ph.D., Associate Dean for Continuing Education.

Administrative Staff

RICHARD P. BOWLES, M.D., College Physician, 112 North Water Street, Liberty, Mo.

SANDRA M. CAREY, B.B.A., Controller, Greene Hall.

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DEOLA GAIRRETT, Registrar, Greene Hall.

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JOHN HACKWORTH, B.A., M.A., M.Div., Associate Director of Development, Curry Library.

RODGER L. LA BETH, B.A., M.A., Assistant Director of Development, Curry Library.

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DEAN NAY, B.S., Manager of Food, Housing, and Auxiliary Services, Yates College Union.

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NORRIS A. PATTERSON, B.S., A.M., Ed.D., Associate Director of Development, Curry Library.

GARY PHELPS, B.A., M.S., Associate Dean of Student Affairs, 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.

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.

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ADMISSIONS — Thomson (Chp), Knauss, Kingsley, Human, Posey, Salsbury, Sherrick, Wyatt, Young, Students: G. Gallagher, D. Whitmire.

ADVISORY—Lampo (Chp), Davidson, Dixon, Human, Newton, Student: J. Heaton.

CHRISTIAN COLLEGE—Thoman (Chp), Hilton, Holloway, J. Johnson, Riddle, Students: C. Briggs, A. Pratt.

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LIBRARY—Bowman (Chp), D. Brown, Kingsley, Knauss, M. Walker, Young, Students: P. Krause, K. Stadtwald.

Specific Action Committees

ATHLETICS—Wagenknecht (Chp), Cozad, Hamilton, Lambert, Macke, Minor, Patterson.

COMMITTEE ON COMMITTEES—Minor (Chp), Adams, Emig, Harris, Hawkins, J. Johnson, Mathis, Philpot, Rice, Stockton.

HONORS COUNCIL—Holloway (Chp), Cozad, Dilts, Edison, Harris, Philpot, Vera, Willett, Student: S. Popejoy.

OFF-CAMPUS STUDIES—Mathis (Chp), Chatlos, Griffith, Kingsley, Lampo, Minor, Phelps, Rice, Vera, Student: S. Mace.

PRE-MEDICAL ADVISORY—Dixon (Chp), Lambert, Mathis, Mehrer, Philpot, Trotter, Wagenknecht, Student: G. Wirt.

PRE-LAW ADVISORY—Chatlos (Chp), Hawkins, Salsbury, Student: R. Addison.

SABBATICAL LEAVE—Willard (Chp), Cuthbertson, Field, Goodwin, Hilton, Hughes, Kingsley, Thomas, Thomson, Trotter, Turnage.

WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES—Human (Chp), Bowman, Davidson, Forbis, Harriman, J. Johnson, O'Dell, Phelps, Thoman, Trotter, Whaley.

Consultative Committees

CAMPUS ORGANIZATIONS AND SPECIAL EVENTS—Phelps, (Chp), Harri- man, Macke, Newton, O'Dell, Salsbury, Schaefer, L. Walker, Student: M. Barnett.

CONDUCT—Willett (Chp), Dilts, Hamilton, Holloway, Shannon, Stockton, Students: B. Bray, F. Cox, J. Hill, K. Kopp.

EDUCATIONAL RECORD REVIEW—Rychlewski (Chp), Dilts, Dunham, D. Johnson, Moore, Willett.

FINANCIAL AID POLICY—Lambert (Chp), Coffman, Human, Kingsley, Thom- son, Valentine.

FINE ARTS—Harriman (Chp), Robinson, Thomas, Thomson, Trotter, Turnage, Valentine, L. Walker, Wilder, Student: A. Browne.

STUDENT PUBLICATIONS—Bowman (Chp), Canuteson, Ferrugia, Carey, Human, Students: M. Hackman, T. Kerrick, J. Neal.

TEACHER EDUCATION—Davidson (Chp), Cuthbertson, Kingsley, Macke, Patterson, Schaefer, Wicke.

Financial Information 1978-79

GENERAL FEES

	Semester	Year
Tuition and Fees	\$1,105.00	\$2,210.00
Room	220.00	440.00
Board	350.00	700.00
	\$1,675.00	\$3,350.00

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
Credit by William Jewell Examination per credit hour*	\$15
to establish proficiency	\$50

*If the examination is unsuccessful, the fee applies to course tuition.

Students taking either Education B410, Student Teaching for Elementary School Teachers; or Education B424, Student Teaching for Secondary School

Teachers	\$75
Graduation fee, seniors only, payable at time of fall registration	\$30
Auditing any course, part-time students, per semester hour	\$15
Returned checks	\$ 5
Learning Skills	\$75

All students taking more than 17 semester hours in a semester pay \$60 for each credit hour above 17, except that two hours will be allowed above 17 if in Chapel Choir (181-482), Concert Band (183-484), Symphony (185-486 TR) or Cardinal Brass (187-488).

Students registered for less than 12 semester hours will pay tuition at the rate of \$85.00 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	\$ 45
two lessons per week	\$ 90
Non-Music majors:	
one lesson per week	\$ 60
two lessons per week	\$120
Special students: one lesson	
per week	\$ 60
Voice class	\$ 30
Piano class	\$ 30

*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 five five weeks
- None after five weeks.

The tuition refund schedule for students 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 1978-79

First Semester, 1978

Saturday, September 2	Residence Halls Open
Sunday-Tuesday, September 3-5	Freshman Orientation
Monday-Tuesday, September 4-5	Registration
Wednesday, September 6	Classes Begin
Tuesday, September 7	Opening Convocation
Thursday, September 13	Close of Registration Changes
Saturday, October 21	Homecoming
Saturday, November 4	Parents Day
Tuesday, November 21 (5:00)	Thanksgiving Holiday Begins
Sunday, November 26	Dorms Open—Supper Served
Monday, November 27	Classes Resume
Monday-Thursday, December 18-21	First Semester Final Exams
Thursday, December 21 (5:00)	Christmas Holiday Begins

Winterim, 1979

Monday, January 8	Winterim Period Begins
Friday, January 26	Winterim Period Ends

Second Semester, 1979

Sunday, January 28	Registration (2:00-5:00 p.m.)
Monday, January 29	Registration
Monday, January 29	Classes Begin
Monday, February 5	Close of Registration Changes
Thursday, February 22	Achievement Day
Friday, March 16 (5:00)	Spring Vacation Begins
Sunday, March 25	Residence Halls Open—Supper Served
Monday, March 26	Classes Resume
Monday-Thursday, May 14-17	Final Examinations
Sunday, May 20	Baccalaureate and Commencement

Summer School, 1979

Monday, June 4	Registration
	Summer School Begins
Friday, July 27	Summer School Ends

Calendar 1979-80

First Semester, 1979

Saturday, August 25	Residence Halls Open
Sunday-Tuesday, August 26-28	Freshman Orientation
Monday-Tuesday, August 27-28	Registration
Wednesday, August 29	Classes Begin
Monday-Friday, December 10-14	Final Exams
Friday, December 14 (5:00)	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.

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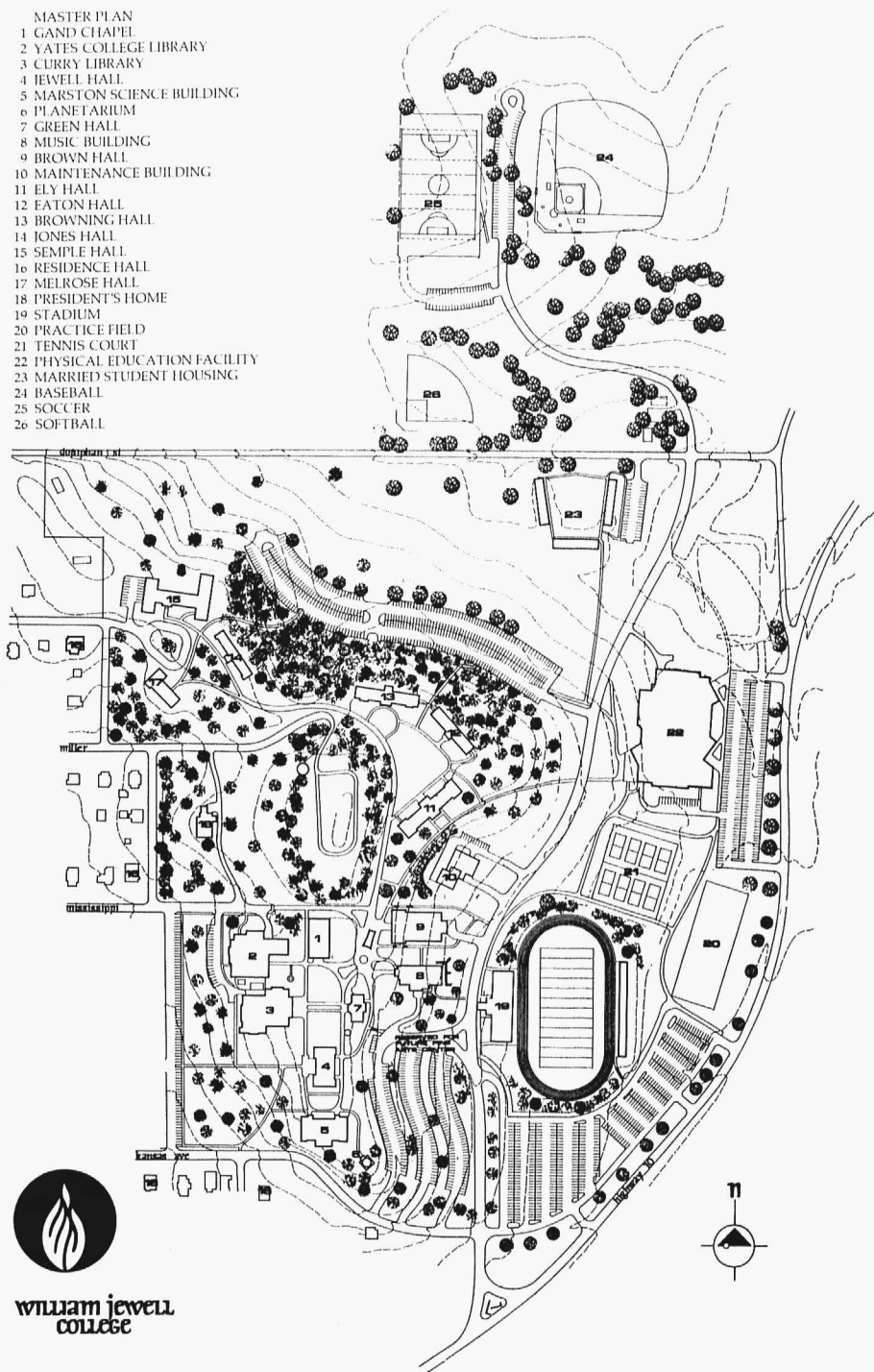
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- 14 JONES HALL
- 15 SEMPLER HALL
- 16 RESIDENCE HALL
- 17 MELROSE HALL
- 18 PRESIDENT'S HOME
- 19 STADIUM
- 20 PRACTICE FIELD
- 21 TENNIS COURT
- 22 PHYSICAL EDUCATION FACILITY
- 23 MARRIED STUDENT HOUSING
- 24 BASEBALL
- 25 SOCCER
- 26 SOFTBALL



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