Coeducational Courses

001 Archery
002 Badminton
003 Body Mechanics
004 Bowling
005 Canoeing
006 Creative Rhythms
007 Dance, Folk and Square
008 Dance, Modern
009 Dance, Social
010 Fencing
011 Fly Casting
012 Golf
013 Jogging
014 Karate
015 Individual Participation
016 Marksmanship
017 Movement
018 Physical Fitness
019 Recreational Activities
020 Riding
021 Sailing
022 Skin and Scuba Diving
023 Swimming, Beginning
024 Swimming, Intermediate
025 Swimming, Life Saving
026 Track and Field
027 Water Skiing
028 Yoga
037 Dance, Folk and Square (Adv.)
038 Dance, Folk and Square (Adv.)
039 Dance, Folk and Square (Adv.)
041 Gymnastics
041 Gymnastics
042 Volleyball (Recreational)
042 Volleyball (Recreational)

Courses for Men

060 Basketball
061 Gymnastics
062 Handball
063 Softball
064 Tennis
065 Touch Football
066 Tumbling
067 Volleyball
068 Weight Training
069 Wrestling
070 Adaptive
071 Basketball
072 Gymnastics
073 Soccer
074 Softball
075 Speed-a-way
076 Speedball
077 Synchronized Swimming
078 Tennis
079 Track and Field
080 Tumbling
081 Volleyball

Courses for Women

Depth Study

Depth study at Ottawa University expands the opportunities to provide competence in depth and to prepare the student for the next step in his career by offering programs within a traditional discipline and programs which have an intrinsic unity which cuts across two or more disciplines.

Each student will select a depth study area on the basis of his interests, his previous experience and his personal goals. Choice of a depth study area will be made with the Primary Advisory Committee and the specific course and other requirements of the depth study program will be determined by the student and his advisory committee. The usual depth study program will involve from six to ten courses. The depth study may or may not fall within a traditional academic discipline depending upon the particular goals of the student; it will, however, have a coherence based in a set of principles established by the faculty as guidelines for depth study programs.

Each study will have as its base a set of principles and concepts that tie together the total area of depth study. If the student chooses to work in an area already clearly defined as a discipline, the principles will be fairly easy to establish. If the discipline is not a conventional one, he will have to define the scope of his study with his advisory committee. The principles to be used as a base must then be deduced from the body of information to be studied.

A particular problem will be that of defining the scope so that it is neither too narrow, too broad, nor too little. Additional requirements may be dictated by the use which the student intends to make of his education: i.e., requirements of medical school, teacher accreditation, etc. While all requirements may be met more or less traditionally, the student should be able to meet some of them in the process of completing the more individualized portions of his program.

Basic skill requirements should be understood at the beginning of the student's program: i.e., foreign languages should be required if the student's program would be enhanced by their inclusion; competence in written and spoken English should be stressed by the inclusion of experiences requiring its use. Each program should make use of independent study.
Several approaches are possible to the organization of depth study. Examples are provided:

A comprehensive grasp of two or more related areas:

**Public Administration**
- Introduction to Decision Making in the Social Sciences
- Analysis of Organizational Information Systems
- Organization and Administration
- Conflict in Organization
- Public Policy Making
- Political Institutions
- Development of Political Communities
- Political Power: The Urban Experience
- Financing City Government
- Media and the Public Interest

**Biochemistry**
- General Biology
- Principles of Chemistry
- General Chemistry
- Principles of Organic Chemistry
- Reactions and Mechanisms in Organic Chemistry
- Human Physiology
- General Zoology
- Microbiology
- Chemical Analysis
- Cellular Physiology

**A problem or area approach:**

**Black Studies**
- The American Experience
- African American and the Dispossessed
- Political Power: The Urban Experience
- Social Psychology
- The Black Community in the U.S.
- Urban Life and Problems
- Interpersonal Communication and Attitude Change
- Social Concerns of Black Dramatists

**Contemporary Literature**

**A pre-professional approach:**

**Pre-Law**
- Information Resources
- The American Experience
- Expository Writing
- The American Experience
- Development Psychology
- Analysis of Organization
- Information Systems
- Using Accounting Information
- Meaning and Argument
- Social Ethics

**Secondary School Music**
- Educational Explorations
- Cultural Foundations of Education
- Psychological Foundations of Education
- Secondary Education Laboratory
- Cooperative Teaching
- Applied Voice
- Symphonic Choir
- Music Theory
- Introduction to Creative Listening
- Music History and Literature
- Choral Literature and Conducting
- Music Education in the Secondary School

**Other examples of depth study possibilities:**

- American Studies
- Art
- Art Education
- Biology
- Biology Education
- Botany
- Zoology
- Biochemistry
- Black Studies
- Business Administration
- Chemistry
- Chemistry Education
- Christian Education
- Communications
- Drama
- Economics
- Economics Education
- Econometrics
- Elementary Education
- English
- English Education
- Literature
- French
- German
- History
- History Education
- Home Economics
- Library Science
- Mathematics
- Mathematics Education
- Music
- Elementary School Music
- Secondary School Music
- Church Music
- Applied Music (performance)
- Organizational Administration
- Philosophy
- Physical Education
- Physics
- Physics Education
- Political Economy
- Political Science
- Pre-Medical Technology
- Pre-Medicine
- Pre-Ministerial
- Pre-Nursing
- Pre-Pharmacy
- Psychology
- Counseling
- Religion
- Sociology
- Social Science Education
- Social Psychology
- Social Work
- Spanish
- Speech
- Sports Coaching
- Theology
- Urban Affairs

Depth study programs at Ottawa University are not limited to those listed. The depth study concept is designed to afford students an opportunity for tailoring programs in keeping with their own interests and potential uses for their education rather than forcing them to study programs largely identical to those taken by all other students working in a general area.

**Independent Study**

Each student should develop the traits essential to the successful completion of independent study. The advising process and the courses of instruction are designed to increase each student's development of self-direction, self-discipline and self-evaluation.

The Ottawa University calendar facilitates the use of each course as prelude to an independent study course to follow in the next term or session. Courses in the curriculum provide a basis for independent study which enable each student to direct his courses to the achievement of his particular educational goals and plan.
Independent study courses carry a regular one unit of credit. The student registers in independent study as one of the two courses to be taken in the session in which the project is to be completed.

The following courses are given in each department and may be a part of student depth study programs:

140, 240, 340, 440. INDEPENDENT STUDY. Topics tangential to regular courses which permit the student to pursue his depth study objectives. Specific topics, methods of procedure and approval of the independent study application form to be filed with the Registrar at enrollment.

Independent Research Participation

170, 270, 370, 470. INDEPENDENT RESEARCH PARTICIPATION. Recognition for independent research given after one or more seven-week sessions of participation in projects which must necessarily extend over 14 or more weeks. One unit of credit earned after completing two or more non-credit participation courses.

Teaching Participation

The Ottawa educational plan emphasizes experiences which provide increasing opportunities for students to exercise responsibility. Participating in teaching is another area in which the student has a sphere of responsibility but also can see learning and teaching as two aspects of one process. The following courses are given in each department and may be a part of student depth study programs:

245, 345, 445. TEACHING PARTICIPATION. Assisting in instruction in college classes. Approval of course instructor is required. Prerequisite: Advanced courses in the academic discipline.

Cooperative Education

Cooperative Education is a plan of educational enrichment that integrates classroom study with planned and supervised practical experience in vocational settings. This uniquely American educational innovation provides a constructive work experience closely related to the student’s depth study. It allows (1) an opportunity to perform an adult job and be paid an adult wage, (2) a smoother transition from campus to the world of work, (3) an evaluation of performance on the “first job” to help analyze vocational goals and work potential, and (4) a chance to try out a career field to see whether it meets the student’s needs before he commits himself to that goal.

Cooperative Education is an optional program open to all students with a 2.00 grade point average after the freshman year. When selected the student will be asked to complete two work periods of six months each for which he will receive academic credit. Students selecting the Cooperative Education plan can graduate in four years if they follow the outline specified in the Cooperative Education Handbook.

English Language Institute

In 1973 Ottawa University established the English Language Institute, a program in which international students may improve their skills in speaking, understanding, and reading English as a second language. The program includes four hours of class instruction each class day, plus an additional hour of individual tutoring each class day. In addition, arranged special activities and personal encounters help the student to grasp something of the cultural setting so important to truly understanding a second language. The program is for fourteen weeks (or two regular seven-week sessions). Costs are commensurate with the charges for tuition, room, board and fees for students enrolled full-time in regular University courses. For more information or an application, contact the Office of Admissions.

OTTAWA UNIVERSITY’S COLLEGE WITHOUT CAMPUS

The distinctive character of Ottawa University is to be found in its educational program incorporating educational planning, the development of learning contracts, the use of trained advisors, the integrative, interdisciplinary approach to learning, and its emphasis on skill development for continuous self-education. Because this educational design is not dependent upon location or time schedules, Ottawa University has opened an administrative center in the greater Kansas City region to provide the advantages of its educational program to adult learners who by reason of home or work responsibilities are unable to attend the residential campus. Young adults of 18-22 will still find the residential campus to be the preferred location for their education because of its resources designed for students of that age range, and the extra-curricular and co-curricular opportunities typical of residential campuses. Housewives, retired persons, employed persons and other adults wanting to continue their education, to complete their degrees, to keep intellectually alert, to upgrade skills for advancement or shifting careers, or to meet special educational needs will find the College Without Campus available to assist them.
In addition to providing individualized educational programs, the College Without Campus can work with any business, agency, or group to provide high quality instruction for credit at any location in the country. Further information about the College Without Campus program may be obtained in separate publications available from Ottawa’s Dean of Non-Traditional Studies.

SERVICEMEN’S OPPORTUNITY COLLEGE

Servicemen’s Opportunity College is a network of institutions of higher education cooperating to assist persons in military service to continue or complete their education in spite of the demands and mobility of their service. Ottawa’s educational program is well adapted to serve in such a flexible situation because of its individualized design. Ottawa University is a member of the Servicemen’s Opportunity College network through its College Without Campus. Persons contemplating military service or already in service may explore their educational opportunities through Ottawa University’s College Without Campus by contacting the Dean of Non-Traditional Studies.

Department of Art

Pal T. Wright, Acting Chairman

The study of the visual arts at Ottawa University is to be approached as a fundamental education of perception and basic techniques. The theory of design, philosophy and history of art are considered to be integral parts of the study of art, not as separate subjects, although each leads to advanced specialization. The more specific educational objectives are A) to provide preparation for graduate study; B) to provide preparation for those who will enter the professional field of art education; C) to provide sufficient background for those who have ability and creative awareness to face the economic pressures of the full-time artist; and D) to provide a foundation for responsible citizenship through the capacity to make responsible aesthetic judgments.

Introductory Courses

102. ELEMENTARY SCHOOL ART. Introduction to basic media and methods, theories and philosophy of teaching for elementary education and art students.

106. ART IN THE WESTERN WORLD. Historical survey of the evolution of the visual and plastic arts in the Western world, with emphasis on the relationship to the development of civilization. Field trips to museums and exhibits.

107. CONTEMPORARY ART HISTORY. A study of styles and movements in twentieth century Western art. Emphasis on definition of basic concepts of the visual and plastic arts, showing origins and influences of styles or modes of expression.

108. SEMINAR IN ART HISTORY. Specialized study in the visual and plastic arts of specific historical periods. Areas to be announced.

110. EXPLORATORY IN STUDIO MEDIA. Five to seven short courses in a variety of studio media: design, drawing, painting, weaving, printmaking, and ceramics.

120-220. STUDIO WORKSHOP IN DRAWING AND COMPOSITION. Experiences in drawing the human figure with a wide variety of drawing media, poses and settings.

130. STUDIO WORKSHOP IN BASIC DESIGN. Introduction to the elements and principles of Design through experimentation in various media, two-dimensional and three-dimensional.

133-233. MEDIA: LIFE DRAWING. Emphasis on visual understanding of the human figure. Exploration of various media and modes of expression.
Advanced Courses


234-334. MEDIA: LIFE PAINTING. Emphasis on visual understanding of the human form through painting the human form in a variety of settings. Prerequisite: ART 133.


335-435-535. MEDIA: PAINTING. Beginning, intermediate and advanced problems in painting. Oil, acrylic, assemblage and other media.

340-440. MEDIA: PRINTMAKING — INTAGLIO. Studio experiences with the etching and engraving processes. Prerequisite: ART 120, 133, or 215.


350-450. MEDIA: PRINTMAKING — WOODCUTS. Studio experiences in woodcut medium. Prerequisite: ART 120, 133, or 215.

355-455. MEDIA: PRINTMAKING — LITHOGRAPHY. Studio experiences in lithographic process. Prerequisite: ART 120, 133, or 215.

365-465-565. MEDIA: SCULPTURE. Studio experiences in three-dimensional form, with a variety of materials and methods, including basic casting.

601. SECONDARY ART EDUCATION. Research, methods and demonstrations of teaching Art in the secondary school. Projects, presentations and teaching experience related to cooperative teaching.

605. SENIOR COMPREHENSIVE IN ART. A senior project, comprehensive enough to demonstrate accomplishment and creative ability with a variety of media. Exhibit required.

Department of Biology

John A. Bacon, Chairman

110. GENERAL BIOLOGY. Principles of plant and animal biology and their application. This course or equivalent prerequisite to all other courses in the Department.

201. MICROBIOLOGY. Habits, ecology, effects, culture and control of typical pathogenic and non-pathogenic bacteria, viruses and selected protozoa. Prerequisite: General Biology.

202. GENERAL BOTANY. Principal natural groups of plants, embracing their particular morphology, anatomy, life cycles, ecology, evolutionary relationships and economic importance. Prerequisite: General Biology.

203. HUMAN PHYSIOLOGY. Function of each system of the human body is discussed. Laboratory designed to verify and supplement the lecture material. Prerequisite: General Biology.

204. GENERAL ZOOLOGY. Development, behavior and relationships of a series of representative types of animals, both invertebrate and vertebrate. Emphasis on scientific observation and interpretation. Prerequisite: General Biology.

212. GENETICS AND EVOLUTION. Integrated survey of the basic concepts of genetics and evolution. Prerequisite: General Biology.

301. COMPARATIVE ANATOMY. Comparative anatomy of vertebrates and closely related animals. Emphasis on mammal. Prerequisite: General Zoology.

304. TAXONOMIC BOTANY. Field identification and classification of typical angiosperms in this area. Prerequisite: General Botany.

306. SENIOR SEMINAR. A course designed to coordinate and integrate the information a student has acquired in his depth study. Preparation for the comprehensive examination. Winter term.

311. ECOLOGY. Fundamental environmental factors influencing plant and animal associations and formations; methods of ecology, and the inter-relationships between climate, soils, vegetation, geologic history and plant and animal life. Principally a field course. Prerequisite: General Botany and General Zoology.

403. TECHNIQUES IN BIOLOGY. Collection and preservation of biological material. Techniques in preparing microscope slides. A survey of literature available for use in the secondary school. Prerequisite: Advanced study in Biology.

404. EMBRYOLOGY. Embryology of animals, chiefly vertebrates. Maturation of germ cells, fertilization, segmentation, origin and development of organs. Detailed study of the chick and the foetal pig. Prerequisite: Comparative Anatomy.

501. CELL PHYSIOLOGY. Molecular approach to the function of cells and cell structures. Prerequisite: Four courses in Biology plus three courses in Chemistry or permission of instructor.
Department of Chemistry

Tom B. Lewis, Chairman

223. PRINCIPLES OF CHEMISTRY. Fundamental laws, electronic structure and bonding, mole concept and stoichiometry, equilibrium, kinetic theory of gas, colligative properties, periodicity and descriptive chemistry. Laboratory: Quantitative techniques — weighing, precipitation, titrations. Verification of basic principles. Prerequisites: Elementary Function, or Calculus, or equivalent.

324. GENERAL CHEMISTRY. Continuation of Principles of Chemistry. Nuclear chemistry, electrochemistry, descriptive chemistry of the common elements, introduction to organic chemistry and elementary biochemistry. Laboratory: Oxidation-reduction, electrochemistry, basic organic chemistry and chemistry of selected elements. Prerequisite: Principles of Chemistry or equivalent.

422,523. PHYSICAL CHEMISTRY. Description of physico-chemical systems. The First and Second Law. The Third Law. Phase changes, phase equilibria, homogeneous chemical equilibrium and heterogeneous equilibria. Conductance, theory of electrolyte solutions, cells and thermodynamics of cells. Elementary quantum mechanics, atomic and molecular structure, spectroscopy, statistical mechanics. Kinetics. Laboratory: Investigation of Principles presented in course. Prerequisites: College Physics, Methods of Calculus, General Chemistry.

423. PRINCIPLES OF ORGANIC CHEMISTRY. Structure, properties and reactions of organic molecules. Synthesis of organic molecules. Laboratory: Techniques of synthesis, identification and purification of organic compounds. Prerequisite: General Chemistry or equivalent.

424. ADVANCED TOPICS IN CHEMISTRY. Extension of basic courses in chemistry. Topics to fit interest and needs of students. Prerequisite: Determined by instructor. (Not offered 1975-1976.)


623. INTEGRATED CHEMISTRY LABORATORY. Laboratory course combining experiments in inorganic and organic chemistry. Use of semimicro techniques and characterization of inorganic and organic compounds through instrumental techniques. Prerequisite: Chemical Analysis. (Not offered 1975-1976.)

Department of Economics and Organization Administration

Wayne D. Angell, Chairman

Economics

103. MARKETS AND PRICES. Role of prices in directing the flow of goods and services from firms to households. Impact of price controls on these flow processes in the long-run as well as in the short run.

105. INFLATION. Causes and consequences of inflation in the domestic and international economy. Monetary and fiscal policy applicable to control of inflation.

117. MONEY AND PERSONAL GOALS. The development of an overall personal economic plan in which alternative courses of action are evaluated by their contribution to the attainment of the decision makers particular set of personal objectives. Courses of action considered are alternative means to increase money income, to efficiently spend money for consumer goods, to produce for consumption, and to invest in such a way as to increase economic power.

203. MONEY AND BANKING. The role of money and banking in U.S. economic development and in international finance. The significance of money, banking history and development, commercial banking operations and structure, central banking and monetary management, alternative international monetary systems, monetary theory and monetary policy. Prerequisite is understanding of national income analysis, ECO 105.

205. MANAGERIAL ECONOMICS. The motives of managers and owners, estimating demand in product markets, factor services markets and cost curves, pricing policies of large and small firms, decision making in rivalrous competition, inventory allocation, and capital budgeting. Techniques of the theory of the firm, the theory of consumer behavior, linear programming and game theory. Prerequisite is an understanding of business firm behavior in the market system, ECO 103. (Not offered 1975-1976.)

214. TOPICS IN ECONOMICS. Students select topics for group study, discussion and evaluation from the relevant questions and problems of the day, i.e. sexism in the labor market, consumerism, Maoist economic development, Can the earth be saved?, the economics of education. Prerequisite is a previous course in Economics.

216. ECONOMICS OF THE PUBLIC SECTOR. Public resource allocation decisions in government and other not-for-profit institutions: program budgeting, benefit-cost analysis, discounting public investment, efficiency considerations in taxation, the distribution of economic benefits and other topics in economic welfare. Prerequisite is a basic understanding of the determination of income, employment, prices and distribution in a market economy as in ECO 103, 105.

403. MACROECONOMICS ANALYSIS. Integration of the product market, factory market and money market in a national income analysis model to evaluate trade-offs between full employment, a stable price level, balance of payments, equilibrium, economics growth, egalitarianism, and economic freedom. Prerequisite is an understanding of national income analysis, market price analysis and the role of money in the economic system, ECO 103, 105, 203, or 216. (Not offered 1975-1976.)
Organization Administration

121. INTRODUCTORY ACCOUNTING. Introduction to accounting theory and procedures. Recording, classifying, reporting and analyzing financial data. The professional accountant as a problem solver, decision maker, systems analyst and planner.

123. DATA SYSTEMS ANALYSIS. Analysis of the systems concept, its interrelationships and complexities. Methods by which information is transmitted. Graphic representations. Introduction to data processing, computer capabilities, planning and operations research.

218. MARKETING. Analysis of consumer behavior and configuration of target market. Management of organization activities designed to satisfy target market—planning, pricing, promotion and distribution of the product or service. Prerequisite is an understanding of consumer demand and market pricing, ECO 103. (Not offered 1975-1976.)

221. MANAGERIAL ACCOUNTING. Evaluation of financial performance for managerial planning and forecasting. Cost-volume-profit analysis, break-even analysis, return on investment and responsibility reporting. Prerequisite is Introductory Accounting, OAD 121.

224. BEHAVIOR IN ORGANIZATIONS. Human behavior in work organizations. Effects of external socialization on work behavior as well as internal socialization within the work organization. Individual satisfaction as related to the organization structure, the nature of the task, and the locus of power and authority. Prerequisite is basic principles of human behavior as covered in PSY 120.

231. INTERMEDIATE ACCOUNTING. Thorough analysis of structure, funds flow, matching of costs and revenues, financial analysis and financial communication. Application of accounting theories and concepts for increased organizational control. Prerequisite is Introductory Accounting, OAD 121.

321. MANAGEMENT FUNDAMENTALS. Structure of organizations as related to the nature of organizational goals. Evaluation of the administrative role in organizations and concepts relevant to its function. Historical development of administrative thought. Prerequisite is PSY 120 and OAD 121 or SSC 120.

328. FINANCIAL ADMINISTRATION. Financing of the organization from the administrative viewpoint. Consideration of internal financial management as well as external financing and capital structures. Prerequisite is OAD 121 and 221.

331. ADVANCED ACCOUNTING. Advanced theoretical concepts of accountability. Measuring and analyzing economic data for better decision making. Formation, ownership and dissolution of business entities including partnerships, mergers, consolidations, and public institutions. Liquidations and bankruptcies. Prerequisite is Intermediate Accounting, OAD 231.

341. AUDITING. Independent analysis of financial statements and the determination of their fairness and reliability. Analysis includes: internal control system, applying statistical sampling and evaluating employee competence. Professional judgment. Generally accepted auditing standards. Code of Professional Ethics. Prerequisite is Intermediate Accounting, OAD 231. (Not offered 1975-1976.)

523. POLICY DECISIONS IN THE BUSINESS ORGANIZATION. Policy considerations in the business organization related to the functional areas of production, marketing and finance. Goals and objectives of business organizations as a focus for policy decisions. Analysis of selected business cases. Prerequisites are OAD 121, 221, 321 and OAD 218 or 328.

Internship Courses

OAD 305, 405 Internship in Accounting (OAD 231)
ECO 306, 406 Internship in Commercial Banking (ECO 203 or OAD 231)
OAD 307, 407 Internship in Finance (OAD 328 or ECO 203)
OAD 308, 408 Internship in Management (OAD 321)
OAD 409, 509 Internship in Public Administration (PSC 233 and OAD 321 or ECO 212)

Concurrent study of professional or administrative topics while performing a specific function as a management trainee, as an intern assistant or as an intern observer. Assimilation of work experience with study program. Enrollment limited by the matching of student qualifications and internship opportunities. Prerequisites are listed after each course.

Social Science Divisional Courses

120. INTRODUCTION TO DECISION-MAKING IN THE SOCIAL SCIENCES. The means utilized in the social sciences for making decisions necessary for coping with societal problems such as poverty, discrimination and the use of violence. The nature of "truth" in the social sciences. The validity of information obtained from sources such as public opinion polls and the mass media. The nature of responsible decisions. The techniques available to assist in making responsible decisions.

209. FUTURISTICS. An introductory course studying the future. A survey of futuristic literature and a review of the methodology used in long-range scientific forecasting. Developing delphi scenarios of environmental, technical, economic and social futures. Prerequisite is the completion of Freshman Core or SSC 120 or the consent of the instructor.

309. SOCIAL PLANNING. A systematic preparation for achieving future goals. Emphasis on long-range planning. Scenarios of the future to develop cross sorts, discrimination nets and decision trees concerning future social options. Development of policy statements to serve as bases for plans to achieve desired futures. Management of social and personal future goals. Prerequisite is Futuristics (SSC 209).
Department of Education

O. L. Gladman, Chairman and Director of Teacher Certification

All students (Elementary or Secondary) who wish to be certified to teach, upon graduation, must fulfill both the graduation requirements in his/her contract and teacher certification requirements of the State of Kansas.

Statement of Goals and Objectives for Teacher Education

The goals of the Teacher Education Program are built around an awareness and responsibility of the contribution of education to present and future society within the objectives of Ottawa University and its Department of Education.

Departmental objectives are designed to provide for:

1. an understanding of the nature of educational and individual change and its impact upon the learning process,
2. the development of an individual teaching style derived from an understanding of oneself, of others and the teaching-learning process,
3. a continued reinforcement of subject content and an understanding of teaching methodology,
4. development in the skills and arts of teaching through opportunities in on-campus experiences, observations, field experiences and student teaching,
5. a commitment to continued educational services and follow up contracts to students, alumni, the total University and the professional education community.

Teacher Certification Requirements

In addition to, or as a part of Ottawa University requirements, programs of study leading to Elementary or Secondary teacher certification are designed to meet the requirements of the Kansas State Department of Education. These requirements, make the Kansas certification valid in a majority of other states.

Programs of Teacher Education include two areas of qualification in order to meet certification requirements.

1. General Certification Requirements (50 semester hours or 13 courses — 1 course equals four semester hours)

Oral and written communication, literature and foreign languages
3 courses
(12 semester hours)

The Natural Sciences and Mathematics
3 courses
(12 semester hours)

History and the Social and Behavioral Sciences
3 courses
(12 semester hours)

Electives from the above and/or general religion, philosophy, art and music history, literature and appreciation of art and music
4 courses
(16 semester hours)

(Note: Portions of each of these general certification requirements are met through satisfactory completion of the sequence of Ottawa University's general education Core courses. For specific details a student should consult with members of the Education Department faculty.)

II. Professional Certification Requirements. (Required of both Elementary and Secondary candidates.)

Educational Explorations EDU 106
1 course
(4 semester hours)

Cultural Foundations (Any one of the three versions offered.)
1 course
(4 semester hours)

Developmental Psychology (Elective. Must be taken if certification is desired at the Middle School level — it is also an excellent foundation course for all who are interested in teacher education.)

Professional Block
Elementary or Secondary Laboratory
1 course
(4 semester hours)

Educational Psychology
1 course
(4 semester hours)

Elementary or Secondary Student Teaching
2 courses
(8 semester hours)

All students wishing to prepare for Elementary or Secondary teacher certification must enroll in Educational Explorations, the prerequisite introduction course in education, in the Winter Term of either the freshman or sophomore year. Students transferring to Ottawa University at the end of their sophomore year should enroll in Educational Explorations in the Winter Term of their junior year.

Upon satisfactory completion of Educational Explorations (EDU 106) and no later than the beginning of the junior year, all students who plan to enter teaching and, who want to pursue a professional
program for teacher certification, must make application for admission to teacher education. An approved Application for Admission to Teacher Education must be on file in the Department of Education before the remainder of the professional sequence of courses listed above is pursued.

In order to participate in Cooperative Teaching, a student must have achieved a 2.0 over-all grade point average and a 2.5 grade point average in his depth study as calculated on the 4.0 scale at the end of the session prior to the professional block.

III. Professional Activities

During each student’s four year period of preparation he/she is encouraged to complete a minimum of four professional activity experiences. These activities will be selected from a list of possible choices. Each choice will carry with it an outline of involvement needed to accomplish that particular activity. When the student makes his choice of the activities he will accomplish, he will make contact with the agency, set up his schedule of involvement according to the outline and complete the experience. Upon completion of each experience, an involvement verification will be filed with the Department of Education. The activity experiences are not for credit. Each activity will be listed on the enrollment form for the session in which they are to be completed and only one can be taken during any one session. They will in turn appear on the transcript in the Notation Column indicating what the experience was. The below listed numbers and descriptions outline the professional activities offerings.

EDU 001 — Professional Activity where you have experiences in classroom settings other than public and private schools. (i.e. Day Care, Head Start, etc.)

EDU 002 — Professional Activity where you have contact with children in institutional settings other than public and private school. (i.e. Boy Scout worker, Girl Scout worker, Boys’ Clubs, Girls’ Clubs, camp, etc.)

EDU 003 — Professional Activity where you have experiences in agencies such as public libraries, playgrounds, etc.

EDU 004 — Professional Activity where you have experiences — teaching situations other than, “normal” classrooms, such as Sunday School, etc.

IV. Depth Study Certification Requirements

A. Elementary Education

Students who desire to prepare for Elementary Teacher certification must fulfill a depth study in Elementary Education. This depth study will require a minimum of seven courses:

1. EDU 108 The Elementary School
2. EDU 202 Elementary Methods — Language Arts
3. EDU 212 Elementary Methods — Reading
4. EDU 201 Elementary Methods — Environmental Studies
5. EDU 203 Elementary Methods — Mathematics

   Two of the following must be selected:
   1. Educational Media — EDU 101
   2. Elementary School Art — EDU/ART 102
   3. Elementary Health and Physical Education — PED 108
   4. Elementary School Music — MUS 144

Comprehensive Examinations (Elementary Depth Study) A Comprehensive Examination will be required of every Elementary Depth Study person. The examination will be taken sometime during the Senior year prior to the Professional Block (Ed.Lab — Psychology of Teaching and Student Teaching.)

B. Secondary Education

Students who desire to prepare for certification as a Secondary School Teacher must satisfy depth study program in the discipline area in which they plan to teach. (For certification requirements in any particular discipline refer to the Kansas Certification Handbook.)

Students in Secondary Education who have a depth study in Physical Education, Art or Music may meet Kansas certification requirements for both Elementary and Secondary School Teaching by dividing their Cooperative Teaching experience one-half at the elementary level and one-half at the secondary level, (i.e. EDU 410e and EDU 420s.)

If a student desires to be certified K-12 in Physical Education, he must include PED 108 Elementary Health and Physical Education as a part of his depth study. ART 102 Elementary School Art must be a part of the depth study of anyone desiring to be certified K-12 in art, and Elementary School Music, MUS 144, must be a part of the depth-study if certification K-12 is desired in Music.

Students should have a member of the Education De-
department on their Primary Advisory Committee and should make certain that their programs of depth study for certification meet certification requirements.

C. Middle School

Elementary Depth Study persons can qualify to teach in the Middle School (5-9) on the basis of their elementary certificate providing they have the course Developmental Psychology as a part of their depth-study.

Secondary Education persons who wish to qualify for Middle School certification (grades 5-9) must have, in addition to their regular program of certification, student teaching or regular teaching experience in grades 5 through 9 and the course, Developmental Psychology plus 15 hours of course work in each subject that is to be taught.

To be certified at the Middle School level Student Teaching must be taken in a Middle School. If this is desired, enrollment in student teaching is recommended EDU 410m and 420s or 420e — Cooperative Teaching.

Course Descriptions

I. Professional Education

A. Professional Education Certification Requirements for Elementary and Secondary Teachers

106. EDUCATIONAL EXPLORATIONS. Exploring the role of the teacher, the school and the student in actual school situations which involves experiences with students and participation in classes on campus. (Winter Term only.)

210. CULTURAL FOUNDATIONS OF EDUCATION. An investigation of the school and its relationship to society and learners in the past, present and emerging American society involving historical, philosophical and sociological perspectives. Students are allowed a choice of emphasis in Cultural Foundations by enrolling in either Contemporary American Education, Historical and Ideological Foundations of American Education, or Education and the Post-Industrial Society. Since these are courses with different emphasis, one, two, or all three may be taken for credit.

EDUCATION AND THE POST-INDUSTRIAL SOCIETY offered every 1st session

This course has two main foci. The first part will examine some projections of future society. Here use will be made of the conceptions of Toffler, Reich, Leonard, Skinner, Rozak and others. This study attempts to provide some sort of frame or Gestalt against which current educational proposals may be projected.

These current proposals will include Computer Assisted Instruction, George Leonard's Education and Ecstasy, Ivan Illich's Deschooling Society, A. S. Neill's Summerhill, John Bremer's School Without Walls, Educational Parks, Educational Vouchers, Performance Contracting and Community Schools. The resulting analysis will be utilized to give implications for future learners, teachers, curriculum, methodology, schools, values, and educational aims.

Prerequisite: EDU 106 or departmental approval.

HISTORICAL AND IDEOLOGICAL FOUNDATIONS OF EDUCATION (offered every 3rd session)

This course introduces the student to the continuity of western education through the past few centuries and to the competing conceptions of education resulting from societal and temporal configurations. Excerpts from classical educational thinkers concerning equality and quality in education, control of education, religion in education, curricular emphasis and the role of the teacher will be read and discussed. The course also acquaints the student with the library resources in education. The course will emphasize involvement, reflection and teaching participation by the students. Prerequisite: EDU 106 or departmental approval.

CONTEMPORARY AMERICAN EDUCATION (offered every 4th session)

This course provides a critical look at the contemporary educational scene in the United States. Topics considered include values fostered by the schools, educational opportunity, educational change, and education and societal needs. A related part of the course will deal with case studies relating to educational issues. The course also acquaints the student with the library resources in Education. The course will emphasize involvement, reflection and teaching participation by the students. Prerequisite: EDU 106 or departmental approval.

B. Educational Psychology, Educational Laboratory and 2 courses in Cooperative Teaching will constitute the Professional Block. The Professional Block will be taken in the student's senior year.

220. EDUCATIONAL PSYCHOLOGY. A professional education course to be taken in conjunction with Educational Laboratory and Student Teaching in the Professional Block. Major psychological applications in the teaching and learning process, i.e. motivation, learning theory, classroom control, evaluation, educational objectives and individual and group differences. Prerequisite: EDU 106 and 210. (To be taken with EDU 310.)

310. EDUCATIONAL LABORATORY — ELEMENTARY SCHOOL. Observation and self-analysis in the skills and arts of teaching in the elementary school involving presentations, discussion, readings, independent study and school experience. Must immediately precede Cooperative Teaching, a part of the Professional Block, and be in senior year. Prerequisite: EDU 106 and 210. (To be taken with EDU 220.)

320. EDUCATIONAL LABORATORY — SECONDARY SCHOOL. Observation and self-analysis in the skills and arts of teaching in the secondary school involving presentations, discussion, readings, independent study, micro-teaching and school experience. Must immediately precede Cooperative Teaching, a part of the Professional Block, and be in the senior year. Prerequisite: EDU 106 and 210.

410s-420s. COOPERATIVE TEACHING SECONDARY. Appropriate field experiences in real classroom environments. Must immediately follow Educational Laboratory 320 and Educational Psychology 220. As part of the Professional Block students will, through observation, classroom participation and actual teaching involvement complete the necessary Cooperative Teaching experience. All professional education courses and depth study courses must be completed prior to enrollment in Cooperative Teaching.

410e-420e. COOPERATIVE TEACHING ELEMENTARY. Appropriate field experience in real classroom environments. Must immediately follow Educational Laboratory 310 and Educational Psychology 220. As part of the Professional Block, students will, through observation, classroom participation and actual teaching involve-
ments complete the necessary Cooperative Teaching experience. All professional education courses and depth study courses must be completed prior to enrollment in Cooperative Teaching.

410m. COOPERATIVE TEACHING MIDDLE SCHOOL. This course is an extension of the Cooperative Teaching involvement. It will be taken in conjunction with Educ 420e or Educ 420s should the student wish experience and certification in the Middle School area (grades 5-9). The course description and prerequisites are the same as for Elementary and Secondary Cooperative Teaching listed above.

510,520. ADVANCED COOPERATIVE TEACHING. Further field experiences in actual classroom learning environments with cooperation for school system personnel and college faculty. Education 510 and 520 are usually taken concurrently. Prerequisite: Cooperative Teaching.

II. Depth Study Certification Requirements for Elementary Teachers

108. THE ELEMENTARY SCHOOL. This will be the first course taken by those persons entering into an Elementary Education Depth Study. There are no prerequisites; however, the course should be taken prior to any of the other methods courses, (EDU 201, 202, 203, 212). Contents of this course will deal with: (1) developing an attitude for methods in teaching; (2) planning for learning; (3) preparing for classroom management; and, (4) planning for instruction.

201,202,203,212. ELEMENTARY EDUCATION METHODS. These courses will usually be taken in Sessions III and IV of the student’s junior year. It is imperative that all four be taken at this time. The design of the courses is such that they will be individualized and field oriented. Part of the course requirements for each will be weekly work in a public school classroom, individual study, total group meetings as well as individual conferences. This will allow the student, for each course, to work in an assigned elementary classroom in both Sessions III and IV of their Junior year and possibly to remain in that same classroom for Student Teaching in Sessions I and II or III and IV of their senior year. This provides greater opportunity for field experience and continuity of experience. Circumstances may warrant a change of assignment in certain cases as the student proceeds through his professional depth study program. Provisions will be made for change should it be necessary.

201. ENVIRONMENTAL STUDIES. This course will be an individualized, field-oriented experience directed toward the methodology of teaching Science and Social Studies at the elementary school level. Knowledge of Social Science and Science concepts and their use in developing an understanding on the part of small children of Social Studies and Science will be emphasized. Methodology, attitude, professionalism, and self-responsibility will be stressed. Prerequisites: All social science and science general education requirements plus EDU 106, 108, and 210.

202. LANGUAGE ARTS. This course is designed to aid the prospective teacher in developing communication skills with the elementary child. Through a combination of discussion, interest groups, independent study, lecture, reading, demonstrations, and two hours of field experience per week, the student will be assisted in raising and exploring persistent questions on approaches, techniques and materials in the teaching of the Language Arts.

203. ELEMENTARY MATHEMATICS. This course will be an individualized field-oriented experience aimed at learning how to teach mathematics in the elementary school. Knowledge of mathematical concepts and their use in developing an understanding of the computational skills and logic of mathematics will be empha- sized. Other areas to be stressed will include methodology, attitude, professionalism. Prerequisite: Math 133, plus EDU 106, 108, and 210.

210. READING. Designed to assist prospective teachers in exploring and questioning how reading is taught through language arts. Student will assist a cooperating teacher in teaching reading a minimum of two hours a week in the public schools. Prerequisite: Language Arts.

101. EDUCATIONAL MEDIA. Techniques and materials which include audio-visual teaching materials, their use in the classroom and school system and practice in the use of apparatus.

102. ELEMENTARY SCHOOL ART. Knowledge of materials and techniques for the teaching of art with emphasis on the elementary school setting.

PED 108. ELEMENTARY HEALTH AND PHYSICAL EDUCATION. Knowledge of the physical development of the child and awareness of resources for his health, activity and recreation. Emphasis upon materials and activities which will provide optimal physical development for each individual.

MUS 144. MUSIC EDUCATION IN THE ELEMENTARY SCHOOL. Examination of materials and methods of teaching music in elementary grades. Emphasis on elemental music and movement and creative improvisation which typifies childhood.

III. Courses Leading to Certification in Special Education

225. PSYCHOLOGY OF THE EXCEPTIONAL CHILD. With the child’s normative development as a reference point, behavior problems in social adjustment, emotional disorders, and intellectual impairment are studied from a psychological perspective. Emphasis in readings and class discussion is placed upon etiology and dynamics of behavior problems and to alternate means of intervention available to those working in services for exceptional children. Prerequisites: PSY 123 and Permission of instructor. (This course also offered as PSY 225)

350. SOCIOLOGY OF THE EXCEPTIONAL CHILD. Exceptionality is viewed in the social context of the family, school, and the greater community. Emphasis is placed on interpreting problems of exceptional children to parents, school faculty, and other social agencies in efforts to develop integrated programs for dealing with behavior problems. Attention is also given to the ethics involved in handling confidential and possibly sensitive information regarding exceptional children. Prerequisite: EDU 225.

360. MENTAL RETARDATION. An in-depth study of mental subnormality focusing on current theories and alternate practices for administering to educational and social needs of individuals of this description. Prerequisite: EDU 225.

400. METHODS AND MATERIALS IN SPECIAL EDUCATION. A field study in which the student works half-days for one session in an approved special education facility. The purpose of this work is to become familiar with the methods of instruction and material resources used in work with exceptional children.

405. PRACTICUM — SPECIAL EDUCATION CLASSROOM ORGANIZATION. A follow-up course on EDU 400. The student spends half days for one session visiting several different special education facilities. The major purpose for the student is to become familiar with alternate means, via classroom organization, of delivering special education services to exceptional children. Prerequisites: EDU 225, PSY 134, and Instructor’s consent.
Library Science

Elementary Education students desiring to meet certification requirements to be Elementary School librarians can do so by adding to their Elementary Depth Study program the following courses:

101. EDUCATIONAL MEDIA. Techniques and materials which include audio-visual teaching materials, their use in the classroom and school system and practice in the use of apparatus.

107. LIBRARY SCIENCE. Study of collection development, administrative techniques, fundamentals of cataloging and other activities related to the school library.

118. INFORMATION RESOURCES. A survey of the history, objectives, function and problems of information services. Designed to be functional for self-improvement, graduate work preparation, teaching or librarianship.

205. LIBRARY PARTICIPATION. Supervised work in the public school library. Experience comparable to cooperative teaching but not interchangeable with it. Prerequisite: Information Resources or Library Science.

Department of English

Neil S. Harris, Chairman

102. CONTEMPORARY LITERATURE. Literature of the Western World since World War II. Content determined by demand.

103. AMERICAN LITERATURE. Works primarily since 1850. Major genres and writers such as Melville, Twain, Dickinson, Hemingway, Baldwin.

107. CONTINENTAL LITERATURE. Selected works of major European writers. Read in translation.

108. THE EXPERIENCE OF POETRY. Designed to aid the student's awareness of poetry as a medium. Concentration on themes rather than genres or methodology. May include extensive use of tape recording, music, module research.

109. BASIC WRITING. Patterns of organization and development of ideas. Practice in accurate and fluent writing.

110. SCIENCE FICTION. The course will contain three major emphases: 1) class reading and discussion of representative novels and short stories. 2) each student reading at least one long work or several short ones, writing an analysis of some major factor that he finds significant for the interpretation of the works. 3) each student writing an analysis of his own critical approach to science fiction.

117. ENGLISH LANGUAGE. Origin and function of language. Ancestry and growth of the English language and its dialects with study of the phonological morphological, and syntactic changes.

118. NON-WESTERN LITERATURE. Selected works from outside English and Continental literature. (Offered 1976-77.)

202. SEMINAR IN THE NOVEL. Varying emphases of theme, problem, history. Exact content subject to demand. Prerequisite: Experience in literary criticism and analysis. (Offered 1976-77.)

207. THE ROMANTIC IMAGINATION. Study of the imaginative impulse characteristic of Romanticism and its literary models in British and American literature. Prerequisite: Experience in literary criticism and analysis.

208. CLASSICAL TRADITION. Study of the emergence of classicism in Greek and Roman literature and its influence in subsequent periods, primarily in British and American literature. Prerequisite: Experience in literary criticism and analysis. (Offered 1976-1977.)

210. ADVANCED EXPOSITORY WRITING. Stylistic analysis of and writing practice in major non-fictional modes.

217. REALISM. Examination of theories of verisimilitude, mimesis, the critical term "realism," and literature exemplifying the theories. Prerequisite: Experience in literary criticism and analysis.

218. SHAKESPEARE SEMINAR. Approaches to Shakespeare involving studies of the influence of the age, his characterization, dramaturgy, style. Prerequisite: Experience in literary criticism and analysis. (Offered 1976-1977.)

227. SEMINAR IN CREATIVE WRITING. Study of techniques of writing essay, short story, poetry, and drama with practice in writing according to individual interest. Prerequisite: Experience in literary criticism and analysis.
Department of Foreign Language

Adrian Stoner, Chairman

The foreign language department seeks to provide opportunities to students wishing to acquire mastery of French, German, and Spanish language and literature or those who need a conversational or reading skill to support other depth studies. The strategy of the department is to provide group learning experiences in the acquisition of basic conversational and reading skills, followed by individual or small group work on areas of the student interest through directed readings or independent studies.

The faculty of the department believes that to acquire a mastery of the language, students must immerse themselves in the culture based on the language. Therefore, students with a depth study in French, German, and Spanish language and literature will spend the third year or its equivalent of study of the language in a country where it is spoken. During this year they would be enrolled at Ottawa University and charged tuition, fees and room and board and the University would then defray their expenses: transportation, room and board, and tuition charges while a resident in the country where he or she is studying.

French

111. ELEMENTARY FRENCH. Intensive introduction to present-day French: basic patterns, pronunciation, beginning vocabulary and idioms. Emphasis designed to develop balanced language skills as eventually needed by a student carrying out an academic program in France. Work in language laboratory required.

212. ELEMENTARY FRENCH. Direct continuation of French 111. Completion of basic grammar, refinement of pronunciation, further vocabulary building, systematic practice in comprehension and use of normal conversational patterns. Work in language laboratory required.

313. INTERMEDIATE FRENCH. Review and drill of basic skills covered in French 111 and 212. Conversational practice; discussion of topics in modern French civilization; reading of modern authors; attendance at French theater production if possible; free composition and translation practice. Work in language lab required. Prerequisite: Elementary courses or equivalent.

402, 403, 404, 405. DIRECTED READINGS. Session I. Study of French literature and civilization individually or in small groups. Discussion and written work in French. Sequence of topics will be planned at the beginning of the year in order to meet individual and shared needs, particularly with a view to satisfying depth-study contracts in a systematic way. Depth-study in French not required. Prerequisite: French 313 or the equivalent.
German

121. ELEMENTARY GERMAN. Emphasis upon the fundamentals of pronunciation, reading, grammar, conversation and sentence construction. The approach involved makes use of both the cognitive structure and audio-lingual approaches. As much as possible, individualized instruction will be utilized.

222. ELEMENTARY GERMAN. Continuation of the activities and approaches indicated in German 121, but with increasing emphasis on conversation and composition of paragraphs. Prerequisite: German 121 or equivalent.

323. INTERMEDIATE GERMAN. Completion and review of the grammatical structures of German. Emphasis in the classroom will be placed upon discussion of current topics, i.e., education, population explosion, ecology, horoscopes, etc. Emphasis in the individualized setting will be upon improving the language skills of speaking, reading and writing.

402, 403, 404, 405. DIRECTED READINGS. Study of German literature and contemporary culture individually or in small groups. Topics will be determined on the basis of individual preference or depth-study requirements. Prerequisite: First 3 courses or equivalent.

Spanish

131. ELEMENTARY SPANISH. Intensive introduction to present-day Spanish: The essentials of grammar, careful drill in pronunciation, and vocabulary. Emphasis is upon conversation. Language laboratory required.


333. INTERMEDIATE SPANISH. A continuation of elementary Spanish. Emphasis is placed on reading, acquiring a firm command of Spanish grammar, and on developing the ability to speak the language. Language laboratory required. Prerequisite: Elementary courses or equivalent.

402, 403, 404, 405. DIRECTED READINGS. Study of fields not covered by student’s course work, and/or fields of student’s special interest — literary trends, customs, and Spanish civilization. Prerequisite: First 3 courses or equivalent.

Department of History and Political Science

Ronald A. Averyt, Chairman

History

110. THE AMERICAN EXPERIENCE. An introduction to the study of American history through interpretive themes selected from various cultural intellectual, political, economic, religious, racial and diplomatic topics. A basic introduction to historical study. The objective is to discover how historical method permits the development of meaning from masses of data.

120. THE RISE OF MODERN CIVILIZATION. A historical introduction to the present world situation based upon significant developments of recent centuries. A basic introduction to historical study. The objective is to discover how historical method permits the development of meaning from masses of data.

213. AFRO-AMERICAN HISTORY. The American experience includes the diverse experiences of many minorities, some of whom were absorbed into the mainstream while others were only partly absorbed while maintaining their separate identity. This study focuses upon the Afro-American experience. Prerequisite: One other college-level American history course to provide background and contrast.

215. THE NON-WESTERN WORLD. An advanced study of non-western development focused upon one or more non-western cultures. Prerequisite: Understanding of historical method via other history offerings.

216. THE AMERICAN INDIANS. The American Indian or native American has a historical heritage which is much richer than the story of removal from lands by others. Prerequisite: One other college-level American history course to provide background and contrast.

224. CIVILIZATION IN THE TWENTIETH CENTURY. The social, political and other forces of the present in the perspective of the immediate past. Prerequisite: Understanding of historical method via other history offerings.

314. AMERICA IN THE TWENTIETH CENTURY. A study of the political, social, intellectual, economic and other aspects of American civilization in the twentieth century. Prerequisite: Understanding of historical method via other history offerings.

317. URBANIZATION AND CIVILIZATION. The role of the city in the civilizing process. Special attention to the city’s recent rapid expansion and its present and future implications. Prerequisite: Understanding of historical method via at least two other history offerings.

318. THE AMERICAN WEST. Westward expansion as a key to the character of America. Use of primary sources and regional and local materials is encouraged. Prerequisite: Understanding of historical method via at least two other history offerings.

323. THE AGE OF REVOLUTIONS. Upheaval, transformation and the resolution of conflicts as the heritage of modern man. A look at the causes and effects of the social and political revolutions of modern history. Prerequisite: Understanding of historical method via at least two other history offerings.
Political Science

124. THE DEVELOPMENT OF POLITICAL COMMUNITIES. The study and comparison of foreign nation-states. Emphasis placed on the questions of what is important to know about foreign nation-states and how can it be known. Students who are going abroad may use the course to provide background for their study abroad, and students who have been abroad may use the course for further reflection on their experiences abroad.

126. INTRODUCTION TO PUBLIC ADMINISTRATION. The role of public administration in contemporary society, particularly the United States, explored with attention to the impact on human values. The experience of being a public administrator presented and discussed. Public administration evaluated with respect to possible careers in public service.

133. PUBLIC POLICY MAKING. The problem of "who governs." The primary questions include: How do democratic political institutions differ from non-democratic political institutions in the making of policy? Does a power elite or establishment make policy in supposedly democratic societies? Can the private-citizen have any power in the policy-making process in complex societies such as the United States?

222. POLITICAL INSTITUTIONS. A study of American political institutions focused upon the American political party system. The strengths and weaknesses, functions, techniques and trends of American political institutions are studied with emphasis on the post World War II era. Prerequisite: Skills equivalent to the completion of one other course in political science.

232. POLITICAL CONFLICT. The problem of war in the international system. The focus: Why do human groups use violence? Why is the use of violence such a problem in the international system? How can war be prevented? What role can international organizations such as the United Nations play in promoting world peace? Prerequisite: Skills of communication and use of concepts equivalent to one other course in social science.

233. POLITICAL POWER. The basic concepts and principles for understanding the problems pertaining to who has political power, the bases of political power, and strategies for getting and using political power in democratic systems. Basic concepts for thinking about the problem of how to act to accomplish one's own political objectives. Emphasis placed upon political power in urban settings and black political power.

237. POLITICAL BEHAVIOR. The relationship between attitudes, beliefs, and political action. Problems to be considered include: Why do citizens participate in politics? Why do citizens vote as they do? What are the research techniques which can be used to explore the relationship between attitudes and voting behavior? Prerequisite: Skills of communication and use of concepts equivalent to one other course in social science.

263. AMERICAN CONSTITUTIONAL LAW. An analysis of the role of the federal judiciary in constitutional interpretation with particular emphasis upon the separation of powers, federal-state relations, taxation and the protection of human rights. (Offered in cooperation with Baker University.)

SOCIAL SCIENCE DIVISIONAL COURSES. For listing of social science courses related to History and Political Science see above page 77.
Department of Home Economics

Helen C. Winter, Chairman

101. NUTRITION. Study of dietary needs of individuals and application of principles to selection of adequate meals.

102. FOOD PREPARATION. Purchase, preparation, and serving of family meals with emphasis on cooking principles.

107. CLOTHING SELECTION. Factors influencing selection and style of clothes; guides for wardrobe selection. Study of line, design, color.

108. HOME MANAGEMENT. Efficient use of time, energy and money in the home.

110. CLOTHING CONSTRUCTION. Basic construction techniques, pattern and fabric preparation. Class projects selected according to individual abilities.

117. FAMILY BUYING. Study of problems facing the consumer in the present day market.

206. SEMINAR IN HOME ECONOMICS. Study of Home Economics philosophy and professional orientation. Prerequisite: One course in Home Economics.

210. ADVANCED CLOTHING CONSTRUCTION. Introduction to and a study of flat pattern design. Prerequisite: A basic clothing construction course.

307. TAILORING. Special tailoring techniques taught while constructing a suit or coat. Prerequisite: Advanced Clothing Construction or equivalent.

B25. FOOD. Study of dietary needs of individuals and application of principles to selection of adequate meals. (Offered in cooperation with Baker University.)

B26. FOOD. Purchase, preparation and serving of family meals with emphasis on cooking principles. (Offered in cooperation with Baker University.)

Department of Music

Stanley L. DeFries, Chairman

Practice and Performance Courses

Credit given on the basis of a jury examination.

161, 261, 361, 461. APPLIED PIANO.

162, 262, 362, 462. APPLIED VOICE.

163, 263, 363, 463. APPLIED ORGAN.

164, 264, 364, 464. APPLIED BRASS.

165, 265, 365, 465. APPLIED PERCUSSION.

166, 266, 366, 466. APPLIED STRINGS.

167, 267, 367, 467. APPLIED WOODWINDS.

171, 271, 371, 471. CHOIR. One unit of credit may be earned after four seven-week sessions of participation provided that the student has registered in advance for each session of participation.

176, 276, 376, 476. SYMPHONETTE. One unit of credit may be earned after four seven-week sessions of participation provided that the student has registered in advance for each session of participation.

177, 277, 377, 477. JAZZ ENSEMBLE. One unit of credit may be earned after four seven-week sessions of participation provided that the student has registered in advance for each session of participation.

192, 292, 392, 492. CHORALE. Recognition for ensemble participation given after four seven-week sessions of participation.

194, 294, 394, 494. STRING ENSEMBLE. Recognition for ensemble participation given after four seven-week sessions of participation.

196, 296. BAKER UNIVERSITY WIND ENSEMBLE. Recognition for ensemble participation given after two or more years.

197, 297. OTTAWA LITTLE SYMPHONY. Recognition for ensemble participation given after two or more years.

201, 301, 401. ENSEMBLE. One unit of credit given after three recognitions for ensemble participation.

History and Theory Courses

100. MUSIC CONCEPTS — 1. This course designed to concentrate on competencies in various music skills: listening, writing, sight reading, singing, performing. Students will be allowed to move at their individual rates and will be tested at various checkpoints before they move to a higher level. This is the first course in a series for students beginning a depth study in music. (Particularly for freshmen).

101. INTRODUCTION TO CREATIVE LISTENING. Designed to help the layman to understand and enjoy music.

121. CHORAL LITERATURE AND CONDUCTING. Techniques and procedures in choral conducting and interpretation. Arranging choral music. Study of representative choral literature.
INSTRUMENTAL LITERATURE AND CONDUCTING. Techniques of instrumental conducting and score reading. Study of band and orchestra instruments, with arranging for various ensembles.

MUSIC HISTORY AND LITERATURE. Study of chronological development of music and a critical analysis of representative works.

CHURCH MUSIC. Examination of church music, historical and practical, and the attitude and practice of worship. The organ and its use. Planning of worship services and administering the ministry of music.

HYMNODY. A study of hymns, their history, tunes, texts, and usage.

MUSIC EDUCATION IN THE ELEMENTARY SCHOOL. Examination of materials and methods of teaching music in elementary grades. Emphasis on elemental music and movement and creative improvisation which typifies childhood.

INTRODUCTION TO SUZUKI PEDAGOGY. Survey of music and methods used in teaching by the Suzuki Method of teaching stringed instruments. Prerequisite: Some musical knowledge, preferably background in string performance.

MUSIC EDUCATION IN THE SECONDARY SCHOOL. Vocal and instrumental materials and methods for the secondary school — the general music class, instrumental classes, organization of choirs, instrumental ensembles, and the general administration of the music program.

EAR-TRAINING AND SIGHT-SINGING. Offered continuously through eight regular sessions. One unit of credit may be granted at any time during this sequence when the Aural Qualifying Examination is passed.

MINOR INSTRUMENTS. Class instruction in playing the instruments of the four sections of the orchestra. Course will be divided into four fourteen-week segments with credit given upon the completion of the entire sequence (e.g., strings, percussion, woodwind, brass).

MUSIC CONCEPTS — 2. The spiraling development of competencies in the various musical skills is continued so that students may continue to move to higher levels of proficiency. Prerequisite: MUS 100.

HARMONY. Study of the harmonic practices prevalent from the Seventeenth through the Nineteenth centuries. Prerequisite: Fundamentals of Music.

FORM AND COMPOSITION. Musical forms of the Eighteenth, Nineteenth, and Twentieth centuries, with their application in composition, giving functional emphasis for music directors. Prerequisite: Harmony.

DECISION AND COMMITMENT. Analysis of the structure and justification of values and their relation to the process of decision. Emphasis upon clear understanding of moral problems and means for their solution. Attention given to present student dilemmas (such as war, sex, liberty and integrity, the purpose of life).

ANCIENT PHILOSOPHIES OF THE WESTERN HERITAGE: Examination and evaluation of some philosophers and philosophies of ancient Greece and Rome and the early Christian era (such as Socrates, Plato, Aristotle, Augustine, Aquinas). Focus upon the relevance of ancient thought for the contemporary world. (Not offered 1975-1976.)

BASIC ISSUES IN PHILOSOPHY. Introduction to the nature and purpose of philosophical reflection as it applies to fundamental issues of the contemporary world. Emphasis upon questions concerning ethics, religion, meaning of life, nature of reality. Students encouraged to develop own ideas in dialogue with selected readings and other class members.

MEANING AND ARGUMENT. Examination of the nature and structure of reason as it bears upon communication, inquiry and argument. Emphasis upon normative and critical functions of reason, basic rules of clear thinking and speaking and evaluation of argument.

BEAUTY AND THE ARTS. Reflection upon concepts of beauty in the arts. Place and function of art in human experience. Attention given to literary and musical as well as visual arts. (Not offered 1975-1976.)

PHILOSOPHIES AND PHILOSOPHERS OF MODERN EUROPE. Investigation of the emerging thought of modern Europe. Transition from the medieval intellectual world to the Renaissance and development of modern intellectual contexts. Emphasis upon contributions of the great philosophers to this development (such as Bacon, Hobbes, Leibniz, Spinoza, Locke, Hume, Kant, Hegel).

PROBLEMS IN THE PHILOSOPHY OF SCIENCE. Examination of the general nature of scientific activity, the types of theories which guide that activity, and those areas of speculation which are known as "The Philosophy of Science". (Not offered 1975-1976.)

THEMES AND ISSUES IN CONTEMPORARY PHILOSOPHY. Examination of the major themes of contemporary philosophy (Process Philosophy, Analytic Philosophy and Existentialism), using selected problems as a vehicle for investigation. Emphasis upon problems relevant to the contemporary context. Students encouraged to respond to material studied by formulation of their own positions.

PHILOSOPHIES OF THE ORIENT. Study of some traditional religious philosophies of the Orient, such as Hinduism, Buddhism, Confucianism, Daoism, and Islam. Includes study of Yoga and Zen. Readings in basic scriptural texts in translation.

SEMINAR IN PHILOSOPHY. Course content will vary from year to year. Concentration upon important issues, themes, or thinkers not included in depth in other course offerings.
Department of Physical Education

Evelyn Kinney, Chairman

Coeducational Courses

104.  HEALTH EDUCATION AND FIRST AID. A study of personal hygiene and community health with a view of favorably influencing habits, attitudes and knowledge relating to individual and community health. First aid practice based on American Red Cross First Aid Course.

106.  CAMPING AND OUTDOOR RECREATION. Introduction to principles and administration of outdoor education and camping. Trends in school and summer camping.

108.  ELEMENTARY HEALTH AND PHYSICAL EDUCATION. Knowledge of the physical development of the child and an awareness of resources for his health, activity, and recreation. Emphasis upon materials and activities which will provide optimal physical development for each individual. (Not offered 1975-76)

111.  FOUNDATIONS AND PRINCIPLES OF HEALTH, PHYSICAL EDUCATION AND RECREATION. History, philosophy, and principles of health, physical education, and recreation. Resource materials, professional literature, and current research.

117.  THEORY OF ADMINISTRATION IN HEALTH, PHYSICAL EDUCATION AND RECREATION. Administrative philosophies. Development of concepts related to processes of administration. Types of administrative behavior. Tasks and responsibilities of the administrator. Evaluation of effectiveness of an administration. Extensive off-campus work. (Not offered 1975-76)

118.  RECREATIONAL LEADERSHIP. Philosophy of recreation. Importance of recreation in modern life. Development of some recreational skills which may be used in school, church and community. (Not offered 1975-76)

128.  RHYTHMS AND DANCE. Methods, materials and resources needed to teach rhythmical activities, interpretive, creative and modern dance. Rhythmical analysis and choreography. (Not offered 1975-1976)

204.  AMERICAN RED CROSS WATER SAFETY INSTRUCTION AND ADVANCED FIRST AID. Methods of teaching swimming, advanced skills in First Aid. Prerequisite: Current American Red Cross Senior Lifesaving certificate and eighteen years of age at the time the class begins; Beginning First Aid.

206.  SENIOR SEMINAR IN HEALTH, PHYSICAL EDUCATION AND RECREATION. Integration of material covered in major courses. Independent study for needs of the individual student. Prerequisite: Foundations and Principles of Health, Physical Education and Recreation.

207.  TUMBLING AND GYMNASTICS. Skills and methods of teaching tumbling and stunts. Prerequisite: Activity course in Tumbling or Gymnastics.

301.  HUMAN ANATOMY. Interdependent fields of anatomy and physiology. Designed to give functional knowledge of the structure and operation of the human body. Prerequisite: General Biology and Human Physiology.

402.  KINESIOLOGY. Anatomical and mechanical analysis of efficient body movement. Prerequisite: Human Anatomy.

407.  SCIENTIFIC ANALYSIS OF SPORTS INJURIES. Preventive, protective and supportive techniques used in the treatment of athletic injuries. Analysis of problems encountered in individual and team sports in respect to emergency treatment and recommended medical rehabilitation procedures.

Courses for Men


127.  FOOTBALL AND WRESTLING THEORY. Theory of coaching, officiating and administering interscholastic football and wrestling programs. Extensive field work required.

138.  TRACK AND SOCCER COACHING. Theory of coaching, officiating, and administering interscholastic track and soccer programs. Extensive field work required. (Not offered 1975-76)

148.  BASKETBALL AND BASEBALL THEORY. Theory of coaching, officiating, and administering interscholastic basketball and baseball programs. Extensive field work required.

Courses for Women


Department of Physics and Mathematics

W. David Bemmels, Chairman

Mathematics

130. STATISTICAL METHODS. Designed to acquaint the student with descriptive and inferential statistics. Topics include variability, correlation and linear regression, probability and the binomial distribution, sampling, testing hypothesis, Chi Square, analysis of variance, and covariance. Desk calculators are employed for computation. Prerequisite: Equivalent of one year of high school algebra.

132. MATHEMATICS. Designed to acquaint the student with the philosophy, nature, significance and use of mathematics from early times to the present, with emphasis on the concept of a mathematical system. Topics included: logic, sets, groups and the real number system.

134. PHILOSOPHY OF MATHEMATICS. Survey of mathematical thought from the Greeks to the present, with special emphasis on the crises brought about by discovery of irrational numbers, the calculus and the paradoxes inherent in Cantor's formulation of Set Theory. Study of the attempts by Logicians, Intuitionists and Formalists to deal with the latter crisis.

230. ELEMENTARY FUNCTIONS. Algebra of functions with emphasis on functions as ordered pairs and mappings, with particular attention to the properties of each type of function. Elementary background in sets and logic as needed. Prerequisite: Basic Mathematics or equivalent.

237. INTRODUCTION TO COMPUTER SCIENCE. Description of the computer, its logical structure and functions of the parts of the computer. Programming languages, such as Fortran and Basic, and numerical methods for problem solving. Prerequisite: Elementary Functions.

330. CALCULUS. Basic notions of a derivative and an integral with basic techniques and applications to elementary functions. Emphasis on intuitive understanding and theorem application. Prerequisite: Elementary Functions, or equivalent.


431, 532. ABSTRACT ALGEBRA. Study in groups, rings and fields, vectors, spaces and linear transformations culminating in elements of Galois theory. Prerequisite: Linear Algebra and Matrices. (1976-77.)

433. METHODS OF CALCULUS. Integration techniques and applications of derivatives and integrals to a wide variety of geometric, physical and behavioral problems. Prerequisite: Calculus or equivalent.

518. DIFFERENTIAL EQUATIONS AND SERIES. Ordinary differential equations with emphasis on linear equations. Sequences, series and Fourier series with emphasis on convergence properties and their application to the solution of differential equations. Prerequisite: Methods of Calculus. Recommended: Linear Algebra and Matrices. Alternates with Multivariate Calculus. (1976-77.)

533. FOUNDATIONS OF CALCULUS. Study of the real number system and its application to the limit concept. Proofs of basic theorems on derivatives, integrals and continuity. Emphasis on rigor. Prerequisite: Methods of Calculus or equivalent.

537. MULTIVARIATE CALCULUS. Differential and integral calculus of functions of several variables with applications: Taylor's series, transformations, extrema problems, line and surface integrals including Stokes's and Divergence theorems. Prerequisite: Methods of Calculus. Recommended: Linear Algebra and Matrices. Alternates with Differential Equations and Series. (1975-76.)

632. METHODS OF MATHEMATICAL PHYSICS. Boundary and eigenvalue problems and integral transforms with applications to physical theories. Prerequisite: Differential Equations and Series and Multivariate Calculus and Calculus course. (1975-76.)


737. ANALYSIS. Theory of functions of a real variable. Introduction to measure theory and Lebesgue integration. Prerequisite: Set and Point Set Topology. (1975-76.)

Physics

107. DESCRIPTIVE ASTRONOMY. The solar system, our galaxy, and the universe. Visual and telescopic observation of heavenly bodies available at the time. (1976-77.)

109. PHYSICAL SCIENCE. Basic methods and principles of physical science, using selected problems in Astronomy, Physics, Chemistry and Geography.

119. ELECTRONICS. Basic knowledge of electronic devices and circuits with application to current interests and instrumentation. (1975-76.)

142. CONCEPTUAL PHYSICS. Ideas of physics with emphasis on contemporary concepts. Physics' relevance to and impact on society.

241. UNIVERSITY PHYSICS. Mechanics, heat, electromagnetism, waves and atomic structure for students with specific interests in the sciences. Prerequisite: Conceptual Physics, Methods of Calculus, College Physics.

247. COLLEGE PHYSICS. Elected topics in physics for students who need limited training in the field. Prerequisite: Conceptual Physics, College Physics.

407. ELECTROMAGNETIC THEORY. Study of the principles and mathematical method of electromagnetism with emphasis on application of Maxwell's equations to static, steady state and radiative phenomena. Prerequisite: University Physics, Differential Equations and Series or Multivariate Calculus. (1975-76.)

408. CLASSICAL MECHANICS. Study of the principles and mathematical methods of mechanics with emphasis on the Lagrangian method and application to problems. Prerequisite: University Physics, Differential Equations and Series or Multivariate Calculus. (1976-77.)

409. POWER SYSTEMS AND THE ENVIRONMENT. The different methods of power generation both in the present and the future, and the impact on man's environment. (1975-76.)
447. WAVE PHENOMENA. General characteristics of wave motion with emphasis on optical phenomena. Prerequisite: University Physics, Differential Equations and Series or Multivariate Calculus. (1975-76.)

448. THERMAL PHYSICS. Basic concepts of statistical mechanics and their applications in thermodynamics. Prerequisite: University Physics, Differential Equations and Series or Multivariate Calculus. (1976-77.)

547,548. MODERN PHYSICS. Phenomenological study of the foundation of quantum physics with particular emphasis on the physical principles. Molecular, atomic, nuclear and solid state applications. Prerequisite: University Physics, Differential Equations and Series or Multivariate Calculus. (1976-77.)

**Department of Psychology**

Martin J. Meade, Chairman

120. PSYCHOLOGICAL PRINCIPLES. Introduction to psychological studies of man's behavior, including basic terminology and concepts, emotion and motivation; perception and interpersonal behavior; personality development and adjustment; learning principles and implications of the scientific method as applied to the study of behavior. An understanding of psychological principles is a prerequisite to all other psychology courses.

122. FOUNDATIONS OF BEHAVIORAL RESEARCH. Understanding basic research methods and statistics as applied to behavior in the areas of learning, motivation and the sensory processes. Prerequisite: PSY 120 and MAT 130.

123. DEVELOPMENTAL PSYCHOLOGY. Includes principles of development of the human organism, beginning with conception and throughout the life span. Prerequisite: PSY 120.

124. CHILD AND ADOLESCENT PSYCHOLOGY. An in-depth treatment of the development of humans from the time of conception through adolescence. Prerequisite: PSY 120.

133. COUNSELING DYNAMICS. An introduction to principles of counseling and their application in the resolution of intra- and interpersonal conflict. Prerequisite: PSY 120.

134. PSYCHOLOGICAL MEASUREMENT AND EVALUATION. Theories and principles of developing and administering standardized instruments, including measures of intelligence, personality, interest and attitudes. Prerequisite: PSY 120.

201. THEORIES OF PERSONALITY. Survey of major personality theorists, emphasizing similarities and differences in their perceptions of the patterning and processes of behavior; methods of assessment, theory construction and validation. Prerequisite: PSY 120 and 123.

203. PSYCHOPATHOLOGY. Introduction to identification, diagnosis and treatment of various psychopathological syndromes with emphasis on the clinician's inferential process. Prerequisite: PSY 120 and 123.

208. HISTORY AND SYSTEMS OF PSYCHOLOGY. Systematic study of development of psychology and historical perspective of contemporary problems in psychology. Prerequisite: PSY 120 and 122.

220. LEARNING. A detailed study of the principles of learning and their application. Prerequisite: PSY 120 and 123.

225. PSYCHOLOGY OF THE EXCEPTIONAL CHILD. With the child's normative development as a reference point, behavior problems in social adjustment, emotional disorders, and intellectual impairment studied from a psychological perspective. Emphasis is on etiology and class discussion placed upon etiology and dynamics of behavior problems and to alternate means of intervention available to those working in services for exceptional children. Prerequisites: PSY 123 & permission of instructor. (Same as EDU 225.)

303. ADVANCED SEMINAR IN HUMAN BEHAVIOR. Systematic review and synthesis of selected topics in the study of behavior. Prerequisite: Enrollment restricted to seniors with a depth study with a major emphasis in psychology.
333. SYSTEMS OF PSYCHOTHERAPY. Systematic introduction and comparison of various therapeutic systems, emphasizing attitudes that these theories generate and the implication of the attitudes for therapy and understanding human behavior. Prerequisite: PSY 120, 123, 201 and 203.

351. DIAGNOSTIC TESTING
352. PSYCHOPATHOLOGY — ADVANCED
353. GROUP PSYCHOTHERAPY
354. CLINICAL CASE STUDY

These four courses are the major part of the practicum in clinical psychology at Osawatomie State Hospital. The practicum involves two seven week sessions and is for four units of credit. Limited to upperclass students with a depth study in the area of psychology. Students spend 40 hours per week in observation and instruction for 13 weeks. The 14th week is spent on campus and will include a debriefing, evaluation and formal instructional input in relevant areas by Ottawa University faculty.

Department of Religion

Charles C. Anderson, Chairman

108. CHURCH AND SOCIETY. Consideration of varied forms and strategies for relating church and society. War and race are the concrete examples for this exercise in Christian ethics. (Not offered in 1975-1976.)

111. INTRODUCTION TO THE OLD TESTAMENT. History of the Hebrew nation. The Old Testament in light of the historical situation. Prophetic literature in its relation to the Christian tradition.


117. THE MODERN CHURCH. History of the Christian Church from Martin Luther and the Reformation in Germany to the twentieth century Ecumenical Movement. Readings from representative figures of the period.

127. CONTEMPORARY ISSUES IN BIBLICAL STUDIES. Examination of key issues that relate to the Biblical literature, e.g., historical uniqueness of the Biblical faith, reliability of the Biblical record; the historical Jesus; interpretation and authority of the Bible, etc.

128. ISSUES IN THEOLOGICAL STUDY. Investigation of either an important figure or problem in theological study. Seminar method to be used.

137. DIMENSIONS OF FAITH. Investigation of the personal, social and rational dimensions of religious faith, including consideration of doubt and unbelief. Readings from the works of such figures as Bultmann, Cox, H.R. Niebuhr, Schleiermacher and Tillich.

138. WORLD RELIGIONS. Religions of mankind set in historical perspective. Basic teachings.

147. THE LIFE AND MEANING OF JESUS. Examination of Gospel literature as it relates to Jesus. Consideration of various historical approaches to the life and ministry of Jesus. The significance of Jesus.

148. THE LIFE AND LETTERS OF PAUL. An examination of the life of Paul in relation to his career and his epistles. Theological thought of Paul. (Not offered in 1975-1976.)
Sociology

102. INTRODUCTION TO ANTHROPOLOGY. Introduction to man's study of himself through time and space; his physical and cultural evolution and the ways in which these changes are studied.

103. CULTURAL ANTHROPOLOGY. Survey of the non-biological ways in which man has adapted to various environments in order to survive. Readings on the Ibo of Nigeria, Vietnamese peasants, Washo Indians. Prerequisite: Introduction to Anthropology.


112. THE FAMILY. Combination of structural and functional analysis. The family as an institution, with attention paid to cross-cultural structures and norms. Also the family as a functional unit, with attention paid to dating, marriage, marital relationships and problems.

117. SOCIAL PROBLEMS AND AMERICAN VALUES. Human maladjustments as they relate to the culture of the U.S. Recognition of social factors operative in both personal and social deviance. Analysis of programs to alleviate or eliminate problems. Concern for crime, law, punishment and rehabilitation.

200. SOCIAL BEHAVIOR. The dimensions of society in respect to social organizations, institutions, socialization, stratification, change, conflict and trends. The influences of society upon individuals and the individual's adaptability to society will be major concerns of the class.

201. SOCIOLOGICAL THEORY. Overview of the development of modern sociological thought; the origins of scientific sociology in Western Europe and the United States; a focus on selected contemporary sociological theorists (recommended for Junior and Senior level sociology depth study students).

203. THE BLACK COMMUNITY IN THE UNITED STATES. Historical and institutional analysis of the role of Black citizens of the United States. Major focus upon the present situation in terms of persons, movements and strategies, with particular emphasis upon the urban scene.

207. CRIMINOLOGY. A study through reading and discussion and an investigation through field trips of such areas as law enforcement agencies, the court structure, sociological aspects of criminal behavior, and the ways of working with persons convicted of crime, both with and without imprisonment. Theories of criminal behavior will be analyzed and evaluated.

247. JUVENILE DELINQUENCY. A study through reading literature in the field of delinquency and through visits serving delinquents, including places of detention. Analyzing and evaluating theories of delinquency through discussion and papers. Assessing, in the same way contemporary concepts in the field. (Not offered 1975-1976.)

402. ADVANCED SEMINAR IN SOCIOLOGY. Advanced analysis of sociological principles. Consideration of contemporary theory and theorists. Emphasis upon individual research by students. Designed for departmental depth studies, but open to others with permission of department chairman. Prerequisite: Minimum of three courses in sociology. (Not offered 1975-1976.)

Social Work

118. SOCIAL WELFARE IN AN URBAN SOCIETY. An examination of social welfare as a fundamental social reality not as a collection of programs and services. Welfare is seen primarily in terms of social issues rather than as a professionally directed effort to deal with social problems.

123. DEVELOPMENTAL PSYCHOLOGY. Includes principles of development of the development of the human organism, beginning with conception throughout the life span. Prerequisite: An understanding of psychological principles. (Also see Psychology 123.)

151, 152, 153, 154. COOPERATIVE SOCIAL WORK ACTION PROGRAM (CO-SWAP). Sixteen weeks in Kansas City. Class and field instruction. Study of the metropolis, urban problems and resources, professional helping methods, social-institutional systems. Field experience in two different human service settings for eight weeks each, averaging 20 hours a week for a maximum total of 320 hours.

155. URBAN CENTER WINTER TERM. Four weeks in Kansas City combining seminars and 100 hours of field instruction in one of more than fifty cooperating social welfare organizations.

156, 157. URBAN CENTER SUMMER SESSION. Learning through classes and seminars in Kansas City and through an eight-week in-depth field instruction assignment in a social welfare agency.

174. INTRODUCTION TO SOCIAL WORK. Provides a survey of social work institutions and methods by which social organizations provide for the support of their members. The philosophical basis of social work, the ethical values, the setting and fields of practice are studied. The students will have the opportunity to take field observation trips to agencies and participate in workshops related to those trips.

194. INTRODUCTION TO SOCIAL WORK METHODS. Will introduce the student to several basic social work techniques used in the provision of direct services. Specific skills such as interviewing, treatment planning, shared decision making, and group problem solving will be studied and evaluated from a behavioral modification perspective. Students enrolled in this course should have had either an Introduction to Social Work or Social Welfare in an Urban Society.

205, 206. AMERICAN INDIAN PROGRAM. Program designed to acquaint students with the welfare needs and services and the ways of life of American Indians in the Southwest (New Mexico and Arizona). Students live in Indian homes or in facilities on reservations and pueblos, participate in seminars, and have field experience in a variety of health, education and welfare agencies serving Indian people. Program is conducted in cooperation with the College of Santa Fe, Bureau of Indian Affairs, the Public Health Service, and tribal councils. (Summer)

301. SOCIAL WORK AND THE LAW. A study of common goals of law and social work, and an examination of differences and similarities in concepts, meth-
odds, and skills. A survey of some areas of interest common to both professions. The objective is to give the professional social worker a firm basis for understanding the law as an instrument of social change. It is recommended that the student have some social work background for the course.

For listing of social science divisional courses relevant to Sociology see above p. 77.

Department of Speech and Drama

Michael S. Twedt, Chairman

101, 201. DEBATE ANALYSIS AND RESEARCH TECHNIQUES. Research, case constructions and practice on the national debate proposition. Orientation toward intercollegiate debate.

103. INTERPERSONAL COMMUNICATION AND ATTITUDE CHANGE. Inter-disciplinary view of the communicative behavior of man. Includes empirical studies developed since the Second World War by such scholars as Hovland, Janis, Kelley and Festinger and contributions of semanticists.

104. CAMPAIGNS, SPEAKERS, AND ISSUES. Analysis of speakers, campaigns and movements which have been the focus of American controversy since the Revolution. Particular attention to public address during eras of political stress, religious innovations and social unrest.

106. BROADCASTING. Basic radio programming, production, announcing, radio news, radio drama, and special events coverage. Intensive consideration of relevance of this medium to student's individual interests.

107. INTRODUCTION TO SPEECH AND HEARING PATHOLOGY. Consideration of normal speech and hearing anatomy and development, factors which interfere with this development, and causes and characteristics of the major speech and hearing disorders. Stress placed on information of importance to the non-professional person.


110. FUNDAMENTALS OF SPEECH PREPARATION AND DELIVERY. Intensive oral practice in extemporaneous forms of public address. Development of criteria for judging and evaluating effective speaking.

111. PRESIDENTIAL RHETORIC. Emphasis placed on the speechmaking of the following Presidents: Truman, Eisenhower, Kennedy, Johnson, Nixon, and Ford. Major issues and the rhetorical situations involved examined and analyzed in depth. During the unit on Truman, the Truman library at Independence, Missouri will be used for research purposes. (Offered 1976-77.)

141. ACTING FUNDAMENTALS AND ORAL INTERPRETATIONS. Theory and practice of basic principles in acting. Individual and group assignments with opportunities for public appearance. Techniques in interpretations of scriptures, poetry and prose with character interpretations with stress on special problems.

142. ELEMENTS OF THEATRE PRODUCTION. Theory and practice of technical phases of play production, including stagecraft, lighting, costuming makeup, design and theatre management.

143. LABORATORY CONCEPTS OF INTERPERSONAL DRAMATIC THEORIES. Analysis of audience reaction, the play itself and the performer in several instances. (Offered 1976-77.)
144. HISTORY OF THEATRE. Survey of the plays and playwrights of classical Greek drama to Ibsen. Progress of all theatrical forms from their origin to the present; the physical theatre and the actors.

147. DIRECTING. Principles of play directing; applications of technical principles. Laboratory work and directing of one-act play.

148. CONTEMPORARY AMERICAN AND EUROPEAN DRAMA. Study of the plays, playwrights and productions of the current theatre. (Offered 1976-77.)

General Information

Accreditation

Ottawa University is accredited by the North Central Association of Colleges and Secondary Schools. It is fully approved by the University of Kansas and by the Department of Public Instruction of the State of Kansas.

The college holds membership in the American Council on Education, the Association of American Colleges, the National Commission on Accrediting, the National Education Association, the American Association of Colleges for Teacher Education and the College Entrance Examination Board. It is on the approved list of the American Association of University Women.

History of the University

Long before Kansas became a state, Baptists of the region started planning the establishment of a university. In 1862 these Baptists negotiated a treaty with the Ottawa Indians whereby the white people furnished buildings and teachers and the Indians gave land.

So began Ottawa University. Its official charter was granted on April 21, 1865. In 1873 the government moved the Indians to Oklahoma and control of the University passed completely into the hands of white Baptists.
Its history is one of difficulty and sacrifice, of success and advancement, interspersed with romance and daring. Its heritage is rich, but no richer than its present and its promise of the future.

The Campus

The beautifully wooded campus of 60 acres is an attractive setting for the University educational program.

It is located in the southeast section of Ottawa, a pleasant city of 12,000 in rolling eastern Kansas. Students and faculty enjoy the privileges of the community with its good shopping facilities and clean and attractive residential areas.

Many of the advantages of a metropolitan area are available to Ottawa students as the University is only an hour away from Kansas City. These advantages include the William Rockhill Nelson Art Gallery, the Kansas City Philharmonic Orchestra, stage plays, concerts and major league football, baseball and soccer.

Ottawa is easy to reach. It is on super I-35 Highway and is served by two bus lines. It is within an hour and a half of the Kansas City airport and its major transcontinental airlines.

Residences for Women

CENTENNIAL HALL, completed in 1965, the 100th anniversary of the University, houses 154 women. Each of three floors comprises a living unit.

MARTIN HALL accommodates 140 women in a unit style plan.

Residences for Men

BROWN HALL, the newest of the residences, was completed in 1968. It houses 158 men on three floors.

PRICE HALL houses 112 men in a unit style housing plan.

BEHAN HALL accommodates 71 men.

ATKINSON HALL has rooms for 71 men.

Apartments

HAIGH MEADOW is a married student development with five apartments near the campus.

CEDARCREST, also located near the campus, consists of four apartments for married students.

The Instructional and Service Buildings and Areas

TAUY JONES HALL is the oldest building on the campus, easily spotted by its well-known dome. In 1969 it celebrated its first century of service. Still a good structure, it houses departments of music and speech and KTJO-FM, the licensed University radio station.

The stately old ADMINISTRATION BUILDING was completed in 1904 and houses administrative offices and several classrooms.

WARD SCIENCE HALL, a three-story native stone structure houses the Chemistry, Biology, Physics and Mathematics departments of the University.

Spacious and modern MYERS LIBRARY has a collection of more than 87,000 volumes, microfilmed matter, and prepared instructional media materials. It also houses the audio-tutorial laboratory, special reading equipment, and several special collections of note.

MAMMEL ART CENTER, attached to the library, houses the growing Art Department of the University.

The WEST GREENHOUSE provides opportunity for class work and experimentation by botany students.

WILSON FIELD HOUSE contains a basketball court, seating for 1,500, handball court, small gym, dressing rooms, classrooms and offices for the Men’s Physical Education Department.

The WOMEN’S PHYSICAL EDUCATION BUILDING was recently remodeled to provide modern quarters for the Women’s Physical Education Department. The building also contains the swimming pool used by both men and women.

The CHAPEL was completed in 1966 and houses classrooms, offices and a meditation chapel as well as the main chapel which seats 1,244 people.

The UNIVERSITY UNION houses dining facilities, conference rooms, student offices, the book store, the mail service, a snack bar, lounges and recreation and party rooms.

The PRESIDENT’S HOME is located off-campus at 27 Rockwood Drive.

The SERVICE BUILDING contains shops and maintenance facilities for the campus.

The CENTRAL HEATING PLANT supplies heat to several University buildings.

COOK ATHLETIC FIELD on campus is the football field and stadium. It is lighted for night games.

The C. OMER WEST TRACK is an all-weather track and field facility located adjacent to the campus.

The POMONA LAKE RECREATIONAL AND INSTRUCTIONAL CENTER and the LODGE were opened in 1966 at Pomona Lake, a new 4,000-acre reservoir just west of Ottawa.
The HOME ECONOMICS HOUSE is located on East Eleventh Street just off campus.

Alumni Association
The Ottawa University Alumni Association is fully organized with a board of Alumni Directors. The Association, in cooperation with the University, maintains an office directed by the Alumni Secretary.

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Anne Jones Compton, White Plains, New York
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T. R. Palmquist, Turner
John L. Strandberg, Kansas City, Mo.
C. Omer West, Kansas City, Ks.

September 1, 1973 — August 31, 1977

Ransom Bennett, Jr., Ottawa
A. A. Brown, Littleton, Colo.
Robert M. Clogston, Ottawa
Galen W. Fields, Scott City
E. E. Haley, Ottawa
William F. Keucher, Detroit, Mi.
David C. Owen, Overland Park
Robert E. Shaw, Overland Park

September 1, 1974 — August 31, 1978

Robert A. Anderson, Ottawa
John C. Collet, Mission Hills
John N. Dodgen, Humboldt, Iowa
Mrs. C. R. W. Frost, Winchester, Ill.
L. W. Hostetter, Wellsville
Max W. Morgan, St. Louis, Mo.
Justus O'Reilly, Tulsa, Oklahoma
Mrs. Marshall Schirer, Manhattan
Clifford M. Spottsville, Kansas City, Mo.

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Peter G. Sandstrom, B.A., B.D., M.A., Ph.D. (1968)....Director
of the Office of Educational Facilitation
Annabelle Pence, B.A., M.S.E. (1971).......................Registrar
J. Marion Rith, B.A., M.E., M.I.S. (1966)...............Librarian
Keith C. Shumway, B.S., B.D., M.A. (1961)...............Dean of
Non-Traditional Studies
Robert W. Buchanan, B.A., Ph.D. (1971)............Assistant Dean of
Non-Traditional Studies
Martin J. Meade, B.S., M.A., Ph.D. (1970)..............Dean of Students
Bill B. Boucek, B.A., M.S. (1954)......................Associate Dean
of Students
Ruth Ann Hummel, B.A., M.A. (1973)....................Associate Dean
of Students
William S. Frear, B.A., M.S. (1955)..................Director of Athletics
Ronald C. Yingling, B.A., M.S. (1965)..............Director
of Financial Aid
Wesley B. Williams, B.S., M.S. (1973)...............Director of Career
Planning and Placement
Clifford E. Burke, B.A., B.D., M.S. (1963)...........Director
of University Union
Billy G. Ballinger, B.A., M.S. (1965)..................Director
of Counseling
Sandra Staneart, R.N. (1967).........................University Nurse
Walter L. Pankratz, B.A. (1962).....................Business Manager
Lawrence Blakeley, B.S. (1973)............................Controller
Estel Y. Johnson (1944)................................Accountant
E. E. Haley, B.A. (1964)............................Treasurer
Robert Hull (1964)................................Superintendent of Buildings
and Grounds
L. Allen Troutman, B.S. (1959)......................Manager of
University Store
Jack Patty, B.A., M.A. (1964)........................Vice President for
University Advancement
Milton C. Froyd, B.A., M.Phil., Ph.D. (1973).........Director
of Development
Faculty 1974-75

Emeriti

Maude N. Adams (1957-1970)
Associate Professor Emeritus of
Education, B.S., Fort Hays Kansas
State College, 1926; M.A., Colorado
State College of Education, 1941;
M.H.L., Ottawa University, 1970.

Roy W. Browning (1945-1953;
1957-1971)
Professor Emeritus of Education and
Psychology, B.A., University of
Kansas, 1926; M.A., ibid., 1933; Ed.D.,
ibid., 1941, M.H.L., Ottawa
University, 1970.

E. G. Dick (1946-1969)
Assistant Professor Emeritus of
Physics and Mathematics, B.S.,
Ottawa University, 1923.

B. Smith Haworth (1942-1961)
Associate Professor Emeritus of
History and Political Science, B.A.,
Ottawa University, 1917; M.A.,
University of Chicago, 1925.

Virginia Jennings (1944-1970)
Assistant Professor Emeritus of
Education, B.A., Ottawa University,
1931; M.H.L., Ottawa University,
1970.

Edgar D. Kerr (1928-1971)
Professor Emeritus of Music, B.Mus.,
Chicago Philharmonic Conservatory,
1928; M.Mus., Conservatory of Music,
Kansas City, 1941; D.Mus., Ottawa
University, 1967.

Ruth Kerr (1944-1971)
Assistant Professor Emeritus of
Organ and Public School Music,
B.A., Ottawa University, 1930;
M.H.L., Ottawa University, 1970.

Andrew B. Martin (1935-1967)
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Index
Academic Centers / 58
Academic Dismissal / 55
Academic Information / 50
Academic Probation / 54
Accreditation / 111
Administrative Staff / 119
Admissions Procedure / 32
Advanced Placement / 34
Advising Process / 15
Alumni Association / 114
Apartments / 112
Application Fee / 45
Art / 71
Athletics / 25
Attendance / 53
Bachelor of Arts Degree / 50
Biology / 73
Board of Trustees / 115
Buildings / 113
Calendar / 5, 7
Campus / 112
Chemistry / 74
Christian Emphasis / 11
City of Ottawa / 112
College Without Campus / 69
Contract / 14
Contract Assurance / 19
Cooperative Education / 68
Core Seminars / 60
Costs / 43
Counseling / 27
Course Changes / 53
Cross-Cultural Education / 61
Curriculum / 57
Degrees / 50
Depth Study / 17, 64
Drama / 109
Economics / 75
Education / 78
Electives / 18
Employment / 41
English / 87
English Language Institute / 69
Evaluation / 18
Expenses / 43
Faculty / 121
Fees / 43
Financial Aid / 35
Financial Information / 43
Foreign Languages / 89
French / 89
General Education / 60
General Education Program / 15
German / 90
Government, Student / 22
Grade Points / 53
Grading / 53
Graduation Requirements / 50
Health Services / 28
History / 91
Home Economics / 94
Housing / 29
Independent Research / 68
Independent Study / 67
Intercollegiate Athletics / 25
Intramural Athletics / 25
Late Registration Fee / 46
Library Science / 85
Loans / 40
Mathematics / 100
Music / 95
Music Fees / 46
National Scholastic Societies / 26
New Student Orientation / 27
Off-Campus Cross-Cultural Studies / 61
Organization Administration / 76
Payment Plans / 47
Philosophy / 97
Physical Activities / 62
Physical Education / 98
Physics / 101
Placement / 28
Political Science / 92
Prepayment / 36
Psychology / 103
Purpose / 14
Refunds / 48
Registration / 53
Regulations / 30
Religion / 105
Religious Life / 23
Room Reservations / 29
Index

Scholarships / 35, 36
Servicemen's Opportunity College / 70
Social Clubs / 23
Social Work / 107
Sociology / 106
Spanish / 90
Special Students / 34
Speech / 109
Sports / 25
Student Life / 21
Study at Other Colleges / 55
Teaching Participation / 68
Testing / 27
Transfer Students / 32
Trustees / 115
University Program Series / 55
Volunteer Services / 24
Winter Term / 56