Students who have questions or who would like to arrange such a visit are encouraged to call 913/242-6597 or 6445 (collect).

Admissions Procedure
A candidate may apply for admission to Ottawa University by:

1. Submitting an application for admission. (Applications may be obtained by writing to the Office of Admissions.)
2. Submitting scores from either the Scholastic Aptitude Test (SAT) or American College Testing Program (ACT). Scores should be submitted early in the senior year.
3. Submitting an official transcript of high school work. A tentative admission decision can be made on the basis of partial transcript from the high school although this decision is contingent upon successful graduation from high school. While there are no specific course requirements for admission, it is highly recommended that a candidate’s high school transcript reflect a sound college preparatory curriculum.

4. A non-refundable fee of $15.00 must accompany the application for admission.

Transfer Students
Ottawa University welcomes applicants for admission who have completed part of their education at another college or university. The applicant should have attained a minimum grade average of “C” (2.0 or its equivalent). Official transcripts from all other colleges previously attended must be submitted for evaluation by the Admissions Committee.

Ottawa University is concerned that no student be penalized in the process of transferring. The following policy affects transfer students:

1. All courses completed successfully at accredited institutions of higher education will be accepted at face value. Course work will transfer as if it had been taken at Ottawa. Credit will be given for all passing grades.
2. Course work at a college in the process of receiving accreditation will be accepted on the advice of the major college or university in that particular state.
3. Work completed at an unaccredited college which is not seeking accreditation will be accepted on the recommendation of the Ottawa department chairman after completion of one year of satisfactory (2.0) work at Ottawa University.
Financial Aid

Many students will find it necessary to obtain financial assistance in order to attend Ottawa University. Realizing this fact and desiring to see every qualified student attend, Ottawa offers each applicant a financial planning service. All students accepted for admission are eligible to receive aid if they demonstrate financial need. Since funds are limited, priority is given on the basis of grades, test scores, recommendations, and special talents. Most students receive an “aid package” consisting of aid from a combination of sources such as scholarships, grants, loans, and campus employment. In many cases, the financial aid package offered to a student may reduce his out-of-pocket tuition payment to less than he would pay at a state college or university.

Decisions regarding financial assistance can be made immediately upon admission to the University and receipt of the necessary financial aid credentials, including an application for financial aid, and the results of either the Parents’ Confidential Statement (PCS) of the College Scholarship Service or the

Program for Occasional Students

Residents of Franklin County, Kansas, who are 21 years of age or older and have never been enrolled in a degree program at any college or university (including Ottawa University), or who have completed a degree, are eligible for admission to the Program for Occasional Students.

Eligible students are permitted to enroll in three courses in a given calendar year for credit or non-credit. Admission to courses is made on a space available basis with priority given to full-time degree students. Credits earned may be counted toward a degree at Ottawa University after formal admission to the degree program, provided the total number taken as an occasional student does not exceed half of a student’s total courses for the degree. Credits also may be transferred to other colleges. Independent studies are not included under the Program for Occasional Students.

Tuition for courses under the Program for Occasional Students is charged at a rate of $25 per hour of credit. Additional information and application forms may be obtained from the Office of Admissions.

Special Students

Persons desiring to receive instruction in any particular department of the college without being candidates for a degree may be admitted as special or unclassified students, provided they can prove themselves qualified to pursue with advantage the studies of the department concerned.

Advanced Placement & CLEP

Ottawa University participates in both the Advanced Placement Program and the College Level Examination Program of the College Entrance Examinations Board. The University will grant either advanced standing or credit, or both, based upon an adequate level of performance in these examinations. Students may obtain more information about these programs from high school counselors.

Campus Visitation

Even though a personal interview is not required, it is recommended that a candidate for admission visit the Ottawa University campus. Members of the admissions staff will be available throughout the year. Office hours are from 8:00 a.m. to 12:00 noon and 1:00 p.m. to 5:00 p.m. on weekdays, and 9:00 a.m. to 12:00 noon on Saturday. Students are invited to be guests of the University for meals and lodging during their visit. Arrangements should be made by contacting the Office of Admissions at least a week in advance of a proposed visit.
Family Financial Statement (FFS) of the American College Testing Service.

Any Kansas student applying for Financial Aid from Ottawa University should complete and file an application for a Kansas Tuition Grant. Application and information concerning the Kansas Tuition Grant program may be obtained from the high school guidance counselor or from the Office of Financial Aid, Ottawa University.

Many of the sources of financial aid administered by Ottawa University are controlled by governmental agencies external to the University. Examples of programs of this type are Basic Educational Opportunity Grants (BEOG), Supplementary Educational Opportunity Grants (SEOG), Kansas Tuition Grants (KTG), National Direct Student Loans (NDSL), and the College Work Study Program (CWSP). These programs are likely to change during the effective period of this catalog. Therefore please write to contact the Office of Financial Aid, Ottawa University, Ottawa, Kansas 66067 for the most current information concerning these programs.

Alumni Scholarships

These scholarships are provided through contributions from University alumni. They are available to students who apply for aid and are ranked in the highest 20 percent of their high school class. The amount of the scholarship awarded to each student depends on the need demonstrated by the student and the availability of funds.

Church and Campus Scholarships

Grants of up to $1,000 are awarded to a limited number of entering full-time Baptist students who are recommended by their pastors as having the capacity to become outstanding Christian church persons either professionally or as lay-people. Recipients must meet the admissions requirements of the University. Preference is given to freshmen, but transfer students are eligible. The grant may be used during the student's first year or spread over four years.

Endowed and Special Gift Scholarships

In each instance the annual award is at least $100.

- Dr. George Matthew Adams Scholarship
- Dr. Raymond Alquist Memorial Scholarship
- E.E. Anderson Scholarship
- Charles Stewart Brewster Scholarship
- Lulu M. Brown Scholarship
- Bob and Anne Bundy Award
- Class of 1971—Jerry Campbell Memorial Scholarship
- Class of 1909 Memorial Scholarship
- W.C. Coleman Scholarship in Business
- Maude Collingwood Scholarship
- Allen Cook Memorial Scholarship
- Dr. and Mrs. Ross W. Davidson Scholarship
- Glen W. Dickinson Foundation Scholarship
- John N. Dodgen Scholarship
- Dodgen Scholarship in Business Administration
- Erich Music Scholarship
- First Baptist Church of Wichita, Kansas Scholarships

Walter B. and Emma Helen S. Franklin Memorial Fund
Margaret E. Froning Scholarship
H.E. Gillette Scholarship
Harry S. Gradle Scholarship
Elmina E. Graham Memorial Fund
H.W., Jennie, and Alma Grass Scholarship
Hammond Science Scholarship
Hayes Scholarship
Houston Memorial Scholarship
Arthur D. and Maude S. Jellison Scholarship
Dr. E.N. Jones Forensic Fund
Mary Jones Scholarship
Ruth and Edgar Kerr Scholarship in Music
Jessie Lee Scholarship
Judson F. Lee Scholarship
Paul A. Martin Memorial Scholarship
McCoy Family Scholarship
Miller Memorial Scholarship
Modern Woodmen of America Scholarship
Elizabeth Mohlm—Class of 1915 Memorial
Mr. and Mrs. Lloyd L. Moody Scholarships
Brunson and Rocelia Motley Scholarship
Luke and Edna Umstot Mowbray Scholarship
Harriet Blackstone Myers Scholarships
Nearmyer Scholarship
Noyes Foundation Scholarships
Ottawa University Memorial Scholarship
Ottawa University Women's Club Scholarship
Dr. Charles L. Overlander Scholarship
Walter J. and Abbie Parrott Memorial Scholarships
Helen S. Robertson Honor Award
Charles H. and Caroline E. Rush Scholarship
Wilbur A. Schwatken Scholarship
Corinella Adams Shiras Scholarships
Robert and Fanny Simerwell Scholarship
Jon Simmons Memorial Scholarship
Myrtal Belle Skidmore Family Memorial
Southwestern Bell Telephone Scholarship
Stannard Family Scholarship
Frank and Alice Steiger Chris-
tian Leadership Award
James P. and Florence T.
Stephenson Honor Award
Bill Swift Scholarship Fund
Al Williams Memorial Scholarship
T. Henry Williams Memorial Scholarship
Willis Memorial Fund
George A. Wise Scholarship

The amount and availability of each of the above scholarships may vary from year to year. Similarly, the terms and conditions for each scholarship are considered separately. Students wishing to qualify for consideration should request a list of requirements for each award. Full details and application forms may be obtained from the Office of Financial Aid, Ottawa University. Freshmen or transfer students should contact the same office for a list of scholarships available to incoming students.

Grant Programs
Grants are non-repayable awards made to students on the basis of specific criteria or skills within the limits of demonstrated financial need. Two important sources of grant funds are the federal government and state governments.

Basic Educational Opportunity Grants
These grants are awarded from federal funds and are designed to provide assistance to those who need it to attend post-high school educational institutions. The maximum award under this program is $1,400 minus the amount the student and his family are expected to contribute toward the cost of his education. The amount is called the Family Contribution. The actual grant, however, may be less than this maximum award, and is based on the Family Contribution and two other factors: (1) the amount of federal funds actually available for the Program; (2) the cost of education, since the grant cannot exceed one-half that cost. The amount of the grant decreases as the Family Contribution increases. In addition, since the minimum grant that can be awarded to an eligible student is $200, he would not receive a grant if his Family Contribution is more than $1,200.

Supplementary Educational Opportunity Grants
These grants are awarded from federal funds and administered by the University. They are limited to upperclass students with exceptionally great financial need. EOG funds must be matched by certain other funds, usually loans or College Work-Study funds, to complete the student's total financial plan. EOG program guidelines are subject to modification. Consult the Office of Financial Aid, Ottawa University for the most recent information about these grants at the time of application.

Kansas Tuition Grants
The Kansas Tuition Grants are awarded on the basis of demonstrated financial need to residents of Kansas who attend private colleges in the state. These grants may range up to a maximum of $1,200, depending on the demonstrated need of the applicant and the availability of funds. Application forms may be obtained from the Office of Financial Aid, Ottawa University.

University Grants
These grants are available to students who rank in the upper one-half of their graduating class and demonstrate financial need. Achievement in various curricular and co-curricular activities is considered.

Special consideration is given to the sons and daughters of Baptist ministers or missionaries in recognition of the institution's Baptist heritage and relationships.

Athletic Grants
Awards to student athletes for participation in intercollegiate activities are available in limited numbers under the policies of the Heart of America Athletic Conference in which the University competes. The maximum athletic award is $500 per year.

Loan Programs
Many families whose current income and savings are not sufficient to finance college expenditures borrow funds through low interest educational loans to supplement their financing plans.

Guaranteed Student Loans
Guaranteed Student Loans are available from local banks and lending agencies at rates of interest that cannot exceed 7 percent annually. Depending on the availability of funds, students may borrow up to $2,500 per year for educational expenses. If the adjusted family income is less than $25,000, the federal government will pay the total interest while the student is enrolled full-time and during periods of authorized deferment. Repayment in monthly installments of not less than $30 usually begins nine months after the student graduates or leaves college. It is important to note that under the present regulations financial need is not required in order to obtain a guaranteed student loan. Families interested in this program should contact their local banker for complete current information. The processing of guaranteed student loan applications usually requires six to eight weeks.

National Direct Student Loans
The National Direct Student Loan Program is administered by the University from federal and University funds. To qualify for a NDSL, the student must apply to the University and demonstrate financial need. Since funds are limited, academic performance and personal qualifications are considered in awarding NDSL funds. The federal government pays all interest charges until the beginning of the repayment period which normally begins nine months after completion of formal study. Interest charges during the repayment period are only three percent per year on the unpaid balance.

Commercial Loan Programs
Commercial loan sources such as the Tuition Plan, Inc. provide loan programs to meet all college expenses out of current income. A complete description of this program is given elsewhere.

Institutional Loans
Ottawa University has other loan funds such as the Bing Crosby Student Loan Fund, the Eleanor Shiras Harris Trust student loan, Geraldine and Roy W. Browning, Jr. Loan Fund, and the Women's Educational Society Loan Fund. For details, contact the Office of Financial Aid.
Other Sources of Aid

Social Security Benefits
Benefits from Social Security are available to any student whose parent or parents receive social security or retirement benefits if the student is full-time, unmarried, and under 22 years of age. For further information regarding Social Security Benefits, contact your local Social Security Office.

Veterans Benefits
Benefits are available to veterans who were honorably discharged from military service after January 31, 1955. Those with at least 18 months of service may receive up to 45 months of support. Veterans with less than 18 months of service may receive one and one-half months of assistance for every month of service. Disabled veterans and widows of veterans who died of service-connected injury or disease are also eligible for benefits.

Church, Civic, and Business Scholarships
In many local communities there are scholarships provided each year by various church, civic, and business organizations to children of members, citizens, and employees.

Employment
The Financial Aid Office assists students in finding part-time employment on campus or in the community.

Campus employment opportunities include work as a clerk or secretary, a food service employee, a custodian or maintenance worker, or a laboratory assistant. Off-campus jobs may include work in educational and recreational activities as well as other positions in community businesses or organizations.

Application Procedure
1. Follow the admission procedure described on page 54.
2. Submit an application for admission as well as an application for financial aid, both of which may be obtained from the Office of Admissions.
3. Submit either the Parents' Confidential Statement (College Scholarship Service) or the Family Financial Statement (American College Testing Program) and indicate that a copy of the analysis should be sent to Ottawa University. Copies of these statements may be obtained from the high school guidance office.

The University recommends that a student entering Ottawa make financial arrangements before the first registration period. The Director of Financial Aid will assist students in establishing personal budgets.

Selection Procedure
The University Financial Aid Committee determines which applicants will receive scholarships or other awards from Ottawa. The Committee also determines the amount of aid which will be granted to those who are selected as recipients. The criteria used in selecting recipients include high school grades, class rank, entrance test scores, special aptitudes or skills, and degree of contribution to school and community life. The specific amount of awards generally is based on demonstrated financial need.

Renewal Criteria
Financial aid to a student at Ottawa is renewable on an annual basis. Each student receiving aid must maintain a minimum cumulative grade average of "C" (2.0). A higher grade average is required for renewal of Presidential and Alumni Scholarships.

To be considered for renewal of any award, students must submit a new application for aid and an updated financial statement. The deadline for renewal applications is February 1.
Expenses

On Campus Charges, Payment Plans, Refund Policies:

Prepayment
Entering students are required to pay an application fee of $40 which is non-refundable. To confirm the offer of admission a prepayment of $75 is required. Of this amount $50 is applicable to tuition charges, and $25 is placed in a special deposit. This deposit assures payment of possible damage to University property, lost keys, library fines, and other losses. Any balance on deposit is refundable upon graduation or completion of the formal withdrawal process, including the exit interview for NDSSL borrowers.

The prepayment required of entering students is non-refundable.

Returning students are required to prepay an amount of $50 prior to July 1 to confirm their place in class and to reserve a room in University housing. The full amount is applicable to charges.

Regular Enrollment

<table>
<thead>
<tr>
<th>Semester</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$1200</td>
</tr>
<tr>
<td>Fees</td>
<td>$108</td>
</tr>
<tr>
<td>Board</td>
<td>$443</td>
</tr>
<tr>
<td>Room</td>
<td>$125</td>
</tr>
<tr>
<td>Price or Martin</td>
<td>$270</td>
</tr>
<tr>
<td>Brown or Centennial (24 or more credit hours)</td>
<td>$295</td>
</tr>
<tr>
<td>(student activities, health, union) (19 meals per week)</td>
<td>$510</td>
</tr>
<tr>
<td>Guaranteed single rooms are available at a surcharge of 40% of the rental rate.</td>
<td></td>
</tr>
</tbody>
</table>

Special Enrollment Tuition Rates

Less than 12 hours per semester
$75.00 per credit hour
Occasional student program (see pg. 55)* 25.00 per credit hour
Audit* 25.00 per credit hour
Contract Assurance Program (see pg. 45)* (varies)

*No financial aid is offered for enrollment under these special rates.

Financial Aid

The Financial Aid Office assists a large percentage of University students by disbursing gift, grant, and loan funds. Consideration that is fair and equitable can only be given after the student has filed the proper application papers to determine need. Students are urged to make application well in advance of registration dates as the processing requires eight to twelve weeks. Target processing dates for the regular school year are as follows:

New Students: Urged to apply for aid promptly when applying for admission. The Financial Aid Office seeks to have awards made by August 15 prior to fall enrollment. Late applicants may be temporarily enrolled using a temporary aid agreement.

Returning Students: Pick up application packets beginning February 1; have application submitted by April 1; Financial Aid Office will attempt to have next year's aid awarded by June 15.

Temporary aid agreements carry an expiration date, allowing time for completion of credentials. If aid cannot be awarded by the expiration specified, the student assumes responsibility for the educational expenses, and will be expected to utilize a student loan if necessary to pay the amount promptly.

Financial aid is credited to the student's account on a pro rata basis according to the tuition charged. Typically it is allocated 50% to the fall semester and 50% to the spring semester. In processing withdrawals, a refund of tuition will ordinarily result in a corresponding reduction of financial aid.

Payment Plans

Charges are due and payable at the time of enrollment.

Cash Plans:

The University offers two options as cash plans - cash at enrollment and a monthly payment plan. Under the monthly plan the total school year charges are computed, from which any available financial aid is subtracted. The net amount is then divided into ten monthly payments, payable the first of each month, August through May. The
monthly plan may be started as late as September 1, provided both the August and September payments are made at that time. Although it is customary for the University to charge 1% interest per month on any unpaid balance, we make an exception on the monthly plan. No interest or delayed payment charges accrue on amounts being handled under the monthly plan, provided payments are made according to schedule. Payments are due on the first of each month and are considered delinquent (subject to interest) if received after the tenth of the month.

**Deferred Plans:**
For those who need to finance a substantial portion of their educational expenses by using a deferred payment plan, we recommend consideration of a commercial plan, Tuition Plan, Inc., Concord, New Hampshire 03301. Agreements may be written to cover all or part of the costs payable to the University. Insurance is included in the plan. For further information write directly to the company at the above address.

The University offers a deferred payment plan for those needing to finance a small portion of the University charges and preferring not to use the commercial plan mentioned above. A **$3.00 Delayed Payment Charge** is required if any amount is unpaid at each enrollment. Interest at the rate of 1% per month is charged on any unpaid balance.

**Summer Session Charges**
The rates for summer offerings are lower than those for the regular academic year. Student activities and student services are operated on a reduced level, and no financial aid is offered while the reduced summer rates are in effect. Summer Enrollment Rates - 1980 are $52 per credit hour. (Class length varies in summer. See Flexible Calendar, pg. 86.)

- Tuition for physical activity courses
- Union and Student Health Insurance

Special Fees

**Transcript Fee**
The Registrar will issue a transcript, after receipt of written consent from the student, and after assuring that the student has paid all financial obligations. The first copy is issued without charge and all additional copies are $2 each.
Late Registration Fee
For unexcused late registration the fee is $5 for each additional day ($5 - first day after scheduled date, $10 - second day, $15 - third day, etc.)

Private Music Instruction Fee
Private instruction in voice, piano, organ, string, or band instruments: $75 per semester. Private instruction normally consists of twelve 30-minute private lessons per semester. Use of the practice rooms is included in the above charge. Organ students are charged additionally for use of the organs: $60 per semester.

Student Teaching Fee
Students having a practice teaching assignment off-campus pay an additional fee of $75 for added coordination expenses. Special placement of student teachers can result in a higher charge.

Changes
All tuition, fees, board and room charges are subject to change due to inflation. Current charges at any given time are available from the Business Office.
Charles C. Anderson

Motivating students and providing tools for gathering knowledge is the role Charles C. Anderson has assumed at Ottawa University. The Chairman of the Department of Religion and Philosophy says his teaching at the University is complemented by the close relationships that develop between the students and the faculty. “There is a community spirit here at Ottawa,” he proudly notes.

His concern for the students’ welfare is demonstrated through his participation in a “college parent” program at an area church. A student who wants to participate is assigned college parents for the academic year. The program is voluntary for both students and the “college parents,” who are members of the area community and other faculty members, he explains.

The interaction between faculty and students is an asset to the educational environment adds the reserved and deliberate Dr. Anderson.

The intricate advising program of the University also provides a forum through which the religion professor develops friendships with a variety of students. “Advising plays a highly important role in our system,” he explains. “There is a distinction between enrollment and advising. We try to go way beyond the enrollment aspect.”

Anderson has focused most of his scholastic energies on the study of the historical aspects of the life of Jesus, and the New Testament. His studies and research have culminated in two books, Critical Quests of Jesus and The Historical Jesus, A Continuing Quest. A third book about the arrest and trial of Jesus is being prepared for publication.

He considers his classes on religion to be more than “glorified Sunday School” hours. Providing the students with strong religious bases upon which they may build their Biblical education is his goal. In his research Anderson concentrates on a specific subject and explores its diverse facets. He ex-

Ottawa University is first and foremost a collection of talented and highly knowledgeable individuals. All members of the faculty and staff are dedicated to the concept of a liberal education in a Christian environment.

The nineteen men and women who appear in the following pages are as diverse in their interests and approaches as they are similar in their concern about the quality of life and education at Ottawa. It is indicative of the spirit of the academic community at OU that every one of these individuals is quick to address the issues that confront students, rather than muttering generalities about their fields of study. At the same time, these profiles reveal their subject’s confidence in and respect for the abilities of their colleagues on the faculty and administrative staff. This strong sense of community is a crucial element of life at Ottawa University. The men and women described here regard themselves as typical of the University’s personnel.

Ronald A. Averty

Ronald A. Averyt’s enthusiasm for teaching and for life has resulted in his high popularity for the past 20 years at Ottawa University. The “Texas Whirlwind” is one of the most vivacious and dedicated faculty members at the University.

Graduating valedictorian of his high school class, he has since received a bachelor of arts degree and a masters of arts degree from Texas Technological University in Lubbock and a doctorate from the University of Kansas in Lawrence. The history and political science professor’s devotion to education and students has generated enthusiasm inside and outside the classroom. His lively sense of humor has made him a favorite among students.

He has been a judge in a campus spoof of televisions’ “Gong Show” and has strolled through campus disguised in a blond wig, leather cap, pasted on beard and leopard skin jacket. Dr. Averty’s approach to education is to liven the aca-

Profiles
plains that he “just zeroes in on one thing and does it with gusto.”

Although Biblical studies are a major area of concentration, another focus for Anderson is the renovation of his large Victorian home. The exterior restoration is completed and the remodeling of the interior is being finished “year by year,” he adds with a smile.

Anderson, who joined the school’s Religion and Philosophy Department in the fall of 1961, received a bachelor of arts degree at Bethel College in St. Paul, Minnesota, a bachelor of divinity degree at Bethel Theological Seminary and a doctorate at the University of Chicago.

demic environment and to be intricately involved in student life.
The student body expressed its gratitude to Dr. Averyt by electing him best Overall Professor and Professor Most Involved in Student Activities. The appreciation for his antics are combined with the students’ respect for his academic abilities. However, when he needs a break from the demands of a university professor, Dr. Averyt takes refuge in a hunting or fishing trip. “The best thing about hunting is that the phone isn’t ringing,” the educator notes.
Billy G. Ballinger

Placing practical experience above theories, Billy G. Ballinger counsels and teaches students at Ottawa University in a unique style.

The Director of Counseling and Associate Professor of Psychology teaches a course entitled "Psychology of Personal Adjustment," which Prof. Ballinger has modestly renamed "Ballinger I & II." The title is reflective of the strong influence his personality and personal experiences have on his teaching, counseling and advising methods.

"I'm not interested much in theory," the self-proclaimed pragmatist admits, "I'm more interested in learning things that will help me understand or help me to help others understand a problem."

The popular professor has an ear for almost every person's problem or dilemma. Prof. Ballinger has associated with a variety of persons while working in a range of jobs from shoe salesman to wheat harvester to construction worker to university professor. Those experiences with people, combined with his personal and educational development help him to better understand the problems of students who have a variety of social and economical backgrounds.

"I was a late bloomer so I know what it's like to have little confidence in yourself," notes the professor. The quiet, self-assured educator says the relationship between faculty members and students at Ottawa is much friendlier than at other universities. He attributes this atmosphere to the school's philosophy of individualized teaching programs and the size of the school. "Students who've had the chance to compare have found Ottawa to have a much more caring environment than other colleges."

Prof. Ballinger, who has been at Ottawa University since 1965, received a bachelor of arts degree from Southwestern College in Winfield, Kansas, and a masters degree from Mankato State College in Mankato, Minnesota.

Clifford E. Burke

University Chaplain Clifford E. Burke directs the religious life programming for the Ottawa University academic community.

"We have a diverse student-body that challenges us to develop a religious program that will meet the students where they are, but move them to new depths of commitment, understanding, and appreciation of their personal faith," Burke comments. He also notes with pride that OU emphasizes service as a natural expression of concern and love for one's fellow man and that one can see OU students and faculty painting or winterizing local homes, tutoring deprived children, coordinating blood donor drives, or driving the handicapped to the election centers.

"One of the greatest joys I experience each year is the advising of our freshmen—helping the bewildered student through the maze of registration, UPS requirements, contract forms and the like, to an emerging concept of self-determination for their life goals. This pattern of change and growth is a living example of the principles I teach in Human Growth and Development," explains Professor Burke.

Burke, who is also an Assistant Professor of Psychology and Religion, has been a member of the administration and faculty since 1964, serving in a variety of responsibilities. Recognizing his diverse talents and interests he has been appointed University Chaplain, Director of the University Union, and member of the counseling staff, has taught a divisional course in Education and Personality and been the University tennis coach. His personal time is devoted to such active hobbies as racquetball, jogging, and sailing.

"The program at Ottawa University coincides with my personal philosophy of "Holistic Health" in which one experiences the interrelationship and interdependence of mind-body-spirit. We are whole persons and what we attempt to do here is to teach, motivate, and discipline the three primary functioning units of the person," says Chaplain Burke.

Clifford Burke received a bachelor of arts degree from Ottawa University, a bachelor of divinity degree from Berkeley Baptist Divinity School, and a masters degree in counseling from the University of Kansas.
Patricia L. Cleveland

Patricia L. Cleveland believes in facing problems and education with vigor and dedication.

The assistant professor of sociology at Ottawa University meets social dilemmas head on, rather than ignoring or rationalizing them as other persons may do. She has definite convictions about the role of sociologists as well as about the type of education students should receive. She will stand behind both convictions, as she does all commitments, with active and usually vocal support.

"If you have a commitment to an ideal, you've got to make a stand for that idea," the straight-forward educator states firmly. She pursues her ideals and supports her opinions vigorously and expects the same dedication from others.

In her blue jeans and cowboy boots, Prof. Cleveland is one of the most colorful and distinctive personalities on the Ottawa faculty. She played with the "Billy Spears Band," a midwest-based bluegrass band, for four years. However, she left the band as its popularity grew. The sociologist feared that she would have to sacrifice some personal principles to keep up with the commitments of the increasingly successful band.

Prof. Cleveland lives in a rural setting and is developing a self-sufficient household. Her family grows most of their own produce, raises animals and is attempting to exist without the modern convenience of electricity.

She believes Ottawa is a good place to mesh her ideals and make her "mark" in education.

Prof. Cleveland, who joined the Ottawa staff in 1975, received her bachelor of science degree from Colorado State University in Fort Collins and a masters degree from the University of Kansas in Lawrence. She is working on a doctorate at Kansas University.
Stanley L. DeFries

"Exposure to a variety of subjects is an essential element of a good education," Stanley L. DeFries asserts. "A professor goes beyond being a dispenser of information and should try to show students that there is more to education than just a narrow field," explains the Chairman of the Department of Music at Ottawa University.

Thus Dr. DeFries instructs students with a wide range of musical capabilities and experience. He encourages a student to participate in music to help develop a well-rounded education. The environment at Ottawa, its size, and general education policy, encourage individualized instruction and projects, which Dr. DeFries considers an important part of the learning experience.

"The college is in its best role when it gives opportunities for a student to grow, explore and find himself, and find a Christian experience in a setting that is not too narrowly defined," he says. He feels that the freedom and flexibility Ottawa has in its program is important for a positive educational experience.

The interaction between stu-

Veronica Morgan-Lee

Seeing students as "self-learners," Veronica Morgan-Lee feels her role should facilitate student's understanding and encourage them to make the most of their potential. "I have two major responsibilities. The first is to help students realize the resources and opportunities that Ottawa has for them in getting a well-rounded education. The second responsibility is in serving as a facilitator and resource for the black students on campus. I want to be available to them - to aid them in maximizing their college experience," says the Professor determinedly.

As a person who thrives on activity and a demanding schedule, Ms. Morgan-Lee teaches social work and human services courses and also serves as an advisor for students through OU's College Without Campus.

The Assistant Professor of Social Work says that she appreciates the faculty's feeling of community and support. "We're not so large that we don't talk to each other about teaching. We share our ideas and help each other out." One of her goals is to continue the strong program of Social Work for OU students.

"I like getting involved - that's what life is about. We're really a self-directed society and I think that people miss out on what is important by not letting themselves be a part of other people's lives and giving of themselves," she says with a smile that attests to her commitment.

Veronica has the B.A. degree from Mount Saint Scholastica and the M.S.W. from the University of St. Louis.
students and faculty at Ottawa is important to Dr. DeFries, who is a graduate of Ottawa and has been a member of the faculty of the Music Department for 10 years. As music director, the energetic and quick-witted professor has an opportunity to develop many friendships with his students.

His choir program includes an annual tour to various Baptist churches and communities throughout the United States. His tours are popular with the students and provide unique and beneficial opportunities for student and faculty interaction.

Having experienced Ottawa as a student, alumni member and professor, Dr. DeFries has a strong dedication to the University. "I believe in the kind of school it is," he says with conviction. "It gives a secure, solid education."

After earning a bachelors degree at Ottawa, he received a masters and doctorate in music from Indiana University in Bloomington, Indiana, and a M.H.L. from Ottawa.

Evelyn Kinney

"The wide cross section of the country and the economic levels represented by students and faculty are assets of Ottawa University," Evelyn Kinney says. "The students get to know a wider range of people here than at larger schools," the Professor of Physical Education explains. "They get to know many philosophies of life, which they can keep or reject."

A reserved woman, Prof. Kinney says that the student-faculty relationship impressed her the most when she joined the faculty in 1946. "It really threw me when I first came," she observes. She explained that she had not been accustomed to the informality between students and professors. That relationship still exists today at the college. Prof. Kinney says students feel free to drop in and talk to all professors, including herself.

"It's a panacea for students to have a chance to talk to someone and to have someone listen," she says. A joy of teaching for Prof. Kinney is watching the satisfaction of a man or woman who had a poor self-image, as they discover a physical activity they can do competently. "If I can help them see that they're not that bad and they decide to continue an activity then I feel successful," the physical education professor observes.

Prof. Kinney has served in several capacities at the university, including faculty advisor for committees ranging from social events to finances. She is advisor for pre-nursing students and the bloodmobile committee. She enjoys participating in a variety of activities rather than being limited to the physical education courses. "So often in a school you do one thing and that's it," she explains. "Here I've been able to branch out in several areas of student activities."

Prof. Kinney spends hours strolling through antique shops hunting for pewter molds, candle holders and original designs of walnut furniture. "My house is so full of the stuff now I can't buy too much more," she admits. She also is fond of working in her yard and kitchen.

"Something I really like to do is cook something I've never eaten before," she says.

Prof. Kinney received her Bachelor of Science degree in education from the University of Kansas in Lawrence and a masters at the University of Colorado.
Tom B. Lewis

The individualized advising and education policies at Ottawa University are ideal for Tom B. Lewis. The Chairman of the Chemistry Department appreciates people and their abilities, preferring to interact with them on a personal basis rather than in large groups. “I’m a one-on-one person,” he candidly admits.

Teaching may not seem to be an ideal profession for someone who prefers working with individuals, but Lewis hastens to explain that it is ideal for him. “I am a teacher because I love to learn. I have a thirst for learning.”

The chemistry professor pursues a unique hobby when he can spare the time away from the University programs. His hobby is tea, and he appreciates many unusual aspects of this topic. Dr. Lewis has collected tea pots, tea books, and other tea related items. He has an impressive knowledge of the subject, and can talk for hours about varieties of teas and tea implements. The active pursuit of his

inner turmoil as he struggled to determine his life’s direction. Thus he can identify with many of the personal struggles of students and work with them on that basis.

McGlinn hopes that he can teach the students basic study skills to help them throughout their college careers and the rest of their lives. To facilitate this goal he has designed a tutoring system for students who need extra help in certain subjects. The program is an example both of the University’s policy of individualized attention and of McGlinn’s dedication to that philosophy.

“The distance between the teachers and students at Ottawa University is less than that of many universities,” he states proudly. McGlinn says the classes are more informal than at some schools, but notes it is a working relationship between students and a professor in the classroom.

McGlinn received a bachelor of arts degree and a masters degree from the University of Kansas in Lawrence.

James E. McGlinn

Working with a student on his particular level as an individual with personal interests is the teaching technique employed by James E. McGlinn at Ottawa University. As reading specialist and instructor of education he discovers the student’s level of reading and comprehension and other study skills. He tries to make classwork more interesting by integrating the person’s interests into his education program. If a student is interested in business, McGlinn may use a business textbook to help the person improve his reading and additional study skills.

“I try to build on students’ interests rather than try to impose upon them something they’re not interested in,” explains McGlinn. The instructor remembers his personal
hobby is reflective of his zeal for all his activities.

"I'm a model for the student. If a professor is excited about learning, the student will usually catch the excitement." This zest is particularly useful in counseling, but Lewis is quick to stress that his counseling duties also require him to take a quieter role at times. "One duty is simply to listen. Students need that. I've got a soft shoulder, and I'm a good listener. When students want advice, I give it. Otherwise, my contribution is to listen."

Dr. Lewis is supportive of students' achievements. A former all-state high school basketball player, he appreciates the dedication students give to their extra-curricular activities. He himself participates in amateur athletics, and has interest in jazz and ballet.

Dr. Lewis has been a member of the Ottawa faculty since 1965. He received his B.A. degree from William Jewell College in Liberty, Missouri, and masters and doctorate from the University of Kansas.

Jack D. Maxwell

An entomologist turned counselor, turned administrator is the unique transformation history of Jack D. Maxwell, Dean of Students at Ottawa University.

His interest in counseling was aroused when he began working in the Dean of Men's office his Senior year as an agriculture major at Purdue University in Lafayette, Indiana. In graduate work he continued to study entomology and related subjects, but complemented those studies with counseling courses.

"I always felt like I had been victimized by poor advising, so I went into guidance and counseling." Maxwell candidly admits. Maxwell has mixed his studies of people and insects and agriculture throughout his academic career. He received a bachelor of arts degree in agriculture at Purdue and has a masters in entomology from Washington State University in Pullman, Washington. In addition, he has earned a masters in counseling and guidance and a doctorate in environmental sciences, both from Purdue.

The active, young administrator has kept up with the environmental science field, which he says is a combination of his two interests, and plans to teach courses in the subject at Ottawa.

Maxwell comments candidly about his own personality. "I like up-beat outgoing people because they are a contrast to what I am," he notes. "I'm a serious thinker." With a strong Christian conviction and an innate empathy for humanity, he searches for a niche in life that will allow him freedom to carry out his beliefs in a creative and constructive manner.

His concern for people has involved him in a national program that has researched reasons for student dropouts. He also has become immersed in a program for developmentally disabled children. He has designed an effective peer-reader program to train handicapped children to read.

Maxwell says he enjoys the size of Ottawa University because it allows him to have an impact on a variety of areas of student life. He is not restricted to a narrow aspect of campus life as he would be at a large school.
H. William Myers

Intending to spend no more than three years, H. William Myers has taught at Ottawa University almost two and a half decades. The Chairman of the Department of Sociology has enjoyed the size of the school and the interaction between faculty and students.

Dr. Myers has had students in his home throughout his tenure at Ottawa. When his own children attended the University, he and his wife adopted a group of seven students that visited the Myers home often during the school year. During final examinations the sociology professor and his wife would have the students over for an hour break from studies. The break ended when an alarm clock set by Dr. Myers sounded.

Dr. Myers also developed a unique technique that again showed his genuine concern and the close relationships he developed with students. When his home was across the street from the Ottawa campus, he would signal students that they were welcome to visit by

Martin J. Meade

"Learning how to solve problems and how to apply a thought process is more essential than memorizing facts," Martin J. Meade says earnestly. "Details and facts may apply only to a specific situation, but the process of solving problems will be used throughout a lifetime." As Chairman of the Psychology Department at Ottawa University, he teaches students how to solve problems during class time and tries to extend that philosophy to other areas of their lives.

"I hope at least for some students, that I serve as a model for ways of learning and solving problems inside and outside the classroom," he says.

The associate professor of psychology says he wants to provide opportunities for students to see his philosophy of problem solving reflected in activities apart from a formal academic setting. He tries to be involved with students as advisor of a social club on campus and by having students visit his home for dinner.

"I try to get to know them as persons, rather than bodies in classes," Dr. Meade explains. "The informal interactions between students and faculty helps to break down anxieties new students have about a college professor, especially one with a Ph.D."

Dr. Meade also is enthusiastic about the interaction between faculty members from various fields. Dr. Meade was an educator and administrator at Fordham University in New York for many years before he came to Ottawa in 1970. At Fordham, Dr. Meade says he could discuss psychology with some of the leaders in the field. "But at Ottawa I can have a cup of coffee and have a physics professor on one side, a business professor on the other and across the table will be someone from religion. The interaction with educators in a variety of fields stimulates the thinking process in one’s own field," he says. The contact with a mixture of subjects as well as with the students has made Dr. Meade’s transition from the hectic life in the east to the midwestern life worthwhile.

"The wide cross section of social and economic backgrounds of the students, complemented by the close working relationships between departments at Ottawa, provides a fantastic environment for students to learn in," says Dr. Meade, who is a casual and congenial man.

Dr. Meade has served as a teacher, advisor, counselor and Dean of Students during his tenure at Ottawa. He received a bachelor of science degree from St. Joseph’s College in Philadelphia and a master’s and doctorate from Fordham in Bronx, New York.
lighting the light on his porch. The professor, who has a wry wit, also plans other off-campus events for students.

He believes that there is more to the responsibilities of a teacher than his work in the classroom. "I think it's good that students feel they can stop and talk to a professor about anything," the reserved, soft-spoken scholar notes. "Student-faculty interaction outside of class helps learning in the classroom."

Appreciative of the challenge inherent in his profession, Dr. Myers displays an obvious attachment to his students.

Dr. Myers received a bachelor of arts degree from William Jewell College in Liberty, Missouri, and a bachelor of divinity and master of sacred theology from Yale Divinity School. He received his doctorate from Yale University.

H. William Myers

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**Walter L. Pankratz**

A concern for students as individuals and a strong belief in Christian ethics is carried over to the business side of Ottawa University by Walter L. Pankratz. Although his main concern at the University is the school's finances, the business manager is earnest in his belief that the role of the University should be to provide a good Christian background for its students. He believes in Christian service, which is demonstrated in his devotion to his responsibilities as a church school teacher.

A contemplative man, Pankratz believes in taking stands on moral issues, which he says most persons today shy away from doing. The administrator disagrees with those who say it is inappropriate to criticize movements or issues. "I believe in an institution like Ottawa, because it's a place that does take stands on issues," he says proudly.

Pankratz has firm beliefs and a solid outlook about life. He believes that private Christian colleges have a contribution to make, and are a vital part of the American education system. "It's good for the country to have private institutions as an alternative to public institutions of higher education," he says.

Pankratz also has a variety of activities he enjoys outside his administrative duties. Civic-minded, he has been active in Kiwanis, the Ottawa Chamber of Commerce, and the city's United Fund drive. He also is involved in the Prop Twisters, an aviation club, and is a commanding officer of a U.S. Naval reserve unit in Olathe.

The business manager received a bachelor of arts degree in business administration from Ottawa University and has worked in the school's business office since 1962. He assumed his present duties in 1971.
Harold A. Popp

Learning to “live beyond the surface” is one thing Dr. Harold A. Popp enjoys about Ottawa University. The Professor of Music noted that he returned to teach at his Alma Mater because he valued the education and experiences he had here and wanted to take part in offering similar opportunities to students today.

“The student is at the center of Ottawa’s educational program,” states the teacher of instrumental music and music theory. “They have an important role in shaping their course of study and the activities in which they become involved.”

Dr. Popp is part of OU in many ways. He’s a lively member of the University’s Jazz Ensemble, both as director and as a trombone player. He has revitalized student and staff interest in the Pep Band, whose presence is evident at many athletic events. He directs the orchestra for the University’s major musical productions, and is frequently a guest musician, soloist and clinician throughout the area. He also is a member of the Kansas City Philharmonic Orchestra.

“This is the place where you can get to know people - it isn’t superficial,” says Dr. Popp, expressing his appreciation for the environment at OU. “There is a depth to relationships formed here.”

Dr. Popp earned the B.M.E. degree in 1959 from Ottawa University, the M.M.E. degree in 1960 from Indiana University, and the M.F.A. and Ph.D. from the University of Iowa in 1967 and 1969.

Peter G. Sandstrom

“Classroom work and extracurricular activities merge to create an environment of learning,” the Associate Dean of the College at Ottawa says. “The size of Ottawa University promotes that environment of learning. The real virtue of Ottawa is that people are in contact in a whole variety of settings. The classroom is only a part of the environment of learning.”

Peter G. Sandstrom, a history and philosophy scholar, has been helping to create this environment at Ottawa University since the fall of 1968. He has served in both administrative and teaching capacities at the college. As a concerned and reflective person, Dr. Sandstrom is anxious to learn from students as well as instruct them.

“I have never seen him dismiss an idea as too absurd or outrageous,” comments a student. “Instead he will admit that he doesn’t understand the idea but that that doesn’t mean its wrong. It’s not unusual to have him approach you later with more thoughts on an idea you may have forgotten expressing.”

Sandstrom also is an aspiring artist. “I used to listen to the radio and draw at the same time,” he explains. “My father wanted to instruct me in art so he took lessons and got swallowed by it himself. Now that he is retired he has become an artist.” The philosophy professor also has dabbled in music, having played a trumpet for a jazz band.

Dr. Sandstrom received a bachelor of arts degree in history from Amherst College in Amherst, Massachusetts, a bachelor of divinity from Yale Divinity School and a masters and doctorate in philosophy and theology at Yale University.
Lora K. Reiter

"Education is a portal to freedom," asserts Lora K. Reiter. The Chairman of the Department of English, Speech and Drama is adamant about the contribution teachers may and should have in helping a student discover his own resources. "If a person is aware of his own abilities he will develop more intellectual freedom and self-confidence," the self-assured English professor notes.

Dr. Reiter, who has been at Ottawa University for ten years, helps persons find intellectual freedom by "asking them questions, but remaining non-judgmental and helping them explore alternatives." She says she tries to teach persons not to be afraid of new ideas or other people, although she also notes that a little healthy skepticism is good. She challenges individuals to continually examine what they are feeling emotionally as well as what they are thinking intellectually.

"Anybody who claims to be a teacher has to want to extend intellectual freedom to others," the professor says. "I hope and I'm hoping all teachers try to contribute something to human freedom." She spends a lot of time talking with students and enjoys challenging them to discover their personal freedoms. This enthusiasm for helping a student incorporate his academic growth with his personal development is duly appreciated.

"To many students on this campus she has proven to be invaluable as an advisor, teacher and friend," comments a student. Dr. Reiter's zeal for pursuing intellectual freedom and her self-confidence are complemented by her ability to enjoy people and to laugh, sometimes even at herself. I was billed as a strolling minstrel, but when I sang the clanking of silverware convinced me I wasn't an entertainer," she notes with a smile. She continues to write poetry although she did abandon her singing career while a graduate student at St. Louis University.

Dr. Reiter received her bachelor of arts and doctorate degrees from the University of Kansas. Her masters degree was earned at St. Louis University.
Robert E. Shaw

A call for a deeper involvement and commitment in shaping the direction and life at Ottawa University led Dr. Robert E. Shaw to accept the position as the University's sixteenth president. As a former American Baptist pastor in Iowa and Kansas, and as a member of the University's Board of Trustees for the past five years, Dr. Shaw was very familiar with the internal workings of the University and its purposes. He has taken on his responsibilities with the intention of "continuing to strengthen the quality of Ottawa as a liberal arts college in an atmosphere permeated by Christian principles and values."

Bob Shaw is an exciting person to be around. His warmth, enthusiasm, and booming bass voice are infectious. He believes it is important that he be a visible member of the administrative staff within the University community. It's not unusual, then, to find him at the athletic fields, kibitzing with faculty and staff, chatting with students most anywhere, or even trimming hedges during "O.U. Cleanup Day." "College life," he comments, "is serious work, but it's also a lot of fun, and I'm the kind of guy who enjoys my work, but I like to have fun, too!"

Personal interaction and involvement are central to the lives of both Dr. Shaw and his wife, Marilyn. An attitude of a "team" relationship in ministering is evident in the many roles they have performed. Both graduated with honors from Sioux Falls College in South Dakota. Dr. Shaw then completed the Master of Divinity degree at the American Baptist Seminary of the West and was ordained by the First Baptist Church of Fremont, Nebraska. He received the D.D. from Ottawa University in 1976.

Mrs. Shaw displays untiring energies as wife and mother of four children and in her service as church musician, elementary and church school teacher, and Chairman of the Kansas Baptist Girls Guild. She has lent support to Dr. Shaw in his pastoral roles, as Vice President of the American Baptist Churches/USA, and as President of the Baptist Ministers' Council on the state and national levels.

Dr. Shaw regards his role at Ottawa as that of reaffirming the University's mission as a sound and strong church-related institution of higher learning. In this light he notes, "Ottawa seeks to provide a sound academic experience with a view toward the making of persons rather than the making of workers and job-holders. This implies that core values of the church will in some way be represented in the life of the institution, and that all the various study disciplines will be explored from the context that the world of faith is also a world of realities to be respected, interrogated, and affirmed. The church-related college can provide leaven for the life of the church by bringing maturity of faith and life to its participants and to its constituents through a broad spectrum of interaction."
Sherwin L. Snyder

Sherwin L. Snyder sacrificed a budding business career to enter the realm of education because of his desire to help people. "I left public accounting because I wanted to be part of that interactive learning process," says the professor of economics and organization administration. Dr. Snyder considers the interaction between students and faculty as a vital aspect of the learning process. Knowing students as individuals and students knowing him as an individual are important to him.

"People do matter," he observes. "Human education is Christian, a value and concern for others. I want to be part of this teaching-learning process. This school is a small school and through that smallness the faculty and the student body know each other better."

Dr. Snyder says he did not enter the education field to do research or be a dispenser of information. He delights in interacting with students both in the classroom and on an informal basis. "I'm interested in the interactive learning process instead of spoon feeding of data," notes the energetic and enthusiastic scholar. His enthusiasm for people is matched by his high expectations of himself and of others. He demands that he, as well as others, always try to give their best.

A gifted musician, Dr. Snyder plays the organ often and serves as organist for an area church. He joined the Ottawa economic and business faculty staff in 1960. He received a bachelor of arts degree from Kent State University in Kent, Ohio, a masters degree from Ohio State University in Columbus, Ohio, and a doctorate from Indiana University in Bloomington, Indiana. He is a certified public accountant and has an M.H.L. from Ottawa University.
Keith C. Shumway

Variety is a key to the life of Keith C. Shumway, Academic Vice President and Dean of the residential college of Ottawa University. His experiences have ranged from establishing new educational programs, to helping print major newspapers, to a bit part in the Hollywood version of “Huckleberry Finn.” The dean enjoys backpacking in the mountains, repairing Model T automobiles and working on requirements for a pilot’s license. He also has his own greenhouse at his home where he dabbles in cultivating orchids. Restoration of the old house where he lives is another of his past-times.

His enthusiasm for exploring new hobbies carries over into Shumway’s work. He worked as a journeyman printer for ten years at several major newspapers in the country while pursuing his graduate studies.

The ordained American Baptist minister joined the Ottawa University faculty in 1961 and has served in a variety of capacities, including Chairman of the History and Political Science Department, Director of General Education sequence, and Director of Cross Cultural Education. The dean also established the school’s College Without Campus in Kansas City. The program is designed for persons who want to continue their education, but can’t afford the time to be full-time students.

His genuine dedication to the University and his concern for students is revealed in his analysis of the University’s role. The low-keyed administrator sees the “business of the college” as providing persons with the opportunity to become better human beings. He says the “small caring community” created at Ottawa University provides formal and informal opportunities for students to interact with the faculty and other students. The students are able to participate in a variety of activities and can test their abilities and limits without the potential emotionally damaging embarrassment of failure in society outside of the University.

“The University community parallels life and sustains students as they make attempts to live in a complex society,” he explains. “They can try their wings without fear of embarrassment.”

He received a bachelor of science degree in engineering from Duke University in Durham, North Carolina, and a bachelor of divinity and a masters degree in church history from the University of Chicago.
Faculty Chairpersons
Faculty of the Arts and Humanities  Harold Popp
Faculty of the Natural Sciences  J. Edward Morrissey
Faculty of Social and Behavioral Sciences  Martin J. Meade

Department Chairpersons
Biology  J. Edward Morrissey
Chemistry  Tom B. Lewis
Economics and Organization  Sherwin Snyder
Administration  O.L. Gladman
Education  Lora K. Reiter
English, Speech and Drama  Lora K. Reiter
Foreign Languages  Murle Mordy (Acting)
History and Political Science  Ronald A. Avery
Music  Stanley L. DeFries
Physical Education  Bill B. Boucek
Physics and Mathematics  George L. Chaney
Psychology  Martin J. Meade
Religion and Philosophy  Charles C. Anderson
Sociology and Social Work  H. William Myers

Emeriti
Maude N. Adams (1957-1970)

John A. Bacon (1949-1978)
Professor Emeritus of Biology, B.A., University of Kansas, 1941; Ph.D., ibid., 1950; M.H.L., Ottawa University, 1970.

W. David Bemmels (1940-1979)
Professor Emeritus of Physics and Mathematics, B.A., Colorado College, 1934; M.A., Syracuse University, 1936; Ph.E., University of Colorado, 1941; M.H.L., Ottawa University, 1970.

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

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.

Andrew B. Martin (1935-1967)
President Emeritus, B.A., Colgate 1925; M.A., Marquette University, 1929; Ph.D., ibid., 1938; D.H.L., Ottawa University, 1975.

Amanda Rosenquist (1954-1965)
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Adrian Stoner (1964-1975)
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Associate Professor of Psychology and Director of Counseling, B.A., Southwestern College, 1959; M.S., Mankato State College, 1961; M.H.L., Ottawa University, 1972.

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Dean of Graduate Studies, Dean of College Without Campus, Kansas City, B.A., Ohio State University, 1963; M.A., University of Pittsburgh, 1965; Ph.D., ibid., 1969; M.H.L., Ottawa University, 1972.

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versity, 1971.

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1971.

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Campus, Phoenix and Associate
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caster Theological Seminary, 1954;
1973; S.T.M., Boston University, 1958;
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University of Denver, 1970.

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Professor of Education, B.S. Univer-
sity of Kansas, 1942; M.S. ibid., 1952.

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nati Conservatory of Music, 1958.

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Assistant Professor of Social Work,
B.A., Mount Saint Scholastica, 1969;
M.S.W., University of St. Louis, 1973.

Alice Joy Lewis (1967)
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Tom B. Lewis (1965)
Associate Professor of Chemistry,
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Dean of Students and Assistant
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1969; M.S., Purdue University,
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Flexible Calendar

Ottawa University operates on a flexible calendar system. In its overall design the calendar is similar to one that is known widely in higher education as the early semester system. It begins late in the summer and the semester ends prior to the Christmas holiday season. This format is now used by more colleges in the United States than any other system and has certain decided advantages over other systems.

Some courses at Ottawa are offered over the length of a traditional semester of four months while other courses are offered in two month sessions. The effect for the student is to provide a variety of choices. Students preferring intensive courses provided by the shorter sessions may concentrate their energies in this kind of enrollment pattern while those who prefer a longer period of study may select courses from those available offered over a more traditional format. Most students will select courses from both alternatives.

The intensive course segments available in the flexible calendar at Ottawa University derive out of a decade of experience at Ottawa University when most courses were offered on a short and intensive style. This proved to be highly effective for certain kinds of instruction. A few areas of study and certain kinds of learning suffered under the intensive system. The sciences, accounting, and other courses needing either maturation or longer absorption time benefit from the longer learning pattern. For that reason Ottawa has provided the flexible calendar to permit the longer period of time for learning situations with those requirements.

Another plus for the flexible calendar is the availability of courses of different credit hour value. Some areas of study can be handled in relatively brief amounts of class time while other areas of study by their nature demand a more heavy involvement in classroom or laboratory time. The flexible calendar is open and encourages both styles of offerings. Finally, the flexible calendar permits students to proceed pretty much at their own pace. Students whose work schedules or whose learning capacities benefit from a modest enrollment in semester hour numbers can study effectively with this kind of calendar. Similarly, students who learn quickly or whose economic needs dictate a more rapid progress toward a degree will find the flexible calendar amenable to their needs as well.

Academic Calendar

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