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Olivet Nazarene College Annual Catalog
1975-1976

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Friendly pathways past the Milby Memorial Clocktower

a descriptive bulletin with explanations of programs & courses for 1975-1976 at

Olivet Nazarene College

Kankakee, Illinois 60901
Telephone 815-939-5011

LESLEY PARROTT, President
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OLIVET NAZARENE COLLEGE BULLETIN

April 1975.

The motto, "Education With a Christian Purpose," can be viewed from two standpoints. The supporting church, The Church of the Nazarene, has very definite purposes in the establishment of colleges. In turn, Olivet has clearly set forth its "Statement of Purposes and Objectives" as an institution of higher learning.

Consistent with these purposes the college aspires to promote the development of a Christian academic community which involves students, professors, administrators, trustees, and staff employees. All members of this special community should agree that religion has a place in the total process and that, in fact, it must function to unify the entire curriculum. This community proceeds on the premise that Jesus Christ is the Way, the Truth, and the Life; that He, as the Great Example, calls each individual to the development and dedication of his talents in
sacrificial service to his fellow man. It holds that all truth is God's truth and, therefore, cannot be segmented into secular and non-secular departments. In order for the college to succeed it has a right to expect from all who seek membership in the college community a feeling of sympathy and common cause for this basic orientation.

"Education With a Christian Purpose" may also be viewed from the standpoint of the student and his objectives. Each student must find and identify a central core of values about which to organize his life and activities. Under the counsel and guidance of more mature members of this academic community, young people are assisted in the sifting and sorting of ideas and values of the past and present. Olivet proceeds from the assumption that her task is not complete apart from a person's salvation from sin and the complete commitment of his life to the will of God. Decisions and adjustments in this area are highly individual and personal, but the influence of the community of Christian faculty and students should be conducive to building one's value system within the evangelical Christian tradition. Students from various nations, states, and denominations have found in Olivet the kind of academic community in which they wish to undertake advanced studies.

Statement of Faith

Olivet Nazarene College recognizes that there is a body of knowledge which is to be found in the humanities, the natural sciences, the social sciences, and theology, about the objective and subjective worlds. The data are available to Christian and non-Christian scholars alike through both the empirical and rationalist methods. The College acknowledges this dualistic approach to knowledge as accommodating man's finiteness. In no way does a method constitute the ultimate criterion of truth; thus appeal is made to scripture, experience, reason, and tradition. Olivet endeavors to foster a discipline of scholarship based upon these methods of observing and interpreting the facts and experiences of life, culminating in an adequate understanding of God, man, and the world. Since Olivet is an evangelical liberal arts college, applied theology is the integrating factor in the educational experience.

Theologically, the College emphasizes the theistic view of God and man as interpreted in the Arminian-Wesleyan tradition. This view of man and the world acknowledges the presence of sin and depravity within human nature and its effect on his natural state and history.

As an indication of the commitment of Olivet Nazarene College to the historic Christian position, it affirms a statement of faith which defines its doctrinal convictions as follows:

1. That there is one God — the Father, Son, and Holy Spirit.
3. That man is born with a fallen nature and is, therefore, inclined to evil, and that continually.
4. That the finally impenitent are hopelessly and eternally lost.
5. That the atonement through Jesus Christ is for the whole human race; and that whosoever repents and believes on the Lord Jesus Christ is justified and regenerated and saved from the dominion of sin.
6. That believers are to be sanctified wholly, subsequent to regeneration, through faith in the Lord Jesus Christ.
7. That the Holy Spirit bears witness to the new birth, and also to the entire sanctification of believers.
8. That our Lord will return, the dead will be raised, and the final judgment will take place.

Statement of Objectives

Olivet Nazarene College is an institution of higher education owned and controlled by the Church of the Nazarene serving as its official college on the Central Educational Zone. In fulfilling its educational goals the College also seeks to serve those in the local region who are in sympathy and harmony with her aims and objectives. It seeks to communicate effectively the historical and cultural heritage, to provide opportunity for liberal arts education in a Christian academic community, and to lead those who are not established in the Christian faith into the experience of full salvation.

The College articulates its objectives in three distinct and clearly defined dimensions:

GENERAL EDUCATION DIMENSION
To provide general educational experiences with a view to developing:

A. A knowledge of the Bible, the revealed Word of God, as the foundation of the doctrines of the Christian faith, and the basis of moral and spiritual values by which one may discipline his life; and an acquaintance with the heritage of the Christian church;
B. Ideals of democracy and an understanding of the institutions of modern society;
C. Habits of constructive, critical thinking and effectiveness in oral and written communication;
D. An understanding of the nature of science and the arts and their relation to Christian philosophy;
E. Wholesome personal habits of living according to the laws of health and physical development, including a wise use of leisure time and active participation in a well-balanced recreational program.

ACADEMIC PROFESSIONAL DIMENSION
To provide opportunity for concentration in chosen areas of learning, including:

A. An academic specialization equipping the individual for meaningful and productive living;
B. Opportunities for basic and advanced preparation in the several areas of Christian ministry, lay leadership, and churchmanship;
C. Programs leading to further graduate or professional studies;
D. Professional education in selected areas on the undergraduate and graduate levels;
E. Appropriate two or three-year programs in specific areas.

SOCIO-CHRISTIAN DIMENSION
To provide a Christian academic community atmosphere which is conducive to the implementation of the motto “An Education With A Christian Purpose” through:
A. The development of a Christ-centered character in preparation for excellence in service and citizenship;
B. An appreciation for the historical and theological heritage of the Christian church and the development of a sense of responsibility to the fulfillment of her mission;
C. A commitment to the ethical ideals and standards of the Bible and the Church of the Nazarene;
D. Active participation in social and political institutions of contemporary society;
E. The development of personal and social poise, firm convictions, and consideration for the rights and feelings of others;
F. Learning how to relate the Christian faith to the problems of world concern.

Historical Sketch

In 1907 a group of devout people in Georgetown, Illinois, who desired a distinctly Christian atmosphere for the education of their children, started an elementary school. A year later, the group purchased several acres of land three miles south of the original location, and enlarged the school to include a secondary level of education. This community became known as Olivet, Illinois, and was to later share its name with the school located there. In 1909, the school added a college of liberal arts and became known as Illinois Holiness University.

The trustees of the school soon realized the wisdom of affiliating with an established denominational group whose doctrines and standards were in agreement with the founding fathers, and in 1912 gave the college to the Church of the Nazarene. A few years later the name was changed to Olivet College. By 1939 the enrollment, college and academy, was about 300 students and the physical plant consisted of five brick structures and several frame buildings on the fourteen acre campus.

In November, 1939, the administration building which housed the classrooms, library, practice room, laboratories, offices, and chapel was destroyed by fire. After careful consideration of the expansion program necessary to the future development of the rapidly growing college, the trustees purchased the present campus in Bourbonnais, Illinois. The present name, Olivet Nazarene College, was adopted at that time.
The campus of Olivet Nazarene College consists of one hundred fifty acres of contiguous land. The principal buildings are arranged on about fifty acres, the remainder serving as playing fields, housing for married students, parking, and sites for future development.

The older buildings of the campus are solid masonry construction and represent the architecture of their time. Burke Administration Building and Chapman (men's residence) Hall are of Bedford Limestone while Miller Business Center and Birchard Gymnasium are of brick, tile, and steel construction. The newer buildings, including Benner Library and Learning Resources Center, Chalfant Hall Auditorium, Williams, McClain, Nesbitt and Parrott Halls (women's residences), Hills Hall (men's residence), Reed Hall of Science, Ludwig Center, Brodien Power Plant, and Wisner Hall of Nursing are of steel, brick and stone construction and are functional in design.

The Benner Library and Learning Resources Center was constructed in 1974-75 at a cost of more than $2 million. It combines in one structure of 80,000 square feet on four floors both the new building and the Memorial Library which was completed in 1955.

The Library now houses some 93,000 volumes, plus some 50,000 other items (government documents, maps, audio-visual materials, records, sheet music, microfilm); receives some 900 periodicals. Many back issues of periodicals and the New York Times are on microfilm. As a depository, the library receives U.S. Government Documents on a selective basis. Photocopying, a microfilm reader-printer, and typewriters are available for student use for nominal fees. The music room, with an excellent collection of records and musical scores, has listening facilities including cassette tape players and stereo headphones.

The capacity of the Benner Library and Learning Resources Center will be some 180,000 volumes. Seating is planned for 630 students as compared to seating for 280 in the older building.

A new audio-visual center, television studio and computer center will become principal features of the new building.
Location and Transportation Facilities

Olivet Nazarene College is located in the village of Bourbonnais north of Kankakee, Illinois, sixty miles south of Chicago. The campus is situated on highways U.S. 45 & 52, Ill. 102, and near Ill. 50 and Interstate 57. Kankakee is served by Amtrak Rail Passenger Service and Greyhound bus line. Mail, telegraph, and telephone connections are made by way of Kankakee, Illinois.

The population of Kankakee County is about 100,000, including 31,099 in Kankakee, 10,600 in Bradley and 8,390 in Bourbonnais.

The location gives the college many advantages. Students enrolling in Olivet Nazarene College have the opportunity of earning part of their expenses in the many factories and business places of Kankakee. The nearness of the school to Chicago lends the cultural advantages of the large city and classes make field excursions to the points of interest.
Olivet Nazarene College is committed to academic excellence. The college is fully accredited by the North Central Association of Colleges and Secondary Schools as a four-year bachelor's degree-granting institution. It has also been given initial accreditation for its master degree programs.

It is accredited by the National Council for the Accreditation of Teacher Education and approved by the Illinois State Department of Education as a teacher training college.

Its baccalaureate degree program in Nursing is approved by the state of Illinois and has been granted Reasonable Assurance of Accreditation by the National League for Nursing.
Olivet is a member of the American Association of Colleges for Teacher Education, National Commission on Accrediting, American Council on Education, Midwest Association of Graduate Schools, Associated Colleges of Illinois, Illinois Federation of Colleges, and The American Association of University Women. It is a member of the Associated Colleges of the Chicago Area, with the privilege of selective use of the Argonne National Laboratories for research and educational purposes.

Olivet carries on a continuous program of self-study in the belief that improvement is a continuing process. Its faculty is competent for the duties assigned. An effort is made to bring a genuine academic challenge to every student. This is done with the conviction that the impact of Christian lives can be increased by excellence of scholarship, logical thought and effectiveness in communication. The college seeks through its curriculum, co-curricular activities, and campus citizenship to assure the priority of academic discipline and achievement.

A genuine encounter with the traditional liberal arts is felt to be the best way to assure the development of the whole person and to give balance in making the judgments required in a world of rapid change. Accordingly, Olivet Nazarene College offers the student a variety of opportunities for growth according to his aptitude and interests. These opportunities are presented through curriculum, co-curricular activities, field experiences, and the library. Teachers and counselors are ready to assist the student in planning his program, but the student has primary responsibility for meeting requirements for graduation, licensing, certification, and graduate school admission.

Undergraduate Studies

The college operates on the semester schedule. The semester hour is the unit of credit at Olivet. A semester hour is equivalent to one 50-minute class period per week for a semester. It is expected that the average student will spend two hours in preparation for each period in class. In laboratory courses a two hour period is considered the equal of one hour recitation or lecture period. A normal semester load is fifteen to seventeen semester hours. One hundred twenty-eight semester hours are required for graduation with the bachelor's degree. A minimum of sixty-four semester hours are required for the Associate of Arts degree. All programs feature the dimension of breadth and also the dimension of depth.

General Education Requirements

In order to provide the student with a broad base of experience and knowledge in the various fields of human activity and to carry out the general aims of Christian education as outlined in the institutional objectives, special courses have been developed to meet the needs of students in all degree curricula. In certain fields of study the student is required to select from among several courses according to his interest or plans for future study.

Courses numbered in the 100's and 200's should normally be completed during the freshman or sophomore years. General education courses numbered 300 or above will be completed during the last two years of study. (See Classification, Catalog, p. 39). Students planning a program of teacher education should consult special instructions related to general education, Catalog, p. 48.
The general education requirements for all bachelor degree programs are as follows:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Group I — Biblical Literature and Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Bib. Lit. 115 — English Bible ............. 5</td>
</tr>
<tr>
<td></td>
<td>2. Theol. 223 — Christian Doctrine ............ 5</td>
</tr>
<tr>
<td></td>
<td>3. Bib. Lit. 459 — Bible and Life ............. 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Group II — Literature, Philosophy, and Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. F.A. 101 — Introduction to Fine Arts .......... 3</td>
</tr>
<tr>
<td></td>
<td>2. English and/or American Literature (Eng. 109, 110, or 111 Recommended) .... 4</td>
</tr>
<tr>
<td></td>
<td>Additional Literature, Music Literature, Literature in foreign language, or Philosophy ........ 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Group III — Natural Science and Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. A laboratory science ................................ 4-5</td>
</tr>
<tr>
<td></td>
<td>2. Mathematics or physical science ............. 3</td>
</tr>
<tr>
<td></td>
<td>3. Additional Science .................................. 2-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Group IV — History and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Two of the following courses: Sociology 121, Intro. to Sociology</td>
</tr>
<tr>
<td></td>
<td>History 101, 102 — General European Survey</td>
</tr>
<tr>
<td></td>
<td>History 121, 122 — U.S. History</td>
</tr>
<tr>
<td></td>
<td>Bus. Adm. 102 — Intro. to Business</td>
</tr>
<tr>
<td></td>
<td>Pol. Science 223 — American Government</td>
</tr>
<tr>
<td></td>
<td>2. Additional Social Science chosen from the following fields .......... 3</td>
</tr>
<tr>
<td></td>
<td>Economics, Geography, History, Political Science, Psychology, Sociology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Group V — International Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Either A or B</td>
</tr>
<tr>
<td></td>
<td>A. Foreign language (French, German, Greek, Russian, or Spanish) through intermediate level .......... 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Group VI — Service Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Eng. 103, 104 — General English ............. 6</td>
</tr>
<tr>
<td></td>
<td>2. Physical Education ......................... 2</td>
</tr>
<tr>
<td></td>
<td>P.E. 101 and selections from P.E. 102-116.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>53-58</td>
</tr>
</tbody>
</table>

*Religion majors take Theol. 115 instead of Theol. 223.

**All teachers must take three semester hours of mathematics and Hist. 121 or Pol. Sci. 223.

***Candidates for the Bachelor of Arts degree must meet the foreign language requirements. Candidates for the Bachelor of Science and Bachelor of Theology degrees may complete option B.

A student continuing study of a foreign language which he had studied in high school may accelerate toward the completion of the requirement depending upon the high school record in that language and upon the results of a college placement examination. Students with demonstrable oral and written competence in a second language may be permitted to waive the language requirement for graduation upon petition.
Specialization

Associate of Arts Degree Requirements

Associate of Arts degree specializations are offered for Dietary Technicians, Teacher Aides, in Science Technology, Secretarial Science and Social Welfare. These programs can be completed in two years and the credits may apply toward the requirements for a bachelor's degree.

For the Associate of Arts degree the general education requirements are:

<table>
<thead>
<tr>
<th>Group</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I — Biblical Literature and Theology</td>
<td>5</td>
</tr>
<tr>
<td>Group II — Literature, Philosophy, and Fine Arts</td>
<td>5</td>
</tr>
<tr>
<td>Group III — Natural Science and Mathematics</td>
<td>4-5</td>
</tr>
<tr>
<td>Group IV — History and Social Science</td>
<td>6</td>
</tr>
<tr>
<td>Group V — International Understanding</td>
<td>0</td>
</tr>
<tr>
<td>Group VI — Service Courses</td>
<td>8</td>
</tr>
</tbody>
</table>

Total ....................................................... 28-29

The Associate of Arts degree is awarded upon completion of the specific requirements of each curriculum and upon recommendation of the faculty. The following general requirements apply:

1. A minimum of 64 semester hours of credit;
2. A minimum grade point average of 2.0 (“C”);
3. Completion of the General Education requirements of 28-29 hours listed on p. 100;
4. Completion of the specialization, including supporting courses as outlined by the department.
5. The student must file an application for the degree six months prior to the expected date of graduation.

Specialization

Before admission to junior standing the student will choose an area of specialization as his major field of study. By this means the student will be enabled to examine more intensely a specific field of study and thus to gain depth and a degree of competence in using and communicating this knowledge.

The following chart indicates the fields in which Olivet offers programs of study. The degree of degrees to which each program leads is shown in the columns headed “major.” An x in the minors columns indicates that a minor is offered in the field. Columns headed “T.E.” indicate which fields offer a teaching major or minor; — those headed “non-T.E.” indicates those which offer only a non-teaching major or minor.
### Bachelor's Degree Programs at Olivet Nazarene College

<table>
<thead>
<tr>
<th>Field</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Art</td>
<td>(See General Studies)</td>
<td>x</td>
</tr>
<tr>
<td>Biblical Literature</td>
<td>A.B.</td>
<td>x</td>
</tr>
<tr>
<td>Biology</td>
<td>A.B.</td>
<td>x</td>
</tr>
<tr>
<td>Botany</td>
<td>A.B.</td>
<td>x</td>
</tr>
<tr>
<td>Business Administration</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Business Education</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Chemistry</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Christian Education</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Dietetics</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Earth and Space Sciences</td>
<td>A.B.</td>
<td>x</td>
</tr>
<tr>
<td>(see Physical Science)</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Engineering Physics</td>
<td>B.S.</td>
<td>x</td>
</tr>
<tr>
<td>English</td>
<td>A.B.</td>
<td>x</td>
</tr>
<tr>
<td>French</td>
<td>A.B.</td>
<td>x</td>
</tr>
<tr>
<td>General Science</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>General Studies</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>German</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Greek</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>A.B.</td>
<td>x</td>
</tr>
<tr>
<td>Home Economics</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Mathematics</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Music, Church &amp; Choral</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Music Education</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Music Performance</td>
<td>A.B.</td>
<td>x</td>
</tr>
<tr>
<td>Nursing</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Philosophy</td>
<td>A.B.</td>
<td>x</td>
</tr>
<tr>
<td>Physical Education</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Physics</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Physical Science</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>(Interdisciplinary)</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Psychology</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Religion</td>
<td>A.B., Th.B.</td>
<td>x</td>
</tr>
<tr>
<td>Religion &amp; Philosophy</td>
<td>A.B.</td>
<td>x</td>
</tr>
<tr>
<td>Romance Languages</td>
<td>A.B.</td>
<td>x</td>
</tr>
<tr>
<td>Social Science</td>
<td>A.B.</td>
<td>x</td>
</tr>
<tr>
<td>Social Welfare</td>
<td>A.B., B.S.</td>
<td>x</td>
</tr>
<tr>
<td>Sociology</td>
<td>A.B.</td>
<td>x</td>
</tr>
<tr>
<td>Spanish</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>A.B.</td>
<td>x</td>
</tr>
<tr>
<td>Zoology</td>
<td>A.B.</td>
<td>x</td>
</tr>
</tbody>
</table>
General Studies Major

Most students will find a concentration of work in the departmental or divisional major adequate to their needs at the under-graduate level. For some, the General Studies major will provide the opportunity to select from several departments courses that will contribute to their life goals.

This major is ideal for a student whose interests lie in related fields such as art, music and literature or psychology, physical education and Christian education. It also accommodates those preparing for law or medical schools. In effect it is a functional major.

This major will consist in not less than sixty semester hours of courses related to the student's declared life objective selected from more than one division of the college. Normally, this declaration is made in connection with Application for Junior Standing at the end of the sophomore year. Application for candidacy for the degree in General Studies must be made to the Dean of the College at least two semesters before graduation. The applicant will present in writing a full statement of his vocational purpose and his reasons for believing that such a degree program will best meet his individual needs.

Upon receipt of the application the Dean shall appoint a committee whose function it will be to accept or reject the application, to develop a plan of studies, and to determine the degree to be awarded. Once the student has been accepted as a candidate for this major he must work very closely with his committee and may not register for, nor withdraw from, any course without prior advice and approval from the committee.

Preparation for Graduate Study, and Pre-Professional Study Programs

While Olivet Nazarene College does not offer majors in the following specific disciplines, it has developed degree programs which adequately prepare students for graduate and professional study in these fields. Detailed programs outlining the preparation available at Olivet may be obtained by writing to the Director of Admissions or to the Chairman of the appropriate department.

Fields for which Olivet offers preparations include: Biochemistry, Biophysics, Chemical Physics, Counseling Psychology, Dietetics, Engineering, Geochemistry, Geology, Geophysics, Guidance and Counseling, Law, Mathematical Physics, Medicine, Medical Technology, and Physical Therapy.

The student planning to pursue one of the pre-professional curricula is advised to ask the Dean of Students for assignment to the appropriate pre-professional advisor. He is also advised to acquaint himself with the requirements for admission to the professional school in which he plans to study after completing his work at Olivet.

Requirements for Graduation—Bachelor's Degree

Baccalaureate degrees offered by the College are awarded upon completion of the appropriate curriculum and upon recommendation of the faculty. The following general requirements apply to Bachelor of Arts, Bachelor of Science, and Bachelor of Theology degrees:

1. A minimum of 128 semester hours of credit;
2. A minimum grade point average of 2.0 ("C");
3. A minimum of 40 hours of credit in upper division courses (courses numbered 300 or above);
4. Completion of the General Education studies of 53-58 hours listed on page 11;
5. Completion of a major program of study as specified by the division or department in which the major is taken or the major in General Studies described above;
6. Completion of a minor program of study or of supporting courses as specified by the major department;
7. Completion of the Undergraduate Field Test when available in the major field. If the Field Test is not available in a given major field, area tests may be allowed to meet this requirement;
8. The student taking the Bachelor of Arts degree must offer foreign language under the Group V general education requirement. This requirement may be satisfied by offering credit in the intermediate level of the language.
9. The student must file an application for the degree six months prior to the expected date of graduation.

Ministerial Training for the Older Student

For those men who have felt their call to the ministry later in life and who are not able to take the full degree program, Olivet Nazarene College offers the Ministerial Certificate Program.

This program is described in the Catalog under the Division of Religion and Philosophy, pages 106-107.

Graduate Studies

The Master of Arts degree is offered with majors in Biblical Literature and Theology. The Master of Arts in Education degree is offered with majors in Elementary Education and Secondary Education. These programs are described on pp. 121-136 in this Catalog.
Singing Baseball Team

"Thank You, Lord..."

Ping!

"Hi!"

Air Hockey

"Fantastic!"
Under the direction of the Dean of Students, a concerted effort is made to encourage the development of the whole person. Through numerous organized activities, an extensive system of counseling and guidance, a supportive residence hall program, and a well-developed system of student government, each student is encouraged to develop his full potential as a well-integrated person.
Counseling Services

Olivet College provides an effective counseling program which is designed to make capable and mature advisers available to students. Each entering freshman is assigned to a faculty member who serves as his academic adviser until he has chosen his major, at which time he will be assigned to his major academic advisor.

Besides his assigned adviser the student is encouraged to call upon all of the counseling services on the campus including the Dean of Students, the Associate Dean of Students, counselor-at-large, resident directors, student resident assistants, area pastors and all of the administrative personnel of the college.

Freshman Orientation

Olivet Nazarene College seeks to assist in every way possible in orienting its students to the academic, social and religious life of the college. Hence, the orientation program consists of a variety of activities including testing, student-parent orientation sessions, and other transitional activities, especially designed to assist the student in launching a successful college career.

A special orientation program for incoming freshmen is sponsored by the college at three times during the summer months prior to the opening of school. At this time each freshman will visit the campus with his parents and will participate in the pre-registration testing program and will be pre-registered for the first semester of academic work. At this time, also, orientation sessions will be held with the parents to acquaint them with the college program.

The total orientation program is co-ordinated with the guidance services of the institution and is under the joint direction of the Dean of the College, Dean of Students, and the Director of Admissions.

Resident Campus Philosophy

The administration of regulations regarding student conduct is one of the responsibilities of the Dean of Students. Resident students are immediately responsible to the Resident Directors of the various residence halls. These persons are responsible to the President of the college through the Dean of Students and his staff for personal guidance to all students. Non-resident students are urged to seek the advice and counsel of the Counselor-at-large, the Dean of Students, the Associate Dean of Students, and the Assistant Dean of Students for Women’s Programs.

Rules and practices of conduct are formulated with the development of spiritual and scholastic attainments in mind. The college reserves the right to request withdrawal on the part of any student who manifests an inability or disinclination to conform to the rules.

Students are expected to observe the rules of conduct and have agreed to do so by making initial application for admission as a student. Failure to keep this commitment may result in a variety of disciplinary actions, including suspension from college. The rules of conduct are as follows:

1. All students are encouraged and expected to be faithful in their attendance at the services of the church and are urged to support its total program.
2. Refrain from the use of coarse or obscene language, profanity, tobacco, alcoholic liquors, narcotics, all forms of hallucinogenic drugs and gambling, immoral conduct, including sexual promiscuity, as well as various other forms of personal dishonesty.

3. Students will refrain from all forms of hazing and/or conduct which is destructive or that disrupts the normal campus activities.

4. Refrain from attending the commercial motion picture theatre, dances, night clubs, taverns, and similar forms of entertainment.

5. The possession of firearms or the possession or use of explosives of any kind is forbidden.

6. Normally it is undesirable for students to be married during the academic school year. Under certain circumstances, permission may be granted by the college President for students to marry during the regular student vacation periods and between semesters. In such cases it is necessary for the student to secure the permission of the President of the college at least 30 days prior to the date of the marriage.

7. All over-night or extended campus leaves are subject to the Associate Dean of Students. Freshmen students are urged to limit their weekend passes to one per month.

8. Arrangements for single students living off the campus must be approved by the Associate Dean of Students.

9. Students who room at private residences off campus are under the same rules as students who room in the residence halls.

10. Students are expected to observe all rules and regulations governing the various residence halls. (See Student Handbook.)

11. The following is a statement for guidance in the matters of dress: Olivet Nazarene College has traditionally sought Christian simplicity, modesty, and propriety in dress and appearance. (See Student Handbook.) This in harmony with the Bible and the Manual of the Church of the Nazarene. All students are expected to comply with the spirit as well as the letter of the General Rules of the Church of the Nazarene in these matters.

12. The school has the authority to formulate reasonable rules at any time, in keeping with the standards and purposes of the institution.

Student Government and Organizations

The governing unit of the Associated Students of Olivet Nazarene College is the Student Council. This body is responsible, along with the college administrative officers, to foster wholesome social and religious activities on the campus. Under its jurisdiction the various academic and social clubs carry out these various activities. These clubs include: Business Club, Gale Organ Guild, Home Economics Club, Honor Society, Association of International Students, Music Educators, Pre-Med Club, Philosophical Society, Psychology Club, Public Affairs Club, Science Club, Sigma Tau Delta (English Club), Sociology Club, Speech Club, Student Education Association, Kappa Delta Pi (National Education Honor Society), Phi Alpha Theta (History Club), Young Republicans Club, Young Democrats Club, and Ministerial Fellowship.

Publications — The students at Olivet sponsor two publications: the Aurora, the college annual; and the Glimmerglass, the college newspaper. These publications provide a channel for literary and artistic expression and add greatly to the
campus environment. In addition to these the Olivet Collegian, a quarterly, is published by the college administration.

**Residence Associations** — The Women’s Residence and the Men’s Residence Associations are designed to assist in meeting the various needs of students in residence. They endeavor to foster Christian fellowship, promote the fundamentals of etiquette, and carry on a continuous program of dormitory life improvement. Among some of the activities sponsored by these various organizations are: prayer meetings, open house, teas, spiritual counseling, basketball tournaments, and various inter-dorm activities. The W.R.A. and M.R.A. Councils consist of an elected president and representatives from each of the four academic classes. Membership is voluntary and open to all students living in residence halls.

**Religious Organizations** — The student council sponsors several religious organizations for the purpose of fostering a vital spiritual life on the campus and providing opportunities for Christian Service.

The Spiritual Life Committee assumes responsibility for two on-campus programs, namely, Collegians for Christ, which meets informally three times a week for Christian worship and fellowship, and, Missions in Action which is designed to maintain a missionary emphasis among the students and provide fellowship for students preparing for the mission field.

Spiritual Life also directs six off-campus ministries which include: Servants of Christ (SOC), Students Concerned Over People Everywhere (SCOPE), Gospel Crusaders (GC’s), Missionary Involvement Teams (MIT), Brothers and Sisters in Christ (BASIC), and Evangels. These organizations are responsible for the off-campus ministries of the students involving services and witnessing programs in the churches on the educational zone, and ministry in the local Kankakee area through service organizations and rest homes. Every student is invited to participate in Spiritual Life activities with on-campus or off-campus interests.

Ministerial Fellowship provides fellowship and programming for students who are preparing for the pastoral ministry.

**Musical Organizations** — The Department of Music provides students with various opportunities for musical expression through its choral and instrumental organizations. Those groups are: Brass Choir, College Orchestra, Handbell Choir, Marching Band, Oratorio Chorus, Orpheus Choir, Treble Clef Choir, Viking Male Chorus, and Wind Ensemble. These ensembles, together with College-sponsored quartets and trios, provide vitally important performance experience and represent Olivet locally and on the educational zone.

**Intercollegiate Athletics** — Olivet is a member of the Northern Illinois Intercollegiate Conference and the National Association of Intercollegiate Athletics and participates in intercollegiate athletic competition. Team sports for men include basketball and baseball. Individual sports include track, cross country, tennis, wrestling, and golf. Women’s intercollegiate participation is not included in conference membership and includes basketball, softball, volleyball, and tennis.

Intercollegiate athletics is considered an integral part of the total educational program of the college. Students who participate must be registered for a minimum of 12 hours and must meet all the eligibility requirements set forth by the college and the N.A.I.A. Through Christian athletics the students find unique opportunities for witnessing for Christ.
Intramural Athletics — Olivet Nazarene College sponsors a well balanced pro-
gram of intramural athletics for men and women.

The intramural program is under the direction of the Department of Physical
Education. The six intramural societies are:

- Beta Alpha Epsilon
- Kappa Alpha Tau
- Zeta Rho Phi
- Gamma Phi
- Delta Phi Theta
- Sigma Phi Lambda

Each student regularly enrolled in the College for a minimum of six hours or
more automatically becomes a member of one of these societies. Each student
is assigned in alphabetical order (after being classified according to sex) upon
matriculation to the College. Once the assignment is made, the student is not
permitted to change membership to another society and retains this membership
until graduation or permanent withdrawal from the College. Each society elects
a faculty sponsor to serve for a period of one year.

The activities are carried out on a competitive basis. Students participating in
the various events can earn points both for participation and for placing. The
Senior Intramural Award is given to two senior men and two senior women. They
are chosen by the Physical Education department.

Birchard Field House includes an indoor track and swimming pool in addition
to the basketball and volleyball courts. Outdoor ball diamonds, and the field and
track facilities add to the interest and effectiveness of the athletic program.

Motor Vehicles

All motor vehicles owned or operated by students to and from Olivet Nazarene
College and on the campus must carry an official college vehicle permit. All
students are eligible to register a vehicle upon application with the Traffic Man-
ger at the time of registration or within 48 hours after securing a vehicle. Failure
to register a vehicle according to these regulations may result in a fine and denial
of permit for the remainder of the semester. Single students living under college
supervision either in a college residence or in college approved private homes
are advised not to maintain vehicles for personal use while enrolled at Olivet.

It is within the discretion of the college administration to disqualify any appli-
cant or revoke a permit by reason of any one or all four of the following: (1)
academic deficiency, being interpreted as falling below a grade point average of
1.75 in any grade period; (2) financial incapacity, or the inability to satisfactorily
discharge financial obligations while enrolled as a student; (3) social infractions,
particularly those involving the use of vehicles; and (4) excessive traffic viola-
tions. A vehicle permit may be revoked at any time by the Traffic and Security
Committee if it is considered that the student is misusing his vehicle privilege.
A copy of Olivet's vehicle traffic and parking regulations is available to each
student at the time of registration at the college.

Vehicles used for student transportation shall be fully covered by liability and
property damage insurance at all times.

Minors may not have a vehicle permit without the written approval of parents.

The traffic regulations of Olivet are set forth by the authority of the Traffic and
Security Committee which is made up of five faculty-staff members and four
student members. This committee also serves as an appeals board to hear traffic
complaints and ticket appeals. Appeals are to be submitted on a standard printed
form which is available upon request at the Traffic Office, Dean of Students
Office or from the Associate Dean of Students. All such forms are to be returned
to the Traffic and Security Committee chairman in care of the Dean of Students
Office. The applicant will then be notified of the next Appeal Review date and
must personally appear to secure the hearing of his appeal.
Admission Requirements
and Procedures

Applications for admission are acceptable up to one year prior to time of matriculation. Applicants are urged to submit their applications as soon as they have completed their junior year in high school, and can present a transcript covering at least six semesters work. While Olivet Nazarene College is owned, operated, and supported by the Church of the Nazarene, students will be admitted without discrimination as to race, creed, sex or marital status.
New students are required to make application on forms which may be obtained from the Admissions Office and to file the following with the Director of Admission: (a) transcripts of all high school and post-high school work attempted (ordinarily sent directly on request of the student); (b) a health certificate from the family physician on a form supplied by the Admissions Office; (c) three or more certificates of recommendation, also on forms supplied by the Admissions Office; and (d) two photographs. All transcripts become the property of Olivet Nazarene College and are a part of the student’s permanent file. Students transferring from another school are expected to present credentials of honorable dismissal. The Director of Admissions will assist high school students in planning programs to meet Olivet’s entrance requirements.

The final day for filing an application for admission is:

- August 1 — First or Fall semester
- January 1 — Second or Spring semester
- June 1 — Summer Session

Reasonable assurance of admission will be granted upon presentation of satisfactory certificates of recommendation and of scholarship.

Reservations for rooms in the college residence halls may be made with the application for admission if the room deposit of $20.00 is sent to the admissions office. See page 30 for more information.

**Academic requirements of admission may be met in three ways:**

**A. Admission by Certificate.** Candidates for admission to freshman standing may present a certificate of graduation from an accredited four-year high school or academy showing the studies pursued, the time devoted to each subject, and the credits received. The student shall present a high school grade average of C or above in college preparatory subjects, and rank in the upper three-fourths of his graduating class. The recommendation of the principal for the admission of the candidate to the College is desirable.

The College reserves the right to assign the freshman to remedial work in reading and in English if deficiency appears in these fields. Such courses will be required but no credit will be allowed for them.

A minimum of fifteen units of secondary school work is required, including two majors and one minor, selected from the following five fields: English, foreign language, mathematics, science, and social studies. One major must be in English.

In certain cases where the applicant ranks in the upper half of his high school class in scholarship, specific major and minor requirements may be waived.

- **Major.** — A major consists of three unit courses in one field. (See special requirements for a major in each of the various fields as stated below.)

- **Minor.** — A minor consists of two unit courses in one field. (See special requirements for a minor in each of the various fields stated below.)

The required majors and minors defined above may be selected from the following five groups:

1. **English.** — (In all cases one major must be in English.) Only courses in history and appreciation of literature, composition (including oral composition when given as a part of a basic English course), and grammar will count toward a major.

2. **Foreign Language.** — Three units, two of which must be in the same language, constitute a major. Two units in one language constitute a minor.
3. **Mathematics.** — Only courses in algebra, plane geometry, solid and spherical geometry, and trigonometry will be accepted toward a major or minor in this subject. (General mathematics may be accepted in lieu of algebra and geometry in cases where the content of the course is essentially the same as that ordinarily included in algebra and geometry.)

4. **Science.** — (Including physics, chemistry, botany, and zoology; general science, or physiology and physiography; astronomy, and geology.) The three units required for a major must include at least a total of two units chosen from one or more of the following subjects: physics, chemistry, botany, and zoology. Biology may be offered in place of botany and zoology. The two units required for a minor must include at least one unit from the above subjects.

5. **Social Studies.** — (Including history, civics, economics, commercial or economic geography, and sociology.) The three units required for a major must include at least two units in history. The two units required for a minor must include at least one unit in history.

**B. Admission by Examination.** Mature persons above high school age (19 or over) who have not completed high school but who have had other opportunities to develop educationally, may be cleared for entrance in Olivet Nazarene College by the successful completion of the General Educational Development (G.E.D.) examination.

In some instances a student may demonstrate that he is qualified to carry college work successfully although his grade average in high school is below that accepted for admission. If the applicant has reason to believe that this is true, he may write the Director of Admissions explaining any extenuating circumstances that may be offered. If the explanation is considered reasonable the applicant may be permitted to try for admission by an examination to be taken prior to enrollment.

The examination used is the battery of tests provided by the American College Testing (A.C.T.) program. On the basis of these scores a student may be admitted to the college, or requested to participate in a special three week program immediately preceding the beginning of the semester. This Basic Instructional Guidance program (B.I.G.) is required of, and designed for, the student whose previous academic record and test results indicate a risk of failure. By the improvement of study skills, thorough orientation to college, and special counseling, the student is prepared to attempt college courses. Upon successful completion of this course, the student is admitted to the college.

**C. Admission to Advanced Standing.** Students from other accredited colleges seeking admission to advanced standing in the College must present evidence of honorable dismissal from the institution last attended and a certificate indicating the previous standing and work accomplished. Students from other institutions given advanced standing in this college must show a grade average of C or above.

**Waivers and Advanced Placement**

The American College Testing program (A.C.T.) must be taken before registration may be completed. Preferably this test should be taken in the last of the junior or the first of the senior year. The test is given nationally six times a year. The ACT may also be taken at Olivet at freshman orientation if necessary.

Freshmen are admitted to classes only after completing the freshman testing program.
The College Level Examination Program (CLEP) may be used to establish credit and advanced standing for students who have attended non-accredited colleges or institutes. It may be used to establish up to 30 hours of General Education credit. Incoming freshmen ranking in the upper ten percent of their graduating class and in the upper decile on their ACT composite score may take the CLEP to establish advanced standing and credit up to 30 hours.

Credit in the above cases will be granted only on scores of 500 and above on the English test, and 50 and above on each of the other tests. Credit validated by use of the CLEP does not apply toward a major or minor unless so specified by that department. The student will be billed a $10 fee per hour for such credit. In all cases, full academic credit for such work will not be granted until the student has completed successfully at least one semester of work at Olivet Nazarene College. Waiver of required freshman courses will allow more electives for the student who has done superior work in high school.
Financial Information

The education costs for Olivet are among the lowest for mid-western colleges, and are made possible by generous support from the Nazarene districts which comprise Olivet’s educational zone.

Olivet’s business office, financial aid and admissions counselors are prepared to aid students and parents in planning to meet the cost of their educational experience. Several plans or “packages” of financial aid are available to fit individual needs through a combination of payment plans, scholarships, grants, loans and employment.
Financial Information

General Expenses

The following is an itemized estimate of the cost of a regular course for one semester:

1. Registration Fee ................................................................. $10.00
2. General Fee ........................................................................ 47.00
   (Required of all students enrolled for seven hours or more,
   includes student activity,* medical, health insurance,
   and mail handling fees)
3. Tuition Charges
   12 or more hours,
   including January Term .................................................. 750.00
   (one to eleven hours @ $62.50 per hour)
   Applied Music Tuition Additional
   Private (piano, voice, organ and orchestral instru-
   ments for one lesson per week per semester) ................ $45.00**
   Class (piano, voice and orchestral instruments
   per course) ................................................................. $15.00
4. Room and Board (Board cafeteria style) average cost ........ 525.00

Total Tuition, Fees, Room and Board (Semester) ................... 1,332.00
January term tuition is $62.50 per hour except for those who enroll for twelve or
more hours in either the fall or spring semester.

Laboratory and Special Fees

ACT Program (American College Test) .................................... $8.50
Art Classes ........................................................................... 3.00
Audit (per credit hour) ......................................................... 10.00
Automobile Registration and parking per semester
   Resident Student ............................................................ 10.00
   Non-Resident Student .................................................... 5.00
Ceramics Class ................................................................. 10.00
Change in registration after first week ............................. 2.00
CLEP Test (College Level Examination Program) ............. 22.50
CLEP (Credit Per Hour) ..................................................... 10.00
Dietary Technician Field Experience
   Course H.E. 280, per credit hour ............................... 7.00
Developmental Reading Program*** ................................. 25.00

*The Student body, acting on the recommendation of the Student Council, establishes
a general student activities fee from year to year. This fee takes care of the Aurora (the
college yearbook), the student newspaper, lyceum courses, and absorbs the ordinary class
dues. The assessment voted by the student body is $27.00 per semester. Occasionally the
student body will vote a small fee for a special project. The above is intended to be a
general guide and not an exact statement.

**Students paying literary tuition for five semester hours or less will be charged $80.00
for private lessons.

***This price is $50 to those not enrolled as a student at the college.
### English as a Foreign Language***
- $25.00

### Graduation Fee
- $21.00

### Introduction to Fine Arts, field trips
- $7.00

### Instrument Rental
- $5.00

### Key Deposit for Room
- $3.00

### Laboratory Fee, per course per semester
- (Science, Nursing, Computer, Home Economics) $15.00

### Late Registration
- $10.00

### Late Tests
- $2.00

### Lockers, per semester
- $1.00

### NLN Comprehensive Examinations
- $8.00

### Office Practice Fee
- $15.00

### Photography Class
- $20.00

### Practice Room, one hour daily, per semester
- **Organ** $20.00
- All others $10.00

### Practice Teaching per credit hour
- $7.00

### Proficiency Examination
- $10.00

### Proficiency Credit, per hour
- $10.00

### Reading Laboratory
- $5.00

### Swimming Class, per semester
- $2.00

### Thesis Binding Fee
- $10.00

### Typing and transcription Classes
- $10.00

### Zero Credit
- $15.00

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**Methods of Payment**

1. All charges are due and payable at the time of Registration at the beginning of each semester or term. An itemized statement will be sent to the parent, unless otherwise directed, after registration.

2. Any financial arrangements between the college and its students will be binding only if such agreement is in printed or written form.

3. A 1% interest charge is added to any unpaid balance at the end of each month.

   No degree will be conferred or credits transferred until all accounts are paid in full.

   Any student who has become delinquent through failure to make payment or proper arrangements may be disenrolled until such matters are satisfactorily taken care of with the Bursar’s Office.

   All sales in the Book store are to be cash. We accept BankAmericard.

4. For students and parents desiring to pay education expenses in monthly installments, a low cost deferred payment program is available through Education Funds Inc., a nationwide organization specializing in education financing.

   Parents desiring further information concerning this deferred payment plan should contact the Director of Financial Aids, Olivet Nazarene College.
Room and Board

All students living in the dormitories will be required to participate in the board plan. In case of withdrawal from the school the board will be refunded on a pro rata basis.

1. Rooms are rented for full semesters only. Students vacating a room during the first half of a semester will be charged a minimum of one-half the semester rate. No refunds will be made for withdrawal during the second half.

2. A student is required to pay a room deposit of $20.00 when applying for admission. This room deposit is held until the student vacates college housing, provided the premises are left in satisfactory condition. The deposit will be refunded if the application is not approved or if a refund is requested before August 1 or no later than one month before the beginning of the semester for which the reservation was made.

3. A deposit of $3.00 will be required for each room key.

4. The College is not responsible for personal property in case of theft, damage or loss by fire.

5. Students are required to pay for any damage, other than ordinary usage, to furniture or fixtures during their occupancy of the room.

Withdrawals and Course Drops

If a student officially withdraws from school, or drops his course load below 12 hours before the end of the semester, he is entitled to the following financial adjustments:

1. Fees — no refunds
2. Tuition — 10% charge per week, i.e., (attending class 2 weeks, 20% charge, 80% refund, etc.)
3. Room — minimum of one half if withdrawing in first half of semester. No refund will be made during the second half.
4. Board — pro rata adjustment on the unused portion as of the end of the week the student completes withdrawal at the Bursar’s Office and surrenders his meal pass.

The effective date of any withdrawal or course drop will be the date such withdrawal or drop is officially requested. Please refer also to pages 38 and 40.

Adjustments are computed as of the end of the week in which the student makes official withdrawal. Protracted absence from class does not constitute a withdrawal, and will be treated as a failure.

No refund will be made in the case of students who are asked to leave school because of violation of rules, or as a result of disciplinary action taken by the Student Personnel Service Committee, except board, which would be as outlined above.
Student Financial Aids

General Information

It is the policy of the Office of Financial Aids that all students seeking financial assistance by way of loans and grants must first have the parents or guardians complete the Parent's Confidential Statement. A student's qualification for assistance rests largely on the basis of a minimum grade point average together with an analysis of the financial need. The College Scholarship Service is utilized to determine the financial need from the Parent's Confidential Statement.

When it is determined the student qualifies for a grant, the grant is awarded on a non-repayable basis. Usually loans are awarded on the basis of repayment after graduation.

How to Start

The required Parent's Confidential Statement forms may be secured from the high school principal or guidance counselor, or directly from the Director of Financial Aid, Olivet Nazarene College, Kankakee, Illinois 60901. After completion of this form, it is to be sent, together with $4.00 service fee, to the College Scholarship Service, Box 881, Evanston, Illinois 60204. Request should be made that the Financial Need Analysis Report be sent to Olivet.

All correspondence relative to financial aid should be directed to the Director of Financial Aid.

An individual may finance college education by a number of methods, including scholarships, loans, grants, and student employment.

Scholarships

Honor Scholarships: The Olivet Nazarene College Honor Scholarship is a conditional award of $2,000 for students admitted to the college who rank in the top 5% of their high school graduating class or the top 5% of national ACT composite scores (28 or above). Credit on tuition in the amount of $500 will be awarded for the first year, half each semester, and each succeeding year for a maximum of four years, providing the student maintains a grade average of B+ or better (3.35). The high school transcript must show the rank in class. To qualify on the ACT score the student must also be in the top 10% of his high school class.

The Olivet Nazarene College President's Scholarship is a conditional award of $1,000 for students admitted to the college who rank in the top 10% of their high school graduating class or in the top 10% of national ACT composite scores (26-27). Credit on tuition in the amount of $250 will be awarded for the first year, half each semester, and each succeeding year for a maximum of four years, providing the student maintains a grade average of B (3.00). The high school transcript must show the rank in class. To qualify on the ACT score the student must also be in the top 20% of his high school class.

Departmental Scholarships: A number of $100 scholarships are available to students who do not qualify for the Honor or President's scholarships but who show a very high proficiency in a particular field of study. In the Division of Fine Arts students receiving a superior rating at a district or state music contest will be considered. In other divisions of the college especially high scores on tests or other evidences of superior standing will be considered.

A. K. and Beatrice Harper Fund for Ministerial Students: Established in 1959
by A. K. Harper because of his concern for needy students who are preparing for the ministry. $14,500.

Reed Scholarship for Theology Majors: Dr. and Mrs. Harold W. Reed have established a fund to support a scholarship for graduating senior in religion who pursues graduate work in religion at Olivet. $3,900.

Virgie Stewart Memorial Scholarship: A fund has been established by the faculty and staff ladies of Olivet in memory of Mrs. Virgie Stewart. An award will be made each year to a student of junior standing with a major in modern languages. $3,000.

The Kathryn Ruth Howe Elementary Education Scholarship: This fund was established by Miss Kathryn Ruth Howe because of her concern for needy students who are preparing for teaching on the elementary school level. $2,300.

Olivet Faculty Club Scholarships: The Faculty Club of Olivet Nazarene College makes available two scholarships worth $50 each to deserving young people who have a grade point average of 3.00 or better. These scholarships are to be awarded by the Admissions and Scholarship Committee of the faculty.

Home Economics Scholarship: Two scholarships are made available for upper-class students in home economics. The scholarships of $200 and $100 are made available through the generosity of a friend of the college.

Elmire M. Helm Scholarship: This fund of $7,500 was made available through the will of Elmira M. Helm. Income from the fund is available to worthy Nazarene students each year from Huntington County, Indiana.

Vernal Carmichael Scholarship: This fund was established in memory of Dr. Vernal Carmichael. A scholarship will be granted each year to an outstanding senior of junior standing majoring in business administration. $3,000.

District Scholarships: The Nazarene Young People's societies of ten districts of the Central Educational Zone, Church of the Nazarene, offer several scholarships each to students from their district who attend Olivet Nazarene College. Conditions under which these scholarships are granted may be obtained by corresponding with the District N.Y.P.S. presidents. The current number and size of the scholarships now offered are as follows:

<table>
<thead>
<tr>
<th>District</th>
<th>Award Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois District</td>
<td>One award of $200</td>
</tr>
<tr>
<td>Indianapolis District</td>
<td>Two awards of $100 each</td>
</tr>
<tr>
<td>Chicago Central District</td>
<td>One award of $200</td>
</tr>
<tr>
<td>Eastern Michigan District</td>
<td>One award of $200</td>
</tr>
<tr>
<td>Northwestern Illinois District</td>
<td>Two awards of $100 each</td>
</tr>
<tr>
<td>Michigan District</td>
<td>Two awards of $500 each</td>
</tr>
<tr>
<td>Northeastern Indiana District</td>
<td>One award of $500</td>
</tr>
<tr>
<td>Southwestern Indiana District</td>
<td>Two awards of $100 each</td>
</tr>
<tr>
<td>Northwestern Indiana District</td>
<td>One award of $100</td>
</tr>
<tr>
<td>Wisconsin District</td>
<td>One award of $100</td>
</tr>
</tbody>
</table>

The Olivet Nazarene College Prize for Bible Knowledge: Olivet Nazarene College awards an annual prize of $100 in tuition credit to the Nazarene high school student on each of the districts of the Central Educational Zone who best demonstrates his knowledge of an assigned portion of the Bible, provided the District Nazarene Young People's Society will add an equal or greater amount to the prize. Some District Scholarships above are designated by the districts to match this award.

Robert MacDonald Scholarship: This fund has been established by Robert MacDonald to provide scholarship funds for needy ministerial students. $35,000.
Alumni Scholarship Fund for Ministerial Students: This fund has been established by alumni to provide scholarship funds for needy ministerial students. $35,000.

Anna and Eloise Mitten Scholarship: Dr. L. G. Mitten and others have set up a limited student scholarship fund as a memorial to his deceased wife, Anna, and daughter, Eloise, which is available to qualified juniors or seniors who need additional help in order to complete their programs at Olivet Nazarene College. $5,600.

Mrs. Merlin H. Current: This fund was established in 1963 to aid a ministerial or missionary student who demonstrates a need. $1000.

International Students Scholarship: Available to full time, international students already attending Olivet. The scholarship is awarded on the basis of scholarship and need. $1,500.

Merl and Elma Benner Scholarship: Available to a graduate student in the Department of Religion. The scholarship is awarded on the basis of scholarship and need. $2,000.

Mayme Carmichael Music Scholarship: This scholarship was made available by Mrs. Mayme Carmichael. Any Olivet student who is a music major is eligible. Selection is made by the music faculty, and is based on musical proficiency and need. $1,100.

Naomi Larsen Music Scholarship: This fund has been established by friends of Mrs. Larsen in recognition of her distinguished service to Olivet. Any Olivet student who is a music major is eligible. Selection is made by the music faculty, and is based on musical proficiency and need. $2,000.

Grants-In-Aid

Basic Educational Opportunity Grants are provided by the Federal Government to all students who qualify on the basis of need, and who have entered a post-secondary educational program after April 1, 1973. A special application for the Basic Grant may be secured from Olivet Nazarene College or from any high school. The maximum award in 1974-75 was $1,050.

Supplemental Educational Opportunity Grant may be given to students with exceptionally high need above the amount they receive through the Basic Grant. The SEOG is awarded through the college from funds allocated to the school by the federal government. Each award is based on the analysis report of the Parent’s Confidential Statement in addition to the Basic Grant application.

Illinois State Scholarship Commission Monetary Award: The State of Illinois provides financial assistance to all residents of the state who show a need for college assistance on an annual application. This grant may cover tuition and fees to a maximum of $1,350. The application form is available at Olivet or any Illinois high school.

Other State Grants: Residents outside the state of Illinois should inquire into the availability of state grants for college education to be applied toward their education at Olivet.

Church Sponsored Grants: Several congregations of the Church of the Nazarene encourage young persons from their congregation to enroll in Olivet Nazarene College by offering general aid to all who enroll. While the amount and terms of these awards varies, and the conditions should be investigated with the pastor of the local church, the programs of the following churches have been
called to the attention of the college and are probably illustrative of many more such aid programs:

- College Church, Bourbonnais, Illinois: $50 per semester for first year students, $25 per semester for all students
- First Church, Columbus, Indiana: $25 per semester
- Southside Church, Muncie, Indiana: $50 per semester for first year students, $25 per semester in subsequent years
- Ferndale Church, Ferndale, Michigan: $25.00 per semester
- Clyde Park, Grand Rapids, Michigan: $50 per semester for all students
- Oak Lawn Church, Oak Lawn, Illinois: $50 per semester for first year students, $100 award to one student
- Roxana Church, Roxana, Illinois: $50 per semester for first year students, $50 per semester for first year students
- First Church, Marion, Indiana: $50 per semester for first year students, $50 per semester for all students
- North St. Church, Lansing, Michigan: $50 per semester for first year students, $50 per semester for all students
- Westland, Michigan: $50 per semester for all students
- Galesburg First, Illinois: $50 per semester for first year students, $50 per semester for all students

**College Work Study:** Campus work through the College Work-Study Program is available to students who qualify by way of the Parent’s Confidential Statement. A maximum of $500 per academic year is possible; this amount requires an average of 15 hours work per week.

**Loan Funds**

**National Direct Student Loans:** Olivet Nazarene College participates in the loan program sponsored by the federal government. A maximum of $5,000 in 4 years or $2,500 in two years may be awarded. A Parent’s Confidential Statement must be submitted for evaluation of need by the College Scholarship Service. Forms and instructions are available through the college.

**United Student Aid Funds:** Bank loans are available to qualified sophomores, juniors and seniors, up to $1,000 a year or a combined total of $3,000 for undergraduate education. Repayments begin the first day of the 10th month after termination of completion of undergraduate work (whichever is sooner). If the parental income is less than $15,000 per annum, the Federal Government assumes interest obligations during the time of school attendance plus nine months succeeding termination of graduation (whichever is sooner). At the termination of this nine month period, the borrower assumes interest responsibility at the rate of 7% per annum on any outstanding balance.

**State Guaranteed Loan:** Most states have either a guaranteed loan program or a Federal Insured loan program. Whichever is the case, each program operates alike as far as the borrower is concerned. Both programs also are similar in detail to the United Student Aid Fund program.

**Nursing Loans:** A Parent’s Confidential Statement, and admission into the Nursing Program (32 semester hours are required) qualify students to apply for Nursing Loans. The maximum loan is the amount of $1,500 per academic year.

**Selden Dee Kelley Memorial Loan Fund:** This loan fund was given by a fellow minister and friend of the late president, Dr. Selden Dee Kelley, in honor of his memory. $1,400.

**Nellie L. Grimsley Missionary Student Loan Fund:** The estate of Nellie L. Grimsley has provided a $1,900 loan fund available to students in preparation for definite Foreign Missionary Service.

**Grover VanDuyun Memorial Fund:** Through gifts from the family and friends of the late Dr. Grover VanDuyun, formerly president of Olivet Nazarene College, a
student loan fund has been established in his memory. It is designated for loans to worthy students who need financial assistance.

**Clarene and Maxine Julius Memorial Student Loan Fund:** William L. Julius has set up a limited student loan fund as a memorial to his deceased wife Clarene and daughter Maxine, which is available to qualified second semester sophomores, juniors, or seniors who need additional help in order to complete their programs at Olivet Nazarene College.

**Manley Loan Fund:** In memory of Dyle Phelps Manley, a special loan fund has been established by his widow, Mrs. Ethel Krueger Manley.

**Mary MacPhee Fitch Memorial Loan Fund:** A gift of $500.00 to be loaned to worthy students who need financial assistance.

**Calvin and Lenore Bean Ministerial Loan Fund:** This is an emergency loan fund available to sophomores, juniors, and seniors in amounts of $100 bearing 4% interest. $1,400.

**Fern Humphreys Hoff Memorial Loan Fund:** This is a loan fund established in memory of his deceased wife by Mr. L. R. Hoff and Associates of Santa Monica, California.

**The Wisner Nursing Education Loan Fund:** has been established at Olivet Nazarene College, Kankakee, Illinois by Mr. and Mrs. Gerett Wisner for the purpose of assisting with financial aid those Juniors and Seniors in the School of Nursing at Olivet Nazarene College. Discretion is to be made in allocating these loans so that the money will be given primarily to young people who are wholly dedicated to Christ and have as their desire to give physical and spiritual help through their profession. These loans are to be a maximum of $500 and will carry a 5% interest charge and are to be paid back to Olivet Nazarene College and returned to the Wisner Nursing Education Loan Fund within 24 months after date of graduation. All loans will be at 5% interest to begin on the date of the loan commitment. $10,000.

**Class of 1961 Loan Fund:** As their senior gift to the college, the Class of 1961 established a student loan fund which they plan to augment by annual gifts as alumni. These funds are available to worthy students of sophomore, junior, or senior standing. $1,600.

**Associated Students Loan Fund:** This fund has been established by the students of Olivet to assist their fellow students in the completion of their college work. Up to $250 per semester or a total of $500 is available at low interest to upper-classmen in the college. $3,500.

### Student Employment

The college employment-placement office serves students and potential employers with referrals and job requests for both campus and community employment. Our students have earned a high reputation for reliable service in the Kankakee business community.

Part-time employment is available primarily for those who need to earn expense money for personal needs. Types of jobs include secretaries, office workers, janitors, food service, typists, paper graders, receptionists, chapel checkers, store clerks, cashiers, and other miscellaneous types of work. In most cases, campus jobs require at least two successive hours free from classes on a daily basis.

Although a large number of the student body works during the regular school year, we do not recommend that freshmen endeavor to work during the first semester.
Special Events at ONC

Dr. Robert Schuller

Prof. Gary Moore

Mr. Art Linkletter

Rev. Charles Hastings Smith

Homecoming Queen Chris Kelley, Student President Bruce Ba

Mrs. Naomi Larsen

Pastor Bill Draper
Academic Regulations

Olivet's academic regulations constitute a readable map for student, counselor, professor and general reader. Each member of the academic community should familiarize himself with the directions for it is the official guide to each of the educational destinations offered by the College.
Registration

All students eligible to register (students enrolled in the preceding regular session and new or re-entering students who have completed application and have been accepted) will be supplied by the Registrar with directions for registration. Students are advised by members of the faculty and must file properly approved study lists with the Registrar during the registration period. Pre-registration service is provided by the Registrar's Office. Registrations not completed by the close of the listed registration days (see calendar) will require a fee of $10.00 to cover the additional expenses of late registration procedure.

Under normal circumstances, a student will not be permitted to register for any course after the first two weeks of the semester. A faculty member may determine an earlier closing date for a particular course.

No student will be permitted to register for any course if, in the judgment of the instructor in charge, he lacks sufficient preparation to undertake the work.

The normal student load is from fifteen to seventeen hours of class work in a week. No student will be permitted to register for more than eighteen hours, inclusive of physical education, without the special permission of the Committee on Academic Affairs. An extra charge is made for each hour or fraction of an hour taken in excess of the eighteen hour maximum load.

It is required of freshmen, and recommended for all students, that they take either two courses after 12:30 p.m. or one course meeting on Saturday or after 2:30 p.m. This applies only to students carrying 10 or more hours.

Outside Employment: Students carrying a considerable load of outside work must reduce their school program accordingly. The following schedule is a guide to counselors and students:

<table>
<thead>
<tr>
<th>Effective hours of outside employment</th>
<th>On Probation</th>
<th>Up to 2.5</th>
<th>Up to 3.0</th>
<th>3.0 or over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 15 hours</td>
<td>14</td>
<td>Normal</td>
<td>Normal</td>
<td>Normal</td>
</tr>
<tr>
<td>15-20 hours</td>
<td>12</td>
<td>Normal</td>
<td>Normal</td>
<td>Normal</td>
</tr>
<tr>
<td>21-25 hours</td>
<td>10</td>
<td>14</td>
<td>Normal</td>
<td>Normal</td>
</tr>
<tr>
<td>26-30 hours</td>
<td>8</td>
<td>12</td>
<td>14</td>
<td>Normal</td>
</tr>
<tr>
<td>31-35 hours</td>
<td>6</td>
<td>10</td>
<td>12</td>
<td>Normal</td>
</tr>
<tr>
<td>35-45 hours</td>
<td>1 course</td>
<td>8</td>
<td>10</td>
<td>Normal</td>
</tr>
</tbody>
</table>

Change of Registration: A student may drop a course or change his program during the first week of a semester without charge. After that there will be a charge of $2.00 for each change. All changes in registration are made through the Registrar's office, with approval by the Dean of the College and the student's adviser. A limit of three school days is set for completion of such change. Further delay will require an additional fee of one dollar per day.

The grade for all courses dropped after the final date for dropping courses (see college calendar) will be recorded as failing except in case of serious illness or other extenuating circumstances which, in the opinion of the Dean of the College, warrants leniency.

Withdrawal from College: If a student desires to withdraw from all of his courses he should start the withdrawal process at the office of the Dean of Students. This process is the reverse of registration and is necessary to clear the academic and financial records (see page 30).
Classification of Students

College students are classified according to the total number of hours for which they have credit and the number of honor points they have earned. A student's honor points must at least equal twice the credit hours to meet classification requirements.

The requirements for classification as a candidate for a degree on the basis of hours and honor points are as follows:

**Freshman standing** — Must have met all entrance requirements and be registered as a candidate for a degree.

**Sophomore standing** — 25 hours and at least 50 honor points.

**Junior standing** — 58 hours and at least 116 honor points; completion of freshman general education courses as follows: English, 6 hours; social science or history, 6 hours; mathematics and/or science, 6 hours; Biblical literature, 5 hours; physical education, 2 hours.

**Senior standing** — 93 hours or above and 186 honor points or a reasonable assurance of being able to meet all graduation requirements within the year or by the end of the next summer session; completion of sophomore general education courses as follows: fine arts, 3 hours; Bible and religion, 10 hours; language, 5 hours.

Students are classified at the beginning of the school year and the minimum requirements for the respective classes must be met at that time. Chapel seating, class activities, and listing in college or student publications will be carried out in accordance with the above classification.

Unclassified Students

Special or part time students who meet all entrance requirements but who are carrying fewer than eight semester hours, and mature and otherwise qualified students who are not pursuing the regular course of study may, with the approval of the Dean and the consent of the department concerned, be admitted to the College as unclassified students to take such courses as are open to them without respect to candidacy for a degree. Such work is limited to 30 semester hours.

Admission to Junior Standing

During the semester in which he expects to complete 50 or more hours of college work, the student should secure from the Registrar an "Application for Admission to Junior Standing." This will normally take place during the spring of the sophomore year following a battery of achievement tests in general education. The completed application must be filed in the Registrar's Office and will be approved only when the following conditions have been met:

1. The required number of hours, including specific courses and areas as listed above, are completed.
2. Signature of major advisor.
3. A complete tentative program of courses for the junior and senior years, incorporating all requirements in the curriculum for the degree sought, with the proper signatures of approval.

A student will not be permitted to register as a junior until the Application for Junior Standing is completed.
Class Attendance Requirements

Attendance requirements in each course are determined by the professor, and will be stated clearly in the course outline filed with the Dean of the College and distributed in class during the first week of the semester. Providing assignments are completed, no penalty will be incurred for bonafide illness, for late registration or excused educational leniency as authorized by the Dean, or for absences prior to the class announcement of attendance requirements.

Absence from a previously announced or scheduled test or examination will require consent of the instructor and a written permit from the Dean of the College, before the assignment may be made up. A fee of $2.00 will be required, which may be waived in case of unavoidable circumstances.

Protracted absence does not constitute a withdrawal and will be treated as a failure in the course. For the procedure to be followed in changing or dropping a course, see section on Registration.

Chapel Attendance

The chapel service at Olivet is considered a vital part of the program of the college. It is the one activity in which the entire college personnel — faculty members and students — participate.

Chapel services are held four times each week. Attendance is subject to the following regulations:

(a) All full time students (those carrying 12 hours or more) are required to attend full time. Attendance of part time students may be adjusted in proportion to the academic load. Attendance is optional for those carrying five hours or less.

(b) Four unexcused absences are allowed full time students each semester. Part time students are allowed unexcused absences equal to the number or required attendances per week. These are allowed for personal convenience and should be used wisely. Chapel excuses for illness or other emergencies may be obtained at the time of occurrence when proper evidence is presented.

(c) A tardiness counts as an absence unless a tardiness report is received from the checkers upon entering chapel, and is presented at the chapel attendance office within 24 hours. Three reported tardinesses shall count as one absence.

Attendance in chapel is checked closely. Unexcused absences beyond the provisions of (b) above will be subject to serious disciplinary action.

Scholarship Requirements

Grading: A record of attendance and scholarship is kept for each student. A report of the student's class standing is given at the close of the semester. This will be sent home to the parent or guardian if the student is a minor, or upon request.

The alphabetical system of grading prevalent elsewhere is used, i.e., A for superior; B for above average; C for average; D for below average, but passing; F for failure; H for audit; S for satisfactory work (credit toward graduation); U for unsatisfactory work (no credit toward graduation); X for work in progress; W for withdrawn before quality of work can be determined (usually before the end of the fourth week); W for withdrawn passing; F for withdrawn failing; and I for
incomplete. A student may be marked incomplete only in case of serious illness of other unavoidable causes of delay. All incompletes must be removed within one month after the grade period ends or the record will be marked "failure."

1. In case a course is retaken subsequent to the student’s receiving a course grade of F, only the last grade is counted in determining his cumulative grade point average.

2. With the consent of the Chairman of the department in which the course is offered, a student is permitted to retake once, a course in which he has earned a grade of D, with the higher of the two grades to count in determining his cumulative grade point average.

The above privileges apply only to courses repeated at Olivet.

Pass-Fail (S or U) is used for student teaching, field experiences in religion, and certain other courses. An individual student who has declared his major by filing an Application for Junior Standing may also be permitted, upon his request, to enroll in one elective course per semester in the last four semesters on the basis of pass-fail grading. Specifically excluded from this provision are courses in the major field, minor field, required supporting courses and courses offered to fulfill general education requirements (p. 11). A passing grade means “C” quality or better.

Honor Points: In order to graduate, the student must have earned twice as many honor points as he has semester hours of work attempted. Honor points are based on quality of work performed, and are determined as follows:

- 4 honor points for each credit hour of a course receiving a grade of A
- 3 honor points for each credit hour of a course receiving a grade of B
- 2 honor points for each credit hour of a course receiving a grade of C
- 1 honor point for each credit hour of a course receiving a grade of D
- 0 honor points for each credit hour of a course receiving a grade of F

The grades of H, S, U, X, and W are neutral.

A minimum average grade of “C” (2.0) is required for graduation.

Honor Society: Sophomores who have a cumulative scholastic average of 3.35 and Juniors and Seniors who have cumulative averages of 3.2 and above are eligible for membership in the college honor society. (See paragraph on Graduation Honors.) An average of 3.35 for the preceding semester is required for inclusion in The Dean’s List.

An average of B is required for recommendation to a graduate school for graduate work.

Academic Retention: Failure in one-third or more of semester hours or achievement of 1.0 or lower in any given semester may be considered justifiable reason for dismissal.

An instructor may, with the approval of the Dean of the College, drop from a class any student who shows marked delinquency in attendance, who neglects his work, or who proves incompetent to pursue the work of the course.

A student who fails to maintain a grade average of “C” (2.0) is considered to be doing unsatisfactory work. When his cumulative grade points average falls below that indicated in the table below, he will be placed on academic retention, and thus will not be in good academic standing.
Hours Attempted | Minimum G.P.A. for Good Standing | Level of Retention
--- | --- | ---
1-17 | 1.60 | 100 level courses
18-32 | 1.75 | 100 and 200 level courses
33-48 | 1.90 | 
49 or more | 2.00 | 

Retention means that unless satisfactory work is shown in the next semester, the student will be discouraged from continuing his college work as a degree candidate. Students removed from degree candidacy because of low academic achievement will not be permitted to take courses at a level higher than those available to him under his last classification.

Removal from retention and return to good academic standing is accomplished by achieving a cumulative grade point average equal to the minimum required for good academic standing. Students on retention will not be admitted to Junior Standing.

Retention is determined by cumulative grade point average. The instructor will report to the student his approximate grade at mid-semester, and will submit to the Dean of the College a list of students doing unsatisfactory or failing work in each of his classes. The Registrar will furnish to each faculty member each semester a list of students who are on academic retention.

A student may be admitted conditionally because of unsatisfactory high school record.

Retention and Eligibility: A student on retention is also ineligible — i.e., for all practical purposes retention and ineligibility are synonymous. Ineligibility means that the student cannot participate in any public program or service away from the campus as a member of an ensemble group.

The eligibility of students transferring to Olivet Nazarene College is determined by the standards for eligibility applying to non-transfer students.

Privileges Open to Superior Students

A superior student is urged to make the most of his scholastic opportunities and to advance in accordance with his abilities. To give greater flexibility in the schedule and to provide for specialized studies, a student with a 3.0 grade point average and who has ranked in the upper quartile of his sophomore class according to the objective test in the field of his interest, may apply for directed study or for graduation with departmental honors.

Directed Study in the sophomore, junior or senior year is open to superior students in most departments offering majors. In order to engage in directed study, a student must apply to his instructor for permission to pursue a subject of particular interest not already treated extensively in a regular course. On written approval of the instructor and the Dean of the College the student may register for from three to six hours of credit. The name of the applicant together with the plan of the course to be pursued, must be recommended by the head of the department in which the work is to be done to the Dean of the College for approval not later than the second Friday after the opening of the semester.

Graduation with Departmental Honors is granted to a senior who shows independent and creative work of high quality in his major field. The study may cover material of individual courses, cut across course lines, or include subject matter and procedures not offered in the usual courses of the department. When recommended by the head of the department in which the student wishes to do
honors work, a plan of the work to be pursued shall be forwarded, with the recommendation, for the approval of the Committee on Academic Affairs. To be eligible for consideration for honors work, a student should have a 3.4 grade point average in his major field. If his work is of high quality, he will be granted four hours of credit toward graduation. If he passes a comprehensive examination in his major field with special emphasis on his honors project, he will be graduated with departmental honors, this to be indicated on the commencement program.

Credit for directed study will be indicated on the transcript by use of the department name and the number 499. Honors course work will be indicated by the department name and the number 500.

Assistantships

A limited number of assistantships are available to high scholarship students of advanced standing. These assistantships are open to those who have spent two or more semesters at Olivet Nazarene College. They are awarded on the basis of scholarship, character, leadership ability, educational promise, and need.

Holders of these appointments will assist in reading papers, laboratory service, or other work required in the department to which they are assigned.

Assistantships are valued from $75 to $400 for the year. All appointments are for one semester, and are conditioned on satisfactory service. Appointments are made by the Dean of the College on the recommendation of the Chairman of the Department and Chairman of the Division. Application should be made to the Dean of the College by April 1 preceding the school year in which the appointment is to become effective.

Honors

**Phi Delta Lambda:** Olivet Nazarene College has a chapter of the National Nazarene Honor Society, Phi Delta Lambda, in which high ranking graduates are eligible to membership upon election by the faculty.

**Graduation Honors:** Graduation with highest honors (summa cum laude) requires an honor point average of 3.85.

Graduation with high honors (magna cum laude) requires an honor point average of 3.6.

Graduation with honors (cum laude) requires an honor point average of 3.35.

Graduation honors will be based on the grades of the entire college course.

In case a student has taken part of his college work at another institution or institutions, his grade point average will be calculated on the basis of the total work taken toward the degree; and on the basis of work done at Olivet Nazarene College. Whichever average is lower will be used as the basis for honors. In any case, the last 60 hours of work must be taken at Olivet if one is to qualify for honors.

**College Marshal and College Queen.** Each year the young man and the young lady in the junior class having the highest cumulative grade point averages are designated as College Marshal and College Queen respectively and lead the commencement procession.

**Senior Citizenship Award:** Each year one man and one woman from among the graduating seniors are selected by majority vote of the faculty to receive the Senior Citizenship Award. The selection is based on campus citizenship, schol-
arship, leadership and general achievement of the student in college activities. Letters certifying the award are presented to the students selected on Commencement Day and the names of those honored are engraved on a plaque.

General Requirements for Graduation

Student Responsibility: Every candidate for a degree is personally responsible for meeting all requirements for graduation. The College, through its counselors and the credit summaries provided for the College by the Registrar, will assist the student in every way possible in avoiding difficulties.

Prospective teachers are also personally responsible for meeting the certification requirements of the state in which they expect to teach. Information about certification laws may be obtained from the Department of Education or from the Registrar.

Candidates for degrees are required to file their intention to graduate on forms provided by the Registrar's office not later than the September preceding the graduation.

Residence Requirements: A candidate for a bachelor's degree must take, either the last year (30 semester hours) at Olivet Nazarene College, or, he must take 15 of the last 30 semester hours in residence and offer no less than 45 semester hours of residence credit from Olivet Nazarene College. Included in the hours offered to satisfy the residence requirement must be at least one-half of the major and/or sufficient hours to complete a major satisfactory to the chairman of the major department and the Registrar.

The residence requirement for the associate degree is either (a) the last 15 hours at Olivet, or (b) a total of 22 hours in residence at Olivet with at least 8 or the last 15 hours in residence at Olivet.

Second Bachelor's Degree: Some students desire to take a second bachelor's degree. It is often possible to work off the requirement for the second degree in one additional year. To receive a second degree, the student must complete at least 36 hours of work in addition to the 128 hours required for the first degree and must meet all of the requirements set forth in the curriculum for the second degree including general education requirements. In no case will more than one degree be conferred upon a candidate at any one commencement.

Senior Examinations: The college administers the Undergraduate Record Examinations. These tests are required of all seniors to give a standardized measure of college achievement.

Proficiency Examinations

Students may be permitted to establish credit for courses listed in our catalog by proficiency examination. The grade in proficiency examinations is "credit" or "failure," but no student is given "credit" unless he has made at least "C" in the examination. No official record is made of failures in these examinations.

Proficiency examinations are given under the following restrictions: (1) They may be taken only by persons who are in residence, or who are candidates for degrees at Olivet; (2) They may not be taken by students who have received credit for more than one semester of work in the subject in advance of the course in which the examination is requested; (3) They may not be taken to raise grades or to establish credit in a course in which the student has received a failing grade. (4) The privilege of establishing credit by this method is not to be used to accelerate one's program, but to make possible the recognition of work already
done, or an achievement already attained for which no academic credit has been established; (5) Not more than twenty-two semester hours credit can be earned by proficiency examinations for any degree; (6) Applications for the examination must be approved in advance by the Dean of the College; (7) All such examinations shall be conducted by a committee of three, which shall be appointed by the Dean of the College. The signatures of all three examiners are required. Academic credit for such work will not be granted until the student has completed successfully at least one semester of work at Olivet Nazarene College. See also Waivers and Advanced Placement, pp. 25-26.

Summer School

Olivet offers three summer sessions each offering full college credit, operating on an accelerated schedule of classes. In the regular, eight-week session, one can earn eight or nine semester hours of credit. Two hours may be earned in the two-weeks pre-session and two hours in the two-weeks post-session. Dates of the summer sessions are carried in the College Calendar. All students apply through the Director of Admissions by the deadline indicated. Registration for Summer School is conducted on the morning of the first day of the session.

Transcripts

Students wishing to transfer to another institution, or who otherwise desire a transcript of their college work, should present a written request to the Registrar, giving notice of at least one week. Near the beginning or end of a semester the period required to process a transcript request may be somewhat longer.

Transcripts are furnished each student without charge. A transcript will not be issued to or for a student who is indebted to the college.
Teacher Education

Teacher education at Olivet Nazarene College makes use of the total educational resources of the college, is the concern of the entire faculty, and is under the direction of the faculty. Accordingly, teacher education is coordinated through designated officers, the Teacher Education Committee and other policy making bodies of the College. The program is designed to bring the resources of the College to bear most effectively in the education of teachers.
Objectives of Teacher Education

Students admitted to, and retained in, the teacher education program are expected to demonstrate suitable growth in the habits, attitudes, skills, and personal qualities specified in the institutional objectives. (Catalog, pp. 4-6). They constitute the general objectives of teacher education.

Within the frame work of the general objectives of the college, the faculty has formulated specific objectives of teacher education. These objectives specify qualities considered essential for teachers. The faculty expects that the teacher education graduate will be a person who:

1. Possesses competency in the area(s) of specialization in which he expects to teach;
2. Understands the school as a social institution and teaching as a profession, and is able to interpret the school and its function to the public;
3. Has a professional attitude that insures quality service and continued growth in the profession;
4. Understands human development, behavior, adjustment, learning process, and individual differences;
5. Knows instructional materials, methods, techniques, and evaluation procedures, is skilled in their use, and understands their bases in principles of development, learning, and individual differences;
6. Appreciates the opportunities for Christian service in the teaching profession;
7. Organizes and presents learning experiences effectively;
8. Is aware of the teacher's relationships to students, professional colleagues, and the public, and possesses the knowledge and skills implied by these relationships;
9. Integrates in a personally effective way the qualities of stability, patience, sympathy, and creative imagination;
10. Accepts the child as a person worthy of respect and has faith in his improvement through the medium of organized education;
11. Makes educational decisions that are coherent with a growing personal philosophy of education;
12. Makes use of basic knowledge of himself and of the profession in determining his anticipated role in the profession of education;
13. Makes accurate appraisal of the requirements of teaching positions and of his qualifications relative to them;
14. Accepts professional employment and maintains professional relationships in harmony with recognized ethical principles.

Programs of Teacher Education

General Education for Teachers

The general education for teachers is the same as that of other students in the college (see p. 11) except that choices within the program must be made and the hours possible slightly increased to include the following:

a. Three semester hours of mathematics.
b. A three hour course in American History or Government.*
c. Introduction to Psychology.
d. Four semester hours in Health and Physical Education.

*In Illinois Hist. 121 and Pol. Sci. 225 meet the requirement in this area.
Students preparing to teach in elementary school and those preparing to teach primarily in the subject matter fields of business, home economics, music and physical education may elect to receive a Bachelor of Science degree rather than a Bachelor of Arts degree. If they do this, they may elect courses in international understanding (see p. 11) in the General Education program rather than courses in foreign language. Students planning to teach in high school other than in the subjects specified above will normally complete requirements for the Bachelor of Arts degree.

**Senior High School Program**

**Professional Education.** The required professional education sequence for prospective high school teachers is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ. 249 — Educational and Developmental Psychology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>A Special Methods Course</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Educ. 486 — Supervised Student Teaching in the Secondary School</td>
<td>8 hrs.</td>
</tr>
</tbody>
</table>

Total: 20 hrs.

**Subject Matter Specialization.** Students planning to teach in secondary schools will normally be prepared in at least two teaching fields.

Major and minor teaching subject concentrations which Olivet offers and the number of hours required for each are:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td>Business Education</td>
<td>35 or 36</td>
<td>22</td>
</tr>
<tr>
<td>Chemistry</td>
<td>32</td>
<td>24</td>
</tr>
<tr>
<td>English</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td>French</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>History</td>
<td>32</td>
<td>24</td>
</tr>
<tr>
<td>Home Economics</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>Mathematics</td>
<td>33</td>
<td>20</td>
</tr>
<tr>
<td>Physical Education</td>
<td>32</td>
<td>21</td>
</tr>
<tr>
<td>Physical Science</td>
<td>56</td>
<td>24</td>
</tr>
<tr>
<td>Physics</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td>Romance Languages</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>56</td>
<td>24</td>
</tr>
<tr>
<td>Speech</td>
<td>32</td>
<td>20-24</td>
</tr>
</tbody>
</table>

The major teaching field must consist of 32 semester hours (which may in most cases include a special methods course) or the number of hours specified for the department or teaching area concerned. The second teaching area must include 20 to 24 semester hours.

Teachers whose major concentration is in the various science fields must offer a minimum of 10 semester hours in a second science field.

Minor concentrations (second fields only) which Olivet offers and the required number of hours for each are:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>20</td>
</tr>
<tr>
<td>Earth and Space Sciences</td>
<td>24</td>
</tr>
</tbody>
</table>
Teacher Education

General Science 24
German 20
Music 22
Psychology 20
Spanish 20
See departmental listing for specific requirements.

Elementary School Program

Professional Education. The required professional sequence on the Elementary Education Program is as follows:

Educ. 249 — Educational and Developmental Psychology .................. 4 hrs.
Reading Methods in the Elementary School (Educ. 355 meets this requirement) ......................................................... 3 hrs.
Educ. 356 — Elementary School Mathematics Instruction ................ 3 hrs.
Educ. 484 — Supervised Student Teaching in the Elementary School ........................................................................... 8 hrs.
Educ. 487 — Elementary School Curriculum and Management .......... 3 hrs.

24 hrs.

Subject Matter Preparation. The required subject matter preparation for elementary school teachers is as follows:

1. Language Arts (including speech and children’s literature; Education 355 may count 2 hrs. toward this requirement) .......... 16 hrs.
2. Social Science (including U.S. History 121 or U.S. Govt.) .......... 16 hrs.
3. Natural Science (both biological and physical) ......................... 15 hrs.
4. Fine and Applied Arts (Minimum of 4 hrs. each in music and art) ............................................................................. 12 hrs.
5. Mathematics (to include Modern Mathematics) ......................... 6 hrs.
6. Health and Physical Education (including Hygiene or Health Observation and First Aid and a course in Methods and Materials of Physical Education) ..................................................6-7 hrs.
7. Additional hours to provide one of the following specializations:
   language arts 24, social studies 24, natural science 24, art 16,
   music 16, foreign language 15, physical education 16,
   mathematics 12.

Those who wish to qualify to teach in a subject area at the middle school level should take work in that subject equivalent to a minor.

Music Teaching Program

Professional Education

Educ. 249 — Educational and Developmental Psychology .................. 4 hrs.
Two courses from the following: Educ. 351 and Mus. 462 and 454.
Music 485 — Student Teaching ......................................................... 8 hrs.

Subject Matter Specialization

See Department of Music
Admission to Teacher Education

Admission to the Teacher Education Program of the College is necessary for admission to special methods courses in education and to student teaching. Normally the student will apply for such admission near the end of the sophomore year and immediately after, or while taking, the first two courses in the professional sequence. Otherwise, progress through the professional sequence of courses may be delayed. Application blanks may be secured at the Education Office. Applications are acted upon by the Committee on Teacher Education. Factors which are weighed in considering applications are personality, emotional stability, character, scholarship, competence in communication, physical health, and professional interest. The following requirements must be met for admission:

1. 2.20 grade point average.
2. Clearance by the office of the Dean of Students.
4. Satisfactory recommendations from college teachers.

In submitting references students should be sure to include the names of faculty advisers. The evidence of professional interest may be considered questionable for students who have not availed themselves of opportunities for work with youth groups, in church school teaching, or of other opportunities for assisting children and youth to grow.

Associate of Arts Degree for Teacher Aides

See Department of Education.

Pre-Student Teaching Laboratory Experiences

Pre-student teaching laboratory experiences including the use of films (vicarious experience), school observation and participation are provided in connection with some of the education courses prior to student teaching. Students are to keep records of pre-student teaching laboratory experience, together with signatures of supervising personnel on blanks provided for the purpose. These records are kept in the students’ folders in the Education Office and are considered in connection with admission to the Teacher Education Program and in connection with placement in student teaching assignments.

Admission to Student Teaching

Students should submit application for student teaching by February 15 or the year prior to the one which they expect to do student teaching.

Prerequisites to student teaching involve previous admission to the Teacher Education Program of the College, and at least two methods courses. In addition each candidate for student teaching must be approved by the Committee on Teacher Education before he can be registered and assigned. The approval of the candidate’s major department, over-all grade point average of 2.2, and for secondary student teachers, a grade point average of 2.5 in the major field is required.

Student Teaching and the Professional Semester

The college is committed to the plan of block schedule (full time for eight weeks) student teaching. To implement this program, students and advisers must
plan ahead and reserve designated professional courses and other courses arranged to facilitate student teaching for the semester in which student teaching is to be done. A semester which involves mostly student teaching and other professional courses is known as a professional semester. Block schedule student teaching is offered during the second eight weeks (Block II), the third eight weeks (Block III), and the fourth eight weeks (Block IV), of the college academic year.

Securing a Teaching Credential

Each public school teacher is required by law to hold a valid certificate issued by the state in which he teaches. Prior to graduation each prospective teacher should file application for a teaching certificate. Applications should be filed through the Registrar's Office. Application forms for many states are available there. These applications should be completed during the spring semester of the senior year.

Placement of Teacher Candidates

The college maintains a Placement Office to assist graduates in securing positions in which they are interested and for which they are qualified. Teacher candidates register with the office for placement service in the senior year as directed by the office.

The Placement Office receives and files notices of teaching position vacancies and makes this information available to students, at the student's request supplies copies of his credential folder to prospective employers, arranges interviews on campus between students and school officials, counsels candidates with respect to teaching opportunities in areas for which the office has no current listings, and maintains the student's credential file after he graduates. The placement service of the College is free to the graduating senior and is available to registered alumni for a nominal fee. The student should register with this office at the indicated time even though he may have secured a position for teaching prior to registering. A charge is made for registration after graduation.

The Curriculum Library and Materials Center

A Curriculum Library and Materials Center is maintained under auspices of the Library. The Curriculum Library and Materials Center houses school textbooks, trade books, curriculum guides, professional pamphlets, resource units, and other instructional materials not usually accessioned and catalogued in the main library. These materials are available for examination and use by students, faculty and off-campus supervisory teachers. The Director of the Center is available for consultation concerning instructional materials.

The Teacher Education Office

While teacher education is a function of the whole college, the various administrative details connected with the program are coordinated through the office of the Department of Education. Here students may pick up various forms to be filled out and return them for filing; various reference forms and rating scales are sent out from and returned to this office; and in general it serves as a center for teacher education activities.
Olivet in the Springtime

Courses of Instruction

Olivet designs and offers academic programs that support its general objectives, and that appear to meet important needs of its students and constituency. The following listing of programs of instruction include some developed recently as well as traditional programs of the College.
The courses of study in the college are grouped in six divisions. Courses are to be located in this catalog according to the alphabetical listing of the divisions. Department numbers are listed in this table below. All departments listed below offer majors except for the departments of Art, Economics, Earth and Space Sciences, Political Science and Geography. The first instructor named under each department heading is the chairman of that department. Courses are numbered according to the following system:

- 000 — Not available for degree credit
- 100 — Introductory or basic Freshman level courses
- 200 — Sophomores and specially qualified Freshmen
- 300 — Juniors and specially qualified Sophomores
- 400 — Seniors and qualified Juniors
- 500 — Graduates, qualified Seniors, Honors, & Independent Study
- 600 — Graduates only

1. Division of Education and Psychology
   - 11 — Education
   - 13 — Psychology
   - 14 — Physical Education
   - 15 — Nursing

2. Division of Fine Arts
   - 22 — Art
   - 23-27 — Music

3. Division of Languages and Literature
   - 32 — English Language and Literature
   - 33 — Foreign Languages and Literatures
   - 34 — Speech

4. Division of Natural Sciences
   - 42 — Biological Sciences
   - 43 — Chemistry
   - 44 — Earth and Space Sciences
   - 45 — Mathematics and Computer Science
   - 46 — Physics

5. Division of Religion and Philosophy
   - 51 — Biblical Literature
   - 52 — Philosophy
   - 53 — Christian Education
   - 54 — Theology

6. Division of Social Sciences
   - 61 — Social Sciences
   - 62 — Business Administration
   - 63 — Accounting
   - 64 — Economics
   - 65 — History and Political Science
   - 66 — Political Science
   - 67 — Home Economics
   - 68 — Sociology and Anthropology
   - 69 — Geography

**General Studies**

The following courses are offered without reference to any department:

**GS100 — Introduction to College Studies**
A non-credit course required of freshmen. It consists of a weekly meeting with the freshman adviser.

**GS101 — Essentials of Learning**
A course of Basic Instructional Guidance is designed for students who do not meet regular admissions criteria. Study skills, reading rate, and notetaking are the focus of the sessions together. Counseling is offered to assure a chance of success in college. 2 hours.
Division of Education and Psychology

Lora H. Donoho, Chairman

The Division includes the Departments of Education, Psychology, Physical Education, and Nursing.

The Division attempts to help achieve the aims of the college by: (a) giving the student an understanding of human behavior, emphasizing good mental and physical health through theory and practice; (b) helping the student make vocational preparation in the fields represented in the Division; and (c) helping the student see the practical application of Christianity in these fields of service.
Education—11

H. Westfall, M. Baker, E. Eustice, J. Furbee, V. Groves, B. Matheny, M. Mayo, J. Muhm

The Department of Education is a service department for the Teacher Education Program. Its objectives are included in those listed for this program, (p. 48). The department also offers courses to meet needs of students in other departments of the College. The Department of Education is responsible for courses in Library Science.

Students desiring an undergraduate major in education must first be received into the Teacher Education Program of the college by action of the Committee on Teacher Education, must declare that intention by the beginning of the junior year, and must have, and continue to maintain, a 2.2 point average in all college work.

**Major:** (must complete approved Teacher Education Program)

Elementary Education: 24 Hours
Required: See page 50 for specific courses and supporting areas.

Minor: (Must complete approved Teacher Education Program)

Music Education: 22 Hours. See pp. 50, 71 for specific courses.

Senior High School: 19 Hours. See page 49 for specific courses.

**Associate of Arts Degree for Teacher Aides**

Required Professional Education:
21 Hours, Educ. 129, 249; Library Science 223; P.E. 367; Bus. 113, 114, 359, and 368

Recommended Electives: 15 Hours, Educ. 105, P.E. 116, Speech 101, Piano

Candidates for the A.A. degree for Teacher Aides should complete the General Education requirements (*Catalog*, p. 12) including Psych. 101 and a course in Mathematics.

**The Master of Arts in Education Degree** is offered with majors in Elementary Education and in Secondary Education. These programs are described at the end of this catalog after undergraduate course listings.

105—Crafts for Elementary Teachers (Same as Art 105) 2 hours

129—Teacher Aide Field Work Each student will need to clear two mornings or two afternoons per week for assignments in the schools. One week (6 hours of class meetings) will be spent in orientation and study of para-professional duties and responsibilities. 2 hours

249—Educational and Developmental Psychology A study of development from birth to maturity, the learning process, language and thinking, mental hygiene and evaluation. Prerequisite: Psychology 101. 4 hours

341—Psychological and Educational Statistics (Same as Psychology 341.) 2 or 3 hours

351—General Methods for the Secondary School A survey of psychological bases for methods and techniques; managing the environment; organizing materials of instruction; planning, motivating and guiding learning activities. Prerequisite: Education 249. 3 hours

352—Tests and Measurements This course deals with the problems of test construction, their administration, and statistical interpretation. Prerequisite: Educ. 249. 3 hours

355—The Language Arts and Reading A survey of current practices in the teaching of the four fields in the language arts: listen-
ing, speaking, reading and writing with stress on the inter-relatedness of these language arts, with special emphasis on methods and techniques for teaching developmental reading. Prerequisites: Educ. 249 and admission to the Teacher Education Program or consent of instructor. 5 hours

356—Elementary School Mathematics Instruction This course outlines modern practices in the teaching of arithmetic with special emphasis upon a meaningful approach which includes both the mathematical phase and the social phase of arithmetic in keeping with recent research findings. Prerequisites: Educ. 249 and admission to Teacher Education Program or consent of instructor. 3 hours

363—Elementary School Science Curriculum and Instruction An introduction to elementary school science curriculum and instructional methods. Prerequisites: Educ. 249 and admission to Teacher Education Program, or consent of instructor. 2 to 4 hours

367—Methods and Materials in Physical Education for the Elementary School (Same as Physical Education 367.) 3 hours

454—Secondary Music Methods (Same as Music 454.) 2 hours

463—Elementary School Music Methods (Same as Music 463.) 3 hours

465—Art for Teachers Creative art as it should be taught in the elementary school. Various media are explored for unique correlations to the classroom curriculum. Prerequisites: Admission to Student Teaching or consent of instructor. 2 hours

469—Teaching of Modern Languages (Same as Foreign Language 469.) 2 hours

471, 472—Teaching of Business Subjects (Same as Business 471, 472.) 2 hours both semesters

474—Teaching of Mathematics (Same as Mathematics 474.) 3 hours

475—Methods of Teaching Home Economics (Same as Home Economics 475.) 2 hours

476—Teaching of English (Same as English 476.) 3 hours

477—Teaching of Science Same as Natural Science 477.) 2 hours

478—Teaching the Social Studies (Same as Social Science 478.) 2 hours

480—Teaching of High School Speech Same as Speech 480.) 2 hours

481—Para-Professional Practicum Students will spend half days for eight weeks working with a teacher as a para-professional under supervision of a college supervisor. 4 hours

483—Learning Problems of the Culturally Disadvantaged A study of the social and psychological problems inherent in social deprivation. An attempt is made through wide reading, simulated experience, and group discussion to arrive at some understanding and definition of the problems. 2 hours

484—Supervised Student Teaching in the Elementary School Prerequisites: Senior standing, approval by the Committee on Teacher Education, Education 249 and reading and arithmetic methods. (Credit is not allowed for both this and Education 486.) 8 hours

485—Supervised Student Teaching: All Grades Prerequisites: Senior standing, approval by the Committee on Teacher Education, Educ. 351, and/or appropriate special methods course or two appropriate methods courses without Educ. 351. 8 hours

486—Supervised Student Teaching in the Secondary School Prerequisites: Senior standing, approval by the Committee on Teacher Education, Education 351 and an appropriate special methods course (concurrent registration in these courses may be permitted). (Credit is not allowed for both this and Education 484.) 8 hours

487—Elementary School Curriculum and Management Schedules; reports; attendance records, and parent-teacher-principal-pupil relationships; modern trends and practices in curriculum organization; planning the educational program; intended as a culminating course in the preparation for elementary school teaching. Prerequisite: Admission to Student Teaching or consent of instructor. 3 hours

488—Social and Philosophical Foundations of American Education A study of the American Public School System, its development, problems and practices, together with various issues which are involved with its relation to society. Consideration will be given to philosophical ideas and their influences. 3 hours
495—Early Childhood Education A study of teaching-learning at the Pre-school level. The study emphasizes basic concepts such as growth, development, parent roles, and the teacher's role. 2 hours

497—Audio-Visual Instructional Media This course includes theory and practice in the use of audio-visual media in the classroom with laboratory experience in the operation of sound-film projectors, strip-film projectors, opaque projectors, and other equipment. 2 hours

524—Advanced Developmental Reading An overview of reading development; causes of poor reading; how to help the slow learner in reading and to challenge the retarded reader; the diagnosis of reading difficulties; teaching reading in the content areas; practical helps for improving various reading skills; current reading programs. 2-3 hours

574—Introduction to Guidance A study is made of techniques for evaluating the interests and abilities of individuals for the purpose of educational and vocational guidance. 3 hours

Library Science—12

223—Use of Books and Libraries Practical information on the use of books, the Dewey classification, the card catalog, printed indices, bibliographies, and other reference books. 2 hours

364—Children's Literature A survey and critical analysis of children's literature to aid in the selecting of reading material for children from the pre-school age through the elementary grades. The course is a requirement for those planning to teach in the elementary grades in Illinois. 2 hours

368—Books for Young People Concerned with the reading problems of the high school student. Analysis of books as an aid to the guidance of the individual student and a study of the available reading materials for this age group. Requires wide reading of books and corresponding bibliographical work. 2 hours

497—Audio-Visual Aids to Learning (Same as Educ. 497.) 2 hours
The general objective of the Department of Psychology is to acquaint students with the field of psychology and the implications of its principles for human behavior.

The Department specifically seeks to serve three types of students. First, it provides broad training for students who wish to pursue further work in graduate schools to prepare them for a psychological vocation of their choosing. Second, it gives students sufficient background in psychological theories and principles to assist them more effectively to meet the needs of persons they encounter in their particular vocational and occupational pursuits. Third, it acquaints students with their own psychological adjustment processes to facilitate better interpersonal and intrapersonal relationships.

To accomplish these goals, the following academic options and requirements are established. Psychology 101 and 201, or their equivalents, are prerequisites for all other courses in psychology. Psychology 101 is the foundation course and should be taken first.

**Major (Bachelor of Arts):** 28 hours
Required: Psy. 101, 201, 301 and 491
One of the following options:

B. (recommended for service vocations): Psy. 311, 321, 361, 443, 463, 464 and appropriate supporting courses.
C. (recommended for personal enhancement): Psy. 311, 321, 463, 464, and appropriate supporting courses.

**Major (Bachelor of Science):** 32 hours
Required: Psy. 101, 201, 301, and 491. Option A, as above, required.

**Minor:** 18 hours.
Required: Psy. 101, 201 and 301.

**Teaching Minor:** 20 hours.
Required: Psy. 101, 201, and 301.

Students are to declare the pattern they have chosen to follow when they file for Junior standing. A copy of this intent shall be left with the departmental chairman and the student's adviser. This declaration should state whether an A.B. or a B.S. is desired and which pattern he intends to follow.

**General Courses**

101—*Introduction to Psychology* An introductory course in the scientific approach to the study of human behavior. The facts and principles of human behavior pertinent to everyday life are stressed. This course is prerequisite for all of the following courses in psychology. **3 hours**

201—*Developmental Psychology* A survey of human development from birth to maturity. This course is prerequisite for all of the following courses in psychology. **3 hours**

249—*Educational and Developmental Psychology* (Same as Ed. 249). **4 hours**
301—History and Systems of Psychology A history of the field of psychology is given with particular emphasis being placed on the theoretical development from the prescientific era to the present time. 3 hours

311—Psychology of Personal Adjustment The objective of this course is to give a general orientation to the subject of personal adjustment with some emphasis placed on mental hygiene. The individual and cultural determinants of behavior will be discussed. 2 hours

321—Social Psychology A consideration of the social factors which operate in influencing the behavior of the individual is made in this course. Emphasis is given to the description and evaluation of the methods of measurement and techniques of investigation of the social psychologist. 3 hours

491—Advanced Seminar in Psychology Emphasis is placed upon small group discussion. Topics to be covered will vary with the instructor and current developments in the field. Prerequisite: Psychology major and permission of the instructor. 2 hours

Clinical and Counseling Courses

352—Tests and Measurements (Same as Education 352.) 2 hours

361—Theories of Personality A study is made of the definitions of personality that are acceptable to the various theoretical positions. Also, consideration is given to the many factors that affect the personality development of the individual. Emphasis is placed on what is considered normal personality. 3 hours

462—Field Experience 16 hours per week in an approved agency under the supervision of a professionally trained staff member. This will be arranged according to the interests of the student. Open only to seniors. 5 hours

463—Psychopathology A study of the symptoms and probable sources of abnormal behavior. An outline of the types of personality maladjustments. Special attention will be given to religion as it may be utilized as a defense mechanism and to Christian faith as a curative factor in the treatment of such maladjustments. Prerequisite: Education or Psychology Major or permission of instructor. 3 hours

464—Counseling and Psychotherapy Assumptions and facts fundamental to counseling, factors in the interviewing situation, nature of therapeutic techniques, and relation of counseling to other personnel procedures are considered. Prerequisite: Psych. 361 or 463 strongly recommended, or permission of instructor. Seniors only. 3 hours

Experimental Courses

341—Psychological and Educational Statistics Measures of central tendencies, dispersion and correlation are defined and applied. Sampling. Estimation of the means, testing hypotheses about the mean, significance of the difference in the means, and regression estimating are the four applications to problems in Psychology and Education. An extra hour of credit available by directed laboratory experience. 2-3 hours

342—Experimental Psychology This is a basic course in experimental design, methodology, and control used in an experimental approach to human behavior. This course will include both lecture and laboratory work. 3 hours lecture, 2 hours laboratory. Recommended prerequisite: Psych. 341. 4 hours

345—Physiological Psychology This course acquaints students with the biological bases of learning, sensation, perception, and behavior. Lecture and laboratory experiences are included. 3 hours

443—Human Learning and Behavior Modification The principles that underlie the discovery, fixation, and retention of new modes of human behavior are studied. Emphasis is placed on both the theoretical and the applied aspects of learning. Recommended prerequisites: Psych. 341, 342. 3 hours

444—Individual Research Project A departmentally-approved experimental research project designed, conducted and written up by the student. Prerequisite: Eighteen hours of psychology including Psych. 342. 1-2 hours
Physical Education—14
C. Ward, L. Watson, L. Donoho, D. Acord, C. Doenges, F. Wilson

The physical education department offers a service program in physical education as well as professional training leading to a major under the Bachelor of Science degree. An extensive intramural and intercollegiate sports program is also sponsored by the Department.

The Department of Physical Education has as its objectives the promotion of good health practices in the lives of all students, the development of Christian character through sportsmanship and co-operative team play, the teaching of worthy use of leisure time, arousing interest and developing skills in games and recreational activities, and providing students majoring in Physical Education with the fundamental knowledge and skill required for effective service to society.

Two semester hours of physical education are required of all students. Veterans may apply at the Registrar’s office for credit covering service experience in the Armed Forces. In cases in which inability is certified by the school physician, substitutions may be arranged of the same number of hours in zoology, hygiene, or health training and first aid.

The successful completion of P.E. 249 is a prerequisite to all courses numbered 300 and above.

Major
Option A
Teaching Major: 34 hours
Required: 230, 249, 352, 360, 363, 376, 471 and 472. P.E. 362 is required for men and P.E. 116 is required for women. An additional 8 hours is selected from 221, 222, 223, 224, 225 (227, 228, and 229 women only), and 367. Supporting course: Bio. Sci. 121

Option B
Non-Teaching Major: 35 hours.
(Course work designed for those interested in YMCA, YWCA or other recreation fields.)
Required for Women: 227, 228, 229.
Required for Men: 225 and three courses selected from 221, 222, 223, 224.
Supporting Course Required: Bio. Sci. 121
Also recommended: 1. Take as many activity courses as possible. (100-130) 2. 130 required for women or adequate skill demonstrated. 3. 370.

Option C
The department offers a 24 hour non-teaching major for those interested in Athletic Training or pursuing further work in the area of Physical Therapy. A fully certified program in Physical Therapy is customarily offered only with graduate work elsewhere.
Non-Teaching Major: 24 hours
Required: 130 or 210, 240, 249, 360, 362, 370, 472 and five hours of electives subject to the approval of the Chairman of the P.E. Dept.
Required Supporting Courses: Biol. Sci. 121, 245, 361, and Chem. 101 or 103, and 112 or 114. (Eight hours of Chemistry)

**Teaching Minor:** 24 Hours
Required: 249, 360 or 472, 363, 376, 471 and 8 hours selected from 121, 122, 123, 125, (127, 128, and 129 women only), and 367.
Supporting course: Bio. Sci. 121.
Electives: 1-2 hours to be approved by the Department.

**Non-Teaching Minor:** 16-18 Hours
Required: P.E. 249. Additional courses to be approved by Department Chairman.

The practicum courses consist of in-service training available upon approval by the department head under close supervision of a department faculty member. They will allow training in the areas of intramurals, physical education, recreation and athletics.

**101—Introduction to Physical Education (Men)** This course is designed to guide and help our students to a better understanding of their physical needs and thus enhance their chances of living healthy, satisfying and energetic lives.

**102—120—Elective Physical Education** These introductory courses are designed to teach fundamental rules and skills in individual and team activities. Each activity carries ½ hour credit. The student will normally register for two activities for 1 hour credit.

102 Archery
103 Basketball
104 Badminton
105 Bowling
106 Conditioning
107 Flag Football
108 Golf
109 LaCrosse
110 Outdoor Recreation
111 Softball

112 Tennis
113 Volleyball
114 Swimming (men)
115 Lifesaving (men & women)
116 Scuba (115 prerequisite, men)

130—Swimming A course in which the student is taught swimming strokes, along with water games and activities. Not to be repeated for credit. 1 hour

131—Tennis A course outlined for beginning players. Emphasis is placed on the development of fundamental skills. 1 hour

210—Aquatics Study and skilled participation in water sports. 1 hour

221—Basketball An intensive study of the rules and problems relative to the development of successful offensive and defensive play. 2 hours

222—Track and Field The study and practice of the various coaching techniques in track skills, methods of training and conditioning, and the methods of administering track meets. 2 hours

223—Baseball and Softball This course combines the rules and coaching techniques common to both games. 2 hours

224—Football A study of rules, coaching techniques and problems relative to the development of successful offensive and defensive play. 2 hours

225—Individual Sports for Men Techniques and skills necessary for giving instructions in individual sports will be stressed (men only). 2 hours

227—Team Sports Officiating for Women A study of techniques, team play, rules, and rule interpretation for women with emphasis on proper mechanics and judgment in officiating. Practical experience obtained (women only). 3 hours

228—Methods of Individual Sports and Gymnastics for Women This course will present techniques and procedure for teaching a number of selected individual sports, stunts, tumbling, and gymnastic exercise. (Women only). 2 hours
229—Methods of Teaching Team Sports for Women Techniques and procedures for teaching a number of selected team sports including softball, soccer, volleyball, and basketball. 2 hours

230—Gymnastics Participation, instruction in technique and practice teaching in graded stunts, tumbling and gymnastic activities. 2 hours

233—Christian Camping (Same as Christian Education 233.) 2 hours

235—Golf An activity course arranged for those who wish to develop a knowledge and skill in golf play. 1 hour

240—Health Observation and First Aid Procedures for determining real health needs of students, and the use of health resources in the community. Also, a standard course in first aid, using the American Red Cross text book will be conducted. 3 hours

187, 188, 287, 288—Marching Band One-half credit per semester in Physical Education may be allowed for participation in all the activities of the marching band, First semester only.

249—History and Principles of Physical Education A historical study of physical education, its development from early civilization to contemporary times, with special emphasis placed upon the basic philosophy, objectives, and physiological and educational principles as they relate to physical education. 3 hours

274—Outdoor Education A study of the approved techniques for out-of-door living and recreation with opportunity for the student to develop skills in the various areas covered. 2 hours

352—Tests and Measurements in Physical Education The application of the principles and techniques of educational measurement to the teaching of health and physical education; study of the functions and techniques of measurement in the evaluation of student progress toward the objective of health and physical education, and in the evaluation of the effectiveness of teaching. 3 hours

360—Physiology of Exercise Study of various systems of the human body when subjected to various degrees of physical work. 3 hours

362—Care of Athletic Injuries A course designed to meet the needs of high school instructors and coaches in the presentation, treatment and care of injuries and techniques of taping. 3 hours

363—Methods in Secondary Physical Education This course will deal with the methods, materials, and techniques pertinent to the teaching of Physical Education in the secondary school program. Special attention will be given to the interpretation of the developmental needs of the adolescent in terms of activity. 1 hour Laboratory. Prerequisite: P.E. 125 for men or P.E. 128 or 129 for women. 4 hours

367—Methods and Materials in Physical Education for the Elementary School This course is required of candidates for elementary teaching certification. 3 hours

368—Training and Coaching the Woman Varsity Athlete A study of the psychological and physical concepts of coaching women athletes. Concentration on specific coaching techniques, drills, strategies and training for selected sports. 2 hours

370—Adaptive and Corrective Physical Education Exercises used as a basis for maintaining good body mechanics. Prevention of the development of postural defects. 3 hours

376—Community Health Education A study of the measures contributing to community health. The course is designed to identify various problems of society and to instruct in methods of coping with these problems. 3 hours

471—Organization and Administration of Physical Education A study of the aims and objectives of physical education as related to those of general education. Principles of dealing with finance, school-home relations, scheduling, eligibility, the press, maintenance, and personnel are studied. 3 hours

472—Kinesiology Study of human body in motion. 3 hours

490, 492—Intramural Practicum A course designed to give first hand experience in the organization and administration of intramurals. In-service training involving setting up activities, advertisement of the program, setting up and conducting tournaments and officiating. A student may enroll in this course twice for a maximum of four
hours; two hours each experience. Pre-requisite: Application to and approval of chairman of the Department. **2 to 4 hours**

**494, 496—Practicum in Physical Education, Athletics & Recreation** Designed to give the physical education major a first hand experience in the instruction of physical education, recreation, and coaching. This experience ordinarily will be preliminary to and will assist the student in his preparation for student teaching. A student with a non-teaching major may enroll in this course for in-service training to be set up at the YMCA. A student may enroll in this course twice for a maximum of four hours; two hours to be obtained in each of two clearly defined areas. Prerequisite: Application to, and approval of, the Department Chairman.

Tennis — one of several intercollegiate sports for ONC women students
Nursing Education—15


The baccalaureate program in nursing is based on the belief that the professional nurse needs a liberal education in order to function effectively in our society. Nursing is dependent upon the basic biological, physical, and social sciences, and applies knowledge from these sciences in professional nursing practice.

The college regards education for nursing as a direct expression of the college's objective for educating young people to meet human needs in our society. The program acknowledges the dignity and worth of each individual. It provides teaching of comprehensive nursing care that contributes to the physical and mental well-being of the patient. The ultimate objective of professional education in nursing is the acquiring of attitudes, knowledge, and skills for the promotion of individual, family, and community health; prevention of health problems; and care of the acutely and chronically ill.

To develop its program, the Department of Nursing utilizes the resources of Olivet's classrooms laboratories, able professors, selected hospitals and health agencies of the community to fulfill its educational objectives.

For acceptance to the Baccalaureate Program in Nursing, all applicants must present a minimum of one year of college work, with at least thirty-one (31) semester hours credit. A grade point average of 2.2 on a four-point (4.0) scale is required for acceptance to the nursing major. Maintenance of the GPA of 2.2 is necessary for continuance in the nursing program and the GPA of 2.5 must be maintained in nursing courses. No grade below "C" is acceptable in either the nursing or supportive courses. All supportive courses must be completed before taking upper division nursing courses. If it becomes necessary to limit the numbers in the nursing program, the criteria for acceptance will include grade point average, aptitude tests, personality, evidences of maturity and traits which would indicate success as a professional nurse.

Major: 58 hours
Required: Nursing 111, 221, 222, 351, 352, 361, 362, 471, 472, 481, 482, 491, 492, 493.
To be supported by: Chemistry 101 or 103 and 112, Biology 121 and 245 and 356, Psychology 101 and 201, Sociology 121 and Home Economics 362.
111—Orientation to Nursing  An introductory course required for admission to the Nursing major. It concerns identification of health needs of society and the function of nursing in meeting those needs. It assists the student in gaining knowledge concerning the development of nursing in society, and an understanding of the nurse role. Emphasis is placed on the nursing process, effective communication skills, interaction studies and problem-solving techniques. 2 hours

221—Foundations of Nursing I  Basic concepts in nursing are presented and a beginning made toward learning nursing skills needed in meeting basic human needs in individual and family life situations. Pre-requisites: Chem. 101 or 103 and 112, Biol. 121, Nurs. 111, Psych. 101. Prerequisites or concurrent: Biol. 245, H.E. 362. 6 hours

222—Foundations of Nursing II  A beginning level of medical/surgical nursing, concepts are built upon knowledge, judgments, and understandings learned in Nursing 221. Nursing intervention is further developed in more complex settings. Pre-requisites: Nurs. 221. Prerequisites or concurrent: Biol. 356, Psych. 201. 6 hours

351—Medical/Surgical Nursing  A more advanced study of the care of the adult having major problems arising from pathophysiological concepts. It emphasizes the nursing process of assessment, intervention, and evaluation to assist individuals in adapting to health changes. Psychiatric nursing and public health components are included. 6 hours

352—Maternal/Child Health Nursing  Presents a concentrated approach to the various aspects of care relative to the maternity cycle and care of the child. Psychiatric nursing and public health nursing elements will be incorporated. 10 hours

361—Science of Nursing I  A study of professional and psychosocial components of nursing including the role of the professional person, the nature of professional nursing practice, psychosocial responses to illness, and utilization of the teaching-learning process in nursing. 2 hours

362—Science of Nursing II  This course is designed to include an understanding of the teaching-learning processes with emphasis on the importance and opportunities of the nurse as an health educator. 2 hours

471—Psychiatric Nursing  Study and application of mental health and psychiatric concepts. Normal personality development is used as a basis for dealing with persons with emotional and psychiatric problems. Emphasis is placed on family and community aspects. 6 hours

472—Community Health Nursing  This course focuses on health promotion, prevention of illness and health maintenance. Students participate in nursing care in such varied community settings as the home, school, industry, and outpatient clinics. The influence of the family and the effects of environment upon health are analyzed. A geographic area is studied as an example of community efforts to provide health care services. The importance of the consumer in planning and evaluating health care, and in participating in self-care is stressed. The use of a car is required for this course. Pre-requisites: Nurs. 351, 352. 6 hours

481—Advanced Medical/Surgical Nursing  The content of this course is focused on critical health problems and the impact on the patient and family. 3 hours

482—Nursing Leadership  Study of the organization of patient care with an introduction to management in the nursing care for individuals and groups. This includes exploration of the responsibilities of members of the nursing team and the role of the nurse as a member of the interdisciplinary health team. 3 hours

491—Science of Nursing III  This course provides a forum for discussion of current issues and trends affecting nursing now and in the future. 2 hours

492—Introduction to Research  This course deals with methods of research during the first semester. 2 hours

493—Research Seminar  The student will have an opportunity to select a clinical nursing problem and work closely with nurse faculty for the completion of the paper. 2 hours
Division of Fine Arts

Harlow Hopkins, Chairman

The Division includes the Departments of Art and Music.

The objectives of the Division of Fine Arts are twofold. Realizing that a knowledge of the fine arts is a vital part of any liberal education, the Division attempts (1) to develop an intelligent appreciation of, and desire for, the arts that will be lasting value in the life of every student; and (2) to prepare those professionally interested in the area of music.
Fine Arts—21

101—Introduction to Fine Arts  A general education course designed to give the student (1) an understanding of the basic structural similarities of painting, sculpture, architecture, music, and poetry, and (2) a survey of the history of art from prehistoric times to the present. 3 hours

177, 178, 377, 378—Radio Workshop  A study of the equipment and materials used in broadcasting, including the operation of control room equipment (mixing panel, record turntables, tape machines, etc.), and the writing and delivery of material for broadcasts of a sacred and secular nature: commercials, newscasts, and devotional programs. 1 hour each semester.

Art—22

H. Collins

The courses offered by the Department of Art are aimed at developing greater appreciation and enjoyment of art for all students. An emphasis is placed on the appreciation of past and current art works and on the development of the visual awareness of the student. A variety of courses provides a strong art minor.

Major:  Students should check General Studies major (p. 14)
Minor (teaching or non-teaching): 20 hours
Required: 103, 105, 221, 222, 231, and one Art History. 2 Hours of Fine Arts 101 may be included on the minor.

103—Drawing Studio I  A basic course in fundamentals of drawing and composition. An experimental course using a variety of media in the study of line, value, and form. 2 hours

104—Drawing Studio II  A continuation of experimental drawing. A study of perspective and the use of water color and ink. 2 hours

105—Crafts Studio for Elementary Teachers  A course in elementary crafts with experimentation in a variety of projects including clay, stitchery, papier mache and wood sculpture. Emphasis on three-dimensional materials. 2 hours

173—Creative Photography  Investigation of the various processes involved in the production of photo images, still and movie. The student becomes familiar with the creative aspects of animated cartoon design, slide making, movie filming and editing, and the combining of drawn and photographic images. 2 hours

221—Ceramic Studio I  Experiments in the basic hand building methods in pottery. A development of skills in preparing clay, mixing glaze, and firing the kiln. 2 hours

222—Ceramic Studio II  A continuation of experiments in hand built pottery. Work in sculpture and a development of skills in throwing on the wheel. 2 hours

223—Design Studio I  A basic course in the fundamentals of the visual arts. Experiments in line drawing and black and white paper designs. A choice of individual design problem. 2 hours

224—Graphics Studio  A laboratory course investigating the making of visual images in the various graphic processes of etching, lithography, linoleum and wood-block printing. Emphasis would be placed upon creativity and exploration. 2 hours

231—Painting Studio I  A beginning course for all persons interested in the use of oil paints. Studies in still life, landscapes, and portrait work. 2 hours

232—Painting Studio II  A continuation in the study of oil techniques. Experience in the use of acrylics and water colors. Emphasis on composition. Prerequisite: Painting Studio I. 2 hours
241—Sculpturing The course is designed to give the student a broad range in three-dimensional compositions. The student will have experience in working with stone, wood, metal, ceramics, plastics, discarded materials, etc. Emphasis in good design is stressed. 2 hours

356—Advanced Painting Emphasis is placed on in-depth exploration and development of painting ideas. The student is encouraged toward independent work and participation in studio critiques and seminars. 2 hours

371—History of Western Art A study of the plastic and pictorial expression of art in the western world. 3 hours

465—Art Methods for Elementary Teachers (Same as Educ. 465) 2 hours

Music


The aim of the Music Department is to provide instruction in certain branches of music, so that (1) students may become Christian men and women of highest ideals and usefulness as performers, teachers, church organists, and ministers of music; and (2) students from other divisions of the college, and unclassified students may pursue courses towards a minor, or for elective credit.

General Regulations

The Chairman of the Division shall determine which students shall enroll with each teacher, such enrollment being based primarily upon the needs of the students and the field of specialization of the teacher.

Students who desire collegiate standing or advanced credit in applied music must be prepared to play or sing two or three solo works from standard repertoire before members of the music faculty. Memorization is recommended.

Transferred work in applied music and theory will receive credit subject to examination or to satisfactory study in courses of similar content or in sequence in Olivet Nazarene College. Work taken under private teachers or from unaccredited schools may be validated for credit by the student’s passing proficiency examinations.

No student is allowed to study music with a teacher not on the staff of the Division of Fine Arts, nor to belong to a musical organization on or off campus, without permission from the Chairman of the Division of Fine Arts. Applied music students should not make public performances without consent of the applied instructor.

Applied music students must practice regularly as follows:

Class piano students, a minimum of five hours per week.
Class voice students, a minimum of four hours per week.
Private students of piano, voice, organ and all other instruments, a minimum of six hours for every half hour lesson per week.

A course in applied music will be regarded as failed if the student has not fulfilled the required number of lessons during the semester, viz., fourteen lessons. The instructor is not responsible for the make up of lessons missed by the student except when a bona fide reason for the absence is presented.
Music Majors are required to attend fifteen concerts and/or recitals per semester while music minors are required to attend eight concerts. All others studying applied music are required to attend four musical programs per semester. Failure to meet this requirement will cause the final applied semester grade to be lowered.

Because of the importance of a knowledge of music theory and the wide variance noted in the background in this area in the pre-college studies of music students, all declared music majors will be required to take a placement examination in order to qualify to enter courses in Theory.

Similar importance is placed on the ability of a student majoring in music to play a keyboard instrument. The student who wishes to concentrate in voice or an instrument other than piano or organ should plan to have the keyboard requirement completed by the end of the sophomore year. Keyboard work must be carried concurrently with theory courses (Mus. 192, 193, 292, 293) unless the student has had several years of serious keyboard study prior to entrance at Olivet. No student majoring in Music Education will be admitted to the Teacher Education Program until he has passed the piano proficiency examination. All music majors are required to participate in (1) a senior recital that includes music from the major style periods, or (2) complete a senior project in music education that is equivalent in time and effort to the recital. All such projects must be approved in advance by the Chairman of the Department in cooperation with the faculty specialist in music education.

The progress of each student in his major applied area will be noted at the end of the second year of study and a judgment rendered at that examination as to his readiness to proceed into the third year.

Questions concerning entrance requirements and general regulations should be addressed to the Chairman of the Division of Fine Arts.
Teaching Major (Music Education)
A.B. or B.S.: 62-66 Hours
Required: Music 180, 190, 192, 193, 275, 280, 292, 293, 380, 381, 390, 391, 454 and 485.
*Applied Music Concentration (Exclusive of preparatory applied course credit)... 16 hours
**Piano................................. 4 hours
**Voice.............................. 2 hours
Ensemble............................ 4 hours
Controlled Electives: Educ. 351 and Mus. 462 or 454; or Mus. 462 and 454; Mus. 378 or 481.

*For Music Education majors the applied concentration must be a minimum of 16 hours in organ, piano, voice, string, woodwind, brass or percussion instrument.

**Music Education majors must take a minimum of 2 hours of voice (if not a voice major) and 4 hours of piano (if not a piano major) and must pass a proficiency piano examination by the end of the junior year.

Since the curriculum in music education has very few electives, students are advised that at least one summer session in addition to the regular eight semesters may be required to complete the degree in this field.

**For Church and Choral Music majors the applied concentration must be a minimum of 20 hours in voice or organ. At least 4 additional hours of applied music is required (to be recommended by counselor).

Performance Major (Bachelor of Arts): 68-77 hours.
Required: Major Area and Supporting Courses: 64-66 hours
Major instrument........ 32 hours
Pedagogy and Literature.................. 2-4 hours
Junior Recital....................... 1 hour
Senior Recital....................... 1 hour
Theory 192, 193, 292, 293 .................. 16 hours
Literature 390, 391........... 6 hours
Conducting 275..................... 2 hours
Controlled Electives..... 4 hours
(Mus. 392, 393, 378, 481 or Secondary Applied)
Electives: 4-11 hours
From any area as needed to meet graduation minimum of 128 hours.

General Education: 53-58 hours
Including Intro. to Music Lit. 190 (2 hrs.) French or German required for voice majors.

Applied Music—23
A concentration of applied music is required on either the music education or church music major.

Keyboard Instruments
100, 101—Preparatory Organ For the student who does not wish to major in organ, or who has insufficient piano background to begin study on the collegiate level. Piano foundation in scales, simple classical pieces and hymns is required. Organ 100 includes fundamentals of organ technique, major scales on pedals, hymn arrangements, and easier pieces for service playing. Emphasis upon Richard Enright instruction book and Master Studies. One hour credit with an examination before a committee each semester. To enter the four-year course with an applied major in organ, the student should have completed sufficient piano study to play the easier Bach Inventions, Beethoven sonatas and some contemporary literature and Mus. 101.
102, 103, 202, 203—Organ Instruction books include the Harold Gleason, Richard Enright, and Marcel Dupre methods. Nilson pedal studies, major and minor pedal scales, J. S. Bach's Liturgical Year, and Eight Little Preludes and Fugues, Mendelssohn sonatas, contemporary compositions, basic instruction on the Schulmerich carillons. The student is expected to appear on a recital, play in chapel occasionally, and be able to play hymns and church service music. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: Organ 101.

302, 303, 402, 403—Organ J. S. Bach: Larger Preludes and Fugues, Toccatas, Fantasias, selections from Trio Sonatas, or Schübler Chorales. Compositions by Franck, Karg-Elert, Vienne, Langlais, Alain, Messiaen, etc. (Student should be able to do some transposing, modulating, score reading, accompanying, and improvising.) 2 hours each semester, with an examination before a committee.

104, 105, 106, 107—Preparatory Piano Class piano instruction for students majoring in music education or church music. Development of general technical principles; sight reading; pedal technic; scale technic; playing the principal chords in all keys, and harmonization of simple melodies using these chords; transposition; and score reading; playing by ear; playing of folk songs and hymns. 1 hour each semester, or until able to pass the qualifying examination for 108 (or the proficiency examination).

108, 109, 208, 209—Piano Major and minor scales in various rhythms, broken chords in octave positions, and arpeggios in moderately rapid tempo. Selected etudes, Bach, Little Preludes and two-part inventions. Compositions corresponding in difficulty to Haydn Sonata No. 11 (Schirmer), Mozart Sonata in C major No. 8 (Schirmer) and F major, No. 13 (Schirmer). Selected movements from the easier Beethoven Sonatas. Some less difficult compositions by standard composers of the romantic and modern schools. The student should demonstrate his ability in sight reading, transposition, accompanying, and ensemble playing. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: Piano 107.

308, 309, 408, 409—Piano The principles of tone production and velocity and their application to scales and arpeggios. Selected etudes. Bach: some three-part Inventions, Preludes and Fugues from the Well-Tempered Clavichord and suites. Compositions of the following grades of difficulty: Mozart—Sonatas, Fantasias, and Concerti; Beethoven—Sonatas or movements from Sonatas such as C minor, Op. 10, No. 2; D minor, Op. 31, No. 2; Op. 13; Chopin—Etudes, Nocturnes, Polonaises; Brahms—Intermezzi, Capricci; Schumann—Novelletten in F, Fashingschwank. Compositions by American and foreign composers such as Mac Dowell, Grieg, Debussy, Rachmaninoff, Tcherepnin, Shostakovich, Bartok, Stravinsky, Ravel, Poulenc, Copland, Ives and others. The student must have a well-balanced repertoire comprising compositions of baroque, classic, romantic and modern composers. It is urged that the degree candidate have considerable experience in advanced sight-reading, transposition, accompanying, and ensemble playing. 2 hours each semester.

String and Percussion Instruments

110, 111—Preparatory Violin Fundamentals of violin technic. Major and minor scales. Technical development through the first five positions. Solo pieces, easy concertos and sonatas. 1 hour each semester.

112, 113, 212, 213—Violin Major and minor scales; studies of Kreutzer, Mazas, Dont, and Sevcik; sonatas by Corelli, Tartini, Handel, LeClair; concertos by Accolay, Rode, and Beriot; program pieces of corresponding difficulty. An examination is required each semester. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: Violin III.

312, 313, 412, 413—Violin Student should show an adequate technical grounding in scales, bowing and phrasing to perform sonatas by Mozart, Beethoven, and Grieg; concertos by Mozart, Bruch or Mendelssohn; solo pieces of equal difficulty. 2 hours each semester. Before graduation the candidate must participate in a senior recital.

120, 121, 220, 221—Violoncello Duport and Kreutzer Etudes; Popper, High School Etudes Books I and II, Romberg Concerto No. 4; Grutzmacher Hungarian Phantasie; Goltermann Concerto in A minor; Corelli Sonata in D minor; Sommartini Sonata in G Major; Franchomme Caprices; Bach Suite in
Music 73

G Major; Popper Hungarian Rhapsody; D'Albert, Saint-Saens Concertos; Boellmann Variations; pieces from standard concert repertoire. An examination is required each semester. 2 hours each semester, or until qualified to pass the qualifying examination for upper division standing.

166, 167—Preparatory Percussion Snare drum rudiments. 1 hour each semester

168, 169, 268, 269—Percussion Studies in the execution and application of rudiments as prescribed by the N.A.R.D. Studies to develop techniques of tympani, marimba and xylophone playing. Extensive use of solos and ensembles as well as method materials. Materials used include those by Haar, Pidenski, Sternburg, Stone, and Straight. 2 hours each semester, until qualified to pass the final examination. Before graduation, the candidate must participate in a Senior Recital. Prerequisite: Percussion 167.

Voice

170, 171—Preparatory Voice Class study incorporating “Fundamentals of Voice Building,” Larsen; “Expressive Singing,” Christy; and supplementary lectures. Vocalises such as Thirty-six Vocalises, Sieber; diaphragmatic breathing; intonation, vowel and consonant formation; sight reading; scales; hymns; the simpler English and American songs. 1 hour. An examination is required each semester.

Entrance requirements for majors: To enter the four-year course in voice the student should have completed the equivalent of Music 171.

172, 173, 272, 273—Voice It is highly recommended that voice 172 be spent in a class of limited number.

Elements of voice culture; correct breath management; throat freedom through correct approach to vowels and consonants; rhythm, intervals, scales, arpeggios; stage deportment; Sieber, Vaccai; songs in English and Italian, German Lieder and classical arias. An examination is required each semester. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: Voice 171.

126, 127—Preparatory Flute Long tones, major and minor scales, simple to difficult articulations. Hickok, Flute Fun. Chromatic scales, broken arpeggios, Wagner, Foundation to Flute Playing; Easy solos such as: Hahn, Transcriptions for flute; Popp-Sousman, Method for Flute; Marquarre, Studies; Kohler, Etudes I and II. Sonatas by Handel. One solo to be memorized each semester. 1 hour each semester

130, 131—Preparatory Oboe Posture, breathing, embouchure, long tones, and production of dynamics. Simple melodies and chorales, Barrett, Exercises in Articula-
tion. Major and minor scales. Beginning reed making. Barrett, Exercises in Articulation and Progressive Melodies. Eight solos from Labate, Oboe Repertoire. Geckes, Methods for Oboe. 1 solo to be memorized each semester. 1 hour each semester

142, 143—Preparatory Bassoon Embouchure, attack, dynamics, scale studies, breath control, articulation, intervals and alternate fingerings. Studies by Weissenhorn. Reed-making. Simple melodies through more advanced solos. Exercises in tenor clef, all major and minor scales, arpeggios, and broken chords. Milde, Studies. Weissenhorn, Duets; Boyd, Famous Melodies for Bassoon. 1 solo is to be memorized each semester. 2 hours each semester.

Brass

150, 151—Preparatory Trumpet Basic embouchure, breath control, tonguing, slur, dynamics, development of a two octave range, alternate fingering, scales. Arpeggios, phrasing; simple melodies through more advanced solos, one to be memorized each semester. 1 hour each semester.

Entrance requirement for majors: To enter the four-year course in trumpet the student should have completed the equivalent of Music 151.

152, 153, 252, 253—Trumpet Arban, St. Jacome—Studies by Williams, Duhem, Clarke. All arpeggios and broken chords. M. M. 100 in quarter notes, as in Arban. All minor scales at 4/4 M.M. quarter note = 50 in eighth notes. Major scales at 4/4 M.M. quarter in 16th notes. Single, double and triple tonguing. Amsden's Celebrated Duets. 1 solo each from the Classical repertoire and Romantic to Modern repertoire memorized each semester. Suggested solos: Concert Fantasie, Chords, Petite Piece Concertante, Balay, Etude de Concours. Potit. Scales will be requested by Examining Committee for performance according to above requirements. Scales to be played 1, 2 or 3 octaves, as the compass of the instrument will permit. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: Trumpet 151.

352, 353, 452, 453—Trumpet Arban, St. Jacome's. Major scales 4/4 quarter = 96 in 16th notes. Minor scales 4/4 quarter = 50 in 16th notes. Arpeggios and broken chords at 100 in quarter note as in Arban. Intro. to Williams Transposition Studies. Single, double, and triple tonguing intensified study. Arban Characteristic Etudes. Amsden and Arban Duets. Suggested solos: Introduction and Scherzo, Goyens; Lides of Schumann, Brahms, Schubert. 1 solo each from classical and later repertoires memorized each semester. Scales will be requested by the examiners as per above requirements. Scales to be played on 2, or 3 octaves, as the compass of the instrument will permit. 2 hours each semester. Before graduation, the candidate must participate in a Senior Recital.

154, 155—Preparatory Trombone Intro. to the technique and basic fundamentals of trombone playing. Muller, Arban Edwards-Honey, Clarke Methods, Buchtel, 1st Book of Trombone Solos. Studies by Cimera and Honey. Supplementary studies by Endresen. All scales, arpeggios, broken chords. Solo repertoire to include: Giordani. Caro Mio Ben; Tchaikowsky, Valse Melancholique. Donizetti, Romanza. 1 solo to be memorized each semester. 1 hour each semester.

Entrance requirements for majors: To enter the four-year course in trombone the student should have completed the equivalent of Music 155.

156, 157, 256, 257—Trombone Arban, Endresen, and Cimera studies; special studies for legato, articulation, flexibility, and control. Suggested solos recommended: Chords, Concert Fantasie; Solo de Concours, Croce and Spinelli; Martin, Elegie; Bohme, Liebeslied. 1 solo to be memorized each semester. Scales to be played 1, 2 or 3 octaves, as the compass of the instrument will permit. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: Trombone 155.

356, 357, 456, 457—Trombone Arban, Book II. Kopprasch, Book I. Studies in transposition and clef reading. Solos such as Rouseau, Piece Concertante, Blazenich, Concert Piece, No. 5; Grofe, Grande Concerto. 1 solo to be memorized each semester. 2 hours each semester. Before graduation, the candidate must participate in a Senior Recital.

146, 147—Preparatory Horn Basic fundamentals of embouchure, tone, breathing, use of tongue, and articulation. Pottag-Honey method for Horn. Primary studies for horn, including solos, duets and trios. Horner. All scales and arpeggios; double tonguing; muting; transposition. Concone vocalises. Horner studies. Solos by Kauf-
man, Boyd, Gounod and Brahms. Kopprasch, Book I. 1 solo to be memorized each semester. 1 hour each semester.

Entrance requirements for majors: To enter the four-year course in horn the student should have completed the equivalent of Music 147.

148, 149, 248, 249—Horn Kopprasch studies, Book II. Special studies for flexibility, range, sonority, attack and control. Transposition, clef reading and muting. Solos such as Wiedeman, Nocturne; Mendelssohn, Nocturne from Midsummer Night’s Dream; Bloch, Chant d’Amour; Beethoven, Adagio Cantabile. 1 solo to be memorized each semester. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: Music 147.

2 hours each semester. Before graduation, the candidate must participate in a Senior Recital.

348, 349, 448, 449—Horn Horn passages from Orchestral works, Pottag; Mozart, Concerto for Horn in D Major, No. 1; Haley-Gault, Romance from L’Eclaire; Mozart Concerto No. 3 in E-flat; Strauss, Concerto for Horn, Op. 11. Execution of lip trill; double and triple tonguing. Schantl, Book IV or equivalent. 1 solo to be memorized each semester. 2 hours each semester. Before graduation, the candidate must participate in a Senior Recital.

477—Hymnology The content of Christian faith as expressed in its hymns, and the nature and significance of the hymn tunes. 2 hours

378—Choral Literature and Conducting History of the English anthem from the reformation to the present, with special emphasis upon Tudor style and literature. A study of the development of the cantata and oratorio forms, with special emphasis given to representative works from various periods. Prerequisite: Music 273. 2 hours

379—Music in the Church Service The selection of organ, choir and hymn repertoire appropriate to the church season. The study and practice of methods to attain unity in the church service. 2 hours

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478—History of Church Music The development of the music and liturgy of the church from ancient times to the present, with emphasis upon organ, choir, and congregational music. 2 hours

479—Seminar in Church Music Development of an approved project on some phase of church music, such as hymnology, liturgy, choral music, organ literature, or philosophy of church music. 2 hours

Music Education—25

180—Percussion Instrument Class A study of and practice in the rudimentary technics of percussion instruments. 1 hour

280—String Instrument Class Study of violin, viola, 'cello, bass. Correct fingering, bowing, positions. Methods and materials for school classes. 2 hours

380—Woodwind Instrument Class Study of clarinet, flute, oboe, bassoon. Correct fingering, tonguing, breathing, intonation. Various types and development of embouchure. Various approaches to technical difficulties and development of technic. Methods and materials for school classes. 2 hours

381—Brass Instrument Class A study of the fundamental theory of brass instruments and correct embouchure. The development of the ability to play one brass instrument acceptably, and a familiarity with the special technics of the other instruments. 2 hours
454—Secondary Music Methods  A study in the philosophy, objectives, materials, and methods of presenting the music program in the secondary schools. Attention will be given to the instrumental, choral, and general music program. 2 hours

462—Elementary School Music Methods  An orientation course to assist the student in formulating a philosophy of music education and to acquaint him with current materials and practices in elementary school music teaching. For music majors. 2 hours

463—Elementary School Music Methods  Same as Music 462 adapted for non-music majors. 3 hours

481—Instrumental Literature and Conducting  Organization and development of the school orchestra and band with study of the literature and advanced principles of conducting for school use. Students will be given actual experiences in conducting assigned selections with the orchestra and band. Prerequisite: Music 275. 2 hours

485—Supervised Student Teaching—all grades (music)  Experience, observation, participation, and teaching in kindergarten to 12th grades. 8 hours

Music Literature and History—26

187, 188, 287, 288, 387, 380, 487, 488—Ensemble  Four semester hours credit in ensemble may be counted toward any degree. Music majors are expected to participate in at least one ensemble group each semester. Oratorio Chorus (required of all majors each semester and of music minors each semester they are enrolled for applied work), Brass Choir, Handbell Choir, ¼ hour each semester. Concert Singers, Orpheus Choir, Treble Clef Choir, Viking Male Chorus, College Orchestra, Wind Ensemble, ½ hour each semester. Marching Band, ½ hour first semester.

190—Introduction to Musical Literature  A non-technical course to develop intelligent listening and to familiarize the student with standard musical works. The course includes a study of the materials and structure of music and of vocal and instrumental forms from the various periods of music history. 2 hours, one semester

290—Ethnomusicology: World Music Cultures  An introductory study of western folk music and musics of non-western cultures. Areas of study include art music of India, China, Japan, sub-Saharan African music, Indonesian Gamelan, European folk song, American folk hymnody and secular ballad singing, and American Indian music. 3 hours

390, 391—Survey of History and Literature of Music  The history of music from the ancient Greeks to the present. The first semester will deal with the period of the Greeks to Bach and Handel, and the second will continue to music of our time. Emphasis is given to an acquaintance with representative musical works and style, and to the understanding of musical concepts in the light of their historical background. Prerequisite: Music 190. 3 hours each semester

Music Theory—27

191—Basic Theory  A fundamental music theory course covering principles of melody writing, rhythm and meter, and of major and minor scales. Writing, singing and playing of all intervals and triads. Development of a basic musical vocabulary. 2 hours (Students must be enrolled concurrently in piano.)

192, 193—Music Theory  A correlated course of study in written and aural theory. Melodic, harmonic dictation, and music reading. Elementary work in keyboard harmony, part writing, harmonization, and original composition. Students must be enrolled currently in piano. 4 hours each semester

292, 293—Music Theory  More advanced work in harmonic dictation, and music reading. Keyboard harmony, part writing, harmonization. Original composition. Study of non-harmonic tones, secondary seventh chords, ninth chords, altered and augmented sixth chords. Diatonic and chromatic modulations. Harmonic analysis. Emphasis on the Bach chorale technic. (Students must be enrolled concurrently in piano.) 4 hours each semester

392, 393—Analytical Technique  An analytical study of the development of form and style through representative literature; modal and polyphonic music; the sonata form and its development; music of the nineteenth century; analysis of the idioms, forms and styles of composers of the twentieth century. 2 hours each semester
Division of Languages and Literature

Gardner Walmsley, Chairman

The Division includes the Departments of English Language and Literature, Foreign Languages and Literature, and Speech.

The aims of instruction are detailed in each department but in general include the following: (a) to provide training in the effective use of the English language, both written and spoken; (b) to enlarge the cultural background of the student through the study of literature, and through an acquaintance with at least one foreign language; (c) to provide experience in the interpretation of literary masterpieces of the past and present, relating them to the social, religious, and political ideals of the peoples involved; (d) to develop an appreciation and love for the true and the beautiful in verbal expression, that a life of richer significance may be achieved through self-expression, emotional release, and creative activity; (e) to inculcate a taste for wholesome reading and other literary activities, and to develop standards by which the student may be enabled to evaluate the relative merits of that which he reads and hears.
English Language and Literature—32


The English Department seeks to acquaint the student with literary masterpieces in a variety of genres; to cultivate his sincere appreciation of the best man has thought and written; to familiarize him with the development of his language, with linguistic processes, and with current, national, reputable usage; to develop his critical and analytical powers; and to assist him in the development of clear, effective verbal communication.

Recognizing wide differences in the preparation and achievement of incoming freshmen, the Department of English administers a qualifying test during the orientation period. A sufficiently high score in this examination qualifies the student to receive 3 to 6 hours of Freshman Composition credit or to have the course waived.

An English laboratory is maintained to aid students deficient in their English usage. This service is available to students requesting it; others may be referred on the basis of test results or sub-standard work. Assistance is offered in grammar, spelling, and vocabulary according to individual needs. There is no extra charge for this service. A developmental reading program is available at a very nominal cost.

The English laboratory is available to students of all departments.

**Major:** 24 hours (excludes Freshman Composition and Teaching methods)

Required: 225, 226, 353 or 354, and 327.

Supporting courses: Speech, 3 hours, History of Philosophy, 3 hours.

**Teaching Major:** 33 hours

Required: 103 and 104, or 107, 225, 226, 327, 347, 353 or 354, 375, 377, 476, 479, and 241, 328, 341 or 358.

Supporting courses same as above.

**Minor:** 12 hours (excluding Freshman Composition)

Required: 6 hours literature

**Teaching minor:** 24 hours

Required: 103 and 104, or 107 and 6 hours Literature and a course in Language Arts or Library Science.

**Composition**

101, 102—Freshman Composition A communication course for freshmen whose need for remedial work is revealed by academic record and preliminary tests. Special attention is given to review and to drill on fundamentals. While majoring on written and oral composition, the course seeks also to provide general academic orientation by lessons in note-taking, in outlining and in the techniques of research ordinarily required for term papers in college. Class meets 5 days per week. 3 hours both semesters

103, 104—Freshman Composition A course designed to improve the student's ability to write straightforward, vigorous English and to read with understanding and appreciation. One theme a week is assigned, checked, and appraised by the instructor. A volume of readings provides models of good writing, bases for analysis of styles, and resources for composition. Attention is given to the various units of composition—the word, sentence, and paragraph—together with study of grammatical conventions and usage. At least 1 research paper is required, in the preparation of which the student combines the skills of reading, note-taking, organization, bibliography-making, and footnoting. 3 hours both semesters

107—Freshman Composition A beginning course in composition for freshmen who have demonstrated above-average proficiency in English usage. 3 hours

241 or 341—Journalism An introduction to the principles and problems of news writing. Prerequisite: English 103, 107 or consent of the instructor. 2 hours
243 or 383—Journalism Publications Laboratory This is a credit course consisting of a combination of journalism reading reports and work on one of the college publications, the *Glimmerglass* or the *Aurora*. Permission of the instructor is required. 1 hour

328—Advanced Composition A course in writing, chiefly expository. Prerequisite: 6 hours of composition or the approval of the instructor. 3 hours

358—Creative Writing An advanced writing course for students interested in original composition in a variety of prose genres. Some attention is given to adapting the literary product to various markets. 3 hours

**Literature**

109—Introduction to Prose A general education course designed to give an appreciation for some of the world's finest short stories, novels, and essays. 2 hours

110—Introduction to Poetry A general education course to acquaint the student with the best in poetry. 2 hours

111—Introduction to Drama A general education course designed to give non-English majors an introduction to and an appreciation for some of the best dramas in world literature. 2 hours

225—Survey of English Literature A study of English literature from its beginnings through the Renaissance and Elizabethan periods, to the Restoration. Special attention will be given to Chaucer and Spenser and the Elizabethan dramatists. Required of English majors. 3 hours

226—Survey of English Literature A study of English literature of the Restoration period, and the 18th Century. Special attention will be given to the school of Pope, the eighteenth century essayists and novelists and early romanticists Young, Gray, Goldsmith, Scott, and Burns. Required of English majors. 3 hours

327—19th Century English Literature A study of English literature of the nineteenth century including representative poets and prose writers of the Romantic and Victorian periods. Required of English majors. 3 hours

347—College English Grammar An intensive review of functional English Grammar. A descriptive presentation of the essentials of traditional English grammar and an introduction to structural and transformational grammars. Required of majors in the teaching of English. 1 hour

353, 354—Survey of American Literature A survey of American literature from its beginning in colonial times. English 353 treats the writings of the colonies, the new republic and the American Renaissance closing with the Civil War. English 354 begins with Twain and ends with contemporary poets, novelists and dramatists. 3 hours both semesters

360—20th Century Literature A study of twentieth century British poetry, criticism, and novel, emphasizing the new criticism and existentialism. The course takes up the works of such men as Joyce, Lawrence, Wells, Shaw, Greene, Forster, Huxley, and Golding. 3 hours

362—Modern Poetry A study of modern British writers from Hardy to the present. Special emphasis is given to Hopkins, Yeats, Eliot, Auden and Dylan Thomas. Some American poets also are introduced. These include E. E. Cummings, Wallace Stevens, and Marianne Moore. 3 hours

363—Greek and Roman Classics in Translation A study in Homer's *Iliad* and *Odyssey*, Greek tragedy, and Virgil's *Aeneid*, with some emphasis on their influence in western culture. 2 hours

364—Literature of Continental Europe A comparative literature course treating the tempers of classicism, romanticism, realism, and symbolism in ancient, medieval, and modern European classics. 2 hours

369—19th Century English Novel Reading and discussion of great nineteenth century British novels by Austen, The Brontes, Disraeli, Eliot, Dickens, Meredith, Thackeray, Hardy, *et al.* 3 hours

372—Milton A study of Milton's principal poems with an intensive reading of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. 2 hours

375—Introduction to Linguistic Science The basic concepts, scope, and methodology of the science in its descriptive and historical aspects. 3 hours

377—The Development of the English Language Introduction to the historical development of the English language with attention to changes in vocabulary grammar and sounds. 3 hours
476—The Teaching of English in the Secondary School Materials and methods used in the teaching of written composition, grammar and literature in the secondary school. Prerequisite (or concurrent with) Educ. 351. 3 hours

479—Shakespeare A study of Shakespeare’s career, sonnets, and selected plays—tragedies, comedies, and histories. 3 hours

481—The American Novel Reading and class discussion of representative novels by outstanding American writers. Lectures and reading in American prose fiction. 3 hours

485—The American Short Story History, techniques, and fine examples of the American short story. 2 hours

Foreign Languages and Literature—33


The programs leading to the Bachelor of Arts degree with a major in French or Romance Languages are designed to develop in the student an ability to comprehend, speak, read, and write the language. A major objective of the department is to prepare those who expect to teach a modern foreign language at the secondary school level.

A dial-access language laboratory is available to help students achieve aural and oral facility.

Students with one year or less of foreign language credit on the junior high or senior high levels will meet the foreign language requirements on the A.B. degree by successfully completing Level I, (1) and (b) in the language of their choice. Courses numbered 101, 111, 121, 131 and 141, may not be taken for credit by a student with two years or more of high school credit in that language. If he feels deficient he may audit these courses. Upon successful completion of the Intermediate level course in the same language the student may petition for five hours of credit for Level I (a).

A student with four or more years of high school credit in a language who desires to complete a major or a teaching minor in that language may petition for 10 hours of credit in lieu of Level I (a) and (b) upon successful completion of two courses in Level II of the same language.

Major (French): 40 Hours
Required: 101, 102, 301, 302, 351, 352, 375 and 10 hours of advanced work excluding 469.
Must be supported by 8 hours from: English 109, 110, 363, 364, History 356, 363; Political Science 365; Speech 101; Philosophy 131, 241, 351, 352 and Sociology 364.

Major (Romance Languages—French and Spanish): 30 Hours Upper Division
Required: 20 hours in language of primary interest and 10 hours in second language beyond the intermediate level and excluding 469.
Supporting course requirements same as for French major.

Teaching Major (French): 40 Hours
Required: 469 in addition to program for non-teaching major. Must also include Education minor and a second teaching field.

Teaching Major (Romance Languages): 30 Hours Upper Division
Required: 469 in addition to pro-
gram for non-teaching major. Must also include a minor in Education.

Minor (French, German, Spanish): 20 hours
Required: Level I a and b, Level II a and b. May be reduced by 5 hours for 2 years of same language taken in high school.

Minor (Greek): 16 Hours
Required: 131, 132 and 6 hours of upper division.

Teaching Minor (French, German, Spanish): 20 Hours
Required: Level I a and b, Level II a and b. Must be 20 hours of college language.

General

375—Introduction to Linguistic Science (Same as English 375). 3 hours

French

101—Level I (a). Elementary French A comprehensive elementary course which includes grammar, pronunciation, oral and written composition and reading. 4 hours recitation, 2 hours laboratory. 5 hours credit

102—Level I (b). Intermediate French A continuation of French 101 with additional emphasis on reading. 4 hours recitation, 2 hours laboratory. 5 hours credit

301—Level II (a). Grammar Review Grammar review, aural comprehension, conversation, reading. Prerequisite: French 102 or 3-4 years of high school French. 5 hours

302—Level II (b). French Culture and Civilization A survey of French life and French institutions. Intended as a background for literary studies and as a preparation for teaching French. Prerequisite: French 301. 5 hours

351—Level III (a). French Literature to 1800 A survey course which includes a history of the literature and the reading of selected works representative of the various periods. Prerequisite: Level II. 5 hours

352—Level III (b). French Literature 1800 to the Present A survey course which includes a history of the literature and the reading of selected works representative of the various periods. Prerequisite: Level III (a). 5 hours

375—Introduction to Linguistics (Same as English 375) 3 hours

469—The Teaching of Modern Languages A methods course dealing with language learning and teaching applied to French, German, and Spanish. Required of majors who plan to teach. Prerequisite: Education 351 and Level II in the language sequence. 2 hours

471, 472—Language Laboratory Methods and Materials Instruction and practice in the techniques of making foreign language tapes and in planning and operating a foreign language laboratory. May be taken concurrently with French 469. 1 hour each semester

473—Programmed French Phonetics A systematic study of the sounds and sound patterns of French. Oral practice. Interpretive readings in prose and poetry. Analysis and correction of the student’s pronunciation with special attention to the problems of teachers. Prerequisite: Level II. 2 hours

474—Advanced Grammar and Composition Review of grammar. Application of advanced grammar, syntax, and idiomatic patterns. Prerequisite: French Level II. 3 hours

475—Advanced Readings in French Literature A special-topics course which may be repeated for credit. The study of a specific author or authors, literary movements, or genres (classicism, 18th century, romanticism, realism, naturalism, modern drama, contemporary novel, etc.) Prerequisite: Level III (b). 3 hours

Spanish

111—Level I (a) Elementary Spanish A comprehensive elementary course which includes grammar, pronunciation, oral and written composition and reading. 4 hours recitation, 2 hours laboratory. 5 hours credit

112—Level I (b) Intermediate Spanish An intermediate level course which is a continuation of Spanish 111 with an additional emphasis on reading. 4 hours recitation, 2 hours laboratory. 5 hours credit

311—Level II (a) Grammar Review Grammar review, aural comprehension, conversation, reading. Prerequisite: Spanish 112 or 3-4 years of high school Spanish. 5 hours
312—Level II (b) Spanish and Spanish-American Culture and Civilization
A survey of Spanish life and Spanish institutions intended as a background for literary studies and as a preparation for teaching Spanish. Prerequisite: Spanish 311. 5 hours

361—Level III (a) Spanish Literature
Spanish literature from Poema del Cid to the present. Major emphasis on literature of the Golden Age and the nineteenth century. A survey course which includes a history of the literature and the reading of selected works representative of the various periods. Prerequisite: Spanish Level II. 5 hours

362—Level III (b) Spanish American Literature
Spanish-American literature from the Conquistadores to the present. A survey course which includes a history of Spanish-American literature and the reading of selected works representative of the various periods. Prerequisite: Spanish 361. 5 hours

469—The Teaching of Modern Languages
(See French 469.)

481, 482—Language Laboratory Methods and Materials
(See French 471, 472)

483—Pronunciation, Diction, and Speech Patterns
A systematic study of the sounds and sound patterns of Spanish. Oral practice. Interpretive reading in prose and poetry, emphasis on articulation and intonation. Analysis and correction of the student’s pronunciation with special attention to the problems of teachers. Prerequisite: Level II. 3 hours

484—Advanced Grammar and Composition
Review of Grammar, Application of advanced grammar, syntax, and idiomatic patterns. Prerequisite: Level II. 3 hours

485—Advanced Readings in Spanish and Spanish American Literature
A directed study course which may be repeated for credit. The study of a specific author or authors, literary movements of genres (romanticism, realism, modernism, Golden Age drama, modern drama, contemporary novel, novel of the Mexican Revolution, etc.). Prerequisite: Level III. 2 or 3 hours

German

121—Level I (a) Elementary German
A comprehensive elementary course which includes grammar, pronunciation, oral and written composition and reading. 4 hours recitation, 2 hours laboratory. 5 hours credit

122—Level I (b) Intermediate German
An intermediate level course which is a continuation of German 121 with additional emphasis on reading. 4 hours recitation, 2 hours laboratory. 5 hours credit

321—Level II (a) Grammar Review
Grammar review, aural comprehension, conversation, reading. Prerequisite: German 122 or 3-4 years of high school German. 5 hours

322—Level II (b) German Culture and Civilization
A survey of German life and German institutions intended as a background for literary studies and as a preparation for teaching German. Prerequisite German 321. 5 hours

Greek

131—Elementary Greek
A comprehensive course, including grammar, pronunciation, vocabulary study, and the reading and writing of Greek sentences. Some attention may be given to memorable passages from the Greek New Testament. 5 hours

132—Intermediate Greek
A continuation of Greek 131 with greater emphasis on reading. A considerable portion of the gospel of John will be read in this course. 5 hours

331, 332—Rapid Reading of the Greek New Testament
After a brief review of the essentials, extensive portions of the Gospels and the Acts will be read in the first semester. In the second semester the Epistle to the Galatians and selections from several of the other Pauline Epistles will be read, with some attention to the principles of sound exegesis from the Greek text. 3 hours both semesters
Speech—34

A. McCombs, D. Salter

The courses in the Department of Speech have three objectives as follows: 1) The training of students in the field of Speech covering both the scientific and the artistic aspects; 2) The development of skill in expression which will better equip the individual for a place of leadership, and 3) the preparation of specially qualified students to become teachers in the field of Speech.

**Major:** 24 hours
Required: 244, 351, 355, 359, 366, 375, 466 and additional hours in courses in the upper division. To be supported by Phil. 241; English 111, 375, 377, 353 or 354 and 479; History 121, 122 or equivalent.

**Teaching Major:** 32 Hours
Required: same as above with 319, 480, a minor in Education including Educ. 497 and a second teaching field.

**Minor:** 18 Hours
Required: Courses approved by the Chairman of the Department, including at least 8 hours in the upper division.

**Teaching Minor:** 24 Hours (20 hours if major is English)
Required: Courses approved by the Chairman of the Department.

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### Public Speaking

**101—Fundamentals of Speech** A course designed to develop an understanding of the basic principles of speech and communication. This course is a prerequisite to all other speech courses, but does not count toward a minor or major in speech. 3 hours

**104—Parliamentary Law** The study and practice of parliamentary procedure. 1 hour

**231, 232—Varsity Debate** Work in this course centers around the annual intercollegiate debate question. Sixteen debates are required for credit, at least six of which must be off-campus debates. 1 hour each.

**351—Advanced Public Speaking** The course is planned to aid students with an interest in general speaking. It combines theory with practice. Speeches are longer and emphasis is heavy on content and organization. 3 hours

**355—Fundamentals of Informal Communication Processes** A study of the objectives, methods, and educational implications of open forums, symposiums, and panel discussions with practical application to current questions of public interest. 3 hours

**359—Persuasion and Argumentation** Methods of logical analysis; kinds and forms of argument; nature and methods of attention, suggestion, and motivation; influencing group opinion and action. 5 hours

**461—Speech Composition** Intensive study of rhetorical principles in model speeches, together with practice in the application of these principles in full length speeches of various types. Prerequisite: Speech 351. 3 hours

**466—Practicum** 2 hours

**480—Teaching High School Speech** A consideration of the problems, materials, and methods involved in the high school program, evaluation, coaching and directing, and operating a high school forensic program. 3 hours

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### Interpretation

**244—Fundamentals of Dramatics** A study of the principles involved in forming a workable theory of dramatics and the application of these principles through the develop-
ment of technical skill. Particular emphasis is given to characterization and religious drama. 3 hours

245—Educational Stage Directing A study of the history and principles of directing with practical application in directing plays of various styles with facilities available, as well as observation of the directing of major dramatic productions. Prerequisite: Speech 244. 3 hours

366—Oral Interpretation The principles, literature, and types of public reading, the building of repertory, acquaintance with literature suitable for interpretation, and the presentation are studied. Rhythm, tone color, and the vocal and body response to meaning are discussed. 3 hours

375—Workshop in Dramatic Production The process of play production; fundamentals of scenery construction; stage lighting and properties; costuming; laboratory practice in acting and directing with emphasis on high school plays and religious presentations. Prerequisite: Speech 244. 3 hours

Speech Correction

319—Introduction to Speech Correction Analysis of normal speech; characteristics and causes of defective speech; techniques for the prevention and correction of speech defects; voice drills and direction toward establishing good speaking habits. 5 hours

Radio and Television

177, 178, 377, 378—Radio Workshop (Same as Fine Arts 177, 178, 377, 378) Prerequisite: consent of instructor. 1 hour each semester

242—Fundamentals of Broadcasting A comprehensive discussion-laboratory course covering the basic techniques of speaking, announcing, and directing. 3 hours

371—Announcing A drill course in the development of professional announcing skills. Training in the area of newscasting, special events, sports events, musical programs, interviews, and commercial announcing. 3 hours

WKOC-FM College Radio Station in Ludwig Center operates daily schedule of “The Gentle Sound”
The Division of Natural Sciences includes the Departments of Biological Sciences, Chemistry, Earth and Space Sciences, Mathematics, and Physics.

The general purpose of the Division is to integrate the aims and the work of the various departments. The aim for each is not the acquisition of knowledge alone, but the developing of logical and orderly thinking habits. The objective is to acquaint the student with the scientific method as a means for arriving at the truth and to show that there is harmony between science and religion.

Further aims are given more in detail in the introduction for each department, together with requirements for majors in the various fields.
Interdisciplinary Major in the Physical Sciences

This major is offered providing emphases in such areas as Biophysics, Geophysics, Biochemistry, Geochemistry, Chemical Physics, Mathematical Physics, and Ecology, depending upon the student's interest.

Major (Bachelor of Arts):
Science and Mathematics Core:

General Chemistry ..........8 hours
General Physics ..........10 hours
Calculus I and II ..........8 hours

26 hours

A minimum of 40-55 additional hours in science (may be part biological or math), with a minimum of 20 additional hours in one department. The curriculum would be tailor-made to fit the vocational-professional needs of the student and would be determined by a committee composed of representatives from each department involved (e.g., Biophysics—one person from Biology and one from Physics). In addition to these members who would be responsible for the details of an individual student's curriculum, the chairman from the represented departments and the divisional chairman would be ex-officio members of the committee.

Teaching Major (Bachelor of Arts):

An interdisciplinary teaching major in the physical sciences requires 20 hours in one physical science department above the Science and Mathematics core and 10 hours in another department of the Division of Natural Sciences above the core. The committee in this case must include a member of the Department of Education.

The plan of study proposed by this committee would then be presented to the Registrar and the Dean of the College for approval. Students preparing for teaching certification would take an education minor of 20 hours. A science methods course could count toward the science requirement.

Major (Bachelor of Science):
The requirements for a B.S. in the Interdisciplinary program are the same as for the Bachelor of Arts, except for the following:

Science and Mathematics Core (in addition):

Introduction to Computer Science ........................................2 hours

A minimum of 46-63 additional hours in science (may be part biological or math), with a minimum of 24 additional hours in 1 department.

Teaching Major (Bachelor of Science):

A teaching major in the Interdisciplinary program requires 24 hours in one physical science department above the Science and Mathematics core and 10 hours in another department of the Division of Natural Sciences above the core.

Interdepartmental Teaching Minors

The division offers the following interdepartmental teaching minors:

General Science Teaching Minor
(not open to Teaching Majors in Chemistry, Physics, or Biology)—24 hours

Required: Biological Sciences 120, 121, 241 and electives from Chemistry, Physics, Earth and Space Sciences, Natural Science 121, or Natural Science 351. 3 hours must be upper division.

Physical Science Teaching Minor:
(not to include courses from the science major department): 24 hours
Two of the following are required:

Astronomy ................. 7 hours  
Chemistry .................... 12 hours  
Earth Science ............... 8 hours  
Physics ...................... 10 hours  

Electives chosen from Chemistry, Physics, Earth and Space Sciences, Nat. Sci. 121, or Nat. Sci. 351.

**Engineering**

There are three alternatives in engineering at Olivet. The first two years in each program is common allowing students to wait until their sophomore year to decide which track to follow.

**Engineering Physics (B.S.)** This 4 year program leads to the Bachelor of Science degree and makes it possible for students to complete their degree at Olivet. The emphasis is on a strong broad science base with a minimum of 41 hours in Physics, 22 hours of Mathematics and 12 hours of Chemistry. In addition, there is emphasis placed on applied courses such as engineering graphics, machine shop, and computer science. One of the most important parts of the program is the junior-senior research course where students utilize their science and engineering skills to attack a real-life problem of their own choosing in consultation with Olivet faculty.

The Engineering Physics program provides excellent training for technical management positions in engineering and research industries.

**3-2 Engineering (B.A.)** This program which has been in existence since 1970 enables students to take their first three years in residence at Olivet. They then transfer to another university in order to complete their B.S. in their chosen engineering specialization. Upon completion of the degree at the approved engineering school, the student receives a Bachelor of Science from the University and a Bachelor of Arts in Engineering from Olivet.

This program offers a broader liberal arts background than most engineering programs while still providing the excellence in the specialized engineering field available at the large university.

At the present time, Olivet has affiliations with both Purdue University and the University of Illinois.

**Science Technology** (A.A.—two year Associate of Arts) The 2 year program is intended for students who are not interested in a 4 year bachelors degree at this time. It provides an excellent science and mathematics preparation for many company training programs.

In addition to the science and mathematics base, the applied courses in engineering and computer science provide the “hands on” experience desired by many students.

One of the distinct advantages that the degree program offers over many competing programs is the acceptance of credit for a bachelors degree. All of the work done during the two years may be applied to a 4 year degree at a later time.

**Associate of Arts Degree in Science Technology**

Required: Physics 101, 102; Math. 147, 148, 153; Chem. 103, 114; Nat. Sci. 107, 108; and controlled electives in science and mathematics 6-7 hours.

Strongly recommended: Math. 251, 252; Chem. 301

Other suggested electives: Physics 246, 371; Math. 361, 362; Chem. 310, 311, 321; and ESS. 354.

The student must also complete the General Education requirements for the Associate degree (Catalog, p. 12).

**Degree Program in Medical Technology**

Requirements for the degree Bachelor of Arts with a major in medical technology include:

1. Completion of a minimum of 98 semester hours in-
cluding the general and group requirements for the degree. This is usually accomplished in three years of pre-professional studies. The junior year at Olivet Nazarene College is construed to be the last year in residence indicated in the general requirements.

2. Completion of 12 months of clinical training in a hospital laboratory school of medical technology accredited by the Council of Medical Education of the American Medical Association. Normally thirty upper division hours will be granted for the program, and it will be applied toward the requirements for the major.

3. The comprehensive examination requirement will be satisfied by passing the national examination of the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists.

Major (Medical Technology): 52-54 hours

Required: Bio. 121, 241, 356, 484 and Chem. 103, 114, 301, 311 and Math. 131 or 147. Work to be supported by Bio. 373 or Chem. 373 and at least two course selected from the following: Bio. 120, Bio. 245, Chem. 310 and Chem. 312.

Natural Science—41

102—General Physical Science A broad survey course designed for the liberal arts student. Major concepts from astronomy, chemistry, geology, physics and meteorology are used in a way that develops the students' understanding of man's physical environment, and at the same time indicates the special contribution of each discipline to this understanding. (Open only to students without previous physics, chemistry, or earth science courses either in high school or college). 3 hours laboratory. 4 hours

103—Amateur Radio I A study of radio procedures, theory, and international Morse code preparing the student for the F.C.C. examination for the novice and general class license. No prerequisite. 1 hour

104—Amateur Radio II A continuation of Natural Science 103 to complete preparation for the general class F.C.C. license. Prerequisite: Natural Science 103 or consent of instructor. 1 hour

107—Engineering Graphics Use of instruments; geometric construction; lettering; orthographic projections; sketching; isometric and oblique projections; inking, tracing; and blueprinting; dimensioning; sectioning. (Does not count toward general education requirements.) 3 hours

108—Introduction to Machine Shop A lab course designed to enable the student to operate the basic machine tools. Machine parts will be constructed from prints. This course is prerequisite to the use of the student machine shop. (Does not count toward general education requirements.) Prerequisite: Nat. Sci. 107. 3 hours

121—Physical Geography Same as Geography 121. 2 hours

351—History of Science A survey of the development of scientific thought and experimentation, especially in Western Civilization. Prerequisite: A laboratory science. 3 hours

477—Teaching of Science A study of the aims, the methods, and the equipment needed for classes and instructors of the natural sciences. 3 hours
Biological Sciences—42

W. Beaney, D. Strickler, H. Fulton, J. Marangu, R. Wright, R. Hayes

This department offers work to meet the needs of those who wish to secure knowledge in the biological sciences, to enter medical school or related health sciences, to prepare to teach biology in the public schools, or to pursue graduate study. Biological knowledge arranges itself naturally according to levels of organization. Each level (molecular, individual, population and community) has its own rationale, principles, processes, techniques and language. It is desired that all biology students have experiences with each level for the wealth of understanding which such a background brings to the individual’s own academic specialty.

All majors in the Department of Biological Sciences at Olivet Nazarene College take a sequence of courses designed to convey the body of thought and information which is essential to the undergraduate training of biologists regardless of their ultimate specialization.

**Major (Biology): 30 Hours**
Required: Biol. 120, 121, 241, 370, 373, 484 and 495. To be supported by Chem. 103, 114, and 1 course in mathematics.

**Major (Botany): 30 Hours**
Required: Biol. 120, 121, 241, 370, 373, 484 and 495. Additional work in botany is to be selected from Biol. 356, 357, 365, 366, 370, 455, 484, and 490. Work is to be supported by Chem. 103, 114, and 1 course in mathematics.

**Major (Zoology): 30 Hours**
Required: Biol. 120, 121, 241, 370, 373, 484, and 495. Additional work in zoology is to be selected from Biol. 350, 353, 356, 360, 361, 370, 455, 484, and 490. Work is to be supported by Chem. 103, 114, and 1 course in mathematics.

**Minor (Biology): 16 Hours**
Required: Biol. 120, 121, 370, and 495. To be supported by Chem. 103 and 114.

**Minor (Teaching of Biology): 24 Hours**
Required: Biol. 120, 121, 241, 370, and 373. To be supported by Chem. 103 and 114.

**Minor (Botany): 16 Hours**
Required: Biol. 120. Additional courses are to be approved by the Chairman of the Department.

**Minor (Zoology): 16 Hours**
Required: Biol. 121. Additional courses are to be approved by the Chairman of the Department.

**101—General Biology** Principles of life are introduced, for the beginning student, with emphasis on the presentation of the plant and animal kingdoms and the cell and its processes. Lecture and laboratory. (Does not apply on a major). 5 hours

**110—Hygiene** The study includes essentials of personal and community health. Fundamentals of health science, scientific prevention of illness, dynamics of health in the individual, and the family are studied. 2 hours
120—General Botany A lecture and laboratory course dealing with the whole plant; the cell, the chief types of tissues, stems, roots, leaves, flowers, fruits, and seeds. Important physiological phenomena, and a study of the plant kingdom are given. 5 hours

121—General Zoology A lecture and laboratory course designed to acquaint students with the principles of animal life. Study includes taxonomy, morphology, physiology, embryology, ecology, and genetics. 5 hours

241—Genetics Principles of heredity and variation illustrating the gene-chromosome concept of Mendelian inheritance are presented. Included is study of the gene: its structure, function, and chemistry, with emphasis on mutation, coding regulation, and transmission. Prerequisites: Biol. 101, 120, or 121, or consent of instructor. Lecture and laboratory. 4 hours

245—Human Anatomy and Physiology The gross morphology of the vertebrate animal and the human body is studied. Consideration of human physiology is given using the organ system approach. Lecture and laboratory. Prerequisite: Biology 121. 5 hours

310—Instrumental Methods and Analysis (Same as Chemistry 310). 4 hours

350—Ornithology The study is designed to develop a basic understanding of the structure and habits of birds. Training in the ability to identify birds in the field of this region is given. 2 hours

352—Field Biology A study of plants and animals in the field in their native surroundings. The basic principles of conservation are considered. Prerequisite: a course in biology. 2 hours

353—Embryology of the Vertebrates This is a study of the ontogeny of the vertebrate. Study includes basic concepts and organogenesis. Emphasis is placed on the development of the chick. Lecture and laboratory. Prerequisites: Biol. 121. 4 hours

356—Microbiology An introduction to the microorganisms is presented with special emphasis on bacteria. Studies include history, morphology, classification, physiology, genetics, aseptic culturing technics, and practical applications. Prerequisites: Biology 120, 121, or equivalent; 4 hours of Chemistry. Lecture and laboratory. 5 hours

357—Plant Anatomy This is an introduction to the structure of plants with emphasis on those with vascular organization. Prerequisite: Biology 120. Lecture and laboratory. 4 hours

360—Invertebrate Zoology This is a study of the principles of zoology as they apply to the invertebrates. The study is approached from a comparative standpoint with emphasis upon the anatomy and physiology of various representative organisms. Ecological principles and microtechnics are included in the laboratory. Prerequisite: Biology 121. 4 hours

361—Vertebrate Zoology (Comparative Anatomy) Study includes anatomy physiology, ecology, and phylogeny or vertebrates. Opportunity is given for detailed laboratory dissections. Additional laboratory TBA. Prerequisite: Biol. 121. 4 hours

362—Human Nutrition Biological and chemical principles of nutrition are presented and practically applied to human needs. The pathogenesis and epidemiology of various nutritional diseases are considered. Prerequisite: Introduction to Chemistry, Organic Chemistry, General Biology and Biochemistry or consent of Instructor. 3 hours

365—Plant Morphology: Nonvascular Plants A lecture and laboratory course dealing with the structure, reproduction, and development as exemplified by representative algae, fungi, and bryophytes. Prerequisite: Biol. 120. 4 hours

366—Plant Morphology: Vascular Plants A lecture and laboratory course dealing with the structure, reproduction, and development as exemplified by representative vascular plants including psilopsids, lycopsids, sphenopsids, ferns, and gymnosperms. Prerequisite: Biol. 120. 4 hours

370—Ecology This is a study of the relationship between organisms and their environment. Field trips to be arranged, some weekend trips are required. Prerequisites: Biol. 120 and 121. (2 hours lecture and one 4-hour lab.) 4 hours

373—Introduction to Molecular Biology Biosynthesis, structure and function of macromolecules. Prerequisites: Biology 120 or 121, Chemistry 114. Lecture and laboratory. 4 hours
375—Food Microbiology A study is conducted of micro-organisms, and their biochemical activities, important in food spoilage and in food manufacture. Control of microbial populations in foods, methods of destruction and removal of microbes found in foods, and the evaluation of thermal processing of foods are considered. Public health aspects of food-borne infections and intoxications are discussed. Lectures and laboratory study is designed to demonstrate culture, detection, enumeration and thermal process evaluation techniques as well as the biochemical role of certain micro-organisms in food manufacture. Prerequisites: Microbiology and Biochemistry, or consent of instructor. 5 hours

455—Physiology An introduction to physiological and homeostatic principles with emphasis on organ systems and the intact organisms. Prerequisites: Biology 120 or 121, Chem. 114, or consent of instructor. Lecture and laboratory. 4 hours

477—Teaching of Biology A teacher-training and review course of methods and techniques for those engaged in or preparing to teach high school biology. This course is adjusted to the professional semester for students in the teacher-training program. Pre-student teaching experience in the departmental laboratories is required. Prerequisites: Biol. 120 and 121 or equivalent; enrollment in teacher education. 3 hours

484—Cellular Biology Ultrastructural and functional aspects of cells and tissues with special emphasis on the physical and chemical nature of specialized cellular activities. Prerequisites: Biology 120 or 121 and 373 or consent of instructor. Lecture and laboratory. 4 hours

488—Nutritional Biochemistry and Metabolism A study is made of the role of individual nutrients in metabolism and the metabolic interrelationships of various nutrients. Chemical and biological assessments of the nutritional value of dietary constituents are described. Lectures and laboratory. The laboratory experience consists of an introduction to techniques of animal experimentation as well as to biological and chemical techniques of nutrient assessment. Prerequisite: Introduction to Chemistry, Organic Chemistry, General Biology, Bio-chemistry or consent of instructor. 5 hours

495—Seminar in Biology This course is required of all junior and senior majors in Biology, Zoology, or Botany. This seminar provides for the discussion of biological problems of current interest and is an opportunity for the student to apply what he has learned. Zero to ½ hour. Credit not to accumulate more than two hours.

Chemistry—43

J. Hanson, C. Grothaus, R. Schmidt, R. Hayes

The courses in this department are offered to meet the needs of the following groups of students: (1) Those who desire to obtain a general knowledge of chemistry; (2) Those preparing to teach chemistry; (3) Those taking preprofessional courses in which chemistry is required or recommended; (4) Those preparing to do graduate work in chemistry or professional chemical work.

Major (Bachelor of Arts): 32 Hours
Required: 103, 114, 301, 311, 312, and 382 or 392. A total of 20 hours of supporting natural science courses approved by the chairman of the department, including Math. 147, 148, 361. Physics 101 and 102 is required.

Teaching Major (Bachelor of Arts): 32 Hours
Required: Same as above. In addition; Chem. 477, a minor in Ed-
ucation, and a second teaching field must be included.

**Major (Bachelor of Science): 40 Hours**

Required: 103, 114, 301, 311, 312, 382, 392, 310 and 373 or 404. Additional upper division chemistry to total 40 hours.

To be supported by Physics 101, 102; Math. 147, 148, 361, 351, or 357 or 362, and Math. 253 or 281.

**Minor: 16 Hours**

Required: 103 and 114, and 8 hours selected from the following: 301, 310, 311, 312, 382, 392, and 403.

**Teaching Minor: 24 Hours**

Required: 103, 114, and 301

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101—*Introduction to Chemistry* A beginning chemistry course for students with limited backgrounds in science and mathematics. Basic treatment of stoichiometry, atomic structure, chemical bonding, states of matter, solutions, and chemical reactions is given. Prerequisite: 2 units of high school mathematics. Lecture and laboratory. **4 hours**

103—*General Chemistry* A study of the structure and properties of matter. Atomic and molecular structure, states of matter, and physical and chemical properties of solutions are treated. Lecture and laboratory. Prerequisite: high school chemistry. **4 hours**

112—*Chemistry for the Life Sciences* An elementary treatment of organic and biological chemistry. Does not apply toward a major or minor in Chemistry. Prerequisite: Chemistry 101 or 103. Lecture and laboratory. **4 hours**

114—*Chemistry for the Physical Sciences* The thermodynamic basis of chemical equilibrium is treated. The laboratory work includes some chemical analysis. Prerequisite: Chemistry 101 and Mathematics 131 or Chemistry 103. Lecture and laboratory. **4 hours**

301—*Quantitative Analysis* A careful study of gravimetric and volumetric analysis with special attention given to sources of error, to calibration of instruments and apparatus, and to other important details in the improvement of laboratory technique. 2 class sessions and 2 3-hour laboratory periods per week. Required for a major in chemistry. Prerequisite: Chemistry 114. **4 hours**

310—*Instrumental Methods of Analysis* Utilization and comparison of modern analytical instrumentation for chemical analysis. The techniques covered include: emission spectroscopy; ultraviolet, visible, and infrared absorption spectroscopy; gas chromatography; and electrical methods of analysis. 2 class sessions and 2 2-hour laboratory periods per week. Prerequisite: Chemistry 114. **4 hours**

311—*Organic Chemistry I* The essential properties and preparations of the important classes of carbon compounds with emphasis placed upon structural formulas and nomenclature. The laboratory work is devoted to the preparation of typical organic compounds and to the study of their properties. 3 class sessions and 2 3-hour laboratory periods per week. Required for a major in chemistry. Prerequisite: Chemistry 101 or 103 and 114. **5 hours**

312—*Organic Chemistry II* A continuation of Chemistry 311 and required for a major in chemistry. Prerequisite: Chemistry 311. **5 hours**

354—*Crystallography* (Same as Earth Science 354.) **4 hours**

371—*Electronics for Scientists* (Same as Physics 371). **3 hours**

373—*Biochemistry* Structure and properties of biologically important compounds. Properties of enzymes. Metabolism of carbohydrates, lipids, and proteins. Thermodynamics and reaction kinetics are applied to biochemical systems. Prerequisite: Chemistry 312 or consent of instructor. **5 hours**

382—*Physical Chemistry I* The general topics of thermodynamics, kinetics, and electrochemistry are treated. Three 1-hour class sessions and one 3-hour laboratory session per week. Prerequisites: Chemistry 114, (Chem. 301 recommended), Mathematics 361, and Physics 101 and 102. **4 hours**

392—*Physical Chemistry II* Atomic and molecular structure, the solid and liquid states, and surface phenomena. Three 1-hour class sessions and one 3-hour laboratory session. Prerequisite: Same as for Chemistry 382. **4 hours**
Earth and Space Sciences—44

M. Reams

The Department of Earth and Space Sciences seeks to (1) present a view of the universe and our earth in the light of modern science; (2) prepare those interested in teaching astronomy and/or earth science in high school; (3) provide training for students in related fields, and (4) give an adequate background for professional work or graduate study.

Minor (Earth Science): 16 Hours
Required: Courses approved by the Chairman of the Department in accordance with student's needs.

Minor (Earth and Space Science): 18 Hours
Required: Courses distributed between Astronomy and Earth Science as approved by Department Chairman. 4 hours must be upper division. 4 hours of Chemistry applies.

Teaching Minor: 24 Hours
Required: Chem. 4 hours, (Chem. majors will take another science) and Earth and Space Sciences 20 hours, 4 of which must be upper division. E.S.S. 101, 102, 231, and 350 are recommended.

Astronomy

231—Introduction to Astronomy This is a survey course regarding the basic effects of Astronomy upon the thinking man, not only in science but philosophy, religion, and the social sciences. The course is laboratory oriented. Wide use is made of the planetarium, observatory, field trips and various visual aid equipment. Evening and 1 laboratory period. 4 hours

350—Methods of Planetarium Operation A primary course in planetarium operation and techniques designed for those who plan to teach. Students will become familiar with program planning, coordination, ap-
plication of concepts and will operate and use Reed Planetarium facilities. Prerequisites: a laboratory science and Astronomy. 3 hours

491—Selected Readings Readings in the field of Astronomy regarding the historical, descriptive, observational and developmental aspects. This will provide an opportunity for individual effort within the areas of special interest. Prerequisite: 17 hours of Earth and Space Science and consent of the instructor. 1 hour

Earth Science

101—Physical Geology An introduction to the earth, its internal and external features, and the processes responsible for their formation. The laboratory covers the major minerals and rocks, aerial photographs, topographic maps, and geologic maps, with a brief introduction to fossils. Short field trips. 3 lecture periods and 1 laboratory period. 4 hours

102—Historical Geology A survey of the geological and biological history of the earth. An introduction to the major fossil groups and the interpretation of the geologic history of selected areas are included. Short field trips. 3 lecture periods and 1 laboratory period. 4 hours

103—Regional Geology and Geography of the U.S. A field course designed to give a deeper understanding and appreciation for the physical basis of the scenery in approximately one quarter of the United States. The trip alternates between the Southwest and the Northwest, and other areas on demand. Fee to be announced covers registration, tuition, lodging, and travel. Coeducational. Offered in the summer. No prerequisites. 2 hours. May be repeated.

354—Crystallography: Morphology, Optical, and X-ray
A study of morphological, optical, and x-ray crystallography utilizing stereographic projections, crystal models, the petrographic microscope, and x-ray diffraction powder and single crystal cameras. 3 day field trip. Prerequisite: Earth and Space Science 354. 3 lecture periods and 2 laboratory periods. 5 hours

362—Stratigraphy and Sedimentology
A study of sedimentary rocks, their origin, composition, and the principles involved in subdividing them into stratigraphic units. The laboratory includes the use of sieves and other methods of size analysis, use of the petrographic microscope, and x-ray diffraction powder techniques for mineral identification. 3 day field trip. Prerequisite: Earth and Space Science 101 or 102. 3 lecture periods and 1 laboratory period. 4 hours

366—Structural Geology and Field Methods
The lecture is concerned with the internal structure of the earth, the origin of the continents and ocean basins, mountain building, volcanoes, and the deformation of rocks. The laboratory will primarily involve the use of geologic field techniques such as mapping with instruments and aerial photographs, correlation of sedimentary rocks, and interpretation of geologic history. 3 day field trip. Prerequisite: Earth and Space Science 101 or 102. Trigonometry is suggested but not required, 3 lecture periods and 1 laboratory or field period. 4 hours

477—Teaching of Earth and Space Sciences
A teacher-training and review course of methods and techniques for those preparing to teach Earth and Space Sciences in the secondary schools. Pre-student teaching experience in the departmental laboratories is required. Prerequisites: E.S.S. 101 and 102 or equivalent; admission to teacher education. 3 hours

485—Physics and Chemistry of the Earth.
The application of physical and chemical principles to problems in the earth sciences. Topics include the geochemistry of the earth's crust, geophysical techniques and data concerning the earth's interior, and exploration for economic resources. Prerequisites: Chemistry 103 and 114, Physics 101 and 102, and Math 147. 3 lecture periods and 1 laboratory or field period. 4 hours

490—Special Problems Readings or projects chosen from selected topics. Prerequisites: A minimum of 8 hours in Earth Science of which 4 hours must be in courses numbered 300 or above and consent of instructor. 1 to 3 hours
Mathematics and Computer Science—45

R. Wirt, D. Atkinson, D. Skinner, H. Teas

The objectives of the Department of Mathematics and Computer Science are: (a) to provide preparation in mathematics for graduate study, teaching, and use in business and industry; (b) to provide understanding of the historical development, deductive nature, and contemporary progress of mathematics; and (c) to provide appreciation for the cultural value, logical structure, and diverse applications of mathematics.

The computer laboratory is equipped with an IBM 1130 System. A general computer science course with an emphasis on programming is offered each semester and is open to all students. Also a course in numerical analysis is offered which makes extensive use of the computer. Several departments use the computer as an instructional aid and computational tool.

The General Education requirements for all degrees include 3 hours selected from mathematics or physical science. Mathematics 101 and 124 are designed to meet this requirement; a member of the Department should be consulted for placement in one of these courses.

Major (Bachelor of Arts): 32 Hours
Required: All work in courses numbered 147 and above, including 147, 148, 351, 361, 362, 459, 463 and either 460 or 464. (Both Math 460 and 464 as well as a reading knowledge of French, German or Russian, are strongly recommended.)

Teaching Major (Bachelor of Arts):
33 Hours
Required: All work in courses numbered 147 and above, including 147, 148, 351, 361, 355, 463, 473, and 474. A minor in education and a second teaching field. (A reading knowledge of French, German or Russian is strongly recommended.)

Major (Bachelor of Science):
40 hours.
Required: 147, 148, 253, 281, 351, 361. Six hours of advanced applications selected from 354, 382, or 491. Fifteen hours selected from 357, 362, 459, 460, 463, 464. To be supported by fifteen hours upper division credit in one or two areas which emphasize the use of mathematics. These courses to be approved by the department.

Minor: 17 Hours
Required: All work in courses numbered 147 and above, including 147, 148, 351, 361, and three hours from 281 or above.

Teaching Minor: 20 Hours
Required: All work in courses numbered 147 and above, including 147, 148, 351, 463, 473, and 474.

101—Mathematics for General Education A study of some fundamental concepts of modern mathematics, with emphasis on deductive and structural aspects of the subject. Attention is given to various applications of mathematics in the modern world. Students with more than 2 years of high school math should take Math 124 instead. 3 hours
111—Mathematics for Elementary Teachers I
The language and nature of deductive reasoning, elements of set arithmetic, numeration systems, operations and relations, the whole numbers, number bases, the integers, elementary number theory, modular number systems, the rational numbers, the real numbers, infinite decimals, equations and inequalities. 3 hours

112—Mathematics for Elementary Teachers II
A continuation of Math 111. Topics from algebra: Real numbers, equations and inequalities, systems of equations and inequalities, complex numbers, polynomials, modular number systems, algebraic structures. Topics from geometry: Historical development, intuitive geometry, Euclidean geometry (constructions, separation, congruence, similarity, parallelism), analytic geometry, other geometries, theory of measurement, mensuration formulas, indirect measurement and trigonometry. Prerequisite: Math 111. 3 hours

117—Finite Mathematics with Business Applications
An introduction to finite mathematics with applications in business and industrial administration. Compound statements, computer circuits; sets, voting coalitions, critical path analysis; counting problems, flow diagrams; probability theory, Markov chains, decision theory; vectors and matrices, linear equations; linear programming; mathematics of finance and accounting. Prerequisite: At least 1 year of high school algebra or consent of the instructor. 3 hours

124—Modern Finite Mathematics
An introduction to modern mathematics involving finite problems. Compound statements, truth tables, logical possibilities, methods of proof, sets and subsets, partitions and counting, binomial and multinomial theorems, probability theory, vectors and matrices, linear programming, applications to behavioral sciences. Prerequisite: Consent of the instructor. 3 hours

131—Integrated Algebra and Trigonometry
Integrated algebra and trigonometry developed from a study of functions including selected topics from modern mathematics. Provides preparation for Math. 147. Prerequisite: 1 year of high school algebra. 4 hours

147—Calculus I
An introduction to the calculus of one variable with associated analytic geometry. A review of selected topics from algebra and trigonometry; limits, continuity; derivative and integral, techniques and applications of differentiation and integration; transcendental functions and their derivatives. Prerequisite: 3 years of high school math, 4 strongly recommended, or Math 131; and consent of the instructor. 4 hours

148—Calculus II
A continuation of Math 147. Antiderivatives and methods of integration; theory of curves, polar coordinates; elementary differential equations; numerical methods, Taylor series; a careful discussion of some foundation concepts of the calculus, including the real numbers, limits, continuity, mean value theorems, and definition of derivative and integral. Prerequisite: Math 147 and consent of the instructor. 4 hours

253—Introduction to Computer Science
Problem flowcharting, Fortran IV programming, student operation of the IBM 1130 Computing System. Problems and examples are selected from both scientific and non-scientific areas. 2 lectures per week plus time in laboratory 2 hours

281—Introduction to Probability and Statistics
A first course in probability and statistics. Finite probabilities, distribution samples and expectations; combinatorial analysis, conditional probabilities, binomial Poisson distributions, normal and chi-square distributions, expected value, sampling, statistical inferences, testing hypotheses. Prerequisite: Math 147. 3 hours

351—Linear Algebra
Vector spaces, linear dependence, bases, dimension, linear transformations, matrices, systems of linear equations, determinants, eigenvalues, Cayley-Hamilton Theorem, inner and vector products, orthogonality, quadratic and Hermitian forms. Prerequisite: Math 148. 3 hours

354—Numerical Analysis
Integrations, roots of equations, systems of equations, solution of differential equations by numerical methods applicable to digital computers. The IBM 1130 Computing System is used for class assignments. Prerequisites: Math. 253 and 351. 3 hours

355—Modern College Geometry
A study of Euclidean Geometry with Hilbert’s axioms and projective geometry including duality, harmonic sequences, transformations, and analytic projective geometry. Corequisite: Math 351. 3 hours
357—Differential Equations Differential equations with applications to geometry and mechanics; a course designed primarily to be a working course for students in mathematics. Prerequisites: Math. 351 and 361. 3 hours

361—Calculus III (Multivariate Calculus) A study of the calculus of real-valued functions of several variables. Vectors, partial derivatives, multiple integrals and infinite series. Prerequisite: Math 148. 3 hours

362—Calculus IV (Vector Analysis and Complex Variables) The calculus of vector functions, line and surface integrals, Theorems of Green, Gauss, and Stokes. Complex variables. Prerequisites: Math 361. 3 hours

382—Probability and Mathematical Statistics Continuous probability spaces, density and distribution functions, random variables, expectations, variance, independence, conditional distributions, random sampling, law of large numbers, estimation of parameters, central limit theorem, hypothesis testing, moment generating functions regression. Prerequisites: Math 361 and 281. 3 hours

459—Advanced Calculus I A careful study of functions from $\mathbb{R}^n$ to $\mathbb{R}^m$. Topology of $\mathbb{R}^n$, continuity and uniform continuity, mean value theorems, Taylor's Theorem, integration, convergence and uniform convergence, power series, improper integrals. Prerequisite: Math 362. 3 hours

460—Advanced Calculus II A continuation of Math 459. Linear transformations, total differential, differentiation, implicit function theorems, application of differentiation to geometry and analysis, differential forms, vector analysis, line and surface integrals, Theorems of Green, Gauss and Stokes. Prerequisite: Math 459. 3 hours

463—Modern Algebra I A study of fundamental structures of algebra, including groups, rings, integral domains, fields, vector spaces and modules. Substructures, homomorphisms, image structures, quotient structures and product structures. Finitely generated abelian groups, solvable groups, Jordan-Holder theorem, Sylow theory, polynomial rings, unique factorization domains, Euclidean domains, extension fields, finite fields, algebraic closure and constructible numbers. Corequisite: Math 351. 3 hours


473—Foundations of Mathematics A consideration of the origin, history, literature and nature of mathematics. Possible topics include Euclid's Elements, development of non-Euclidean geometry, Hilbert's postulates for geometry, algebraic structure, the modern mathematical method, number systems, sets, logic and philosophy. Prerequisite: Math 351. 3 hours

474—The Teaching of Mathematics A consideration of the problems, materials and methods involved in contemporary mathematics teaching. Implications of current developments and trends in mathematics for the teacher. Prerequisite: Math 473. (Applies only on a teaching major or a teaching minor.) 2 hours

485—Introduction to Topology General topological spaces and continuity. Connectedness, compactness, separation, metric spaces, completions, product and quotient spaces, function spaces, topological groups, homotopy and the fundamental group. Corequisite: Math 459. 3 hours

491—Topics in Mathematics Selected topics in mathematics to provide opportunity for individual attention to areas of special interest. Prerequisite: Consent of the instructor. Hours to be arranged.
Physics—46

G. Whitten, I. Newsham, R. Schmidt, V. Vail

The department of Physics offers courses: (1) for those students who wish intensive work in Physics to support graduate study or professional practice in the field of Physics, and (2) for those who require a general background in Physics for teaching, engineering, or the medical profession.

Major (Bachelor of Arts): 32 Hours
Required: 101, 102, 246, 385, 352, 487, 496, Two courses selected from 386, 482, 488, 491, 492, One course selected from 371, 493. To be supported by Chem. 103, 114, Math. 147, 148, 361, 362 and two courses selected from Math. 357, 351, 459.

Minor: 19 Hours
Required: 101, 102, and 246.

Teaching Major (Bachelor of Arts):
35 Hours
Required: 101, 102, 246, 385, 352, 477, 487, 496; Two courses selected from 386, 482, 488, 491, 492; One course selected from 371, 493; To be supported by Chem. 103, 114, Math. 147, 148, 361, 362 and two courses selected from Math. 357, 351, 459.

Teaching Minor: 24 Hours
Required: 101, 102, 246, 477, and 150

Major (Engineering Physics—Bachelor of Science): 41 hours
Required: 101, 102, 246, 352, 371, 385, 386, 487, 493 (6 hours), 496; and two courses selected from 482, 488, 491, 492. To be supported by Nat. Sci. 107, 108, Math. 147, 148, 153, 361, 362. Two courses selected from Math. 351, 354, 357, 459. One course selected from Chem. 301, 310, 382.

101—General Physics I Mechanics, sound, heat, geometrical optics. Lectures with demonstrations and recitations. 3 periods per week. Laboratory 4 hours per week. Corequisite: Math. 147 or equivalent. 5 hours

102—General Physics II Physical optics, electricity, magnetism, atomic physics. Prerequisite: Physics 101. 5 hours

150—Concepts of Modern Physics A general introduction to Modern Physics with selected topics to be more fully developed. Includes laboratory practice in instrumentation and development of demonstration apparatus. 3 hours

246—Basic Physical Measurements A laboratory course dealing with the principles and instrumentation of modern physical measurements with applications to standardization and calibration, and measurements of non-electrical quantities by electrical methods. 2 lecture-laboratory periods per week. Prerequisite: Physics 102. 3 hours

352—Principles of Electricity and Magnetism A study of the laws of electrostatics, magnetism, electric and magnetic circuits, direct and alternating currents, oscillations, amplifying devices. Special emphasis is given to the theoretical aspects of the subject. Prerequisite: Physics 102. Corequisite: Math. 362. 3 lecture periods per week. 3 hours

371—Electronics for Scientists An introduction to electronic instrumentation dealing with the principles and application of comparison methods, amplification, feedback, and servo systems. Analog and digital methods are discussed. Prerequisite: Physics 246 or Chemistry 382; corequisite Math. 361. 2 2½ hour lecture-laboratory periods per week. 3 hours

385—Theoretical Mechanics A study of the statics of systems of particles and of rigid bodies; friction, work and energy, momentum, simple harmonic motion, centroids and moments of inertia are among the topics covered. 3 hours lecture per week. Corequisite: Physics 102, Math. 361. 3 hours

386—Theoretical Mechanics A continuation of the study of mechanics dealing principally with the dynamics of particles and of rigid bodies and the Lagrangian and Hamiltonian formulations of Mechanics. Prerequisite: Physics 385. 3 hours
477—Teaching of Physics A teacher training and review course of methods and techniques for those engaged in or preparing to teach high school physics. This course is adjusted to the professional semester for students in the teacher training program. The course includes some teaching experience in the Divisional laboratories. Prerequisites: Physics 101, 102; enrollment in teacher education, consent of instructor. 3 hours

482—Thermodynamics and Statistical Physics This subject is concerned with the properties of matter from both a macroscopic and a microscopic point of view. Prerequisite Math. 361, Physics 102. 3 hours

487—Modern Physics I (Atomic Physics) This deals with the foundation of atomic physics, and includes an introduction to quantum theory. 3 lecture periods per week. Prerequisite: Math. 361, Physics 102. 3 hours

491—Optics This subject deals with those optical effects associated with the wave aspects of light, and includes an introduction to the theory of relativity. 2 hours lecture, 2 hours laboratory per week. Prerequisite: Physics 352. 3 hours

492—Introduction to Quantum Mechanics A first introduction to the fundamental concepts, postulates, and applications of quantum mechanics, including the Bohr model of the atom, de Broglie waves, the Schrödinger Equation, the particle in a box, harmonic oscillator, hydrogen and helium atoms, perturbation theory, the variation principles, and applications to atomic and molecular structure. Prerequisite: Physics 385 and 487, or Chemistry 382. 3 hours

493—Research in Physics Original research in physics consisting of both literature research and laboratory work. Prerequisite: approval of instructor. (Up to 6 hours to be counted towards a major). 3 hours

496—Topics in Physics A seminar course with papers presented by students. Required of all senior physics majors. Prerequisite: approval of instructor. 0 to 3 hours credit.

508—Modern Physics II (Nuclear Physics) A continuation of Physics 487, dealing with the atomic nucleus, with an introduction to high energy physics. 3 hours lecture per week. Prerequisite: Physics 487. 3 hours
The Division of Religion and Philosophy includes the Departments of Biblical Literature, Philosophy, Christian Education, and Theology. Practical as well as theoretical in scope, this division has certain immediate objectives which relate the specific aims of its departments to the general objectives of the College. Among these are the following: (1) to acquaint the student with the religious, cultural, and scriptural heritage of the Christian faith that he may be led to self-realization through a full commitment to Christ; (2) to help the student, through the various methods of thought, to arrive at the world view in harmony with both reason and revelation; (3) to help the student gain a sense of responsibility for evangelism and to apply Christian principles to the socio-economic and cultural problems of our day; (4) to prepare lay and ministerial students for a life of Christian service in the church and community; and (5) to prepare students for further graduate studies in their chosen field.
Major (Religion): 44 hours
Required: Theology 115, 351, 353, 354, 452, 455, 462, 470, 471, 484, 491, 496.
Supporting courses: (may overlap general education requirements) Literature, 6 hours; Philosophy, 7 hours; Social Science, 6 hours; History, 6 hours; Christian Education, 4 hours; Biblical Literature 378, 466; Psychology 101; Speech, 3 hours; Speech 104; Music 377. In the General Education requirements, Theology 223 is waived.

Major (Theology): 44 hours
Required: Same as Religion 6 hours International Relations or Foreign Cultures option in Group V of General Education requirements.

Major (Religion and Philosophy): 36 Hours
Required: Theology 351, 353, 354, 462, 491; Philosophy 141, 351, 352 and 10 additional hours of Philosophy.

Minor: 16 Hours
Required: Theology 351, 3 hours of upper division Biblical Literature, with additional courses to be approved by the Chairman of the Division.
Offered only on a non-teaching degree.

Course of Study for Ministers

Degree candidates are advised that the Manual, Church of the Nazarene, states the following minimum requirements for graduation from the Course of Study of ministers:

Biblical Literature, 12 Semester Hours
Theology (including one semester of Doctrine of Holiness), 12 Semester Hours
Homiletics, Practics, and Christian Education, 12 Semester Hours
Church History (including History and Polity of the Church of the Nazarene), 8 Semester Hours
English and Speech, 15 Semester Hours

Philosophy and Psychology, 9 Semester Hours
History and Social Science, 9 Semester Hours
Science, 3 to 5 Semester Hours

Biblical Literature—51
O. Sayes, F. Benner, K. Hendrick, D. Kelly, R. Lunsford, R. Perry, W. Woodruff, L. Flint, W. Dean

The aims of this Department are: (a) to lead students into an intelligent appreciation of the Bible as the foundation of our Christian faith and as an important factor in our civilization; (b) to give students a basic understanding of the organization and content of our English Bible, and to acquaint them with the principal persons and events involved in Biblical history; (c) to train students in a sound interpretation of the Bible, and to help them to make practical applications to Christian doctrine, experience, and life; and (d) to acquaint students, especially those who are preparing for the ministry, with the origin and literary history of the Bible and with some of the more important problems of Bible study.

Major: 24 Hours
Required: Theology 491 and 23 hours upper division Biblical Literature.
To be supported by: philosophy, 6 hours; literature, 6 hours; history, 6 hours. One supporting course must deal with the ancient and medieval period. It is strongly recommended that the student elect Theology 353 and 354 and take Greek to fulfill the language requirements.
Minor: 16 Hours
Required: Courses approved by the Department Chairman to include at least 12 hours in upper division work.

115—English Bible A general education course designed to survey the backgrounds and contents of the Old and New Testaments. Attention is given to significant persons, events, and major teachings. Required of freshmen. 5 hours

331, 332—New Testament Greek (Same as Greek 331, 332.) 3 hours each semester.

355—The Books of Poetry and Wisdom A study of Hebrew poetry and the wisdom literature. Exegesis of selected Psalms and of portions of the other poetical books. Designed for general education. 2 hours

361—Romans and Galatians A doctrinal and exegetical study of Romans and Galatians, with comparison of related passages in the other epistles. Attention is given to the principles of sound interpretation. 2 hours

362—Christological Epistles An exegetical study of Ephesians, Philippians, and Colossians, involving a study of the Christian idea of salvation. 3 hours

378—Old Testament Prophets A study of the contents, background and teachings of the major and minor prophets with exegesis of certain selected passages. 5 hours

459—Bible and Life A general education course designed to crown the student’s college career by relating the Bible to life and showing its influence upon various avenues of life, using it as a guide for everyday decisions. Special attention is given to the formulation of Biblical principles to meet life situations relating to its physical, social, educational, recreational, ethical aspects. Required of seniors. 2 hours

466—New Testament Writings A study of the Pauline and General Epistles including Hebrews. A doctrinal and exegetical study designed for Bible majors and ministers. 5 hours

473—Synoptic Gospels A harmony study of the life and teachings of Christ as represented in the first 3 Gospels. Brief attention is given to the Synoptic problem. 3 hours

571—Pentateuch A study of the historical and theological content of the Pentateuch. Special attention is given to the Mosaic legislation and the establishment of the Jewish nation. 3 hours

574—Johannine Literature An exegetical study of the 5 books written by the Apostle John. Emphasis is laid upon the Gospel and the first Epistle. 3 hours

575—Old Testament Historical Books A study of the content, background and teachings of the books of Joshua, Judges, I and II Samuel, I and II Kings, I and II Chronicles, Esther, Ezra, Nehemiah. 3 hours

Philosophy—52

A. Lilienthal

The objectives of the Department of Philosophy are:

1. To aid the student in developing and formulating a workable philosophy of life.
2. To aid the student in understanding the nature, methods, and value of philosophy.
3. To help the student in his search for reality, truth, and value.
4. To teach the student how to think cogently and soundly.
5. To cultivate in the student the facility of clear and perceptive language usage, both written and oral.
6. To provide for each student philosophical background and tools necessary for further study—for graduate work in philosophy, teaching, seminary, and active ministry.

7. To acquaint each student with the ideas of great historical thinkers in the world.

8. To provide for the student a world view which makes Christianity and "doing Philosophy" compatible.

9. To engender in each student a spirit of philosophy which is not only analytic and critical, but also creative and open-ended.

10. To guide the student to a level of maximum concreteness about all available human experience.

11. To unfold for each student the philosophical meaning of "Education with a Christian Purpose."

**Major: 26 hours**

Required: 141, 241 or 242, 351 or 352, 371 or 481, 491, 492 and 9 additional upper division hours approved by the Departmental Chairman. To be supported by: History, 6 hours; English 363; upper division English literature, 2 hours; Psychology 101 or Sociology 121; Theology 491 and upper division theology, 6 hours (preferably Church History).

**Minor: 14 hours**

Required: 141, 241 or 242, 351 or 352 plus 6 additional upper division hours approved by the Departmental Chairman.

131—Introduction to Philosophical Issues
An orientation to basic philosophical issues for the student who does not wish to pursue further philosophical studies. An analysis of contemporary living issues for a "NOW" generation. (Not to count as prerequisite to upper division courses.) 2 hours

141—Introduction: Beginning Philosophical Systems
A systematic inquiry into the fundamental philosophical ideologies of ancient, medieval, modern, and contem-
more recent emphases on eastern thinking in Western civilization. Prerequisite: 2 hours of philosophy, excluding 52-131, or with instructor's consent. 3 hours

371—History of Twentieth-Century Philosophy An historical survey of the principle ideas of pragmatism, idealism, logical positivism, phenomenology, Existentialism, and language analysis, prior to 1970. Prerequisite: 2 hours of philosophy excluding 131 or with instructor's consent. 3 hours

390—Seminar in Philosophy A specialized analysis of a philosopher (or a group of philosophers) or significant historical distinction recommended to students of exceptional philosophical ability and background. Prerequisite: 52-141, 6 hours of history of philosophy, plus recommendation of Chairman of Philosophy Department. 1 to 4 hours

481—Philosophy of Religion An investigation and analysis of religious consciousness, the theories it has evolved and their development and historic relationships in the cultural complex. Direct attention is given to problem of God's existence, human destiny, revelation and faith, miracles, verification-falsification issue, religious language, and religious experience. Prerequisite: 52-141, 52-351, 52-352, or with instructor's consent. Recommended for Religion majors. 3 hours

490—Seminar in Philosophy A specialized analysis of a philosophical movement or problem involving individualized research and philosophical dialogue; recommended to students of exceptional philosophical ability and background. Prerequisite: 52-141, 6 hours of history of philosophy, plus recommendation of Chairman of Philosophy Department. 1 to 6 hours

491—Epistemology: What are the Limits of Knowledge? A consideration and analysis of the origin, structure, methods, nature, and extent of knowledge in relation to its allied disciplines, viz., metaphysics, logic, and psychology. Prerequisite: 52-141, plus 8 hours of philosophy. 3 hours

492—Metaphysics: What is the Nature of Being qua Being? An analysis of the nature of Being, the world, natural psychology, and natural theology with special attention given to more highly sophisticated theories of metaphysics. Prerequisite: 52-141, plus 8 hours of philosophy. 3 hours

Christian Education—53
F. Wise, O. Sayes.

The opportunities of service for volunteer and paid, professional workers in Christian education are multiplying. The demand for trained personnel is increasing for full-time directors of Christian education in local churches, week-day school teachers, and age-group directors. In addition local churches need V.B.S. directors and workers, Sunday school teachers, youth workers, and Caravan workers.

The Department of Christian Education provides training to individuals who feel called to this type of work. Some will be full-time staff persons. Others will supplement their vocational training in this area to increase their Christian service effectiveness.

The Department seeks to (1) acquaint students with the fundamental principles of Christian education, (2) offer a major for those who plan to devote full time to Christian education, (3) offer a minor for students who wish to supplement their vocational training with some skills in Christian service, and (4) help majors meet Manual requirements for commission as ministers of Christian Education.

Majors in Christian education are urged to take courses in music, business, radio, drama, speech, and art to increase their usefulness in the local church. For the minor in Church Music see pages 70-71.
Major: 28 hours
Required: 109, 110, 451, 452, 471, 491, 492, and 13 additional hours of upper division work in C.E.
Strongly Recommended Supporting Courses: Mus. 276, Sp. 104 and 244, Eng. 241 or 341.

Minor: 18 hours
Required: 109, 110, 452, 491, or 492, and 10 additional hours of upper division C.E.

Majors in Christian Education are advised the Manual of the Church of the Nazarene states the following minimum requirements for graduation from the Course of Study for ministers of Christian Education:

- Biblical Literature, 12 hours
- Theology (including 2 hours of Doctrine of Holiness) 6 semester hours
- Church History (including 2 hours of History and Polity of Church of the Nazarene) 8 semester hours
- Religious Education (including 2 hours each of Christian Education, History, Administration, and age-groups) 18 semester hours
- English and Speech, 15 semester hours
- Psychology and Education (including 2 hours each of General Psychology, Educational Psychology, and Principles of Education) 9 semester hours
- History and Social Sciences, 9 semester hours
- Science, 3-5 semester hours

109—Introduction to Christian Education A study of the needs, aims, methods, materials, and programs of Christian education. The agencies available in the local church for educational evangelism and the development of Christian character will be considered. Attention is given to present day problems and trends. 2 hours

110—Survey of Christian Education in the Local Church A survey of the various agencies in Christian education including the Sunday School, Nazarene Young People’s Society, Junior Society, Junior Church, Nazarene World Missionary Society, Home Department, week-day Christian education, and week-day activities in the church and community. The organization and administration of all Christian education in the local church will be considered. 2 hours

212—Outreach Ministries A review of the various evangelistic methods and techniques being used today to reach individuals for Christ and the church, i.e., bus ministry, personal evangelism, Sunday school promotion. 2 hours

233—Christian Camping A study of the principles of organization and administration of various types of Christian camps, i.e., day, boys and girls, youth, adult. When possible some credit through 491 and 492 may be earned by participating in an actual camp under supervision. 2 hours

362—Weekday Programs A study of the organizational and administrative principles of various weekday programs sponsored by the local church, i.e. V.B.S., Caravan, clubs for children, youth, and senior citizens. Through 491 and 492 additional credit may be earned by actual involvement in such a program. 2 hours

363—Christian Education of Children A study of the basic principles of child psychology in relation to the needs of the child, materials and methods for children’s work in the nursery, beginner, primary and junior departments, and the administration of the church school program for children. 2 hours

364—Christian Education of Youth A study of adolescent psychology in relation to the nature and needs of young people, materials, methods and programs for youth work in the intermediate, senior and young people’s departments, a suggested program of Bible study, evangelism, worship, recreation, and stewardship to win and hold the adolescent group. Prereq. Psy. 101, Psy. 201, and either C.E. 109 or 110. 2 hours

365—Christian Education of Adults A study of the nature and needs of the adult groups and materials and methods for teaching adults. Special attention is given to planning for the young adult group, missionary, stewardship and other Christian Service Training education in the local church. 2 hours

367—Materials and Methods for Recreation Same as Physical Education 367. Prerequisites Psy. 101, Psy. 201, and either C.E. or 109 or 110. 2 hours
374—Theories and Principles of Pastoral Counseling Same as Theology 374 and Psy. 464, Psy. of Counseling, non-major segment only. 3 hours

377—Music in Worship Same as Music 377. 2 hours

451—History and Philosophy of Religious Education The history of religious education as seen in the Old and New Testaments, church history, and modern times. An interpretation of the philosophy and significance of religious education in the growth and development of the Christian religion. Current major theories of religious and secular education compared with scriptural principles, formulation of a personal philosophy of religious education. Prerequisites: Christian Education 109. 3 hours

452—Church School Administration Same as Theology 452. 3 hours

471—History and Polity of the Church of the Nazarene Same as Theology 471. 3 hours

489—Problems in Christian Education Individual study of a practical problem in Christian education. The student must decide upon a problem, study it, and propose its solution. The major requirement is a written report of his research. Open to majors only. 2 hours

491, 492—Supervised Field Work in Christian Education Each student is expected to arrange for participation in a practical experience in Christian education, i.e., teaching a class, working in Caravan, participating in a club or camp. One semester should be spent working in directing the Christian educational program as an assistant to the Director of Christian Education, if possible. 1 hour

495—Early Childhood Education Same as Education 495. 2 hours

496—Community Recreation A course designed to give the student an understanding of the philosophical background of modern community recreation as well as the role of recreation in meeting the recreational needs of various societal groups. 3 hours

497—Audio-Visual Aids in Christian Education Same as Education 497. 2 hours

Theology—54

F. Benner, H. Reed, K. Hendrick, R. Lunsford, R. Perry, F. Wise, R. Price

The objectives of the Department of Theology are as follows: (1) to cultivate a fuller appreciation of the doctrines, and institutions of the Christian Church through a more adequate knowledge of their origin, development, and historical importance; (2) to emphasize the Arminian theology as interpreted by John Wesley and reconstructed by subsequent holiness movements, especially the Church of the Nazarene; (3) to train young ministers for effectiveness in preaching and efficiency in pastoral methods; (4) to acquaint the student with church government, especially the polity of the Church of the Nazarene; and (5) to inspire and train prospective pastors, evangelists, missionaries, and lay workers in effective methods of evangelism.

The course of study for licensed ministers in the Church of the Nazarene has been considered in the curricular planning of the Division of Religion and Philosophy. While required for ordination in the church, not all of these courses are necessarily included in the requirements for degrees. Students looking forward to ordination should be guided by their advisors in selecting courses needed for the completion of ordination requirements. See page 101.
Religion

481—Philosophy of Religion A study of religion from the philosophical point of view. An examination of the contribution made by philosophy to the religion and the supplementary nature of faith and reflective thinking in human life. Prerequisite: Philosophy 351 and 352. 3 hours

486—Comparative Religion A study of the chief contributions of the major living religions of the world. It is recommended for all students concentrating in the field of doctrinal theology. 2 hours

490—Seminar in Religion An extensive study of some area, or areas, in religion designed to afford opportunity for religion majors to do creative research. Limited to seniors. 1 or 2 hours

491—President's Colloquium A conversation course in which problems and major concepts incidental to the several areas of study in the division are considered. Required in the last year of work of all Th.B. candidates with majors in theology; all A.B. candidates with Biblical Literature, religion or divisional majors; and all Ministerial Certificate students. 1 or 2 hours

Systematic Theology

223—Christian Doctrine A general education course involving a study of the fundamental doctrines of the church from a Biblical basis, as interpreted by the Church of the Nazarene. An attempt will be made to provide a background for further study and to acquaint every student with the essential doctrines of the Christian faith with special emphasis given to the Doctrine of Holiness. 5 hours

353, 354—Systematic Theology A general survey of the doctrines of the Christian Church in the light of their scriptural foundation, philosophical implications, and historical development. Special attention will be given to the Arminian point of view in respect to the atonement and the doctrine of entire sanctification. Recommended for juniors. 5 hours both semesters

462—Evangelical Perfection A study of the doctrine of Christian perfection with special emphasis on its Biblical and historical background. A survey will be made of the outstanding literature in this field, and especially the life and works of John Wesley. Careful consideration will be given to the implications of Christian perfection for personal experience and practical living. Prerequisite: Theology 353, 354. 2 hours

Church History

351—History of Christianity A survey of the history of the church, supplemented with lectures and readings giving particular attention to the theological contributions of representative men. 3 hours

359—Renaissance and Reformation (Same as History 359.) 3 hours

471—History and Polity of the Church of the Nazarene A survey of the major types of evangelical church polity in their historical development will lead to an exhaustive study of the Manual of the Church of the Nazarene. The history of the denomination will be carefully surveyed. 3 hours

Practics

112—Personal Evangelism (Same as Religious Education 112.) 2 hours

115—Fundamentals of Christian Service A course designed to acquaint the student with the foundation and avenues for fulfilling the special call to service and to introduce Olivet's Ministerial Training objectives. Required of all freshmen in the ministerial training program. 4 hours

374—Pastoral Counseling A consideration of the need for and the objectives of pastoral counseling; theories of counseling as applied to the work of the ministry; possible techniques of counseling; and the advantages and limitations of counseling in the parish ministry. Prerequisite: Psychology 101. 3 hours

455—Homiletics The character of the sermon; the several types of sermons; finding source materials; the major divisions of the sermon; introduction, body, illustrations, conclusion. Analysis of great sermons. Practice in preparation and delivery of sermons. Class criticism. 3 hours

452—Church Administration A comprehensive study of the organization and activities of the local church. Business administration; methods of publicity, evangelization program; ministerial ethics; relation of the church to the district and general program.
Particular attention will be given to Nazarene polity. 3 hours

470—Evangelism and Missions A study of World evangelism with emphasis upon history and methods. Attention is given to the public and personal proclamation of the Gospel in revival and personal work both at home and abroad by the Church of the Nazarene. 5 hours

477—Hymnology (Same as Music 477.) 2 hours

484—Reading Seminar A course designed for the senior ministerial student with particular emphasis upon the reading books of the Nazarene Ministerial Course of Study, plus the presentation of current professional bibliography. To be taken concurrently with Field Training. 2 or 3 hours

496—Field Training and Service Prerequisites: Senior standing, approval by the committee on Ministerial Training and the completion of academic portion of the Ministerial Program. 1 to 6 hours

Ministerial Certificate Program

R. Lunsford, Director

The ministerial certificate program is designed to meet the needs of mature persons preparing for the ministry who do not qualify for admission to a degree program, or who otherwise find it impractical to pursue such a program. The student is strongly advised to use the degree program if he qualifies for it.

While there are no formal academic requirements for admission to this program, students must complete the orientation program before registering for courses. Students in the College may transfer to this program only on the joint recommendation of the Scholarship and Admissions Committee and the Director of the program.

Credits earned in this program may not be counted toward a degree program. Work done will be marked S-Superior; G-Good; M-Medium; P-Poor; U- Unsatisfactory. Record of work taken may be sent to the District Board of Ministerial Studies to be applied on the Course of Study for Ministers as outlined in the Manual of the Church of the Nazarene. The Ministerial Certificate Program is designed to satisfy the Manual requirements for the Course of Study for Ministers.

The Certificate is awarded upon satisfactory completion of the 91 hours of work listed below.

Biblical Literature—12 hours
Bib. Lit. 115—English Bible
Bible Electives

Theology—13 hours
Theol. 353, 354—Systematic Theology
Theol. 462—Evangelical Perfection
Theol. 491—President's Colloquium

Practics and Christian Education—22 hours
Chr. Ed. 109—Introduction to Christian Education
Chr. Ed. 110—Survey of Christian Education in the Local Church
Theol. 115—Fundamentals of Christian Service
Music 377—Music and Worship
Theol. 452—Church Administration
Theol. 455—Homiletics
Theol. 470—Evangelism and Missions
Theol. 496—Field Training

Church History—8 hours
Theol. 351—History of Christianity
Theol. 471—History and Polity of the Church of the Nazarene

English and Speech—15 hours
Eng. 103, 104—Freshman Composition
Eng. 109, 110—Introduction to Literature
Speech (including Speech 104)

Philosophy and Psychology—9 hours

History and Social Science—9 hours

Natural Science—4-5 hours
Division of Social Sciences

Otho Jennings, Chairman

The Division of Social Sciences consists of the Departments of Business Administration and Economics, History and Political Science, Home Economics, Sociology and Anthropology. Service courses in Geography are also available.

This Division seeks to develop in the student the following: (1) A general understanding of social institutions, past and present, their development and problems; (2) An acquaintance with the political, economic, and social ideals and practices in American democracy; (3) An interest in, and a grasp of the social sciences with an opportunity to specialize in one or more fields; (4) An acquaintance with scientific methods of research in the study of society.
Major: 54 Hours
Required: Econ. 111, 112; History 101, 102; Sociology 121; and Social Science 496. At least 24 hours in the upper division. Course work distributed as follows: 1 department, 24 hours; from each of 2 other departments, 8 hours; additional hours may be from above department or other areas of the division.

Teaching Major: 56 Hours
Required: Same as above plus Social Science 478. The 24 hour area must be in history with a minimum of 8 hours in U.S. History and 8 in General and European History. Must be supported by a minor in education.

Teaching Minor: 24 hours
Required: Option A—16 hours of history including 8 hours in U.S. History and 8 in general or European History. 8 additional hours from Division of Social Science. Option B—8 hours each from two of the following areas: economics, geography, political science, and sociology. 8 additional hours from the Division.

Social Science—61

478—Teaching the Social Studies A course in education dealing with the problems and methods of teaching history and the social sciences. Intended for those who plan to teach in this field in the secondary school. Not counted toward the non-teaching major or minor. 2 hours

496—Seminar in Social Science A course to correlate the fields of social science and summarize current problems of society with a view of their possible solutions. The student will be required to apply social science research methods to a topic of interest. 3 hours

Business Administration—62

L. Anderson, L. Mitten, E. Roberts, K. Armstrong

The purpose of this Department is to give students a basic knowledge of the activities in the business and economic world. A knowledge of economic forces is a part of the background for any cultured and intelligent citizen. This knowledge, together with business skills, is fundamental to those who contemplate a career in such fields as general business, accounting, management, insurance, merchandising, secretarial work, teaching of business subjects in the high school, or Christian service such as the ministry or missionary work.

The non-teaching major provides the student with a basic core curricula and permits a choice of emphasis from any one of four areas of specialization including management, marketing, finance, or secretarial.

Major: 35 to 38 hours
Required: CORE: Accounting 105 and 106. Bus. Admin. 102, 341, 351, and 352. Economics 111 and
112. To be supported by six hours of Psychology, six hours of Mathematics, and three hours of Speech.


**Option D: Secretarial** Bus. Admin. 222, 359, 368, 369, and 376.

**Minor:** 16 hours

Required: Accounting 105 and 106. Six hours of courses numbered 300 and above from any of the three fields of Accounting, Business Administration and Economics.

**Teaching Major:** 35 or 36 hours

Required: Option A (includes shorthand); Econ. 111, 112, Bus. Adm. 102, 105, 106, 114, 222, 351, 352, 368 or 369, 471, 472 and 2 hours upper division electives.

Option B (excludes shorthand): Econ. 111, 112, Bus. Adm. 102, 105, 106, 114, 351, 352, 355, 356, 368 or 369, 471 and 2 hours upper division electives.

**Teaching Minor:** 22 Hours

Required: Option A (includes Shorthand): Econ. 111, Bus. Adm. 102, 105, 114, 222, 351, 368, and 472.

Option B (excludes shorthand): Econ. 111, Bus. Adm. 102, 105, 106, 114, 351, 368 or 369, and 471.

**Associate of Arts Degree in Secretarial Science**

Business Requirements: 28 Hours

Business 105, 106, 114, 222, 351, 352, 360, 368, 369, 376.

Electives: 7-8 Hours

In completing the General Education requirements (Catalog, p. 12), include Bus. 102 and Psych. 101 under Group IV and Bus. 359 in place of English 104 in Group VI.

102—**Introduction to Business** An introductory survey course in the field of business management. Such topics as business as a career, locating and organizing a business, financing, buying and selling, planning and budgeting and personnel management are included. 3 hours

113, 114—**Typewriting** Instruction and practice in typewriting by "touch" control. Technique; rhythm; accuracy; speed; letter writing; arrangement problems; legal documents; personal typing; tabulation and stencil cutting. 113 is not open to those who have had high school typing. 3 hours both semesters

115, 116—**Shorthand** A study of the elementary principles of Gregg shorthand. Emphasis of building speed in writing and transcription. 115 is not open to those who have had high school shorthand. 3 hours both semesters

117—**Finite Mathematics with Business Application** (Same as Mathematics 117.) 3 hours

222—**Transcription** Advanced work to develop speed in transcription. General business and vocational dictation. Prerequisite: Business 116, or one year of high school shorthand. 3 hours

341—**Business Statistics** An introduction to statistical methods, including sampling, measures of dispersion, averages and statistical inferences. The application of statistical methods in the evaluation of business problems is emphasized. 3 hours

351, 352—**Business Law** A study of the law of contracts, negotiable instruments, sales, real and personal property, insurance, partnership, corporations, agency, and business crimes. 3 hours both semesters

353—**Marketing** A course in the distribution of raw materials, manufactured goods and agricultural products. Marketing functions, principles and problems of general marketing, the place of middlemen in the marketing structure, type of retail outlets, price policies, and unfair competition will be studied. Prerequisite: Economics 112. 3 hours

354—**Retail Merchandising** A study of the fundamentals of retail selling, including store management, personnel problems, advertising, store layout, equipment, accounting, and credit management. 3 hours
359—Business Correspondence Consists of remedial work in English fundamentals; treatment of letter mechanics; presentation of principles of effective writing; and writing of administrative sales and application letters, with emphasis on training for the business correspondent. 3 hours

360—Office Management Emphasizes the actions of administrative management through the techniques of office automation; the work of information handling; the functions of planning, controlling, organizing, and actuating office management procedures; and the development of new office machines, new planning techniques, new means of decision making, and improved methods of employee motivation. 3 hours

362—Salesmanship Emphasis is given to personal selling and its role in the marketing structure. Attention is given also to principles of sales force organization and operation. 3 hours

366—Insurance (Same as Economics 366.) 3 hours

368—Office Machines An introduction to the basic office machines including 10-key and full-keyboard listing machines; key-drive and automatic rotary calculators; and electronic calculators. To provide for instruction and practice on these machines until a reasonable degree of proficiency is attained. 2 hours

369—Office Practice Study and practice to develop a reasonable degree of proficiency in the use of mimeograph and directprocess duplicators; dictating and transcribing machines; electric typewriters; and filing procedures. 2 hours

376—Secretarial Procedures A study of secretarial procedures, with emphasis on integrating the secretarial skills and knowledges in problem-solving and production work typical of the secretary’s role in the modern business office. Prerequisite: Bus. Ad. 114 and 222. 3 hours

461—Industrial Management Evaluates the management problems of an industrial enterprise, including effective organization. The problems of products, facilities, machinery and equipment, employee relations, work and wages and control procedures are covered. 3 hours

469—Personnel Management Presents principles and current practices in handling personnel as individuals and as groups, with emphasis upon role of operating supervisors, executives and the union in dealing with such problems as selection, placement, training, wage and salary administration, promotion, transfer, fringe benefits, employee services, and management-labor relations. 3 hours

471—Teaching Bookkeeping and General Business Principles and methods in teaching bookkeeping and general business, including objectives, methods of approach, lesson planning and presentation, and techniques in classroom procedure. 2 hours

472—Teaching Shorthand and Typewriting Principles and methods in teaching typewriting and shorthand, including objectives, methods of approach, lesson planning and presentation, and techniques in classroom procedure. 2 hours

473—Investments An evaluation and analysis of the various securities that may become a part of our investment program. Emphasizes the organization and function of the major securities markets. Basic determinants of investment values are considered. 3 hours

477—Real Estate Provides bases for understanding the economics of real property and the techniques of handling real property transactions for the student of business administration, for the practitioner, and for the consumer who desires to learn how to select, finance and maintain property, either for a home or for an investment. 2 hours

Accounting—63

The purpose of the accounting major is to provide a broad background of accounting principles, practices and procedures to enable the student to prepare for accounting and management responsibility especially in the field of finance. A major in accounting will also provide the student with the courses required to sit for the CPA examination in any state. Successful completion of the major will include an emphasis on the theoretical knowledge necessary to pass the CPA examination.
Major: 43 hours

Minor: 20 hours
Required: Accounting 105, 106, 355, 356, 367, and either 357 and 358, or 463 and 464.

105, 106—Principles of Accounting A study of the principles of bookkeeping and accounting. Such topics as recording transactions, posting to ledger accounts, adjusting and closing accounts, use of business forms, and preparation and interpretation of financial statements will be treated. The course emphasizes proprietorship and corporation accounting. 3 hours both semesters

355, 356—Intermediate Accounting Treats such phases of accounting as accepted principles and procedures for setting up working papers and financial statements; correction of prior years' earnings; handling ownership, asset, and liability accounts in a corporation; interpretation of financial statements; analysis of working capital operations; statement of application of funds; and income tax allocation. 3 hours both semesters

357, 358—Cost Accounting The utilization of basic cost accounting principles, practices and procedures for industries using either a process job order or a standard cost system. The effective use of cost accounting as a management tool is emphasized. 3 hours both semesters

365—Income Tax Accounting Presents an analysis and interpretation of the Federal Income Tax Laws. Emphasizes the legal concepts of income, deductions and exemptions. The information is applied in a practical way through the preparation of returns for individuals, partnerships and corporations. 2 hours

367—Auditing Presents the purposes of audits as conducted by the certified public accountant. Emphasizes the principles of auditing and the types of audits normally made. Professional ethics and legal responsibility are considered. A specific program for each phase of the audit is outlined in detail. 2 hours

463, 464—Advanced Accounting Accounting principles and procedures for partnership ventures, consignments, installment sales, and parent and subsidiary relationships are emphasized. Special purpose statements such as Statement of Affairs and Realization and Liquidation Reports are presented. 3 hours both semesters.

Economics—64

The purpose of the Department of Economics is to give students a basic knowledge of economics principles, the historical background in which current economic thought originated and a study of the present economic systems. The principles are studied in relation to current economic problems and to the problems of individual economic existence.

Minor: 16 Hours
Required: 111 and 112 and 6 hours of upper division.

A teaching minor is not offered.

111, 112—Principles of Economics A general course in the fundamental principles governing production, distribution, consumption, and exchange of wealth. It is designed to encourage an understanding of our economic system. 3 hours, both semesters

207—Economic Geography Portrays worldwide patterns of man's principal occupations and analysis of their distributional features, with emphasis on variations in such factors as land forms, soils, natural resources, climate, and the effect of these variations upon agriculture, forestry, industry, transportation, commerce and other economic activities. 3 hours

341—Business Statistics (Same as Business 341.) 3 hours

352—Consumer Economics Emphasizes basic problems of the consumer, including borrowing for consumption, housing, insurance, investments, family budgets, quality standards, buying, and frauds. The purpose of the course is to make the student aware of the problems of the consumer in a competitive economy. 2 hours
353—Marketing (Same as Business 353.) 3 hours

360—Labor Problems Presents an historical evaluation of development and rise of the labor movement. Especially emphasizes the impact of law on the development of union activity. Evaluates the problems of union-management relationships in the current economic environment. 3 hours

362—Money and Banking A survey of the financial organizations of society, including the functioning and characteristics of money and credit, investment banking, trust companies, commercial banking, with emphasis on the Federal Reserve System. Current money and banking problems are evaluated in conjunction with the theoretical concepts studies. 2 hours

363—International Economics A study of the theory of international trade with a view to understanding how trade is carried on and determining a policy for the various countries to follow in the future. 2 hours

364—Business Cycles A survey of the history of business cycle theory. The phases of the business cycle are examined in an effort to isolate causes and effects of the cycle. The proposed theories of control of the business cycle are evaluated in terms of current problems. Special emphasis is placed on government intervention and control. 3 hours

366—Insurance A general study of insurance and its economic significance to businessmen and society. 3 hours

374—The World Food Problem This is an interdisciplinary study including biological, chemical, sociological, economic, public health, and educational aspects. Important features of the world food problem and major possibilities for improvement are discussed. Student presentations as well as individual and group projects are given special emphasis. 3 hours

473—Investments (Same as Business 473.) 3 hours

477—Real Estate (Same as Business 477.) 2 hours

537—Economic History of the United States This will acquaint the student with classical, neo-classical, and contemporary economic thought. These will be interwoven with the chronological economic history of the United States. Emphasis will be placed on the economic thought inherent in our past, present, and future economic policy and will include an evaluation of these policies.

### History and Political Science—65

W. Snowbarger, H. Humble, J. Stocks, B. Isaacs

The purpose of the Department of History and Political Science is to acquaint students with the heritage of the past and to place present political, economic, and social problems in their historical perspective.

Majors in history are urged to secure a reading knowledge of French or German and to acquaint themselves with subjects closely related to history in the social sciences.

#### Major: 30 Hours

Required: 101, 102, 121, 122, 371 and either 494 (three hours) or 495. At least 14 hours in the upper division. To be supported by a 16 hour minor or at least 1 supporting course from each of the fields of Geography, Economics, American Literature, Political Science, and Sociology.

#### Teaching Major: 32 Hours

Required: 101, 102, 121, 122, 371, either 494 (3 hours) or 495 and Social Science 478. Must be supported by a minor in education and a second teaching field.

#### Minor: 16 Hours

Required: 1 survey course and 6 hours of upper division courses.

#### Teaching minor: 24 Hours

Required: 101, 102, 121, 122, 1 additional course from United States History and 1 from General or European History. 6 hours must be upper division.
General and European History

101—Modern European History, 1500-1815
A general survey of Europe from the age of the great discoveries to the close of the Napoleonic Wars. 3 hours

102—Modern European History, 1815 to the Present
A study of the development of European nationalism, liberalism, and imperialism; world wars; reconstruction. 3 hours

355—Europe, 1815-1914
An intensive study of the cultural and political aspects of Europe from the Congress of Vienna to the first World War. 3 hours

356—Europe, 1914 to Present
A study of the political and cultural forces of Europe from the first World War to the present. 3 hours

359—Renaissance and Reformation
A study of European History from 1300 to 1600. Special attention is given to such topics as the formation of modern nations, economic and cultural changes. The religious changes are traced through the Protestant Reformation and the Catholic Counter Reformation. 3 hours

360—African History
An introduction to African history; a general survey course dealing with ancient African kingdoms, partitioning of Africa, and the present independent African states. A culture which is an integral part of African history is also covered. 3 hours

371—Ancient History
A survey of the cultures and institutions of the ancient civilizations which contributed most to the foundations of Western civilization, from earliest times to the fall of the Roman Empire in 476. Emphasis is placed on the Greek and Roman achievements. 3 hours

375—Modern History, 15th to 17th Century
A study of modern history from the 15th to the 17th Century. 3 hours

376, 377—English History, to 1750, since 1750
A study of the evolution of English-Commonwealth institutions from the earliest times to the present. Emphasis is placed on the constitutional, religious, economic, and diplomatic developments. 3 hours, both semesters

494—Readings in History 1 to 4 hours

United States History

121, 122—U.S. History Survey
A survey course of the history of the United States, covering the period from the discovery of America to the present. 3 hours both semesters

374—The Negro in the United States
The old world heritage of the Negro and his transplant in the new world is surveyed. An interdisciplinary attempt is made to study the Negro as an integral part of American history. The racial problem is studied and the efforts to reduce it. Personalities and contributions are given special attention. 3 hours

481—Colonial Period in American History
A study of the cultures and institutions in the English colonies of North America, and the local conditions that shaped them into an American product. 3 hours

486—Civil War and Reconstruction
A study of the period 1850 to 1876, including the causation of the war, foreign relations, and the problems of reconstruction. 3 hours

487, 488—Recent U.S. History
Beginning with the 1890's and continuing the the present day, a study is made of such problems as the government and business, reform movements, foreign relations of the United States, and her present place in world politics. 3 hours, both semesters

489—History of the Foreign Relations of the United States
A history of the foreign relations of the United States from 1776 to the present. A study of United States foreign policies and her role in the world scene. 3 hours
Political Science—66

223—American Government A study of the structure and functions of the federal government in the United States. 3 hours

225—Illinois Government A study of Illinois Government with special attention to constitutional development and the organization and functioning of the government. (This course is designed to meet certification requirements for students planning to teach in this state.) 1 hour

241—Political Parties A study of the nature of political parties and the part they play in American government. Party principles, policies, and contemporary political issues are examined. Attention is given to party organization, nominating methods, boss rule, and campaign methods. 3 hours

365—World Politics A study of diplomacy, nationalism, war, and the forces underlying politics among nations. The merits of power, morality, law, public opinion, and the possibility of world government are considered. 3 hours

369—Contemporary Political Thought A survey of ancient, medieval and early modern political thinkers. An analysis and discussion of contemporary political expressions, as Marxist-Leninist communism, democracy, socialism, fascism, and syndicalism. Some attempt is made to distinguish between conservatism and liberalism. 3 hours

497—Readings in Political Science 1-4 hours

498—Political Science Research Methods 3 hours

Home Economics—67

R. Wickland, G. Kindred, L. Howe

The Department of Home Economics offers the student a broad curriculum with basic fundamentals in many areas of home economics. By careful selection of courses in the program, a student may prepare for entrance into special fields of interest such as dietetics, interior decoration, fashion design, home economics journalism, social welfare, research or testing in a specific area of home economics, foods services, home economics extension, child welfare agency work, special government work related to home economics, demonstration, teaching, or institutional food managements.

Certain home economics courses may apply as social science credit toward a social science major with the approval of the Chairman of the Division.

Non-Teaching Major: 36 Hours

Required: Option A—101, 111, 112 or 230, 121, 122, 223, 232 or 387, 352, 368, and 390. Nine additional hours recommended by the Chairman of the Department in area of concentration. A minor from another department.

Option B—A concentration of hours in one area, supplemented by courses from other areas or courses as required by the American Dietetic Association, subject to approval by the Chairman of the Department. To be supported by Chem. 101. A minor from another department.

Teaching Major: 36 Hours

Required: 101, 111, 112 or *230, 121, 122, 137 or 138, 223, 232 or 387, 331 or 482, 352, 368 or another foods course, 390 and 495 or options approved by the Chairman of the Department. Additional credits in 232 or 387, 331 or 482, 368 or another foods course must be earned to make
a minimum of nine hours of required or controlled elective credits in each of these areas: clothing and textiles, family life and foods and nutrition. Home Economics 475 is also required for the teaching major. Three hours from this course may apply toward the 36 hours required and in any one of the three areas mentioned above. A teaching minor from another department is required.

Minor: 16 Hours
Required: 112 or *230, 122, 137 or 138, 223 or 387 and 352. Two additional hours from the Department.

Teaching Minor: 24 Hours
Required: 111, 112 or *230, 121, 122, 137 or 138, 223 or 232 or 387 and 352. Four additional hours from the Department.

*A student with 3 years of high school Home Economics or sufficient 4-H experience may go directly into H.E. 230. Other students may be admitted to H.E. 230 by demonstrating suitable achievement by examination.

Associate of Arts Degree for Dietary Technician

In completing the General Education requirements (Catalog, p. 12), include Biol. 110, Psych. 101.

101—Orientation to Home Economics A review of the development of home economics as a profession; the philosophy, and a study of the careers open to home economics graduates. Required for majors unless waived by Department Chairman. 1 hour

111—Textiles A study of textiles including an analysis of finishes, fiber content, and weaves in relation to construction, care, durability and suitability to purpose. No construction. 3 hours

112—Clothing Construction The application of principles of proper selection, construction, and fitting. Suitable to the beginner. 2 field trips required. 3 hours

121—Introduction to Nutrition A study of the nutritive value of foods and the application of these principles in selection of an adequate diet and maintenance of good health. Prerequisite (or concurrent): Chemistry 101 or 103. 3 hours

122—Food Preparation Principles, techniques, and processes involved in the preparation of food. 3 hours

137—Home Furnishings A study of styles of furniture, selection and arrangement of furniture, and the principles of art and design as used in furnishing a home. 2 field trips required. 3 hours

138—Home Furnishings II A detailed study of styles of furniture with emphasis on furniture repair and upholstery. Two field trips required. 3 hours

223—Child Guidance and Development A study in guidance and growth of the child from birth to primary grades, with practical laboratory experiences and observations in a child care center or kindergarten. 3 hours

227—Housing and House Planning A survey of factors affecting present-day housing; problems involved in achieving adequate housing for all ages, with emphasis on architectural design, efficiency planning, construction problems, and financing. 2 hours

230—Flat Pattern and Draping Designing and drafting a pattern, construction of the garment. For students with previous experience in clothing construction. 3 hours

232—Marriage and the Family (Same as Soc. 232.) 3 hours

280—Dietary Technician Field Experience Field experience in dietary departments of health care institutions that provide learning opportunities under the direction of an American Dietetic Association Dietitian. Emphasis in menu planning, purchasing of foods and supplies, meal service and distribution scheduling, supervising and evaluating employees, supplemented by conference and seminar discussions. 8 hours

331—Costume Design A survey of the history of costume design; use of art principles for designing clothing suited to figure type and personality; current trends in costume design. Construction of creative design. 3 hours
352—Consumer Economics (Same as Econ. 352.) 2 hours

360—Foodborne Disease Control This course offers practical information about the common foodborne diseases, the conditions that favor their transmission, the methods that effectively control them, and the legal and administration aspects of control and enforcement. 2 hours

362—Human Nutrition (Same as Biol. 362.) 3 hours

367—Quantity Foods Standard methods of quantity food production in menu planning for institutions determining food costs and experiences in food service. 3 hours

368—Marketing and Meal Service Principles of planning, purchasing, preparing, and serving adequate meals for a family. 3 hours

370—Diet Therapy A study of diet in relation to its role in the body to maintain health and to correct nutritional deficiencies occasioned by surgery or special illnesses. (Prerequisite for dietary students only: H.E. 362.) 3 hours

374—The World Food Problem (Same as Economics 374.) 3 hours

385—Home Equipment Principles related to the selection, use and care of household equipment. 3 hours

387—Contemporary Family Life A study of family structure, the extended family, roles and problems in current family life. 3 hours

389—Institutional Management Presents the principles of management relative to selection of equipment, operational procedures, time and energy of personnel, financing and money management. 3 hours

390—Principles of Home Management A study of the principles of managing the activities in the home, including the use of family resources to achieve goals. 3 hours

475—Curriculum and Methods of Teaching in Home Economics Including Adult Education A study of home economics programs at all levels including adult education, Federal and State vocational programs. Includes a study of the philosophy of home economics and how it relates to the total program of education today. Prerequisites: Psy. 101, H.Ec. 223, Ed. 249, and 351. 5 hours

482—Tailoring A study of good construction techniques on ready made clothing, and an application of techniques in tailoring by construction of an ensemble. Prerequisite: H. Ec. 112 or 230, by permission. 3 hours

486—Supervised Student Teaching of Home Economics in the Secondary Schools Off campus student teaching for 8 weeks under the supervision of an approved teacher. 8 hours

488—Nutritional Biochemistry and Metabolism (Same as Biol. 488.) 5 hours

495—Home Management House Residence Residence in the Home Management House with responsibility of solving problems involved in management of present day homes. Emphasis on food management, use of equipment, and evaluation of projects. Prerequisites: Home Ec. 368 and 390. 3 hours

496—Projects in Home Economics The student takes an individual problem for research or study, senior standing and/or approval of the Chairman of the Department required. 1 to 3 hours
Sociology and Anthropology—68

J. Nielson, O. Jennings, R. Kirkpatrick

This department shares specific responsibility with other departments in the Division of Social Sciences for the achievement of institutional objectives which aim at the development of personality factors contributing to well-informed Christian citizenship.

The particular aims of the department in the achievement of general institutional objectives are: (1) To inform the students as to the structure and processes of human relationships in their community, ethnic, nationality and other contexts; (2) to train the student in the use of the scientific method in the sociological field; (3) To train the student to practice the Christian concept of altruistic love in all human relationships, group as well as individual; (4) To provide pre-social work training.

Major: 27 Hours
Recommended: 121, 232, 341, 361, 383, 490, 491, and 495.
Fifteen hours must be upper division.
To be supported by 6 hours of history, 6 hours of psychology, 3 hours of speech and 2 hours of philosophy.

Minor: 16 Hours
Required: Courses approved by the Department Chairman. 10 hours must be upper division.

Major (Social Welfare): 30 Hours
Recommended: 121, 321, 370, 487, 492, 497, and 498. Fifteen hours must be upper division. To be supported by 6 hours of history, 3 hours of speech, 6 hours of psychology, and 2 hours of philosophy, and one of the following minors:

a. Sociology: 18 hours. Courses to be approved by the department. 10 hours must be upper division.

b. Psychology: 18 hours including 101, 201, 301, 341, 342.

c. Economics: 16 hours including 111, 112, and 6 hours of upper division work.

d. Home Economics: 16 hours: Courses approved by the Chairman of the Department.

Minor (Social Welfare): 18 hours
Courses to be approved by the Department of Sociology and to include at least 10 hours of upper division work.
No teaching minor is offered.

Associate of Arts Degree in Social Welfare
Required: Soc. 121, 231, 232, 321, 383, 398; Psych. 101, 201; Hist. 121, 122; H.E. 352; Sp. 101; Nurs. 111.
In completing the General Education requirements (Catalog, p. 12) include Biol. 110.

121—Introductory Sociology This course introduces the student to a study of heredity, culture, environment, and the group as they influence personality and group behavior. A brief study is made of propaganda, human ecology, population, institutions, and social process. 3 hours

122—Human Geography (Same as Geography 122.) 2 hours

231—Contemporary Social Problems A number of the most acute problems of contemporary life are investigated, including the social effects of soil erosion and conservation, health, war, personality disorganization, and poverty. 2 hours

232—Marriage and the Family A brief history of the family is traced with some study of the commoner types of marriage and family organization. Factors making for proper mate selection and marital happiness are considered at length. Bringing up children and living with grandparents are studied. 3 hours

321—Social Psychology (Same as Psychology 321.) 3 hours

341—Statistical Methods (Same as Bus. 341 or Psych. 341.) 2 or 3 hours
120 Sociology

360—Labor Problems (Same as Economics 360.) 3 hours

361—Urban Sociology The evolution of the modern city is traced. City environment and its effects on personality and institutions are studied. 2 hours

364—Anthropology This course is designed to provide the student with an introductory survey of cultural anthropology. It should provide the student with training enabling him to appreciate the cultures of all peoples and lead him to a better perspective for the understanding of his own. 2 hours

370—Fields of Social Work A survey is made of the various fields of social work; their history, problems, and techniques. 3 hours

374—The World Food Problem (Same as Economics 374.) 3 hours

383—Ethnic Relations Around the World Ethnic relations around the world will be considered in a theoretical framework. The aim is to impart a sociological understanding of minority groups in all cultures. 2 hours

487—Field Placement Sixteen hours per week in an approved agency under the supervision of a professionally trained social worker. This will be arranged according to the interests of the student. Senior or Junior years. 5 hours

489—Methods of Social Research An exploration of the nature of science, an analysis of the methods of social research are studied in order to develop an attitude of wholesome caution in generalizing about the sociological phenomena. 3 hours

490—Social Thought A study of the contribution of leaders of the field in modern times, with emphasis upon recent and current American theorists. 3 hours Alternate years.

491—Contemporary Social Theory Analysis of the social system in equilibrium and conflict. A search for elements, processes, conditions, and concepts designed to define the social system and the behavior of it. 3 hours. Alternate years.

492—Social Work Methods Concentration on techniques of social work and their relation to various fields of social services. Client-social worker interaction to group and community organization is studied. 3 hours

493—Juvenile Delinquency A study of the problems of juvenile delinquency in America, including its nature and causes, the juvenile court system, and the methods of treatment, probation, detention and prevention. 3 hours. Alternate years

494—Criminology The origins of crime in the American community are examined, together with the various methods of dealing with it. Emphasis is placed on the relation of crime to community disorganization and to politics and government. 3 hours

495—Sociology of Religion A sociological consideration of religion related to culture, society, and the individual. One unit deals with personal experience in religion. 3 hours

496—Culture and Personality A study of the influence of culture on personality. Attention will be placed on the interdisciplinary nature of the subject matter, problem areas, points of emphasis and orientation in conceptualization and strategy and a personality cross-culturally. 3 hours

497—Social Casework A review of case studies in the relation professional standards, personal objectives, attitudes, self-evaluation, and theoretical concerns. 3 hours

498—Social Welfare A survey of the historical development of social welfare and its institutionalization in the U.S. Social welfare programs and their interrelationship are analyzed. 3 hours

Geography—69

121—Physical Geography A course presenting an orderly treatment of the major physical elements with which man contends and their distribution over the earth. 2 hours

122—Human Geography A course presenting the distribution of cultural elements of the human habitat and the principal ways man makes use of physical setting in which he lives. 2 hours

207—Economic Geography (Same as Economics 207.) 3 hours.
Statement of Purpose

The Division of Graduate Studies attempts to fulfill the following general objectives in harmony with those set forth earlier in this catalog.

1. To provide an atmosphere which will stimulate intellectual curiosity and constructive critical thinking.
2. To develop an appreciation of current research and the value of research and an acquaintance with basic research techniques.
3. To strengthen the professional competencies of the individual in his area of specialization.
4. To develop an increased understanding of human nature and Christian values.
Accredited by

North Central Association of College and Secondary Schools
National Council for Accreditation of Teacher Education
Illinois State Department of Education
Illinois State Department of Nursing

A Member of

American Association of Colleges for Teacher Education
National Commission on Accrediting
American Council on Education
Midwest Conference on Graduate Study and Research
Associated Colleges of Illinois
Illinois Federation of Colleges
American Association of University Women
Illinois Association for Teacher Education in Private Colleges

History of Graduate Studies at Olivet

The Graduate Program of Olivet Nazarene College was authorized by the Board of Trustees in February, 1961, and the Graduate Council was appointed immediately thereafter by the President of the College. A Director of Graduate Studies in Religion had previously been designated.

The first graduate students were admitted in September, 1962. Preliminary accreditation for the Master of Arts with majors in Biblical Literature and Theology was granted by the North Central Association in August, 1965, for extension of preliminary accreditation to include the Master of Arts in Education degree with a major in Elementary Education in July, 1968 and to include a major in Secondary Education in August, 1973. A Director of Graduate Studies in Education was appointed and first graduate courses in Education were offered in the fall of 1968.

Distinctive Features

Olivet Nazarene College offers graduate study in a Christian environment having a distinctively Wesleyan emphasis.

The location of the 150-acre campus in a growing community of Kankakee, Illinois with a population of 55,000 near Chicago provides for excellent work opportunities, the cultural advantages of the large city and access to libraries of several universities and divinity schools.

The College library, housed in a modern air-conditioned building, has adequate holdings for graduate study in the fields in which majors are offered. An extension to provide additional stack space, an expanded curriculum center, and an instructional media center, is under construction and should be completed by July, 1975.

Those on the Graduate Faculty come from many of the leading universities of the nation. They are chosen because they are especially concerned and eminently competent to teach at the graduate level, to assist students in research and other scholarly activities [at that level], and to participate in Graduate Program planning and policy making.
The Graduate Program

The Graduate Division offers courses leading to the Master of Arts degree with majors in Biblical Literature and Theology and the Master of Arts in Education with majors in Elementary Education and Secondary Education.

Responsibilities of the Student

The graduate student is responsible for complete knowledge of all regulations and procedures as published in the General Catalog. The student should take the initiative in seeing that required forms are completed and returned to the Office of the Director of Admissions or appropriate Director of Graduate Studies. These include: admission forms, transcripts of former work taken, certificates of recommendation, admission to candidacy forms, acceptance of research option report, and any completed final examination required. The student is responsible for seeing that the graduation fee and the thesis binding fee are paid and that his cap and gown are ordered.

Admission Procedures

Application forms for admission to Graduate Studies may be obtained from and must be filed with the Director of Admissions, together with official transcripts of all previous college work taken and certificates of recommendation, well in advance of the opening of the semester or summer session in which courses are to be taken. All admissions are tentative until approved by the Graduate Council. (Admission to graduate study does not constitute admission to candidacy for the Master's degree.)

1. Regular Admission

The requirements for admissions to graduate study leading to the Master's degree with a major in Biblical Literature, Elementary Education, Secondary Education or Theology include:

1. A Bachelor's degree from an accredited college or university.
2. A grade point average of 2.5 (based on a 4.0 grading system).
3. Ability to successfully pursue graduate work (as evidenced by transcripts and certificates of recommendation from former instructors and professional supervisors).
4. Moral character consistent with attendance at a Christian college (as evidenced by certificates of recommendation).
5. Additional requirements as may be deemed appropriate by the individual departments offering the graduate degree to insure a highly qualified student body. (See departmental graduate curriculum for specific requirements of the several departments.)

2. Conditional Admission

A student who does not meet regular admission requirements but who desires to pursue work leading to a Master's degree at Olivet may, in some cases, be permitted to enroll conditionally in a limited number of graduate courses. Regular status may be obtained after removal of deficiencies and/or after acceptable work at Olivet of not less than eight semester hours at the graduate level. In either case an application for removal of conditional status, together with re-
quired supporting evidence, shall be submitted to the appropriate Director. If the application is approved, the applicant will be so notified and may continue in the program.

3. Special Admission

A student who does not plan to become a candidate for the Master's degree in this institution, but who wishes to take work for graduate credit as a special graduate student may do so by submitting all application forms for admission and meeting the following requirements:

1. A Bachelor's degree.
2. Ability to do graduate level course work as evidenced by transcripts and recommendations.
3. Moral character consistent with attendance at a Christian college (recommendations as required by the college Office of Admissions must be furnished).
4. Other requirements as stated in the departmental graduate curriculum section of the bulletin.

A student admitted by special admission is not expected to pursue a program leading to a degree at Olivet Nazarene College. Should he so desire later, an application for change of status must be submitted to the appropriate director, approval obtained, course work evaluated, and regular steps in the graduate program followed. Credit earned as a special student is not automatically applied toward degree requirements. No more than nine semester hours of credit earned as a result of special admission may be applied towards the credit requirements for the Master's degree.

4. Senior-Graduate Admission

A senior who is within the last semester of completing the course requirements for the baccalaureate degree or other person who has not earned the baccalaureate degree and who:

1. is of good moral character as evidenced by pastor's and friend's or associate's recommendations or current undergraduate registration at Olivet Nazarene College,
2. seemingly is able to do graduate work as evidenced by transcripts

may, with the approval of the Graduate Director, register for two graduate courses per semester. A petition for additional hours or course work may be submitted to the appropriate Director of Graduate Studies for approval by the Graduate Council. To obtain regular graduate status after having been granted the Bachelor's degree, the student must follow regular graduate admission procedures. Senior-Graduate students may take courses to fill out undergraduate needs, for certification, for enrichment, or for future use in the graduate program. However, graduate courses cannot be taken to count for both undergraduate and graduate.

NOTE: The college offers some courses numbered 500 which are open to both seniors and graduate students. Seniors may take these courses without Senior—Graduate standing and without special permission of the Graduate Office.

Assignment of Adviser

The applicant for admission to graduate study will be notified of the action taken on his application. If regular or conditional admission is granted, a faculty
adviser will be appointed. For other types of admission, the appropriate Director will be the adviser. The student should work closely with his adviser in planning a graduate program which recognizes the student's aims and needs. The adviser's approval is required for all work done to meet degree requirements.

Graduation Requirements

The Master of Arts degree requires the completion of 30 graduate semester hours, including credits, if any, earned for the thesis or other scholarly paper option, with an average grade point of 3.0 or above.

The Graduate Record Examination must be taken.

Admission to Candidacy for the degree must be approved by the Graduate Council.

The student is expected to submit three copies of a thesis or other scholarly paper meeting standards set by the college. Details may be obtained from the appropriate Director of Graduate Studies.

Any required written comprehensive examinations, and any required oral examination relative to the thesis or other scholarly paper must be completed at least two weeks before graduation. Proper forms must be filed with the appropriate Director of Graduate Studies.

See departmental graduate curriculum for specific courses and other requirements of the several departments.

Time Limit and Student Load

For completion of the degree requirements, the student is allowed a time limit of six years from the beginning of the first graduate course at this institution. Course work taken more than six years previous to completing degree requirements may be updated and validated by examination.

The maximum course load during any semester is 15 semester hours and during the regular summer session is 9 semester hours. A graduate student who works full time with a stated wage or salary rate shall ordinarily be limited to carrying 3 to 6 hours of credit depending on whether his grade point average is below 3.5 or above 3.5, respectively. Petitions for exception to this restriction may be made to the Academic Dean, who shall approve or disapprove the petition. A student will be considered a full-time student if he carries nine semester hours during the semester or six semester hours during the summer session.

Scholarship

Graduate Students must earn an average of 3.0 or above on all work credited toward the degree requirements. No more than six hours of "C" work can be counted toward the degree. Transfer credits with a grade below "B" will not be accepted.

Residence and Transfer Credit

Six semester hours of graduate credit, if a grade of A or B has been earned, may be transferred from accredited schools to apply towards the required 30 hours. The Graduate Council, in special cases upon petition by the graduate student, may authorize acceptance of additional transfer credits. Extension and correspondence course credits are not ordinarily accepted for transfer. A student
required to make up an undergraduate deficiency cannot count these hours toward the number required for the degree. For minimum residence requirements see departmental requirements.

Transfer credits are accepted and recorded on the Graduate Permanent Record Card only upon or after Admission to Candidacy and after approval by, and notice from, the Graduate Office.

Changes in Registration

Policies relating to changes in registration and withdrawal are stated in the chapter on Academic Regulations, pp. 37ff.

Admission to Candidacy

Admission to graduate study does not constitute admission as a candidate for the Master’s degree. Admission as a candidate for a degree is based on evidence that the applicant possesses the ability to complete the proposed program. After completing 9 semester hours with a 3.0 average or better and, in some departments after taking the aptitude and the Advanced Tests of the Graduate Record Examination (G.R.E.), the student must file a petition for admission as a candidate for the Master’s degree.

The proper forms may be secured from and must be filed with the appropriate Director of Graduate Studies before completing 12 semester hours. A program of study leading to the degree must be included.

See departmental graduate curriculum for specific requirements of the several departments.

Graduate Committee

The faculty adviser appointed for each student will assist the student in the selection of a topic and the preparation of the thesis or other scholarly paper. The adviser must approve the title.

Following admission to candidacy, a graduate committee of three will be appointed for each student, consisting of his adviser (or person named by him) as chairman, one member from the division in which the student’s major work is being done, and one member from outside the division. This committee will pass upon the quality of the thesis or other scholarly paper; it will administer any written or oral comprehensive examinations which may be required; it will assist the candidate in completing requirements for the degree. For specific information relating to examinations, if any are required, see the graduate major below.

Thesis or Other Scholarly Paper

Each candidate for the Master’s degree must show evidence of scholarly interest and proficiency by registering for (see course descriptions) and satisfying the requirements of one of the following four research options:

A. THESIS: Presentation of a thesis demonstrating ability to do independent research and report the same. 3-5 semester hours credit.

B. SEMINAR PAPER: Presentation of a seminar or research paper demonstrating ability to present, support and defend a position or hypothesis. This will be both written and oral. 2-3 semester hours credit.

C. CREATIVE PROJECT: Presentation of a creative project demonstrating abil-
ity to do creative thinking and report the results. 2-3 semester hours credit.

D. COURSE PAPERS: Presentation of three graduate course papers demonstrating ability to do critical thinking and formal writing. At least two of these papers should be in student’s concentration area. 0-1 semester hours credit.

W. G. Campbell’s *Form and Style in Thesis Writing* is the official standard for the composition of the research report, along with mimeographed materials available in the graduate office. Detailed requirements for filing of the thesis or other scholarly paper may be obtained from the appropriate graduate director.
Master of Arts in Education

Faculty: E. Eustice, J. Furbee, V. Groves, B. Matheny, M. Mayo, H. Westfall
Special Part-Time: J. Muhm, R. Wall

Purpose

Elementary Education: The basic purpose of the program leading to the Master's degree with a major in Elementary Education is to augment the preparation of experienced elementary school teachers. There are areas in the preparation of almost every teacher that can be supplemented and strengthened. Expectancies relative to performance levels increase. Innovative practices of some merit are being proposed rather regularly.

The program at Olivet Nazarene College is designed to aid the experienced classroom teacher at the elementary level to be a better teacher through the strengthening of areas of specialization, through the gaining of a better understanding of the teacher's task, and/or through maintaining current contact with reported research results and with innovative practices that seem to show merit.

Secondary Education: The purposes of the program leading to the Master's degree with a major in Secondary Education are:

1. to recognize and foster scholarship through the media of post-baccalaureate instruction, seminars, and research;
2. to develop professional skills and competencies in a field of concentration;
3. to allow for the completion of selected professional credential programs;
4. to encourage the acquisition and development of thorough techniques of research;
5. to develop a deeper understanding of ethics and values from the Christian perspective;
6. to enable the graduate student to further his education, improve his ability to do critical thinking, and relate himself more effectively to other persons through programs of instruction leading to the Master of Arts in Education.

Special Requirements

All general requirements must be met. In addition, the following special requirements in Education must be fulfilled:

Undergraduate Preparation. Undergraduate preparation which approximates the teacher education program at Olivet and eligibility for a standard elementary teaching certificate or secondary subject matter teaching certificate are required for regular admission. Deficiencies, if they exist, must be removed by prescribed course work before regular admission is granted. Three years of successful elementary or secondary teaching experience and eligibility for the respective standard certificate may be used to clear part or all of the deficiencies in the undergraduate program requirement. This must be discussed with and approved by the Graduate Director.

Admission. An official transcript of grades from each institution previously attended and the names of four references, one each from a professor and a professional supervisor and two of which shall be character references, are to be submitted with the application for admission.
Admission as Degree Candidate. To qualify for admission to degree candidacy, the applicant must have taken and obtained a satisfactory score on the Graduate Record Examination, and approval by the Graduate Council of admission as degree candidate must be secured. A course of study must be approved by the Director of Graduate Studies in Education prior to Admission to Candidacy.

Residence. A student must fulfill a residence requirement by carrying at least a minimum full-time load in either one semester or one summer session.

Degree. Degrees are awarded only at the commencement following the completion of all requirements. However, “all requirements completed” and the date are put on the permanent record card, and official certification is available when all requirements are completed.

Distribution of Curricular Requirements

A total of 30 semester hours of credit with an average grade of B and with no more than six hours of C are required for the Master of Arts in Education. Distribution of the 30 hours shall be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Foundations (Education 610, 611, 615)</td>
<td>9</td>
</tr>
<tr>
<td>Education Major</td>
<td>12</td>
</tr>
<tr>
<td>either Elementary Education*</td>
<td></td>
</tr>
<tr>
<td>Education 620 and 9 hours selected from Education 524, 574, 624, 634, 672, 680, 690, 693, 695, 697, 699, or from subject matter courses approved by the adviser. One professionalized subject matter content course must be included in the 9 hours.</td>
<td></td>
</tr>
<tr>
<td>or Secondary Education Teaching Field Courses are to be selected from Natural Science 520, 540, 560, 681, and any Science or Mathematics course numbered 500-699. At least one course in each of two departments must be included.</td>
<td></td>
</tr>
<tr>
<td>Electives approved by Adviser</td>
<td>9</td>
</tr>
</tbody>
</table>

TOTAL 30 hours

*The Elementary Education major requires 6 hours of cognate, i.e., non-education, courses.

**A Scholarly Paper Option of from 0-5 hours must be included in either the 12 or the electives.

Orpheus Choir in Concert
Master of Arts in the Field of Religion


**Purpose**

The graduate program in Religion, in harmony with the purposes of the College, has as its objective the training of young people at the graduate level for full-time service in the church as ministers, missionaries, and teachers of religion in the various institutions of the church.

In fulfillment of this objective, a curriculum is offered with the intent of (1) acquainting the student with the concept of Biblical evangelism in its worldwide aspect; (2) developing an understanding and appreciation for the standards of evangelical Christianity, especially in the Wesleyan tradition; (3) enabling the student to become proficient in the more technical aspects of Bible study, thus qualifying him to serve well as Bible expositor; (4) instilling within the student a discernment of contemporary issues in the world today as they relate to theological doctrines and the mission of the church; (5) developing professional competence in the techniques of research.

**Special Requirements**

All general requirements must be met. In addition, those seeking admission to the M.A. program in Religion must have completed a minor in Religion at the undergraduate level. Ten to twelve semester hours of Greek or Hebrew are required for those seeking admission to the Biblical Literature major.
Course Descriptions

Courses numbered 500 to 599 are open to both senior and graduate students. Courses numbered 600 to 699 are open only to those who have been admitted to graduate study. Senior-graduates may register for 600 series courses.

Education

524—Advanced Developmental Reading
Views in diagnostic and remedial processes. Factors influencing a student's reading development. Group and individual procedures in diagnostic and remedial situations. Authors, literature and personnel in the field of diagnosis and remediation. 3 hours

574—Introduction to Guidance
The dynamics of human behavior, the needs of individual students, and the structure of guidance services. 3 hours

610—Philosophy of Education
Identification of underlying philosophical problems in Education and use of philosophical method in working toward solutions of these problems. A study of leading theories of education to illustrate philosophic method and to assist the student in developing a personal philosophy of education in a Christian setting. 3 hours

611—Methods of Educational Research
Critical analysis of reported research. Basic methods of research: historical, normative, and experimental. Practice in choosing a research problem; designing a study; collecting and interpreting data; and reporting research. 3 hours

615—Advanced Educational Psychology
Theory and applications in human learning, including reference to such topics as activity, attention and reinforcement, types of learning, recall, extinction, forgetting and relearning, transfer of training; ability in relation to programmed learning; measurement; human relations in education. A brief overview of development and some attention to individual differences. 3 hours

620—Basic Concepts in Elementary Education
A study of innovations and research in elementary education. An attempt to evaluate and improve the learning experiences in today's elementary schools. 3 hours

624—Diagnostic and Remedial Reading
Appraisal of reading difficulties, with emphasis on administration and interpretation of various diagnostic reading tests; treatment of reading problems. 3 hours

626—Seminar on Elementary Curriculum
Basic principles relative to patterns of elementary school curricula and criteria for their evaluation; a study of approaches for initiating and implementing curricular change. 3 hours

634—Learning Problems of the Culturally Disadvantaged
Definition of disadvantage. Historical, sociological and psychological backgrounds of disadvantage as related to school behavior. Authors in the field. How to recognize learning problems which have their roots in cultural disadvantage. 3 hours

640—Current Innovative Practices and Thoughts in Secondary Education
Study of basic concepts, modern developments and research which might serve to improve learning experiences in today's secondary schools. 3 hours

672—Instructional Media
Selection, evaluation, and use of various audio-visual and other sensory materials and techniques; a broad over-view of the instructional media field, including materials and equipment. 3 hours

674—Measurement and Evaluation of Learning
Review of the basic principles of measurement, practice in evaluating, administering, and interpreting results of measures of achievement, general and special abilities, personality, and interests. Individual projects in measurement and evaluation. 3 hours

680—Workshops and Institutes with Graduate Credit Option Hours Arranged

683—Adult Education
An exploration in group learning, with attention being focused on the history, status, and trends in adult learning programs. A study of maturity concepts, psychological problems, physical conditions, and mental abilities of the adult. 3 hours

690—Independent Study
Special topics, not ordinarily covered in or listed courses, proposed by the graduate student and approved by the Graduate Council and the Academic Dean. 1 hour

693—Three Course Papers
See Scholarly Paper Option D. To earn 1 credit the 3 papers must be merged into chapters of one coherent scholarly paper. The student taking this
132 Graduate Courses

course usually meets with Education 611 or 697. 0-1 hour

695—Creative Project See Scholarly Paper Option C. The creative project represents a prepared report of a creative solution to some problem in Education. The report is basically a description of the solution preceded by a statement of the need and the rationale for the project and followed by an evaluation and or procedure for evaluating the project. The student taking the course usually meets with Education 611 or 697. 2-3 hours

697—Research Seminar A seminar course in which a student presents and defends by research a position. Scholarly Paper Option B. 2-3 hours

699—Thesis Credit given upon completion and acceptance of a thesis. The student taking this course makes progress reports in the Education 611 or 697 class. Scholarly Paper Option A. 3-5 hours
Religion Core

601—Old Testament Theology A core graduate course surveying the Old Testament from the standpoint of its theological teaching from both an Exegetical and a Theological perspective. Emphasis is laid upon God, man, sin, salvation, the messianic hope, and the idea of holiness and ethics as seen in the various epochs and types of literature, and its progress in the understanding of these doctrines. **3 hours**

602—New Testament Theology A core course surveying the basic doctrines of the New Testament from both an Exegetical and Theological perspective. Special emphasis is placed upon Pauline and Johannine Theology, the doctrines of God as Creator and Redeemer. The atonement of Christ, the new life in Christ, the nature of the church, and the Christian hope are explored. **3 hours**

603—World Missions A study of the history, administration, and problems of missionary activity in its world-wide aspect. Special thought will be given to the Department of Home and World Missions. Audio-visual aids of mission fields will be used. **3 hours**

607—Research Methods and Bibliography A survey of the principal methods of research employed in the study of religion and the use of the library. Each student will be guided in the selection and compilation of a bibliography to be used in research projects. The Thesis or Research paper is usually begun in this course. **2 hours**

608—Research Paper 1 hour of credit is given for the completion and acceptance of a research paper begun in 607. **1 hour**

609—Thesis 4 hours credit given upon completion and acceptance of a thesis. **4 hours**

Theology—Doctrine

651—History of Christian Thought An analytical examination of philosophical backgrounds and developing theological concepts of the Patristic Period. **3 hours**

652—History of Christian Thought A critical examination of the thought of the major Protestant reformers, followed by a study of the development of the Pietistic and Wesleyan traditions. **3 hours**

655—Wesleyan Theology A study of the life and thought of John Wesley and his contemporaries with special emphasis upon those doctrines which are distinctively Wesleyan: the witness of the Spirit, and Christian Perfection. **3 hours**

656—Doctrines of Man and Sin A study of the pre-fallen, fallen, and post-fallen man from the standpoint of the Christian religion, with special emphasis upon the nature of sin and evil in which man finds himself. **3 hours**

657—The Person and Work of Christ An examination of Christology from both the standpoint of Scripture and Theological interpretation. A thorough-going inquiry into
the various doctrines of the atonement and an examination of the role of the Theanthropic Person in the redemption of a fallen world. 3 hours

669—Doctrine of God Concepts of God surveyed in the works of some of the following: (a) Plato, Aristotle, Augustine, Aquinas, Descartes, Leibniz and Spinoza; (b) Locke, Berkeley, and Hume; (c) Whitehead, Dewey, Ames and Farley; (d) Niebuhr, Tillich, Heim, Hartshorne and Wieman; (e) Brightman, Knudson, Wiley and Curtis. 3 hours

Theology—Ministry

551—History and Philosophy of Religious Education The history of religious education as seen in the Old and New Testaments, church history, and modern time. An interpretation of the philosophy and significance of religious education in the growth and development of the Christian religion. Current major theories of religious and secular education compared with Scriptural principles, formulation of a personal philosophy of religious education. 3 hours

671—Advanced Expository Preaching A study of great expositional sermons, and the building and preaching of expositional sermons in class. Efforts will be made to utilize video-tape for self-improvement. 3 hours

673—Religious Leadership A study of the definition, principles, and qualities of leadership. Biographies of great leaders of the Bible and great religious leaders of church history, churchmen, evangelists, and missionaries, will be studied. Group dynamics, enlistment, and development of leaders will be considered. 3 hours

675—Seminar in Practical Theology A study of the minister and his ministry. This course will include practical pastoral theology, ethics, and general problems as they relate to Christian ministry as now defined in its largest concept to include all forms of ministry. 3 hours

677—Seminar in Christian Education A seminar designed to cover the needs and interests of the advanced student in Christian education. Curriculum, methods, media, administration on an advanced level will be considered. The problems of church, school and society may be included. 3 hours

681—Christian Higher Education A course designed to discover the contribution of the Christian church to higher education. The distinctive philosophy role and objectives of the church college and university will be considered. A study of the problems and issues confronting the church institution. Preparation for teaching in the church's institution of higher education. 3 hours
Cognate and Subject Matter Fields

Art 665—Recent Trends in Art Education A study of trends and issues relating to art in the school program. An exploration of art media and the function of art in the school. 3 hours

Education 683—Adult Education An exploration in group learning, with attention being focused on the history, status, and trends in adult learning programs. A study of maturity concepts, psychological problems, physical conditions, and mental abilities of the adult. 3 hours

English 670—World Literature A study of the rise of romanticism in Europe, stressing the works of Rousseau, Hugo, Goethe, Schiller, Kant, Schopenhauer, and Wagner, followed by an investigation of the nature and rise of realism and Russian literature, emphasizing the work of comparable men. 3 hours

History 664—Social and Intellectual History of the United States A study of the development and function of major ideas in the United States. Special attention is given to the intellectual basis of social organizations and the development of political, social, and economic institutions in the United States. 3 hours

Math 624—Modern Mathematics for Elementary Teachers The arithmetic of sets; cardinal and ordinal numbers; operations on sets and cardinal numbers; numeral and systems of numeration; development of number systems; topics from number theory; topics from geometry; structural aspects of mathematics. 3 hours

Philosophy 673—Philosophic Systems of the World A survey of the philosophical systems of India, China, and the Western civilizations. Comparisons will be made pointing out similarities and differences in an attempt to understand the principles underlying these philosophies. Basic assumptions and presuppositions will be analyzed and evaluated. The Christian philosophy will be stressed. 3 hours

Political Science 665—Problems in International Relations Selected subjects such as theories of international relations, nationalism, the nuclear revolution, underdeveloped nations, international morality, and the United Nations examined. On occasion, certain regional problems will also be included. 3 hours

Psychology 667—Personality Fulfillment and Ills The study of personality; its nature and development and its dynamics. It will focus primarily on the dynamics of normal behavior—integration, adjustment mechanisms, motivation, and mental health. Psychological pathology will be treated briefly, along with some contemporary diagnostic and treatment methods. Depth studies will be conducted by the students in specific areas, affording opportunity for research and writing. 3 hours

Religious Education 551—History and Philosophy of Religious Education The history of religious education as seen in the Old and New Testaments, church history, and modern time. An interpretation of the philosophy and significance of religious education in the growth and development of the Christian religion. Current major theories of religious and secular education compared with Scriptural principles, formulation of a personal philosophy of religious education. 3 hours

Science (Interdisciplinary) 520—Oceanography The oceans: their physical, chemical, biological, and geological characteristics, with a discussion of their history. 3 hours

Science (Interdisciplinary) 540—Paleontology A study of ancient life as revealed in the fossil record: invertebrates, vertebrates, plant and man. Taxonomy, paleoecology, and environmental interpretation will all receive emphasis. Field trips. Prerequisite: a course in Biology or Geology. 4 hours

Science (Interdisciplinary) 560—Topics in Environmental Science An interdisciplinary approach to man's environment, emphasizing chemical, physical, biological and geological solutions for problems such as air, water, and solid waste pollution, urban development, natural resource depletion, recycling. Field trips. 3-4 hours

Science (Interdisciplinary) 650—Current Trends in Science Education. 3 hours

Science (Interdisciplinary or Departmental) 690—Independent Study. 1 hour

Science (Interdisciplinary) 698—Research Paper Oral presentation and defense of a research paper. 1 hour

Science (Departmental) 693, 695, 697, 699—Scholarly Paper Options Same as Education 693, 695, 697, 699 except in Science departments. 0-5 hours
Science (Biology) 646—Topics in Biology
2 general types of topics are included—subject matter areas needed to strengthen the teacher's background, and recent problems and developments in biology. The lectures, laboratories, papers, and projects are especially suited to the needs of teachers. May be repeated. 1-4 hours

Science (Chemistry) 646—Topics in Chemistry For description see Biology 646.

Science (Earth and Space Science) 646—Topics in Earth Science For description see Biology 646.

Science (Mathematics) 646—Topics in Mathematics For description see Biology 646.

Science (Mathematics) 650—Current Trends in Mathematics Education. 3 hours

Science (Physics) 646—Topics in Physics For description see Biology 646.

Sociology 691—Approaches to Community Analysis A survey and analysis of community organizations and function. The forces, resources, problems, institutions, and groups of significance are considered. Attention is directed to the overall social structure and function of the community as it is affected by the existing economic, political, religious, educational, and ethnic influences. 3 hours
Faculty, administration, staff and board of control are the key to quality at any college. Olivet is proud of the men and women who serve its student body and its constituency with such skill and dedication.
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KELLEY, SELDEN, M.B.A.
West Bloomfield, Michigan

LEE, ROSS, Th.B., D.D.
Camby, Indiana

LUTHER, DARRELL, M.A.
Detroit, Michigan

MacMILLAN, LORNE V.
Winchester, Indiana

MOORE, PAUL K., M.Div.
Mt. Pleasant, Michigan

NASH, FORREST W., M.A., D.D.
Bourbonnais, Illinois

OLIVER, GERALD, B.S.
Rochester, Illinois

OLIVER, W. CHARLES
Bedford, Indiana

PANNIER, ELMER W., Th.B.
Janesville, Wisconsin

PITTS, JESSE, M.S.
Brazil, Indiana

POUNDS, FLOYD H., A.B.
Peoria, Illinois

READER, GEORGE H.D., B.D.
Monticello, Illinois

READER, JAMES, D.D.S.
Chrisman, Illinois

SCUTT, GEORGE, D.D.
Valparaiso, Indiana

SHEETS, OSCAR H., Th.B.
Mishawaka, Indiana

SNOWDEN, GENE
Huntington, Indiana

SPARKS, C. KENNETH, B.D.
Lansing, Michigan

STANLEY, HARRY T., B.A.
Grand Rapids, Michigan

TAYLOR, BRUCE, D.D.
Marion, Indiana

TUCKER, RAY, Th.B.
Elkhart, Indiana

WALKER, MYRON, M.S.
Danville, Illinois

WINEINGER, DARRELL, A.B.
Brownstown, Indiana
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President

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Vice President in Charge of Academic Affairs and Dean of the College

CHARLES BEATTY, B.S.,
Business Manager

MERVYN L. GOINS, M.A.,
Coordinator of Development and Director of Personnel

CURTIS BRADY, M.M. Ed.,
Dean of Students

LORA DONOHO, M.S., Ph.D.,
Assistant Dean of Instruction

TED LEE, M.Div.,
Director of Alumni and Field Services

D. EDWARD EUSTICE, B.S., M.S., Ph.D.,
Director of Graduate Studies in Education

J. OTTIS SAYES, B.D., M.R.E., D.R.E.,
Director of Graduate Studies in Religion

ROBERT KIRKPATRICK, M.S., Ed.D.,
Registrar

NORMAN L. MOORE, B.B.A., Th.B.
Director of Admissions

ALLAN L. WIENS, M.Lib.S.,
Director of the Library

RAY H. MOORE, M.A.,
Director of Instructional Media

CHARLOTTE FULTON, A.B.
Assistant to the Dean of Students for Women’s Programs

GORDON C. WICKERSHAM, B.D., M.A.,
Director of Recruiting

WILLIAM T. HODGES, M.D.,
College Physician

College Committees 1974-75

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BUSINESS AND FINANCIAL AFFAIRS:

CHAPEL COMMITTEE:
O. Sayes, Chairman, C. Brady, L. Phillips, M. Reams, W. Tromble, O. Jennings, and three student representatives.

PRESIDENT’S CABINET:

PUBLIC AFFAIRS:

STEERING COMMITTEE:

STUDENT AFFAIRS:

Faculty

LESLE PARROTT (1975)
President of the College
Th.B., 1944, Olivet Nazarene College; M.A., 1948, Willamette University; Ph.D., 1958, Michigan State University; Post-Doctoral Certificate, 1974, Harvard University.

WILLIS E. SNOWBARGER (1949)
Vice President in Charge of Academic Affairs and Dean of the College
Emeriti

HAROLD W. REED (1949-1975)
President Emeritus of the College
A.B., M.S., Th.D., D.D., LL.D.

EARL E. BARRETT (1954-1966)
Assistant Professor of Philosophy Emeritus

CLINTON J. BUSHEY, (1924-1963)
Associate Professor of Biological Sciences Emeritus
A.B., M.A., B.D., Th.D.

CORAL E. DEMARAY, (1944-1966)
Professor of Classical Languages and Biblical Literature Emeritus
A.B., M.A., Ph.D.

HARRIET ARNESON DEMARAY (1952-1973)
Assistant Professor of English Emeritus
A.B., M.A.

FLOYD B. DUNN (1958-1972)
Assistant Professor of Education Emeritus
A.B., M.S.

NAOMI LARSEN (1935-1975)
Professor of Piano and Voice Emerita
B.Mus., M.Mus. (piano), M.Mus. (voice).

CARL S. MCCLAIN (1923-1972)
Professor of English Emeritus
A.B., M.A., Litt.D.

LEO W. SLAGG (1947-1963)
Professor of Spanish Emeritus
A.B., M.A.

Professors

FOREST T. BENNER (1964)
Professor of Theology, Chairman of Department

LORA DONOHU (1960)
Professor of Physical Education and Assistant Dean of Instruction

D. EDWARD EUSTICE (1968)
Professor of Education; Director of Graduate Studies in Education
B.S., 1936, Wisconsin State University; M.S., 1952, University of Wisconsin; Ph.D., 1962, University of Wisconsin.

CLARENCE E. GROTHAUS (1952)
Professor of Chemistry; Chairman of Division of Natural Sciences
A.B., 1930, Greenville College; M.A., 1933, Ph.D., 1935, University of Kansas.

VERNON T. GROVES (1955)
Professor of Education; Director of Teacher Education
B.S., 1934, M.A., 1938, Ph.D., 1942, University of Wisconsin.

JOHN E. HANSON (1961)
Professor of Chemistry, Chairman of Department
A.B., 1957, Olivet Nazarene College; Ph.D., 1964, Purdue University; Illinois Institute of Technology.

HARLOW E. HOPKINS (1954)
Professor of Music Education; Chairman of Division of Fine Arts

HARVEY HUMBLE (1946)
Professor of History
A.B., 1937, M.A., 1938, University of Illinois; University of Wisconsin; Northwestern University.

OTHO JENNINGS (1964)
Professor of Sociology; Chairman of Division of Social Sciences

R. L. LUNSFORD (1943)
Professor of Practical Theology and Biblical Literature
Th.B., 1935, Bethany Nazarene College; M.A. in Theology, 1937, Marion College; University of Chicago Divinity School, Chicago Theological Seminary.

LLOYD G. MITTEN (1944)
Professor of Business Administration and Economics
B.S., 1929, M.S., 1930, Indiana University, Ph.D., 1939, State University of Iowa; C.I.U., 1958, American College of Life Underwriters.
RALPH E. PERRY (1948)
Professor of Biblical Literature and Theology
Th.B., 1939, A.B., 1941, Olivet Nazarene College; M.A., 1942, University of Illinois; Ph.D., 1952, Bradley University.

J. OTTIS SAYES (1956)
Professor of Christian Education; Chairman of Division of Religion and Philosophy; Director of Graduate Studies in Religion.

DWIGHT J. STRICKLER (1930)
Professor of Biological Science; Honorary Chairman of Department
A.B., 1929, Olivet Nazarene College; M.S., 1940, Michigan State University; Ohio State University; D.Sc., 1970, Olivet Nazarene College.

F. FRANKLYN WISE (1969)
Professor of Christian Education and Psychology; Acting Chairman of Psychology Department
Th.B., 1944, Eastern Nazarene College; M.Ed., 1952, Ph.D., 1958, University of Pittsburgh; Post Doctoral, Middle—Tennessee State University, University of Akron.

Associate Professors

LEONARD E. ANDERSON (1950)
Associate Professor of Business Administration and Economics; Chairman of Department
B.S., 1949, M.S., 1952, St. Louis University; C.P.A., 1966

WILLIAM J. BEANEY (1961)
Associate Professor of Biology, Acting Chairman of Department
B.S., 1952, M.S., 1953, Brockport State Teachers College; Pennsylvania State University; University of Illinois.

CURTIS KEITH BRADY (1960)
Associate Professor of Music

HARRY F. FULTON (1970)
Associate Professor of Science Education and Biological Sciences

JACK WAYNE FURBEE (1970)
Associate Professor of Education
A.B., 1956, West Liberty State College; M.A., 1959, West Virginia University; Ed.D., 1970, West Virginia University; Western Reserve University; Kent State University.

ROBERT E. HAYES (1970)
Associate Professor of Food Science
B.S., 1950, Union College; S.M., 1969, Massachusetts Institute of Technology; Ph.D., 1955, University of Illinois.

LETTIE L. HOWE (1968)
Associate Professor of Home Economics
A.B., Pasadena College; University of Minnesota.

JOHN P. MARANGU (1970)
Associate Professor of Biological Science
A.B., 1964, Olivet Nazarene College; M.S., 1966, Northern Illinois University; Ph.D., 1970, Iowa State University.

BILLIE J. MATHENY (1964)
Associate Professor of Education
A.B., 1959, Harris Teachers College; M.S., 1964, Southern Illinois University; Ph.D., 1972, University of Illinois.

MARJORIE J. MAYO (1964)
Associate Professor of Education
B.S., 1945, Olivet Nazarene College; M.S., 1958, Emporia State Teachers College; Wayne State University.

ATHEL V. MCCOMBS (1959)
Associate Professor of Speech; Chairman of Department
B.S., 1956, M.S., 1957, Purdue University.

RAY H. MOORE (1965)
Associate Professor of Instructional Media
B.S., 1941, Olivet Nazarene College; M.A., 1955, University of Missouri.

JOSEPH F. NIELSON (1969)
Associate Professor of Sociology; Chairman of Department
A.B., 1949, Olivet Nazarene College; M.A., 1964, Michigan State University; Ph.D., 1972, Michigan State University.

LOTTIE I. PHILLIPS (1965)
Associate Professor of English; Chairman of Department
A.B., 1951, Trevecca Nazarene College; M.A., 1961, Ball State University.
MAX W. REAMS (1967)
Associate Professor of Geology and Physical Science; Chairman of Department of Earth and Space Science
A.B., B.S., 1961, University of Kansas; M.S., 1963, University of Kansas; Ph.D., 1968, Washington University.

T. RICHARD SCHMIDT (1970)
Associate Professor of Chemistry
B.S., 1966, Massachusetts Institute of Technology; Ph.D., 1971, University of Virginia.

WILLIAM W. TROMBLE (1970)
Associate Professor of Music
A.B., 1953, Asbury College; M.Mus. 1960, Michigan State University; Ph.D. 1968, University of Michigan.

GARDNER REED WALMSLEY (1955)
Associate Professor of French; Chairman of Department
A.B., 1953, Olivet Nazarene College; M.A., 1959, University of Illinois, Illinois State University; University of Chicago.

CLARENCE W. WARD (1958)
Associate Professor of Physical Education; Chairman of Department
B.S., 1952, Olivet Nazarene College; M.Ed., 1958, Auburn University; Dir. of P.E., 1971, Indiana University.

HARRY R. WESTFALL (1967)
Associate Professor of Education; Chairman of Department
A.B., 1951, Oakland City College (Indiana); M.A., 1953, Butler University; B.D., 1955, Nazarene Theological Seminary; M.S.Ed., 1963, Ph.D., 1967, Purdue University.

GORDON WHITTEN (1970)
Associate Professor of Physics; Chairman of Department
B.S. 1965; M.S., 1968; Ph.D. 1972, University of Maine.

WILLIAM WOODRUFF (1968)
Associate Professor of Biblical Literature

ROBERT W. WRIGHT (1969)
Associate Professor of Biological Science

Assistant Professors

DOROTHY ACORD (1966)
Assistant Professor in Physical Education

KENNETH D. ARMSTRONG (1972)
Assistant Professor of Business Administration

DAVID T. ATKINSON (1970)
Assistant Professor of Mathematics
B.S., 1964, Eastern Nazarene College; M.S., 1967, Boston University; University of Illinois.

Marilyn Baker (1970)
Assistant Professor of English

William Bell (1970)
Assistant Professor of Psychology

GALEN BOEHME (1974)
Assistant Professor of English

WILLIAM W. DEAN (1972)
Assistant Professor of Religion
A.B., 1950, Bethel College; B.D., 1952, Asbury Theological Seminary; Ph.D., 1965, University of Iowa.

CAROL DOENGES (1968)
Assistant Professor of Physical Education

JOHN DONOHO, JR., (1972)
Assistant Professor of Psychology
B.S., 1958, Oakland City College; M.S., 1965, Southern Illinois University; Advanced Certificate in Educational Psychology, 1968, University of Illinois.

ALICE EDWARDS (1971)
Assistant Professor of Piano
B.Mus., 1969, University of Oklahoma; M.Mus., 1971, University of Michigan.
DONALD ELLIOTT (1969)
Assistant Professor of French

HENRY ENGBRECHT (1970)
Assistant Professor of English and German
A.B., 1959, Olivet Nazarene College; M.A., 1951, Butler University.

LOWELL TRUMAN FLINT (1973)
Assistant Professor of Religion and Psychology

WILLIAM FOOTE (1968)
Assistant Professor of English
A.B., 1949, Olivet Nazarene College; M.A., 1968, University of Illinois.

GERALD E. GREENLEE (1941)
Assistant Professor of Music
B.Mus., 1941, Olivet Nazarene College; M.Mus., 1952, American Conservatory of Music.

JEWELL GROTHAUS (1948)
Assistant Professor of Violin, Chairman of Department of Strings; Music Librarian

JULIA HANNAH (1973)
Assistant Professor of English
B.A., 1960, Greenville College; M.A., 1964, Arizona State University

LEONA C. HAYES (1970)
Assistant Professor, Community Health Nursing

KENNETH HENDRICK (1974)
Assistant Professor of Biblical Literature

GAIL INGERSOLL (1975)
Assistant Professor of Nursing
B.S., 1972 Olivet Nazarene College; M.S., 1975, University of Arizona

BILL J. ISAACS (1961)
Assistant Professor of History
A.B., 1958, Olivet Nazarene College; M.A., 1959, University of Illinois.

M. GENEVA JOHNSON (1966)
Assistant Librarian; Assistant Professor of Library Science

GUNNELL M. JORDEN (1966)
Assistant Professor of English

CHARLOTTE KECK (1974)
Assistant Professor of Nursing
B.S., 1964, Goshen College; M.S., 1974, Northern Illinois University.

DAVID J. KELLY (1974)
Assistant Professor of Biblical Literature

GRACE E. KINDRED (1965)
Assistant Professor of Home Economics
A.B., 1936, Indiana University; M.S., 1943, Purdue University; University of Arizona.

IRVING LOWELL KRANICH (1959)
Assistant Professor of Voice

WANDA KRANICH (1959)
Assistant Professor of Organ and Music Theory
B. Mus., 1947 and 1949, Olivet Nazarene College; M.Mus., 1951, American Conservatory of Music; Northwestern University; Master Classes in church music, Evergreen Colorado, 1950 (summer session); Valparaiso Univ.; Univ. of Illinois. Pupil of Louise Robyn, Stella Roberts, Dr. Frank Van Dusen, Edward Hanson, Philip Gehring, and Jerald Hamilton 1970.

ALFRED J. LILIENTHAL (1967)
Assistant Professor of Modern Languages

JEWELL MONROE (1967)
Assistant Professor of Nursing
B.S., 1960, Michigan State University; M.S., 1963, Wayne State University.

RUTH MOORE (1970)
Assistant Professor of English
A.B., 1941, John Fletcher College; M.A., 1970, Olivet Nazarene College.
IVOR GILBERT NEWSHAM (1972)
Assistant Professor of Physics

STEPHEN R. NIELSON (1971)
Artist-in-Residence, Assistant Professor of Piano
B.Mus., 1971, Indiana University.

ELIZABETH RAY (1974)
Assistant Professor of Psychiatric Nursing
B.S., 1971, Olivet Nazarene College; M.S., 1973, Ball State University.

FAYE RILEY (1967)
Assistant Professor of Nursing
B.S., 1960, Greenville College; M.S., 1965, Indiana University.

ESTHER ROBERTS (1947)
Assistant Professor of Business Administration
B.S. in Education, 1940; M.A., 1946, Ohio State University.

CAROLYN ROHE (1970)
Assistant Professor Maternal Child Health Nursing; Chairman of Department
B.S., 1966, University of Pittsburgh; M.S.N.Ed., 1968, University of Pittsburgh, Loyola University.

ANITA SALDEEN (1973)
Assistant Professor of Nursing
B.S., 1958, University of Nebraska; M.A., 1973, Sangamon State University.

ESTHER SALZMAN (1972)
Assistant Professor of Nursing
B.S., 1929, Wheaton College; M.S., 1945, University of Chicago. Columbia University.

DAVID L. SKINNER (1970)
Assistant Professor of Mathematics

JUDITH STOCKS (1974)
Assistant Professor of Nursing Education
B.S., 1968, University of Tennessee; M.N., 1969, University of Florida.

JIM STOCKS (1974)
Assistant Professor of History

HARVEY L. TEAS (1974)
Assistant Professor of Computer Science and Director of Data Processing
A.B., 1958, Pasadena College; M.Div., 1967, Nazarene Theological Seminary; Los Angeles State College; University of California.

GARY STREIT (1973)
Assistant Professor of English; Director of Placement
A.B., 1967, Trevecca Nazarene College; M.S., University of Tennessee.

LINDA TILLOTSON (1974)
Assistant Professor of Nursing
B.S., 1971, Olivet Nazarene College; M.S., 1974, Indiana University.

VIRGIL VAIL (1972)
Assistant Professor of Physics
A.B., 1949, Northwest Nazarene College; M.S., 1950, University of Idaho; Stanford University.

ADELINE R. VANANTWERP (1960)
Assistant Librarian; Assistant Professor of Library Science

LARRY D. WATSON (1965)
Assistant Professor of Physical Education

RUBALEE WICKLAND (1969)
Assistant Professor of Home Economics; Chairman of Department
B.S., 1968, Olivet Nazarene College; M.S., 1969, University of Illinois.

ALLAN L. WIENS (1967)
Assistant Professor of Library Science; Director of Library

MINNIE WILLS (1971)
Assistant Professor of Spanish
A.B., 1951, Olivet Nazarene College; M.A., 1952, University of Illinois.

FRANK LAMONT WILSON (1972)
Assistant Professor of Physical Education
B.S., 1965, Olivet Nazarene College; M.S., 1973, Indiana State University.

RICHARD WIRT (1973)
Assistant Professor of Mathematics
OVID W. YOUNG (1965)  
**Assistant Professor of Music**  
B.S., Mus.Ed., 1962, Olivet Nazarene College;  
M.S. MusEd., 1965, Roosevelt University.

GWENDOLYN ZIEMANN (1974)  
**Assistant Professor of English**  
A.B., 1967, Midland Lutheran College; M.A.,  
1968, Ph.D., 1971, Arizona State University.

**Instructors**

DEBBIE SALTER (1974)  
**Instructor of Speech**  
A.B., 1971; M.A., 1972, Bethany Nazarene  
College.

**Special Lecturers**

GROVER BROOKS  

ROSE BURCKHARDT  
B.S., 1929, Miami University; M.A., 1932, Iowa  
State University, Ph.D. 1960, University of  
Denver.

CLIVE C. BEATTIE  
B.S., 1961, Marion College; M.Ed., 1964,  
University of Arizona; Ed.D. 1970, Ball State  
University; University of Minnesota;  
University of Colorado.

JOHN CHO  
A.B., 1958, Union Christian College; B.D., 1962,  
Asbury Theological Seminary; Ph.D., 1966,  
Emory University.

MARION JAMISON  
B.S., 1951, Bethany Nazarene College; Carleton  
College; Southern Methodist University;  
Colorado College; Ed.M., 1966, University of  
Oklahoma; Ph.D., 1972, University of Illinois.

DAVID S. METCALFE (1971)  
**Special Lecturer in Nursing**  
B.S., 1958, University of Missouri; M.S., 1961,  
University of Missouri School of Medicine.

JOHN B. MUHM  
A.B. 1954, Olivet Nazarene College; M.Ed. 1963,  
University of Illinois; Ed.D., 1968, University  
of Illinois.

ROSS E. PRICE  
A.B., 1932, Northwest Nazarene College; M.A.,  
1944, Pasadena College; M.Th., 1950,  
McCormick Theological Seminary; Ph.D., 1966,  
University of Southern California.

MARY S. SHAFFER  
A.B. 1950, Northwest Nazarene College; M.A.  
1955, Ball State University; Ed.D., 1964,  
Indiana University.

ROBERT C. WALL  
B.S., 1957, Olivet Nazarene College; Ed.D.,  
1968, University of Illinois.

EVELYN WITTHOFF, M.D.

**Teaching Assistants**

PATRICIA CALVIN  
EVANGELINE CLEMENT  
SANDRA CULBERTSON  
RANELLE EIGSTI  
REBECCA HAMPTON  
Marilyn Skinner  
VENITA THOMAS
## Degree and Enrollment Statistics

### Degrees Granted

<table>
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<tr>
<th>Degree</th>
<th>1972</th>
<th>1973</th>
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<td><strong>Total</strong></td>
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### Fall Enrollment Statistics

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<td>Freshmen</td>
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<td>Sophomores</td>
<td>431</td>
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<td>Juniors</td>
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<td>412</td>
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<td>Seniors</td>
<td>343</td>
<td>340</td>
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<td>Other Undergraduates</td>
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<td>50</td>
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<td>Graduate</td>
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<td>51</td>
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<td><strong>Total Enrolled</strong></td>
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<td>1785</td>
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<td>Equivalent full-time students (16 semester hour load)</td>
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### Student Credit Hours by Division

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<th>Fall, 1974</th>
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<td>Education and Psychology</td>
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<td>Religion and Philosophy</td>
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<td>Graduate</td>
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<td><strong>Total Student-Credit Hours</strong></td>
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<td>Absences</td>
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<td>Administrative Officers</td>
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<td>Admission Requirements</td>
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<td>Associate of Arts Degree</td>
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<td>Bachelor's Degree Programs</td>
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<td>A.B., B.S., Th.B.</td>
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College Calendar 1975-76

Fall Semester

Aug. 25  Monday, Freshman Orientation
Aug. 26  Tuesday, 8:00 a.m. — 8:00 p.m. Registration
Aug. 26  Tuesday, 6:00 p.m. — 8:00 p.m. Graduate Registration
Aug. 27  Wednesday, 7:30 a.m. — Classes begin
Sept. 1  Monday, Labor Day Holiday
Sept. 26  Final Day to drop Block I courses
Sept. 26  Founder’s Day
Sept. 28-Oct. 5  Fall Revival
Oct. 10  Red Carpet Day for High School Students
Oct. 13  Monday, Study Day
Oct. 20  Monday, Mid-Semester. Block II courses begin
Oct. 31  Final Day to drop regular classes
Nov. 14-16  Homecoming
Nov. 26  Final Day to drop Block II courses
Nov. 26-Dec. 1  Thanksgiving Recess, Wed, 12:20 p.m. — Mon. 12:30 p.m.
Dec. 5  Term Work due
Dec. 16-19  Final Examinations

January Term

Jan. 5  Last day for regular filing of entrance applications for Spring Semester
Jan. 5-23  January Term and BIG Program

Spring Semester

Jan. 24  Saturday, Orientation for new Freshmen
Jan. 26  Monday, 8:00 a.m. — 8:00 p.m. Registration
Jan. 26  Monday, 6:00 p.m. — 8:00 p.m. Graduate Registration
Jan. 27  Tuesday, 7:30 a.m. Classes begin
Jan. 28-Feb. 1  Youth Revival
Feb. 27  Final Day to drop Block III courses
Mar. 18  Thursday, Mid-Semester. Block IV classes begin
Mar. 31  Final Day to drop regular courses
Mar. 29-Apr. 4  Spring Revival
Apr. 9-20  Easter Recess, Fri. at close of classes — Tues. 7:30 a.m.
Apr. 27  Final Day to drop Block IV courses
May 7  Term Work due
May 13  Thursday, Senior Chapel
May 14  Friday, Investiture Day
May 18-21  Final Examinations
May 21  Friday, 6:00 p.m. Phi Delta Lambda Banquet
May 23  Sunday, 10:30 a.m. Baccalaureate Sermon
          7:30 p.m. Annual Sermon
May 24  Monday, 9:30 a.m. Commencement Exercises
June 1  Last day for regular filing of entrance applications for summer session
Aug. 2  Last day for regular filing of entrance applications for Fall Semester

Summer Sessions

May 31-June 11  Pre-Session
June 14-Aug. 6  Regular Session
July 4  Independence Day Holiday
Aug. 2-20  BIG Program
Aug. 9-20  Post Session
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