


1971

Olivet Nazarene College Annual Catalog 1971-1972

Olivet Nazarene University
Olivet Nazarene University

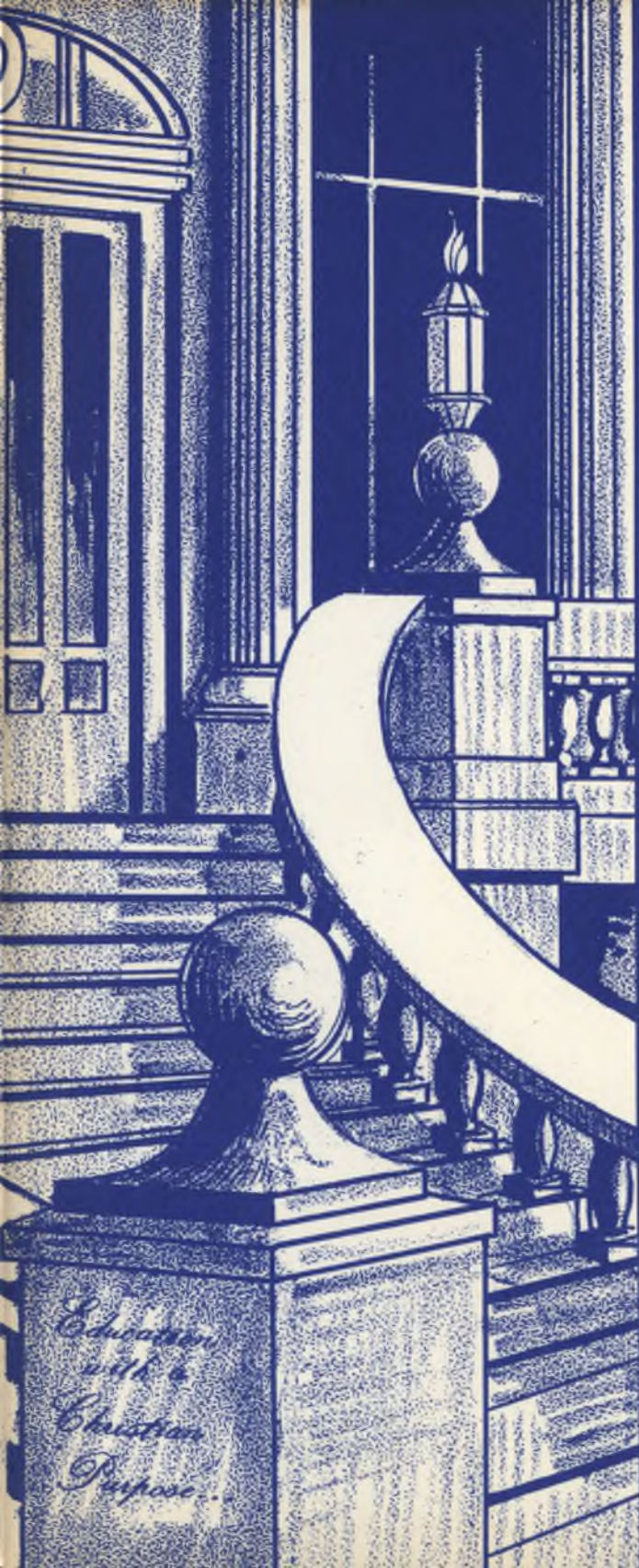
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OLIVET

NAZARENE COLLEGE

Kankakee, Illinois

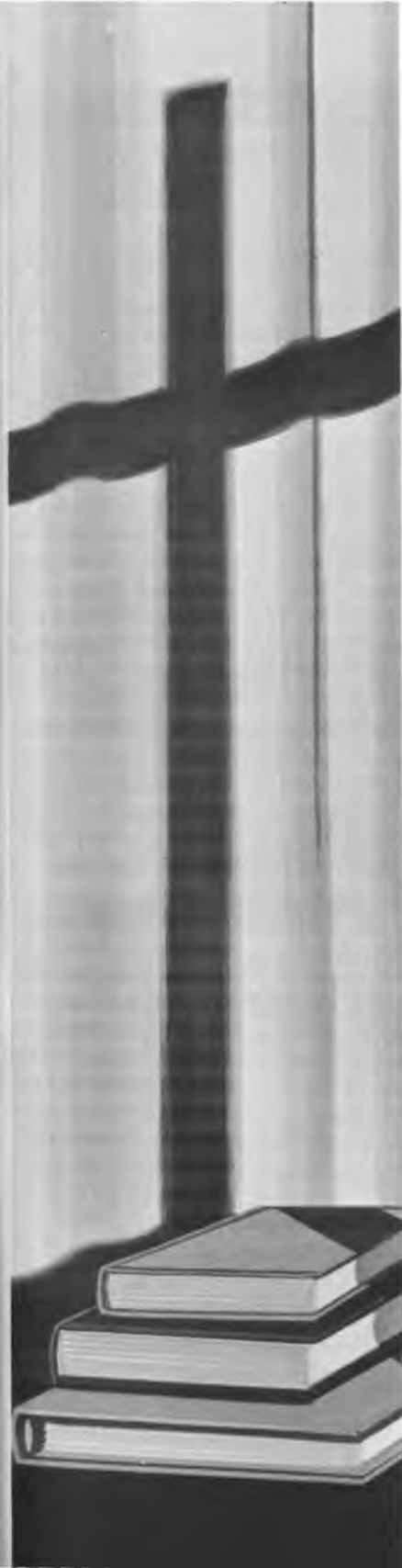
1971 - 72

GENERAL
CATALOG

*Education
with a
Christian
Purpose*

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*Education
with a
Christian Purpose*

OLIVET NAZARENE COLLEGE

Kankakee, Illinois 60901

Telephone 815-939-5011



1

Six Decades of Education with a Christian Purpose

Colleges, like people, have character. Olivet's character stems from its distinctively Christian philosophy of education. It is a philosophy which roots in the Christian faith, and in a sensitive relationship to its sponsoring denomination, the Church of the Nazarene.

Olivet Nazarene College is a liberal arts college founded on the principles of evangelical Wesleyan theology. It is the official college of the Church of the Nazarene on the Central Educational Zone embracing the states of Illinois, Indiana, Michigan, and Wisconsin. Its motto, "Education with a Christian Purpose," expresses both the Christian objectives which the Church has set for the College, and the purpose of the College to translate those objectives into a program of Christian higher education.

Olivet aspires to promote the development of a Christian academic community which involves students, professors, administrators, trustees, and staff employees. It is committed to making the college curriculum and the community life an exemplification of the Christian principles to which the community subscribes. It believes these foundational principles are clearly set forth in the Word of God. This community acts on the knowledge 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 men. Furthermore, it holds that all truth, redemptive and creative, is of God and, therefore, cannot be segmented into secular and non-secular departments.

In order for the college to promote "Education with a Christian Purpose," it is necessary for all who seek membership in the college community to be in sympathy with this basic orientation. Olivet welcomes to its community students and faculty who share this faith and are committed to this way of life and learning.

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.

PURPOSES AND OBJECTIVES

Olivet Nazarene College is an institution of the Church of the Nazarene and recognizes as of paramount importance the fundamental beliefs, principles, and emphases sponsored by the Church which it represents. It seeks to provide a well-rounded education in an atmosphere of Christian culture. An effort is put forth to lead all who are not established in the Christian faith into the experience of full salvation and to foster in all students the development of Christian graces.

The objectives of the college may be summarized as follows:

- I. To assist the student in developing a wholesome and well-integrated Christian personality, thus preparing him for intelligent Christian citizenship.
- II. To provide a general training with a view to developing in the student:
 1. A knowledge of the Bible and an appreciation of it as the revealed Word of God and the foundation of Christian doctrine, experience, and life.
 2. A sense of moral and spiritual values that will produce conviction, self-confidence, poise, and discrimination in life's choices.
 3. Ideals of Christian democracy and an acquaintance with the institutions of modern society and the problems that face the world.
 4. Habits of constructive, critical thinking and effectiveness in oral and written communication.
 5. An understanding of the nature of science and its relation to Christian philosophy, and some ability in the use of the scientific method in the various fields of knowledge.
 6. Appreciation and participation in the aesthetic areas of literature, music, and art, which will enable the student to enjoy the finer aspects of our cultural heritage.
 7. Social poise, cooperativeness and the exercise of consideration and good taste in human relationships.
 8. Wholesome personal habits and an acquaintance with the laws of health and physical development, including a proper use of leisure and participation in a well-balanced recreational program.
- III. To provide the opportunity for concentrating in chosen fields of learning, including:
 1. Major work leading to graduate study.
 2. Pre-professional courses leading to further study in medicine, law, and engineering.
 3. Specialized training in certain vocational areas such as teaching, business administration, home economics, music, nursing, and social service.
- IV. To provide fundamental training in the several areas of the Christian ministry and in lay religious leadership.

Olivet proceeds upon the assumption that its task is not complete apart from the person's salvation from sin and the complete commitment of his life to the will of God. The impact of the community of Christian faith of faculty and students should lead each person to develop a personal faith and a value system within the evangelical Christian tradition.

CAMPUS AND FACILITIES

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 and Chapman (men's residence) Halls are of Bedford Limestone while Miller Business Center and Birchard Gymnasium are of brick, tile, and steel construction. The newer buildings, including Memorial Library, Chalfant Hall, 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, stone construction and are functional in design.

The Memorial Library completed in 1956, now houses some 72,000 volumes plus some 30,000 other items, receives some 845 periodical titles and provides seating for 300 readers. Many back issues of periodicals and the New York Times are on microfilm. The library receives U. S. Government documents on a selective basis. Complete library services are available. The music room, with an excellent collection of records and musical scores, has listening facilities. Burke Hall houses the Audio-Visual Center and the Curriculum Center which feature a fine collection of materials for teaching in elementary and secondary schools.

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 U.S. 54 and Interstate 57. Kankakee is served by the Penn Central and Illinois Central Railroads, Air Wisconsin Airline, and Greyhound bus line. Mail, telegraph, and telephone connections are made by way of Kankakee, Illinois.

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.



2

Design for Educational Excellence

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 is also accredited for its two 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, 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.

The semester hour is the unit of credit at Olivet. A semester hour is equivalent to one 50-minute class period a 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.

GENERAL EDUCATION

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, certain required courses have been developed to meet the needs of all 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 one to fifty should normally be

completed during the freshman or sophomore years. General education courses numbered 50 or above will be completed during the last two years of study. (See Classification, *Catalog*, p.36). The general education requirements for all students on all degree programs are as follows:

- Group I**—Biblical Literature and Theology 12
 - 1. Bib. Lit. 15—English Bible 5
 - *2. Theol. 23—Christian Doctrine 5
 - 3. Bib. Lit. 59—Bible and Life 2
- Group II**—Literature, Philosophy, and Fine Arts 9
 - 1. F.A. 1—Introduction to Fine Arts 3
 - 2. English or American Literature 4
 - 3. Additional Literature, Music Literature, Literature in foreign language, or Philosophy 2
- Group III**—Natural Science and Mathematics 10
 - 1. A laboratory science 5
 - 2. Mathematics or physical science 3
 - 3. Additional Science 2
- Group IV**—History and Social Sciences 9
 - 1. Two of the following courses:
 - Sociology 21, Intro. to Sociology
 - History 1, 2—General European Survey
 - History 21, 22—U.S. History
 - Bus. Adm. 2—Intro. to Business
 - Pol. Science 23—American Government
 - 2. Additional Social Science chosen from the following fields 3
 - Economics, Geography, History, Political Science, Psychology, Sociology
- Group V**—International Understanding 6-10
 - Either A or B*
 - **A. Foreign language (French, German, Greek, Russian, or Spanish) through intermediate level . . . 10
 - B. Courses in international relations or foreign cultures (VIZ., Hist. 61, 63, 64, Pol. Sci. 65, English 63, 64, Music 50, Philos. 51, 52, 75, Soc. 64, 83, or Econ. 63, 74) 6
- Group VI**—Service Courses 8
 - 1. Eng. 3, 4—General English 6
 - 2. Physical Education 2
 - P.E. 1 or 2 and P.E. 11, 13, or 19.

TOTAL 54-58

* Religion majors take Theol. 15 instead of Theol. 23.
 ** Candidates of the Bachelor of Arts degree must meet the foreign language requirements. Candidates for the Bachelor of Science and Bachelor of Theology degrees will 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 to the Admissions and Scholarship Committee.

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.

REQUIREMENTS FOR GRADUATION WITH 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 all baccalaureate degrees:

1. A minimum of 128 semester hours of credit.
2. Completion of the general education studies of 54–58 hours listed on page 8.
3. Completion of a major program of study as specified by the department in which the major is taken.
4. Completion of a minor program of study or of supporting courses as specified by the major department.
5. A minimum grade point average of 2.0 (“C”).
6. A minimum of 40 hours of credit in upper division courses (courses numbered 50 or above).
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.



DEGREE PROGRAMS AND REQUIREMENTS FOR GRADUATION

The following chart indicates the fields in which Olivet offers programs of study. The degree or 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.

UNDERGRADUATE PROGRAM OF STUDY AT OLIVET NAZARENE COLLEGE

Field	Major		Minor	
	T.E.	Non-T.E.	T.E.	Non-T.E.
Art			x	x
Biblical Literature		A.B.		x
Biology	A.B.	A.B.	x	x
Botany		A.B.		x
Business Administration		A.B., B.S.		x
Business Education	A.B., B.S.		x	
Chemistry	A.B.	A.B.	x	x
Earth and Space Sciences (see Physical Science)			x	x
Economics				x
Education	A.B., B.S.		x	
English	A.B.	A.B.	x	x
French	A.B.	A.B.	x	x
General Science			x	
German			x	x
Greek				x
History	A.B.	A.B.	x	x
Home Economics	A.B., B.S.	A.B., B.S.	x	x
Mathematics	A.B.	A.B.	x	x
Medical Technology		A.B., B.S.		
Music, Church & Choral		A.B., B.S.		x
Music Education	A.B., B.S.		x	
Nursing		B.S.		
Philosophy		A.B.		x
Physical Education	A.B., B.S.		x	
Physics		A.B.	x	x
Physical Science (Interdisciplinary)		A.B.	x	
Psychology	A.B.	A.B.	x	x
Religion		A.B., Th.B.		x
Religion & Philosophy		A.B.		
Religious Education		A.B., B.S.		x
Romance Language	A.B.	A.B.		
Social Science	A.B.	A.B.	x	
Social Welfare		A.B., B.S.		
Sociology		A.B.		x
Spanish			x	x
Speech	A.B.	A.B.	x	x
Zoology		A.B.		x
Pre-Medical Program	—up to 4 years			
Pre-Engineering Program	—up to 3 years			
Pre-Law	—up to 4 years			

GRADUATE STUDY PROGRAM

Master of Arts degree in

- Elementary Education
- Theology
- Biblical Literature

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.

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 and in a separate brochure "Ministerial Training for the Older Student." A copy may be obtained by writing the Director of Admissions.





3

Student Life

Under the direction of the Vice-President in charge of Spiritual Life and Student Affairs, a concerted effort is made to encourage the development of the whole person. Through numerous organized activities and an extensive system of counseling and guidance, it is hoped that each student will be enabled to develop his full potential.

COUNSELING SERVICES

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

Besides his assigned counselor the student is encouraged to call upon all of the counseling services on the campus including the deans of men and women, student monitors 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 freshman is sponsored by the college at three times during the summer months prior to the opening of school; one in July, one in early August, and one at the time of registration (see calendar). At this time each freshman will visit the campus with his parents and will participate in the pre-registration testing program and will be 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.

RULES OF CONDUCT

Students are immediately responsible to the officers in charge of the various dormitories and resident halls of the college in matters of conduct. These officers are responsible to the President through the Dean of Students and deans of men and women for personal guidance to all students, not only those living on the campus, but those living in their own homes. The resident directors and student advisors, who work with them and under their direction, will be of great assistance.

Rules and practices of conduct are formulated with the welfare of the students as a whole in mind and with a view to promoting the highest spiritual and scholastic attainments. The school reserves the right to request withdrawal on the part of any student who manifests an inability or disinclination to conform to the rules.

The students are expected to observe the following regulations:

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, and 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 to marry 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 Dean of Women or the Dean of Men. 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 Dean of Students or the Dean of Men or Women. Both the student and the householder are required to sign a housing agreement furnished by the college.
 9. Students who room at private residences in town 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.
 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. This is 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.

ORGANIZATIONS AND ACTIVITIES

The governing unit of the organization of 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 provide avenues of expression of special educational interest and give oppor-

tunity for laboratory experience on the part of their members. These clubs include: Commerce Club, Gale Organ Guild, Home Economics Club, Honor Society, Association of International Students, Music Educators, Pre-Med Club, Platonian Philosophical Society, Psychology Club, Public Affairs Club, Science Club, Sigma Tau Delta (English Club), Sociology Club, Speech Club, Student Education Association, Phi Alpha Theta (History Club), Young Republicans Club, and Young Democrats Club.





Olivet Nazarene

- | | |
|---|-----------------------------------|
| 1. Burke Administration Building | 7. Power Plant |
| 2. Reed Hall of Science | 8. Miller Hall |
| 3. Planetarium | 9. Birchard Gymnasium |
| 4. Chapman Hall (Men) | 10. Chalfant Hall (Chapel) |
| 5. Hills Hall (Men) | 11. Williams Hall (Women) |
| 6. Memorial Library | 12. Nesbitt Hall (Women) |



College

Campus

- 13. Ludwig College Center
- 14. College Church
- 15. Senior House South
- 16. Home Management
- 17. Home Economics
- 18. Flierman Hall

- 19. Goodwin Hall (Fine Arts)
- 20. Senior Houses North
- 21. Hardin House
- 22. McClain Hall (Women)
- 23. Trailerville
- Dorms A and B, New Women's Residence Hall not shown
- Nursing Education Building under construction

Publications—The students at Olivet sponsor two publications: the Aurora, the college annual, and the Glimmerglass, a bi-weekly newspaper. These publications provide a channel for literary and artistic expression and add greatly to the general interest. 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. Each one living in the dormitory is ipso facto a member of one of the associations.

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. These organizations include: Spiritual Outreach Committee, Campus Ministries Committee, Collegians for Christ, Ministerial Fellowship, and Missionary Band.

The Spiritual Outreach Committee is responsible for the six specific outreach programs. They are: Gospel Crusaders, Lay Witness Teams, Servants of Christ, Evangelists, Missionary Involvement Teams, and SCOPE (Students Concerned Over People Everywhere). 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 the Spiritual Outreach Program and to be an active member in one of the on-campus religious organizations.

Music—The Division of Fine Arts provides opportunity for musical expression to experienced vocal students through its music organizations. Three choirs are sponsored: Orpheus Mixed Chorus, Vikings Male Chorus, the Treble Clef Ladies Choir. Participation is on a competitive basis. Appearances include church services, local concerts, and an annual tour of our educational zone. In addition to the vocal choirs, the division sponsors the Olivet Symphony, String Quartet, Brass Choir, and the Concert Band for those students interested in instrumental music. Their activities include local public performances for church services and social gatherings, Commencement concerts, athletic events, and some concert tours on the educational zone. Quartets and trios represent the college in various local and community programs and on the educational zone.

ATHLETICS

Intercollegiate—Olivet is a member of the Prairie College Conference and the National Association of Intercollegiate Athletics and participates in intercollegiate athletic competition. Team sports include basketball and baseball. Individual sports include track, cross country, tennis, and golf.

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.

Intramurals—Olivet Nazarene College sponsors a well balanced intramural program of athletic activities.

The intramural program is under the direction of the Intramural Council which is comprised of the Director of Intramurals, chairman, president of Associated Students; intramural society presidents; and the chairman of the department of physical education. The President, Vice-President for Student Affairs, Athletic Director, and Dean of the College are members *ex officio*.

There are six (6) intramural societies. They 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. These points may be accumulated by the individual toward winning of the Individual High Point Award and at the same time add to the accumulative total of points of his society toward the possible winning of the President's Cup. These awards are presented to the individual and society which accumulates the most total points for a given year. The Athletic Committee elects one man and one woman for the Slagg Award. To be eligible for this award, the person must have competed in at least three major sports during that college year. The Senior Intramural Award is given to two senior men and two senior women. They are nominated by the Athletic Committee and elected by a vote of the Faculty.

The splendid field house on the campus includes an indoor track and an excellent swimming pool in addition to the basketball and volley ball courts. Outdoor ball diamonds, and the field and track facilities add to the interest and effectiveness of the athletic program.



4

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.

Academic requirements for 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 special examination designed for this purpose.

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.

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 CLEP (College Level Examination Program) test 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 test 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 each of the tests, and 50 and above on each sub-test. Credit validated by use of the CLEP test 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.

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.

Freshmen are admitted to classes only after completing the freshman testing program.





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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.

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	44.00
(Required of all students enrolled for seven hours or more, includes student activity,* medical, health insurance, and mail handling fees)	
3. Tuition Charges	
12 to 18 hours	600.00
(one to eleven hours @ \$50.00 per hour)	
Applied Music Tuition Additional	
Private (piano, voice, organ and Orchestral Instruments for one lesson per week per semester)	\$40.00**
Class (piano, voice and Orchestral Instruments per course)	\$15.00
4. Room and Board (Board cafeteria style) average cost.....	460.00
Total Tuition Fees, Room and Board	<u>\$1114.00</u>

LABORATORY AND SPECIAL FEES

Art Fee	\$ 3.00
Audit Fee	10.00
Automobile Registration and parking per semester	
Resident Student	10.00
Non-Resident Student	5.00
Change in registration after first week	2.00
CLEP (Per Credit Hour)	10.00
Diploma Fee	12.00
Introduction to Fine Arts, field trips	7.00
Freshman Orientation Tests	4.00
G.E.D. Examination	5.00
Graduate Record Exam Fee.....	7.00
Home Ec. Lab. Fee	15.00
Instrument Rental	5.00
Key Deposit for Room	3.00
Laboratory Fee, per course per semester (Science, Nursing, Computer).	15.00
Late Registration	10.00
Late Tests	5.00
Lockers, per semester	1.00
Office Practice Fee	15.00
Practice Instrument, one hour daily, per semester	7.00

* 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 year book), the student newspaper, lyceum courses, and absorbs the ordinary class dues. The assessment voted by the student body is \$24.000 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.

Practice Organ, one hour daily, per semester	19.00
Practice Piano, one hour daily, per semester	7.00
Practice Teaching per credit hour	7.00
Proficiency Examination, per credit hour	10.00
Reading Laboratory	5.00
Swimming Fee, per semester	2.00
Thesis Binding Fee	10.00
Transcript of Credits (no charge for first transcript)	1.00



METHODS OF PAYMENT

1. All charges are due and payable at the time of Registration. 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. 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.

All EFI plans include insurance on the life of the parent and the student, total and permanent disability insurance on the parents, plus trust administration in event of the parent's death or disability. Agreements may be written to cover all costs payable to the College over a four year period in amounts up to \$14,000.

Parents desiring further information concerning this deferred payment plan should contact the Director of Financial Aids, Olivet Nazarene College or Education Funds Inc., 10 Dorrance Street, Providence, Rhode Island 02901.

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.

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.

AUTOMOBILES

All automobiles owned or operated by students to and from Olivet Nazarene College and on the campus must carry an official college automobile permit. All students are eligible to register an automobile upon application with the Traffic Manager at the time of registration or within 48 hours after securing an automobile thereafter. Failure to register an automobile 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 college residence or in college approved private homes, are advised not to maintain automobiles for personal use while enrolled at Olivet.

It is within the discretion of the college administration to disqualify any applicant 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 automobiles; and (4) excessive traffic violations. An automobile permit may be revoked at any time by the Traffic Manager if it is considered that the student is misusing his automobile privilege. A copy of Olivet's Official Automobile Regulations is given each student at the time of his matriculation at the college.

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

Minors may not have an automobile permit without the written approval of parents.

WITHDRAWALS

If a student withdraws from school before the end of the semester, the adjustments are computed as follows. Withdrawals will be dated as of the end of the week in which the last class was attended.

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 meal pass.

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 Aid

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 a \$2.50 service fee, to the College Scholarship Service, Box 881, Evanston, Illinois 60201. Request should be made that the analysis be sent to Olivet.

All correspondence relative to financial aid should be directed to:

Director of Financial Aid
Olivet Nazarene College
Box 592
Kankakee, Illinois 60901

There is at present a number of methods by which an individual may finance higher education. These include scholarships, student loans and grants, guaranteed loan programs, and student employment.

Scholarships

Nazarene Scholarships: Olivet Nazarene College offers a conditional \$400 scholarship to any Nazarene young person in the Central Educational Zone who ranks in the highest ten per cent of his high school graduating class. Credit on tuition in the amount of \$100 will be awarded for the first year and the scholarship will be continued in the same amount each succeeding year to a maximum of four years, providing the student maintains a grade average of 3.00. The high school transcript must show the rank of the applicant.

Miller Scholarship: Dr. Samuel L. Miller has established a scholarship fund for ministerial students of \$10,000. Income from this fund will provide an annual scholarship under certain stipulated conditions.

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.

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.

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.

Departmental Scholarships: A number of \$100 scholarships are available to students who do not qualify for the Nazarene 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.

Elmira 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 one worthy Nazarene student each year from Huntington County, Indiana.

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:

<i>Illinois District</i>	Two awards of \$50 each
<i>Indianapolis District</i>	Two awards of \$100 each
<i>Chicago Central District</i>	Two awards of \$100 each
<i>Eastern Michigan District</i>	One award of \$200
<i>Northwestern Illinois District</i>	One award of \$100 and one of \$50
<i>Michigan District</i>	Two awards of \$100 each
<i>Northeastern Indiana District</i>	Six awards of \$150 each
<i>Southwestern Indiana District</i>	Two awards of \$100 each
<i>Northwestern Indiana District</i>	One award of \$100
<i>Wisconsin District</i>	One award of \$100

MERIT SCHOLARSHIPS Each year a \$500 scholarship is awarded to one freshman, one sophomore, and one junior. This scholarship is awarded by the Admissions and Scholarship Committee from a list of the five students in each class earning the highest grade point average for the year. Application is by invitation, and recognition is given at Awards Day at the close of the second semester.

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.

Grants-In-Aid

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.

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

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.

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

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
First Church, Columbus, Indiana	\$25 per semester for all students
Southside Church, Muncie, Indiana	\$50 per semester for first year students and \$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
Roxanna Church, Roxanna, Illinois	\$100 award to one student
First Church, Marion, Indiana	\$50 per semester for first year students

EDUCATIONAL OPPORTUNITY GRANTS Educational Opportunity Grants may be initiated during the freshman and sophomore years. These grants, varying in size from \$200 to \$1,000 per year are awarded on the basis of need as determined by the analysis of the Parents' Confidential Statement.

NURSING OPPORTUNITY GRANTS A maximum of \$1,500 may be awarded to students who show a financial need by way of the Parents' Confidential Statement. All grants must be matched by an equal amount of dollars provided by the institution in the way of work, scholarships or loans.

ILLINOIS STATE SCHOLARSHIPS AND GRANTS High School juniors should contact the high school counselors concerning applications for the Illinois State Scholarship. Tests are given during the junior year in high school, and awards are usually announced in March. February 1 of each year is the deadline to apply for the Illinois State Grant. A financial statement is required, and can be obtained from the Director of Financial Aids, Olivet Nazarene College.

Loan Funds

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

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.

Anna and Eloise Mitten Loan Fund: Dr. L. G. Mitten and others have set up a limited student loan 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.

Grover VanDuyn Memorial Fund: Through gifts from the family and friends of the late Dr. Grover VanDuyn, 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.

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.

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. The fund now exceeds \$1,200 and is growing.

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 upperclassmen in the college.

National Defense Education Act: Olivet Nazarene College participates in the loan program sponsored by the federal government. A maximum of \$1,000 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 or 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 months 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 as 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.

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.

Student Employment

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.

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.



Preparation for Graduate Study, and Pre-Professional Study Programs

While Olivet Nazarene College does not offer degree programs in the following specific fields, 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: Astronomy, Biochemistry, Biophysics, Chemical Physics, Counseling Psychology, Dietetics, Engineering, Geochemistry, Geology, Geophysics, Guidance and Counseling, Law, Mathematical Physics, and Medicine.



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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 map 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 applications and have been accepted) will be supplied by the Registrar with directions for registration. Students are counseled 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 Admissions and Scholarship Committee. 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:

Semester Class Load in Relation to Grade Point Average

Effective hours of outside employment	On Probation	Up to 2.5	Up to 3.0	3.0 or over
Under 15 hours	14	Normal	Normal	Normal
15-20 hours	12	Normal	Normal	Normal
21-25 hours	10	14	Normal	Normal
26-30 hours	8	12	14	Normal
31-35 hours	6	10	12	Normal
35-45 hours	1 course	8	10	Normal

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 counselor. 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 without automatic failure (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 28).

Academic Regulations

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

Credit for work done in any course presupposes regular class attendance. It is deemed an unwise and objectionable practice for a teacher to give a passing grade to a student who has missed 25% of the class sessions for any reason whatsoever.

A fee of \$1.00 will be charged for each class missed immediately before or immediately after a scheduled holiday or vacation, not to exceed a total of \$4.00 for any holiday period, with a provision that the charge may be waived at the discretion of the Dean of the College if the absence is not for an extension of the vacation period.

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 of 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 as closely as class attendance. Unexcused absences beyond the provisions of (b) above will be subject to serious disciplinary action.

SCHOLARSHIP

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; S for satisfactory work (credit toward graduation); U for unsatis-

Academic Regulations

factory 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 or 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."

Students may repeat a course in which a grade of D or F is received.

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.

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 (for audit), 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 Probation: 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 probation, and thus will not be in good academic standing.

<i>Hours attempted</i>	<i>Minimum g.p.a. for Good Standing</i>
1-17	1.60
18-32	1.75
33-48	1.90
49 or more	2.00

Probation 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 probation 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 probation will not be admitted to Junior Standing.

Probation 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 probation.

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

Probation and Eligibility: A student on probation is also ineligible—i.e., for all practical purposes probation 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 Admissions and Scholarship Committee. 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

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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 99. Honors course work will be indicated by the department name and the number 100.

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 year (two semesters), 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, scholarship, 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: The student 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.

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 degrees 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 a grade of "credit" unless he has made at least

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“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; (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 ten 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.

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.

One transcript is furnished each student without charge; for each additional transcript of credits a fee of \$1 is required, this fee to be sent to the Registrar with the request. A transcript will not be issued to or for a student who is indebted to the college.



Burke Administration Building

Ludwig Student Center





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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 and 5) They constitute the general objectives of teacher education.

Within the framework 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. 8) except that choices within the program must be made and the hours possibly slightly increased to include the following:

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

Teacher Education

Students preparing to teach in elementary school or junior high 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. 8) 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:

Educ. 49—Developmental and Educ. Psychol.....	4 hrs.
Educ. 52—Principles of Teaching.....	2 hrs.
A Special Methods Course.....	2 hrs.
Educ. 86—Supervised Student Teaching in the Secondary School.....	8 hrs.
Educ. 88—Social Foundations of Educ.....	2 hrs.
Educ. 89—Philosophical Issues in Education.....	2 hrs.
	<hr/>
	20 hrs.

Subject Matter Specialization. Students planning to teach in secondary schools will normally be prepared in at least two teaching fields. The fields in which major teaching subject concentrations are offered are: biology, chemistry, physics, mathematics, social studies, history, English, French, physical education, business, music, home economics, and psychology.

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. Minimum requirements for the different fields are as follows: biology, 24 (to include about half botany and half zoology); business subjects, 20; foreign language, 20; general science, 24 (must be about half biological science and half physical science), earth and space sciences, 24; home economics, 24; language arts, 24 (at least 16 of which must be in English); mathematics, 20; music, 20; physical education, 20; physical science, 24; social studies, 24; physics, 24. Teachers whose major concentration is in the various science fields must offer a minimum of 10 semester hours in a second science field.



Junior High School Program

Professional Education. The required professional education sequence for students in the Junior High School Program is as follows:

- Educ. 49—Developmental and Educ. Psychol. 4 hrs.
- Educ. 52—Principles of Teaching. 2 hrs.
- A Special Methods Course. 2 hrs.
- Educ. 70—Junior High School Teaching. 2 hrs.
- Educ. 85—Unified Studies or Core Curriculum Student Teaching
- or
- Educ. 86—Supervised Student Teaching in the Secondary School. 8 hrs.
- Educ. 88—Social Foundations of Educ. 2 hrs.
- Educ. 89—Philosophical Issues in Education. 2 hrs.
- Electives to make a total of 24 hours

Subject Matter Specialization. For those preparing to teach in the junior high school a major teaching area and one minor teaching area or three minor teaching areas are required. The teaching areas are the same in semester hour requirements as those for the high school but the content may be varied in the direction of breadth rather than depth. The content of each teaching area and the particular combination of areas taken must be approved by the Committee on Teacher Education or be similar to programs already approved by that Committee.

The following subject matter combinations are suggested; others may be approved by the Committee on Teacher Education: unified studies (social studies and English); language arts—foreign language; language arts—music; language arts—social studies; social studies—business; social studies—physical education; biology—general science; general science—mathematics; mathematics—business; mathematics—general science; mathematics—physical education; mathematics—earth and space sciences; general science—physical education; physical education—social studies; physical education—mathematics; and physical education—music.

A course in speech is required as a supporting course in the Junior High School Program unless the student passes an individual test administered by the speech department.



Teacher Education

Elementary School Program

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

Reading methods in the Elementary School (Educ. 55 meets this requirement)	3 hrs.
Educ. 56—Arithmetic in the Elementary School.	2 hrs.
Educ. 84—Supervised Student Teaching in the Elementary School.	6-8 hrs.
Educ. 87—Elementary School Curriculum and Management.	2 hrs.
Educ. 88—Social Foundations of Educ.	2 hrs.
Educ. 89—Philosophical Issues in Education	2 hrs.
Electives to make a total of 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 55 may count 2 hrs. toward this requirement). 16 hrs.
2. Social Science (including U.S. History 21 or U.S. Govt.). 16 hrs.
3. Natural Science (both biological and physical). 16 hrs.
4. Fine and Applied Arts (Minimum of 4 hrs. each in music and art). 12 hrs.
5. Mathematics 11 and 12. 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.

Music Teaching Program

Professional Education

Educ. 49—Developmental and Educ. Psychol.	4 hrs.
Two courses from the following: Educ. 52 and Mus. Educ. 66 and 73.	
Educ. 88—Social Foundations of Educ.	2 hrs.
Educ. 89—Philosophical Issues in Education.	2 hrs.
Music Educ. 85—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.
3. Satisfactory performance on English tests.
4. Satisfactory recommendations from college teachers.

In submitting references students should be sure to include the names of faculty counselors. 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.

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 Teacher 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 of 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

Teacher Education

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.



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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.

Education

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. All departments listed below offer majors except for the departments of Art, Economics, and Earth and Space Sciences. The first instructor named under each department heading is the chairman of that department. Courses are numbered according to the following system:

- 1-19 Primarily Freshman Courses
- 20-49 Advanced Lower Division (freshman and sophomore) Courses
- 50-89 Upper Division (junior and senior) Courses
- 90-99 Reserved for Seniors, Specialized Courses, Independent Study, and Honors Courses.
- 100- Graduate Courses

The departments included in each division are as follows:

- I. Division of Education and Psychology
 - Education
 - Psychology
 - Physical Education
 - Nursing
- II. Division of Fine Arts
 - Art
 - Music
- III. Division of Languages and Literature
 - English Language and Literature
 - Foreign Languages and Literatures
 - Speech
- IV. Division of Natural Sciences
 - Biological Sciences
 - Chemistry
 - Earth and Space Sciences
 - Mathematics and Computer Science
 - Physics
- V. Division of Religion and Philosophy
 - Biblical Literature
 - Philosophy
 - Religious Education
 - Theology
- VI. Division of Social Sciences
 - Business Administration
 - Economics
 - History and Political Science
 - Home Economics
 - Sociology and Anthropology



DIVISION OF EDUCATION AND PSYCHOLOGY

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

H. Westfall, M. Baker, F. Dunn, E. Eustice, J. Furbee, V. Groves, B. Matheny, M. Mayo, J. Muhm, J. Rohe, A. VanAntwerp

The Education Department is a service department for the Teacher Education Program. Its objectives are included in those listed for this program, (p. 41). 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 to 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 48 for specific courses and supporting areas.

Junior High Education: 24 Hours

Required: See page 47. Must be supported by one major and one minor teaching field or three minor teaching fields. See specific departments for requirements.

Minor: (Must complete approved Teacher Education Program)

Music Education: 21 Hours. See page 69 for specific courses.

Senior High School: 19 Hours. See page 46 for specific courses.

Education

5—*Crafts for Elementary Teachers*

(Same as Art 5.) Two hours.

49—*Developmental and Educational Psychology*

A study of development from birth to maturity, the learning process, language and thinking, mental hygiene and evaluation. Prerequisites: Psychology 21. Four hours.

52—*Principles of Teaching*

A survey of psychological bases for methods and techniques; managing the environment; organizing materials of instruction; planning, motivating and guiding learning activities. Prerequisite Educ. 49. Two hours.

55—*The Language Arts and Reading*

A survey of current practices in the teaching of the four fields in the language arts; listening, speaking, reading and writing with stress on the inter-relatedness of these language arts, with special emphasis on methods and techniques for teaching development reading. Prerequisites: Educ. 49 and admission to the Teacher Education Program or consent of instructor. Five hours.

56—*Arithmetic in the Elementary School*

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: Education 49 and admission to the Teacher Education Program or consent of instructor. Two hours.

58—*Psychological and Educational Statistics*

(Same as Psychology 58.) Two hours.

59—*Tests and Measurements*

This course deals with the problems of test construction, their administration, and statistical interpretation. Prerequisite: Education 49. Three hours.

63—*Science in the Elementary School*

An introduction to elementary school science curriculum and instructional methods. Prerequisites: Educ. 49 and admission to Teacher Education Program, or consent of instructor. Two hours.

65—*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. Two hours.

66—*Elementary School Music Methods*

(Same as Music 66.) Three hours.

67—*Methods and Materials in Physical Education for the Elementary School*

(Same as Physical Education 67.) Two hours.

70—*Junior High School Teaching*

History and foundations of junior high school education; the teaching core and other instructional areas; the exploratory and guidance function of the junior high school; obtaining and using instructional materials; co-curricular activities; evaluation. Prerequisite: Education 49. Two hours.

71, 72—*Teaching of Business Subjects*

(Same as Business 71, 72.) Two hours both semesters.

73—*Secondary Music Methods*

(Same as Music 73.) Two hours.

74—*Teaching of Mathematics*

(Same as Mathematics 74.) Three hours.

75—*Methods of Teaching Home Economics*

(Same as Home Economics 75.) Two hours.

76—*Teaching of English*

(Same as English 76.) Three hours.

77—*Teaching of Science*

(Same as Natural Science 77.) Two hours.

78—*Teaching the Social Studies*

(Same as Social Science 78.) Two hours.

79—*Teaching of Modern Languages*

(Same as French 79.) Two hours.

80—*Teaching of High School Speech*

(Same as Speech 80.) Two hours.

84—*Supervised Student Teaching in the Elementary School*

Prerequisites: Senior standing, approval by the Committee on Teacher Education, Education 49 and reading and arithmetic methods. (Credit is not allowed for both this and Education 86.) Eight hours.

85—*Supervised Student Teaching: All Grades*

Prerequisites: Senior standing, approval by the committee on Teacher Education. Ed. 52, and/or appropriate special methods course or two appropriate methods courses without Educ. 52. Eight hours.

86—*Supervised Student Teaching in the Secondary School*

Prerequisites: Senior standing, approval by the Committee on Teacher Education, Education 52 and an appropriate special methods course (concurrent registration in these courses may be permitted). (Credit is not allowed for both this and Education 84.) Eight hours.

87—*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. Two hours.

88—*Social Foundations of Education*

A study of the American Public School System, its development, problems and practices, together with the various issues which are involved with its relation to society. Two hours.

89—*Philosophical Issues in Education*

Study of selected philosophical interpretations of education with a view to helping the student develop and express his personal philosophy of education. Prerequisite: Admission to Student Teaching or consent of instructor. Two hours.

Education

91—*Diagnostic and Remedial 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. Two hours.

92—*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. Three hours.

93—*Principles of Counseling*

(Same as Psychology 93.) Three hours.

95—*Kindergarten Education*

A study of teaching-learning at the pre-school level. The study emphasizes basic concepts such as growth, development, parent roles, and the teachers role. Two hours.

97—*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. Two hours.

Library Science

23—*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. Two hours.

64—*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. Two hours.

68—*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. Two hours.

97—*Audio-Visual Aids to Learning*

(Same as Educ. 97.) Two hours.

98—*Audio-Visual Aids to Learning*

(Same as Psychol. 98). One hour.



MASTER OF ARTS IN EDUCATION

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.)

Admission Requirements

The requirements for regular admission to graduate study leading to the Master of Arts degree with a major in Elementary Education 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 do graduate level 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. Undergraduate preparation approximating the elementary education program at Olivet.
6. Possession of, or eligibility for, a Standard Elementary Teaching Certificate.

Graduation Requirements

The Master of Arts degree requires the completion of 30 semester hours, including credits earned for thesis or other scholarly papers, with an average grade point of 3.0 or above.

The student will be expected to submit three copies of the thesis or other scholarly paper meeting standards set by the college. Details may be obtained from the Director of Graduate Studies in Education.

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; and proper forms must be filed with the Director of Graduate Studies. See departmental graduate curriculum for specific course and other requirements of the several departments.

Scholarship

Graduate students must earn an average of 3.0 or above on all work credited toward the degree. No more than six hours of "C" work can be counted toward the degree.

Student Load

The maximum course load during any semester is 15 semester hours. A working student will be expected to reduce his course load accordingly. 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.

For further details see the Graduate Bulletin or write the Director of Graduate Studies in Education at the college.

Psychology

PSYCHOLOGY

F. Wise, W. Bell, J. Furbee, V. Groves

The purpose of the Department of Psychology is to present to the student the principles of human behavior based upon scientific research. The aim is two-fold: (1) to prepare those who are interested in the field of psychology for further work in the field by providing a theoretical, historical, and methodological background; (2) to give sufficient training in those going into occupational areas and places of service where an understanding of psychological principles will be of benefit. Psychology 21 and 41 are prerequisites for all upper division courses in Psychology.

Major: 28 Hours

Required: 21, 41, 51, 71, 72, 91. Supporting courses:
Five hours lab. course in biological science and Biol. 41 Genetics. Physiology recommended. A departmentally approved minor in another area of study must be completed.

Minor: 18 Hours

Required: 21, 41, 51, 71. Psych. 72 is recommended.

Teaching Minor: 20 Hours

Required: 21, 51, 61, 71. Either Psych. 52 or 81 and 72 are recommended.

GENERAL COURSES

21—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. Three hours.

41—Developmental Psychology

A survey of human development from birth to maturity. Three hours. (Ed. 49 may be substituted for this course.)

51—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. Three hours.

52—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. Two hours.

53—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. Three hours.

91—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. Two hours.

EXPERIMENTAL COURSES

71—*Psychological and Educational Statistics*

A basic statistical course for those intending to do work in psychological or educational research. The more common statistical concepts are discussed and their applications shown. (Credit will not be given for both Psych. 71, Bus. Ad. 75 and Soc. 75) Two hours.

72—*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. One hour lecture, four hours laboratory. Prerequisite: Psych. 71. Three hours.

73—*Psychology of Human Learning*

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. Prerequisite: Psych. 71, 72. Three hours.

CLINICAL AND COUNSELING COURSES

61—*Tests and Measurements*

(Same as Education 59.) Two hours.

81—*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. Three hours.

82—*Psychology of Personality Disorders*

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. Three hours.

92—*Introduction to Guidance*

(Same as Education 92.) Three hours.

93—*Psychology of Counseling*

Assumptions and facts fundamental to counseling, factors in the interviewing situation nature of counseling techniques, and relation of counseling to other personnel procedures are considered. Prerequisite: Psych. 82 or permission of instructor. Three hours.





PHYSICAL EDUCATION

C. Ward, L. Watson, D. Acord, R. Starcher, B. May, C. Doenges

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. 49 is a prerequisite to all courses numbered 50 and above.

Non-teaching Programs are not offered.

Teaching Major: 29 Hours

Required: 49, 51, 61, 63, and 71. P.E. 62 is required for men and P.E. 16 is required for women. An additional 8 hours is selected from 20, 21, 22, 23, 24, 25 (27, 28, and 29 women only), and 67. Supporting courses: Bio. Sci. 21.

Teaching Minor: 21 Hours

Required: 49, 61, 63, 71, and 8 hours selected from 20, 21, 22, 23, 25 (27, 28 & 29 women only), and 67. Supporting course, Biological Science 21.

1, 2—*General Physical Education*

This introductory course is designed to teach fundamental rules and skills for individual and team activities. All students are required to take this course at least one semester. However, they may elect one additional hour of the required Physical Education from courses numbered 11, 13, 15, 19, or marching band. One hour.

11—*Swimming*

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

13—*Archery*

An activity course to give opportunity to develop skill in this popular sport. One hour.

16—*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. Three hours.

19—*Tennis*

A course outlined for beginning players. Emphasis is placed on the development of fundamental skills. One hour.

20—*Advanced Tennis*

A very fundamental and practical course in the theory, practice, and playing of tennis. Prerequisite P.E. 19 or consent of instructor. Two hours.

21—*Basketball*

An intensive study of the rules and problems relative to the development of successful offensive and defensive play. Two hours.

22—*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. Two hours.

23—*Baseball and Softball*

This course combines the rules and coaching techniques common to both games. Two hours.

24—*Football*

A study of rules, coaching techniques and problems relative to the development of successful offensive and defensive play. Two hours.

25—*Individual Sports for Men*

Techniques and skills necessary for giving instructions in individual sports will be stressed (men only). Two hours.

27—*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). Two hours.

28—*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) Two hours.

29—*Methods of Teaching Team Sports for Women*

Techniques and procedures for teaching a number of selected team sports including softball, soccer, volleyball, and basketball. Two hours.

32—*Advanced Swimming*

Open to those students who wish to complete the requirement in life saving and water certification Not to be repeated for credit. Prerequisite: consent of instructor. One hour.

Physical Education

33—*Youth Clubs and Camping*

(Same as Religious Education 33.) Two hours.

35—*Golf*

An activity course arranged for those who wish to develop a knowledge and skill in golf play. One hour.

41—*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.

49—*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. Three hours.

51—*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. Three hours.

61—*Kinesiology and Physiology of Exercise*

A scientific study of movement and an analysis of the effects of exercise on the circulatory system, respiratory system, and musculature. Four hours.

62—*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. Three hours.

63—*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. One hour Laboratory. Prerequisite: P.E. 25 for men or P.E. 28 or 29 for women. Four hours.

67—*Methods and Materials in Physical Education for the Elementary School*

This course is required of candidates for elementary teaching certification. Two hours.

68—*Weight Training in Athletics*

Basic conditioning programs for football, basketball, baseball, track, etc. A progressive resistance program of exercises for every type of athletic activity from team sports to individual sports. (Men Only) Two hours.

71—*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. Three hours.

96—*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. Three hours.

NURSING EDUCATION

M. R. Seelye, A. Canfield, A. David, B. Dodson, L. Hayes, C. Rohe

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 school 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 admission to the Baccalaureate Program in Nursing, all applicants, including registered nurses, 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 admission to the Nursing Major.

A registered nurse who wishes to be admitted to the nursing program to complete work for a baccalaureate degree should:

1. be a graduate of a state approved school of nursing, currently registered, or with equivalent status in a foreign country;
2. complete the application to the College and provide evidence of meeting the requirements for admission;
3. submit transcripts of all courses taken at an accredited college or university.

Nursing Major: 54 hours

Required: Nursing 11, 21, 22, 51, 52, 61, 62, 71, 72, 82,
91, 92, 93.

To be supported by: Chemistry 1, Biology 21* and 45 and
56, Psychology 21 and 41, Sociology 21
and Home Economics 61.

11—*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. Two hours.

21—*Foundations of Nursing I*

The focus is on the family unit, using basic concepts of nursing common to people of all age groups in various life situations. Five hours.

22—*Foundations of Nursing II*

This beginning course in medical/surgical nursing builds on knowledge, judgments, and understandings learned in Nursing 21. It moves from the normal needs of individuals in families to more complex situations of the family and society. Five hours.

* Biology 1 may be taken if the student had no high school biology.

51—*Nursing of Adults*

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. Eight hours.

52—*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. Eight hours.

61—*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. Two hours.

62—*Science of Nursing II*

This course is designed to help the student acquire a beginning understanding of the use of research in nursing. Two hours.

71—*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. Six hours.

72—*Public Health Nursing*

Consideration of community health problems with special emphasis upon prevention and control. Includes the role of the nurse within the framework of the community health agency. Six hours.

82—*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. Two hours.

91—*Science of Nursing III*

This course provides for further development of the concepts and skills introduced in Nursing 62, providing guided experience in analytical and evaluative approaches to problems in nursing. Two hours.

92—*Science of Nursing IV*

Deals with the study of nursing problems associated with degree, duration, and/or consequences resulting from health modifications. Two hours.

93—*Introduction to Nursing Research*

Utilization of research methodology, on an individual or small group basis, for the improvement of nursing care. Four 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 of lasting value in the life of every student; and (2) to prepare those professionally interested in the area of music.

FINE ARTS

1—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. Three hours.

77, 78—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. One hour each semester.

ART

M. Shaffer, G. Smeenge

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.

No Major.

Minor (teaching or non-teaching): 20 hours

Required: 3, 5, 21, 23, 31, and one Art History. 2 Hours
of Fine Arts 1 may be included on the minor.

3—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. Two hours.

4—Drawing Studio II

A continuation of experimental drawing. A study of perspective and the use of water color and ink. Two hours.

Art

5—*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. Two hours.

21—*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. Two hours.

22—*Ceramic Studio II*

A continuation of experiments in hand built pottery. Work in sculpture and a development of skills in throwing on the wheel. Two hours.

23—*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. Two hours.

25—*Printmaking Studio I*

A study of graphic art with problems in printing media including wood cut, linoleum block, and etching in metal. Two hours.

31—*Painting Studio I*

A beginning course for all persons interested in the use of oil paints. Studies in still life, landscapes, and portrait work. Two hours.

32—*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. Two hours.

41—*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. Two hours.

55—*Experimental Painting*

An approach to creative painting with experiments in a variety of media. A study of modern art and artists. Prerequisite: Painting Studio I. Two hours.

65—*Art Methods for Elementary Teachers*

A course for elementary teachers with experimentation in elementary methods of drawing, painting, and printmaking. Emphasis on the study of theory in art education. Two hours.

71—*History of Western Art*

A study of the plastic and pictorial expression of art in the western world. Three hours.

73—*Oriental Art History*

A study of the plastic and pictorial expression of oriental countries. Experiments in oriental calligraphy. Two hours.



MUSIC

H. Hopkins, N. Larsen, G. Greenlee, J. Grothaus, I. Kranich, W. Kranich, M. Evans, S. Nielson, G. Dunbar, W. Tromble

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 an approved examination before the music faculty. For particulars see entrance requirements under applied music and write to the Chairman of the Division of Fine Arts.

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 his of her 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., fifteen 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 and all others studying applied music are required to attend eight musical programs. 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 attached to the ability of a student who proposes to major in music to play the piano. The student who plans to do the applied concentration in voice or an instrument other than piano should plan to have the piano requirement completed by the end of the sophomore year. Piano must be carried concurrently with theory courses (Mus. 5, 6, 7, and 8) unless the

Music

student has had several years of serious piano study prior to entrance at Olivet. No student majoring in music will be permitted to register for student teaching until he has passed the qualifying piano examination. All music majors are required to participate in a Senior Recital which includes performance of music from the principal periods.

Curricula Offered

Music Education. It is the objective of the Department of Music to provide training and experiences to properly qualify students for positions as teachers or supervisors of music in the public schools. The program exceeds the requirements of the State Board of Education and of the Illinois Limited State Special Certificate which qualifies the holder to teach and supervise music in grades 1-12.

Church and Choral Music. For students who expect to be church musicians, the Department offers a program intended to give a comprehensive and thorough technical training along with the deeply spiritual emphasis of the college. Believing that spiritual fervency and technical proficiency can be combined, Olivet presents an extensive four-year course with a major in Church Music on the Bachelor of Science degree, which will enable the graduate to take his place in church music circles with effectiveness. The curriculum is designed primarily for the church choir director, church organist, the organist and choirmaster, the church soloist, and the music evangelist who desires extensive training that he might give the best possible service to the church.

A secondary aim is to prepare students for participation in church services as pianists, organists, and song leaders.

The curriculum is in accordance with the requirements as set forth by the National Association of Schools of Music for a major in church music.



Curriculum for the Bachelor of Science Degree

Teaching Major (Music Education): 62-66 Hours

Required: Music 5, 6, 7, 8, 17, 18, 19, 20, 30, 44, 67, 71, 72, and 85

*Applied Music Concentration (courses numbered 20 or above) 16 hours

‡Piano 4 hours

‡Voice 2 hours

Ensemble 4 hours

Controlled Electives: Educ. 52 and Mus. 66 or 73, or Mus. 66 and 73; Mus. 78 or 94.

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.

**NonTeaching Major (Church and Choral Music): 69 Hours

Required: Music 5, 6, 7, 8, 30, 44, 59, 67, 71, 72, 74, 76, 98.

Six hours chosen from the following:

Music 66, 73, 78 and 94.

Applied Music Concentration (voice or organ) 20 hours; 4 additional hours applied music.

Ensemble 4 hours

To be supported by Educ. 49.

Minor: 16 Hours

(Courses to be approved by the Chairman of the Division of Fine Arts)

Teaching Minor: 20 Hours

Required: Music 5, 6, 30, 73

8 hours of applied music and 2 hours chosen from 41 or 44.

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

** 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).

‡ 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.

Music

Applied Music

A concentration of applied music is required on either the music education or church music major.

PIANO

Music 11—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. One hour for four semesters, or until able to pass the qualifying examination.

Music 21—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. Two hours for four semesters, or until able to pass the qualifying examination.

Music 51—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—Novellette in F, Faschingsschwank. Compositions by American and foreign composers such as MacDowell, Grieg, Debussy, Rachmaninoff, Tcherépnine, Shostakovitch, 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. Two hours for four semesters, or until qualified to pass the final examination.

ORGAN

Music 12—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 12 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.

Music 22—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. Two hours per semester for four semesters with an examination before a committee, or until able to pass the examination for upper division standing.

Music 52—Organ

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

STRINGS

Music 13—Violin

Fundamentals of violin technic. Major and minor scales. Technical development through the first five positions. Solo pieces, easy concertos and sonatas. One hour.

Music 23—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. Two hours for four semesters, or until able to pass the qualifying examination for upper division standing.

Music 53—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. Two hours for four semesters, or until qualified to pass the final examination. Before graduation the candidate must participate in a senior recital.

Music 23—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; Franck Caprices; Bach Suite in G Major; Popper Hungarian Rhapsody; D'Albert, Saint-Saens Concertos; Boellmann Variations; pieces from standard concert repertoire. An examination is required each semester. Two hours for four semesters, or until qualified to pass the qualifying examination for upper division standing.

VOICE

Music 14—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. One 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 Voice 14.

Music 24—Voice

It is highly recommended that the first year of voice 24 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. Two hours for four semesters or until able to pass the qualifying examination for upper division standing.

Music 54—Voice

Continued technical development, the sustained tone of Italian bel canto, ornamentation, the laws of interpretation, tone color; correct pronunciation, enunciation and articulation; advanced vocalises such as Panofka and Marchesi; operatic and oratorio recitatives and arias; modern Italian, German, French, English and American songs. Two hours for four semesters or until approved for senior recital. The candidate for graduation must present a recital of literature of the major periods, in the original language, showing an understanding of the various contrasting styles.

WOODWINDS

Music 15—Clarinet

Klose Method; Magnani Method, Parts I and II. Production of tone, breathing, articulation. Scale studies and arpeggios. Albert, Scale Studies. Rose, Thirty-two Studies. Elementary Solos to more advanced in Grade 4. Klose, Twenty Characteristic Studies, Fifteen Duets. One solo to be memorized each semester. One hour.

Entrance requirements for majors: To enter the four-year course in clarinet the student should have completed the equivalent of Music 15.

Music

Music 25—Clarinet

Rose: Forty Studies; Langenus: Virtuoso Studies and Scale Studies. Solos such as Weber's Concertino, Fantasy and Rondo. One solo and hymn to be memorized each semester. Two hours for four semesters, or until able to pass the qualifying examination for upper division standing.

Music 55—Clarinet

Rose: Twenty Studies after Rade; Jeanjean: Twenty-five Studies; Perrier: Thirty Studies after Bach, Handel, Dont, etc.; Orchestra studies; Weber: Concerti. One solo and hymn to be memorized each semester. Two hours for four semesters, or until able to pass the final examination. Before graduation, the candidate must participate in a Senior Recital.

Music 15—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. One hour.

Music 15—Oboe

Posture, breathing, embouchure, long tones, and production of dynamics. Simple melodies and chorales. Barrett, Exercises in Articulation. Major and minor scales. Beginning reed making. Barrett, Exercises in Articulation and Progressive Melodies. Eight solos from Labate, Oboe Repertoire. Gekeles, Method for Oboe. One solo to be memorized each semester. One hour.

Music 15—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. One solo to be memorized each semester. Two hours.

BRASS

Music 16—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. One hour.

Entrance requirement for majors: To enter the four-year course in trumpet the student should have completed the equivalent of Music 16.

Music 26—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. One 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 one, two or three octaves, as the compass of the instrument will permit. Two hours for four semesters, or until able to pass the qualifying examination for upper division standing.

Music 56—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. One 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 one, two or three octaves, as the compass of the instrument will permit. Two hours for four semesters, or until qualified to pass the final examination. Before graduation, the candidate must participate in a Senior Recital.

Music 16—Trombone

Intro. to the technique and basic fundamentals of trombone playing. Müller, 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: Gioddani. Caro Mio Ben; Tchaikowsky, Valse Melancholique; Donizetti, Romanza. One solo to be memorized each semester. One hour.

Entrance requirements for majors: To enter the four-year course in trombone the student should have completed the equivalent of Music 16.

Music 26—Trombone

Arban, Endresen, and Cimera studies; special studies for legato, articulation, flexibility, and control. Solos recommended: Chords, Concert Fantasie; Solo de Concours, Croce and Spinelli; Martin, Elegie; Bohme, Liebeslied. One solo to be memorized each semester. Scales to be played one, two or three octaves, as the compass of the instrument will permit. Two hours for four semesters, or until able to pass the qualifying examination for upper division standing.

Music 56—Trombone

Arban, Book II. Kopprasch, Book I. Studies in transposition and clef reading. Solos such as Rousseau, Piece Concertante; Blazenich, Concert Piece, No. 5; Grofe, Grande Concerto. One solo to be memorized each semester. Two hours for four semesters, or until able to pass the final examination. Before graduation, the candidate must participate in a Senior Recital.

Music 16—French Horn

Basic fundamentals of embouchure, tone, breathing, use of tongue, and articulation. Pottag-Honey method for French 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 Kaufman, Boyd, Gounod and Brahms. Kopprasch, Book I. One solo to be memorized each semester. One hour.

Entrance requirements for majors: To enter the four-year course in French horn the student should have completed the equivalent of Music 16.

Music 26—French 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. One solo to be memorized each semester. Two hours for four semesters, or until able to pass the qualifying examination for upper division standing.

Music 56—French Horn

French Horn passages from Orchestral works, Pottag; Mozart, Concerto for Horn in D Major, No. 1; Haleny-Gault, Romance from L'Eclair; 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. One solo to be memorized each semester. Two hours for four semesters, or until qualified to pass the final examination. Before graduation, the candidate must participate in a Senior Recital.

Music 27, 57—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. Two hours each semester until qualified to pass the final examination. Before graduation, the candidate must participate in a Senior Recital.

Theory*Music 1—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. Two hours. (Students must be enrolled concurrently in piano.)

Music

Music 5, 6—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. Four hours class and laboratory sessions each week for music majors. Students must be enrolled currently in piano. Four hours each semester. (Three hours both semesters for non-majors.)

Music 7, 8—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. Four hours class and laboratory sessions each week. Three hours both semesters. (Students must be enrolled concurrently in piano.)

Music 61, 62—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. Two hours both semesters.

Music 67—Instrumentation

Range and transposition of the instruments of the orchestra; timbers of instruments individually and in combination; arranging for small groups and for full orchestras. Emphasis will be placed on arranging for school orchestras, with limited instrumentation and players of moderate ability. Three hours.

Music Literature and History

Music 41, 81—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), Handbell Choir, Varsity Band, one-fourth hour each semester. Concert Singers, Orpheus Choir, Treble Clef Choir, Viking Male Chorus, College Orchestra, Concert Band, one-half hour both semesters. Marching Band, one-half hour first semester.

Music 44—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. Two hours, one semester.

Music 50—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. Three hours.

Music 71, 72—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 44. Three hours both semesters.

Church Music

Music 30—Elementary Conducting

Fundamental technic of the baton; the conducting of assembly singing; the study of sacred and secular choral music. Two hours.

Music 59—Music in Worship

The function of music in Christian worship; problems in church music administration; study of forms of service of the various Christian churches, with emphasis upon the place of hymns in worship. A brief historical survey of the development of hymnology and a thorough analysis of the Nazarene Hymnal. Two hours.

Music 74—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. Two hours.

75—Hymnology

The content of Christian faith as expressed in its hymns, and the nature and significance of the hymn tunes. Two hours.

Music 76—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. Two hours.

Music 78—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. A thorough and applied study of Handel's "Messiah." Vocal majors will conduct assigned selections with one of the college choirs. Organists will have experience in directing from the console. Seniors must make public appearance as conductors. Prerequisite: Music 30. Two hours.

Music 98—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. Two hours.

Music Education*Music Ed. 17—String Instrument Class*

Study of violin, viola, 'cello, bass. Correct fingering, bowing, positions. Methods and materials for school classes. Two hours.

Music Ed. 18—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. Two hours.

Music Ed. 19—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. Two hours.

Music Ed. 20—Percussion Instrument Class

A study of and practice in the rudimentary technics of percussion instruments. One hour.

Music Ed. 66—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. Two hours.

Music Ed. 73—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. Two hours.

Music Ed. 85—Supervised Student Teaching—all grades (music)

Experience, observation, participation, and teaching in kindergarten to 12th grades. Eight hours.

Music Ed. 94—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 30; Two hours.



DIVISION OF LANGUAGES AND LITERATURE

S. David Beeman, 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

C. McClain, H. Demaray, F. Dunn, H. Engbrecht, W. Foote, G. Jordan, E. McClain, R. Moore, L. Noell, L. Phillips

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 English Department administers a qualifying test during the orientation period. A sufficiently high score in this examination qualifies the student to waive from three to six hours of Freshman Composition.

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 reading, grammar, spelling, and vocabulary according to individual needs. There is no extra charge for this service.

The English laboratory is available to students of all departments.

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

Required: 25, 26, 53 or 54; and 57. Supporting courses: Speech, 3 hours, History or Philosophy, 3 hours.

Teaching Major: 33 hours

Required: 3 and 4, or 7, 25, 26, 53 or 54, 57, 75, 77, 79, 90, and 28, 41 or 58. Supporting courses same as above.

Minor: 12 hours (excluding Freshman Composition)

Required: 6 hours literature

Teaching minor 24 hours

Required: 3, 4, and 6 hours Literature, and a course in Language Arts or Library Science.

COMPOSITION

1, 2—*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 five days per week. Three hours both semesters.

3, 4—*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 one research paper is required, in the preparation of which the student combines the skills of reading, note-taking, organization, bibliography-making, and footnoting. Three hours both semesters.

7—*Freshman Composition*

A beginning course in composition for freshmen who have demonstrated above-average proficiency in English usage. Three hours.

28—*Advanced Composition*

A course in writing, chiefly expository. Prerequisite: six hours of composition or the approval of the instructor. Three hours.

41 or 61—*Journalism*

An introduction to the principles and problems of news writing. Prerequisite: English 3, 7 or consent of the instructor. Two hours.

43 or 83—*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. One hour.

58—*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. Three hours.



LITERATURE

9—*Introduction to Prose*

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

10—*Introduction to Poetry*

A general education course to acquaint the student with the best in poetry. Two hours.

11—*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. Two hours.

25—*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. Three hours.

26—*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. Three hours.

47—*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. One hour.

57—*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. Three hours.

60—*20th Century English 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. Three hours.

62—*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. Three hours.

63—*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. Two hours.

64—*Literature of Continental Europe*

A comparative literature course treating the tempers of classicism, romanticism, realism, and symbolism in ancient, medieval, and modern European classics. Two hours.

69—*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.* Three hours.

72—*Milton*

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

75—*Introduction to Linguistic Science*

The basic concepts, scope, and methodology of the science in its descriptive and historical aspects. Three hours.

76—*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. 52. Three hours.

77—*The Development of the English Language*

Introduction to the historical development of the English language with attention to changes in vocabulary grammar and sounds. Three hours.

79—*Shakespeare*

A study of Shakespeare's career, sonnets, and selected plays—tragedies, comedies, and histories. Three hours.

80—*Modern Drama*

A study of world drama from Ibsen to Ionesco emphasizing the various forms drama has taken from realism and naturalism to symbolism, to existentialism, to drama of the absurd. Three hours.

81—*The American Novel*

Reading and class discussion of representative novels by outstanding American writers. Lectures and reading in American prose fiction. Three hours.

85—*The American Short Story*

History, techniques, and fine examples of the American short story. Two hours.

87—*The Modern Novel*

A selection of recent American and European Novels (in translation) that have received favorable critical opinion, including those for which the authors have received the Nobel Prize. Two hours.

95—*Seminar in English Literature*

This is primarily a directed reading program of masterpieces of English and American literature structured to complement other offerings in the English Major. Recommended for English Majors. Three hours.

Foreign Languages and Literature

FOREIGN LANGUAGES AND LITERATURE

G. Walmsley, D. Elliott, H. Engbrecht, A. Lilienthal, W. Woodruff, T. Reid

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.

Courses numbered 21 may not be taken for credit by a student with 2 years of high school credit in that language.

Major (French): 40 Hours

Required: 21, 22, 51, 52, 61, 62 and 10 hours of advanced work excluding 79.

Must be supported by 8 hours from: English 9, 10, 63, 64, 75; History 56, 63; Political Science 65; Speech 1, 58; Philosophy 31, 41, 51, 52; and Sociology 64.

Major (Romance Languages—French and Spanish); 30 Hours Upper Division

Required: 20 hours in language of primary interest and 10 hours in second language excluding 21, 22, and 79.

Supporting course requirements same as for French major.

Teaching Major (French): 40 Hours

Required: 79 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: 79 in addition to program for non-teaching major. Must also include a minor in Education.

Minor (French, German, Spanish): 20 hours

Required: 21, 22, 51, 52. May be reduced by 5 hours for 2 years of same language taken in high school.

Minor (Greek) 16 Hours

Required: 21, 22 and 6 hours of upper division.

Teaching Minor (French, German, Spanish): 20 Hours

Required: 21, 22, 51, 52. Must be 20 hours of college language.

FRENCH

21—Level I (a). *Elementary French*

A comprehensive elementary course which includes grammar, pronunciation, oral and written composition and reading. Four hours recitation, two hours laboratory. Five hours credit.

22—Level I (b). *Intermediate French*

A continuation of French 21 with additional emphasis on reading. Four hours recitation, two hours laboratory. Five hours credit.

51—Level II (a). *Grammar Review*

Grammar review, aural comprehension, conversation, reading. Prerequisite: French 22 or 3–4 years of high school French. Five hours.

52—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 51. Five hours.

61—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. Five hours.

62—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). Five hours.

79—*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 52 and Level II in the language sequence. Two hours.

81, 82—*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 79. One hour each semester.

91—*Pronunciation, Diction, and Speech Patterns*

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. Three hours.

92—*Advanced Grammar and Composition*

Review of grammar. Application of advanced grammar, syntax, and idiomatic patterns. Prerequisite: French Level II. Three hours.

98—*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). Three hours.

Foreign Language and Literature

SPANISH

21—Level I (a) *Elementary Spanish*

A comprehensive elementary course which includes grammar, pronunciation, oral and written composition and reading. Four hours recitation, two hours laboratory. Five hours credit.

22—Level I (b) *Intermediate Spanish*

An intermediate level course which is a continuation of Spanish 21 with an additional emphasis on reading. Four hours recitation, two hours laboratory. Five hours credit.

51—Level II (a) *Grammar Review*

Grammar review, aural comprehension, conversation, reading. Prerequisite: Spanish 22 or 3–4 years of high school Spanish. Five hours.

52—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 51. Five hours.

61—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. Five Hours.

62—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 61. Five hours.

79—*The Teaching of Modern Languages*

(See French 79.)

81, 82—*Language Laboratory Methods and Materials*

(See French 81, 82)

91—*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. Three hours.

92—*Advanced Grammar and Composition*

Review of Grammar, Application of advanced grammar, syntax, and idiomatic patterns. Prerequisite: Level II. Three hours.

GERMAN

21—Level I (a) *Elementary German*

A comprehensive elementary course which includes grammar, pronunciation, oral and written composition and reading. Four hours recitation, two hours laboratory. Five hours credit.

22—Level I (b) *Intermediate German*

An intermediate level course which is a continuation of German 21 with additional emphasis on reading. Four hours recitation, two hours laboratory. Five hours credit.

51—Level II (a) *Grammar Review*

Grammar review, aural comprehension, conversation, reading. Prerequisite: German 22 or 3–4 years of high school German. Five hours.

52—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 51. Five Hours.

GREEK

21—*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. Five hours.

22—*Intermediate Greek*

A continuation of Greek 21 with greater emphasis on reading. A considerable portion of the gospel of John will be read in this course. Five hours.

51, 52—*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. Three hours both semesters.

RUSSIAN

21—Level I (a) *Elementary Russian*

A comprehensive course, including the study of the Russian alphabet and script, grammar, pronunciation oral and written composition, and reading. Four hours recitation, two hours laboratory. Five hours credit.

22—Level I (b) *Intermediate Russian*

A continuation of Russian 21 with major emphasis on reading. Four hours recitation, two hours laboratory. Five hours credit.



Speech

SPEECH

A. McCombs, L. Brown, D. Beeman

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: 44, 51, 59, 66, 75 and seven additional hours in courses in the upper division.

To be supported by History 21, 22; Philosophy 31, 41 or 42; English 75, 77, and 80.

Teaching Major: 32 Hours

Required: same as above with 19, 80, a minor in Education 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.

Public Speaking

1—*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. Three hours.

4—*Parliamentary Law*

The study and practice of parliamentary procedure. One hour.

31, 32—*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. One hour each.

51—*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. Three hours.

55—*Principles of Discussion*

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. Three hours.

59—*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. Five hours.

61—*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 12. Three hours.

80—*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. Three hours.

Interpretation

44—*Fundamentals of Dramatics*

A study of the principles involved in forming a workable theory of dramatics and the application of these principles through the development of technical skill. Particular emphasis is given to characterization and religious drama. Three hours.

45—*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 44. Three hours

66—*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. Three hours.

75—*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 44. Three hours.

Speech Correction

19—*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. Five hours.

58—*Phonetics*

Basic principles of phonetic study, including observation and representation of pronunciation; ear training; special drills and use of the International Phonetic Alphabet. Three hours.

Radio and Television

42—*Fundamentals of Broadcasting*

A comprehensive discussion-laboratory course covering the basic techniques of speaking, announcing, and directing. Three hours.

71—*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. Three hours.

77, 78—*Radio Workshop*

(Same as Fine Arts 77, 78) Prerequisite: consent of instructor. One hour each semester.

DIVISION OF NATURAL SCIENCES

Clarence Grothaus, Chairman

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.

An Interdisciplinary Major is offered in the Physical Sciences with emphases in such areas as Biophysics, Geophysics, Biochemistry, Geochemistry, Chemical Physics, Mathematical Physics, and Ecology, depending upon the student's interest.

1. General Education—48 hours (excluding natural sciences and math).
2. Science and Mathematics Core: General Chemistry 10 hours
General Physics 10 hours
Calculus I and II 8 hours

28 hours

3. 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.

The plan of study proposed by this committee would then be presented to the entire division. Upon approval by the division the plan of study would then be presented to the Registrar and the Dean of the College for approval.

4. Students preparing for teaching certification would take an education minor of 18 hours. A science methods course could count toward the science requirement.

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 including the general and group requirements for the degree. This is usually accomplished in three years of pre-professional studies. The junior year at ONC 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. (Not necessary for degree)

Major (Medical Technology): 27 hours

Required: Biol. 20, 21, 41, 56, 73 and 84.

Work is to be supported by Chem. 3, 4, 25, 83
and Math 31 or 47.

Engineering-Liberal Arts

In cooperation with the University of Illinois, a combined Engineering-Liberal Arts program is being offered.

The 3-2 curriculum of study permits a student to earn a Bachelor of Arts degree from Olivet Nazarene College, and a Bachelor of Science degree in some field of engineering from the University of Illinois in only five years. (Many engineering programs alone require this length of time.)

This program affords students the opportunity to prepare for careers of an inter-disciplinary nature. By selecting an appropriate Liberal Arts major in a scientific field—in combination with the desired Engineering Curriculum—it is possible for students to qualify for new and unique careers in industry, business, or government. This combined program provides a broader background than is possible in a regular engineering curriculum, and more technical than is taught in a Liberal Arts discipline. The student is thus provided with a well-rounded education in addition to thorough technical training.

Two degrees—Bachelor of Arts from Olivet Nazarene College, and Bachelor of Science from the University of Illinois—are awarded simultaneously. Affiliation with other schools is being pursued.

The division offers the following interdepartmental teaching minors:

General Science Teaching Minor (for non-biology Majors)—
24 Hours

Required: Biological Sciences 20, 21 and 41 and one of the following groups of courses: Chemistry 3, 4 and 52; Physics 1, 2, and 50; Natural Science 2, 21, 51, and Earth and Space Science 31.

Physical Science Teaching Minor (not for Chemistry majors)—24 hours

Required: one of the following options:

- (a) Chemistry 3, 4 and 52 and Physics 1 and 2;
- (b) Chemistry 3 and 4 and Physics 1, 2, and 50;
- (c) Chemistry 3, 4 and 52 and electives in Earth and Space Sciences and Natural Science 21 and 51;
- (d) Chemistry 3 and 4 and electives in Earth and Space Sciences and Natural Science 21 and 51 (3 hours of electives must be upper divisions).

EES 31 and 50 are recommended for prospective teachers of astronomy; EES 3 and 24 for teachers of geology.

Natural Science

2—*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). Three hours lecture, four hours laboratory. Five hours.

Biological Sciences

7—*Engineering Graphics I*

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

8—*Engineering Graphics II*

Projections of point, line and plane; revolution; surfaces; tangent planes; intersections; surface development; shades and shadows. Prerequisite: Mechanical Drawing. (Does not count toward general education requirements). Three hours.

21—*Physical Geography*

Same as Geography 21. Two hours.

51—*History of Science*

A survey of the development of scientific thought and experimentation, especially in Western Civilization. Prerequisite: 5 hours of laboratory science. Three hours.

77—*Teaching of Science*

A study of the aims, the methods, and the equipment needed for classes and instructors of the natural sciences. Two hours.

BIOLOGICAL SCIENCES

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

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. 20, 21, 41, 70, 73, 84, and 95.

To be supported by Chem. 3 and 4 and one course in mathematics.

Major (Teaching of Biology): 33 Hours

Required: Biol. 20, 21, 41, 70, 73, 81, 84, and 95.

To be supported by Chem. 3 and 4 and one course in mathematics.

Major Botany: 30 Hours

Required: Biol. 20, 21, 41, 73, and 95.

Additional work in botany is to be selected from Biol. 56, 57, 65, 66, 70, 84 and 90.

Work is to be supported by Chem. 3 and 4 and one course in mathematics.

Major (Zoology): 30 hours

Required: Biol. 20, 21, 41, 73, and 95.

Additional work in zoology is to be selected from Biol. 50, 53, 56, 60, 61, 70, 84 and 90.

Work is to be supported by Chem. 3 and 4 and one course in mathematics.

Minor (Biology): 16 Hours

Required: Biol. 20, 21, and additional courses to be approved by the Chairman of the Department.

Minor (Teaching of Biology): 24 Hours

Required: Biol. 20, 21, 41, 70, and 73. To be supported by Chem. 3 and 4.

Minor (Botany): 16 Hours

Required: Biol. 20. Additional courses are to be approved by the Chairman of the Department.

Minor (Zoology): 16 Hours

Required: Biol. 21. Additional courses are to be approved by the Chairman of the Department.

1—*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). Five hours.

10—*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. Two hours.

20—*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. Five hours.

21—*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. Five hours.

41—*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. 1, or 20, or 21, or consent of instructor. Lecture and laboratory. Four hours.

45—*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. A student may take lecture without the laboratory. Prerequisites: Biology 1, or 21. Three or five hours.

50—*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. Two hours.

52—*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. Two hours.

53—*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. 21. Four hours.

56—*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 1, or 20, or 21, or equivalent; five hours of Chemistry. Lecture and laboratory. Five hours.

Biological Sciences

57—*Plant Anatomy*

This is an introduction to the structure of plants with emphasis on those with vascular organization. Prerequisite: Biology 20. Lecture and laboratory. Four hours.

60—*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 21. Four hours.

61—*Vertebrate Zoology (Comparative Anatomy)*

Study includes anatomy physiology, ecology, and phylogeny of vertebrates. Opportunity is given for detailed laboratory dissections. Additional laboratory TBA. Prerequisite: Biol. 21. Four hours.

65—*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. 20. Four hours.

66—*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. 20. Four hours.

70—*Ecology*

This is a study of the relationship between organisms and their environment. Field trips TBA, some weekend trips are required. Prerequisites: Biol. 20 and 21. Four hours (two hours lecture and one 4-hour lab.)

73—*Introduction to Molecular Biology*

A study of the basic functional principles of plants and animals is considered. Emphasis is placed upon similarity and differences at cellular and molecular levels. Lecture and laboratory. Prerequisites: Biol. 20 and 21, Chem. 3 and 4. Four hours.

75—*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. 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. Five hours.

81—*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: Bio. 20 and 21 or equivalent; enrollment in teacher education. Three hours.

84—*Cellular Biology*

The cells of plants and animals are studied with emphasis primarily on structure and secondarily on function. Certain Argonne National Laboratory facilities are utilized. Lecture and laboratory. Prerequisites: Biol. 20 or 21 and 73 or Chem. 83 or consent of instructor. Four hours.

88—*Nutritional Biochemistry and Metabolism*

(Same as H.Ec. 88) Five hours.

90—*Research in Biology*

This course is open to advanced students with high academic achievement. Original research is to be conducted and a paper presented. Prerequisites: Permission of instructor, and at least Junior standing is required. One to three hours. TBA Credit is not to accumulate more than six hours.

95—*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. TBA. Credit not to accumulate more than two hours.

Chemistry

CHEMISTRY

J. Hanson, C. Grothaus, R. Schmidt

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: 32 Hours

Required: 3, 4, 52, 83, 84, and 85 or 86.

A total of 20 hours of supporting natural science courses approved by the chairman of the department, including Math. 47 and 48, is required.

Teaching Major: 32 Hours

Required: Same as above. In addition a minor in Education and a second teaching field must be included.

Minor: 16 Hours

Required: 3 and 4

Teaching Minor: 24 Hours

Required: 3, 4, and 52

1—Introduction to Chemistry

Elementary college chemistry for students desiring to take only one semester of chemistry to meet the requirements for home economics, pre-nursing, etc., or the basic science requirement. The course consists of a study of definitions, laws, typical elements, compounds and reactions, with emphasis on the applied fields. Three class sessions and two 2-hour laboratory periods each week. Prerequisites: two units of high school mathematics or three hours of college mathematics. Five hours.

3—General Chemistry

A beginning course in college chemistry designed for and required of those majoring or minoring in chemistry. Three class sessions and two 2-hour laboratory periods each week. Minimum requirements are the same as for Chemistry 1. Five hours.

4—General Chemistry

A continuation of Chemistry 3 which must be taken to receive credit for chemistry 3. The laboratory portion includes inorganic qualitative analysis. Five hours.

52—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. Two class sessions and two 3-hour laboratory periods per week. Required for a major in chemistry. Prerequisite: Chemistry 3 or 4. Four hours.

71—Electronics for Physics and Chemistry

(Same as Physics -71). Three hours.

75—Inorganic Preparations

A course open to advanced students in chemistry. Inorganic substances are prepared in pure condition, emphasis being laid on the development of technique in obtaining good preparations and on understanding of the principles involved. Prerequisite: fourteen hours of chemistry. Two hours.

Earth and Space Sciences

76—*Advanced Inorganic Chemistry*

Current areas of interest in the field of inorganic chemistry, with emphasis on structure and bonding. Three one-hour class sessions per week and an optional three or six hours of laboratory work per week. Prerequisites: Chemistry 3, 4 and 52. Three to five hours.

78—*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. Two class sessions and two 2-hour laboratory periods per week. Prerequisite: Chemistry 4. Four hours.

81—*Food Chemistry*

The structure, composition, and physiochemical properties of food, together with the chemistry of changes occurring during maturation, processing and storage are considered. Lectures and laboratory. Laboratory study principally involves assessment of chemical properties and chemical changes occurring in foods. Prerequisites: Biochemistry and Quantitative Analysis. Physical Chemistry recommended, but not absolutely required. Four hours.

83—*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. Three class sessions and two 3-hour laboratory periods per week. Required for a major in chemistry. Prerequisite: Chemistry 1 or 3 and 4. Five hours.

84—*Organic Chemistry II*

A continuation of Chemistry 83 and required for a major in chemistry. Prerequisite: Chemistry 83. Five hours.

85—*Physical Chemistry I*

The general topics of thermodynamics, kinetics, and electrochemistry are treated. Three one-hour class sessions and one three-hour laboratory session per week. Prerequisites: Chemistry 4, (Chem. 52 recommended), Mathematics 52, and Physics 1 and 2. Four hours.

86—*Physical Chemistry II*

Atomic and molecular structure, the solid and liquid states, and surface phenomena. Three one hour class sessions and one three hour laboratory session. Prerequisite: Chemistry 85. Four hours.

87—*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 83. Five hours.

91—*Chemistry for Teachers*

A course designed for students who plan to teach high school chemistry. It includes selection and arrangement of teaching materials, books and laboratory equipment. Prerequisites: A minor in Chemistry and consent of instructor. Two hours.

92—*Introduction to Quantum Mechanics*

(Same as Physics 92.) Three hours.

EARTH AND SPACE SCIENCES

M. Reams, M. Jamison

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 of 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. Four hours must be upper division. Five hours of Chemistry applies.

Teaching Minor: 24 Hours

Required: Chem. 5 hours, (Chem. majors will take another science) and Earth and Space Sciences 19 hours, 4 of which must be upper division. E.S.S. 3, 24, 31, and 50 are recommended.

ASTRONOMY

31—*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. Four hours.

50—*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, application of concepts and will operate and use Reed Planetarium facilities. Prerequisites: a laboratory science and Astronomy. Three hours.

91—*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. One hour.

EARTH SCIENCE

3—*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 2 laboratory periods. Five hours.

24—*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. Prerequisite: a laboratory science. Three hours.

54—*Crystallography*

A study of classical, optical, and x-ray crystallography utilizing stereographic projections, crystal models, the petrographic microscope, and x-ray diffraction instruments. Prerequisite: Chemistry 3 and 4 or Physics 1 and 2; and Math 31 or equivalent. Chemistry 4 or Physics 2 may be taken concurrently. 3 lecture periods and 1 laboratory period. Four hours.

56—*Mineralogy and Petrology*

A survey of the important minerals and rocks of the earth's crust with emphasis on their origin, composition, and occurrence. The laboratory includes extensive use of the petrographic microscope and x-ray diffraction instruments. Prerequisite: Earth and Space Science 54. 2 lecture periods and 2 laboratory periods. Four hours.

62—*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 techniques for mineral identification. Short field trips. Prerequisite: Earth and Space Science 3 or 24. 3 lecture periods and 1 laboratory period. Four hours.

Earth and Space Sciences

66—*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. Prerequisite: Earth and Space Science 3 or 24, Trigonometry is suggested but not required, 3 lecture periods and 1 laboratory or field period. Four hours.

90—*Special Problems*

Readings or projects chosen from selected topics. Prerequisites: A minimum of 7 hours in Earth Science of which 4 hours must be in courses numbered 50 or above and consent of instructor. One to three hours.

MATHEMATICS AND COMPUTER SCIENCE

D. Atkinson, S. Shew, D. Skinner

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 Computer and supporting machines, and an expanding program of computer uses is being implemented on campus. A post-calculus course in programming and numerical analysis is offered each semester; in addition, instruction in computer applications is under development in several disciplines.

The General Education requirements for all degrees include three hours selected from mathematics or physical science. Mathematics 1 and 24 are designed to meet this requirement; a member of the Department should be consulted for placement in one of these courses.

Major: 32 Hours

Required: All work in courses numbered 47 and above, including 47, 48, 51, 52, 59, 63 and either 60 or 64. (Both Math 60 and 64, as well as a reading knowledge of French, German or Russian, are strongly recommended.)

Teaching Major: 33 Hours

Required: All work in courses numbered 47 and above, including 47, 48, 51, 52, 55, 63, 73, and 74. A minor in education and a second teaching field. (A reading knowledge of French, German or Russian is strongly recommended.)

Minor: 16 Hours

Required: All work in courses numbered 47 and above, including 47, 48, 51 and 63.

Teaching Minor: 20 Hours

Required: All work in courses numbered 47 and above, including 47, 48, 51, 63, 73 and 74.

1—*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. Three hours.

11—*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. Three hours.

12—*Mathematics for Elementary Teachers II*

A continuation of Math 11 which must be taken to receive credit for Math 11. 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 11. Three hours.

Mathematics and Computer Science

17—*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 one year of high school algebra or consent of the instructor. Five hours.

24—*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. Three hours.

31—*Integrated Algebra and Trigonometry*

Integrated algebra and trigonometry developed from a study of functions including selected topics from modern mathematics. Provides preparation for Math. 47. Prerequisite: One year of high school algebra. Four hours.

47—*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: One and one-half years of high school algebra or Math 31, and consent of the instructor. Four hours.

48—*Calculus II*

A continuation of Math 47. 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 47. Four hours.

51—*Linear Analysis*

A study of linear algebra with applications in analysis. 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, Euclidean spaces, differential calculus of inner and vector products, systems of differential equations. Prerequisite: Math 48. Four hours.

52—*Multivariate Calculus*

A study of the calculus of real-valued functions of several variables. Limits and continuity in E^n , partial derivatives, differentials, chain rule, maxima and minima, implicit functions, Taylor's series, multiple integrals and interpretations, evaluation of multiple integrals, vector calculus, linear differential equations and applications. Prerequisite: Math 51. Four hours.

53—*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 nonscientific areas. Two 2-hour lecture-laboratory periods per week. Corequisite: Math 51 or consent of the instructor. Three hours.

54—*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. Prerequisite: Math 53. Corequisite: Math 52. Two hours.

55—*Modern College Geometry I*

A synthetic development of advanced Euclidean geometry including directed segments, constructions, loci, transformations, inversion theory, projective properties, and properties of circles and triangles. Prerequisite: Math. 51. Three hours.

56—*Modern College Geometry II*

A continuation of Math. 55 including an introduction to the foundations of geometry and a consideration of the following geometries: projective, affine, Euclidean, non-Euclidean, and topology. Prerequisite: Math. 55. Three hours.

57—*Differential Equations*

Differential equations with applications to geometry and mechanics; a course designed primarily to be a working course for students in mathematics. Prerequisite: Math 52. Three hours.

58—*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: facility with algebra. Math 47 required. Three hours.

59—*Advanced Calculus I*

A careful study of functions from E^n to E^m . Topology of E^n , continuity and uniform continuity, mean value theorems, Taylor's Theorem, integration, convergence and uniform convergence, power series, improper integrals. Prerequisite: Math 52. Three hours.

60—*Advanced Calculus II*

A continuation of Math 59. 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 59. Three hours.

63—*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. Prerequisite: Math 51. Three hours.

64—*Modern Algebra II*

A continuation of Math 63. Field theory: Separable and inseparable extensions, splitting fields and normal extensions, Galois theory, transcendental extensions. Module and ideal theory: Ideal arithmetic, primary ideals, Noetherian rings, Hilbert's theorem. Linear and multilinear algebra: Diagonalization of matrices, Jordan canonical form, bilinear forms, tensor products. Homological algebra: Exact sequences, functors, homology. Prerequisite: Math 63. Three hours.

71—*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. Prerequisite: Math 52 and 58. Three hours.

73—*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 51. Three hours.

74—*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 73. Two hours. (Applies only on a teaching major or a teaching minor.)

85—*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 59. Three hours.

91—*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

G. Whitten

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.

To obtain college credit in General Physics, both Physics 1 and 2 are required.

Major: 31 Hours

Required: 1, 2, 46, 52, 85, 86, 87, 88, 91, and 96.

To be supported by Chemistry 3, 4; Math 52, 57, and 59.

Minor: 19 Hours

Required: 1, 2 and 46.

Teaching minor: 24 Hours.

Required: 1, 2, 46, and 50 and directed study in Physics Methods. One to two hours.

1—General Physics

Mechanics, sound, heat, geometrical optics. Lectures with demonstrations and recitations, 3 periods per week. Laboratory 4 hours per week. Prerequisite: Math. 31 or equivalent. Five hours.

2—General Physics

Physical optics, electricity, magnetism, atomic physics. Prerequisite: Physics 1. Five hours.

46—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 2. Three hours.

50—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. Prerequisites: Physics 2 and Math. 47. Four hours.

52—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 2, Math. 52. 3 lecture periods per week. Three hours.

71—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 46 or Chemistry 85. Two 2½ hour lecture-laboratory periods per week. Three hours.

82—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. 52, Physics 2. Three hours.

85—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. Three hours lecture per week. Prerequisite: Math. 52, Physics 2. Three hours.

86—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 85. Three hours.

87—Modern Physics I (Atomic Physics)

This deals with the foundation of atomic physics, and includes an introduction to quantum theory. Three lecture periods per week. Prerequisite: Math. 52, Physics 2. Three hours.

88—Modern Physics II (Nuclear Physics)

A continuation of Physics 87, dealing with the atomic nucleus, with an introduction to high energy physics. Three hours lecture per week. Prerequisite: Physics 87. Three hours.

91—Optics

This subject deals with those optical effects associated with the wave aspects of light, and includes an introduction to the theory of relativity. Two hours lecture, two hours laboratory per week. Prerequisite: Physics 52. Three hours.

92—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 principle, and applications to atomic and molecular structure. Prerequisite: Physics 85 and 87, or Chemistry 85. Three credit hours.

93—Research in Physics

Original research in physics consisting of both literature research and laboratory work. Prerequisite: approval of instructor. Three hours (Up to 6 hours to be counted towards a major).

96—Topics in Physics

A Seminar course with papers presented by students. Required of all senior physics majors. Zero to three hours credit. Prerequisite: approval of instructor.

DIVISION OF RELIGION AND PHILOSOPHY

Ottis Sayes, Chairman

The Division of Religion and Philosophy includes the Departments of Biblical Literature, Philosophy, Religious 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 a 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 15, 51, 53, 54, 55, 62, 67, 70, 71, 84, 91, 96.

Supporting courses: (may overlap general education requirements) Literature, 6 hours; Philosophy, 7 hours; Social Science, 6 hours; History, 6 hours; Religious Education, 4 hours; Biblical Literature, 66, 78; Psychology 21; Speech, 3 hours; Speech 4; Music 59. In the General Education requirements, Theology 23 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 51, 53, 54, 62, 91; Philosophy 31, 51, 52 and 10 additional hours of Philosophy.

Minor: 16 Hours

Required: Theology 51, 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.

Degree candidates are advised that the *Manual*, Church of the Nazarene, states the following minimum requirements for graduation from the Course of Study for ministers:

Master of Arts in Religion

Biblical Literature	12 Semester Hours
Theology (including one semester of Doctrine of Holiness)	12 Semester Hours
Homiletics, Practics, and Religious 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

MASTER OF ARTS IN RELIGION

Statement of Purpose: The division of Graduate Studies in Religion has as its objective the training of young people on the graduate level for full-time service in the Church as ministers, missionaries, or 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 world-wide aspect; (2) developing an understanding of and appreciation for the doctrines and standards emphasized by the Church, especially the doctrine of entire sanctification; (3) enabling the graduate to be proficient in the Hebrew and Greek languages and thus serve well as a Biblical expositor; (4) creating an awareness of contemporary issues in our theological doctrines and mission; (5) developing professional competence in the techniques of research and communications; (6) extending the knowledge of the student through study in cognate fields.

General Information: Application for admission to graduate studies must be filed with the Director of Admissions together with transcripts of previous work taken. Registration must be approved by the Graduate Council. The student will be admitted to candidacy for the Master of Arts degree after successful completion of 12 semester hours of work. An average of B is required for graduation. Requirements for the Master of Arts degree must be completed within six years after matriculation. Costs are listed on page 25 of this catalog.

Admission Requirements: Prerequisites for the M.A. curriculum include an A.B. in Religion, Th.B., or the academic equivalent from an accredited college with a minimum grade point average of 2.5. Those seeking admission to the Biblical Literature major must have 10-12 semester hours of Greek.

Graduation Requirements: The Master of Arts degree requires thirty semester hours which includes scholarly research. Options for the research requirement are stated in the Graduate Bulletin. A minimum of one year of academic work must be done in residence for the Master of Arts degree. The Graduate Council will determine the amount of credit, if any, which may be transferred from another school to apply toward the degree.

Scholarship and Student Load: Graduate students must earn an average of B or better on all work credited toward the degree. No more than 6 hours of C can be counted toward the degree.

The maximum course load during any semester is 15 semester hours. A working student will be expected to reduce his load to a level commensurate with his employment. Students carrying 9-10 semester hours are considered full-time students.

For additional information and a bulletin describing the courses write the Director of Graduate Studies in Religion.

Biblical Literature

BIBLICAL LITERATURE

O. Sayes, F. Benner, D. Hoyt, M. Johnson, R. Lunsford, H. Malaska, R. Perry, W. Woodruff

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 91 and 23 hours upper division
Biblical Literature.

To be supported by: philosophy, 6 hours;
English 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 Theol-
ogy 53 and 54 and take Greek to fulfill the
language requirements.

Minor: 16 Hours

Required: Courses approved by the Department Chair-
man to include at least 12 hours in upper
division work. Biblical Literature 15 does
not count on the minor.

15—*English Bible*

A general education course designed to survey the backgrounds and contents of the books of the Old and New Testaments. Attention is given to significant persons, events, and major teachings. Required of freshmen. Five hours.

51, 52—*New Testament Greek*

(Same as Greek 51, 52.) Three hours each semester.

55—*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. Two hours.

59—*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. Two hours.

61—*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. Two hours.

62—*Christological Epistles*

An exegetical study of Ephesians, Philippians, and Colossians, involving a study of the Christian idea of salvation. Three hours.

66—*New Testament Writings*

A study of the Pauline and General Epistles including Hebrews. A doctrinal and exegetical study designed for Bible majors and ministers. Five hours.

71—*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. Three hours.

73—*Synoptic Gospels*

A harmony study of the life and teachings of Christ as represented in the first three Gospels. Brief attention is given to the Synoptic problem. Three hours.

74—*Johannine Literature*

An exegetical study of the five books written by the Apostle John. Emphasis is laid upon the Gospel and the first Epistle. Not open to students who have taken Biblical Literature 22 or 32. Three hours.

75—*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. Three hours.

78—*Old Testament Prophets*

A study of the contents, background and teachings of the major and minor prophets with exegesis of certain selected passages. Five hours.

PHILOSOPHY

L. Philo, E. Barrett

The aims and objectives of the Department of Philosophy are:

1. To aid the student in developing his philosophy of life.
2. To help the student to think clearly and soundly.
3. To acquaint him with the thought processes of the great thinkers of the world.
4. To assist the student in making a commitment to the ultimate in spiritual values.
5. To encourage participation in community affairs at all levels from the perspective of christian democracy.
6. To succor the student in his pursuit of moral and esthetic values.
7. To lend support in his endeavor to gain a knowledge, understanding, appreciation, interpretation, and evaluation of the total of human experience.

Major: 26 Hours

Required: 31, 41, 42, 51, 52 and 11 additional upper division hours approved by the Department Chairman. To be supported by: History, 6 hours; English, 63; upper division English literature, 2 hours; Psychology 21; Theology 91 and upper division Theology, 6 hours.

Minor: 14 Hours.

Required: 31, 41, or 42, 51, 52 and at least 4 additional hours approved by the Department Chairman.

Philosophy

31—*Introduction to Philosophy*

This is an orientation course, introducing the student to the terminology and problems in the field of philosophy. Two hours.

41—*Logic*

This course is concerned with the principles of correct thinking; it is an examination of the laws of inductive and deductive reasoning, together with their application to the problems of scientific and philosophic investigation. Three hours.

42—*Ethics*

This is a study of the basic principles of ethical conduct as applied to personal and social problems. Special attention will be given to an adequate code of Christian ethics. Two hours.

51—*History of Ancient and Medieval Philosophy*

This is a study of the development of western thought from the early records of the Greeks down to the close of the Medieval Period. Three hours.

52—*History of Modern Philosophy*

This course is an investigation of the important philosophers and movements in the modern period from Descartes to the present. Three hours.

53, 54—*History of Ethics*

This is a comprehensive course concerned with the development of the chief ethical ideals of our civilization. The classical foundations of morality are analyzed, and the unique contribution of Christianity is noted. Attention will be given to the critical issues of our day. Three hours both semesters.

61—*Plato and Aristotle*

An analysis and comparison of the major philosophical concepts of Plato and Aristotle. Dialogues and basic works will be studied. Prerequisite: Philosophy 31 or 51. Three hours.

71—*Contemporary Philosophy*

The reading and discussion of selections from representative philosophers of the present and the recent past. Acquaintance is made with the leading schools of thought in present-day philosophy. Prerequisite: Philosophy 51 or 52. Three hours.

72—*Contemporary Philosophy*

An intensive study of one type of contemporary philosophy. The epistemological and metaphysical concepts of this school are considered, and its relation to other present-day philosophies is discussed. Prerequisite: Philosophy 51 or 52. Three hours.

75—*Oriental Philosophy*

A study of the philosophical systems and movements of India, China, and Japan. Consideration will be given to the early and contemporary philosophy of Hinduism, Buddhism, Jainism, and Confucianism. Special attention will be devoted to the similarities and contrasts of the basic systems and methods of Eastern and Western philosophy. Two hours.

81—*Philosophy of Religion*

This is a study of religion from the philosophical point of view. It is an examination of the contribution made by philosophy to religion. Prerequisite: Philosophy 51 or 52. Three hours.

90—*Seminar in Philosophy*

A research course in the general field of philosophy. Open as an elective to seniors desiring guidance in correlating the several fields of study. One to three hours.

91—*Epistemology*

This course surveys the theories of knowledge with respect to method and content. Attention is given to the nature and criteria of truth, and the respective claims of authority, faith, reason and intuition, particularly as seen in authoritarianism, rationalism, empiricism and mysticism. Prerequisite: Philosophy 51 or 52. Three hours.

92—*Metaphysics*

This is an examination of the leading theories concerning the ultimate nature of reality. The fundamental problems of being, energy, space, time, life, mind, freedom, and God will be considered. Prerequisite: Philosophy 51 or 52. Three hours.

93—*Augustine and Aquinas*

An analysis and comparison of the major philosophical concepts of Augustine and Aquinas. Selections will be studied from the basic works of each. Prerequisite: Philosophy 51 or 52. Three hours.

RELIGIOUS EDUCATION

O. Sayes, F. Wise.

The field of religious education is an ever-widening area of service in the church. The demand is increasing for trained individuals for positions as directors of religious education, district directors of boys' and girls' camps and youth institutes, teachers in week-day religious education, vacation Bible school teachers and supervisors, Sunday school workers, leaders in the Christian Service Training program, supervisors of boys' and girls' clubs in the local church, and educational leadership in mission schools.

The Department of Religious Education seeks to meet this growing demand as follows: (1) by providing opportunity for all students to become acquainted with the fundamentals of religious education, (2) by offering a major for those who plan to devote full time in the field of religious education, (3) by offering a minor for those whose vocation is in another area and cannot take the full major, but who desire training in religious education as a channel of Christian service.

It is recommended that those who plan to do work in religious education, especially those electing a religious education major, also take training in music, business, or radio, in order to broaden their usefulness in the local church. (For the minor in church music see page 69.)

Major: 26 Hours

Required: 9, 10, 51, 52, 63, 64, 65, 91, 92, Theology 91 and at least 8 additional upper division hours approved by the Department Chairman.

Must be supported by: Art 5; Music 30; English 41; and Speech 4, 44.

Minor: 16 Hours

Required: 9, 10, 52, 63, 64 or 65, 91 or 92, and at least four hours approved by the Department Chairman.

9—*Introduction to Religious Education*

A study of the needs, aims, methods, materials, and programs of religious 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. Two hours.

Religious Education

10—*Survey of Religious Education in the Local Church*

A survey of the various agencies in religious education including the Sunday School, Nazarene Young People's Society, Junior Society, Junior Church, Nazarene Foreign Missionary Society, Home Department, week-day religious education, and week-day activities in the church and community. The organization and administration of all religious education in the local church will be considered. Two hours.

12—*Personal Evangelism*

A study of the need for personal evangelism and various methods and techniques employed. Attention will be given to the use of the Scriptures in personal evangelism. The denominational emphasis will also be considered. Two hours.

*33—*Youth Clubs and Camping*

A study of several organizations serving youth with particular attention to Boys' and Girls' Scouts, Nazarene Caravans, school, community, and church clubs. A study of the organization, administration, supervision and activities of youth camps such as Day Camps and N.Y.P.S. Institutes. Two hours.

51—*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. Prerequisite: Religious Education 9. Three hours.

52—*Church School Administration*

(Same as Theology 67) Three hours.

58—*Worship in the Church*

(Same as Theology 58.) Two hours.

59—*Music in Worship*

(Same as Music 59.) Two hours.

62—*Vacation Bible School*

A study of the origin, development, needs, values, and purposes of the Vacation Bible School, including organization, training of workers, curriculum, problems of administration, and practical demonstrations and discussion. Materials recommended for use by the Department of Church Schools will be studied. Two hours.

63—*Religious Education of Children*

A study of the basic principles of child psychology in relation to the spiritual 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. Two hours.

64—*Religious 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. Two hours.

65—*Religious 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. Two hours.

67—*Materials and Methods for Recreation*

(Same as Physical Education 67.) Two hours.

69—*Community Recreation*

(Same as P. E. 96.) Three hours.

71—*The History and Polity of the Church of the Nazarene*

(Same as Theology 71.) Three hours.

74—*Theories and Principles of Pastoral Counseling*

(Same as Theology 74.) Three hours.

89—*Problems in Religious Education*

Individual study of a practical problem in religious education. The student must discover, analyze, and define the problem, plan its solution, and evaluate the results. Two hours.

91, 92—*Supervised Field Work in Religious Education*

Each student majoring in religious education will be assigned to work in some phase of the educational work of the church. He will report for personal conferences each week with the instructor, and present a written report on his project at the close of the semester. One hour both semesters.

95—*Kindergarten Education*

(Same as Education 95.) Two hours.

97—*Audio-Visual Aids in Religious Education*

(Same as Education 97.) Two hours.

THEOLOGY

*F. Benner, H. Reed, E. Barrett, R. Lunsford,
R. Perry, J. Cotner, 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.

Religion

81—*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 51 and 52. Three hours.

Theology

86—*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. Two hours.

90—*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. One or two hours.

91—*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 Theological Certificate students. One or two hours.

SYSTEMATIC THEOLOGY

23—*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. Five hours.

53, 54—*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. Five hours.

62—*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 53 and 54. Two hours.

CHURCH HISTORY

51—*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. Five hours.

59—*Renaissance and Reformation*

(Same as History 59.) Three hours.

71—*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. Three hours.



PRACTICES**12—*Personal Evangelism***

(Same as Religious Education 12.) Two hours.

15—*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 freshman in the ministerial training program. Four hours.

55—*Homeletics*

The character of the sermon; the several types of sermons; finding source material; the major divisions of the sermon; introduction, body, illustrations, conclusion. Analysis of great sermons. Practice in preparation and delivery of sermons. Class criticism. Three hours.

67—*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. Three hours.

70—*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. Five hours.

74—*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 21. Three hours.

75—*Hymnology*

(Same as Church Music 75.) Two hours.

84—*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. Two or three hours.

96—*Field Training and Service*

Prerequisites: Senior standing, approval by the committee on Ministerial Training and the completion of the academic portion of the Ministerial Program. (Credit: One to six 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 ninety one hours of work listed below.

Biblical Literature—12 hours

Bib. Lit. 15—English Bible
Bible Electives

Theology—13 hours

Theol. 53, 54—Systematic Theology
Theol. 62—Evangelical Perfection
Theol. 91—President's Colloquium

Practices and Religious Education—22 hours

Rel. Ed. 9—Introduction to Religious Education
Rel. Ed. 10—Survey of Religious Education in the Local Church
Theol. 15—Fundamentals of Christian Service
Theol. 55—Homiletics
Music 59—Music and Worship
Theol. 67—Church Administration
Theol. 70—Evangelism and Missions
Theol. 96—Field Training

Church History—8 hours

Theol. 51—History of Christianity
Theol. 71—History and Polity of the Church of the Nazarene

English and Speech—15 hours

Eng. 3, 4—Freshman Composition
Eng. 9, 10—Introduction to Literature
Speech (including Speech 4)

Philosophy and Psychology—9 hours

History and Social Science—9 hours

Natural Science—5 hours

DIVISION OF SOCIAL SCIENCES

Otho Jennings, Chairman

The Division of Social Sciences consists of the Departments of Business Administration, Economics, History, Home Economics, Political Science and Sociology. 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. 11, 12; History 1, 2; Sociology 21; and Social Science 96. At least 24 hours in the upper division. Course work distributed as follows: One department, 24 hours; from each of two 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 78. 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. Eight additional hours from the Division.

SOCIAL SCIENCE

78—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 major or minor. Two hours.

96—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. Two hours.

Business Administration

BUSINESS ADMINISTRATION

L. Anderson, L. Mitten, E. Roberts, V. Carmichael

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, industrial management, insurance, merchandising, secretarial work, teaching of business subjects in the high school, or Christian service such as the ministry or missionary work.

Major: 33 Hours

Required: Econ 11, 12, Bus. Adm. 5, 6, 51, 52, 53, 55, 56, 75 and either 60, 61, or 69.

To be supported by 6 hours in Psychology, 3 hours in Speech, Math 17 or 6 hours of mathematics (approved by the chairman of the Department of Business Administration) and a minor of at least 16 hours.

Teaching Major 35 or 36 hours

Required: Option A (includes shorthand): Econ. 11, 12, Bus. Adm. 2, 5, 6, 14, 22, 51, 52, 68, 71, 72 and two hours upper division electives. Option B. (excludes shorthand): Econ. 11, 12, Bus. Adm. 2, 5, 6, 14, 51, 52, 55, 56, 68, 71 and two hours upper division electives. Both options require a minor in education and a second teaching field.

Minor: 16 Hours

Required: 5, 6 and six hours of upper division.

Teaching Minor: 22 Hours

Required: Option A (includes Shorthand): Econ. 11, Bus. Adm. 2, 5, 14, 22, 51, 68 and 72. Option B (excludes shorthand): Econ. 11, Bus. Adm. 2, 5, 6, 14, 51, 68, and 71.

2—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. Three hours.

5, 6—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. Three hours both semesters.

13, 14—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. Three hours both semesters.

15, 16—Shorthand

A study of the elementary principles of Gregg shorthand. Emphasis of building speed in writing and transcription. Three hours both semesters.

17—Finite Mathematics with Business Application

(Same as Mathematics 17) Five hours.

22—Transcription

Advanced work to develop speed in transcription. General business and vocational dictation. Prerequisite: Business 16, or one year of high school shorthand. Three hours.

51, 52—Business Law

A study of the law of contracts, negotiable instruments, sales, real and personal property, insurance, partnership, corporations, agency, and business crimes. Three hours both semesters.

53—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 12. Three hours.

54—Retail Merchandising

A study of the fundamentals of retail selling, including store management, personnel problems, advertising, store layout, equipment, accounting, and credit management. Three hours.

55, 56—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; analyses of working capital operations; statement of application of funds; and income tax allocation. Three hours both semesters.

57, 58—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. Three hours both semesters.

59—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. Three hours.

60—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. Three hours.

61—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. Three hours.

62—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. Three hours.

63, 64—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. Three hours both semesters.

Economics

65—*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. Two hours.

66—*Insurance*

(Same as Economics 66.) Three hours.

67—*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. Two hours.

68—*Office Practice*

Provides opportunity for acquaintanceship through actual operational use of key-drive and automatic rotary calculators; ten-key and full-keyboard listing machines; mimeograph and direct-process duplicators; dictating and transcribing machines; electric typewriters; filing procedures. Two hours.

69—*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. Three hours.

71—*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. Two hours.

72—*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. Two hours.

73—*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. Three hours.

75—*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. Three hours.

77—*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. Two hours.

ECONOMICS

L. Anderson, L. Mitten, V. Carmichael

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: 11 and 12 and six hours of upper division.

Not offered on a teacher education program.

7—Economic Geography

Portrays world-wide patterns of man's principal occupations and analyses 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. Three hours.

11, 12—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. Three hours both semesters.

52—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. Two hours.

53—Marketing

(Same as Business 53.) Three hours.

60—Labor Problems

Presents an historical evaluation of the 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. Three hours.

62—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 studied. Two hours.

63—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. Two hours.

64—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. Three hours.

66—Insurance

A general study of insurance and its economic significance to businessmen and society. Three hours.

73—Investments

(Same as Business 73.) Three hours.

74—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. Three hours.

75—Business Statistics

(Same as Business 75.) Three hours.

77—Real Estate

(Same as Business 77.) Two hours.

History and Political Science

HISTORY AND POLITICAL SCIENCE

W. Snowbarger, H. Humble, J. Stewart, B. Isaacs

It is the purpose of the Department of History 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: 1, 2, 21, 22 and 95. At least fourteen hours in the upper division. To be supported by a 16 hour minor or at least one supporting course from each of the fields of Geography, Economics, American Literature, Political Science, and Sociology.

Teaching major: 32 Hours

Required: 1, 2, 21, 22, 95 and Social Science 78. 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: 1, 2, 21, 22, one additional course from American History and one from World History. Six hours must be upper division.

General and European History

1, 2—*General European Survey*

A general survey of the principal characters and events in the history of the Western World from the earliest times to the present. The development of the culture of the Western World is emphasized. Three hours both semesters.

55—*Europe, 1815–1914*

An intensive study of the cultural and political aspects of Europe from the Congress of Vienna to the first World War. Three hours.

56—*Europe, 1914 to Present*

A study of the political and cultural forces of Europe from the first World War to the present. Three hours.

59—*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. Three hours.

61—*Russian History*

A political and social history of Russia from the Kievan Period to the present. Special attention is given to the social movements that characterized much of the nineteenth century and the conditions that contributed to the Revolution of 1917. The subsequent Bolshevik regime and the place of Russia on the modern world are also studied. Three hours.

63—*Latin American History*

Emphasis placed upon the interpretation of the political, economic, religious, and social aspects of the Latin-American countries. The course is topical in its outline. Three hours.

64—*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. Three hours.

71—*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. Three hours.

76, 77—*English History, 1485–1783; 1783 to the Present*

A study of the rise of Great Britain and the Empire-Commonwealth in the modern period. Emphasis is placed on the constitutional, religious, economic, and diplomatic developments. Three hours both semesters.

95—*Introduction to Historical Method and Bibliography*

An introduction to problems of historical research and the use of the library. Required of all history majors. Prerequisite: twenty hours of history. Three hours.

UNITED STATES HISTORY

21, 22—*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. Three hours both semesters.

74—*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. Three hours.

81—*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. Three hours.

86—*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. Three hours.

87, 88—*Recent U. S. History*

Beginning with the 1890's and continuing to 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. Three hours both semesters.

89—*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. Three hours.

POLITICAL SCIENCE

23—*American Government*

A study of the structure and functions of the federal government in the United States. Three hours.

25—*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.) One hour.

41—*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. Three hours.

Political Science

65—*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. Three hours.

69—*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. Three hours.

HOME ECONOMICS

R. Morris, 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, 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 management.

Certain home economics courses may apply as social science credit toward a social science major with the approval of the Chairman of the Division.

Major: 36 Hours

Required: Option A—Courses evenly divided among subject matter areas.

Option B—A concentration of hours in one area, supplemented by courses from other areas—subject to approval by the Chairman of the Department. To be supported by Chem. 1.

A minor from another department is required.

Teaching Major: 36 Hours

Required: 11, 12 or *31, 22, 23, 37, 52, 90, 95, and 4 hours from 32, 87, Biol. 10 (Hygiene).

Chemistry 1 must be offered as a supporting course.

* A student with 3 years of high school Home Economics or sufficient 4-H experience may go directly into H.E. 31. Other students may be admitted to H.E. 31 by demonstrating suitable achievement by examination.

Three hours of H.E. 75 may apply toward the 36 hours required

Minor: 16 Hours

Required: Courses approved by the Chairman of the Department.

Teaching Minor: 24 Hours

Required: Courses approved by the Chairman of the Department.

1—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 of all students who enter the department. One hour.

11—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. Three hours.

12—Clothing Construction

The application of principles of proper selection, construction, and fitting. Suitable to the beginner. Two field trips required. Three hours.

22—Food Preparation

Principles, techniques, and processes involved in the preparation of food. Three hours.

23—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. Three hours.

27—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. Two hours.

30—Flat Pattern and Draping

Designing and drafting a pattern, construction of the garment. For students with previous experience in clothing construction. Three hours.

31—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. Three hours.

32—Marriage and the Family

(Same as Soc. 32.) Three hours.

37—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. Two field trips required. Three hours.

52—Consumer Economics

(Same as Econ. 52.) Two hours.

62—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. Three hours.

68—Marketing and Meal Service

Principles of planning, purchasing, preparing, and serving adequate meals for a family. Three hours.

69—Food Experimentation

A study of the manner in which such variables as ingredients, proportion and techniques in food preparation affect the quality of the product. Three hours.

70—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 dietetics majors only; H.E. 61) Three hours.

74—The World Food Problem

(Same as Economics 74.) Three hours.

Home Economics

75—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. 21, H. Ec. 23, Ed. 49, and 52. Five hours.

82—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. 12 or 30, by permission. Three hours.

85—Home Equipment

Principles related to the selection, use and care of household equipment. Three hours.

86—Supervised Student Teaching of Home Economics in the Secondary Schools

Off campus student teaching for 8 weeks under the supervision of an approved teacher. Eight hours.

87—Contemporary Family Life

A study of family structure, the extended family, roles and problems in current family life. Three hours.

88—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, Biochemistry or consent of instructor. Five hours (three Lecture, two Lab).

89—Institutional Management

Presents the principles of management relative to selection of equipment, operational procedures, time and energy of personnel. Three hours.

90—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. Three hours.



95—*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. 68 and 90. Three hours.

96—*Projects in Home Economics*

The student takes an individual problem for research or study. Senior standing and approval of the Chairman of the Department required. One to three hours.

SOCIOLOGY AND ANTHROPOLOGY

J. Nielson, O. Jennings

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: 21, 32, 61, 75, 83, 90, 91 and 95.

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: 21, 50, 70, 87, 89, 92, 97, and 98.

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. Ten hours must be upper division.

b. Psychology: 18 hours including 21, 41, 51, 71, 72

c. Economics: 16 hours including 11, 12, and six hours of upper division work.

Minor (Social Welfare): 18 hours

Courses to be approved by the Department of Sociology and to include at least ten hours of upper division work.

Not offered on a teacher education program.

Sociology and Anthropology

21—*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. Three hours.

22—*Human Geography*

(Same as Geography 22.) Two hours.

31—*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. Two hours.

32—*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. Three hours.

60—*Labor Problems*

(Same as Economics 60.) Three hours.

61—*Urban Sociology*

The evolution of the modern city is traced. City environment and its effects on personality and institutions are studied. Two hours.

62—*Rural Sociology*

An investigation of natural environment, health, population, religion, government, education, and technology as they relate to rural life is made. Special attention is given to the various agricultural regions in the United States and the effect of each particular type of agriculture on social life. Two hours.

64—*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. Two hours.

70—*Fields of Social Work*

A survey is made of the various fields of social work; their history, problems, and techniques. Three hours.

74—*The World Food Problem*

(Same as Economics 74.) Three hours.

75—*Statistical Methods*

(Same as Bus. 75 or Psych. 58.) Two or three hours.

83—*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. Two hours.

87—*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. Five hours.

88—*Social Psychology*

(Same as Psychology 53.) Three hours.

89—*Senior Seminar*

An evening seminar designed to evaluate classroom and placement experiences. Three hours.

90—*Social Thought*

A study of the contribution of leaders of the field in modern times, with emphasis upon recent and current American theorists. Three hours. Alternate years.

91—*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. Three hours. Alternate years.

92—*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. Three hours.

93—*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. Three hours. Alternate years.

94—*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. Three hours.

95—*Sociology of Religion*

A sociological consideration of religion related to culture, society, and the individual. One unit deals with personal experience in religion. Three hours.

96—*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. Three hours.

97—*Social Casework*

A review of case studies in the relation professional standards, personal objectives, attitudes, self-evaluation, and theoretical concerns. Three hours.

98—*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. Three hours.

GEOGRAPHY

3, 4—*Economic Geography*

(Same as Economics 3, 4.) Two hours both semesters.

21—*Physical Geography*

A course presenting an orderly treatment of the major physical elements with which man contends and their distribution over the earth. Two hours.

22—*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. Two hours.



Harold W. Reed, President

9 Directory of Personnel

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.

BOARD OF TRUSTEES

Hawk, Fred J., D.D., Chairman Grand Rapids, Michigan	Decker, Gerald, M.S. Saginaw, Michigan	Oliver, Gerald Rochester, Illinois
Martin, E. W., D.D., Vice-Chairman Howell, Michigan	Dickey, John Q., D.O. Birmingham, Michigan	Oliver, W. Charles Bedford, Indiana
Oliver, L. S., M.A., D.D., Secretary Springfield, Illinois	Frye, Harold Racine, Wisconsin	Paschall, Homer D., Ph.D. Muncie, Indiana
Spruce, Fletcher, D.D., Treasurer Marion, Indiana	Fox, Ralph, D.D.S. Indianapolis, Indiana	Pounds, Floyd H. Peoria, Illinois
Reed, H. W., M.S., Th.D., D.D., President of College Kankakee, Illinois	Goble, Bud Winamac, Indiana	Reader, George H. D., B.D. Granite City, Illinois
Alderson, John Peru, Illinois	Greek, Walter, D.D. Muncie, Indiana	Scutt, George Valparaiso, Indiana
Andree, John Z. Flint, Michigan	Hatton, H. C. Sterling, Illinois	Smith, Samuel, M.A. Danville, Illinois
Beals, Ivan, M.A. Quincy, Illinois	Hill, Edwin M. Seymour, Indiana	Snowden, Gene Huntington, Indiana
Bierbaum, Orville East Alton, Illinois	Horner, Everett Waterford, Wisconsin	Sparks, C. Kenneth Lansing, Michigan
Breeden, A. E., M.A. Stinesville, Indiana	Humble, David L., B.D. New Albany, Indiana	Tucker, Ray Three Rivers, Michigan
Clack, Robert J. Madison, Wisconsin	Jewell, Kenneth Shelbyville, Indiana	VanAllen, J. E. Farmington, Michigan
Dafoe, Ray Grand Blanc, Michigan	Kelley, Selden, M.B.A. Cincinnati, Ohio	Walker, Myron, M.S. Danville, Illinois
Damon, William C. East Lansing, Michigan	Lee, Ross Camby, Indiana	Williamson, Don Downers Grove, Illinois
	Moore, Paul K. Owosso, Michigan	Wineinger, Darrell Bicknell, Indiana
	Myers, L. E. Valparaiso, Indiana	Zimmerman, Lester L. Elkhart, Indiana
	Nash, Forrest W., M.A., D.D.	

OFFICERS OF ADMINISTRATION AND ADMINISTRATIVE ASSISTANTS

HAROLD W. REED, M.S., Th.D., D.D., <i>President</i>
WILLIS E. SNOWBARGER, M.A., Ph.D., <i>Vice President in Charge of Academic Affairs and Dean of the College</i>
JOHN H. COTNER, M.A., Ph.D., <i>Vice President in Charge of Spiritual Life and Student Affairs</i>
CHARLES IDE, <i>Assistant to the President</i>
CHARLES BEATTY, B.S., <i>Business Manager</i>
MERVYN L. GOINS, M.A., <i>Coordinator of Development and Director of Personnel</i>
D. EDWARD EUSTICE, B.S., M.S., Ph.D., <i>Director of Graduate Studies in Education</i>
J. OTTIS SAYES, Th.B., B.D., M.R.E., D.R.E., <i>Director of Graduate Studies in Religion</i>
S. DAVID BEEMAN, B.D., M.Ed., Ph.D., <i>Registrar, Director of Instructional Media</i>
NORMAN L. MOORE, B.B.A., Th.B., <i>Director of Admissions</i>
ALLAN L. WIENS, M. Lib. S., <i>Director of the Library</i>
CURTIS BRADY, M.M. Ed., <i>Dean of Students</i>
GROVER BROOKS, A.B., <i>Dean of Men</i>
LOUISE PRESSLEY, <i>Assistant to the Dean of Students for Women's Residence Halls</i>
WILLIAM T. HODGES, M.D., <i>College Physician</i>
RUTH LANE, R.N., <i>College Nurse</i>

FACULTY COMMITTEES 1971-72

- Administrative Council:** H. Reed, *Chairman*, W. Snowbarger, J. Cotner, R. Perry, C. McClain, N. Larsen, C. Brady, C. Beatty and a student representative.
- Admissions and Scholarship:** N. Moore, *Chairman*, W. Snowbarger, J. Hanson, B. Matheny, D. Beeman, H. Humble, C. Brady, W. Woodruff, L. Phillips, and three student representatives.
- Athletic (Intramural):** *Chairman*, M. Shaffer, D. Acord, C. Doenges, H. Fulton, R. Starcher, L. Watson and six representatives from the intramural societies.
- A-V Instructional Media:** W. Beaney, *Chairman*, A. Canfield, W. Foote, B. Isaacs, F. Wise, D. Beeman, G. Smeenge.
- Calendar and Student Activities:** D. Beeman, *Chairman*, J. Cotner, G. Greenlee, L. Watson, L. Brown, R. Lunsford and three student representatives.
- Chapel Program:** J. Cotner, *Chairman*, R. Perry, O. Sayes, C. Brady, L. Phillips and M. Reams plus three student representatives.
- Counseling and Testing:** D. Beeman, *Chairman*, W. Bell, R. Hayes, A. VanAntwerp, H. Westfall, I. Kranich, C. Brady.
- Educational Policies:** W. Snowbarger, *Chairman*, H. Hopkins, C. Grothaus, O. Sayes, O. Jennings, V. Groves, H. Humble, L. Philo, D. Beeman and two student representatives.
- English Usage:** C. McClain, *Chairman*, F. Dunn, R. Perry, J. Grothaus, G. Kindred, E. McClain, M. Reams.
- Graduate Council:** W. Snowbarger, *Chairman*, R. Perry, O. Sayes, C. Grothaus, V. Groves, V. Carmichael, D. Beeman, E. Eustice, O. Jennings, H. Hopkins.
- Library:** L. Philo, *Chairman*, G. Jorden, M. Reams, L. Anderson, J. Grothaus, E. Eustice and three student representatives.
- Nursing Education:** M. Seelye, *Chairman*, W. Snowbarger, E. Eustice, D. Beeman, C. Grothaus, N. Moore.
- Pre-Medical:** R. Wright, *Chairman*, C. Grothaus, L. Hayes, J. Nielson
- Public Relations:** M. Goins, *Chairman*, W. Snowbarger, N. Moore, C. Ide, R. Isenberg, J. Cotner, D. Strickler, M. Jamison, T. Lee, G. Dunbar and two student representatives.
- Student Financial Aids:** N. Moore, *Chairman*, C. Beatty, M. Goins, C. Brady, G. Brooks, A. McCombs, F. Benner.
- Student Personnel Services:** J. Cotner, *Chairman*, C. Brady, G. Jorden, R. Starcher, M. Evans and three student representatives.
- Teacher Education:** V. Groves, *Chairman*, W. Snowbarger, H. Westfall, J. Cotner, W. Beaney, O. Sayes, G. Walmsley, C. McClain, C. Ward, J. Stewart, L. Phillips, V. Carmichael, R. Morris, D. Skinner, W. Tromble.

FACULTY

HAROLD W. REED (1949) *President of the College; Professor of Theology*

A.B., 1932, Colorado College; M.S., 1934, Colorado State College; Th.D., 1943, University of Southern California; D.D., 1951, Bethany Nazarene College. President Bresee College, 1936-40; Professor of Religion, Pasadena College, 1940-42; Vice-President and Dean of Religion, Bethany Nazarene College, 1942-44. Pastorates Newton, Kansas, and Huntington, Indiana, 1944-49.

WILLIS E. SNOWBARGER (1949) *Vice President in Charge of Academic Affairs and Dean of the College*

A.B. 1942, Bethany Nazarene College; M.A., 1947, University of Oklahoma; Ph.D., 1950, University of California.

EMERITI

EARL E. BARRETT (1954-1966) *Assistant Professor of Philosophy Emeritus*

A.B., B.D., S.T.M., S.T.D., M.A., Ph.D.

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.
- DAVID TRACY JONES (1957–1968) *Associate Professor of Biological Science*
A.B., M.S., Ph.D.
- J. F. LEIST (1937–1969) *Lecturer in Bible and Theology Emeritus*
A.B., M.A., D.D.
- WILLIAM DAVID RICE (1940–1964) *Professor of Physics Emeritus*
A.B., M.A.
- LEO W. SLAGG (1947–1963) *Professor of Spanish Emeritus*
A.B., M.A.
- STEPHEN S. WHITE (1940–1966) *Professor of Theology and Philosophy Emeritus*
A.B., B.D., M.A., Ph.D., D.D.

PROFESSORS

- S. DAVID BEEMAN (1957) *Professor of Speech, Chairman of Division of Languages and Literature*
A.B., Th.B., 1944, Bethany Nazarene College; B.D., 1949, Nazarene Theological Seminary; M.Ed., 1957, Southwest Texas State College; Ph.D., 1964, University of Illinois, C.S.P. 1969 ASHA.
- VERNAL H. CARMICHAEL (1962) *Professor of Business Education*
B.S., 1926, M.A., 1930, Indiana University; Ph.D., 1937, University of Pittsburgh.
- JOHN H. COTNER (1952) *Professor of Religion and Philosophy*
A.B., 1943, Th.B., 1944, Northwest Nazarene College; M.A., 1947, Ph.D., 1952, University of Southern California.
- 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 (1963) *Professor of Chemistry, Chairman of Department*
A.B., 1957, Olivet Nazarene College; Ph.D., 1963, Purdue University.
- 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*
B.A., Th.B., 1939, God's Bible School; M.A., 1949, Lehigh University; S.T.B., 1950, Temple University; LL.D., 1958, Eastern Pilgrim College; Ed.D., 1960, Michigan State University.
- NAOMI LARSEN (1935) *Professor of Piano and Voice; Chairman of Piano Department*
B.Mus., 1933, Olivet Nazarene College; M.Mus., 1941 (voice) and 1947 (piano), American Conservatory of Music, Chicago; Bethany Lutheran College (Kansas), Kansas City Conservatory of Music and University of Illinois. Pupil of Evangeline Lehmann, Thure Jaderborg, Louise Robyn, Elaine DeSellem, Dorothy Bowen, Madame Olga Samaroff, Soulima Stravinsky, Eva Turner, Hilda Dederich, and Frederic Jackson.
- 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.
- CARL S. McCLAIN (1923) *Professor of English*
A.B., 1923, Olivet Nazarene College; M.A., 1932, University of Illinois; Litt. D., 1954, Olivet Nazarene College; Northwestern University.
- 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.L.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.

L. C. PHILO (1962) *Professor of Philosophy, Chairman of Department*
A.B., 1929; B.D., 1930, Frankfort College; M.A., 1930, Chicago Evangelical Institute; M.A., 1944, University of Michigan; Ph.D., 1958, University of Oklahoma.

ROSS E. PRICE (1969) *Professor of Theology*
A.B., 1932, Northwest Nazarene College; M.A., 1944, Nazarene College; M.Th. 1950, McCormick Theological Seminary; Ph.D., 1966, University of Southern California.

J. OTTIS SAYES (1956) *Professor of Religious Education; Chairman of Division of Religion and Philosophy; Director of Graduate Studies in Religion.*

Th.B., 1944, Bethany Nazarene College; B.D., 1947, Nazarene Theological Seminary; M.R.E., 1951, D.R.E., 1955, Southwestern Baptist Theological Seminary.

MARGARET R. SEELYE (1968) *Professor of Nursing; Chairman of Department.*
A.B., 1933, Greenville College; M.A., 1953, New York University.

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.

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 D. 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.

FOREST T. BENNER (1964) *Associate Professor of Theology; Chairman of Department*

B.S., 1951, Johns Hopkins University; S.T.B., 1958, Temple University; Th.M., 1960, Eastern Baptist Seminary; Ph.D., 1966 Temple University.

CURTIS KEITH BRADY (1960) *Associate Professor of Music*

B.S. Mus. Ed., 1952, Olivet Nazarene College; M.S. Mus. Ed., 1954, University of Illinois; Ohio State University.

LEROY BROWN (1951) *Associate Professor of Speech*

A.B., 1947, Greenville College; M.A., 1949, University of Illinois; Ed.D., 1953, Bradley University.

D. GEORGE DUNBAR (1969) *Associate Professor of Music*

B.S., 1958, B.S. Mus. Ed., Olivet Nazarene College; M.M. 1960 University of Illinois; Ph.D., University of Southern California, 1970.

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.

HARLOW E. HOPKINS (1954) *Associate Professor of Music Education; Chairman of Division of Fine Arts*

B.S. Mus. Ed., 1953, Olivet Nazarene College; M.S. Mus. Ed., 1955 American Conservatory of Music; University of Illinois; Indiana University; Pupil of Keith Stein, Lowell Burroughs, Austin McDowell, Jerome Stowell, Robert McGinnis and Earl Bates.

LETTIE L. HOWE (1968) *Associate Professor of Home Economics*

A.B., Pasadena College; University of Minnesota.

ATHEL VICTOR McCOMBS (1959) *Associate Professor of Speech; Chairman of Department*

B.S., 1956, M.S., 1957, Purdue University.

LOTTIE I. PHILLIPS (1965) *Associate Professor of English*

A.B., 1951, Trevecca Nazarene College; M.A., 1961, Ball State University.

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 Normal 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; Indiana University.

F. FRANKLIN WISE (1969) *Associate Professor of Religious Education and Psychology*

Th.B., 1944, Eastern Nazarene College; M.Ed., 1952, Ph.D., 1958, University of Pittsburgh; Post Doctoral, Middle-Tennessee State University, University of Akron.

ASSISTANT PROFESSORS

DOROTHY ACORD (1966) *Assistant Professor in Physical Education*

B.S., 1960, Olivet Nazarene College; M.A., 1968, Washington University.

DAVID T. ATKINSON (1970) *Assistant Professor of Mathematics*

B.S., 1964, Eastern Nazarene College, M.A., 1967, Boston University.

MARILYN BAKER (1970) *Assistant Professor of English*

B.S., 1961, Olivet Nazarene College; M.L.S., 1967, Western Michigan University.

WILLIAM BELL (1970) *Assistant Professor of Psychology*

A.B., 1961; M.A., 1962, Wheaton College; Northwestern University.

ARLENE B. CANFIELD (1970) *Assistant Professor, Medical/Surgical Nursing.*

B.S., 1967, Loma Linda University School of Nursing; M.S., 1970, Loma Linda University.

ALBERTA DAVID (1970) *Assistant Professor, Psychiatric Nursing.*

B.S., 1967, Goshen College; M.S., 1970, University of Pennsylvania.

HARRIET ARNESON DEMARAY (1952) *Assistant Professor of English*

A.B., 1925, Northwest Nazarene College; M.A., 1948, University of Washington.

BLANCHE E. DODSON (1970) *Assistant Professor, Public Health Nursing.*

B.S., 1952, Bethany Nazarene College; B.S.N., 1968, University of South Dakota; M.P.H., 1970, University of Michigan.

FLOYD B. DUNN (1958) *Assistant Professor of Education*

A.B., 1929, Oakland City College; M.S., 1945, Butler University; Bradley University.

DONALD ELLIOTT (1969) *Assistant Professor of French*

B.A., 1963, Geneva College, Pennsylvania; M.A., 1968, University of Arizona.

HENRY ENGBRECHT (1970) *Assistant Professor*

A.B., 1959, Olivet Nazarene College; M.A., 1951, Butler University.

MARGARITA EVANS (1960) *Assistant Professor of Voice*

A.B., 1957, Cascade College; M.Mus., 1959, University of Portland; American Conservatory. Pupil of Odette DeForas, Felice Wolmut, and Frances Ernest.

WILLIAM FOOTE (1968) *Assistant Professor of English*

A.B., 1949, Olivet Nazarene College; M.A., 1968, University of Illinois.

HARRY F. FULTON (1970) *Assistant Professor of Science Education and Biological Sciences*

A.B., 1963, Olivet Nazarene College; M.S.Ed., 1966, Northern Illinois University; Ph.D., 1970, University of Iowa.

JACK WAYNE FURBEE (1970) *Assistant 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.

GERALD E. GREENLEE (1967) *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*

B.Mus., 1948, B.S., 1957, Olivet Nazarene College; M.S.Mus. Ed., 1958, University of Illinois; American Conservatory of Music. Pupil of Scott Willits and Paul Rolland.

LEONA C. HAYES (1970) *Assistant Professor, Public Health Nursing*

B.S., 1954, University of Denver; A.B., 1955, Seattle Pacific College; M.S., Certified Nurse Midwife, 1960 Frontier Nursing Service, Kentucky; 1964, University of California.

- DONALD W. HOYT (1971) *Assistant Professor of Biblical Literature*
B.A., 1967, M.A., 1968, Pasadena College; University of Texas.
- BILL J. ISAACS (1961) *Assistant Professor of History*
A.B., 1958, Olivet Nazarene College; M.A., 1959, University of Illinois.
- MARION JAMISON (1966) *Assistant Professor of Physical Science; Director of Planetarium*
B.S., 1951, Bethany Nazarene College; Carleton College; Southern Methodist University; Colorado College; Ed.M., 1966, University of Oklahoma; University of Illinois.
- M. GENEVA JOHNSON (1966) *Assistant Librarian; Assistant Professor of Library Science*
A.B., 1943, East Carolina College; A.M.L.S., 1966, University of Michigan.
- MOODY S. JOHNSON (1966) *Assistant Professor of Bible*
A.B., 1941, Asbury College; B.D., 1950, Nazarene Theological Seminary, Biblical Seminary (New York); University of Michigan.
- GUNNELL M. JORDEN (1966) *Assistant Professor of English*
A.B., 1959, Olivet Nazarene College; M.A., 1966, University of Oregon.
- 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*
B.S. Mus. Ed., 1954, Olivet Nazarene College; M. Mus., 1961, American Conservatory of Music; Advanced Certificate of Music Education, 1969, Univ. of Illinois; University of Michigan, University of Washington, Northwestern. Pupil of Nellie Ebersole, Edison Harris, Fred Wise, Frances Grund, Elizabeth Wysor, Dorothy Bowen, and William Miller.
- 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*
A.B., 1966, M.A., 1969, Olivet Nazarene College.
- JOHN P. MARANGU (1970) *Assistant 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) *Assistant Professor of Education*
A.B., 1959, Harris Teachers College; M.S., 1964, Southern Illinois University; University of Illinois.
- MARJORIE J. MAYO (1964) *Assistant Professor of Education*
B.S., 1945, Olivet Nazarene College; M.S., 1958, Emporia State Teachers College; Wayne State University.
- RUBALEE MORRIS (1969) *Assistant Professor of Home Economics*
B.S., 1968, Olivet Nazarene College; M.S., 1969, University of Illinois.
- JOSEPH F. NIELSON (1969) *Assistant Professor of Sociology; Chairman of Department*
A.B., 1949, Olivet Nazarene College; M.A., 1964, Michigan State University.
- MAX W. REAMS (1967) *Assistant Professor of Geology and Physical Science*
A.B., B.S., 1961, University of Kansas; M.S., 1963, University of Kansas; Ph.D., 1968, Washington University.
- THOMAS L. REID (1970) *Assistant Professor of Spanish*
A.B., 1961, Trevecca Nazarene College; M.A., 1962, Peabody College; M.A., 1970, University of Arizona.
- ESTHER ROBERTS (1947) *Assistant Professor of Business Administration*
B.S. in Education, 1940, M.A., 1946, Ohio State University.
- CAROLYN ROHE, R.N. (1970) *Assistant Professor, Maternal-Child Health Nursing*
B.S., 1966, University of Pittsburgh; M.S.N.Ed., 1968, University of Pittsburgh.
- C. JAMES ROHE, JR. (1970) *Assistant Professor of Education*
B.Ed., 1963; M.Ed., 1968, Duquesne University.
- ROBERT W. STARCHER (1967) *Assistant Professor of Physical Education*
A.B., 1964, Olivet Nazarene College; M.Ed., 1967, Miami University (Ohio).

- T. RICHARD SCHMIDT (1970) *Assistant Professor of Chemistry*
B.S., 1966, Massachusetts Institute of Technology.
- STEVEN M. SHEW (1970) *Assistant Professor of Mathematics*
B.S., 1968, M.S., Indiana State University.
- DAVID L. SKINNER (1970) *Assistant Professor of Mathematics*
A.B., 1967; M.A.T., 1968, Michigan State University.
- GERALD H. SMEENGE (1970) *Assistant Professor of Art*
A.B., 1950, Marion College; M.A., 1957, Ball State University.
- ELIZABETH SMITH (1970) *Assistant Librarian*
A.B., 1950, Olivet Nazarene College; M.A., 1954, Denver University.
- JAMES E. STEWART (1958) *Assistant Professor of History*
B.S., 1940, Cedarville College; M.S., 1954, Texas College of Arts and Industries; Ohio State University.
- ADELINE R. VANANTWERP (1960) *Assistant Librarian; Assistant Professor of Library Science*
ence
A.B., 1940, Houghton College; B.S. (Lib. Sci.), 1942, Geneseo (N.Y.) State University Teachers College; M.A., 1947, State University of New York (Albany).
- LARRY D. WATSON (1965) *Assistant Professor of Physical Education*
B.S., 1965, Olivet Nazarene College; M.A., 1968, Western Michigan University.
- HARRY R. WESTFALL (1967) *Assistant 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 C. WHITTEN (1970) *Assistant Professor of Physics, Acting Chairman of Department*
ment
B.S., 1965; M.S., 1968, University of Maine.
- ALLAN L. WIENS (1967) *Assistant Professor of Library Science; Director of Library*
Th.B., 1954, Canadian Nazarene College; B.D., 1959, Nazarene Theological Seminary; A.B., 1965, Seattle Pacific College; M.Lib.S., 1966, Western Michigan University.
- WILLIAM WOODRUFF (1968) *Assistant Professor of Biblical Literature*
B.A., 1954, Ottawa University; B.D., 1958, Fuller Theological Seminary; M.R.E., 1963, Asbury Theological Seminary; M.Th., 1964, Asbury Theological Seminary.
- ROBERT W. WRIGHT (1969) *Assistant Professor of Biological Science*
A.B., 1965, Los Angeles Pacific College; M.A., Ph.D., 1970, University of California.

INSTRUCTORS

- CAROL DOENGES (1968) *Instructor in Physical Education*
A.B., 1967, Olivet Nazarene College.
- HILKKA MALASKA (1970) *Instructor in Religion*
A.B., 1968, Northwest Nazarene College; M.A., 1969, Olivet Nazarene College.
- EUNICE SPRUCE McCLAIN (1956) *Instructor in English*
A.B., 1923, University of Texas.
- RUTH MOORE (1970) *Instructor in English*
A.B., 1941, John Fletcher College; M.A., 1970, Olivet Nazarene College.
- STEPHEN R. NIELSON (1971) *Artist-in-Residence*
B.Mus., 1971, Indiana University.

10

Degree and Enrollment Statistics

DEGREES GRANTED

	1968	1969	1970
Bachelor of Arts	184	241	219
Bachelor of Science	57	83	96
Bachelor of Theology	7	4	3
Master of Arts	3	23	15
Total	251	351	333

ENROLLMENT STATISTICS

	1st Sem. 1968-69	1st Sem. 1969-70	1st Sem. 1970-71
College			
Freshmen	644	583	551
Sophomores	532	460	419
Juniors	298	371	410
Seniors	336	291	328
Total	1810	1705	1708
Others (college level)	61	39	56
Ministerial Studies	21	19	12
Graduate	80	63	67
Total Enrolled, First Semester	1972	1826	1843
Equivalent full-time students (16 semester hour load)	1712	1600	1639

Student-credit Hours by Division

	1967-68	1968-69	1969-70	1970-71
Education and Psychology	7324	8322	9142	10451
Fine Arts	4604	4382	4024	3646
Languages and Literature	11032	11442	9666	9453
Natural Sciences	10104	10250	8749	8523
Religion and Philosophy	9200	10266	8360	8740
Social Sciences	8348	9448	9277	9258
Graduate	380	660	605	615
Total Student-Credit Hours	50992	54770	49823	50686

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Biophysics	86
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COLLEGE CALENDAR 1971-72

SUMMER TERM 1971

May 31-June 11	Pre-Session
June 14-Aug. 6	Regular Session
July 5	Independence Day, Holiday
Aug. 1	Last day for regular filing of entrance applications for Fall Semester
Aug. 9-20	Post Session

FALL SEMESTER 1971

Aug. 23	Monday, Freshman Orientation
Aug. 23-24	Monday, 1-5:00 p.m., Tuesday, 8-5:00 p.m., Registration
Aug. 24	Tuesday, 7-9:00 p.m., Registration for Graduate Students
Aug. 25	Wednesday, 7:30 a.m., Classes begin
Sept. 6	Labor Day Holiday
Sept. 15	Final day to drop Block I courses without automatic failure
Sept. 27-Oct. 3	Fall Revival
Sept. 24	Founders Day
Oct. 1	Final day to drop regular courses without automatic failure
Oct. 19	Tuesday, Mid-Semester (Block II courses begin)
Oct. 22	Red Carpet Day for High School Juniors and Seniors
Nov. 10	Final day to drop Block II courses without automatic failure
Nov. 12, 13, 14	Homecoming
Nov. 24-29	Thanksgiving Holiday, Wed. 12:20 p.m.—Mon. 12:30 p.m.
Dec. 3-5	Presentation of the "Messiah"
Dec. 14-17	Final examinations Tues. 7:30 a.m.—Fri. 4:30 p.m.
Jan. 1	Last day for regular filing of entrance applications for Spring Semester

JANUARY TERM 1972

Jan. 3-14	(Work to be arranged on individual class hours)
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SPRING SEMESTER 1972

Jan. 17-18	Monday, Orientation program for second semester freshmen
Jan. 17-18	Monday, 1-5:00 p.m., Tuesday, 8-5:00 p.m., Registration
Jan. 18	Tuesday, 7-9:00 p.m., Registration for Graduate Students
Jan. 19	Wednesday, 7:30 a.m., classes begin
Feb. 2-6	Youth Revival
Feb. 10	Final day to drop Block III courses without automatic failure
Mar. 1	Final day to drop regular courses without automatic failure
Mar. 16	Thursday, Mid-Semester (Block IV courses begin)
Mar. 18-26	Spring Revival
Mar. 30	Spring Recess begins Thursday at close of classes
Apr. 11	Final day to drop Block IV courses without automatic failure
Apr. 11	Tuesday 7:30 a.m. Spring recess ends
Apr. 16	Nazarene College Day
May 5-7	Mother-Daughter Weekend
May 11	Thursday, Senior Chapel
May 12	Friday, Investiture Day
May 15	Monday, Study Day
May 16-19	Final examinations for the semester, Tues. 7:30 a.m.—Fri. 4:30 p.m.
May 19	Friday, 6:00 p.m. Phi Delta Lambda Banquet
May 20	Commencement Concert
May 20	Alumni Day
May 21	Sunday, 10:30 a.m. Baccalaureate Sermon; 7:30 p.m., Annual Sermon
May 22	Monday, 10:30 a.m. Commencement
June 1	Last day for regular filing of entrance applications for Summer Session

SUMMER TERM 1972

To be announced

