

Joseph Robbins performs at LC in Faculty Recital

Tuesday, April 11, Mr. Joseph C. Robbins, bass-baritone, gave a faculty recital in Roemer Auditorium.

He presented a survey of American songs from the early 20th century to present day, including one composed especially for this recital by Arsenio Giron, also of the college music faculty, and several songs by major composers from original manuscripts owned by the singer.

Mr. Robbins joined the college faculty this year as assistant professor of music, holds a master of music degree in opera and voice from Indiana University and has 30 leading operatic roles in his repertoire. He is an artist pupil of David Lloyd and Michael Kurkjian.

His piano accompanist last night was Dr. John Liittle, chairman of the Lindenwood music department.

Mr. Robbins is currently singing the leading role in "Don Pasquale" with the St. Louis Opera Theatre and is a bass soloist at Grace Methodist Church, St. Louis. Formerly with the Lake George Opera Festival, Lake George, New York, he has appeared in a recital at Corcoran Gallery, Washington, D.C. and at Fullerton Hall, Chicago.

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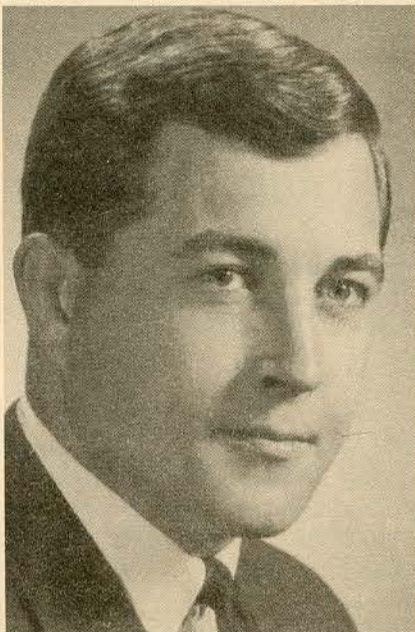
The Winona State College Choir and Brass Ensemble, directed by Richmond McCluer and William Schmidt, will perform on the Lindenwood campus tomorrow in the Chapel at 11:00 a.m. Mr. McCluer is the son of President Emeritus Franc L. McCluer.

Registration

Wednesday and Thursday, April 19, 20, have been set aside by the faculty and administration for pre-registration of returning students. Classes will be suspended these days.

The administration suggests that all students go through registration, even if they are not planning to return. It will serve as an opportunity to experiment with the new program.

Dr. Gary Quehl named dean



Dr. Gary Howard Quehl—Newly named Dean of the College.

Dr. Gary Howard Quehl, assistant dean of the college and director of institutional research at Wittenberg University in Springfield, Ohio, has been appointed vice president and dean of Lindenwood College, President John Anthony Brown announced today.

Dr. Quehl, who is also assistant professor of educational philosophy at Wittenberg, succeeds Dean Homer Clevenger. He will assume his new duties here by July 1.

He holds his bachelor's degree from Carroll College, Waukesha, Wisc., and earned his master's and doctorate degrees at Indiana University, where he was assistant to the director, division of higher education, and assistant to the dean of the school of education before going to Wittenberg University in 1965.

He also held administrative positions at Wisconsin State University. Curriculum coordinator for the North Central Association's Committee on Liberal Arts Education,

Dr. Quehl is co-author, with Dr. Allan Pfnister, of a forthcoming publication "Statewide Study of Private Higher Education in Missouri," based on a survey just completed for the Missouri Commission on Higher Education.

An active Presbyterian, Dr. Quehl is a native of Green Bay, Wisconsin. He and his wife and young son expect to move to St. Charles in late June.

Travel through JOBS ABROAD

Are you adventuresome, eager to visit foreign countries, and willing to work forty hours a week?

Mr. T. A. Chandler, the campus representative for JOBS ABROAD, has put three copies of the organization's pamphlet on reserve in the library and there is a copy tacked up on the post office bulletin board. This pamphlet gives the most vital information on this program. It tells one what kind of jobs are available, in which countries and, most important, what will be the expenses. The duration of the program is eleven weeks, from the time one leaves New York City until one's return to the States. A minimum of eight weeks working time is required which leaves time for touring at personal expense. All participants hold salaried jobs, learning and living side by side with Europeans of many ages and class backgrounds.

Students polled on men's college, Freshman Class voices disfavor

Planning for a co-ordinate men's college has been over-shadowed by the attention which next year's curriculum currently demands of the administration.

"Beginning in September, this will have top priority." Those were the words of President Brown, who also stated that a definite decision will be made by the end of next semester. The decision will result from intense consideration and analysis of the academic and social needs of Lindenwood. The assets of various forms of co-ordination will also be evaluated. These are the alternatives:

- 1.) To lease a portion of Lindenwood's present facilities including dormitories, and to contract instruction—in other words, to hold classes in common.
- 2.) To build a residential area for men, but to contract instruction.
- 3.) To separate every facet of the colleges, and thus benefit only in the social area.
- 4.) To establish a senior college which could follow any of the other three plans.

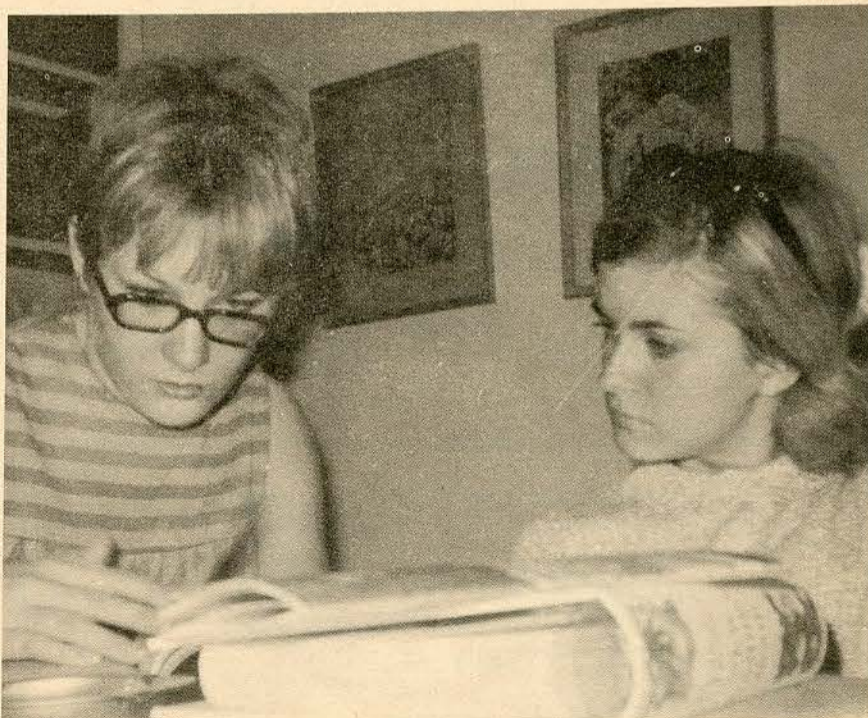
There are tentative plans to admit men into the mathematics and science department in 1968; this is subject to change if plans for a more complete co-ordination go into effect. President Brown's feelings are that Lindenwood will begin co-ordination sooner than was thought possible.

Fifty-one per-cent of the freshman class voiced disfavor for a co-ordination; they came to Lindenwood partly because it is a women's college. This is a thin majority which points out that almost that percentage are dissatisfied—as are

sixty-six per-cent of the sophomores who voted in favor of a co-ordinate men's college. Here is the clue to the transfers at the termination of the sophomore year.

The junior class is sixty-two per-cent in favor of co-ordination, and, finally, the seniors are sixty-seven per-cent in favor.

Photo Feature



In preparation—Pat Mackey, student body president, talks with Pam Koehl, outgoing Honor Board Chairman, during last week's cabinet meeting, as they prepare for this week's council meeting.

Photo Feature



Spring fever—Lindenwood ushers in the warm weather with tennis, sun bathing, studying under trees and just getting out in the sun.

News briefs

WRA plans athletic activities

—A "Sports Day" is tentatively planned for April 15. Fontbonne, Monticello, Washington University, St. Louis University, and other schools have been invited and the Athletic Department is waiting word on further plans.

—Intramural volleyball begins next week. Sign up and play for your dorm.

—WRA is sponsoring a "dunking booth" for Carnival — here's your chance to get Miss Jacobson, Nancy Peters, Muff Polonski and other WRA members wet for your enjoyment.

Seventy high school seniors, who have been accepted to Lindenwood, will arrive Friday, April 21, for the Spring Guest Weekend. The plans for them will include Orchestras, the meeting of faculty members, Carnival and a movie.

Linda Van Landingham, chair-

man, has asked girls to sign up lists to hostess, meet airplanes and trains, and to share their rooms.

Under consideration by the Sounding Board are the following proposals:

1. The installation of an alarm system on the library's tower door.
2. More frequent tuning of the pianos in Niccolls and Irwin.
3. The installation of clocks on the level of the practice rooms.

Are you in favor of a linen service and possibly a dry-cleaning machine? Do you want revised banking hours? Your Sounding Board representative would like your opinion.

Asian Prof. T. Shinoda arrives on campus for third U.S. Visit

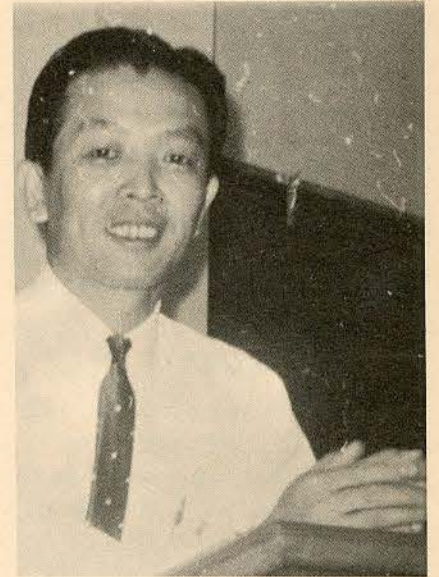
by Ursula Oeri

Enter the door of the office in the history department and you will see a new face with small, expressive, dark slit eyes which invite you to sit down and have an interesting talk. These are the eyes of the new professor for "Asian Studies," Mr. T. Shinoda from Kobe in Japan, who arrived on campus a few days ago.

This is Mr. Shinoda's third visit to the states. First he came as a graduate student on a Fulbright Scholarship to Michigan University where he got his degree in English Literature. During his second visit he was working as a simultaneous interpreter in conferences for Japanese-American relations. This time Mr. Shinoda is on a tour to several colleges to give lectures about his country. It is his aim to interest us in Japanese culture and actualities. "We as a little country have to be interested in what is going on in other nations of the world, particularly in the leading ones like the U.S.A. American people are not so much concerned about what happens in the smaller countries, but I think they should be. There are so many misunderstandings between Japan and America, just because we do not know enough about each other."

His second aim here is to get in touch with the students in informal talks. "Where is your student union?" "Do I have to sit at the table for faculty members every day?" were some of his questions. He certainly will appreciate the opportunity to meet as many different students as possible.

When I asked Mr. Shinoda whether he plans to return to



Lecturing—Professor T. Shinoda speaks to the Asian Studies class.

Japan or to stay in the States, he said, "I think I'll go back and forth like I have done until now. Both countries have much in common, both are highly mechanized and industrialized. I do not feel a big difference in their ways of living. Maybe their recreation is a little bit different. We Japanese like much better to be active in sports than to watch others on the television like Americans!" Knowing that he is involved in skiing, mountain-climbing, swimming and basketball, one easily believes this.

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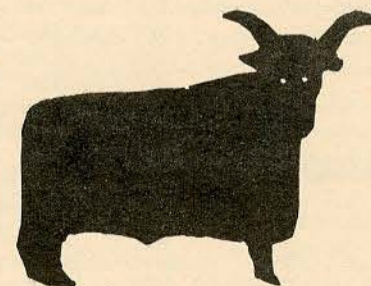
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Tutorial program

Freckle faced boy improves his spelling and makes an 'OK'

by Mackie Silverman

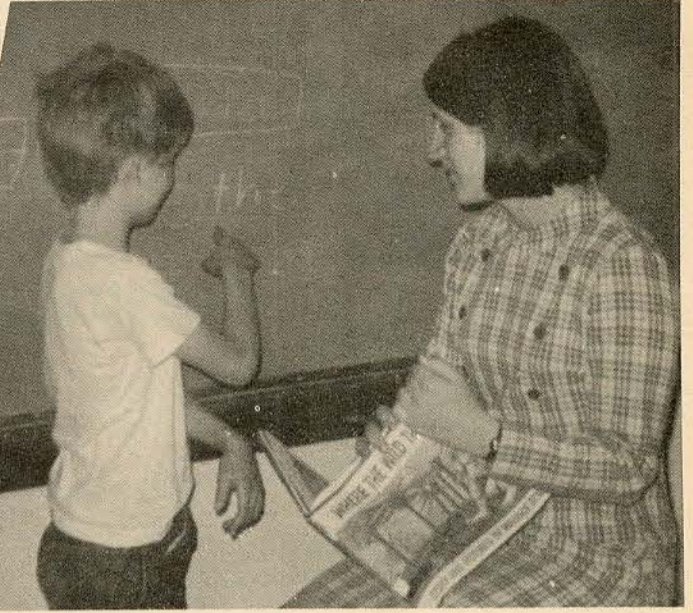
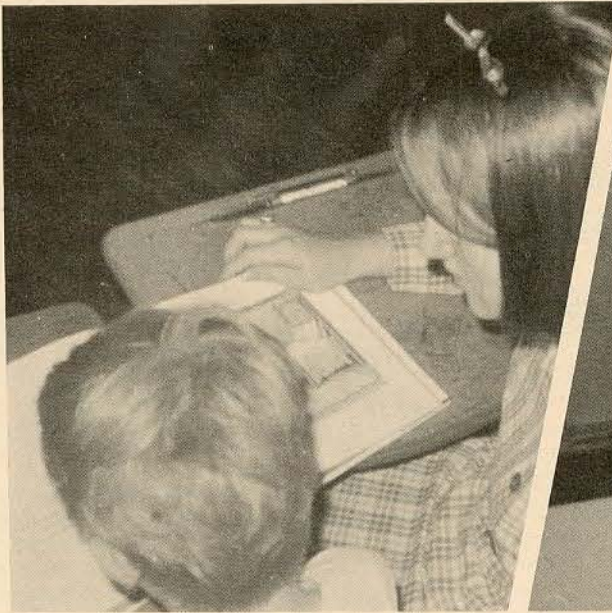
A stocky, freckled-face boy picks up his spelling book and follows obediently down the hall. He confessed, "I never made an ok in my life." Spelling is his "worstest" subject because he never learned to sound out words. The shy little girl has trouble with fractions. Last year she was one student in a class of 37 and her teacher just couldn't give her all the individual help she needed.

These are just two examples of problems facing some 75 LC students who tutor at McKinley, Lincoln, and Blackhurst elementary schools. This is the first year for the tutoring project which is completely independent of any college organization. It was initiated by Bobbie Langenberg, chairman of the tutorial, and Linda Mandeville, president of SEA, who, at the suggestion of Miss Lichliter, attended a tutorial conference at Oberlin College last March.

Girls volunteer at least one hour a week to help a child in reading, spelling, arithmetic, or social studies, but some like Marge Matthews who will be co-chairman of the program next year with Patty Uren, spend as many as four hours a week. Marge, a junior political science and history major who tutors at Blackhurst, commented, "I spend four hours because my tutee is a special case. I think he needs a friend as much as a tutor."

The success of the program is also determined by the progress in daily work and tests according to Miss Floyd, a sixth grade teacher at Lincoln. "These children are selected for tutoring," she said, "whose backgrounds give them little help in the Language Arts area. Any individual attention will help in the big jump to junior high."

One of the major problems of the program according to Linda Mandeville, is that some girls do



Spelling—Emily Vance aids Leonard Lynn, a student at McKinley School, in his spelling. Emily participates in the Lindenwood tutorial program in conjunction with the elementary school.

not take their tutoring seriously. "It is important that every tutor is aware of her responsibility and, if she is unable to tutor on a particular day, she should notify her tutee."

Because the program is still so young, it is difficult to determine its over-all success, but the relationships with the children, the link with St. Charles through community service, and the enthusiasm the participants feel are good indications that the project is a worthwhile one.

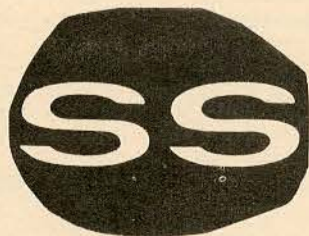
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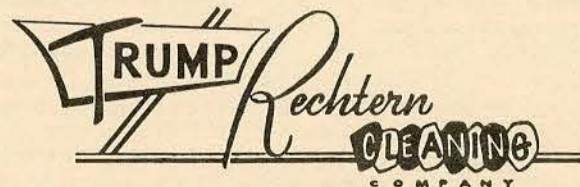
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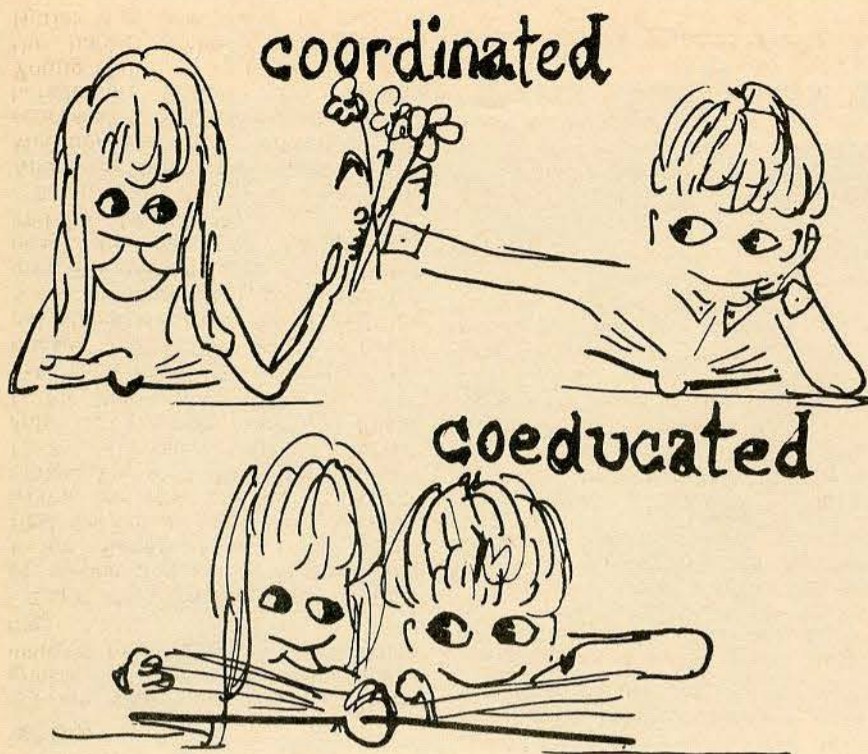


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PICK-UP AND DELIVERY AT THE BOOK STORE



Gettysburg takes on New twist After four Score, Seven Years

by Robert Ewegen
Editor, Colorado Daily

(CPS) (As presented by Little Boy Johnson, president of the United States and grandson of a former President whom we all know and love. The address was delivered at the dedication of the American military cemetery "Gettysburg East," outside of Saigon in the year 2054.)

Mah Fellow Americans:

Foah score and seven yeahs ago, my grandfather brought forth upon this continent of Asia a new political concept, conceived in expediency and dedicated to the proposition that we are better dead than red. Now we are engaged in a Great Society (oops, I mean a Great Civic War), and for that matter, have been engaged in that Great Civil War for four score and seven years now, testing whether that concept of a permanent American military presence in Asia or any concept so ill-conceived and so ineptly executed, can long endure.

We are met on a great battlefield of that war, a battlefield where General Ky was overthrown by General Hee, where General Hee was overthrown by General Me, where General Me was overthrown by General Wee, where General Wee was overthrown by General Gee, and so forth through the 56 different coups that finally culminated last spring in General Flea's government, which we are now convinced is in a position to bring this nation the political stability that is so necessary if we are to begin so effective-

ly roll back the aggression of the north.

Excuse me folks, I just received an urgent note. (Oh no, not again.) Hrrumph. What I meant was the 57 coups which finally culminated in General She's coup three minutes ago which we are finally convinced is in a position to at last offer this nation the political stability that is . . .

Hmmrph. Be that as it may. We have come to dedicate this battlefield as a fitting memorial to the light to moderate losses that our forces have sustained over the past 87 years so that my grandfather and his successors could test the theory that the way to bring Hanoi to the peace table was to escalate further.

It is altogether fitting and proper that we should do this, and anyone who thinks otherwise is a nervous nellie and probably a traitor besides and simply helping to prolong the war.

The world will long note and long remember what we did here, probably because we will still be doing it, but the world will probably never understand WHY we did it.

And frankly, I'm fed up with that kind of idiotic questioning emanating from the capitals of the world over the last nine decades!

I DON'T CARE WHY WE ARE HERE! THE POINT IS WE ARE HERE AND IT'S TOO LATE TO PULL OUT NOW! WE ARE GOING TO STAY HERE! WE ARE GOING TO ESCALATE! THIS UNPatriotic PRACTICE OF DEFERRING GRANDFATHERS HAS TO STOP SO THAT WE CAN BUILD UP OUR TROOP COMMITMENT TO 68,000,000 MEN. ONLY THEN WE WILL HAVE A STRENGTH RATIO OF 84 TO 1 NECESSARY TO PUT DOWN THIS INSURRECTION.

And as long as I am president, mah fellow Americans, I promise you this: we shall not withdraw, I promise that this nation, under me, shall have a new birth of conformity (boy will we shut up those peaceniks) and that government of consensus, by manipulation for the sake of saving face shall not perish from the earth, although admittedly the population might.

Susan Burns

Men on campus

A Question of Validity

The students have voiced an opinion in favor of a coordinate men's college, an idea tossed around in administrative quarters for years. A decision should be forthcoming.

We question the validity of the very concept of a coordinate men's college. How can two schools situated on the same Missouri cornfield remain independent? After sharing library, study, and recreational facilities, the term "coordinate" will be merely a label. Ultimately, coordination becomes coeducation and the decision is reduced to a game of semantics.

Realistically, the choice is either Lindenwood College as a college for women or as a coeducational institution.

Outgoing prexy talks of integrity, courage, strength

I was founded in 1827, and the Legislative Charter of Missouri which incorporated me as Lindenwood Female College in 1853 is my birth certificate. The education of young women is what I offer and in doing this I am many things, and many people. I AM LINDENWOOD.

I am 800 living souls—and the ghosts of hundreds who have worked to develop and strengthen me.

I am Mary Easton Sibley, founder, owner, and administratress and I am Reverend A. C. Schenck, first president. My land was selected in 1828, by Major George Sibley. I am the Reverends Robert Irwin, George Frederick Ayres, John L. Roemer, and Dr. Franc L. McCluer.

I remember the original log houses, Jubilee Hall, and the Original Sibley Hall. During WW II the S. S. Lindenwood was named for me. My people have worked for peace, for education, for charity, and for the church.

I am the Lillie P. Roemer Fine Arts Building, the Gables, and McCluer Hall. My educators are represented in Parker Hall and my benefactors in Butler, Niccolls, and Young Halls. I am the golf course, the hockey field, the graveyard, Butler Way, and the front gate.

I am big. I represent people from the Atlantic to the Pacific,

from Canada, the Persian Gulf, El Salvador, and the Netherlands. My people also come from Cyprus, the Canal Zone, India, Japan, Mexico, and South Africa.

You can look at me and see my strong trees, and my well loved swings. In spring you can see my people studying outside in the sun, and in December you can see them together at the Christmas Vesper Service in candlelight.

I am jean suppers, mixers, and intramural games. My people are secret pals, participate in chaos and carnival, and enjoy gridiron, Orchestis, the College Choir, and plays.

My people represent religion, although the religions vary. There are Buddhists, Hindus, Moslems, Greek Orthodox, Russian Orthodox, as well as those of the Jewish and Christian faiths. My people's services include fund-raising, tutorial, social service, and individual contributions to the community. Mrs. Edith Everist, a head resident, was one of my most important contributors.

I am a student government of, for, and by the people. I pledged my support to the elected head in 1940, as I will do now in 1967.

Yes, I am Lindenwood, and these are the things that I am. I was born to educate young women, to consider each student as an adult with the privilege of self-direction, tempered by the sense of responsi-

bility necessary to community living, and God willing, in this endeavor I will spend the rest of my days.

May I possess always the integrity, the courage, and the strength to keep myself alive and free and to remain a strong self-government.

This is my wish, my goal, my prayer in this year of 1967—one hundred and forty years after I was born. And then . . .



THE BARK

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FIRST IN THE BARK - 1967-68 CLASS SCHEDULE

Pre-Registration set for April 19,20

All returning students will be contacted by mail to schedule an appointment for pre-registration. Students not contacted by mail should make an appointment with one of the following faculty members.

Miss Banks, Dr. Barnett, Mrs. Bittner, Miss Boyer, Dr. Bornmann, Mrs. Butzow, Dr. Conover, Dr. DeWulf, Dr. Doherty, Mr. Feely, Mr. Hendren, Dr. Hood, Mrs. Huesemann, Mr. Hume, Dr. Johnson, Miss Lichliter, Dr. Little, Dr. Moore, Mr. Murdock, Miss Purnell, Dr. Rechtern, Dr. Richey, Miss Ross, Dr. Thomas, Mrs. Thomas, Dr. Toliver, Dr. Williams or Mr. Wehmer.

Registration for January courses will be held in October.

The Bachelor of Arts Degree Program

1. Students presently in the Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Music, and Bachelor of Music Education may continue in these programs. Students in Bachelor of Arts degree programs may continue under their present requirements or elect the new program requirements.

2. The new curriculum for the Bachelor of Arts degree has the following requirements distributed over the four years:

- a. A total of 34 courses required for graduation.
- b. Two courses in the Freshman Common.
- c. Six courses from among divisional electives—two from each of the three divisions, Humanities, Social Science, and Natural Science.
- d. Two one-fourth courses in Physical Education taken in the freshman year.
- e. One course in a divisional or departmental senior synthesis.
- f. Eight to twelve courses in an area of concentration—no more than twelve courses from a single department may count toward graduation, although more may be taken.
- g. Two to four courses outside the area of concentration but within the division of the major will be required by the Division.
- h. Proficiency in a foreign language or the successful completion of four courses in a specific language.

3. All returning students may take advantage of the new curriculum. This means:

- a. Equating the general education courses already completed to the new requirements of divisional electives.
- b. Electing courses in the Freshman Common or the Senior Synthesis if desired, although there is no requirement to do so. **(A special section of the Freshman Common will be set aside next year for sophomores and juniors who wish to participate in the program. Senior Synthesis courses will be available to seniors.)**
- c. Computing the number of courses remaining before graduation in the following manner: (All of these are exclusive of Physical Education.)
 - (1) Next year's sophomores: 25-27 courses.
 - (2) Next year's juniors: 16-18 courses.
 - (3) Next year's seniors: 8-9 courses.
- d. Determining individually the programs of those who wish to finish their degrees in a time shorter than four years. (Every effort will be made to enable a student who wishes to do so to accelerate her program if it is possible. Summer session opportunities should be taken into consideration.)

4. Returning sophomores who have not started a foreign language but who wish to work for the B.A. degree may do so by electing the language courses and by considering 27 courses as the number remaining before graduation.

5. Every effort will be made to assist students in adapting their programs to the new calendar. Scheduling conflicts which might work an undue hardship on a student will be resolved on an individual basis.

Explanation of Course Numbers

0 - 99	These numbers are reserved for fractional courses not involving independent study
191, 192, 193, 194	Independent study OFF campus with the final digit indicating the fraction of full-course credit to be earned (1-4, 2-4, 3-4, 4-4)
100 - 189	Exploratory Divisional courses
200 - 289	Courses open to all students without prerequisites
291, 292, 293, 294	Independent study ON campus with the final digit indicating the fraction of full-course credit to be earned (1-4, 2-4, 3-4, 4-4)
300 - 389	Courses requiring prerequisites
394	A full course of study for seniors which may be used as an honors project
400	Senior Synthesis course

Key to Class Schedule Listings

Courses are listed by Department in the following order: **Course number—Title; Instructor—hours and days class meets.**

On courses carrying less than full course credit, the fractional credit is indicated in parenthesis.

All courses carry full course credit unless otherwise indicated.

Freshman Common Course

Fall Term

101—Dynamics of the Twentieth Century; Staff—8,9,10,11 MTh

Spring Term

102—Dynamics of the Twentieth Century; Staff—8,9,10,11 MTh

Course Description

The Freshman Common Course will seek to engage the student in the revolutionary changes of our time as they are illuminated by the sciences, the humanities, and the social sciences. Because two complete mornings a week have been set aside for it, it will be possible to disregard normal scheduling and meet as the particular topics and materials demand.

The course will operate on two levels. A plenary level will bring the entire group together on a fairly regular basis throughout the two long terms for lectures, films, debates, panel discussions, and guest speakers. This series will be deliberately planned to probe the dynamic changes that characterize the twentieth century in every aspect of life. Students will also be divided into nine discussion groups, led by nine members of the faculty, three from each of the academic divisions: the humanities, the natural sciences, and the social sciences. In these groups, students will consider materials which analyze and probe into twentieth-century change from the vantage points of the various disciplines. A rotation system will send the student through three of these discussion groups during the year, one representing each of the three divisions. In these small groups, particular materials will be read, discussed, refuted, debated, and confirmed, and a great deal of writing will occur as students themselves come to deal with these issues. A final portion of the year will be used for directed independent study on topics chosen by students.

From this dual approach, we hope to provide insight into the many-faceted concerns of contemporary society, to by-pass the arbitrary compartments of modern knowledge, and to catch a glimpse of the unity of learning. We hope also that this new approach to modern knowledge will provide a real focus to the year at Lindenwood, giving us the opportunity to realize the deal of a **community** of learning.

Because we think that this course will be different, challenging, and immensely interesting, a section will be available for any of next year's sophomores and juniors who wish to take it.

Art

Fall Term

200—Introduction to Art; Kanak—2,3 MTThF

201—Drawing, Design

Section 1, Buck—1,2 MTThF

Section 2, Wehmer—3,4 MTThF

301,303,305—Drawing, Painting

Section 1, Kanak—8,9,10,11 MTh

Section 2, Wehmer—8,9,10,11 TF

311,313,315—Drawing, Graphics

Section 1, Wehmer—8,9,10,11 MTh

Section 2, Kanak—8,9,10,11 TF

321,323,325—Drawing, Sculpture

Section 1, Buck—8,9,10,11MTh

Section 2, Buck—8,9,10,11 TF

350—Oriental Art; Hendren—8,9 MTh

351—Italian Renaissance; Hendren—10,11 MTh

353—Pre-Columbian Art; Slayman—10,11 MTh

354—19th Century Art; Slayman—1 MTThF

357—Ancient Art Greece & Rome; Slayman—3 MTThF

January Term

360—Studio and Art History Seminar in Mexico

370—Literature and Art Seminar in Florence, Italy

380—Literature and Art Seminar in New York City

Spring Term

200—Introduction to Art; Kanak—2,3 MTThF

202—Drawing, Design

Section 1, Buck 1,2 MTThF

Section 2, Wehmer—3,4 MTThF

302,304,306—Drawing, Painting

Section 1, Kanak—8,9,10,11 MTh

Section 2, Wehmer—8,9,10,11 TF

312,314,316—Drawing, Graphics

Section 1, Wehmer—8,9,10,11 MTh

Section 2, Kanak—8,9,10,11 TF

322,324,326—Drawing, Sculpture

Section 1, Buck—8,9,10,11 MTh

Section 2, Buck—8,9,10,11 TF

355—Twentieth Century Art; Staff—1 MTThF

356—Baroque Art; Staff—10,11 MTh

Biology

Fall Term

101—General Biology

Section 1, Vokoun—1,2 TTh; 1 M

Section 2, Talbot—1,2 TTh;3 M

Section 3, Vokoun—3,4 TTh;1 M

Section 4, Talbot—3,4 TTh;3 M

Biology—(continued)

- 303—Comparative Anatomy; Talbot—9 M;8,9 TTh
305—Physiology; Grundhauser—1 M;10,11 TF
313—Microbiology; Grundhauser—2 M;1,2 TTh

January Term

- 315—Plant Survey; Rechtern
390—Independent Study

Spring Term

- 102—General Biology
Section 1, Rechtern—1,2 TTh;1 M
Section 2, Talbot—1,2 TTh;3 M
Section 3, Rechtern—3,4 TTh;1 M
Section 4, Vokoun—3,4 TTh;3 M
252—Cultivated Plants; Rechtern—10 M;10,11 T;10,11 Th
304—Comparative Anatomy; Talbot—9 M;8,9 TTh
308—Genetics; Vokoun—1 M;1,2 T;1 Th
312—Parasitology; Talbot—10,11 M;10 T;10,11 F
314—Radiobiology; Grundhauser—2 M;1,2 TTh
400—Senior Synthesis; Grundhauser—3,4 MTh

Chemistry - Physics

Fall Term

CHEMISTRY

- 151—General Chemistry
*Section 1, Bornmann—2,3 M;2,3,4 T;2 F
*Section 2, Bornmann—2,3 M;2,3,4 Th;2 F
**Section 3, Staff—2,3 M;2,3,4 T;2 F
**Section 4, Staff—2,3 M;2,3,4 Th;2 F
353—Chemical Equilibria; Willis—8,9,10,11 M;8,9 Th
361—Organic Chemistry; Staff—8,9,10,11 T;8,9 F
371—Physical Chemistry; Staff—10 MTF;9,10,11 Th
*—Open only to students who have had high school chemistry.
**—Open only to students who have NOT had high school chemistry.

PHYSICS

- 303—General Physics; Staff—1 MThF;9,10,11 T

January Term

- 200—Frontiers of Space
291—Special Program (¼)
292—Special Program (½)
293—Special Program (¾)
294—Special Program (Full Course)

Spring Term

CHEMISTRY

- 152—General Chemistry II
Section 1, Bornmann—2,3 M;2,3,4 T;2 F
Section 2, Bornmann—2,3 M;2,3,4 Th;2 F
Section 3, Bornmann—2,3 M;2,3,4 T;2 F
Section 4, Bornmann—2,3 M;2,3,4 Th;2 F
354—Quantitative Analysis; Willis—8,9,10,11 MTh
360—Introductory Organic Chemistry; Staff—2,3 MTh;2 TF
362—Organic Chemistry; Staff—8,9,10,11 T;8,9 F
372—Physical Chemistry; Staff—10 MTF;9,10,11 Th

PHYSICS

- 304—General Physics; Staff—1 MThF;9,10,11 T

Classics

Fall Term

- 165—Graeco-Roman Civilization; Toliver & Staff—10,11 TF
201—Elementary Latin; Nisbet—2 MTThF
203—Elementary Greek; Toliver—1 MTThF
300—Classic Archaeology; Nisbet—10,11 MTh
301—Vergil; Nisbet—3 MTThF
351—Roman Historians Toliver—2 MTThF

January Term

- 250—Classical Mythology; Toliver
260—Historians and Historiography; Nisbet

Spring Term

- 166—Roman Civilization; Toliver & Staff—10,11 TF
202—Elementary Latin; Nisbet—2 MTThF
204—Elementary Greek; Toliver—1 MTThF
252—Roman Poetry; Toliver—2 MTThF
262—Epic Traditions in the Classical World; Nisbet—10,11 MTh
302—Vergil; Nisbet—3 MTThF

Economics

Fall Term

- 101—Introduction to Economics I
Section 1, Moore—8,9 TF
Section 2, Staff—8,9 TF
301—Labor Problems and Industrial Relations; Moore—3 MTThF
303—International Economic Relations; Staff—1 MTThF

January Term

- 200—Contemporary Economic Institutions and Problems; Moore

Spring Term

- 102—Introduction to Economics II; Moore—8,9 TF
104—Consumer Economics; Moore—10,11 TF
202—Statistics; Staff—10,11 MTh

Economics—(continued)

- 302—Money and Banking; Staff—3 MTThF
304—Economic Development; Staff—1 MTThF

Education

Fall Term

- 30 C—Methods of Teaching Secondary Mathematics (½); Beasley—10,11 M
30 D—Methods of Teaching Foreign Languages (½); Crowley—TBA
30 E—Methods of Teaching Social Studies (½); Clevenger—4 MTh
200—Education in American Culture; DeWulf—1 MTThF
300—Strategies & Tactics for Secondary Teaching; Carpenter—10,11 TF
301—Strategies & Tactics for Secondary Teaching; Carpenter—2 MTThF
303—A Study of Teaching, Elementary Level (1) Banks—10,11 MTh
350—Student Teaching (2)—4 M

January Term

- 14—Art in Elementary Schools (½); Banks
10—Children's Literature (½); Banks

Spring Term

- 8—School Organization (½); DeWulf—2 TTh
12—Music in the Elementary School (½); G. Bittner—8 MTh
16—Math in the Elementary School (½); Beasley—10,11 M
30 F—Methods of Teaching Speech (½); McCrory—TBA
30 G—Methods of Teaching Business Subjects (½); Purnell—TBA
74—Physical Education in the Elementary School (½) Amonas—4 MTh
301—Strategies & Tactics for Secondary Teaching; DeWulf, Carpenter—10,11 TF
306—Teaching of Reading; Banks—10,11 MTh
350—Student Teaching (2)—4 M

English

Fall Term

- 111—World Art and Literature
Section 1, Minetree—10,11 TF
Section 2, Clark—10,11 TF
Section 3, Fields—10,11 TF
Section 4, Vinson—10,11 TF
211—Writer's Workshop; Minetree—3,4 TF
213—The Essay; Clark—3,4 MTh
221—English Poetry: Theme & Form; Vinson—10,11 MTh
225—British Novel I; Clark—1 MTThF
228—English Literature & The Courtly Code; Feely—10,11 TF
231—American Literature I; Fields—1 MTThF
233—Shakespeare I & English Drama, 1600-1642; Feely—10,11 MTh
235—Modern Drama; Vinson—8,9 MTh
237—Ovid, Ficino and the Renaissance Makers; Feely—3,4 MTh
325—History of the English Language; Barnett—3,4 TF
327—Classical Foundations of Literary Criticism; Barnett—2 MTThF

January Term

- 210—Writer's Roundtable; Minetree
220—Mythological Conventions in Renaissance Art & Literature—(Off Campus)
230—Contemporary Drama; Vinson—(Off Campus)
240—American Literature, New York City; Fields—(Off Campus)
251—Modern and Post-Modern Poetry; Barnett

Spring Term

- 112—World Art and Literature
Section 1, Minetree—10,11 TF
Section 2, Clark—10,11 TF
Section 3, Fields—10,11 TF
Section 4, Vinson—10,11 TF
212—Writer's Workshop II; Minetree—3,4 TF
223—Comedy; Vinson—10,11 MTh
226—British Novel II; Clark—1 MTThF
229—17th Century Metaphysicals; Feely—10,11 TF
232—American Literature II; Fields—1 MTThF
234—Shakespeare II; Feely—10,11 MTh
236—Modern Fiction; Vinson—8,9 MTh
328—20th Century Criticism; Barnett—2 MTThF
400—Senior Synthesis—Humanities; Feely—3,4 MTh

History - Geography

Fall Term

- 101—Europe and The World; Merideth—8,9 TF
205—U.S. History to 1877; Caine—3 MTThF
213—Diplomatic History of U.S. to 1900; Caine—8,9 TF
217—Contemporary America; Caine—8,9 MTh
221—The Early Middle Ages; Merideth—1 MTThF
231—Classical Europe: The Old Regime; Merideth—2 MTThF
250—Latin America; Clevenger—10,11 TF

January Term

- 227—Studies in the Renaissance; Merideth
340—War and Peace in the Twentieth Century; Hood
360—The West in American History; Caine
370—The Welfare State in America; Clevenger

Spring Term

- 102—Europe and The World; Merideth—8,9 TF
206—U.S. History Since 1877; Caine—3MTThF
209—Colonial and Revolutionary America; Caine—8,9 MTh

History - Geography—(continued)

- 214—Diplomatic History of U.S. Since 1900; Caine—8,9 TF
222—The High Middle Ages; Merideth—1 MTThF
232—The French Revolution and Napoleon; Merideth—2 MTThF
260—Far East; Clevenger—10,11 TF

Geography

Spring Term

- 201—Principles of Geography; Clevenger—2 MTThF

Mathematics

Fall Term

- 30 C—Secondary Mathematics Methods ($\frac{1}{2}$); Beasley—10,11 M
101—Concepts of Mathematics
Section 1, Huesemann—3 MTThF
Section 2, Murdock—1 MTThF
151—Mathematical Analysis I
Section 1, Huesemann—1 MTThF
Section 2, Huesemann—2 MTThF
Section 3, Beasley—4 MTThF
161—Finite Mathematics; Beasley—3 MTThF
303—Mathematical Analysis III; Staff—2 MTThF
305—Mathematical Analysis V; Staff—4 MTThF
321—Algebraic Structures I; Staff—3 MTThF
351—Numerical Analysis I; Murdock—2 MTThF
380—Seminar (Credit to be determined); Staff—1 W

January Term

- *280—Special Topics in Mathematics; Staff—
200—Introduction to Computer Science; Staff
Trigonometry (No Credit); Huesemann
* Specific subject matter will be announced prior to registration each year.

Spring Term

- 16—Elementary Mathematics Methods ($\frac{1}{4}$); Beasley—11 MTh
102—Concepts of Mathematics
Section 1, Huesemann—3 MTThF
Section 2, Murdock—1 MTThF
152—Mathematical Analysis II
Section 1, Huesemann—1 MTThF
Section 2, Huesemann—2 MTThF
Section 3, Beasley—4 MTThF
Section 4, Beasley—3 MTThF
304—Mathematical Analysis IV; Staff—2 MTThF
307—Complex Analysis I; Staff—4 MTThF
330—Modern Geometry; Staff—3 MTThF
352—Numerical Analysis II; Murdock—2 MTThF

Modern Languages

Spanish

Fall Term

- 30 D—Methods of Teaching Languages ($\frac{1}{2}$) Crowley—TBA
205—Elementary Spanish; Staff
Section 1—1 MTThF
Section 2—2 MTThF
Section 3—3 MTThF
*300—Spanish Readings; Staff
Section 1—1 MTThF
Section 2—3 MTThF
*310—Spanish Conversation; Staff
Section 1—2 MTThF
Section 2—4 MTThF
325—The Golden Age of Literature; Crowley—3 MTThF
335—Advanced Spanish Conversation; Staff—2 MTThF
345—Colonial Latin-American Literature; McClear—1 MTThF

January Term

- 194—Independent Study in Mexico or Guatemala
375—European Political Philosophers; Crowley
376—Sarmiento as an Advocate of Amas (Both) Americas; Crowley
(In collaboration with the History Department)

Spring Term

- 206—Elementary Spanish; Staff
Section 1—1 MTThF
Section 2—2 MTThF
Section 3—3 MTThF
*300—Spanish Readings; Staff—3 MTThF
*306—Spanish Composition; Staff
Section 1—2 MTThF
Section 2—4 MTThF
*310—Spanish Conversation Staff—1 MTThF
316—Hispanic and Latin-American Civilization; Staff—3MTThF
326—Spanish Romanticism; Staff—4 MTThF
336—Advanced Spanish Composition; Staff—4 MTThF
346—Modern and Contemporary Latin-American Literature; Staff—
1 MTThF

*300, 306, 310 are the Intermediate Spanish courses. Two of the three courses complete the language requirement.

French

Fall Term

- 201—Elementary French; Staff
Section 1—1 MTThF
Section 2—2 MTThF
Section 3—3 MTThF
Section 4—4 MTThF
*301—French Reading & Oral Practice; Staff
Section 1—1 MTThF
Section 2—2 MTThF
Section 3—3 MTThF
311—French Oral Practice; Staff—3 MTThF
321—History of French Civilization; Staff—2 MTThF
331—Introduction to French Literature; Doherty—1 MTThF
371—French Novel of the 20th Century; Doherty—4 MTThF

January Term

- 194—Independent Study in French-Speaking Canada
380—French Phonetics and Diction
381—Advanced French Oral Practice

Spring Term

- 202—Elementary French; Staff
Section 1—1 MTThF
Section 2—2 MTThF
Section 3—3 MTThF
Section 4—4 MTThF
*302—French Reading and Oral Practice; Staff
Section 1—1 MTThF
Section 2—2 MTThF
Section 3—3 MTThF
312—French Composition; Staff—3 MTThF
322—Contemporary French Civilization; Staff—2 MTThF
332—Introduction to French Literature; Doherty—1 MTThF
362—French Poetry of the 19th Century; Doherty—4 MTThF
* Intermediate French

German

Fall Term

- 203—Elementary German; Mudd—3 MTThF
*303—Second Year German; Mudd—1 MTThF
313—Goethe and Schiller; Mudd—2 MTThF
Advanced German Composition; Mudd—4 MTThF

January Term

- 373—Wagner und das Musik Drama; Mudd
374 The Folk Song & Folk Poem in Literature & Music;
Crowley and others

Spring Term

- 204—Elementary German; Mudd—3 MTThF
*304—Second Year German; Mudd—1 MTThF
314—German Romanticism; Mudd—2 MTThF
334—History of the German Language; Mudd—4 MTThF
* Intermediate German

Music for Freshmen and Sophomores

Fall Term

- 100—Theoretical Foundations of Music; Giron—1 MTThF
240—Techniques of Creative Listening; Little, Swingen—8,9 TF
250—Music of the 19th Century; Swingen—8,9 MTh
300—Historical & Theoretical Foundations of Music; Giron, Little—
3 MTThF
10—Instrumental Techniques: Strings ($\frac{1}{4}$); Conover—TBA
20—Choir ($\frac{1}{4}$); Staff—4 TTh
30—Vesper Choir ($\frac{1}{4}$); Staff—3 Th
40—Choralaires ($\frac{1}{4}$); Staff—3 T
50—Opera Workshop ($\frac{1}{2}$); Robbins—4 MF
Applied Music ($\frac{1}{4}$); Staff—TBA

January Term

- 194—Individual Projects in Music; Staff
230—Music Practicum; Staff
Applied Music (No Credit)

Spring Term

- 101—Theoretical Foundations of Music; Giron—1 MTThF
240—Techniques of Creative Listening; Little, Swingen—8,9 TF
260—American Music; Little—1 MTThF
301—Historical & Theoretical Foundations of Music; Giron, Little—
3MTThF
12—Instrumental Techniques: Woodwinds ($\frac{1}{4}$); Bittner—TBA
20—Choir ($\frac{1}{4}$); Staff—4 TTh
30—Vesper Choir ($\frac{1}{4}$); Staff—3 Th
40—Choralaires ($\frac{1}{4}$); Staff—3 T
50—Opera Workshop ($\frac{1}{4}$); Robbins—4 MF
Applied Music ($\frac{1}{4}$); Staff—TBA

Music for Juniors and Seniors

(The numbering systems follow the 1966-67 catalog. These courses will not be offered after 1967-1968.)

Fall Term

- 307—Modal Counterpoint ($\frac{1}{2}$); Giron—2 MTh
311—Orchestration ($\frac{1}{2}$); Giron—2 TF
313—Piano Literature & Interpretation ($\frac{1}{2}$); Little, Bittner—TBA

Music for Juniors and Seniors—(continued)

- 331—Pedagogy (½); Little—TBA
359—Masterworks of Music Literature (½); Little—10 MTh
390—Special Problem; Staff—TBA
Applied Music—TBA

Spring Term

- 308—Form and Analysis(½) Giron—2 MTh
312—Orchestration (½); Giron—2 TF
314—Piano Literature & Interpretation (½); Little, Bittner—TBA
332—Pedagogy (½); Little—TBA
360—Master Works of Music Literature (½); Little—10 MTh
390—Special Problem; Staff—TBA
Applied Music—TBA

Philosophy

Fall Term

- 155—Philosophical Thinking; Conover—8,9 TF
301—History of Ancient and Medieval Philosophy; Conover—2 MTThF
312—Seminar in Existentialism; Thomas—3,4 MTh

January Term

- 204—Personal and Social Ethical Problems; Conover

Spring Term

- 156—Aesthetics; Conover—8,9 TF
202—Logic; Ferguson—8,9 MTh
254—Ethics; Tombaugh—8,9 TF
302—History of Modern Philosophy; Conover—2 MTThF

Physical Education

Fall Term

- 50—History and Appreciation of Dance (½); Amonas—4 MTh
73—Health Education (½); Jacobson—8 TF
200—Recreational Leadership; Ross—1 MTThF
292-294—Independent Study (½ or 1); Staff—TBA
350—Adaptive Physical Education; Ross—10,11 MTh

January Term

- 70—Orientation of Physical Education (½); Jacobson
75—Techniques of Horsemanship (½); F. Bittner
77—Personal Defense for Girls (No Credit); Ross and Guest Lecturer
79—Materials and Methods of Teaching Dance (½); Amonas

Spring Term

- 72—First Aid (½); Jacobson—8 TF
74—Physical Education in Elementary Schools (½); Amonas—4 MTh
204—Camp Counseling; Ross—4,5 MTTh
304—Organization and Administration of Physical Education; Ross—
1 MTThF

Political Science

Fall Term

- 101—U. S. Government; M. Little—8,9 TF
201—State and Local Government; Clevenger—8,9 TF
211—Comparative Politics; M. Little—1,2 TF
275—Political Philosophy of Aristotle; Williams—1,2 MTh
315—19th Century Political Theory; Williams—10,11 MTh
320—Theories of Elitism—Political Effects; Williams—10,11 TF

January Term

- 250—Problems of American Democracy; Williams
270—Political Elitism and Social Change; M. Little

Spring Term

- 212—Comparative Politics; M. Little—1,2 TF
244—American Political Thought—Origins and Transitions; Williams
1,2 MTh
260—Recent Foreign Policies of the U.S.; M. Little—8,9 TF
316—20th Century Political Theory and Practice; Williams—10,11 MTh
360—International Relations; Brown—8,9 TF
380—Seminar: The Intellectual and The Modern State; Williams—10,11 TF

Psychology

Fall Term

- 100—Introduction to Psychology
Section 1, Staff—8,9 TF
Section 2, Staff—2 MTThF
Section 3, Staff—4 MTThF
300—Social Psychology; Staff—8,9 MTh
310—Child Psychology I; Wilhour—1 MTThF
330—Theories of Learning; Staff—10,11 MTh
332—Theories of Motivation; Carpenter—10,11 MTh
350—Psychological Systems; Richey—2 MTThF

January Term

- 316—The Child in Middle Class America; Wilhour
324—Psychological Measurements; Staff
342—Theories of Personality; Staff
346—Visits to Psychological Services Agencies; Carpenter

Spring Term

- 100—Introduction to Psychology
Section 1, Staff—8,9 TF
Section 2, Staff—2 MTThF
Section 3, Staff—4 MTThF
312—Child Psychology II; Wilhour—1 MTThF
314—Exceptional Children; Carpenter—10,11 MTh

Psychology—(continued)

- 340—Abnormal Psychology
Section 1, Richey—3 MTThF
Section 2, Staff—8,9 MTh
344—Counseling Psychology; Staff—10,11 MTh

Religion

Fall Term

- 151—Traditions and Dissent in the Old Testament; Thomas—10,11 TF
200—Religions in America; Johnson
Section 1—2 MTThF
Section 2—3 MTThF

- 305—The Meaning of Paul for Today; Johnson—10,11 MTh

January Term

- 210—Belief and Unbelief; Thomas
220—The Spirit of Protestantism; Johnson

Spring Term

- 152—Introduction to Literature and Religion of the New Testament
Johnson—10,11 TF

- 200—Religions in America; Johnson—2 MTThF
308—Introduction to Christian Education; Johnson—10,11 MTh
310—Comparative Religion; Thomas - Conover—1 MTThF

Secretarial Institute

Fall Term

- 60 A—Typewriting (Beginning) (½); Purnell—3 MTThF
60 B—Typewriting (Intermediate) (½); Purnell—1 MTThF
255—Accounting; Staff—10,11 TF
260—Business Law; Staff—8,9 MTh
261—Elementary Shorthand; Purnell—2 MTThF
363—Advanced Shorthand; Purnell—10,11 MTh

January Term

- 250—Basic Business Concepts; Purnell

Spring Term

- 60 B—Typewriting (Intermediate) (½); Purnell—3 MTThF
60 C—Typewriting (Advanced) (½); Purnell—1 MTThF
256—Accounting; Staff—10,11 TF
262—Elementary Shorthand; Purnell—2 MTThF
353—Office Machines and Records Management; Purnell—10,11 MTh
366—Professional Dictation (½); Purnell—TBA

Sociology

Fall Term

- 100—Cultural Anthropology; Roman—10,11 TF
102—Basic Concepts of Sociology
Section 1, Roman—8,9 TF
Section 2, Staff—1 MTThF
308—Sociology of Metropolitan Regions; Staff—8,9 TF
315—Social Welfare Institutions; Staff—10,11 MTh

January Term

- 322—The Family; Roman

Spring Term

- 102—Basic Concepts of Sociology
Section 1, Roman—8,9 TF
Section 2, Staff—1 MTThF
302—Social Problems; Roman—10,11 TF
310—Social Organizations: Small & Large Groups; Staff—8,9 TF
320—Social Thought and Theory; Staff—10,11 MTh

Speech

Fall Term

- 50—Principles of Broadcasting (½); Boyer—2 TF
61—Scenic Art (½); Hume—8,9 MTh
70—The Speech-Handicapped Child (½); Boyer—2 MTh
171—History of the Theatre I; Hume—10,11 TF
241—Literary Interpretation I; McCrory—1 MTThF
251—The Actor and The Theatre; Hume—2 MTThF
261—Phonetics; Boyer—3 MTThF
271—Speech in Broadcasting; Boyer—10,11 MTh
292,293,294—Independent Study; Staff

January Term

- 194—Internships; Staff
240—Studies in Persuasion; McCrory
250—Chancel Drama; Hume
260—The Art of Television; Boyer
292,293,294—Independent Study; Staff

Spring Term

- 50—Principles of Broadcasting (½); Boyer—2 TF
62—Scenic Art (½); Hume—8,9 MTh
172—History of the Theatre II; Hume—10,11 TF
232—Public Address McCrory—3 MTThF
280—Mass Communication in Society; Boyer—3 MTThF
304—Speech Therapy; Boyer—10,11 MTh
Prerequisite: Speech 261
341—Literary Interpretation; II McCrory—1 MTThF
Prerequisite: Speech 241
351—The Complete Theatre; Hume—2 MTThF
Prerequisite: Speech 251

BRING THIS SCHEDULE WITH YOU TO PRE-REGISTRATION