

Lindenwood College
Bulletin



1967-1968

CATALOG ISSUE, AUGUST 1967 • VOLUME 140, NO. 11 • ST. CHARLES, MISSOURI

Lindenwood College 1967-1968



VISITING LINDENWOOD COLLEGE

A personal interview is a valuable part of the admissions process. The student should visit the campus if it is at all possible.

The Admissions Office, located on the first floor of Roemer Hall, is open for interview purposes from 9:00 a.m. until 11:30 a.m. and 1:00 p.m. until 4:00 p.m. Monday through Friday during the entire year. The office is also open on Saturday mornings from 9:00 a.m. until noon during the academic year. When possible, prospective students are encouraged to visit when the college is in session.

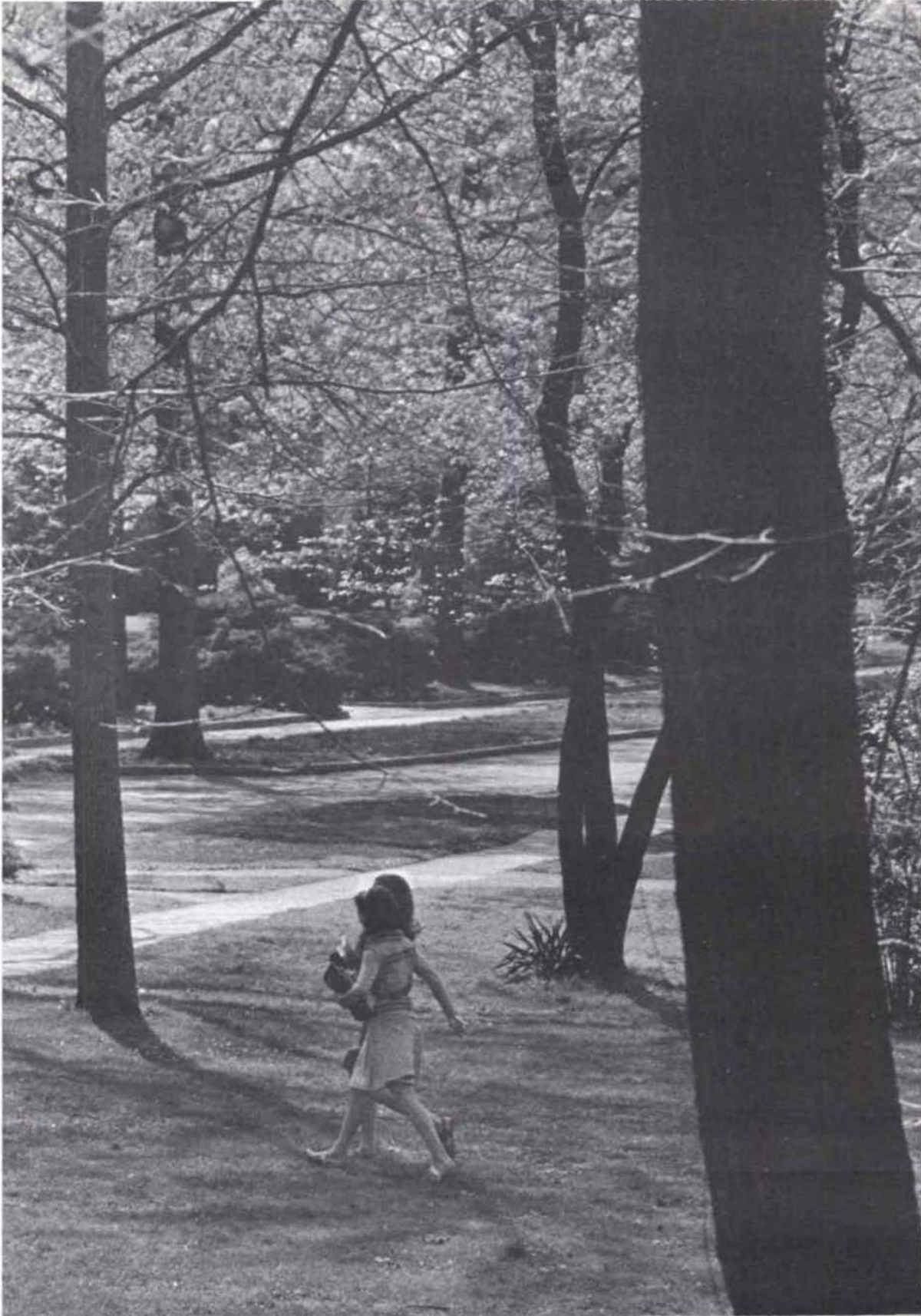
Students are urged to make an appointment approximately two weeks in advance of their arrival. By doing this, students and their parents are assured of having sufficient time to discuss their educational plans with a member of the Lindenwood College Admissions Staff.

(Index Begins on Page 153)



*Catalog for the
Academic Year 1967-68*

LINDENWOOD *is a four year, fully accredited liberal arts college for women. The oldest women's college west of the Mississippi, Lindenwood is related to the United Presbyterian Church in the USA, and enrolls approximately 700 students of all faiths. The college is currently admitting upper division men students to the college's Undergraduate Center for the Study of Mathematics.*



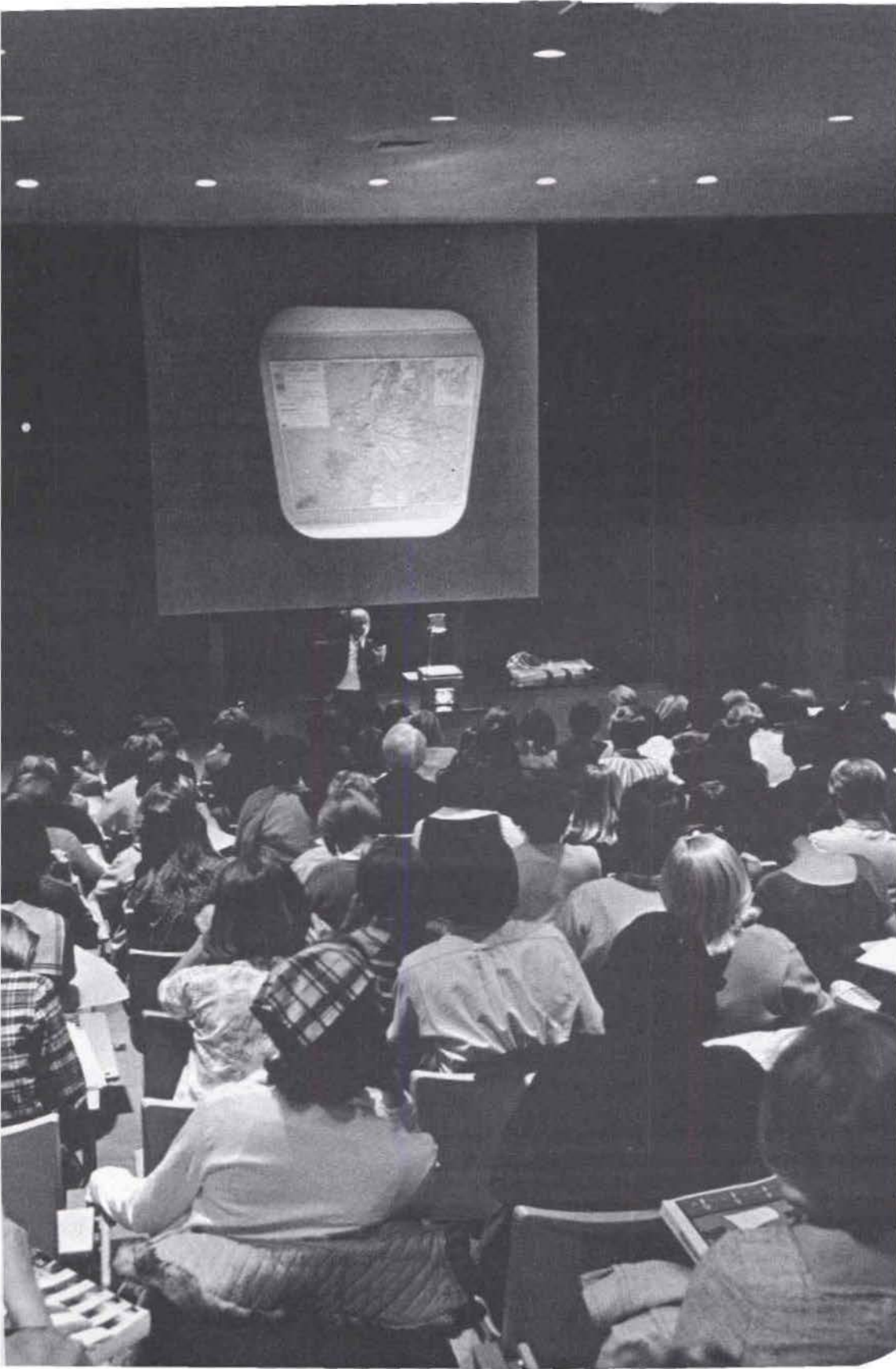
As a private, independently endowed college, Lindenwood views its commitment to the liberal arts as the essence of all that it does. In a time when college students must be educated to live part of their lives in the twenty-first century, those studies which give resilience to the mind claim primary importance. In a time when social, economic, and cultural changes are everyday realities, higher education must be more than preparation in specialized areas among the occupations and professions of the current decade.

The objective of the Lindenwood program in the liberal arts is to send into the world graduates with a knowledge of the past in terms of its relevance to the future, with minds stretched and nourished by the challenges of a variety of intellectual disciplines, with skills and comprehension enabling them to confront change fearlessly, and with an awareness of man's unique capability for guiding his own destiny.

Lindenwood's educational program consists of an integrated body of studies embracing the knowledge and the skills basic to contemporary life. There are

three divisions in the curriculum: Humanities, Social Sciences, and the Natural Sciences and Mathematics. In the interest of understanding the inter-relationship of all knowledge, the student takes some work in all of the divisions. One of these divisions, however, is chosen as a major and a further refinement occurs with the choice of a departmental area of concentration where the student makes in-depth studies, participates in research and experimentation, and acquires the discipline which prepares the graduate for an occupation or profession.

Classroom, laboratory, and library study are continuously challenged by reference to events and situations outside the college. Lindenwood's curriculum extends beyond the campus, encompassing independent study and research, workshops, symposiums, student colloquies, tours, and international study programs. If the individual student is to develop the independence and the creativity needed in these times, opportunities must be provided to put newly discovered concepts into practice. There must be occasions to test, to re-examine, to revise. For these reasons, the intellectually challenging extra-curricular experiences of the Lindenwood program are also integral to the liberal arts objectives of the college.



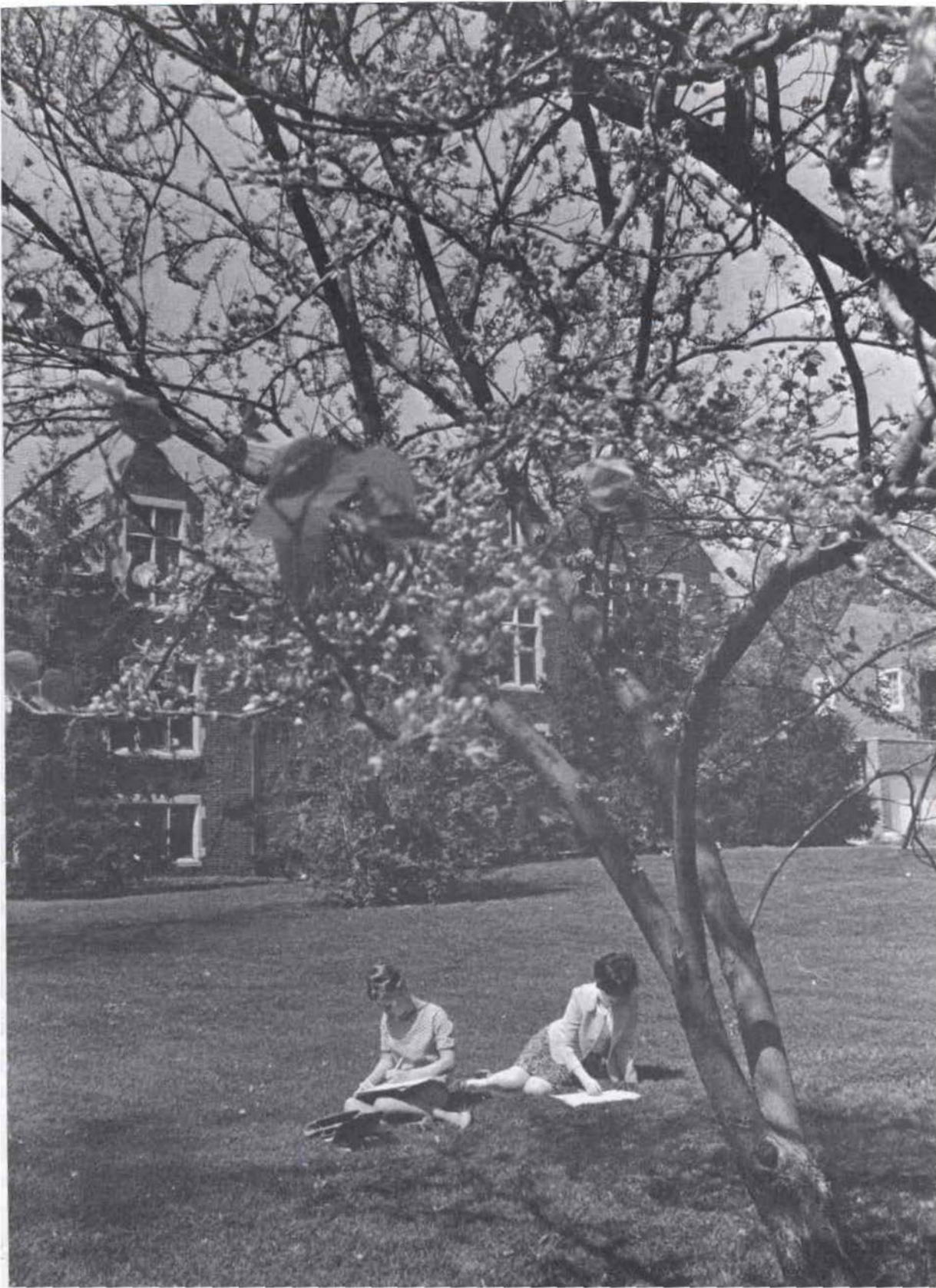
THE ACADEMIC PROGRAM

The academic purposes and ideals of Lindenwood College are given form and substance by a carefully designed liberal arts curriculum and academic calendar. These ideals have led to a strong emphasis on the responsibility of the college to motivate each student to her highest level of achievement. This calendar and curriculum make it possible for the student to construct a personal learning program which is related to her own vital concerns.

THE CALENDAR

The college has adopted a 4-1-4 calendar which concentrates the student's attention and effort on four subjects rather than five each regular term, using four class sessions a week rather than three (or two double sessions where it is advisable to have longer uninterrupted periods of time).

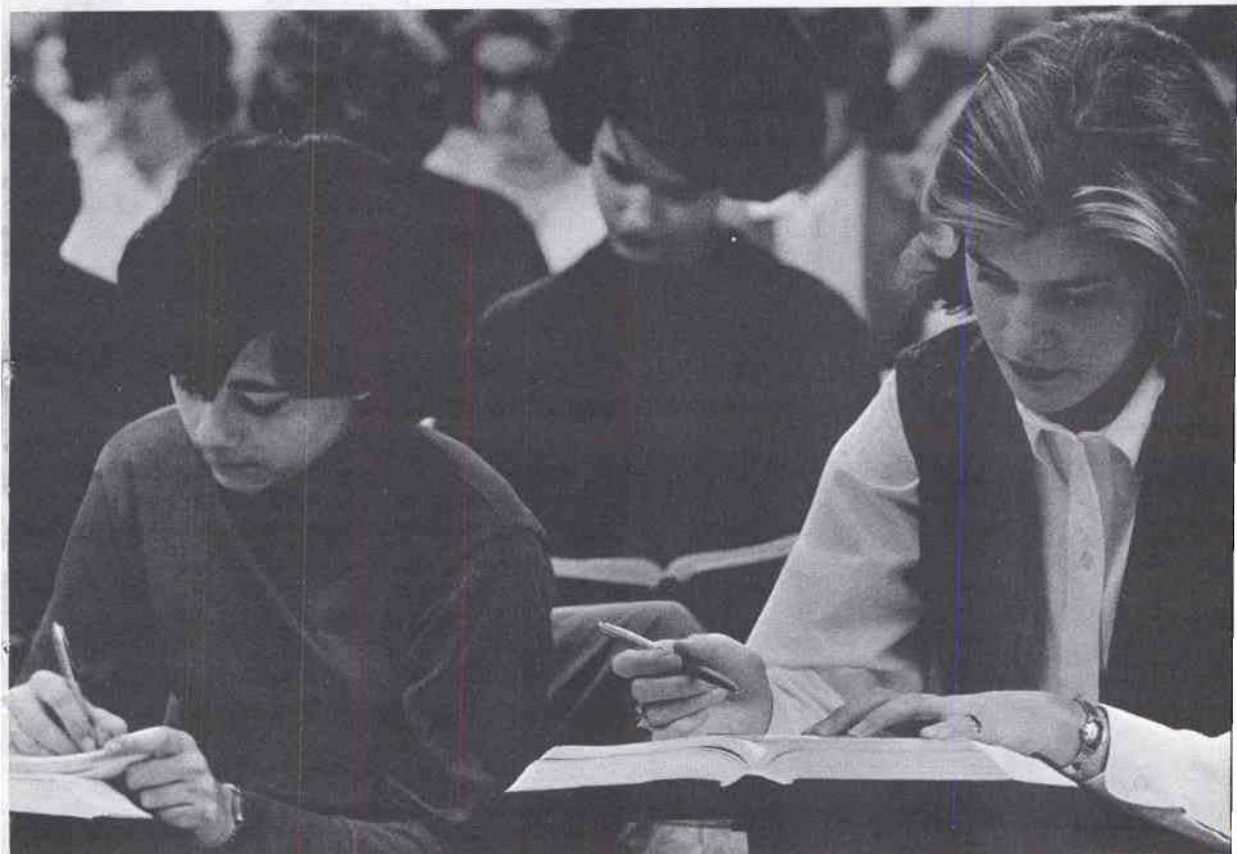
During the one-month January term only one course is taken, providing an unusual opportunity for independent study and research both on and off campus. Courses offered in the January term are those that are particularly adaptable to the intensive approach the term provides.



THE NEW CURRICULUM

The new curriculum at Lindenwood College, established in 1967-1968, is designed to permit each student unusual freedom to construct an academic program of particular relevance within the liberal arts framework. Academic guidance and counseling at the college are devoted to the principle that only by careful involvement of the student in planning and selecting from the many choices of courses and emphases which are available, will the highest level of motivation be realized.

One of the means for broadening the student's interest is the pass-fail system, adopted in the 1967 spring term. This system permits each student to elect as many as five courses out of the required thirty-four on a pass or fail basis, and encourages students to elect courses in fields other than those already familiar. This is done without risking the consequences of a low grade by adventure into new or difficult areas.

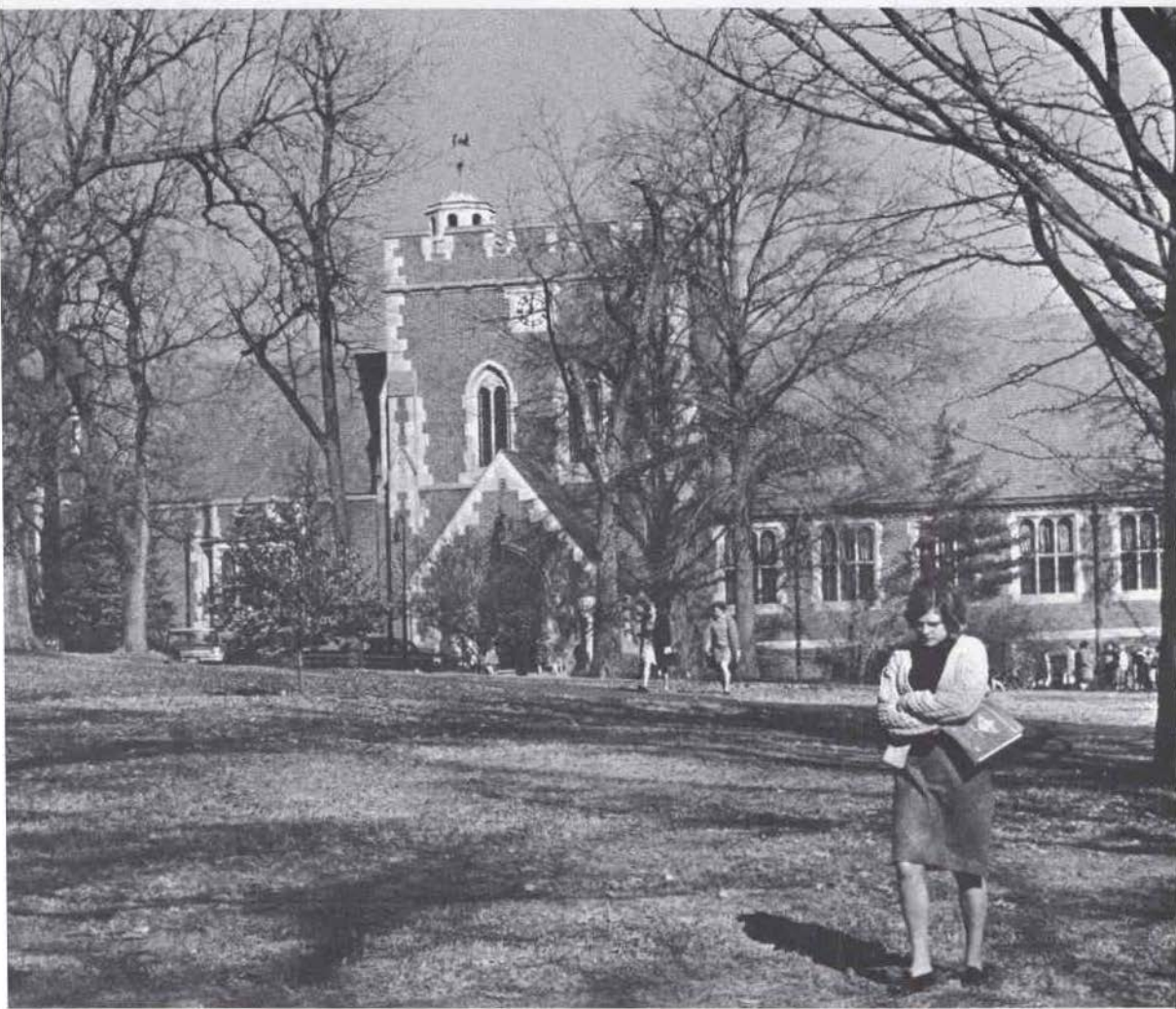




The Lindenwood calendar and curriculum, in conjunction with the pass-fail system, the freshman common, and the senior synthesis, are designed to:

- 1. Introduce the student at the earliest possible moment (the freshman year) to the issues and problems which will greatly affect the quality of life for generations ahead.*
- 2. Provide for the student a contrast in learning methods from the secondary school experience, which is increasingly in the character of conventional freshman work in college.*
- 3. Prepare the student for independent study projects as soon as possible, including access to scientific laboratories and equipment for independent research, not restricting these experiences to the upper division.*
- 4. Minimize the lecture method and emphasize the seminar, discussion and independent study approach to learning.*
- 5. Involve the student in the processes by which college rules and regulations are made in both the academic and social areas. This opportunity for young women to achieve top leadership roles at a women's college, prepares the student for constructive participation in community life after graduation.*

6. *Give the student who wishes to teach in the elementary or secondary schools a sound liberal arts background for effective teaching, and concurrently provide the necessary courses for state certification.*
7. *Offer each student a carefully planned opportunity for off-campus study at education centers abroad or in the United States.*
8. *Provide extensive opportunities for cross disciplinary study, including an emphasis on modern languages and mathematics as areas strategic to civilization in the remaining third of the 20th century and a significant segment of the 21st century.*
9. *Prepare the student for graduate study, if she so desires, either immediately upon graduation or later.*
10. *Assist the student in an intensive self-evaluation (the senior synthesis) to a better understanding of her own personality, talents, and character, and a clearer appreciation of her own value system and spiritual orientation.*



prelude to the student's academic life at
Good College is the Freshman Common. The
synthesis is an approach to self-understanding
to culminate the student's total college
experience. The Freshman Common and the Senior
Common, plus proficiency in one modern language,
are fundamental to the Lindenwood educational
program. These are the only general requirements
for all students.



Freshman Common Course



The Freshman Common Course seeks to inform the student of the revolutionary changes and dominant issues of our time, and to relate these changes and issues to the academic disciplines. The nature and importance of the course is such that two complete mornings each week of the fall and spring terms have been set aside for it. The Freshman Common disregards normal scheduling and meets as the particular topics and materials demand; no other classes for freshmen are scheduled at the same time. The course is under the direction of the Assistant Dean of the College.

The Freshman Common crosses disciplines and involves nine carefully selected faculty members. The Common course goes beyond the normal lecture method of instruction. Not all sections begin or end at the same time; not all students have discussions or field trips at the same time, or for the same length of time; a faculty member assigned the course may take a discussion out under the trees on the campus, or into the inner-city sections of St. Louis, while eight other groups engage in their own patterns

of approach to the subject matter. Students participate with the faculty in developing flexible and innovative techniques, and in the tactical decisions to be made as the issues under study are scrutinized. A weekly faculty conference on the progress of the program frequently invites student viewpoints and participation. When necessary the course schedule is modified in order to achieve the greatest possible depth of understanding. Wednesdays are free of formal class schedules at Lindenwood and special films, lectures, exhibits or field trips can be scheduled on Wednesdays without conflict with regularly scheduled classes.

The course operates on two levels. A plenary level brings the entire group together on a regular basis during the fall and spring terms (not the January term) for lectures, films, debates, panel discussions, and guest speakers. Students are divided into nine discussion groups led by selected members of the faculty, three from each of the academic divisions: the Humanities, the Natural Sciences, and the Social Sciences. A rotation system places the student in three different discussion groups during the year, one representing each of the three divisions. In these small groups a great variety of material is discussed, refuted, debated, and sometimes confirmed. A final portion of the year is used for directed independent study on a topic chosen by the student. Each student's project is guided by one of the nine Freshman Common faculty, normally chosen by the student as the person most likely to be helpful in the preparation of her material. To facilitate this approach, a house on campus has been outfitted and staffed as *Freshman Common House*.

Effective writing is stressed throughout the course. The English department prescribes a writer's handbook and provides directions concerning the quality of the writing expected by the college. An English department staff member assists students whose written work does not meet the standard. During the spring term, a proficiency examination in writing is administered by the English department and those students who do not pass this examination must elect the essay writing course in the sophomore year. A notation that the student has passed the proficiency examination is entered on the student's permanent college record.

In this course the college attempts to provide insight into the many faceted concerns of contemporary society. The Common by-passes the arbitrary compartments of modern knowledge, and emphasizes the unity of learning. This new approach to learning gives meaning to the freshman year.

The Senior Synthesis

The Senior Synthesis as developed at Lindenwood College is designed as a capstone to the student's college work. It summarizes and focuses the materials and discipline of the chosen field of study in the context of larger questions concerning the student's life purposes. Coming as it does at the conclusion of the collegiate experience, it provides the occasion for a re-examination of the commitment which has been made by the choice of a major, and extends the idea of that commitment into considerations of the student's eventual roles in an occupation or profession and in society.

The synthesis explores the question of personal identity and self-understanding. The student is encouraged to carefully and methodically appraise herself, her beliefs, her commitments, her talents, her education, and her own inner resources. In the Freshman Common at Lindenwood, the student is oriented toward the world as it is, with emphasis on the dynamic issues which impact upon the quality of life. In the Senior Synthesis the student is oriented toward self-understanding and evaluation of her own personal goals and objectives, as well as her preparation to achieve them.

To accomplish this, the synthesis experience is divided into three parts. The first part is conducted by a member of the faculty in the division and department of the student's major and area of concentration, and includes study and discussion in seminar form of the issues, the relevance, the discipline, and the opportunities found in that field. The second part is conducted by members of the Department of Philosophy and Religion. At this point, all seniors in the synthesis program are brought together in plenary sessions for a series of lectures, readings, panels, and discussions which encourage self-examination and a projection of individual ideas on life goals. The third part, conducted again by the instructor from the division and department of the student's major, is devoted to the writing of a senior paper based upon the experience gained in the first two parts of the synthesis.

Students may elect the synthesis course during either the fall or spring term of the senior year and may choose either a divisional synthesis or a departmental synthesis, if both are offered. The completion of a synthesis course is required of all students beginning with the Class of 1971.

Language Proficiency

No student in today's world can claim to be liberally educated without a knowledge of at least one language in addition to her native tongue. The rapid increase in world trade and travel during the past decade, the shrinking of the globe through advancing communications technology, and the realization that events in other parts of the world have a profound effect on our own lives, makes proficiency in a foreign language essential for the educated person.

Students pursuing a Bachelor of Arts degree program at Lindenwood College must pass a proficiency examination in a foreign language, or successfully complete the second-year level course in French, German, or Spanish. A student whose native tongue is other than English, may elect English as her second language to fulfill this requirement.

Center for Undergraduate Study of Mathematics

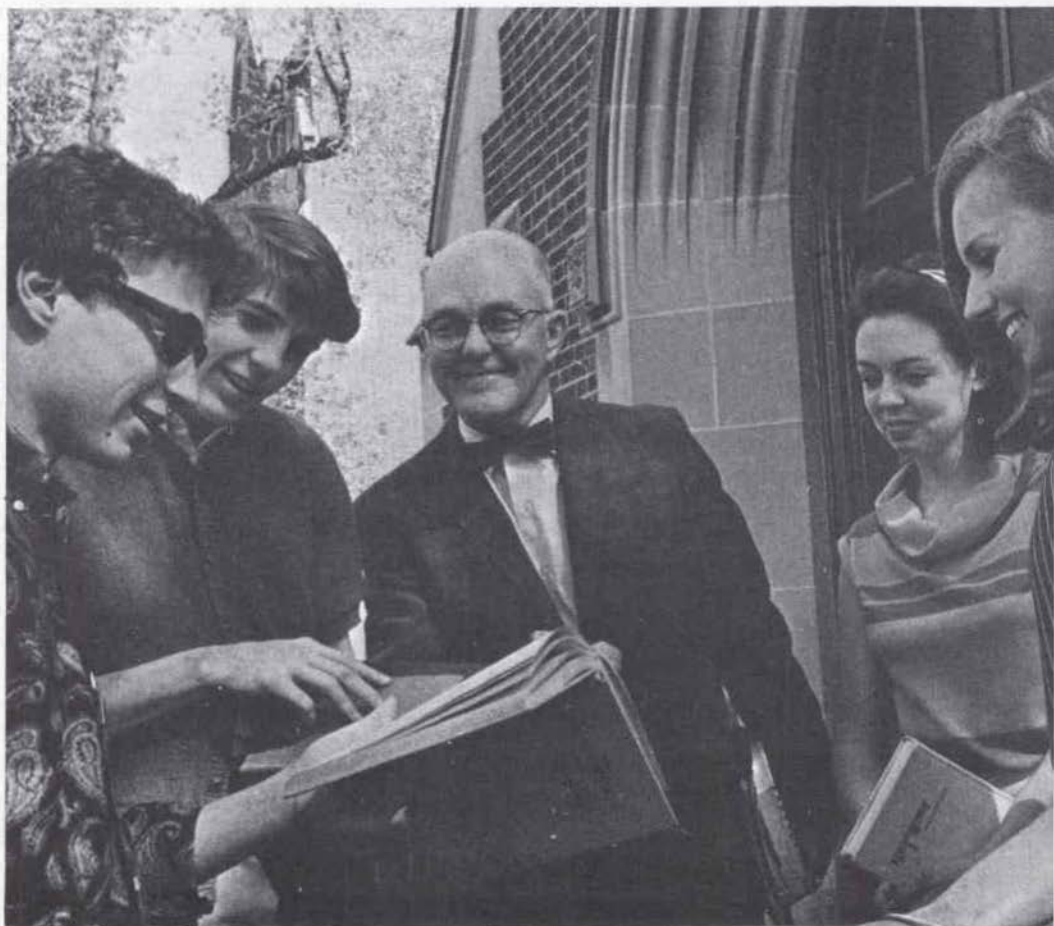
In September 1968, the Center for the Undergraduate Study of Mathematics will be established at Lindenwood. Relating its work to the liberal arts curriculum, the Center will emphasize the universality of mathematics in the physical and natural sciences and its increasing importance in the social sciences and humanities. A strong program in theoretical and applied mathematics at the undergraduate level will make use of the college's new IBM computer, and will be open to upper-division men as well as women students.

Special funding for this Center, including the Nell Quinlan Reed Professorship in Mathematics, makes it possible for Lindenwood to provide an exceptionally high level of instruction in mathematics.

Scholarships for study in the Center for the Undergraduate Study of Mathematics are available for highly qualified students. For further information and application forms, write the Director of Admissions at Lindenwood College, St. Charles, Missouri 63301.

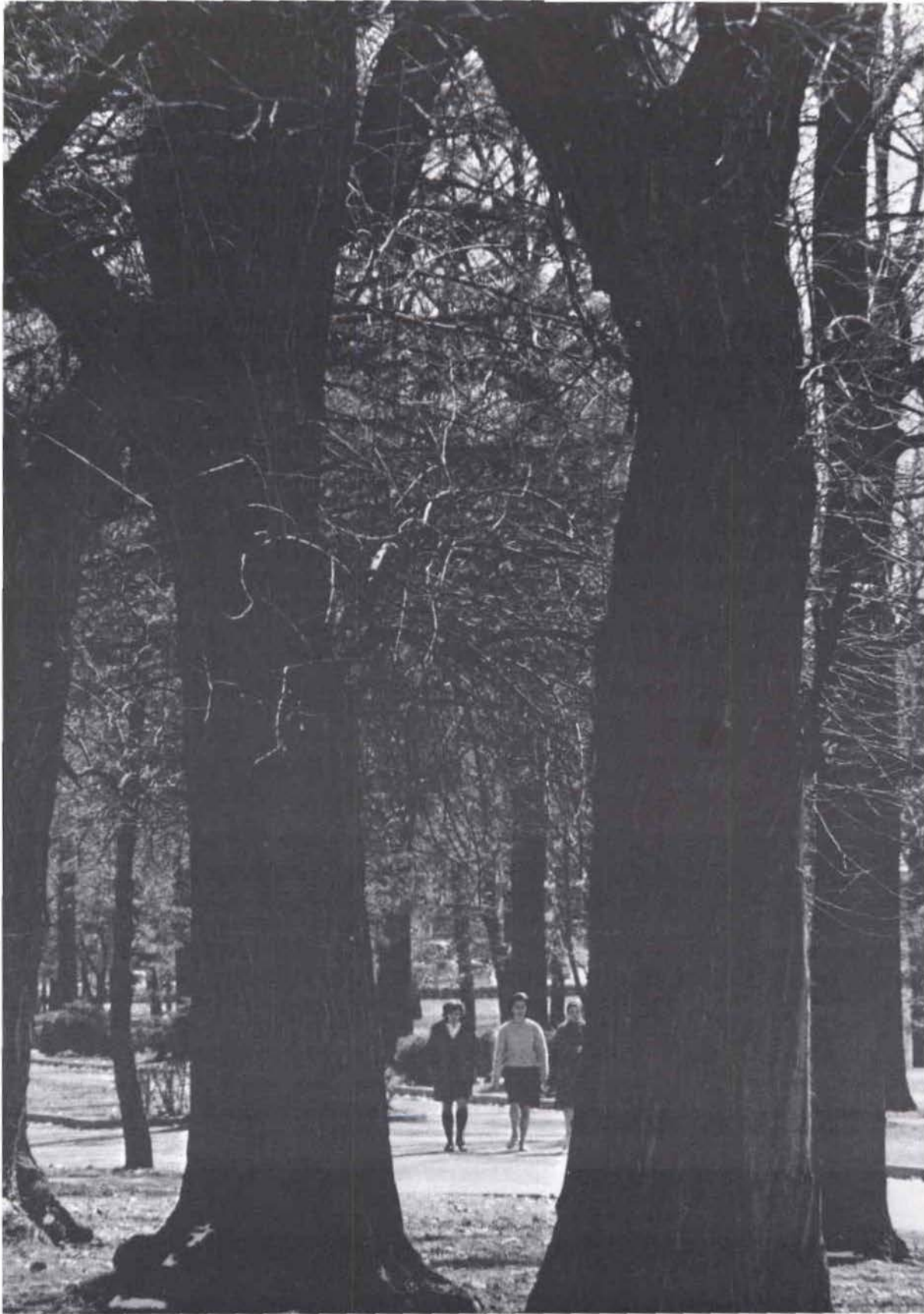
Continuing Education for Women

Lindenwood College conducts a program for the continuing education of women in which adult women who wish to start or resume a college education may enroll on a part or full-time basis and receive testing



services, counseling and special consideration regarding requirements. For admission requirements and information, contact the office of the Dean of Students.

In addition, a new program is being made available to women on a non-credit basis (although academic credit will be available in some instances) on Wednesdays during the Fall and Spring terms. Four seven-week sessions are planned, and facilities for child care may be arranged. A brochure explaining the program for 1967-1968 is available from the office of the Dean of Students.



Bachelor of Arts Degree Program

Lindenwood College offers a program leading to the Bachelor of Arts degree with areas of concentration in the following fields:

Humanities Division: Art, English, Modern Languages, Classical Civilization, Speech-Theatre, Music, Philosophy-Religion.

Natural Science Division: Mathematics, Chemistry, General Science, Biology. An area of concentration has been devised for those interested in teaching physical education to have an area of concentration in biology and enough professional courses to prepare them to teach physical education in elementary or secondary school. A program in cooperation with Deaconess Hospital makes it possible for a student to earn both the B.A. and R.N. degrees in five years. See page 37.

Social Science: History, Political Science, Psychology, and Economics.

Requirements

The curriculum for the Bachelor of Arts degree has the following requirements distributed over the four years:¹

1. A total of 34 courses is required for graduation. (A student could complete as many as 40 courses in the four years without carrying an overload.)
2. Two courses in the Freshman Common.
3. Six courses chosen from the divisional electives—two from each of the three divisions.
4. Two $\frac{1}{4}$ course Physical Education Activities taken in the freshman year.
5. One Senior Synthesis course in the division or department of the student's area of concentration.
6. Eight to twelve courses in an area of concentration. (No more than twelve courses from a single department may count toward the gradua-

¹Students enrolled in Lindenwood College prior to June, 1967, may complete requirements for their degrees as stated in the 1966-67 catalogue or elect the Bachelor of Arts degree program described above. Information on specific requirements for returning students may be obtained in the Office of the Registrar.

tion requirement of 34 courses, although more may be taken.) Specific course requirements for each area of concentration are listed on the following pages.

7. Two to four courses outside the area of concentration but within the division of the major.
8. Proficiency in a foreign language or the successful completion of four courses in a specific language.
9. Proficiency in English composition and speech. Proficiency examinations are administered by the Department of English and the Department of Speech. Students whose written or oral language does not meet established standards will take English 213 and/or Speech 82.
10. Additional requirements for students who wish to qualify for elementary or secondary teaching credentials are listed on pages 34-37.

Exploratory Divisional Electives

A list of Exploratory Divisional Electives offered in 1967-68 is given below to demonstrate the freedom of choice available to the individual student in fulfilling the requirement for six courses of divisional electives. Two courses are to be chosen by the student from each division. Electives listed in the Natural Sciences Division (except Math 161) and the elective in Music are two-term courses and both terms must be taken in order to receive credit. In the Humanities Division and the Social Sciences Division, students may elect two different courses or take two terms of the same course where offered. More than six courses in exploratory electives may be taken if desired or if necessary to meet the requirements of a specific area of concentration.

Exploratory Electives in the Humanities

Art 111, 112—World Literature and Art
Classics 165, 166—Graeco-Roman Civilization
English 111, 112—Same as Art 111, 112
Music 100-101—Theoretical Foundations of Music
Philosophy 155—Philosophical Thinking
Philosophy 156—Aesthetics
Speech Theatre 171, 172—History of the Theatre

Exploratory Electives in the Natural Sciences

Biology 101-102—General Biology
Chemistry 151-152—General Chemistry
Mathematics 101-102—Concepts of Mathematics
Mathematics 151-152—Mathematical Analysis I, II
Mathematics 161—Finite Mathematics (Math 152 may be elected in the second term)
Physics 303-304—General Physics

Exploratory Electives in the Social Sciences

- Economics 101—Introduction to Economics
- History 101, 102—Europe and the World
- Political Science 100—The Art and Science of Politics
- Psychology 100—Introduction to Psychology
- Sociology 100—Cultural Anthropology
- Sociology 102—Basic Concepts in Sociology



Areas of Concentration

Art

The Art Department offers an area of concentration in *Studio Art* and an area of concentration in the *History of Art*. The area of concentration requires 9 courses including Art 201, 202.

The studio concentration requires a minimum of 2 art history courses and 7 studio art courses.

The art history concentration requires Art 201, 202 and a minimum of 7 courses in the history of art. A listing of Art courses may be found on pages 41-42.

Classical Civilization

Twelve courses in the Department of Classics are required, at least eight of which must be chosen from among those offered in the Greek and Latin languages above the elementary level.

Three or four of the following courses outside the department are to be selected, with *at least two of them* from those in the *Humanities Division*: Art 357 (Ancient Art); English 327 (Classical Foundations of Literary Criticism); Philosophy 301 (History of Philosophy); Speech 171 (History of the Theatre I); History 221 (The Early Middle Ages); Political Science 275 (The Political Philosophy of Aristotle).

By the end of the senior year, the student will be expected not only to have developed facility in one or both of the Classical languages, but also to have acquired a broad knowledge of the various elements of Graeco-Roman civilization and an understanding of its relationship to our modern culture. These goals should be kept in mind when courses are selected. A listing of Classics courses may be found on pages 47-48.

English

Although no particular courses outside the English Department are specified for the Humanities major with a concentration in English, the student is expected to select 3 or 4 courses from the Humanities Division offerings to enable her to understand the ancient world, to interpret literature orally, and to see literature as a fine art.

At least eight courses in English literature and creative writing are required for the area of concentration. No more than twelve courses in English may count

MAJORS IN THE HUMANITIES

among the thirty-four required for graduation; therefore, the student should consider any English courses taken in addition to the twelve as an overload.

In building the concentration in English, the student is expected to select literature courses representative of several eras and genres and to use courses in the English language and in criticism as supplementary to the basic group of eight. The student considering graduate work in English should be careful to select courses of sufficient diversity to provide knowledge of English literature from the fourteenth through the twentieth centuries. No more than two of the basic eight courses can be taken under the same instructor. English courses are listed on pages 53-55.

Modern Languages

The Humanities Major with an area of concentration in either French, German or Spanish requires:

1. Two modern language courses on the elementary level and two courses on the second-year level (or equivalent proficiency as demonstrated by placement test results).
2. Three advanced courses in language structure: Advanced Conversation, Advanced Grammar and Advanced Composition.
3. At least four courses in literature and one course in civilization, all given in the major language, with the course in civilization to be taken as early as possible.
4. Two to four supporting courses are to be selected, in consultation with the adviser, from courses offered in other departments of the Division of the Humanities.
5. The department strongly recommends some foreign study in a country where the language is commonly spoken, preferably for a year, but at least for one long term.
6. The student must pass comprehensive examinations, oral and written, in the major language during the final term of her senior year.

French courses are listed on pages 64-65, German courses are listed on page 66, and Spanish courses are listed on page 67.

Areas of Concentration

Music

The following courses are required of the student who elects a concentration in Music:

Music 100-101, 300-301, 350-351, 360.

Music 2, 3, 4, 5 or 6—Applied Music (Spread over 2 years) $\frac{1}{2}$ course per term (Applied Music courses may not be counted among the 34 courses required for graduation).

The student who wishes to emphasize *performance* will take the following courses:

Music 2, 3, 4, 5 or 6—Applied Music ($\frac{1}{2}$ course each term for a total of one course).

Music 388-389.

One course from the following will be elected:

Music 240, 250, 260, 270, 280, 370, 230, or 194.

The student who wishes to emphasize *music education*, to be certified to teach in the public schools, will take the following courses:

Music 10, 12, 13, 14, and 385.

Two courses from the following will be elected:

Music 240, 250, 260, 270, 280, 230, 194.

The student who wishes to emphasize *theory and composition* will take the following courses:

Music 370, 380-381.

One course from the following will be elected:

Music 240, 250, 260, 270, 280, 230, 194.

The student who wishes to emphasize *music history and music literature* will take *three* of the following courses:

Music 240, 250, 260, 270, 280.

One course from the following will be elected:

Music 370, 385, 230, 194.

MAJORS IN THE HUMANITIES



Areas of Concentration

The Music Department recommends that two to four courses in the Humanities Division be selected by the student, in consultation with the adviser, selection to be based on individual needs and interests of the student.

The student emphasizing performance or music education will be required to perform at least one recital per term and must present a satisfactory public recital before graduation. The student emphasizing performance shall present a one-hour solo recital; the student emphasizing music education will present a one-half hour solo or joint recital. The student enrolled in any applied music course must pass a semi-annual examination in applied music before the music faculty or a committee of the music faculty.

The student must pass a comprehensive examination in theory and history of music before achieving senior standing.

Music courses are listed on pages 68 to 70.

Philosophy

The following courses offered in the Department of Philosophy and Religion *are required*: Philosophy 155; Philosophy 301, 302; Philosophy 202; Philosophy 254; Religion 301; Religion 302; *and one additional* course in Contemporary Philosophy. *Three* additional courses offered in the Department of Philosophy and Religion are to be chosen, making *eleven* courses in the area of concentration. It is expected that the student will complete one term of independent study.

Two to four supporting courses are to be selected, in consultation with the student's adviser, from courses offered in other departments in the Division of the Humanities. Philosophy courses are listed on page 71.

Religion

The Humanities Major with a *Concentration in Religion*.

The following courses offered in the Department of Philosophy and Religion *are required*: Religion 151, 152; 301, 302; and Religion 310; Philosophy 155; Philosophy 204 *or* 254; and Philosophy 312. *Three* additional courses are to be selected from the courses offered in the Department of Philosophy and Religion. It is expected that the student will complete one term of independent study.

Two to four supporting courses are to be selected, in consultation with the student's adviser, from courses offered in other Departments in the Division of the Humanities. Religion courses are listed on page 71.

MAJORS IN THE HUMANITIES

Speech—Theatre

The area of concentration in Speech-Theatre consists of 8-12 courses tailored to the individual student's needs and interests. Participation in proscenium productions on the stage of Roemer Auditorium, plays in-the-round, recitals in the oral interpretation of literature, work on the campus radio station, and cooperative programs with St. Louis radio and television stations complement the curriculum. The following courses outside the Speech-Theatre Department are recommended:

Classics 250

English 223, 230, 233, 234, 235

History 201, 260

Music 240

Political Science 275

Psychology 300, 332



The Carriage House Student Theater

Areas of Concentration

Biology

Concentration in biology requires the completion of nine courses in biology and two courses outside the department but within the Division of Natural Sciences and Mathematics.

An area of concentration in Biology for students who are planning to teach PHYSICAL EDUCATION

The student who plans to teach physical education may prepare for elementary or secondary accreditation by completing the area of concentration in Biology and including the following courses in the academic program.

Nine courses in Biology including Biology 101-102, 305, 317.

Chemistry 151-152

Physical Education 70, 72, 73¹, 74¹, 79, 304, 305², 311-312, 350² and Eight Physical Education Activities including Senior Life Saving and Physical Education Activity Labs I, II, III, and IV, which are offered in alternate years. (PE Activity Labs III and IV are not offered in 1967-68).

Chemistry

Concentration in chemistry requires the completion of eight courses in chemistry and two courses in mathematics. The student considering the possibility of graduate school should include Chemistry 372 and 364. It is recommended that the student satisfy the language requirement with German or French, in that order of preference.

General Science

The concentration in general science is intended primarily for students planning to teach in elementary or junior high school. Concentration in general science requires the completion of the following courses: Biology 101-102, Chemistry 151-152, Mathematics 101-102 or 151-152, Physics 303-304, plus four other courses in biology, chemistry or physics.

¹ PE 73 and 74 will be combined into one course beginning in 1968-1969.

² PE 305 and 350 will be combined into one course beginning in 1968-69.

MAJORS IN THE NATURAL SCIENCES AND MATHEMATICS



Mathematics

Concentration in mathematics requires the completion of Mathematics 305, 321, 330 (or 332), and three elective courses in mathematics numbered above 300. The student must also complete Chemistry 151-152 and a year of college physics. It is recommended that the student satisfy the language requirement with German or French, in that order of preference. The student is encouraged to enroll in Mathematics 380 and 294.

The student wishing to specialize in applied mathematics, physics, or engineering should elect Mathematics 200, 351, 355, and 356. The student wishing to specialize in computer science should elect Mathematics 200, 342, 351, and 352.

Students intending to concentrate in mathematics should have had four years of high school mathematics including trigonometry. The student with four or more high school units in mathematics should take the Advanced Placement Test administered by the College Entrance Examination Board.

Areas of Concentration



MAJORS IN THE SOCIAL SCIENCES

Economics

The requirements for an Area of Concentration in Economics include 8-12 courses in the Department of Economics and 2-4 courses in the Division of Social Science in departments other than Economics.

History

The requirements for an Area of Concentration in History are 8-12 courses in the Department of History, including History 101 and 102, with a minimum of three courses in American History and three courses in European History. Requirements also include Sociology 102, Economics 101, and Political Science 100 in the Social Science Division.

Political Science

The requirements for an Area of Concentration in Political Science include 8-12 courses in the Department of Political Science and 2-4 courses in the Division of Social Science in departments other than Political Science.

Psychology

The requirements for an Area of Concentration in Psychology include 8-12 courses in Psychology, including Introductory Psychology. The student must elect two to four supporting courses from other departments in the Social Science Division. The student planning graduate study is advised to elect statistics (Economics 202) as one these supporting courses. Other Social Science Division supporting courses may be in history, political science, anthropology, sociology, education, or economics, according to the student's interests and ultimate professional objectives.

Outside the Social Science Division, the student selecting a psychology concentration should elect courses in biology, mathematics, and philosophy.

The Lindenwood College Child Development Laboratory affords facilities for the student who requires special study in the areas of child psychology and development.

The Department is a cooperating member of the Merrill-Palmer Institute of Human Development in Detroit, Michigan. Participation in this program permits a limited number of majors in psychology to spend one term, either the spring term of the junior year or one of the terms in the senior year, in residence at the Institute.

Teacher Education Curriculum

Lindenwood College is accredited by the National Council for Accreditation of Teacher Education. There are twenty-eight (28) states that grant reciprocity privileges in the certification of teachers who are graduates of institutions accredited by N.C.A.T.E.¹

Council on Teacher Education

The Council on Teacher Education consists of the members of the staff of the Department of Education, the President, the Dean of the College, the Dean of Students, the Registrar, and staff members of other college departments as indicated. Under the leadership of the Department of Education the Council cooperatively plans or approves the programs of teacher education. Faculty members representing other departments in the college who are members of the Council are:

Howard A. Barnett, English
S. Louise Beasley, Mathematics
James F. Hood, History
C. Eugene Conover, Philosophy and Religion
Thomas W. Doherty, Modern Languages
Groff S. Bittner, Music
Juliet Key McCrory, Speech-Theatre
Emma Purnell, Secretarial Institute
Harold W. Richey, Psychology
Dorothy Ross, Physical Education
Mary Talbot, Biology
Hazel M. Toliver, Classics
John H. Wehmer, Art

A student planning to teach in the elementary schools is encouraged to signify her intention to enter and, if possible, to begin work in the teacher education curriculum during the first term of the freshman year. The student planning to

¹Alabama, Arizona, Colorado, Delaware, Florida, Georgia, Illinois, Indiana, Iowa, Kentucky, Maine, Maryland, Mississippi, Missouri, Nebraska, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Washington and West Virginia.



teach at the secondary level is encouraged to signify her intention to enter the teacher education curriculum during the sophomore year.

The student is admitted to the Teacher Education Program by filing an application with her counselor before the end of the sophomore year. The counselor then advises the Council on Teacher Education on the student's qualifications. The Council on Teacher Education makes final decision on a student's acceptability to continue in the Teacher Education Program. In addition to a well-defined interest in teaching, the applicant must have emotional stability, an effective personality, and must rate average or above in ability to do college work as determined by appropriate test scores. To continue her work, the student, in addition to having demonstrated a competent professional attitude, must conform to grade standards established by the Council on Teacher Education.

The college degree or diploma will not serve as a license to teach. Each state issues its own teaching certificates, based on its own requirements. Upon successful completion of a planned degree program, the student may fill out an application form to obtain certification to teach in Missouri. The student who wishes certification in other states should, as early as possible, seek advice from the chairman of the Department of Education concerning requirements in respective states in order that proper guidance may be given.

Successful completion of the Lindenwood College N.C.A.T.E. approved program qualifies the student for the recommendation that a Life Certificate be issued by the Missouri State Department of Education. A N.C.A.T.E. recommendation also entitles the graduate to a valid teaching certificate in twenty-seven other states. Those students who have not completed the N.C.A.T.E. approved program on this campus in its entirety may not be granted the privilege of a N.C.A.T.E. recommendation.

A student in the Teacher Education Program must obtain approval of the Department of Education at least one term before taking professional courses off-campus or by correspondence.

Teacher Certification Requirements

To fulfill requirements for teacher certification the student must:¹

1. Complete the requirements for the Bachelor of Arts Degree as outlined on pages 21-22.
2. Include the courses listed below in the academic program. Some of the courses may be taken as Exploratory Divisional Electives, others may be included within the requirements for the area of concentration. Some states may require one or two additional courses. For full information concerning certification requirements of the state in which you plan to teach, contact the chairman of the Education Department.

The Bachelor of Arts Candidate wishing to teach her major subject should follow the Secondary Certification pattern.

Although specific courses are listed, equivalent courses may be substituted. The student should check with the Chairman, Department of Education, to learn of those which apply in her case.

Course Requirements for Elementary Teaching Certificate

1. Government (U.S. or State and Local), 1 course
2. American History, 2 courses
3. Geography, 1 course
4. Introduction to Psychology, 1 course
5. Child Development I, 1 course
6. Child Development II (Educational Psychology), 1 course
7. Phonetics, 1 course, or The Speech-Handicapped Child, ½ course
8. Biological and Physical Sciences, 3 courses (total) [students graduating in June, 1971, and thereafter must complete 4 courses]
9. Mathematics, 2 courses
10. Health Education, ½ course
11. *Education Courses*
 - Education in America (1)
 - A Study of Teaching, Elementary Level (1)
 - Teaching Reading (1)
 - Children's Literature (½)

¹*Degree Requirements for Bachelor of Science with a Major in Education*

The Bachelor of Science degree program is not available to freshmen entering after February, 1967. Students currently enrolled may work toward the degree through June, 1970. New sophomore, junior, and senior transfer students will be admitted into the program in September, 1967; juniors and seniors in 1968; and seniors only in 1969.

Students must complete the general requirements for the Bachelor of Science degree as stated in catalog at time of matriculation, OR complete the requirements for the Bachelor of Arts degree as stated on pages 21-22, with the exception of the foreign language requirement. The specific courses listed here should also be included in the student's program.

- School Organization for Teachers ($\frac{1}{2}$) OR The Ungraded School (1)
 - Mathematics in Elementary Schools ($\frac{1}{2}$)
 - Art in Elementary Schools ($\frac{1}{2}$)
 - Music in Elementary Schools ($\frac{1}{2}$)
 - Physical Education in Elementary Schools ($\frac{1}{2}$)
 - Student Teaching (2)
12. Strongly recommended: Voice or Piano ($\frac{1}{2}$), Typing ($\frac{1}{2}$)

Course Requirements for Secondary Teaching Certificate

1. Introduction to Psychology
2. *Education Courses*
 - Education in America (1)
 - Strategies and Tactics for Secondary Teaching (2)
 - School Organization for Teachers ($\frac{1}{2}$)
 - Methods of Teaching a Major Subject ($\frac{1}{2}$)
 - Student Teaching (2)
3. Strongly recommended: Health Education ($\frac{1}{2}$), Typing ($\frac{1}{2}$)

Nursing

Requirements for the B.A. degree in nursing in cooperation with Deaconess Hospital:

1. The usual pattern is for the student to spend the first and fifth year on the Lindenwood campus and the intervening three at Deaconess.
2. Lindenwood—Eighteen courses including the following:
 - Freshman Common
 - One Humanities Divisional Exploratory
 - Foreign Language—intermediate level proficiency¹
 - Senior Synthesis
3. Deaconess—Sixteen courses

Chemistry or English	Philosophy	Sociology
Anatomy and Physiology	Religion	Nutrition
Microbiology	Psychology	Practicum

The Deaconess program fulfills the Science and Social Science requirements, one-half of the Humanities requirement and the area of concentration requirement. The total of thirty-four courses fulfills the minimum total course requirement.

¹ Since students spend only their first and last year at Lindenwood, those who must begin with freshman language will find fulfilling this requirement difficult but not impossible.

Secretarial Institute

The Lindenwood College Secretarial Institute is designed to qualify students for high-level secretarial positions and career opportunities in the management of today's increasingly complex business organizations. The continuing demand for college educated secretaries in executive positions makes it profitable for a young woman to develop skills in the secretarial field in addition to the development of competence in the academic field of her choice.

Students desiring to obtain a Certificate in Secretarial Studies in addition to the Bachelor of Arts degree will include the following courses in the academic program:

SI 250	Basic Business Concepts
SI 255-256	Principles of Accounting I, II
SI 260	Business Law
SI 320	Fundamentals of Management
SI 358	Business Correspondence

These six courses may be included among the 34 courses required for graduation. Other credit courses in the Secretarial Institute may not be counted among the required 34, but can be taken within the student's normal course load in most cases.

All candidates for certification in the Secretarial Institute must pass proficiency examinations in typewriting, shorthand (if required for the individual program as determined by the Director of the Institute), and business machines and procedures. The student may elect some summer session work to meet these requirements. Institute courses are listed on pages 82-83.



The Margaret Leggot Butler Memorial Library

Numbering of Courses:

- 0- 99 Fractional courses not involving independent study.
- 100-189 Exploratory Divisional Electives.
- 191-192 Independent study Off-Campus with the final digit indicating the fraction of full course credit to be earned ($\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$).
- 193-194 Independent study Off-Campus with the final digit indicating the fraction of full course credit to be earned ($\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$).
- 200-289 Courses open to all students *without* prerequisites.
- 291-292 Independent study on campus with the final digit indicating the fraction of full-course credit to be earned.
- 293-294 Independent study on campus with the final digit indicating the fraction of full-course credit to be earned.
- 300-389 Courses *having prerequisites*
- 394 A full course of independent study for seniors which may be used as an honors project.
- 400 Senior Synthesis course.

Hyphenated numbers (e.g. 301-302) designate two-term courses for which credit is not granted for the first term unless the second term is completed.

Double numbers separated by a comma (e.g. 301, 302) indicate courses in which the completion of both courses constitutes a desirable unit but credit may be received for one without the other.

In general, odd numbered courses indicate those normally offered in the fall term and the even numbered in the spring term. Courses ending in "O" may be offered at any time.

All courses listed are full courses unless otherwise indicated.

COURSES OF INSTRUCTION

ART

Associate Professor Hendren, Chairman

Associate Professor Kanak,

Artist in Residence

Assistant Professor Wehmer

Assistant Professor Buck

Instructor Slayman

111 (Fall), 112 (Spring) WORLD ART AND LITERATURE

A chronological study of great works of art and literature from pre-history to modern times. Both form and content are considered as they relate to the dominant ideas in each period and at the same time reveal universal human values. *English Staff; Hendren, Fall term; Slayman, Spring term.*

200 (Fall) INTRODUCTION TO ART

A basic studio course for the non-art student. *Kanak*

201 (Fall) DRAWING AND DESIGN

Elementary drawing using still-life, landscape, and human figure for application to two-dimensional and three-dimensional design. *Staff*

202 (Spring) DRAWING AND DESIGN

A continuation of Art 201. *Staff*

301 (Fall), 302 (Spring) PAINTING

Drawing and composition for painting in oil, water color, and other media. *Kanak, Wehmer*

303 (Fall), 304 (Spring) PAINTING

A more advanced continuation of 301, 302. *Kanak, Wehmer*

305 (Fall), 306 (Spring) PAINTING

A more advanced continuation of 303, 304. *Kanak, Wehmer*

311 (Fall), 312 (Spring) GRAPHICS

Drawing and composition and the techniques of printmaking in the relief process and intaglio. *Kanak, Wehmer*

313 (Fall), 314 (Spring) GRAPHICS

A more advanced continuation of Art 311, 312. *Kanak, Wehmer*

315 (Fall), 316 (Spring) GRAPHICS

A more advanced continuation of Art 313, 314. *Kanak, Wehmer*

321 (Fall), 322 (Spring) SCULPTURE

Drawing and three-dimensional design emphasizing a variety of tools, techniques, and materials with application to sculptural form. *Buck*

323 (Fall), 324 (Spring) SCULPTURE

A more advanced continuation of Art 321, 322. *Buck*

324 (Fall), 326 (Spring) SCULPTURE

A more advanced continuation of Art 323, 324. *Buck*

350 (Fall) ORIENTAL ART

The art of Persia, India, China, and Japan studied in relation to Eastern religion and philosophy. *Hendren*

351 (Fall) ITALIAN RENAISSANCE ART

The art of Italy from 1300 to 1600 in relation to literature, history and philosophy. *Hendren*

***352 (Fall) NORTHERN RENAISSANCE ART**

The art of Northern Europe from 1300 to 1700 in relation to the Medieval world and the Renaissance.

353 (Fall) PRE-COLUMBIAN ART

The art of the Mayas, Incas, Aztecs, and other related groups. *Slayman*

354 (Fall) NINETEENTH CENTURY ART

European art from c.1800 to 1900 with emphasis on French art. *Slayman*

**Not offered in 1967-1968.*

355 (Spring) TWENTIETH CENTURY ART

A study of modern art with an analysis of its genesis and significance to contemporary culture. *Slayman*

356 (Spring) BAROQUE ART

European Art from c.1600 to 1800. *Slayman*

357 (Fall) ANCIENT ART

Art of ancient Greece and Rome. *Slayman*

***358 AMERICAN ART**

A survey of American art from Colonial times to 1900 with emphasis on European influences and development of indigenous styles.

394 SENIOR STUDIES

Advanced work in studio art or art history as independent study under the direction of an art instructor. Critical writing and/or discussion with the faculty is required. The student must petition the art faculty for approval.



BIOLOGYProfessor Talbot, *Chairman*

Professor Rechtern

Professor Grundhauser

Instructor Vokoun

101 (Fall)—102 (Spring) GENERAL BIOLOGY

An introduction to plants and animals with emphasis on the principles and facts which lead to a better appreciation of man's place in the biological world. *Staff*

252 (Spring) CULTIVATED PLANTS

A study which includes the identification, culture, and methods of propagation of cultivated plants. The greenhouse serves as a laboratory for the cultivation of all types of house plants. Students are given practice in raising annuals from seed and in the preparation and planting of borders. The course includes numerous trips to local gardens, parks, and nurseries. *Rechtern*

***253 (Fall) TREES AND SHRUBS**

A field and laboratory course dealing with the recognition and identification of our common trees and shrubs. Emphasis is placed on the proper use of trees and shrubs on a home property—their planting, care, and propagation. *Rechtern*

***301 (Fall) INVERTEBRATE ZOOLOGY**

A study of the invertebrate animals—their structure, physiology, and interrelationships. Prerequisite, Course 101-102. *Talbot*

***302 (Spring) FIELD ZOOLOGY AND ECOLOGY**

The interrelationships of animals, plants, and their environment are studied. Field trips are taken to local ponds, marshes, streams, woods and fields to observe living communities. Prerequisite, Course 101-102 and 301. *Talbot*

303 (Fall)—304 (Spring) COMPARATIVE ANATOMY

A course dealing with the comparative anatomy of the vertebrates with special emphasis on mammalian structures and their development. Prerequisite, Course 101-102. *Talbot*

305 (Fall) MAMMALIAN PHYSIOLOGY

A study of the functions of the human organism, including studies of circulation, respiration, digestion, excretion, nervous and endocrine mechanism. Laboratory experiments demonstrate various physiological principles. Prerequisite, Course 101-102, Chemistry 151-152, and consent of the instructor. *Grundhauser*

***306 (Spring) CELLULAR PHYSIOLOGY**

A study of the properties and activities of organisms of the cellular and subcellular levels. Emphasis is centered on: membrane phenomena, the mechanism of movement, conduction in nerve and muscular fibers, and cellular and subcellular response to ionizing radiations. Prerequisite, Course 101-102, Organic Chemistry, and consent of the instructor. *Grundhauser*

308 (Spring) GENETICS

A study of classical and modern genetics, including principles of Mendelian inheritance, mechanism of cellular heredity, mutations, the genetic code, gene interactions, and population genetics with an introduction to the principles of evolution. Prerequisite, Course 101-102. *Vokoun*

***309 (Fall) CELL BIOLOGY**

A study of the structure of the cytoplasmic and nuclear components of the cell together with their functional significance. Prerequisite, Course 101-102. *Vokoun*

311 (Fall) VERTEBRATE EMBRYOLOGY

A course dealing with the development of the vertebrates with special reference to the chick and mammal. Prerequisite, Course 101-102. *Talbot*

312 (Spring) PARASITOLOGY

A survey of the protozoan, helminth, and arthropod parasites of man, with consideration of the

*Not offered in 1967-1968.



biological significance of parasitism, the geographic distribution of human parasites, and the disease resulting from parasitism. Prerequisite, Course 101-102. *Talbot*

313 (Fall) MICROBIOLOGY

A course treating the morphology and physiology of bacteria yeasts, molds, and viruses, with emphasis on the bacteria. Some consideration is also given the basic concepts of immunity. Prerequisite, Course 101-102. *Grundhauser*

314 (Spring) RADIOBIOLOGY

A course treating the biological effects of radiations; the use of radioactive materials as tools in the solution of biological problems; and finally, the methods for detection of biological change consequent upon radiation, and also the techniques and instrumentation necessary for the detection and measurement of radiations themselves. Prerequisite, Course 101-102. *Grundhauser*

315 (January) SURVEY OF PLANTS

A survey of the plant kingdom dealing with gross structure and reproduction of representative forms to show their evolutionary relationship. Prerequisite, Course 101-102. *Rechtern*

***317 (Fall) ANATOMY**

A course for physical education majors only. It gives a basic knowledge of the structure of the human body emphasizing skeleton and muscles. Prerequisite, Course 101-102. *Talbot*

***370 SEMINAR: TOPICS IN BIOLOGY**

Special topics, selected from various areas of biological investigation either of recent or historical origin, are studied in depth. Topics will differ from year to year. For Science majors only.

294 (January) INDEPENDENT STUDY

394 HONORS PROJECT

A course of independent study for seniors.

*Not offered in 1967-1968.

CHEMISTRY

Associate Professor Bornmann, Chairman
Instructor Welch

151 (Fall) GENERAL CHEMISTRY I

A systematic treatment of the principles of science which are applied to chemistry. Special sections are available for those students who have not had high school chemistry. Topics included are atomic structure, chemical bonding, gases, classification of the elements, and solutions. Three lectures and one three-hour laboratory period per week. *Bornmann, Welch*

152 (Spring) GENERAL CHEMISTRY II

A continuation of Chemistry 151. Inorganic qualitative analysis and basic organic chemistry are included. Prerequisite: Chemistry 151. Three lectures and one three-hour laboratory period per week. *Bornmann, Welch*

353 (Fall) CHEMICAL EQUILIBRIA

A qualitative and quantitative examination of chemical reactions by use of the principles of chemical equilibria, thus enabling the student to predict the nature and quantities of the products of reactions. Prerequisite: Chemistry 152 or proficiency examination. Three lectures and one three-hour laboratory period per week. *Welch*

354 (Spring) QUANTITATIVE ANALYSIS

A study of the practice and principles of analytical chemistry with emphasis on quantitative analysis, including instrumental analysis. Prerequisite: Chemistry 152 or proficiency examination. Two lecture-discussion and two three-hour laboratory periods per week. *Welch*

360 (Spring) INTRODUCTORY ORGANIC CHEMISTRY

Study of typical organic compounds, their nomenclature, and fundamental reactions. This course does not satisfy prerequisite of any further courses in chemistry. Prerequisite: High school chemistry or Chemistry 151. Two lectures and two two-hour laboratory periods per week. *Staff*

361 (Fall), 362 (Spring) ORGANIC CHEMISTRY

A systematic study of the nomenclature, structure, and properties of organic compounds. Lab-

oratory experience in synthesis and purification of typical compounds. Prerequisite: Chemistry 152 or proficiency examination. Three lectures and one three-hour laboratory period per week. *Staff*

***363 BIOCHEMISTRY**

Study of topics of interest in biology and chemistry, including metabolism, vitamins, and hormones, and blood and urine analysis. Prerequisites: Chemistry 361 and Biology 305 or concurrent registration therein. One lecture and two two-hour laboratory periods per week.

***364 ORGANIC QUALITATIVE ANALYSIS**

Identification of organic compounds from their properties and by preparation of derivatives. Prerequisite: Chemistry 362. One lecture and two two-hour laboratory periods per week.

371 (Fall) PHYSICAL CHEMISTRY I

Theory and mathematical study of chemical states and compounds. Prerequisites: Chemistry 353, 261 and Mathematics 151. Three lectures and one three-hour laboratory period per week. *Staff*

372 (Spring) PHYSICAL CHEMISTRY II

Study of chemical thermodynamics, electrochemistry, and selected topics in advanced chemistry. Prerequisites: Chemistry 354 and 371, and Mathematics 304. *Staff*

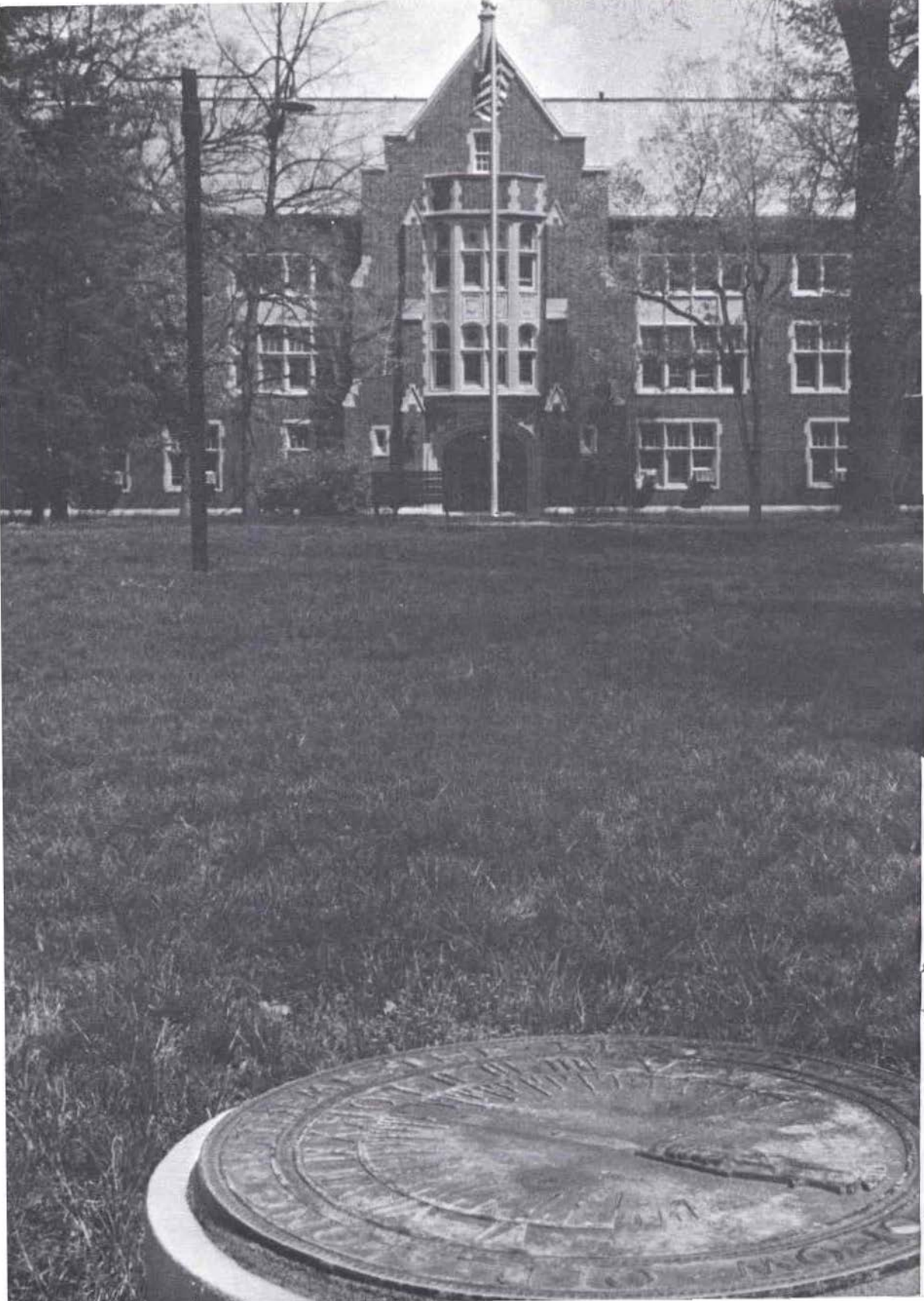
***380 SELECTED TOPICS IN CHEMISTRY
(Value— $\frac{1}{4}$ course)**

Special topics from various areas of chemistry are studied in depth. Topics will differ from year to year. Prerequisite: Permission of instructor.

**291, 292, 293, 294 INDEPENDENT STUDY
IN CHEMISTRY****200 (January) THE SPACE FRONTIER**

A study of the problems and some solutions which have evolved from space research. The discussions include the interactions of biology, chemistry, mathematics, medicine, and physics in man's venture into space. There is also a section on extra-terrestrial biology. A trip to the Houston Manned Space Craft Center and to the launch facilities at Cape Kennedy may be included. *Bornmann*

*Not offered in 1967-1968.



CLASSICSProfessor Toliver, *Chairman*

Instructor Nisbet

**165 (Fall), 166 (Spring) GRAECO-
ROMAN CIVILIZATION**

A study of the political and cultural attainments in Greece and Rome. The history, literature, and art of both nations are examined and emphasis is placed upon the classical contributions to western civilization. In general, Greek culture is considered during the first term and Roman during the second. *Toliver*

**200 (Fall) SCIENTIFIC TERMINOLOGY
FROM GREEK AND LATIN**

A course designed especially for the student of the biological sciences, nursing, and medicine to give a command of the technical vocabulary used in her profession through a study of prefixes, suffixes, and root words derived from Greek and Latin. No previous knowledge of Greek or Latin required. *Toliver*

250 (January) CLASSICAL MYTHOLOGY

A study of the most important classical myths, with a consideration of their relation to Greek and Roman thought and culture. Some attention is given to the use of classical myths in literature and art. *Toliver*

**260 (January) HISTORIANS AND
HISTORIOGRAPHY**

A study in translation of classical historians, including such authors as Thucydides and Tacitus, with special emphasis on the ancient approach to history. *Nisbet*

**262 (Spring) EPIC TRADITION IN THE
CLASSICAL WORLD**

A study in translation of the classical epic traditions, including such authors as Homer, Apollonius Rhodius, Vergil, and Lucretius. *Nisbet*

264 (January) OVID

A study in translation of the writings of Ovid, with special emphasis on the *Metamorphoses* but also including portions of his other works. *Nisbet*

**266 (Spring) DEVELOPMENT OF SATIRE
AS A GENRE**

A study of Roman satire in translation from its origins through its development, with special emphasis on Horace, Persius, and Juvenal. *Nisbet*

300 (Fall) CLASSICAL ARCHAEOLOGY

A rapid survey of the main sites of excavation and the techniques of reconstruction, with special emphasis on the contributions of these to a better knowledge of Greek and Roman culture. Prerequisite: Classics 165, 166. *Nisbet*

Courses in Classics require no knowledge of Greek or Latin; however, students selecting Classical Civilization as an area of concentration will be expected to develop facility in one or both of the classical languages.

LATIN**201 (Fall)-202 (Spring) ELEMENTARY LATIN**

A beginning course for the student who has had no Latin or whose proficiency is seriously deficient. Grammar and syntax are stressed at the beginning of the course with as much reading of Latin as possible. As the student acquires the necessary tools for translation, the reading of selections from Roman writers is emphasized. *Nisbet*

301 (Fall)-302 (Spring) VERGIL

Translation of portions of the works of Vergil with special emphasis on the *Aeneid* but including the *Georgics* and *Eclagues*, and with discussion of Vergil's literary merits. Prerequisite: Latin 201-202 or two years of high school Latin. *Nisbet*

321 (Fall) ROMAN DRAMA

Translation of one play of Plautus, one of Terence, and, when time permits, one of Seneca. The origins and types of Roman drama are studied, and some attention is given to the theater as an institution of Roman life. Prerequisite: Latin 301-302 or three high school units in Latin. *Toliver*

322 (Spring) ROMAN LETTERS

Translation of selected letters of Cicero and Pliny the Younger. A comparison of their personalities, their lives, and the political situations during the periods which they represent will be made. Prerequisite: Latin 301-302 or three high school units in Latin. *Toliver*

GREEK**203 (Fall)-204 (Spring) ELEMENTARY GREEK**

Grammar and syntax are stressed at the beginning of the course with as much reading of Greek as possible. As the year continues, emphasis is placed upon reading of selections from Greek literature, and attention is given to the authors' styles and their contribution to the Greek culture. *Toliver*

351 (Fall) ROMAN HISTORY

Selections from such writers as Caesar, Livy, Suetonius, and Tacitus are read. Their theories of history and styles are studied, and some consideration is given to their influence upon the development of history as a literary genre. Prerequisite: Latin 301-302 or three high school units in Latin. *Toliver*

352 (Spring) ROMAN POETRY

Selections from Roman poets, particularly Catullus and Horace, are read. Their styles and influence upon later poetry are studied, and some consideration is given to their effect upon society of their own time. Prerequisite: Latin 301-302 or three high school units in Latin. *Toliver*

381 (Fall) ROMAN PHILOSOPHY

Translation of selections from such writers as Cicero, Lucretius, and Seneca with a study of Greek sources and of philosophic schools. Prerequisite: Latin 301-302 or three high school units in Latin. *Toliver*

382 (Spring) ROMAN SATIRE

Translation of selections from Martial, Juvenal, and Horace with a study of the development of Roman satire as a genre. Prerequisite: Latin 301-302 or three high school units in Latin. *Toliver*

383 (Fall) ROMAN NOVEL

Translation of a selection from Petronius' *Satyricon* and, when time permits, of some part of Apuleius' *The Golden Ass*. A study is made of the development of the romance in Greek and Roman literature. Prerequisite: Latin 301-302 or three high school units in Latin. *Toliver*

331 (Fall)-332 (Spring) GREEK LITERATURE

Translation of selections from Homer during the first semester and of selections from Attic writers during the second semester. Consideration is given to the style and influence of each author. Prerequisite: Greek 203-204 or its equivalent. *Toliver*

ECONOMICS

Professor Moore, Chairman
Instructor Roman

101 (Fall) INTRODUCTION TO ECONOMICS I

A course emphasizing fundamental economic principles and macroeconomics. Topics studied include business organization, national income, business fluctuations, monetary policy and fiscal policy. *Moore, Roman*

102 (Spring) INTRODUCTION TO ECONOMICS II

An analysis of microeconomics. Attention is given to the determination of price, under conditions of pure and imperfect competition, and its functional distribution of income in the form of wages, interest, rent, and profits. A brief survey of international economics and comparative economic systems is included. *Roman*

104 (Spring) CONSUMER ECONOMICS

An analysis and evaluation of the consumer's role in the economy. Included are the basic principles in the determination of price and the expenditure of disposable income. Factors affecting consumer demand, such as fashion, advertising, credit, and fraud are considered. Expenditures on food, housing, transportation, clothing and insurance are examined. Some time is devoted to consumer protection. *Moore*

200 (January) CONTEMPORARY ECONOMIC INSTITUTIONS AND PROBLEMS

A study of the problems affecting the market, the corporation, the public utility, the union, the farmer and the consumer. *Moore*

202 (Spring) STATISTICS

An introduction to theory and application of statistics to the social sciences. Major content categories are statistical inference, probability, descriptive statistics, random variables and expected values. *Moore*

301 (Fall) LABOR PROBLEMS AND INDUSTRIAL RELATIONS

A study of the labor force, employment, wages, hours, and industrial conflict. Unions, collective

bargaining, and the labor laws are given important consideration. *Moore*

302 (Spring) MONEY AND BANKING

An examination of the nature and function of money and banks. The development of the American banking system, the organization and functions of the Federal Reserve system, and monetary theory and policy are given considerable emphasis. Prerequisite: Course 101 or consent of instructor. *Roman*

303 (Fall) INTERNATIONAL ECONOMIC RELATIONS

An examination of the bases of trade among nations, including the theory and mechanism of international financial transactions. Special emphasis is placed on tariffs, quotas, foreign exchange, and custom regulations. There is an evaluation of international, commercial, and financial policies, with special reference to those of the United States. Prerequisite: Course 101. *Roman*

304 (Spring) ECONOMIC DEVELOPMENT

Problems of economic development in less developed nations. A study of economic theory in the area of development and a critical examination of current economic development policies and programs. Prerequisite: Course 101 or consent of instructor. *Roman*

***305 (Fall) COMPARATIVE ECONOMIC SYSTEMS**

An analysis and evaluation of capitalism, socialism, and communism, both historically and functionally. The economies of the United States, England, Russia, China, Sweden, and others are examined. Prerequisite: Course 101, or consent of instructor.

***381 HISTORY OF ECONOMIC THOUGHT**

An inquiry into the development of economic ideas and the environment of the men connected with them. Prerequisite: Course 101 and 102.

*Not offered in 1967-1968.



EDUCATIONProfessor DeWulf, *Chairman*

Associate Professor Banks

Associate Professor Quehl

8 (Spring) SCHOOL ORGANIZATION FOR TEACHERS (1/2)

An examination of the school and the teacher in their formal and informal social settings. Principles and practices of social interaction and school administration are related to the effective functioning of the classroom teacher. *Staff*

10 (January) CHILDREN'S LITERATURE (1/2)

A survey of children's literature, authors and illustrators. A study of the principles related to selection of criteria, presentation, techniques, and construction of interest in reading various types of publications for children. *Banks*

12 (Spring) MUSIC IN ELEMENTARY SCHOOLS (1/2)

A general preparation for the teacher of music in the elementary grades. A study of the principles, procedures, and objectives of school music, emphasizing supervisory and administrative problems of the music supervisor. A comparative study and analysis is made of the most recently published music texts. *Bittner*

14 (January) ART IN ELEMENTARY SCHOOLS (1/2)

Study in elementary art education. Studio work and lecture on technique and skills used in teaching media. Emphasis is placed on the development of the student's ingenuity, resourcefulness, imagination, creativity, and value sense. *Banks*

16 (Spring) TEACHING MATHEMATICS IN ELEMENTARY SCHOOLS (1/2)

A modern approach to the teaching of mathematics is offered for the student preparing to teach in the elementary schools. There is discussion of the new methods of presentation, such as programmed materials, and the various programs developed in the area. Prerequisite: Mathematics 101-102 or equivalent. *Beasley*

30 (Fall and Spring) METHODS OF TEACHING A MAJOR SUBJECT (1/2)

Problems of teaching the major subject. New materials and methods are examined, implemented and evaluated. Prerequisite: Education 300-301. *Staff*

- Section A. Biology (January)
- Section B. English (Spring)
- Section C. Mathematics (Fall)
- Section D. Modern Languages (Fall)
- Section E. Social Studies (Fall)
- Section F. Speech (Spring)
- Section G. Business (Spring)

74 (Spring) PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS (1/2)

(See *Physical Education Courses*)

Study of the characteristics of the various age groups and the developmental processes as related to physical education in elementary schools. Survey of suitable activities, methods of presentation, and practical application in the various activities. *Staff*

200 (Fall) EDUCATION IN AMERICA

An introduction to the historical and social foundations of American Education. *DeWulf*

250 (Spring) THE UNGRADED SCHOOL

A course designed to acquaint teachers and administrators with the philosophy, organization, curriculum, and evaluation of the ungraded school. Emphasis is placed on the transition from a graded plan to the implementation of the ungraded structure. School visitations are an integral part of the course. *Wilhour*

289 (Spring) PHILOSOPHY OF EDUCATION

Focus of seminar is on developing philosophic-mindedness rather than on transmission of a philosophy or schools of philosophy. In first half of term, the student learns basic philosophical methods and uses them to explore the nature of

culture, democracy as a social ethic, freedom and authority, and the function of social policy. In second half of term, the student analyzes such controversial social-educational policy problems as church-state-education, loyalty and national security, censorship, academic freedom. Emphasis on independent study. Prerequisite: Any student of at least junior standing. *Quehl*

**300 (Fall)-301 (Fall and Spring)
STRATEGIES AND TACTICS FOR
SECONDARY TEACHING**

The course consists of an analytical study of teaching in the high school, based upon the logic of scientific inquiry and concepts of human development and learning. Varieties of evidence from the psychology of education and adolescent psychology contribute an understanding, development, and evaluation of teaching and learning models. Provides an integrated view of teaching, learning, and social behavior in the secondary school setting. Prerequisite: Psychology 100. *Staff*

**303 (Fall) A STUDY OF TEACHING:
ELEMENTARY LEVEL**

A study of the developmental and experimental process of teaching. An analytic approach and evaluation of the principles, techniques, practices, curricula, instructional media. Observations, demonstrations, conferences, special projects and

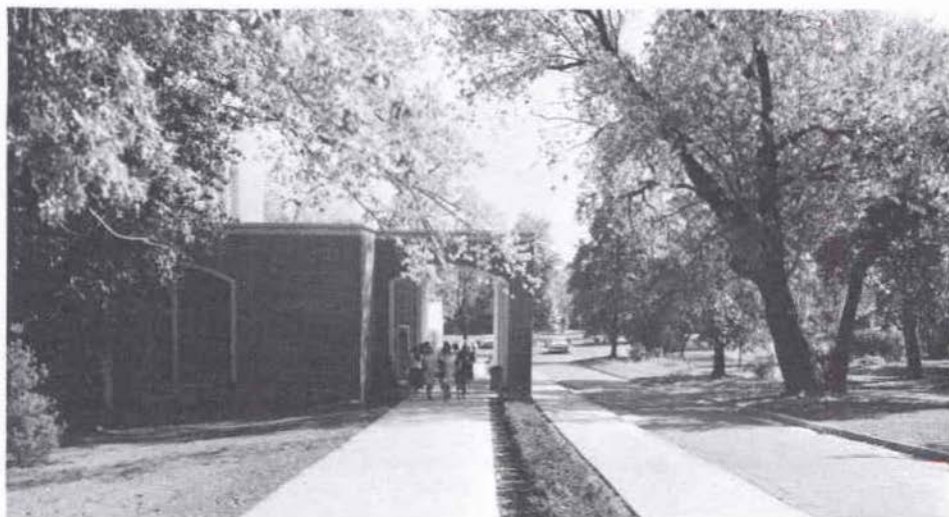
clinics for the kindergarten and elementary level. Prerequisite: Psychology 100. *Banks*

306 TEACHING OF READING

A study of current techniques in teaching reading, including instructional concepts, printed material, measuring devices, audio-visual aids. Provides a foundation for planning a developmental program. Observations, demonstrations, clinics on Elementary School level. Prerequisite: Education 303. *Banks*

**350 (Fall and Spring) STUDENT
TEACHING**

A course consisting of observation, individual conferences, seminars, and supervised teaching in the public schools. The student is responsible for arranging and paying the expense of transportation to and from the assigned school. Course registration must be approved by the Chairman of the Department one semester in advance. A block of time, one-half day, either every morning or afternoon for a full term is required for the course. The student teacher's total academic load is limited to four courses, including Education 350. Prerequisite: Education 300-301 or 303; 306 for elementary teachers; specific subject matter methods for secondary teachers, or concurrent registration in case of alternate year offering. A 2.1 cumulative grade point average in all work in the major field, and a 2.0 grade point average in all professional education courses. *Staff*



ENGLISH

Professor Barnett, Chairman
Professor Sibley (on leave, 1967-1968)
Associate Professor Feely
Assistant Professor Minetree
Assistant Professor Vinson
Instructor Fields
Instructor Clark

111, 112 WORLD ART AND LITERATURE
(Divisional elective)

A chronological study of great works of art and literature from pre-history to modern times. Both form and content are considered as they relate to the dominant ideas in each period and at the same time reveal universal human values. (Also listed as Art 111, 112). *Clark, Fields, Vinson*

210 WRITER'S ROUNDTABLE
(January term)

Class and private instruction in creative writing and criticism. A course which allows the student to study under a visiting writer, to participate in group discussions, and to select individual writing projects. *Minetree*

211, 212 WRITER'S WORKSHOP I, II

Lectures, discussions, and tutorials dealing with the composition of various literary forms. The student may select projects in writing poetry, fiction, and drama according to individual interests. *Minetree*

213 THE ESSAY

Concurrent studies in the history and the composition of the essay. Readings comprising the core of the studies are organized to illustrate both the development and the variety of the form. Eliot, Bacon, Lamb, Forster, Woolf, and Baldwin are among the authors included. The student is engaged in extensive practice in writing. *Clark*

**220 MYTHOLOGICAL CONVENTIONS IN
 RENAISSANCE ART AND
 LITERATURE (Florence)**

A study of mythology as treated in Italian Renaissance sculpture, painting and iconography, and English Renaissance literature. A particular

concern is the Florentine Academy and its interpretations of Biblical and Ovidian material. The course includes three weeks of study in Florence, Italy, in conjunction with the Art Department. *Feely*

221 ENGLISH POETRY: THEME AND FORM

A study of major and minor English poetry from the middle ages to the twentieth century. The focus of the study is on important genres such as the ballad, the sonnet, the ode, and the dramatic monologue. A concurrent study of critical statements by the poets and their contemporaries. *Vinson*

223 COMEDY

A study of comic drama from classical times to the 20th century. The conventions of comedy, as well as its variety, are seen in Aristophanes, Janson, Moliere, Chekhov, and other less central playwrights. The reading includes critical material. *Vinson*

225 THE BRITISH NOVEL I

The beginning of the novel and its development to the end of the eighteenth century. Representative works of Defoe, Richardson, Fielding, Smollett, and Sterne are studied. *Clark*

226 THE BRITISH NOVEL II

The novel in the nineteenth century, from Jane Austen to George Meredith. *Clark*

**228 ENGLISH LITERATURE AND THE
 COURTLY CODE**

A study of the Code of Courtly Love as an idea in English literature from Chaucer's *Troilus and Criseyde* to Eliot's *Ash-Wednesday*. The course includes works by Spenser, Sidney, Keats, Tennyson, and others. *Feely*

230 CONTEMPORARY DRAMA (London)

A study in breadth of twenty to twenty-five plays, produced in London during January, 1968. Popular drama, drama written for small audiences, drama kept in a repertory company, and revivals are all considered. Background reading in contemporary drama prepares the student for an understanding of the plays in the immediate context of the theater. Technical, back-stage, and other elements are considered. A critical paper is to be written focusing on one aspect of the experience. *Vinson*

231 AMERICAN LITERATURE I

The Myth of the New Adam—readings from folklore, legend, and the poetry and fiction of Whitman, Eliot, Ferlinghetti, Cooper, Twain, Kerouac, Bellow, Melville. *Fields*

232 AMERICAN LITERATURE II

The Myth of the Promised Land—readings from the 19th century Southern writers, and from Stowe, Faulkner, Ellison, Alger, Howells, Fitzgerald, Crane, Hemingway, Mailer, Heller. *Fields*

233 SHAKESPEARE AND ENGLISH DRAMA TO 1600

A study of English drama before 1600, with emphasis on the principal comedies and historical plays of Shakespeare. *Feely*

234 SHAKESPEARE AND ENGLISH DRAMA, 1600-1642

A thorough study of the major tragedies and tragi-comedies of Shakespeare, together with selected plays by other Stuart dramatists. *Feely*

235 MODERN DRAMA: DIRECTIONS SINCE IBSEN

A study of the experimental and non-realistic tendencies in the drama of the 20th century. Beginning with Ibsen's later plays, the study includes expressionistic, "epic," and absurd works of Strindberg, Pirandello, O'Neill, Brecht, Ionesco, and Genet. *Vinson*

236 MODERN FICTION: FOUNDERS OF THE MODERN NOVEL

A study of the important revolutionary trends in the novel that occurred around the turn of the twentieth century, and the effects of these trends on some later writers. The new use made of traditional realistic subject matter and approach and the relationship between the author and his material are two concerns in the study. Central figures include James, Joyce, and Gide. *Vinson*

237 OVID, FICINO, AND THE RENAISSANCE MAKER

A study of Ovid and Ovidian poetry in the English Renaissance with particular emphasis upon the poetry of Marlowe, Shakespeare, and Jonson. *Feely*

238 SEVENTEENTH CENTURY METAPHYSICALS

A study of seventeenth-century forms and modes with emphasis on works by Donne, Herbert, Marvell, Bacon, Browne, and Burton. *Feely*

239 MILTON*240 AMERICAN LITERATURE IN NEW YORK CITY (New York)**

The student attends plays selected to demonstrate the evolution of American drama from early folk comedy and melodrama to traditional and absurd drama. The emphasis is on the period from 1930 to the present. *Fields*

241 SHORT FICTION**242 TWENTIETH CENTURY SATIRE*****243 DRYDEN, SWIFT, AND POPE*****244 DR. JOHNSON AND HIS CIRCLE****251 MODERN AND POST MODERN POETRY (January)**

Intensive readings in twentieth century poetry from Rilke to Ferlinghetti. *Barnett*

261 WILLIAM BLAKE, POET AND PAINTER**263 ROMANTICISM, CONTINENTAL AND ENGLISH—1789-1837*****264 ROMANTICISM AND ITS DECAY—1837-1901****325 HISTORY OF THE ENGLISH LANGUAGE**

An introduction to linguistics and a survey of the development of the vocabulary, grammar, and idioms of the English language from its Indo-European origins to modern times. Prerequisite: Two courses in English. *Barnett*

326 CHAUCER*327 CLASSICAL FOUNDATIONS OF LITERARY CRITICISM**

Selections from the major literary critics from Aristotle to Arnold with attention to the relevance of criticism to the development of English literature. Prerequisite: Two courses in English. *Barnett*

*Not offered in 1967-1968.

328 TWENTIETH CENTURY CRITICISM

A study of the writings of Hulme, Eliot, Babbitt, Richards and the new critics with attention to the contemporary reassessment of the nature of literary art. Prerequisite: Two courses in English. Barnett

400 SENIOR SYNTHESIS

Six weeks in a study of books and articles pertaining to the student's major, six weeks in a plenary session on philosophy and religion, and two weeks in preparation of a senior paper.

FRENCH

See Modern Languages.

THE FRESHMAN COMMON**SOCIAL SCIENCES:**

Professor Hood,
Director of The Freshman Common

Professor Moore
Professor Richey

NATURAL SCIENCES:

Professor Grundhauser
Associate Professor Bornmann
Instructor Vokoun

HUMANITIES:

Associate Professor Thomas
Assistant Professor Robbins
Instructor Fields

**101 (Fall)—102 (Spring) DYNAMICS OF THE TWENTIETH CENTURY Staff**

The course seeks to inform the student of the revolutionary changes and dominant issues of our time, and to relate these changes and issues to the academic disciplines.

The course operates on two levels. A plenary level brings the entire group together on a regular basis during the fall and spring terms (not the January term) for lectures, films, debates, panel discussions, and guest speakers. Students are divided into nine discussion groups led by selected members of the faculty, three from each of the academic divisions: the Humanities, the Natural Sciences, and the Social Sciences. A rotation system places the student in three different discussion groups during the year, one represent-

ing each of the three divisions. In these small groups a great variety of material is discussed, refuted, debated, and sometimes confirmed. A final portion of the year is used for directed independent study on a topic chosen by the student. Each student's project is guided by one of the nine Freshman Common faculty, normally chosen by the student as the person most likely to be helpful in the preparation of her material. To facilitate this approach, a house on campus has been outfitted and staffed as *Freshman Common House*.

Effective writing is stressed throughout the course. The English department prescribes a writer's handbook and provides directions concerning

the quality of the writing expected by the college. An English department staff member assists students whose written work does not meet the standard. During the spring term, a proficiency examination in writing is administered by the English department and those students who do not pass this examination must elect the essay writing course in the sophomore year. A notation

that the student has passed the proficiency examination is entered on the student's permanent college record.

In this course the college attempts to provide insight into the many faceted concerns of contemporary society. The Common by-passes the arbitrary compartments of modern knowledge, and emphasizes the unity of learning.

GEOGRAPHY

Geography courses are administered by the Department of History.

201 (Spring) GEOGRAPHY

A study of world geography with special references to the influence of physical environment on man. Designed primarily for those preparing to teach in elementary schools. *Clevenger*

GERMAN

See Modern Languages.



HISTORY

Professor Hood, Chairman
Professor Clevenger
Assistant Professor Caine
Assistant Professor Merideth

14, 15 CURRENT EVENTS

A study of current world history as presented in newspapers and periodicals. A critical analysis of sources is emphasized. *Clevenger*

101 (Fall), 102 (Spring) EUROPE AND THE WORLD

This course identifies the basic characteristics of western civilization since 1500, compares and contrasts them with the basic characteristics of the major non-western civilizations, and explores the interactions of the West and the East in modern times. *Merideth*

*201 (Fall), 202 (Spring) HISTORY OF ENGLAND

Development of the English state and society. Selected topics illustrate the growth of major institutions, such as the Crown, the Church, Parliament, and Cabinet government. The first term examines these institutions through the year 1714. The second term examines Britain's changing role in modern times. Intended also to serve as a background for students interested in English literature. Offered in alternate years.

205 (Fall), 206 (Spring) UNITED STATES HISTORY

Each term offers a general survey in the development of the American nation from colonial times to the present. Consideration is given to political trends, but much of the work stresses the economic and social foundations of American institutions. The first term deals with history to 1877; the second term focuses on contemporary American history. *Caine*

*Not offered in 1967-1968.

209 (Spring) COLONIAL AND REVOLUTIONARY AMERICA

A study of the foundations of American civilization. The course emphasizes the impact of the New World environment upon the peoples, institutions, and ideas brought from the Old World. The course concludes on the topic of the growth of separatism and the war with England. *Caine*

*211 CIVIL WAR AND RECONSTRUCTION

The growth of sectionalism and the Civil War. Primary emphasis is placed on the continuing sectional differences after the Civil War and the problems which resulted. Offered in alternate years.

213 (Fall) DIPLOMATIC HISTORY OF THE U.S. TO 1900

An historical survey of the foreign relations of the United States. The course is particularly concerned with the development of major U.S. policies toward foreign countries and the reasons for these policies, as well as the changes in our interests and attitudes toward other nations before 1900. *Caine*

214 (Spring) DIPLOMATIC HISTORY OF THE U.S. SINCE 1900

The course assesses the role of the United States as it becomes a great power and assumes a wider role in the conduct of international affairs. Particular attention is given to the development of the present U. S. posture in foreign affairs. *Caine*

*215 AMERICAN INTELLECTUAL AND SOCIAL HISTORY THROUGH THE CIVIL WAR

A history of American modes of thought, formation of the American character, and the

growth of the American social order from earliest times to 1865. The effect upon American society of continued immigration and the western movement are also studied. Offered in alternate years.

***216 AMERICAN INTELLECTUAL AND SOCIAL HISTORY SINCE THE CIVIL WAR**

The transformation of American society by the Second Industrial Revolution and the rise of the city. The conflicts between privilege and reform and the formation of American democratic thought and welfare democracy. Some attention is given to trends in literature and the arts. Offered in alternate years.

217 (Fall) CONTEMPORARY AMERICA

Emphasis is on the pursuit and exercise of political power in the United States, together with the changes associated with the growth of populations, cities, the welfare-state concept, and the crisis of behavior in contemporary America. *Caine*

221 (Fall) THE EARLY MIDDLE AGES

The course assesses the history of Europe from the fall of Rome to 1100. The downfall of classical culture and the development of new political, economic, and social institutions in Europe in the early middle ages are focal emphases.

222 (Spring) THE HIGH MIDDLE AGES

Europe in the twelfth and thirteenth centuries. The course deals with the culmination of medieval civilization in the Church, the medieval empires, the expansion of the West, and the decline of medieval political, social, and economic institutions. *Merideth*

227 (January) THE RENAISSANCE

The transition to modern times in Europe in the 14th and 15th centuries. The course assesses the growth of capitalistic institutions, the rise of urbanism, the changing social structure, and the manifestations of art, literature, and religion in Italy and western Europe. *Merideth*

***228 THE REFORMATION**

The causes, progress, and effects of the major religious reform movements in the 16th and 17th centuries and the interconnections of those movements with the economic, political, and social conditions of Europe. Offered in alternate years.

231 (Fall) CLASSIC EUROPE: THE OLD REGIME

Europe in the 17th and 18th centuries. The course stresses the development of classic social, economic, and religious institutions, the development of national monarchies, mercantilism, and the Enlightenment. *Merideth*

232 (Spring) THE FRENCH REVOLUTION AND NAPOLEON

An analysis of the causes, course, and significance of French Revolution, and an appraisal of the career and European significance of Napoleon Bonaparte. *Merideth*

***233 NINETEENTH CENTURY EUROPE**

A course designed to make contemporary Europe more understandable by analyzing the background of the attitudes, inclinations, aspirations, and beliefs of Europeans in the 1800's. Their political, social, economic, and intellectual environments are studied to discover reasons for the growth of liberalism, socialism, imperialism, militarism, nationalism, internationalism, and materialism. The course concludes with an analysis of the conflicts in national policies which led to World War I. Offered in alternate years.

***234 EUROPE SINCE 1918**

A study of the background, course, and results of World War I, followed by special consideration of the League of Nations, the Bolshevik Revolution, the development of the democracies since World War I, the rise of Fascism in Italy, the Nazi regime in Germany, the problems of southeastern Europe, contemporary European imperialism, the origins of World War II, the Cold War and the present-day problems in Africa, Southeast Asia, and the Middle East. Offered in alternate years.

250 (Fall) LATIN AMERICA

The development of Latin American political, economic, and social institutions in modern times. The course discusses the interaction of the pre-Columbian Indian, Iberian, and African cultures in the shaping of modern Latin American societies. Modern patterns of change, both revolutionary and evolutionary, are analyzed. *Clevenger*

260 (Spring) FAR EAST

A study of East Asia, particularly China and Japan, under the impact of the West in modern times. The differences between China's response and that of Japan are discussed, and the development of social, political, and economic institutions are analyzed. *Clevenger*

340 (January) WAR AND PEACE IN THE TWENTIETH CENTURY

A pro-seminar. The course examines the role of war, its motivations, and its impact on contemporary life. The problems associated with the search for peace are assessed. Prerequisite: History 101, 102. Hood

***350 VICTORIAN ENGLAND**

A pro-seminar. Reading, writing, and discussion of aspects of English life in the middle and later 19th century; parliamentary reform, Utopian socialism, the Oxford movement, the Evangelical Revival, Darwinism, imperialism, and popular taste. Prerequisite: History 202.

360 (January) THE WEST IN AMERICAN HISTORY

A pro-seminar. The westward movement from colonial times through the 19th century. An attempt is made to assess the importance and

impact of the frontier on American life. Prerequisite: History 205, 206. Caine

370 (January) THE WELFARE STATE IN AMERICA

A pro-seminar. The historical development of the concept of the welfare state, with particular emphasis on the 20th century. The Progressive Era, the New Freedom of Woodrow Wilson, the New Deal, and the Great Society receive attention. Prerequisite: History 206. Clevenger

***380 ENGLISH CONSTITUTIONAL HISTORY**

A pro-seminar. A study of the development of the English constitutional and legal system. Consideration is given to the growth of Parliament, the rise of political parties, the role of the crown, and those aspects of political philosophy which had the greatest influence on the United States. Prerequisite: History 201, 202.

***400 HISTORY SENIOR SYNTHESIS Staff**





MATHEMATICS

Associate Professor Murdock, Chairman

Professor Beasley

Assistant Professor Husemann

101 (Fall)—102 (Spring) CONCEPTS OF MATHEMATICS

Logical defects in Euclidean geometry, resulting non-Euclidean geometries, ancient systems of numeration, bases other than ten, concept and properties of number, algebraic structures, algebra of sets, vectors and matrices, mathematical logic, nature of proof, extensions of the number system, probability and statistics, permutations and combinations, testing hypotheses, real and complex numbers, functions and graphs, the concept of limit, differentiation and integration. The course is intended primarily for students outside the Division of Natural Sciences and Mathematics who have completed two or three years of high school mathematics. *Staff*

151 (Fall)—152 (Spring) MATHEMATICAL ANALYSIS I, II

Mathematical logic, system of real numbers, groups and fields, sets and Boolean algebra, functions and relations, algebraic functions, circular functions, exponential and logarithmic functions.

Integral calculus, area as an integral, volumes of solids of known cross-section, the derivative, derivative as a slope, limits and continuity, composite functions, chain rule, differentials, integration by parts, partial derivatives, transcendental functions, introduction to differential equations. Prerequisite: Four years of high school mathematics, or equivalent, including trigonometry. *Husemann.*

161 (Fall) FINITE MATHEMATICS

Mathematical logic, set theory, the axiomatic method, problem solving, relations and functions, partitions and counting techniques, introduction to theory of probability. Prerequisite: Four years

of high school mathematics, or equivalent, including trigonometry. Superior score on mathematics placement test. The course may also be taken by the upperclass student for mathematics credit. *Beasley*

200 (January) INTRODUCTION TO COMPUTER SCIENCE

Describes the functions and uses of a digital computer. Fortran computer programming is studied and programming exercises are tested and run on the college's I.B.M. 1620 computer.

280 (January) SPECIAL TOPICS IN MATHEMATICS *Staff*

294 (Fall) INDEPENDENT STUDY
Murdock

303 (Fall) MATHEMATICAL ANALYSIS III

Vector algebra, scalar product, planes, straight lines, cross product, triple scalar product, conic sections, helix, surfaces, transformations, mean-value theorems and applications, sequences, infinite series, improper integrals. Prerequisite: Mathematics 152, or equivalent. *Beasley*

304 (Spring) MATHEMATICAL ANALYSIS IV

Set functions, probability theory, conditional probability, compound experiments, Bernoulli trials, random variables, discrete and continuous distributions, expectation and variance, Chebyshev's inequality, law of large numbers, central limit theorem, multiple integration, linear differential equations including the Legendre equation and the Bessel equation, uniqueness theorems, existence theorems, applications. Prerequisite: Mathematics 303, or the equivalent. *Murdock*

305 (Fall) MATHEMATICAL ANALYSIS V

Vector calculus, gradient, line integrals, divergence, curl, integral theorems, surface integrals, Gram-Schmit process, theory of integration, set measures, the Lebesgue integral. Prerequisite: Mathematics 304, or the equivalent. *Beasley*

307 (Spring) COMPLEX ANALYSIS I

Complex numbers, analytic functions, elementary functions, mappings, complex integration, power series. Prerequisite: Mathematics 305, or the equivalent. *Murdock*

***308 COMPLEX ANALYSIS II**

Residues and poles, conformal mapping, applications, the Schwartz-Christoffel transformation, integral formulas (Poisson type), analytic continuation, singular points and zeros, Riemann surfaces. Prerequisite: Mathematics 307 or the equivalent.

***311 INTRODUCTION TO REAL VARIABLES I**

Sets and functions, sequences and series, limits and metric spaces, continuous functions, topological concepts, Riemann integral theorem. Prerequisite: Mathematics 305, or the equivalent.

***312 INTRODUCTION TO REAL VARIABLES II**

Transcendental functions, Taylor series, sequences and series of functions, Weierstrass approximation theorem, Picard existence theorem for differential equations, the Arzela theorem, Lebesgue integration, Fourier Series, orthonormal expansions. Prerequisite: Mathematics 311, or the equivalent.

***315 LINEAR ALGEBRA I**

Systems of linear equations, vector spaces, linear dependence, bases, dimension, linear mappings, matrices, determinants, quadratic forms, orthogonal reduction to diagonal form, eigenvalues, geometric applications. Prerequisite: Mathematics 152 or the equivalent. It is recommended that the student should have completed Mathematics 161.

***316 LINEAR ALGEBRA II**

Norms and spectral radii, bounds for spectral radii, diagonally dominant matrices, non-negative matrices, reducible matrices, dual spaces, multi-

linear forms, inner product spaces, the spectral theorem. Prerequisite: Math 315 or the equivalent.

321 (Fall) ALGEBRAIC STRUCTURES I

Groups, subgroups, rings, commutative rings, integral domains, fields, ordered fields, polynomial forms, Peano axioms, properties of natural numbers, integers, rational numbers, real numbers, complex numbers. Prerequisite: Mathematics 305 or the equivalent. (May be taken concurrently.) It is recommended that the student should have completed Mathematics 315. *Murdock*

***321 ALGEBRAIC STRUCTURES II**

Linear groups, changes of bases, affine groups, orthogonal and Euclidean groups, linear and bilinear forms, quadratic forms, affine and projective geometry, quotient rings, ideals, field extensions, Galois theory, subgroups and subfields, finite fields, insolvability of the quintic equation. Prerequisite: Mathematics 321 or the equivalent.

330 (Spring) MODERN GEOMETRY

Elementary logic, deductive reasoning, valid arguments, truth tables, indirect method of proof, axiomatic systems, consistency, completeness, independence, logical defects in Euclidean geometry, Hilbert's axioms, Menelaus' and Ceva's theorems, harmonic elements and cross-ratio, inversion, projections, duality, Desargues' theorem, perspectivities, coordinate projective geometry, transformations, Kantian philosophy, parabolic geometry, hyperbolic geometry, elliptic geometry, non-Euclidean geometry and the physical universe. Prerequisite: Mathematics 305, or the equivalent. *Beasley*

***332 INTRODUCTION TO TOPOLOGY**

Elementary set theory, topological spaces, metric spaces, mappings, homeomorphisms, compact spaces, product spaces, function spaces, nets and convergences, Peano spaces, connectivity. Prerequisite: Mathematics 305, or the equivalent.

***341 PROBABILITY**

Axiomatic probability, probability spaces, combinatorial analysis, conditional probability, stochastic independence, Bayes' theorem, random variables, discrete and continuous distributions, expectation, variance, moment-generating functions, special discrete distributions, special continuous distribution, joint distributions, the Chebyshev inequality, law of large numbers, the central limit theorem. Prerequisite: Mathematics 305, or the equivalent.

*Not offered in 1967-1968.

***342 MATHEMATICAL STATISTICS**

Sampling, estimations, testing hypotheses, statistical decision theory, regression analysis, design of experiments, analysis of variance, non-parametric statistics. Prerequisite: Mathematics 305, or the equivalent. It will be helpful if the student has completed Mathematics 341.

351 (Fall) NUMERICAL ANALYSIS I

Norms of vectors, and matrices, well-posed computations, linear systems of equations, Gaussian elimination, direct factorization methods, iterative methods, iterative solution of non-linear equations, computation of eigenvalues, eigenvectors, polynomial approximation, Weierstrass' approximation theorem, Bernstein polynomials, least squares approximations, Chebychev polynomials. Prerequisite: Mathematics 305, or the equivalent. (May be taken concurrently upon instructor's approval.) *Murdock*

352 (Spring) NUMERICAL ANALYSIS II

Differences, interpolation polynomials, numerical differentiation, quadrature, numerical solution of ordinary differential equations, multi-step methods, one-step methods for partial differential equations, the Laplace equation, wave equation, heat equation, general theory. Prerequisite: Mathematics 351, or the equivalent. *Murdock*

***355 APPLIED MATHEMATICS I**

Vector calculus, integral theorems, generalized systems of coordinates, tensor analysis, matrices

and determinants, infinite series, theory of differential equations. Prerequisite: Mathematics 305, or the equivalent.

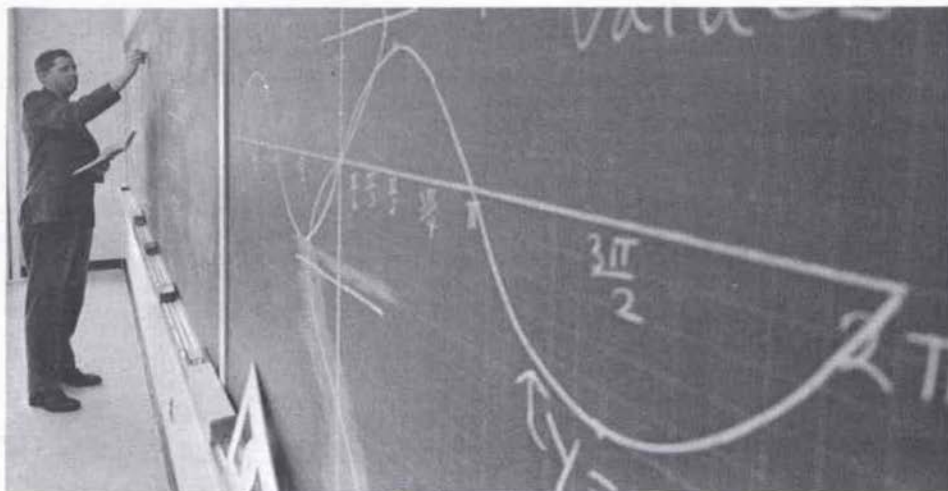
***356 APPLIED MATHEMATICS II**

Infinite series, Taylor expansion, power series, Sturm-Liouville theory, orthogonal functions, Hermitian operators, Hermite functions, Laguerre functions, Chebychev polynomials, hypergeometric functions, integral equations, Neumann series, calculus of variations, Lagrangian multipliers, variation subject to constraints. Prerequisite: Mathematics 355, or the equivalent.

380 (Fall) SEMINAR

Students will present to the seminar group papers on various mathematical topics. Topics are selected which have not previously been considered in other mathematics classes, or a previously studied topic may be considered in depth. A research paper prepared under the guidance of a faculty adviser is required of each student. The paper is presented by the student to the seminar for criticism and discussion. Possible topics include mathematical logic, differential geometry, foundations of mathematics, econometrics, biometrics, linear programming, operations research, algebraic topology, and computer languages. Prerequisite: Approval of Chairman, Department of Mathematics. *Staff*

*Not offered in 1967-1968



MODERN LANGUAGES

Professor Doherty, Acting Chairman

Associate Professor Crowley

Assistant Professor McClear

Instructor Cusack

Instructor Morros

Instructor Mudd

Instructor Norris

291, 292, 293, 294 INDEPENDENT STUDY

Study may be in French, German or Spanish, with the final digit of the course number indicating the number of quarter course credits to be earned. Prerequisite: Permission of the department chairman and of the instructor concerned. *Staff*

394 INDEPENDENT STUDY

Prerequisite: Senior standing and permission of the department chairman and of the instructor concerned. *Staff*

FRENCH

201 (Fall)—202 (Spring) ELEMENTARY FRENCH

Oral inductive approach, but with concurrent development of all four linguistic skills: listening comprehension, speaking, reading and writing. Intensive use of the language laboratory. *Morros and Staff*

301 (Fall)—302 (Spring) INTERMEDIATE French

Reading of modern French prose, review of syntax, and continued practice in oral expression. Further development of all four language skills. Prerequisite: French 202 or equivalent proficiency. *Morros and Staff*

311 (Fall) FRENCH CONVERSATION

Systematic development of vocabulary through the study of selected topics, followed by oral reports and group conversations over the topics prepared. Prerequisite: French 302 or permission of instructor. *Doherty*

312 (Spring) FRENCH COMPOSITION

Systematic training in writing French, with emphasis on free composition, based on readings of a non-literary nature. Grammar review and

vocabulary building. Prerequisite: French 302 or permission of instructor. *Doherty*

320 (January) FRENCH PHONETICS AND DICTION

A scientific approach to French pronunciation. Exercises in pronunciation, intonation, phonetic transcription and reading French prose and poetry. Required practice in the language laboratory. Prerequisite: French 301. *Doherty*

321 (Fall), 322 (Spring) HISTORY OF FRENCH CIVILIZATION

A survey of the political, social, intellectual and cultural history of France from its origins to the present. Given in French, with collateral readings from French literature and other writings of a cultural nature. The first term concludes the era in 1715 with the death of Louis XIV. Prerequisite: French 302 or permission of instructor. *Doherty*

330 (January) SEMINAR ON ANDRE GIDE

Reading and analysis of the principal works of one of the most important French writers of

the present century. Regular group meetings combined with individual research and reports.
Morros

331 (Fall), 332 (Spring) INTRODUCTION TO FRENCH LITERATURE

Critical reading of literary selections and introduction to the principal literary genres. Use of the "explication de texte" method and written compositions. The course has the dual purpose of introducing the student to an understanding and appreciation of literary styles and of improving her spoken and written French. Prerequisite: French 302 or permission of instructor.
Doherty

***341 (Fall) FRENCH THEATRE OF THE SEVENTEENTH CENTURY**

Reading of representative works of the great dramatists of the classical period: Corneille, Moliere and Racine. Prerequisite: French 331, 332 or permission of instructor. Staff

***342 (Spring) FRENCH PROSE AND POETRY OF THE SEVENTEENTH CENTURY**

Readings from Descartes, Pascal, La Fontaine, Boileau and the moralists and social critics of the classical period. Prerequisite: French 331, 332 or permission of instructor. Staff

***351 THE AGE OF ENLIGHTENMENT: VOLTAIRE AND HIS CONTEMPORARIES**

The rise of the "philosophical mind" and the critique of the established order: Montesquieu, Voltaire, Diderot and the *Encyclopedie*. Prerequisite: French 331, 332 or permission of instructor.

***352 ROUSSEAU AND HIS CONTEMPORARIES**

Rousseau as a precursor of the French Revolution and a representative of pre-romanticism; Bernardin de Saint-Pierre, Beaumarchais and others. Prerequisite: French 331, 332 or permission of instructor.

*Not offered in 1967-1968.

***361 FRENCH NOVEL OF THE NINETEENTH CENTURY**

Critical reading of a few representative novels from the early realism of Balzac to Zola and naturalism. Prerequisite: French 331, 332 or permission of instructor.

***362 FRENCH POETRY OF THE NINETEENTH CENTURY**

A study of the Romantic, Parnassian and Symbolist movements in French poetry, with extensive readings from representative writers of each movement, from Hugo to Mallarme. Prerequisite: French 331, 332 or permission of instructor.

***371 FRENCH NOVEL OF THE TWENTIETH CENTURY**

Critical reading of a few selected works by major novelists from Gide to Camus. Analysis of literary style and study of the psychological, social, moral and metaphysical problems presented. Prerequisite: French 331, 332 or permission of instructor.

***372 FRENCH THEATRE OF THE TWENTIETH CENTURY**

Reading of representative plays of the present century from Giraudoux to Ionesco. Prerequisite: French 331, 332 or permission of instructor.

***381 ADVANCED FRENCH CONVERSATION**

Intensive training in oral practice and self-expression to develop fluency in the use of idiomatic French. Organized vocabulary development and oral composition. Prerequisite: French 311 or permission of instructor.

***383 ADVANCED FRENCH GRAMMAR**

A systematic and thorough review of French grammar. Translation into French of English prose passages. Prerequisite: French 312 or permission of instructor.

***384 ADVANCED FRENCH COMPOSITION**

Study of style and syntax through the analysis of selected passages of French prose. Texts of increasing difficulty translated from English to French; some free composition. Prerequisite: French 383 or permission of instructor.

GERMAN

203 (Fall)—204 (Spring) ELEMENTARY GERMAN

Introduction to the fundamentals of the language. Mastery of the basic principles with emphasis on speaking and reading comprehension. *Mudd*

303 (Fall)—304 (Spring) INTERMEDIATE GERMAN

A brief review of German grammar. The reading of modern short stories with discussion in German and compositions based on the material read. Prerequisite: German 204 or equivalent proficiency. *Mudd*

313 (Fall) GOETHE AND SCHILLER

Reading of selected dramatic and lyric works of Goethe and Schiller. Prerequisite: German 304 or permission of instructor. *Mudd*

314 (Spring) GERMAN ROMANTICISM

Selected readings from writers of the German Romantic movement. Prerequisite: German 304 or permission of instructor. *Mudd*

333 (Fall) ADVANCED GERMAN COMPOSITION

An advanced course in German stylistics aimed at developing a good literary style. Prerequisite: German 304 or permission of instructor. *Mudd*

334 (Spring) ADVANCED GERMAN CONVERSATION

To develop fluency in speaking German and the command of idiomatic expressions. Organized vocabulary development and oral compositions. Prerequisite: Permission of instructor. *Mudd*



SPANISH**205 (Fall)—206 (Spring) ELEMENTARY SPANISH**

A beginning course in Spanish taught by audiolingual methods, but with concurrent development of all four language skills: listening comprehension, speaking, reading and writing. *Norris, McClear*

300 (Fall and Spring) SPANISH READINGS

A second-year course stressing primarily readings in the language. Prerequisite: Spanish 206 or equivalent proficiency. *McClear*

306 (Spring) SPANISH COMPOSITION

A second-year course designed primarily for grammar review and composition. Prerequisite: Spanish 206 or equivalent proficiency. *Crowley*

310 (Fall and Spring) SPANISH CONVERSATION

Conversational techniques and the acquisition of a practical vocabulary. Recommended for students interested in commercial, industrial or government positions involving the use of Spanish. Prerequisite, Spanish 206 or equivalent proficiency. *Crowley*

Note: Satisfactory completion of two of the preceding 300 level courses satisfies the foreign language requirement for graduation.

316 (Spring) HISPANIC AND LATIN-AMERICAN CIVILIZATION

For students interested in the cultural aspects of Spain and Latin America. Prerequisite: Spanish 300 and previous or concurrent registration in Spanish 306 or 310. *Crowley*

325 (Fall) THE GOLDEN AGE IN SPANISH LITERATURE

The masters of the Spanish theater: Lope de Vega, Tirso de Molina and Calderon. The rebirth of the theater and the high point of prose with Cervantes. Prerequisite: Spanish 300 and Spanish 306 or 310. *Crowley*.

326 (Spring) SPANISH ROMANTICISM

The romantic movement in Spain. Leading poets and dramatists. Prerequisite: Spanish 300 and Spanish 306 or 310. *McClear*

335 (Fall) ADVANCED SPANISH CONVERSATION

A continuation of Spanish Conversation at a more advanced level. Techniques of group discus-

sion, formal and informal presentations and debates: Prerequisite: Spanish 310 or permission of instructor. *Norris*

336 (Spring) ADVANCED SPANISH COMPOSITION

A course devoted to stylistic analysis, techniques of translation, writing and composition. Prerequisite: Spanish 306 or permission of instructor. *Norris*

***345 (Fall) COLONIAL LATIN-AMERICAN LITERATURE**

The main writers of the Latin-American colonial period until independence. Prerequisite: Spanish 300 and Spanish 306 or 310.

***346 (Spring) MODERN AND CONTEMPORARY LATIN-AMERICAN LITERATURE**

Writers and movements of the post-colonial period. Prerequisite: Spanish 300 and Spanish 306 or 310.

350 (January) SARMIENTO, FIRST ADVOCATE OF INTER-AMERICAN COOPERATION

A seminar covering Sarmiento's literary, journalistic and political career. *Crowley* (In cooperation with the Division of Social Sciences.)

***355 THE GENERATION OF 1898 IN SPAIN**

The emergence of modern concepts and of a new fiction. Prerequisite: Spanish 300 and Spanish 306 or 310.

***356 MODERN AND CONTEMPORARY SPANISH POETRY**

Latin-American poetry from "Modernismo" to the present. Trends in modern and contemporary Spanish poetry. Prerequisite: Spanish 300 and Spanish 306 or 310.

360 (January) MEXICAN CIVILIZATION AND FOLKLORE

To be given in Mexico for the student of Spanish on sufficient demand. Prerequisite: At least three college courses in Spanish or equivalent and permission of department chairman. *Staff*

***400 SENIOR SYNTHESIS**

Synthesis of Spanish and Latin-American studies.

*Not offered in 1967-1968

MUSIC

Professor Little, Chairman
Associate Professor House
Associate Professor Swingen
Assistant Professor Bittner
Assistant Professor Giron
Assistant Professor Robbins
Instructor Conover
Instructor Blaylock
Mr. Perkins

100 (Fall)—101 (Spring) THEORETICAL FOUNDATIONS OF MUSIC

A course designed to introduce the student to the various theoretical disciplines in an integrated sequence. The fundamentals of harmony, as well as elementary studies in counterpoint, orchestration, and form are emphasized. In addition, the course develops various musical skills, such as sight-singing, keyboard harmony, and ear training. *Giron*

194 (January) INDIVIDUAL PROJECTS IN MUSIC

A course designed to allow the student to pursue an approved individual study project in music off-campus. A substantial research paper is required of the student. *Staff*

230 (January) MUSIC PRACTICUM

The course gives the student a broad view of present day musical practice through the media of master classes by recognized authorities, field trips, seminars, and lectures. *Staff*

240 (Fall and Spring) TECHNIQUES OF CREATIVE LISTENING

A course designed for the student not concentrating in music but who wishes to increase her enjoyment and understanding of music. A guide to more intelligent listening is provided by lectures, listening to recorded music, attendance at concerts and recitals, and assigned readings. *Little, Swingen*

250 (Fall) MUSIC OF THE 19TH CENTURY

A study of the principal types of music of the 19th century, showing the evolution of earlier forms and the development of those peculiar to this period. Special emphasis is placed on the relation of music to the social climate of the 19th century. *Swingen*

260 (Spring) AMERICAN MUSIC

A study of a variety of American music from the mid-17th century to the present day, with special emphasis on contemporary experimental music. The relationship of music to the changing patterns of American life is explored. *Little*

***270 (Fall) MUSIC OF THE MEDIEVAL AND RENAISSANCE PERIODS**

A study of the development of polyphony from organum through the motets and masses of the Renaissance. Parallel developments in secular music are also explored. Special emphasis is placed on the relation of music to the social climate of these periods. *Little*

***280 (Spring) MUSIC OF THE BAROQUE PERIOD**

A study of the vocal and instrumental forms of the Baroque period, with the development of opera given special emphasis. The relationship of the Baroque composer to his society is also studied. *Swingen*

***285 (Fall) MUSIC OF THE CLASSIC PERIOD**

A study of the vocal and instrumental forms of the late 18th century with special emphasis on the development of the sonata. The social climate is explored. *Little*

300 (Fall)—301 (Spring) THEORETICAL AND HISTORICAL FOUNDATIONS OF MUSIC

A continuation of Music 100-101, in which principles of musical composition are approached from the bases of both theoretical and historical development. More emphasis is placed on contra-

**Not offered in 1967-1968.*

puntal skills leading to a study of modal counterpoint. Emphasis is also placed on the historical development of music from that of ancient Greece through the Baroque period. Prerequisite: Course 100-101. *Giron, Little*

***350 (Fall)—351 (Spring) THEORETICAL AND HISTORICAL FOUNDATIONS OF MUSIC**

A continuation of Music 300-301 in which principles of musical composition are approached from the bases of both theoretical and historical development. Emphasis is placed on chromatic harmony of the Nineteenth Century and experimental Twentieth Century styles. Emphasis is also placed on the historical development of music from the Classic period through the Twentieth Century. Prerequisite: Courses 100-101, 300-301. *Giron, Little*

***360 (Spring) COLLEGIUM MUSICUM**

A study of important works of the past and present from the standpoints of performance and

analysis. Performances by faculty and students constitute an important part of the course. A substantial research paper is required. *Staff*

***370 (Spring) COUNTERPOINT**

Special problems in counterpoint, with emphasis on the study of contrapuntal techniques of the Twentieth Century *Giron*

380 (Fall)—381 (Spring) COMPOSITION

Private lessons in composition tailored to meet individual needs of the student. Prerequisites: Courses 100-101 and 300-301, or concurrent registration in Course 300-301, or consent of instructor. *Giron*

***385 (Spring) CONDUCTING AND VOCAL TECHNIQUES**

A course to equip the student to be an effective conductor of a chorus in the public schools. Basic principles of correct vocal production are stressed. *Perkins, Robbins*

APPLIED MUSIC

2—(Fall and Spring)	PIANO	(1/4)
3—(Fall and Spring)	ORGAN	(1/4)
4—(Fall and Spring)	VOICE	(1/4)
5—(Fall and Spring)	VIOLIN	(1/4)
6—(Fall and Spring)	ORCHESTRAL INSTRUMENTS	(1/4)
	<i>Staff</i>	

10 (Fall) INSTRUMENTAL TECHNIQUES: STRINGS (1/4)

A study of the string instruments conducted as an introduction to the teaching of violin, viola, cello, and bass, and as a demonstration of classroom teaching of these instruments. *Conover*

12 (Spring) INSTRUMENTAL TECHNIQUES: WOODWINDS (1/4)

A study of the woodwind instruments conducted as an introduction to the teaching of the clarinet, flute, oboe, saxophone, and bassoon, and as a demonstration of classroom teaching of these instruments. *Bittner*

***13 (Fall) INSTRUMENTAL TECHNIQUES: BRASS (1/4)**

A study of the brass instruments conducted as an introduction to the teaching of the trumpet, trombone, and horn, and as a demonstration of classroom teaching of these instruments. *Bittner*

***14 (Spring) INSTRUMENTAL TECHNIQUES: PERCUSSION (1/4)**

A study of the percussion instruments conducted as an introduction to the teaching of these instruments, and as a demonstration of classroom teaching. *Bittner*

***388 (Fall)—*389 (Spring) RECITAL AND RESEARCH**

A course limited to the student emphasizing performance. The course includes the public performance of a major recital. A substantial paper involving stylistic analysis of the works played on the recital will be required. Pre-requisite: Senior standing. *Staff*

*Not offered in 1967-1968.

MUSICAL ORGANIZATIONS**20 (Fall and Spring) CHOIR (1/4)**

Ensemble experience in the singing of both sacred and secular music with an emphasis on secular. Open to all students. *Perkins*

30 (Fall and Spring) VESPER CHOIR (1/4)

Ensemble experience in the singing of both sacred and secular music with an emphasis on sacred. Open to all students by audition. *Perkins*

40 (Fall and Spring) VOCAL CHAMBER**MUSIC ENSEMBLE (1/4)**

A small vocal ensemble known as the Lindenwood Chorales specializing in the study and performance of significant choral literature from all periods. Open to all students by audition. *Perkins*

50 (Fall and Spring) OPERA WORKSHOP (1/4)

A study of the opera from the standpoint of production. Complete operas, as well as scenes from operas, are produced. All elements of production, including design and costuming, are included. Open to all students. *Robbins*

MUSIC FOR JUNIORS AND SENIORS in 1967-1968

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

FALL TERM**307 MODAL COUNTERPOINT (1/2) Giron****311 ORCHESTRATION (1/2) Giron****313 PIANO LITERATURE & INTERPRETATION (1/2)**
*Little, Bittner***331 PEDAGOGY (1/2) Little****359 MASTERWORKS OF MUSIC LITERATURE (1/2) Little****390 SPECIAL PROBLEM Staff**
APPLIED MUSIC**SPRING TERM****308 FORM AND ANALYSIS (1/2)**
*Giron***312 ORCHESTRATION (1/2) Giron****314 PIANO LITERATURE & INTERPRETATION (1/2)**
*Little, Bittner***332 PEDAGOGY (1/2) Little****360 MASTERWORKS OF MUSIC LITERATURE (1/2) Little****390 SPECIAL PROBLEM Staff**
APPLIED MUSIC

PHILOSOPHY AND RELIGION

Professor Conover, Chairman
Associate Professor Johnson
Associate Professor Thomas
Visiting Instructor Ferguson

PHILOSOPHY**155 (Fall) PHILOSOPHICAL THINKING**

An introduction to the field, the terminology, and the problems of philosophy. Readings are selected from representative works by classical and contemporary philosophers. *Conover*

156 (Spring) AESTHETICS

A study of the problems of aesthetics and of traditional and modern aesthetic theories. The arts of architecture, the dance, music, painting, poetry, prose literature, and sculpture are considered. *Conover*

202 (Spring) LOGIC

A study of the principles of correct thinking. The methods of inductive and deductive thinking are examined, as a foundation for exactness in thinking and for precision in the use of terms and propositions. *Staff*

204 (January) PERSONAL AND SOCIAL ETHICAL PROBLEMS

An examination of the nature of morality and an introduction to ethical theories. Current issues in personal and social morality are discussed. *Conover*

254 (Spring) ETHICS

A study of selected original writings representing both the major classical theories of moral

value and also of contemporary theories of meta-ethics. Class discussions focus on the practical application of these theories to the problems of modern life. *Staff*

301 (Fall), 302 (Spring) HISTORY OF PHILOSOPHY

A study of the development of Western philosophy from the pre-Socratic philosophers to the twentieth century, with readings from the works of major philosophers. Ancient and medieval philosophy studied in the first semester, and modern philosophy in the second semester. Prerequisite: for Course 301, junior or senior standing; for Course 302, Course 301 or 155. *Staff*

304 PHILOSOPHY OF RELIGION

An examination of the fundamental problems of religion. Attention is given to the nature of religion and the validity of religious knowledge, proofs for the existence of God, the problem of evil, and the concepts of freedom and immortality. Prerequisite: Course 155. Offered on demand. *Staff*

312 (Fall) SEMINAR: EXISTENTIALISM

A critical reading of central works by Kierkegaard, Nietzsche, Sartre, Camus, Marcel and others. Prerequisite: Consent of the instructor. *Thomas*

151 (Fall) TRADITION AND DISSENT IN THE OLD TESTAMENT

A study of selected Old Testament writings illustrating the development of Israelite faith and its later re-interpretations. Attention is given to the role of myth, legend, history, cult, prophecy and law. *Thomas*

152 (Spring) INTRODUCTION TO THE LITERATURE AND RELIGION OF THE NEW TESTAMENT

An introduction to the development of the traditions about Jesus in the Gospels, the development of the early church as reflected in The Acts and the Letters of Paul, and a study of the re-

RELIGION

maining books of The New Testament. History, literature, and theology are explored. *Johnson*

200 (Fall and Spring) RELIGIONS IN AMERICA

A study of the beliefs, traditions, and programs of the Protestant Denominations, The Roman Catholic Church, and Judaism. Worship, government and developments in the ecumenical movement are explored. *Johnson*

210 (January) BELIEF AND UNBELIEF

Using the conceptual framework provided by Wilhelm Dilthey, the course explores the quest for meaning in the thought of selected figures. *Thomas*

220 (January) THE SPIRIT OF PROTESTANTISM

A study of contemporary Protestantism, its origins in the Reformation, and its contribution to world culture. Recent developments in the various denominations and in the ecumenical movement are explored. Field trips to outstanding churches and centers of Protestant work in the St. Louis area are an important element in the course. *Johnson*



301 SEMINAR IN THE HISTORY OF CHRISTIAN THOUGHT

Christian thought from the Church Fathers through the Reformation. Augustine, Aquinas, Luther, and Calvin are included. Prerequisite: Junior standing. *Thomas*

302 SEMINAR: MODERN THEOLOGY

An examination of the thought of selected nineteenth and twentieth century theologians. Schleiermacher, Barth, and Tillich are included. Prerequisite: Junior standing. *Thomas*

305 (Fall) THE MEANING OF PAUL FOR TODAY

A study of the life, work, and writings of The Apostle Paul, the influence of his thought on the developing church, and its significance for Christian faith and life today. Prerequisite: Junior standing or consent of instructor. *Johnson*

308 (Spring) INTRODUCTION TO CHRISTIAN EDUCATION

An introductory course dealing with the dynamics of teaching and learning in the educational ministry of the church. The religious growth and development of persons, creative approaches to teaching, worship, and the dynamics of group development are explored. Prerequisite: At least one of the following courses: Religion 151, 152, 200, 220, 305. *Johnson*

***309 THE HISTORY AND PHILOSOPHY OF CHRISTIAN EDUCATION**

A study of the historical development of Christian education, and contemporary trends in the church's educational ministry to adults, youth and children. Prerequisite: At least one of the following courses: Religion 151, 152, 200, 220, 304. *Johnson*

310 (Spring) COMPARATIVE RELIGION

A study of the major contemporary religions, and of the similarities and differences in the religions and philosophies of East and West. Prerequisite: Junior standing or consent of instructor. *Thomas*

315, 316 SEMINAR IN PHILOSOPHY AND THEOLOGY

Readings in the works of philosophers and theologians of a selected period, with class discussion. The course is designed for advanced students. Prerequisite: One of the following courses: Philosophy 301, 302, 312, or Religion 301 or 302. *Staff*

*Not offered in 1967-1968.

PHYSICAL EDUCATION

Professor Ross, Chairman
Associate Professor Amonas
Assistant Professor Jacobson
Instructor Bittner

50 HISTORY AND APPRECIATION OF DANCE (1/2)

An historical and critical survey, the course is designed to give the student an understanding of the development of different forms of the primitive, folk, ballet and modern dance through the ages to the present day and to develop an appreciation of contemporary dance forms. Open to all students. *Amonas*

70 ORIENTATION IN PHYSICAL EDUCATION (1/2)

Study of the various aims and objectives of physical education for a general understanding of the meaning and interpretation of physical education. *Jacobson*

72 FIRST AID (1/2)

Standard Red Cross with certificate for those who complete the course satisfactorily. Open to all students. *Jacobson*

73 HEALTH EDUCATION (1/2)

A course designed to provide the teacher with basic knowledge of personal and environmental hygiene. Stresses positive health education and develops techniques and methods necessary for teaching health education in both elementary and secondary schools. *Jacobson*

74 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (1/2)

Study of the characteristics of the various age groups and the developmental processes as related to physical education in the elementary schools. Survey of suitable activities, methods of presentation, and practical application in the various activities. One class meeting and two hour laboratory periods a week. *Amonas*

75 TECHNIQUES OF HORSEMANSHIP (1/2)

Offered for the student interested in furthering her knowledge of horses and horsemanship. The course surveys the instruction of riding, breeds of horses, selection and care of horses and equip-

ment, feeding, shoeing, safety, first aid, and camp and school riding programs. Diseases and blemishes on horses are considered, as well as planning a horse show and other related subjects. Prerequisite: One semester of riding or the equivalent and consent of instructor. *Bittner*

77 PERSONAL DEFENSE FOR GIRLS (No credit)

A course in technical and practical application of modern methods of self-defense. Open to all students. *Ross and Guest Lecturer*

79 MATERIALS AND METHODS OF TEACHING DANCE (1/2)

Discussion and practical application of teaching techniques and analysis of fundamental movements in modern dance and folk dance. Prerequisite: One semester of modern dance and experience in folk dance or consent of instructor. *Amonas*

200 RECREATION LEADERSHIP

An introduction to the total field of organized recreation service, and the principles and methodology of recreation leadership. Open to all students. *Ross*

204 CAMP COUNSELING

A study of the camp aims, objectives, philosophies and counselor training for both cabin responsibilities and for practical camping activities, including camp craft skills, camp singing and dramatics. Consideration given to camper problems. Open to all students. *Ross*

304 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION

A study of objectives, philosophy and methodology of organizing and conducting classes for girls' and women's physical education; purchase and care of equipment; departmental policies and procedures are discussed. Prerequisite: Physical Education 70. *Ross*

***305 KINESIOLOGY**

A study of the scientific principles of human motion with regard to the action of muscles. An anatomical and mechanical analysis of activities designed to promote improvement of performance. Prerequisite: Biology 317. *Jacobson*

***311-312 TECHNIQUES OF TEACHING SPORTS**

Analysis of skills and discussion of teaching techniques in women's sports. The student learns

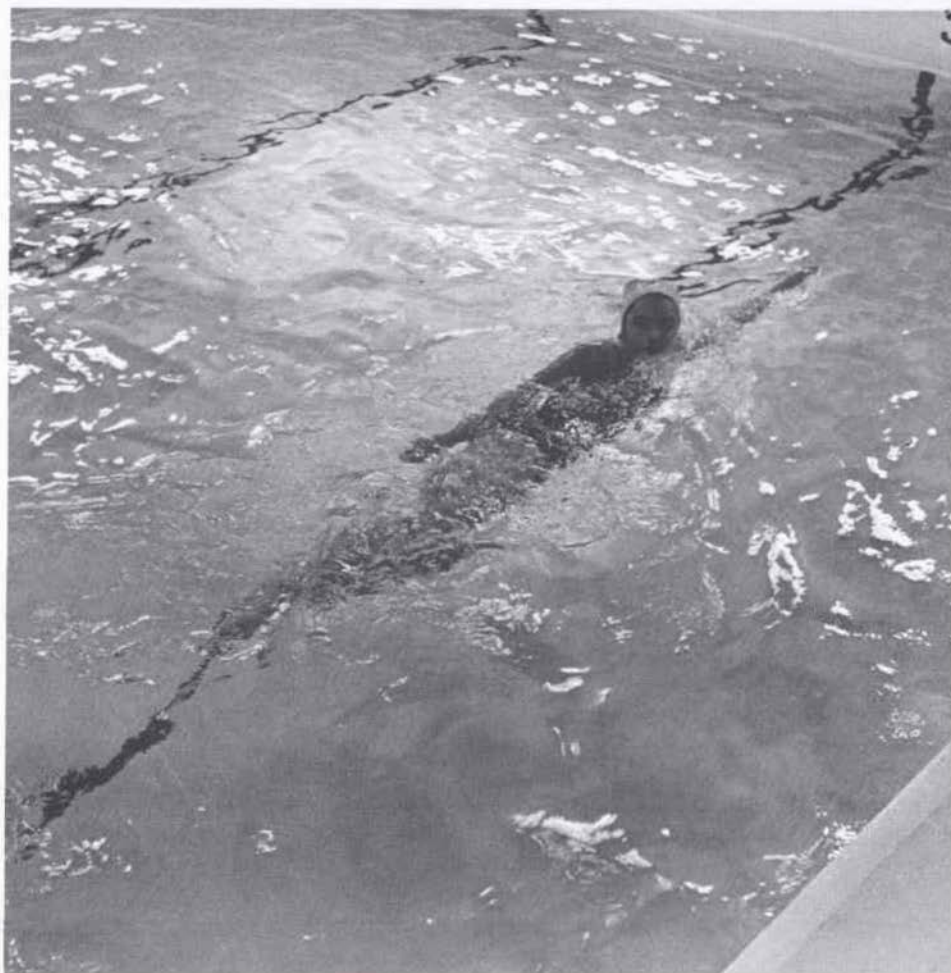
the skills, theory, and class organization of the sports. *Jacobson*

350 ADAPTIVE PHYSICAL EDUCATION

Preventative, corrective, and remedial work in reference to the mechanics of posture at various age levels. Prerequisite: Anatomy and Kinesiology. *Ross*

294 INDEPENDENT STUDY Staff

**Not offered in 1967-1968.*



PHYSICAL EDUCATION ACTIVITIES PROGRAM FOR WOMEN

The physical education activities program is intended to equip students with skills in physical activities, stimulate an interest in wholesome recreational activities which may be carried on after leaving college, and engender a respect for the value of physical activity in a program of intelligent living.

In conjunction with the required activity program, an intramural program in individual, dual, and team sports is conducted by the department and the Women's Recreation Association. Opportunity is given for all women students to engage in some form of competitive or recreational activity. A large variety of activities is offered throughout the year to meet the needs and interests of all women students.

Two terms of physical education are required for graduation. These requirements must be met during the freshman year unless excused by the college physician for medical reasons. Regulation gymnasium uniforms, swimming suits, and leotards are required of all students participating in the required activities program, and may be purchased in the college bookstore.

Physical Education majors are required to wear regulation white shorts and shirts, which may be purchased in the bookstore.

Every student has an opportunity to become a participating member of one or more clubs and organizations, according to her special interests. The physical education department sponsors such extracurricular activities as Beta Chi for riding, Orchesis for modern dance, and the Women's Recreation Association.

PHYSICAL EDUCATION ACTIVITY COURSES

The following activity courses are offered with classes meeting twice a week for $\frac{1}{4}$ credit each term.

FALL TERM

1. Tennis and Badminton

Beginning
Intermediate
Advanced

2. Basic Body Movements

3. Swimming

Beginning
Intermediate
Advanced
Life Saving

4. Dance

Beginning Modern Dance
Intermediate Modern Dance

5. Bowling

Beginning
Intermediate
Advanced

6. Riding

Beginning
Intermediate
Advanced

7. Activity Lab I

(For only those students who plan to teach physical education)

JANUARY TERM

Personal Defense

SPRING TERM

1. Tennis

Beginning
Intermediate

2. Golf

3. Swimming

Beginning
Intermediate
Advanced
Water Safety Instructors¹

4. Dance

Intermediate Modern Dance
Advanced Modern Dance
Composition

5. Bowling

Intermediate
Advanced

6. Riding

Beginning
Intermediate
Advanced

7. Activity Lab II

(For only those students who plan to teach physical education)

¹American Red Cross Water Safety Instructors Course, Part I, is offered as a physical education activity course. Part II is offered for those who qualify, the time to be arranged. Credit will be given those who satisfactorily complete Parts I and II.

PHYSICS

Physics courses are administered by the Department of Chemistry.

303 (Fall)—304 (Spring) GENERAL PHYSICS I, II

Fundamental principles of mechanics, heat, sound, light, electricity and magnetism, atomic and nuclear physics. Prerequisite: Math 152. Three lecture-discussion sessions and one three-hour laboratory each week. *Willis*

POLITICAL SCIENCE

Associate Professor Williams, *Chairman*
Professor Brown
Lecturer Little

100 THE ART AND SCIENCE OF POLITICS

Examination of certain fundamental and perennial problems of political life and of various theoretical and practical attempts to solve them. *Williams.*

200 UNITED STATES GOVERNMENT

Introduction to principles, structure and processes of the national government. *Little*

201 STATE AND LOCAL GOVERNMENT

Functions of state and local governments in their given areas and within the context of the federal system. *Clevenger*

211-212 COMPARATIVE POLITICS

Comparative analysis of selected political systems, Western and non-Western. *Little*

244 AMERICAN POLITICAL THOUGHT

Foundations and history with emphasis on the interrelationship of theory and practice in the American tradition. *Williams*

250 CASE STUDIES IN THE DEMOCRATIC PROCESS

Contemporary political issues and their implications for democratic government. *Williams*

260 RECENT FOREIGN POLICY OF THE UNITED STATES

Purposes and processes of American foreign policy since World War II. *Little*

270 POLITICAL ELITISM AND SOCIAL CHANGE

Comparative study of political elites and their effects on the overall process of social change. *Little*

275 THE POLITICAL PHILOSOPHY OF ARISTOTLE

Detailed analysis of the *Politics* with supplementary reading of the *Ethics*. *Williams*

281 19TH CENTURY POLITICAL THEORIES

Methodological and doctrinal analyses of major theories involving historical and scientific methods. *Williams*

282 20TH CENTURY POLITICS

Communism, fascism, and liberal democracy prior to World War II and the post-war challenge to political theory and practice. *Williams*

350 SEMINAR: INTERNATIONAL RELATIONS

Examination of major topics in contemporary international affairs. Prerequisite: Consent of instructor. *Brown*

380 SEMINAR: THE INTELLECTUAL AND THE MODERN STATE

Case studies of intellectuals and corresponding political regimes in the 20th century, posing ancient problems in the modern context. Prerequisite: Consent of instructor. *Williams*

PSYCHOLOGY

Professor Richey, Chairman
Assistant Professor Carpenter
Assistant Professor Nord
Assistant Professor Wilhour

100 INTRODUCTION TO PSYCHOLOGY

A beginning course that surveys psychology as a science of behavior. The course treats basic facts, theories, principles, and methods of psychology. The course may be taken the freshman year. *Nord*

300 SOCIAL PSYCHOLOGY

A study of the reciprocal relationships of personality and society. The emphasis is upon understanding social behavior and the effect of society on personality development, group behavior, social movements, leadership, and morale. Prerequisite: Course 100. *Staff*

310 CHILD PSYCHOLOGY I

A study of the physical development and psychological growth of children from infancy to adolescence. Attention focuses on the curriculum of the pre-school child while the student observes and works in the Child Development Laboratory. The student works in the Laboratory one hour per week in the afternoon session. The course is designed for the student interested in Child Development, Psychology, and Education as well as satisfying state teacher certification requirements for elementary and kindergarten levels. Prerequisite: Course 100. *Wilhour*

312 CHILD PSYCHOLOGY II

The major focus stresses learning as a process for producing desirable behavior change in children within a school setting. The student has opportunities to become both a participant and an observer in group and individual demonstrations of learning phenomena in the Child Development Laboratory and the public elementary schools. (One hour per week.) The course is designed for the student interested in Psychology and Education, as well as for those interested in a depth study of children and learning. The course satisfies state certification requirements for Educational Psychology. Prerequisite: Course 100. *Wilhour*

314 EXCEPTIONAL CHILDREN

The study of children with deviant patterns of development: gifted, retarded, those with sensory defects, and those with emotional problems. Prerequisite: Courses 100 and 310 or consent of instructor. *Carpenter*

315 (Spring) THE EMOTIONALLY DISTURBED CHILD

A study of the nature of emotional disturbances in children. Emphasis is directed toward understanding how to successfully work with children who are experiencing problems. *Wilhour*

316 THE CHILD IN MIDDLE CLASS AMERICA

A course designed to increase understanding of the child in contemporary society. Emphasis is on the influences of our culture on the total growth of the child. The course combines class meetings, independent study, research, and field trips in addition to work in the Child Development Laboratory and the public schools. Prerequisite: Course 310 or equivalent. *Wilhour*

317 (Fall) CREATIVITY

A course designed to develop an understanding of the creative process. Attention is focused on developing creativity in oneself, as well as learning how to develop it in others. *Wilhour*

*320, 322 EXPERIMENTAL PSYCHOLOGY

In the first semester, emphasis is placed on problems of research design, criterion problems, and the analysis of data. The student conducts psychological experiments on human subjects.

In the second semester, emphasis is placed on research with animals. Prerequisites: Course 100 and consent of instructor. *Richey*

324 PSYCHOLOGICAL MEASUREMENT

An introduction to the principles of psychological measurement and evaluation. Prerequisite: Course 100. *Staff*

*Not offered in 1967-1968.

330 THEORIES OF LEARNING

A systematic presentation of major theories of learning. Prerequisite: Course 100. Richey

332 THEORIES OF MOTIVATION

A systematic presentation of major theories of motivation, with an emphasis on current research on achievement motivation. Prerequisite: Course 100. Carpenter.

340 ABNORMAL PSYCHOLOGY

A study of behavior disorders with emphasis on understanding symptoms, syndromes, and theories concerning the causes of the disorders and their relationship to normal behavior. Prerequisite: Course 100. Richey, Nord

342 THEORIES OF PERSONALITY

A systematic presentation of major theories of personality. Prerequisite: Course 100. Nord

344 COUNSELING PSYCHOLOGY

An introduction to the theories, principles, and techniques of counseling. Prerequisites: Courses 100 and 340 or 342. Staff

346 VISITS TO PSYCHOLOGICAL SERVICE AGENCIES

The metropolitan St. Louis area will be used as a laboratory to acquaint the student with those agencies, institutions, hospitals, etc., and the psychological services rendered to the public by these agencies. Prerequisite: Course 100. Carpenter

350 PSYCHOLOGICAL SYSTEMS

A presentation of the major psychological systems and theories, such as Structuralism, Functionalism, Behaviorism, Gestalt, and Psychoanalysis along with their contemporary representations. Prerequisite: Course 100 and other courses in psychology. Richey

***360 INDUSTRIAL PSYCHOLOGY**

The application of psychological principles and techniques in the selection, classification, training, and utilization of personnel in business, industry, and government. Prerequisite: Course 100. Richey

**Not offered in 1967-1968.*

RELIGION

See Philosophy and Religion



SOCIOLOGY

Assistant Professor Nichols
Lecturer Temmen

100 (Fall) CULTURAL ANTHROPOLOGY

An analysis of the range of variation and the degree of uniformity in human behavior as revealed through the institutions of pre-literate societies. Whenever possible, applications to human behavior in modern complex societies will be made. *Nichols*

102 (Fall and Spring) BASIC CONCEPTS IN SOCIOLOGY

A course intended to increase the student's understanding of human relations by giving a basic knowledge of sociological facts, concepts, and principles. After a preliminary study of the mutual influence of the individual and the group, the student examines patterns of interaction, social roles, stratification, and values. These concepts are then applied to the small informal group, large organizations, urban life, institutions, social tensions, and social change. *Nichols, Temmen*

302 (Spring) SOCIAL PROBLEMS

A consideration of social problems as the symptoms of maladjustment in our complex modern society, with emphasis placed on the major social forces at play in a rapidly changing culture. Ways of correcting the maladjustments apparent in social life and individual behavior are examined critically with a view toward the development of rational social policy. Prerequisite: Course 102. *Nichols*

308 THE SOCIOLOGY OF METROPOLITAN REGIONS

A course intended to increase the student's understanding of the demographic, ecological, and organizational features of large urban agglomerates. Some attention is given to problems generated by urban living, including its impact on personality. Prerequisite: Course 102. *Temmen*

310 (Spring) SOCIAL ORGANIZATION: SMALL AND LARGE GROUPS

Analysis of the principal theories and research findings on the formation and organization of small groups and several types of large-scale organizations. Problems of communication, leadership, morale, stability, and change are examined. Prerequisite: Course 102. *Temmen*

315 (Fall) SOCIAL WELFARE INSTITUTIONS

Description and analysis of the change in social welfare institutions from the Industrial Revolution to the present. The student is acquainted with some of the contemporary social work processes. The course is designed to orient the student who plans to pursue social work as a profession. Prerequisite: Course 102. *Temmen*

320 (Spring) SOCIAL THOUGHT AND THEORY

Writings of selected major contributors to the development of sociological theory are read and analyzed. An attempt is made to understand the ideas in terms of individual personalities and the social-cultural milieu of the times. Contributions to succeeding thought and theories are traced. Prerequisite: Course 102 or consent of the instructor. *Temmen*

322 (January) THE FAMILY

The family in the United States as compared with family types found in other cultures; varieties of family patterns within the United States; contemporary changes in sex roles and child-rearing practices. Relation of family structure to current social problems; stresses in family relationships. Prerequisite: Course 102 or consent of the instructor. *Nichols*

SPANISH

See Modern Languages.



SPEECH-THEATRE

Professor Boyer, Chairman
Associate Professor McCrory
Associate Professor Hume

50 (Fall and Spring) PRINCIPLES OF BROADCASTING (1/2)

Communication of ideas, using the campus radio station as the medium. *Boyer*

61 (Fall), 62 (Spring) SCENIC ART (1/2)

Stage design with reference to all aspects of the visible spectacle of the theatre. *Hume*

71 (Fall) THE SPEECH HANDICAPPED CHILD (1/2)

The role of the elementary school classroom teacher in reference to the child having a speech disorder. *Boyer*

82 ORAL COMMUNICATION (1/2)

Basic principles of effective speaking and reading. *McCrory*

171 (Fall), 172 (Spring) HISTORY OF THE THEATRE I, II

The theatre from the viewpoint of the audience in different countries and eras with reference to the interaction of man and his culture. *Hume*

192, 193, 194 (Fall, January, Spring) INTERNSHIPS IN BROADCASTING

Arranged for the student at a cooperating St. Louis radio or television station or advertising agency. *Boyer*

232 (Spring) PUBLIC ADDRESS

Theories of public address and their application in speaking. *McCrory*

240 (January) STUDIES IN PERSUASION

Readings in persuasion and the analysis of selected speeches. *McCrory*

241 (Fall) LITERARY INTERPRETATION I

Analysis and synthesis of literature for spoken communication. *McCrory*

250 (January) CHANCEL DRAMA

The relationship of theatre to the church, with emphasis upon modern spiritual and human understanding of moral and ethical problems, using dramatic literature as a communicative device. *Hume*

251 (Fall) THE ACTOR AND THE THEATRE

Appreciation and understanding of theatre art; the play and the performance with emphasis on the actor. *Hume*

261 (Fall) PHONETICS

Basic principles of phonetics and the International Phonetic Alphabet; the combining of sounds in connected speech. *Boyer*

271 (Fall) SPEECH IN BROADCASTING

Emphasis upon the adaptation of principles of communication to radio and television programming. *Boyer*

280 (Spring) MASS COMMUNICATION IN SOCIETY

Examination of the history and growth of the mass media and their impact upon our life and time. *Boyer*

291/292/293/294 (Fall, Spring, and January) INDEPENDENT STUDY Staff

304 (Spring) SPEECH THERAPY

A study of speech disorders: their cause and treatment. Prerequisite: Speech 261. *Boyer*

310 (January) THE ROLES OF GOVERNMENT IN BROADCASTING, SEMINAR, WASHINGTON, D.C.

Government agencies, such as the Federal Communications Commission, The Federal Trade Commission, the U. S. Information Agency, The Voice of America, and congressional committees involved in the regulation of media, will be studied. Opportunity will be provided for visits to the National Association of Broadcasters and to network stations in Washington. Prerequisite: Consent of instructor. *Boyer*

341 (Spring) LITERARY INTERPRETATION II

Special projects in play cutting, book reviewing, and readers' theatre. Prerequisite: Speech 241. *McCrory*

351 (Spring) THE COMPLETE THEATRE

Synthesis of the polygenetic arts of the theatre as conceived and realized by the director-producer. Prerequisite: Speech 251. *Hume*

SECRETARIAL INSTITUTE

Associate Professor Purnell, Director

60A (Fall) TYPEWRITING (1/2)

An introductory course placing primary emphasis on correct typing techniques, appropriate speed, and acceptable control in typing simple material. Open to the beginner and to the student with previous training who shows, through proficiency tests, the need for a review of fundamentals. *Purnell*

60B (Fall and Spring) TYPEWRITING (1/2)

An intermediate course stressing reconstruction of and further improvement in basic techniques, application of straight-copy skill to personal and business materials, and organization of work. Prerequisite: Course 60A or satisfactory standing on a proficiency test. *Purnell*

60C (Spring) TYPEWRITING (1/2)

An advanced course including special communication forms, statistical reports, business forms and reports, minutes of meetings, stencils, legal reports, employment tests, and concentrated speed work. Prerequisite: Course 60B or satisfactory standing on a proficiency test. *Purnell*

60D (By arrangement) TYPEWRITING (1/2)

A terminal course in typewriting, placing major emphasis on planning and typing advanced material. Speed, accuracy, and evenness of touch on electric typewriters make typewriting an effortless skill. Prerequisite: Course 60C or satisfactory score on a proficiency test. *Purnell*

250 (January) BASIC BUSINESS CONCEPTS

An introduction to business fundamentals, career opportunities, and the interrelationship between business and liberal arts. *Purnell*

255 (Fall)—256 (Spring) PRINCIPLES OF ACCOUNTING

An introduction to the fundamental principles and practice of accounting, with direct application to single proprietorship, partnership, and corporation. Financial statements are prepared and analyzed. Assigned readings, discussions, problems, and laboratory practice combine to give a basic understanding of accounting theory and concept, as well as practical training. *Purnell*

260 (Fall) BUSINESS LAW

An introduction to the fundamental principles of business law in relation to most common transactions and social background. Not Offered: 1968-1969. *Roman*

261 (Fall)—262 (Spring) ELEMENTARY SHORTHAND

An introduction to the theory and practice of Gregg Shorthand. Emphasis is placed on rapid reading, fluent writing, and accurate transcribing from short hand plates and dictated new material. Open to beginners and to those with previous training who show, through proficiency tests, the need for a review of fundamentals. Typewriting must be taken concurrently unless the student has had the equivalent of Course 60B. *Purnell*

*320 FUNDAMENTALS OF MANAGEMENT

A study of the history, principles, and philosophy of effective management. The elements of management common to various fields are considered, with emphasis on current personnel practices.

*Not offered in 1967-1968

353 (Spring) OFFICE MACHINES AND PROCEDURES

A course designed to give an introduction to data processing, a working knowledge of the more frequently used business machines, and a systematic study of the principles of indexing, records management, and other office procedures. Prerequisite: Course 60B or satisfactory score on a proficiency test. *Purnell*

***358 (By arrangement) BUSINESS CORRESPONDENCE**

A study of the psychology and writing principles used in successful letters and reports, and practice in writing simply, directly, and correctly. Prerequisite: Course 60B or satisfactory score on a proficiency test. *Purnell*

363 (Fall) ADVANCED SHORTHAND

An intensive study of shorthand principles. The student's shorthand vocabulary is enlarged, and greater speed and accuracy in taking and transcribing dictation is developed. Prerequisite: Courses 60B and 262 or satisfactory standing on proficiency tests. *Purnell*

365, 366 PROFESSIONAL DICTATION: MEDICAL, LEGAL, ADVERTISING, AND OTHERS (By Arrangement)

Concentrated dictation and study in the field of the student's choice. Emphasis is placed on definition of terms, shorthand outlines, forms, records, office procedures, and information pertinent to particular professions. Prerequisite: Course 60 B and 363 or satisfactory scores on proficiency tests. *Purnell*

*Not offered in 1967-1968





ORGANIZATION OF THE ANNUAL PROGRAM

The Academic Year

The regular academic program of Lindenwood College is organized within the 4-1-4 calendar. The program is divided into two long terms, fourteen weeks each, and one short term, of four weeks. The fall term commences in early September and ends with final examinations before Christmas. The short term begins in early January and ends in early February. The spring term starts immediately after the January term is completed and ends with final examinations in late May. There is one vacation period of approximately two-and-one-half weeks between the fall and January terms and another of two weeks midway through the spring term.

The Class Day

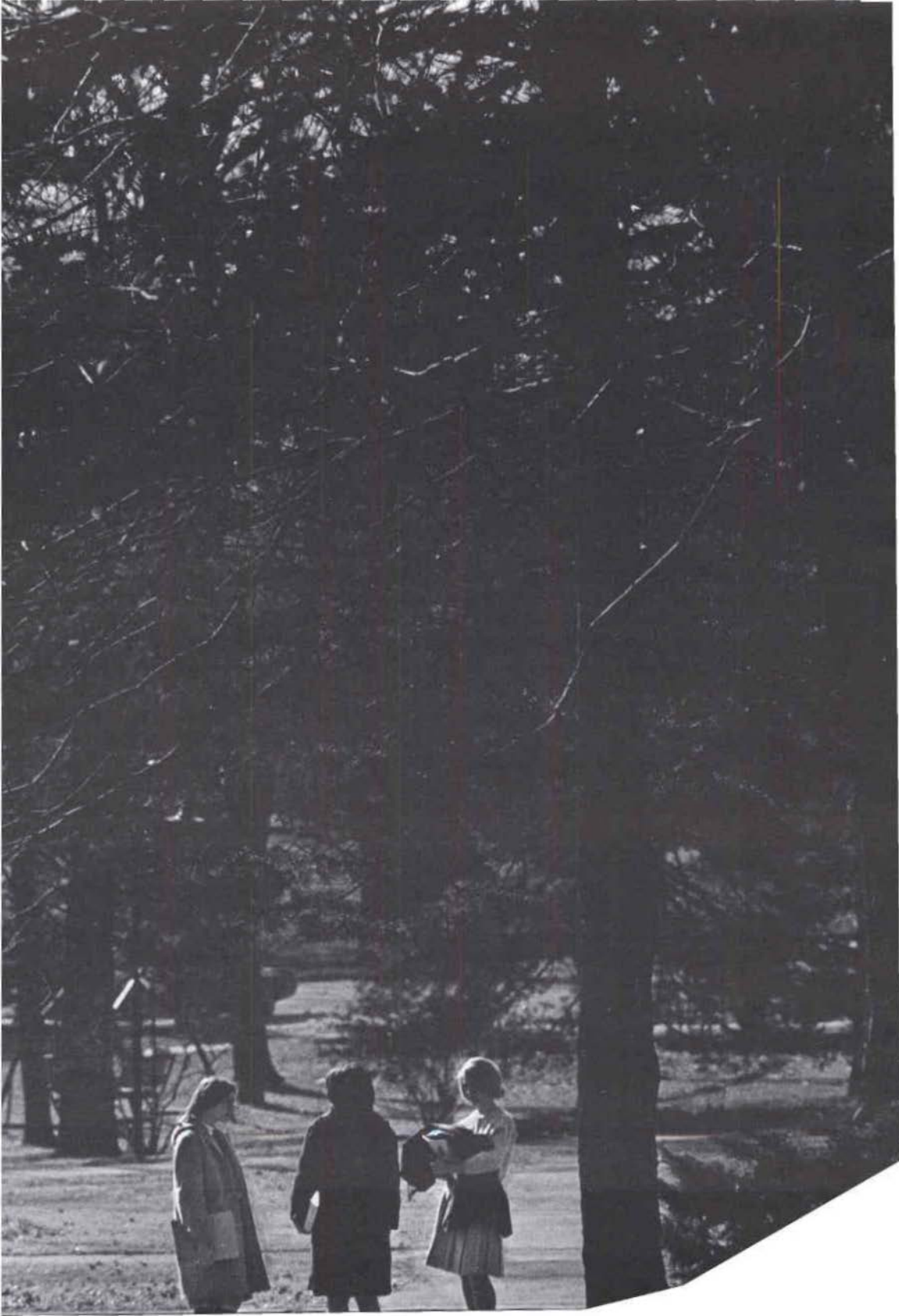
In general, classes at Lindenwood meet four hours each week, with additional time for laboratory work. The instructor may hold formal class meetings, meet with students individually or in small groups, or release his students for independent study. It is the student's responsibility to use her class time as her instructor suggests.

A flexible weekly schedule is built on the following general pattern:

1. Morning classes meet in vertical time blocks of two to four hours in length, two days a week (Mon., Thurs.; Tues., Fri.).
2. Afternoon classes are scheduled horizontally in one hour periods which meet four days a week (Mon., Tues., Thurs., Fri.).
3. Regular classes are not scheduled on Wednesday. Wednesday has been set aside for distinctive educational opportunities. The nature of these opportunities is described on page 87.

The Summer Session

The Lindenwood Summer Session offers a full academic program for male as well as female students. In addition to the academic course offerings, social and cultural opportunities are designed to extend the classroom experience into the campus community. The summer academic program is six weeks in duration, and the student is able to select up to two courses of college work from a wide variety of offerings during the six-week session. Classes are held daily, Monday through Friday. In addition to the regular academic program, credit and non-credit institutes, clinics, forums, and workshops are offered annually during the summer session. Detailed information about all summer offerings may be obtained by writing the Director of the Lindenwood Summer Session.



DISTINCTIVE ACADEMIC OPPORTUNITIES

Wednesday Educational Opportunities

During the academic year, regular classes are scheduled to meet Monday, Tuesday, Thursday, and Friday. The rhythm of each week is highlighted by Wednesday, which has been set aside for distinctive educational opportunities. While many of the opportunities offered on Wednesday are open-ended and spontaneous in nature, others involve a variety of small-group and all-campus events that have been thoughtfully conceived by the faculty or by various student groups. This new dimension of freedom allows the student time for leisurely reading or concentrated work in the library. At other times during the day, the student will have an opportunity to hear nationally renowned visiting lecturers, view relevant films, or to attend symposia, seminars and colloquia that focus upon salient contemporary problems. The student will also find that Wednesdays offer exceptional opportunities for personal consultation, for relaxed discussions on topics of personal interest, and for spontaneous dialog with members of the faculty.

Wednesday is a "free" day in the sense that it offers the student a flexible variety of educational opportunities which can supplement and highlight the substance of in-class coursework. Wednesdays are an integral part of the academic program.

Advanced Placement, Placing-Out, and Credit by Examination

Students entering Lindenwood may receive college credit and advanced placement for completion of Advanced Standing courses taught at the secondary school level. A student desiring advanced placement must take the College Entrance Examination Board Advanced Placement tests. At the beginning of the freshman year, the student is instructed to consult with the chairman of the Lindenwood department in which credit is requested. While final decision rests with the chairman of the department, advanced placement and course credit is usually reserved for the student who scores a 4 or 5 on the Advanced Placement Examinations in the respective field of study.

On the basis of proficiency tests, Lindenwood's instructional departments also administer a program of placing-out and credit by examination for certain college courses. Based upon proficiency demonstrated, the department may award (1) credit with grade, (2) credit without grade, or (3) no credit but exemption from a course and admission to a higher level course. In cases where credit is awarded, there can be no duplication of previously earned credit. This means

that a student may not receive credit for any course whose contents have been included in a course for which she has already received credit. A student wishing to place-out of a course or attempt credit by examination should consult the chairman of the department in which the course is offered.

Opportunities for Independent Study

Many classes in the curriculum provide exceptional opportunities for independent work. In addition, two special programs of independent study, each leading to course credit, have been designed particularly for the student who can most benefit from this educational experience.

Special Independent Study Program. Courses numbered 191, 192, 193, 194, 291, 292, 293, 294, and 394 (See Numbering of Courses, P. 40) enable the student to elect a special project for either full or fractional course credit. By nature, the Special Independent Study Program affords an opportunity for the student who wishes to undertake a project that is relatively limited in scope and treatment. While the student conducts her work under the guidance of a faculty member of her own choosing, the project is carried on in an independent manner without regular class meetings. A student wishing to elect an independent study course is instructed to formulate, with her faculty sponsor, a statement that describes precisely the purpose, the content, and the procedure to be used in the project. This statement is to be filed with the proper departmental chairman for approval not later than one week after the beginning of classes in the fall or spring term and not later than two days after the beginning of the January term. The project must be completed and a final report submitted to the faculty sponsor and the respective departmental chairman before the end of the term in which the work is taken.

Departmental Honors Program. The Departmental Honors Program is offered to seniors of unusual scholarly attainment. The program is designed primarily for the senior who merits the opportunity to do individual work of an advanced quality not typically required in an undergraduate course. It is the superior nature of the work expected that differentiates the Departmental Honors Program from the Special Independent Study Program.

The senior who finds that she wishes to expand the scope and treatment of a 394 Independent Study course may, upon petition to the Special Academic Programs Committee take the course for departmental honors.

The student may choose a research problem that has specific value and relevance to her field of concentration. The project may be a creative undertaking, such as a composition in music or in art, or the project may take an inter-disciplinary approach in which the student draws upon several related fields of knowledge to analyze a problem common to the disciplines involved.

To qualify for a Departmental Honors Program, the student is expected to have a grade point average of 3.0 or higher. An application in writing for approval of a departmental honors project must be made to the Chairman of

the Special Academic Programs Committee. The application requires a concise statement of the problem to be studied, research findings and other knowledge related to the problem, and the method or way in which the problem is to be investigated. Application forms may be obtained from the Dean of the College. The student may submit her request for a departmental honors project during her sixth long term at Lindenwood, or within two weeks prior to the beginning of any subsequent term. The project must be two or three terms in duration and will carry one course credit each term. The honors project must be completed and a final report of it submitted to the Chairman of the Special Academic Programs Committee by May 1 preceding the student's commencement date. An oral examination will be given by the Committee covering the material contained in the student's report. Depending upon the quality of the report and the results of the oral examination, the Committee may award the student's work (1) Credit with a grade, (2) Honors, (3) High Honors, or (4) Highest Honors in the department in which the work was undertaken. The award of "HIGHEST HONORS IN THE DEPARTMENT OF" is listed in the program for the commencement at which the student is graduated and made a part of the student's permanent academic record.

Opportunities for Off-Campus Study

Off Campus Projects During the January Term. Flexibility and imaginative planning are salient features of the January term; specially designed programs of independent study away from the Lindenwood campus, carefully tailored by the student to her own academic needs and interests, are encouraged. Generally, off-campus study projects during the January term are limited to the upperclass student. A student wishing to undertake such a project is required to submit her plan of study to the Dean of the College and the departmental chairman under whose jurisdiction the study logically falls, for their approval. On a *Plan of Study* application supplied by the Dean's office the student must state clearly, and in detail, the nature of her project, what she expects to achieve from the project, and how the study will be conducted. Acceptable off-campus project plans must merit credit equal to at least one full course.

Study Abroad. The experience of studying and living in a country other than one's own provides the student with opportunities for widening intellectual horizons and acquiring specialized knowledge. An increasing number of international study programs are available to Lindenwood students. Study abroad programs are usually undertaken during the junior year, although a number of excellent opportunities are available during summer vacation periods.

While general travel and sight-seeing abroad are valuable in themselves, Lindenwood College requires that all foreign study contribute to the objectives of the student's academic program. The student is strongly encouraged to consider study abroad, but academic credit will be approved only when specific academic requirements are adequately fulfilled. A student who wishes to study abroad and receive credit for her work may elect either of two options. If she

wishes to study in an *established program* that is supervised by an American college or university, all requirements of the specific program must be met. If the student wishes to study *independently abroad*, she should be prepared to substantiate her claims for credit with letters of attendance and/or achievement, by copies of examinations, or by interviews and examination in her department of concentration at Lindenwood.

To be eligible for *any* foreign study program that is to be taken for academic credit, the student (1) must, except in unusual cases, have junior standing; (2) have a grade point average of at least 3.0; (3) have facility in the spoken language of the country in which she is going to study (as determined by the Lindenwood Language Department), pass the Modern Language Association test in basic language skills, OR enroll in an intensive course in that language concurrently with her other study in the country; (4) exhibit certain practical qualities, including self-reliance and intellectual and emotional maturity; and (5) have a definite educational objective that is acceptable to the chairman of her department of concentration.

Applications for study abroad must first be approved by the departmental chairman and then be filed with the Chairman of the Committee on Off-Campus Study by February 1 of the student's sophomore year. After a personal interview with the student, the Committee will refer its recommendation to the departmental chairman and to the Dean of the College for final approval. All responsibility for travel, application for admission to a foreign institution when applicable, and other arrangements rest with the student. Once during each term abroad the student must file with the Chairman of the Committee on Off-Campus Study and with her departmental chairman a summary of the year's experience, together with any supporting papers. Final approval of academic credit is granted by the Dean of the College upon recommendation of the Committee after the student's work has been evaluated and judged to be satisfactory.

The Washington Semester Program. Lindenwood is one of a limited group of liberal arts colleges invited by the American University in Washington, D.C. to take part in its Washington Semester Program, an opportunity to spend a term in the capital studying and observing the national government in action and having contact with major policy makers and other persons prominent on the national and international scene. The appointment is restricted to students in their junior year. Selection is based upon demonstrated abilities in scholarship and leadership. Instructional costs are covered by tuition paid to American University. Charges for room, board, travel and incidental expenses must be met by the appointee. Students wishing to be considered for appointment should apply to the Chairman of the Division of Social Sciences in their sophomore year.

The Merrill-Palmer Semester. The Department of Psychology is a cooperating member of the Merrill-Palmer Institute of Human Development in Detroit,

Michigan. Participation in the program permits a limited number of students who are concentrating their work in the field of psychology to spend one term, either the spring term of the junior year or one of the two long terms of the senior year, in residence at the Institute. The Institute fosters a multi-disciplinary approach to the study of human development under the direction of a distinguished faculty. The Merrill-Palmer Institute is also a nationally recognized research center in the behavioral sciences.

Drew University United Nations Seminar. Through direct contact with agencies and individuals within the United Nations, participating students come to know and understand the intricacies and functioning of international organization.

A carefully planned program combines classes three days a week on the main Drew University campus with seminars and research opportunities two days each week, conducted in facilities immediately adjacent to the United Nations Headquarters in New York City. An individual research paper on a phase of international relations, based upon resources in the U.N. and other nearby libraries, is required. The student who is interested in the U.N. Seminar should contact the Dean of the College. Costs of the program beyond those incurred at Lindenwood must be borne by the student.

ACADEMIC POLICIES AND PROCEDURES

Classification of Students

Academic progress at Lindenwood is calculated in terms of course units rather than credit hours. To be classified as a sophomore a student must have completed at least eight courses; to be classified as a junior she must have completed at least sixteen courses; to be classified as a senior, she must have completed at least twenty-five courses. The classification of a student is changed only at the end of the fall and spring terms.

Academic Load

With the exception of fractional courses (See Numbering of Courses, page 40), most course offerings carry full course credit. The student is permitted to carry no fewer than three courses in the fall and spring terms and one course in the January term. The maximum course load during the fall and spring term is four

and one-half courses. Any overload must be approved by the student's faculty adviser and the Dean of the College.

Registration and Changes in Registration

The student is expected to register on the official registration day for each term or at designated pre-registration times. Late registration must be approved by the Registrar.

Changes in registration are permitted with the approval of the student's faculty adviser during the first week of classes in the fall and spring terms and the first two days of the January term. While no courses may be added after the designated periods, courses may be dropped without penalty during the first three weeks of the fall and spring terms. In exceptional cases, the student may drop a course with the recommendation of the instructor and final approval of the Registrar. Such courses will be awarded the grade, *W.F.*, unless the student has a grade of *C* or higher in the course at the time it was dropped. In such cases, the grade *W.P.* will be recorded for the course.

Auditors

A student desiring to attend a course as an auditor may be permitted to do so upon authorization of the Dean of the College. The student will be expected to attend regularly scheduled classes. Fractional courses may not be audited. No credit can be earned or later claimed by the student who audits a course.

Transfer of Credit

Any course credit transferred from another accredited college or university will become a part of the permanent record of the student and will affect her grade point average accordingly. Only courses with grades of *C* or higher will be accepted for credit toward a degree. The student not previously enrolled in Lindenwood and who enters with senior standing must complete a minimum of nine courses at Lindenwood in order to meet degree requirements. A senior transfer must take a minimum of two courses, numbered 200 or above, in her field of concentration at Lindenwood.

Correspondence Work

A maximum of two courses of academic work taken through correspondence may be credited toward a degree. This work may satisfy subject requirements if approved by the respective departmental chairman and the Dean of the College but may not count as part of the thirty-four courses required for graduation.

Arrangement of Course Schedule

The student arranges her course of study in consultation with her faculty adviser usually during pre-registration periods. The student should consult her faculty adviser during each term for the purpose of reviewing her program, progress, and subsequent plans. The freedom which the student is given in planning her own academic program makes regular consultation with a faculty adviser essential. Regular consultation will help ensure that the student takes full advantage of the resources of the college.

Class Attendance

The Lindenwood College faculty has adopted the following statement of policy regarding the student's class attendance:

1. The responsibility for each student's educational progress rests with the individual student. Each student must adapt herself to the attendance requirements of each course. Except for absences before and after holidays and officially excused absences for field trips or because of illness, the attendance requirements in each course are set by the instructor.
2. It is desirable that the student attend each meeting of each course.
3. All students are expected to attend the last meeting of a course before a vacation period and the first meeting of a course following a vacation period. Students who find it necessary to be absent from a class meeting on these days must petition the Dean of the College in advance so the absence may be excused.
4. In case of unsatisfactory work due to excessive absences from class, the instructor may give ample warning to the student that her work is unsatisfactory and may recommend to the Dean of the College that the student be dropped from the course with a grade of *F*.
5. All absences because of illness must be certified by the Health Center.

Assemblies, Convocations, and Special Events

Academic Assemblies or Convocations, which are held at 11:00 a.m. on Wednesdays, are considered an integral part of the academic program of the college, and all students, resident and non-resident, are required to attend. Students engaged in student teaching or those on academic field trips may be excused.

General Grading System

The student may earn grades of *A*, *B*, *C*, *D*, *F*, *INC.*, *CON.*, *W.F.*, and *W.P.* A mark of *A* represents work outstanding in quality; it indicates that the student has shown initiative, skill, and thoroughness and has displayed originality in her thinking. The *B* grade is awarded for work of high quality, well above average. The grade of *C* indicates average work and satisfactory completion of course requirements. The *D* grade represents work below the average in quality. Although this grade indicates unsatisfactory work, course credit is given. An *F* grade indicates failure to meet the requirements of the course and carries no credit. A grade of *INC.* (Incomplete) is given only at the end of the term for failure to complete coursework due to circumstances beyond the control of the student. An *INC.* grade must be removed within the first five weeks of the next long term in which the student is enrolled or it automatically becomes an *F*. The *CON.* grade (Condition) is given only for the first term of a two-term course where work is of doubtful quality. The grade is figured into the grade-point average at the lowest passing grade, which is a *D*. The condition must be re-

moved by satisfactory work in the following term or the *D* is automatically changed to an *F*. The *W.P.* grade (Withdrawal-Passing) is given in exceptional cases to the student who is given permission by the Registrar to withdraw from a course after the official time designated for such withdrawals has passed. The grade is given only when the student has a grade of *C* or higher in the course at the time it was dropped. The student whose work is below *C* caliber at the time of withdrawal will have a *W.F.* grade (Withdrawal-Failing) recorded for the course.

The Pass-Fail Option

Of particular importance to the student is the pass-fail grade option. The Lindenwood faculty adopted the pass-fail grade system with the hope that the student would become more aware of the value of learning for its own sake and that there would be less inclination to learn for the sake of securing grades. The pass-fail option is designed to encourage the student who wishes to venture into a field of knowledge relatively unknown or difficult without the fear that unsatisfactory performance will impair her academic standing.

With the exception of the freshman student who is enrolled in her first term at Lindenwood, any student who has at least a 2.0 grade-point average and is carrying a normal load, including the pass-fail course, is eligible for the pass-fail option. Only three requirements in any way limit the student's freedom to elect the pass-fail option: (1) Only one pass-fail course may be taken in any one term; (2) No more than five pass-fail courses will be recorded on the student's scholastic record and counted among the 34 courses required for graduation; (3) The pass-fail option may not be utilized in Divisional or Departmental course requirements, or for courses in the student's area of concentration.

A special feature of the grading program enables the student who has initially elected the pass-fail option to change her option in favor of the general A-F grading system. The student who wishes to receive her final course grade under the A-F system must inform both her instructor and the Registrar of this decision by the mid-term date established by the registrar. If the student wishes to continue the course on a pass-fail basis, her instructor will automatically report her grade as *PASS* or *FAIL*. Failing grades in such cases are not entered on the student's scholastic record.

Grade-Point Average

Lindenwood College operates under a 4.0 grading system. The student's grade-point average is computed in the following manner: Each course in which the student earns an *A* equals *four* quality points; each course in which she earns a *B* equals *three* quality points; each course in which she earns a *C* equals *two* quality points; and each course in which she earns a *D* equals *one* quality point. Courses in which an *F* is earned receive *no* quality points. Grades received in physical education activity courses and in applied music courses are not calculated into the grade-point average.

A student's grade-point average is determined by dividing the number of points earned by the number of courses taken during the term. A student's *cumulative* grade-point average is determined in the same manner, with the exception that calculation is based upon total quality points and total courses taken by the student since her enrollment at Lindenwood. Courses for which a grade of *INC.* is given are not included in calculating a student's grade-point average until the *INC.* is removed or becomes an *F.* While a *PASS* is recorded on the student's scholastic record, *PASS-FAIL* grades are not included in calculating the student's grade-point average.

Final Examinations

The student will find that the means for evaluating her progress varies from course to course. In many cases, evaluation will take the form of research or independent study papers. In the majority of cases, evaluation will primarily take the form of several examinations throughout the term and a final examination at the end of the term. When a final examination is included as part of a course requirement, the faculty member will adhere to the final examination schedule that is established by the Registrar. This means that the faculty member will not administer a final examination at any time prior to the time and date approved by the Registrar. The student is expected to plan her personal affairs, such as travel home, vacation, and summer employment, in such a way that there will be no conflict with her final examination schedule. Only in rare instances involving clear emergency will the student be allowed to take her final examination(s) at an earlier date, and approval must be granted by the Dean of the College. In no case will a student be required to pay a special fee for early final examinations that have been approved.

A grade of *F* will be recorded for the student who is absent from a final examination without adequate reason.

Grade Reports

Complete grade reports are sent to the student and to her parents or guardian shortly after the end of each term. Other than these reports, the college places upon the student the responsibility for informing the parents or guardian as to her academic progress.

Scholarship Standards

To qualify for graduation a student must attain a cumulative grade-point average of at least *C* (2.0). Failure to maintain established standards of scholarship will result in probation or suspension or dismissal from the college.

A student will be placed on probation at the end of any term in which she falls below the established standard and will be suspended for one term if she does not attain that standard by the end of the following term. If on admission the student again fails to achieve the necessary grade-point average in *any* subsequent term, she will be permanently dismissed from the college.

Probationary status will be conferred at the end of each term, and suspension and dismissal will be invoked at the end of the January and the spring term. Probation, suspension, and dismissal notices are sent by the Dean of the College to the student and her parent or guardian. Notification is also sent to the student and her parent or guardian when probationary status is removed. As a part of his regular counseling responsibilities, each faculty adviser gives special consideration to counselees who are on probation or are subject to suspension or dismissal.

The following standards of scholarship have been established by the Lindenwood Faculty:

1. In any given term, *probationary* status will be conferred on
 - a. the freshman student who fails to achieve a grade-point average of 1.6;
 - b. the sophomore student who fails to achieve a grade-point average of 1.8;
 - c. the junior student who fails to achieve a grade-point average of 1.9;
 - d. the senior student who fails to achieve a grade-point average of 2.0.
2. The freshman, sophomore, junior, or senior student who fails to achieve the above standards by the end of the term following probationary status will be *suspended*.
3. A first term freshman who receives an *F* in one-half of her courses *may* be suspended. The sophomore, junior, and senior student who receives an *F* in one-half of her courses is automatically suspended from the college.
4. The junior and senior student will be placed on probation or suspended from the college if her *cumulative* grade-point average falls below the established standard
 - a. A student with junior classification will be placed on probation if her cumulative grade-point average falls below 1.9. She will be suspended from the college if her cumulative grade-point average falls below 1.8.
 - b. A student with senior classification will be placed on probation if her cumulative grade-point average falls below 2.0. She will be suspended from the college if her cumulative grade-point average falls below 1.9.

Quality points earned in courses taken at summer schools *other than Lindenwood* do not affect the student's prior spring term or forthcoming fall term grade-point average. Such quality points are added to the student's *cumulative* grade-point average, which is computed at the end of the fall term. Scholastic probation that is conferred on a student at the end of the spring term can be removed if quality points earned in the Lindenwood Summer Session are sufficient to raise the spring term grade-point average to the established standard.

Dismissal

The college reserves the right to request at any time the withdrawal of a student who is unable to meet Lindenwood's academic standards, or whose continuance in college is felt to endanger her own health or that of others, or who does not observe the social regulations or standards of conduct of the college.

Readmission of Students

In all cases of readmission, whether the student has discontinued her studies voluntarily or has been dismissed for academic or other reasons, application must be made to the Registrar. Based upon the joint decision of the Registrar, the Dean of Students, and the Dean of the College, readmission may be granted if the applicant presents clear evidence of high ability and motivation for successful academic work.

Dean's List

Immediately following the close of the fall and spring term, the Dean of the College announces the names of those students who have achieved a grade-point average of at least 3.5. A letter of notification is sent to the student, and a copy is forwarded to her parent or guardian.

Honors Day

In the spring of each year, Lindenwood holds a general convocation at which special recognition is given to those students whose academic grade achievement has been particularly outstanding during the year.

Graduation With General Honors

Lindenwood awards general honors in course for distinguished academic achievement. To be eligible, a student must have completed all Lindenwood degree requirements, and her cumulative grade-point average must fall within the ranges specified.

The student who achieves a grade-point average between 3.7 and 3.85 receives her degree *cum laude*; the student who achieves a grade-point average between 3.86 and 3.93 receives her degree *magna cum laude*; a student who achieves a grade-point average of 3.94 or above receives her degree *summa cum laude*.

The student who has a grade-point average above 3.7 is eligible for general honors, regardless of whether she has completed honors projects. In determining general honors in the case of a transfer student, credits and grades in other institutions are recorded as received. Of the thirty-four courses required for graduation, transfer students must take at least seventeen under Lindenwood auspices to qualify for general honors.



STUDENT LIFE

A New World

A young woman enters a new world in college. She is, often for the first time, on her own.

The college must not violate this new freedom. But it must invade it with a campaign to capture the student's interest, an organized effort to motivate her toward worthwhile endeavor, a careful plan to get her to taste new ideas, try out new patterns of learning, experiment with new ways of thinking. Far too often the freshman in college sinks back into set modes of thought and established patterns of study after a brief period of initial exhilaration.

College should be different. The secondary school experience, if it has been a good one, has prepared the student for a new kind of growth and personal development.

Lindenwood's new curriculum attempts to meet this readiness for a new experience with a relevant educational program that can challenge and motivate today's young woman.

Academic Counseling

The counseling program at Lindenwood College is designed to assist the individual student in integrating her academic and social life at college into a meaningful educational experience. The counseling program continues to assist the student after graduation through job placement and by providing necessary references from the cumulative records on file in the office of the Dean of Students.

Academic counseling for freshmen is under the direction of the Assistant Dean of the college. The immediate faculty adviser for each freshman student is the member of the Freshman Common faculty to whose group the student has been assigned. During the first year, the student will have a close association with three of these faculty members. At the time of spring registration each student will have the opportunity to choose her own adviser or will be assigned to a member of the faculty within her proposed area of concentration. The primary responsibility of the faculty adviser is academic counseling.

Student Counseling

A selected group of upper-class students serve as student counselors to freshmen throughout their first year in college. The purpose of this program is to help in the interpretation of life at Lindenwood and to aid the student in making adjustments in the areas of social and personal relationships.



Professional Counseling

In addition to psychiatric counseling on a consulting basis, a full time professional counselor is available to all students. Her role is a highly confidential one; her area of competence is in dealing with those needs of students which are social or personal-emotional in nature.

Career Counseling and Placement

The college gives full consideration to the multiple roles of women in today's world and believes that it is vitally important for the student to study herself, her interests, and her goals with the purpose of making a life plan. One of the major functions of the office of the Dean of Students is career planning.

The office of the Dean of Students also maintains a placement service for the registration of seniors and alumnae. The placement service assists the student not only in job placement, but also in preparing application for entrance to graduate school. Credentials and recommendations of graduates are kept on file and are furnished to graduate departments and prospective employers upon request of the registrant. The college belongs to national placement organizations and subscribes to current directories which supply valuable and up-to-date source material on occupational opportunities. Assistance is also given to students wishing summer employment.

Student Government and the Honor System

Each student on entering Lindenwood becomes a member of the Lindenwood College Student Association and accepts the Honor System as the determining principle in her academic and personal life. She is expected to uphold the regulations of the Student Government Association and to maintain high standards of conduct at all times.

The governing body is the Student Council, composed of a student president and other officers, class representatives, and hall representatives.



Social Life and Extracurricular Activities

Social life and campus activities are under the general supervision of the Dean of Students and her staff. The Director of Student Activities, with the student Social Council, plans weekend parties and dances. The Director serves as the campus agent for theatre and concert tickets and stimulates an interest in the cultural and recreational opportunities which abound in the Greater St. Louis area. The college will subsidize a bus or cab for groups of students wishing to take advantage of such experiences. The cost per student is \$1.50 a round trip for a group of four by cab and nine by bus. For recreation, the student may use the facilities of the Physical Education Department. The gymnasium, athletic field, golf driving range, four all-weather tennis courts, archery range, and indoor swimming pool are available.

Every student has an opportunity to become a participating member of one or more clubs and organizations according to her special interest. The Public Affairs Club concerns itself with both national and international issues of the day and its affiliations include the Collegiate Council for the United Nations, the Association of International Relations Clubs, the People-to-People Program, and the Missouri Center for Education in Politics. Several departmental organizations are nationally affiliated—the Student National Education Association for future teachers, the Music Educators' National Conference for music students, and the Community Service Organization which is open to all students interested in the area of social service. The organization works closely with the Community Council of St. Charles through its representatives in the college and aids community projects as they develop. A tutorial program is a current project.

Lindenwood College has several national honor societies—Alpha Epsilon Rho, radio; Alpha Lambda Delta, the freshman women's scholastic society; Alpha Psi Omega, drama; Eta Sigma Pi, classics; Mu Phi Epsilon, music; Pi Mu Epsilon, mathematics; and Phi Sigma Tau, philosophy.



Local honorary societies include Alpha Sigma Tau, senior scholastic; Linden Scroll, senior service; Student Artist Guild, art; and Triangle, science.

In addition, there are a number of activity clubs such as Beta Chi for riding; Orchestis for Modern dance; Tri Pi, the swimming club; and the Women's Recreation Association for intramural sports sponsored by the Physical Education Department. The Classics Department sponsors the Latin Club and Pi Alpha Delta, the English Department sponsors El Club de la Amistad. The music department sponsors the College Choir, the Vesper Choir, the Vocal Chamber Music Ensemble (choralaires), and the Opera Theatre which are open to all students. A Chamber Orchestra is also organized when sufficient instrumentation is available.

The Student Publications Board, composed of students and faculty, sponsors the campus newspaper, *The Bark*, and the yearbook, *The Linden Leaves*. The literary annual, *The Griffin*, is the product of the creative writing classes. Work on the staffs of the periodicals provides valuable experience for students interested in writing or journalism.

Many students enjoy the opportunity to participate in planning, writing, and producing "live" radio programs. Lindenwood College has its own broadcasting station, KCLC, a twenty-five watt carrier-current station on wave length 820. There is a three-hour program every week-day evening.

Campus Chest has been established to bring together all organizations on campus for the purpose of aiding various philanthropic student-related projects off-campus with donated or raised funds. The World University Service is a primary project.



Campus Religious Life

Lindenwood College has long had ties with the United Presbyterian Church U.S.A. We believe that worship by its very nature is a voluntary activity. We also believe that religious concern is a vital force in today's college age generation, and that new ways of finding and expressing spiritual values must be given the support of the college. A mature confrontation with Judeo-Christian traditions and values is encouraged at Lindenwood. The college offers and emphasizes opportunity for discussion and worship, but does not impose or require these religious activities.

Student Religious Organizations

The Student Interfaith Network is a voluntary organization for all Lindenwood Students. It draws together students of diverse experiences and faiths in a program designed to open their lives to "new understanding and deeper relationships . . . that together they may join in the struggle for peace and justice, freedom and dignity for all people."

The organization is affiliated with the National and International Student YWCA, The World Student Christian Federation, and the University Christian Movement.

The Student Interfaith cabinet works with the administrative officers of the college in planning the annual Religion-in-Life Program. Lindenwood students have the opportunity to participate in church-sponsored student organizations in-



cluding the Baptist Student Union, Canterbury Club, Hillel Foundation, and Newman Club. Activities are provided by the Christian (Disciples), Methodist, and Presbyterian churches, and by the United Church of Christ.

Health Service

All resident students are under the medical supervision of the college. The college maintains on the campus a small infirmary with registered nurses in residence. In case of any illness, the student must report to the Health Center; and should it be necessary for her to miss a class, a Health Center excuse will readmit her. The college physician calls at the Health Center every day and is available on call at any hour. In ordinary cases, no fee is charged. In case of serious illness requiring a private nurse, special attention of the college physician, hospitalization, or surgery, the student must bear the expense. Special medications are billed to the student.

If the student prefers medical treatment other than that provided by the college, a letter from the parents authorizing the student to obtain outside medical care must be on file in the Office of the Dean of Students. Any expense in such cases must be borne by the student.

Appointments with dentists, oculists, and other specialists must be made through the Health Center.

An accident and sickness insurance plan is available to all full-time students at a cost of \$15.00 for the college year. Details of the plan are mailed to all entering freshmen.

Entering resident students are required to have a physical examination before enrolling for the first term.



Any student who must leave college during the academic year for reasons of health is required to submit a full report of the treatment and results from her physician to the Health Center **BEFORE SHE RETURNS**. If the absence exceeds two weeks, permission to return must be requested from the Dean of the College.

The College is not staffed to deal with serious emotional illness. In the case of an emotional illness which is disturbing to other members of the residence hall, it will be necessary to request the student to withdraw either temporarily or permanently.

The College provides, on a consulting basis, the services of a psychiatrist for those students who wish or need specialized counseling. The college reserves the right to refer any student for psychological evaluation when determined necessary for the good of the student or for the welfare of the college community. If continued treatment is indicated, however, it will be done only with the consent of and at the expense of the student's parent or guardian.

Residence Regulations

The Residence Halls are opened twenty-four hours before the first faculty meeting in the fall and are closed twenty-four hours after commencement. At vacation periods, they are opened twenty-four hours before the first class session and are closed twenty-four hours after the last class or examination period.

All students are expected to live in the residence halls unless they live with their families or with relatives.

The college reserves the right to assign rooms and roommates, taking into consideration as much as possible the preferences of the student.



Each student has in her room a bed, a mattress, a pillow, a desk, a chair, a closet, and dresser accommodation. The windows are furnished with shades. Each student furnishes her own bed linens, blankets, towels, mattress covers; selection of curtains and bedspreads is usually done in cooperation with one's roommate after reaching college. Students are requested to bring a flashlight. Every article the student brings should be distinctly marked with her full name.

The College Bank in Roemer Hall provides a convenient banking service for student use. The student is urged to deposit her allowance when received and to withdraw money as it is needed. *The college is not responsible for money, jewelry, or other articles of value left in student rooms.*

The student may send her laundry home or arrange to have it done locally. The college does not do any of the student's laundry. Automatic washing machines, dryers, irons and ironing boards are available for student use in each residence hall. Cleaning establishments in St. Charles furnish convenient service through the College Bookstore.

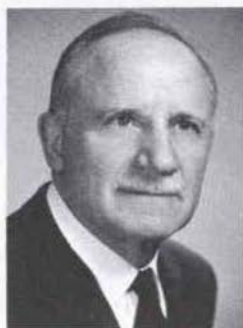
Each student is individually responsible for the condition of the room in which she lives. A \$30 fee is assessed each student and is refundable in whole or in part at the end of the college year depending upon the condition of the room. Any student defacing the walls of a room in any way will be charged the cost of



*Newsweek Associate
Editor Edward Klein*



*Visiting Artist
Robert Hansen*



*Anthropologist
George Mylonas*



*Columnist
Marquis Childs*

repairing the walls. Charges for damage to furniture will also be levied. The college reserves the right to inspect and check rooms at any time, and for any purpose. Whenever possible, such inspection will be made in the presence of the student.

Assemblies, Convocations and Special Events

Students are on their honor to attend the Student Government Assembly once a month.

Academic Assemblies or Convocations, which are held at 11:00 a.m. on Wednesdays, are considered an integral part of the academic program of the college, and all students, resident and non-resident, are required to attend. Students engaged in practice teaching or those on academic field trips may be excused.

Attendance at religious services is voluntary, but it is the hope of the college that students will actively participate in the stimulating and exciting programs which are available.

Faculty recitals, student recitals, plays, and the Concert and Lecture series are a part of the enrichment program of the college and students will find it to their advantage to participate as fully as possible.



ADMISSIONS***The Student Lindenwood Wants***

Lindenwood College seeks students who possess the ability, motivation and character to successfully complete the academic program. Students should be of sufficient mental and emotional maturity that they can accept the responsibility of the freedom available to them at Lindenwood.

The student's academic credentials must be the first consideration. The applicant's character, personality, background and general ability to contribute to the college community will also receive careful consideration.

Lindenwood is not available to the applicant whose school record reflects apathy or apparent hostility to intellectual pursuits. Neither is the college prepared to provide therapy for the student whose background suggests emotional instability.

Students who are capable and ready for responsibility for themselves and their own continuing growth are actively sought by Lindenwood.

Entrance Requirements

The candidate for admission is expected to present a study program which, when successfully completed in an accredited secondary school, will provide a minimum of sixteen units of academic preparation. Four of these units should be in English and the remaining should be in the areas of foreign language (either Latin or a modern language), mathematics, social sciences, and science. Only one-half credit is given for electives in vocational subjects such as home economics, bookkeeping, shorthand and typewriting; and a maximum of two units is granted for any amount of such work that may be offered.

Candidates for admission are required to take the Scholastic Aptitude Test of the College Entrance Examination Board. These tests should be taken no later than January of the senior year.

Application for Admission

A non-refundable application fee of \$15 must accompany the candidate's application for admission to Lindenwood. In addition, the student's complete secondary school record must be filed with the Office of Admissions along with a statement, signed by an officer of the last school attended, evaluating the applicant's qualifications as a student and as a person. The student will give the

secondary school record form to the high school principal or guidance counselor and request him to forward it directly to the Lindenwood College Admissions Office.

A personal interview with a member of the Lindenwood College Admissions staff or an alumnae representative is considered a valuable and important part of the admissions process. The student should visit the campus for the interview which will enable the applicant to evaluate the intellectual and social environment of the college.

Interviews are available at selected locations away from the campus for those who find a campus visit to be impossible. In many cases an alumnae representative will be designated to call on the applicant.

Admissions Decisions

The candidate is notified of the admissions decision as soon as possible after all complete credentials, including the grades for the first term of the senior year, are received and reviewed by the admissions office.

Successful candidates for admission are required to submit a non-refundable deposit in the amount of \$100 by the *Candidates Reply Date* of May 1, 1968, as acceptance of the offer of admission. The deposit is non-refundable, but it is credited to the student's college account for the term for which she is accepted. The deposit is not transferable to part-time courses, to summer school, nor is it transferable to another term or person.

Candidates whose applications are approved after April 15, 1968, will have fifteen days after the date of the approval of their application to submit the deposit.

Financial aid applicants are not required to pay the deposit until they have been notified of the financial aid decision unless they wish space reserved regardless of the financial aid award.

Early Notification

Students who have selected Lindenwood College as their first choice may obtain notification by December 20 of their senior year. All candidates desiring early notification must have taken the Scholastic Aptitude Test no later than July before their senior year and their applications must be accompanied by a signed statement to the effect that Lindenwood is the first choice college and that, if offered admission, any other applications the candidate may have made to other colleges or universities will be withdrawn. The deadline for Early Notification Applications is December 1. The successful early notification candidate is required to forward a non-refundable deposit in the amount of \$100 within fifteen days after the date of approval of the application.

Admission to Advanced Standing

Students wishing to transfer to Lindenwood may request advanced standing on the basis of acceptable credits earned at an accredited college or university from which they are entitled to honorable dismissal.

Credit will be granted only for those courses in which the transfer student has earned a grade of C or better.

Transfer candidates will be responsible for arranging to have the following credentials sent to the Lindenwood Admissions Office:

1. The formal application accompanied by the \$15 application fee.
2. The official secondary school transcript.
3. Official college or university transcripts. Transfer candidates must have the registrar at EACH college or university attended forward an official transcript covering educational work completed.

Advanced Placement

Credit and/or placement is given for satisfactory scores on the Advanced Placement Tests administered by the College Entrance Examination Board. (Lindenwood's code is 6367.) See page 87.

Foreign Students

Students from abroad are encouraged to make their applications through the Institute for International Education, 309 United Nations Plaza, New York, New York 10017.

Foreign students from countries where the official language is other than English are required to provide Lindenwood with the results of the Test of English as a Foreign Language (TOEFL).

FINANCIAL AID

Financial Aid

Financial assistance at Lindenwood College is based upon scholastic achievement or outstanding talent and on financial need as established by an analysis of the Parents' Confidential Statement that is filed with the College Scholarship Service by the parents of the applicant. While awards are made for only one year at a time, they are normally renewed in subsequent years provided the student maintains scholastic work of sufficient quality and her demonstrated financial need continues.

Each candidate applying for financial assistance, other than recipients of endowed grants to children of ministers, must file a Parents' Confidential Statement with the College Scholarship Service. New students may obtain the Parents' Confidential Statement from their secondary school office, or by writing directly

to the College Scholarship Service, P.O. Box 176, Princeton, New Jersey 08540. Returning students may obtain the necessary forms from the financial aid office at Lindenwood College.

Financial aid at Lindenwood may be in the form of scholarships, grants, loans or student employment. Most financial aid recipients will receive a combination of two or more forms of assistance.

Endowed Scholarships

ALUMNAE CLUB SCHOLARSHIPS—Established by the alumnae in honor of Mary Easton Sibley, founder of the college. Under this fund the alumnae in several cities—St. Louis, St. Charles, Kansas City, and Houston—have provided sufficient funds for scholarships to be awarded in their names.

ETHEL B. COOK SCHOLARSHIP FUND—Established by bequest of Ethel B. Cook to assist deserving students and particularly such students who might not be able to obtain the advantage of a college education.

THE EVE CUNLIFF SCHOLARSHIP—Provided by the Los Angeles Alumnae Club in memory of Eve Cunliff.

THE J. P. AND M. J. GARRETT SCHOLARSHIPS—Established by bequests of Mr. John P. Garrett and Mrs. John P. Garrett.

NANNIE S. GOODALL MEMORIAL SCHOLARSHIPS—Established by Mr. Arthur S. Goodall, in memory of his mother, Mrs. Nannie S. Goodall.

LAURA L. HERON SCHOLARSHIP—Established by Mrs. Charlia Ayres, wife of President Ayres (1903-1913), in memory of her mother.

THE GUY C. MOTLEY SCHOLARSHIP—Established by alumnae in memory of Guy C. Motley, who was Director of Admissions at Lindenwood College for many years.

THE MARJORIE NULL SCHOLARSHIP—Established by Mr. and Mrs. Harold Null.

READER'S DIGEST FOUNDATION SCHOLARSHIP FUND—Established by the Reader's Digest Foundation.

THE DR. AND MRS. H. C. RITTER SCHOLARSHIP FUND—Established by the Ritter family and by friends.

SORORITY SCHOLARSHIPS—Established by Zeta Chapter of Eta Upsilon Gamma and Theta Chapter of Sigma Iota Chi.

THE JOHN AND LUCILLE THOMAS MEMORIAL SCHOLARSHIP—When the principal of the fund established by the gift has accrued to \$10,000, the income thereafter will be awarded to an outstanding student in music.

Other Scholarships and Grants

GRANTS TO DAUGHTERS OF MINISTERS—The Watson Fund provides for grants of \$200 to the daughters of Presbyterian ministers who are resident students and \$100 to those who are day students. When revenue is sufficient, a grant can be made to the daughter of any minister.

SCHOLARSHIPS FOR FOREIGN STUDENTS—The Board of Directors has made funds available to pay the expenses of several foreign students each year at Lindenwood College.

GRADUATE FELLOWSHIP—A fellowship of not more than \$500 is given to a student planning to study an entire year in graduate school for an advanced degree after completing four years of undergraduate work at Lindenwood. The award is made for distinction in scholarship, general ability, and loyalty to the standards of the college. *Application must be made to the Dean of the College not later than April 1 of the year of the grant.* The award will be announced at commencement.

NATIONAL PRESBYTERIAN COLLEGE SCHOLARSHIPS—One hundred competitive scholarships are offered each year by the Board of Christian Education and 36 cooperating colleges. Scholarships range up to \$1,200, depending upon financial need, and are based on merit, both scholastic and personal. An applicant must be a communicant member of The United Presbyterian Church U.S.A., rank in the top quarter of her high school class at the end of the junior year, and file an application on a designated date in November of her senior year in high school. She must be entering Lindenwood College, or one of the colleges related to the Board of Christian Education of the United Presbyterian Church, as a freshman.

An applicant must apply for and take the *Scholastic Aptitude Tests* in the December administration and, if successful, she will become a semifinalist eligible for further competitive testing for the awards. Full information and an application blank may be obtained from Lindenwood College.

SAMUEL ROBINSON SCHOLARSHIPS—Awarded in the amount of \$300, these scholarships are available to students attending Lindenwood College, or other colleges related to the United Presbyterian Church U.S.A. The student must recite to the dean, or to someone appointed by him, the answers to the Westminster Shorter Catechism, and write a 2,000 word original essay on an assigned topic related to the Shorter Catechism. She must submit the essay and the college's certification of her recitation, postmarked no later than April 15, to the Office of Educational Loans and Scholarships of the Board of Christian Education, the United Presbyterian Church U.S.A., 425 Witherspoon Building, Philadelphia, Pa. 19107. The basis of the award is that the essay is judged to be satisfactory.

GRANTS-IN-AID—Through the educational assistance program of the United Presbyterian Church U.S.A., grants-in-aid are provided for the children of full-time, trained religious leaders employed by a church or a judicatory of The United Presbyterian Church U.S.A. The student must be engaged in or entering undergraduate study at an accredited college, university, or vocational school on a full-time basis. The basis of the award is need and academic ability. The amount of the grant is \$200 to \$1,200, and is determined by analysis of financial need.

For an application form, write the office of Educational Loans and Scholarships, 425 Witherspoon Building, Philadelphia, Pa. 19107. It must be submitted with presbytery approval by March 1 for assistance in the following academic year.

Student Employment

Approximately one-fourth of the students attending Lindenwood College are employed part-time on the campus. Student employment assignments are varied in nature and they are made by the financial aid officer.

Student Loan Funds

Specific information regarding National Defense Student Loan Funds may be obtained from the Director of Financial Aid.

Some states have guaranteed loan programs which contain many of the desirable features of the National Defense Student Loan program. Information about the availability of such programs may be obtained from the student's secondary school office.

THE STUDENT LOAN FUND OF THE UNITED PRESBYTERIAN CHURCH U.S.A. is available to undergraduate students in the junior and senior years who are communicant members of the United Presbyterian Church U.S.A. and citizens of the United States, registered with or under care of their presbytery for a church occupation, or who are students in the Junior Year Abroad program of the Commission on Ecumenical Mission and Relations. (The maximum loan available is \$1,000 in an academic year, or \$500 for summer school.) The loan is repaid in quarterly payments beginning six months after completing or discontinuing study; and is to be fully repaid within six years. Interest is charged at the rate of three percent annually and begins when the borrower completes or discontinues study. To obtain the necessary application forms, the applicant should write directly to the Office of Educational Loans and Scholarships, 425 Witherspoon Bldg., Philadelphia, Pa. 19107.

THE HELEN HOLMES HUDSON STUDENT LOAN FUND provides several loans for qualified students.

THE HOLLENBECK STUDENT LOAN FUND is available for loans to upperclass students.

THE PEGGY PROCTOR LARKIN MEMORIAL STUDENT LOAN FUND was established by family and friends and in memory of Peggy Proctor Larkin as a non-interest bearing loan fund for worthy junior and senior students.

A loan fund has been established by The Board of Directors for students enrolled at the College. Further information may be obtained from the Financial Aid Officer.

Prizes and Awards

ALPHA LAMBDA DELTA AWARD—The National Chapter of Alpha Lambda Delta (academic honor society) awards a certificate to all senior members who have maintained a 3.5 grade average for seven terms and a book to the senior with the highest grade point average.

DOROTHY HOLT CAMP BADGETT AWARD—The late Judge C. W. Holtcamp in memory of his daughter, Dorothy Holtcamp, a graduate of Lindenwood College, 1911, established a Bible Award of \$1,000, the income from which is used for awards to members of the Freshman Class.

CHEMICAL RUBBER PUBLISHING COMPANY AWARD—Each year the Chemical Rubber Publishing Company awards the *Standard Mathematical Tables* to an outstanding freshman mathematics student and the *Handbook of Chemistry* to the outstanding student in chemistry.

GRIFFIN AWARD—Annually the staff of the literary magazine, *The Griffin*, sponsors a Freshman Writing Contest. First and second prize winners are each presented a book.

LINDEN SCROLL SCHOLARSHIP—One scholarship at a minimum of \$100 is made available annually by *Linden Scroll* and is awarded to an upperclass student who shows potential leadership qualities and evidence of fine scholastic achievement, and who is in need of financial help in continuing her college education.

MU PHI EPSILON PRIZE—A \$50 annual prize is awarded to a junior member of Mu Phi Epsilon, who is recommended jointly by the faculty of the Department of Music and Dean of the College. This is granted by the St. Louis County Alumnae Chapter of Mu Phi Epsilon.

PRESSER MUSIC FOUNDATION SCHOLARSHIP—The sum of \$400 is made available annually by the Presser Music Foundation to students planning to make their living by teaching music. Selection of the students is made on recommendation of the faculty of the Department of Music from upperclass students majoring in music.

THE RICHARD C. SPAHMER AWARD—A fund created by bequest of Richard C. Spahmer, formerly dramatic critic of the St. Louis Globe-Democrat. The income is used for prizes in literary contests.

Endowed Chairs and Professorships

Margaret Leggat Butler Chair of Religion established in 1917. Alice Parker Chair of English Literature established in 1961. Nell Quinlan Reed Professorship of Mathematics established in 1967.



TUITION AND FEES

Lindenwood Fees and Charges

The comprehensive charge for resident students for the 1968-1969 college year includes tuition, room, board, health service and student activity fee. Available optional services for which additional charges are made are listed on page 121.

The charges listed are for the academic year beginning in September and ending in May. No additional charges are made for the January term of 4 weeks for those students enrolled for on-campus study if they are enrolled in either or both of the two 14-week terms. If a student qualifies for a degree after attending the first 14-week term plus the January term, there is no charge for the January term. Likewise, if a student is accepted for admission for the second 14-week term, she may enroll for the January term at no additional cost. If a student elects off-campus study during the January term, travel and living expenses are to be borne by the student.

Resident Students Comprehensive Charge¹*New students (freshmen and transfers) 1968-1969*

Tuition, room, board and health service	\$2,900
Student activity fee ²	50
	\$2,950

Returning students 1968-1969³

Tuition, room, board and health service	\$2,700
Student activity fee ²	50
	\$2,750

The comprehensive charge does not include an additional charge of \$30 for each occupant of a room in an air conditioned residence hall.

¹Tuition and fees are subject to change by action of the Board of Directors of the college.

²Student Activity fee covers admission to lectures, concerts, convocations, social activities open to the entire student group, subscriptions to the student newspaper, year-book, and the literary magazine.

³While it is not possible for the college to guarantee a level of tuition for the full four-year program, it is the desire of the college to minimize tuition increases for students enrolled in Lindenwood. As it becomes necessary to adjust tuition rates in future years, it is our intention that such adjustments be primarily applied to entering classes.



New students will pay an application fee of \$15.00. This fee is for evaluating and processing the application for admission, the transcript of academic record, and such other data as required in support of the application. The application fee is not subject to refund whether the applicant is accepted or rejected and is not applied on the account. However, if an applicant was previously enrolled at Lindenwood College and paid a \$15.00 application fee, the fee which accompanies the application for readmission will be \$25.00 and will serve as the room deposit required of returning students and will be applied on the account under the same conditions as stated in the following paragraph.

Returning students will pay a room deposit of \$25.00. This deposit is not subject to refund unless the student is ineligible to re-enter Lindenwood College. It will be applied on the total charge if the student returns in September, 1968.

Room Damage Fee

Students are liable for any breakage and damage to rooms and furnishings.

All students will pay a room damage fee of \$30 at the beginning of the college year. This fee is subject to refund as described on page 106.

The Tuition Plan, Inc.

Lindenwood College offers through The Tuition Plan, Inc., 410 N. Michigan, Chicago, Illinois 60611, a convenient method for paying college costs. The balance of the account as shown in Plan III on the opposite page may be paid in nine (9) monthly installments through The Tuition Plan, Inc. The additional cost for paying on a one-year deferred basis is 4% of the amount. In addition to the one-year (9-month) plan, Tuition Plan, Inc. also provides a service whereby qualified parents may use a deferred payment plan for 2, 3, or 4 years of college costs in one contract. A brochure describing in detail the several Tuition Plans will be mailed upon request to the Business Manager, Lindenwood College.

Lindenwood College Offers Three Plans for the Payment of the 1968-1969 College Account.

PLAN I

	New Students	Returning Students
Room Deposit—Due March 1, 1968		\$ 25
Payable by returning students		
Room Reservation	\$ 100	100
Payable by new students May 1, 1968		
Payable by returning students by April 1, 1968		
Payment due by June 15, 1968	300	300
Payment due by September 7, 1968	2,550	2,325
Total	\$2,950	\$2,750

PLAN II

	New Students	Returning Students
Room Deposit—Due March 1, 1968		\$ 25
Payable by returning students		
Room Reservation	\$ 100	100
Payable by new students May 1, 1968		
Payable by returning students by April 1, 1968		
Payment due by June 15, 1968	300	300
Payment due by September 7, 1968	1,550	1,550
Payment due by January 1, 1969	1,000	775
Total	\$2,950	\$2,750

PLAN III

	New Students	Returning Students
Room Deposit—Due March 1, 1968		\$ 25
Payable by returning students		
Room Reservation	\$ 100	100
Payable by new students May 1, 1968		
Payable by returning students by April 1, 1968		
Payment due by June 15, 1968	300	300
Balance of account		
(See The Tuition Plan, Inc. on preceding page)	2,550	2,325
Total	\$2,950	\$2,750

Day Students

Students who attend Lindenwood College while living at home, if married, or in the homes of their parents, if single, may enroll as day students. Legal residents of the City of St. Charles or of St. Charles County qualify for a \$500 tuition grant. This grant has been voted by the Lindenwood College Board of Directors in recognition of the college's tax exempt status, and the services which the college receives from the City and County, particularly police and fire protection. The grant also recognizes the financial support received from individuals and business interests within the City and County through the Annual Community Support Program.¹

¹Day students residing outside St. Charles County who were enrolled in degree programs prior to the 1968-1969 academic year may continue to enjoy the grant privileges otherwise limited to St. Charles County residents.

Tuition and Fees for Day Students*New students (freshmen and transfers) 1968-1969*

Tuition	\$1,750
Less grant for St. Charles City and County residents	500
	1,250
Student Activity fee ²	50
	\$1,300

Returning students 1968-1969³

Tuition	\$1,550
Less grant for St. Charles City and County residents	500
	1,050
Student Activity fee	50
	\$1,100

Available optional services for which additional charges are made are listed on page 121.

Returning day students will pay an advance tuition deposit of \$25.00 by March 1. This deposit is not subject to refund unless the student is ineligible to re-enter Lindenwood College. It will be applied on the total charge if the student returns in September, 1968.

Day students may receive lunch in the college dining hall for \$140.00 for the college year.

Payment Schedule

	New Students St. Charles City and County	New Students outside St. Charles County	Returning Students \$ 25
Tuition Deposit			
Due March 1, 1968			
Payment	\$ 100	\$ 100	100
Due by June 15, 1968			
Payment	600	850	500
Due by Sept. 7, 1968			
Payment	600	850	475
Due by Jan. 1, 1969			
Total	\$1,300	\$1,800	\$1,100

²Student Activity fee covers admission to lectures, concerts, convocations, social activities open to the entire student group, subscriptions to the student newspaper, year-book, and the literary magazine.

³While it is not possible for the college to guarantee a level of tuition for the full four-year program, it is the desire of the college to minimize tuition increases for students enrolled in Lindenwood. As it becomes necessary to adjust tuition rates in future years, it is our intention that such adjustments be primarily applied to entering classes.

New day students will pay an application fee of \$15.00. This fee is for evaluating and processing the application for admission, the transcript of academic record, and such other data as required in support of the application. The application fee is not subject to refund whether the applicant is accepted or rejected and is not applied on the account.

Special Students

A special student is a day student who is enrolled for fewer than three courses during the fall or spring term, or a male student regardless of the number of courses for which he is enrolled. A special student may enroll for a course during the January term.

Regularly enrolled full-time students will have precedence over special students in courses and sections of classes with limited enrollment. The same academic regulations with respect to good standing apply to a special student as apply to a regular student.

A charge of \$150.00 per course is made for all special students receiving credit from Lindenwood College.

The charge for auditing a course is \$75.00.

Optional Services

Student Insurance—A group accident and sickness insurance plan is available to each full-time student at a premium of \$15.00 for the academic year including travel time to and from the campus.

Applied Music—Individual lessons in piano, voice, violin and organ—\$60.00 per term for one half-hour lesson each week; \$110.00 per term for two half-hour lessons each week. Music majors will pay a maximum of \$60.00 per term regardless of the number of lessons taken.

Riding Instruction—The fee for riding instruction is \$75.00 per term for the spring and fall terms and \$25.00 for the January term.

Stable Rental—A limited number of stalls are available for the student who wishes to bring her own horse to college. The monthly charge for the care and feeding of a horse in the Lindenwood College stables is \$75 per month.

Air Conditioned Rooms—A charge of \$30 is made for each occupant of a room in an air conditioned resident hall. McCluer Hall and Parker Hall are air conditioned.

Student Teaching Fee

A fee of \$100.00 will be charged students doing practice teaching. This fee will be payable at the beginning of the term in which student teaching is done, and the total amount thus collected will be used as compensation to the teachers supervising this student teaching in their classrooms.

Diploma Fee

A diploma fee of \$10.00 is due and payable by May 15 preceding graduation. This fee applies only to graduating seniors.

General Business

All remittances should be mailed to the Business Manager, Lindenwood College, St. Charles, Missouri 63301.

It should be understood that a student is enrolled for the entire college year, and even though the parent or guardian may elect to distribute the payments as shown in Payment Plan II or by using a contract with The Tuition Plan, Inc. (Plan III), this does not alter the obligation covering enrollment for the full college year.

The \$25.00 room deposit paid by returning students is not an extra charge, but is applied on the account if the student is eligible to re-enter Lindenwood College.

If plans of returning students are unavoidably changed, the \$100 room reservation payment will be refunded if request is made in writing prior to May 1, 1968. Such refunds will be made October 1, 1968. Request for refund should be made to the Office of the Dean of Students.

The \$300 payment due June 15, 1968 is not subject to refund. This also applies to the \$100 payment due June 15, 1968 from day students.

When students have been accepted for admission, parents and guardians accept all the conditions of payment and regulations of the college.

Diplomas and transcripts will not be issued until all college accounts are paid in full.

The college is pleased to help students with their transportation and baggage, but in doing so simply acts as an agent and is not responsible for loss or inconvenience a student may suffer.

The college is not responsible for loss due to fire, theft, or any other cause. Students who wish to insure against these risks should do so individually.

Withdrawal Terms

Each student is entered for the college year and is accepted with the understanding that she will remain for the final examinations at the end of the college year.

If a student withdraws voluntarily or involuntarily before the end of the college year, there is no reduction except in case of withdrawal upon the recommendation of the college physician because of serious illness, in which case a refund pro rata will be made on the amount paid for board only at \$20.00 per week. No deduction is made for temporary absence during the year.

Financial Assistance

The college makes every effort to provide financial aid for good students so that attendance at Lindenwood will not be denied qualified applicants because of financial need. Some funds for off-campus study will be available for those who cannot finance the extra costs.

THE CAMPUS

Location

Lindenwood College is located in the historic city of St. Charles, twenty miles northwest of downtown St. Louis, less than a half-hour's drive via Interstate 70. St. Charles is the gateway to north central Missouri and was established by Louis Blanchette in 1769. Located high above the picturesque Missouri River, the city is surrounded by some of the richest farm land in America. Lewis and Clark departed from here on their epic expedition into the northwest. Restoration of Missouri's first capitol building on Main Street in St. Charles is nearing completion as part of a planned redevelopment of the city's historical area. Both of Missouri's legislative houses convened here from 1821 to 1826. The Lindenwood campus is only fifteen minutes from Lambert-St. Louis Airport, and the community is served by the main line of the Norfolk and Western Railroad, and several interstate bus lines.

Campus Buildings

Lindenwood's 140 acre campus is widely known for its spacious tree-shaded grounds and handsome Tudor Gothic buildings. The college received its name from the large old Linden trees which were here before the college was founded in 1827.

The Margaret Leggat Butler Memorial Library—This Tudor Gothic building was erected in 1929, and is currently being expanded to double its original size. The library will have a capacity of more than 150,000 volumes when the addition is completed in late 1968. A newly furnished informal reading lounge is located in front of the large fireplace in the main reading room of the library. The stacks are open to all students. A special room in the tower of the library has been equipped as a reading and reference room for art and music. Cooperative arrangements with university, public and historical libraries in the St. Louis area provide additional opportunities for advanced student research. Microfilm collections and reading facilities for faculty and student use are being expanded in the new library addition.

As of June 30, 1967 the Lindenwood College Library had 58,544 volumes catalogued and subscriptions to more than 265 periodicals. Library hours are from 7:50 a.m. to 10:45 p.m. Monday through Thursday; from 7:50 a.m. to midnight on Fridays; from 9:00 a.m. to midnight on Saturdays; and from 10:00 a.m. to 10:45 p.m. on Sundays.



STABLES

PARKER HALL

TEA ROOM

COBBS HALL

STUDENT
PARKING

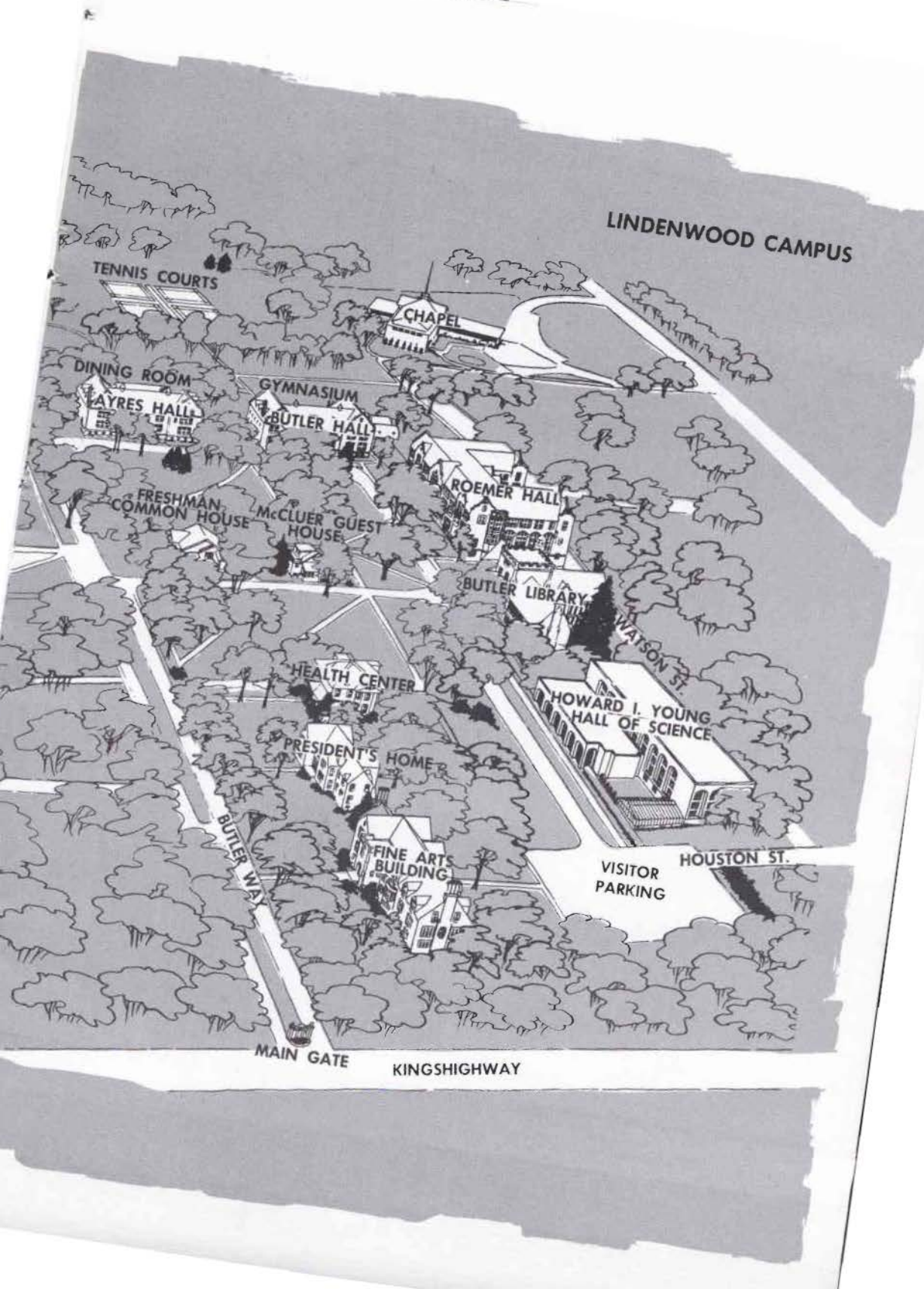
NICCOLLS HALL

IRWIN HALL

McCLUER HALL

SIBLEY HALL

LINDENWOOD CAMPUS



TENNIS COURTS

CHAPEL

DINING ROOM

GYMNASIUM

LAYRES HALL

BUTLER HALL

FRESHMAN COMMON HOUSE

McCLUER GUEST HOUSE

ROEMER HALL

BUTLER LIBRARY

HEALTH CENTER

PRESIDENT'S HOME

FINE ARTS BUILDING

HOWARD I. YOUNG HALL OF SCIENCE

VISITOR PARKING

MAIN GATE

KINGSHIGHWAY

BUTLER WAY

WATSON ST

HOUSTON ST.

Audio-Visual Center and Language Laboratory—The terrace level of the library houses the audio-visual center and language laboratory. More than 50 individual learning booths are available to students during the day and evening throughout the week. Slides, film and tape collections are available in the audio-visual center for individual study and small group use. Facilities of the center include tape recording equipment, record players, motion picture, film strip and slide projection equipment and related equipment for individual use.

Roemer Hall, erected in 1921, is named in memory of John L. and Lillie P. Roemer. Dr. Roemer was president of the college from 1914 to 1940. The building provides space for administrative and faculty offices, classrooms, lecture halls, auditorium, the Day Student lounge, college book store, postoffice and student bank.

The Howard I. Young Hall of Science, completed in 1966, was constructed in memory of Howard I. Young, who served as Chairman of the Board of Directors of the college and was President of American Zinc, Lead & Smelting Company. This modern air-conditioned building provides laboratory and classroom facilities for the biological and physical sciences and mathematics. It contains the *Frederick Eno Woodruff Biology Laboratory* and *Lecture Room*, a gift of his daughter, Mrs. Louise Woodruff Johnston; the *Mary E. Lear Chemistry Laboratories*, and the *Ruth and Vernon Taylor Foundation Lecture Room*. Lecture rooms, faculty offices, reading rooms, a photography darkroom, and a spacious memorial lounge are included in the building. An adjacent greenhouse is used by the department of biology for work in biology and floriculture. The Lindenwood College Computer Laboratory is located on the third floor.

The Lillie P. Roemer Fine Arts Building was erected in 1939 through a gift received from Mrs. Roemer's estate. The Fine Arts building houses the music and art studios, classrooms and a record library. The studios for Lindenwood's carrier-current radio station KCLC are also located in this building. Construction is now in progress for a college owned FM station which will provide educational programming for the campus and the community.

The Lindenwood Chapel, completed in 1957, is a modern multi-purpose facility owned jointly by the college and the St. Charles Presbyterian Church, serving both the campus and the community. The chapel is also the home of the Lindenwood College Child Development Laboratory, which provides a pre-school program for children in the community and serves as a laboratory for the Psychology and Education Departments.

Freshman Common House, formerly known as The Gables, was erected in 1915 by the Sigma Sorority and acquired by the college in 1921. The building provides office space for the Assistant Dean of the College and reading rooms and study areas for freshmen students. Books and other reference materials for the Freshman Common are available here.

The Ida Belle McCluer Guest House was erected in 1914 by the Gamma Sorority and acquired by the college in 1921. It was named in honor of the wife of President Emeritus F. L. McCluer, and has facilities for group meetings.

The B. Kurt Stumberg Health Center was acquired in 1933 and named in memory of Dr. Stumberg who served as college physician from 1903 until his death in 1943. He also served on the Board of Directors and was Professor of Hygiene and Physiology. The building is located in the center of the campus and includes a dispensary, examining rooms and rooms for patients.

The Dining Room, an annex to Ayres Hall, accommodates 720 persons.

The Tea Room is on the terrace level of Cobbs Hall. It provides automated food service and personalized short order service at a modern soda fountain with snacks ranging from hamburgers to milkshakes and ice cream sundaes.

Athletic facilities include a gymnasium and indoor swimming pool adjacent to Butler Hall; new riding stables and paddock; hockey and athletic fields; a softball field; an archery range; four all-weather tennis courts; and a golf driving range. The athletic and recreational facilities are available to all students.

Residence Halls

Ayres Hall—Built in 1909, Ayres is the second oldest building on campus. Formerly named Jubilee Hall, it was renamed in 1927 for Dr. George Ayres, who served as president of Lindenwood from 1903 to 1913. Originally the administration building, as well as a dormitory, it now houses 57 students.

Butler Hall—Erected in 1914, the hall was named for Colonel James Gay Butler, who served on the Board of Directors of the college and was one of its greatest benefactors. Residence capacity: 53 students.

Cobbs Hall—Completed in 1949 and named in honor of Thomas Harper Cobbs, prominent St. Louis attorney and a member of Lindenwood's Board of Directors from 1917 until his death in 1959. Residence capacity: 71 students.

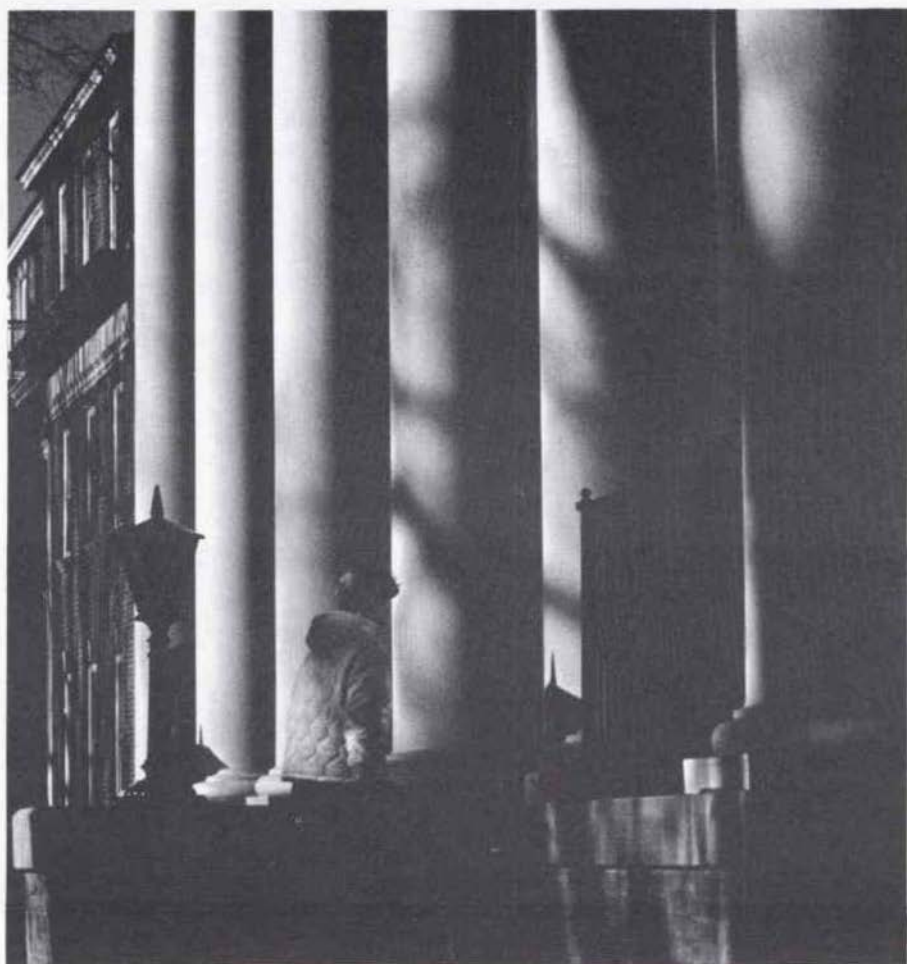
Irwin Hall—Constructed in 1924 and named in honor of the Reverend Mr. Robert Irwin, president of Lindenwood from 1880 to 1893. Residence capacity: 83 students.

McCluer Hall—Built in 1961, McCluer Hall is named in honor of President Emeritus and Mrs. Franc L. McCluer. Residence capacity: 92 students. Air conditioned.

Niccolls Hall—A gift of Colonel James Gay Butler in memory of his friend, Samuel Jack Niccolls, D.D., who served on the Board of Directors from 1869 to 1915, and was President of the Board for 25 years. Niccolls was dedicated in 1917 and is undergoing major renovation during the 1967-1968 academic year.

Parker Hall—Named in memory of Dr. Alice Parker, who served as Professor of English Literature from 1928 to 1961. Residence capacity: 128 students. Air conditioned.

Sibley Hall—Sibley Hall, named for Major George Sibley and Mary Easton Sibley, founders of Lindenwood College, is the oldest building on campus. Dedicated in 1860, it replaced the log cabin which was the beginning of the college. The south wing was added in 1881 and the north wing in 1886. The latter includes a chapel still used today for student recitals and classes. In Sibley parlor is a century old grand piano, which is said to be the first concert grand to be shipped to the Midwest. Residence capacity: 67 students.



HISTORY

President Brown and students

Lindenwood College, the second-oldest college for women in the United States, the oldest west of the Mississippi, has been in continuous operation since 1827 when it was opened in the home of Major and Mrs. George C. Sibley. By the 1830's it had developed into an academy, and in 1853 the school was chartered under the direction of the St. Louis Presbytery. In 1856 Major and Mrs. Sibley endowed the school with their own lands and organized a campaign to raise funds for a new building. Responsibility for the government of the college was transferred from the Presbytery of St. Louis to the Synod of Missouri of the Presbyterian Church, U.S.A., in 1870.

Throughout its history, Lindenwood College has been non-sectarian in its provision for the religious life of its students. The college continues in relationship to the United Presbyterian Church in the U.S.A. It includes in its student body representatives of many faiths and denominations.

Samuel S. Watson, for more than a quarter of a century served as the first president of the board of directors, and made significant personal contributions to sustain the college during the Civil War period. In the ensuing years many other men and women, including presidents, board members, and faculty members, contributed to the growth of the college.

Under the presidency of Dr. John L. Roemer (1914-1940), the college was greatly expanded, both physically, through generous gifts from Colonel James Gay Butler, and academically by programs which led to its transformation in 1918 into a four-year college granting baccalaureate degrees.

PRESIDENTS OF LINDENWOOD COLLEGE

- 1827-1856 — Mary Easton Sibley, *founder-owner-administrator*
1856-1862 — A.V.C. Schenck, A.M.
1862-1865 — Thomas P. Barbour, A.M.
1866-1870 — French Strother
1870-1876 — J. H. Nixon, D.D.
1876-1880 — Miss Mary E. Jewell
1880-1893 — Robert Irwin, D.D.
1893-1898 — William Simms Knight, D.D.
1898-1903 — Matthew Howell Reaser, Ph.D.
1903-1913 — George Frederic Ayres, Ph.D.
1913-1914 — Joe Fenton Hendy, D.D.
1914-1940 — John L. Roemer, D.D., LL.D.
1941-1946 — Harry Morehouse Gage, A.B., D.D., LL.D.
1946-1947 — Administrative Committee (Guy C. Motley, A.B., Chmn.)
1947-1966 — Franc L. McCluer, Ph.D., LL.D.
1966- — John Anthony Brown, M.A., LL.D., L.H.D.

DIRECTORY OF THE COLLEGE

THE BOARD OF DIRECTORS

OFFICERS OF THE BOARD

John M. Black, *President*
 Mrs. Horton Watkins, L.H.D., *Vice-President*
 Arthur S. Goodall, *Vice-President*
 William H. Armstrong, *Secretary and Treasurer*

MEMBERS OF THE BOARD

Term of Office 1967-1973

R. Wesley Mellow (1943) St. Louis, Mo.
 John M. Wolff, Jr., LL.D. (1963) St. Louis, Mo.
 The Rev. W. Davidson McDowell, D.D. (1960) St. Louis, Mo.
 The Rt. Rev. George L. Cadigan, D.D. (1961) St. Louis, Mo.
 Sidney Studt (1961) Clayton, Mo.

Term of Office 1968-1974

William H. Armstrong (1944) St. Louis, Mo.
 John M. Black (1963) St. Louis, Mo.
 Mrs. Arthur Stockstrom, L.H.D. (1949) Kirkwood, Mo.
 Sidney W. Souers, LL.D. (1958) St. Louis, Mo.
 Raymond E. Rowland (1960) St. Louis, Mo.

Term of Office 1963-1969

Arthur S. Goodall (1937) St. Louis, Mo.
 Mrs. James A. Reed, LL.D., *Alumna* (1953) Kansas City, Mo.
 The Rev. W. Sherman Skinner, D.D. (1955) St. Louis, Mo.
 Mrs. Horton Watkins, L.H.D. (1957) St. Louis, Mo.
 Russell J. Crider, M.D. (1964) St. Charles, Mo.

MEMBERS OF THE ADVISORY BOARD

Term of Office 1968-1974

Mrs. Earl M. Johnston (1963) St. Louis, Mo.

Term of Office 1964-1970

George W. Brown (1963) St. Louis, Mo.
 Mrs. Robert R. Wright, *Alumna* (1957) Clayton, Mo.

Term of Office 1965-1971

The Rev. Geo. E. Sweazey, D.D. (1959) Webster Groves, Mo.
 Mrs. K. K. Barton, *Alumna* (1966) Kansas City, Mo.

STANDING COMMITTEES OF THE BOARD OF DIRECTORS

Executive

John M. Black
William H. Armstrong
Arthur S. Goodall
Raymond E. Rowland
Sidney W. Souers
Mrs. Horton Watkins

Faculty and Curriculum

The Rev. W. Sherman Skinner
William H. Armstrong
The Rt. Rev. George L.
Cadigan
Mrs. James A. Reed
Mrs. Arthur Stockstrom
The Rev. George E.
Sweazey
Mrs. Horton Watkins

Dormitories

Mrs. Arthur Stockstrom
Mrs. Earl M. Johnston
Mrs. Horton Watkins
Mrs. Robert R. Wright

Buildings and Grounds

Arthur S. Goodall
George W. Brown
Russell J. Crider, M.D.
The Reverend W. Davidson
McDowell
R. Wesley Mellow
Sidney Studt

Finance

Sidney W. Souers
William H. Armstrong
John M. Black
John M. Wolff, Jr.

Auditing

Sidney W. Souers
William H. Armstrong

Development

Raymond E. Rowland
John M. Black
Arthur S. Goodall
Mrs. Earl M. Johnston
Sidney Studt
Mrs. Horton Watkins
John M. Wolff, Jr.



OFFICERS OF ADMINISTRATION

John Anthony Brown, *President of the College*

A.B., Temple University; M.A. University of Chicago; LL.D., Westminster College; L.H.D., Ursinus College.

Gary Howard Quehl, *Vice President and Dean of the College*

B.A., Carroll College; M.S., Ed.D., Indiana University.

Robert C. Colson, *Vice President and Business Manager*

B.S., Central Missouri State College; graduate work, University of Missouri.

B. Richard Berg, *Vice President for Public Affairs*

A.B., Fresno State College; M.S., Boston University.

C. Eugene Conover, *Dean of the Chapel*

A.B., College of Wooster; B.D., Union Theological Seminary; A.M., Ph.D., University of Cincinnati.

Mary F. Lichliter, *Dean of Students*

A.B., Wellesley College; M.A., University of Chicago.

Lula Clayton Beale, *Registrar*

A.B., Murray State College; M.A., George Peabody College for Teachers.

Earl L. Davis, *Director of Admissions*

B.A., State College of Iowa; graduate work, State University of Iowa.

Howard A. Barnett, *Assistant to the President for Academic Planning and Director of the Summer Session*

B.A., M.A., Ph.D., Indiana University.

James Frederick Hood, *Assistant Dean of the College*

B.A., M.A., Ph.D., University of Illinois.

EMERITI

McCluer, Franc Lewis, *President Emeritus of the College, 1966*

A.B., M.A., Westminster College; Ph.D., University of Chicago; LL.D., Westminster College; LL.D., Washington University; LL.D., Waynesburg College; LL.D., University of Missouri; LL.D., Lindenwood College.

Dawson, Elizabeth, *Professor, English, 1927; Professor Emeritus, 1967*

A.B., Cornell College; M.A., Columbia University; Ph.D., State University of Iowa.

Isidor, Gertrude, *Professor, Music, 1925; Professor Emeritus, 1965*

Artist Diploma, Post Graduate Diploma with Distinction, Cincinnati Conservatory of Music; Pupil of Tirindelli, Albert Stoessel, Robert Perutz, George Leighton, Edgar Stillman-Kelly; Violin and Theory, American Conservatory of Music.

Lear, Mary L., *Professor, Chemistry, 1916; Professor Emeritus, 1960*

A.B., B.S., M.A., University of Missouri; Sc D., Lindenwood College.

Terhune, Mary, *Chairman, Professor, Modern Languages, 1926; Professor Emeritus, 1960*

A.B., Western College; M.A., Columbia University; D.M.L., Middlebury College; Diploma de Suficiencia, Centro de Estudios Historicos, Madrid; graduate work, Universite de Grenoble, France, and Buenos Aires, Argentina; Litt.D., Lindenwood College.

Walker, Pearl, *Professor, Music, 1934; Professor Emeritus, 1966*

A.B., University of Illinois; M.Mus., Chicago Musical College; Ed.D., Teachers College, Columbia University; Pupil of Herbert Witherspoon, Conrad V. Bos, Harry R. Wilson; European study; Juilliard School of Music.



FACULTY

Amonas, Grazina Ona, *Associate Professor, Physical Education, 1954*

B.A., Physical Training College, Kaunas, Lithuania; Licentiate (M.A.) in Philosophy, University of Kaunas, Lithuania; Diploma L'Alliance Francaise, Paris, France. Study at Mary Wigman, Bode, Loges, Medau Schools in Germany; Naas, Sweden; Martha Graham School of Contemporary Dance; graduate work, Connecticut College School of Dance; University of Wisconsin; International Dance Academy 1963, Cologne, Germany.

Banks, Marjorie Ann, *Associate Professor, Education, 1960*

B.S., Southeast Missouri State College; M.A., Washington University; University of Missouri; Marshall University; Summer Institute, Vassar College 1951; Writer's Institute, University of Colorado; World Health Seminar, Helsinki, Finland, 1952; graduate work, Washington University.

✓ Barnett, Howard A., *Alice Parker Professor of English, 1965; Chairman, Department of English, 1965*

B.A., M.A., Ph.D., Indiana University.

Bauer, Hugo John, *Associate Professor, 1947; Director of Audio Visual Center and Language Laboratory*

A.B., Elmhurst College; M.A., Northwestern University; graduate work, Washington University.

Beasley, S. Louise, *Professor, Mathematics, 1949*

B.S., Southwest Missouri State College; M.A., University of Missouri; M.Ed., George Peabody College for Teachers; graduate work, Teachers College, Columbia University; National Science Foundation Summer Institutes: American University 1960, Bowdoin College 1962, Marquette University 1963, University of Arkansas 1964.

° Bittner, Fern Palmer (Mrs. G. S.), *Instructor, Physical Education, 1957*

B.S., Lindenwood College; graduate work, University of Missouri; Senior Recognized Judge and Steward of the American Horse Shows Association.

° Bittner, Groff Stewart, *Assistant Professor, Music, 1961*

B.S., Indiana Central College; M.Mus., Indiana University; further study with Ozan Marsh, Patricia Benkman, and Reah Sadowsky.

° Blaycock, Patricia, *Instructor, Part-time, Department of Music*

B.M., Webster College; Graduate Assistantship to Indiana School of Music, Indiana University at Bloomington.

✓ Bornmann, John A., *Chairman, Associate Professor, Chemistry, 1965*

B.S., Carnegie Institute of Technology; Ph.D., Indiana University; further study, Technische Hochschule, Stuttgart, Germany.

Boyer, Martha May, *Chairman, Professor, Speech, 1946*

B.A., Maryville College; M.A., University of Wisconsin; graduate work: Ohio State University, Washington University; Study, British Broadcasting Company, London.

✓ Brown, John Anthony, *Professor, Political Science, 1966*

A.B., Temple University; M.A., University of Chicago; LL.D., Westminster College; L.H.D., Ursinus College.

Buck, Bruce Meyer, *Assistant Professor, Art, 1966*

B.A., M.A., Colorado College; M.F.A., Claremont Graduate School.

✓ Caine, Stanley Paul, *Assistant Professor, History, 1967*

B.A., Macalester College; M.S., Ph.D., University of Wisconsin.

Carpenter, Virginia Lewis (Mrs. Jack), *Assistant Professor, Psychology, 1967*

A.B., M.A., Washington University.

° Clark, Judith Petterson (Mrs. Gary), *Instructor, English, 1967*

B.A., Lindenwood College.

✓ Clevenger, Homer, *Professor, History and Political Science, 1941*

B.S. in Ed., Central Missouri State Teachers College; M.A., George Peabody College for Teachers; Ph.D., University of Missouri; LL.D., Drury College, 1963.

✓ Conover, C. Eugene, *Chairman, Margaret Leggat Butler Professor of Philosophy and Religion, 1948*

A.B., College of Wooster; B.D., Union Theological Seminary; A.M., Ph.D., University of Cincinnati.

- Conover, Christine C. (Mrs. C. E.), *Instructor, Part-time, Music*, 1965
B.Mus., MacMurray College; M.Mus., University of Michigan; Graduate Fellow, Juilliard School of Music; Graduate Fellow, Knocker School of Violin Playing, London, England; Violin pupil of Leopold Auer.
- ✓Crowley, Frances (Mrs. C. J.), *Associate Professor, Modern Languages*, 1966
B.A., Hunter College; M.A., Teachers College, Columbia University; Ph.D., Washington University.
- Cusack, Jo Anne, *Instructor, Part-time, Modern Language*, 1967
B.A., Rosary College; M.A., St. Louis University.
- ✓DeWulf, Bernard George, *Chairman, Professor, Education*, 1962
B.S., University of Illinois; M.A. in Ed., Ph.D., Washington University.
- ✓Doherty, Thomas W., *Acting Chairman, Professor, Modern Languages*, 1950
B.A., Westminster College; M.A., Middlebury College; Certificat de Prononciation Francaise, Institut de Phonetique, Paris; Diplome de Litterature Francaise Contemporaine, Sorbonne, Paris; D.M.L., Middlebury College.
- Feely, James H., *Associate Professor, English*, 1958
A.B., Northwestern College; M.A., Northwestern University; graduate work, Washington University.
- Ferguson, Edward E., *Instructor, Part-time, Logic*, 1966
B.A., Wake Forest College; B.D., Southeastern Baptist Theological Seminary; graduate work: University of Kansas, Washington University.
- Fields, Norma Jean, *Instructor, English*, 1965
B.A., Morris Harvey College; M.A., Ohio State University.
- Giron, Arsenio, *Assistant Professor, Music*, 1965
B.M., Oberlin College; M.A., Tulane University; graduate work, Washington University.
- ✓Grundhauser, J. Walter, *Professor, Biological Science*, 1946
B.S., B.A., Southeast Missouri State College; Metallurgical Laboratory of the University of Chicago, Manhattan Project; Ph.D., St. Louis University.
- Hendren, Harry D.,¹ *Chairman, Associate Professor, Art*, 1950
A.B., Murray State College; M.A., Ohio State University.
- *Hood, James Frederick, *Chairman, Professor, History*, 1961
B.A., M.A., Ph.D., University of Illinois.
- oHouse, Virginia Winham (Mrs. Carl), *Associate Professor, Music*, 1946
B.Mus., Nashville Conservatory of Music; M.Mus., Cincinnati Conservatory; Study with Lawrence Goodman, Eduard Loessel, Sevrin Eisenberger, and Gari Shelton.
- Huesemann, Jeanne H. (Mrs. T. J.), *Assistant Professor, Mathematics*, 1957
A.B., Lindenwood College; M.A. in Ed., Washington University; graduate work, St. Louis University.
- Hume, Robert Douglas, *Associate Professor, Speech*, 1947
A.B., University of California; M.A., University of North Carolina; Graduate, Maria Ouspenskaya Studio of Dramatic Art.
- Jacobson, Phyllis, *Assistant Professor, Physical Education*, 1965
B.S., M.S., Central Missouri State College.
- ✓Johnson, Esther L., *Associate Professor, Philosophy and Religion*, 1963
A.B., Smith College; M.A., Ed.D., Union Theological Seminary and Columbia University.
- Kanak, Arthur L., *Associate Professor and Artist in Residence, Art*, 1953
B.A., M.F.A., State University of Iowa; post graduate work in painting, drawing, and prints, State University of Iowa.
- ✓Little, John B., *Chairman, Professor, Music*, 1962
B.Mus., Southern Methodist University; M.Mus., Eastman School of Music; A.M.D., Eastman School of Music. Private study with Paul van Katwijk, Max Landow, and Armand Basile.
- Little, Marie (Mrs. John), *Lecturer, Part-time, Political Science*, 1967
B.A., Connecticut College; M.A., University of New Hampshire; graduate work, Washington University.
- McClea, Margaret Ellen, *Assistant Professor, Modern Language*, 1967
A.B., Nazareth College; M.A., University of Notre Dame, Indiana.
- McCrory, Juliet Key, *Associate Professor, Speech*, 1943
B.S., University of Alabama; Ph.M., University of Wisconsin; graduate work: Columbia University, University of Southern California, and University of Missouri.

¹ On sabbatical the spring term, 1968.

- Merideth, Elinor Tourney (Mrs. Charles), *Assistant Professor, History*, 1967
A.B., Wellesley College; M.A., University of Chicago.
- Minetree, Harry E., *Assistant Professor, English*, 1967
B.A., Vanderbilt University; M.F.A., University of Iowa.
- ✓ Moore, John B., *Chairman, Professor, Economics*, 1950
A.B., Westminster College; M.A., University of Missouri; graduate work, University of Michigan; Ph.D., University of Missouri.
- Morros, Lucy (Mrs. Boyd), *Instructor, Modern Language*, 1967
B.A., M.A., Washington University.
- Mudd, Jane Thompson (Mrs. Robert D.), *Instructor, Modern Language*, 1967
A.B., Vassar College; M.A., Middlebury College.
- Murdock, Robert W., *Chairman, Associate Professor, Mathematics*, 1966
A.B., Syracuse University; M.A., East Tennessee State University; doctoral study, Washington University.
- Nichols, Florentina J. (Mrs. H. Wayne), *Assistant Professor, Visiting, Sociology*, 1967
A.B., M.A., Boston University; Research, Merrill-Palmer Institute.
- Nisbet, Carol (Mrs. Hugh), *Instructor, Classical Language*, 1967
B.A., M.A., St. Louis University.
- Nord, Clemence Ann (Mrs. W. R.), *Assistant Professor, Psychology*, 1967
A.B., Washington University.
- Norris, Katherine (Mrs.), *Instructor, Modern Language*, 1967
B.A., M.A., University of New Mexico.
- Perkins, Franklin E., *Director of Choral Music, Part-time*, 1967
B.A., Juniata College; M.S.M., Union Theological Seminary; Associate, American Guild of Organists.
- Purnell, Emma, *Associate Professor and Director, Secretarial Institute*, 1955
B.A., M.A., Washington University.
- ✓ Quehl, Gary Howard, *Associate Professor, Education*, 1967
B.A., Carroll College; M.S., Ed.D., Indiana University.
- ✓ Rechtern, Marion Dawson,¹ *Professor, Biological Science*, 1936
A.B., University of Wisconsin; M.S., Northwestern University; Ph.D., Cornell University.
- ✓ Richey, Harold W., *Chairman, Professor, Psychology*, 1964
B.A., University of Illinois; Ph.D., University of Kansas City.
- Robbins, Joseph C., *Assistant Professor, Music*, 1966
B.A., Hendrix College; M.M. in Opera and Voice. Indiana University; doctoral study, University of West Virginia. Private study with David Lloyd.
- Roman, Dolores (Mrs. Paul D.), *Assistant Professor, Economics*, 1967
B.S., Arizona State University; M.A. (R), St. Louis University.
- Ross, Dorothy, *Chairman, Professor, Physical Education*, 1946
B.S., Central Missouri State College; M.A., Colorado State College of Education; graduate work, Indiana University.
- ✓ Sibley, Agnes,² *Professor, English*, 1943
B.A., M.A., University of Oklahoma; Ph.D., Columbia University.
- Slayman, Kristi, *Instructor, Art*, 1967
B.A., Lindenwood College; M.A., Western Reserve University.
- Swingen, Allegra, *Associate Professor, Music*, 1946
B.Mus., M.Mus., Chicago Musical College.
- ✓ Talbot, Mary, *Chairman, Professor, Biological Science*, 1936
B.S., Denison University; M.A., Ohio State University; Ph.D., University of Chicago; Stone Biological Laboratory; Michigan Biological Laboratory.
- Temmen, James David, *Instructor, Sociology*, 1967
B.S., M.A., St. Louis University.
- ✓ Thomas, William West, *Associate Professor, Philosophy and Religion*, 1960
B.A., Washington and Lee University; B.D., Yale University; Ph.D., Duke University.

¹ On sabbatical the fall term, 1967.² On sabbatical for the year 1967-1968.

- ✓ Toliver, Hazel M., *Chairman, Professor, Classics*, 1957
B.A., M.A., University of Arkansas; Ph.D., State University of Iowa.
- Vinson, James A., *Assistant Professor, English*, 1964
B.A., M.A., Rice Institute; graduate work, Washington University.
- Vokoun, Carolyn W. (Mrs. Edward M.), *Instructor, Biology*, 1966
B.S., University of Tulsa; graduate work, Washington University.
- ✓ Wehmer, John H., *Assistant Professor, Art*, 1959
B.F.A., Washington University; graduate work, University of Illinois.
- Welch, Teresa (Mrs. Michael J.), *Instructor, Department of Chemistry*, 1967
B.A., Elmira College; M.S., University of California, Berkeley campus.
- Wilhour, Jane R. (Mrs. Russell), *Assistant Professor, Psychology*, 1966
B.A., Bloomsburg State College; M.A., East Tennessee State University.
- ✓ Williams, DeLores J., *Chairman, Associate Professor, Political Science*, 1965
B.A., Southern Illinois University; Institut d'etudes Politiques, Paris; M.A., University of Chicago; Ph.D., Georgetown University.
- ✓ Willis, Donald E., *Assistant Professor, Part-time, Chemistry*, 1964
B.S., Marshall College; M.S., Ph.D., Louisiana State University; Senior Research Chemist, Monsanto Company.

LIBRARY

- Ambler, Mary E., *Librarian*, 1964
B.A., Lindenwood College; B.S. in L.S., Columbia University; M.A., University of Chicago.
- Yu, Kuang-Hua Koa (Mrs. Lin Sheng Yu), *Instructor, Library*, 1967
B.A., Taiwan Normal University, Taipei, Taiwan, China; M.L.S., Library School, Pratt Institute.
- Meszáros, Stephanie, *Assistant to the Librarian*, 1966
B.A., Fontbonne College; graduate work, Southern Illinois University.
- Templeton, Julie (Mrs. John), *Secretary*

AUDIO VISUAL CENTER AND LANGUAGE LABORATORY

- Bauer, Hugo John, *Associate Professor*, 1947; *Director of Audio Visual Center and Language Laboratory*
A.B., Elmhurst College; M.A., Northwestern University; graduate work, Washington University.

CHILD DEVELOPMENT LABORATORY

- Davis, Frances A. (Mrs. Earl), *Director of Child Development Laboratory*, 1967
B.M.E., Cornell College; post graduate work, Juilliard School of Music; Coe College.
- Lawther, Syble (Mrs. James A.), *Assistant to Director*, 1963

ADMINISTRATIVE STAFF**OFFICE OF THE PRESIDENT**

- John Anthony Brown, M.A., LL.D., L.H.D., *President*
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- Robert C. Colson, B.S., *Vice-President and Business Manager*
 Hazel Fuller, *Assistant to the Business Manager*
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 Charles H. Bushnell, *Supervisor of Plant Operation and Maintenance*
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 Dorothy Barklage (Mrs. J. Kenneth), *Manager of the Bookstore and Post Office*
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OFFICE OF THE VICE-PRESIDENT FOR PUBLIC AFFAIRS

- B. Richard Berg, M.S., *Vice-President for Public Affairs*
 Nancy McClanahan (Mrs. Sidney), A.B., *Alumnae Secretary*
 Jane Wainright, B.S., *Director of News Bureau*
 Donald E. Wines, B.A., *Publications Editor*
 Verdine Cole (Mrs. H. H.), *Secretary to the Vice-President*
 Edith Anne Mueller (Mrs. J. W.), *Secretary, Development Office*
 Alberta Crouch (Mrs. Jimmie L.), *Secretary, Alumnae Office*
 Mary M. Gardner, B.A., (Mrs. Robert C.), *Supervisor, Mailing Services*

STUDENT PERSONNEL SERVICES

OFFICE OF THE DEAN OF STUDENTS

Mary F. Lichliter, M.A., *Dean of Students*
Edna Steger (Mrs. L. A.), *Executive Hostess and Assistant to the Dean of Students*
Marguerite Odell, *Director of Student Activities*
Dorothy Barklage (Mrs. C. J.), *Secretary to the Dean of Students*

COUNSELLING SERVICES

Dorothy Roudebush (Mrs. G. S.), B.A., B.J., *Counselor*
Wilbur H. Gearhart, M.D., *Consulting Psychiatrist*

FINANCIAL AID

Sue Brizius (Mrs. J. A.), B.S., *Director of Financial Aid*

HEAD RESIDENTS:

Wilma Hogan (Mrs. W. E.), *Ayres Hall*
Helen Davies (Mrs. Glenn R.), *Butler Hall, Cobbs Hall*
Adele Luther (Mrs. Paul), *Irwin Hall*
Edna Steger (Mrs. L. A.), *McCluer Hall*
Ruth Kendig (Mrs. H. M.), *Parker Hall*
Kathryn Clymonts (Mrs. E. S.), *Sibley Hall*
Marie Fusco (Mrs.), *Freshman Common House Director*

HEALTH CENTER

Paul H. Rother, M.D., *College Physician*
John F. Commerford, M.D., *College Physician*
Alfred Schuetz, M.D., *College Physician*
Anne Lewis (Mrs. D. G.), R.N., *Nurse*

OFFICE OF ADMISSIONS

Earl L. Davis, B.A., *Director of Admissions*
Mildred Alexander (Mrs. Patterson), *Assistant Director of Admissions*
William S. Hitchcock, M.A., *Assistant Director of Admissions*
Edwin A. Saye, B.A., *Assistant Director of Admissions*
Marilyn L. Griffith, B.A., *Admissions Counselor*
Janet Lamson (Mrs. Guy C.), *Assistant to the Director of Admissions*
Audrey Kalist (Mrs. Wm. M., Jr.), *Secretary*

DEGREES, AWARDS, AND HONORS, 1967

HONORARY DEGREE OF DOCTOR OF LAWS

Patricia Roberts Harris
 Leonor Kretzer Sullivan

BACHELOR OF ARTS DEGREES:

Laurel Kay Andersen
 Helen Marie Baine
 †° Lucille Baker
 †° Lynn Bartels
 Linda Keneen Beall
 Kathleen Patricia Berra
 Betty Lynn Berry
 ° Patricia Biderman
 Betty Lynne Black
 cum laude
 Linda Lee Patt Black
 summa cum laude
 Emily Ellen Renon Brock
 Susan Burns
 Jane Elizabeth Calvert
 Ethel Jean Cameron
 cum laude
 Jane Campbell
 Diane Joan Carithers
 Carin Eloise Chapman
 Toni Lee Chappelle
 Caroline Johnson Comnenos
 Cheryl Lynn Ogden Cook
 Patricia Ann Cravens
 Lee Barbara DeLott
 Nancy Hanlon Denckhoff
 Amelia Dickgiesser
 ° Patricia Owen Donovan
 Kathryn Ann Drake
 ° Susan Emmick
 Cheryl Joy Folbrecht
 Judith Ann Forstmann
 Suzanne Marie Garrigues
 Kay Lynn Geithman
 cum laude, high honors in English
 Sally Lee Goldenberg
 Betty Bob Hable
 Sara Henryson
 Mary-Ann Herlitz
 Marjorie Ellen Hicks
 Ann Wegert Highfill
 Sandra Haines Hollman
 Linda Marie Hunt
 Elizabeth Ann Ireland
 Nancy Ann Jackson
 Janice Court Jacob
 Lucia Marie Jahsmann
 Sally Kettelkamp
 Diana Carol Wittenborn Keyes
 Kathleen Kirby
 Pamela Clarke Koehl
 ° Mary Lanning
 Catherine Alice Linhart
 Beatrice Diane Lovelace
 Barbara Lynn Ludwig
 ° Betty McBride
 ° Melissa McKenzie
 Vijayalakshmi Sreenivas Malurkar
 Linda Mandeville
 ° Toni Ann Mendelsohn
 Karen Ann Mueller
 Susan Lee Naylor
 Jill Orthel
 Judith Sue Prowse
 Anita Ruth Reid
 Julia Goodell Rouse
 ° Lynn Lorraine Russell
 ° Monna L. Sakura
 ° Ann Elizabeth Smith
 Victoria Jane Smith
 Judith Ann Maltby Sorenson
 Ann Louise Netsch Stahlschmidt
 ° Returning Credit
 †In absentia

Lora Sue Moss Sullivan
El Nora Bertita Trabert
Gretchen Lynn Vesely
Candace Elizabeth Whitlock

Jane Ellen Winkelman
Deborah Ellen Wittner
Judith Wyckoff
Roxanna Young

BACHELOR OF SCIENCE DEGREES:

Kathryn Jane Bell
° Barbara Blackmore
Sharon Louise Bonzon
†° Susan Brobyn
Shaaron Marie Beckham Coulborn
Beverly Jeanne Dieckmann
Virginia Freund Dieruf
Jane Karyl Dill
Susan Jean Dukes
Rosa Shobe Easterday
Martha Kay Eaton
Michele Elizabeth Fitzpatrick
Susan Freeman
Nancy Roth Gibbs
° Kathryn Gottman
Anna Jane Grimes
Pamela Mary Herrick
Karen Hutchinson
Patricia Anne Jenkins
Patricia Sue Jungers
Katherine Jean Kirts
Judy Ann Klosterhoff
° Suzanne Kroepel
Mary Norene Leonard

Sylvia Eunice Lowe
Margaret Prinster Lynn
†° Peggy Meldrum
Ruth Ann Meyer
° Margo Musgrove
° Jean Olson
° Janette Peacock
° Bonnie Pritchett Pearsall
Marcia Louise Rauch
° Gloria Reed
Marilyn Sue Rhoades
Frances Ann Scott
Linda Anne Scott
Jeanette Catherine Sommer
Kathleen Hollandsworth Tanner
Mary Bingham Twyman
Mary Louise Tyne
Marjorie MacQuaid Uckele
Jane Patricia Weigang
Nancy Gale Weinrich
Martha Ann White
Donna Mitzie Wittenborn
Catherine Scott Wynn

BACHELOR OF MUSIC EDUCATION

° Elaine Mensendiek

Peggy Gordon Robinson

° Returning Credit

† In absentia

AWARDS AND HONORS, 1966-1967

Graduate Fellowship
Jane Campbell

Alpha Lambda Delta Book Award
Linda Lee Patt Black

JUNIOR YEAR ABROAD, 1967-1968

Candace Buss—*Bishop Otter College, Chichester, England*
 Susan Bell—*University of Madrid*
 Ann Doherty—*University of Strasbourg*
 Joy Kessler—*Classical Year in Athens*
 Gail Slemmer—*Syracuse Semester in Florence*
 Susan Rodemeier—*Beirut College for Women*
 Elaine Mertz—*Goethe Institute*
 Victoria Lowe—*London (one term only)*

MERRILL-PALMER SEMESTER, 1967-1968

Melba Carty
 Kathleen Swiers
 Louise Synmes

STUDENT ASSOCIATION OFFICERS, 1967-1968

Patricia Mackey, Duncan, Okla., *President, Lindenwood Student Association.*
 Linda Granger, Kansas City, Mo., *President, Student Interfaith Network.*
 Diane Kennedy, Mexico, Mo., *Chairman, Honor Board.*
 Mary Ann Perkowski, Pittsburgh, Pa., *Chairman, Student Counseling Program.*
 Dianne Dunigan, Mt. Vernon, Ind., *Chairman, Social Council.*
 Marcia David, Montreal, Canada, *President, Alpha Lambda Delta.*
 Jean Schuttenberg, St. Charles, Mo., *President, Linden Scroll.*
 Geraldine Burns, Chatham, N. J., *Editor, The Bark.*
 Linda Van Landingham, Starkville, Miss., *Editor, Linden Leaves.*

GIFTS TO THE COLLEGE

The Board of Directors has established an Annuity Fund which will enable a donor to bequeath his estate to the College and to receive a life annuity based on his age. This is a secure form of investment and a gift to the College.

Gifts may take several forms: additions to the material equipment, contributions to the permanent unrestricted endowment fund, or endowments for special purposes such as scholarships or professorships.

FORMS OF BEQUEST

I give, bequeath and devise unto Lindenwood Female College, a corporation, of St. Charles, State of Missouri, the sum of _____ Dollars to be paid to the Board of Directors of said college, and by them used in the improvement of and additions to the buildings and property of said college or as an endowment fund, according to the discretion and judgment of said directors. I give to said directors full power and authority to hold, manage, and control said trust fund and to sell, transfer and convey and invest and reinvest the same, according to the discretion and judgment of said directors.

If the bequest is residuary, it should read "all the rest, residue and remainder of my real and personal estate, I devise and bequeath to Lindenwood Female College," etc.



*The planning guide and course record
on the following pages is designed to assist
students in exploring possible
academic programs under Lindenwood's
new curriculum and 4-1-4 calendar.*

Planning Guide and Course Record**FRESHMAN YEAR**

suggested freshman program may be varied to meet individual needs

Fall Term

1. Freshman Common—*Dynamics of the Twentieth Century*
2. Foreign Language
3. Exploratory Divisional Elective
4. Exploratory Divisional Elective
5. Fractional course in Physical Education

January Term

- 1.

Spring Term

1. Freshman Common—*Dynamics of the Twentieth Century*
2. Foreign Language
3. Exploratory Divisional Elective
4. Exploratory Divisional Elective
5. Fractional Course in Physical Education



Planning Guide and Course Record

SOPHOMORE YEAR

Fall Term

- 1.
- 2.
- 3.
- 4.
5. (optional fractional course)

January Term

- 1.

Spring Term

- 1.
- 2.
- 3.
- 4.
5. (optional fractional course)



Planning Guide and Course Record

JUNIOR YEAR

opportunity for study abroad

Fall Term

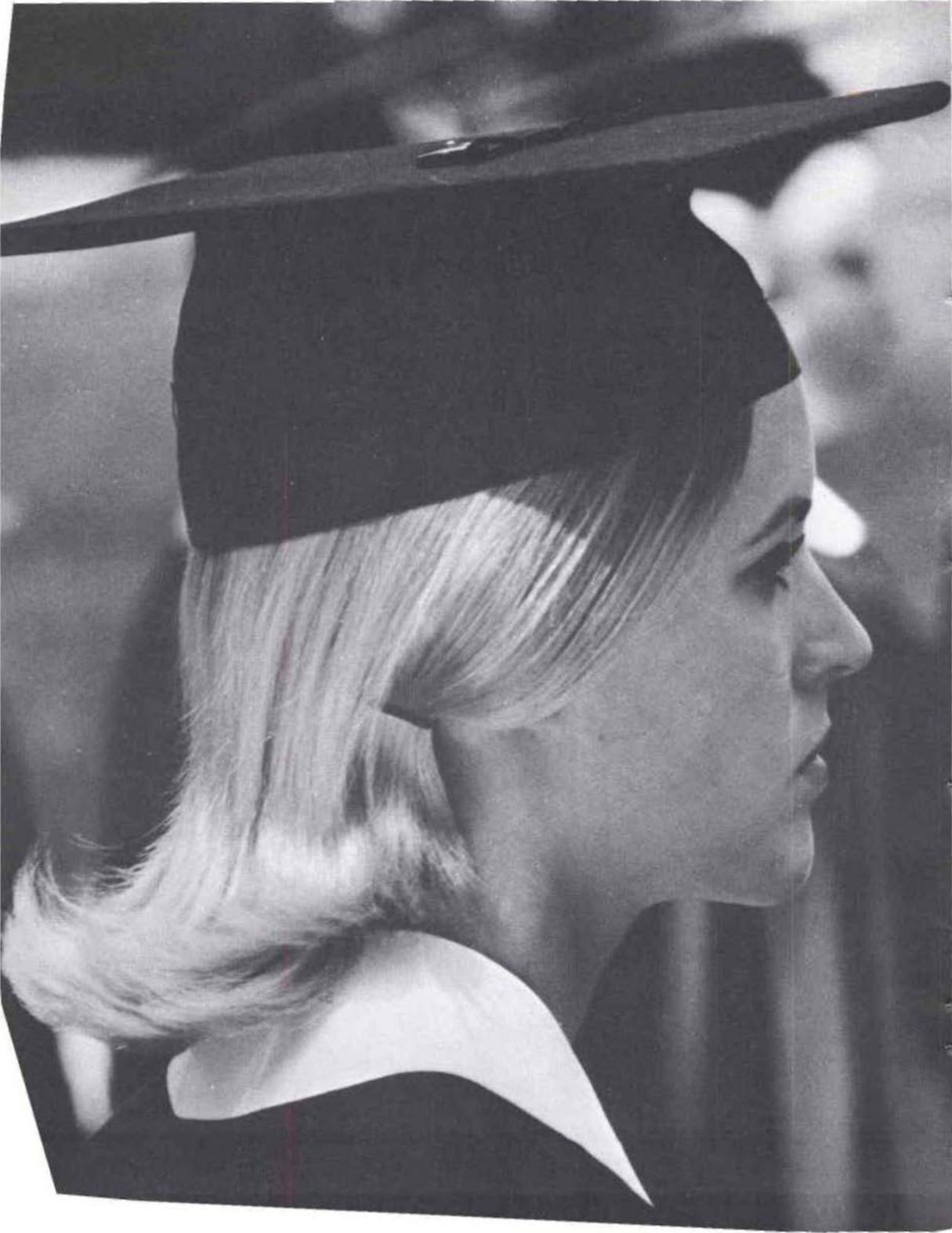
- 1.
- 2.
- 3.
- 4.
5. (optional fractional course)

January Term

- 1.

Spring Term

- 1.
- 2.
- 3.
- 4.
5. (optional fractional course)



Planning Guide and Course Record

SENIOR YEAR

Fall Term

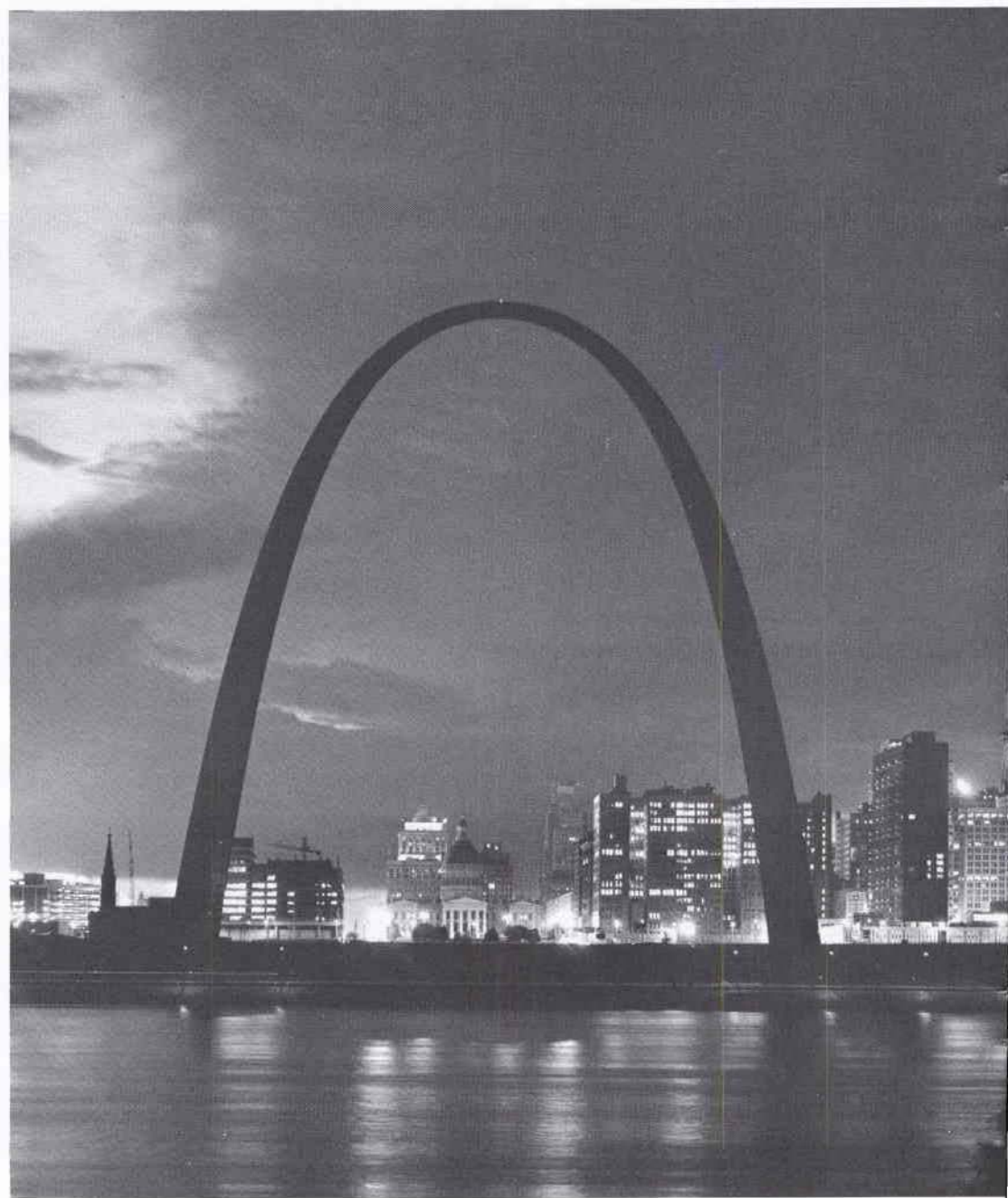
- 1.
- 2.
- 3.
- 4.
5. (optional fractional course)

January Term

- 1.

Spring Term

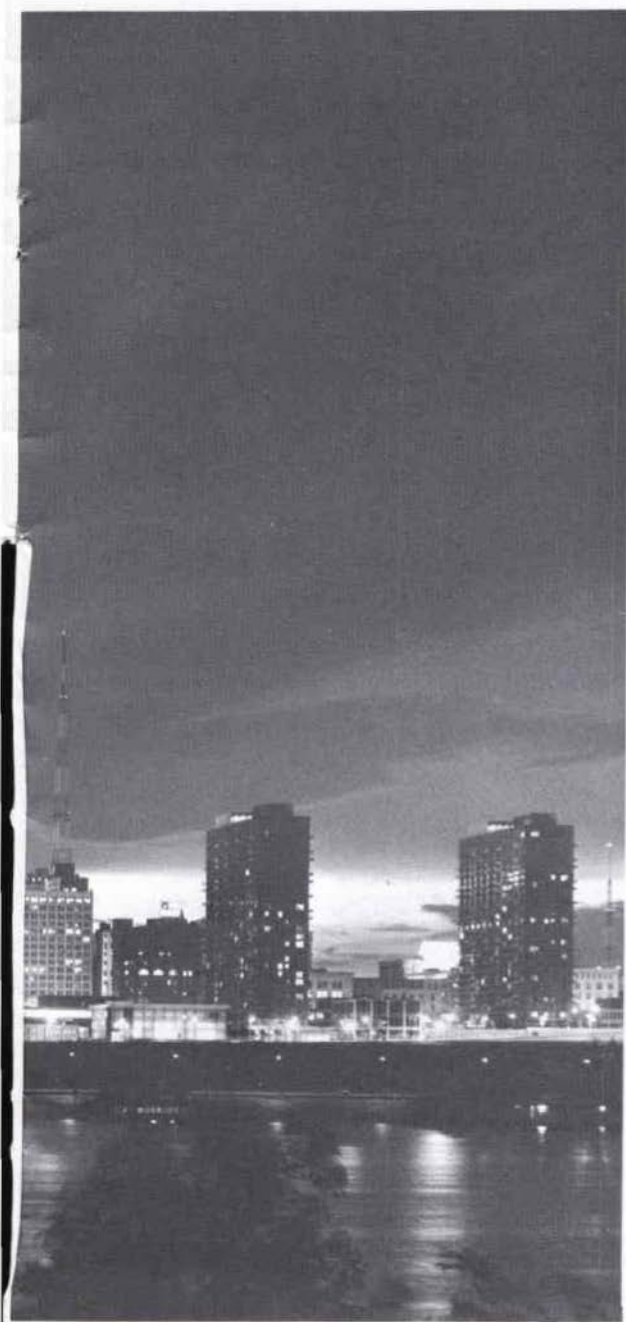
- 1.
- 2.
- 3.
4. Senior Synthesis
5. (optional fractional course)



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CALENDAR 1967-1968

September

7-8	Thurs.-Fri.	Faculty Conference
9	Saturday	New Students arrive
10	Sunday	Orientation program begins
14	Thursday	8 a.m. Classes begin
20	Wednesday	Convocation: Honoring high scholarship freshmen
27	Wednesday	Last day to change classes President's Convocation

October

18	Wednesday	Registration for January term
21	Saturday	Parents' Day

November

22-26	Wed.-Sun.	Thanksgiving recess or reading period on campus
29	Wednesday	Only day for course adjustments for spring term
29	Wednesday	Graduate Record Examinations for seniors

December

14-18	Thurs.-Mon.	Examinations Christmas vacation begins after last examination
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January 8 to February 3 January Term**February**

5	Monday	Spring Term begins
9	Friday	Last day to change classes
20-22	Tues.-Thurs.	Religion-in-Life Program
24	Saturday	Father-Daughter Banquet

March

20	Wednesday	Registration for 1968-1969
23	Saturday	Spring vacation begins

April

7	Sunday	Spring vacation ends
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May

1	Wednesday	Honors Convocation
4	Saturday	Alumnae Day
25-29	Sat.-Wed.	Final examinations
31	Friday	8:00 p.m. Baccalaureate

June

1	Saturday	10:30 a.m. Commencement
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CALENDAR 1968-1969

September

5-6	Thurs.-Fri.	Faculty Conference
7	Saturday	New Students arrive
8	Sunday	Orientation program begins
12	Thursday	Classes begin

November

20-24	Wed.-Sun.	Thanksgiving recess or reading period
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December

14-18	Sat.-Wed.	Examinations
19	Thursday	Beginning of Christmas vacation

January

6	Monday through Friday	January Term
31		

February

3	Monday	Spring Term begins
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March

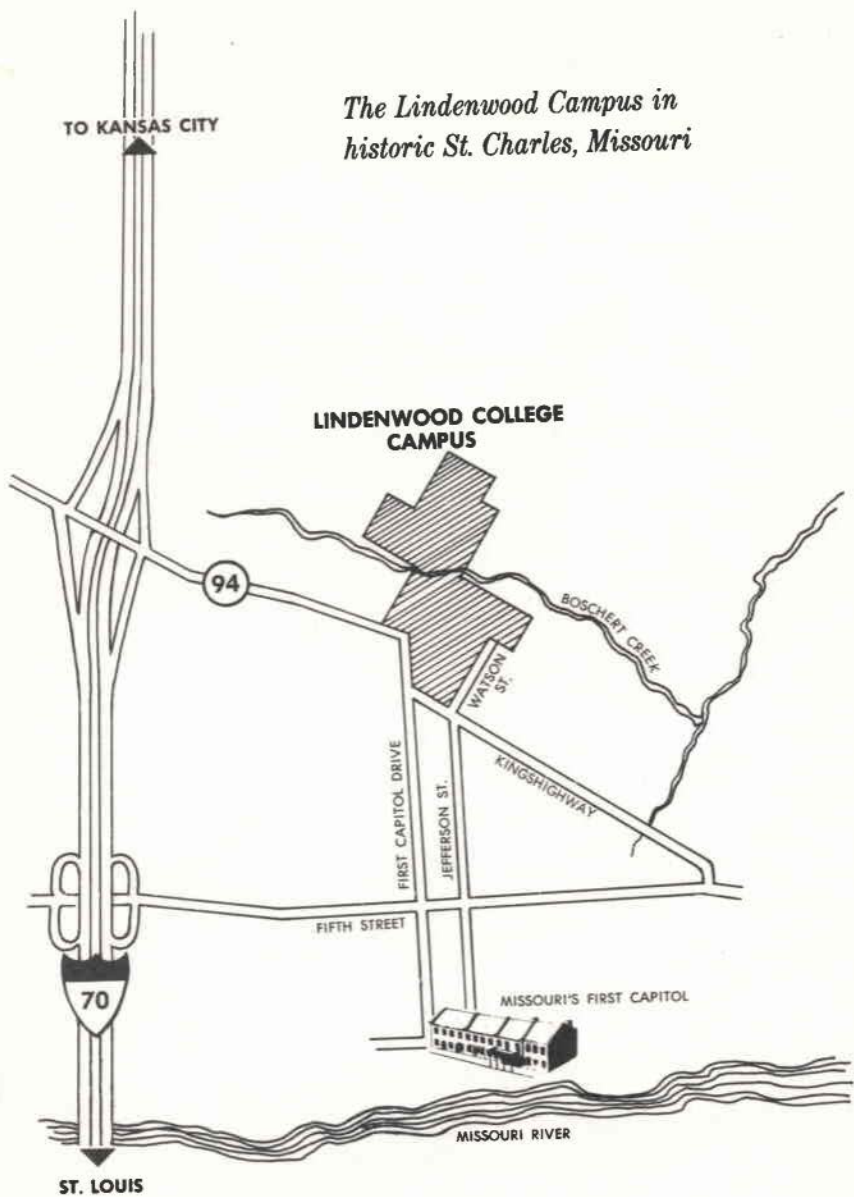
29	Saturday	Spring vacation begins
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April

13	Sunday	Spring vacation ends
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May

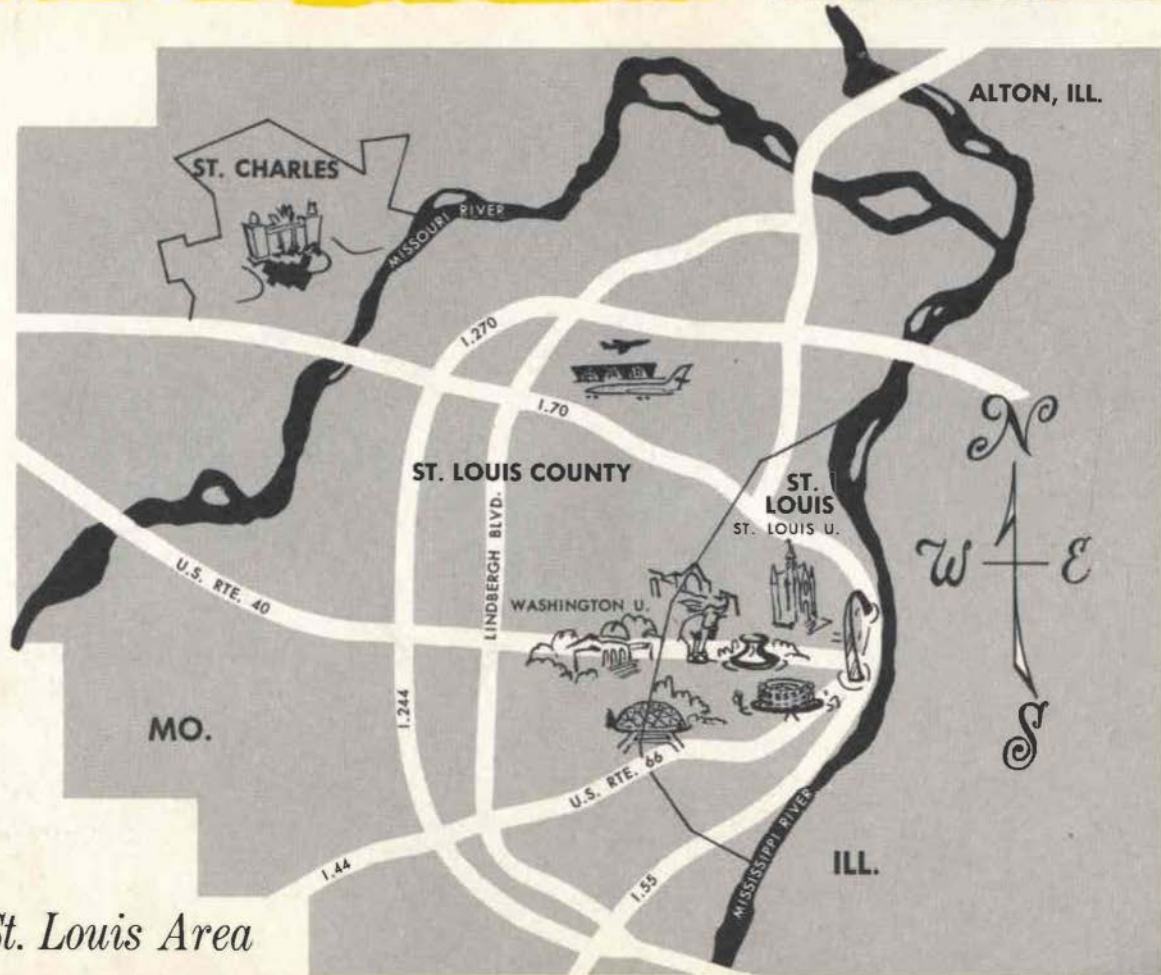
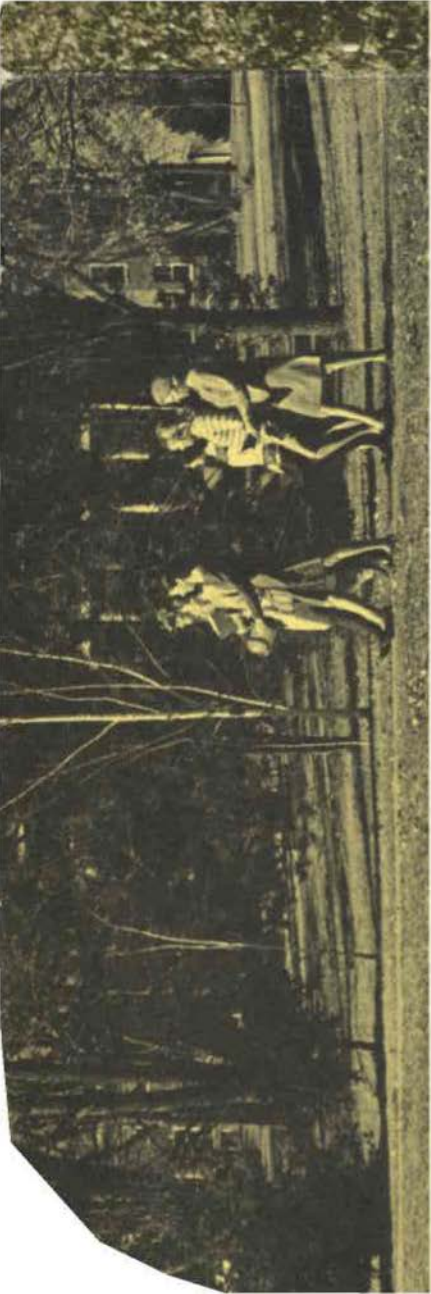
24-28	Sat.-Wed.	Final Examinations
30	Friday	Baccalaureate
31	Saturday	Commencement



*The Lindenwood Campus in
historic St. Charles, Missouri*

Lindenwood College 1967-1968

The Lindenwood campus, only 15 minutes from the St. Louis airport via interstate 70, is located in historic St. Charles, Missouri.



St. Louis Area