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LINDENWOOD COLLEGE

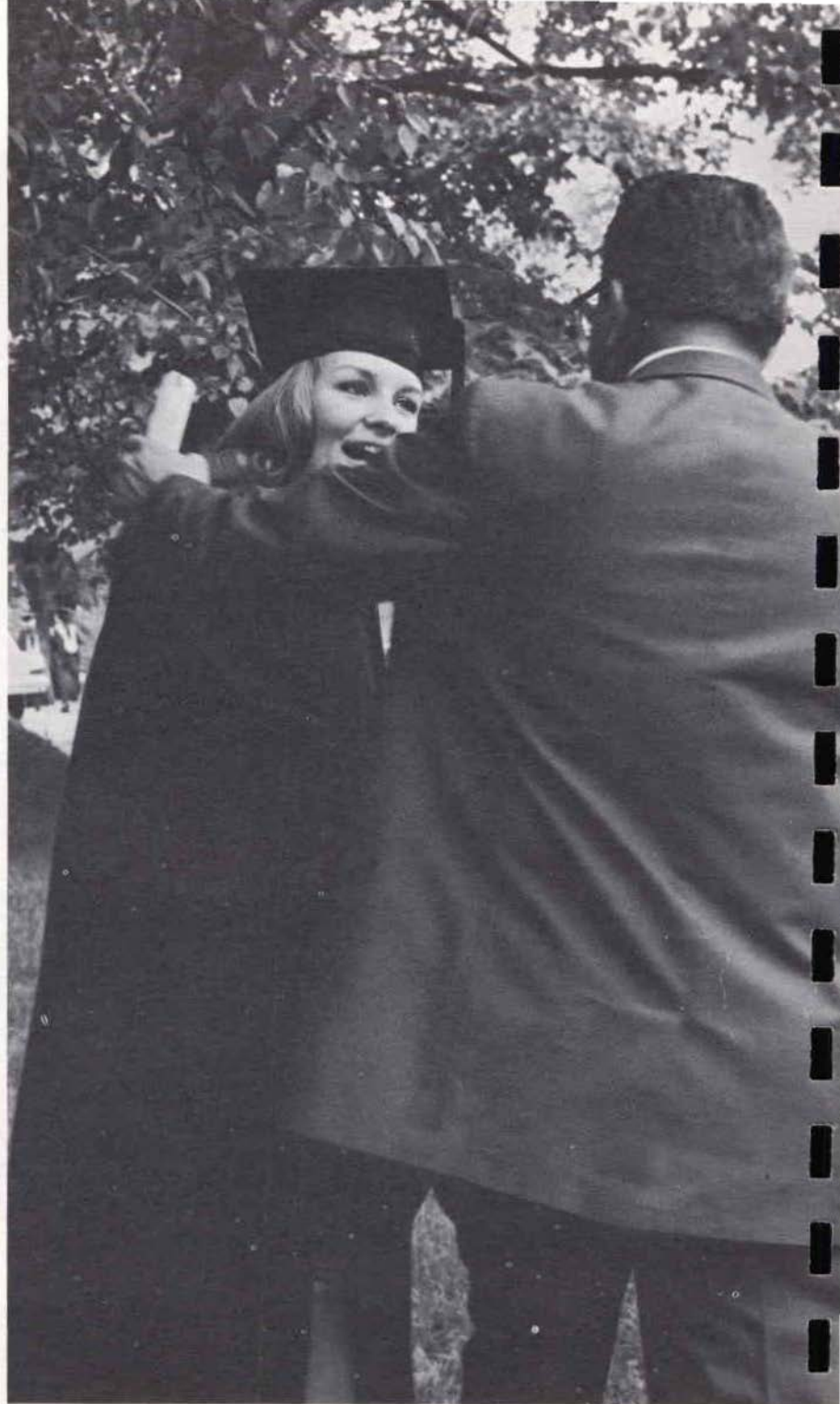
The administrative offices in Roemer Hall are open Monday through Friday from 9 a.m. to 4 p.m. Visitors to the College are welcome.

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**LINDENWOOD
COLLEGE**

St. Charles, Missouri

**Catalog for Academic Year
1966-1967**



LINDENWOOD COLLEGE

For more than a century Lindenwood College has emphasized the value of liberal education for women. The great influence of women in all areas of human life challenges us to provide a liberal education of the highest order, not static, but living and free.

Programs of instruction offered at Lindenwood College and the requirements for degrees are designed to help each student:

understand herself and to respect her potential abilities and responsibilities;

acquire a knowledge of a language other than her own and of the literature of the human race;

perceive her natural and social environment in the light of the methods and findings of the physical, biological, and social sciences;

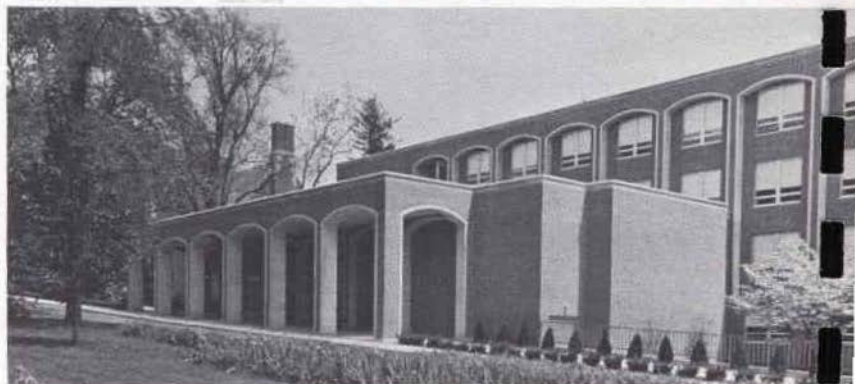
study our civilization in the perspective of its historical development; and

appreciate the arts that will enable her to refine the tastes and enrich the lives of those with whom she lives.

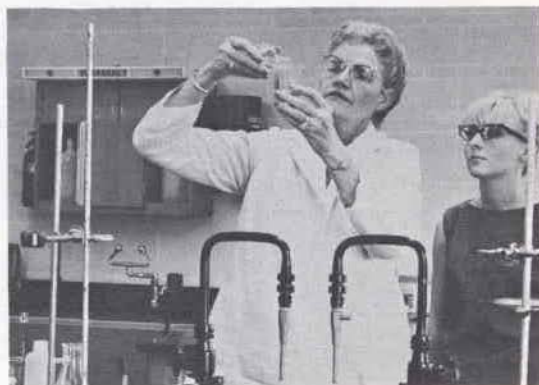
A further aim of Lindenwood College is to develop in each student an appreciation of the Church as an institution and a sense of responsibility for its continuing life and work.

Lindenwood College is accredited as a four-year, Bachelor's degree-granting institution by the North Central Association of Colleges and Secondary Schools. It is accredited by the National Council for Accreditation of Teacher Education for the preparation of elementary and secondary school teachers. Its Department of Music is a corporate member of the National Association of Schools of Music, and its Departments of Education and of Home Economics are accredited by the Missouri State Department of Education.

The College is a corporate member of the Association of American Colleges, the American Council on Education, the American Association of University Women, the Missouri College Union, and the Presbyterian College Union.











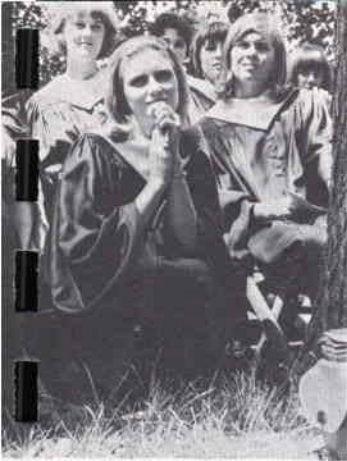




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CALENDAR 1966-67

SEPTEMBER

10	Saturday	Faculty Meeting
11	Sunday	New students arrive
12	Monday	Orientation program begins
13	Tuesday a.m.	Registration of Transfer Students
13	Tuesday p.m.	Registration of Freshmen
14	Wednesday	Registration of Freshmen
14	Wednesday	Junior Examinations
15	Thursday	8 a.m. Classes begin
23	Friday	Last day to change classes

OCTOBER

15	Saturday	Parents' Day
20	Thursday	Inauguration

NOVEMBER

14	Monday	Mid-semester reports due in the Registrar's Office
16	Wednesday	Lindenwood College Faculty Lecture
23	Wednesday	12 noon. Beginning of Thanksgiving recess
27	Sunday	8:30 p.m. End of Thanksgiving recess

DECEMBER

2	Friday	Graduate Record Examinations for Seniors
15	Thursday	11 a.m. Beginning of Christmas vacation

JANUARY

3	Tuesday	1 p.m. End of Christmas vacation
19	Thursday	Last day of classes
21-26	Sat.-Thurs.	Examination Week
27	Friday	Probation and Failing Grades due in Registrar's Office — 5 p.m.
28	Saturday	All Grades due in the Registrar's Office — 5 p.m.
29	Sunday	New Students Arrive
30	Monday	New Student Registration
31	Tuesday	8 a.m. Beginning of Second Semester

FEBRUARY

5-8	Sun.-Wed.	Religion-in-Life-Week
8	Wednesday	Last day to change classes
25	Saturday	Father-Daughter Banquet

MARCH

23	Thursday	11 a.m. Beginning of Spring Vacation
23	Thursday	Mid-semester reports due in the Registrar's Office

APRIL

3	Monday	8 a.m. End of Spring Vacation
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MAY

6	Saturday	Alumnae Day
24	Wednesday	End of Classes
26-31	Fri.-Wed.	Final Examinations
31	Wednesday	Advanced Tests of the Graduate Record — Seniors

JUNE

1	Thursday	Senior grades due in Registrar's office — 12 noon
2	Friday	7:30 p.m. Baccalaureate Service
3	Saturday	10:30 a.m. Commencement
5	Monday	All grades due in Registrar's office — 9 a.m.

CALENDAR 1967-68

SEPTEMBER

9	Saturday	Faculty Meeting
10	Sunday	New students arrive
11	Monday	Orientation program begins
12	Tuesday a.m.	Registration of Transfer Students
12	Tuesday p.m.	Registration of Freshmen
13	Wednesday	Registration of Freshmen
13	Wednesday	Junior Examinations
14	Thursday	8 a.m. Classes begin
22	Friday	Last day to change classes

OCTOBER

14	Saturday	Parents' Day
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NOVEMBER

13	Monday	Mid-semester reports due in the Registrar's Office
15	Wednesday	Lindenwood College Faculty Lecture
22	Wednesday	12 noon. Beginning of Thanksgiving recess
26	Sunday	8:30 p.m. End of Thanksgiving recess

DECEMBER

1	Friday	Graduate Record Examinations for Seniors
15	Friday	12 noon. Beginning of Christmas vacation

JANUARY

3	Wednesday	1 p.m. End of Christmas vacation
18	Thursday	Last day of classes
20-25	Sat.-Thurs.	Examination Week
27	Saturday	Grades due in Registrar's Office
28	Sunday	New Students Arrive
29	Monday	New Student Registration
30	Tuesday	8 a.m. Beginning of Second Semester

FEBRUARY

4-7	Sun.-Wed.	Religion-in-Life-Week
7	Wednesday	Last day to change courses
24	Saturday	Father-Daughter Banquet

MARCH

22	Friday	12 noon. Beginning of Spring Vacation
23	Saturday	Mid-semester reports due in the Registrar's Office

APRIL

1	Monday	1 p.m. End of Spring Vacation
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MAY

4	Saturday	Alumnae Day
22	Wednesday	Last day of classes
24-29	Fri.-Wed.	Examination Week
29	Wednesday	Advanced Tests of Graduate Record for Seniors
31	Friday	7:30 p.m. Baccalaureate Service

JUNE

1	Saturday	10:30 a.m. Commencement
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new students arrive Sat. Sept 9
foreign students also



HERITAGE

Lindenwood College, the second-oldest college for women in the United States, has been in continuous operation since 1827 when it was opened as a "school for young ladies" in the log-cabin 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 as Lindenwood Female College 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.

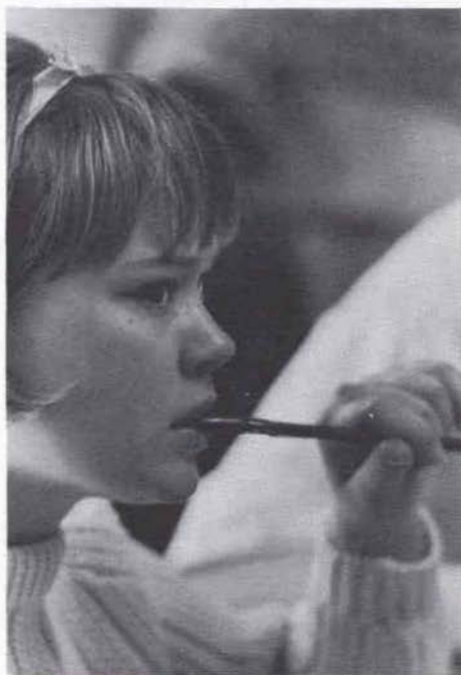
Throughout its history, Lindenwood College has been non-sectarian in its provision for the religious life of its students. In 1850 the Presbytery of St. Louis made this statement about the College's founders: "In order to secure the thorough and efficient management of the College, they designated that it should be under the control of their own denomination, but at the same time free from sectarianism." The College continues its relationship to the United Presbyterian Church in the U.S.A. and includes in its student body representatives of many faiths and denominations.

Recognizing the central place of religion in life, Lindenwood provides a comprehensive curricular and extra-curricular religious program.

An active Student Christian Association and student groups associated with churches in St. Charles provide many opportunities for voluntary study, discussion, and community service. The Margaret Leggat Butler Chair of Religion was established and endowed by the friend of church and college for whom the chair is named.

In its early years the College experienced the financial difficulties typical of educational institutions of the times. Samuel S. Watson, for more than a quarter of a century president of the first board of directors, did much to keep it alive during the Civil War period immediately following. In the ensuing years many other men and women, including presidents, board members, and faculty members, made significant contributions to perpetuate the College.

Under the presidency of Dr. John L. Roemer (1914-1940), the College was greatly expanded, physically through generous gifts from Colonel James Gay Butler, and academically by being converted (1918) from a junior college into a four-year college awarding baccalaureate degrees.



THE CAMPUS

LOCATION

Lindenwood College is situated in the city of St. Charles, Missouri, twenty miles west of downtown St. Louis. St. Charles, a picturesque old river town, was the first capital of Missouri. It is now a thriving, growing city, a part of the Metropolitan St. Louis area. Buses of the Bi-State Transit System, which operates in St. Louis, St. Louis County, and East St. Louis, Illinois, leave St. Charles at frequent intervals. St. Charles is on the main line of the Norfolk and Western railroad and is served by several interstate bus lines. Lambert-St. Louis Airport is fifteen minutes and downtown St. Louis is forty minutes away on a super highway. Two exits from Interstate Highway 70 lead into St. Charles. Missouri Highway 94 passes through the city, and Interstate Highway 270 and by-pass U.S. Highways 66 and 67 intersect Interstate Highway 70 within six miles.

CAMPUS BUILDINGS

The College grounds cover an area of 140 acres on one of the highest elevations in the western part of the city of St. Charles. The campus is unusually beautiful, with its well-spaced brick buildings and extensive lawns shaded by the lovely old trees which gave it its name. Adjoining the College is an 83-acre farm, owned and operated by the College.

The Margaret Leggat Butler Memorial Library, Tudor Gothic in design, is centrally located near classrooms and residence halls. It houses over 56,000 volumes and receives 255 representative magazines and newspapers. Two large reading and reference rooms provide adequate seating capacity. A special room in the tower of the Library has been equipped as a reading and reference room for art and music. It houses the reference collection in these fields and provides comfortable facilities for reading and study. All students have stack privileges. Plans for enlarging the library are in an advanced stage of development, and in 1967 the construction of a new wing, tripling library capacity, will be started. University, public, and historical libraries in St. Louis offer additional opportunities for research. A microfilm reader is available for faculty and student use.

The language laboratory, with a total of 76 individual learning booths, equipped with the most modern audio components, has been installed on the terrace level of the Library for student use during the day and evening throughout the week. In addition, the language facilities include listening rooms, a recording studio, and several technical and monitoring areas for research and special study.

The Lindenwood Chapel and the St. Charles Presbyterian Church is on the north side of the College campus. This building, owned jointly by the two organizations, serves the College and the community.

Roemer Hall provides space for administrative offices, classrooms, lecture halls, auditorium, home economics laboratory, college bookstore, post office, and bank.

The Howard I. Young Hall of Science is an air conditioned building with new up-to-date equipment in laboratories for the biological and physical sciences and mathematics. A large and a small lecture room, faculty offices, reading rooms, and a lounge for general college use complete the facilities for this building.

The Lillie P. Roemer Fine Arts Building houses the music and art studios, classrooms, and a record library. Lindenwood's own broadcasting station, KCLC, is situated in this building.

The Ida Belle McCluer Home Management House serves as a laboratory and residence for students registered in home management courses.

The Lindenwood College Nursery School, housed in the Lindenwood Chapel building, is well equipped to serve as a school for children four to five years of age and as a laboratory for the Psychology, Home Economics, and Education departments.

The Residence Halls. There are eight residence halls: Ayres, Butler, Cobbs, Irwin, McCluer, Niccolls, Parker, and Sibley. Cobbs Hall, Irwin Hall, McCluer Hall, and Parker Hall are arranged in two-room suites with connecting baths. Ayres, Butler, and Sibley halls have some suites with connecting baths and some single and double rooms with private bath. Niccolls Hall has a tub and shower for each five students. Each room is an outside room.

All residence halls have lounges for entertaining guests, a recreation room, dinette, and kitchen for parties; ironing and pressing rooms, and a storage room for luggage. Practice rooms for piano, voice, and violin students are provided in Niccolls and Irwin Halls. All residence halls are either fire-proof or equipped with Grinnell sprinkling systems. Coin operated automatic washers, dryers, and hair dryers are provided in all residence halls.

The residence halls and the dining room are closed during the Christmas, spring, and summer vacations.

The Dining Room, an annex to Ayres Hall, accommodates 720 persons. The kitchen is modern in every respect. Breakfast is served at 7:30, lunch at 12:25 with the first bell ringing at 12:20, and dinner at 6:00.

The Tea Room, at the terrace level of Cobbs Hall, provides facilities for light refreshment and relaxation.

The Cobbs Hall Garden Terrace Room, adjacent to the Tea Room, is a recreation room provided with TV and radio-phonograph. It is for the use of all students, for special dates, and all-campus functions.

The B. Kurt Stumberg Health Center, in the center of the campus and easily accessible to all residence halls, includes a dispensary, examining rooms, and rooms for patients.

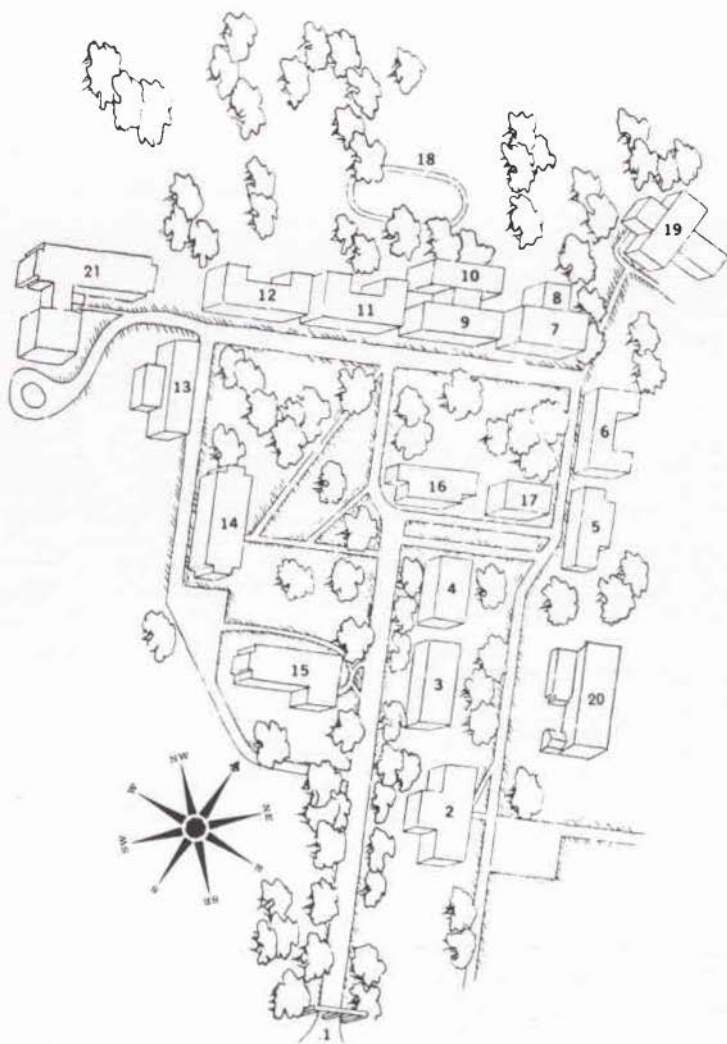
The College Bookstore, at the terrace level of Roemer Hall, carries textbooks, stationery, cards, gift wrappings, and other supplies and materials needed by students. A large stock of paperback books is available from which students may select titles in connection with class work and for their own libraries.

The Greenhouse is used by the Department of Biology for work in biology and floriculture.

Athletic facilities include a gymnasium for indoor sports with adjoining kitchen and lounge for parties; an indoor swimming pool with filtration system and temperature controls; riding stables and paddock; hockey and athletic fields; an archery range; four all-weather tennis courts; a six-hole golf course on the campus available to all students; and an outdoor area available for recreational activities.

The Heating Plant supplies steam and hot water to all college buildings; located nearby are shops and storerooms for campus maintenance.

Private residences on the campus are the President's Home, Eastlick Hall, the Lodge, the Watson, and the Gables.



MAP OF LINDENWOOD COLLEGE CAMPUS

- | | | |
|-----------------------|-------------------|--|
| 1. MAIN GATE | 8. GYMNASIUM | 15. McCLUER HALL |
| 2. FINE ARTS BUILDING | 9. AYRES HALL | 16. THE GABLES |
| 3. PRESIDENT'S HOME | 10. DINING ROOM | 17. McCLUER HOUSE |
| 4. HEALTH CENTER | 11. SIBLEY HALL | 18. STABLES |
| 5. BUTLER LIBRARY | 12. NICCOLLS HALL | 19. CHAPEL |
| 6. ROEMER HALL | 13. COBBS HALL | 20. HOWARD I. YOUNG
HALL OF SCIENCE |
| 7. BUTLER HALL | 14. IRWIN HALL | 21. PARKER HALL |

ADMISSION TO COLLEGE

Lindenwood College seeks the student who has shown intellectual ability, integrity, purpose, and maturity. Selection is made regardless of race, nationality, and religion.

The Committee on Admissions, while choosing candidates who evidence a desire to meet the discipline and challenge of a liberal arts education, is most interested in the student's high school record. College preparatory work completed, grades in these subjects, and recommendations from high school principals, headmasters, or counselors also influence the committee. The test scores of the *Scholastic Aptitude Tests* of the College Entrance Examination Board receive consideration as does the evidence of good character expressed through those whom the applicant lists as references. In addition, results on standardized tests are contributing factors. Participation in high school activities, within or outside the community, is reviewed as a means of determining potential leadership in future years.

APPLICATION PROCEDURE

Lindenwood must limit the number of applicants who can be accepted. Since residence hall preferences customarily are granted on the basis of the date the application is received, an applicant should submit her credentials as soon as possible after the close of her junior year of high school.

Forms for making application, if not available in secondary school offices, may be secured by writing the Director of Admissions at Lindenwood College. A processing fee of \$15, which is not refundable, must accompany the application. The student will be advised of additional needed material after the College has received the application.

The decision of the Committee on Admissions normally is made known to the applicant within two weeks after all necessary information has been received.

REQUIREMENTS FOR ADMISSION

Lindenwood expects its applicants to be graduates of accredited high schools or preparatory schools whose full four-year course work has covered at least fifteen units with a minimum of twelve of these in college-preparatory subjects. The College stresses the desirability of four years of college-

preparatory English. High grades in English give a strong indication of the student's readiness for successful college performance.

With the increased emphasis in secondary schools and colleges for modern language preparation so that one may actively participate in the enlarged activity of international understanding, Lindenwood recommends study of foreign language prior to admission. For those who have not studied the language of another country, or for students who wish to broaden their language skills with other study, Lindenwood offers new programmed courses in elementary foreign languages. These courses provide the basic spoken language proficiencies that the student will require to continue work in the literature of the language.

The College expects a higher grade average of an applicant who gives evidence of the minimal number of college-preparatory courses. A strong, full high school program, which is not minimized in the senior year, offers evidence of the best intellectual preparation.

ENTRANCE EXAMINATIONS

The *Scholastic Aptitude Tests* of the College Entrance Examination Board are required of all candidates for admission as freshmen. The tests may be taken late in the junior year or during the senior year, preferably in December of the senior year. Candidates seeking early admission—tentative acceptance before senior year records are available—should take the *Scholastic Aptitude Tests* in May of the junior year. Our English department requests that applicants also take the Writing Sample, which will be used to help determine proper placement in the freshman English program.

If applications for the tests are not available in the secondary school guidance office, a student may write to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, Box 1025, Los Angeles, California 94701, or 625 Colfax Street, Evanston, Illinois 60201.

The College Board tests are given at many centers at various times during the year. One must make application to take the tests at least a month in advance of the test date. Dates for the 1966-67 school year tests are as follows:

Saturday, December 3, 1966	Saturday, May 6, 1967
Saturday, January 14, 1967	Saturday, July 8, 1967
Saturday, March 4, 1967	

USE OF THE SCHOLASTIC APTITUDE TESTS

Lindenwood emphasizes the fact that at no time is the result of the College Board Tests used as the single criterion for admission to the College. These scores and the results of all other tests taken by the applicant are reviewed by the Committee on Admissions along with the secondary school record of academic accomplishments.

EXCEPTION TO REGULATIONS

Adults seeking to resume their education under the College's Continuing Education Program will find Lindenwood willing to modify its usual requirements provided there is evidence to indicate that these applicants are otherwise qualified to pursue college level work.

ADVANCED PLACEMENT

Lindenwood accepts the Advanced Placement Program of the College Entrance Examination Board. Candidates who have taken college-level courses in secondary school and have performed at a satisfactory level on the Advanced Placement Examinations will be granted advanced placement and college credit in some instances.

ADMISSION TO ADVANCED STANDING

Students who wish to transfer to Lindenwood College after having attended another college or university must submit an application on the form provided by the College. An official transcript of credits from any institutions previously attended must be filed, as well as a letter attesting to personal traits of the candidate as supplied by the Dean of Women at the institution.

Applicants for transfer who have taken any of the College Entrance Examination Board tests should request that the results be sent directly to the Director of Admissions at Lindenwood.

A candidate for transfer with the grade average of C or higher, who has received honorable dismissal, and whose references attest to her purposefulness, is given serious consideration for admission. Course work in which grades of D have been recorded cannot be transferred for credit.

ADMISSION OF FOREIGN STUDENTS

The customary entrance procedures are followed by candidates for admission from other countries, except that the College recommends that application be made through the Institute of International Education, 809 United Nations Plaza, New York, N. Y. 10017.

Specific classification is determined by the Dean of the College and the International Student Advisor during the first semester of residence at Lindenwood. This decision is based upon a review of previous training and academic performance after enrolling at the College. These students are allowed to work at the same load capacity as any other regularly enrolled Lindenwood student.

DAY STUDENTS

Residents of the City of St. Charles, St. Charles County, or of an adjacent county (including the City of St. Louis) who attend Lindenwood College either from their homes, if married, or from the homes of their parents, if single, may enroll as day students. The requirements for admission as a day student are the same as for resident students.

SPECIAL STUDENTS

A student enrolled for fewer than 12 hours is classified as a Special Student. She does not live on campus, and charges are based upon the number of credit hours of study undertaken. Regularly enrolled full-time students will have precedence over special students in courses and sections of classes with limited enrollment.

VISITS TO THE CAMPUS

Students interested in attending Lindenwood College are encouraged to visit the campus. It is helpful if a definite appointment can be made with the Office of Admissions several days in advance.

THE ACADEMIC PROGRAM

The attainment of the purposes and ideals outlined for Lindenwood College earlier in this catalog is facilitated by the fact that it is a small four-year college. The student-faculty ratio of about eleven to one affords the faculty members opportunity to give careful attention to the needs and potentialities of the individual student. They become well acquainted with her and her abilities and are able to give her personal attention.

Superior teaching can be done in a situation of this kind. The student makes a college home for herself as she spends four years in a campus community with which she becomes intimately acquainted. There is a warmth of association which creates many life-long friendships. There are many valuable opportunities for extracurricular activities in which the student, as she advances to upperclass status, assumes leadership and responsibility.

THE LIBERAL ARTS CURRICULUM

The liberal arts curriculum is the central focus of the College and presents the student with the opportunity to broaden and deepen her knowledge and understanding. To acquire a rich general background, the student completes, usually during her first two years, introductory or general courses in seven or eight of the principal areas of learning. Then, choosing the field which best suits her interests, she undertakes advanced study in this major subject and in at least one minor subject. Within the four years she has ample opportunity for study beyond these requirements so that she may further enlarge her background and extend her mastery of her chosen field.

A program of this kind, in which the student has come to know her way about in the major areas of knowledge and in which she has developed an appreciation for and some skill in the methods of scholarship, is essential preparation for graduate study. The College seeks to identify students who have the potential to succeed in graduate work and encourages them to seek admission to graduate schools.

Equally significant, however, is the work which the College offers in its efforts to make intelligent citizens of its students and to prepare them for their years of maturity. There are numerous courses for upperclass students dealing with the international situation, human relations, government, community leadership, marriage and the family, social problems, recreation, and so forth. The College emphasizes that each student should participate actively in the government of her community, state, and nation and be seriously concerned with the establishment of world peace.

Within this framework of elective and required courses, each student, with the assistance of her faculty counselor, can design a program carefully fitted to her individual needs.

VOCATIONAL PREPARATION

In addition to providing a general liberal education and preparation for graduate study, Lindenwood students find, within the framework of a liberal education, an opportunity to prepare themselves for economic independence with the completion of their undergraduate program. To this end a number of departments offer training in the vocations most frequently engaged in by women: secretarial work, office management, and the teaching of business in high school; professional education for teaching in elementary or secondary schools; home economics training for teaching or for positions in the business world in foods and nutrition or clothing and textiles, as well as training in home management; physical education, camp counseling, teaching, and recreational supervision; radio; social service; art; and music. The great need for competent teachers in public schools has led the faculty to develop an effective program for the preparation of teachers. Approximately one-half of the graduates in recent years have entered the teaching profession.

Pre-professional training is available in several fields, including medicine, nursing, law, medical technology, and social service.

COOPERATING WITH FOREIGN INSTITUTIONS

Lindenwood College is a cooperating institution of the American School of Classical Studies in Athens, Greece. Graduates of Lindenwood are not required to pay tuition to the Athens institution; a member of the Lindenwood classics staff holds membership on the school's managing committee and may serve as an annual or visiting professor at Athens.

Lindenwood College has established a sister college relationship with the Beirut College for Women, the only four-year liberal arts college for women in the Middle East. Lindenwood students are expected to designate funds for Beirut from the WUS Campus Chest for scholarship purposes; in addition, the College will explore the possibilities of an exchange of students or faculty in the future or of an alumna of Lindenwood teaching at Beirut after she has completed graduate work.

OPPORTUNITIES FOR INDEPENDENT STUDY

The College recognizes that the purposes of education may frequently be more effectively achieved if the student is encouraged to assume a greater share of the responsibility for her own education. To this end, three plans for independent study have been provided.

390 COURSES

Listed under the course offerings of each department is a course entitled, "390. *Special Problem.*" This course permits the student to pursue a special problem or need in a relatively limited area under the guidance of a member of the faculty. Although the student will meet with her instructor from time to time, the work is carried on in an independent manner without regular class meetings. The course is open to juniors and seniors and carries from one to three hours of credit. When the student has an idea that she would like to pursue in this fashion, she works out a statement of the problem with the help of the faculty member under whom she wishes to work. She then files a statement of the purpose, content, and procedure of the project with the Chairman of the Department and the Dean of the College for their approval, not later than three weeks after the beginning of classes in each semester. The project must be completed and a report submitted within the semester in which it is undertaken.

THE HONORS PROGRAM

The honors program provides the student the opportunity to pursue a project more extended and comprehensive than that characterizing the 390 project. It requires the student to define a problem, design the procedure for treating it, to work it out independently, and to write a meaningful report on it. Considerable freedom is permitted in the selection of a project. It may be a research project or a special problem in the student's major or minor field. It may be a creative undertaking

such as a composition in music or in art. It may consist of special assignments in various fields of knowledge designed to supplement the student's work in the major and minor fields and of greater depth than the typical undergraduate course.

The honors program is carried on under the direction of the Committee on Honors Projects and is open to juniors and seniors who have a grade point average of 3.0 or higher, exclusive of grades in required physical education and ensemble music courses. The student may request registration in an honors project not earlier than the first semester of the junior year nor later than the first semester of the senior year. The project must cover two or three semesters of work and will carry from three to six hours of credit a semester.

An application in writing for the approval of an honors project must be made to the Chairman of the Committee on Honors Projects; it should include a description of the problem to be investigated, the sources of data or information, the method of treating the data, and so forth. Blanks for this purpose may be obtained from the Dean of the College.

The project must be completed and a complete report of it submitted to the Chairman of the Committee by May 1 preceding the student's commencement date. The Committee will read the report and conduct an oral examination of the student on the project. The Committee will then decide whether the student should be awarded 1) credit with a grade, 2) Honors, 3) High Honors, or 4) Highest Honors in the department in which the work has been done. Departmental Honors are announced at the commencement at which the student is graduated.

SPECIAL STUDY PROGRAMS FOR SUPERIOR STUDENTS

Recognizing the need for developing special programs for intellectually gifted students, Lindenwood College encourages superior students to enrich or accelerate their liberal arts education. The purpose of the program is to identify these students early in their college careers and allow them to deepen and broaden their education. Students whose interests would be best served by a pattern of courses differing from the usual sequence of courses required for a degree, or by independent study, may submit proposals for such study. Applications for approval should be made to the Committee on Special Programs for Superior Students. Consideration will be given to entrance test scores, the results of advanced placement tests,

class achievement during at least one semester, and the recommendations of counselors and instructors. When approval of the proposed program has been obtained, a special advisory committee will be constituted to work with the student.

OPPORTUNITIES FOR STUDY OFF CAMPUS

WASHINGTON SEMESTER

Lindenwood is one of ninety institutions cooperating in the Washington Semester program. Selected students from the participating colleges spend a semester of the junior or senior year in Washington, D.C., as undergraduate students in The American University.

The purpose of the project is to give students, who have the prerequisite work and who have demonstrated their capacity to profit from the experience, an opportunity to study government in action while having access to source materials and governmental institutions and agencies in the nation's capital. During their residence in Washington, they must carry two regular courses. In addition, they must write on some facet of the Washington scene and participate in a seminar which takes them on field trips to government offices. The work is coordinated by a faculty member appointed by The American University.

The operation of the program is supervised by a committee consisting of the president and a faculty member of each participating institution. A faculty committee at Lindenwood selects those students who are offered the privilege of participating in the program.

JUNIOR YEAR ABROAD

An increasing number of opportunities for study abroad are becoming available, and Lindenwood College is glad to encourage students to participate in them. These programs are usually undertaken during the junior year, although a number of excellent opportunities are available during the summer. The College is concerned, however, that the experience gained in foreign study contribute to the objectives of the student's own educational program and will approve only those proposals which meet the requirements set by the faculty.

The purpose of undergraduate study abroad is directly related to the purposes of a liberal education. There are four primary objectives: 1) a widening of intellectual horizons, 2) the acquiring of specialized knowledge, 3) the furthering of international understanding, and 4) the gaining of experience in living in a country other than one's own.

To be eligible to participate in these programs, the student must, except in unusual cases, have junior standing; have a general academic average of at least 3.00; pass the Modern Language Association test in basic language skills; have facility in the spoken language of the country to which she is going (as determined by Lindenwood's language department), *or* enroll in an intensive course in that language concurrently with her other study in the country; exhibit qualities of character and personality, such as integrity, intellectual and emotional maturity, and self reliance; and have a definite educational objective approved by the student's major department.

The student wishing to study abroad is asked to file an application with the Committee on Study Abroad by February 1 of the sophomore year. After a personal interview with the student, the Committee will send the application with its recommendation to the student's major department and to the Dean of the College for approval. The responsibility for making formal application to the foreign institution rests with the student.

Twice during the year abroad the student will send to the Chairman of the Committee on Study Abroad written reports on her academic work and her reactions to living in a foreign environment. Before registering for the senior year the student must submit to the Chairman of the Committee a summary of her experience during the year abroad together with any supporting papers.

DREW UNIVERSITY UNITED NATIONS SEMINAR

Students attend classes three days a week on the Drew campus and two days a week near the U.N. building in New York. Each student must do an individual research paper on some phase of international relations based on resources in the U.N. and other nearby libraries. For other information see the Dean of the College. Any cost above that incurred at Lindenwood must be borne by the student.

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 this program permits a limited number of majors in psychology to spend one semester, either the second semester of the junior year or one of the semesters of the senior year, in residence at the Institute.

The Merrill-Palmer Institute fosters a multi-disciplinary approach to the study of human development under the direction of a large faculty with a wide variety of professional competencies. The Institute is also a center of research with a national reputation. See page 113 for details of the program.

ACADEMIC REGULATIONS

Academic Load. No student is permitted to carry fewer than twelve semester hours or more than the maximum number of hours permitted for her classification without special permission from the Dean of the College. The maximum for each classification is as follows:

Freshmen and sophomores: sixteen semester hours, exclusive of required hours in physical education.

Juniors and seniors: eighteen semester hours.

A freshman making a low score on an entrance examination will be restricted to an academic load of fourteen semester hours, exclusive of required physical education. An upper-classman with an average below 2.0 may be required to reduce her schedule to less than the normal load. Students with excellent academic records may be permitted to carry a load in excess of the normal load with the permission of the Dean of the College.

Classification of Students. To be classified as a sophomore, a student must have earned twenty-eight semester hours of credit; as a junior, fifty-six hours; and as a senior, ninety hours.

Changes of Registration. Changes of registration are permitted during the first nine days of each semester with the permission of the student's counselor. After this period no courses may be added, but courses may be dropped with the permission of the student's counselor and the Dean up to one month after the beginning of the semester. In such cases a grade of WP or WF will be recorded. After one month per-

mission to drop will be given only in exceptional cases, and courses so dropped will be graded "F" unless the student has a grade of "C" or better in the course at the time it is dropped.

Grades. Grades of A, B, C, D, and F are given. A grade of A represents superior work; B, work of high quality, well above average; C, average work, satisfactory; D, work of inferior quality, not satisfactory, but receiving credit; F, failure, carrying no credit. An Incomplete may be given for failure to complete course work due to causes beyond the control of the student; it must be made up within the first six weeks of the next semester in which the student is enrolled, or it automatically becomes F; a Condition may be given only for the first semester of a year course where work is of doubtful quality; it must be removed by work of satisfactory quality in the following semester, or it automatically becomes an F.

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

Grade Points. Each hour of academic credit carries the following value in grade points: A, four points; B, three points; C, two points; D, one point; and F, no points.

General Honors. In recognition of the liberal arts tradition at Lindenwood any student who maintains a high standard of academic achievement during the eight semesters of college work will be recommended for graduation with general honors. These honors, *cum laude*, *magna cum laude*, or *summa cum laude*, will be inscribed on the diploma and announced at Commencement.

Probation and Suspension. A semester grade point average below 1.60 for freshmen, 1.80 for sophomores, 1.90 for juniors, and 2.00 for seniors will place a student on probation, and her parents will be notified by the Dean of the College. If in the following semester, the semester grade point average of a freshman student on probation is 1.60 or above, a sophomore 1.80 or above, a junior 1.90 or above, and a senior 2.00 or above, the student will be removed from probation and her parents notified by the Dean of the College. If not, she shall be suspended. Any student except a first semester freshman who fails half her work in any semester shall be suspended.

Grades made in summer school will not affect the semester grade point average of the preceding semester nor the semester grade point average of the succeeding semester but will affect

the cumulative grade point average at the end of the succeeding semester.

In addition to probation and suspension based on semester grades, juniors and seniors will be considered for probation and suspension on cumulative grade point averages. When a student has enough credits to begin the junior year, she will be placed on probation if her cumulative grade point average is below 1.90 and suspended if it is below 1.80. A student who has enough credits to begin the senior year will be placed on probation if her cumulative grade point average is below 2.00 and suspended if it is below 1.90.

After suspension of one semester a student is eligible to apply for readmission. If on readmission after suspension the student again fails to make the necessary average in any subsequent semester, she is permanently dismissed from the College.

The foregoing regulations apply to all grades except those received in physical education activity courses and in ensemble music courses.

Reports to Parents. Complete reports are sent to parents twice each year, as soon as possible after the close of each semester.

Class Attendance. The faculty has adopted the following statement of policy relative to 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 each 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 essential to be absent from a class meeting on these days must petition the Dean in advance so that the absence may be excused.
4. In case of unsatisfactory work due to excessive absences from class, the instructor may give ample warn-

ing 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.

5. All absences because of illness must be certified by the Health Center.

The Major Subject. By the end of the sophomore year, the student must make a formal declaration of her major. A major consists of a minimum of twenty-four semester hours chosen from courses numbered 150 or above, of which at least twelve must be numbered 250 or above. The maximum number of hours permitted for a major in a program leading to the Bachelor of Arts degree is forty-two.

The Minor Subject. Programs leading to the Bachelor of Arts degree also require a minor subject. The minor must be related to the major and should be selected with the approval of the major department. It consists of a minimum of twelve semester hours, of which at least six must be in courses numbered 150 or above and the remaining six 250 or above. Candidates for the Bachelor of Arts degree with a minor in Education should complete twenty hours of Education courses, half of which are numbered 250 or above. The work in the major and the minor subjects must ordinarily be pursued in the junior and senior years, but courses which have been satisfactorily completed in the sophomore year may be counted toward the major at the discretion of the Chairman of the Department concerned.

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 quality point average accordingly. Only courses with grades of "C" or better will be accepted for credit toward a degree.

Students not previously enrolled in Lindenwood College and who enter with senior standing must complete a minimum of thirty hours at Lindenwood in order to receive any degree. Also such students must take a minimum of six hours in the major field at Lindenwood, and these minimum hours must be in courses numbered 250 or above.

Correspondence Work. A maximum of six semester hours of work taken through correspondence may be credited toward a degree. Correspondence work must be approved by the Dean of the College in advance.

Vocational Hours. Some courses in the department of Economics and Business, Education, Home Economics, Journalism, and Music are designated as vocational. All courses in Physical Education and all private lessons in Music are considered vocational.

Credit Hours. Unless otherwise noted, a one-hour class appointment each week will carry one hour of academic credit. Each credit hour requires about two hours of preparation outside of class. Laboratory periods carry credit in the ratio of approximately two or three hours in the laboratory to one of academic credit, depending upon the amount of outside preparation required.

Requests for exceptions to the academic regulations of the College must be submitted to the Educational Policies Committee.

DEGREES OFFERED

Lindenwood College offers programs of study leading to four degrees: Bachelor of Arts, Bachelor of Music, Bachelor of Music Education, and Bachelor of Science. Candidates for the Bachelor of Arts degree may major in the following areas:

Art	Modern Languages
Biology	Music
Chemistry	Philosophy
Classics	Psychology
Economics and Business	Religion
English	Sociology
History and Political Science	Speech
Mathematics	

Candidates for the Bachelor of Science degree may major in these areas:

Education	Economics and Business
Home Economics	Physical Education

In addition an interdepartmental program leading to the Bachelor of Arts degree is offered for a major in human relations. This program draws on the subject matter of several related disciplines to give the student a breadth of background not as readily available in the usual departmental major.

Two combination programs, one in nursing and the other in medical technology, leading to the Bachelor of Science degree also are available.

Two degrees will not be granted a student until she has completed a minimum of twenty-four semester hours of work in addition to the requirements for one of the degrees and has otherwise met all the requirements for both degrees.

REQUIREMENTS FOR DEGREES

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

1. A minimum of 128 hours including the required physical education but no more than eighteen vocational hours exclusive of the required physical education and no more than forty-two hours in the major field.
2. A cumulative grade point average of 2.0 exclusive of grades received in required physical education and ensemble music courses.
3. A cumulative grade point average of 2.0 in all work in the major field.
4. English 101-102, or the equivalent, must be completed by the end of the freshman year.
5. Six semester hours of English, World, or American Literature in courses numbered 200 or above.
6. A satisfactory score on an English proficiency examination to be taken during the junior year.
7. Six hours in History to be fulfilled in one of the following ways: By proficiency examination; History 101-102 in the freshman or sophomore years; History 201, 202 or 205, 206 in the freshman, sophomore, or junior years; two advanced courses in History in the junior or senior years.
8. Six semester hours chosen from Economics 201, Political Science 203, Psychology 200, and Sociology 200 should be completed by the end of the sophomore year.
9. Two years of a foreign language or the equivalent as demonstrated by a proficiency examination.
10. Six semester hours in philosophy and/or religion, three hours of which must be completed by the end of the sophomore year.
11. Biology 101-102 should be completed by the end of the sophomore year.
12. Physical Science 103, 104, Physics 155-156, six hours of Chemistry, or Mathematics 101-102 unless a proficiency examination before the end of the sophomore year excuses the student from Mathematics 101-102.
13. Speech 100 or demonstrated proficiency.
14. Four semester hours of physical education activity courses must be completed by the end of the sophomore year.

15. Completion of a major and a minor. (See page 34 for the general requirements for majors and minors.)
16. Senior year at Lindenwood College.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF MUSIC

1. A minimum of 128 semester hours including the required physical education.
2. A cumulative grade point average of 2.0 exclusive of grades received in required physical education or ensemble music courses.
3. A cumulative grade point average of 2.0 in all work in the major field.
4. English 101-102, or the equivalent, must be completed by the end of the freshman year.
5. Six semester hours of English, World, or American Literature in courses numbered 200 or above.
6. Satisfactory performance on an English proficiency examination to be taken during the junior year.
7. Six hours in History to be fulfilled in one of the following ways: By proficiency examination; History 101-102 in the freshman or sophomore years; History 201, 202 or 205, 206 in the freshman, sophomore, or junior years; two advanced courses in History in the junior or senior years.
8. One year of a foreign language or the equivalent as demonstrated by a proficiency examination.
9. Six semester hours in philosophy and/or religion, three of which must be completed by the end of the sophomore year.
10. Three semester hours of social science.
11. Three semester hours of biology, chemistry, physics, physical science, or mathematics.
12. Four semester hours in physical education activity courses must be completed by the end of the sophomore year.
13. Completion of the four-year course in piano, organ, violin, voice, or orchestral instruments as outlined by the Department of Music. In addition to the major applied music requirement, the student must acquire proficiency in a secondary subject in the field of applied music. Music 50 or 55 is required of all voice majors, and membership in an instrumental ensemble is required of all string and wind instrument majors throughout the four years. The student must pass semi-annual examinations in applied music subjects before a committee of the faculty of the Department of Music. An hour recital is required in each of the junior and senior years.
14. Each student must pass a comprehensive examination in theory and history of music before being admitted to senior standing.
15. Senior year at Lindenwood College.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF
MUSIC EDUCATION

1. A minimum of 128 semester hours including the required physical education. (This program normally requires hours in excess of 128.)
2. A cumulative grade point average of 2.0, exclusive of grades received in required physical education or ensemble music courses.
3. A cumulative grade point average of 2.0 in all work in the major field.
4. English 101-102, or the equivalent, must be completed by the end of the freshman year.
5. Satisfactory performance on an English proficiency examination to be taken during the junior year.
6. Six hours in History to be fulfilled in one of the following ways: By proficiency examination; History 101-102 in the freshman or sophomore years; History 201, 202 or 205, 206 in the freshman, sophomore, or junior years; two advanced courses in History in the junior or senior years.
7. Six semester hours in philosophy and/or religion, three hours of which must be completed by the end of the sophomore year.
8. Six semester hours of biology, chemistry, physical science, physics, or mathematics.
9. Three semester hours of social science.
10. Four semester hours of physical education activity courses must be completed by the end of the sophomore year.
11. Completion of the four-year course as prescribed by the Department of Music. The work in applied music should be distributed among keyboard, voice, and orchestral instruments according to the needs of the student. Membership in a choral or an instrumental ensemble is required throughout the four years. The student must attend all recitals and perform in at least two each year. She must give a half-hour recital in her major performance medium during the junior or senior year.
12. Completion of the state requirements in professional education courses as set forth under the Division of Professional Education.
13. Each student must pass semi-annual examinations in applied music subjects before a committee of the music faculty.
14. Each student must pass a comprehensive examination in theory and history of music before being admitted to senior standing.
15. Senior year at Lindenwood College.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF
SCIENCE

1. A minimum of 128 semester hours including the required physical education.

2. A cumulative grade point average of 2.0, exclusive of grades received in required physical education and ensemble music courses.
3. A cumulative grade point average of 2.0 in all work in the major field.
4. English 101-102, or the equivalent, must be completed by the end of the freshman year.
5. Six semester hours of English, World, or American Literature in courses numbered 200 or above.
6. A satisfactory score on an English proficiency examination to be taken during the junior year.
7. Six hours in History to be fulfilled in one of the following ways: By proficiency examination; History 101-102 in the freshman or sophomore years; History 201, 202 or 205, 206 in the freshman, sophomore, or junior years; two advanced courses in History in the junior or senior years.
8. Six semester hours in philosophy and/or religion, three hours of which must be completed by the end of the sophomore year.
9. Biology 101-102 should be completed by the end of the sophomore year.
10. Four semester hours in physical education activity courses must be completed by the end of the sophomore year.
11. Completion of major and other requirements specified by the major department.
12. Senior year at Lindenwood College.

REQUIREMENTS FOR INTERDEPARTMENTAL DEGREE THE BACHELOR OF ARTS WITH A MAJOR IN HUMAN RELATIONS

The interdepartmental major, Human Relations, is suitable for students who plan marriage and wish a broad general education for citizenship instead of a departmental major or minor. In addition, the curriculum gives a good foundation for those who wish to have a career in the many adult- and youth-serving organizations that require a background in social sciences. The requirements for the degree are as follows:

1. Completion of the general requirements for the Bachelor of Arts degree except that the major is modified and no minor is required. (See page 34.)
2. Completion of the following courses:
Economics 201, Philosophy 201, Political Science 308, Psychology 200, Sociology 200 and 250, and three semester hours of English or American literature beyond the general education requirement.

3. Completion of 27 semester hours (15 hours of which must be numbered 250 or above) from the following:
Economics 202, 250, 301, 303, 305.
History 301, 306.
Philosophy 200, 202, 204, 258, 301, 302, 307.
Political Science 203, 317.
Psychology 290, 295, 301, 308.
Sociology 160, 202, 302.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE

(In combination with the program leading to the R. N. at Deaconess Hospital, St. Louis)

Lindenwood College offers in cooperation with Deaconess Hospital, St. Louis, a program leading to the Bachelor of Science degree in combination with a program of work leading to the R.N. It is designed for two types of students: 1) those who spend their freshman year at Lindenwood, then spend three years at Deaconess Hospital and complete their R.N., and then return to Lindenwood for their senior year to complete the requirements for the Bachelor of Science degree; and 2) those who complete their requirements for the R.N. at Deaconess Hospital before entering Lindenwood College. The general requirements for this program are as follows:

1. Complete all requirements for the Bachelor of Science degree (See page 38) with courses taken at either Deaconess or Lindenwood.
2. Eight hours elected from psychology and sociology, three hours of which must be Psychology 200 or the equivalent.
3. Completion of the three-year program leading to the R.N. at Deaconess Hospital which may include 73 hours, twelve of which are in the physical and biological sciences; three hours each of religion, psychology, and sociology; and one hour of philosophy.
4. Two years residence at Lindenwood College.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE

(In combination with a Program in Medical Technology)

This program leads to a Bachelor of Science degree which will be granted by Lindenwood College after the student has received her certification in medical technology issued by the Registry of Medical Technologists. The student will fulfill the requirements for the Bachelor of Science degree (See page 38) except that six hours in Psychology, Sociology, Political Science, or Economics must be elected and a minor in Biology and a minor in Chemistry are required instead of the usual major (See page 34 for definition of a minor), and that 96 semester hours will be completed at Lindenwood instead of 128. The senior year must be taken at an approved school of medical technology which will send to Lindenwood College reports of progress around February 1 and May 1.



COURSES OF INSTRUCTION

The course offerings at Lindenwood College are organized on a divisional basis. The departments of instruction are grouped within the divisions as follows:

I. THE DIVISION OF THE HUMANITIES /43

Art /43	Music /65
Classics /46	Philosophy /78
English /49	Religion /80
Modern Languages /	Speech /82

II. THE DIVISION OF THE NATURAL SCIENCES AND MATHEMATICS /87

Biology /88	Mathematics /94
Chemistry /91	Physics /98

III. THE DIVISION OF THE SOCIAL SCIENCES /99

Economics & Business/99	Political Science /108
History /105	Psychology /110
	Sociology /114

IV. THE DIVISION OF PROFESSIONAL EDUCATION /117

Education /117	Journalism /131
Home Economics /127	Physical Education /131

Numbering of Courses. Courses are numbered from 1 to 399 as follows:

1 to 99—Open to all students.

100 to 149—Primarily for freshmen.

150 to 199—Primarily for freshmen and sophomores.

200 to 249—Primarily for sophomores. Not open to freshmen without special permission.

250 to 299—Primarily for sophomores and juniors.

300 to 399—Open only to juniors and seniors, except with special permission.

Hyphenated numbers (e.g., 101-102) designate full year courses for which first semester credit is granted only upon completion of the full year's work. Double numbers separated by a comma (e.g., 101, 102) indicate courses in which the year's work constitutes a unit which it is desirable to take in full, but for which credit may be received for one semester without the other.

In general, odd numbers indicate courses normally offered in the first semester and even numbers those normally offered in the second semester. Numbers ending in "0" indicate courses which may be given either semester or both.



I. THE DIVISION OF THE HUMANITIES

Dr. Conover, *Chairman*

293, 294. **HUMANITIES** (6)

Seminar discussions concentrating on the study of creative works in art and literature.

Open to all students above the freshman classification who have a minimum 3.0 cumulative average. *Mr. Hendren. Mr. Feely.*

ART

Associate Professor Hendren, *Chairman*

Associate Professor Kanak, Artist in Residence,

Assistant Professor Wehmer, Assistant Professor Buck

The program in Art at Lindenwood College is designed to give the necessary experience for the student who wishes to pursue creative art as a profession or in her personal and home life.

Departmental requirements for the Major in Art: Specific course requirements include Courses 105, 106, 107, 108, 205, 206, 215, 216, 255, and 256. A graduating senior may petition the art faculty for the privilege of having a senior exhibit.

Departmental requirements for a minor in art: Specific course requirements include Courses 255 and 256. A minor in the history of art must include Courses 255, 256, 301, 302, 307, and 315.

See page 34 for the general requirements for majors and minors.

101. **INTRODUCTION TO ART** (2)

A survey in art designed for the layman, with emphasis on its relation to other departments. *Staff.*

105, 106. **BASIC DRAWING** (2, 2)

Studio course emphasizing fundamentals of drawing using still-life, landscape, and human figure. *Staff*

107, 108. **BASIC DESIGN AND COMPOSITION** (2, 2)

Studio course emphasizing the application of visual elements to two-dimensional and three-dimensional problems. *Staff.*

205, 206. **DRAWING** (2, 2)

A course primarily in figure drawing with opportunities to apply the fundamentals of form suggested by the figure to relative shapes and objects. A variety of media is used.

Prerequisite, Courses 105 and 106. *Staff.*

215, 216. **OIL PAINTING** (2, 2)

An emphasis on composition and picture structure; the technique of using oil paint and other painting media is taught. This course is designed to provide the student with the background necessary eventually to evaluate her own work in a critical manner.

Prerequisites, Courses 105, 106, 205 and 206. Courses 205 and 206 may be taken concurrently with courses 215 and 216. *Mr. Wehmer, Mr. Kanak.*

217, 218. **SCULPTURE** (2, 2)

A course designed to improve appreciation and understanding, and to develop skill in handling three dimensional forms. Such materials as clay, plaster and wood provide the student with the opportunity for modeling, casting, and carving. A stoneware kiln is available, and work in hand-built pottery and slab-built sculpture of clay is offered. Some simple glaze problems are included.

Prerequisite, Courses 105 and 106. *Mr. Buck.*

251, 252. **PRINTMAKING** (2, 2)

A course consisting of methods such as etching, engraving, and dry-point. Emphasis is placed on the use and knowledge of all techniques required in intaglio printing.

Prerequisite, Courses 205 and 206. *Mr. Kanak.*

255, 256. **HISTORY AND APPRECIATION OF ART** (3, 3)

A critical and historical survey of painting, sculpture, and architecture through all the important periods of our civilization. Social, economic, religious, and political influences are discussed in regard to their effect on the arts of each period. The course includes trips to the St. Louis Art Museum, where original works are discussed.

Mr. Hendren.

301. **RENAISSANCE ART** (2)
 A critical and historical survey of painting, sculpture, and architecture of the Northern and Southern Renaissance.
 Prerequisite, Courses 255 and 256. *Mr. Hendren.*
302. **MODERN ART** (2)
 A detailed survey of art from the beginning of the nineteenth century to the present day, evaluating the various trends in our civilization and their effect on art.
 Prerequisite, Courses 255 and 256. *Mr. Hendren.*
- 303, 304. **ADVANCED DRAWING** (2, 2)
 A continuation of Courses 205 and 206.
 Prerequisite, Courses 205 and 206. *Staff.*
- 305, 306. **ADVANCED OIL PAINTING** (2, 2)
 A continuation of Courses 215, 216.
 Prerequisite, Courses 215 and 216.
Mr. Wehmer. Mr. Kanak.
307. **ORIENTAL ART** (2, 2)
 An advanced study of architecture, sculpture, and painting of India, China, and Japan.
 Prerequisite, Courses 255 and 256. Not offered in 1966-1967. *Mr. Hendren.*
308. **PRE-COLUMBIAN AMERICAN ART** (2)
 A survey of the sculpture, painting, and architecture of the pre-Columbian period of American art. The course will cover the geographic areas of the southwest United States, Mexico, Central America, and South America. It will deal specifically with the culture of the Aztecs, Mayas, Incas, and other related groups.
Mr. Wehmer.
- 311, 312. **ADVANCED SCULPTURE** (2, 2)
 A continuation of Courses 217 and 218.
 Prerequisite, Courses 217 and 218. *Mr. Buck.*
- 313, 314. **ADVANCED PRINTMAKING** (2, 2)
 Prerequisite, Courses 251 and 252. *Mr. Kanak.*

315. ART SEMINAR (2)

A summary course designed to include discussions of various aesthetic and cultural problems in the fields of art. Interrelationships among art, philosophy, religion, literature, psychology, and music are considered.

Prerequisite, registration as an art major or minor and senior standing. *Mr. Hendren.*

390. SPECIAL PROBLEM (1-3)

A. Studio work: painting, sculpture, drawing.

B. History of Art.

C. Applied Art: design, commercial art, printmaking, crafts. See page 27 for the nature of the course.

Methods of Teaching Art — See Education 312.

CLASSICS

Professor Toliver, *Chairman*

Departmental requirements for the Major in Classics: Twenty-six semester hours including eighteen semester hours selected from Classics, Latin 153-154, if completed with a grade of A or B; 250, 251, 252, 301, 302, 361, 362, and Greek 203-204 and five semester hours selected from Classics 150, 351, 352, English 330, Philosophy 301, and Speech 262.

A student wishing to minor in Classics is strongly advised to complete Classics 250 in addition to the general requirements.

See page 34 for the general requirements for majors and minors.

LATIN

101-102. ELEMENTARY LATIN (6)

A beginning course. During the first semester grammar and syntax are stressed, and some reading of Latin is done. During the second semester the study of grammar and syntax is continued, but emphasis is placed on the translation of selections from various Roman writers. For students who have had no high school Latin or whose proficiency in the language has become seriously deficient.

153-154. VERGIL (6)

A study of the *Aeneid* as a complete epic poem, read partly in Latin and partly in English translation. Emphasis is placed on literary values and on Vergil's desire to glorify the Roman people and their achievements.

Prerequisite, Course 101-102 or two high school units in Latin. The course will complete degree requirements for a foreign language.

250. LATIN PROSE COMPOSITION (2)

A course in the translation of English into Latin with the purpose of increasing the student's understanding of Latin grammar and syntax. Assignments include both review of grammar and the writing of Latin sentences, paragraphs, and essays.

Prerequisite, Course 101-102 or equivalent. The course is strongly urged for prospective teachers of Latin. Offered on demand.

251. ROMAN COMEDY (3)

Translation of at least one play of Plautus and one of Terence with study of the origin of Roman drama and some investigation of the influence of the Roman theater.

Prerequisite, Course 153-154 or three high school units in Latin. Offered in alternate years. Not offered in 1966-1967.

252. ROMAN LETTERS (3)

Translation of selected personal letters of Cicero and Pliny, the Younger, with a comparison of their personalities and periods.

Prerequisite, Course 153-154 or three high school units in Latin. Offered in alternate years. Not offered in 1966-1967.

301. ROMAN HISTORIANS (3)

Selections from such writers as Caesar, Livy, Suetonius, and Tacitus with a consideration of their styles and their theories of history.

Prerequisite, Course 153-154 or three high school units in Latin. Not offered in 1966-1967.

302. ROMAN POETRY (3)

Selections from such poets as Catullus and Horace with a study of their styles and influences.

Prerequisite, Course 153-154 or three high school units in Latin. Not offered in 1966-1967.

361. ROMAN PHILOSOPHY (3)

Selections from such writers as Cicero, Lucretius, and Seneca with some attention to Greek sources and to philosophical schools.

Prerequisite, Course 153-154 or three high school units in Latin. Not offered in 1966-1967.

362. ROMAN SATIRE (3)

Selections from such writers as Martial, Juvenal, and Horace with some study of their styles and influences.

Prerequisite, Course 153-154 or three high school units in Latin. Not offered in 1966-1967.

GREEK

103-104. ELEMENTARY GREEK (6)

The first semester stresses grammar and syntax, and some Greek is read. During the second semester the study of grammar and syntax is continued, but emphasis is placed on the translation of selections from one or more Greek writers.

203-204. INTERMEDIATE GREEK (6)

The course consists of translation of selections from Greek literature with emphasis on Homer, and on Greek drama.

Prerequisite, Course 103-104 or its equivalent. This course will complete degree requirements for a foreign language.

390. SPECIAL PROBLEM (1-3)

See page 27 for the nature of the course.

CLASSICS

150. CLASSICAL MYTHOLOGY (2 or 3)

A study of the basic classical myths with illustrations of

their use in literature, art, and music. Some consideration of the interpretation of myths and of their significance in the thought and culture of the Greeks and Romans. No previous knowledge of Greek and Latin is required. Not offered in 1966-1967.

165. GREEK AND LATIN ELEMENTS IN SCIENTIFIC TERMINOLOGY (2)

A course designed especially for students of the biological sciences, nursing, and medicine to give them a command of the technical vocabulary used in their professions through a study of prefixes, suffixes, and root words derived from Greek and Latin.

No previous knowledge of Greek and Latin is required.

ENGLISH

Professor Howard A. Barnett, *Chairman*
 Professor Elizabeth Dawson, Professor Sibley,
 Associate Professor Feely, Assistant Professor Vinson,
 Instructor Fields, Assistant Professor Stevens,
 Instructor Schwab

The purpose of the work in the English Department is to teach students to read and to write effectively. Through reading, students should be awakened to the world of the senses and the imagination, and should find some of the comprehensible patterns that great art imposes upon disorganized experience. In writing, they should master the principles of clearness and order, and achieve further appreciation of literary art as they create their own fiction and poetry and attempt to re-create the artist's world through critical analysis.

Departmental requirements for the major in English: a minimum of twenty-four hours in courses numbered 200 and above, including one course in the Department of Speech. In selecting courses, the student is expected to build a program which includes literature representative of several periods and genres.

Requirements for the Minor in English: twelve semester hours. See page ... for the general requirements for majors and minors.

101-102. COMPOSITION (6)

A study of great works of literature and art from the various points of view which the writer and the artist take in

their ordering of experience. The student is engaged continually in the closely related activities of reading, discussion, and writing. The objective of the course is to develop the student's sensitivity to the forms of imaginative expression, to the versatility of the English language and to the mind and spirit which are fundamental to liberal education. After meeting the course requirements, a student may, on recommendation of the Department, complete the 12-hour requirement in English by taking 6 hours of advanced work in English literature.

This course, Course 103-104, or the alternative offered to students exempted from Composition is required of all freshmen. *Staff.*

103-104. **SPECIAL COMPOSITION** (6)

A course open to freshmen who reveal in their entrance tests a mastery of the mechanics of composition, a mature sense of form, and some originality. Each student will participate in the lecture and reading program for English 101-102 and may experiment with various literary forms according to her individual interests.

Dr. Sibley

201, 202. **CREATIVE WRITING** (2, 2)

Class and private instruction in the writing of such literary forms as the essay, the short story, the dramatic sketch, and verse. Students may choose projects according to individual interests and needs.

Prerequisite, Course 101-102 or its equivalent and approval of the instructor. *Mr. Feely.*

203, 204. **MAJOR BRITISH WRITERS** (3, 3)

Selected studies in English literature from Old English to the late Victorians placed in historical context.

Mrs. Stevens.

207, 208. **MODERN FICTION** (2-3, 2-3)

A course designed to familiarize students with the most significant novels and short stories of recent American, British, and Continental authors. Consideration is given to their style, their subject matter, and in particular their treatment of modern problems against a background of contemporary thought.

Open to sophomores and above for two credits. Selected freshmen may also take this course in lieu of English 101-102 and will earn three hours credit by attending the general lectures for freshmen and writing a paper in addition to the regular work required for this course.

Dr. Dawson. Mr. Vinson.

215. MODERN POETRY (2-3)

A study of representative poetry, principally British and American, of the twentieth century. The course begins with a study in depth of a few poems to provide some mastery of the way in which a poem conveys its meaning and then proceeds to the study of the individual poets, whose work reveals the range of form and content in modern poetry.

Open to sophomores and above for two credits. Selected freshmen may also take this course in lieu of English 101-102 and will earn three hours credit by attending the general lectures for freshmen and writing a paper in addition to the regular work required for this course.

Dr. Barnett.

216. MODERN DRAMA (2-3)

A study of Continental, British, and American theatre and playwriting from Ibsen to the present day. Among the subjects considered are new theatre movements, the development of the modern stage, and the dramatic treatment of current problems.

Open to sophomores and above for two credits. Selected freshmen may also take this course in lieu of English 101-102 and will earn three hours credit by attending the general lectures for freshmen and writing a paper in addition to the regular work required for this course.

Mr. Vinson.

217. CHILDREN'S LITERATURE (2)

A brief historical survey of children's literature; a study of the principles underlying selection, technique of presenting, and types as related to children's reading in home, school, and community; an investigation of representative writers and illustrators in the field.

Dr. Dawson.

251, 252. ADVANCED CREATIVE WRITING (1, 1)

Instruction in the writing of selected literary forms.
Prerequisite, Course 201-202 or Course 103-104.

Dr. Sibley.

253, 254. **WORLD LITERATURE** (3, 3)

A study of masterpieces of world literature, chiefly those of western civilization. Attention is given to the characteristic spirit of the country and of the age in which the work was written.

Staff.

260. **LITERARY EDITING** (1)

The course consists of selecting and editing manuscripts to be published in *The Griffin*, the college literary magazine. Prerequisite, permission of instructor. *Dr. Sibley.*

301, 302. **AMERICAN LITERATURE** (3, 3)

A study of the significant themes and characteristics of American literature, from early to recent times, with emphasis on major works and on the tendencies within these works which illuminate American literary growth.

Prerequisite, four hours of courses numbered in 200's, or permission of the department. *Miss Fields.*

303, 304. **RENAISSANCE POETRY AND PROSE** (3, 3)

A study of English Renaissance literary forms and modes, exclusive of drama, viewed in their philosophical, religious, political, and aesthetic aspects. Emphasis is placed on Spenser and Milton. Poetry is studied the first semester prose the second.

Prerequisite, four hours of courses numbered in 200's or permission of the department. *Mr. Feely.*

305. **THE AGE OF POPE** (3)

A study of representative English prose and poetry of the first half of the eighteenth century, with emphasis on a sympathetic understanding of the aims and methods of neo-classical writers.

Prerequisite, four hours of courses numbered in 200's, or permission of the department. *Dr. Sibley.*

306. **THE AGE OF JOHNSON** (3)

A study of English literature in the second half of the eighteenth century and its reflection of the social and literary ideals of the period. Attention is given to pre-romantic poetry, to the novel, and to other types of prose such as the

essay, biography, history, and letters.

Prerequisite, four hours of courses numbered in 200's, or permission of the department. *Dr. Sibley.*

307. ROMANTIC POETRY (3)

A study of the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats with due attention to the intellectual and imaginative ferment of the early nineteenth century.

Prerequisite, four hours of courses numbered in 200's, or permission of the department. *Dr. Barnett.*

308. VICTORIAN POETRY (3)

A study of the poetry of Tennyson, Browning, and Arnold with selections from the work of minor poets and essayists who reflect the crises of belief and of imaginative vision in Victorian England.

Prerequisite, four hours of courses numbered in 200's, or permission of the department. *Dr. Barnett.*

309. RENAISSANCE DRAMA (2)

A study of the chief plays, with the exception of those by Shakespeare, from 1550 to the closing of the theatres in 1642. This will include the works of such dramatists as Peele, Kyd, Marlowe, Jonson, Beaumont and Fletcher, and Webster.

Prerequisite, four hours of courses numbered in 200's, or permission of the department. *Mr. Vinson.*

310. MILTON (3)

A study of Milton's poetry and prose in relation to religious, philosophical, scientific, and critical tendencies of the period, with emphasis on *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, *Of Education*, and *Areopagitica*.

Prerequisite, four hours of courses numbered in 200's, or permission of the department. *Mr. Feely.*

311. SHAKESPEARE, 1588-1601 (3)

A study of the principal comedies and historical plays of Shakespeare. Some attention will be given to the general background needed for a clear understanding of an Elizabethan text.

Prerequisite, four hours of courses numbered in 200's, or permission of the department. *Mr. Feely.*

312. **SHAKESPEARE, 1601-1613** (3)
 A study of the great tragedies and the tragi-comedies of Shakespeare's later life.
 Prerequisite, four hours of courses numbered in 200's, or permission of the department. *Mr. Feely.*
- 313, 314. **HISTORY OF THE NOVEL** (3, 3)
 A course in the development of the English novel, from its beginning to the end of the eighteenth century in the first semester, and from the beginning of the nineteenth century to the end of the Victorian period in the second semester.
 Prerequisite, four hours of courses numbered in 200's, or permission of the department. Not offered in 1966-1967.
325. **HISTORY OF THE ENGLISH LANGUAGE** (3)
 An introduction to linguistic science 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, four hours of courses numbered in 200's, or permission of the department. Recommended for students who plan to teach English. *Dr. Barnett.*
326. **CHAUCER AND HIS TIMES** (3)
 A study of the chief works of Chaucer viewed as an expression of medieval civilization, together with some study of other related Middle English literature.
 Prerequisite, four hours of courses numbered in 200's, or permission of the department. *Miss Schwab.*
330. **LITERARY CRITICISM** (2-3)
 A study of the chief literary critics from the time of Plato and Aristotle to the present day. Emphasis is placed on the relationship between the theories of these critics and the practice of poets, novelists, and dramatists of both England and America.
 Students taking the course for three hours of credit will be required to do a certain amount of supplementary reading. Recommended for majors in English and for students planning to do graduate work in languages.
 Prerequisite, four hours of courses numbered in 200's, or permission of the department. Not offered in 1966-1967.

390. SPECIAL PROBLEM

(1-3)

See page 27 for the nature of the course.

Methods of Teaching English in Secondary Schools—
see Education 320.

MODERN FOREIGN LANGUAGES AND LITERATURE

Professor Morton, *Chairman*

Professor Doherty, Associate Professor Bauer,
Associate Professor Crowley, Assistant Professor Risso,
Instructor Thomas, Instructor Downs,
and Associated Staff.

The programs in Modern Foreign Languages and Literature at Lindenwood College are designed to provide each student needing foreign language instruction a useful mastery of the basic second language skills necessary to her subsequent undergraduate academic work as well as an introduction to the literature and thought of a foreign culture for her later professional use as a graduate student or as a citizen of today's world.

ELEMENTARY LANGUAGE INSTRUCTION:

All students enrolling in modern foreign language or literature courses are administered a series of aptitude and proficiency measuring tests to provide the individual student with a profile of her present and potential capabilities in foreign language learning and subsequent study of a foreign literature or civilization. On the basis of this profile, and personal interviews, a student will be placed in either the elementary or advanced language course in which she is best prepared to do satisfactory work

Elementary foreign language instruction, whose principal objective is the student's mastery of the spoken language studied, is conducted primarily in the College's Center for Elementary Language Instruction, whose facilities are housed on the terrace level of the Margaret Leggat Butler Memorial Library. A total of 76 individual learning booths equipped with appropriate audio components are available for student use during the day and evenings throughout the week. In addition, the laboratory facilities include listening rooms, a recording studio, and special technical and monitoring areas available for research and special study.

Elementary courses in French and Spanish employ self-instructional materials permitting each student to progress at her own optimal learning rate under the constant supervision of trained language supervisors. Although no limit of learning time is imposed on elementary language students for the acquisition of the basic language skills, it is assumed that this work can be satisfactorily completed within three academic semesters if begun by the average student during her freshman or sophomore year. Elementary courses in German and Russian employ materials for independent study on an adjunct basis. Special materials for individual instruction in languages, not normally taught for fulfillment of graduation requirements, are also available to students who have interest in or need for skills in such languages.

For further help in acquiring facility in the oral use of the languages, groups studying each language may arrange to have lunch together in the dining room and speak the foreign language with faculty members and foreign students who are in residence. A series of foreign films and special lectures of interest to modern language students are also scheduled throughout the year.

Requirements for a Major in Modern Languages: Students may major in the French, German, and Spanish languages and literatures, Romance Languages and Literatures, or in Modern Foreign Languages if German or Russian is combined with a Romance Language.

Elementary language courses do not count toward a major or minor. Intermediate language courses may under special circumstances, at the discretion of the Department and permission of the Chairman, be counted in whole or in part toward the major or minor.

Students may declare their major or minor in the Modern Languages as early as their freshman year. Permission to continue as a candidate for the B.A. degree with a major in Modern Languages will be granted on the initiation of each Spring term of the student's sophomore and junior years after a favorable review of the major's academic work by the department staff. A comprehensive final examination will be given during a student's final undergraduate term evaluating achievement in both course work and independent study of the major's reading list.

A Major in Foreign Language must have twenty-four semester hours in one language; or sixteen hours in one language and eight hours in another foreign language including no less than twelve hours in courses numbered 250 or above.

Requirements for a Minor in the Modern Foreign Languages: A Minor in any one language may be completed by taking twelve credit hours in upper division courses.

For both Major and Minor programs, upper division courses whose subject matter content embraces the fields of language analysis, historical linguistics and applied linguistics, as well as literature, may be counted. See page 34 for the general requirement for Majors and Minors.

FRENCH

101-102. ELEMENTARY FRENCH (CLASSROOM BASED) (8)

Careful drill in French pronunciation and the essentials of French grammar, including regular and common irregular verbs; the reading of easy texts; diction; conversation.

Staff.

101A-105A. PROGRAMMED FRENCH (LABORATORY BASED) Multiple Credit (2,2,2,2,2)

Students beginning the study of French, or those who do not meet criterion proficiency for placement in second year or above courses, may enroll in this course. Students must schedule themselves for four one-hour periods per week, no two on the same day, in the Language Laboratory, between the hours of 8 a.m. and 4 p.m., during which time they will work under monitored supervision. Students will, furthermore, be expected to work on programmed materials an additional minimum of ten hours weekly on a non-scheduled basis. The material presented in the initial four tasks of this multiple-credit audio-lingual programmed course is designed to cover and be the equivalent of approximately three semesters of college level elementary foreign language instruction *in the oral-aural skills*, and should permit the student, on its satisfactory completion, to satisfy the Lindenwood criterion performance in foreign language skills as measured by the MLA-ETS French Language Proficiency Test, Level M. French 101A-105A may also be taken as an intensive course during the Fall semester, and with special permission, during the Spring semester.

Two credits are awarded on satisfactory completion of each Task of the audio-lingual program — Task I: Phonology (discrimination training, vocalization, and dictation); Task II: Syntactical Structures (manipulation of and response to basic structural patterns of French); Task III: Reading and Writing French; Task IV: Controlled Oral Expression. Satisfactory completion of Tasks I through IV, with eight course hour credits, is considered the equivalent of two semesters of classroom based Elementary French. Task V: Advanced Oral Expression and Grammar, is an optional task which may be completed by students desirous of so doing and may require additional time, extending into the following semester, for completion. It is recommended particularly for language Majors.

Center for Elementary Language Instruction. *Staff.*

101B-104B. PROGRAMMED ELEMENTARY FRENCH
(SUPERVISED CONTROL) (2,2,2,2)

Same as French 101A-105A (above) but with four weekly assigned class hours under the supervision of a class instructor. Only program Tasks I through IV will be employed.

Center for Elementary Language Instruction. *Staff.*

**101C-102C. INTRODUCTION TO THE STUDY OF
LANGUAGE: FRENCH** (2)

Two hour weekly lecture and discussion on the nature and functioning of language as a cultural-communicative system. Comparative illustrative material will be chosen from the English and French languages. Two hours additional preparation time for lecture topics is required. Recommended for all students who are interested in the language arts and particularly for majors and minors in Modern Languages. May be taken concurrently with any elementary or intermediate French language course.

Center for Elementary Language Instruction. *Staff.*

151-152. INTERMEDIATE FRENCH (6)

Drill in pronunciation, grammar, oral expression, intensive and extensive reading. Conducted partly in French. For students having completed satisfactory work in French and meeting criterion level on MLA-ETS Foreign Language Pro-

iciency Test, Level L. Recommended particularly for students whose previous instruction in French has been primarily of a grammar and translation approach.

151A, 152A. PROGRAMMED INTERMEDIATE FRENCH(4, 4)

Same as 151-152 (above) but with major emphasis placed on oral expression and reading skills. Recommended particularly for students whose previous instruction in French has been primarily of an oral-aural approach or for students previously enrolled in French 101A-105A or 101B-102B who need additional time to complete program.

Prerequisite, Criterion level on MLA-ETS Foreign Language Proficiency Test, Level L or Frame 1100 of French Program.

203, 204. FRENCH COMPOSITION AND CONVERSATION(3,3)

Emphasis on oral and aural proficiency, oral and written reports, memorization, selected texts, grammar review with practice in written composition. The class is conducted in French. Required of French majors.

Prerequisite, Course 151-152 or three high school units in French. *Dr. Doherty.*

206. PRACTICAL FRENCH PHONETICS (2)

A study of French pronunciation — the sounds and their productions, stress groupings, intonation of the spoken phrase; memorization; use of the record player in preparation.

Prerequisite, Course 151-152, or three high school units in French. Recommended for students majoring in French. Not offered in 1966-1967.

251. THE CONTEMPORARY FRENCH THEATRE (3)

An introduction to the study of French Literature. Reading, discussion, and lectures on four modern French plays which share common ideological or philosophical concerns. Conducted primarily in French.

Prerequisite, French 101A-104A or 101B-104B, or French 151-152 or equivalent, or permission of the instructor. *Mrs. Thomas.*

252. THE CONTEMPORARY FRENCH NOVEL (3)

An introduction to the study of French literature. Reading, discussion, and lectures on three modern works of prose

fiction concerned with contemporaneous problems.

Prerequisite, French 101A-104A or 101B-104B, or French 151-152 or equivalent, or permission of the instructor.
Mrs. Thomas.

261-262. **GENERAL SURVEY OF FRENCH LITERATURE** (6)

A general survey of French literature, with the study of representative authors.

Prerequisite, Course 151-152 or three high school units in French. *Dr. Doherty.*

301-302. **FRENCH LITERATURE OF THE SEVENTEENTH CENTURY** (6)

A study of the classic period with representative works of Corneille, Racine, and Moliere; outside readings with reports.

Prerequisite, Course 261-262. Alternates with Course 305-306. *Dr. Doherty.*

305-306. **FRENCH LITERATURE OF THE NINETEENTH CENTURY** (6)

A study of the development of the romantic, realistic, and symbolist movements as illustrated by the works of the various authors; outside reading with reports.

Prerequisite, Course 261-262. Alternates with Course 301-302. Not offered in 1966-1967.

307-308. **FRENCH LITERATURE OF THE TWENTIETH CENTURY** (6)

A study of representative writers of the present century in fiction, drama, and poetry with emphasis on the two former genres; consideration of the literary aspects of such movements as surrealism and existentialism; outside readings with reports.

Prerequisite, Course 261-262. Not offered in 1966-1967.

GERMAN

103-104. **ELEMENTARY GERMAN** (8)

Careful drill in the essentials of German grammar and pronunciation; reading of easy texts; conversation.

Mr. Bauer.

153-154. **INTERMEDIATE GERMAN** (6)

More intensive study of German grammar; dictation and con-

versation; selected readings from the works of representative German writers.

Prerequisite, Course 103-104 or two high school units in German. *Mr. Bauer.*

207-208. GENERAL SURVEY OF GERMAN LITERATURE (6)

A general survey of German literature with the study of representative authors.

Prerequisite, Course 153-154, or three high school units in German. Not offered in 1966-1967.

213, 214. GERMAN COMPOSITION AND CONVERSATION 3)

Careful review in grammar; practice in written composition and in conversation.

Prerequisite, Course 153-154 or three high school units in German. *Dr. Crowley.*

253. GERMAN NOVELLE (3)

Intensive reading and literary analysis of representative nineteenth century works within the genre.

Prerequisite, German 154 or the equivalent. Not offered in 1966-1967.

317. THE GERMAN DRAMA (3)

Prerequisite, Course 154 or the equivalent.

SPANISH

111-112. ELEMENTARY SPANISH (CLASSROOM BASED) (8)

An audio lingual introduction to the basic language skills in Spanish. Daily classroom and language laboratory work assigned in pronouncing, speaking, reading, and writing.

111A-115A. PROGRAMMED SPANISH (LABORATORY BASED) Multiple credit (2,2,2,2,2)

Students beginning the study of Spanish, or those who do not meet criterion proficiency for placement in second year or above courses, may enroll in this course. Students must schedule themselves for four one-hour periods per week, no two on the same day, in the language laboratory, between the hours of 8 a.m. and 4 p.m., during which time they will work under monitored supervision. Students will, furthermore, be expected to work on programmed materials an ad-

ditional minimum of ten hours weekly on a non-scheduled basis. The material presented in the four initial tasks of this multiple-credit audio-lingual programmed course is designed to cover and be the equivalent of approximately three semesters of college-level elementary language instruction in the *oral-aural skills* and should permit the student, on its completion, to satisfy the Lindenwood criterion performance in foreign language skills as measured by the MLA-ETS Spanish Language Proficiency Test, Level M. Spanish 111A-115A may also be taken as an intensive course during the Fall semester and, with special permission, during the Spring semester.

Two credits are awarded on satisfactory completion of each task of the audio-lingual program — Task I: Phonology (discrimination training, vocalization, and transcription of spoken Spanish); Task II: Syntactical Structures (Manipulation of and response to basic structural patterns of Spanish); Task III: Vocabulary and Aural Comprehension; Task IV: Reading, Writing, and Oral Expression; Task V: Advanced Oral Expression and Grammar. Completion of Tasks I through IV are considered the equivalent of two semesters of classroom based elementary Spanish. Task V is an optional task which may be completed by students desirous of so doing and may require additional time for completion. It is recommended particularly for language majors.

Center for Elementary Language Instruction. *Staff.*

**111B-114B. PROGRAMMED ELEMENTARY SPANISH
(SUPERVISED CONTROL) (2,2,2,2)**

Same as Spanish 111A-115A (above) but with four weekly assigned class hours under the supervision of a class instructor. Only program Tasks I through IV will be employed.

Center for Elementary Language Instruction. *Staff.*

**111C-112C. INTRODUCTION TO THE STUDY OF LANGUAGE
Spanish (2)**

Two-hour weekly lecture and discussion period on the nature and functioning of language as a cultural-communicative system. Comparative illustrative materials will be chosen from the English and Spanish languages. Two hours additional preparation time for lecture topics is required. Recommended for all students who are interested in language arts and particularly for language majors and minors. May be taken concurrently with any elementary or intermediate Spanish language course.

Center for Elementary Language Instruction. *Staff.*

155-156. INTERMEDIATE SPANISH (6)

Further drill in Spanish grammar, dictation, conversation, and selected readings from modern Spanish and Spanish-American authors. For students having completed previous work in Spanish and meeting criterion level on MLA-ETS Foreign Language Proficiency Test, Level L. Recommended particularly for students whose previous instruction in Spanish has been primarily of a grammar and translation approach.

155A, 156A. PROGRAMMED INTERMEDIATE SPANISH (4,4)

Same as 155-156 (above) with major emphasis placed on oral expression and reading skills. Recommended particularly for students whose previous instruction in Spanish has been primarily of an oral-aural approach or for students previously enrolled in Spanish 111A-115A or 111B-114B who need additional time to complete program.

Prerequisite, Criterion level on MLA-ETS Foreign Language Proficiency Test, Level L or Frame 1100 of Spanish Program.

210. PRACTICAL SPANISH PHONETICS (2)

An independent study course employing programmed materials, assigned reading, and individual work in phonetic transcription and oral delivery.

Prerequisite, Spanish 255 or equivalent, or permission of the instructor. Recommended for students in freshman or sophomore years majoring in Spanish. *Dr. Morton.*

255. CONTEMPORARY SPANISH THEATRE (3)

An introduction to the study of Spanish literature. Reading, discussion, and lectures on six modern Spanish plays which share common ideological or philosophical concerns. Conducted primarily in Spanish. Recommended particularly for majors in modern languages, English, and speech and drama.

Prerequisite, Spanish 111A-114A or 111B-114B, Spanish 155-156 or equivalent, or permission of instructor. *Mr. Risso.*

256. THE MODERN MEXICAN NOVEL (3)

An introduction to the study of Latin American prose fiction. Reading, discussion, and lectures on the novelistic literature influenced by and influencing the Mexican Revolution of 1910. Recommended particularly for majors in modern languages, history and political science.

Prerequisite, Spanish 111A-114A or 111B-114B, Spanish 155-156 or equivalent, or permission of instructor.
Mr. Risso.

271. PENINSULAR LITERATURE, BEGINNING TO 1500 (3)

An historical and descriptive study of the evolution of Spanish Literature to 1500 and the reading and critical analysis of major works of the period: POEMA DE MIO CID, EL CONDE LUCANOR, EL LIBRO DE BUEN AMOR, AMADIS DE GAULA, LA CELESTINA.

Prerequisite, Spanish 256 or equivalent. Offered in alternate years. Not offered in 1966-1967. *Dr. Morton.*

272. PENINSULAR SPANISH LITERATURE, 1500 TO 1700 (3)

A descriptive and interpretative study of the major literary genres of the Spanish Renaissance and Golden Age and the reading and critical analysis of major works of the period: OBRA DE GARCILASO DE LA VEGA, EL BURLADOR DE SEVILLA (TIRSO DE MOLINS), OBRA DE GÓNGORA, EL DÍA DE FIESTA (JUAN DE ZABALETA), LA VIDA ES SUEÑO.

Prerequisite, Spanish 271 or permission of instructor. Offered in alternate years. Not offered in 1966-1967.
Dr. Morton.

273X. PENINSULAR SPANISH LITERATURE, 1700 TO 1900 (3)

An historical study of the period with primary emphasis on the literary movements of Neo-Classicism, Romanticism, and Realism; the artistic ideals which guided them and the major literary achievements of each.

Prerequisite, Spanish 256 or equivalent, or permission of the instructor. Alternates with 271.

274X. PENINSULAR SPANISH LITERATURE, MODERN AND CONTEMPORARY WRITERS (3)

Study of representative works of selected writers from the Generation of '98 to the present.

Prerequisite, Spanish 256 or equivalent, or permission of the instructor. Alternates with 272.

315-316. CERVANTES AND THE GOLDEN AGE (6)

Study of the life and times of Cervantes, the literary traditions inherited and bequeathed by him. Intensive and extensive reading of his works. DON QUIJOTE, LAS NOVELAS EJEMPLARES, TEATRO, VIAJE DE PARNASO,

LA GALATEA, ENTREMESES.

Prerequisite, Spanish 271 or permission of instructor. Offered every other year, alternately in Spanish and English. Not offered in 1966-1967.

327-328. ADVANCED GRAMMATICAL ANALYSIS AND COMPOSITION (6)

An intensive study of the structural and stylistic elements of the written Spanish language and training in the procedures of descriptive linguistics with reference to modern spoken Spanish.

Prerequisite, Spanish 210 or equivalent and permission of instructor. Recommended for juniors or seniors majoring in Spanish. Not offered in 1966-1967.

340. GOLDEN AGE COMEDIA (2)

An independent study course employing recorded materials, assigned readings, and critical papers on assigned topics.

Prerequisite, Spanish 271 or equivalent and permission of instructor. Recommended for juniors or seniors majoring in Spanish. *Dr. Morton.*

390. SPECIAL PROBLEM IN FRENCH, GERMAN, OR SPANISH (1-3)

See page 27 for the nature of the course.

Methods of Teaching Modern Foreign Languages — see Education 308.

MUSIC

Professor Little, *Chairman*

Associate Professor House, Associate Professor Swingen, Assistant Professor Bittner, Assistant Professor Giron, Assistant Professor Mulbury, Assistant Professor Robbins, Instructor Conover, Instructor Grim.

The Department of Music offers courses of study leading to three degrees: the Bachelor of Arts with a Major or Minor in Music, providing a concentration in music in a general liberal arts program; the Bachelor of Music, providing preparation for professional musicians; and the Bachelor of Music Education, providing preparation for teaching music in the public schools.

Musicianship is the principal objective in all courses leading to a degree in music. For the professional musician, the specified four-year curriculum emphasizes correlation of all music

subjects in addition to growth and development in performance. Lindenwood College believes in a general education for all young women. The Department requires as many courses in liberal arts as are consistent with professional training.

Every student on the campus is privileged to make music a part of her college life. She may take lessons in one or two fields of applied music and join the College Choir, Choralaires, Opera Workshop, or other performance groups. Courses in the Department of Music are open to all students enrolled in any department of the College.

The College is a member of the National Association of Schools of Music. The requirements for admission to and graduation from programs in the Department, as set forth in this catalogue, are in accord with the regulations of the Association.

Advanced standing in music. Students who plan to major in music at Lindenwood College may offer advanced units of credit in applied music and theory. Claims for advanced standing must be made to the Chairman of the Department within one semester after admission and will be granted only to those who are able to pass satisfactorily an examination before the faculty of the Department.

Placement testing. During Orientation Week placement testing will be held for freshmen and transfer students in all required applied music subjects. The music faculty reserves the right to recommend preparatory work for students not sufficiently advanced to undertake the prescribed course.

Special facilities and opportunities in music. The College provides an adequate number of practice pianos and organs. Students in applied music are expected to practice a minimum of one hour a day for each hour of credit. Listening facilities and a good collection of recordings and scores are available for all students.

An orchestra is organized, when personnel is available, for the purpose of giving the student experience in ensemble playing. Advanced orchestra players have the opportunity to participate in community and civic orchestras in St. Louis and Kirkwood, Missouri. A number of instruments owned by the College are available to students who qualify for membership in the orchestra. Instruction is offered by the College in most orchestral instruments, and advanced students are given the opportunity of studying with members of the St. Louis Symphony Orchestra.

The choir rehearses twice a week throughout the year and participates in the Sunday evening vesper services, the annual Christmas Concert, and other major choral programs both on and off the campus. This group also makes an extensive tour each spring.

The Choralaires, an ensemble of twelve singers selected by competitive audition from the entire student body, specialize in the study and performance of choral literature of varying types from all periods. During the past year the Choralaires represented the College frequently in concert tours and public performances.

The Opera Workshop presents scenes from operas as well as complete operas. All students are invited to participate in the capacity of singers, designers, and producers.

The concerts and operas given in St. Louis during the winter offer students at Lindenwood the opportunity to hear and appreciate the best music. Many of the students are regular subscribers to the St. Louis Symphony Concerts and the Civic Music League Concerts.

Student recital requirements. Recitals are required of candidates for degrees in music as follows: an hour recital by Bachelor of Music seniors, an hour recital by Bachelor of Music juniors, a half-hour recital by Bachelor of Music Education students, and a half-hour recital by Bachelor of Arts students with a major in music.

The requirements for the Bachelor of Arts degree with a major in music are as follows:

1. Completion of the general requirements for the Bachelor of Arts degree. See page 38.
2. Attendance at all recitals for full credit in applied music.
3. A half-hour recital in the student's major performance medium.
4. A basic knowledge of piano as demonstrated by a proficiency examination given semi-annually.
5. Courses 151-152, 163-164, 201-202, 259-260, and eight semester hours of applied music.
6. The student must pass a semi-annual examination in applied music before a committee of the music faculty.
7. The student must pass a comprehensive examination in theory and history of music before achieving senior standing.

The requirements for the Bachelor of Arts degree with a minor in music are as follows:

1. Completion of the general requirements for the Bachelor of Arts

degree. See page 34 for the general requirements for majors and minors.

2. Courses 151-152 and 163-164 and four semester hours of applied music.
3. The student must pass a semi-annual examination in applied music before a committee of the music faculty.
Courses marked with an asterisk () may be counted as non-vocational credit in meeting the requirements for the degree of Bachelor of Arts.*

HISTORY AND LITERATURE OF MUSIC

***150. MUSIC APPRECIATION (2)**

A general orientation course designed for students not majoring in music who wish to increase their enjoyment and understanding of music. The course provides a guide to more intelligent listening through consideration of tone color, form, and the history of music. It consists of lectures, listening to recorded music, current symphony concerts, radio, recital programs, and assigned reading.

Dr. Little.

***163-164. INTRODUCTION TO MUSIC LITERATURE (4)**

An introduction to the materials of music; the nature of form in music and a brief study of its various types; the organization of the modern symphony orchestra and other ensembles; and a survey of the major periods in music history with chief composers in each. Listening assignments are required.

Dr. Little.

***259-260. HISTORY OF MUSIC (6)**

A study of the development of music in Europe from its origins in the Near East and Ancient Greece to the present day. Special stress is laid on a study of evolution of musical style throughout the ages. Listening assignments are required.

Dr. Little.

261. SACRED MUSIC (2)

A study, with emphasis both upon historical perspective and practical problems, of the relation of sacred music to worship.

Offered on demand. *Mr. Mulbury.*

313-314. PIANO LITERATURE AND INTERPRETATION (4)

A survey of major keyboard works of the pre-classic, classic, romantic, impressionistic, and contemporary periods through

the medium of recorded and live performance. The principles of stylistic interpretation will be emphasized in the discussion of these works.

Dr. Little. Mr. Bittner.

315-316. VOICE LITERATURE AND INTERPRETATION (4)

A survey of major vocal works of the baroque, classic, romantic, impressionistic, and contemporary periods through the medium of recorded and live performance. The principles of stylistic interpretation will be emphasized in the discussion of these works.

Mr. Robbins.

317-318. ORGAN LITERATURE AND INTERPRETATION (4)

A survey of major organ works of the gothic, renaissance, baroque, classic, romantic, and contemporary periods. Recorded and live performances will be analyzed with special emphasis on principles of stylistic interpretation.

Mr. Mulbury.

319-320. VIOLIN LITERATURE AND INTERPRETATION (4)

A survey of major violin works of the pre-classic, classic, romantic, and contemporary periods. Recorded and live performances will be analyzed with special emphasis on principles of stylistic interpretation.

Mrs. Conover.

359. MASTERWORKS OF MUSIC LITERATURE I (2)

A detailed study of selected master works of instrumental literature. Score study and analysis with historical background material will be standard procedure.

Prerequisite, Course 163-164. *Dr. Little.*

360. MASTERWORKS OF MUSIC LITERATURE II (2)

A detailed study of great vocal and choral works in music literature. Score study and analysis with historical background material will be standard procedure.

Prerequisite, Course 163-164. *Dr. Little.*

THEORY OF MUSIC

***151-152. THEORY I (HARMONY, SIGHT SINGING, EAR TRAINING) (8)**

Harmony: The study of the rudiments of music such as

scales, intervals, and basic terminology. Harmonization of given and original melodies in two, three, and four parts first using simple triads and their inversions and progressing to more complex harmonic materials such as seventh chords and secondary dominants; common chord modulations; harmonic analysis.

Sight-Singing: Drill in intervals and scale passages; conducting while singing melodies; ensemble singing.

Ear Training: Recognition of triads; melodic, rhythmic, and interval dictation; harmonic dictation.

Keyboard Harmony: Playing basic chord progressions; harmonizing a melody in various styles; transposition using clefs. Six class meetings a week. *Mr. Giron.*

***201-202. THEORY II (HARMONY, SIGHT SINGING, EAR TRAINING) (8)**

Harmony: Secondary sevenths and their inversions; chromatically altered chords; organ points; modulation; harmonization in the modern idiom; original composition; harmonic analysis; elementary form and analysis.

Sight Singing: Two-, three-, and four-part singing; modulation.

Ear Training: More advanced melodic dictation and chromatic problems; dictation in two- and four-part writing; simple modulation; seventh and diminished chords; secondary sevenths, and augmented chords.

Keyboard Harmony: Advanced harmonization of melodies, modulation, chromatic chords.

Prerequisite, Course 151-152. Five class meetings a week. *Mr. Giron.*

***301-302. TONAL COUNTERPOINT (4)**

Contrapuntal techniques of the 18th and 19th centuries with practice in writing and analyzing the various forms.

Prerequisite, Course 201-202 or concurrent registration.

Mr. Giron.

***307. MODAL COUNTERPOINT (2)**

Contrapuntal techniques of the 15th and 16th centuries emphasizing writing in the various styles.

Prerequisite, Course 201-202. *Mr. Giron.*

***308. FORM AND ANALYSIS (2)**

Advanced studies in form, dealing primarily with complex and unusual structures not encountered in previous theory studies.

Prerequisite, Courses 201-202, 301-302, 307. *Mr. Giron.*

***309-310. HARMONIC AND CONTRAPUNTAL PRACTICES OF THE 20TH CENTURY (4)**

A thorough study of such 20th century harmonic and contrapuntal devices as modality, atonality, serial writing, and pandiatonicism. Original writing in these idioms will be emphasized.

Mr. Giron.

311, 312. ORCHESTRATION AND VOCAL ARRANGING (2,2)

A study of the instruments of the modern symphony orchestra, their respective characteristics, and their uses in orchestration. Arrangements are made for string, woodwind, and brass combinations, and scoring is done for full orchestra. A study of vocal scoring, special voice combinations, and the combining of words and music occupies a portion of this course.

Prerequisite, Course 201-202. *Mr. Giron. Mr. Mulbury.*

CONDUCTING**341. ELEMENTARY CONDUCTING (2)**

Practical experience in orchestral and choral conducting. Technique of the baton, interpretation, rehearsal methods, and program building.

Mr. Mulbury.

MUSIC EDUCATION**331, 332. PEDAGOGY (1-2)**

This work includes observation of private instruction in the studio of a faculty member. This is followed by actual teaching experience outside the studio. Lectures on principles of technique, tone, and phrasing.

A. Piano; B. Voice; C. Violin. *Staff.*

350. STUDENT TEACHING (6)

A course designed to provide the student with experience in the teaching of music in the classroom in the public

schools. Approximately six weeks is spent in each of the levels of elementary, intermediate, and junior and senior high school. May be taken either semester during the senior year.

Prerequisite, Education 323, 324, or 326. Offered on demand. Identical with Education 350.

ENSEMBLE

A total of four semester hours in ensemble will be accepted toward a B.A. or a B.S. degree. Students who wish to receive more may do so by adding to the semester hours required for the degree. Grades received in Choir, Orchestra, Choralaires, and Opera Workshop will not be included in grade point average calculation.

50. CHOIR (1)

Ensemble experience in the singing of both sacred and secular music, accompanied and *a capella*. The Lindenwood Choir sings for College Vesper Services and presents a number of concerts each year.

Mr. Mulbury.

51. CHOIR ORGANIZATION (2)

The organization and training of choirs for both children and adults. The place of music in the church service, conducting of rehearsals, repertoire, and other matters relating to church music are included.

Mr. Mulbury.

55. VOCAL CHAMBER MUSIC ENSEMBLE (1)

A small vocal ensemble known as the Lindenwood Choralaires specializing in the study and performance of significant choral literature from all periods and of varying types.

Mr. Mulbury.

60. ORCHESTRA (1)

Study and performance of symphonies, overtures, and concert numbers. Formal concerts including concertos and arias with student soloists.

Open to all students in the College. *Mr. Giron.*

65. OPERA WORKSHOP (1)

A study of the opera from the standpoint of production. Complete operas, as well as scenes from operas, will be produced. All elements of production, including design and costuming, will be included.

333. INSTRUMENTAL TECHNIQUES: STRING METHODS (1)

A study of the string instruments conducted as an introduction to the teaching of violin, viola, 'cello, and bass viol, and as a demonstration of class teaching of these instruments.

Mrs. Conover.

334. INSTRUMENTAL TECHNIQUES: BRASS METHODS (1)

A study of the brass instruments conducted as an introduction to the teaching of the cornet, French horn, trombone, euphonium, and brass bass, and as a demonstration of class teaching of these instruments.

Mr. Bittner.

**335. INSTRUMENTAL TECHNIQUES:
WOODWIND METHODS (1)**

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 class teaching of these instruments.

Mr. Bittner.

**336. INSTRUMENTAL TECHNIQUES:
PERCUSSION METHODS (1)**

A study of the percussion instruments conducted as an introduction to the teaching of the snare drum, tympani, bass drum, cymbals, and so forth, and as a demonstration of class teaching of these instruments.

Mr. Bittner.

APPLIED MUSIC

The Department offers work in applied music in the fields of piano, organ, voice, violin, and orchestral instruments. The offerings include in each field a course for students not majoring in music and for music majors in areas other than applied music. All courses require preparatory training sufficient to permit the student to follow the designated studies.

PIANO

Professor Little, Associate Professor House,
Associate Professor Swingen, Assistant Professor Bitner

70. APPLIED MUSIC: PIANO (1/2-1)

For students not majoring in music and music majors meeting a departmental requirement.

111, 112. APPLIED MUSIC: PIANO (3, 3)

Technique: major and minor scales in similar and contrary motion; broken chords; arpeggios and technical exercises. Solo studies. Bach — Two-Part and Three-Part Inventions or Well-Tempered Clavier. Haydn, Mozart, or Beethoven Sonatas. Compositions from the romantic and modern schools.

211, 212. APPLIED MUSIC: PIANO (3, 3)

Technique: continuation of first-year technical studies. Solo studies. Bach Well-Tempered Clavier, Suites, Partitas. More difficult compositions of Haydn, Mozart, or Beethoven. Compositions from the romantic and modern schools.

251, 252. APPLIED MUSIC: PIANO (3, 3)

Technique: major and minor scales in intervals of thirds, sixths, and tenths; arpeggios in all intervals; advanced solo studies. Bach Well-Tempered Clavier; Suites; Partitas. Larger compositions from the classic, romantic, and modern schools. One hour public recital.

351, 352. APPLIED MUSIC: PIANO (4, 4)

Technique: continuation of third-year technical studies. Advanced solo studies. Bach larger fugues or transcriptions. More difficult compositions from the classic, romantic, and modern schools.

Ensemble playing required. One hour public recital.

ORGAN

Assistant Professor Mulbury.

71. **APPLIED MUSIC: ORGAN** (½-1)

For students not majoring in music and music majors meeting a departmental requirement.

113, 114. **APPLIED MUSIC: ORGAN** (3, 3)

Studies for the development of manual and pedal technic. Trios for manuals and pedals. BACH: The Little Organ Book; early Preludes and Fugues. Easy compositions by Baroque masters. Romantic and modern compositions.

213, 214. **APPLIED MUSIC: ORGAN** (3, 3)

Scales for manuals and pedals. BACH: The Little Organ Book, continued; works comparable in grade of difficulty to Fugue in G-minor ("Little"); Fantasy and Fugue in C-Minor (Peters ed., vol. IV); Toccata and Fugue in D-minor (Peters ed., IV); Sonata No. 4, in E-minor. Works by Scheidt, Buxtehude, Pachelbel, Couperin and other early masters. Mendelssohn: Sonata No. 2. Franck: Cantabile. Brahms: Chorale-Preludes. More difficult works by modern composers.

253, 254. **APPLIED MUSIC: ORGAN** (3, 3)

Bach: Larger Chorale-Preludes; works comparable in grade of difficulty to Prelude and Fugue in D-major (Peters ed., vol. IV); Prelude and Fugue in G-major (Peters ed., vol. II); Prelude and Fugue in A-minor (Peters ed., vol. II); Sonata No. 1, in E-flat major. Sweelinck: Fantasia Chromatica. Buxtehude: Prelude and Fugue in G-minor. Franck: Prelude, Fugue and Variation; Choral in A-minor. Compositions by Sowerby, Hindemith, Walcha, Dupre and Messiaen.

One hour public recital.

353, 354. **APPLIED MUSIC: ORGAN** (4, 4)

Bach: Chorale-Preludes from the "Clavierübung"; works comparable in grade of difficulty to Fantasy and Fugue in G-minor (Peters ed., vol. II); Toccata and Fugue in F-major (Peters ed., vol. III); Prelude and Fugue in E-flat major (Peters ed., vol. III); Sonata No. 2, in C-minor. Works by Buxtehude, Bruhns and Luebeck. Franck: Choral in B-minor. Liszt: Fantasy and Fugue on B-A-C-H. Symphonies by Widor and Vierne. Messiaen: La Nativite. Sowerby: Symphony in G.

The student will be required to prepare, without the aid of the instructor, a composition of moderate difficulty. The student will also be examined in sight reading, modulation, and improvisation. Ensemble playing required.

One hour public recital.

VOICE

Assistant Professor Robbins, Visiting Instructor Grim,

72. APPLIED MUSIC: VOICE (½-1)

For students not majoring in music and music majors meeting a departmental requirement.

115, 116. APPLIED MUSIC: VOICE (3, 3)

Correct posture and breath control with emphasis on mental poise. A study of vowels as a basis of fundamental tone through the medium of selected vocalises and technical studies. Simple classic and English songs.

161, 162. APPLIED MUSIC: VOICE (2, 1)

Diction: The Study of Languages Applied to Singing. The application of international phonetic symbols to aid in pronunciation of foreign texts. Supplementary materials in song and opera are covered as a means of broadening the student's knowledge of singing.

Italian and French are covered in the first semester and German in the second semester.

215, 216. APPLIED MUSIC: VOICE (3, 3)

More advanced technique for extension of range and flexibility: e.g., major, minor, and chromatic scales, arpeggios to the third and fifth above the octave; advanced vocalises. Recital consisting of opera arias, oratorio, aria, and songs which merge the classical and romantic periods.

255, 256. APPLIED MUSIC: VOICE (4, 4)

Continuation of second year technique emphasizing agility and vocal line. Difficult repertoire both lyric and dramatic which develop expression appropriate to periods.

One hour public recital.

355, 356. **APPLIED MUSIC: VOICE** (4, 4)

Recapitulation and amplification of work of previous years, leading to a comprehensive examination. Frequent public appearances. Sight reading and ensemble singing preparatory to practical experience in public performance.

One hour public recital.

VIOLIN AND ORCHESTRAL INSTRUMENTS

Mrs. Conover

73. **APPLIED MUSIC: VIOLIN** (½-1)

For students not majoring in music and music majors meeting a departmental requirement.

117, 118. **APPLIED MUSIC: VIOLIN** (3, 3)

Scales, arpeggios, and seventh chords. Etudes by Fiorilli, Kreutzer, or similar material. Compositions from the pre-classic, classic, romantic, and modern periods.

217, 218. **APPLIED MUSIC: VIOLIN** (3, 3)

Scales and various bowings stressed. Etudes by Kreutzer, Rode, or similar material. Compositions from the pre-classic, classic, romantic, and modern periods.

257, 258. **APPLIED MUSIC: VIOLIN** (4, 4)

Scales in thirds and sixths. Advanced technical material. Compositions from the pre-classic, classic, romantic, and modern periods.

One hour public recital.

357, 358. **APPLIED MUSIC: VIOLIN** (4, 4)

Scales in octaves and tenths. Advanced technical material. Compositions from the pre-classic, classic, romantic, modern, and contemporary periods. Ensemble playing required.

One hour public recital.

Courses comparable to the foregoing ones outlined for violin majors are available for students majoring in other orchestral instruments, including all string, woodwind, brass, and percussion.

390. **SPECIAL PROBLEM** (1-3)

See page 27 for the nature of the course.

Methods of Teaching Music in Elementary Grades, in the Junior and Senior High School, and Kindergarten and Elementary Public School Music — See Education 323, 324, and 326.

PHILOSOPHY AND RELIGION

Professor Conover, *Chairman*

Associate Professor Johnson, Associate Professor Thomas, Visiting Instructor Epps, Visiting Instructor Ferguson, Visiting Assistant Professor Tom Baugh.

Courses in the Department of Philosophy and Religion contribute to the fulfillment of the purposes of Lindenwood College both as a church-related and a liberal arts college. Students majoring in either field are prepared for graduate study.

Courses in religion provide for study of Biblical literature; of Christian history, doctrine, and experience; of Christian education; and of the world's religions. Courses in philosophy introduce students to the methods, questions, and history of this field.

Requirements for the major and minor in Philosophy or in Religion: Students planning to major or minor in philosophy or religion should consult with the Chairman of the Department. (See page 34 for the general requirements for majors and minors.)

PHILOSOPHY

150. INTRODUCTION TO MORALITY AND ETHICS (3)

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

Dr. Conover.

200. INTRODUCTION TO PHILOSOPHY (3)

A study of the most important types and problems of philosophy. The purpose of the course is to introduce the student to the field, the terminology and the methods of philosophy, and to undertake clear and systematic thinking about the fundamental issues and the major theories of philosophy.

Dr. Conover.

201. **ETHICS** (3)

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 will focus on the practical application of these theories to the problems of modern life.

Dr. Tombaugh.

202. **LOGIC** (3)

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.

Mr. Ferguson.

204. **PHILOSOPHY OF RELIGION** (3)

An examination of the fundamental problems of religion. Attention will be 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 200. Offered on demand.

301, 302. **HISTORY OF PHILOSOPHY** (3, 3)

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 200. Not offered in 1966-1967.

307. **AESTHETICS** (3)

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.

Dr. Conover.

310. **SEMINAR EXISTENTIALISM** (3)

A critical reading of central works by Nietzsche, Kierkegaard, Sartre, Marcel, Tillich, Buber, and others.

Prerequisite, Consent of the instructor. Not offered in 1966-1967.

311. PHILOSOPHY OF EDUCATION (3)

See Education 311.

Dr. Conover.

315, 316. SEMINAR IN PHILOSOPHY AND THEOLOGY (1-3)

Readings in the works of philosophers or theologians of a selected period, with class discussion. The course is designed for advance students.

Prerequisite, one of the following courses: Philosophy 200, 301, 302, 310, or Religion 250. *Staff.*

RELIGION

150. CONTEMPORARY RELIGIOUS THOUGHT (3)

An examination of selected issues in religious thought with readings and discussion based upon works by present-day writers. Consideration will be given to problems of belief in God, the nature of religion, contemporary views of the church, man, and problems of faith and culture.

Dr. Thomas.

151. INTRODUCTION TO OLD TESTAMENT LITERATURE (3)

A study of the Old Testament in its historical, literary, and theological dimensions.

Dr. Thomas.

152. INTRODUCTION TO NEW TESTAMENT LITERATURE (3)

An introduction to the New Testament, with particular reference to its historical background.

Dr. Thomas.

154. RELIGIONS IN AMERICA (3)

A study of the program, worship, and government of the Protestant Churches, the Roman Catholic Church, and Judaism. Beliefs, traditions, and practices will be explored.

Dr. Johnson.

255. THE MEANING OF PAUL FOR TODAY (3)

A study of the life and work of the Apostle Paul, the in-

fluence of his thought upon the developing church, and its significance for the present church.

Dr. Johnson.

258. COMPARATIVE RELIGION (3)

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.

Dr. Conover.

261. INTRODUCTION TO CHRISTIAN EDUCATION (3)

An introductory course dealing with the dynamics of the teaching-learning process, the meaning of the total educational curriculum, unit-planning and lesson-planning, specific classroom procedures, and activities supplementary to classroom and fellowship groups in the church.

Prerequisite, Religion 151 or 152. *Dr. Johnson.*

262. THEOLOGICAL FOUNDATIONS OF CHRISTIAN EDUCATION (2)

A study of the relationship of Christian faith to educational practice. The meaning of revelation and theology as these constitute the foundations for educational procedure will be explored.

Not offered in 1966-1967.

301. SEMINAR IN THE HISTORY OF CHRISTIAN THOUGHT (3)

Christian thought from the Church Fathers through the Reformation. Augustine, Aquinas, Luther, and Calvin will be included.

Prerequisite, Junior standing. *Dr. Thomas.*

302. SEMINAR: MODERN THEOLOGY (3)

An examination of the thought of selected nineteenth and twentieth century theologians. Schleiermacher, Barth, and Tillich will be included.

Prerequisite, Junior standing. *Dr. Thomas.*

315, 316. SEMINAR IN PHILOSOPHY AND THEOLOGY (1-3)

Readings in the works of philosophers or theologians of a selected period, with class discussion. The course is designed for advanced students.

Prerequisite, one of the following courses: Philosophy 200, 301, 302, 310, or Religion 301 or 302. *Staff.*

390. SPECIAL PROBLEM (1-3)

See page 27 for the nature of the course.

SPEECH

Speech, Theatre, Radio, and Television

Professor Boyer, *Chairman*

Associate Professor McCrory, Associate Professor Hume,
Visiting Lecturer, Karen Johnson

Courses in speech seek to emphasize the role of speech in our society and to prepare the student to communicate effectively.

Majors and minors in Speech may emphasize Theatre, Speech Education, or Radio and Television.

Language arts concentration is recommended for students in elementary education.

Proscenium productions are presented on the stage of Roemer Auditorium. Plays in-the-round and the interpretation of literature recitals by advanced students are presented in Fellowship Hall of the Lindenwood Chapel.

KCLC, carrier current radio station with campus coverage, provides students with practical training in broadcasting procedures. It is student-staffed and operated.

Lindenwood's program in broadcasting is substantially supplemented by the cooperation of St. Louis radio and television stations. See page 34 for the general requirements for majors and minors.

100. FUNDAMENTALS OF SPEECH (3)

A study of the techniques of oral communication. Classical and modern theories of rhetorical criticism are explored. The student presents purposive speeches on subjects drawn from her experiences and interests augmented by conference and research. The tape recorder is used in making analyses of individual problems of voice and diction. *Staff.*

Students may be exempted from Fundamentals of Speech on the basis of performance on a special test to be administered prior to registration in the fall.

150. VOICE AND DICTION (3)

A course designed to teach the correct formation and utterance of all standard English speech sounds according to the basic principles of phonetics and the International Phonetic Alphabet; the combining of these sounds in connected speech; and the use of our language for oral communication, with special emphasis on speech for the stage.

Prerequisite, Course 100 or demonstrated proficiency.
Mr. Hume.

155. INTERPRETATION OF LITERATURE (3)

An intensive study of selected literature involving its analysis, appreciation, and communication. Planned to meet the needs of prospective teachers of English or speech or those interested in public speaking, theatre and broadcasting.

Prerequisite, Course 100 or demonstrated proficiency.

252. ADVANCED INTERPRETATION OF LITERATURE (3)

The cutting and interpreting of the short story, play and novel. The preparation and presentation of reader's theatre, lecture recital, and book reviewing. A term paper on some aspect of the oral study of literature is required for critical evaluation by the class.

Prerequisite, Course 155 or consent of instructor.
Miss McCrory.

254. PUBLIC ADDRESS (2)

A study of speech preparation and style, and the historical significance of selected speeches. Each student selects a notable speaker for intensive study and reports. Parliamentary law is considered.

Prerequisite, Course 100 or its equivalent. *Miss McCrory.*

256. ORAL INTERPRETATION OF CHILDREN'S LITERATURE (2)

A study of children's literature in relation to various age levels. The selection and evaluation of material with practice in storytelling, reading aloud, choral speaking, and creative dramatics. Laboratory practice in a public school is arranged.

Prerequisite, English 217 or consent of instructor. Offered in alternate years. *Miss McCrory.*

260. INTRODUCTION TO SPEECH CORRECTION (3)

An analysis of speech disorders, considering their cause, treatment, and therapy. This course should provide a pertinent background for speech majors and classroom teachers.

Prerequisite, Course 100 or consent of instructor.

Miss Boyer.

THEATRE

201. INTRODUCTION TO THE THEATRE (3)

A course designed to enable the student to gain an appreciation for, and an understanding of, the universal art of the theatre. It covers the basic elements of dramatic structure and the place and importance of theatre in civilization. Particular stress is given to the various aspects of theatre in the contemporary national scene — the professional theatre, the university and college theatre, and the community and summer theatre. Contributions from Modern Europe are also included.

Mr. Hume.

202. ELEMENTS OF ACTING (2)

Training in the basic techniques of stage acting, theory, and practice; pantomimes; improvisations; studies of individual roles; class presentations. Participation in some form of dramatic production before an audience.

Mr. Hume.

258. PLAY PRODUCTION (2)

A course designed to teach the process of play production from the viewpoint of the director, both professional and nonprofessional. Problems relative to the commercial, the community, and the educational theatre are included. Lectures, discussions, and projects form the procedure of the course; students direct and present scenes for classroom performance.

Prerequisite, Courses 201 and 202 or consent of instructor.

261. HISTORY OF THE THEATRE IN THE ORIENT (2)

A course on the origin and development of the Eastern theatres, with particular emphasis on India, China, and Japan.

Mr. Hume.

262. HISTORY OF THE THEATRE IN GREECE AND ROME (2)

A survey course of the origin and development of the classical theatres of Greece and Rome.

Mr. Hume.

263. HISTORY OF THE THEATRE IN EUROPE TO THE ERA OF REALISM (2)

A survey course of the Western theatre from its rebirth in medieval times to the period of Ibsen. Modern Drama (English 216) completes the survey from Ibsen to the present day.

Not offered in 1966-1967.

303. ADVANCED ACTING (2)

An advanced course in acting with special attention to characterization and the principles of creating a part, together with the importance of group relationships; a survey of various styles and schools of acting; practical application in scenes from plays.

Prerequisite, Course 202. *Mr. Hume.*

351, 352. STAGECRAFT (2, 2)

A course in the elements of theatre production. Instruction is given in the academic, technical, and artistic phases of this side of theatre activity and laboratory work offers practical application of the principles. During the first semester, emphasis is placed on the function and building of scenery and on scenic design. The second semester places emphasis on stage lighting, costuming, and make-up. In both semesters the class constructs the settings used in the dramatic productions at the College.

Mr. Hume.

RADIO AND TELEVISION**153. RADIO WORKSHOP (1 or 2)**

An exploratory course for students interested in broadcasting. Highlight of the semester's work is a series of talks by members of the staff of KMOX Radio, CBS owned and operated clear channel station, St. Louis. Drawing on their experience in every phase of the industry, they provide the class with the background to broadcasting, useful to major

and non-major alike. A field trip to KMOX Radio and to an area television station is included.

Miss Boyer.

170. BROADCASTING IN MODERN SOCIETY (2 or 3)

A survey of the broadcasting industry today. May be supplemented by studio practice and/or limited participation in the operation and programming of Campus Station KCLC.

Miss Boyer.

214. CONTINUITY FOR BROADCASTING (2)

Writing for broadcasting, beginning with simple continuity such as public service announcements and proceeding to commercials and newswriting. The student sets her own pace. Frequent conferences with the instructor determine the rate and direction of her progress.

Prerequisite, consent of instructor. *Miss Boyer.*

221. RADIO AND TELEVISION ANNOUNCING (3)

A studio course designed to develop basic skills in speech as required by the two broadcast media. Emphasis is on announcing and discussion techniques. Interviews, panel, round table discussions, and special events programs are taped for use on the air.

Prerequisite, consent of instructor. Offered 1965-66 and in alternate years. *Miss Boyer.*

250. MOTION PICTURE WORKSHOP (1)

Production of the 16mm. motion picture film. This course will include the study of selected 16mm. films and the production and editing of a short film suitable for a television promotion or commercial.

Prerequisite, junior or senior standing and consent of the instructor. Not offered in 1966-1967. *Miss Boyer.*

259. TELEVISION PRODUCTION (3)

Detailed study of the techniques of television production. Lectures alternating weekly with laboratory sessions at KMOX-TV, St. Louis. Participation in instruction by the technical staff of KMOX-TV. Student productions videotaped for critical analysis.

Prerequisite, Course 153 or 157, or consent of instructor. *Miss Boyer. Mr. Russell.*

300. APPRENTICESHIP IN RADIO AND TELEVISION (3, 3)

Semester apprenticeships arranged for individual students at one of the cooperating St. Louis radio or television stations.

Prerequisite, junior or senior standing as a major in speech with emphasis in broadcasting. *Miss Boyer.*

317, 318. SEMINAR IN BROADCASTING (3, 3)

An examination of the role of broadcasting in society and its impact on our culture. The interaction of government, broadcasters, advertisers, the public, and related agencies and organizations will be studied. Students will explore selected areas of inquiry and share the results of their research with the group.

Prerequisite, consent of the instructor. *Miss Boyer.*

390. SPECIAL PROBLEM (1-3)

Available in speech, interpretation, theatre, radio, and television.

See page 27 for the nature of the course.

Methods of Teaching Speech in the Secondary School —
See Education 330.

II. THE DIVISION OF THE NATURAL SCIENCES AND MATHEMATICS

Dr. Bornmann, *Chairman*

103, 104. PHYSICAL SCIENCE CONCEPTS (3, 3)

Survey of significant concepts in physical science with special emphasis on their application in everyday living.

Two lecture-discussions and one laboratory period per week. Not offered in 1966-1967.

310. STRUCTURE AND STRATEGY OF SCIENCE (3)

An examination of the history, methodology, and logical foundations of various scientific disciplines with special emphasis on the relevance of concepts and techniques of one science for other sciences. Lectures, discussions, and study of pertinent literature.

Prerequisite, junior standing. Not offered in 1966-1967.
Dr. Grundhauser.

BIOLOGY

Professor Grundhauser, *Chairman*, Professor Rechtern,
Professor Talbot, Instructor Vokoun

The fundamental aims of the study of biological science are the following: to impart to the student a knowledge and understanding of the world of living things, to introduce her to the scientific method as a means for ascertaining truth, to show her that the entire structure of science is built on a foundation of intellectual honesty, and to instill in her a deep respect for life.

Departmental requirements for the Major in Biology: Specific requirements include Courses 101-102, 202, 254, 259, 261, 265 or 306; and Chemistry 151-152, and Organic Chemistry; the nature of the latter (Chemistry 160 or 261-262), depending on the discretion of the head of the department. Classics 165, Greek and Latin Elements in Scientific Terminology is strongly recommended. See page 34 for the general requirements for majors and minors.

101-102. GENERAL BIOLOGY (6)

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.

Two class meetings and one three-hour laboratory period a week. *Staff.*

152. CULTIVATED PLANTS (3)

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. Several laboratory periods are devoted to the art of flower arrangements. The course includes numerous trips to local gardens, parks, and nurseries.

One class meeting and two two-hour laboratory periods a week. *Dr. Rechtern.*

202. GENETICS (3)

A study of the principles of reproduction and heredity; the mechanism of heredity, mutations, hybridization, sex-determination, the inheritance of physical and mental character-

istics in man, and their relation to human betterment.

Prerequisite, Course 101-102. Not offered in 1966-1967.
Dr. Grundhauser.

253. TREES AND SHRUBS (3)

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.

One class meeting and two two-hour laboratory periods or field trips a week. *Dr. Rechtern.*

254. INVERTEBRATE ZOOLOGY (3)

A study of the invertebrate animals with special emphasis on living forms. In the spring, trips are taken to ponds, marshes, streams, woods, and fields so that living communities may be observed.

One class meeting and one two-hour and one three-hour laboratory periods a week.

Prerequisite, Course 101-102. Not offered in 1966-1967. *Dr. Talbot.*

255. ANATOMY (3)

A course for physical education majors which gives a basic knowledge of the structure of the human body.

Two class meetings and one two-hour laboratory period a week.

Prerequisite, Course 101-102. *Dr. Talbot.*

257. MICROBIOLOGY (3)

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.

One class meeting and two two-hour laboratory periods a week.

Prerequisite, Course 101-102. Not offered in 1966-1967.
Dr. Grundhauser.

259. SURVEY OF PLANTS (3)

A survey of the plant kingdom dealing with gross structure and reproduction of representative forms to show their

evolutionary relationship. One class meeting and two two-hour laboratory periods a week.

Prerequisite, Course 101-102. Not offered in 1966-1967.
Dr. Rechtern.

261. COMPARATIVE ANATOMY (4)

A course dealing with the comparative anatomy of the vertebrates with special emphasis on mammalian structures and their development.

Two class meetings and two three-hour laboratory periods a week.

Prerequisite, Course 101-102. Not offered in 1966-1967.

265. MAMMALIAN PHYSIOLOGY (4)

A study of the functions of the human organism, including studies of circulation, respiration, digestion, excretion, nervous and endocrine mechanisms, and so forth; laboratory experiments demonstrate various physiological principles.

Two class meetings and two three-hour laboratory periods a week.

Prerequisite, Course 101-102, Chemistry 160, and consent of instructor. *Dr. Grundhauser.*

266. CELL BIOLOGY (3)

A study of the structure of the cytoplasmic and nuclear components of the cell together with their functional significance. One class meeting and two two-hour laboratory periods a week.

Prerequisite, Course 101-102. Not offered in 1966-1967.

268. PARASITOLOGY (3)

A survey of the protozoan, helminth, and arthropod parasites of man, with consideration of the biological significance of parasitism, the geographic distribution of human parasites, and the diseases resulting from parasitism.

One class meeting and two two-hour laboratory periods a week.

Prerequisite, Course 101-102. Not offered in 1966-1967.

269. VERTEBRATE EMBRYOLOGY (3)

A course dealing with the development of the vertebrates with special reference to the chick and mammal.

One class meeting and two two-hour laboratory periods a week.

Prerequisite, Course 101-102. *Dr. Talbot.*

270. SEMINAR: TOPICS IN BIOLOGY (1)

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.

Open to Departmental majors and minors.

306. CELLULAR PHYSIOLOGY (4)

A study of the properties and activities of organisms at the cellular and subcellular levels. Emphasis is centered on the following: membrane phenomena, the mechanism of movement, conduction in nerve and muscle fibers, and cellular and subcellular response to ionizing radiations.

Two class meetings and two three-hour laboratory periods a week.

Prerequisite, Organic Chemistry and consent of the instructor. *Dr. Grundhauser.*

352. STRUCTURE AND STRATEGY OF SCIENCE (3)

See Divisional Course 310.

390. SPECIAL PROBLEM (1-3)

See page 27 for the nature of the course.

Methods of Teaching Biology—See Education 310.

CHEMISTRY

Associate Professor Bornmann, *Chairman*

Associate Professor Gray, Assistant Professor Willis

Students planning graduate study in chemistry should complete Courses 362 and 372. Those interested in medical study should include Courses 271 and 361. Students minoring in chemistry are urged to include Courses 252 and 262. See page 34 for the general requirements for majors and minors.

- 101. INTRODUCTORY INORGANIC CHEMISTRY** (3)
An introductory study of the modern theories of inorganic chemistry.
One lecture period and two laboratory-discussion periods per week.
Students who have not had high school chemistry should enroll in this course. *Miss Gray.*
- 151, 152. GENERAL CHEMISTRY** (3, 3)
A study of the principles of chemistry which are the foundations for all the divisions of chemistry.
Two lecture periods and one three-hour laboratory period a week.
Prerequisite, Chemistry 101, or high school chemistry.
Dr. Bornmann.
- 160. INTRODUCTORY ORGANIC CHEMISTRY** (4)
Study of typical organic compounds, their nomenclature, and fundamental reactions.
Two lectures and two laboratory periods per week.
Prerequisite, Course 101, or high school chemistry or qualifying examination and consent of department.
Miss Gray.
- 251. ANALYTICAL CHEMISTRY I** (4)
Study of principles and practice of analytical chemistry with emphasis on inorganic qualitative analysis.
Two lecture-discussions and two three-hour laboratory periods.
Prerequisite, Courses 151 and 152 or proficiency examination and consent of instructor. *Dr. Willis.*
- 252. ANALYTICAL CHEMISTRY II** (4)
Further study of analytical chemistry with emphasis on inorganic quantitative analysis, including instrumental analysis.
Two lecture-discussions and two three-hour laboratory periods per week.
Prerequisite, Course 251, Mathematics 158. *Dr. Willis.*
- 261-262. ORGANIC CHEMISTRY** (8)
A systematic study of the nomenclature, structure, and properties of organic compounds. Laboratory experience in syn-

- thesis and purification of typical compounds.
 Three class meetings and one three-hour laboratory period per week.
 Prerequisite, Courses 151 and 152 or proficiency examination and consent of instructor. *Miss Gray.*
271. **PHYSICAL CHEMISTRY I** (4)
 Theory and mathematical study of chemical states and compounds.
 Three lecture-discussions and one three-hour laboratory period per week.
 Prerequisite, Courses 251, 261; Mathematics 158 and consent of instructor. Offered on demand. *Dr. Bornmann.*
361. **BIOCHEMISTRY** (3)
 Study of topics of interest in biology and chemistry, including metabolism, vitamins and hormones, and blood and urine analysis.
 One class meeting and two two-hour laboratory periods per week.
 Prerequisite, Course 261 and Biology 251, or concurrent registration therein. Not offered in 1966-1967.
362. **ORGANIC QUALITATIVE ANALYSIS** (3)
 Identification of organic compounds from their properties and by preparation of derivatives.
 One class meeting and two three-hour laboratory periods per week.
 Prerequisite, Course 262. *Miss Gray.*
372. **PHYSICAL CHEMISTRY II** (4)
 Study of chemical thermodynamics, electrochemistry, and selected topics in advanced chemistry.
 Three lecture-discussions and one three-hour laboratory period per week.
 Prerequisite, Courses 252 and 271; Mathematics 272, or concurrent registration therein. Offered on demand.
Dr. Bornmann.
390. **SPECIAL PROBLEM** (1-3)
 See page 27 for the nature of this course.

MATHEMATICS

Associate Professor Murdock, *Chairman*

Professor Beasley, Assistant Professor Huesemann,

Assistant Professor Iverson

In all its long history, mathematics has never been so lively a subject as it is today. In the last decade or two the pace of mathematical discovery and invention has accelerated amazingly. Great changes have taken place during the last century in the content and methods of mathematics. The Mathematics Department is attempting to bring these new concepts and methods into the program, both from the purely theoretical standpoint and from the practical applied viewpoint.

Mathematics has been a part of a liberal arts program since medieval times. It is an essential element in the cultural heritage of the Western world and today has a vital place in the occupational world. There are substantial professional opportunities in industrial and governmental positions as well as in the field of teaching at all levels. The Bachelor's degree in mathematics is the minimum preparation required, and in many instances the Master's degree has almost become a necessity. For those who can go further, the doctorate in mathematics is most rewarding. The Mathematics Department intends to start the student on a career in mathematics, whatever it may be, by giving the fundamental preparation.

Students with four or more high school units in mathematics should take the Advanced Placement Test administered by the College Entrance Examination Board.

Students electing to satisfy the general physical science-mathematics requirement with mathematics may do so by successfully completing Mathematics 101-102, or by passing a proficiency examination. Independent study programs under the supervision of the mathematics department will be available for those students who feel the need for further preparation for the proficiency examination. The proficiency examination will be given once each semester, and should be taken before the end of the sophomore year.

Departmental course requirements for a major in mathematics: 314, 321, 351, and three elective courses in mathematics numbered above 150.

Recommendations for students majoring in mathematics:

1. The language requirement should be met with German, Russian, or French, in that order.
2. One year of chemistry, and one year of physics.

Departmental course requirements for a minor in mathematics: 251-252, and elective courses to fulfill the general requirements given on page 34 of this catalog.

101-102. CONCEPTS OF MATHEMATICS (6)

An introduction to modern mathematics with emphasis on its cultural and historical significance. Topics considered include mathematical logic, set theory, mathematical structures, modern geometries and algebras, and probability theory with applications.

This course satisfies the six-hour general physical science-mathematics requirement. *Staff.*

A mathematical skills examination in arithmetic and simple algebra will be given to all incoming students. Students deficient in these areas will be enrolled in a remedial non-credit mathematics program.

150. INTRODUCTION TO COMPUTER SCIENCE (3)

Describes the functions and uses of a digital computer. Programming techniques are included, and programming exercises are tested and run on a large scale computer.

Mr. Murdock.

157-158. FRESHMAN MATHEMATICS (6)

An integrated approach to some of the more fundamental concepts of modern mathematics will present the nature of mathematics as a logical system. Introduction of sets will be given at the beginning of the course and functions will be defined in terms of sets. Other topics such as complex numbers, distinction between functions and relations, and the definition of the circular functions in terms of the rectangular coordinate system forming the basic unifying link between trigonometry and analytic geometry will be included. The emphasis will be on the analytic rather than the computational part of trigonometry.

Prerequisites, one and one-half high school units in algebra, one unit in plane geometry, and a satisfactory score on the Mathematics Placement Test. *Mrs. Huesemann.*

251-252. MATHEMATICAL ANALYSIS I, II (6)

This course will include a review of basic algebraic operations, mathematical methods, polynomial functions and theory of equations, inequalities, mathematical induction, complex numbers, determinants, and the concepts of relation and function. Concepts of the integral and differential calculus of functions of a single variable, transcendental functions, introduction to differential equations.

Prerequisite, Mathematics 158 or equivalent. *Staff.*

261. FINITE MATHEMATICS (3)

Mathematical logic, sets and functions, elementary linear algebra, introduction to linear programming.

Prerequisite, Mathematics 252 or equivalent.

Mr. Murdock.

271. MATHEMATICAL ANALYSIS III (3)

Vector analysis and analytic geometry, conic sections, mean-value theorem and its applications, sequences, infinite series, and improper integrals.

Prerequisite, Mathematics 252 or equivalent. *Staff.*

272. MATHEMATICAL ANALYSIS IV (3)

Set functions and elementary probability theory, calculus of probabilities, functions of several variables, line integrals.

Prerequisite, Mathematics 271 or equivalent. *Staff.*

282. LINEAR ALGEBRA (3)

Systems of linear equations, vector spaces, linear dependence, bases, dimension, linear mappings, matrices, determinants, quadratic forms, eigenvalues.

Prerequisite, Mathematics 252 or equivalent. It is further recommended that the student should have completed Mathematics 261. *Staff.*

305. HISTORY OF MATHEMATICS (2)

Independent reading on topics in the history of mathematics. Offered on demand. *Miss Beasley.*

311. THEORY OF NUMBERS (3)

An introductory course including the elementary properties

of numbers, divisibility, Euclid's algorithm, prime numbers, perfect numbers, amicable numbers, congruences, Fermat's Theorem, primitive roots, Diophantine analysis, continued fractions, and proof by mathematical induction.

Offered on demand. *Miss Beasley.*

312. DIFFERENTIAL EQUATIONS (3)

An introduction to the more common types of ordinary differential equations and their application to the solution of problems in various related fields. Emphasis is placed on linear equations of the first and second order and linear equations with constant coefficients. An introduction to Laplace transformations is included.

Offered on demand. *Staff.*

313. VECTOR ANALYSIS (2)

An introduction to the algebra and calculus of vectors, divergence and curl, the operator, and related topics associated with physics and engineering are presented to strengthen the student in the field of applied mathematics.

Offered on demand. *Staff.*

314. MODERN GEOMETRY (3)

This course is designed to be an introductory approach both to Euclidean and Non-Euclidean Geometry. Menelaus' and Ceva's theorem, harmonic elements, cross-ratio, and inversion theory are treated in the beginning. An introduction to the concepts of projective and hyperbolic geometry is emphasized.

Prerequisite, Course 271. Not offered in 1966-1967.

321. ALGEBRAIC STRUCTURES (3)

Groups, rings, integral domains, fields, field extensions, Galois theory.

Prerequisite, Mathematics 272. It is further recommended that the student should have completed Mathematics 261.
Mr. Iverson.

332. PROBABILITY AND STATISTICS (3)

Topics covered include elementary probability spaces, random variables, random sampling, law of large numbers, estimation of parameters, central limit theorem, hypothesis

testing, decision theory, and regression analysis.

Prerequisite, Mathematics 252, 261, or equivalent. Offered in 1966-1967 and alternate years. *Mr. Murdock.*

351. **MATHEMATICAL ANALYSIS V** (3)

Integral theorems, surface integrals, linear differential equations, introduction to numerical analysis, existence theorems for differential equations.

Prerequisite, Mathematics 272 or equivalent.
Mr. Murdock.

362. **COMPLEX VARIABLES** (3)

Complex numbers, elementary functions and mappings. Series. Analytic functions. Conformal mapping. Contour integrals. Cauchy's Theorem. Taylor and Laurent expansions. Integral transforms.

Prerequisite, Mathematics 351 or equivalent. *Staff.*

380. **SEMINAR** (3)

Topics from advanced mathematics.

Prerequisite, Mathematics 272 or equivalent. *Staff.*

390. **SPECIAL PROBLEM** (1-3)

See page 27 for the nature of the course.

Methods of Teaching Mathematics in the Elementary Schools and Mathematics in the Secondary Schools—
See Education 328 and 306.

PHYSICS

103, 104. **PHYSICAL SCIENCE CONCEPTS** (3, 3)

See Divisional Course 103, 104. Not offered in 1966-1967.

155-156. **GENERAL PHYSICS** (8)

Study of fundamental principles of mechanics, heat, sound, light, electricity, and magnetism; and atomic and nuclear physics.

Three lecture-discussions and one three-hour laboratory period per week.

Prerequisite, Mathematics 158. Not offered in 1966-1967.

III. THE DIVISION OF THE SOCIAL SCIENCES

Dr. Moore, *Acting Chairman*

DEPARTMENT OF ECONOMICS AND BUSINESS

Professor Moore and Associate Professor Purnell, *Cochairmen*;
Assistant Professor Butzow

The objectives of the Department of Economics and Business are (1) to give a better understanding of modern economic society in preparation for better citizenship; (2) to provide a foundation for graduate or professional study; and (3) to prepare young women for everyday living and careers.

The Department makes provision for two programs. The first program leads to a Bachelor of Arts degree, providing a concentration in Economics and Business in a general liberal arts program. The requirements for this degree are as follows:

1. Completion of the general requirements for the Bachelor of Arts Degree. See page 38.
2. Courses 201, 202, and other liberal arts courses to complete twenty-four hours of Economics and Business subject to the approval of the Chairmen of the Department.

The second program leads to a Bachelor of Science degree in Economics and Business, providing a strong liberal arts background with emphasis on professional preparation for business. The requirements for this degree are as follows:

1. Completion of the general requirements for the Bachelor of Arts Degree except a foreign language or the equivalent. However, a foreign language is strongly recommended.
2. Completion of departmental requirements, including nine hours of Economics and Courses 160C, 155-156, 161-164, 253, 258, 260, and 320.

Students planning to minor in Economics and Business should consult with the Chairmen of the Department.

Courses marked with an asterisk () are counted as vocational credit toward the degree of Bachelor of Arts.*

150. CONSUMER ECONOMICS (3)

An analysis and evaluation of the consumer's role in the economy. Basic principles in the determination of price and the expenditure of disposable income are included. Factors affecting consumer demand, such as custom, fashion, advertising, and credit, are considered. Some time is devoted to consumer protection. Not counted on a major or minor.

Dr. Moore.

155-156. PRINCIPLES OF ACCOUNTING (6)

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.

Miss Purnell.

***160A. TYPEWRITING (2)**

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

Five class meetings a week. *Mrs. Butzow. Miss Purnell.*

***160B. TYPEWRITING (2)**

An intermediate course stressing reconstruction of and further improvement in basic techniques, application of straight-copy skill to personal and vocational materials, and organization of work.

Five class meetings a week.

Prerequisite, Course 160A or a satisfactory score on a proficiency test. *Mrs. Butzow. Miss Purnell.*

***160C. TYPEWRITING (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.

Five class meetings a week.

Prerequisite, Course 160B or a satisfactory score on a proficiency test. *Mrs. Butzow. Miss Purnell.*

***160D. TYPEWRITING** (2)

A terminal course in typewriting placing major emphasis on planning and typing advanced production jobs under office conditions. Speed, accuracy, and evenness of touch on electric typewriters make typewriting an effortless skill.

Five class meetings a week.

Prerequisite, Course 160C or a satisfactory score on a proficiency test. Offered on demand.

***161-162. ELEMENTARY SHORTHAND** (6)

An introduction to the theory and practice of Gregg Shorthand. Emphasis is placed on rapid reading, fluent writing, and accurate transcribing from shorthand plates and dictated new material.

Five class meetings a week.

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 160B. *Mrs. Butzow. Miss Purnell.*

***163-164. ADVANCED SHORTHAND** (6)

An intensive study of shorthand principles. The student's shorthand vocabulary is enlarged, and greater speed and accuracy in taking and transcribing dictation are developed.

Five class meetings a week.

Prerequisite, Courses 160B and 162 or satisfactory scores on proficiency tests. *Mrs. Butzow. Miss Purnell.*

201. INTRODUCTION TO ECONOMICS I (3)

A course emphasizing fundamental economic principles and the economy as a whole. Topics for study include business organizations, national income, business fluctuations, and monetary and fiscal policy. Preparation for further study and historical background are emphasized.

Dr. Moore.

202. INTRODUCTION TO ECONOMICS II (3)

An analysis of the fundamentals of production, exchange, and consumption. Attention is focused on the firm, market

situations with regard to competition and monopoly, and the functional distribution of income, such as wages, interest, rent, and profits. A brief survey of international economics is included.

Prerequisite, Course 201. *Dr. Moore.*

250. STATISTICS (3)

An introduction to the theory and applications of statistics to the social sciences, including frequency distributions, averages, dispersion, probability, sampling, and correlation.

Dr. Moore.

***253. OFFICE MACHINES AND RECORDS MANAGEMENT (3)**

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 and records management.

Prerequisite, Course 160B or a satisfactory score on a proficiency test. *Miss Purnell.*

258. BUSINESS CORRESPONDENCE (3)

A study of the psychology and writing principles used in successful letters and reports, and practice in writing simply, directly, and correctly.

Prerequisite, Course 160B or a satisfactory score on a proficiency test. *Mrs. Butzow.*

260. BUSINESS LAW (3)

An introduction to the fundamental principles of law in relation to the more common business transactions, including the law of contracts, agency, sales, bailments, negotiable instruments, insurance, employment, and private property.

Not offered in 1966-1967.

301. LABOR PROBLEMS AND INDUSTRIAL RELATIONS (3)

A course covering problems of employment, wages, working conditions, and industrial conflict; history of the labor movement; a study of unions, collective bargaining, and the role of government in the field of labor.

Prerequisite, Course 201 or Sociology 200. *Dr. Moore.*

302. MONEY AND BANKING (3)

A study of the nature, functions, and forms of money. American monetary experience and standards are examined. The development of the American banking system is studied, with special emphasis being given to the Federal Reserve System. Current monetary issues are discussed.

Prerequisite, Course 201. *Dr. Moore.*

303. INTERNATIONAL ECONOMIC RELATIONS (3)

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.

Not offered in 1966-1967.

305. COMPARATIVE ECONOMIC SYSTEMS (3)

An analysis and evaluation of capitalism, socialism, communism, and facism, both historically and functionally in terms of their contributions to human welfare. The purpose is to make the student aware of both the strong and weak points in our own economic system so that convictions may rest on knowledge rather than prejudice or emotion.

Prerequisite, Course 201. *Dr. Moore.*

***307, 308. PROFESSIONAL DICTATION: MEDICAL, LEGAL, ADVERTISING, AND OTHERS (3)**

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.

Prerequisites, Courses 160B and 164 or satisfactory scores on proficiency tests. Offered on demand.

310. MARKETING (3)

A study of the institutions, processes, problems, and policies involved in getting goods from producers to consumers. Economic and social aspects of marketing methods and institutions are examined.

Mrs. Butzow.

320. **FUNDAMENTALS OF MANAGEMENT** (3)
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 1966-1967.
381. **HISTORY OF ECONOMIC THOUGHT** (3)
An inquiry into the development of economic ideas and the environment of the men connected with them.
Prerequisite, Course 201 and 202. *Dr. Moore.*
390. **SPECIAL PROBLEM** (1-3)
See page 27 for the nature of the course.

GEOGRAPHY

Professor Clevenger

102. **PRINCIPLES OF GEOGRAPHY** (3)
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.
Dr. Clevenger.

HISTORY AND POLITICAL SCIENCE

Professor Hood, *Acting Chairman*, Professor Clevenger, Professor Brown, Assistant Professor Williams, Instructor Barbour.

Requirements for the Major in History: twenty-four hours in departmental courses, including a minimum of nine hours in American History and nine hours in European History. Economics 201, Sociology 200, and Political Science 203 are also required. See page 34 for the general requirements for majors and minors.

Requirements for the Major in Political Science: twenty-four hours in Political Science, including courses 203 and 308 or their equivalent. See page 34 for the general requirements for majors and minors.

HISTORY**101-102. HISTORY OF CIVILIZATION (3-3)**

This course will seek to identify the basic characteristics of western civilization, to compare and contrast them with the basic characteristics of the major non-western civilization, and to explore the interactions of the West and the East in modern times.

Dr. Hood. Mr. Barbour.

153, 154. CURRENT EVENTS (1, 1)

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

Dr. Clevenger.

201, 202. HISTORY OF ENGLAND (3, 3)

Development of the English state and society. Selected topics to illustrate the growth of major institutions such as the Crown, the Church, Parliament, and Cabinet government. The second semester will examine Britain's changing role in modern times. Intended also to serve as a background to students interested in English literature.

Dr. Hood.

205, 206. AMERICAN HISTORY (3, 3)

A general course in the history of the United States. The first semester covers the period from the age of discovery to the close of the Civil War, with emphasis on social and economic changes and on national developments. The second semester deals with the period between the Civil War and the present, with emphasis on industrial and social development and the emergence of the United States as a world power.

Mr. Barbour.

251, 252. ASIAN STUDIES (3, 3)

Four professors from Asian universities, each for one-half semester, will lecture and lead discussions.

Coordinator, *Dr. Clevenger.*

257. THE ANCIENT MEDITERRANEAN WORLD (3)

A survey of the Mediterranean world from the earliest times to the fall of Rome. The course will include consideration of primitive man and his evolution toward civilization in the river valleys of the Near East, the flowering of Greek and Hellenistic civilizations, the rise of Rome, and the origins and initial spread of Christianity.

Dr. Hood.

301. CONTEMPORARY AMERICA (3)

The ramifications of Progressivism into political reforms, social legislation, and economic controls since 1900 are studied. The role of the United States as a world power since 1898 is examined.

Prerequisite, Courses 205 and 206. *Mr. Barbour.*

303. DIPLOMATIC HISTORY OF THE UNITED STATES (3)

The story of our relationships with other countries from Franklin's mission in France to the present day is studied as a means of analyzing and evaluating the policies of the United States in conducting its foreign affairs. A search is made for the internal economic, social, and political pressures which shaped the policies as well as for the results of applying them. The underlying aim is to develop an interest in foreign affairs and to provide an intelligent basis for judging present and future policies.

Prerequisite, Courses 205 and 206, or senior standing.
Mr. Barbour.

305. NINETEENTH CENTURY EUROPE (3)

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 will be studied to find the reason for the growth of liberalism, socialism, imperialism, militarism, nationalism, internationalism, and materialism. The course closes with an analysis of the conflicts in national policies which led to World War I.

Dr. Hood.

306. EUROPE SINCE 1918 (3)

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.

Dr. Hood.

315. **THE FAR EAST** (3)

A study of Asiatic history with emphasis placed on the modern period and current problems relating to Japan, China, India, and Southeast Asia.

Not offered in 1966-1967. *Dr. Clevenger.*

316. **LATIN AMERICAN HISTORY** (3)

The course is developed around the following topics: discovery and exploration, settlement, colonial period, struggle for independence, independent republics, inter-American and international relationships. The course is offered because it is believed that friendship and respect increase with the amount of information about a people's experiences and problems.

Not offered in 1966-1967. *Dr. Clevenger.*

340. **ENGLISH CONSTITUTIONAL HISTORY** (3)

A study of the development of the English constitutional and legal system. Consideration will be 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 205, 206. Not offered in 1966-1967.

353. **THE RENAISSANCE AND REFORMATION** (3)

The transition from medieval to modern civilization in Europe. The subject matter is drawn from Greek and Roman revival of thought and culture, the resulting economic revolution, the breakdown of the feudal system, the development of national states, and the revolt against the temporal and spiritual leadership of the Roman Catholic Church.

Not offered in 1966-1967. *Dr. Hood.*

354. THE AGE OF THE FRENCH REVOLUTION (3)

A comparative study of the English Revolution of the seventeenth century, the American Revolution, and the French Revolution. An effort is made to compare and contrast these revolutions, seeking similarities and dissimilarities, with a view to linking them to the economic, social, and political movements that destroyed the Old Regime in western Europe.

Not offered in 1966-1967. *Dr. Hood.*

359. MEDIEVAL HISTORY (3)

Europe from the fall of Rome to the Renaissance. The course surveys the fall of classical civilization, the creation of medieval political, social, and economic institutions, the medieval church, the Byzantine and Moslem worlds, and the beginnings of national states in western Europe.

Not offered in 1966-1967.

POLITICAL SCIENCE

203. AMERICAN NATIONAL GOVERNMENT (3)

Some attention is given to the development of political institutions and practices. The duties and functions of the various departments organized under the constitution occupy the largest portion of the course. The emphasis is on the practical rather than the theoretical.

Dr. Williams.

308. AMERICAN STATE AND LOCAL GOVERNMENT (3)

A study of state, county, city, and other local governments in the United States, with special emphasis on their organization and the protections and services we expect them to render.

Prerequisite, Course 203 or junior standing. *Dr. Williams.*

310. COMPARATIVE GOVERNMENT (3)

A study of the governments and party organizations of the leading European nations. The principal features of democratic and totalitarian systems are studied with relation to American institutions.

Dr. Williams.

313. POLITICAL PARTIES (3)

The organization and actions of political parties of the United States will be analyzed to discover the role they play in our system of government. Party systems in other countries will be examined for comparisons and contrasts.

Prerequisite, Course 203 or senior standing. *Dr. Williams.*

314. THE LEGISLATIVE PROCESS (3)

From the birth of the idea to the final approval of the executive, the steps of the legislative process, with all the pressures and influences brought to bear at each stage, will be the theme of the course. The processes at the national, state, and municipal levels will be studied.

Prerequisite, Course 203 or senior standing. *Dr. Williams.*

317. INTERNATIONAL RELATIONS (3)

A survey of the factors promoting and of those retarding international cooperation. The strengths and weaknesses of past international organizations will be studied to determine which features might be useful in the present or future. The course will emphasize the relations of the major world powers, France, Great Britain, Germany, Russia, Italy, China, and Japan, with each other and the United States, and will consider the role of the developing nations.

Mr. Brown.

345. A SURVEY OF WESTERN POLITICAL PHILOSOPHY I (3)

A study of the classical tradition in Western political philosophy from its Greek origins through the Middle Ages; inquiry into the relevance of ancient political questions to the modern world.

Prerequisite, Consent of the instructor. *Dr. Williams.*

346. A SURVEY OF WESTERN POLITICAL PHILOSOPHY II (3)

Analyses of major political theories from the 16th century to the present; inquiry into the relationship between theory and practice in the 20th century.

Prerequisite, Consent of the instructor. *Dr. Williams.*

390. SPECIAL PROBLEM (1-3)

See page 27 for the nature of the course.

Methods of Teaching History and the Social Sciences
—See Education 340.

PSYCHOLOGY

Professor Richey, *Chairman*

Assistant Professor Chandler, Instructor Wilhour

The Department of Psychology directs its program not only to the pre-professional student who will go on to graduate work but also to the needs of non-majors with interests in psychology.

The Lindenwood College Child Development Laboratory affords facilities for students who require 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 semester, either the second semester of the junior year or one of the semesters of the senior year, in residence at the Institute.

The Merrill Palmer Institute fosters a multi-disciplinary approach to the study of human development under the direction of a large faculty with a wide variety of professional competencies. The Institute is also a center of research with a national reputation.

Departmental requirements for the Major in Psychology: twenty-four semester hours including Course 200 or its equivalent. Courses 252, 303, 304, and a course in Statistics or Probability and Statistics are strongly recommended for those planning graduate study in psychology. Psychology 290 can be counted as either psychology or sociology credit; Psychology 307, 332, and Education 210 can be counted as either psychology or education credit.

Students planning to major or minor in psychology should consult with the faculty of the Psychology Department. (See page 34 for the general requirements for majors and minors.)

200. INTRODUCTION TO PSYCHOLOGY (3)

A beginning course that surveys psychology as a science of behavior. The course treats basic facts, theories, principles, and methods of psychology. Topics of concern are: per-

sonality and individuality, heredity and environment, abilities, motivation, learning, frustration, stress, and so forth.
Staff.

210. **EDUCATIONAL PSYCHOLOGY** (3)

See Education 210 for description. This course may be designated as credit in either Psychology or Education, but not both.

Prerequisite, Course 200 or concurrent registration.

Mrs. Wilhour.

252. **GENERAL PSYCHOLOGY** (3)

The purpose of this course is to introduce the student to physiological psychology, sensation and perception, and psychological measurement, topics not covered in the introductory course.

Prerequisite, Course 200. *Staff.*

290. **SOCIAL PSYCHOLOGY** (3)

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. This course may be designated as credit in either Psychology or Sociology, but not both.

Prerequisite, Course 200 or Sociology 200. *Mr. Chandler.*

295. **CHILD DEVELOPMENT** (3)

A study of the physical, mental, social, and emotional growth and development of the child from birth to adolescence. Special emphasis is given to the child's relationships at home, at school, and to his development in routine situations.

Prerequisite, Course 200 or concurrent registration.

Three class hours and two hours of observation in the Child Study Laboratory each week are required. *Staff.*

301. **ABNORMAL PSYCHOLOGY** (3)

A study of the behavior disorders with emphasis on understanding symptoms, syndromes, and theories concerning the causes of the disorders and their relationship to normal behavior.

Prerequisite, Course 200 and one other course in psychology. *Dr. Richey.*

303, 304. **EXPERIMENTAL PSYCHOLOGY** (3,3)

In the first semester, emphasis is placed on problems of research design, criterion problems, and the analysis of data. Students will conduct psychological experiments on human subjects.

In the second semester, emphasis is placed on research with animals.

Prerequisite, Courses 200, 252, and consent of instructor.
Dr. Richey.

305. **INDUSTRIAL PSYCHOLOGY** (3)

The application of psychological principles and techniques in the selection, classification, training, and utilization of personnel in business, industry, and government.

Prerequisite, Psychology 200. *Dr. Richey.*

307. **EXCEPTIONAL CHILDREN** (3)

The study of children with deviant patterns of development: gifted, retarded, those with sensory defects, those with emotional problems.

This course may be designated as credit in either Psychology or Education, but not both.

Prerequisite, Courses 200 and 295 or consent of instructor. *Mr. Chandler.*

308. **THE PSYCHOLOGY OF THE ADOLESCENT** (2)

A survey of the physical, emotional, and social development of the adolescent with emphasis on the dynamics of behavior.

Prerequisite, Course 200. *Mr. Chandler.*

314. **COUNSELING PSYCHOLOGY** (3)

An introduction to the theories, principles, and techniques of counseling.

Prerequisite, Courses 200 and 301. Not offered in 1966-1967.

332. **TESTS AND MEASUREMENTS** (3)

An introduction to principles of testing, measurement, and evaluation. Standardized tests of intelligence, personality, aptitude, and achievement will be discussed and demonstrated.

This course may be designated as credit in either Psychology or Education, but not both.

Prerequisite, Course 200 or equivalent. Not offered in 1966-1967. *Mr. Chandler.*

340. **THEORIES OF PERSONALITY** (3)

A systematic presentation of major theories of personality. Prerequisite, Course 200. *Dr. Richey.*

350. **PSYCHOLOGICAL SYSTEMS** (3)

A presentation of the major psychological systems and theories such as Structuralism, Functionalism, Behaviorism, Gestalt, and Psychoanalysis along with their contemporary representations.

Prerequisite, Course 200 and one other course in psychology. Not offered in 1966-1967.

356. **PSYCHOLOGY OF LEARNING** (3)

Theoretical and experimental foundations of learning with emphasis on current research and applications in human learning.

Prerequisite, Courses 200 and 252, or equivalent. *Mr. Chandler.*

390. **SPECIAL PROBLEM** (1-3)

See page 27 for the nature of the course.

THE MERRILL-PALMER INSTITUTE SEMESTER

M-P I. General Seminar: Man and Contemporary cultures

An exploration and integration of the contributions of anthropology, biology, ethics, psychology, and sociology to the understanding of human behavior and development.

Required

4 hours

M-P II. Basic Seminars

Conducted as honors-type courses geared to exploring basic concepts. Observations and laboratory work are included where feasible.

- | | |
|--------------------|---------|
| Human Development | 4 hours |
| The Family | 4 hours |
| Community Dynamics | 4 hours |
- One seminar required and a second one recommended.
- M-P III. The Research Approach to Knowledge
Treats the nature of research and how to understand and use research as a tool for furthering knowledge.
Required 1 hour
- M-P IV. Laboratory Courses
Concentration on a particular age level or aspect of life.
- | | |
|----------------------------------|---------|
| The Infant in the Family | 4 hours |
| The Pre-school Age Child | 4 hours |
| The School Age Child | 4 hours |
| Patterns of Family Living | 4 hours |
| Behavior of Adolescents | 3 hours |
| The Community and Family Welfare | 3 hours |
| Parent Education | 3 hours |
- One required.
- M-P V. Special Studies Credit to be arranged

SOCIOLOGY

Professor Schmidt, *Chairman*

Departmental requirements for the Major in Sociology: Specific requirements include Courses 160, 200, 260, 301, 351-352, and Economics 250. Majors are urged to take Psychology 290 and to minor and/or take electives in the fields of mathematics, psychology, philosophy, history and political science, economics, or English.

Specific courses required for the Minor in Sociology include Courses 160 and 200.

See page 34 for the general requirements for majors and minors.

160. CULTURAL ANTHROPOLOGY (3)

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.

Dr. Schmidt.

200. INTRODUCTION TO SOCIOLOGY (3)

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.

Dr. Schmidt.

202. SOCIAL PROBLEMS (3)

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 200. *Dr. Schmidt.*

250. MARRIAGE AND FAMILY RELATIONS (3)

A course based on established sociological and anthropological theory and research concerning marriage and the family. Beginning with courtship, the course will include material on the dynamics of human relationship, marriage, parenthood; and family conflict, crises and stability. Some comparison between the family in the United States and the family in other cultures provides a broader perspective on the American family and its distinctive problems.

**260. SOCIAL ORGANIZATION:
SMALL AND LARGE GROUPS (3)**

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 will be examined.

Prerequisite, Course 200. Not offered in 1966-1967.

270. SOCIAL WELFARE INSTITUTIONS (3)

The purposes of this course are to describe and account for the change in social welfare institutions from the Industrial Revolution to the present, to acquaint the student with some of the contemporary social work processes, and to orient

those students who plan to pursue social work as a profession.

Prerequisite, Course 200. *Dr. Schmidt.*

280. THE SOCIOLOGY OF METROPOLITAN REGIONS (3)

A course intended to increase the student's understanding of the demographic, ecological, and organizational features of large urban agglomerates. Some attention will be given to problems generated by urban living including its impact on personality.

Prerequisite, Course 200. *Dr. Schmidt.*

301. SOCIAL THOUGHT AND THEORY (3)

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 200 or consent of instructor. Not offered in 1966-1967.

351-352. SOCIAL RESEARCH METHODS (4)

During the first semester, after an introduction to some aspects of the philosophy of science, including problems of inference and proof, the students examine the development of concepts and hypotheses, research designs, instruments and procedures for making and recording observations, procedures for analyzing and interpreting data, and the techniques for writing research reports. During the second half of this course, each student will be expected, on an individual basis and in consultation with the instructor, to design and carry through to completion an investigation of some phase of social life in the St. Louis metropolitan region.

Prerequisite, Economics 250. Not offered in 1966-1967.

390. SPECIAL PROBLEMS (1-3)

See page 27 for the nature of the course.

Methods of Teaching History and the Social Sciences
—See Education 340.

IV. THE DIVISION OF PROFESSIONAL EDUCATION

Dr. DeWulf, *Chairman*

EDUCATION

Professor DeWulf, *Chairman*

Associate Professor Banks, Assistant Professor Chandler,
Instructor Wilhour

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 National Council for Accreditation of Teacher Education accredited institutions.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 and Political Science
C. Eugene Conover, Philosophy and Religion
Thomas W. Doherty, Modern Languages
Marilyn S. Hughes, Home Economics
Groff S. Bittner, Music
Juliet Key McCrory, Speech and Dramatics
Emma Purnell, Economics and Business
Harold W. Richey, Psychology
Dorothy Ross, Physical Education
Mary Talbot, Biology
Hazel M. Toliver, Classics
John H. Wehmer, Art

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.

Students planning to teach in the elementary schools are encouraged to signify their intention to enter and, if possible, to begin work in the teacher education curriculum during the first semester of the freshman year. They are required to begin the work not later than the first semester of the junior year.

Secondary level students are encouraged to signify their intention to enter the teacher education curriculum during the sophomore year, and are required to begin the work not later than the first semester of the junior year.

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

The college degree, certificate, or diploma will not serve as a license to teach. Each state issues its own certificates to teach, based on its own requirements. Students should confer as early as possible with the Chairman of the Department of Education to learn these requirements for the state in which they plan to teach, provided it is not one of the twenty-eight states listed on page 117.

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. An N.C.A.T.E. recommendation will also entitle 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 recommendation in any state other than Missouri.

Students majoring in Education or working for a certificate to teach must obtain the approval of the Department of Education at least one semester before taking professional courses off campus or by correspondence.

An active Student National Education Association is an integral part of the Teacher Education Program.

The Department provides for an introduction to various aspects of the Public School setting through a program that includes weekly experiences in local schools. The program is open to all who have an interest in working with children and adolescents. Orientation sessions are held monthly.

The requirements for the Bachelor of Science degree with a Major in Education are as follows:

1. Completion of the general requirements for the Bachelor of Science degree. (See page 38.)
2. Six semester hours of chemistry, natural science, or physics; or six semester hours of mathematics.
3. Speech 100.
4. An area of subject matter concentration (24 semester hours).
5. Economics and Business 160A or 160B or proficiency demonstrated by a test administered by the Department of Economics and Business. Must be fulfilled before or during the junior year.
The minimum requirements for proficiency are:
 - a. Knowledge of the keyboard and use of the manipulative parts of the typewriter.
 - b. Ability to set up various types of copy in acceptable form.
 - c. Ability to type and to correct stencils and ditto masters.
 - d. Speed of 40 words a minute on straight copy with not more than 5 errors in 5 minutes.

For Elementary Education Majors

6. Physical Education 249.
7. Three semester hours of Economics or Sociology and Political Science 203 or 308.
8. Psychology 200 and 295; History 205, 206; Geography 102; English 217; Speech 100; Physical Science 103, if not met by item 2 above.
9. A major of 30 semester hours in Education including Courses 201 or 311, 210, 303, 305, 350, 362, and specific subject matter courses including Courses 312, 314, 318, 326, and 328.

10. Four semester hours in Art and/or Music which includes one-half hour in Voice or Piano. Proficiency should be demonstrated before the Music Department faculty in the following manner:

PIANO

- a. Technic—Knowledge of major and minor scales and ability to play them; simple studies such Czerny and Hanon.
- b. Repertoire—Simple pieces or easy Inventions of Bach; movement from classic sonatina or simple sonata; any romantic or modern composition of the same level of difficulty.

VOICE

- a. Technic—Special emphasis on technique of voice production. Student must be able to attack tone and support it firmly. She should be able to sing a major and minor triad, and arpeggios and major and melodic or harmonic minor scales to the octave with special emphasis on supporting down scale. She should sight read a simple song and use a pitch pipe to start any song and sing unaccompanied.
- b. Repertoire — Two English songs with accompaniment.

For Secondary Education Majors

6. Three semester hours of Economics or Sociology and three semester hours of Political Science.
7. Psychology 200.
8. Psychology 308 or equivalent.
9. A major of 24 semester hours in Education including Courses 201, 210, 309, 350, 364, a specific subject matter methods course, and electives.
10. Physical Education 249.

B.A. CANDIDATES WISHING TO TEACH their major and minor subject in high school must take the following

courses, including their prerequisites, which qualify one for a Missouri Life Teaching Certificate upon graduation and an N.C.A.T.E. recommendation: Education 201 or 311, 210, 309, 350, 364; Psychology 308; a special methods course in the subject which will be taught. Specific subject matter credit hour requirements vary; therefore, each student should check with the Chairman, Department of Education, to learn of those which apply to her case.

Courses marked with an asterisk () may be counted as non-vocational credit in meeting the requirements for the degree of Bachelor of Arts.*

***201. EDUCATION IN AMERICAN CULTURE (3)**

An introduction to the social, historical, and philosophical foundations of American education. Problems which concern the structure, purpose, and operation of present-day American education will be noted as related themes and topics when each foundational area is developed.

Dr. DeWulf.

***210. EDUCATIONAL PSYCHOLOGY (3)**

An analysis of the application to education of selected principles, facts, and methods of psychology. Major areas of study include child development, the learning process, and adjustment. Main points of reference are the learner and the learning situation.

Prerequisite, Psychology 200 or concurrent registration.
Mrs. Wilhour.

Education 300-301 (8)

Instructional Tactics and Strategies 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 to 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 200. *Staff.*

THE FIRST SEGMENT, EDUCATION 300, WILL BE OFFERED IN THE SECOND SEMESTER, 1966-1967.

**303. METHODS OF TEACHING IN
ELEMENTARY SCHOOLS (3)**

A study of the methods, principles, techniques, and practices of teaching the basic elementary subjects. Emphasis is given to the creative and developmental approach to learning and teaching; planning and designing the curriculum; experimenting in clinics involving science, social studies, creative writing and newspaper usage; and utilizing audio-visual media.

Weekly observation in public schools.

Prerequisite, Course 210 or concurrent registration.

Miss Banks. Mrs. Withour.

305. KINDERGARTEN CURRICULUM AND ORGANIZATION (2)

A study of early childhood education, stressing the theory, principles, and practices that are applicable to planning, organizing, and administering an acceptable curriculum for the pre-school child. Observation of and demonstration with kindergarten groups in the public schools.

Prerequisite, Course 303 or concurrent registration.

Miss Banks.

**306. METHODS OF TEACHING MATHEMATICS IN THE
SECONDARY SCHOOL (3)**

A study of the methods of teaching mathematics in the secondary school and of the organization of the mathematics program for the grades seven through twelve. An examination of several of the new programs for secondary mathematics such as the materials from the School Mathematics Study Group, the Illinois Project, and the Committee on the Undergraduate Program in Mathematics.

Prerequisite, Education 309 and fifteen hours of college mathematics, or the equivalent. *Mr. Iverson, Mathematics.*

308. METHODS OF TEACHING A SECOND LANGUAGE (2)

A study of modern linguistically oriented teaching methods, their history and value. A critical consideration of recent investigations in the field; collateral readings, and reports.

Prerequisite, 309. *Dr. Morton, Modern Languages.*

309. METHODS OF TEACHING IN HIGH SCHOOL (3)

A viewpoint is developed that teaching is an art and a science. Educational objectives which range from the general

to the specific are analyzed. Psychological and sociological principles underlying the teaching-learning process are brought to bear upon the planning and executing of unit and daily lesson plans.

Prerequisite, Education 210 or concurrent registration. Not offered after 1966-1967. *Dr. DeWulf.*

310. METHODS OF TEACHING BIOLOGY (2)

Problems of teaching biology in high school. Evaluation of texts, study of types of courses with respect to aims and purposes, methods of class and laboratory procedure, ways of obtaining and preparing laboratory materials.

Prerequisite, Education 309 and eighteen semester hours of Biology, including Biology 101-102. *Staff, Biology.*

*311. PHILOSOPHY OF EDUCATION (3)

A study of the aims and processes of education and the relationships of education to science, morality, and religion as they are analyzed in contemporary philosophies. Special attention will be given to idealism, realism, pragmatism, and existentialism.

Prerequisite, junior or senior standing. Identical with Philosophy 311. *Dr. Conover, Philosophy and Religion.*

312. METHODS OF TEACHING ART (2)

Studio work and lecture on technique and skills used in teaching art. The class is set up to provide study in the areas of elementary, intermediate, and secondary art education, according to the area of emphasis of the individual student.

This course is stronger in classroom practices than in theory. Projects are executed by the students in various media. Thus the students have the actual experience of creating under conditions similar to those experienced in a teaching situation. Strong emphasis is placed on the development of the student's ingenuity, resourcefulness, imagination, and value sense.

Prerequisite, Education 309 or 303. *Mr. Wehmer, Art.*

314. METHODS OF TEACHING READING (3)

A study of the methods and practices used in teaching reading on the elementary level. A survey of instructional concepts, printed material, measuring devices and audio-visual

aids provides the foundation for planning a developmental program which stresses individual problems in reading.

Prerequisite, Course 303. *Miss Banks.*

315. METHODS, ORGANIZATION, AND ADMINISTRATION OF PHYSICAL EDUCATION (3)

A course dealing with objectives, philosophy, and methodology of organizing and conducting classes for girls' and women's physical education; purchase and care of equipment; departmental policies and administrative procedures are discussed.

Prerequisites, Physical Education 103 and 309 or 303.
Miss Ross, Physical Education.

316. METHODS OF TEACHING BUSINESS SUBJECTS (2)

A study of methods, materials, measurements, curriculums, and other aspects of business subjects in secondary schools.

Prerequisites, Education 309 and Economics and Business 160C, 155-156, 163-164, 253, or the equivalent.
Miss Purnell, Economics and Business.

318. TECHNIQUES OF RHYTHMS AND GAMES FOR ELEMENTARY SCHOOLS (2)

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. Two class meetings and one one-hour laboratory period a week.

Prerequisite, Education 303 or concurrent registration.
Staff, Physical Education.

320. METHODS OF TEACHING ENGLISH IN SECONDARY SCHOOLS (2)

A course designed for those who intend to teach English in the secondary school, with particular emphasis on practical techniques for the classroom. Attention is given to making unit and lesson plans which permit creative teaching and learning.

Prerequisite, Education 309 and twelve semester hours of English beyond the required freshman course.
Dr. Barnett, English.

322. METHODS OF TEACHING HOME ECONOMICS (3)

A survey of methods used in organizing and teaching secondary Home Economics. Practical experience in unit planning and teaching is provided.

Prerequisite, Education 309 and twelve hours in Home Economics. *Mrs. Hughes*, Home Economics.

323. METHODS OF TEACHING MUSIC IN ELEMENTARY GRADES (3)

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.

Prerequisite, junior standing and Education 309 or concurrent registration. *Mr. Bittner*, Music.

324. METHODS OF TEACHING MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL (3)

This course is planned to provide a preparation for teaching music in the junior and senior high school. Demonstration and observation of teaching at the high school level are included.

Prerequisite, junior standing and Education 309 or concurrent registration. *Mr. Bittner*, Music.

326. KINDERGARTEN AND ELEMENTARY PUBLIC SCHOOL MUSIC (2)

A course designed to acquaint the elementary teacher with the fundamentals of music and with methods of teaching classroom music. A study is made of the child voice, rote singing, rhythm band, and materials used in developing an appreciation of music. Consideration is given to music problems in the rural and small school.

Prerequisite, Education 303 or concurrent registration, and one half-hour credit in Piano and Voice. This requirement may be waived if the student is able to demonstrate proficiency in either or both areas. This course is designed to meet the requirements in music for the Elementary Certificate. *Mr. Bittner*, Music.

328. METHODS OF TEACHING MATHEMATICS IN THE ELEMENATRY SCHOOL (2)

A modern approach to the teaching of arithmetic is offered

for those preparing to teach in the elementary schools. Meanings and skills connected with integers, fractions, decimals, percentages, and applications form the content of the course. Emphasis is given to concepts and meanings. An introduction is given to sets and geometry for the elementary grades. There is discussion of the new methods of presentation such as programmed materials and the various programs developed in the area.

Prerequisites, Education 303 and six semester hours of college mathematics, or special permission of the Chairman of the Department of Mathematics. Not acceptable for the mathematics requirement for the Bachelor's degree. Not offered in 1966-1967. *Miss Beasley*, Mathematics.

**330. METHODS OF TEACHING SPEECH
IN THE SECONDARY SCHOOL (2)**

A study of the scope of speech education, curriculum planning, the making of units and lesson plans. Teaching through criticism, selecting a textbook, and testing and evaluating are considered.

Prerequisite, Education 309 and fifteen semester hours in Speech. *Miss McCrory*, Speech.

332. TESTS AND MEASUREMENTS (3)

Identical with Psychology 332. *Mr. Chandler*.

**340. METHODS OF TEACHING HISTORY
AND THE SOCIAL SCIENCES (2)**

A course in approved methods of teaching history and the social sciences in the secondary school.

Prerequisite, Education 309 and twelve semester hours in Social Science. *Dr. Clevenger*, History.

350. STUDENT TEACHING (6)

A course consisting of observation, individual conferences, seminars, and supervised teaching in public schools. The student is responsible for arranging and paying the expense of transportation to and from the assigned school. Registration in this course 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 semester, is required for the course. A student teacher's total

academic load is limited to fifteen hours, including Education 350.

Prerequisite, Education 309 or 303; 314 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, a 2.0 grade point average in all work in the major field, and a 2.0 grade point average in all professional education courses.

Dr. DeWulf, Secondary. Miss Banks, Elementary.

362. ELEMENTARY SCHOOL ORGANIZATION AND ADMINISTRATION (3)

A study of the organization and administration of elementary education on the local, state, and national levels. Emphasis is placed on the role of leadership and administration which the teacher assumes within the classroom and educational community.

Prerequisite, junior or senior standing. *Miss Banks.*

364. SECONDARY SCHOOL ORGANIZATION AND ADMINISTRATION (3)

An examination of the school, the teacher, and the pupil in their respective formal and informal social settings. Interactions within and between social groups are analyzed and related to an effective and efficient functioning of the public high school in its community. Principles and practices of secondary school administration as they relate to the classroom teacher are studied.

Prerequisite, senior standing. *Dr. DeWulf.*

370. EXCEPTIONAL CHILDREN (3)

Identical with Psychology 307. *Mr. Chandler.*

390. SPECIAL PROBLEM (1-3)

May be arranged in general problems in education, problems in elementary or secondary education, or problems in teaching methods.

Staff.

HOME ECONOMICS

Assistant Professor Puett, *Chairman,*
Assistant Professor Hughes

The Department of Home Economics offers a course of study

leading to a bachelor's degree in general Home Economics. The course work in the department is to provide the necessary background for further specialization and for managing a home. A careful selection of supporting courses will qualify the home economics major for teaching, for service with extension and social welfare groups, and as home service representatives. Early consultation with a member of the Home Economics faculty is advisable.

Requirements for the Bachelor of Science degree with a Major in Home Economics:

1. Completion of the general requirements for the Bachelor of Science degree. See page 38.
2. Art 101, Biology 101-102, Chemistry 101 or 160, Economics 201 or 150, Sociology 250, Psychology 295.
3. Foods and nutrition, six hours; Clothing, three hours; Textiles, three hours; Management, five hours; Housing 302 and Furnishings 303, five hours.
4. Home Economics 150 and 151 may not be included in the requirements for a major or minor.

Departmental requirements for a minor in Home Economics: Foods and nutrition, three hours; Clothing, three hours; Textiles, three hours; Courses 302 and 310. (Total of 13 hours.)

Courses marked with an asterisk () may be counted as non-vocational credit in meeting the requirements for the degree of Bachelor of Arts.*

150. FOODS AND NUTRITION (3)

A course in the classification and composition of foods, including a study of methods of preparation and principles involved. The essentials of an adequate diet for optimum health are included. Science background beneficial.

Two two-hour laboratory periods and one lecture period a week. *Miss Puett.*

151. CLOTHING (3)

A comparative study of construction factors in clothing. Pattern analysis; selection, alteration, and basic flat pattern design.

Mrs. Hughes.

152. TEXTILES (3)

A study of fibers, fabric construction, their use and care

through laboratory tests.

Mrs. Hughes.

160. **SELECTION AND PREPARATION OF FOODS** (3)
 Emphasis on scientific principles of foods selection and factors relative to preparation of standard food products. Science background beneficial.
 One lecture and two two-hour laboratory periods a week.
 Prerequisite, Course 150. *Miss Puett.*
200. **COSTUME DESIGN AND SELECTION** (2)
 Selection of costume. Study of line and color. Practice in design.
 One class meeting and one two-hour laboratory period a week. *Mrs. Hughes.*
- *203. **BUYING OF TEXTILES AND CLOTHING** (3)
 General survey of textiles, clothing, and related service industries; the significance of fashion; consumer problems.
 Prerequisite, Course 152. *Mrs. Hughes.*
250. **MEAL MANAGEMENT AND FOOD BUYING** (3)
 The selection, purchase, preparation, and service of food, taking into consideration the dietary needs of the family, appropriate table service for various types of meals, and time, energy, and cost factors.
 Two three-hour periods a week.
 Prerequisite, Courses 150 and 160. *Miss Puett.*
251. **ADVANCED CLOTHING** (3)
 Construction of a dress form on which to do fitting and draping. Garments are created by draping and flat pattern design.
 Three two-hour laboratory periods a week.
 Prerequisite, Courses 151 and 200. Not offered in 1966-1967. *Mrs. Hughes.*
256. **TAILORING** (3)
 Application of fundamental processes to the construction of tailored garments; includes choice of fabrics, designs, and desirable equipment.
 Three two-hour laboratory periods a week.
 Prerequisite, Course 151. *Mrs. Hughes.*

- *302. HOUSING** (2)
A study of housing and house planning related to family needs, standards of housing, and methods of solving housing problems.
Offered in alternate years. Not offered in 1966-1967.
Mrs. Hughes.
- *303. HOME FURNISHINGS** (3)
Furnishing the home for present-day living. Opportunity is provided for students to work on individual projects.
Prerequisite, Art 101 or consent of instructor.
Mrs. Hughes.
- 305. NUTRITION** (3)
A study of the nutritive value of food in relation to health and the essential food requirements in the daily diet of normal adults and children.
Prerequisite, Chemistry 150 and 160. *Miss Puett.*
- *309. HOME MANAGEMENT AND ECONOMIC PROBLEMS OF THE HOUSEHOLD** (3)
The study of factors in management of time and energy, finance, housing, and equipment in the home.
Miss Puett.
- 310. HOME MANAGEMENT RESIDENCE** (2)
Residence course similar to Home Economics 311, but taught from the point of view of the nonmajor in Home Economics. Registration must be arranged with the instructor.
Prerequisite, Course 150 or consent of instructor.
Miss Puett.
- 311. HOME MANAGEMENT RESIDENCE** (2)
Residence in a family situation for Home Economics majors where actual management problems are experienced and handled by the students; group relations, budget, meal planning and preparation, use of equipment, and so forth.
Prerequisite, Courses 150 and 309, or concurrent registration and consent of instructor. *Miss Puett.*
- 360. SEMINAR—CREDIT ADJUSTABLE,
SENIOR STANDING REQUIRED**

390. SPECIAL PROBLEM (1-3)

May be taken in foods, nutrition, clothing, textiles, home management, housing or furnishings with the consent of instructor.

Methods of Teaching Home Economics—See Education 322.

JOURNALISM

Instructor Roudebush

51-52. JOURNALISM I (1-1 vocational hours)

The principles and practice of responsible journalism. A student must have completed or be enrolled in Journalism I to be eligible for the staff of *The Bark* or the *Linden Leaves*. This course will take up the editorial aspects of student publications such as news gathering and writing. It will also introduce the student to such technical aspects of publishing as lay-out and photography, as well as to the business operations involved.

Two class meetings a week, one session being conducted as a staff workshop. *Mrs. Roudebush*.

53-54. JOURNALISM II (1-1 vocational hours)

Problems specific to student publications on the college campus — their editorial, managerial, technical, and financial aspects. Designed primarily for students in positions of responsibility on the staff of *The Bark* or *Linden Leaves* and required of them.

One class meeting a week and a weekly staff meeting.
Prerequisite, Journalism I. Not offered in 1966-1967.

PHYSICAL EDUCATION

Professor Ross, *Chairman*, Associate Professor Amonas, Assistant Professor Jacobson, Instructor Bittner, Instructor Risso, Instructor Stoerker.

Specialization in physical education at Lindenwood College offers the student the opportunity to gain skill in many sports, to improve her physical condition, and to acquire proficiency to meet the demands of modern life with stamina and poise.

The first two years are general education arranged to include a background of Science, Social Studies, English, Art, and Religion, and to emphasize the acquisition of skill in sports and dance. The junior and senior years are devoted to specialization in Physical Education.

Requirements for the degree of Bachelor of Science with a Major in Physical Education:

1. Completion of the general requirements for the Bachelor of Science degree. See page 38.
2. Biology 269 and 255.
3. Completion of Departmental requirements for the major including courses 103, 152, 154, 159, 249, 256, 311-312, 315, and 12 semester hours in Physical Education activity courses, including Senior Life Saving. The activity courses do not count toward the major but are to be completed for the Bachelor of Science degree.

The requirements for those majoring in Physical Education with an emphasis on teaching include the courses listed above and Courses 200 and 317; for those planning to teach Physical Education at the elementary level, Course 318 is required. See page 34 for the general requirements for majors and minors.

4. Participation in all functions sponsored by the Department. This requirement is met by membership in W.R.A. (Women's Recreation Association) during the freshman and sophomore year, and membership in at least one other club during the sophomore, junior, or senior year.

A minor in Physical Education must include Courses 103, 152, 249, 311-312, and eight semester hours of Physical Education activity courses. See page 34 for the general requirements for minors.

PROFESSIONAL COURSES

100. METHODS OF TEACHING RIDING (1)

Offered for those students interested in furthering their knowledge of horsemanship. It is a survey of teaching riding, types of pupils, types of horses, selection and care of horses and equipment, feeding and shoeing, safety and first aid, camp and school programs, diseases and blemishes, as well

as planning a horse show and other related subjects.

Prerequisite, one semester of riding or the equivalent, and consent of the instructor. *Mrs. Bittner.*

101. HISTORY AND APPRECIATION OF DANCE (2)

A historical and critical survey of various forms of dance from primitive times to the present day. This course is designed to give the student the understanding of the development of different forms of the primitive, folk, ballet, and modern dance, through the ages and to develop an appreciation of contemporary dance forms.

Open to all students. Not offered in 1966-1967.

103. FOUNDATIONS OF PHYSICAL EDUCATION (2)

Study of the various foundations, aims, and objectives of Physical Education for a general concept of the meaning and interpretation of physical education.

Miss Jacobson.

152. FIRST AID (2)

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

Miss Jacobson.

154. CAMP COUNSELING (3)

The development of the Camping Movement, and modern trends, aims and objectives, organization, and administration. Program and leadership in relation to the counselor. Actual practice of camp skills.

Open to all students. *Miss Ross.*

159. INTRODUCTION TO PLAY AND RECREATION (3)

Survey of the history and development of play and recreation movement. Theory of play and types of leaders.

Open to all students. *Miss Ross.*

160. COMMUNITY RECREATION (2)

A study of the scope of community recreation, basic social values and the principles underlying the program planning for recreation centers.

Open to all students. *Miss Ross.*

200. **TECHNIQUE AND PRACTICE OF DANCE** (2)
 Analysis of fundamental movements in relationship to modern social, square, and folk dance. Discussion and practical application of teaching techniques in the mentioned dance forms.
 Prerequisite, one semester of Modern Dance and experience in square and folk dance or consent of instructor. Not offered in 1966-1967. *Mrs. Amonas.*
249. **SCHOOL HEALTH EDUCATION** (2-3)
 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.
Miss Jacobson.
256. **KINESIOLOGY** (3)
 A study of the scientific principles of human motion with regard to the action of the muscles. An anatomical and mechanical analysis of activities in order to promote improvement of performance.
 Prerequisite, Biology 255. *Miss Jacobson.*
- 311-312. **TECHNIQUES OF TEACHING SPORTS** (3-3)
 Analysis of skills and discussion of teaching techniques in women's sports. The student learns the skills, theory, and class organization of the sports.
 Offered in 1966-1967. *Miss Jacobson.*
315. **METHODS, ORGANIZATION, AND ADMINISTRATION OF PHYSICAL EDUCATION** (3)
 A course dealing with objectives, philosophy, and methodology of organizing and conducting classes for girls' and women's physical education; purchase and care of equipment; departmental policies and administrative procedures are discussed. Identical to Education 315.
 Prerequisite, Physical Education 103. *Miss Ross.*
317. **ADAPTIVE PHYSICAL EDUCATION** (3)
 Preventive, corrective, and remedial work in reference to the mechanics of posture at various age levels. Planning of

programs in physical education for the individual who is physiologically or orthopedically handicapped.

Prerequisite, Biology 255. *Miss Ross.*

318. **TECHNIQUES OF RHYTHMS AND GAMES FOR ELEMENTARY SCHOOLS** (2)

Two class meetings and one one-hour laboratory period a week. Open to students who are not majoring in Education. Education majors see Education 318.

Prerequisite, Education 309 or 303. *Miss Stoerker.*

390. **SPECIAL PROBLEM** (1-3)

See page 27 for the nature of the course.

ACTIVITY COURSES

The physical education activity program is designed to meet the needs and interests of the students, to arouse such interest and develop such skills in these activities that will enable the student to enjoy them as recreational and leisure time pursuits after college life. In order for a student to have a well rounded program of activities, it is the desire of the department that the student have at least one term of dance, one of swimming, and one each of an individual and a team sport.

Four semesters of physical education are required for graduation. These must be met during the freshman and sophomore years unless excused by the college physician for medical reasons. Regulation gymnasium uniforms, swimming suits, and leotards are required of all students enrolled in the required service program and may be purchased in the bookstore. Physical Education majors are required to wear regulation white shorts and shirts, which may also be purchased in the bookstore.

The following physical education activity courses are offered, with classes meeting twice a week for one hour credit each semester.

Course number

1. Tennis and Badminton
 - Beginning
 - Intermediate
 - Advanced
2. Movement Fundamentals
 - Physical Fitness
3. Archery and Volley Ball
4. Swimming
 - Beginning
 - Intermediate
 - Advanced
 - Synchronized
 - Life Saving
 - Water Safety Instruction¹
5. Team Sports
 - Basketball
 - Softball

Course number

- Hockey
 - Soccer
6. Dance
 - Beginning Modern
 - Intermediate Modern
 - Advanced Modern
 - Advanced Dance
 - Composition
 7. Bowling
 - Beginning
 - Intermediate
 - Advanced
 8. Riding
 - Beginning
 - Intermediate
 - Advanced
 9. Gymnastics

¹American Red Cross Water Safety Instructors Course, Part I, is offered as a physical education activity. 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.



STUDENT LIFE

THE LINDENWOOD COUNSELING PROGRAM

The educational philosophy of the counseling program is that the needs of the individual student must be studied and integrated during the four years of the college experience. The Office of the Dean of Students coordinates the program and maintains the cumulative records for each student beginning with her admission to college and extending through job placement subsequent to graduation. All matters relating to health, citizenship, scholastic aptitude and achievement tests, student activities, and counselor evaluations are a part of the permanent file, the explanation of which may be made available to the student, her parents, or faculty.

Each student is assigned a faculty counselor who assists her in planning a well-rounded program to meet her needs. During her sophomore year at the time of her formal declaration of a major field, she is reassigned to a member of the faculty in her major department. The primary responsibility of the faculty counselor is academic advising. Additional counseling concerned with the total life of the student is available through the Office of the Dean of Students.

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 the necessary adjustment in the areas of social and personal relationships.

CAREER COUNSELING AND PLACEMENT

The College gives full consideration to the multiple roles of women and feels that it is vitally important for every student to study herself, her interests, and her goals with the purpose of making a life plan. Therefore, one of the major functions of the Dean of Students is career planning and any student interested in a choice of a career may avail herself of this service.

The Office of the Dean of Students also maintains a placement service for the registration of seniors and alumnae seeking to enter graduate school or employment. 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 several 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. She serves as the campus agent for theatre and concert tickets and stimulates an interest in the cultural and semi-cultural opportunities to be found in St. Louis. 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, four all-weather tennis courts, archery range, and indoor swimming pool are available. Students provide their own equipment for recreational purposes.

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—Colhecon representing home economics, the Student Education Association for future teachers, and the Music Educators' National Conference for music students.

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; and Pi Mu Epsilon, mathematics.

Local honorary societies include Alpha Sigma Tau, senior scholastic; Kappa Omicron Phi, home economics; 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; Orchesis 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 the Poetry Society, and the Spanish Department sponsors El Club de la Amistad.

The Student Publications Board, composed of students and faculty, sponsors the campus newspaper, *The Linden 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 station on wave length 820. There is a three-hour program every week-day evening.



STUDENT RELIGIOUS ORGANIZATIONS

The SCA, Student Christian Association, is a voluntary association of students, affiliated with the National Student YWCA. Devotional services in the dormitories and in Sibley Chapel, study and discussion groups on the campus and in faculty homes, and retreats are planned by the cabinet and faculty advisers. Officers of the SCA are elected annually by the students and a Junior SCA Cabinet is selected by members of the freshman class each fall. The SCA works with adminis-

trative officers of the College in planning the annual Religion-in-Life Week, and it sponsors the annual drive for World University Service, which assists students in other countries to obtain an education. Delegates are sent to regional and national conferences of the Student Christian Movement. SCA also sponsors a strong social service program in St. Charles and cooperates with the intercollegiate program in St. Louis.

Lindenwood students have the opportunity to participate in church-sponsored student organizations including 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 (Evangelical and Reformed).

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 makes regular calls at the Health Center every day and is available on call at any hour. In ordinary cases, no fee is attached. 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 also billed to the student.

The College will respect any preference for medical treatment other than that provided but *only upon receipt of a letter from the parents*. The expense in such cases must be borne by the student.

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 will be mailed prior to August 15.

All resident students must have the medical blank filled out by their family physician before entering the College.

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

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.

Parents will be notified if their daughter exhibits any emotional symptoms which might need attention. In the case of a serious 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 should it feel that it is necessary for the good of the student or the welfare of the community. If continued treatment is indicated, however, it will be done only with the consent of and at the expense of the family.



RESIDENCE REGULATIONS

The Residence Halls are open 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 period and are closed twenty-four hours after the last class period. Only one or two dormitories will be open during the Thanksgiving recess.

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. The student must furnish 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 the student's use. Students are urged to deposit their allowances when they receive them and to withdraw their money as they need it. *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. Any student defacing the walls of a room in any way will be charged the cost of 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.*

REQUIRED MEETINGS

A certain number of points, to be announced at the beginning of each semester, are required of every student. These will cover chapels, vespers, convocations, and other cultural events on campus.

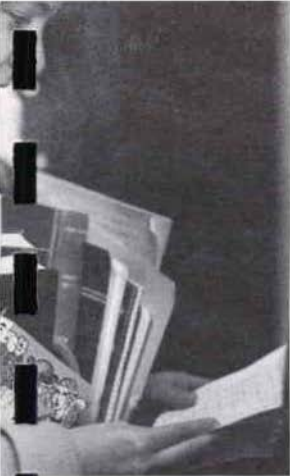


DISMISSAL

The College reserves the right to request at any time the withdrawal of students who are unable to meet its academic standards, or whose continuance in college is felt to endanger their own health or that of others, or who do not observe the social regulations or standards of conduct of the College.

MARRIAGE

A student who marries before coming to college or while attending college, including vacation periods, is expected to notify the college of this change in her status and will not be eligible to remain in the college community if she fails to do this. A student wishing to marry while in college is expected first to obtain permission from her parents and then to discuss her plans with the Dean of Students.



SCHOLARSHIP AND FINANCIAL AID

To encourage the attainment of high scholastic standards and to assist students who would be unable to attend Lindenwood College without financial aid, friends of Lindenwood and its Board of Directors have set aside funds for grants-in-aid and loans.

Financial assistance is awarded for one year and is renewed in following years if good scholastic work is maintained and if the financial need of the student continues.

Except in the case of Honorary Scholarships and the grants made to the daughters of ministers and teachers, grants-in-aid are made only to students planning to take a degree at Lindenwood.

Certain federal monies are also available for grants and loans in accordance with the provisions of the National Defense Education Act of 1965.

Each candidate applying for financial assistance other than the grants to daughters of ministers and teachers must file a confidential financial statement with the College Scholarship Service, Box 176, Princeton, New Jersey. New students may obtain these forms from their high school, or they may write directly to the College Scholarship Service. Returning students obtain these forms from the College.

SCHOLARSHIP AND GRANTS

HONORARY SCHOLARSHIPS — These scholarships, which have no financial stipend, are awarded to incoming freshman students who graduate in the upper five per cent of their high school graduating class. Their purpose is to honor students for outstanding achievement in high school work. Each recipient of an Honorary Scholarship is admitted to Lindenwood as an "Honor Scholar" and is recognized for her achievement when she enrolls in the College. Students do not apply for these Scholarships as they are automatically awarded when the final rank in class is known.

GRANTS-IN-AID — These grants are for students who show academic promise and who need financial assistance to attend the College. The monetary value of these grants is determined by financial need as shown by the confidential financial statement submitted to the College Scholarship Serv-

ice. A grant-in-aid is renewed each year if a student maintains a "C" average and if the financial need continues. *Application for these grants cannot be accepted after March 1.*

GRANTS TO DAUGHTERS OF MINISTERS AND TEACHERS — In order to assist the daughters of ministers and teachers, the College awards grants of \$200.00 to resident students and \$100.00 to day students. The grant is renewed each year if the student maintains a "C" average.

The Watson Fund provides for grants of \$200.00 to the daughters of Presbyterian ministers who are resident students and \$100.00 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.

PRESIDENT'S SCHOLARSHIP — Honor scholarships are awarded at the beginning of the second semester to the students who lead their respective classes at Lindenwood. The scholarships are awarded on the basis of grades and are applied on the tuition account for the following school year. Students do not make application for these scholarships.

GRADUATE FELLOWSHIP — A fellowship of not more than \$500 will be 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.

AID FOR PRESBYTERIAN STUDENTS

In an effort to help good students get an education, the United Presbyterian Church U.S.A. makes scholarships and educational loans available. The Church is concerned with helping to develop in women the determination to give Christian direction to their lives, whether as lay members or as professional workers within the church. Effort is also made to assist qualified persons in their training and equipment for church vocations.

The following programs of assistance are available through the Church at Lindenwood College:

NATIONAL PRESBYTERIAN COLLEGE SCHOLARSHIPS — Fifty competitive scholarships are offered each year by the Board of Christian Education, ranging up to \$1,000, determined by financial need. Awards 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.

^{\$300}
SAMUEL ROBINSON SCHOLARSHIPS — Awarded in the amount of \$200, 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 107 answers to the Westminster Shorter Catechism, and write a 2,000 word original essay on a topic related to the Shorter Catechism, chosen by her from a given list. She must submit the essay and the college's certification of her recitation, post-marked 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., whose salary does not exceed \$5,000. 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

regardless of the size of salary.

\$200 to 1200

academic ability. The amount of the grant is \$100 to \$900, 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 May 1 for assistance in the following academic year.

March 1 deadline

STUDENT LOAN FUND — 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 the 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 is \$500 in an academic year. The loan is repaid in quarterly payments beginning six months after completing or discontinuing study; fully repaid within six years. Interest at three per cent begins when the borrower completes or discontinues study. For application forms write the Office of Educational Loans and Scholarships, 425 Witherspoon Bldg., Philadelphia, Pa. 19107.

\$100-\$1,000 in an acad. yr. \$500 for summer school

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. The recipients of these scholarships may be designated by the donor.

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.

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.

STUDENT EMPLOYMENT

Approximately one-fourth of the students attending Lindenwood are employed part-time on the campus. These assignments are varied in character and enable the student to earn \$200 a year serving as a receptionist in one of the dormitories or as a clerical assistant to a member of the faculty, administration, or the librarian; or \$500 as a waitress in the College dining room. Applicants for self-help in excess of \$200 must file the confidential financial statement with the College Scholarship Service.

STUDENT LOAN FUNDS

For information about the National Defense Student Loan Program, write the Financial Aid officer, Lindenwood College, St. Charles, Missouri. Funds for these loans are provided jointly by the Federal Government and Lindenwood College.

The Helen Holmes Hudson Student Loan Fund provides several loans for qualified students. The Hollenbeck Student Loan Fund also is available for loans to upperclass 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.

Peggy Proctor Larkin Memorial Student Loan Fund — Established by family and friends in memory of Peggy Proctor Larkin as a non-interest bearing loan fund for worthy junior and senior students.

PRIZES AND AWARDS

Alpha Lambda Delta Award — The National Chapter of Alpha Lambda Delta awards a certificate to all senior members who have maintained a 3.50 average for seven semesters and a book to the senior with the highest average.

Dorothy Holtcamp 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.

LINDENWOOD FEES AND CHARGES

The comprehensive charge for resident students for the 1967-1968 college year (two semesters) includes tuition, board, room, health service, and student activity fee. There is no charge for private lessons in music. Available optional services for which charges are made are listed on page 155.

It is the desire of the College to explain very carefully the entire cost for the college year. The expenses shown in this section of the catalog include every college charge.

Resident Students' Comprehensive Charge:	
Tuition, board, room and health service.....	\$2,435.00
Student activity fee	50.00
Covers admission to lectures, concerts, convocations, social activities open to the entire student group, subscriptions to <i>The Linden Bark</i> , <i>The Linden Leaves</i> , and <i>The Griffin</i> .	
Total	\$2,485.00

NOTE: 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 application 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, 1967.

THE TUITION PLAN, INC.

Lindenwood College offers through The Tuition Plan, Inc., 400 N. Michigan, Chicago 11, Illinois, 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 1967-1968 College Account

LINDENWOOD FEES AND CHARGES

PLAN I	<i>New Students</i>	<i>Returning Students</i>
Room Deposit—Due March 1, 1967.... Payable by returning students		\$ 25.00
Room Reservation	\$ 100.00	100.00
Payable by new students when notified of acceptance Payable by returning students by April 1, 1967		
Payment due by June 1, 1967.....	200.00	
Payment due by June 15, 1967		200.00
Payment due by Sept. 11, 1967	2,185.00	2,160.00
Total	<u>\$2,485.00*</u>	<u>\$2,485.00*</u>
PLAN II	<i>New Students</i>	<i>Returning Students</i>
Room Deposit—Due March 1, 1967.... Payable by returning students		\$ 25.00
Room Reservation	\$ 100.00	100.00
Payable by new students when notified of acceptance Payable by returning students by April 1, 1967		
Payment due by June 1, 1967.....	200.00	
Payment due by June 15, 1967		200.00
Payment due by Sept. 11, 1967.....	1,385.00	1,360.00
Payment due by January 1, 1968.....	800.00	800.00
Total	<u>\$2,485.00*</u>	<u>\$2,485.00*</u>
PLAN III	<i>New Students</i>	<i>Returning Students</i>
Room Deposit—Due March 1, 1967.... Payable by returning students		\$ 25.00
Room Reservation	\$ 100.00	100.00
Payable by new students when notified of acceptance Payable by returning students by April 1, 1967		
Payment due by June 1, 1967.....	200.00	
Payment due by June 15, 1967		200.00
Balance of account (See The Tuition Plan, Inc. on preceding page)	2,185.00	2,160.00
Total	<u>\$2,485.00*</u>	<u>\$2,485.00*</u>

*The totals do not include additional charge for a room with connecting bath. If the student occupies a room with connecting bath, a statement for the additional charge will be mailed after October 20 and will be due and payable November 1, 1967. An additional charge of \$80.00 is made for each occupant of a room with connecting bath, except in the air-conditioned dormitories where the charge is \$100.00.

DAY STUDENTS

Residents of the City of St. Charles, St. Charles County, or of an adjacent county (including the City of St. Louis) who attend Lindenwood College either from their homes, if married, or from the homes of their parents, if single, may enroll as day students at a special tuition rate of \$800.00 for the college year, plus \$50.00 student activity fee. Additional charges are made for private instruction in music if elected by the student.

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 application is accepted or rejected and is not applied on the account.

Returning day students will pay an advance tuition deposit of \$15.00 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, 1967.

	New Students	Returning Students
Tuition Deposit — Due March 1, 1967.....		\$ 15.00
Payment due by July 1, 1967	\$100.00 ✓	100.00
Payment due by September 11, 1967	400.00 ✓	385.00
Payment due by January 1, 1968	350.00 ✓	350.00
	x \$850.00	\$850.00

Day students may receive lunch in the college dining hall
x for \$140.00 for the college year.

\$50 recreation - health

SPECIAL STUDENTS

A special student is a day student who is enrolled for less than 12 credit hours a semester or a male student regardless of the number of credit hours for which he is enrolled.

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 \$40.00 per semester credit hour is made for all special students receiving credit from Lindenwood College.

The charge for auditing a course is \$20.00 per semester hour.

OPTIONAL SERVICES

Riding Instruction—per semester	\$60.00
Student Insurance	15.00

An additional charge of \$80.00 is made for each occupant of a room with connecting bath, except in the air-conditioned dormitories where the charge is \$100.00.

STUDENT TEACHING FEE

A fee of \$100.00 will be charged students doing apprentice teaching. This fee will be payable at the beginning of the semester in which apprentice teaching is done, and the total amount thus collected will be used as compensation to the cooperating teachers supervising this practice 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.

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 are unavoidably changed, the \$100.00 payment for room reservation will be refunded if request is made in writing prior to May 1, 1967. Such refunds will be made October 1, 1967. Request for refund by new students should be addressed to the Admissions Office. Request for refund by returning students should be made to the Office of the Dean of Students.

Neither the \$200.00 payment due June 1, 1967, from new students nor the \$200.00 payment due on June 15, 1967, from returning students is subject to refund.

When students have been accepted for admission, parents and guardians accept all the conditions of payment and regulations of the College.

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

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.



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 1962-1968

William H. Armstrong (1944)	St. Louis, Mo.
John M. Black (1963)	St. Louis, Mo.
Mrs. Arthur Stockstorm, 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., <i>Alumna</i> (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 L. Dearmont, LL.D. (1943)	Director Emeritus

MEMBERS OF THE ADVISORY BOARD

Term of Office 1962-1968

Mrs. Earl M. Johnston (1963) St. Louis, Mo.

Russell J. Crider, M.D. (1964) St. Charles, 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

Buildings and Grounds

Arthur S. Goodall
George W. Brown
Russell J. Crider, M.D.
The Reverend W. Davidson
McDowell
R. Wesley Mellow
Sidney Studt

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

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.

Dormitories

Mrs. Arthur Stockstrom
Mrs. Earl M. Johnston
Mrs. Horton Watkins
Mrs. Robert R. Wright

OFFICERS OF ADMINISTRATION

- JOHN ANTHONY BROWN, JR. _____ President of the College
 A.B., Temple University; M.A., University of Chicago; LL.D.,
 Westminster College; L.H.D., Ursinus College.
- HOMER CLEVINGER _____ Vice-President and Dean of the College
 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.
- ROBERT C. COLSON _____ Vice-President and Business Manager
 B.S., Central Missouri State College; graduate work, Uni-
 versity of Missouri.
- 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.
- BRIZIUS, SUE C. (MRS. J. A.) _____ Director of Admissions
 B.S., Louisiana State University

THE FACULTY

EMERITI

McCLUER, FRANC LEWIS, A.B.,
President Emeritus of the College

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., Lin-
 denwood College.

ISIDOR, GERTRUDE

Professor, Music, 1925; Professor Emeritus, 1965

Artist Diploma, Post Graduate Diploma with Distinction, Cincin-
 nati 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.

AMONAS, GRAZINA ONA¹

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.

BARBOUR, WENDELL ALLEN

Instructor, History, 1966

B.A., University of Florida; M.A., University of Illinois.

BARNETT, HOWARD A.

Chairman, Alice Parker Professor of English, 1965

B.A., M.A., Ph.D., Indiana University

¹On leave 1966-1967.

BAUER, HUGO JOHN

Associate Professor, Modern Languages, 1947

A.B., Elmhurst College; M.A., Northwestern University; graduate work, Washington University.

BEASLEY, S. LOUISE¹

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.

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, JR.

Professor, History and 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; Graduate work, Claremont Graduate School.

¹On sabbatical leave for year 1966-1967.

BUTZOW, DOROTHY (MRS. JOHN M.)

Assistant Professor, Economics and Business, 1964

Oberlin College; A.B., A.M., Colorado State College.

CHANDLER, THEODORE ARTHUR

Assistant Professor, Psychology and Education, 1965

B.S., Northwestern University; M.A., University of Chicago; Graduate work, University of California, Berkeley.

CLEVINGER, 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.

DAWSON, ELIZABETH

Professor, Part-time, English, 1927

A.B., Cornell College; M.A., Columbia University; Ph.D., State University of Iowa.

DeWULF, BERNARD GEORGE

Chairman, Professor, Education, 1962

B.S., University of Illinois; M.A. in Ed., Ph.D., Washington University.

DOHERTY, THOMAS W.

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.

DOWNES, MARION (MRS. THOMAS)

Instructor, Modern Languages, 1966

A.B., Swarthmore College; M.A., University of Cincinnati.

EPPS, ROBERT L.

Instructor, Part-time, Religion, 1966

B.A., McMurray College; B.D., S.T.M., Yale University; Graduate work: University of Missouri, Washington University.

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.

GRAY, CAROLYN S.

Associate Professor, Chemistry, 1942

A.B., B.S., M.A., University of Missouri.

GRIM, AIDYL NELLE

Instructor, Part-time, Music, 1965

B.M., Graduate Work, Washington University.

GRUNDHAUSER, J. WALTER

Chairman, 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.

Chairman, Associate Professor, Art, 1950

A.B., Murray State College; M.A., Ohio State University.

HOOD, JAMES FREDERICK

Acting Chairman, Professor, History and Political Science, 1961.

B.A., M.A., Ph.D., University of Illinois.

HOUSE, 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.

HUGHES, MARILYN (MRS. WM. B.)

Assistant Professor, Home Economics, 1963

B.S., MacMurray College; M.S., Ohio State 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.

IVERSON, THOMAS EDWIN

Assistant Professor, Mathematics, 1965

B.A., Westmont College; M.A. in Ed., Washington University.

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.

JOHNSON, KAREN

Visiting Lecturer in Dramatics, Part-time, 1966

B.A., Mount Holyoke College; Acting classes, Herbert Berghof Studios; Uta Hagen, Walt Witcover, Charles Nelson Reilly, Open Theatre Improvisational Workshop as director; Stuart Richard Townsend Playwright's Workshop as playwright; The Actor's Workshop, producer-director.

KANAK, ARTHUR L.

Associate Professor and Artist in Residence, Art, 1953

A.B., M.F.A., State University of Iowa; 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.

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.

MOORE, JOHN B.

Cochairman, Professor, Economics and Business, 1950

A.B., Westminster College; M.A., University of Missouri; graduate work, University of Michigan; Ph.D., University of Missouri.

MORTON, F. RAND

Chairman, Professor, Modern Languages, Director of Center for Elementary Language Instruction, 1964

B.A., University of the South; M.A., Universidad Nacional Autónoma de México; Ph.D., Harvard University.

MULBURY, DAVID G.

Assistant Professor, Music, 1964

B.M., Performer's Certificate, Eastman School of Music; M.S.M., Union Theological Seminary, School of Sacred Music; Fulbright Scholar, Staatliche Hochschule für Musik, Frankfurt am Main, Germany, pupil of Helmut Walcha.

MURDOCK, ROBERT W.

Chairman, Associate Professor, Mathematics, 1966

A.B., Syracuse University; M.A., East Tennessee State University; doctoral study, Washington University.

PUETT, REVA

Chairman, Assistant Professor, Home Economics, 1964

Tennessee Wesleyan College; B.S., M.S., University of Tennessee.

PURNELL, EMMA

Cochairman, Associate Professor, Economics and Business, 1955

B.A., M.A., Washington University.

RECHTERN, MARION DAWSON

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.

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Instructor, Physical Education, 1965

B.A., University of Chile.

RISSO HUMBERTO

Assistant Professor, Modern Languages, 1964

B.A., University of Chile; M.A., University of Michigan; graduate work, Washington University.

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.

ROSS, DOROTHY

Chairman, Professor, Physical Education, 1946

B.S., Central Missouri State College; M.A., Colorado State College of Education; graduate work, Indiana University.

ROUDEBUSH, DOROTHY (MRS. GEORGE S.)

Instructor, Part-time, Journalism, 1965

B.A., Vassar; B.J., University of Missouri.

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Chairman, Professor, Sociology, 1964

A.B., Illinois College; M.A.T., Harvard University; Ph.D., Washington University.

SCHWAB, MOLLY JANE

Instructor, English, 1966

B.A., Agnes Scott College; M.A., Tulane University; Graduate work, University of South Carolina.

SIBLEY, AGNES¹

Professor, English, 1943

B.A., M.A., University of Oklahoma; Ph.D., Columbia University.

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Assistant Professor, English, 1966

B.S., Bucknell University; M.A., Northwestern University.

STOERKER, MARIAN L.

Instructor, Physical Education, 1966

B.S., Lindenwood College; M.A., University of Wisconsin; additional work University of Israel.

SWINGEN, ALLEGRA

Associate Professor, Music, 1946

B.Mus., M.Mus., Chicago Musical College.

THOMAS, WILLIAM WEST

Associate Professor, Philosophy and Religion, 1960

B.A., Washington and Lee University; B.D., Yale University; Ph.D., Duke University.

TOLIVER, HAZEL M.

Chairman, Professor, Classics, 1957

B.A., M.A., University of Arkansas; Ph.D., State University of Iowa.

TALBOT, MARY

Professor, Biological Science, 1936

B.S., Denison University; M.A., Ohio State University; Ph.D., University of Chicago; Stone Biological Laboratory; Michigan Biological Laboratory.

THOMAS, ROSEMARY C. (MRS. RONALD W.)

Instructor, Modern Languages, 1966

B.A., Salve Regina College; graduate work: Universite Laval; Universite de Toulouse; Universite de Nancy; M.A., Indiana University.

¹On sabbatical leave for second semester 1966-1967.

TOMBAUGH, RICHARD F.

Assistant Professor, Part-time, Philosophy and Religion, 1965

A.B., Princeton University; M.A., Columbia University; S.T.B.,
Th.D., General Theological Seminary.

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.

WILHOUR, JANE R. (MRS. RUSSELL)

Instructor, Part-time, Psychology and Education, 1965

B.A., Bloomsburg State College; M.A., East Tennessee State Uni-
versity.

WILLIAMS, DeLORES J.

Assistant Professor, Political Science, 1965

B.A., Southern Illinois University; 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

KOHLSTEDT, MILDRED D.

Librarian

A.B., Northwestern University; M.A., University of Illinois

AMBLER, MARY E.

Assistant Librarian

B.A., Lindenwood College; B.S. in L.S., Columbia University;
M.A., University of Chicago.

MESZAROS, STEPHANIE

Assistant to Librarian

B.A., Fontbonne College; graduate work, Southern Illinois University.

NURSERY SCHOOL

WILHOUR, JANE R. (MRS. RUSSELL)

Director, Nursery School, 1965

B.A., Bloomsburg State College; M.A., East Tennessee State University.

LAWTHER, SYBLE (MRS. JAMES A.)

Assistant to Director

VISITING ASIAN PROFESSORS

VISITING ASIAN PROFESSORS

Ali, Ahmed, Pakistan; Chang, Mrs. Elizabeth T.C., China; Dhirasekera, Jothiya, Ceylon; Shinoda, Tokihiko, Japan.

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June 4, 1966

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FRANC LEWIS McCLUER

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THOMAS CHALMERS HENDERSON

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|--|--------------------------------|
| Barbara Phyfe Baker | Barbara Ann Harshbarger Howard |
| Judith Anne Baker | Mary Dolores Jardine |
| Susan Katherine Biehl | Mary Eveta Hughes Johnson |
| <i>cum laude</i> | Barbara Christie Kehl |
| Cynthia Sue Bogman | Mary Evelyn Kemp |
| *Judith Boswell Broecker | Cheryl Rae Kubik |
| Paula Ann Bowlin | Barbara Suzanne Lash |
| <i>cum laude</i> | *Helendale Ledbetter |
| Barbara Alice Brinton | Barbara Bacon Macy |
| Damie Mildred Brownlee | Melba Rose Mallory |
| Barbara Ann Brunzman | *Thursa June Merritt |
| Chung Hee Chang | *Patricia Ann Mueller |
| Ellen Epstein Curlee | Bobbie Barkley Netsch |
| Freda Ann Dangler | Heath Niemann |
| <i>summa cum laude</i> | †Corliss Olivier |
| *Diane Dewoody | *Eufrossyni Philippides |
| Karen Julia Ell | Jean Louise Remelius |
| Marilyn Astrid Ellsasser | <i>cum laude</i> |
| *Janet Arvis Engle | Mary Blanchard Richardson |
| *Sandra Kay Evans | Karen Rachel Roschke |
| Susan Alexander Fraser | Sandra Ann Saettele |
| Maryann Teresa Galpin | Dona Kay Sanders |
| Louise Baird Garnett | Karen Ann Scholle |
| Jane Carringer Gilliam | Lindsay Elisabeth Spargur |
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| Havala Kay Henderson | Rebecca Sewanee Trammell |
| <i>magna cum laude</i> | <i>cum laude</i> |
| Dorothy Hazel Hiatt | Cheryl Lea Wells |
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DEGREES OF BACHELOR OF SCIENCE

- | | |
|--------------------------------|-----------------------------|
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| Jane Eddy | Margaret Hubbard Mantz |
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| Freda Ann Fieber | Sandra Lee Moore |
| *Kay Edmae Fischer | <i>cum laude</i> |
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Frances Katherine Huber

*Requirements to be completed
 †In absentia

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Jane Kiser
Constance Lowe
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Linda Firestone (one semester only)

MERRILL-PALMER SEMESTER 1966-1967

Lucille Baker
Lucy Ferrell
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Lynn Stratton, *President, Alpha Lambda Delta*
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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.

HOW TO OBTAIN INFORMATION

General policy of the college/
THE PRESIDENT OF THE COLLEGE

The academic work of the college/
THE DEAN OF THE COLLEGE

Applications for admission and requests for catalogs/
THE DIRECTOR OF ADMISSIONS

Payment of college bills
THE BUSINESS MANAGER

Student life/
THE DEAN OF STUDENTS

Transcripts of record/
THE REGISTRAR

Placement, including recommendations for
educational and other positions/
THE DEAN OF STUDENTS

Alumnae affairs/
THE ALUMNAE SECRETARY

Scholarships/
THE PRESIDENT OF THE COLLEGE

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