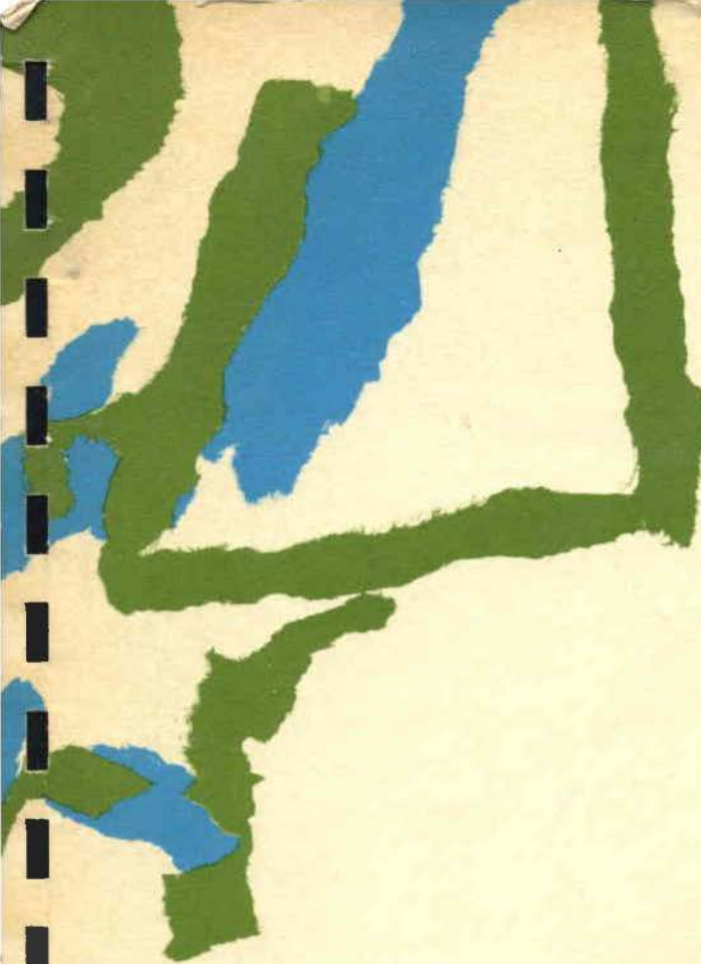


Maxine Cofe
64/65



**LINDENWOOD
COLLEGE**

Guest weekend

Nov. 13, 14, 15, 1964

Apr. 23, 24, 25 1965

The administrative offices in Roemer Hall
are open Monday through Friday from 9:00
a.m. to 4:00 p.m. Visitors to the College are
welcome.

Marian Cope

LINDENWOOD COLLEGE

St. Charles, Missouri

Catalog for Academic Year

1964-1965

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 Dean 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

The Post Office ZIP Number for St. Charles is 63301

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The Academic Calendar, 1964-65

SEPTEMBER

12	Saturday	Faculty Meeting
13	Sunday	Freshmen and New Students Arrive
14	Monday	Orientation Program Begins
15	Tuesday a.m.	Registration of Transfer Students
15	Tuesday p.m.	Freshman Registration
16	Wednesday	Freshman Registration
17	Thursday	8:00 a.m. Classes Begin
25	Friday	Last Day to Change Schedules

OCTOBER

10	Saturday	Parents' Day
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NOVEMBER

16	Monday	Mid-semester Reports Due in Registrar's Office
18	Wednesday	Lindenwood College Faculty Lecture
25	Wednesday	12:00 noon. Beginning of Thanksgiving Recess
29	Sunday	8:30 p.m. End of Thanksgiving Recess

DECEMBER

2-3	Wed. Thurs.	Graduate Record Examinations for Seniors
17	Thursday	12:00 Noon. Beginning of Christmas Vacation

JANUARY

3	Sunday	8:30 p.m. End of Christmas Vacation
22	Friday	Last Day of Classes
25-29	Mon. Fri.	Examination Week
29	Friday	End of First Semester

FEBRUARY

2	Tuesday	8:00 a.m. Beginning of Second Semester
7-11	Sun. Thurs.	Religion-in-Life Week
10	Wednesday	Last Day to Change Schedules

MARCH

26	Friday	Mid-semester Reports Due in Registrar's Office
26	Friday	Beginning of Spring Vacation

APRIL

5	Monday	12:00 Noon. End of Spring Vacation.
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MAY

1	Saturday	Alumnae Day
28	Friday	7:30 p.m. Baccalaureate Services
29	Saturday	10:30 a.m. Commencement Exercises
31	Monday	Final Examinations for Underclassmen Begin

JUNE

4	Friday	End of Final Examinations
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The Calendar is subject to change if circumstances require.

The Academic Calendar, 1965-66

SEPTEMBER

11	Saturday	Faculty Meeting
12	Sunday	Freshmen and New Students Arrive
13	Monday	Orientation Program Begins
14	Tuesday a.m.	Registration of Transfer Students
14	Tuesday p.m.	Registration of Freshmen
15	Wednesday	Registration of Freshmen
16	Thursday	8:00 a.m. Classes Begin
24	Friday	Last Day to Change Classes

OCTOBER

16	Saturday	Parents' Day
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NOVEMBER

15	Monday	Mid-semester Reports Due in Registrar's Office
17	Wednesday	Lindenwood College Faculty Lecture
24	Wednesday	12:00 Noon, Beginning of Thanksgiving Recess
28	Sunday	8:30 p.m. End of Thanksgiving Recess

DECEMBER

2	Thursday	Graduate Record Examinations for Seniors
16	Thursday	11:00 a.m. Beginning of Christmas Vacation

JANUARY

3	Monday	1:00 p.m. End of Christmas Vacation
21	Friday	Last Day of Classes
24-28	Mon-Fri.	Examination Week
28	Friday	End of First Semester

FEBRUARY

1	Tuesday	8:00 a.m. Beginning of Second Semester
6-10	Sun.-Thurs.	Religion-in-Life Week
8	Tuesday	Last Day to Change Classes

MARCH

28	Monday	Mid-semester Reports Due in Registrar's Office
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APRIL

1	Friday	12:00 Noon. Beginning of Spring Vacation
11	Monday	11:00 P.M. End of Spring Vacation

MAY

7	Saturday	Alumnae Day
27	Friday	7:30 p.m. Baccalaureate Service
28	Saturday	10:30 a.m. Commencement
30	Monday	Final Examinations for Underclassmen Begin

JUNE

3	Friday	End of Final Examinations
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The Calendar for 1965-66 is subject to change. Should changes be made, the new calendar will be published in October and mailed to recipients of this catalog.

The Purpose of Lindenwood

The charter under which Lindenwood College was incorporated committed it "to educate young women to become enlightened" and useful members of the community. This remains the objective of the College. To achieve this objective the College seeks to provide liberal arts instruction for all its students, and it provides specific preparation for vocational competence in a number of appropriate areas, such as teaching.

For more than a century Lindenwood College has emphasized the value of the liberal education of women. The great influence of women in all areas of human life challenges us to provide them with a liberal education of the highest order. A vital part of the tradition of liberal education is that it should not be static, but living and free. The Lindenwood College faculty gives continuing study to problems of curriculum and is alert to educational developments which may improve the service the College can render in a changing world.

Serious study and participation in the life of this community will, we believe, enable a student to become one who thinks cogently and expresses her thoughts clearly, accepts her obligations as a citizen and as a homemaker, and possesses a sound sense of moral and spiritual values and of life's meaning.

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

- to understand herself and to respect her potential abilities and responsibilities;

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

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

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

to 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 which will lead to active participation in the church of her choice during and after her college years.

The activities and educational program of Lindenwood College are guided by the hope that each of its graduates will have a keen conscience and a steady religious faith and, therefore, have the emotional maturity that will enable her to contribute to family stability.

The Christian Heritage of the College

Throughout its history, Lindenwood College has been church-related, but 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 various faiths and denominations.

Recognizing the central place of religion in life, Lindenwood provides a comprehensive curricular and extra-curricular religious program. Courses are offered in Bible, Christian history, theology, ethics and education, and in the world's religions. Campus religious life is under the direction of the Dean of the Chapel, who is available for personal counseling. Students attend the churches of their choice in St. Charles. The student body gathers in the Chapel each Wednesday noon for a short chapel service, and on Sunday evening for the College vesper service. Visiting speakers of various denominations and members of the administration, faculty, and student body participate in leadership of these campus services. Attendance at Chapel is required of all students, and at Vespers of all resident students. 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.

The History and Physical Setting of the College

THE HISTORY OF LINDENWOOD

Lindenwood College, one of the oldest educational institutions in the Middle West, 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 and today remains under the jurisdiction of the Synod of Missouri of the new United Presbyterian Church in the U.S.A.

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 and the 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 ACADEMIC STANDING OF THE COLLEGE

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. Lindenwood offers an approved program of preparation for service as assistants in Christian education (certified church educators) as defined by the General Assembly of the United Presbyterian Church of the U.S.A.

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.

THE PHYSICAL SETTING OF THE COLLEGE

LOCATION

Lindenwood College is situated in the city of St. Charles, Missouri, twenty miles west of downtown St. Louis. St. Charles, once 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 Wabash railroad and is served by several interstate bus lines. Lambert-St. Louis Airport is fifteen minutes away on Interstate Highway 70. U.S. By-pass 40 and Missouri Highway 94 pass through the city, and U.S. Highway 66 and 67 pass within six miles.

THE 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 48,000 volumes and receives 235 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. University, public, and historical libraries in St. Louis offer additional opportunities for research. A microfilm reader is available for faculty and student use.

An audio laboratory, with 30 student-stations and an instructor's console, has been installed on the terrace level of the Library for the use of the Modern Language and other departments of the College. Adjacent to the laboratory is a tape preparation studio and office for the director of the laboratory. Also located in this area is a listening room equipped with record and tape players. It is open to students throughout the day and evening hours.

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, the main academic building, provides space for the administrative offices, classrooms, lecture halls, auditorium, home economics and science laboratories, post office, college bookstore, and bank.

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 three to five years of age and as a laboratory for the Psychology, Home Economics, and Education departments.

The Science Teaching Center, under construction on the east end of the campus, will be used for instruction in the biological and physical sciences and in mathematics. It will be an air-conditioned laboratory building with classrooms, a large lecture room, and faculty offices.

The Residence Halls. There are seven residence halls: Ayres, Butler, Cobbs, Irwin, McCluer, Niccolls, and Sibley. Cobbs Hall, Irwin Hall, and McCluer 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, recreation rooms with lounge, 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 Nicolls and Irwin Halls. All residence halls are either fireproof or equipped with Grinnell sprinkling systems. Coin operated automatic washers, dryers, and hair dryers are provided in all residence halls.

The Dining Room, an annex to Ayres Hall, accommodates 600 persons. The kitchen is modern in every respect. Breakfast is served at 7:30, lunch at 12:30, and dinner at 6:00.

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

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

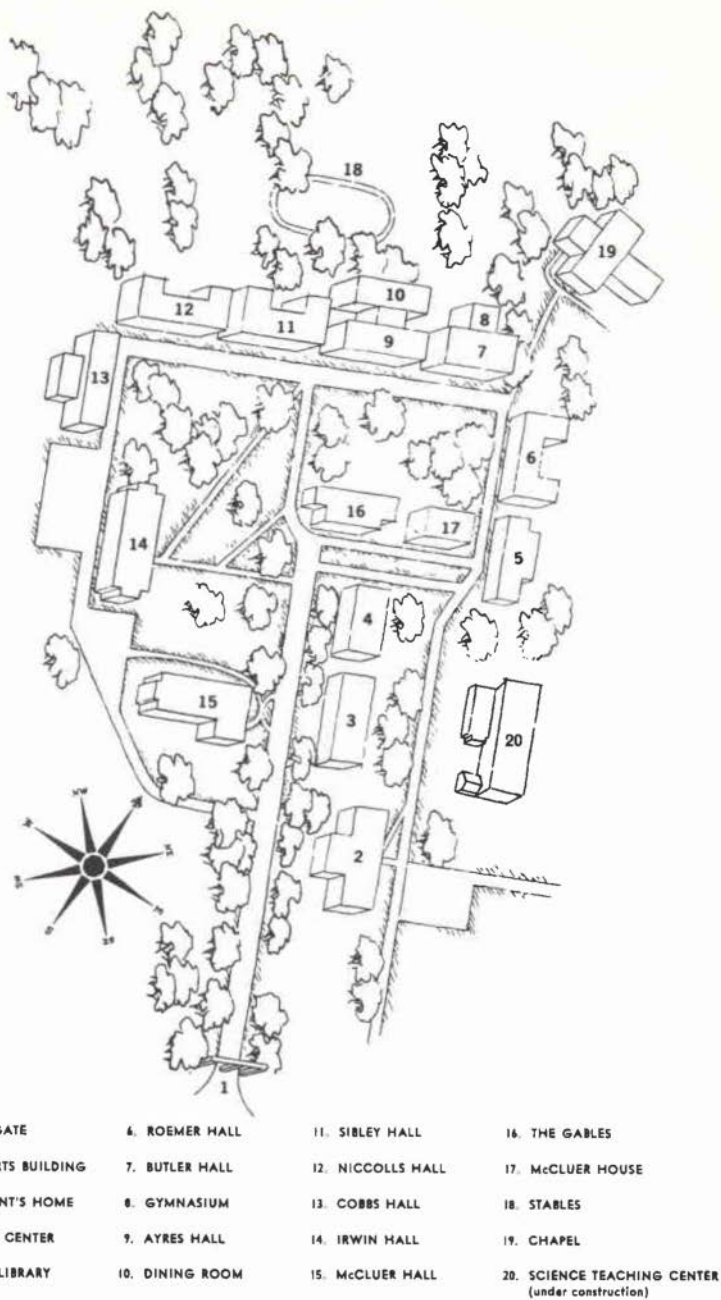
The College Bookstore, at the terrace level of Roemer Hall, carries textbooks, stationery, cards, gift wrappings and other supplies and materials needed by students. A large stock of paperback books is available from which students may select titles in connection with class work and for their own libraries.

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.



Student Personnel Services

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, but his concern is with the total life of the student.

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.

Since most students are interested in the choice of an occupation, the Dean of Students provides vocational interest tests and a complete file of occupational material, giving special consideration to those who need guidance toward occupational competence.

The College provides, on a consulting basis, the services of a psychiatrist and a psychological counselor 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 neces-

sary for the good of the student or the welfare of the community. If continued treatment is indicated, however, it is done only with the permission of the family and at their expense.

PLACEMENT SERVICE

The Office of the Dean of Students maintains a placement service for the registration of seniors and alumnae seeking employment. Complete information concerning the preparation and qualifications of candidates is kept on file and is furnished to any prospective employer upon request by 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 LIFE

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 to the student is \$1.50 a round trip. 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, Terrapin for swimming, and the Women's Recreation Association for intramural sports. The Classics Department sponsors the Latin Club and Pi Alpha Delta, and the English Department sponsors the Poetry Society.

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 administrative 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.

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 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.

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 the last examination at the close of the college year. 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.

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 by pasting or taping of pictures 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

Students are on their honor to attend Student Assembly at noon on Tuesday and Chapel at noon on Wednesday. The 11 o'clock hour every Thursday is reserved for any required scheduled meeting, and students may be excused only upon written request to the Dean of

Students. An Orientation Program will be required of all freshman students at this hour through October. All resident students are required to attend the Sunday evening vesper services in the Chapel, four cuts being allowed each semester.

Special convocations under the auspices of the Concert and Lecture Committee will be held throughout the year.

DISMISSAL

The College reserves the right to request at any time the withdrawal of students who are unable to meet its academic standards, 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 entering into a secret marriage before coming to college or while attending college, including vacation periods, will not be eligible to remain in the college community. A student wishing to marry while in college must first obtain permission from her parents and then discuss her plans with the administration.

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 Dean of Admissions at Lindenwood College. A processing fee of \$15.00, 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 a week 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 students who wish to increase their language skills with other study, Lindenwood is introducing new programmed courses in elementary foreign languages. These courses will 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 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.

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, or Box 1025, Los Angeles, California 94701.

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 1964-65 school year tests are as follows:

Saturday, December 5, 1964

Saturday, January 9, 1965

Saturday, March 6, 1965

Saturday, May 1, 1965

Wednesday, July 10, 1965

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, along with all other tests taken by the applicant, are reviewed by the Committee on Admissions with reference to 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 they 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 Dean 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, 1 East 67 Street, New York, N.Y. 10021.

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.

SPECIAL STUDENTS

A student enrolled for less 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.

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 upper-class 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 it is important for each student to assume her responsibility as a citizen and to take seriously her obligation to help in the governing of her own country and in efforts to establish 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; religious education; 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, social service, and direction of religious education programs.

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.

Beginning with the academic year 1964-65, Lindenwood College is establishing 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. 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, to 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 fields. 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 or 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 may carry three 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; possess language facility necessary for pursuing the proposed program; 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 April 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.

THE MERRILL-PALMER SEMESTER

Through its Department of Psychology Lindenwood College is a cooperating member of the Merrill-Palmer Institute of Human Development, Detroit, Michigan. The Institute is a specialized educational institution for the study of human development and family life. It offers a teaching program at the college level, conducts research, and provides community services in this field. Through this cooperative relationship the College has greatly extended the facilities of the Department of Psychology. Majors in the Department may spend the last semester of their junior year or the first semester of their senior year at the Institute working in the area of child development under a faculty which includes persons of a wide variety of professional training and experience. See page 108 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 upperclassman 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 permission 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. Any freshman whose grade point average falls below 1.60, any sophomore whose grade point average falls below 1.80, any junior whose grade point average falls below 1.90, and any senior whose grade point falls below 2.00 for her final grades for any semester shall be placed on probation, and she and her parents will be so notified by the Dean of the College. If in the following semester, or summer school, she raises her grade point average for her final grades to 1.60 or above for freshmen, or to 1.80 or above for a sophomore, 1.90 for a junior, or to 2.00 for a senior, she shall be removed from probation. If not, she shall be suspended. Probation earned at the end of a school year can be removed by a summer school record sufficiently high that, combined with the preceding semester, it produces the necessary grade point average for good standing. Any student, except a first-semester freshman, who fails one-half or more of her work any semester shall be suspended.

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.

A student who has been suspended for academic reasons may not be considered for readmission on the basis of summer school grades alone; summer school grades are averaged with the grades of the preceding semester, and if the combined average is sufficiently high; she may be removed from suspension.

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 Attendance Council 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 warning to the student that her work is unsatisfactory and may recommend to the Dean of the College that the student be dropped from the course.
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 affect her quality point average accordingly. Only credits with grades of "C" or better will be accepted for transfer.

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, 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	Christian Education

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. A satisfactory score on an English proficiency examination to be taken during the junior year.
6. History 101-102, or an equivalent, must be completed by the end of the sophomore year unless three high school units in history have been offered for admission to college or proficiency has been demonstrated by examination.
7. Two years of a foreign language or the equivalent as demonstrated by a proficiency examination.
8. Six semester hours in philosophy and/or religion, three hours of which must be completed by the end of the sophomore year.
9. English 203-204 or 253, 254.
10. 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.
11. Biology 101-102 should be completed by the end of the sophomore year.
12. Chemistry 150 and 160, or Physics 155-156, or Physical Science 103-104, or six semester hours of mathematics, or a three-hour mathematics course numbered 150 or above and Philosophy 202.
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 33 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. Satisfactory performance on an English proficiency examination to be taken during the junior year.

6. History 101-102, or an equivalent, must be completed by the end of the sophomore year unless three high school units in history have been offered for admission to college or proficiency has been demonstrated by examination.
7. Ten semester hours of a foreign language or the equivalent as demonstrated by a proficiency examination.
8. Six semester hours in philosophy and/or religion, three of which must be completed by the end of the sophomore year.
9. English 203-204 or 253, 254.
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. History 101-102, or an equivalent, must be completed by the end of the sophomore year unless three high school units in history have been offered for admission to college or proficiency has been demonstrated by examination.
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. A satisfactory score on an English proficiency examination to be taken during the junior year.
6. History 101-102, or an equivalent, must be completed by the end of the sophomore year unless three high school units in history have been offered for admission to college or proficiency has been demonstrated by examination.

7. Six semester hours in philosophy and/or religion, three hours of which must be completed by the end of the sophomore year.
8. English 203-204, or 253, 254, should 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 and 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 the 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 35.)
2. Completion of the following courses:
Economics 201, Philosophy 201, Political Science 308, Psychology 200, Sociology 200 and 250, and three semester hours of American or English literature beyond the sophomore 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 202, 290, 295, 301, 308.
Sociology 202, 210, 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. 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 includes 73 hours, twelve of which are in the physical and biological sciences; three hours each of religion, psychology, and sociology; and one hour in 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 pag 33 for definition of a minor), and that 96 semester hours will be completed at Lindenwood instead of 128. The student must also satisfy the requirements for admission to a school of medical technology.

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 / 59
Classics / 46	Philosophy / 71
English / 49	Religion / 73
Modern Languages / 54	Speech / 75

II. The Division of the Natural Sciences and Mathematics / 81

Biology / 81	Mathematics / 87
Chemistry / 85	Physics / 92

III. The Division of the Social Sciences / 93

Economics & Business / 93	Psychology / 104
History / 99	Sociology / 108
Political Science / 103	

IV. The Division of Professional Education / 111

Education / 111	Physical Education / 124
Home Economics / 121	

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*391-392. *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, Mrs. Dillon.*

ART

Associate Professor Hendren, *Chairman*
Associate Professor Kanak, *Artist in Residence,*
Assistant Professor Wehmer,
Instructor Munch

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 33 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.

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

A course designed to give an appreciation and understanding and to develop skill in handling of three-dimensional form. 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.

Miss Munch.

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. Offered in 1964-65 and in alternate years.

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.*

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 1964-65.

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.

Offered in 1964-65.

Mr. Wehmer.

311, 312. *Advanced Sculpture* (2, 2)

A continuation of Courses 217 and 218.

Prerequisite, Courses 217 and 218.

Miss Munch.

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 153-154, if completed with a grade of A or B, 203-204, 250, 251, 252, 301, 302, 361, 362, and six 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 33 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. Not offered in 1964-65.

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 1964-65.

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 1964-65.

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 1964-65.

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 1964-65.

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.

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.

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.

Not offered in 1964-65.

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. Offered in 1964-65.

390. *Special Problem* (1-3)

See page 27 for the nature of the course.

CLASSICS

150. *Classical Mythology* (2)

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 1964-65.

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 or Latin is required.

351. *Greek Civilization* (3)

Political, economic, and cultural history of the Greek world beginning with the Aegean civilization and ending with the conquests of Alexander. Emphasis is placed on the achievements of the Greeks in literature, art, philosophy, and government. Consideration is given to reasons for the failure of the Greek states to attain unification and to the causes of the decline of the Hellenic civilization. Greek contributions to western civilization are emphasized.

Alternates with Course 352. No previous knowledge of Latin or Greek required. Not offered in 1964-65.

352. *Roman Civilization* (3)

Political, economic, and cultural history of Rome from its origin to the fall of the Roman Empire. Emphasis is placed on Rome's contributions to western civilization in law and government.

Alternates with Course 351. No previous knowledge of Latin or Greek required. Not offered in 1964-65.

ENGLISH

Professor Elizabeth Dawson, *Chairman*

Professor Sibley, Assistant Professor Feely,

Assistant Professor Simpson, Assistant Professor Dillon,

Assistant Professor Vinson

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: twenty-four semester hours including Course 203-204 or the equivalent, 301, 302, 311, 312, and one course in the Department of Speech.

Requirements for the Minor in English: twelve semester hours including Course 203-204 or its equivalent. See page 33 for the general requirements for majors and minors.

101-102. *English Composition* (6)

A course designed to teach the student how to take notes on reading and lectures; how to outline; how to write clearly, interestingly, and correctly. Opportunity is provided for creative writing and the cultivation of mature literary taste.

In the advanced sections, composition will be done in conjunction with a survey study of English literature with emphasis on critical writing and the use of the best available English models for creative writing. After meeting the course requirements of the advanced sections, a student may, on recommendation of the Department, complete the 12-hour requirement in English by taking 6 hours of advanced, upper-class work in English literature.

This course or Course 103-104 is required of all freshmen and is a prerequisite for all other courses in the Department.
Staff.

103-104. *Special English 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 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 and approval of the instructor.
Mr. Feely.

203-204. *Major British Writers* (6)

A survey of English literature from Beowulf to the late Victorians with due attention to historical and social backgrounds.

This course, or its equivalent, is required of all Departmental Majors and Minors. *Mrs. Dillon, Dr. Vinson.*

207, 208. *Modern Fiction* (2, 2)

A reading 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.

Dr. Dawson.

215. *Modern Poetry* (2)

A study of representative British and American poetry of the twentieth century, with some consideration of late nineteenth century poets, such as Dickinson and Hopkins, forerunners of modern trends. The student becomes familiar with the principles of good poetry and with contemporary ideas concerning both form and content.

Not offered in 1964-65.

216. *Modern Drama* (2)

A study of Continental, British, and American theatre and play-writing 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.

Not offered in 1964-65.

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.

Dr. Sibley.

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 general survey of American literature from colonial days to the present, studied in terms of its philosophical, political, and aesthetic content, and its relation to other literature.

Dr. Dawson.

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, Course 203-204 or its equivalent, or permission of the Department. Not offered in 1964-65.

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, Course 203-204 or its equivalent. *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, Course 203-204, or its equivalent.

Dr. Sibley.

307. *Romantic Poetry* (3)

A study of representative poems by Wordsworth, Coleridge, Byron, Shelley, and Keats. Emphasis is placed on individual revolt against accepted patterns of philosophical and aesthetic thinking.

Prerequisite, Course 203-204, or its equivalent.

Mr. Simpson.

308. *Victorian Poetry* (3)

A study of Tennyson, Browning, and other significant poets of the late nineteenth century. Against a background of Victorian thought, the poems are examined closely both for ideas and for techniques of expression.

Prerequisite, Course 203-204, or its equivalent.

Dr. Dawson.

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, Johnson, Beaumont and Fletcher, and Webster.

Prerequisite, Courses 203-204, or its equivalent.

Mr. Simpson.

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, Course 203-204, or its equivalent, or 253, 254.
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 Course 203-204, or its equivalent.
Mr. Feely.

312. *Shakespeare, 1601-1613* (3)

A study of the great tragedies and the tragi-comedies of Shakespeare's later life.

Prerequisite Course 203-204 or its equivalent. *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, Course 203-204, or its equivalent, or 253, 254.
Not offered in 1964-65.

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, Course 203-204 or its equivalent. Recommended for students who plan to teach English. Not offered in 1964-65.

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, Course 203-204 or its equivalent.
Mr. Feely.

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.

Not offered in 1964-65.

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

Professor Morton, *Chairman*

Professor Doherty, Associate Professor Bauer,

Assistant Professor Waller, Visiting Professor Alexander

In the foreign languages, instructors will make every effort to register the student in the course for which she is best prepared, without necessarily basing placement on study pursued in other institutions.

To facilitate learning in the languages, an audio laboratory, equipped with thirty student-stations and an instructor's console, has been installed. It provides an excellent opportunity through the use of tapes and records for students to listen to expertly prepared materials in the several foreign languages and for recording oral exercises and tests. It is used primarily in the elementary, intermediate, and composition and conversation courses.

Also available for student use is a listening room equipped with three record players and a tape recorder. The room is open at all times for students to listen to language materials at their convenience.

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 available.

Students may major in French, German, Spanish, Romance Languages, or in Modern Foreign Languages if German is combined with a Romance Language. A student who has had two years of a given language in high school should enter the intermediate course of that language. Elementary and intermediate courses do not count toward a major or minor except that the intermediate course may be so counted if both the elementary and intermediate courses have been taken at Lindenwood College and completed with a grade of A or B.

Requirements for a Major in the Modern Foreign Languages: twenty-four semester hours in one language; or sixteen semester hours in one language and eight hours in another foreign language.

Requirements for a Minor in the Modern Foreign Languages: A minor in any one language may be completed by taking the courses in Composition and Conversation and the Survey of Literature. The Minor is recommended for those preparing to teach foreign language as a second subject in high school. See page 33 for the general requirements for majors and minors.

FRENCH

101-102. *Elementary French* (10)

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

Dr. Doherty, Mrs. Waller.

151-152. *Intermediate French* (6)

Further drill in French pronunciation, grammar review, intensive and extensive reading. The course is conducted partly in French.

Prerequisite, Courses 101-102, or two high school units in French. *Dr. Doherty, Mrs. Waller.*

201-202. *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. Not offered in 1964-65.

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.

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 production, 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 1964-65.

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 201-202. Alternates with Course 305-306. Not offered in 1964-65.

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 201-202. Alternates with Course 301-302. Not offered in 1964-65.

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 201-202. *Dr. Doherty.*

GERMAN

103-104. *Elementary German* (10)

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 conversation; 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. *Mr. Bauer.*

213, 214. *German Composition and Conversation* (3, 3)

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

Prerequisite, Course 153-154, or three high school units in German. *Mr. Bauer.*

309. *Goethe and Schiller* (3)

A study of the principal works of Goethe and Schiller with lectures, discussions, and reports.

Prerequisite, Course 207-208. Not offered in 1964-65.

312. *Romanticism in Germany* (3)

A study of the principal authors typical of romantic thought and style of the late eighteenth and early nineteenth centuries.

Prerequisite, Course 207-208. Not offered in 1964-65.

313-314. *The German Novel* (6)

A study of the German novel from its beginning to the present time.

Prerequisite, Course 207-208. Not offered in 1964-65.

RUSSIAN

107-108. *Elementary Russian* (6)

Pronunciation and sentence structure with emphasis on speaking as well as reading.

Mrs. Alexander.

157-158. *Intermediate Russian* (6)

A continuation of Course 107-108.

Prerequisite, Course 107-108. *Mrs. Alexander.*

SPANISH

105-106. *Elementary Spanish* (10)

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

Not offered in 1964-65.

111-112. *Elementary Spanish* (8)

In 1964-65 elementary Spanish will be offered experimentally as a self-instructional programmed course in the audio laboratory.

Dr. Morton.

155-156. *Intermediate Spanish* (6)

Further drill in Spanish grammar; dictation; conversation; selected readings from modern Spanish and Spanish-American authors.

Prerequisite, Course 105-106, or two high school units in Spanish. *Staff.*

215-216. *General Survey of Spanish Literature* (6)

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

Prerequisite, Course 155-156, or three high school units in Spanish. *Staff.*

217, 218. *Spanish Composition and Conversation* (3, 3)

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

Prerequisite, Course 155-156, or three high school units in Spanish. *Staff.*

315-316. *Spanish Literature of the Golden Age* (6)

A study of chosen works of the outstanding authors of the period, with special emphasis on the drama. Lectures, collateral readings, reports, and discussions.

Prerequisite, Course 215-216. Not offered in 1964-65.

321-322. *Spanish Literature of the Nineteenth Century* (6)

A study of the romantic and realistic movements. Lectures, readings, and discussions.

Prerequisite, Course 215-216. Alternates with Course 315-316. Not offered in 1964-65.

325-326. *Spanish-American Literature* (6)

Prerequisite, Course 215-216.
Dr. Morton.

390. *Special Problem in French, German, or Spanish*

See page 27 for the nature of the course.

Methods of Teaching Modern Foreign Languages—see Education 308.

MUSIC

Professor Little, *Chairman*

Professor Isidor, Professor Walker, Associate Professor House,
Associate Professor Rehg, Associate Professor Swingen,
Assistant Professor Bittner, Assistant Professor Mulbury

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, join the college choir, Choralaires, 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 catalog, 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 and theoretical music. 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 practice pianos and organs which are assigned to students, insuring regularity of work and the advantage of uninterrupted practice for the assigned time. Students in applied music are expected to practice a minimum of one hour a day for each hour of credit. A record library provides listening facilities and a good collection of recordings and scores.

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, and in Alton, Illinois. 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. This group also appears in St. Louis churches and 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 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 33.
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 on 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 35 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.

Mr. 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.

Mr. 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. A two-hour period one evening each week in the listening laboratory is required.

Mr. Little.

261. *Sacred Music* (2)

Offered on demand. *Mr. Mulbury.*

313-314. *Piano Literature and Interpretation* (4)

Presentation 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.

Mr. Little, Mr. Bittner.

315-316. *Voice Literature and Interpretation* (4)

Presentation 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.

Dr. Walker.

317-318. *Organ Literature and Interpretation* (4)

Presentation of major organ works of the 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)

Presentation 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.

Miss Isidor.

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. *Mr. 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. *Mr. Little.*

THEORY OF MUSIC

*151-152. *Theory I (Harmony, Sight Singing, Ear Training)*
(8)

The study of the rudimentary materials of the theory of music such as scales, intervals, key signature, and simple terminology.

Harmony: Notation, scales, intervals, simple triads, and their inversions; regular and irregular resolutions of seventh and ninth chords, and their inversions; harmonic dictation and choral singing; original composition; transposition; keyboard harmony; harmonic analysis.

Sight Singing: Drill in scale and interval singing, time subdivision, and two-part singing. Singing songs, while beating time, with syllables, words, and numbers. Songs in major and minor modes.

Ear Training: Melodic dictation; major and minor modes, with the introduction of chromatic problems; soprano and bass clefs; diversified rhythmic patterns; recognition of simple triads; four-part dictation.

Six class meetings a week. *Miss Isidor.*

*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; harmonic dictation and choral singing; original composition; keyboard harmony; harmonic analysis; elementary form and analysis.

Sight Singing: Two-, three-, and four-part song singing; major and minor modes; modulation.

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

Prerequisite, Course 151-152. Five class meetings a week.
Miss Isidor.

*301-302. *Counterpoint* (4)

Counterpoint in two, three, and four parts, both free and strict keyboard work; analysis of contrapuntal compositions; original composition includes two- and three-part inventions, as well as original work in the modes; practice in reading the various clefs.

Prerequisite, Course 201-202. *Miss Isidor.*

*307-308. *Musical Form and Analysis* (4)

The aim of this course is to correlate the theoretical studies already pursued, and to provide a thorough study of the elements of music composition, through formal and harmonic analysis, both visually and aurally. Some composition in the various forms.

Prerequisite, Course 201-202. *Miss Isidor*

*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.

Miss Isidor.

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. Rehg.*

CONDUCTING

341. *Elementary Conducting* (2)

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

Mr. Rehg.

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. Offered in 1964-65. *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, and Chorales will not be included in grade point average calculation.

50. *Choir* (1)

Training in the singing of religious and secular music, accompanied and *a cappella*.

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 Chorales 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. Rehg.

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.

Miss Isidor.

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

Associate Professor House, Associate Professor Swingen,
Assistant Professor Bittner

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.

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.

ORGAN

Professor Little, 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)

Preparatory manual exercises. Pedal exercises. Trios for manuals and pedals. Bach: The Eight Short Preludes and Fugues; Prelude and Fugue in C (Vol. II, Schirmer Edition); Prelude and Fugue in C Minor (Vol. I, Schirmer Edition). Modern Compositions.

213, 214. *Applied Music: Organ* (3, 3)

Continuation of manual and pedal exercises and scales. Bach: Fugue in G. Minor (Vol. II, Schirmer Edition); Fantasia and Fugue in A Minor (Vol. I, Schirmer Edition); Prelude and Fugue in D Minor (Vol. II, Schirmer Edition); Chorale Preludes; First Sonata, Mendelssohn: Second Sonata. Modern Compositions.

253, 254. *Applied Music: Organ* (3, 3)

Bach: Choral Preludes; Toccata and Fugue in D Minor (Vol. II, Schirmer Edition); Prelude and Fugue in D Major (Vol. II, Schirmer Edition); Second Sonata; Prelude and Fugue in G (Vol. IV, Schirmer Edition). Franck: Chorale in A Minor; Fantasia in C Major; Cantabile; Pastorale; Piece Heroique. Mendelssohn: Third Sonata.

One hour public recital.

353, 354. *Applied Music: Organ* (4, 4)

Bach: Prelude and Fugue in E Flat (St. Ann's); Fantasia and Fugue in G Minor; Fantasia and Fugue in C Minor; Toccata, Adagio, and Fugue. Franck: Chorales in B Minor and E Major. Mendelssohn: Fifth and Sixth Sonatas. Selected movements from the Widor and Vierne Symphonies. Shorter compositions suitable for recitals. 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.

VOICE

Professor Walker, Associate Professor Rehg

72. *Applied Music: Voice* (1/2-1)

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.

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.

VIOLIN AND ORCHESTRAL INSTRUMENTS

Professor Isidor

73. *Applied Music: Violin* ($\frac{1}{2}$ -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.

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

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 may major in either field.

Courses in religion provide for study of Biblical literature; of Christian history, doctrine, and experience; of Christian education; and of the world's religions. Majors are prepared for professional church work as assistants in Christian Education (certified church educators) as defined by the General Assembly of the United Presbyterian Church of the U. S. A. This program was conceived by the church to provide a supply of church educators equipped to engage in short-term service preparatory to their full professional qualification as Directors of Christian Education.

Courses in philosophy introduce students to the methods, questions, and history of this field, and prepare them for graduate work.

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. Students planning to major in Christian Education should consult with Associate Professor Johnson. (See page 33 for the general requirements for majors and minors.)

PHILOSOPHY

154. *Seminar: Existentialism* (3)

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

Not offered in 1964-65.

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 survey of the moral development of the individual and the race, and of the principal philosophies of the good life. Theories of moral value are studied, and ethical principles are applied in analysis of contemporary problems.

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.

Dr. Conover.

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. *Dr. Thomas.*

Not offered in 1964-65.

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.

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 1964-65.

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.

311. *Philosophy of Education* (3)

See Education 311.

Dr. Conover.

RELIGION

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.

216. *Christian Ethics* (2)
An examination of the New Testament's ethical teachings, and of contemporary interpretations of Christian ethics. The personal and social implications of the Christian faith are considered.
Prerequisite, Course 152. Not offered in 1964-65.
250. *Introduction to Theology* (3)
A systematic examination of the principal affirmations of the Christian faith.
Prerequisite, junior standing or consent of instructor.
Dr. Thomas.
254. *The Life and Work of the Church* (3)
A study of the program, worship, and government of the Protestant Church. Beliefs, traditions, and practices of several denominations will be explored.
Dr. Johnson.
255. *The Meaning of Paul For Today* (2)
A study of the life and work of the Apostle Paul, the influence of his thought upon the developing church, and its significance for the present church.
Dr. Johnson.
261. *Introduction to Christian Education* (3)
An introductory course dealing with the dynamics of the teaching-learning process in the light of theological and psychological foundations, 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.
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.
Dr. Johnson.
301. *Studies 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, Religion 250. *Dr. Thomas.*

302. *Modern Theology* (3)

An examination of the thought of selected nineteenth and twentieth century theologians from Schleiermacher to Maritain, Barth, and Tillich.

Prerequisite, Religion 250. *Dr. Thomas.*

315, 316. *Seminar in Philosophy and Theology* (1-2)

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 154, 200, 301, 302, or Religion 250. Offered on demand.

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

The primary objective of the Department of Speech is to assist in the development of articulate citizens who have an appreciation for the function of speech and a critical sense concerning it. In addition, it offers training to those preparing for speech education, theatre, and broadcasting as well as preparing students for graduate work in speech.

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

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

The 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 33 for the general requirements for majors and minors.

100. *Fundamentals of Speech* (3)

A course to encourage the development of clear and definite thought communicated by means of effective oral language reflected by a responsive body and an adequate voice. Principles of good oral style will be considered in the weekly lecture. Opportunities for application of principles with constructive criticism will be provided by group meetings.

Miss Boyer and Miss McCrory.

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.*

152. *Public Speaking* (2)

A course planned for the development of proficiency in argumentation and persuasive speech. Speeches for special occasions, discussion, debate, and parliamentary law are considered.

Prerequisite, Course 100 or demonstrated proficiency. *Miss McCrory.*

155. *Interpretation of Literature* (3)

An intensive study of selected literature involving its analysis and appreciation and the communication of the reader's intellectual-

emotional re-creations of the literature through the reader's agents of delivery, his body and his voice. In addition to the principles basic to all manuscript speaking, an appreciative awareness of literary art is encouraged. The course is especially recommended for Speech and English majors and minors.

Prerequisite, Course 100 or demonstrated proficiency. *Miss McCrory.*

156. *Advanced Interpretation of Literature* (3)

A study centered on the forms of literature with the proper techniques for projecting each form. The short story, novel, biography, and play are adapted for oral reading. Book reviews are given attention.

Prerequisite, Course 155 or consent of instructor. Not offered in 1964-65.

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 provided.

Offered in alternate years. Offered in 1964-65.
Miss McCrory.

260. *Introduction to Speech Correction* (3)

An analysis of organic and functional 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 the instructor.
Not offered in 1964-65.

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.

Offered in alternate years. *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.

Offered in 1964-65 and in alternate years.

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.

Mr. Hume.

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* (3, 3)

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 beginning 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 an authentic 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. *Introduction to Radio and Television* (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. Not offered in 1964-65.

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 in 1964-65 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. Offered in 1964-65 and in alternate years. *Miss Boyer.*

259. *Television Production* (3)

Detailed study of the techniques of television production. Lectures alternating weekly with laboratory sessions at KETC, the St. Louis Educational Television Commission. Participation in instruction by the technical staff of KETC. Student productions video-taped for critical analysis.

Prerequisite, Course 153 or 157. Not offered in 1964-65. *Miss Boyer.*

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. Grundhauser, *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.
Mr. Helsabeck.

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. *Mr. Mandell.*

BIOLOGY

Professor Grundhauser, *Chairman*

Professor Rectern, Professor Talbot, Assistant Professor Mandell

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, 251-252, 254, 263-264; and Chemistry 150, 160, 251, 261, and two other biology courses. Classics 165, Greek and Latin Elements in Scientific Terminology, is strongly recommended. See page 33 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 two-hour laboratory period a week.
Staff.

151. *Hygiene* (2)

A course presenting the fundamental principles of personal, mental, and environmental hygiene aiming to help the student develop a well-balanced program of healthful living.

Mr. Mandell.

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 characters in man, and their relation to human betterment.

Prerequisite, Course 101-102. Offered alternate years. Not offered in 1964-65. *Dr. Grundhauser.*

251-252. *Physiology* (6)

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 one three-hour laboratory period a week.
Prerequisite, Course 101-102, Chemistry 150 and 160, and consent of instructor. *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. Offered in 1964-65. *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 two two-hour laboratory periods a week.
Prerequisite, Course 101-102. Not offered in 1964-65.

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. Offered in 1964-65 and in alternate years. *Dr. Talbot.*

256. *Histology and Microtechnique* (3)

Microscopic structure of animal cells, tissues, and organs. Growth, differentiation, and organization of tissues. Preparation of tissue for microscopic examination.

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

Prerequisite, Course 101-102. Not offered in 1964-65.
Mr. Mandell.

257. *Bacteriology* (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 1964-65.
Dr. Grundhauser.

263-264. *Comparative Anatomy* (6)

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

One class meeting and two two-hour laboratory periods a week.
Prerequisite, Course 101-102. Not offered in 1964-65.
Dr. Talbot.

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. Offered in 1964-65 and in alternate years. *Dr. Talbot.*

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. Offered in 1964-65 and in alternate years. *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. Offered on demand.

305. *Cellular Physiology* (3)

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 one two-hour laboratory period a week.
Prerequisite, consent of the instructor. Offered in 1964-65 and in alternate years. *Dr. Grundhauser.*

352. *Structure and Strategy of Science* (3)

See Divisional Course 310.

390. *Special Problem*

See page 27 for the nature of the course.

Methods of Teaching Biology—See Education 310.

CHEMISTRY

Associate Professor Gray, *Acting Chairman*

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 33 for the general requirements for majors and minors.

150. *General Inorganic Chemistry* (3)

Study of fundamental principles of inorganic chemistry.

One lecture period and two laboratory-discussion periods per week.

Prerequisite, Divisional Course 103, 104 or qualifying examination and consent of instructor. *Miss Gray.*

160. *Introductory Organic Chemistry* (3)

Study of typical organic compounds, their nomenclature, and fundamental reactions.

One lecture and two laboratory periods per week.

Prerequisite, Divisional Course 103, 104 or qualifying examination and consent of instructor. *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 per week.

Prerequisite, Courses 150 and 160 or proficiency examination and consent of instructor. *Staff.*

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. *Staff.*

261. *Intermediate Organic Chemistry* (4)

A systematic study of the nomenclature, structure, and properties of organic compounds. Laboratory experience in synthesis and purification of typical compounds.

Two class meetings and two two-hour laboratory periods per week.

Prerequisite, Courses 150 and 160 or proficiency examination and consent of instructor. *Miss Gray.*

262. *Advanced Organic Chemistry* (4)

Study of selected topics of interest in organic chemistry.

Two class meetings and two two-hour laboratory periods per week.

Prerequisite, Course 261 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. *Staff.*

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 1964-65.

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. Not offered in 1964-65.

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. *Staff*.

390. *Special Problem* (1-3)

See page 27 for the nature of this course.

MATHEMATICS

Professor Beasley, *Chairman*

Assistant Professor Huesemann, Instructor Helsabeck, Instructor Seubert

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.

Departmental requirements for the Major in Mathematics: Specific requirements include Courses 157-158, 241, or 251 and 252, and

such other courses as meet the needs of the individual student. A course in logic is a requirement for a major. Requirements for the Minor in Mathematics: Specific requirements include courses through Course 251, 252. See page 33 for the general requirements for majors and minors.

101-102. *Basic Mathematics* (6)

A course designed to give training in mathematics as a part of a liberal arts education, fundamental meanings of mathematics and its processes, philosophical ideas involved and their relation to the arts, sciences, philosophy, and knowledge in general. The course helps the student to see that the branches of mathematics form one logical system. A unified treatment of algebra and trigonometry is given, introducing sets at the beginning and using this notation throughout the course. Such topics as functional relationship, equations, and logarithms will be included.

Not open to students presenting one and one-half high school units in algebra and one unit of plane geometry. The course satisfies the six-hour requirement in physical science for the Bachelor of Arts and the Bachelor of Science degrees.

Mrs. Huesemann.

157-158. *Advanced 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.*

163. *Modern Business Mathematics* (3)

The course is designed for business students. It includes a brief treatment of the fundamentals of algebra; percentage and its applications to business; simple and compound interest and annuities; and

an introduction to such modern topics as linear programming, break-even point analysis, inventory control, matrices, and computers.

Prerequisite, consent of the Chairman of the Department.
Offered in alternate years. Not offered in 1964-65.

Miss Beasley.

200. *Analytic Geometry* (3)

A modern presentation of plane analytic geometry. In presenting the basic material of plane analytic geometry, a consistent use of the up-to-date concept of a relation as a set of ordered pairs will be used.

Prerequisite, Course 157-158 or the equivalent. *Miss Beasley.*

222. *Probability and Statistics* (3)

Includes in a readily accessible form a brief course in elementary probability theory for finite sample spaces, introductions to random variables, and their distributions as well as their properties. Key position of the normal distribution both in probability and statistics leads to discrete and continuous random variables including their applications to statistical inference in every field. Introduction to the mathematical expectation, variance, covariance, and standard deviation lead to the Central Limit Theorem.

Prerequisite, consent of the Chairman of the Department.

Offered in 1964-65 and in alternate years. *Mr. Helsabeck.*

241. *Modern Abstract Algebra* (3)

Groups, rings, polynomial rings, modules, domains, fields, and many other related topics are treated from an elementary point of view.

Prerequisite, consent of the Chairman of the Department.
Mr. Helsabeck.

251. *Calculus I* (3)

The calculus will not only encompass the traditional topics but will also give explicit recognition to the concepts of a set, a member of a set, a universe, a solution set, a sub set, the intersection and union of sets, a relation as a set of ordered pairs, and a function as a particular type of relation. Such traditional topics as slopes and rates of change, the concept of limits, the inverse of differentiation, differentiation of algebraic functions, differentials, antiderivatives, and the definite integral.

Prerequisite, Course 157-158 or its equivalent. *Miss Beasley.*

252. *Calculus II* (3)

Presents further topics in analytic geometry, trigonometric and inverse trigonometric functions, logarithmic and exponential functions, hyperbolic functions, the techniques of integration, further applications of differentiation and integration, polar coordinates, and an introduction to vectors.

Prerequisite, Course 251. *Miss Beasley.*

271. *Analytic Geometry and Calculus III* (3)

Rectangular coordinate system in three dimensions, a further study of the algebra and calculus of vectors, motion in a curve, further study of limits, infinite series, and Taylor's formula.

Prerequisite, Course 252. *Miss Beasley.*

272. *Analytic Geometry and Calculus IV* (3)

Presents functions of several independent variables, partial differentiation and multiple integrals, infinite sequences, infinite series, and approximations.

Prerequisite, Course 271. *Miss Beasley.*

300. *Digital Computer Programming with Applications* (3)

Describes the functions and uses of a digital computer and the organization of a large scale computer. Topics covered include: Number systems, memory devices, input-output equipment, machine language and automatic (Fortran) programming, and numerical analysis. Programming techniques are included and programming exercises are tested and run on a large scale computer.

Two class periods and one two-hour laboratory period per week. Prerequisite, Courses 241 and 271, or the consent of the Chairman of the Department. Philosophy 202 is highly recommended. *Mr. Seubert.*

This course is offered through the facilities of the Automation Center of the McDonnell Aircraft Corporation of St. Louis, Missouri.

305. *History of Mathematics* (2)

Independent reading on topics in the history of mathematics.

Prerequisite, consent of the Chairman of the Department.

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.

Prerequisite, consent of the Chairman of the Department.

Offered in alternate years. Not offered in 1964-65. *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.

Prerequisite, Course 272. *Mr. Helsabeck.*

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.

Prerequisite, Course 272. Offered on demand.

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. Offered in alternate years. Not offered in 1964-65. *Mr. Helsabeck.*

322. *Linear Algebra* (3)

Matrix theory, determinants, vector spaces, invariants and linear transformations, rank, and simultaneous equations are treated from an introductory point of view.

Prerequisites, Courses 241 and 271. Offered in 1964-65 and in alternate years. *Mr. Helsabeck.*

351. *Advanced Calculus I* (3)

Continuous functions, the law of the mean, functions of several variables, the elements of partial differentiation, and the theory of implicit functions are treated from an advanced point of view.

Prerequisite, Course 272. Offered in 1964-65 and in alternate years. *Mr. Helsabeck.*

352. *Advanced Calculus II* (3)

Continuation of Course 351 moving into transformation and mappings, double and triple integrals, curves and surfaces, line and surface integrals, and related topics from the point set theory; and real number systems are treated.

Prerequisite, Course 351. Offered in 1964-65 and in alternate years. *Mr. Helsabeck.*

390. *Special Problem* (1-3)

See page 27 for the nature of the course.

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

PHYSICS

Associate Professor Gray, *Acting Chairman*; Mr. Helsabeck

103, 104. *Physical Science Concepts* (3, 3)

See Divisional Course 103, 104.

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 1964-65. *Mr. Helsabeck.*

251. *Sound and Light* (3)

Selected topics in acoustics, sound production and reception, and illumination and spectroscopy.

Prerequisite, Physics 155-156.

Two lecture-discussions and one laboratory period per week.

Offered in alternate years.

Not offered in 1964-65.

252. *Heat and Mechanics* (3)

Theory and applications of heat and mechanics.

Two lecture-discussions and one laboratory period per week.

Prerequisite. Physics 155-156. Offered in alternate years. Not offered in 1964-65.

253. *Electricity and Magnetism* (3)

Principles and applications of electricity and magnetism with emphasis on their use in community living.

Two lecture-discussions and one laboratory period per week.

Prerequisite, Physics 155-156. Offered in alternate years. Not offered in 1964-65.

254. *Atomic and Nuclear Physics* (3)

Study of current developments in atomic and sub-atomic physics.

Three lecture-discussion-demonstrations per week.

Prerequisite, Physics 155-156. Offered in alternate years. Not offered in 1964-65.

III. THE DIVISION OF THE SOCIAL SCIENCES

Dr. Clevenger, *Chairman*

DEPARTMENT OF ECONOMICS AND BUSINESS

Professor Moore and Associate Professor Purnell, *Co-chairmen*;

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 35.
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 Science Degree.
2. Chemistry 150 and 160 or Physical Science 103-104 or Physics 155-156 or six semester hours of Mathematics or a three-hour Mathematics course numbered 150 or above and Philosophy 202.
3. Nine hours of Economics; Mathematics 163; Psychology 200 or Sociology 200; and three hours of speech.
4. Completion of departmental requirements, including Courses 160C, 155-156, 161-164, 253, 258, 260, and 320. A foreign language is strongly recommended.

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* (3)

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 are shown, through proficiency tests, to need a review of fundamentals.

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

*160B. *Typewriting* (2)

An intermediate course stressing reconstruction and further improvement of 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.*

*160C. *Typewriting* (2)

An advanced course adding 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.*

*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* (3)

An introduction to the theory and practice of Gregg Shorthand, Simplified. 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 are shown, through proficiency tests, to need 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* (3)

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. *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.

Four class meetings a week.

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

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.

Three class meetings a week. Offered in alternate years. Not offered in 1964-65. *Miss Purnell.*

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. Offered in 1964-65 and in alternate years. *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.

Prerequisite, Course 201. Not offered in 1964-65. *Dr. Moore.*

305. *Comparative Economic Systems* (3)

An analysis and evaluation of capitalism, socialism, communism, and fascism, 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. Offered in 1964-65 and in alternate years. *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.

Offered in 1964-65 and in alternate years. *Miss Purnell.*

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.

Offered in alternate years. Not offered in 1964-65.

381. *History of Economic Thought* (3)

An inquiry into the development of economic ideas and the environment of the men connected with them.

Prerequisites, Courses 201 and 202. Offered in 1964-65 and in alternate years. *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 reference 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 Clevenger, *Chairman*

Associate Professor Hood

Departmental requirements for the Major in History: Specific requirements include eighteen semester hours in History including a minimum of six hours of American history and six hours of European history. Course 101-102 may not be included in the eighteen hours. Economics 201, Sociology 200, and Political Science 203 or 308 are also required. See page 33 for the general requirements for majors and minors.

HISTORY

101-102. *A History of Civilization* (6)

Man's cultural development is emphasized in a survey of history from prehistoric times to the present. The course is a study of the achievements of the various civilizations which have contributed to the common cultural heritage of Western civilization. The political, social, and economic settings of the various civilizations are presented in chronological order. At appropriate times professors from other departments present the characteristic achievements in philosophy, religion, literature, art, music, science, education, home economics, physical education, psychology, and speech. It is hoped that imagination will be stimulated, appreciation made more sensitive, and critical judgment sharpened by a study of man's cultural development as a whole.

Dr. Clevenger, Dr. Hood.

152. *English History* (3)

A survey of the history of the English people to show the relationship between the political, social, and economic aspects of English and American culture. Emphasis is placed on those portions of English history which will contribute to the development of an appreciation of English Literature.

Offered in 1964-65 and in alternate years.

Dr. Hood.

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.

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.

Dr. Clevenger.

253. *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.

Prerequisite, Course 101-102 or its equivalent. Not offered in 1964-65. *Dr. Hood.*

254. *The Age of the French Revolution* (3)

In this course attention is given to the emergence of the concept that government should be based on the consent of the governed rather than imposed on the people by a king claiming divine rights. When kings and nobility refused to heed the popular demand for reform, revolt flared up. The Glorious Revolution in England and the American Revolution were small outbursts which preceded the debacle in France. The flames started in France and spread all over

Europe, carrying political and social reforms in their wake. The course ends with the victory of the reactionary forces over Napoleon I, who had originally personified the forces of reform.

Prerequisite, Course 101-102 or its equivalent. Offered in alternate years. Not offered in 1964-65. *Dr. Hood.*

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.

Prerequisite, History 101-102 or its equivalent. Offered in 1964-65 and in alternate years. *Dr. Hood.*

259. *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.

Prerequisite, History 101-102 or its equivalent. Not offered in 1964-65. *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. Not offered in 1964-65. *Dr. Clevenger.*

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. Offered in 1964-65 and in alternate years. *Dr. Clevenger.*

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.

Prerequisite, Course 101-102 or its equivalent. Offered in 1964-65 and in alternate years. *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 Facism 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.

Prerequisite, Course 101-102, or 305, or the equivalent. Offered in 1964-65 and in alternate years. *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 and China, India, and Southeast Asia.

Not offered in 1964-65.

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.

Offered in 1964-65. *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 152 or senior standing. Not offered in 1964-65. *Dr. Hood.*

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.

Staff.

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. *Staff.*

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.

Prerequisite, Course 203. Offered in 1964-65 and in alternate years. *Staff.*

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. *Staff.*

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. *Staff.*

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, and Japan, with each other and the United States. The emphasis will always be on the questions: What can we do now? What ought to be done in the future?

Staff.

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

Associate Professor Richey, *Chairman*; Instructor Levinsky

The Department of Psychology directs its program not only to the pre-professional student who will go on to graduate work but also to pre-parental study as well.

The Lindenwood College Child Study Laboratory affords facilities for students who need or want special study in the area of child development.

The Department is a co-operating member of the Merrill-Palmer Institute of Human Development in Detroit, Michigan. Participation in this program permits a major 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 training and experience. The Institute is also a center of research with a national reputation.

Departmental requirements for the Major in Psychology: Specific course requirements for the major include courses 200, 202, 252, 303, and 304. A course in mathematical probability and statistics is strongly recommended, especially for those planning graduate degrees. Psychology 290 can be counted either as psychology or sociology credit. See page 33 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: personality and individuality, heredity and environment, abilities, motivation, learning, frustration, stress, and so forth.

Dr. Richey.

202. *Mental Hygiene* (3)

A course concerned with both personal and social welfare. Emphasis is placed on the healthy, wholesome personality, and social context rather than the abnormal or deviant personality or social order.

Prerequisite, Course 200. *Dr. Richey.*

252. *General Psychology* (3)

The purpose is to give students a more rigorous understanding of broad areas of research and application of principles which is not possible in the one semester of Introduction to Psychology.

Prerequisite, Course 200. Required of all majors. *Dr. Richey.*

✓ 290. *Social Psychology* (3)

A study of the reciprocal relationship of personality and society. The course includes a study of theories of personality, the individual and his society, socialization, the stimulation and control of social behavior groups, and institutions.

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

Prerequisite, Course 200 or Sociology 200. *Dr. Richey.*

✓ 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. *Mrs. Levinsky.*

✓ 296. *Child Psychology* (3)

A more intensive study of the growth and development of the child from conception to adolescence. Special emphasis is given to an

understanding of the role of learning and the various psychological adjustments that are necessary during these ages. This course deals more with dynamics and theory than with description. Three class meetings and two hours of observation in the Child Study Laboratory each week.

Prerequisite, Course 295. Not offered in 1964-65.

✓ 301. *Abnormal Psychology* (3)

A study of the symptoms, syndromes, and causes of the behavior of both major and minor disorders.

Prerequisite, Courses 200 and 202. *Dr. Richey.*

303, 304. *Experimental Psychology* (3, 3)

The replication of some of the classical experiments in psychology and eventually the designing, executing, and interpreting of some original research.

Prerequisite, Courses 200 and 252. Required of all majors.
Dr. Richey.

308. *The Psychology of the Adolescent* (2)

A survey of the physical, emotional, and social development of the adolescent and the problems and decisions which are peculiar to the teen years.

Prerequisite, Course 200. *Mrs. Levinsky.*

311. *Psychometrics I* (2)

The administration, scoring, and interpretation of the Stanford-Binet intelligence scales.

Two class hours and eight hours of test administration a week.
Prerequisite, consent of instructor. Offered on demand.

312. *Psychometrics II* (2)

The administration, scoring, and interpretation of the Wechsler intelligence scales.

Two class hours and eight hours of test administration a week.
Prerequisite, consent of instructor. Offered on demand.

314. *Counseling Psychology* (3)

A survey course in major contemporary theories and techniques of counseling.

Prerequisite, Courses 200 and 202 and consent of instructor.
Not offered in 1964-65.

- 315, 316. *Research and Seminar* (1-3)
 Attention is given to the individual student in strengthening weaknesses and meeting professional needs.
 Required of senior psychology majors; open to both majors and minors in psychology of junior and senior standing. *Staff.*
340. *Theories of Personality* (3)
 A systematic presentation of all major theories of how personality develops, is maintained, and functions.
 Prerequisite, Courses 200 and 202. Not offered in 1964-65.
350. *Contemporary Psychological Systems* (3)
 Treatment of contemporary conceptions of association, behaviorism, Gestalt, field theory, and Freud. Emphasis will be on contemporary theoretical systems and research areas with enough reference to antecedents to make the systems vital and intelligible.
 Prerequisites, Courses 200, 303, and 304. Not offered in 1964-65.
356. *Theories of Learning* (3)
 Early associationists through Pavlov, Thorndike, and so forth, to complex contemporary theories of Hull, Guthrie, and Skinner.
 Prerequisite, Courses 200 and 252. Not offered in 1964-65.
360. *Basic Concepts* (3)
 This course is designed to acquaint the student with relevant research and ideas of major interest and concern to contemporary leaders in psychology which have not been covered in other courses.
388. *Supervised Practicum in Child Development* (6)
 Supervised daily practicum in the Child Study Laboratory following the Merrill-Palmer Semester. Includes a weekly conference to discuss guidance of pre-school children, the role of the Child Study Laboratory, and its meaning to parents and the community.
 Prerequisites, Course 296, Merrill-Palmer Semester, and senior standing. *Mrs. Levinsky.*
390. *Special Problem* (1-3)
 See page 27 for the nature of the course.
Educational Psychology—See Education 210.

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*; Instructor Kitterer.

Departmental requirements for the Major in Sociology: Specific requirements include Courses 200, 202, 210, 260, 302, 303, 350A, 350B, 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, and English.

Specific courses required for the Minor in Sociology include Courses 200 and 210.

See page 33 for the general requirements for majors and minors.

7 162. *Peoples and Cultures of the World* (2)

A descriptive course which examines the cultural and social patterns of several human societies, emphasizing both differences and uniformities found in human societies.

Mr. Kitterer.

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 organization, urban life, institutions, social tensions, and social change.

Dr. Schmidt.

202. *Social Problems* (3)

A consideration of social problems, such as crime, 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 or concurrent registration.

Dr. Schmidt.

7 210. *Introduction to Anthropology* (3)

A basic course which presents anthropological facts and principles. While the major focus is on social and cultural anthropology, some attention is given physical anthropology and archeology in the attempt to increase the student's understanding of the evolution of man and modern racial and national problems.

Offered in 1964-65 and in alternate years. *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

Social work (visiting agencies etc.)

relationships, 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.

Prerequisite, Course 200 or Psychology 200, or consent of instructor. *Dr. Schmidt.*

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 or "managed" organizations. Problems of communication, leadership, morale, stability, and change will be examined. Both small friendship and problem-solving groups will be studied as well as factories, universities, hospitals, government agencies, and military units. Some attention will be given to practical applications.

Prerequisite, Course 200.

Offered in 1964-65 and in alternate years.

Mr. Kitterer.

302. *History of Social Thought* (3)

The development of social thought as an understanding of social science in its present status. Major emphasis is placed on the last 150 years, with focus on German, French, English, and American sociological and anthropological theorists.

Prerequisite, Course 200. Offered in 1964-65 and in alternate years. *Dr. Schmidt.*

303. *Contemporary Sociological Theory* (3)

Extended critical examination of the facts, concepts, and principles introduced in Sociology 200 in the light of current research and theoretical developments. Both highly developed areas and certain lacunae in sociological theory and research are studied. An attempt is made to relate basic theory and research to the student's special areas of interest.

Prerequisite, Course 200. Offered in 1964-65. *Dr. Schmidt.*

350A. *Seminar: Methods of Social Research* (3)

An advanced course for majors in the social sciences designed to acquaint the student with the fundamentals of research in human behavior. After an introduction to some aspects of the philosophy of science, including methods of inference and proof, the student examines theory construction, including the development of concepts and hypotheses, experimental designs, survey research techniques, historical research, case studies, and data analysis. Some attention

is given to developing preliminary skills in observation, test construction and interviewing, and to acquainting the student with the use of electronic computers in data analysis.

Prerequisite, Course 200, or Psychology 200, or Economics 201, or Political Science 203. Offered in 1964-65. *Dr. Schmidt.*

350B. Seminar: Experimental and Field Research (2-3)

A course in which emphasis is placed on synthesizing previous courses in sociology and conducting individual research. Attention is given the individual student in correcting weaknesses and meeting professional needs.

A course designed for senior sociology majors and minors and required of all majors.

Prerequisite, nine hours in sociology including Courses 200 and 350A. Not offered in 1964-65.

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.

IV. THE DIVISION OF PROFESSIONAL EDUCATION

Dr. DeWulf, Chairman

EDUCATION

Professor DeWulf, *Chairman*; Associate Professor Banks

Lindenwood College is accredited by the National Council for Accreditation of Teacher Education. Students completing the Teacher Education Program will be certified at the present time by 30 state departments of education on the presentation of a transcript of record from Lindenwood without the need for meeting detailed course requirements¹.

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

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

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:

S. Louise Beasley, Mathematics
Homer Clevenger, History and Political Science
C. Eugene Conover, Philosophy and Religion
Lynn Beck Dillon, English
Thomas W. Doherty, Modern Languages
Marilyn S. Hughes, Home Economics
John B. Little, Music
Juliet Key McCrory, Speech and Dramatics
Emma Purnell, Economics and Business
Dorothy Ross, Physical Education
Mary Talbot, Biology
Hazel M. Toliver, Classics
John H. Wehmer, Art

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 thirty states listed on the preceding page.

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-nine 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. The recommending official at Lindenwood College is under no obligation to recommend those students who do not complete the entire N.C.A.T.E. approved program from Lindenwood College.

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.

Membership in the organization and regular attendance at the meetings of the Student National Education Association are required of students in Education curricula.

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; or a three-hour mathematics course numbered 150 or above and Philosophy 202.
3. Biology 151.
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. Three semester hours of Economics or Sociology and Political Science 203 or 308.
7. Psychology 200 and 295; History 205, 206; Geography 102; English 217; Natural Science 103 (if no science in requirement No. 2).
8. A major of 24 semester hours in Education including Courses 201 or 311, 210, 303, 350, 362, and specific subject matter courses including Courses 305, 312, 314, 318, 326 and 328.
9. 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 as 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 and 308.
8. A major of 24 semester hours in Education including Courses 201, 210, 301, 311, 350, 364, 390, and specific subject matter courses.

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.

Dr. DeWulf.

215. *Group Development* (3)

A study of the dynamics in the life of small and large groups in educational settings. Leadership skills and specific group procedures will be explored.

Not Offered in 1964-65. *Dr. Johnson*, Philosophy and Religion.

301. *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.
Dr. DeWulf.

303. *Methods of Teaching in Elementary Schools* (3)

A study of the methods of teaching the basic elementary subjects. Attention is given to the creative and developmental approach to teaching and learning, team teaching, and teaching machines.

Prerequisite, Course 210 or concurrent registration. *Miss Banks.*

305. *Kindergarten Curriculum and Organization* (2)

A course in kindergarten theory and practice.

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 Report of the Commission on Mathematics by the College Entrance Examination Board. The course will trace the history of mathematics from the beginning of civilization down to the present, moving from the primitive ideas of numbers to more advanced concepts, in order that the student may understand the part played by mathematics in the unfolding tale of human endeavor and thus make her teaching of mathematics more effective.

Prerequisites, Education 301 and fifteen semester hours of mathematics or the equivalent. Offered in 1964-65 and in alternate years. *Miss Beasley, Mathematics.*

308. *Methods of Teaching Modern Language* (2)

A study of modern teaching methods, their history and value. A critical consideration of recent investigations in the field; collateral readings, visits to classes, and reports.

Prerequisite, Education 301, and twelve semester hours, or the equivalent, above the first year in the language to be taught.
Dr. Doherty, Modern Languages.

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 301 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 301 or 303. *Mr. Wehmer, Art.*

314. *Methods of Teaching Reading* (3)

A study of the methods of teaching children to read. Observation of actual teaching. Modern materials designed to measure reading performance are used. Attention is given to the concept of reading readiness, to remedial techniques, and to the use of standardized reading tests.

Prerequisite, Course 303. *Miss Banks.*

315. *Methods, Organization, and Administration in Physical Education* (3)

A survey of the principles, objectives, philosophy, and methodology of organizing the physical education aspect of a school health and physical education program, discussed from the viewpoint of the teacher as a member of a modern profession.

Prerequisites, Physical Education 101 and Education 301. *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 301 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.

Mrs. Amonas, 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 301 and twelve semester hours of English beyond the required freshman course. *Mrs. Dillon*, 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 301 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 301 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 301 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. *Teaching of Arithmetic* (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, percentage, 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. Offered in alternate years. Not offered in 1964-65.

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 301 and fifteen semester hours in Speech. *Miss McCrory, Speech.*

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 301 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 morning or afternoon for a full semester, is required for the course. A student teacher's total academic load is limited to fifteen semester hours including Education 350.

Prerequisite, Education 301 or 303; 314 for elementary teachers; specific subject matter methods for secondary teachers, or concurrent registration in case of alternate year offering. A 2.0 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 educational courses.

Dr. DeWulf, Secondary; Miss Banks, Elementary.

362. *Elementary School Organization and Administration* (3)

A study of the organization and administration of American education on the local, state, and national levels. Special attention is given to the instructional and managerial problems of the teacher in the elementary school.

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.*

371-372. *Student Field Education for Christian Education Majors* (6)

A course designed to provide Majors in Christian Education with practical experience in the educational program of a particular

church. The student will spend a block of time each week under the guidance of a trained supervisor in the field. Opportunities will be provided to discuss in a weekly group seminar and in individual conferences with the professor the needs, problems, and interests which emerge out of the student's weekly field experience. Students may elect to take summer employment in Christian Education following the junior year. In this case, only one semester of supervised field education is required during the senior year. All field assignments must be approved by the Director of the Program for the Preparation of Certified Church Educators.

Dr. Johnson, Philosophy and Religion.

390. *Special Problem*

(1-3)

May be arranged in general problems in education, problems in elementary or secondary education, or problems in teaching methods. The specific problem may be selected from one of the following areas: The Pupil in the School, History of Education, Curriculum, Comparative Education, Educational Sociology, Audio-Visual Materials and Methods, Current Educational Thought, and Principles of Guidance. See page 27 for a statement on the nature of the course.

HOME ECONOMICS

Assistant Professor Puett, *Chairman*; Assistant Professor Hughes

Graduates with a Bachelor of Science degree in Home Economics find employment as food and nutrition laboratory research assistants, foods and household equipment specialists, and elementary and secondary teachers.

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 150, 160, Economics 201 or 150, Sociology 200.
3. Completion of Departmental requirements, including foods, six semester hours; clothing, six hours; home management, five

hours; Home Economics 302 and 303. (See page 33 for the general requirements for the major.)

Courses marked with an asterisk () may be counted as non-vocational credit in meeting the requirements for the degree of Bachelor of Arts.*

150. *Introduction to Foods and Nutrition* (3)

An introductory 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 emphasized.

Two two-hour laboratory periods and conference hour a week.
Miss Puett.

151, 152. *Clothing and Textiles* (3, 3)

A study of essential factors entering into a wise choice of clothing. Principles of construction practiced in the making of simple garments. Also a study of fibers, fabric construction, their use and care through simple laboratory tests. Pattern study: selection, alteration, and basic flat pattern design. One class meeting and two two-hour laboratory periods a week.

Prerequisite, Course 152 requires Course 151. *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.

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. Prerequisite, Art 101. *Mrs. Hughes.*

*203. *Buying of Textiles and Clothing* (3)

General survey of textiles, clothing, and related service industries; the significance of fashion; consumer problems.

Offered in 1964-65 and in alternate years. *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.
One lecture and two two-hour laboratory periods a week.
Prerequisites, Courses 150 and 160 and Chemistry 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.

Prerequisites, Courses 151, 152, and 200. Not offered in 1964-65.

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.

Prerequisites, Courses 151, 152, 200, and Art 101. Offered in 1964-65 and in alternate years. *Mrs. Hughes.*

*302. *The House* (2)

A study of housing and house planning related to family needs, standards of housing, and methods of solving housing problems.

Offered in 1964-65 and in alternate years. *Mrs. Hughes.*

*303. *Home Furnishings* (3)

Furnishing the home for present-day living. Opportunity is provided for students to work on individual projects.

Prerequisites, Art 101 and 302 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.

Prerequisites, Course 250 for Home Economics majors, 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.

Prerequisites, Courses 150 and 309, or concurrent registration and consent of instructor. *Miss Puett.*

360. *Seminar—Credit adjustable*390. *Special Problem* (1-3)

May be taken in general Home Economics, foods and nutrition, clothing, or home management. See page 27 for the nature of the course.

Methods of Teaching Home Economics—See Education 322.

PHYSICAL EDUCATION

Professor Ross, *Chairman*

Associate Professor Amonas, Mrs. Bittner, Miss Barron

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 151, 251-252, and 255.
3. Completion of Departmental requirements for the major including Courses 101, 152, 154, 159, 160, 256, 311-312, 315, and twelve semester hours in Physical Education activity courses. 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 also required. See page 33 for the general requirements for majors and minors.

4. Participation in all functions sponsored by the Department.

A minor in Physical Education must include Courses 160, 311-312, 315, and eight semester hours of Physical Education activity courses. See page 33 for the general requirements for minors.

Activity Courses

Silhouetteographs are given to all freshmen enrolled in Physical Education activity courses to determine posture deviation. Special body mechanics classes are organized to provide for students showing the need for assistance.

The following Physical Education activity courses are offered for freshman and sophomore women, with classes meeting twice a week for one-hour credit each semester. Choice of the activity is made by the student whenever possible.

Beginning courses allow the student to develop skills, and to acquire knowledge of and appreciation for a particular activity and its techniques and rules. Intermediate and advanced courses allow the student who is already familiar with the sport to select a course in which she may gain further proficiency.

BEGINNING COURSES

Sports:

Archery and deck tennis
Bowling
Basketball, softball, volleyball
Badminton and tennis
Field sports: hockey, soccer,
speed ball

Golf

Riding
Swimming
Water Safety Instructors¹

Dance:

Modern
Square and folk

¹American Red Cross Water Safety Instructors Course, Part 1, is offered as a physical education activity. Part 2 is offered to those who qualify, the time to be arranged. Credit will be given those who satisfactorily complete Parts 1 and 2.

Miscellaneous:
 Body mechanics
 Physical fitness

Recreational games
 Movement fundamentals
 Trampoline and tumbling

INTERMEDIATE AND ADVANCED COURSES

Intermediate:
 Badminton and tennis
 Bowling
 Modern dance
 Riding
 Swimming
 Synchronized swimming

Advanced:
 Badminton and tennis
 Bowling
 Life saving
 Modern dance
 Riding

90. *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.

Prerequisites, one semester of riding or the equivalent, and consent of the instructor. *Mrs. Bittner.*

93. *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. *Mrs. Amonas.*

101. *Introduction to Physical Education* (2)

A survey of the history and development of physical education from primitive to modern time followed by a presentation of the aims and objectives of modern physical education and their application to present day educational programs.

Miss Barron.

152. *First Aid* (2)

Standard American Red Cross Course with the certificate for those who complete the course satisfactorily.

Miss Barron.

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.

Prerequisites, one semester of Modern Dance and experience in social, square, and folk dance or consent of instructor.

Mrs. Amonas.

256. *Kinesiology* (3)

A study of the principles of human motion. An anatomical and mechanical analysis of everyday activities, gymnastic exercises, and physical education activities in order to promote normal physical development in improvement of performance.

Prerequisite, Biology 255. Offered in 1964-65 and in alternate years. *Miss Barron.*

311-312. *Techniques of Teaching Sports* (6)

Analysis of skills and discussion of teaching techniques in the following sports: Archery, badminton, basketball, bowling, volleyball, hockey, soccer, speedball, tennis, and softball. Study and practice of techniques of officiating in volleyball, basketball, and softball.

Prerequisite, participation in related sports. *Miss Barron.*

315. *Methods, Organization, and Administration of Physical Education* (3)

Identical with Education 315.

Prerequisite, Course 101 and Education 301 or 303.

Miss Ross.

316. *Measurements and Evaluation in Health and Physical Education* (2)

The theory of measurement, the selection and administration of tests, and interpretation of test results.

Prerequisite, sixteen semester hours in physical education courses. Offered on demand. Offered in 1964-65. Miss Barron.

317. *Remedial Work in Reference to Physical Fitness and Body Mechanics* (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 256. 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. Offered in 1964-65. Mrs. Amonas.

390. *Special Problem* (1-3)

See page 27 for the nature of the course.

Scholarships 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.

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.

SCHOLARSHIPS 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 Service. 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.

JUNIOR COLLEGE SCHOLARSHIPS—These scholarships, for graduates of junior colleges nominated by their respective colleges, are valued at \$300.00 for resident students and \$150.00 for day students for each of the junior and senior years at Lindenwood. An additional \$200.00 may be added to this award each year if a financial statement filed with College Scholarship Service indicates further need of financial assistance.

RELIGIOUS EDUCATION SCHOLARSHIPS—A limited number of grants are awarded to students preparing for work as Assistants in Religious Education. They go primarily to juniors and seniors. Freshmen who are candidates for these grants will take the achievement tests of the College Entrance Examination Board. All candidates must file a financial statement and a statement of reasons for entering this field of study. A religious education scholarship is renewed each year if the student maintains a "C" average, if the financial need continues, and if the student majors in religious education. *Application for one of these scholarships must be made by March 1.*

THEATRE FELLOWSHIPS FOR MEN—Two fellowships are awarded annually to male students majoring in the Department of Speech with emphasis on theatre. Awards are for one year and are granted on a competitive basis to two qualified men. Winners of these scholarships must live off campus. The fellowships require the men appointed to participate in playing roles in Lindenwood College dramatic productions and to assist generally in the presentation of college plays. Men who receive appointments may make application for renewal of these fellowships. *Applications should be received by May 1.*

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 SCHOLARSHIPS — 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 \$1,100, 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 needs to apply for and to take the *Scholastic Aptitude Tests* in the December administration and, if successful, she will become a semifinalist eligible for further competitive testing for the awards. Full information and an application blank may be obtained from Lindenwood College

SAMUEL ROBINSON SCHOLARSHIPS — Awarded in the amount of \$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 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.

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 Building, Philadelphia, Pa. 19107.

ENDOWED SCHOLARSHIPS

The J. P. and M. J. Garrett Scholarships—Established by bequests of Mr. John P. Garrett and Mrs. John P. Garrett.

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.

The Eve Cunliff Scholarship—Provided by the Los Angeles Alumnae Club in memory of Eve Cunliff.

Laura L. Heron Scholarship—Established by Mrs. Charlia Ayres, wife of President Ayres (1903-1913), in memory of her mother.

Sorority Scholarships—Established by Zeta Chapter of Eta Upsilon Gamma and Theta Chapter, of Sigma Iota Chi.

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.

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.

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 from \$150 to \$300 a year serving as a receptionist in one of the dormitories, 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 \$150 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 Business Manager, 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. A student may borrow up to \$450 each year. Interest and payments do not begin until one year after graduation. Upon graduation from Lindenwood, The College automatically deducts twenty-five per cent of the total loan. Payments are to be made monthly, commencing one year after graduation.

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

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

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

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

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

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

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

Lindenwood Fees and Charges

The comprehensive charge for resident students for the 1965-1966 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 138.

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 catalogue include every college charge.

Resident Students' Comprehensive Charge:

Tuition, board, room and health service	\$2,200.00
Student activity fee	35.00

Covers admission to lectures, concerts, convocations, social activities open to the entire student group, subscriptions to *The Linden Bark*, *The Linden Leaves*, and *The Griffin*.

Total	<u>\$2,235.00</u>
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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, 1965.

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
1965-1966 College Account*

PLAN I	<i>New Students</i>	<i>Returning Students</i>
Room Deposit—Due March 1, 1965		\$ 25.00
Payable by returning students		
Room Reservation	\$ 100.00	100.00
Payable by new students when notified of acceptance		
Payable by returning students by April 1, 1965		
Payment due by June 1, 1965	200.00	
Payment due by July 1, 1965		200.00
Payment due by September 13, 1965	1,935.00	1,910.00
Total	<u>\$2,235.00*</u>	<u>\$2,235.00*</u>
 PLAN II	 <i>New Students</i>	 <i>Returning Students</i>
Room Deposit—Due March 1, 1965		\$ 25.00
Payable by returning students		
Room Reservation	100.00	100.00
Payable by new students when notified of acceptance		
Payable by returning students by April 1, 1965		
Payment due by June 1, 1965	200.00	
Payment due by July 1, 1965		200.00
Payment due by September 13, 1965	1,235.00	1,210.00
Payment due by January 1, 1966	700.00	700.00
Total	<u>\$2,235.00*</u>	<u>\$2,235.00*</u>
 PLAN III	 <i>New Students</i>	 <i>Returning Students</i>
Room Deposit—Due March 1, 1965		\$ 25.00
Payable by returning students		
Room Reservation	\$ 100.00	100.00
Payable by new students when notified of acceptance		
Payable by returning students by April 1, 1965		
Payment due by June 1, 1965	200.00	
Payment due by July 1, 1965		200.00
Balance of account (See The Tuition Plan, Inc. on preceding page)	1,935.00	1,910.00
Total	<u>\$2,235.00*</u>	<u>\$2,235.00*</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, 1965. An additional charge of \$80.00 is made for each occupant of a room with connecting bath, except in McCluer Hall where the charge is \$100.00.

DAY STUDENTS

Residents of the local community who attend Lindenwood College from their homes as day students may do so at a special tuition rate of \$700.00 for the college year, plus \$35.00 student activity fee, and plus charges 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, 1965.

	New Students	Returning Students
Tuition Deposit—Due March 1, 1965.....	\$	\$ 15.00
Payment due by July 1, 1965.....	100.00	100.00
Payment due by September 13, 1965.....	335.00	320.00
Payment due by January 1, 1966.....	300.00	300.00
	<u>\$735.00</u>	<u>\$735.00</u>

Day students may receive lunch in the college dining hall for \$125.00 for the college year.

SPECIAL STUDENTS

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 McCluer Hall 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.

A fee of \$100.00 will be charged students enrolled for supervised field education in the Program for the Preparation of Certified Church Educators. This fee covers the honorarium for the cooperating minister or director of Christian Education in the church. The student is respon-

sible for arranging and paying the expense of transportation to and from her field work assignment.

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 to the Dean of Students prior to May 1, 1965. Such refunds will be made October 1, 1965. This applies to returning students as well as to new students. Neither the \$200.00 payment due on June 1, 1965, from new students nor the \$200.00 payment due on July 1, 1965, 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 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.

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SIDNEY W. SOUERS, LL.D. (1958)	St. Louis, Mo.
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- JOHN M. BLACK (1963).....St. Louis, Mo.
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 MRS. ROBERT R. WRIGHT, *Alumna* (1957).....Clayton, Mo.

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 A.B., M.A., Westminster College; Ph.D., University of Chicago;
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 LL.D., Waynesburg College; LL.D., University of Missouri.
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 A.B., Kletzing College; B.D., Asbury Seminary; S.T.M., Harvard
 Divinity School; Ph.D., Boston University.
- C. EUGENE CONOVER.....Dean of the Chapel
 A.B., College of Wooster; B.D., Union Theological Seminary;
 A.M., Ph.D., University of Cincinnati.
- ROBERT C. COLSON.....Business Manager
 B.S., Central Missouri State College; graduate work, University of
 Missouri.
- GLENN G. THOMAS.....Dean of Admissions and Director of Public Relations
 B.A., Furman University; M.A., University of Wisconsin;
 graduate work, St. Louis University.
- 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.
- FRED H. DOENGES.....Director of Development
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 B.A., Fairmont College.

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 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.

PAUL W. PIXLER, A.B., B.D., S.T.M., Ph.D. *Dean of the College*
 A.B., Kletzing College; B.D., Asbury Seminary; S.T.M., Harvard Divinity
 School; Ph.D., Boston University.

EMERITI

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, 1964
 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.

ALEXANDER, HELEN (Mrs. C. H.) . . *Visiting Professor, Modern Languages, 1961*
 Ph.B., DePaul University; graduate work, Tulane University.

AMONAS, GRAZINA ONA. *Associate Professor, Physical Education, 1954*
 B.A., Physical Training College, Kaunas, Lithuania; Licentiate (M.A.) in
 Philosophy, University of Kaunas, Lithuania; Diploma L'Alliance Francaise,
 Paris, France. Study at Mary Wigman, Bode, Loges, Medau Schools in
 Germany; Nääs, 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;
 graduate work, Washington University, University of Missouri, and Marshall
 University.

BARRON, MYRLIN HELENE. *Instructor, Physical Education, 1963*
 A.B., Mary Hardin-Baylor; M.A., Columbia University.

BAUER, HUGO JOHN. *Associate Professor, Modern Languages,*
Director of the Language Laboratory, 1947
 A.B., Elmhurst College; M.A., Northwestern University; graduate work,
 Washington University.

- BEASLEY, S. LOUISE *Chairman, 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 (Mrs. G. S.) *Instructor, Physical Education*, 1957
B.S. Lindenwood College; graduate work, University of Missouri.
- BITTNER, GROFF STEWART *Assistant Professor, Music*, 1961
B.S., Indiana Central College; M.Mus., Indiana University; further study
with Ozan Marsh and Patricia Benkman.
- BOYER, MARTHA MAY *Chairman, Professor, Speech*, 1946
B.A., Maryville College; M.A., University of Wisconsin; graduate work,
Ohio State University, Washington University.
- BUTZOW, DOROTHY (Mrs. John M.) *Assistant Professor, Economics and
Business*, 1964
Oberlin College; A.B., A.M., Colorado State College.
- CLEVINGER, HOMER . . *Chairman, 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.
- DAWSON, ELIZABETH *Chairman, Professor, 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.
- DILLON, LYNN BECK (Mrs. Dwight M.) . . . *Assistant Professor, English*, 1960
Lindenwood College; A.B., M.A., 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.
- ENGRAM, WILLIAM C. *Professor, Psychology*, 1954
A.B., Washington University; M.A., University of Missouri; graduate work,
University of Missouri.

¹On leave, 1964-65.

- FEELY, JAMES H. *Assistant Professor, English*, 1958
A.B., Northwestern College; M.A., Northwestern University; graduate work,
Washington University.
- GRAY, CAROLYN S. *Acting Chairman, Associate Professor, Chemistry* 1942
A.B., B.S., M.A., University of Missouri.
- 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.
- HELSABECK, FRED, JR. *Instructor, Mathematics and Physics*, 1963
B.S., Lynchburg College; M.A., University of Missouri.
- HENDREN, HARRY D. *Chairman, Associate Professor, Art*, 1950
A.B., Murray State College; M.A., Ohio State University.
- HOOD, JAMES FREDERICK. *Associate Professor, History*, 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.
- ISIDOR, GERTRUDE. *Professor, Music*, 1925
Artist Diploma, Post Graduate Diploma with Distinction, Cincinnati
Conservatory of Music; Pupil of Tirindelli, Albert Stoessel, Robert Perutz,
George Leighton, Edgar Stillman-Kelly; Violin and Theory, American
Conservatory Fontainebleau, France; Musicology, Marion Bauer, Cincinnati
Conservatory of Music.
- JOHNSON, ESTHER L. *Associate Professor, Philosophy and Religion*, 1963
Director of Program for Preparation of Certified Church Educators.
A.B., Smith College; M.A., Ed.D., Union Theological Seminary and
Columbia University.
- KANAK, ARTHUR L. *Associate Professor and Artist in Residence, Art*, 1953
A.B., M.F.A., State University of Iowa; graduate work in painting, drawing,
and prints, State University of Iowa.
- KITTERER, ROBERT A. *Instructor, Political Science*, 1964
B.A., M.A., Washington University; further study, University of Illinois.

- LEVINSKY, MELBA F. (Mrs. Edward N.) *Instructor, Psychology*, 1962
B.A., Washington University; graduate work, Washington University.
- LITTLE, JOHN B. *Chairman, Professor, Music*, 1962
B. Mus., Southern Methodist University; M.M., Eastman School of Music;
doctoral study, Eastman School of Music.
- 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.
- MANDELL, DONALD JAY *Assistant Professor, Biology*, 1962
A.B., University of California; M.A., Washington University.
- MOORE, JOHN B. *Co-chairman, 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*, 1964
B.A., University of the South; M.A., Universidad Nacional Autónoma de
Mexico; Ph.D., Harvard University.
- MULBURY, DAVID G. *Assistant Professor, Music*, 1964
B.M., Eastman School of Music; M.S.M., Union Theological Seminary,
School of Sacred Music; further study, The Organ Institute, Andover,
Massachusetts, and Staaliche Hoch Schule für Musik, Frankfurt, Germany.
- MUNCH, SANDRA DEL *Instructor, part-time, Art*, 1963
B.A., M.A., Mills College.
- PUETT, REVA *Chairman, Assistant Professor, Home Economics*, 1964
Tennessee Wesleyan College; B.S., M.S., University of Tennessee.
- PURNELL, EMMA
Co-chairman, 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.
- REHG, MILTON F. *Associate Professor, Music*, 1946
B.M., Eureka College; B.A., M.A., Columbia University; Pupil of Fraser
Gange and Frank LaForge; Piano with Oscar Wagner of Julliard School of
Music; student at University of Munich; operatic repertoire with Gerhard
Husch of the Berlin State Opera.
- RICHEY, HAROLD W. *Chairman, Associate Professor, Psychology*, 1964
B.A., University of Illinois; Ph.D., University of Kansas City.
- ROSS, DOROTHY *Chairman, Professor, Physical Education*, 1946
B.S., Central Missouri State College; M.A., Colorado State College of Educa-
tion; graduate work, Indiana University.

- SCHMIDT, ROBERT G. *Chairman, Professor, Sociology*, 1964
 A.B., Illinois College; M.A.T., Harvard University; Ph.D., Washington University.
- SEUBERT, FREDERICK W. *Instructor, part-time, Mathematics*, 1962
 A.B., Washington University; M.S., University of Illinois; Senior Engineer, Project Programmer, McDonnell Automation Center.
- SIBLEY, AGNES. *Professor, English*, 1943
 B.A., M.A., University of Oklahoma; Ph.D., Columbia University.
- SIMPSON, PETER LAWTON. *Assistant Professor, English*, 1962
 B.S., A.M., St. Louis University.
- SWINGEN, ALLEGRA. *Associate Professor, Music*, 1946
 B.Mus., M.Mus., Chicago Musical College.
- 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, 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.
- VINSON, JAMES A. *Assistant Professor, English*, 1964
 B.A., M.A., Rice Institute; Ph.D., Washington University.
- WALKER, PEARL. *Professor, Music*, 1934
 A.B., University of Illinois; M.Mus., Chicago Musical College; Ed.D., Teachers College, Columbia University; Pupil of Herbert Witherspoon, Conrad V. Bos, Harry R. Wilson; European study; Julliard School of Music.
- WALLER, HARRIET COWLES (Mrs. W. E.) -
Assistant Professor, Modern Languages, 1958
 A.B., Vassar College; A.M., University of Chicago; Certificat d'études, Université de Montpellier, France.
- WEHMER, JOHN H. *Assistant Professor, Art*, 1959
 B.F.A., Washington University; graduate work, University of Illinois.
- 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

- MILDRED D. KOHLSTEDT. *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.

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- Maxine M. Brown (Mrs.), M.A., Route 3, Box 5, ⁷⁷¹Stanford, Texas.
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Sharlene Agerter, M.A., ~~3143 Chicago Avenue South, Minneapolis, Minnesota~~ *234 71. Mississippi River Blvd. St Paul 35104*
 55407, telephone 612-827-2151, home; 612-698-2141, extension 288, office.

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 Edna Steger (Mrs. L. A.), *Assistant to the Dean of Students*
 Marguerite Odell, *Director of Student Activities*
 Dorothy Barklage (Mrs. C. J.), *Secretary to the Dean of Students*

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 Jean Wilkes (Mrs. J. B.), Butler Hall
 Edith Everist (Mrs.), Cobbs Hall
 Ruth Kendig (Mrs. H. M.), Irwin Hall
 Edna Steger (Mrs. L. A.), McCluer Hall
 Helen Wulf (Mrs. O. H.), Niccolls Hall
 Kathryn Clymonts (Mrs. E. S.), Sibley Hall
 Paul H. Rother, M.D. }
 John F. Commerford, M.D. } *College Physicians*
 Anne Lewis (Mrs. D. G.), R.N., *Nurse*

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Edith Anne Mueller (Mrs. J. W.), *Secretary to the Director of Development*

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Beatrice Clark (Mrs. W. H.), B.A., *Alumnae Secretary*

Margurite Pearson (Mrs. A. C.), *Secretary*

Degrees, Awards, and Honors, 1964

MAY 23, 1964

HONORARY DEGREE OF DOCTOR OF LITERATURE

MARY TERHUNE

HONORARY DEGREE OF DOCTOR OF LAWS

ERIC FREDERICK GOLDMAN

HONORARY DEGREE OF DOCTOR OF DIVINITY

THE REVEREND ROBERT RANKIN

DEGREES OF BACHELOR OF ARTS

SUSAN NORMA ABERLE
 JANICE MARIE ADLERSFLUEGEL
 LINDA LEE LEECH ALBRIGHT
 OTA ELIZABETH ALEXANDER
 NANCY JANE AMAZEEN
 CLAIRE GUERRANT ARMENTROUT
magna cum laude
 MARGARET ANN ARNHART
 JANINE DIANE BASSFORD
 *CYNTHIA COFER BESANT
 OLIVIA CHARLENE BLAND
 MARY LEE BRANNOCK
 BETTYE OLIVIA BYASSEE
cum laude
 QUIZA CHANG

CHAI KYUNG CHUNG
 WINIFRED JEANNE CRISS
 MARY ANNE CUNNINGHAM
 SUSAN MARY DAVIDSON
 JOHN FRED DINKMEYER
 DIANNE BAILEY DUFF
 JOAN CAROL DYKEMA
 *MOLLY ELAINE FLEETWOOD
 CARLYN GAYE GRAVES
 *BARBARA LYNN GREGORY
 *SUZANNE CRAIG GRIFFIN
 MARY JEAN BURGER GROSS
 JUDITH NORTON HALE
 NANCY LEE HAMILTON
 MARY KEZIA CARROTHERS HARDIN

*Requirements to be completed.

- MILDRED ELIZABETH HINES
 *JOAN LOUISE HISEROTE
 *CHARLYN HOLLENBECK
 JUDITH LYNNE HUNTINGTON
cum laude
 ANNE BRIGHTWELL HUTCHISON
cum laude
 KATHRINE KAISER
 SUZANNE KISER
 SARAH BELL KLINE
 CATHLEEN CALLAHAN KLOHR
 MARY ELIZABETH KORB
 JEANNINE ALINE LANGENBERG
 *JUDITH ANN LEATHERBY
 LISA LEONARD
 MARILYN JEAN LEWIS
 MARY LOU JONES MAHON
 *MARY JEAN MATTERN
 SUSAN HELEN McCORD
 MARTHA CAROLYN McDONALD
- TRIJNTJE JELTJE MEIJER
 CAROL BERNICE MULLINS
 JUDITH ANN MUNTZ
 MILDRED FRANCES NABERHAUS
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 JEANNE ELIZABETH POHLMANN
 KARLOTTA KAY POINDEXTER
 *APRIL ANNETTE ANDERSON
 PRITCHETT
 BARBARA ELLEN SELL
 SALLY ANNETTE SNYDER
 SUE ELAINE SNYDER
magna cum laude
 LYNN DOROTHY SPERRENG
 GAIL HENRI STIEFEL
 MARY SUSAN STOCKENBERG
 *CAROLYN LEE TORGERSON
 *CAROLYN STARR WEHMER
 *GRETCHEN LEE YOUNG

DEGREES OF BACHELOR OF SCIENCE

- KATHRYN LEE BALDUS
 *CHARLOTTE ANN BAYS
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 MARCIA JEWELL BILLEN
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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.

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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.

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