



LINDENWOOD COLLEGE

Catalogue 1961-62

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 catalogues/
the Director of Admissions
- Payment of College bills/
the Business Manager
- Student life/
the Dean of Students
- Transcripts of record/
the Registrar
- Placement, including recommendations for
educational and other positions/
the Dean of Students
- Alumnae affairs/
the Alumnae Secretary
- Scholarships/
the President of the College

LINDENWOOD COLLEGE

St. Charles, Missouri

Catalogue for Academic Year
1961-62

Visitors to the College are welcome and guides are available. The administrative offices in Roemer Hall are open Monday through Friday from 8:30 a.m. to 4 p.m., and by appointment until noon on Saturday.

Members of the faculty and staff are available for interviews by appointment at other times.

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1961

1962

1963

JULY

JANUARY

JULY

JANUARY

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AUGUST

FEBRUARY

AUGUST

FEBRUARY

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SEPTEMBER

MARCH

SEPTEMBER

MARCH

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OCTOBER

APRIL

OCTOBER

APRIL

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NOVEMBER

MAY

NOVEMBER

MAY

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DECEMBER

JUNE

DECEMBER

JUNE

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The Academic Calendar, 1961-62

SEPTEMBER

9	Saturday	Faculty Meeting
10	Sunday	Freshmen and New Students arrive
11	Monday	Orientation Program Begins
11	Monday p.m.	Registration of Transfer Students
12	Tuesday p.m.	Freshman Registration
13	Wednesday	Freshman Registration
14	Thursday	8:00 a.m. Classes Begin
27	Wednesday	Last Day to Change Schedules

OCTOBER

28	Saturday	Founders' and Alumnae Day
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NOVEMBER

22	Wednesday	12:00 noon, Beginning of Thanksgiving Recess
26	Sunday	8:30 p.m. End of Thanksgiving Recess
29-30	Wed.-Thurs.	Graduate Record Examinations for Seniors

DECEMBER

15	Friday	12:00 noon, Beginning of Christmas Vacation
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JANUARY

3	Wednesday	1:00 p.m., End of Christmas Vacation
17	Wednesday	Last Day of Classes
19-24	Fri.-Wed.	Examination Week
24	Wednesday	End of First Semester
30	Tuesday	8:00 a.m., Beginning of Second Semester

FEBRUARY

9	Friday	Last Day to Change Schedules
11-15	Sun.-Thurs.	Religion-in-Life Week

MARCH

23	Friday	12:00 noon, Beginning of Spring Vacation
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APRIL

2	Monday	1:00 p.m., End of Spring Vacation
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MAY

4-6	Fri.-Sun.	Parent's Week-end
25	Friday	7:30 p.m., Baccalaureate Services
26	Saturday	10:30 a.m., Commencement
28	Monday	Final Examinations for Underclassmen Begin

JUNE

1	Friday	End of Final Examinations
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The 1962-63 academic year opens on September 9, 1962, when new students arrive.

The Calendar is subject to change if circumstances require.

About Going to College

Completing high school brings you to a fork in the road; you have to decide which of several directions you will take. Should you continue your formal education by going on to college, should you choose another kind of training, should you seek employment immediately—which is the best course for you to follow?

The fact that you are reading this catalogue is an indication that you are giving some thought to one of the alternatives that face you, going on to college. More and more students are choosing this path, but not everyone should do so because doing college work requires certain abilities and interests not possessed by all persons in the same degree.

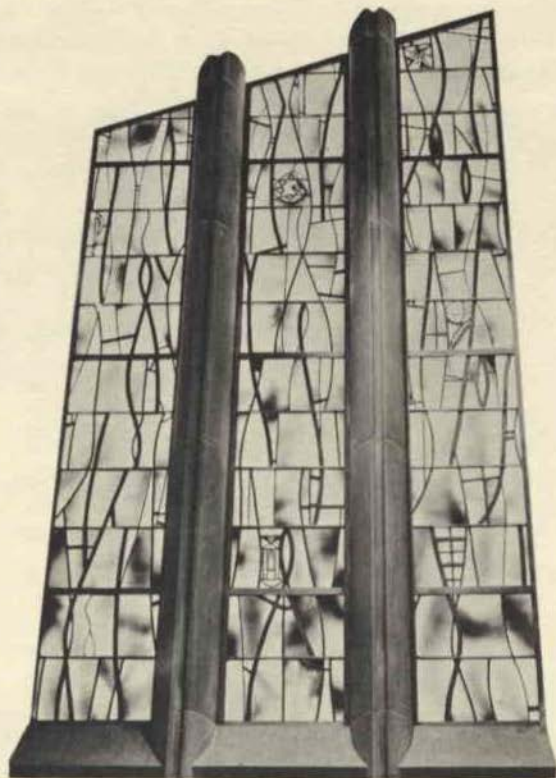
If you haven't enjoyed high school because little of what you have had to do really interested you, if you have done little reading outside of required class assignments, and if the reading you have done has bored you, then you probably should choose a path other than the one leading through college. Your high school counselors and teachers and other qualified adults can help you decide which direction to take.

If, however, you like to read good books, if you have enjoyed studying in high school and if you have a good record there, if new ideas arouse your curiosity, if you really want to know more about yourself and the world around you—and if you don't mind hard work—then you should think seriously about going to college.

Which college you choose and what you study when you begin work in one are matters that will need your careful thought and ones which can be answered only in the light of your own needs and interests. But you should remember that in any case your education depends on you. No one can educate you; you must do it for yourself. The college simply sets the stage by giving you the materials and the guidance you need.

Lindenwood College is a liberal arts college, a college which believes that only as your mind and spirit are freed from ignorance can you become your best self. It offers you the opportunity to grow further in knowledge, in maturity of spirit, and in realizing the potential that lies within you for becoming a truly educated person.

The west window of the chancel of the Lindenwood College Chapel. The symbols in this window and in its companion on the east represent the several academic disciplines, suggesting the academic community in a Christian setting.



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 is still the primary objective of the College. It seeks to teach its students, through its many departments and activities, the value of intellectual competence, strong character, sound judgment, good health, and democratic living.

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.

The programs of instruction offered at Lindenwood College and the requirements for degrees are designed to help each student become a person who—

is able to think straight and express her thoughts clearly;

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

studies her natural and social environments in the light of the methods and findings of the physical, biological, and social sciences;

studies our civilization in the perspective of its historical development;

seeks to understand herself;

has an appreciation of the arts that will enable her to refine the tastes and enrich the lives of those with whom she lives;

accepts her responsibility as a citizen and as a homemaker; and

has a sound sense of moral and spiritual values and of life's meaning.

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.

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.

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 founders of this College: "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 religion program. Courses are offered in Bible, in Christian history, beliefs, 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 counselling. 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, which all students are expected to attend. 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. The program for the preparation of Certified Church Educators is approved by the Joint Committee of Nine of the United Presbyterian Church in 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 located in the city of St. Charles, Missouri, twenty miles west of down-town St. Louis. St. Charles is a picturesque old river town, the first capital of Missouri. Buses leaving St. Charles at frequent intervals make connections with the St. Louis transportation system. It is on the main line of the Wabash and is served by several bus lines. The Lambert-St. Louis Airport is six miles away on Interstate Highway 70. U.S. By-Pass Highway 40 and Missouri Highway 94 pass through the town. U.S. Highways 66 and 67 pass within six miles of St. Charles.

The nearness of St. Charles to St. Louis makes available to Lindenwood students the cultural advantages of a great city. Chartered buses take them to the art museum, Shaw's Botanical Garden, the St. Louis Zoo, and to concerts, lectures, plays and operas.

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 41,000 volumes and receives 180 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.

The *Library Club Room*, located on the terrace level of the Library, is used as a meeting place for faculty and student groups.

The *Lindenwood Chapel* and the St. Charles Presbyterian Church is situated at the north edge of the College campus. This is a building owned jointly by the two organizations serving 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 located 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* is a well-equipped school for children from three to five years of age; it is located in the Lindenwood Chapel building at the north edge of the campus.

The *Residence Halls*. There are seven residence halls: Ayres, Butler, Irwin, McCluer, Niccolls, Sibley, and Cobbs.

Irwin Hall, McCluer Hall, and Cobbs 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 with irons and boards, and a storage room for luggage. Practice rooms for piano, voice, and violin students are provided in Niccolls, McCluer, and Irwin Halls. All residence halls are either fire proof or equipped with Grinnell sprinkling systems.

The Dining Room, located in 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, located 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, located on the terrace level of Cobbs Hall, provides facilities for light refreshment and relaxation.

The College Bookstore, located on the terrace level of Roemer Hall, carries textbooks, stationery, cards, gift wrappings and other supplies and materials needed by students. A large stock of paper back 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 and 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 all of 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 interpretation of which may be made available to the student herself, 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 upperclass students serve as student counselors to five 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 adjustments in the areas of social and personal relationships.

Inasmuch as 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 Social Director, 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. For recreation, the students may use the facilities of the Physical Education Department. The gymnasium, athletic field, four all-weather tennis courts, archery range, and an 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 of the clubs and organizations according to her

special interests. Some of these are nationally affiliated organizations open to all students, such as the International Relations Club and the League of Women Voters. Others, also nationally affiliated, are departmental organizations—Colhecon, representing home economics, and the Student Education Association for future teachers.

Lindenwood College has several national honor societies—Alpha Lambda Delta, the freshmen women's scholastic society; Mu Phi Epsilon, music; Alpha Epsilon Rho, radio; Alpha Psi Omega, drama; and Eta Sigma Phi, classics. Other local honorary societies include a senior scholastic honorary, Alpha Sigma Tau; and a senior service honorary, the Linden Scroll; a science honorary, Triangle; an art honorary, The Student Artist Guild, and Kappa Omicron Phi, the home economics honorary.

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, Pi Alpha Delta, and the English Department sponsors the Poetry Society.

There are three periodicals which are published by the students: a newspaper, *The Linden Bark*; a yearbook, *The Linden Leaves*; and *The Griffin*, a literary annual. Work on the staffs of these 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 600. There is a two-hour program every week-day evening.

There are a number of opportunities for students to discuss and debate the various issues of the day, the Association for Human Rights being one of them.

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 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 of the day or night. 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 can be made through the Health Center.

RESIDENT 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 or the break between semesters.

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 single bed, a mattress, a pillow, a study table, 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 also 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 for the students through the College Book Store.

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 and charges for damage to furniture will also be levied. *The College reserves the right to inspect and check the 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 freshmen students at this hour through October.

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

DISMISSAL

The College maintains 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 cooperate with its social regulations or standards of conduct.

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 of her parents and then discuss her plans with the administration.



Admission to the College

In judging the qualifications of an applicant for admission to Lindenwood, the College is more interested in the total picture presented than it is in whether the applicant has met each of a list of specific requirements. Taken into account are the amount and kind of ability the candidate possesses and how she has used it; the nature of her secondary school preparation, the kind of courses she has taken, the standards she has had to meet; her drive and independence; her attitude toward herself and toward others; her social and intellectual maturity; and her health record.

REQUIREMENTS FOR ADMISSION TO THE FRESHMAN CLASS

The applicant for admission to Lindenwood will be asked to provide information relative to the following:

1. A secondary school record which indicates the capacity to do satisfactory work at the level required in the Lindenwood program.
2. Satisfactory scores on *either* the Scholastic Aptitude Test of the College Entrance Examination Board *or* on the tests of the American College Testing Program.
3. A secondary school record showing fifteen units of work of which eleven should be in academic subjects. Four of these should be in English and the remaining may be in foreign language, history, social studies, the sciences or mathematics. A single unit of foreign language will not be accepted unless the student offers two units in one other foreign language.

Early Admission. Admission may be granted on the basis of six semesters' work and satisfactory scores on the Scholastic Aptitude Test taken in May of the student's junior year. Such admission is contingent on satisfactory completion of her high school work.

Applicants wishing *advanced standing* from an accelerated high school program should make application for credit for this work. Special

attention is given to those students who have demonstrated superior ability in the secondary school; they are eligible for special sections in beginning courses or for placement in advanced courses. A detailed description of the accelerated work the applicant has completed should be presented to the Dean of the College who, in cooperation with the faculty, will make the necessary adjustment relative to the program the student will follow.

ADMISSION WITH ADVANCED STANDING FROM ANOTHER HIGHER INSTITUTION

An applicant for admission from another college or university must present evidence of honorable dismissal, the subjects on which her admission was based, and a transcript of her record in the institution from which she is transferring. This information should be sent in advance to the Registrar of the College for evaluation.

PROCEDURE FOR APPLYING FOR ADMISSION

All correspondence concerning admission should be addressed to the Director of Admissions, Lindenwood College, St. Charles, Missouri. A student seeking admission should write for an application form, complete it, and return it together with a fee of twenty-five dollars which will be credited to the student's college account. No registration is recorded until this fee is received. In applying for admission, the student subscribes to the terms and conditions, financial and otherwise, set forth in this catalog.

When the application for admission is received the Registrar will request the student's high school to send a transcript of her record to date. When the transcript and the applicant's SAT or ACT scores are received the Director of Admissions will write the applicant relative to admission.

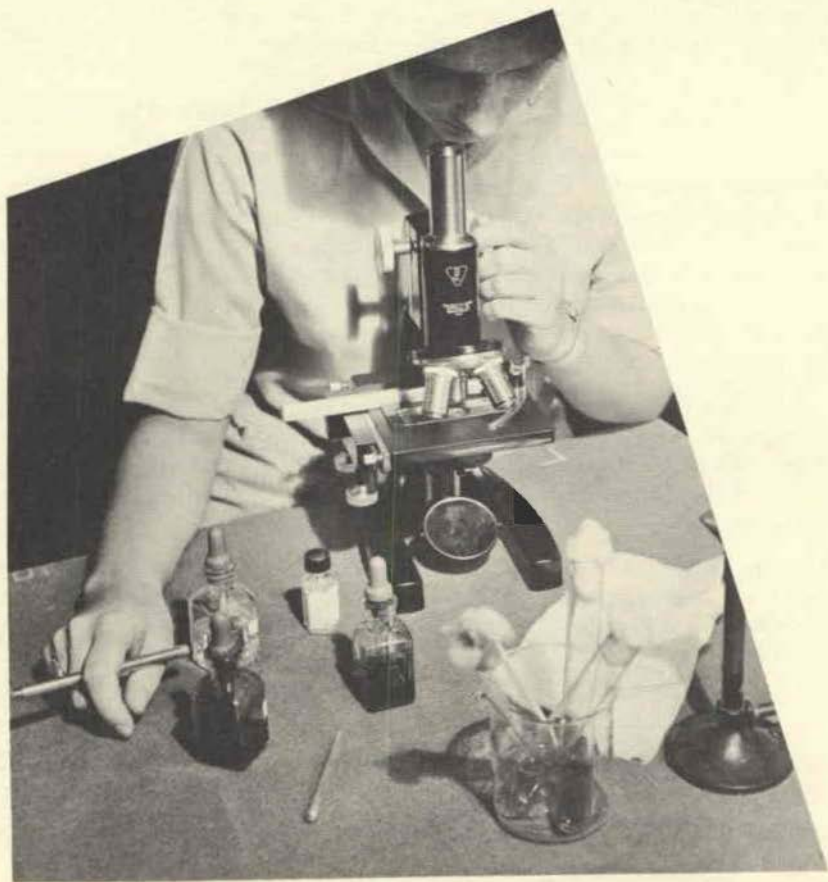
In August of the year a student will begin her work at Lindenwood residence hall assignments are made in the order applications have been received. A student's application should, therefore, be made as early as possible.

INFORMATION CONCERNING TESTING PROGRAMS

Information concerning the testing programs may be obtained by the student from her high school counselor. She may, however, apply

directly. For information on the College Entrance Examination Board examinations the student should address the College Entrance Examination Board at Box 592, Princeton, New Jersey, or at Box 27896, Los Angeles 27, California.

Information concerning the American College Test may be obtained from the American College Testing Program, Box 168, Iowa City, Iowa.



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 ten 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 real 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 extra-curricular 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 counselors, 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 vocational home economics 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-third 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.

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 choir, required physical education, choralaires and orchestra. The student may request registration in an honors project not earlier than the first semester of the junior year nor later than the first semester of the senior year. The project must cover two or three semesters of work and will carry from three to six hours of credit a semester.

An application in writing for the approval of an honors project must be made to the Chairman of the Committee on Honors Projects; it should include a description of the problem to be investigated, the sources of data or information, the method of treating the data, and so

forth. Blanks for this purpose may be obtained from the Dean of the College.

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

SPECIAL STUDY PROGRAMS FOR SUPERIOR STUDENTS

Recognizing the need for developing special programs for intellectually gifted students, Lindenwood College encourages superior students to enrich or accelerate their liberal arts education. The purpose of the program is to identify these students early in their college careers and allow them to deepen and broaden their education. Students whose interests would be best served by a pattern of courses differing from the usual sequence of courses required for a degree, or by independent study, may submit proposals for such study. Applications for approval should be made to the Committee on Special Programs for Superior Students. Consideration will be given to entrance test scores, the results of advanced placement tests, class achievement during at least one semester, and the recommendations of counselors and instructors. When approval of the proposed program has been obtained a special advisory committee will be constituted to work with the student.

OPPORTUNITIES FOR STUDY OFF CAMPUS

WASHINGTON SEMESTER

Lindenwood is one of seventy institutions cooperating in the Washington Semester. Under this program selected students from the participating colleges spend the first semester of the junior year in Washington, D.C., as undergraduate students in the American University.

The purpose of the project is to give a group of students who have the prerequisite work and who have demonstrated their capacity to profit from the experience, an opportunity to take advanced courses in the social sciences while having access to source materials and govern-

mental institutions in the nation's capital. During their residence in Washington it is expected that the students will carry three regular courses and one seminar course in which all the students from the various institutions will participate. Credits earned are counted as Lindenwood College credit. The work is carried on in Washington under the direction of a coordinator of the Washington Semester appointed from the faculty of the American University.

The operation of the program is supervised by a committee consisting of the President of each participating institution and one faculty member. It is believed that this program offers Lindenwood College students an outstanding opportunity for study in the field of public affairs and observation of government at first hand.

Students to be given the privilege of participating in the Washington Semester from Lindenwood are selected by a faculty committee.

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) gaining 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 "B"; 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 first 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 her 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, and 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 98 for details of the program.



ACADEMIC REGULATIONS

Academic Load. No student is permitted to carry fewer than twelve semester hours nor more than the maximum number of hours permitted for her classification without special permission from the Dean of the College. The maximum permitted 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. In no case will more than 20 hours be permitted.

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 of credit, 180 grade points and have passed the Junior English Proficiency Examination. Required physical education is included in these hours.

Withdrawal from Courses. For a student withdrawing from a course after the date indicated in the official calendar of the College a WF will be recorded unless the withdrawal is permitted by the Dean of the College because of exceptional circumstances. In this case a WP will be recorded. Once registration has been completed no change may be made without the approval of the Dean.

A student withdrawing from a course after the mid-semester grades are reported to the Registrar's Office will receive a grade of F for that semester unless her record up to that time has been satisfactory.

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 automatically becomes F.

Absence from Final Examination. A grade of F will be recorded for any student for any course in which she is absent from the 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 or junior whose grade point average falls below 1.80, 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 sophomores and juniors, she shall be removed from probation. If not, she shall be suspended. After suspension of one semester she may be readmitted on probation. If on readmission after suspension she again fails to make the necessary average in any subsequent semester, she is permanently dismissed from the College.

A student who has been suspended as a result of her second semester grades may not be readmitted on the basis of summer school grades alone; but summer school grades may be averaged with the grades of the preceding semester and, if the combined average is high enough, she may be removed from suspension but remains on probation.

Any student except a first semester freshman who fails one-half or more of her work any semester shall be suspended.

All the above regulations apply to all grades except those received in physical education activity courses and in choir and orchestra.

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 such an 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 250 or above and the remaining six 150 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.

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.

Credit Hours. Unless otherwise noted a one-hour class appointment each week will carry one hour of academic credit. Each such 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, if any.

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	Religion
English	Sociology
History and Political Science	Speech
Mathematics	

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

Education	Office Management
Home Economics	Physical Education

In addition, two interdepartmental programs leading to the Bachelor of Arts degree are offered; one of these provides for a major in religious education and the other for a major in human relations. These two programs draw 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 124 semester hours, exclusive of required physical education¹.
2. A cumulative grade point average of 2.0, exclusive of grades received in required physical education.
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 freshmen year.
5. A satisfactory score on an English proficiency examination to be taken during the junior year; required for senior standing.
6. History 101-102, unless four high school units in history have been offered for admission to the College; must be completed by the end of the sophomore year.
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, 205-206, or 253, 254.
10. Six semester hours chosen from Economics 205, 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.

¹Not more than eighteen vocational hours, in addition to the four hours of required physical education courses may be counted toward this requirement. Courses not marked with an asterisk in Education, home economics, music, office management, physical education, and all private lessons in music are vocational.

34 ACADEMIC REGULATIONS

12. Chemistry 101-102 or 103-104, or Physics 155-156, or six semester hours of mathematics, or a three hour mathematics course numbered above 150 and Philosophy 202.
13. Speech 100.
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 31 for the general requirements for majors and minors.)
16. Last year in residence at Lindenwood College.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF MUSIC

1. A minimum of 124 semester hours, exclusive of required physical education.
2. A cumulative grade point average of 2.0, exclusive of grades received in required physical education.
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; required for senior standing.
6. History 101-102, unless four high school units in history have been offered for admission to the College; must be completed by the end of the sophomore year.
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, 205-206, or 253, 254.
10. Three semester hours of social science.
11. Three semester hours of biology, chemistry, or physics.
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 the major study

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. Last year in residence at Lindenwood College.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF MUSIC EDUCATION

1. A minimum of 124 semester hours of credit, exclusive of required physical education. (This program normally requires hours in excess of 124.)
2. A cumulative grade point average of 2.0, exclusive of grades received in required physical education.
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; required for senior standing.
6. History 101-102, unless four high school units in history have been offered for admission to the College; must be completed by the end of the sophomore year.
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, or physics.
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 study of piano must be continued until reasonable proficiency is attained. 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. The work in applied music should be distributed among keyboard, voice, and orchestral instruments according to the needs of the student.
12. Completion of state requirements in professional Education courses.
13. Last year in residence at Lindenwood College.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE

1. A minimum of 124 semester hours, exclusive of required physical education.
2. A cumulative grade point average of 2.0, exclusive of grades received in required physical education.

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; required for senior standing.
6. History 101-102, unless four high school units in history have been offered for admission to the College; must be completed by the end of the sophomore year.
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, 205-206, 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. Last year in residence at Lindenwood College.

REQUIREMENTS FOR INTERDEPARTMENTAL DEGREES

THE BACHELOR OF ARTS WITH A MAJOR IN RELIGIOUS EDUCATION

The interdepartmental program leading to the degree of Bachelor of Arts with a major in religious education is offered for students who plan to seek employment in churches or as assistants in Christian education, or for those who will do volunteer work along with their careers in homemaking. The requirements are as follows:

1. Completion of the general requirements for the Bachelor of Arts degree except that the major requirement is modified and no minor is required. (See page 33.)
2. Completion of the following courses:
 Religion 151, 152, 216, 251, 254, 255, 261, 262, 304, 305, 361, and 362.
 Psychology 200, 296, 308, and 314.
 Education 210, Sociology 200, and Philosophy 200.
 A minimum of two semester hours in one of the following areas: arts and crafts, theatre, music, or recreational leadership, and two semester hours in fine arts.

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 33.)
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 year.
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, 252, 301, 302
Political Science 203, 317
Psychology 202, 290, 295, 301, 308
Religion 204, 310
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. A minimum of 124 semester hours exclusive of required physical education.
2. A cumulative grade point average of 2.0, exclusive of grades received in required physical education
3. A cumulative grade point average of 2.0 in all work in the major field.
4. English 101-102, or the equivalent.
5. Satisfactory performance on an English proficiency examination to be taken at the beginning of the senior year; required for senior standing.

6. Six semester hours in philosophy and/or religion.
7. Four semester hours of physical education activity courses.

For those who spend the freshman year at Lindenwood, transfer to Deaconess Hospital to complete the R.N. requirements, and return to Lindenwood for the senior year.

8. Completion of the freshman and senior years at Lindenwood including the following: Biology 101-102; History 101-102; Psychology 200; English 203-204, 205-206, or 253, 254; eight semester hours chosen from psychology and sociology.
9. Completion of the three-year program leading to the R.N. at Deaconess Hospital including a total of 73 semester hours.

For those who complete the requirements at Deaconess Hospital for the R.N. before entering Lindenwood College.

8. Completion of the requirements at Deaconess Hospital for the R.N. (This includes 63 semester hours, twelve of which are in the physical and biological sciences; three hours each of religion, psychology, and sociology; and one hour in philosophy.)
9. Completion of two years of residence work 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 35) except that a minor in biology and a minor in chemistry are required instead of the usual major (see page 31 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

Art	Music
Classics	Philosophy
English	Religion
Modern Language	Speech

II. The Division of the Natural Sciences and Mathematics

Biology	Mathematics
Chemistry	Physics

III. The Division of the Social Sciences

Economics	Psychology
History	Sociology
Political Science	

IV. The Division of Professional Education

Education	Office Management
Home Economics	Physical Education

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 constitute 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

ART

Associate Professor Hendren, *Chairman*

Associate Professor Kanak (Artist in Residence), Mr. Wehmer

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. St. Louis, as a rapidly growing art center, affords many opportunities which the Department of Art makes available to the student.

The courses of instruction offer four areas of emphasis within the Department: general art, the history of art, studio work, and the teaching of art. A minor in the history of art may be arranged.

All studio courses require independent studio work in addition to that regularly scheduled and listed with the course description.

All work done in the Department must remain in the studio until permission for its removal is received from the Chairman of the Department.

Departmental requirements for the Major in Art: Specific course requirements include Courses 111, 112, 151, 152, 205, 206, 215, 216, 255, and 256, and an exhibition of the student's work during her senior year.

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 31 for the general requirements for majors and minors.

111, 112. *Basic Art* (3, 3)

A foundation course to develop an appreciation, vocabulary, and working technique in the various forms of art. In the laboratory periods, the students produce art compositions emphasizing the basic elements and principles of design and are introduced to materials and techniques included in the advanced courses in the Department. With this experience the student may choose her area of emphasis.

Prerequisite, Course 112 requires Course 111. *Departmental staff.*

151, 152. *Design* (2, 2)

An advanced study of elements and principles of design as applied to problems in two-dimensional and three-dimensional space relationships. Problems involving commercial art, materials, and methods are included.

Prerequisite, Courses 111 and 112. *Mr. Wehmer.*

152. *Crafts* (2)

A study of basic techniques and materials used in creative projects in brass, copper, and silver with an emphasis on shaping, piece soldering, and stone mounting.

Prerequisite, Courses 111 and 112. *Mr. Wehmer.*

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 111 and 112. *Mr. Kanak.*

215, 216. *Oil Painting* (2, 2)

An emphasis on composition and picture structure; the technique of using oil paint and other painting mediums is taught. This course is

designed to provide the student with the background necessary eventually to evaluate her own work in a critical manner.

Prerequisite, Courses 111, 112, 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 111 and 112. *Mr. Wehmer.*

219, 220. *Water Color Techniques* (2, 2)

A study of the problems and techniques of watercolor painting with supplementary instruction in pastel and charcoal drawing.

Prerequisite, Courses 111 and 112. *Mr. Kanak.*

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 of 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.

261, 262. *Advanced Crafts* (2, 2)

A continuation of Course 154.

Prerequisite, Course 154. *Mr. Wehmer*

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. Not offered in 1961-62.

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, 206.

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

305, 306. *Advanced Oil Painting* (2, 2)

A continuation of Courses 205, 206.

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. Offered in 1961-62 and in alternate years. *Mr. Hendren.*

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

A continuation of Courses 217, 218.

Prerequisite, Courses 217 and 218. *Mr. Wehmer.*

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 25 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-four semester hours, including eighteen selected from among Courses 153-154, 200, 210, 251, 252, 253, 262; the remaining six hours may be selected from among Courses 150, 351, 352, English 330, Philosophy 301, and Speech 262. Course 254 is strongly recommended, especially for those who plan to teach Latin. Students interested in Latin and Greek literature should, if possible, enroll in English 330, Literary Criticism, given in the English Department. See page 31 for the general requirements for majors and minors.

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.

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.

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.

160. *Vocabulary Building: Latin and Greek Derivatives* (2)

A course designed to increase the student's vocabulary through the mastery of the Greek and Latin roots, prefixes, and suffixes commonly used in English.

No previous knowledge of Greek or Latin is required. Not offered 1961-62.

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. Offered in alternate years. Not offered in 1961-62.

200. *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. Not offered in 1961-62.

210. *Letters of Cicero and Pliny* (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. Not offered in 1961-62.

251. *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 1961-62.

252. *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 1961-62.

253. *Roman Philosophy* (3)

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

Prerequisite, Course 153-154 or three high school units in Latin. Not offered in 1961-62.

254. *Latin Prose Composition* (2)

A course in the translation of English into Latin as a means of equipping the student with a thorough understanding of Latin grammar and syntax. Assignments include both review of grammar and the writing of Latin sentences and paragraphs.

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

262. *Roman Satire* (3)

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

Prerequisite, Course 153-154 or three high school units in Latin. Not offered in 1961-62.

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. Not offered in 1961-62.

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.

390. *Special Problem* (1-3)

See page 25 for the nature of the course.

ENGLISH

Professor Elizabeth Dawson, *Chairman*

Professor Parker¹, Professor Sibley, Assistant Professor Feely,
Assistant Professor Rice, Mrs. Christianson, Mrs. Dillon, Mrs. Tyte

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 Courses 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 the equivalent. See page 31 for the general requirements for majors and minors.

¹Deceased June 22, 1961.

60. *Junior English* (No credit)

A review of the fundamentals of English composition with stress on individual problems.

A required course for those who fail the Junior English Examination. *Mrs. Christianson.*

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. Students whose training in English is insufficient will be assigned to sections meeting five times a week, where special attention will be given to their individual problems.

In the standard and 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 standard and advanced sections, a student may, on recommendation of the Department, complete the 12-hour requirement in English by omitting the regular Introduction to English Literature (203-204) or Masterpieces (205-206) courses to take 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. *Departmental 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.

Mrs. Dillon.

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. *Mrs. Tyte.*

203-204. *General Introduction to English Literature* (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. *Mr. Feely.*

205-206 *Masterpieces of English and American Literature* (6)

A study of masterpieces in English and American literature. For the purpose of understanding and appreciating both the ideas and aesthetic form of key authors of various periods, the student will read and discuss representative literary types.

Mrs. Christianson.

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.

Not offered in 1961-62.

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.

Dr. Dawson.

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.

Dr. Dawson.

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 205-206, or permission of the Department. *Mr. Feely.*

305. *The Age of Pope* (3)

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

Prerequisite, Course 203-204 (or its equivalent) or 205-206.
Not offered 1961-62.

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) or 205-206.
Not offered 1961-62.

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) or 205-206.
Not offered in 1961-62.

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) or 205-206.
Not offered in 1961-62.

309. *Renaissance Drama* (2)

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

Prerequisite, Course 203-204 or its equivalent. Not offered in 1961-62.

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) or 205-206.
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) or 205-206.
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.
Dr. Sibley.

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 1961-62.

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) or 205-206.
Not offered in 1961-62.

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 hour's 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. *Dr. Dawson.*

390. *Special Problem* (1-3)

See page 25 for the nature of the course.

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

MODERN FOREIGN LANGUAGES

Professor Terhune, *Chairman*

Associate Professor Bauer, Associate Professor Doherty,

Mrs. Alexander, Mrs. Waller

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 entirely on study pursued in other institutions.

To help the student acquire 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, in German, in Spanish, in 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 31 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. *Dr. Doherty.*

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. Not offered in 1961-62.

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 phonograph in preparation.

Prerequisite, Course 151-152, or three high school units in French. Recommended for students majoring in French. Not offered in 1961-62.

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. Not offered in 1961-62.

Alternates with Course 305-306.

303-304. *French Literature of the Eighteenth Century* (6)

A study of the authors and the ideas of the eighteenth century; collateral readings and reports.

Prerequisite, Course 201-202. Not offered in 1961-62.

305-306. *French Literature of the Nineteenth Century* (6)

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

Prerequisite, Course 201-202. Alternates with Course 301-302. *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. Not offered in 1961-62.

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. Not offered in 1961-62.

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 1961-62.

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 1961-62.

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 1961-62.

SPANISH

105-106. *Elementary Spanish* (10)

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

Dr. Terhune, Mr. Bauer.

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. *Dr. Terhune, Mr. Bauer.*

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. Not offered in 1961-62.

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. *Dr. Terhune.*

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. Alternates with Course 321-322. Not offered in 1961-62.

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

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

Prerequisite, Course 215-216. Alternates with Course 315-316. *Dr. Terhune.*

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

Prerequisite, Course 215-216. Not offered in 1961-62.

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

See page 25 for the nature of the course.

RUSSIAN

107-108. *Elementary Russian* (6)

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

Mrs. Alexander.

Methods of Teaching Modern Foreign Languages—see Education 308.

MUSIC

Professor Kincheloe, *Chairman*

Professor Isidor, Professor Walker, Associate Professor House,
Associate Professor Rehg, Associate Professor Swingen,
Assistant Professor Cruce, Mr. Bittner, Mr. Perkins

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 years 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 take up 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 multiple listening facilities and a good collection of recordings and scores.

An orchestra is organized, when personnel are 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, specializes 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. Charles Community Concerts, 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 163-164, 151, 152, 201, 202, 259, and 260, and eight semester hours of applied music.

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 31 for the general requirements for majors and minors.
2. Courses 151, 152, 163, and 164, and four semester hours of applied music.

See page 31 for the general requirements for majors and minors.

Applied music should be distributed among keyboard (piano or organ), voice and orchestral instruments proportionate to the needs of the student in meeting her: a) keyboard requirement for theory classes; b) Bachelor of Music Education recital requirements; c) minimum four semester hours credit in voice and in piano, required by Missouri Department of Education.

NOTE: If the student has had no experience on an orchestral instrument, instruction on one should begin in freshman year so that adequate technique may be acquired to meet instrumental proficiency standards prior to student teaching.

History and Literature of Music

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

*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 and recital programs, and assigned reading.

Mr. Cruce.

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. Cruce.

219-220. *Piano Literature and Interpretation I* (4)

Presentation of major works for piano of the pre-classic and classic periods through the medium of recorded and live performances. Illustrated keyboard literature of Bach, Scarlatti, Mozart, Haydn, and Beethoven will be presented with emphasis on stylistic interpretation.

Prerequisites, a major in piano and Course 163-164. Not offered in 1961-62.

*259. *History of Music I* (3)

A study of the development of music in Europe from its origins in the Near East and Ancient Greece to the end of the Viennese classic period and the early works of Beethoven.

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

*260. *History of Music II* (3)

A study of the Nineteenth Century Romantic Movement beginning with the late works of Beethoven through the post-romantic era, the Impressionistic movement and subsequent schools of expressionism, futurism, atonalism, and neoclassicism with emphasis on contemporary composers.

Mr. Cruce.

261. *Sacred Music* (2)

Not offered in 1961-62.

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

Presentation of major piano works of the romantic, impressionistic, modern and contemporary schools. Illustrated keyboard literature of Beethoven, Brahms, Schubert, Schumann, Chopin, Liszt, Scriabin, Rachmaninoff, Debussy, Bartok, Prokofiev, and so forth will be performed and discussed with emphasis on stylistic interpretation.

Prerequisite, Course 219-220. Not offered in 1961-62.

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. Cruce.*

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. Cruce.*

THEORY OF MUSIC

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

*151, 152. *Theory I (Harmony, Sight Singing, Ear Training)*
(4, 4)

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 triad 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)*
(4, 4)

Harmony: Secondary sevenths and their inversions, chromatically altered chords, organ point, 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* (2, 2)

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* (2, 2)

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.*

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. Not offered in 1961-62.

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

323, 324. *Methods of Teaching Music* (3, 3)

The first semester of this course provides a general preparation for the teacher of music in the elementary grades. It includes 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.

The second semester of the 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.

Prerequisites, junior standing and Education 355 or 301 (or concurrent). *Dr. Kincheloe.*

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 or concurrent, Education 303 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. Identical with Education 326. *Dr. Kincheloe.*

331, 332. *Pedagogy* (1, 1)

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 on demand.

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, Course 323-324. Offered on demand. Identical with Education 350.

ENSEMBLE

A total of four semester hours in ensemble will be accepted toward an A.B. or 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 Choralaires 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. Rehg.

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.

Offered on demand.

55. *Vocal Chamber Music Ensemble* (1)

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

Dr. Kincheloe.

60. *Orchestra* (1)
Study and performance of symphonies, overtures, and concert numbers. Formal concerts including concertos and arias with student soloists. Christmas concert with the college choir.
Open to all students in the College. Mr. Cruce.
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. Cruce.
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.
Dr. Kincheloe.
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.
Dr. Kincheloe.

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,
Mr. 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* (1-8)

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 Clavichord,—Haydn, Mozart, or Beethoven Sonatas. Compositions from the romantic and modern schools.

211, 212. *Applied Music: Piano* (1-8)

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

251, 252. *Applied Music: Piano* (1-8)

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

351, 352. *Applied Music: Piano* (1-8)

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

Mr. Perkins

71. *Applied Music: Organ* (1/2-1)

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

113, 114. *Applied Music: Organ* (1-8)

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* (1-8)

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* (1-8)

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* (1-8)

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* (1-8)

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* (1-8)

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. Choir.

255, 256. *Applied Music: Voice* (1-8)

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

355, 356. *Applied Music: Voice* (1-8)

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 Kincheloe, Professor Isidor, Assistant Professor Cruce

73. *Applied Music: Violin* (½-1)

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

117, 118. *Applied Music: Violin* (1-8)

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* (1-8)

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* (1-8)

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* (1-8)

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

Applied Music: Orchestral Instruments. 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 25 for the nature of the course.

Special Concert Preparation (No credit)

Designed for coaching advanced students who are preparing for a public concert presentation. Enrollment may be for the semester or for a series of individual lessons.

Not offered in 1961-62.

PHILOSOPHY AND RELIGION

Professor Conover, *Chairman*

Assistant Professor Bartholomew, Dr. Cox, Mr. 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, for further study on the graduate level, or for lay leadership in churches.

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

Requirements for the Major in Philosophy or in Philosophy and Religion: Students planning to major in philosophy or in philosophy and religion should consult with the Chairman of the Department. See page 31 for the general requirements for majors and minors.

PHILOSOPHY

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.

Dr. Cox.

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. Offered in 1961-62 and in alternate years. *Mr. Thomas.*

252. *Aesthetics* (3)

A study of beauty—particularly in the arts of architecture, the dance, music, painting, poetry, prose literature, and sculpture; of taste and the standards of judging art, and of the place of art in life. Examples of the various arts will be analyzed.

Prerequisite, junior standing or consent of instructor. Offered in 1961-62 and in alternate years. *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. Offered in 1961-62 and in alternate years. *Dr. Conover.*

310. *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, consent of instructor. Identical with Religion 310. *Dr. Conover.*

311. *Philosophy of Education* (3)

A study of the aims and process of education and of the relations 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 Education 311. Not offered in 1961-62.

RELIGION

151. *Introduction to Old Testament Literature* (3)

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

Mr. Thomas.

152. *Introduction to New Testament Literature* (3)

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

Mr. Thomas.

216. *Christian Ethics* (2)

An examination of the New Testament ethical teachings, and of contemporary interpretations of Christian ethics. The personal and social implications of the Christian faith are considered.

Prerequisite, Course 152. Offered in alternate years. Not offered in 1961-62.

220. *Christian Classics* (2)

A study of selected passages from the masterpieces of devotional literature with special emphasis on the writings of such men as Augustine, Thomas á Kempis, St. Francis of Assisi, Brother Lawrence, Martin Luther, John Bunyan, and William Law.

Offered in alternate years. Not offered in 1961-62.

251. *History of the Christian Church* (3)

A survey of the origin and growth of the Church up to the present time; special attention given to the Protestant Reformation.

Miss Bartholomew.

254. *Life and Work of the Church* (3)

A study of the government, worship, and program of the Church. Each student will have the opportunity to study the liturgy and organization of her own denomination. Consideration will be given to the wider work of the churches through the National and World Councils of Churches, as well as to the program of the local church.

Offered in 1961-62 and in alternate years. *Miss Bartholomew.*

255. *The Life and Letters of Paul* (2)

A study of the life and work of St. Paul, the influence of his thought upon the developing church and its significance for the present day.

Prerequisite, Course 152. Offered in 1961-62 and in alternate years. *Miss Bartholomew.*

261-262. *The Theory and Practice of Christian Education* (6)

A study of the history, philosophy, principles, objectives, and theological bases of Christian Education of various church school curricula, and the use of the Bible in Christian Education. Supervised observation and field work.

Miss Bartholomew.

304. *Psychology of Religion* (3)

A survey of the nature and varieties of religious experience, including conversion, belief, religious growth, prayer, and worship. The place of religion in the common life.

Prerequisite, Psychology 200. Offered in alternate years. Not offered in 1961-62.

305. *Elements of Christianity* (3)

A systematic examination of the principal affirmations of the Christian faith.

Not offered in 1961-62.

361-362. *Organization and Administration of Christian Education* (2, First Semester)
(3, Second Semester)

A study of the work of the committee of Christian Education, the organization of the church school, the youth and adult program of Christian Education, leadership recruitment and training, and of materials and resources for religious education. Specific attention is given to such methods as drama, story-telling, role-playing, creative activities, and discussion. Supervised field work.

Prerequisite, Course 261-262. *Miss Bartholomew.*

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, Philosophy 200, Philosophy 301, 302, or Religion 204 or 305. *Mr. Thomas and staff.*

390. *Special Problem* (1-3)

See page 25 for the nature of the course.

SPEECH

Speech, Theatre, Radio, and Television

Associate Professor McCrory, *Chairman*
Professor Boyer, 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 power of speech and a critical sense concerning it. In addition, it offers sound academic training to those preparing for speech education, theatre, and broadcasting.

A speech survey is conducted in an effort to have each student working to best advantage. A freshman who thinks her previous training has prepared her for specialized courses may take a written examination on speech fundamentals, make a brief speech, and sight read for the speech staff. Recommendations are made according to the student's proficiency and plans.

Majors and minors in speech may emphasize theatre, public speaking, 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 31 for the general requirements for majors and minors.

100. *Fundamentals of Speech* (2)

An introductory course including the development of mental attitudes for good speaking, control of the body, use of the voice, and speech composition. Each girl records her voice in order to determine her individual needs. Informative speaking is stressed.

Required of all speech majors and minors unless excused after the proficiency test given in September and again before second semester registration. *Miss McCrory.*

150. *Voice and Diction* (3)

A course designed to teach the correct formation and utterance of all speech sounds according to the basic principles of standard English; 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.

Mr. Hume.

152. *Public Speaking* (2)

A course planned to give emphasis to the forms of public speaking needed by women in modern society both on the campus and in their communities. Special attention is given to persuasive speeches, occasional speeches, discussion and debate, the adaptation of speech for radio and television, and parliamentary law.

Prerequisite, Course 100. *Miss McCrory.*

155. *Interpretation of Literature* (3)

An elementary course in the principles of oral interpretation including methods of understanding literature and the techniques of presenting the literature to an audience. This course is especially recommended for speech or English majors and minors.

Prerequisite, Course 100 or consent of instructor. *Miss McCrory.*

156. *Advanced Interpretation of Literature* (3)

A study of the various forms of literature such as the story, narrative

poetry, monologue, and excerpts from plays, with the proper technique for each form of literature. Selection, preparation of the script, and program arrangement are studied.

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

160. *Discussion and Persuasion* (3)

A course planned to aid in more effective thinking and speaking on controversial issues. It should also help the student to evaluate propaganda. Opportunities will be offered for practice in general discussion, panels, symposia, and forums. This course is recommended especially for majors in sociology, history, political science, and economics.

Offered in 1961-62 and in alternate years. *Miss McCrory.*

254. *Debate* (3)

Practice in the scientific analysis of a problem and acceptance of a proposed solution. Current campus movements, social and political problems furnish the topics. Experience in gathering information, reflective thinking, argumentation, and use of speech skills are provided.

Prerequisite, Course 153 is recommended. *Miss McCrory.*

256. *Oral Interpretation of Children's Literature* (2)

A study of children's literature in relation to various age levels. The selection and evaluation of material with practice in storytelling, reading aloud, choral speaking, and creative dramatics. After classroom practice, each girl works with a group of children in a public school.

Offered in alternate years. Not offered in 1961-62.

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.

251, 252. *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.

261. *History of the Theatre in the Orient* (2)

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

Offered in alternate years. Not offered in 1961-62.

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 alternate years. Not offered in 1961-62.

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.

Offered in 1961-62 and in alternate years. *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.*

304. *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. Offered in 1961-62 and in alternate years. *Mr. Hume.*

RADIO AND TELEVISION

153. *Radio Workshop* (1)

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.

157. *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.

213-214. *Continuity for Broadcasting* (2)

Writing for broadcasting, beginning with simple continuity such as public service announcements and proceeding to commercials and

newswriting. The student sets her own pace. Frequent conferences with the instructor determine the rate and direction of her progress.

Prerequisite, consent of instructor. *Miss Boyer.*

221. *Radio and Television Announcing* (3)

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

Prerequisite, consent of instructor. *Miss Boyer.*

250. *Motion Picture Workshop* (1)

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

Prerequisite, junior or senior standing and consent of the instructor. Not offered in 1961-62.

257. *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. *Miss Boyer.*

258. *Radio Production* (3)

Study of the techniques involved in the production of various types of radio programs such as music, interviews, discussion, and drama. Assignments on campus station KCLC required as part of laboratory instruction.

Prerequisite, Course 153 or 157. *Miss Boyer.*

319, 320. *Advanced Continuity for Broadcasting* (1, 1)

Individual instruction in the writing of various types of continuity for broadcasting.

Prerequisite, Course 213-214. *Miss Boyer.*

321. *Seminar in Station Management and Operation* (3)

An examination of the role of broadcasting in society and its impact on our culture with emphasis on programming within the framework of the commercial structure of American broadcasting and the licensee's commitment to the principle of public service. Consideration will be given to the responsibilities of traffic, continuity, promotion, and women directors.

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

323, 324. *Apprenticeship in Radio and Television* (1-3)

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.*

390. *Special Problem* (1-3)

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

See page 25 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 BIOLOGY

Professor Talbot, *Chairman*; Professor Grundhauser; Professor Rechtern

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 him to the scientific method as a means for ascertaining truth; to show him that the entire structure of science is built on a foundation of intellectual honesty; and to instill in him a deep respect for life.

Departmental requirements for the Major in Biology: Specific requirements include Courses 101-102, 202, 251-252, 263, 264; and

Chemistry 101-102 or 103-104 and 201, 202. See page 31 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.
Departmental 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.

Dr. Grundhauser.

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 in 1961-62 and in alternate years. *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 in which

human beings or lower animals are utilized to demonstrate various physiological principles.

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

Prerequisite, Course 101-102. *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 on demand.

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. Offered in 1961-62 and in alternate years. *Dr. Talbot.*

257. *Bacteriology* (3)

A course treating of 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. *Dr. Grundhauser.*

258. *Advanced Bacteriology* (3)

A course which continues the work begun in Biology 257 with emphasis being placed on the disease-producing organisms.

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

Prerequisite, Courses 101-102 and 257. Offered in alternate years. Not offered in 1961-62.

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. Offered in 1961-62 and in alternate years. *Dr. Talbot.*

267. *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 alternate years. Not offered in 1961-62.

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.

301. *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 alternate years. Not offered in 1961-62.

302. *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 1961-62 and in alternate years. *Dr. Talbot.*

390. *Special Problem* (1-3)

See page 25 for the nature of the course.

Methods of Teaching Biology—See Education 310.

CHEMISTRY

Professor Bedon, *Chairman*; Associate Professor Gray

Departmental requirements for the Major in Chemistry: specific requirements include twenty-four semester hours in chemistry, Physics 101-102. See page 31 for the general requirements for majors and minors.

101-102. *General Inorganic Chemistry* (6)

An introductory study of the modern theories of chemistry and their application to non-carbon compounds.

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

103-104. *Advanced General Inorganic Chemistry* (6)

Similar to Course 101-102 but with more emphasis on the quantitative applications of the theories.

One class meeting and two two-hour laboratory periods a week.
Prerequisite, high school chemistry and satisfactory scores on either the College Entrance Examination Board examination in chemistry or on an examination administered by the College.
Miss Gray.

201, 202. *Organic Chemistry* (4, 4)

A systematic study of the nomenclature, the structure, and the properties of carbon compounds of the aliphatic and the aromatic series. Exercises in the laboratory consist of the synthesis and purification of typical organic compounds.

Two class meetings and two two-hour laboratory periods a week.
Prerequisite, Course 101-102 or 103-104. *Miss Gray.*

301-302. *Quantitative Analysis* (6)

An introduction to the methods of quantitative analysis. One semester is predominately gravimetric determinations and the other semester

volumetric determinations. The laboratory also includes experimental work with electrical and optical methods.

One class meeting and five hours of laboratory a week.

Prerequisite, Course 101-102. To be discontinued after 1961-62. *Dr. Bedon.*

301-302. *Analytical Chemistry* (8)

A study of the principles of stoichiometry and the theories of solutions and of equilibrium, and their applications to the practical problems of chemical analysis. About one-third of the year is devoted to qualitative analysis and two-thirds to quantitative analysis.

Two class meetings and six hours of laboratory a week.

Prerequisite, Course 111-112 or 113-114. Not offered until 1962-63.

303. *Food Analysis* (3)

The determinations are quantitative. Reading reports are required pertaining to consumer problems and the Food and Drug Law.

Three two-hour laboratory periods a week.

Prerequisites, Course 101-102 or 103-104 and Course 201, 202. Course 301-302 is recommended. Not offered in 1961-62.

306. *Biochemistry* (3)

The textbook studies deal with the metabolism of fats, carbohydrates, and proteins. The chemistry of body fluids is introduced. As much time as possible is given to vitamins and hormones. The laboratory work undertakes to parallel the textbook work. Techniques in blood and urine analysis are included.

Prerequisite, Course 201-202 and Biology 251-252. Alternates with Course 311-312. Not offered in 1961-62.

307-308. *Physical Chemistry* (8)

An introductory course in the principles of physical chemistry, including the states of matter, thermodynamics and equilibrium, kinetics, and electro-chemistry.

Three class meetings and one three-hour laboratory period a week.

Prerequisites, Course 301-302, Physics 155-156, and Mathematics 251. Offered on demand.

311-312. *Advanced Organic Chemistry* (1-4)

Prerequisite, Course 201-202. Alternates with Course 306. Not offered in 1961-62.

390. *Special Problem* (1-3)

See page 25 for the nature of the course.

MATHEMATICS

Professor Beasley, *Chairman*
Mrs. Huesemann, Mr. Kim

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 pure 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 attempts to get the student started on a career in mathematics, whatever it may be, by giving the basic 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 150 and 155, or 157-158, or 200, and 390. A course in Logic is strongly recommended. Requirements for the Minor in Mathematics: Specific requirements include courses through Course 261, unless exceptions are made by the Chairman of the Department. See page 31 for the general requirements for majors and minors.

101, 102. *Basic Mathematics* (3, 3)

A course designed to give training in mathematics as a part of a liberal arts education—basic 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 great system. The treatment of arithmetic should be interwoven with a gradual introduction to algebraic symbolism and its uses. Only selected topics from geometry which are of particular interest in general education (similar triangles, the Pythagorean theorem, and measurement) are included. Other topics such as variation, functional relationship, equations, an introduction to trigonometry, and the work with 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.*

150. *College Algebra* (3)

An intermediate algebra course. It presents a review of fundamental processes of algebra such as factoring, fractions, solution of linear and quadratic equations, systems of equations, and a more intensive study of exponents, roots, radicals, logarithms, and progressions.

Prerequisites, one high school unit in algebra and one unit in plane geometry or Course 101, 102. *Mr. Kim.*

154. *Mathematics of Business* (3)

Applications of percentage to business problems; simple interest and simple discount; common logarithms; arithmetic and geometric progressions; algebraic equations; compound interest and compound discount; annuities, investments, loans, insurance; and an approach to statistics.

Prerequisites, one and one-half high school units in algebra or Course 101. Required of students expecting to teach high school business courses. Not acceptable for the mathematics requirement for the Bachelor's degree. Offered in 1961-62 and in alternate years. *Miss Beasley.*

155. *Trigonometry* (3)

Presents the analytical approach to trigonometry, relations of the functions, trigonometric identities, the inverse functions, logarithms, and the solutions of triangles.

Prerequisites, one and one-half high school units in algebra and one unit in plane geometry. *Mr. Kim.*

157-158. *Advanced Freshman Mathematics* (6)

An integrated approach to some of the more fundamental concepts of modern mathematics, many of which are ordinarily encountered in separate courses of algebra and trigonometry. The choice of topics, with the integration of algebra and trigonometry where it seems natural, and the logical treatment throughout are intended to emphasize the modern point of view.

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.*

200. *Analytic Geometry* (3)

Application of algebraic methods to geometric problems, Cartesian and polar coordinate systems, locus problems, linear equations and the general equation of the second degree, properties of lines and conic sections, parametric equations and special curves.

Prerequisites, Courses 150 and 155 or the equivalent. *Miss Beasley.*

241. *Higher Algebra* (3)

Includes the deduction of the theoretical properties of such formal systems as groups, rings, fields and vector spaces. In order to develop the student's power to think for herself in terms of the new concepts, a wide variety of exercises on each topic is included. The course enables one to re-interpret the results of classical algebra, giving them far greater unity and generality. It does not lose sight of the fact that, for many students, the value of algebra lies in its applica-

tion to other fields: higher analysis, geometry, physics, philosophy, and so forth.

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

251. *Calculus I* (3)

Presents the concepts of limits and limiting processes; the meaning of the derivative; the principles on which the operation of differentiation depends; rules for differentiation of algebraic forms; application of the derivation to the study of maximum and minimum value of functions; the study of curve tracing, rectilinear motion, and so forth.

Prerequisite, Course 200. *Miss Beasley.*

254. *Advanced Geometry* (3)

Extends the methods of plane geometry and plane analytic geometry to the development of theorems of greater interest; presents new properties of the triangle and the circle; includes the fundamentals of solid geometry and solid analytic geometry; presents an introduction to non-Euclidean geometries.

Prerequisite, Course 200. Offered in 1961-62 and in alternate years. *Mr. Kim.*

261. *Calculus II* (3)

A continuation of Calculus I. It presents differentiation of transcendental functions and their inverses; application to parametric and polar equations and roots; differentials; curvature; the theorem of mean value; indeterminate forms; formal integration and applications of the definite integral to area; approximate integration.

Prerequisite, Course 251. *Miss Beasley.*

262. *Calculus III* (3)

A continuation of Calculus II. It develops integration as a process of summation; the fundamental theorem of Integral Calculus; further applications of integration to the rectification of curves; finding areas, volumes, and so forth; formal integration by various devices; use of tables of integrals; centroids, fluid pressure work and other applications.

Prerequisite, Course 261. *Miss Beasley.*

301. *Theory of Equations* (3)

Includes a study of complex numbers; determinants; mathematical induction; combinations, permutations, and probability; Diophantine analysis; and such other topics as bear on the solution of equations of higher degree than the second. Graphical methods are used to a great extent.

Prerequisite, Course 262. Offered in alternate years. Not offered in 1961-62.

302. *Advanced Calculus* (3)

Presents finite series, infinite series, and their use in computation; expansion of functions; functions of several variables; partial derivatives; multiple integrals and their application to geometry of space.

Prerequisite, Course 262. Offered in alternate years. Not offered in 1961-62.

303. *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 will be put on equations of the first and second order and linear equations of the first and second order and linear equations with constant coefficients.

Prerequisite, Course 262. Offered in 1961-62 and in alternate years. *Mr. Kim.*

390. *Special Problem* (1-3)

See page 25 for the nature of the course.

PHYSICS

Professor Bedon

155-156. *General Physics* (8)

Introduction to fundamental principles of mechanics, heat, sound, electricity and magnetism, light, and modern physics.

Three class meetings and one three-hour laboratory period a week.

Prerequisite, Mathematics 155 or equivalent. Offered in 1961-62 and in alternate years.

III. THE DIVISION OF THE SOCIAL SCIENCES ECONOMICS

Professor Moore, *Chairman*

Economics is a significant and exciting aspect of our culture. Everyone is concerned with making a living and the crucial issues challenging society. For women the study of economics is doubly important because they spend the major portion of the family income and own a vast amount of wealth. Economics helps many to choose their occupations. It provides an understanding of such problems as inflation, depression, and unemployment. One cannot be an informed voter in a democracy without some knowledge of debt, taxation, and fiscal policy. Economics comes to grips with such issues as the populations of the world, under-developed countries, and economic systems. In these ways, economics contributes to an understanding of one's environment and thus becomes an essential part of a liberal education.

150. *The Consumer in the Market* (3)

An analysis and evaluation of consumers' 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.

201. *Introduction to Economics I* (3)

Emphasizes fundamental economic principles and the economy as a whole. Topics for study include business organization, national income, business fluctuations, and monetary and fiscal policy. Historical background is developed as well as preparation for further study.

202. *Introduction to Economics II* (3)

A course devoted to the study 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.

250. *Statistics* (3)

Introduction to the theory and applications of statistics to the social sciences, including the topics: frequency distributions, averages, dispersion, probability, sampling, and correlation.

301. *Labor Problems and Industrial Relations* (3)

Includes 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.

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.

303. *International Trade and Finance* (3)

Examines 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.

305. *Comparative Economic Systems* (3)

Capitalism, socialism, communism, and fascism are analyzed and evaluated 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 1961-62 and in alternate years.

390. *Special Problem* (1-3)

See page 25 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.

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), three semester hours in political science, three hours in sociology, and three hours in economics. See page 31 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 alternate years. Not offered in 1961-62.

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. Offered in 1961-62 and in alternate years. *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. Offered in 1961-62 and in alternate years. *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, or senior standing. Offered in 1961-62 and in alternate years. *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 alternate years. Not offered in 1961-62.

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. Offered in alternate years. Not offered in 1961-62.

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 alternate years. Not offered in 1961-62.

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.

Offered in 1961-62 and in alternate years. *Dr. Clevenger.*

316. *Latin American History* (3)

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

Offered in 1961-62 and in alternate years. *Dr. Clevenger.*

390. *Special Problem* (1-3)

See page 25 for the nature of the course.

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

POLITICAL SCIENCE

203. *American National Government* (3)

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

Dr. Clevenger.

308. *American State and Local Government* (3)

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

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

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 alternate years. Not offered in 1961-62.

317. *International Relations* (3)

A survey of the factors promoting and 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?

Offered in alternate years. Not offered in 1961-62.

PSYCHOLOGY

Professor Engram, Miss Sogard

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 Nursery School affords a laboratory 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, 290, 295, 296, 308, 314, 316, and Economics 250. See page 31 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 and stress, and so forth.

Mr. Engram.

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 or registration as a major in Education or sociology. *Mr. Engram.*

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.

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

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 his development in routine situations.

Prerequisite, Course 200 or concurrent registration. Three class hours and two hours of observation in the Nursery School each week are required. *Miss Sogard.*

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 rather than description.

Prerequisite, Course 295. Three class meetings and two hours of observation in the Nursery School each week. *Miss Sogard.*

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. *Mr. Engram.*

307. *Applied Psychology* (3)

A survey of the practical application of principles of psychology to various fields of human activities. The course deals with problems in the areas of industry, the military, the medical, the school, the family, and various service agencies.

Prerequisite, Course 200. Offered in alternate years. Not offered in 1961-62.

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

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

Prerequisite, Course 200 or registration as a major in Education. Offered in 1961-62 and in alternate years. *Mr. Engram.*

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.

Offered in 1961-62 and in alternate years. *Mr. Ingram.*

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. *Mr. Ingram.*

388. *Supervised Practicum in Child Development* (6)

Supervised daily practicum in the Nursery School following the Merrill-Palmer Semester. Includes a weekly conference to discuss guidance of preschool children, and the role of the Nursery School and its meaning to parents and the community.

Prerequisites, Course 296, Merrill-Palmer Semester, and senior standing. Not offered in 1961-62.

390. *Special Problem* (1-3)

See page 25 for the nature of the course.

Educational Psychology—See Education 210.

SOCIOLOGY

Professor Gouldner¹, *Chairman*; Assistant Professor Kaplan

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.

¹On leave 1961-62.

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

See page 31 for the general requirements for majors and minors.

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. Kaplan.

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.

Mr. Kaplan.

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. *Mr. Kaplan.*

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 1961-62 and in alternate years. *Mr. Kaplan.*

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 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. *Mr. Kaplan.*

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 alternate years. Not offered in 1961-62.

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 1961-62 and in alternate years. *Mr. Kaplan.*

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 alternate years. Not offered in 1961-62.

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 205, or Political Science 203. Offered in alternate years. Not offered in 1961-62.

350B. *Research and Seminar* (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. Offered in 1961-62 and in alternate years. *Mr. Kaplan.*

390. *Special Problem* (1-3)

See page 25 for the nature of the course.

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

IV. THE DIVISION OF PROFESSIONAL EDUCATION

EDUCATION

Professor B. Van Bibber, *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 21 state departments of education on the presentation of a transcript of record from Lindenwood without the need for meeting detailed course requirements.

Council on Teacher Education

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

Sophie Payne Alston, Home Economics
 S. Louise Beasley, Mathematics
 Homer Clevenger, History and Government
 C. Eugene Conover, Philosophy and Religion
 Kenneth V. Kincheloe, Music
 Thomas W. Doherty, Modern Languages
 Lynn Beck Dillon, English
 Harry Hendren, Art
 Juliet Key McCrory, Speech and Dramatics
 Emma Purnell, Office Management
 Dorothy Ross, Physical Education
 Mary Talbot, Biology

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 school trainees 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.

The Department of Education's Council on Teacher Education shall determine whether or not an applicant for teacher training meets

the required qualification for acceptance and continuance in the program of training. In addition to a well-defined interest in teaching, the prospective teacher should have emotional stability, an effective personality, freedom from physical handicap, and must rate average or above in ability to do college work as determined by the appropriate test scores. She must have ranked in the upper half of her graduating high school class. To continue her work, a student, in addition to a demonstrated acceptable professional attitude, must conform to grade standards established by the Council on Teacher Education.

A student is admitted to the program of teacher training by filing with her counselor at the close of the sophomore year an application to enter a teacher education curriculum. The Council on Teacher Education is asked to approve the application.

The courses in Education are planned primarily to meet the needs of students who intend to teach. Others may elect courses in 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.

Students majoring or minoring in Education or wanting certification to teach should obtain the approval of the Department of Education before taking Education courses off-campus or by correspondence.

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 35.)
2. Three semester hours of economics or sociology and three semester hours of political science.
3. Six semester hours of chemistry or physics; or six semester hours of mathematics; or a three-hour mathematics course numbered 150 or above and Philosophy 202.
4. Six semester hours of psychology; elementary Education majors

will include Psychology 295, secondary Education majors will include Psychology 308.

5. History 205-206, Geography 102 and English 217. (Elementary Education majors only).
6. Biology 151 or Home Economics 240.
7. Speech 150.
8. An area of subject matter concentration.
9. A major of 24 semester hours in Education including Courses 202 or 311, 210, 301 or 303, 350, 362, or 364 and specific subject matter methods courses (including Courses 312, 314, 318, 326 and 328 for elementary Education majors).
10. Office Management 150A or 150B or demonstrated proficiency in typewriting.
11. Participation as members in the Student Education Association (also required of students minoring in Education).

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

*202. *History and Principles of American Education* (3)

A study of the development of American educational philosophies, institutions, and practices, with particular emphasis on the changes which have been made within this century. Comparisons are made with the educational systems of other countries in their historical and modern settings.

Mr. Van Bibber.

*210. *Educational Psychology* (3)

A course presenting the main facts and the principles that have a bearing on educational problems. Emphasis is on the learning process.

Prerequisite, Psychology 200, or six semester hours (or current registration) in chemistry or biology. *Mr. Van Bibber.*

301. *Methods of Teaching in High School* (3)

A systematic study of the principles and skills of teaching. A study

of several good methods of teaching, and practical experiences in building subject matter units of instruction. Stress is placed on the theory and use of audio-visual aids in teaching. Attention is given to the concepts of team teaching and the use of teaching machines.

Prerequisite, Course 210 or concurrent registration. *Mr. Van Bibber.*

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 Methods and Management* (2)

A course in kindergarten theory and practice.

Prerequisite, Course 303 or concurrent registration. *Miss Banks.*

306. *History and Methods of Teaching Mathematics* (3)

Presents the methods of teaching mathematics in the secondary school; organization of the mathematics program for the grades seven through twelve; methods applicable to general mathematics, algebra, geometry, and trigonometry. The course will further 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 his teaching of mathematics more effective.

Prerequisites, Education 301, and fifteen semester hours of mathematics or the equivalent. Offered in alternate years. Not offered in 1961-62.

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. Not offered in 1961-62.

*311. *Philosophy of Education* (3)

A study of the aims and processes of education and the relations 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.*

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 and Organization and Administration in Physical Education*

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 301 and Education 301 or 303. *Miss Ross, Physical Education.*

316. *Methods of Teaching Business Subjects* (2)

A study of methods, materials, measurements, curriculums, and other aspects of business subjects in secondary schools.

Prerequisites, Education 301 and Office Management 150C, 155-156, 163-164, 253 or the equivalent. Not offered in 1961-62.

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. *Miss Alston, Home Economics.*

323, 324. *Methods of Teaching Music* (3, 3)

The first semester of this course provides a general preparation for the teachers of music in the elementary grades. It entails a study of the principles, procedures, and objectives in school music, emphasizing supervisory and administrative problems of the music supervisor. Comparative study and analysis of the most recently published music texts.

The second semester of this course is planned to provide a preparation for teaching music in the junior and senior high school. Demonstrations and observation of teaching at the high school level are included.

Prerequisite, junior standing and Education 301 or 303, or concurrent registration. *Dr. Kincheloe, 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.

Prerequisite or concurrent, Education 303 and one half-hour credit in piano and in 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. Identical with Music 326. *Dr. Kincheloe.*

328. *Teaching of Arithmetic* (2)

Offered for those preparing to teach in the elementary schools. Meanings and skills connected with integers, fractions, decimals, percentage, and application form the content of this course. Emphasis is given to concepts and meanings.

Prerequisites, Education 303 and six semester hours of college mathematics, or special permission of the Department of Mathematics. Not acceptable for the mathematics requirement for the Bachelor's degree. Offered in 1961-62 and in alternate years. *Miss Beasley, Mathematics.*

330. *Methods of Teaching Speech in the Secondary School* (2)

A survey of the history of speech education, curriculum planning, and the making of units and lesson plans.

Prerequisite, Education 301 and fifteen semester hours in speech. Offered on demand. Experience in making units and lesson plans is provided.

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. Offered on demand.

350. *Student Teaching* (6)

A course consisting of observation, conferences, and supervised teaching in the public schools. The student is responsible for arranging and paying the expense of transportation to and from the assigned school. Registration in this course must be approved by the chairman of the department one semester in advance. A three-hour block of time, either morning or afternoon, is required for the course.

Prerequisite, Education 301 or 303; 314 for elementary education majors; specific subject matter methods for secondary education minors, 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 education courses. *Mr. Van Bibber, 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)

A study of the organization and administration of American education on local, state, and national levels. Special attention is given to

the instructional and managerial problems of the teacher in the secondary schools.

Prerequisite, junior or senior standing. *Mr. Van Bibber.*

390. *Special Problem* (1-3)

May be arranged in general problems in education, problems in elementary or secondary education, or problems in teaching and methods. See page 25 for the nature of the course.

HOME ECONOMICS

Professor Alston, *Chairman*

Associate Professor Lindsay, Assistant Professor I. Van Bibber

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. Lindenwood is certified for training vocational home economics 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 35.
2. Art 111, Biology 101-102, Chemistry 101-102 or 103-104, Economics 205, 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 31 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.

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

Prerequisite, Course 152 requires Course 151. *Miss Lindsay.*

200. *Costume Design and Selection* (2)

Selection of costume. Study of line and color. Practice in design. One class meeting and two two-hour laboratory periods a week.

Prerequisite, Art 111. *Miss Lindsay.*

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

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

Miss Lindsay.

*204. *Advanced Costume Design* (3)

Study and design of costumes for various types; adaptation of historic styles to modern dress. Some emphasis on fashion illustration and fashion careers. One class meeting and two two-hour laboratory periods a week.

Prerequisites, Course 200 and Art 111. Offered on demand.

*240. *Home Nursing and Health* (2)

A non-professional course designed to give training in the home care of the sick. The maintenance of health and nursing when illness occurs are the two major concerns of the course. National Red Cross certification.

Miss Alston.

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. Offered on demand.

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, and 200 and Art 111. *Miss Lindsay.*
- *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 alternate years. Not offered in 1961-62.
- *303. *Home Furnishings* (3)
Furnishing the home for present-day living. Opportunity is provided for students to work on individual projects.
Prerequisites, Art 111 and 302 or consent of instructor. *Miss Lindsay.*
- *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 Alston.
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 Alston.*
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 Alston.*

320. *Organization and Administration of Vocational Home Economics* (3)

History and organization of vocational home economics. Teaching materials and procedures.

Miss Alston.

390. *Special Problem* (1-3)

May be taken in general home economics, foods and nutrition, clothing, or home management. See page 25 for the nature of the course.

Methods of Teaching Home Economics—See Education 322.

OFFICE MANAGEMENT

Associate Professor Purnell, *Chairman*; Mrs. Brizius

The Department of Office Management offers a four-year curriculum leading to a Bachelor of Science degree with a major in Office Management. Courses are planned with the purpose of preparing students so that they may obtain satisfactory initial employment and have the potentiality to advance quickly to better positions. Emphasis is placed on developing individuals who have not only technical skill and general business information but also a knowledge and understanding of the liberal arts; who know how to assume responsibility, take initiative, exercise good judgment, organize their work (and that of others when necessary); and who understand the problems of the employer as well as those of the employee.

Requirements for the degree of Bachelor of Science with a Major in Office Management:

1. Completion of the general requirements for the Bachelor of Science degree. See page 35.
2. Chemistry 101-102 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 semester hours of economics, Mathematics 154, Psychology 200, and Speech 100.
4. Completion of Departmental requirements for the major includ-

ing Courses 150C, 155-156, 161-162, 163-164, 201, 253, 258, and 304 or 311. (See page 31 for the general requirements for majors.)

A modern foreign language is strongly recommended for those majoring in office management. Six semester hours of the language offered for admission to the College or at least ten hours of a language begun in college should be included in the student's program.

Specific course requirements for a Minor in Office Management include Courses 150B or above, 253, and 258. Course 155-156 is recommended. See page 31 for the general requirements for minors.

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

150A. *Typewriting* (2)

This beginning course places 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. Brizius, Miss Purnell.*

150B. *Typewriting* (2)

This intermediate typewriting includes reconstruction and further improvement of basic techniques, application of straight-copy skill to personal and vocational materials, and organization of work materials.

Five class meetings a week.

Prerequisite, Course 150A or a satisfactory score on a proficiency examination. *Mrs. Brizius, Miss Purnell.*

150C. *Typewriting* (2)

This advanced typewriting adds 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 150B or a satisfactory score on a proficiency examination. *Mrs. Brizius, Miss Purnell.*

150D. Typewriting (2)

This terminal course in typewriting places 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 150C or a satisfactory score on a proficiency examination. *Mrs. Brizius, Miss Purnell.*

***155-156. Elementary Accounting** (6)

Fundamental principles and practice of accounting are stressed, 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.

Mrs. Brizius.

161-162. Elementary Shorthand (6)

The theory and practice of Gregg Shorthand, Simplified, are introduced. 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 150B. *Mrs. Brizius, Miss Purnell.*

163-164. Advanced Shorthand (6)

Shorthand principles are reviewed, the student's shorthand vocabulary is enlarged, and greater speed and accuracy in taking and transcribing dictation are developed.

Five class meetings a week.

Prerequisites, Courses 150B and 162 or satisfactory scores on proficiency examinations. *Mrs. Brizius.*

***201. Business Law** (3)

The fundamental principles of law are studied in relation to the more

common business transactions, including the law of contracts, agency, sales, bailments, negotiable instruments, insurance, employment, and private property.

Four class meetings a week. Offered in 1961-62 and in alternate years. *Mrs. Brizius.*

250, 251. *Specialized Dictation* (2, 2)

Skillful use of shorthand results from continual use, familiarity with vocational dictation, and drill in expert speed reporting. The ultimate aim of this course is to make both vocational and personal shorthand a natural and permanent skill.

Three class meetings a week.

Prerequisites, Courses 150B and 164 or satisfactory scores on proficiency examinations. Offered on demand.

253. *Office Machines and Records Management* (3)

Every well-qualified secretary needs a working knowledge of office machines and an understanding of filing and indexing, which this course presents.

Four class meetings a week.

Prerequisite, Course 150B. *Miss Purnell.*

*258. *Business Correspondence* (3)

A rapid review of English essentials is designed to correct deficiencies in grammar and good usage. The importance of good letter writing is recognized by a careful consideration of the various types of business letters and reports and the general principles of their composition.

Prerequisite, Course 150B or a satisfactory score on a proficiency test. *Miss Purnell.*

*304. *Personnel Management* (3)

Includes a study of job analysis, selection of employees and executives, training of personnel, interviewing and merit rating of workers; working conditions; employee morale; reduction of industrial conflict, turnover, and absenteeism and increase in efficiency.

Prerequisite, Psychology 200. Offered in alternate years. Not offered in 1961-62.

305, 306. *Professional Dictation: Medical, Legal, and Others* (2)

Concentrated dictation and study are offered in the field of student's choice. Emphasis is placed on definition of terms, shorthand outlines, forms, records, office procedures, and information pertinent to particular professions.

Three class meetings a week.

Prerequisites, Courses 150B and 164 or satisfactory scores on proficiency tests. *Miss Purnell.*

311. *Office Management* (3)

The future office worker studies how efficient office organization and management can cut costs, promote customer satisfaction, increase business volume, and increase profits.

Prerequisites, Courses 150C and 253 or satisfactory scores on proficiency tests. Not offered in 1961-62.

390. *Special Problem* (1-3)

See page 25 for the nature of the course.

PHYSICAL EDUCATION

Professor Ross, *Chairman*

Associate Professor Amonas, Assistant Professor Ridgley

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 35.

2. Biology 151, 251-252, and 301.
3. Completion of Departmental requirements for the major including Courses 101, 152, 154, 159, 160, 302, 315, and twelve semester hours in physical education activity courses. See page 31 for the general requirements for majors.
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 31 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 of 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 sport 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

<i>Sports:</i>	Riding
Archery and volley ball	Swimming
Bowling	Water Safety Instructors ¹
Basketball and softball	<i>Dance:</i>
Badminton and tennis	Social dance
Field sports (hockey, soccer, speed ball)	Modern
Golf	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
 Rhythmic training
 Stunts and tumbling

INTERMEDIATE AND ADVANCED COURSES

Intermediate:
 Badminton and tennis
 Modern dance
 Riding
 Swimming
 Synchronized swimming

Advanced:
 Badminton and tennis
 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 dance (primitive, folk, ballet, modern) 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 Ridgley.

152. *First Aid* (2)

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

Miss Ridgley.

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.*

204. *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.*

302. *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 301. Offered in alternate years. Not offered in 1961-62.

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

Analysis of skills and discussion of teaching techniques in the following sports: archery, badminton, basketball, volleyball, field sports, tennis, and softball.

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

315. *Methods of Organization and Administration of 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.

Prerequisite, Course 101. 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.

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 301. Miss Ross.

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. Open to students who are not majoring in education. Education majors see Education 318. Mrs. Amonas.

390. *Special Problem* (1-3)

See page 25 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 scholarships and grants.

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.

The maximum combined scholarship and grant held by any one student may not exceed \$650 a year. (This \$650 does not include self-help opportunity.)

Except in the case of honor scholarships and the grants made to daughters of ministers and teachers, scholarships and/or grants are made only to students planning to take a degree at Lindenwood. A scholarship and/or grant made to a student who withdraws of her own choice before graduation may be repaid as a loan.

Each candidate applying for financial assistance, other than the honor scholarship or grants in the amounts of \$200 to daughters of ministers or teachers, must file a financial statement with the College Scholarship Service, Box 176, Princeton, New Jersey. This statement is confidential. New students may obtain these forms from the student's high school or from College Scholarship Service, Box 176, Princeton, New Jersey. Returning students obtain these forms from the College.

SCHOLARSHIPS

HONOR SCHOLARSHIPS—For students who qualify in terms of scholastic achievement in the secondary school. These scholarships are valued at \$200 a year for students ranking first or second in the graduating class, or at \$100 a year for students ranking in the upper five percent of the class, or at \$300 for students who are semi-finalists in the National Merit Scholarship competition. A student may apply for any Honor Scholarship for which she may qualify, but only one will be

awarded. The honor scholarship is automatically renewed each year if the student maintains a "B" average.

COMPETITIVE EXAMINATION SCHOLARSHIPS—For applicants who have qualified for these scholarships by scores on tests taken for admission. If a student takes the tests of the American College Testing Program to qualify for admission, these scores may be used in support of her application for a Competitive Examination Scholarship. If the Scholastic Aptitude Test of the College Entrance Examination Board is taken to qualify for admission, an applicant for a Competitive Examination Scholarship is asked to take, in addition, three of the Achievement Tests conducted by the College Entrance Examination Board. English is required, and two more must be chosen from (1) foreign languages, (2) science or mathematics, (3) social sciences. Arrangements for taking the Achievement Tests must be made by the student with the College Entrance Examination Board, P. O. Box 592, Princeton, N.J. The student directs that test results be sent directly to Lindenwood College. The monetary value of these scholarships will be determined by financial need as shown by the confidential financial statement submitted to the College Scholarship Service. Lindenwood College does not announce the amount of any of these scholarships since the actual value is based on the financial need of the students. The Competitive Examination Scholarship is renewed each year if the student maintains a "B" average and if the financial need continues. *Application for one of these scholarships must be made by March 1.* Announcement of winners will be made about May 15.

Each winner of an honor scholarship on the basis of secondary school record or a competitive examination scholarship on the basis of competitive examinations will be admitted as an "Honor Scholar" and will be recognized for her achievement when she comes to Lindenwood.

JUNIOR COLLEGE SCHOLARSHIPS—For graduates of junior colleges nominated by their respective colleges. These scholarships are valued at \$300 for each of the junior and senior years at Lindenwood. An additional \$200 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 to students preparing for work as Assistants in Religious Education. These scholarships are primarily for Juniors and Seniors.

A few are available for freshmen. Freshmen who are candidates for these grants will take the tests required for the Competitive Examination Scholarships. 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.* Announcement of winners will be made about May 15.

THEATRE FELLOWSHIPS (for men)—Two fellowships are awarded annually to male students of junior or senior standing 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 that the men appointed participate in playing roles in Lindenwood College dramatic productions and assist generally in the presentation of college plays. Men who receive appointments for the junior year 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 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.

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 is 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 Mr. and Mrs. Harold Null Scholarship—Established by Marjorie Null, a former student at Lindenwood.

GRANTS AND SELF-HELP OPPORTUNITIES

GRANTS—For students, especially for daughters of ministers and teachers, who do not qualify for scholarships on the basis of scholastic achievement but who do show promise and who need financial assistance. Daughters of ministers and teachers will receive a minimum grant of \$200. If a grant of more than \$200 is needed, the student must file a financial statement with the College Scholarship Service as described above. A grant is renewed each year if a student maintains a "C" average.

The Watson Fund provides for grants of \$200 to the daughters of any Presbyterian minister and when the revenue is sufficient, for the daughter of any minister.

SELF-HELP OPPORTUNITIES—Work assignments on campus. These assignments are varied in character and enable the student to earn \$100 (as a receptionist in one of the dormitories), \$150 (for six hours of clerical work as an assistant to a member of the faculty), \$200 (for nine hours of clerical work as an assistant to a member of the faculty or to the librarian) or \$450 (as a waitress in the college dining room for approximately twelve hours of work a week). \$200 self-help positions are not available to freshmen. An applicant for a \$450 self-help position must file the financial statement with the College Scholarship Service.

LOANS

LOANS—For information about national defense student loans, write the Business Manager, Lindenwood College, St. Charles, Missouri. Funds for these loans are provided jointly by the Federal Government and Lindenwood College.

Prizes and Awards

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 \$350 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.

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.

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.

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 to be used for prizes in literary contests.

Lindenwood Fees and Charges

Lindenwood College is not conducted for profit, and a considerable part of the budget is met annually from income from the permanent Endowment Fund and from gifts to the College.

It is the desire of the College to explain very carefully the entire cost for the college year. The expenses shown in this section of the catalog include every fee charged by the College. The only additional expenses are personal, such as books, laundry, and so forth. There is no additional charge for private music lessons.

Tuition, board, room and health service	\$1,760.00
Student activity fee	40.00
Covers admission to lectures, concerts and convocations, subscription to the <i>Linden Bark</i> , all social activities open to the entire student body, and the student year book, <i>The Linden Leaves</i> .	
Total	<u>\$1,800.00</u>

NOTE: An additional charge of \$80.000 is made for each occupant of a room with connecting bath, except in McCluer Hall where the charge is \$100.00.

Lindenwood College Offers Three Plans for the Payment of Student Accounts

PLAN I

Application for Admission Fee	\$ 25.00
Room Reservation (Payable when notified of acceptance)	100.00*
Amount due July 1, 1962	200.00
Balance of account due September 10, 1962	1,475.00
Total	<u>\$1,800.00</u>

PLAN II

Application for Admission Fee	\$ 25.00
Room Reservation (Payable when notified of acceptance)	100.00*
Amount due July 1, 1962	200.00
Additional amount due September 10, 1962	975.00
Balance of account due January 1, 1963	500.00
Total	<u>\$1,800.00</u>

PLAN III—Distributed Payment Plan

Application for Admission Fee	\$ 25.00
Room Reservation (Payable when notified of acceptance)	100.00*
Amount due July 1, 1962	200.00
Additional amount due September 10, 1962	575.00
Nine (9) consecutive monthly payments of \$103.00** beginning October 1, 1962	927.00
Total	<u>\$1,827.00</u>

Accounts of graduating seniors must be paid in full on or before May 20, 1963, and accounts of other students on or before June 1, 1963.

The totals above do not include additional charge for room with connecting bath. If the student occupies a room with connecting bath a statement for the additional charge will be mailed after October 20th and will be due and payable November 1, 1962.

*Returning students will add this amount to the July 1, 1962 payment, making a total of \$300.00 to be paid on that date.

**\$3.00 per month is for servicing the Distributed Payment Plan account.

STUDENT TEACHING FEE

A fee of \$100.00 will be charged students doing apprentice teaching in the St. Charles Public Schools. 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 public school teachers supervising this practice in their classrooms.

DIPLOMA FEE

A diploma fee of \$10.00 is due and payable by May 15 preceding graduation. This charge applies only to graduating seniors.

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 \$460.00 for the college year, plus \$40.00 student activity fee, and plus charges for private instruction in music if elected by the student. Day students may receive lunch at the college dining hall for \$110.00 for the college year.

SPECIAL STUDENTS

A charge of \$25.00 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.

A charge of \$25.00 per clock hour is made for advanced students of piano enrolled for individual lessons in the Special Concert Preparation program. Students registered by the semester will pay at the regular student rate.

OPTIONAL FEES

Riding Instruction—per semester	\$50.00
per year	90.00
Student Insurance	15.00

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 the fact that the payments may be distributed does not constitute a half-year contract.

The \$25.00 application for admission fee is not an extra charge but is applied on the account. The application for admission fee is not subject to refund if the student is accepted. Each application is accepted in good faith with the understanding that the student intends to enter Lindenwood in September, 1962. If plans are unavoidably changed, the \$100.00 payment for room reservation will be refunded if request is made prior to June 1, 1962. Such refunds will be made October 1, 1962.

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 bills are properly settled.

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.

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 at \$15.00 per week. No deduction is made for temporary absence during the year.

Directory of the College

The Board of Directors

OFFICERS OF THE BOARD

HOWARD I. YOUNG, Eng. D., LL.D.	President
PHILIP J. HICKEY, LL.D.	Vice-President
MRS. HORTON WATKINS, L.H.D.	Vice-President
WILLIAM H. ARMSTRONG	Secretary and Treasurer

MEMBERS OF THE BOARD

TERM OF OFFICE 1957-1963

ARTHUR S. GOODALL (1937)	St. Louis, Mo.
HOWARD I. YOUNG, Eng. D., LL.D. (1942)	St. Louis, Mo.
MRS. JAMES A. REED, LL.D., <i>Alumna</i> (1953)	Kansas City, Mo.
THE REV. W. SHERMAN SKINNER, D.D. (1955)	St. Louis, Mo.
MRS. HORTON WATKINS, L.H.D. (1957)	St. Louis, Mo.

TERM OF OFFICE 1962-1968

WILLIAM H. ARMSTRONG (1944)	St. Louis, Mo.
PHILIP J. HICKEY, LL.D. (1947)	St. Louis, Mo.
MRS. ARTHUR STOCKSTROM, L.H.D. (1949)	Kirkwood, Mo.
SIDNEY W. SOUERS (1958)	St. Louis, Mo.
RAYMOND W. ROWLAND (1960)	St. Louis, Mo.

TERM OF OFFICE 1961-1967

R. WESLEY MELLOW (1943)	St. Louis, Mo.
RUSSELL L. DEARMONT, LL.D. (1943)	St. Louis, Mo.
THE REV. W. DAVIDSON McDOWELL, D.D. (1960)	St. Louis, Mo.
THE RT. REV. GEORGE L. CADIGAN, D.D. (1961)	St. Louis, Mo.
SIDNEY STUDDT (1961)	Clayton, Mo.

MEMBERS OF THE ADVISORY BOARD

TERM OF OFFICE 1962-1968

MRS. JOHN F. LILLY St. Louis, Mo.

TERMS OF OFFICE 1959-1965

THE REV. GEORGE E. SWEAZEY, D.D. Webster Groves, Mo.

WESLEY JOHNSON St. Louis, Mo.

TERMS OF OFFICE 1958-1964

MRS. DAVID HOPKINS, *Alumna* St. Joseph, Mo.

MRS. ROBERT R. WRIGHT, *Alumna* Clayton, Mo.

STANDING COMMITTEES OF THE BOARD OF DIRECTORS

EXECUTIVE

HOWARD I. YOUNG
WILLIAM H. ARMSTRONG
RUSSELL L. DEARMONT

FACULTY

PHILIP J. HICKEY
MRS. ARTHUR STOCKSTROM
RUSSELL L. DEARMONT
HOWARD I. YOUNG

DORMITORIES

MRS. ARTHUR STOCKSTROM
MRS. HORTON WATKINS

BUILDINGS AND GROUNDS

ARTHUR S. GOODALL
R. WESLEY MELLOW
SIDNEY STUDDT
THE REV. W. SHERMAN
SKINNER

FINANCES

SIDNEY W. SOUERS
WILLIAM H. ARMSTRONG
RUSSELL L. DEARMONT
HOWARD I. YOUNG

AUDITING

SIDNEY W. SOUERS
WILLIAM H. ARMSTRONG

Officers of Administration

- FRANC L. MCCLUER President of the College
 A.B., M.A., Westminster College; Ph.D., University of Chicago;
 LL.D., Westminster College; LL.D., Washington University;
 LL.D., Waynesburg College.
- DONALD M. MACKENZIE Dean of the College
 A.B., Park College; A.M., Ph.D., University of Chicago.
- 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 Study, University of
 Missouri.
- 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.
- FRED H. DOENGES Director of Development
- BEATRICE CLARK (Mrs. W. H.) Alumnae Secretary

The Faculty

FRANC L. McCLUER, A.B., M.A., Ph.D., LL.D. *President of the College*
 A.B., M.A., Westminster College; Ph.D., University of Chicago; LL.D.,
 Westminster College; LL.D., Washington University; LL.D., Waynesburg
 College.

EMERITI

GIPSON, ALICE *Professor, English, 1924; Dean Emeritus, 1948*
 A.B., University of Idaho; Ph.D., Yale University; D.Litt., Lindenwood
 College.

COOK, ETHEL B. *Bursar Emeritus, 1949*

HANKINS, KATHRYN *Professor, Classical Languages and Literature, 1920;*
Professor Emeritus, 1951
 A.B., B.S., M.A., University of Missouri.

LEAR, MARY L. *Professor, Chemistry, 1916; Professor Emeritus, 1960*
 A.B., B.S., M.A., University of Missouri; Sc.D., Lindenwood College.

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

ALSTON, SOPHIE PAYNE *Professor, Home Economics, 1952*
 B.S., Mississippi State College for Women; M.A., University of Chicago;
 Graduate work, George Peabody College for Teachers, Columbia University,
 Iowa State College.

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.

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
 College.

BARTHOLOMEW, MARY JEAN *Assistant Professor, Religion, 1957*
 A.B., Macalester College; M.A., McCormick Theological Seminary.

BAUER, HUGO JOHN *Associate Professor, Modern Languages, 1947*
 A.B., Elmhurst College; M.A., Northwestern University; Graduate work,
 Washington University.

BEALE, LULA CLAYTON *Instructor part-time, Education, 1954*
 A.B., Murray State College; M.A., George Peabody College.

- BEASLEY, S. LOUISE *Professor, Mathematics*, 1949
B.S., Southwest Missouri State College; M.A., University of Missouri; M.Ed.,
George Peabody College for Teachers; Graduate work, Teachers College,
Columbia University.
- BEDON, HELEN D. *Professor, Chemistry*, 1960
A.B., Meredith College; M.A., University of North Carolina; Ph.D., Cornell
University.
- BITTNER, FERN (Mrs. G. S.) *Instructor, Physical Education*, 1957
B.S., Lindenwood College
- BITTNER, GROFF STEWART *Instructor part-time, Music*, 1961
B.S., Indiana Central College; M. Mus., Indiana University; further study
with Ozan Marsh and Patricia Benkman.
- BOYER, MARTHA MAY *Professor, Speech*, 1946
B.A., Maryville College; M.A., University of Wisconsin; Graduate work,
Ohio State University, Washington University.
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B.A., University of Illinois; M.A., University of Iowa.
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B.S. in Ed., Central Missouri State Teachers College; M.A., Peabody College
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A.B., College of Wooster; B.D., Union Theological Seminary; A.M., Ph.D.,
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A.B., Morningside College; S.T.B., Ph.D., Boston University.
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B.A., Hendrix College; M.M., University of Michigan.
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A.B., Cornell College; M.A., Columbia University; Ph.D., State University
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A.B., Washington University; graduate work, Washington University.
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B.A., Westminster College; M.A., Middlebury College; Certificat de Pronon-
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A.B., Washington University; M.A., University of Missouri; graduate work,
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 A.B., College of Puget Sound; M.Ed., University of Washington; Ph.D.,
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 A.B., B.S., M.A., University of Missouri.
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 B.S., B.A., Southeast Missouri State College; Metallurgical Laboratory of
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 A.B., Murray State College; M.A., Ohio State University.
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 B.A., M.A., Ph.D., University of Illinois.
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 B.Mus., Nashville Conservatory of Music; M.Mus., Cincinnati Conservatory;
 Study with Lawrence Goodman, Eduard Loessel, Sevrin Eisenberger, and
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 A.B., Lindenwood College; Graduate Study, Washington University.
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 A.B., University of California; M.A., University of North Carolina; Gradu-
 ate, Maria Ouspenskaya Studio of Dramatic Art.
- ISIDOR, GERTRUDE *Professor, Music, 1925*
 Artist Diploma, Post Graduate Diploma with Distinction, Cincinnati Conser-
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 Leighton, Edgar Stillman-Kelly; Violin and Theory, American Conservatory,
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- 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,
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B.S., M.A., University of Missouri; Honorary Fellow, Graduate School, and Ph.D., Yale University.
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B.A., Juanita College; M.Sa.Mus., Union Theological Seminary; Pupil of Catherine Crosier, Hugh Porter, John Huston, Alee Wyton.
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A.B., University of Wisconsin; M.S., Northwestern University; Ph.D. Cornell University.
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A.B., Arkansas Polytechnic College; M.A., University of Arkansas; Graduate work, University of Illinois.
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B.A., M.A., University of Oklahoma; Ph.D., Columbia University.
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B.S., Iowa State University; Graduate work, Kansas State University.
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B.Mus., M.Mus., Chicago Musical College.
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- THOMAS, WILLIAM WEST.....*Instructor, Philosophy and Religion, 1960*
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 B.A., M.A., University of Arkansas; Ph.D., State University of Iowa.
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 B.S., Southeast Missouri State College; M.Ed., University of Missouri; Graduate work, Colorado State College of Education, Cornell University.
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 A.B., Vassar College; A.M., University of Chicago.
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 B.F.A., Washington University; graduate work, University of Illinois.

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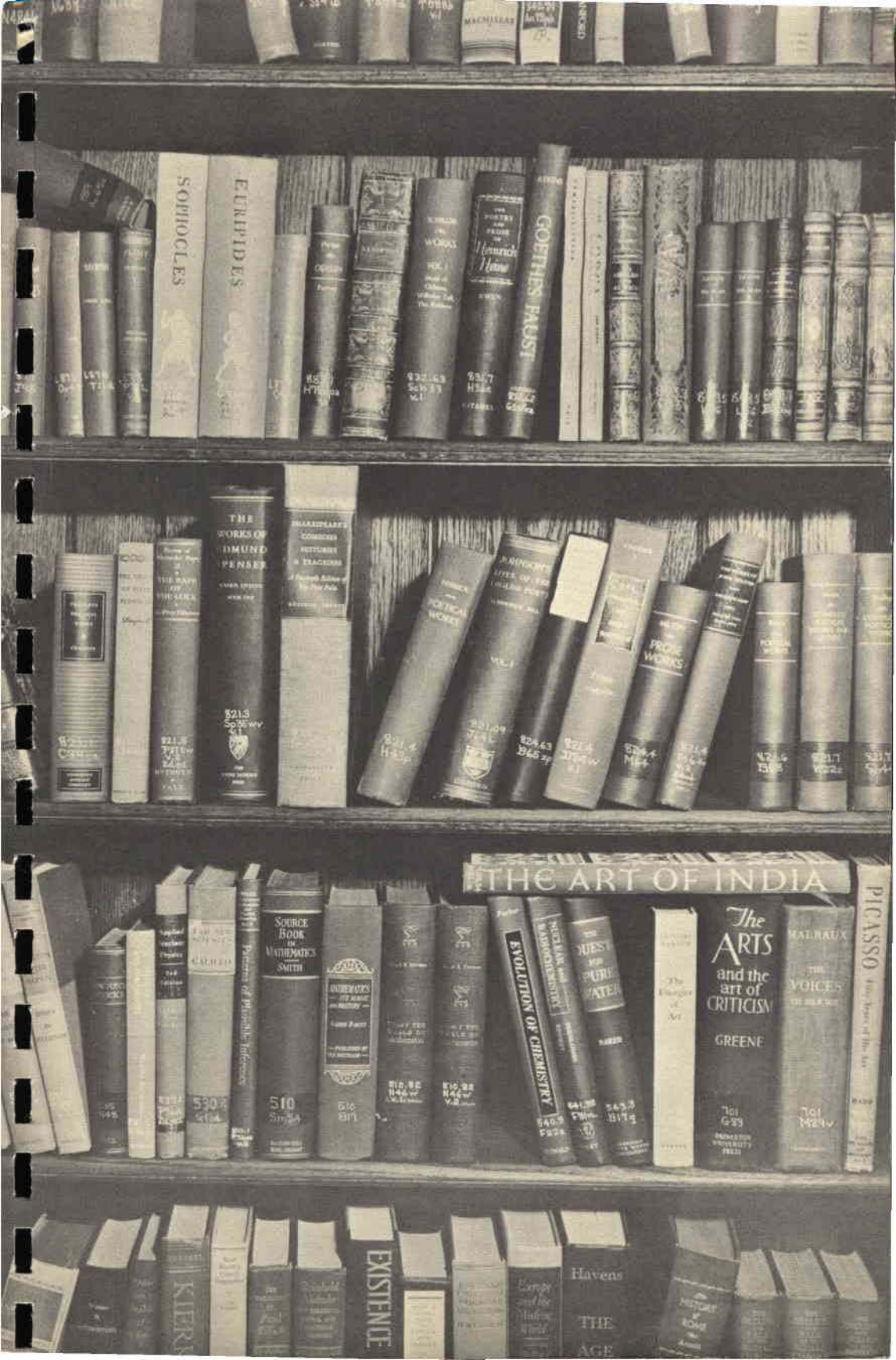
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Havens
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