



Dedicated to the Art of Living and the Arts of Peace

LINDENWOOD COLLEGE BULLETIN



SAINT CHARLES, MISSOURI

Published in Three Parts

PART I

LINDENWOOD COLLEGE
BULLETIN

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LINDENWOOD COLLEGE
BULLETIN

ST. CHARLES, MISSOURI



THE ANNUAL CATALOG
1943-1944

ANNOUNCEMENTS

1944-1945

The Purposes of Lindenwood College



Lindenwood is a four-year liberal arts degree granting college for women. It was founded by Presbyterians and renders its service under Presbyterian auspices. The founders gave to the college an endowment of purpose which is even more timely now than it was one hundred years ago. Lindenwood's charter requires it to be "set up on a large and liberal plan and on a lasting foundation." It also requires the provision of "ample facilities at as low charges as practicable" and definitely commits the institution to "the proper development of intellectual, moral, and physical faculties." Lindenwood is mindful of the fact that its founders were motivated by "the religion of Jesus Christ" "to qualify pupils not only to enjoy the rational pleasures of life as accountable beings but also to become enlightened and accomplished and useful members of society" properly qualified for the performance of life's "important duties." Finally, the founding fathers bequeathed to Lindenwood a purpose which is especially vital and to which renewed emphasis will be given now and in the years ahead. They required the college "so to convey instruction appropriately as to give a decidedly national bias to the youthful mind."

In fulfillment of its inherited purposes Lindenwood today definitely aims at growth and development of personality, social understanding, and skill in expression and communication, namely, skill in some arts by which personality finds expression and by which, too, the spiritual and material wealth of the world may be increased so that a living may be earned and life itself enriched. In brief the college aims at real culture, good character, and intelligent citizenship. The work of the college is substantial. In the building of life our aim is to ornament the structure and not merely to construct an ornament.

Short Courses for 1944-1945



Every college at this critical time must be deeply conscious of its obligation to assist in as many ways as possible in training young people for the present emergency. The colleges for women have an added responsibility in that to them must be given the opportunity of directing young women to specialized work which can relieve young men for the fighting forces who have already been prepared in these types of work.

Should the need still exist, Lindenwood College will be prepared in September to offer such courses, where the demand arises, from among these: engineering drafting, production control, personnel management, auto mechanics, office management, radio technician training, laboratory technician training, topography, map drawing, and commercial work. These courses will be given credit according to the amount of time they are taken, and will count toward a degree when the student takes up her regular college work. They are, of course, designed to assist any girl who wishes to go into war work to achieve that end with adequate training at as early a date as possible.

At such a time, too, it is only reasonable that the college should waive some of its requirements. Where there seems to be a good reason for it, a student may, with the permission of the Dean, omit courses regularly taken or in some cases take some course out of the usual order. In every way possible, the College will endeavor to assist the student who is looking toward immediate practical work which will assist in the present emergency.

Lindenwood's Curriculum and a Changing World



This College, like all other colleges these days, is, in its plans and in the direction of all of its activities, dominated by the thought of the war and its aftermath. Like all other institutions of higher learning, it, too, is divided in its curricular offerings. On the one hand, there is the necessity of giving courses which will be immediately practical for students who may wish to volunteer for war work. On the other hand, there is the necessity, which all colleges and universities must feel, of keeping burning the torch of the liberal education which through so many years has been sheltered and protected in this country and which must survive if the best things in education are to survive.

We believe that this College is solving the problem as well as may be done in this most difficult time. It offers such courses as training in stenography, secretarial work, and office practice; it has courses in the home economics department which have to do with balanced diets for the family, the conservation of food, hygiene, the renovation of clothing, wise buying of clothing, and care of clothing. Its courses in Mathematics and Physics are, of course, directly helpful to students who are likely to be in any sort of work of the mechanical type. Such studies as those having to do with Business Organization and Management will be most helpful when our young women are called upon to take those places in the world where men would ordinarily be found. As has been suggested previously, some of these courses listed are being offered this year, and more of them will be arranged for next year: personnel management, meteorology, topography and map reading, mechanical drawing, blue-print reading, home nursing, radio code practice and automotive mechanics. In addition, the plant of the College is open for extension work, through the Federal War Industry, of classes in surveying, engineering drawing, topographic drafting, radio technician work, industrial accounting, fundamentals of radio. Courses are now being given this year in some of these subjects. It will be seen from this that the College has in mind the immediate urgency of thorough, practical work.

Even more important, however, is the work which the College offers in its effort to make an intelligent citizenry of its students, and

to prepare them for the years to come. Every freshman entering the College may take a course in American Contemporary Civilization which has to do with the study of the problems of this country in relation to the war, to education and democracy, with stress laid on the settlement of post-war problems. There are numerous courses for upper class students dealing with the international situation, with an effort to train our students to have a wide point of view.

The College stresses, too, the importance of every student feeling her responsibility as a citizen of this country and taking seriously the fact that she will have to help in solving the problems left by the war. Several courses on post-war problems are being planned for next year.

With the comprehension of the importance of the family as a social unit, there are many courses in different departments centering around this subject. Such courses as those on the Family, Child Development, Nutrition and Dietetics, Home Architecture and Home Furnishing are only a few of the subjects which are taken up in the curriculum. The College believes, too, that every college student will return to her community with an added responsibility toward leadership. With this in mind, such courses as Community Recreation and the place of Women in Modern Society should be helpful in giving the student a sense of her responsibility in these directions.

Every student is urged to prepare herself for economic independence. No marriage these days can insure a girl that she will not have to earn her living. No *apparent* economic security is *actual* security these days. There are, therefore, many vocations in the College for which a young woman may train herself.

Lindenwood College is, of course, a degree granting institution and a student may well profit by remaining here for four years. The College does, however, offer the Junior College certificate as well as the Senior College degree, and whether a girl remains only for her Junior College course or spends the entire four years here, this College endeavors, now more than ever, to fit her for the career which she may choose. The College feels, however, very definitely that there are great advantages for the student who takes her degree at the college in which she began her work, particularly in the case of a small college. The faculty becomes thoroughly acquainted with her aptitudes and can aid her after she leaves the college in a way they cannot do if she has only one or two years at the institution; she makes a real college home for herself; she discovers her possibilities in extra-curricular activities

in a way she often cannot do in a larger institution; and as an upper class student she can be a real influence and power on the campus as regards the younger students. Lindenwood College believes very strongly in the virtues attached to the four-year small college.

These are uncertain days for the College, but Lindenwood is making every effort to give its students the very best possible training for as long a time as the world situation makes it possible for them to remain in college.

Student Personnel



In line with the most recent trends in modern educational thought, Lindenwood College has an office of Student Guidance and Personnel. The object of this office is to keep in close personal touch with each student in order to interpret student purpose and ability to the student herself, to her family, and to the College. By means of personal conferences, interviews, and standard measures, this office encourages the student to attain a level of achievement commensurate with her ability. It relates the student's ability to the curriculum. It evaluates the student's aptitudes and interests in terms of her vocational preparation. In addition, it urges the student to identify her personal interests with the larger group life, in keeping with the ideals and responsibilities of American democracy. Practical experience in the participation of democratic processes is made possible through *elective* student self-government which tends to develop good citizenship on the campus through an understanding of the principles of responsibility, justice, cooperation, majority rule, and respect for the opinions and property of other persons.

The office of Student Guidance and Personnel is also a depository of the records dealing with each student in matters that relate to residence, student activities, standard tests, and vocational guidance. The Director thus cooperates with faculty and administrative officers regarding the health reports, psychological tests, personality ratings, and extracurricular activities of the individual student. Educational, vocational, and social advice are made available to each girl in line with her individual needs. Furthermore, efforts are directed toward the integration of academic and social aspects of college life.

Inasmuch as employment is the most serious problem that confronts most students when they leave college, the necessity for directing this part of the counseling service becomes acute. There is no one solution to vocational placement, but the opportunity for successful vocational placement is enhanced by careful vocational guidance in Lindenwood College.

Expenses for the Year



Lindenwood College is not conducted for profit, and a large part of the budget is met annually from proceeds of the Endowment Fund.

It is the desire of the College to explain very carefully to the patron the entire cost for his daughter for the college year. The expenses itemized below include every fee charged by the College. The only additional expenses are personal, such as books, laundry, etc.

EXPENSES

Board, room, heat, light, water service, tuition, lessons in Music, Art and Expression	\$870.00
Student activity fee	30.00
	<hr/>
Total	\$900.00

NOTE—An additional charge of \$50.00 is made for each occupant of a double room with bath attached, and \$60.00 for single room with bath attached. The charge for single room without bath attached is \$40.00 additional. One-half of this charge is due in September and the remainder January 1.

Each student pays a fee of \$30.00, which goes to the student activities organization to cover admissions to college entertainments and class and club assessments.

TERMS OF PAYMENT

All bills for tuition and board are due at the beginning of the school year. For the convenience of our patrons payments may be made as indicated below:

On account of tuition, due August 1, 1944

\$100.00

ON ENTRANCE IN SEPTEMBER

On account of tuition, due September 25, 1944.....	\$165.00	
Board and room	230.00	
Student activity fee	30.00	
	<hr/>	
	\$425.00	
Less room reservation fee	20.00	\$405.00
	<hr/>	
Total due on or before September 25, 1944		\$505.00
Balance on account is due January 1, 1945.		

INCIDENTAL FEES

Diploma or certificate fee \$10.00

The student may send her laundry home or arrange through the College to have it done at the Steam Laundry. The College does not do any of the student's laundry.

The \$20.00 room reservation fee is not an extra charge, but is applied on the first payment. Refundable up to August 1, 1944.

Students are liable for any breakage.

All remittances should be mailed by certified check direct to Lindenwood College.

Payments must be made before the student can take her place in the classroom. No exception will be made to this rule without written permission from the Bursar.

If bills are not settled when due, it is understood that sight draft will be honored. Interest at 6 per cent will be charged on all unpaid bills.

Diplomas will not be issued or grades given until all bills are properly settled.

When students have been accepted for admission, parents and guardians accept all the conditions of payment and regulations of the College.

The College is very glad 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.

Charges for board and tuition in the various departments for the school year are as low as is consistent with the INSTRUCTION, SERVICE, and ACCOMMODATION given.

The College will not be responsible for the loss of any personal property of any student or teacher.

WITHDRAWAL

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.

All engagements with instructors and other provisions for education are made by the College for the entire year in advance; the established rule is that no deduction will be made from the amount paid.

If a student withdraws voluntarily or involuntarily before the end of the year there is no refund. However, in case of withdrawal upon the recommendation of the college physician, on account of serious illness, a refund pro rata will be made on the amount paid for board and room. No deduction is made for temporary absence during the year.

Textbooks, sheet music, stationery and similar articles may be obtained at the College Book Store at current prices. An inexpensive gymnasium uniform and a cotton tank suit must be obtained from the College Book Store to conform to regulations.

The terms of entrance are stated plainly in the catalog. No verbal agreements are permitted.

College Calendar



SECOND SEMESTER, 1943-1944

- Beginning of the second semester.....Monday, February 7.
 - Commencement exercises..... Saturday, June 5, to Monday, June 7.
-

1944-1945

- Meeting of the Academic Faculty.....Monday, September 18, 10 A. M.
- Registration and student conferences
with counselors.....Monday, September 25 through Thurs-
day, September 28.
- Organization of classes.....Friday, September 29.
- Academic Convocation.....Thursday, September 28, 11 A. M.
- Convocation Vesper Service.....Sunday, October 1.
- Founders' Day Convocation.....Thursday, October 26, 11 A. M.
- Thanksgiving Day.....Thursday, November 30.
- Christmas recess.....Noon, Thursday, December 14 to
noon, Wednesday, January 3.
- Beginning of the second semester..... Monday, February 6.
- Spring recess.....March 29 to April 2.
- Commencement exercises.....Friday, June 3 to Monday, June 6.

All dates on this calendar are subject to change if circumstances require this.

CALENDAR, 1944
SEPTEMBER-DECEMBER

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
..	1	2	1	2	3	4	5	6	7	1	2	3	4	1	2
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	
24	25	26	27	28	29	30	29	30	31	..	..	..	..	26	27	28	29	30	..	..	24	25	26	27	28	29	30
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	31	..	..	..	..	..	..

CALENDAR, 1945
JANUARY-DECEMBER

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	3	4	5	6	..	..	..	..	1	2	3	..	..	..	1	2	3	1	2	3	4	5	6	7	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31	..	..	..	25	26	27	28	..	..	..	25	26	27	28	29	30	31	29	30	..	..	..	..	..
..

MAY							JUNE							JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	1	2	3	4	5	..	..	..	..	1	2	1	2	3	4	5	6	7	..	..	..	1	2	3	4	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31	..	..	24	25	26	27	28	29	30	29	30	31	..	..	..	26	27	28	29	30	31	..	
..

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	..	..	1	..	1	2	3	4	5	6	..	..	..	1	2	3	..	..	..	..	..	..	1		
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
23	24	25	26	27	28	29	28	29	30	31	..	..	..	25	26	27	28	29	30	..	23	24	25	26	27	28	29
30	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	30	31	..	..	..	..	..

In Memoriam

DR. B. KURT STUMBERG, M. D.

College Physician and Member of the Board of Directors
of Lindenwood College
1903-1943

DIED—AUGUST 20, 1943

Board of Directors



OFFICERS OF THE BOARD

JOHN W. MACIVOR, D.D.	President
THOMAS H. COBBS	Vice-President and Counsel
JOHN T. GARRETT	Vice-President
WILLIAM H. ARMSTRONG	Secretary
ARTHUR A. BLUMEYER	Treasurer

MEMBERS OF THE BOARD

CLASS OF 1944

ARTHUR A. BLUMEYER (1938)	41 Washington Terrace, St. Louis
JOHN T. GARRETT (1919)	6225 Westminster, St. Louis
A. L. SHAPLEIGH (1934)	6 Portland Place, St. Louis
WILLIAM H. ARMSTRONG (1944)	6254 Washington Blvd., St. Louis
WOODSON K. WOODS, JR. (1944)	5 Fordyce Lane, Ladue Village, St. Louis County.

CLASS OF 1945

HARRY MOREHOUSE GAGE, D.D. (1941)	St. Charles
ARTHUR S. GOODALL (1937)	7228 Greenway, St. Louis
WALTER W. HEAD (1942)	4931 Lindell, St. Louis
HOWARD I. YOUNG (1942)	Country Life Acres, Clayton
RUSSELL L. DEARMONT (1943)	4954 Lindell, St. Louis

CLASS OF 1949

JOHN W. MACIVOR (1916)	44 Kingsbury Place, St. Louis
THOMAS H. COBBS (1917)	6224 Waterman, St. Louis
ELMER B. WHITCOMB, D.D. (1937)	Westminster Presbyterian Church, St. Joseph
HARRY T. SCHERER, D.D. (1943)	226 Spencer Ave., Webster Groves
R. WESLEY MELLOW (1943)	7600 Vulcan Ave., St. Louis

DAVID M. SKILLING (1902) Honorary Member	Webster Groves
GEORGE B. CUMMINGS (1915) Honorary Member	Webster Groves

STANDING COMMITTEES OF THE BOARD OF DIRECTORS



EXECUTIVE

JOHN W. MACIVOR, D. D.
WILLIAM H. ARMSTRONG
THOMAS H. COBBS
JOHN T. GARRETT
HARRY MOREHOUSE GAGE, D. D.
ALFRED L. SHAPLEIGH
RUSSELL DEARMONT

FACULTY

HARRY MOREHOUSE GAGE, D. D.
ARTHUR A. BLUMEYER
ELMER B. WHITCOMB, D. D.
WALTER W. HEAD
R. WESLEY MELLOW
HARRY T. SCHERER

BUILDINGS AND GROUNDS

JOHN T. GARRETT
HARRY MOREHOUSE GAGE, D. D.
ARTHUR S. GOODALL

FINANCES

ALFRED L. SHAPLEIGH
THOMAS H. COBBS
WILLIAM H. ARMSTRONG
JOHN T. GARRETT
HARRY MOREHOUSE GAGE, D. D.
WALTER W. HEAD
ARTHUR A. BLUMEYER

AUDITING

THOMAS H. COBBS
ARTHUR S. GOODALL
ARTHUR A. BLUMEYER
HOWARD I. YOUNG

Administration



HARRY MOREHOUSE GAGE, President

A. B., Wooster College, M. A., Columbia University.

LL. D., Wooster College, Parsons College, Illinois College

D. D., Emporia College

Human. D., Coe College

GEORGE A. WORKS, Educational Counsel

Professor of Education, Dean of Students and University Examiner, Retired,
the University of Chicago

GUY C. MOTLEY

Secretary of the College and Assistant to the President

DEPARTMENT OF EDUCATION

ALICE E. GIPSON, Academic Dean

A. B., University of Idaho; Ph. D., Yale University

***FLORENCE W. SCHAPER, Director of Student Guidance and Personnel**

B. S., M. A., University of Missouri; Ph. D., New York University

JOHN THOMAS, Director of School of Music

Mus. B., Mus. M., Pd. D., Cincinnati Conservatory of Music

MILDRED D. KOHLSTEDT, Librarian

A. B., Northwestern University; M. A., University of Illinois

HORTENSE F. EGGMANN, Assistant Librarian

A. B., University of Illinois; Certificate of Librarianship, St. Louis Library
School; Graduate work, University of Illinois Library School, Columbia Uni-
versity School of Library Service

****MARY ELLEN JACOB, Acting Director of Student Guidance and Personnel**

A. B., Ohio University; M. A., Indiana University; Graduate work, Colum-
bia University

MARIE FINGER, Acting Director of Student Guidance and Personnel. Took office

February 7. A. B., Lawrence College, Appleton, Wisconsin; M. A., North-
western University; Ph. D., Northwestern University

MARY MARSHALL MILLER, Assistant Director of Student Guidance and Person-

nel. A. B., University of Kansas; M. A., University of Missouri

DEPARTMENT OF RESIDENCE HALLS

ARENDS, A. P. (Mrs.) Head Resident, Sibley Hall
HOLT, MABEL CLAIRE Head Resident, Niccolls Hall
MOTTINGER, ANNA L. Head Resident, Irwin Hall
O'REAR, GEORGE (Mrs.) Head Resident, Butler Hall
STANLEY, I. J. (Mrs.) Head Resident, Ayres Hall

*On leave of absence with the Armed Forces.

**Resigned February 1.

DEPARTMENT OF THE HEALTH CENTER

- E. J. CANTY, M. D. College Physician
St. Charles, Mo.
- FRANK J. TAINTER, M. D. Consulting Surgeon
St. Charles and St. Louis, Mo.
- EVA SAYRE, R. N. Head of the Health Center

DEPARTMENT OF BOARDING

- ARABELLE FOSTER, B. S., Graduate work, Missouri
UniversityDietitian
- LEOLA BURFORD, B. S., University of Missouri; Graduate
work, University of Minnesota, Iowa State CollegeAssistant Dietitian

DEPARTMENT OF BUILDINGS AND GROUNDS

- HARRY P. ORDELHEIDE Superintendent
- LABEAUME & KLEINArchitects

BUSINESS ADMINISTRATION

- GUY C. MOTLEY, A. B. Secretary of the College and Assistant
to the President
- ADELE KANSTEINER BELDING Assistant Secretary
- ETHEL B. COOK Bursar and Assistant Secretary and As-
sistant Treasurer to Board of Directors
- CORA WAYE Assistant Bursar
- AGNES CAVANAGH ZEISLER Secretary to the President
- HELEN ROSE JOLLY, A. B. Recorder
- MILDRED I. McMICAN, A. B. Secretary to the Academic Dean
- ELIZABETH J. HALL, A. B. Secretary to the Director of Student
Guidance and Personnel
- DELPHIA HIRSH } In charge of College Post Office and
AMY MUTERT WAGNER } Bookstore

ENROLLMENT SECRETARIES

- *RALPH E. BRAND, A. B., M. A. Muehlebach Hotel, Kansas City, Mo.
- B. R. BRANSTETTER, B. S., Ph. D. 1103 West Church, Marshalltown, Ia.
- R. C. COLSON, A. B. 640 Jefferson, Kirkwood, Mo.
- ALMA HICKMAN Yates Hotel, Joplin, Mo.
- JAMES L. LEWIS, A. B., B. S. 930 East 56, Indianapolis, Ind.
- F. G. McMURRY, A. B., B. F. A. 3001 N. W. 24, Oklahoma City, Okla.
- CAREY MOTLEY, A. B., M. A. Liberty, Mo.

*On leave of absence with the Armed Forces.

Changes in the Catalog as Printed



These are difficult days for the organizing of a college catalog. Demands arise which were not anticipated when the book was being prepared for the press. Courses pertinent to the war are asked for, certain other courses may prove to be outmoded in view of changing conditions, still others will be definitely revised.

It is anticipated, therefore, that by the coming fall there will be changes of one kind or another in the curriculum which will not appear in this issue of the catalog. In case any questions arise concerning special offerings or departmental curricula, it is advised that these queries be submitted to the college in order that assurance may be obtained concerning any late decisions in regard to academic programs which the college has deemed desirable to make in view of present abnormal conditions.

A letter addressed to the Academic Dean of the college will be promptly and completely answered and will give information if there is any radical deviation from the work outlined in the printed catalog.

IT IS ADVISABLE TO ENROLL VERY EARLY

During the past years we have been obliged to refuse many applicants, as the number of new students Lindenwood can accommodate is limited. It is necessary that you make your application quite soon.

Address all inquiries concerning your application to

MR. GUY C. MOTLEY,
Assistant to the President

The Faculty



With the exception of the President, Assistant to the President, and the Dean of the College, the members of the faculty are listed alphabetically.

The number following the name indicates the year the instructor came to Lindenwood College.

GAGE, HARRY MOREHOUSE, President, 1941

A. B., Wooster College, M. A., Columbia University

LL. D., Wooster College, Parsons College

D. D., Emporia College, Illinois College

MOTLEY, GUY C., Secretary of the College, 1919, and Assistant to the President, 1939

A. B., William Jewell College

GIPSON, ALICE E., Academic Dean 1924

A. B., University of Idaho; Ph. D., Yale University

English

ALBRECHT, GRACE G., 1943

A. B., Bluffton College; The Gregg College; M. C. S., Indiana University.

Commercial Subjects

BERNARD, JESSIE S., 1939

A. B., M. A., University of Minnesota; Ph. D., Washington University

Sociology

*BETZ SIGMUND A. E., 1935

A. B., M. A., Ph. D., University of Cincinnati; Graduate work Harvard University

English

BURKITT, LOIS MANNING, 1932

B. M., Public School Music Diploma, Simpson Conservatory, Indianola, Iowa; Graduate work, Cosmopolitan School of Music, Chicago; Mac Phail School of Music, Minneapolis; University of Wisconsin, Madison

Public School Music

CLAYTON, CHARLES C., 1940

B. J., University of Missouri; City Editor and Literary Editor of the St. Louis *Globe-Democrat*

Journalism

*On leave of absence with the Armed Forces.

- CLEVINGER, HOMER, 1941
 B. S. in Ed., State Teachers College, Warrensburg, Missouri; M. A., George Peabody College for Teachers; Ph. D., University of Missouri
History and Government
- COULSON, JANET, 1938
 B. M., B. M. E., M. M., University of Kansas. Advanced Piano study under Ernest Hutcheson and Austin Conradi
Piano
- DAWSON, ELIZABETH, 1927
 A. B., Cornell College; M. A., Columbia University; Graduate work, State University of Iowa
English
- DAWSON, MARION LUCILE, 1936
 A. B., University of Wisconsin; M. S., Northwestern University; Ph. D., Cornell University
Biological Science
- DORSEY, MAUDE LEE, 1943
 B. S. in Home Economics; M. S., Ohio University
Home Economics
- DOUGLAS, EVA ENGLEHART, 1929
 B. S., State Teachers College, Kirksville, Mo.; B. F. A., Oklahoma City University; Mus. M., American Conservatory of Music, Chicago
Piano
- EICKHORST, WILLIAM, 1943
 B. S., West Tennessee State Teachers College; M. A., University of Illinois; Graduate work, University of Chicago, University of Illinois
Modern Languages
- FEEMSTER, WILHELMINA M., 1942
 A. B., York College; A. M., University of Nebraska; Ph. D., University of Chicago
History
- FRIESS, PAUL, 1931
 Organ and theoretical subjects with Charles Galloway; Piano with Ottmar Moll, Rudolph Ganz; Summer School Westminster Choir School; Organist Church of St. Michael and St. George, Temple Shaare Emeth
Organ
- GARNETT, RAYMOND L., 1936
 Ph. D., University of Missouri
Education
- GIESELMAN, DORIS P., 1929
 B. M., Bush Conservatory; Pupil of Charles W. Clark, Arthur Middleton, Percy Rector Stevens. Repertoire and coaching, Edgar Nelson. Graduate work, Juilliard School of Music. Voice ad repertoire, Bernard U. Taylor
Voice

GORDON, MARY MCKENZIE, 1927

A. B., Transylvania College; B. L. I., Emerson College of Oratory; M. A., State University of Iowa; Member of the acting company of Reginald Goode; Student under Whitford Kane, David Itkin of Moscow Art Theatre; Graduate work at University of Michigan; Columbia University. Actor and Director at Priscilla Beach Theatre
Speech and Dramatics

GRAY, CAROLYN S., 1942

A. B., B. S., M. A., University of Missouri
Chemistry

GREENWALT, DORIS J., 1943

A. B., MacMurray College
Riding

GREGG, KATE L., 1924

A. B., Ph. D., University of Washington
English

HANKINS, KATHRYN, 1920

A. B., B. S., M. A., University of Missouri; Graduate work, University of Michigan, Harvard University, University of Colorado, Columbia University; University of Minneapolis.
Classical Languages and Literature

HARMON, LLOYD B., 1937

A. B., Otterbein College; D. B., Bonebrake Theological Seminary; Ph. D., University of Chicago
Bible and Philosophy

ISAACS, ELIZABETH, 1943

B. A., Cornell College; M. A., Columbia University
English

*HARTWIG, HELLMUT A., 1941

Assoc. of Sc., Crane Jr. College; A. B., University of Illinois; M. A., Louisiana State University; Ph. D., University of Illinois
Modern Languages

ISIDOR, GERTRUDE, 1925

Artist Diploma, Post Graduate Diploma with distinction, Cincinnati Conservatory of Music; Pupil of Tirindelli, Albert Stoessel, Robert Perutz, George Leighton, Edgar Stillman-Kelly; Violin and Theory, American Conservatory, Fontainebleau, France. Musicology, Marion Bauer, Cincinnati Conservatory of Music
Violin and Theory

KARR, LOIS, 1921

A. B., Simpson College; M. A., University of Wisconsin
Mathematics and Physics

*On leave of absence with the Armed Forces.

KIBURZ, JOHN F., 1939

Formerly with Saint Louis Symphony Orchestra
Flute and Piccolo

KOHLSTEDT, MILDRED D., 1931

A. B., Northwestern University; M. A., University of Illinois
Library Science

LEAR, MARY E., 1916

A. B., B. S., M. A., University of Missouri
Chemistry

LINNEMANN, ALICE ANNA

B. L., Litt. D., Professor Emeritus
Art

MCCOY, MARY ELIZABETH, 1943

A. B., Michigan State College; Graduate study, St. Louis University
Physical Education

MCCRORY, JULIET KEY, 1943

B. S., University of Alabama; Ph. M., University of Wisconsin
Speech

*MARTIN, GAIL WYCOFF, 1941

B. F. A., John Herron Art School; M. F. A., State University of Iowa; Mary Millikan Memorial Scholarship for travel abroad, John Herron Art School 1937; studied with Henrik Mayer, Donald Mattison, Jean Charlot, Emil Ganso and Fletcher Martin
Art

MORRIS, RACHEL M., 1927

A. B., University of Illinois; M. A., Northwestern University; Graduate work, University of Chicago
Sociology and Psychology

PARKER, ALICE, 1928

B. S., M. A., University of Missouri; Honorary Fellow Graduate School, Yale University, 1937-1938; Ph. D., Yale University; Certificate in Radio Dramatic Writing, Radio Institute, NBC—Northwestern University
English

RASMUSSEN, LILLIAN, 1937

A. B., University of Chicago, Lindenwood College, Omaha Municipal University; Chicago Art Institute; Chicago Academy of Fine Arts; New York School of Fine and Applied Arts (Parsons)
Art

*On leave of absence with the Armed Forces.

RUGAARD, KAREN, 1943

A. B., Coc College; Graduate work, Iowa State College
Home Economics

*SCHAPER, FLORENCE W., 1922

B. S., M. A., University of Missouri; Ph. D., New York University
Sociology

SEAVEY, ELVA JANE, 1943

Frances Shimer School; B. A., M. A., State University of Iowa; studied with
Donald Mattison, Fletcher Martin, Philip Guston.
Art

SHEAHAN, MARY ALPHA, 1943

A. B., Washington University; Graduate work: Columbia University, Wash-
ington University
Commercial Subjects

SIBLEY, AGNES, 1943

B. A., M. A., University of Oklahoma; Graduate work, Columbia University
English

SKINNER, BARBARA M., 1943

B. S., B. A., Washington University; Graduate study, Washington University
Economics

SKINNER, JOSEPH F., 1930

B. S., Northeast Missouri State Teachers College; Violin with Ellis Levy,
Eastman School of Music; Member Saint Louis Symphony Chorus
Orchestral Instruments

STAGGS, FERN E., 1941

B. S., Baker University; M. A., University of Missouri; Graduate study,
Iowa State College and University of Iowa; Workshop, University of Chicago
Home Economics

STINE, JOHN, 1940

B. S., Northwestern University; M. A., DePaul University; Graduate, Co-
lumbia College of Expression; Graduate work, Chicago University; Pasadena
School of the Theatre; Certificate in Radio Production, Radio Institute,
NBC—Northwestern University
Speech and Dramatics

TALBOT, MARY, 1936

B. S., Denison University; M. A., Ohio State University; Ph. D., University
of Chicago; Stone Biological Laboratory; Michigan Biological Laboratory
Biological Science

*On leave of absence with the Armed Forces.

TERHUNE, MARY, 1926

A. B., Western College; M. A., Columbia University; D. M. L. Middlebury College; Diploma de Suficiencia, Centro de Estudios Historicos, Madrid; Graduate work, Universite de Grenoble, France, and Buenos Aires, Argentina
Modern Languages

THOMAS, JOHN, 1920, Dean of School of Music

Mus. B., Mus. M., Pd. D., Cincinnati Conservatory of Music; Pupil of Theodor Bohlmann, Dr. Edgar Stillman-Kelly, Marcian Thalberg
Piano

VER KRUZEN, MARGUERITE L., 1943

A. B., Barnard College; M. S., Wellesley College
Physical Education

WALKER, PEARL, 1934

A. B., University of Illinois; M. M., Chicago Musical College; M. A., Columbia University; Pupil of Herbert Witherspoon, Bernard Taylor, Conrad von Bos; European Study (1929-1933); Juilliard School of Music Soloist at Second Presbyterian Church of St. Louis since 1934
Voice

WERNDLE, LILLIAN, 1943

A. B., Washington University; M. S., Washington University
Biological Science

WURSTER, ANNA, 1924

B. S., M. S., Purdue University; Diplome, Sorbonne, Paris; Certificat, Universite de L'Alliance Francaise, Paris; Medaille, Alliance Francaise
French

The History of Lindenwood College



Lindenwood College has its roots deep in the past. Beginning over a hundred years ago in a log cabin, the Lindenwood School for Young Ladies developed in two decades into an academy; and in 1853, when the urge to found colleges was sweeping the nation, Major George C. Sibley and his wife, Mary Easton Sibley, had the school incorporated as the Lindenwood Female College under the direction of the St. Louis Presbytery.* They endowed it with their lands and began a campaign for funds with which to erect the first collegiate building.

The dramatic struggle of the Sibleys to house the new college; the devoted services and generosity of Samuel S. Watson, first president of the Board of Directors for a quarter of a century; the untiring industry and sacrifice of a succession of capable board members, presidents, and teachers—these constitute a noble history of which Lindenwood College is proud. Miraculously it survived the confusion of the Civil War period in which so many educational institutions disappeared, religious schisms of the era, and successive financial depressions.

With the election of Dr. John L. Roemer as president in 1914, and the consequent benevolence of Colonel James Gay Butler, the college entered upon a period of rapid development.

ACCREDITING

Lindenwood College is a standard four-year college, recognized by the highest educational accrediting associations. It is a member of the Missouri College Union, composed of the universities and Class A colleges of the State. Membership is also maintained in the North Central Association of higher institutions of learning, the Association of American Colleges, the American Council on Education, and the National Association of Schools of Music. Lindenwood College is accredited by the North Central Association of Colleges and Secondary Schools as a *degree-granting* institution.

*By an amendment to the charter in 1871, direction of the college passed to the Synod of Missouri.

LOCATION

Lindenwood College is located in the city of St. Charles, Missouri, twenty miles west of the city of St. Louis. St. Charles, a city of ten thousand people, is located on U. S. Highways 40 and 61, and on Missouri Highway 94. The Wabash and the Missouri, Kansas and Texas Railroads have through trunk lines. St. Charles has also coast-to-coast bus line service. The Lambert-St. Louis Airport is close and easily accessible to those traveling by air lines. St. Charles is in the very heart of transportation facilities for all parts of the United States. Bus service is maintained every thirty minutes between St. Charles and St. Louis.

The advantages of suburban and the privileges of city life are afforded the students. The best concerts, lectures, and operas, which students are permitted to attend when they do not interfere with their college work, are inexpensive. Art museums and centers of culture and music are always open to the students.

BUILDINGS AND GROUNDS

The College grounds cover an area of 140 acres on one of the highest elevations in the extreme western part of the city of St. Charles. The campus is within the city limits, having all the advantages of light, water, and public fire protection, and yet so separated by its extent as to afford the greatest freedom to the students in their daily exercises and the routine of college life.

A golf course is a part of the College grounds and is so conveniently located as to be accessible for brief or extended exercise in playing. The course is open for all students free of charge.

A modern athletic field affords opportunity for the playing of hockey, tennis, baseball, and other outdoor sports.

Adjoining the campus is a well-conducted farm, under the direction of an experienced superintendent.

RESIDENCE HALLS—The College maintains five modern residence halls. Each provides living rooms, bedrooms, social centers, pressing rooms, reading nooks with daily newspapers, current periodicals, fiction and non-fiction books, and many other features that add to the comfort and happiness of the students. Teas and birthday parties in the residence halls are pleasant occasions; in fact, the whole atmosphere is one of family life all through the school year.

SIBLEY HALL is the historic building on the campus, named in honor of the founders of the College, Major and Mrs. George

C. Sibley. It is a three-story brick residence hall, large colonial porch with eight columns, twenty-six feet tall, gives it a commanding appearance on the campus. The interior has been modernized and a large number of the suites and single rooms are provided with private baths. The reception rooms are furnished with antique furniture from the period of the Sibleys, much of which belonged to Major and Mrs. Sibley. The students' bedrooms are furnished with walnut furniture. The College Health Center occupies the south wing on the second floor and is completely equipped to care for students in case of illness.

AYRES HALL was named in honor of Dr. George Frederic Ayres, President of the College for ten years. During his administration this hall was erected and named Jubilee Hall. It was known by this name until October 21, 1927; at that time it was remodeled and the Board of Directors thought it should bear the name of Dr. Ayres. It is a three-story brick building providing suites with baths, and double and single rooms with hot and cold running water. The large reception rooms are beautifully furnished and in the students' bedrooms there is modern maple furniture. The attractive central dining room and the scientifically equipped kitchen are attached to this building.

BUTLER HALL was named for the donor, Colonel James Gay Butler. It is a three-story brick building, with hot and cold running water in every bedroom. The large reception rooms are attractively furnished throughout and students' bedrooms are equipped with modern maple furniture. The College gymnasium, lounge, and swimming pool are located on the ground floor. The lounge has just been completed and has powder rooms and a kitchenette which is used for serving refreshments at the many parties held in the gymnasium. The lounge itself is beautifully furnished in the new Canecraft furniture upholstered in various shades of tan, green, and henna leather. The drapes at the doors and windows match. Modern fluorescent lighting adds much to the beauty of this popular addition to the gymnasium.

NICCOLLS HALL was built in memory of the late Dr. Samuel Jack Nicolls, who for a generation was identified with Lindenwood College as President of the Board of Directors; the building was erected by his friend, Colonel James Gay Butler. It is the largest hall on the campus and has two reception rooms, one hav-

ing recently been furnished with modern Swedish furniture. Every bedroom has hot and cold running water and is furnished in maple.

IRWIN HALL is named in honor of Dr. Robert Irwin, who was President of the College from 1880 to 1893. This hall is a three-story fireproof building. Every room is an outside room, as in all the other residence halls, and connecting rooms with bath accommodate three or four students. The students' bedrooms have maple furniture.

SOCIAL CENTERS—Each residence hall furnishes a suite of rooms for the social activities of the students. A suite consists of a kitchenette, dinette, and recreation room where students may prepare refreshments for small groups of friends and entertain them in various ways. In the kitchenettes will be found electric refrigerators, electric stoves, toasters, grills, as well as complete services of china and silver adequate for the preparation of food for the many birthday parties and other celebrations that take place. In **BUTLER HALL** the recreation room is furnished with Canecraft (the furniture of romance), upholstered in bright red and blue; the same colors are also carried out in the curtains and drapes. Fluorescent lighting enhances the beauty of the room. The furniture in **AYRES HALL** is chromium, upholstered in red and black leather, with large India print wall-hangings. **SIBLEY HALL's** recreation room is furnished in Northern Birch in natural finish, upholstered in rose color. The drapes and wall decorations carry out the same color scheme. Because **NICCOLLS HALL** houses the greatest number of students the recreation rooms are larger. Three rooms are in this apartment, consisting of a kitchen, a dining room, and a large recreation room furnished in Northern Birch in natural finish, upholstered in rose and green. The wall hangings and drapes match and the rooms have fluorescent lighting. The combination kitchen and dinette in **IRWIN HALL** is furnished with chromium furniture, upholstered in blue and red leather. The recreation room is quite large with a fireplace at one end, surrounded by comfortable lounge chairs for those who wish to rest and browse. The other end of the room has a ping-pong table for those interested in more active sport. It is our Victory room.

ROEMER HALL—Roemer Hall, the main administration building, was named in honor of the late Dr. John Lincoln Roemer, President of Lindenwood College from 1914 to 1940. The ground floor con-

tains classrooms, in addition to the speech and dramatics studios and the laboratories and practice suite of the home economic department. The Little Theatre, College postoffice and book store, and a lounge for day students are also located on this floor. The offices and reception rooms of the President, the Secretary, the Dean of the College, the Director of Student Guidance and Personnel, the Recorder, the Accounting Department, and the College Bank are on the first floor. The corridors, wide and well lighted, with a stairway at either end, give access to the auditorium in the east wing and the classrooms in the west wing. The auditorium extends through two stories and is designed with a balcony; the total seating capacity is eight hundred. A modern stage has been provided with dressing rooms and a separate entrance from the outside. The lighting facilities are of the latest design for modern stage performances. On the second and third floors of Roemer Hall are classrooms, lecture rooms with raised floors, and offices for instructors. The physical and biological science laboratories are located on the third floor.

THE MARGARET LEGGAT BUTLER LIBRARY is an unusually attractive building, T-shaped in plan, and designed in Tudor Gothic style. The Library is conveniently located in relation to class rooms and residence halls, and is open on school days from 8-12, 1-5:30, and 7-10 o'clock. Saturday hours are from 9-12 and 1-4, and Sunday hours from 2-5. Two large reading rooms and the study tables in the stacks furnish seating capacity for 150 students. Stacks are open to all, and students are encouraged to make use of this privilege. The library has an active collection of 27,000 books and pamphlets, and receives 150 periodicals and 13 newspapers regularly. Proximity to St. Louis makes it possible for students to use the library facilities offered by University, public, and historical libraries of that city for special research problems.

This building was erected in memory of Mrs. Margaret Leggat Butler who, with her husband, Colonel James Gay Butler, gave the greater part of their wealth to place Lindenwood College on a firm financial basis.

TOWER ROOM—A room on the second floor of the Library, having direct access to the stacks, has been attractively furnished for use of the students.

CLUB ROOM AND MUSEUM—In the Library building will be found a Club Room appropriately furnished for the meetings of sororities,

clubs, and other organizations of the College. Here will be found every convenience for the serving of luncheons, and a modern equipped kitchen. On the same floor near the club room is a museum containing the early manuscripts and library of Major and Mrs. George C. Sibley, pictures of the Presidents of Lindenwood College, pictures of Colonel and Mrs. James Gay Butler, and college trophies, also many class pictures of students of past years. An interesting feature of the museum is a reed organ purchased by the Sibleys in 1816, one of the first to be introduced in this part of the country.

THE LILLIE P. ROEMER FINE ARTS BUILDING—The Lillie P. Roemer Fine Arts Building was dedicated October 26, 1939. It is located on Butler Way, near the entrance to the College from Kings-highway. It is a two-story-and-basement building and houses the Music and the Art departments of the College. It was made possible through the gift of the late President John L. Roemer of the estate of Mrs. Roemer, who, during her twenty-four years on the campus, was Dean of Women. The building is devoted to Music and Art and offers exceptionally fine facilities for instruction.

THE PRESIDENT'S HOME is a large two-story brick and stone residence situated between the Fine Arts Building and Senior Hall.

THE GABLES is a frame-and-stone building situated on Butler Way at the entrance to the quadrangle of College buildings. It is used as a faculty club house.

SENIOR HALL, formerly the music hall, is a three-story brick building situated on Butler Way near the center of the campus. This hall is used as a residence for upper-class students.

EASTLICK HALL is a two-story brick building situated on Watson Street at the approach to College grounds on Houston Driveway. It is named after Mrs. Nellie Leggat Eastlick of Los Angeles, California, a niece of Colonel and Mrs. James Gay Butler. It is the residence of the Secretary of the College and Assistant to the President.

THE CUPBOARD, of interest to all students on the campus, is open every week-day and every evening. It is conducted by the College, and any profit arising from its operation is devoted to the Students' Loan Fund.

THE COLLEGE GREENHOUSE, located just back of Sibley Hall, gives enlarged opportunities to students of the Natural Sciences. Here is found a fine collection of plant materials for laboratory studies. In

addition, ample space is provided for practical work in planting and caring for plants of all kinds. There are hotbeds and coldframes close at hand, which, with trial borders for bulbs, annuals, and perennials, give excellent equipment for students interested in Botany, Floriculture, *and such closely related studies as Ornamental Horticulture and Landscape Gardening.*

THE LODGE is a two-story brick building situated on the State Highway and used as a residence by the Superintendent of Buildings and Grounds.

THE WATSON is a two-story frame building situated near the Athletic Field and occupied by the College Maintenance Man.

EQUIPMENT

HEATING PLANT—The dormitories are steam heated. The central heating plant is located at some distance from the buildings and is twenty feet beneath the surface of the ground. Large 150-horse-power tubular boilers of the Brownell type are installed in the plant and are more than adequate to meet the requirements. Four large water heaters supply the buildings with hot water. The building is of stone and cement structure. Efficiency and safety are always considered.

SWIMMING POOL—The swimming pool is constructed of concrete. It ranges in depth from three to nine feet and contains, when filled, 35,000 gallons of water. A water temperature of 78 to 80 degrees is maintained, and the pool is used the entire college year. The water is filtered as it is run into the pool, and a refiltration appliance constantly purifies it.

FIRE PROTECTION—Every precaution is taken for the safety of the students in case of fire. Modern fire escapes and fire extinguishers are provided in each building. A college pumping station gives the highest pressure for the fire hose in the dormitories. The installation of the Grinnel sprinkling system insures the most modern fire protection in the buildings. Fire hydrants are conveniently located on the campus. Under the supervision of the board of underwriters, the electric lighting system is carefully safeguarded.

WATER AND SANITATION—The College authorities have installed an excellent filtration and purifying station. The water from St. Charles city basins is clarified before it is pumped to the College. The College takes it from the city mains and passes it through another

filtration system before pumping it into the mains supplying the dormitories. Tests are made frequently throughout the year and filed by the medical department.

Careful attention is given to every detail in sanitary regulation. Modern plumbing in every dormitory insures perfect sanitary conditions. The sanitation is regularly inspected by the college physician.

THE FILTRATION PLANT is a brick-and-stone building which is used for a filtration and pumping station of the water used in the College buildings.

BOARDING DEPARTMENT—The boarding department is modernly equipped in every way. The kitchen is furnished with a modern bake shop, electric ovens, bread mixers, warming devices, and refrigeration equipment. Two huge ranges, large and small steamers for vegetables, meat cutters, warming tables, and an electric dishwasher occupy other parts. Large aisles to and from the dining room insure efficient service. A basement under the kitchen is divided into storerooms for supplies, potato peelers, and vegetable cutters.

The dining room, situated in Ayres Hall, is well ventilated and lighted, and accommodates over 600 people.

This department is presided over by two trained dietitians who make out the menus especially adapted to the needs of the students. They direct the work of the chef and helpers. The dining room is supervised by one especially trained for directing the movements of the waitresses and seeing that the best service possible is given the students. Breakfast is served at 7:30 A. M. and is optional in attendance. Lunch is served at 12:20 P. M. and dinner at 6:00 P. M.

HEALTH—The first requisite of an education is good health. The location of the College, the sanitary regulations, the mild climate, the large campus, make the conditions of the College most inviting to parents interested in the health of their daughters. Each student of the College is expected to take some form of physical exercise.

All students are under the medical direction of the College. A college Health Center is provided for the care of the sick at no expense to the students. In all cases of illness she must report to the Health Center for observation. There is no fee attached to the services of the physician and nurse in ordinary cases of illness. Office consultation during the physician's office hours is free.

Should any preference be expressed for medical treatment other than that provided by the College, such preference will be respected. The expense in this case must be borne by the student.

In case of serious illness requiring a private nurse or special attention of a physician or special hospitalization, the student must bear the expense.

COLLEGE BANK—"The Lindenwood College Deposit," called the "College Bank" by the students, is located on the first floor of Roemer Hall and is equipped like a modern banking institution. It was established for the convenience of the students who could place their spending money there and avoid the danger of carrying it about until needed. A cashier is in charge and at stated hours she receives deposits and cashes checks. Checks drawn on The Lindenwood College Deposit are payable only to the student in person. They are not honored by any bank or business house, the Deposit being only for campus convenience of the students. The College is responsible only for money placed in its care. The College Deposit has been of great usefulness in the training of young women in banking procedure. Written permission of parents or guardians must be filed with the cashier of the Deposit, permitting the student to check against the parent's or guardian's account in the home bank.

FURNITURE—Each student's room is supplied with a single bed, a mattress, a pillow, a study table, chair, a dresser and a closet. The windows are furnished with shades; students may furnish curtains, if they desire. Each student is responsible for the care of her room, and any injury done to furniture, room or building will be charged to the occupant of the room.

STUDENT LIFE AND ORGANIZATIONS

Upon matriculation in Lindenwood College every student becomes a member of the Lindenwood Student Association. This organization is granted certain powers from the President and the Faculty of the College that provide for individual and community responsibility on the campus. The Lindenwood Student Association promotes democratic ideals and practices through elective student self-government. A Student Council, a Residence Council, and a Student-Faculty Committee are responsible for the administration of student affairs. Every student entering Lindenwood College is placed upon her honor for loyalty and promotion of high standards of personal conduct.

Since it is the purpose to keep the atmosphere of the College wholesome and helpful, the President may dismiss at any time any student who may be exerting a harmful influence or who may be found to be

entirely out of sympathy with the tone and standard of the College, even though she has not committed any special act of insubordination.

HOME LIFE—The College takes the place of the home while the student is in residence, and great care is taken to further the spirit of the home. Individual responsibility is encouraged, and the spirit of cooperation and family fellowship are taught.

SOCIAL LIFE—A varied and interesting calendar of dances, proms, teas, plays, and departmental organization meetings is arranged and published the first of each month. These activities are financed by means of the Student Activity Fund.

Inasmuch as Lindenwood is a residential college every effort is made to maintain and organize the Halls so that students can enjoy the advantages basic to democratic social life in a scholarly atmosphere.

RELIGIOUS CULTURE—The Advisory Committee in Religion provides counsel for students of each church or faith through members of the faculty and student representatives of their particular church or faith.

Addresses are given during the year by ministers, missionaries, and laymen upon topics that will give the students a large vision of Christian work. Chapel services are held on Monday, and Friday mornings and vespers on Sunday evenings. The Y. W. C. A. is an effective organization in the development of the religious life. The names of students who express a denominational preference are available to the pastors of the city. Each student is expected to attend the church of her preference.

ENTERTAINMENTS—Public recitals, concerts, and lectures by the faculty and students and world-wide artists furnish an abundance of wholesome entertainment. Within recent years such outstanding people as Hugh Walpole, Thornton Wilder, V. Sackville-West, Rollo Walter Brown, Sheila Kaye-Smith, Lord Marley, Sherwood Eddy, William Lyon Phelps, Cornelia Otis Skinner, Margaret Webster, William Rose Binet, Ericka Mann and Marcia Davenport have lectured at the College.

GUESTS—Patrons, friends, and former students are always welcome. The St. Charles Hotel gives special attention to all patrons and friends visiting the College. *It is desirable that visits to the students be arranged for week-ends, to avoid interruption of the regular work.*

Under no circumstances will students be excused from their college duties to be with friends or relatives in the city.

VACATIONS—The College is closed during the Christmas and the summer vacation periods. During the spring vacation the College cares for all who desire to remain.

ALLOWANCES—Students should be placed upon an allowance from home to meet their incidental expenses. The experience of the College in this respect has clearly demonstrated that a student keeping within the home allowance has found the practice in after life to have been a very important part of her educational equipment.

HONOR SOCIETIES—Alpha Sigma Tau is an honor society admitting the highest ranking students in the College of Liberal Arts.

Mu Phi Epsilon National Sorority admits the highest ranking music students in the Junior and Senior years.

DEPARTMENTAL SOCIETIES—A large number of the departments at Lindenwood College have affiliations with National honor societies. Students who meet the educational qualifications prescribed by these organizations are admitted to membership. The National societies in the College are these:

Psi Cast of Alpha Psi Omega—Speech and Dramatics

Theta XI Chapter of Beta Phi Theta—French

The College Poetry Society of America is open to students in all departments

The Home Economics department is affiliated with the American Home Economics Association

International Relations Club }
League of Women Voters } History and Government

Kappa Chapter of Kappa Pi—Art

Missouri Delta Chapter of Pi Gamma Mu—Social Sciences

Kappa Beta Chapter of Sigma Tau Delta—English

Tau Sigma—Physical Education

Future Teachers of America

In addition to the names of the societies given above, the College has the following departmental organizations:

Alpha Mu Mu—Music

Athletic Association—Physical Education

Beta Chi—Equitation
Commercial Club—Business
Delta Phi Delta—Public School Music
Der Deutsche Verein—German
El Circulo Espanol—Spanish
Pi Alpha Delta—Latin
Triangle Club—Science and Mathematics

STUDENT SUPPLIES

For the convenience of new students, the College suggests the following articles which should be provided at the time of entrance:

Bible, preferably the King James Version; Webster's Collegiate dictionary; two pairs of three-quarters sheets; four pillow cases—size 42; a pair of blankets; a bedspread; towels; four table napkins; two small rugs.

The Dictionary and the Bible may be purchased at the College Book Store.

An inexpensive gymnasium uniform and a cotton tank suit to be used in the swimming pool should be purchased at the College Store.

Every article must be distinctly marked with the owner's full name.

Admission



APPLICATION FOR ADMISSION

In applying for admission, the student subscribes to the terms and conditions, financial and otherwise, specified in the Catalog of Lindenwood College for 1944-1945.

Application for admission should be made as early as possible in order to insure the prompt completion of all preliminary arrangements.

All communications regarding reservations should be addressed to the Secretary, Lindenwood College, St. Charles, Missouri, and each applicant must fill out and return an application blank, which will be furnished upon request.

Every application must be accompanied by a deposit of twenty dollars (\$20), room reservation fee, which will be credited on account upon matriculation.

Students desiring to enter in the fall of 1944 are urged to make early application, as the rooms in the dormitories are assigned in the order of receipt of application.

An application is not fully accepted until a statement of honorable dismissal and a certificate of scholarship from the last school attended have been passed upon by the Dean.

All communications regarding high school and entrance credits should be addressed to the Dean, Lindenwood College, St. Charles, Missouri.

SOURCES OF ACCEPTABLE CREDITS

CREDITS—A statement of credits must be certified by the proper official of the school in which they are made. The Dean of the College will furnish blank forms for high school credits which must be filled in by the Principal or the Superintendent of the high school concerned. These blanks should be returned directly to the Dean as soon as possible after graduation.

A diploma will not be accepted as a credential.

The accredited secondary schools from which students are accepted are:

1. Those accredited by the various state universities.
2. Those accredited by the North Central Association of Colleges and Secondary Schools.
3. Those accredited by other similar associations.

Examinations accepted for entrance are:

1. Those conducted by Lindenwood College.
2. Those conducted by the College Entrance Examination Board.

A fee of \$5.00 each will be charged all students who take entrance examinations, and \$2.00 for each special examination.

Lindenwood College endeavors to keep a high standard of scholarship. It may, therefore, refuse to accept the credits of any student who has not the recommendation of her high school Principal that she has the ability to do standard college work.

ADMISSION FROM OTHER COLLEGES AND UNIVERSITIES—An applicant for admission who offers credits from another college or university must present a certificate of honorable dismissal. She must also submit an official statement showing the subjects upon which she was admitted and the transcript of her record in such college or university. These certificates should be sent in advance to the Dean of the College.

REQUIREMENTS FOR ADMISSION

Students applying for admission must be graduates of fully accredited high schools, or must present fifteen acceptable units for admission from a four-year accredited high school or twelve acceptable units for admission from an accredited Senior high school. Students who are graduates of unaccredited secondary schools are admitted only upon the basis of examination.

An entrance "unit" means a subject that is pursued for five forty-five minute periods for at least thirty-six weeks.

Candidates for admission must present high school units which are selected from the following list of subjects:

GROUP I. PRESCRIBED UNITS.

The units required for admission must include the following six prescribed units:

English	3
Mathematics	1
History	1
Science	1

GROUP II. SUBJECTS ACCEPTED FOR ADMISSION.*

	Minimum	Maximum
1. English	3	4
2. Mathematics—		
(1) General Mathematics	1	1
(2) Algebra	1	2
(3) Plane Geometry	$\frac{1}{2}$	1
(4) Solid Geometry	$\frac{1}{2}$	1
(5) Trigonometry	$\frac{1}{2}$	1
(6) **Advanced Arithmetic	$\frac{1}{2}$	1
3. History—		
(1) History	$\frac{1}{2}$	4
(2) Government and Constitution	$\frac{1}{2}$	1
(3) Civics	$\frac{1}{2}$	1
(4) Economics	$\frac{1}{2}$	1
(5) Sociology	$\frac{1}{2}$	1
(6) American Problems	$\frac{1}{2}$	1
4. ***Languages—		
(1) Latin	1	4
(2) Greek	2	4
(3) French	2	4
(4) Spanish	2	4
(5) German	2	4
(6) Hebrew	2	4
5. Science—		
(1) Geology	$\frac{1}{2}$	2
(2) General Biology	$\frac{1}{2}$	2
(3) Zoology	$\frac{1}{2}$	2
(4) Botany	$\frac{1}{2}$	2
(5) Physiology	$\frac{1}{2}$	2
(6) Chemistry	$\frac{1}{2}$	2
(7) Physics	$\frac{1}{2}$	2
(8) Hygiene	$\frac{1}{2}$	1
(9) General Science	$\frac{1}{2}$	2
(10) Physical Geography	$\frac{1}{2}$	2

*For students from four-year high schools, twelve or more of the required fifteen (15) units for admission may be selected from the above group, which includes the six prescribed units.

For students from Senior high schools, the twelve units required for admission should be selected from the above group, which includes the six prescribed units.

**Must be preceded by elementary algebra and plane geometry.

***One unit in a modern foreign language will not be accepted for admission unless two units in one other foreign language are presented.

Remaining units may be selected from the following list of subjects:

GROUP III.

	Minimum	Maximum
Agriculture	1	1
Music	$\frac{1}{2}$	3
Art	1	3
Manual Training	1	2
Home Economics	1	3
Commercial Geography	$\frac{1}{2}$	$\frac{1}{2}$
Commercial Law	$\frac{1}{2}$	$\frac{1}{2}$
Commercial Arithmetic	$\frac{1}{2}$	$\frac{1}{2}$
Bookkeeping	$\frac{1}{2}$	1
Shorthand	1	2
Typewriting	$\frac{1}{2}$	1
Journalism	$\frac{1}{2}$	1
Speech	$\frac{1}{2}$	1
Bible	$\frac{1}{2}$	$\frac{1}{2}$
Psychology	$\frac{1}{2}$	$\frac{1}{2}$

Students deficient in not more than one entrance unit may be admitted as conditioned freshmen. This condition must be removed before sophomore classification may be granted.

REGISTRATION

The fall term opens Monday, September 25. Students are advised to register as early as possible.

A student who enters after the regular registration period is required to pay a fee of \$5 for late registration.

Students should plan their courses for both semesters.

Standard Tests are given to every freshman during the first week of school.

Every student must take one credit hour of Physical Education each semester unless excused by the College Physician.

Every freshman should take American Contemporary Civilization.

Every student must take two hours of Bible during her freshman or her sophomore year and must complete four hours of Bible before receiving any degree, unless excused by the Dean or the President.

Degrees, Diplomas, and Certificates



The following degrees, diplomas, and certificates are granted by Lindenwood College upon the completion of the courses prescribed:

COLLEGE OF ARTS AND SCIENCE

The degree of A. B. (Bachelor of Arts).

The Junior College certificate of Associate in Arts (two years).

A certificate in Art (two years).

A certificate in Speech and Dramatics (two years).

SCHOOL OF VOCATIONS

The degree of B. S. (Bachelor of Science).

A certificate in Home Economics (two years).

A certificate in Business (two years).

A certificate in Physical Education (two years).

A certificate in Elementary Education.

SCHOOL OF MUSIC

The degree of B. M. (Bachelor of Music).

A diploma in Piano, Voice, Organ, or Violin.

A certificate in Public School Music.

The College of Arts and Science



REQUIREMENTS FOR THE JUNIOR COLLEGE CERTIFICATE AND THE SENIOR COLLEGE DEGREE

The requirements for the Junior College Certificate of Associate in Arts are as follows:

1. *American Contemporary Civilization: Two hours.
2. English Composition: Six hours.
3. Bible: Two hours.
4. **Foreign Language: In general, unless unusual proficiency is shown, two years of the same language, if begun in college. If the student has offered for entrance two units in one foreign language, she will be required to complete only one year of the same language in college. If she has offered one year of a foreign language for entrance, she will be required to complete one and one-half years of the same language in college, unless she has shown unusual proficiency in this language.
5. History: Five hours, unless four units of credit have been offered for entrance.
6. English Literature: Six hours.
7. Sociology, Economics, or Psychology: Five hours.
8. Science and Mathematics:
 - Physical Science: Five hours, and Biological Laboratory Science: Six hours,
 - or
 - Physical Science: Ten hours,
 - or
 - Biological Laboratory Science: Ten hours,
 - or
 - Mathematics: Six hours; Logic: Three hours,
 - or
 - Mathematics: Ten hours.
9. Physical Education: Four hours.

A total of 60 semester hours, exclusive of Physical Education, is required for this Certificate. In general, an average of a grade M or a total of 60 points is required for a certificate.

*Suggested for all freshmen.

**A student showing unusual proficiency in any one language upon entering college may, by special permission, be excused from her language requirement.

The requirements for the Senior College Degree of Bachelor of Arts are those given above in Numbers 1-9, and the following:

10. A total of 124 semester hours, exclusive of Physical Education.
11. A total of 120 points. Each hour of credit has the following value in points: E, 3 points; S, 2 points; M, 1 point.
12. The completion of a major and a minor subject, as follows:
 - (a) A major subject of at least twenty-four hours chosen from courses of Grades II and III, of which at least twelve hours must be of Grade III.
 - (b) ***A minor subject of at least twelve hours, of which at least six hours must be of Grade III, and the remaining six hours of Grade II. The work in the major and 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 head of the department concerned. In case a Junior or a Senior selects an elective course of Grade I, only three hours' credit will be allowed for a five-hour course, two hours' credit for a three-hour course, and one hour's credit for a two-hour course unless special permission for full credit is obtained from the Academic Dean.
13. She must pass an examination in proficiency in English, during her Junior year. No student will be recommended for graduation until she has satisfactorily passed this test.
14. She must complete four hours of Bible before any degree is granted.
15. A maximum of eighteen vocational hours, in addition to the four hours of required Physical Education, are allowed toward the Bachelor of Arts degree. In the School of Vocations unstarred courses in Education, Home Economics, Physical Education, and Music, also all private lessons, are vocational. Courses in Business are allowed no credit toward the Bachelor of Arts degree.
16. Two Bachelor degrees will not be granted to a student until she has completed a minimum of twenty-four hours' work in addition to the requirements for one of the degrees.
17. Not more than half of the credit for a year course offered by several departments will count toward a major or a minor in any one department.
18. No student shall be classified as a member of the Senior Class until she has as many points as the ninety hours required for Senior standing. To have Sophomore standing, a student shall have completed twenty-eight hours, Junior standing, fifty-six hours.

***Students planning to teach should complete a minor of eighteen hours, of which at least nine hours are of Grade III work.

Courses of Instruction



GENERAL INFORMATION

NUMBERING OF COURSES—The Roman numeral at the left of the number of a course indicates the grade of the course. Courses of Grade I are primarily for Freshmen and Sophomores; courses of Grade II primarily for Sophomores and Juniors; and courses of Grade III primarily for Juniors and Seniors. Unless permission is secured from the Academic Dean and the head of the department concerned, a Freshman may not elect a course of Grade II, a Sophomore a course of Grade III, or a Junior or Senior a course of Grade I. When a Junior or a Senior elects a course of Grade I, only three hours' credit is obtained for a five-hour course, two-hours' credit for a three-hour course, and one hour's credit for a two-hour course.

The letter following the number of a course indicates the semester in which it is offered; for example, Course "1a" is offered during the first semester, "1b" during the second semester. Where the course number is not followed by a letter, a year course is indicated; for example, Course 2 is continued throughout the year.

PREREQUISITE COURSES—The description of each course is preceded by a specification of the prerequisite courses. No student may enter a course unless she has had the prerequisite courses. An exception to this rule may be made only by special action of the Academic Dean and the head of the department concerned.

WITHDRAWAL OF COURSES—A course may be withdrawn unless it is elected by a sufficient number of students. In general, a freshman or a sophomore course will not be given for fewer than five students.

NUMBER OF HOURS—No student is permitted to carry courses aggregating fewer than twelve credit hours unless the minimum is reduced, in view of exceptional conditions. No student is, as a rule, permitted to carry more than the maximum number of hours allowed for her college class. In general, the maximum for the students in the various classes is as follows:

Freshmen: Sixteen hours, exclusive of required hour of Physical Education.

Sophomores: Sixteen hours, exclusive of required hour of Physical Education.

Juniors and Seniors: Eighteen hours.

WITHDRAWAL FROM COURSES—No student may withdraw from any course that she has entered unless the circumstances are exceptional. In such a case permission must be obtained from the Academic Dean and a card of dismissal obtained from her and presented to the instructor of the course which is to be discontinued. In general, credit is not allowed for a course which is incomplete.

Students dropping courses six weeks after the beginning of the semester with an unsatisfactory grade will receive a grade of F for that semester. Students dropping courses after the first six weeks, with a good excuse, will be given the mark of Dropped if their record up to that time has been satisfactory. Otherwise, the grade will be F.

ATTENDANCE AT CLASSES—Academic work in Lindenwood College is based upon the regular attendance of students at all classes. It is understood, therefore, that students will attend all classes regularly, unless absence is due to unavoidable reasons. Responsibility for any work missed during an absence from class is a matter which rests with the student and the instructor. Absence from class caused by illness will be excused by the College Physician. Students who are ill should report immediately to the College Health Center. Upon dismissal from the Health Center a student will be issued an excuse which must be presented to the instructor of each class upon return to class. Absence from class because of church holidays, weddings, funerals, participation in civic programs and conferences approved by the College, will be excused by the Director of Student Guidance and Personnel. All excuses must be presented to each instructor upon return to class. No student may be absent on the day of an assigned test, or other special assigned work, unless an excuse is presented to the instructor. In the case of an unexcused absence, the student cannot expect to make up the assigned test, or other special assigned work missed. Absence from any class within the last twenty-four hours before, or the first twenty-four hours after, any regular vacation or holiday is not permitted. Tardiness of more than twenty minutes from any class the last twenty-four hours before, or the first twenty-four hours after, any regular vacation or holiday, shall be considered as an absence for that class period. For unexcused absences at any vacation period, a student shall not take her final examination in the

courses missed until the end of the first six weeks of the following semester. A dollar shall be paid to the instructor for each delayed examination.

REPORTS TO PARENTS—Complete reports are sent to parents twice each year, as soon as possible after the close of each semester.

ELIMINATION OF STUDENTS—The College will eliminate students who cannot or will not measure up to the standard of scholarship maintained by the College. A student is eliminated if she does not pass in a certain proportion of her work in any semester.

GRADES—The grades of E, S, M, I, and F are given. The grade of E means that the student is one of the few excellent students. The grade of S gives the student rank among those who are superior. The grade of M means that the student ranks among those satisfactory, approximating half of a class. Below M, the grade I means that the student is somewhat below medium. The grade of F places the student among those ranking lowest, and is not a passing mark.

RESIDENCE—A candidate for any degree, diploma, or certificate must be a student at Lindenwood College for at least one year. For a Bachelor's degree the last year's work of the student should be done in residence at Lindenwood College.

College of Arts and Science



I 1a, 1b. AMERICAN CONTEMPORARY CIVILIZATION

A critical study of some of the dynamic economic, political, and sociological problems of the United States in relation to war, education, and democracy. The interdependence of freedom and restraint in post-war reconstruction years is emphasized. Particular reference is made to the complex cultural composition of American people, and their relationships with the peoples in the other American republics.

Credit: Two hours.

(Suggested for all Freshmen.)

ART

(See page 146)

BIBLICAL LITERATURE AND HISTORY

The Bible department was established by Mrs. Margaret Leggat Butler who endowed the Chair.

Four hours of Bible study are required for the bachelor's degree. Two hours of Bible must be taken during the freshman or sophomore year. The courses in Bible, Grades III, 8-11a, are offered to students majoring in Bible and Philosophy. They may be withdrawn unless elected by five or more students. Courses in Philosophy will fulfill the Bible requirement. The courses in Bible and Religious Education furnish preparation for volunteer leadership in Sunday Schools and Churches and serve as prerequisite courses to more advanced work leading to positions as church secretaries and directors of religious education. Those interested in such vocational preparation will find the course of study outlined on pages 88 and 89.

The department purposes to give an understanding of religion as one of the vital areas of cultural development.

I 12a, 12b. AN INTRODUCTION TO THE HISTORY OF THE HEBREWS

The course is designed to introduce students to the study of the Bible as one of the classics of world literature. The course follows the heroic struggles of the Hebrew people from Abraham to the time of Christ. Their hopes, their disappointments, their religious experiences are evaluated as to their effect upon events that came later. The study of the History of the Hebrews is constantly related to the student's experience in modern life.

Credit: Two hours.

I 2a, 2b. AN INTRODUCTION TO THE HISTORY OF NEW TESTAMENT TIMES

This course is designed to give the student a knowledge of the background and circumstances of the beginnings of Christianity. The chief sources will be found in the literature of the New Testament and in Greek, Roman and Jewish records of the first century B. C. and the first century A. D.

Credit: Two hours.

II 3a. SOCIAL THOUGHT OF THE HEBREW PROPHETS

A study of the statesmanship and social and religious ideals of the Hebrew prophets with a view to present political, social, and religious reform. A genetic study is made of the conditions which produced the great prophets of the eighth and seventh centuries B. C. in Palestine. The prophets are men who had deep spiritual insight into the mysteries of Truth and Reality and were keen interpreters of their times.

Credit: Two hours.

II 13b. THE LIFE AND TEACHINGS OF JESUS

A study of the career and personality of Jesus as an outstanding person in world history, and of the ideas of Jesus which contribute to a constructive philosophy of life. Special emphasis is given to the effect of the personality and ideas of Jesus upon world history, together with their meaning for the future as ideals yet to be realized.

Credit: Two hours.

(Not offered in 1944-45.)

II 6a. HEBREW POETRY AND WISDOM LITERATURE

A study of Hebrew poetry and wisdom literature with reference to the emotional background which produced it and caused it to be preserved. Poems of patriotism, of the love of nature, of human love and romance, of deep suffering and sorrow, of worship, and of aspiration furnish a wide variety of human experience to be re-experienced in its study. The principal source materials are found in the five poetical books of the Old Testament. These poems and wisdom literature are compared with secular poems and wisdom literature of similar mood.

Credit: Two hours.

(Not offered in 1944-45.)

II 5b. HISTORICAL RECORDS OF THE EARLY CHRISTIAN CHURCH

The adventures and achievements of the apostles are studied. How the church began, the early letters and their use in the churches, the beginnings of creeds, the early customs and practices, are subjects of investigation. The dramatic struggle to gain a foothold in the rigidly governed Roman Empire provides a story of absorbing interest.

Credit: Two hours.

III 9a. COMPARATIVE RELIGION

A comparative study of the world's living religions, with a view to better understanding of the peoples of other races and religions. An objective study of their customs and practices is made and an evaluation according to social consequences is given.

Credit: Three hours.

III 10b. RELIGIOUS INSTITUTIONS

A study of the religious institutions found in present day society: their organization and purposes. Such institutions as the Church, the Synagogue, parochial schools and colleges, philanthropic institutions, Mission Boards, Bible Societies, The Federal Council of Churches, and others, are studied. The aim is to give the student an understanding of the meaning of the religious institutions which she is likely to meet in her broader world contacts.

Credit: Two hours.

III 11a. PRINCIPLES OF RELIGIOUS EDUCATION

Prerequisite: At least two hours of Bible.

An introductory study of the aims of religious education, of the principles of education in their moral and religious significance, and of the choice of materials and methods and their practical adaptation to varying situations.

Credit: Two hours.

REQUIREMENTS FOR MAJOR—Twenty-four hours in Bible and Philosophy.

REQUIREMENTS FOR MINOR—Twelve hours in Bible and Philosophy.

RELATED COURSES IN OTHER DEPARTMENTS.

III 9b. THE PSYCHOLOGY OF RELIGION

(For description, see Philosophy, page 73.)

Credit: Two or three hours.

III 10b. THE PHILOSOPHY OF RELIGION

(For description, see Philosophy, page 73.)

Credit: Two hours.

BIOLOGICAL SCIENCE

I 1. GENERAL BIOLOGY

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

Time: Two lectures and one two-hour laboratory period a week.

Credit: Three hours each semester.

I 2a. HYGIENE

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

Time: Three lecture periods a week.

Credit: Three hours.

I 2b. PREVENTIVE MEDICINE

A course which aims to give the student a basic understanding of the causes, methods of transfer, and prevention of common diseases.

Time: Two lectures a week.

Credit: Two hours.

I 3b. GENERAL SCIENCE

A presentation of the fundamentals of biological and physical sciences, with emphasis on the relation of science to human life. A course designed especially for students who expect to teach in elementary schools.

Time: Five lecture and demonstration periods a week.

Credit: Five hours.

II 4b. CULTIVATED PLANTS

Prerequisite: General Biology.

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 arrangement. The course includes a field trip to the St. Louis Flower show as well as numerous trips to local gardens and parks.

Time: Two lectures, two laboratory periods of two hours each, a week.

Credit: Four hours.

II 4a. ANATOMY

Prerequisite: General Biology.

A course for Physical Education majors which gives a basic knowledge of the structure of the human body.

Time: Three lectures a week.

Credit: Three hours.

(Not offered in 1944-45.)

II 5a. PHYSIOLOGY

Prerequisite: General Biology.

A study of the functions of the human body, including studies of circulation, respiration, digestion, excretion, etc., and laboratory experiments in which lower animals are utilized to demonstrate various physiological principles.

Time: Three lectures, two laboratory periods of two hours each, a week.

Credit: Five hours.

II 5b. INVERTEBRATE ZOOLOGY

Prerequisite: General Biology.

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

Time: Two lectures, two laboratory periods of two hours each, a week.

Credit: Four hours.

II 6a. BACTERIOLOGY

Prerequisite: General Biology.

A course dealing with the structure and activities of bacteria, yeasts, and molds, with emphasis upon their relationship to daily living. Laboratory work gives a thorough training in bacteriological technique.

Time: Two lectures, three laboratory periods of two hours each, a week.

Credit: Five hours.

II or III 8a. PLANT SURVEY

Prerequisite: General Biology.

A general survey of the major groups of plants, including laboratory work on representative algae, fungi, mosses, ferns and seed plants. Structure, functions and comparative relationships of the plants in the various groups will be considered.

Time: Two lectures, two laboratory periods of two hours each, a week.

Credit: Four hours.

II or III 9b. TREES AND SHRUBS

Prerequisite: General Biology.

Designed to familiarize the student with the trees and shrubs of this region and to teach the main facts concerning their structure, growth, habit, and distribution. The course will include several field trips.

Time: One lecture, two laboratory periods or field trips of two hours, each, a week.

Credit: Three hours.

II or III 10b. COMPARATIVE ANATOMY

Prerequisite: General Biology.

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

Time: Two lectures, three laboratory periods of two hours each, a week.

Credit: Five hours.

III 9a. PLANT ANATOMY

Prerequisite: General Biology.

The detailed structure of various types of roots, stems, leaves and flowers of the higher plants.

Time: One lecture, two laboratory periods of two hours each, a week.

Credit: Three hours.

III 11b. TAXONOMY OF HIGHER PLANTS

Prerequisite: General Biology.

A study of the kinds of seed plants and ferns, their classification into genera, families and orders including work on the local flora. Emphasis is placed on wild plants, but the more cultivated plants receive some attention. Several field trips, including a day at the Shaw Arboretum are required.

Time: One lecture, two laboratories of two hours each, a week.

Credit: Three hours.

(Not offered in 1944-45.)

III 12a. VERTEBRATE EMBRYOLOGY

Prerequisite: General Biology.

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

Time: Two lectures, two laboratory periods of two hours each, a week.

Credit: Four hours.

(Not offered in 1944-45.)

III 13a. MICROTECHNIQUE

Prerequisite: General Biology.

The acquisition of skill in preparing tissues for microscopic examination and study of the slides prepared.

Time: One lecture, two laboratory periods of three hours each, a week.

Credit: Four hours.

III 14a. PARASITOLOGY

Prerequisite: General Biology.

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.

Time: Two lectures and one laboratory period of two hours, a week.

Credit: Three hours.

(Not offered in 1944-45.)

III 15b. ADVANCED BACTERIOLOGY

Prerequisite: General Biology.

A course which continues the work begun in the introductory Bacteriology course. The content of the course is determined somewhat by the interests and needs of the students in the class.

Time: One lecture, two laboratory periods of two hours each, a week.

Credit: Three hours.

III 16b. ADVANCED PHYSIOLOGY

Prerequisite: General Biology.

A study of human physiology with emphasis on the muscular, circulatory, respiratory and nervous systems.

Time: One lecture, two laboratory periods of two hours each, a week.

Credit: Three hours.

(Not offered in 1944-45.)

III 17a or b. BIOLOGICAL PROBLEMS

Prerequisite: Fifteen hours of major work in Biological Science.

Advanced work on selected topics will be arranged with individual students who are prepared to undertake semi-independent work.

Time: Two or three laboratory periods a week.

Credit: Two to four hours.

(Summer work taken at the Marine Biological Laboratory, Woods Hole, Massachusetts; Puget Sound Biological Station, Friday Harbor, Washington or at other marine or freshwater stations of accredited institutions will be accepted for major credit.)

CLASSICAL LANGUAGES AND LITERATURE

GREEK

I 2a, b. GREEK MYTHOLOGY

A study in English of the Greek myths and heroes. The purpose of the course is to familiarize the student with the stories of the Greek gods as a background for literature and art. Some time is given to the study of mythology as it survives in expressions today, and as it is used in the commercial world. Illustrated with lantern slides.

Credit: Two hours.

I 11b. THE PRIVATE LIFE OF THE GREEKS

This course pictures the Greeks as they went about their daily living in their homes, the market places, and at the theater. It includes marriage customs, the position of women in the social order, amusements, clothing, education, and athletics. Illustrated with lantern slides. A knowledge of Greek not required.

Credit: Two hours.

II 3a. GREEK CIVILIZATION

A study of Greek life and achievement in the fields of government, art, literature, religion, education, drama, athletics, science, and philosophy. An estimate of the debt of the Modern World to Ancient Greece. A knowledge of Greek not required.

Credit: Three hours.

(May count on History major.)

LATIN

I 10. ELEMENTARY LATIN

A beginning course to teach the essentials of grammar and syntax to enable the student to read Latin authors. In the second semester the emphasis will be upon reading, for which adapted selections will be taken from various Latin authors. Careful attention will be given to the relation of Latin to English, so that the student who has never had Latin and wishes to specialize in English may find much profit in the course.

Credit: Five hours each semester.

I 1. VIRGIL

Prerequisite: Latin 10, or two entrance units in Latin.

The Aeneid will be studied as a complete epic poem. To accomplish this we use a text partly in Latin and partly in translation. Emphasis is placed upon the poem as a literary masterpiece, and upon Virgil's desire to glorify the Roman people and their achievements. This year's course will fulfill the degree requirement for a foreign language.

Credit: Three hours each semester.

I 2a. LATIN POETRY

Prerequisite: Latin 1, or three entrance units in Latin.

This course is designed to give the student an acquaintance with a number of Latin poets. The reading includes short, interesting poems from many authors and presents many phases of Roman life.

Credit: Three hours.

I 8b. MASTERPIECES OF ARCHITECTURE

A study of representative types of architecture from ancient to modern times. An additional hour relates modern homes and their furnishings to each historic period. Illustrated with lantern slides.

Credit: One or two hours.

I 11b. THE PRIVATE LIFE OF THE ROMANS

This course presents an intimate view of the Roman in his home, in the Senate, and in the Assembly. It deals with amusements, marriage customs, training for citizenship, means of travel, and the Roman genius for building roads, bridges, and great civic buildings. Illustrated with lantern slides. A knowledge of Latin is not required.

Credit: Two hours.

(Not offered in 1944-45.)

II 2b. HORACE

Prerequisite: Latin 1, or its equivalent.

The Odes and Epodes.

Credit: Three hours.

II 4b. COMPARATIVE MYTHOLOGY

Prerequisite: Greek Mythology 2a or 2b.

This course attempts to trace the similarity in myths and folk-tales of different peoples of the world. Sun myths, flood and vegetation myths, the return of seasons, the propitiation of evil powers, the views of the afterworld, and the deeds of folk-heroes will be compared. Slavic, African, Teutonic, Chinese, Japanese, and American Indian myths will be included in the study.

Credit: Three hours.

II 5b. ROMAN CIVILIZATION

A study of Roman life and achievement in the fields of law, family life, religion, education, and art. An estimate of the debt of the Modern World to Ancient Rome. Illustrated with lantern slides.

Credit: Three hours.

(May count on History major.)

III 3a. CATULLUS AND THE ELEGIAC POETS

Prerequisite: Latin 2b.

Selections from Catullus, Propertius, Tibullus, and Ovid.

Credit: Three hours.

III 4b. ROMAN COMEDY

Prerequisite: Latin 3a.

Selected plays of Plautus and Terence.

Credit: Three hours.

III 5a. VIRGIL AND OVID

Prerequisites: Latin 2b and 3a.

The Eclogues and the Georgics of Virgil.

Selected poems of Ovid.

Credit: Three hours.

(Alternate with 7a.)

III 6b. THE SATIRE AND THE DRAMA

Prerequisites: Latin 3a, 4b, and 5a.

Selected satires of Horace and Juvenal.

Selections from the tragedies of Seneca.

This course will deal especially with the Classical influence in English Literature.

Credit: Three hours.

(Alternate with 7b.)

III 7a. TACITUS, PLINY AND CICERO

Prerequisites: Latin 3a and 4b.

The Agricola of Tacitus and selected letters of Pliny and Cicero.

Credit: Three hours.

(Alternate with 5a.)

III 7b. HISTORY OF LATIN LITERATURE

Prerequisites: Latin 3a, 4b, and 7a.

A general survey of Latin literature studied through selections from authors not previously read.

Credit: Three hours.

(Alternate with 6b.)

III 9a. METHODS OF TEACHING LATIN

Prerequisite: Twelve hours of Latin.

A course designed for those who intend to teach Latin in the secondary school; a study of modern teaching methods; practice in the presentation of main subjects.

Credit: Two hours.

III 21. WORLD LITERATURE

(For description, see English, page 61.)

Credit: Three hours each semester.

REQUIREMENT FOR MAJOR—Students wishing to major in Latin will consult the Head of the Department.

ECONOMICS

These courses are planned for women consumers in American democracy.

II 1a. INTRODUCTION TO ECONOMICS

The economic processes of production, consumption, distribution, and exchange are analyzed from the citizen's point of view. The course helps to acquaint the student with her role in the economic system, both as producer and as consumer. As economic problems are increasingly the concern of government, this course helps the student to understand economic issues and to vote intelligently on them. The public welfare and consumer viewpoints are emphasized.

Credit: Five hours.

II 8b. BUSINESS LAW

A course on the fundamental principles of law in relation to the more common business transactions, dealing with such subjects as contracts, sales, bailments, negotiable instruments, laws of employment and property.

Credit: Two hours.

(Open to all upper class students.)

II 3b. THE CONSUMER: INCOME AND EXPENDITURES OF THE AMERICAN FAMILY

A study of family income available in different social groups and of the influence of family income on personality and family life. The importance of intelligent consumer buying for American women. The effect of redistribution on national consumption patterns.

Credit: Two hours.

II 6b. STATISTICAL METHODS

A study of elementary statistical methods appropriate for the analysis of the data of the social sciences and business.

Credit: Two hours.

III 4b. LABOR PROBLEMS AND INDUSTRIAL RELATIONS

Prerequisite: Economics 1a, or Sociology 2a or 2b.

A survey of the significant questions and problems of modern industry in relation to American democracy.

Credit: Three hours.

III 5b. CURRENT ECONOMIC PROBLEMS

Prerequisite: Economics 1a.

An analysis of the following current controversial economic issues: taxation; public expenditures; commercial and investment banking; installment buying; home ownership; economic insecurity; economic stability; economic waste; government control.

Credit: Three hours.

III 6a. BUSINESS ORGANIZATION AND PERSONNEL MANAGEMENT

Prerequisite: Economics 1a.

This course is planned specifically for those young women who are considering a business career. Some time is spent in general orientation to the business world. The main emphasis is upon personnel work, including testing, training of employees, the psychology of human relationships, and the management of people. Visits to various local businesses and industries are a basic part of the course; provision is made for the student to have some practice in a chosen field so that she can become familiar with the tools significant to industrial research.

Credit: Three hours.

III 7b. ADVERTISING AND MERCHANDISING

Consideration is given to advertising and sales promotion in agencies, advertising departments of manufacturers, wholesalers and retailers. Formulating the advertising plan; producing the advertisement, copy, layout, illustrations, typography, engraving and advertising media are explained. Practical experience with an agency or in the advertising department of some firm may be obtained as part of the course.

A study of the merchandising and marketing problems of the manufacturer, wholesaler and retailer, with emphasis on the retail phase. Store organization and operation, buying, pricing, stock control, expenses and profits, consumer demand, selling and promotion will be considered. Practical experience in stores approved by the college is a requirement of this course.

Credit: Three hours.

III 9a, b. SPECIAL RESEARCH PROBLEMS

Prerequisite: Twelve hours in Economics.

Special research work may be done in this department by consulting the head of the department.

Credit: Two or three hours each semester.

REQUIREMENT FOR MAJOR—At least sixteen hours of the twenty-four hours required for a major in Economics must be taken from the above courses listed in Economics. At least twelve of these hours must be in Grade III courses. The other eight hours may be distributed in Grade II or Grade III of the following: History, Sociology, Government, Psychology, Retailing or Accounting. Students who plan to teach Economics or to pursue graduate work in the field are advised to consult with the department head. Students interested in public welfare administration, see suggested curricula in pre-professional social welfare, page 93.

RELATED COURSES IN OTHER DEPARTMENTS

II 2b. ECONOMIC GEOGRAPHY

(For description, see Geography, page 62.)

Credit: Three hours.

III 8a. PSYCHOLOGY OF HUMAN RELATIONS

(For description, see Psychology, page 79.)

Credit: Three hours.

III 3b. APPLIED PSYCHOLOGY

(For description, see Psychology, page 79.)

Credit: Three hours.

III 14b. METHODS OF TEACHING HISTORY AND THE SOCIAL SCIENCES

(For description, see History and Government, page 65, or Sociology, page 82.)

Credit: Two hours.

III 20b. PUBLIC WELFARE ADMINISTRATION

Prerequisite: Sociology 2a or 2b.

(For description, see Sociology, page 83.)

Credit: Two hours.

I, II, III, 6 and 10. ACCOUNTING

(For description, see page 123.)

ENGLISH

I 2. ENGLISH COMPOSITION

This course is designed to teach the student how to take notes on reading and lectures; how to outline her own papers; and how to write them in clear and interesting prose, with due regard for correct grammar and punctuation. In this course, the student also learns how to write

interesting personal letters, and how to make brief oral reports on books or current events with becoming poise and confidence. 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.

Credit: Three hours each semester.

II 3a, b. CREATIVE WRITING

Prerequisite: English 2.

Class and private instruction in the writing of various literary forms. Students may choose projects according to individual needs and interests. Short story and radio script writing are among the types of work offered. May be taken either or both semesters.

Freshmen who reveal in their entrance tests a mastery of the mechanics of composition, a mature sense of form, and some originality may substitute Creative Writing for the required freshman course, with the approval of the English Department. These freshmen will take the course for three hours' credit each semester.

Credit: Two hours.

II 3b. SHORT STORY WRITING OR CREATIVE WRITING

A study of the technique of the short story, including the reading and discussion of various types of narrative, as well as practice in writing. Frequent conferences.

Credit: Two hours.

II 5. GENERAL INTRODUCTION TO ENGLISH LITERATURE

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

2. Students who do not intend to have a major or minor in English may elect a course in masterpieces of English and American literature for the same credit as for the survey. In this course the student will read and discuss great works of history, biography, the essay, the novel, the short story, drama, and poetry of both the past and modern times in the English-speaking world, in order to understand and appreciate both ideas and aesthetic form.

Credit: Three hours each semester.

II 6. MODERN FICTION

This is a reading course, whose purpose is to familiarize students with the best novels of recent English and American authors, their style, their subject matter, and their treatment of modern problems.

Credit: Two hours.

II 15. JOURNALISM

A course giving practical training in news writing for college publications and metropolitan newspapers. Lectures on news gathering and writing, feature stories and other specialized fields including editorial writing and the various forms of criticism. Theoretical training is sup-

plemented by actual work on the College newspaper, the Linden Bark, and by individual consultations with the instructor. A knowledge of typing is required for this course.

Credit: Three hours each semester.

II 16a. MODERN POETRY

In this course the student reads the best British and American poetry of recent years, becomes familiar with the principles of good poetry, and contemplates beauty as interpreted and expressed by poets of our time. This course is primarily for enjoyment.

Credit: Two hours.

(Not offered in 1944-45.)

II 16b. MODERN DRAMA

In this course the student traces the development of the theater from Ibsen to the present day, and reads the best plays from Continental, British, and American authors. New Theatre movements, development of the modern stage, and dramatic treatment of current problems are some of the subjects considered.

Credit: Two hours.

(Not offered in 1944-45.)

II 19a. CHILD LITERATURE

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.

This course is offered in conjunction with Story-Telling. The student desiring oral interpretation of this form of literature should register for Child Literature and Story-Telling, in which case an additional hour of credit is allowed. See Speech and Dramatics 2a.

Credit: Two or three hours.

III 7. AMERICAN LITERATURE

In this course the student comes to see American literature as an expression of conflicting social ideals and national development. Literature of the Colonial Frontier, of the Trans-Allegheny migration, of the Trans-Mississippi expansion, of Slavery and Abolition, of Social Revolt are some of the subdivisions of the subject.

Though the course is primarily a reading course, the student learns how to make oral reports with ease and effectiveness, and how to summarize readings in a scholarly paper.

Credit: Three hours each semester.

III 13. SEVENTEENTH CENTURY LITERATURE

Prerequisite: English 5.

A study of seventeenth century literature as an expression of social tendencies in government and religion, with attention centered upon Hobbes, Locke, and Milton.

Credit: Three hours.

III 8. EIGHTEENTH CENTURY LITERATURE

Prerequisite: English 5.

A survey of the literary masterpieces of the entire century as they are related to the triumph first of classical taste and later of Romanticism. Careful attention is given to the social and economic background accompanying the chief literary movements.

Credit: Three hours each semester.

III 10a. ROMANTIC POETRY

In this course, the class makes a study of the best poetry of Wordsworth, Shelley, Byron, and Keats—expressions of beauty and revolt in a disordered world.

Credit: Three hours.

III 11b. TENNYSON, BROWNING, AND THE PRERAPHAELITES

In this study of the later romanticists, students find an expression of an England changing rapidly. Growing democracy, capitalism, imperialism, changing religious ideals, developing science—are here viewed by able thinkers who saw the stable past yielding to the uncertain future.

Credit: Three hours.

III 12. SHAKESPEARE

Prerequisite: English 5.

A study of the representative comedies, tragedies, and historical plays.

Credit: Three hours each semester.

III 17. HISTORY OF THE NOVEL

A course in the development of the 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 present day in the second semester. Lectures, readings, discussions, reports, and papers.

Credit: Three hours each semester.

(Not offered in 1944-45.)

III 18b. METHODS OF TEACHING ENGLISH

Prerequisite: Twelve hours of English.

A course designed for those who intend to teach English in the secondary school.

Credit: Two hours.

(Not offered in 1944-45.)

III 21. WORLD LITERATURE

A study by comparative method of literary types, showing the development of culture through classical, mediæval, and modern periods.

Credit: Three hours each semester.

III 22. ADVANCED JOURNALISM

A practical course in news editing. Lectures on copy editing, headline writing, makeup, typography and newspaper management are supplemented by work on the Linden Bark and individual consultation with the instructor. The course in Journalism is a prerequisite for this course.

Credit: Two hours each semester.

REQUIREMENT FOR MAJOR—Must include English 5, 7, and 12, and one course in the Speech and Dramatics department.

SPEECH AND DRAMATICS

The courses in the Department of Speech and Dramatics may be counted toward the degree of Bachelor of Arts. For description of these courses, see page 155.

GEOGRAPHY**I 1a. PRINCIPLES OF GEOGRAPHY**

A study of world geography with special reference to the influence of physical environment on man.

Credit: Three hours.

II 2b. ECONOMIC GEOGRAPHY

A study of the economic life of peoples from the geographic point of view. The course presents a survey of the geographic distribution of the world's major natural resources, including agricultural staples, mineral deposits, and animal foodstuffs, together with some consideration of the principal trade routes which are dependent upon that distribution. Special attention is given to the Economic Geography of the United States as well as to the principal European and Asiatic powers. This course is fundamental for those who seek to understand world affairs in the present age.

Credit: Three hours.

(Not offered in 1944-45.)

HISTORY AND GOVERNMENT**I 1. HUMANITIES: A HISTORY OF CIVILIZATION**

In surveying history from prehistoric times to the present, man's cultural development is emphasized. 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. The characteristic achievements of each period in philosophy, religion, literature, art, music, and science enrich this background. By presenting actual masterpieces in literature, art, and music, it is hoped that imagination, appreciation, and critical judgment will be stimulated. This course is designed as an introductory course in history which will make a more direct contribution to the other liberal arts fields.

Credit: Three hours each semester.

I or II 2b. ENGLISH HISTORY

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

Credit: Three hours.

I 12b. CONTEMPORARY EUROPEAN CIVILIZATION

(For description, see Modern Languages, page 68.)

Credit: Three hours.

(Open to all students.)

II 3a. GREEK CIVILIZATION

(For description, see Classical Languages and Literature, page 53.)

Credit: Three hours.

II 5a. THE RENAISSANCE AND REFORMATION

Prerequisite: History 1.

The transition from mediæval to modern civilization in Europe will furnish the theme for the course. The subject matter will be drawn from the revival of Greek and Roman thought and culture, the resulting economic revolution, the feudal system, the development of national states, and the revolt against the temporal and spiritual leadership of the Catholic church.

Credit: Three hours.

II 5b. ROMAN CIVILIZATION

(For description, see Classical Languages and Literature, page 55.)

Credit: Three hours.

II 6. CURRENT EVENTS

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

Credit: One hour either semester or both.

II 7b. FRENCH REVOLUTION AND NAPOLEON

Prerequisite: History 1.

In this course attention will be 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, revolts 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 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 come to personify the forces of reform. Parallels will be drawn between that conflict and the present one in Europe.

Credit: Three hours.

(Not offered in 1944-45.)

II 11a. AMERICAN NATIONAL GOVERNMENT

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

Credit: Three hours.

II 19. AMERICAN HISTORY

A general course in the history of the United States. The first semester covers the period from the age of discovery to the Compromise of 1850, with emphasis on social and economic changes and on national development. The second semester deals with the period between the Compromise of 1850 and the World War, with emphasis upon industrial and social development and the emergence of the United States as a World Power. More time than usual will be given to American foreign relations immediately preceding Pearl Harbor.

Credit: Three hours each semester.

III 2a. CONTEMPORARY AMERICA

Prerequisite: History 19.

The ramifications of progressivism into political reforms, social legislation, and economic controls from Theodore to Franklin D. Roosevelt will be studied. The role of the United States as a World Power from 1898 through World War I to World War II will be examined.

Credit: Three hours.

(Not offered in 1944-45.)

III 2b. LABOR PROBLEMS AND INDUSTRIAL RELATIONS

(For description, see Economics, page 57.)

Credit: Three hours.

III 3b. DIPLOMATIC HISTORY OF THE UNITED STATES

Prerequisite: History 19.

The story of our relationships with other countries from Franklin's mission in France to the present day will be studied as a means of analyzing and evaluating the policies of the United States in conducting their foreign affairs. A search will be 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 will be the development of an interest in foreign affairs and to provide an intelligent basis for judging present and future policies.

Credit: Three hours.

III 4a. NINETEENTH CENTURY EUROPE

Prerequisite: History 1.

A course designed to make contemporary Europe more understandable by tracing out 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.

Credit: Three hours.

III 10a. EUROPE SINCE 1914

Prerequisite: *History 1, or 4a, or the equivalent.*

A study of the background, course, and results of the World War, followed by special consideration of the League of Nations, the Bolshevik Revolution, the development of the democracies since the World War, the rise of fascism in Italy, the Nazi regime in Germany, the problems of southeastern Europe, contemporary European imperialism, and the origins and progress of the present war.

Credit: Three hours.

III 12b. COMPARATIVE GOVERNMENT

Prerequisite: Government 11a.

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.

Credit: Three hours.

III 13b. AMERICAN STATE AND LOCAL GOVERNMENT

Prerequisite: Government 11a.

A study of the organization and activities of the state, county, and city government of the United States, with special emphasis upon practical problems of the present day.

Credit: Three hours.

III 14b. METHODS OF TEACHING HISTORY AND THE SOCIAL SCIENCES

Prerequisite: Twelve hours in Social Sciences.

A course designed for those who intend to teach history and the social sciences in the secondary school.

Credit: Two hours.

III 16b. THE FAR EAST

A study of Oriental history with emphasis placed on the modern period and current problems relating to Japan and China. Emphasis will be given to the diplomatic relationships of the United States and Japan from 1931 to Pearl Harbor.

Credit: Three hours.

III 15b. LATIN AMERICAN HISTORY

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.

Credit: Three hours.

(Not offered in 1944-45.)

III 18a. INTERNATIONAL RELATIONS

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?

Credit: Three hours.

(Not offered in 1944-45.)

REQUIREMENT FOR MAJOR—Nineteen hours in History and Government; five hours in Economics, Sociology, or three hours in Geography. It is advisable that majors include two complete sequences, one of which should be in either the European or the American field. Credit is given for the courses in classical civilization and contemporary European civilization. The student who desires to specialize further in American History may include in her curriculum such courses as American Economic History, American State and Local Government, and American Literature. When the emphasis is placed on European History, Comparative Government and courses in English, French, or German Literature may be included with advantage. Some courses which will always prove useful are History of Economic Theory, History of Philosophy, History of Social Thought, Psychology of Human Relations, History of Art, and Introduction to Sociology.

JOURNALISM

(For description, see English Department, page 59.)

LIBRARY SCIENCE

I 3b. LIBRARY SCIENCE

This semester course presents fundamental library technique and research methods; explanation of the Dewey decimal classification system, card catalog analysis, and survey of reference books in various subjects. Lectures, discussions, and problems combine theory and practice in use of the library.

Credit: Two hours.

MATHEMATICS

I 1a. COLLEGE ALGEBRA

Prerequisites: One entrance unit in Algebra and one in Geometry.

This course in algebra is designed to give young women an appreciation of the meaning of mathematics, an added knowledge of its many uses and applications, and greater ability in the use of algebraic symbols and processes. The fundamental principles and operations of algebra are reviewed before more advanced work is presented.

Credit: Three hours.

I 2b. TRIGONOMETRY

Prerequisites: One entrance unit in Algebra and one in Geometry.

This course in plane trigonometry is a study of angles, triangles, and the relationships that exist among the angles and sides of a triangle. A mastery of the use of logarithms is gained and applied to the solution of triangles. Special attention is given to practical applications.

Credit: Three hours.

I 14b. MATHEMATICS OF BUSINESS

This course includes a short review of the principles of arithmetic and algebra, stressing their applications to business. Simple and compound interest, annuities, payment of debts, depreciation, insurance, and investments are considered. Tables are used to acquaint the student with their usefulness. This course is designed to give young women a knowledge of the basic mathematics that may be used in any business office and also in her personal business affairs.

Credit: Three hours.

II 3a or 3b. ANALYTIC GEOMETRY

Prerequisite: Mathematics 2b.

Analytic Geometry applies algebraic methods to geometrical problems, and tends to unify the principles and uses of algebra, geometry, and trigonometry. An analysis of plane figures is made with the emphasis placed on curves whose corresponding equations are of first and second degree.

Credit: Four hours.

II 4b. MECHANICAL DRAWING

Free-hand lettering; use of instruments; drawing to scale; sections; use of simple geometrical curves.

Credit: Two hours.

II 12b. TEACHING OF ARITHMETIC

A study of the various topics of Arithmetic, their historical development and the methods of teaching. This course is given for those who are planning to teach in elementary schools and is not to be offered to fulfill a mathematics requirement.

Credit: Two hours.

III 4a. SOLID ANALYTIC GEOMETRY

Prerequisite: Mathematics 3a or 3b.

This course is a continuation of Mathematics 3a or 3b. The same method of analysis is applied to figures in three dimensions.

Credit: Two hours.

III 5b. DIFFERENTIAL CALCULUS

Prerequisite: Mathematics 3a or 3b.

A first course in differential calculus, including its simpler applications.

Credit: Three hours.

III 6a. INTEGRAL CALCULUS

Prerequisite: Mathematics 5b.

Integral calculus and its simpler applications; a review of differential calculus.

Credit: Three hours.

III 7b. THEORY OF EQUATIONS

Prerequisite: Mathematics 3a or 3b.

A brief course in the study of fundamental properties of equations, roots and solutions of equations.

Credit: Two hours.

III 8b. MECHANICS

Prerequisites: Mathematics 6a and Physics 2b.

Statics of rigid bodies; dynamics of a particle and of rigid bodies.

Credit: Three hours.

III 9b. DIFFERENTIAL EQUATIONS

Prerequisite: Mathematics 6a.

A brief course in ordinary and partial differential equations.

Credit: Three hours.

III 10a. METHODS OF TEACHING MATHEMATICS

A study of modern methods in the teaching of secondary mathematics.

Credit: Two hours.

III 11b. HIGHER ALGEBRA

Prerequisite: Mathematics 1a.

Credit: Two hours.

REQUIREMENT FOR MAJOR—Nineteen hours in Mathematics and Logic; five hours in Physics.

MODERN LANGUAGES

I 12b. CONTEMPORARY EUROPEAN CIVILIZATION

A survey in English of the general social and political backgrounds of modern Spain, France, and Germany. Lectures with assigned collateral readings.

Credit: Three hours.

(Open to all students.)

III 21. WORLD LITERATURE

(For description, see English, page 61.)

Credit: Three hours each semester.

FRENCH

I 1. ELEMENTARY FRENCH

Careful drill in French pronunciation and the essentials of French grammar, including regular and common irregular verbs; the reading of easy texts; dictation; conversation. Both semesters must be taken for credit toward a degree.

Credit: Five hours each semester.

I 2. INTERMEDIATE FRENCH

Prerequisite: French 1, or two entrance units in French.

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

Credit: Three hours each semester.

II 3. GENERAL SURVEY OF FRENCH LITERATURE

Prerequisite: French 2, or three entrance units in French.

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

Credit: Three hours each semester.

II 4a. FRENCH COMPOSITION AND CONVERSATION

Prerequisite: French 2, or three entrance units in French.

Emphasis upon oral and aural proficiency; oral and written reports; memorization; selected texts; grammar review with practice in written composition. The class is conducted in French.

Credit: Three hours.

II 4b. ADVANCED FRENCH COMPOSITION AND CONVERSATION

Prerequisite: French 2, or three entrance units in French.

Continuation of the type of work in the preceding course.

Credit: Three hours.

II 6b. PRACTICAL FRENCH PHONETICS

Prerequisite: French 2, or three entrance units in French.

A study of French pronunciation—the sounds and their production, stress grouping, intonation of the spoken phrase; memorization; use of the phonograph in preparation.

Credit: Two hours.

(Required of all students majoring in French.)

III 7. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY

Prerequisite: French 3.

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

Credit: Three hours each semester.

III 9. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY

Prerequisite: French 3 or 7.

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

Credit: Three hours each semester.

III 10. FRENCH LITERATURE OF THE NINETEENTH CENTURY

Prerequisite: French 3 or 7.

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.

Credit: Three hours each semester.

III 11b. METHODS OF TEACHING MODERN LANGUAGES

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.

Credit: Two hours.

GERMAN

I 1. ELEMENTARY GERMAN

Careful drill in the essentials of German grammar and pronunciation; reading of easy texts; conversation. Both semesters must be taken for credit toward a degree.

Credit: Five hours each semester.

I 2. INTERMEDIATE GERMAN

Prerequisite: German 1, or two entrance units in German.

More intensive study of German grammar; dictation; conversation, selected readings from the works of representative German writers.

Credit: Three hours each semester.

II 3. GENERAL SURVEY OF GERMAN LITERATURE

Prerequisite: German 2, or three entrance units in German.

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

Credit: Three hours each semester.

II 4. READINGS IN SCIENTIFIC GERMAN

Course offered only on request. Hours and credits to be arranged.

II 6a. GERMAN COMPOSITION AND CONVERSATION

Prerequisite: German 2, or three entrance units in German.

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

Credit: Three hours.

- II 6b. **ADVANCED GERMAN COMPOSITION AND CONVERSATION**
Prerequisite: German 6a.
A continuation of German 6a.
Credit: Three hours.
- III 5b. **ROMANTICISM IN GERMANY**
Prerequisite: German 3.
A study of the principal authors typical of romantic thought and style of the late eighteenth and early nineteenth centuries.
Credit: Three hours.
- III 7a. **GOETHE AND SCHILLER**
Prerequisite: German 3.
A study of the principal works of Goethe and Schiller with lectures, discussions, and reports.
Credits: Three hours.
- III 8. **THE GERMAN NOVEL**
Prerequisite: German 3.
A study of the German novel from its beginning to the present time.
Credit: Three hours each semester.

SPANISH

- I 1. **ELEMENTARY SPANISH**
Careful drill in the essentials of Spanish grammar and pronunciation; reading of easy texts; dictation; conversation.
Both semesters must be taken for credit toward a degree.
Credit: Five hours each semester.
- I 2. **INTERMEDIATE SPANISH**
Prerequisite: Spanish 1, or two entrance units in Spanish.
Further drill in Spanish grammar; dictation; conversation; selected readings from modern Spanish and Spanish-American authors.
Credit: Three hours each semester.
- II 6. **GENERAL SURVEY OF SPANISH LITERATURE**
Prerequisite: Spanish 2, or its equivalent.
A general survey of Spanish literature, with the study of representative authors.
Credit: Three hours each semester.
- II 3a. **SPANISH COMPOSITION AND CONVERSATION**
Prerequisite: Spanish 2.
Careful review in grammar; practice in written composition and conversation.
Credit: Three hours.

II 3b. **ADVANCED SPANISH COMPOSITION AND CONVERSATION**

Prerequisite: Spanish 3a.

A continuation of Spanish 3a.

Credit: Three hours.

III 5. **SPANISH LITERATURE OF THE GOLDEN AGE**

Prerequisite: Spanish 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.

Credit: Three hours each semester.

III 8. **SPANISH LITERATURE OF THE NINETEENTH CENTURY**

Prerequisite: Spanish 5 or 6.

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

Credit: Three hours each semester.

III 9b. **CONTEMPORARY SPANISH LITERATURE**

Prerequisite: Spanish 6.

Course offered only on request.

Credit: Three hours.

III 10a or b. **READINGS IN SPANISH AMERICAN LITERATURE**

Prerequisite: Spanish 5 or 6.

Course offered on request.

Credit: Three hours.

REQUIREMENT FOR MAJOR IN MODERN LANGUAGES—Sixteen hours in one language; eight additional hours in the same or another language. Majors in modern languages should take the course in the Humanities.

PHILOSOPHY

II 1a. **ETHICS**

A course designed to awaken a vital conviction of the genuine reality of moral problems and to show the value of reflective thought in dealing with them.

Credit: Two hours.

II 2b. **ELEMENTARY LOGIC**

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

Credit: Three hours.

II 3a. **THE PHILOSOPHICAL BACKGROUND OF SCIENCE**

A study of the ultimate nature of things will be made with the help of the philosophers from Thales to Einstein. An understanding of relationships in the whole field of science is sought in order to give a sense of unity in the comprehension of the meaning of the Universe.

Credit: Three hours.

II 3b. THE PHILOSOPHICAL BACKGROUND OF HUMAN RELATIONS

The basic principles of man's relationship to man are studied. The theories of state from Plato's Republic to the modern proposals for a "New Order" are examined with a view to observing the effect which such theories have upon the events of history. A search will be made in the field of Philosophy for causes of modern world conflict.

Credit: Three hours.

II 4a. INTRODUCTION TO PHILOSOPHY

Learning to solve philosophic problems and to understand the terminology of philosophy are the aims of this course. The student is led to adopt the philosophic point of view and thus is led to see new meaning in the world about her, with a unified relationship in all.

Credit: Three hours.

II 5b. HISTORY OF PHILOSOPHY

A study of the progress of philosophic thought from the early Greek thinkers to modern times. The important philosophers and schools of thought are studied in the light of the civilization and culture of their times. The intimate relation between the development of philosophy and the progress of mankind socially, intellectually, and religiously is emphasized.

Credit: Three hours.

III 8a. RECENT ENGLISH AND AMERICAN PHILOSOPHERS

A study of English and American philosophers and of tendencies in philosophy during the nineteenth century and later. The aim of the course is to introduce the student to the present-day thinkers on philosophical subjects. (Admission to class by permission of instructor.)

Credit: Two hours.

III 9b. THE PSYCHOLOGY OF RELIGION

The common experiences of religious living are examined in the light of psychological discovery. The aim is a better understanding of such religious experiences as worship, conversion, prayer, and faith.

Credit: Two or three hours.

III 10b. THE PHILOSOPHY OF RELIGION

The aim of the course is to show the philosophical explanation for the fundamental assumptions of faith, such as the existence of God, the soul, immortality, freedom of the will, and other aspects of religious truth.

Credit: Two hours.

REQUIREMENTS FOR MAJOR—Fourteen hours in Philosophy; ten hours in Bible.

REQUIREMENTS FOR MINOR—Eight hours in Philosophy and four in Bible or twelve hours in Philosophy.

The Courses in Philosophy, Grade III,8-10, are offered to students majoring in Philosophy and Bible. They may be withdrawn unless elected by five or more students.

PHYSICAL SCIENCE

CHEMISTRY

I 1a, 1b. GENERAL INORGANIC CHEMISTRY

This foundation course in the principles of chemistry is open to students with or without credits in high school chemistry. No mathematics is required beyond simple arithmetic and algebra. A survey is made of all the common elements followed by a more detailed study of the non-metals and their compounds. The simpler features of the modern theories of atomic structure, acids and bases, and ionization are explained. References are made to the applications of chemistry to modern life whenever it is possible. Simple laboratory techniques are practiced in weighing, burette measurements, gas manipulations and solutions.

Time: Two lectures, two laboratory periods of 2 hours each and one demonstration hour per week.

Credit: Five hours.

I 6b. GENERAL SCIENCE (For description, see Biological Science, page 50.)

I or II 2b. THE METALS AND QUALITATIVE ANALYSIS

Prerequisite: Chemistry 1a or 1b.

The latter half of the laboratory work of this course is practice in the analysis of solutions of metallic salts according to a systematic scheme. Some practical work is done in analyzing baking powders, face powders and alloys. The lecture recitation hours introduce the chemical and economic facts concerning the metals.

The first part of the course is concerned with understanding the theory of equilibrium and solutions involved in the later analysis. There is much practice in writing equations.

Time: Two lectures and three laboratory periods of two hours each, a week.

Credit: Five hours.

II 3a. GENERAL ORGANIC CHEMISTRY

Prerequisite: Chemistry 1a or 1b.

This course presents the chemistry of the simpler carbon compounds leading to an understanding of fats, carbohydrates and proteins. The laboratory work is not just a course in organic preparations but undertakes to illustrate and explain the reactions of the compounds considered in the lecture-recitation.

Time: Two lectures and two laboratory periods of two hours each, a week.

Credit: Four hours.

II 3b. ORGANIC CHEMISTRY

Prerequisite: 3a.

This course is a continuation of the General Organic Chemistry with more emphasis on the structure and reactions of the cyclic compounds. These lead toward an understanding of the chemistry of drugs and dyes.

Some of the technique of organic chemistry usually given in a first course are presented in the laboratory work: steam distillation, melting point and boiling point determinations. Semimicro methods are introduced.

Time: One or two lectures and two laboratory periods of two hours each, a week.

Credit: Three or four hours.

III 4. QUANTITATIVE ANALYSIS

Prerequisite: Chemistry 2b.

In the first semester, the experimental work includes the analysis of substances by weight, special problems in electrolysis and an organic combustion analysis of sugar. In the second semester, more emphasis is placed on measurement by volumes. More calculations are involved than in any of the preceding courses, but only arithmetic and algebra are involved.

Time: Two laboratory periods of two hours each and one hour of conference per week.

Credit: Three hours each semester.

III 5b. BIOCHEMISTRY

Prerequisite: Chemistry 3a and 3b, Physiology 5a.

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.

Credit: Three or five hours.

III 6b. PHYSICAL CHEMISTRY

Prerequisites: Physics 1a, Chemistry 3a, 3b, and 4.

Lectures and assigned readings in general physico-chemical principles. Laboratory work in measurements and instrumental analysis.

Credit: Three hours.

III 7a. FOOD ANALYSIS

Prerequisites: Chemistry 1a or 1b and 3a. 2b and 4 advised.

This is a laboratory course of 3 laboratory periods per week.

The determinations are quantitative. Reading reports are required pertaining to Consumer Problems and the Food and Drug Law.

Credit: Three hours.

III 8b. ADVANCED INORGANIC CHEMISTRY

Prerequisites: Chemistry 2b and 4.

Emphasis will be placed on modern theories of chemistry with some time devoted to the history of chemistry.

Time: Two lectures, and one laboratory period of two hours, a week.

Credit: Three hours.

III 9a. ADVANCED ORGANIC CHEMISTRY

Prerequisite: Chemistry 3a and 3b.

Credit: To be arranged.

III 10a or b. CHEMICAL PROBLEMS

Prerequisites: Fifteen hours of chemistry.

Advanced work on selected topics will be arranged with individual students who are prepared to undertake semi-independent work.

Time: One, two, or three laboratory hours per week.

Credit: One, two or three hours.

(By special permission, students may carry this course throughout the year.)

PHYSICS

I 1a. GENERAL PHYSICS

Prerequisites: One entrance unit in Algebra and one in Geometry.

This course is designed to acquaint young women with the laws and principles of Physics, especially those pertaining to the machines, devices, and appliances essential to intelligent living in the world today. Here the student becomes familiar with the physical laws, an understanding of which is required in the proper conduct of the modern home. This course is basic for the later work of those students who plan to take up nursing, medicine, laboratory technology, chemistry, photography, automobile mechanics, and aeronautics. The laboratory work is planned to make the understanding of the physical principles as thorough as possible.

Time: Three lectures and two laboratory periods of two hours each, a week.

Credit: Five hours.

I or II 2b. GENERAL PHYSICS

Prerequisite: Physics 1a or one entrance unit in Physics.

This course continues and complements the work taken in Physics 1a, making a complete year course in Physics. Further attention is given to some topics while others are added to make the knowledge of physical principles, laws, and theories more complete. Greater emphasis is placed on the study of electricity and light which are basic to a knowledge of the nature of our universe.

Time: Three lectures and two laboratory periods of two hours each, a week.

Credit: Five hours.

I or II 6a. PHYSICS OF SOUND

This study of sound is planned to add to the scientific knowledge of students whose chief interest is music or speech. It includes a study of wave motion, the nature and properties of sound, the production and characteristics of musical sounds, the physical basis for a scale, and musical instruments. An endeavor is made to give the student knowledge and appreciation of the science that is basic to sounds and the production of sound.

Time: One lecture and one laboratory period of two hours a week.

Credit: Two hours.

I or II 7b. PHOTOGRAPHY

This course is planned to give the student some knowledge of the theory and procedure involved in making good pictures. The student is allowed individual use of equipment and materials in order to have practical experience in taking and making different types of pictures. Assistance is given in the analysis of the finished pictures to assist in improving technique and to develop an intelligent appreciation of good photography.

Time: One lecture and one laboratory period of three hours each week.

Credit: Two hours.

II 3a. HEAT

Prerequisite: Physics 2b.

A descriptive course in the principles of heat.

Credit: Three hours.

(Not offered in 1944-45.)

II 4b. LIGHT

Prerequisite: Physics 2b.

The theory of light phenomena.

Credit: Three hours.

II 5b. LIGHT MEASUREMENTS

Prerequisite: Physics 2b. To be taken with Physics 4b.

A laboratory course.

Time: Two laboratory periods of two hours each, a week.

Credit: Two hours.

III 8b. MECHANICS

(For description, see Mathematics 8b.)

Credit: Three hours.

REQUIREMENTS FOR MAJOR—The student is advised to consult the head of the department.

PSYCHOLOGY

II 1a, 1b. INTRODUCTION TO PSYCHOLOGY

The course aims to provide the student with an understanding of human nature, basic knowledge for making this a better world in which to live, and principles and laws which will act as guides in professional and civic work and in human relationships. This is accomplished through a survey of the various schools of psychology, an understanding of concepts of the various mental processes and the true meanings of psychological terms, and a knowledge of working principles and laws which may be applied to daily living. It is hoped that the course will aid the student in her own problems of adjustment.

Credit: Three hours.

II 2a, 2b. EDUCATIONAL PSYCHOLOGY

Prerequisite: Psychology 1a or 1b, or a biological science.

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

Credit: Three hours.

II 5b. MENTAL HYGIENE

Prerequisite: Psychology 1a or 1b, or Sociology 2a or 2b.

A course designed to encourage the development of those habits which promote both personal and social welfare, and to prevent the establishment of faulty habits which destroy happiness and social effectiveness. Application of mental hygiene principles are suggested to the student in an effort to offer helpful adjustments in the development of a wholesome personality. This course is taught with special emphasis upon the confusion and strain in time of war, and the need for wholesome personalities in times of reconstruction.

Credit: Three hours.

III 7a. ABNORMAL AND CLINICAL PSYCHOLOGY

Prerequisite: Psychology 1a or 1b.

This course aims to prepare the student in the recognition of symptoms, the location of causes, and the planning of treatment for both major and minor disorders. Students interested in social case work, teaching, and other vocations that deal with people should find this course valuable. Its outline includes a study of the major psychoses; there is also included an analysis of the various disorders of emotional behavior. The student understands the use of tests and is provided with an opportunity for self testing. A survey is made of the many kinds of clinics that provide some guidance in vocational choices. At the present time special study is made of the psychological effect of war on military and civilian populations.

Credit: Three hours.

III 3b. APPLIED PSYCHOLOGY

The course in applied psychology is designed to give new meanings, appreciations, and skills to our every day living. There is wide reading and class discussion in regard to the psychology of selling, advertising, personnel work, persuasive speech, the drama, music, painting, morale, medicine and nursing, law, journalism, creative writing, etc. Special emphasis is now being placed upon the psychology of war and civilian morale.

Credit: Three hours.

III 8b. PSYCHOLOGY OF HUMAN RELATIONS

Prerequisite: Psychology 1a or 1b, or Sociology 2a or 2b.

A course which seeks to develop an understanding of the fundamental patterns of human relationships such as are found in the family, the school, the community, the state, the nation, and between nations. It encourages the appropriation of those principles which maintain and promote harmonious and helpful relationships that supply a valuable vocational and citizenship background. In time of war this course especially stresses the causes of war, the sociology and psychology of war, and methods of building up some system of guidance which may aid in reconstruction. The course is organized to include mediums of communication, a study of institutions, suggestion and imitation, leadership, crowds and mobs, social conflict, social control, the development of personality, and sociological and psychological factors in programs for reconstruction.

Credit: Three hours.

III 30. THE FAMILY

The family is studied both as an institution and as a group of interacting personalities. The American family is evaluated in terms of how well it is performing the functions assigned to it in our culture. The home as an environment for the developing personality is analyzed, including its influence on intelligence, character, and achievement. Both the social and the personal factors involved in successful marriage are studied in some detail. The case study method is used as well as general discussion. Text book and library assignments are supplemented by extensive discussions of the influence of current events, such as the war, on marriage and the family.

Credit: Three hours.

III 31. CHILD DEVELOPMENT

The course in child development is planned for immediate and practical use for those who work with children as teachers, mothers, case workers, and community members. It aims to supply the student with information regarding the physical, psychological and sociological

needs of the child at various age levels. It provides principles and techniques for helping the child attain wholesome personality and development and it increases sensitivity to all situations which are harmful to children. Problems of child welfare accentuated during war and a post-war period will be given particular attention.

Credit: Three hours.

RELATED COURSES IN OTHER DEPARTMENTS

III 17a, 17b. SOCIAL RESEARCH

(For description, see Sociology, page 83.)

Credit: Two hours each semester.

III 9b. THE PSYCHOLOGY OF RELIGION

(For description, see Philosophy, page 73.)

Credit: Two or three hours.

III 9b. ANTHROPOLOGY

(For description, see Sociology, page 82.)

Credit: Three hours.

III 8a. METHODS OF CASE STUDY

(For description, see Sociology, page 81.)

Credit: Two hours.

III 6a. BUSINESS ORGANIZATION AND PERSONNEL MANAGEMENT

(For description, see Economics, page 57.)

Credit: Three hours.

REQUIREMENTS FOR MAJOR—At least nineteen hours in Psychology; the other five hours may be in Sociology. Hours required for a major in Psychology must include among the twelve hours of Grade III work in that subject, 7a, 8b, 5b. Students who plan to teach Psychology or to pursue graduate study in the field are advised to consult with the department head. Students who are interested in social work are referred to page 93.

SOCIOLOGY

Students in this department are engaged in the task of attempting to understand the dynamic world in which they live. The city of St. Louis offers an excellent social laboratory for field work in the department. The rapid expansion of public welfare in the past decade has increased the demand for properly qualified women who plan to enter the profession of social work, or who expect to do volunteer work in the community. (See pre-professional social work curricula, page 93.)

II 2a, 2b. INTRODUCTION TO SOCIOLOGY

A study of the long climb which man has made up from primitive times to the present, including the problems of group living that he has had to face and the culture that he has devised to solve these problems. Particular attention is given to contemporary American institutions—the family, religion, government, industry, education—so that the student may develop a constructive attitude toward the need for scientific functioning of these institutions. The aim of the course is to give the student a perspective on modern society and her place in it, with particular emphasis on the rapidly changing social scene created by the present world upheaval.

Credit: Five hours.

II 5b. WOMEN IN COMMUNITY LIFE

An analysis of American communities in action; the nature of community organization for social welfare, the role of the college woman as a leader in the community. Each student studies her own community in relation to the impact of war on the social institutions.

Credit: Two hours.

III 6a. EDUCATIONAL SOCIOLOGY

This course is basic for the teacher and for the social worker who must have insight and understanding of the social outcomes of the learning processes in the classroom and in the community. The effects of social agencies and social processes on the adolescent are important educational forces which the school must recognize, especially in a period of social reconstruction.

Credit: Three hours.

(Not offered in 1944-45.)

III 7b. HISTORY OF SOCIAL THOUGHT

Prerequisite: Sociology 2a or 2b.

The development of social thought from primitive origins in the Far East, Near East, and Europe, to the present time, together with a critical evaluation of the current ideologies that constitute the issues at stake in the world today, form the basis around which this course is constructed.

Credit: Three hours.

(Not offered in 1944-45.)

III 8a. METHODS OF CASE STUDY

Prerequisite: Sociology 2a or 2b.

An applied course planned for direct and immediate use by students who are interested in social work, either as a vocation or as a means of promoting public welfare. The course aims to survey the fields of social case work, the family, the child, psychiatry, group work, and visiting teacher. It makes available the background knowledge and techniques needed by social case workers and provides practical ex-

perience in case work. Emphasis will be placed upon the problems and methods of the case worker in war areas, and with people who need help due to the disorganizing effects of war.

Credit: Two hours.

III 9b. ANTHROPOLOGY

Prerequisite: Sociology 2a or 2b, or the equivalent.

A critical study of prehistoric man, of the development of races, and of the social origins of culture on all the continents. Current racial and cultural problems are given consideration in relation to their development throughout the centuries. Comparisons are made between the Far Eastern and European cultures.

Credit: Three hours.

III 14b. METHODS OF TEACHING HISTORY AND THE SOCIAL SCIENCES

Prerequisite: Twelve hours in Social Sciences.

A course designed for those who intend to teach history and the social sciences in the secondary school. Instructional materials and techniques are examined, fundamental concepts basic to a mastery of the fields of social sciences are reviewed, and objectives and purposes of the social sciences are analyzed. The importance of social science instruction in a realistic form for youth, is the constant aim of this course.

Credit: Two hours.

III 30. THE FAMILY

The family is studied both as an institution and as a group of interacting personalities. The American family is evaluated in terms of how well it is performing the functions assigned to it in our culture. The home as an environment for the developing personality is analyzed, including its influence on intelligence, character, and achievement. Both the social and the personal factors involved in successful marriage are studied in some detail. The case study method is used as well as general discussion. Text book and library assignments are supplemented by extensive discussions of the influence of current events, such as the war, on marriage and the family.

Credit: Three hours.

III 31. CHILD DEVELOPMENT

The course in child development is planned for immediate and practical use for those who work with children as teachers, mothers, case workers, and community members. It aims to supply the student with information regarding the physical, psychological, and sociological needs of the child at various age levels. It provides principles and techniques for helping the child attain wholesome personality and development, and it increases sensitivity to all situations which are harmful to children. Problems of child welfare accentuated during war and a post-war period, will be given particular attention.

Credit: Three hours.

III 16a. CURRENT SOCIAL PROBLEMS AND SOCIAL CONTROL

Prerequisite: Sociology 2a or 2b.

A study of current social problems with emphasis on the various remedial and preventive methods of social control in use during post-war and reconstruction years in all of our institutions.

Credit: Three hours.

III 17a, 17b. SOCIAL RESEARCH

Prerequisite: Twelve hours in Sociology.

Modern methods of gathering, analyzing, and interpreting social data are applied to individual research projects. The main emphasis is placed on statistical techniques, including personality tests and other measuring devices. In addition to developing skill in investigation, the aim of the course is to give the student a wholesome respect for objective facts in the social realm and thus render her less susceptible to propaganda.

Credit: Two hours each semester.

III 20b. PUBLIC WELFARE ADMINISTRATION

Prerequisite: Sociology 2a or 2b.

A brief historic survey of the development of various fields of public welfare. The organization and administration of city, state, and federal public welfare programs in relation to changing social legislation, including the Social Security Act.

III 21b. EDUCATIONAL AND VOCATIONAL GUIDANCE

This course attempts to offer to teachers and social workers perspective on the harsh realities that face youth during the post-war era. Principles and philosophies basic to educational and vocational adjustment of adolescents are explained and effective methods of discovering student needs and of providing for individual counseling and group guidance, are analyzed. Experience in handling vocational guidance materials and methods is an important part of the course.

Credit: Two hours.

(Not offered in 1944-45.)

RELATED COURSES IN OTHER DEPARTMENTS

II. 3b. THE CONSUMER: INCOME AND EXPENDITURES OF THE AMERICAN FAMILY

(For description, see Economics, page 56.)

Credit: Two hours.

II 5b. MENTAL HYGIENE

(For description, see Psychology, page 78.)

Credit: Three hours.

- II 3b. THE PHILOSOPHICAL BACKGROUND OF HUMAN RELATIONS
(For description, see Philosophy, page 73.)
Credit: Three hours.
- II 3a. SOCIAL THOUGHT OF THE HEBREW PROPHETS
(For description, see Bible, page 48.)
Credit: Two hours.
- III 8b. PSYCHOLOGY OF HUMAN RELATIONS
(For description, see Psychology, page 79.)
Credit: Three hours.
- III 7a. ABNORMAL AND CLINICAL PSYCHOLOGY
(For description, see Psychology, page 78.)
Credit: Two hours.
- III 4b. LABOR PROBLEMS AND INDUSTRIAL RELATIONS
(For description, see Economics, page 57.)
Credit: Three hours.
- III 6b. STATISTICAL METHODS
(For description, see Economics, page 57.)
Credit: Two hours.

REQUIREMENT FOR MAJOR—At least nineteen hours in Sociology; five hours may be in Psychology, Economics, or History. Students who plan to teach Sociology, or to pursue graduate study in the field, are advised to consult with the department head. Students who are interested in social work are referred to page 93.

THEORY OF MUSIC

A detailed statement of courses offered in this department for those wishing to specialize in music will be found under the School of Music. Students in the College of Arts and Science may take private lessons in any branches of music offered, receiving a maximum of eighteen hours' credit toward the A. B. degree, provided that all the other courses are in the College of Arts and Science.

In addition, the following courses in theory of music receive full credit toward the A. B. degree:

I or II 4a, 4b. INTRODUCTION TO MUSIC LITERATURE

A general orientation course designed especially for students other than music majors who wish to increase their enjoyment and understanding of music. Celebrated recordings are played and discussed. Emphasis is placed upon discriminative listening to current symphony concerts, operas, radio and recital programs.

This course may not be taken as a theory requirement by students enrolled for applied music.

Credit: Two hours each semester.

I 15a, b. THEORY I (Harmony, Sight Singing, Ear Training)

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

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 with the key, major and minor modes, with the introduction of chromatic problems. Soprano and base clefs. Elementary rhythmic patterns. Recognition of simple triads. Four-part dictation.

Time: Five hours each week.

Credit: Four hours each semester.

II 16. THEORY II (Harmony, Sight Singing, Ear Training)

Prerequisite: Theory of Music 15a, b.

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.

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, dominant seventh and diminished chords.

Time: Five hours each week.

Credit: Four hours each semester.

II 2a. HISTORY OF MUSIC I

Ancient music through seventeenth century.

Analysis of motets, madrigals, Italian Aria, Dance Forms.

Lecture recitals illustrating small forms.

Credit: Two hours.

II 3b. HISTORY OF MUSIC II

Classical school to Twentieth Century.

Biographical sketches of composers.

Analysis of schools, contracting abstract and program music.

Lecture recitals illustrating the form of the concerto, sonata, symphony and symphonic poem.

Credit: Two hours.

III 11a. HISTORY OF MUSIC III

Twentieth Century Music.

Biographical sketches; aesthetics in music.

Lecture recitals illustrating the modern idioms.

Credit: Two hours.

III 12b. HISTORY OF MUSIC IV

Ultra Modern and American music.

Lecture recitals featuring works of contemporary composers.

This course includes analysis of works presented by the St. Louis Symphony Orchestra and visiting artists.

Credit: Two hours.

III 5. COUNTERPOINT

Prerequisite: Theory of Music 16.

Counterpoint in two, three and four parts, both free and strict. Keyboard work. Much time is given to the 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.

Credit: Two hours each semester.

III 10a. ADVANCED COUNTERPOINT

Prerequisite: Theory of Music 5.

Original work in invertible counterpoint, canon, and imitation. Much analysis of examples from Bach and other composers. The application of these forms in original composition based on models from different sources.

Credit: Two hours.

III 7b. FUGUE

Prerequisite: Theory of Music 10a.

The study and original composition of two, three, and four-voiced fugues. Double and triple forms also studied. The analysis of a large number of the Bach fugues.

Credit: Two hours.

III 8. MUSICAL FORM AND ANALYSIS

Prerequisite: Theory of Music 16.

The aim of this course is to correlate the theoretical studies already pursued, and to provide a thorough study of the elements of musical composition. All the forms are studied in detail, and much time is given to analysis. Part of each class period is devoted to the playing of examples, and the students are required to analyze by ear. Some composition in all the forms.

Credit: Two hours each semester.

III 9. INSTRUMENTATION

Prerequisite: Theory of Music 5.

A study of the instruments of the modern symphony orchestra; their respective characteristics and uses in orchestration; reading of orchestral scores; arrangements for string, wood-wind, and brass combinations and scoring for full orchestra.

Credit: Two hours each semester.

REPRESENTATIVE SENIOR COLLEGE CURRICULA

(Adaptable to Junior College Courses Leading to the Certificate of Associate in Arts)

SUGGESTED COURSE FOR THE AMERICAN CONTEMPORARY LIFE CURRICULUM LEADING TO THE A. B. DEGREE*

	First Semester	Second Semester
FIRST YEAR		
English Composition	3	3
American Contemporary Civilization	2	..
History of the Hebrews or New Testament Times .....	..	2
Foreign Language	5	5
Humanities	3	3
General Biology	3	3
Physical Education	1	1
	17	17
SECOND YEAR		
Introduction to English Literature	3	3
Foreign Language	3	3
Introduction to Psychology .....	..	3
Introduction to Sociology	5	..
Modern Poetry	2	..
Modern Drama .....	..	2
Public Speaking .....	..	2
Physical Education	1	1
Elective	2	2
	16	16
THIRD YEAR		
American Literature	3	3
Shakespeare	3	3
The Family	3	3
Women in Community Life .....	..	2
Electives	8	6
	17	17
FOURTH YEAR		
World Literature	3	3
Child Development	3	3
American History	3	3
Bible or Philosophy .....	..	2
Electives	8	6
	17	17

*By a minor adjustment of courses, this curriculum may be planned so that at the end of two years it will fulfill the requirements for the Junior College Certificate of Associate in Arts.

The preceding course provides for a major in English, with minor to be worked out by use of electives. If student plans to teach, sufficient courses in Education should be elected in order to obtain a teaching certificate in the state in which she plans to teach.

Suggested electives: Physical or Biological Science, History of Music, Appreciation of Art, Nature Study, Business Law, Home Nursing, Government, Community Recreation, Advanced courses in Psychology, Foods, Clothing.

SUGGESTED COURSE FOR A CURRICULUM IN RELIGIOUS EDUCATION LEADING TO THE A. B. DEGREE*

	First Semester	Second Semester
FIRST YEAR		
American Contemporary Civilization	2	..
English Composition	3	3
History of the Hebrews or New Testament Times	2	..
English History .....	..	3
Foreign Language	5	5
Public Speaking .....	..	2
Physical Education	1	1
General Biology	3	3
	—	—
	16	17
SECOND YEAR		
Social Thought of the Hebrew Prophets	2	..
The Life and Teachings of Jesus .....	..	2
Foreign Language	3	3
Science	4	..
Introduction to Psychology	3	..
Introduction to Sociology .....	..	5
Physical Education	1	1
Electives	3	5
	—	—
	16	16
THIRD YEAR		
Introduction to English Literature	3	3
Hebrew Poetry and Wisdom Literature	2	..
Historical Records of the Early Christian Church .....	..	2
Introduction to Philosophy	3	..
History and Principles of American Education	3	..
Mental Hygiene .....	..	3
Educational Psychology .....	..	3
Child Development	3	3
Electives	3	3
	—	—
	17	17

*By a minor adjustment of courses this curriculum may be planned so that at the end of two years it will fulfill the requirements for the Junior College Certificate of Associate in Arts.

FOURTH YEAR	First Semester	Second Semester
Principles of Religious Education	2	..
Comparative Religion	3	..
<i>History of Philosophy</i> .....	..	3
The Psychology of Religion .....	..	2
Ethics	2	..
Philosophy of Religion .....	..	2
Educational Sociology	3	..
The Psychology of Human Relations .....	..	3
Electives	6	6
	—	—
	16	16

For church secretarial positions, the course should be adjusted to include stenography and typewriting.

Students who are interested in religious education should consult further with the Head of the Bible department. The College, through the Department of Bible, will make every effort to place qualified graduates in desirable openings in this field.

CURRICULA FOR STUDENTS SPECIALIZING IN BIOLOGICAL SCIENCE

A major student in Biology may select a group of studies according to her dominant interest and aptitude. Thus a Biology major may choose a group in which Botany, Zoology, or Bacteriology is the important subject. Several choices of such groups together with related courses that furnish contributory material follow:

1. Teaching Biology in High School or College or graduate work in Biology. For this course a student needs a broad general background in Science, a minor in a related field, and the required education courses.
 - a. For a General Biology teaching major.
General Biology, Plant Survey, Cultivated Plants, Physiology, Invertebrate Zoology, Trees and shrubs, Comparative Anatomy, General Chemistry, General Physics, and required Education courses.
 - b. For those primarily interested in teaching Botany.
General Biology, Plant Survey, Cultivated Plants, Trees and Shrubs, Plant Anatomy, Taxonomy of Higher Plants, Bacteriology, Advanced Bacteriology, General Chemistry, General Physics, and required Education courses.
 - c. For those primarily interested in teaching Zoology.
General Biology, Physiology, Invertebrate Zoology, Comparative Anatomy, Bacteriology, Microtechnique, Embryology, General Chemistry, General Physics, and required Education courses.

2. Preparation leading to Landscape Gardening and Horticulture.
General Biology, Cultivated Plants, Plant Survey, Trees and Shrubs, Taxonomy of Higher Plants, Plant Anatomy, Bacteriology. Recommended electives: Art, General Chemistry.
3. Preparation for Nursing.
No set courses are required and a *broad liberal arts background* is desirable. For a nursing executive position two to four years of college and the following courses are recommended: General Biology, Physiology, Bacteriology, Hygiene, Home Nursing, Preventive Medicine, Dietetics, and Chemistry.
4. Occupational Therapy.
A registered therapist must complete five years of training; two years of basic college courses, two years in an Occupational Therapy school approved by the American Medical Association, and one year in an approved hospital. Any student may receive the first two years of her training at Lindenwood College. If she is interested in such training she should consult the office of Student Guidance before registering.
5. Medical Technology or Medicine.
The suggested outline below is for those who wish to enter a hospital for a year's training leading to a certificate of "Medical Technologist" or for those who wish to enter medical training.

SUGGESTED COURSE FOR THOSE WHO WISH TO ENTER TRAINING
FOR MEDICINE OR MEDICAL TECHNOLOGY

FIRST YEAR	First Semester	Second Semester
English Composition	3	3
General Inorganic Chemistry	5	..
The Metals and Qualitative Analysis .....	..	5
General Biology	3	3
Humanities	3	3
American Contemporary Civilization	2	..
History of the Hebrews or New Testament Times .....	..	2
Physical Education	1	1
	—	—
	17	17
SECOND YEAR		
Organic Chemistry	4	3
Language	5 or 3	5 or 3
Physiology	5	..
Comparative Anatomy .....	..	5
Physical Education	1	1
Elective	2	3
	—	—
	17 or 15	17 or 15

	First Semester	Second Semester
THIRD YEAR		
Quantitative Analysis	3	3
Physics	5	5
Introduction to English Literature	3	3
Microtechnique	4	..
Language	3	3
Elective .....	..	3
	18	17
FOURTH YEAR		
Introduction to Psychology .....	..	3
Food Analysis	3	..
Bio-Chemistry .....	..	3
Vertebrate Embryology	4	..
Parasitology	3	..
Bacteriology	5	..
Advanced Bacteriology or Advanced Physiology .....	..	3
Elective	2	6
	17	15

CURRICULUM IN HISTORY AND GOVERNMENT LEADING TO
THE A. B. DEGREE*
SUGGESTED COURSE

A course of study is outlined below for the guidance of students who intend to major in History and Government in order to qualify as teachers and for those who intend to pursue graduate work. It covers the requirements in History and Education and provides ample opportunity for the completion of a minor in Economics or in some other relevant field.

	First Semester	Second Semester
FIRST YEAR		
English Composition	3	3
American Contemporary Civilization	2	..
History of the Hebrews or New Testament Times .....	..	2
Foreign Language	5	5
Humanities	3	3
General Biology	3	3
Physical Education	1	1
	17	17

*By a minor adjustment of courses, this curriculum may be planned so that at the end of two years it will fulfill the requirements for the Junior College Certificate of Associate in Arts.

**The Chemistry courses listed for the Junior-Senior years are desirable but are not required for admission to Medical School or the Medical Technology training.

Substitutions may be made in the biology courses outlined. Electives in Psychology and Sociology are desirable.

	First Semester	Second Semester
SECOND YEAR		
**Foreign Language	3	3
American History	3	3
Current Events	1	1
Science	4	..
Educational Psychology .....	..	3
Economic Geography .....	..	3
American National Government	3	..
Preventive Medicine .....	..	2
Physical Education	1	1
Elective	1	..
	16	16
THIRD YEAR		
Introduction to English Literature.....	3	3
Nineteenth Century Europe.....	3	..
International Relations or Contemporary America.....	3	..
Principles of Secondary Education	3	..
History and Principles of American Education	3	..
Methods of Teaching in High Schools.....	..	3
Introduction to Sociology .....	..	5
The Diplomatic History of the United States.....	..	3
Electives	2	3
	17	17
FOURTH YEAR		
Europe Since 1914	3	..
Methods of Teaching History and the Social Sciences.....	..	2
Technique and Practice Teaching.....	..	5
The Far East .....	..	3
Introduction to Economics	5	..
Comparative Religion	3	..
Electives	5	7
	16	17

**A reading knowledge of at least one foreign language, and frequently of two, is required for graduate work in history. The language should be selected with reference to the field of history in which the student intends to specialize. For American History—French and Spanish, or German; for European History—French and German; for Ancient History—Latin and eventually Greek are required.

**SUGGESTED CURRICULUM IN PRE-PROFESSIONAL SOCIAL
CASE WORK LEADING TO THE A. B. DEGREE***

Lindenwood College provides the undergraduate preparation that is required for social case work in child welfare departments, in public welfare departments, *and in private social welfare agencies.* At least one year of graduate study is recommended for students who plan to enter the field of professional social work. This curriculum provides for a major in Sociology, Psychology, or Economics. By proper use of the elective hours a minor may be chosen from any department in the College.

	First Semester	Second Semester
FIRST YEAR		
English Composition	3	3
American Contemporary Civilization .....	..	2
Preventive Medicine .....	..	2
Typewriting	2	2
Foreign Language	5 (or 3)	5 (or 3)
General Biology	3	3
Physical Education	1	1
Electives	2	..
	—	—
SECOND YEAR		
	16 (or 14)	18 (or 16)
Introduction to English Literature.....	3	3
American History	3	3
Business Law .....	..	2
Introduction to Psychology	3	..
Introduction to Sociology .....	..	5
Foreign Language	3	3
Bible or Philosophy	2	..
Physical Education	1	1
Electives	2	..
	—	—
THIRD YEAR		
	17	17
Introduction to Economics.....	5	..
Physiology	5	..
Abnormal and Clinical Psychology.....	3	..
The Family .....	..	3
Psychology of Human Relations.....	..	3
Statistical Methods .....	..	2
Women in Community Life.....	..	2
The Consumer: Income and Expenditures of the Amer- ican Family .....	..	2
Bible or Philosophy .....	..	2
Electives	3	2
	—	—
	16	16

*By a minor adjustment of courses, this curriculum may be planned so that at the end of two years it will fulfill the requirements for the Junior College Certificate of Associate in Arts.

FOURTH YEAR	First Semester	Second Semester
Child Development	3	3
Mental Hygiene .....	..	3
Current Social Problems and Social Control.....	3	..
Labor Problems and Industrial Relations.....	..	3
Public Welfare Administration .....	..	2
Methods of Case Study.....	2	..
Electives	9	6
	—	—
	17	17

**SUGGESTED CURRICULUM IN PRE-PROFESSIONAL SOCIAL GROUP
WORK LEADING TO THE A. B. DEGREE***

Lindenwood College provides the preparation that is essential for work with individuals and groups in social, educational, recreational, and religious agencies. The work of these agencies relates chiefly to voluntary leisure-time groups where there is need for expert guidance. This curriculum provides for a major in Sociology, Psychology or Economics. By proper use of the elective hours a minor may be chosen from any department in the College.

FIRST YEAR	First Semester	Second Semester
English Composition	3	3
American Contemporary Civilization.....	2	..
Recreation Leadership .....	..	2
Foreign Language	5 (or 3)	5 (or 3)
General Biology	3	3
Preventive Medicine .....	..	2
Physical Education	1	1
	—	—
	16 (or 14)	16 (or 14)

SECOND YEAR		
Introduction to Sociology	5	..
Introduction to Psychology .....	..	3
Foreign Language	3	3
Pageantry .....	..	1
Technique of Stage Production	2	..
Cultivated Plants .....	..	5
Bible or Philosophy	2	..
Women in Community Life.....	..	2
First Aid	1	..
Voice and Diction	2	2
Physical Education	1	1
	—	—
	16	17

*By a minor adjustment of courses, this curriculum may be planned so that at the end of two years it will fulfill the requirements for the Junior College Certificate of Associate in Arts.

	First Semester	Second Semester
THIRD YEAR		
Story-Telling	3	..
American History	3	3
Introduction to English Literature	3	3
<i>The Family</i>	3	3
Music Methods I and II	2	1
Electives	2	6
	16	16
FOURTH YEAR		
Child Development	3	3
Mental Hygiene .....	..	3
Current Social Problems	3	..
Labor Problems and Industrial Relations .....	..	3
Methods of Case Study.....	2	..
Bible or Philosophy	2	..
Electives	6	6
	16	15

SUGGESTED COURSE FOR CURRICULUM IN ECONOMICS WITH STRESS ON MERCHANDISING AND ADVERTISING

The purpose of this curriculum is to give a student a background of general courses which are related to the advertising field plus active training in the classroom and in experience in advertising and selling.

A student may enter the curriculum after two years of college work in these specialized fields: Commercial and Industrial Design, Costume Design, or Interior Decoration; Home Economics; Secretarial Science.

Fundamentals of Speech or Voice and Diction should be taken during the first two years of the above work.

The third and fourth years are made up of the following courses:

	First Semester	Second Semester
THIRD YEAR		
Creative Writing	2	2
*Elementary Logic .....	..	3
*Introduction to Economics	5	..
*Introduction to Psychology .....	..	3
Radio Speech	2	2
Statistical Methods .....	..	2
Advertising and Merchandising .....	..	3
**Electives	6-8	2
	15-17	17

*These courses may have been taken during the first two years; if so, other subjects may be chosen from the group of electives.

**Electives must be chosen from the following courses if these have not been taken in the first two years.

FOURTH YEAR		First Semester	Second Semester
Advanced Radio Technique.....		2	2
Economics		2 or 3	2 or 3
**Electives		12	10
		-----	-----
		16-17	16-17

	First Semester	Second Semester
Consumer Economics .....	..	2
Journalism	3	3
Home Economics—a general course.....	..	2
Art .....	..	..

Other electives are to be taken from the following fields:

English	Economics
Social Science	Home Economics
Language, preferably Latin	Art

**Electives must be chosen from the following courses if these have not been taken in the first two years:

School of Vocations



The courses in this school, Education, Home Economics, Physical Education, and Business, lead to the degree of Bachelor of Science. In general, vocational courses may not be acceptable in the liberal arts colleges of other institutions, for a bachelor's degree. Students should, therefore, choose their courses of study carefully in the first two years.

EDUCATION

The courses in the Department of Education are planned, first, to meet the needs of students who intend to teach, especially those who intend to teach in the high school; second, to meet the interests of those who do not intend to teach but who wish to select courses in Education because of the fundamental importance of education in life.

The degree of Bachelor of Science with a major in Education is recommended for those students who expect to teach in the elementary schools. Prospective high school teachers must complete a major and at least one minor in academic teaching fields.

In order to secure the degree of Bachelor of Science with a major in Education the candidate must meet the following requirements:

(1) She must complete the freshman-sophomore requirements for the A. B. degree, including three hours in Hygiene. The foreign language requirement may be waived by special arrangement.

(2) She must complete a major of 24 hours in Education, which includes History and Principles of American Education, Educational Psychology, Methods of Teaching in Elementary Schools, School Organization and Management, and Technique and Practice Teaching.

(3) She must complete a total of 128 hours of college work. The number of hours required in addition to the freshman-sophomore requirements for the A. B. degree and the requirements in Education may be elected from any department of the College, subject to two limitations:

(a) Courses of Grade I may be elected in the Junior and Senior years by special permission only.

(b) The electives must be chosen with a view to continuity in some department or departments, and the list of the courses elected must be approved by the head of the Department of Education and the Dean of the College.

STATE CERTIFICATES*

A student who intends to teach at the close of her college course may secure a State Certificate, valid in Missouri, if the required hours in Education are included in the college course.

Every student who expects to teach must secure from the Department of Education of the state in which she desires to teach a certificate valid for that state. No college degree, certificate, or diploma may serve as a certificate to teach.

GENERAL QUALIFICATIONS TO BE MET BY ALL TEACHERS

HEALTH CERTIFICATE—Every teacher is required by law to have a health certificate issued by a reputable physician showing that she is in good health and free from contagious diseases at the time the certificate is granted (Section 10520, R. S. 1939). It is recommended that the physician be one employed by the institution recommending the candidate for a certificate.

FREEDOM FROM PHYSICAL HANDICAPS—Every teacher shall be free from physical handicaps which are certain to interfere with her effectiveness as a teacher.

RECOMMENDATION—Every elementary and secondary teacher shall be recommended as an elementary or secondary teacher by the college in which the major part of her work has been completed or by the institution conferring the baccalaureate degree.

REQUIREMENTS FOR ELEMENTARY TEACHERS

TOTAL HOURS OF COLLEGE CREDIT:

All hour requirements are stated in terms of semester hours.

1. For the present period and ending September 1, 1948, all elementary teachers shall have completed at least sixty hours of college work in order to be certificated and approved.

*Based upon "An Administrator's Handbook for High School Districts," Secondary School Series Bulletin No. 2, 1940, Missouri State Department of Education Publication, pp. 241-249.

2. After September 1, 1946, no elementary teachers' certificates valid in high-school districts will be issued upon the basis of a minimum of sixty hours of college credit.
3. After September 1, 1948, all elementary teachers in high-school districts shall have at least one hundred twenty hours of college credit in order to be certificated and approved.

STANDARDS FOR CERTIFICATION AND APPROVAL ON SIXTY-HOUR BASIS:

Special minimum requirements for approval and certification on the sixty-hour basis (to be effective until September 1, 1948). All elementary teachers shall meet the following minimum requirements:

1. Language Arts (English) 5 hours
Including work in English composition and grammar.
2. Social Studies 10 hours
Including American history, 5 hours; American government, 2 hours, and geography, 2 hours.
3. Mathematics (arithmetic for teachers) 2 hours
4. Science 7 hours
Including general science, 5 hours, and health or hygiene, 2 hours.
5. Fine Arts 10 hours
Including children's literature, 2 hours; music for elementary schools, 2 hours, and art for elementary schools, 2 hours.
6. Physical Education 2 years
7. Professional Education 10 hours
Including educational psychology, 2 hours; elementary organization, 2 hours; technique of teaching, 2 hours; and supervised teaching, 2 hours.

STANDARDS FOR CERTIFICATION AND APPROVAL ON ONE HUNDRED TWENTY-HOUR BASIS:

Special minimum requirements for approval and certification on the one hundred twenty-hour basis for elementary teachers are as follows (to be required for all elementary teachers in high-school districts after September 1, 1948; provided that these specific standards shall not be retroactive for teachers qualifying for approval on the one hundred twenty-hour basis before September 1, 1948):

1. Language Arts (English) 10 hours
Including at least 5 hours in English composition and grammar, and 2 hours in speech. (Literature is classified in the fine arts area and may not be counted toward meeting the minimum of 10 hours in English.)
2. Social Studies 15 hours
Including at least 5 hours in American history, and at least one course in each of the following: American government, geography, European history, and sociology or economics.

3. Science15 hours
Including at least 5 hours in general science and 2 hours in health or hygiene.
4. Mathematics (arithmetic for teachers) 2 hours
5. Fine Arts15 hours
Including at least 2 hours in children's literature, 2 hours in music for elementary schools, 2 hours in art for elementary schools, 2 hours in American literature, and 2 hours in English literature.
6. Practical Arts 5 hours
To be elected from home economics, agriculture, industrial arts, or typwriting.
7. Physical Education2 years general plus 5 hours
8. Professional Education 18 hours
Including the following:
 - a. Educational psychology 2 hours
 - b. Elementary organization 2 hours
 - c. Techniques of elementary teaching 2 hours
 - d. Special techniques (primary, intermediate, or upper grades) 2 hours
 - e. Supervised teaching 5 hours
 - f. A special orientation course (philosophy, introduction, history, or principles of education) 2 hours
9. Electives from above areas35 hours

SUGGESTED CURRICULA LEADING TO ELEMENTARY CERTIFICATES

TWO-YEAR ELEMENTARY SCHOOL CERTIFICATE

FIRST YEAR	First Semester	Second Semester
English Composition	3	3
American Contemporary Civilization	2	..
History of the Hebrews or New Testament Times .....	..	2
Fundamentals of Speech	2	..
Elementary Public School Music	2	1
Principles of Geography .....	..	3
Hygiene	3	..
General Science .....	..	5
Teaching of Arithmetic .....	..	2
Physical Education	1	1
Child Literature	2	..
Story Telling	1	..
	—	—
	16	17

	First Semester	Second Semester
SECOND YEAR		
Introduction to English Literature	3	3
American History	3	3
Methods of Teaching in Elementary Schools .....	..	3
School Organization and Management	3	..
Technique and Practice Teaching .....	..	5
Educational Psychology	3	..
Methods of Teaching Art	2	2
Physical Education	1	1
American National Government	3	..
	18	17

FIVE-YEAR ELEMENTARY SCHOOL CERTIFICATE
(B. S. Degree in Education)

The curriculum set out below is designed particularly for kindergarten and primary teachers. Appropriate changes will be made in the second, third, and fourth years to meet the special needs of those students who desire to prepare for teaching in the intermediate and in the upper grades.

	First Semester	Second Semester
FIRST YEAR		
English Composition	3	3
American Contemporary Civilization	2	..
Elementary Public School Music	2	1
History of the Hebrews or New Testament Times .....	..	2
Fundamentals of Speech	2	..
Physical Education	1	1
Principles of Geography .....	..	3
Hygiene	3	..
Teaching of Arithmetic .....	..	2
General Science .....	..	5
Child Literature	2	..
Story Telling	1	..
	16	17
SECOND YEAR		
Introduction to English Literature	3	3
American History	3	3
Laboratory Science	3	3
Recreation Leadership .....	..	2
Methods in Elementary School Physical Education	2	..
Methods of Teaching Art	2	..
Educational Psychology .....	..	3
History and Principles of American Education	3	..
First Aid	1	..
Physical Education	1	1
Preventive Medicine .....	..	2
	18	17

	First Semester	Second Semester
THIRD YEAR		
American Literature	3	3
School Organization and Management	3	..
The Renaissance and Reformation	3	..
American National Government	3	..
Methods of Teaching in the Elementary School .....	..	3
Bible or Philosophy .....	..	2
Electives	5	9
	17	17
FOURTH YEAR		
The Family	3	..
Child Development .....	..	3
General Course in Homemaking	2	3
Special Research Problem in Education	1	..
Educational Measurements .....	..	3
Technique and Practice Teaching	5	..
Introduction to Sociology .....	..	5
Minor (Grade III)	3	3
Electives	3	..
	17	17

REQUIREMENTS FOR HIGH SCHOOL TEACHERS

Junior high-school teachers must meet the same standards as senior high-school or four-year high-school teachers. All hour requirements are stated in terms of semester hours. The academic standards and the standards for approval in special teaching fields have been formulated in terms of the pattern for the secondary-school curriculum.

GENERAL REQUIREMENTS:

1. A baccalaureate degree from an accredited college or university.
2. Completion of sufficient college work in two subject-matter fields to meet the standards for certification and approval for a teacher in a first-class high school.
3. A total of twenty-five hours of college work which may be selected from a minimum of three of the following subject fields: English composition, literature, social studies, mathematics, natural sciences, and foreign languages.
4. Two years of college work in general physical education and health.

PROFESSIONAL REQUIREMENTS:

Not less than eighteen hours, and it is strongly recommended not more than thirty hours, of undergraduate work in professional education courses including a course in each of the following:

Group One—Orientation

1. Educational psychology
2. A general orientation course, such as history or philosophy of education

Group Two—Methods

1. General techniques or methods in high-school teaching
2. Special techniques in one teaching field
3. A general administration course for teachers

Group Three—Teaching

1. Student or apprentice teaching (5 hours)

SPECIAL REQUIREMENTS FOR TEACHERS IN FIRST-CLASS HIGH SCHOOLS:

1. Language Arts

- a. English24 hours

Including at least 5 hours in composition, 5 hours in English literature, 5 hours in American literature, and 2 hours in speech.

- b. School Publications5 hours

Twenty-four hours in English with at least 5 hours of college work in school publications (not more than 5 hours in school publications may be counted as a part of the total of 24 hours required to teach English).

- c. Speech10 hours

Twenty-four hours in English with at least 10 hours in speech including fundamentals, public speaking, and oral interpretation (not more than 5 hours of speech may be counted in meeting the 24 hours required to teach English).

- d. Foreign Languages20 hours

Twenty hours in each language taught.

2. Social Studies24 hours

All teachers of social studies must have at least twenty-four hours in this area including at least one course each in American history, European history, economics, government, and sociology. Teachers of American history and world history must have at least 7½ hours in each of these subjects taught, and teachers of economics, sociology, and government must have at least 5 hours in each of these subjects taught.

Teachers of geography must have five hours in geography which may be counted as a part of the twenty-four hours required in social studies.

3. Mathematics15 hours
4. Natural Science24 hours
Including at least 15 hours in each science taught;
provided that teachers of general science and ad-
vanced physical science shall have at least 5 hours
of work each in chemistry, physics, and biology, or
10 hours in college general science as a part of the
total of 24 hours required in science.
5. Fine Arts
- a. Music
- (1) Full-time teachers24 hours
- (2) Part-time teachers15 hours
Including conducting, history, or appreciation,
and sight singing or ear training.
- b. Art
- (1) Full-time teachers24 hours
- (2) Part-time teachers15 hours
- c. Dramatics 5 hours
Twenty-four hours in English with at least 5 hours
of work in dramatics.
- d. Literature 10 hours
Twenty-four hours in English, with at least 5 hours
of work in American literature and 5 hours in
English literature as outlined for English teachers.
6. Practical Arts
- a. Home Economics
- (1) Vocational.....to be approved by state supervisor
- (2) General
- Full-time teachers24 hours
- Part-time teachers15 hours
Including work in home management, food,
clothing, and nutrition.
- b. Commerce
- (1) Full-time teachers24 hours
- (2) Part-time teachers15 hours
Including at least 5 hours of work at the College
level in each subject taught, which may be waived in
the case of shorthand and/or typewriting if a candi-
date can pass satisfactorily a proficiency examina-
tion administered by the college granting the bacca-
laureate degree.
7. Health and Physical Education
- a. Full-time teachers24 hours
- b. Part-time teachers15 hours
Including work in health, physiology, physical activities,
and recreation.

8. Librarians

- a. Full-time librarians24 hours in library science
 b. Part-time librarians7 hours in library science

SUGGESTED CURRICULUM LEADING TO FIVE-YEAR HIGH SCHOOL CERTIFICATE
 (A. B. degree or B. S. degree)

	First Semester	Second Semester
FIRST YEAR		
English Composition	3	3
Foreign Language	5	5
General Biology	3	3
Physical Education	1	1
American Contemporary Civilization	2	..
History of the Hebrews or New Testament Times .....	..	2
Electives	2	2
	16	16
SECOND YEAR		
Introduction to English Literature	3	3
Foreign Language	3	3
Introduction to Psychology .....	..	3
History and Principles of American Education	3	..
Educational Psychology	3	..
Major (Grade II) .....	..	3
Physical Education	1	1
Science	4	..
Elective .....	..	4
	17	17
THIRD YEAR		
American History	3	3
Methods of Teaching in High Schools .....	..	3
Principles of Secondary Education	3	..
Major (Grade II or III)	6	6
Minor (Grade II or III)	6	3
Education Elective .....	..	2
	18	17
FOURTH YEAR		
Bible or Philosophy	2	..
Technique and Practice Teaching.....	..	5
Major (Grade III).....	6	3
Minor (Grade III).....	3	3
Electives	6	6
	17	17

This certificate qualifies the holder to teach in any high school in the state of Missouri for a period of five years. It may be converted into a life High School Certificate for those who have completed three years of successful teaching and who have a total of 20 hours of approved college credit in Education, five of which must be in Supervised Student Teaching.

NOTE: Electives, major and minor, should be worked out and combined to satisfy the requirements of the State Department of Education in the various teaching fields. See page 102 for these requirements.

APPOINTMENTS COMMITTEE: Students expecting to teach will be given assistance in securing positions. A student intending to teach should consult the head of the Department of Education and the head of the department of her major subject as to the kind of position she is best qualified to fill. Application and enrollment should be made through the office of the Department of Education.

DESCRIPTION OF COURSES

***II 2a. HISTORY AND PRINCIPLES OF AMERICAN EDUCATION**

A study of the development of American educational philosophies, institutions and practices, with particular emphasis upon the changes which have been made within this century. Comparisons are made with the education of other countries and of earlier times.

Credit: Three hours.

II 3a. METHODS OF TEACHING READING

Prerequisite: Psychology 2a or 2b.

A study of the methods of teaching small children to read. Observation of actual teaching will be employed. Modern materials will be used. Skill will be developed in the use of reading readiness tests and reading tests.

Credit: Three hours.

(Not offered in 1944-45.)

II 4b. METHODS OF TEACHING IN ELEMENTARY SCHOOLS

Prerequisite: Psychology 2a or 2b.

A study of the methods of teaching the basic elementary school subjects, with special emphasis upon teaching the language arts of reading, writing, spelling, and language. Observation will be employed.

Credit: Three hours.

***II 10a. SCHOOL ORGANIZATION AND MANAGEMENT**

A study of the organization and management of the elementary school as factors in effecting a better adjustment of the elementary school pupil to his complex environment.

Credit: Three hours.

III 5b. METHODS OF TEACHING IN HIGH SCHOOLS

Prerequisite: Psychology 2a or 2b.

An analysis of a number of the leading methods of teaching in the high school, with a practical application by each student to her subject of specialization.

Credit: Three hours.

***III 6a. PRINCIPLES OF SECONDARY EDUCATION**

Prerequisite: Psychology 2a or 2b.

A study of the problems peculiar to the adjustment of maturing boys and girls into their immediate environments, with special emphasis upon the function of the high school teacher in this adjustment.

Credit: Three hours.

***III 7b. EDUCATIONAL MEASUREMENTS**

Prerequisite: Psychology 2a or 2b.

The development and present practical use of objective measurements of school achievement, with practice in the application and statistical interpretation of such measurements as an aid in teaching. Both standardized and teacher-made tests will be studied.

Credit: Three hours.

III 9a, 9b. TECHNIQUE AND PRACTICE TEACHING

Prerequisites: Education 4b or 5b, and 6a or 10a.

A course consisting of observation, conferences and supervised teaching in the St. Charles public schools. Students teaching in the high school will teach in their major subject, if possible.

Registration in this course must be approved by the instructor.

Credit: Five or six hours.

III 11a, 11b. SPECIAL RESEARCH PROBLEMS IN EDUCATION

Prerequisite: Twelve hours credit in education.

This course provides for individual research work in education. Registration must be approved by the instructor.

Credit: One to three hours.

RELATED COURSES IN OTHER DEPARTMENTS**I 14. ELEMENTARY PUBLIC SCHOOL MUSIC**

(For description, see Music, page 131.)

Credit: Three hours for the year.

II 3, 4. MUSIC METHODS I AND II

(For description, see Music, page 131.)

Credit: Three hours for the year.

***II 2a, 2b. EDUCATIONAL PSYCHOLOGY**

(For description, see Psychology, page 78.)

Credit: Three hours.

- *II 12. METHODS OF TEACHING ART
(For description, see Art, page 149.)
Credit: Two hours each semester.
- II or III 12a. METHODS IN ELEMENTARY SCHOOL PHYSICAL EDUCATION
(For description, see Physical Education, page 118.)
Credit: Two hours.
- *II 12b. TEACHING OF ARITHMETIC
(For description, see Mathematics, page 67.)
Credit: Two hours.
- III 5. MUSIC METHODS III
(For description, see Music, page 131.)
Credit: One hour each semester.
- III 10. MUSIC METHODS IV
(For description, see Music, page 131.)
Credit: Two hours each semester.
- *III 6a. EDUCATIONAL SOCIOLOGY
(For description, see Sociology, page 81.)
Credit: Three hours.
- III 17a. METHODS OF TEACHING HOME ECONOMICS
(For description, see Home Economics, page 111.)
Credit: Three hours.
- *II 5b. MENTAL HYGIENE
(For description, see Psychology, page 78.)
Credit: Three hours.
- *III 3a. ADOLESCENT PSYCHOLOGY
(For description, see Psychology, page 79.)
Credit: Three hours.
- *III 8b. PSYCHOLOGY OF HUMAN RELATIONS
(For description, see Psychology, page 79.)
Credit: Three hours.
- *III 7a. ABNORMAL AND CLINICAL PSYCHOLOGY
(For description, see Psychology, page 78.)
Credit: Three hours.
- *III 10a. METHODS OF TEACHING MATHEMATICS
(For description, see Mathematics, page 68.)
Credit: Two hours.
- *III 18b. METHODS OF TEACHING ENGLISH
(For description, see English, page 61.)
Credit: Two hours.
- *III 14b. METHODS OF TEACHING HISTORY AND THE SOCIAL SCIENCES
(For description, see History and Government, page 65.)
Credit: Two hours.

- *III 11b. METHODS OF TEACHING MODERN LANGUAGES
(For description, see Modern Language, page 70.)
Credit: Two hours.
- *III 9a. METHODS OF TEACHING LATIN
(For description, see Latin, page 56.)
Credit: Two hours.
- *III 31. CHILD DEVELOPMENT
(For description, see Psychology, page 79.)
Credit: Three hours.

NOTE.—Courses starred receive credit both for the A. B. and the B. S. degrees.

In addition to courses starred, a maximum of eighteen hours of vocational work will be accredited from this school toward the A. B. degree.

HOME ECONOMICS

Lindenwood College offers a four-year course in Home Economics leading to the degree of Bachelor of Science. Students may specialize in general Home Economics or prepare for positions in business—specializing in Clothing and Art or Foods and Nutrition.

DESCRIPTION OF COURSES

- *I 11a. HOME AND FAMILY LIVING
A course planned for students interested in problems in home and family living. To include problems that have to do with the social, economic, artistic, and scientific development of a family group.
Time: Three one-hour periods per week.
Credit: Three hours.
- *I 12a,b. CLOTHING AND TEXTILES I AND II
A study of essential factors entering into a wise choice of clothing. Principles of construction practiced in the making of simple garments of cotton and wool. Also a study of fibers, fabric construction, their use and care through simple laboratory tests.
Time: One lecture and two two-hour laboratory periods a week, for each semester.
Credit: Three hours each semester.
- II 26a. COSTUME HISTORY
The development of costume from primitive to modern times and its historical significance in clothing and design today.
Time: Two lectures and one laboratory period of two hours a week.
Credit: Three hours.

III 7a, b. CLOTHING DESIGN AND CONSTRUCTION

Prerequisites: Home Economics 12a, b; Art 13a, 13b, and 6b.

Construction of a dress form on which to do fitting and draping.

Two garments are designed, draped, and constructed. One tailoring problem is given, and also renovation of clothing.

Time: Three laboratory periods of two hours each, a week.

Credit: Three hours each semester.

III 8a. ADVANCED TEXTILES

Prerequisites: Home Economics 12a, b.

Physical and chemical examination of fibres and fabrics. Problems in the comparison and valuation of fabrics.

Time: One one-hour lecture; two two-hour laboratory periods each week.

Credit: Three hours.

*III 32b. HOME PLANNING AND FURNISHING

Prerequisites: Art 8a, Art 5a or Classical Languages 8b.

A study is made of the problems involved in planning and furnishing a home. A study of actual floor plans, furniture, fabrics and tableware suitable for present-day living is also made. Several visits are made to homes and shops. Opportunity is provided for each student to work on an individual furnishing project.

Time: Two lectures and two two-hour laboratory periods per week.

Credit: Four hours.

*I, II 14a, b. FOOD PREPARATION AND SELECTION

Prerequisites: Chemistry 1a or 1b required of majors.

Non-majors: No prerequisites, enroll for foods the second semester.

This course is designed for students who desire a knowledge of elementary nutrition as it applies to the selection and preparation of food for the family.

Time: one lecture and two two-hour laboratory periods a week.

Credit: Three hours.

*II 13a. FOOD BUYING

A study of factors affecting the cost, selection and marketing of food:

The study of grades, brands, qualities and varieties. Includes study of local, state, and federal legislation as they affect the sanitation of food products.

Time: Two two-hour laboratory and two and one-hour lectures each week.

Credit: Four hours.

II 13b. MEAL PLANNING, PREPARATION AND TABLE SERVICE

Prerequisites: Chemistry I, Home Economics 14a or b and 13a.

The selection, purchase, preparation, and service of food, taking into consideration the dietary needs of the family and the appropriate table service for various types of meals.

Time: Two laboratory periods of two hours each, a week and one lecture.

Credit: Three hours.

- III 15b. EXPERIMENTAL COOKERY
Prerequisite: Home Economics 14a or b, 13a, 13b, 16a.
A study of the principles of cooking processes as affected by the factors of manipulation, temperature and proportion of ingredients, together with a study of recent literature and published experimental data relating to these principles.
Time: Two two-hour laboratory periods and one discussion period a week.
Credit: Three hours.
- *III 16a, b. NUTRITION
Prerequisites: Biological Science 5a, 6a.
A study of the nutritive value of food in relation to health and the essential food requirements in the daily diet of normal adults and children.
Time: Three lectures a week.
Credit: Three hours.
- III 17a. DIETETICS
Prerequisite: Chemistry 3a, 3b, Biological Science 5a, 6a; Home Economics 14a, 13a, 13b, 16b.
The analyzing of foods, problems in diets, their function and effect in relation to good health.
Time: Three two-hour laboratory periods; two one-hour lectures.
Credit: Five hours.
- III 18b. METHODS OF TEACHING HOME ECONOMICS
Prerequisite: Education, 5b, 6a.
- *III 20a. HOME MANAGEMENT
The study of factors in management of time and energy, finance, housing and equipment in the home.
Time: Two one-hour periods per week.
Credit: Two hours.
- *III 21b. HOME NURSING
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.
Time: Two one-hour periods.
Credit: Two hours.
- III 27b. INSTITUTIONAL ORGANIZATION AND ADMINISTRATION
Prerequisites: Offered to majors in Foods and Nutrition only.
Problems of management in institutional food service as personnel management purchasing and record keeping, and the selection and care of equipment.
Time: Two lectures and two two-hour laboratory periods per week.
Credit: Four hours.
(Not offered in 1944-45.)

III 28a. QUANTITY COOKERY

Prerequisite: Offered to majors in Foods and Nutritions only.

Methods of quantity food production, operation of institutional equipment, making of menus and service of food for institutional use.

Time: Three two-hour laboratory periods and two one-hour lectures per week.

Credit: Five hours.

(Not offered in 1944-45.)

*III 29b. CHILD DEVELOPMENT

The course in child development is planned for immediate and practical use for those who work with children as teachers, mothers, caseworkers, and community members. The Home Economics department teach the feeding and clothing of the child and the selection of toys and game for the pre-school child. The psychology and sociology departments provide principles and techniques for helping the child attain a wholesome personality.

Problems accentuated by the war and postwar period will be given special attention.

Credit: Three hours.

NOTE:—Courses starred may be counted as non-vocational hours toward degree in the A. B. degree and are required of all students desiring a B. S. degree in Home Economics.

SUGGESTED CURRICULUM—LEADING TO THE DEGREE B. S.
IN HOME ECONOMICS

	First Semester	Second Semester
FIRST YEAR		
English Composition	3	3
Clothing and Textiles I and II	3	3
Introduction to Art	4	..
History of the Hebrews or New Testament Times .....	..	2
American Contemporary Civilization	2	..
General Inorganic Chemistry .....	..	5
Food Preparation and Selection .....	..	3
Home and Family Living	3	..
Physical Education	1	1
	16	17
SECOND YEAR		
General Biology	3	3
Organic Chemistry	4	..
Food Buying	4	..
Introduction to Sociology .....	..	5
Introduction to Psychology	3	..
Costume Design .....	..	2
Electives .....	..	5
Physical Education	1	1
	15	16

	First Semester	Second Semester
THIRD YEAR		
Clothing Design and Construction	3	3
or		
Meal Planning and Table Service .....	..	3
Home Management	2	
Institutional Organization and Administration .....	..	4
Bacteriology	5	..
Child Development .....	..	3
Home Nursing .....	..	2
Nutrition	3	..
Physics	5	..
Masterpieces of Architecture .....	..	2
Bible or Philosophy	2	..
Electives		3
	17	17

Majors in Clothing and Art substitute Costume History and Advanced Costume Design for Bacteriology and Physiology allowing 5 hours for electives.

	First Semester	Second Semester
FOURTH YEAR		
Dietetics	5	..
or		
Clothing Design and Construction .....	..	3
Introduction to Economics	5	..
Experimental Cookery or Quantity Cookery	3	3
Home Planning and Furnishing .....	..	4
The Family	3	..
Biochemistry .....	..	3
or		
Advanced Textiles	3	..
Electives .....	..	6
	16	16

Students in 1944-1945 qualifying for a teaching certificate in general home economics will substitute Education 6a, Education 5b, and Education 9b. For specialized courses required of Foods and Nutrition and Clothing and Art majors see head of department.

Physical Education



Physical Education at Lindenwood College offers the student the opportunity to gain skills in many sports, to improve her physical condition, and to acquire proficiency in dance in order to meet the demands of modern life with stamina and poise. Cognizance is taken of individual differences as to ability and needs. Therefore, in accordance with the modern demands, the physical education program has been expanded to provide ample opportunity for participation in various activities, for the acquisition of skills, and for the attainment of physical fitness and grace.

EQUIPMENT

The facilities for physical education and for student recreation include a gymnasium equipped for indoor sports, a swimming pool with a filtration plant and heating system, an athletic field for outdoor sports, an archery range, twelve tennis courts, a six-hole golf course, riding ring, and stables accommodating ten horses.

MAJOR IN PHYSICAL EDUCATION

The problem of supplying qualified teachers of physical education, recreation leaders, and camp counselors is acute. A four-year curriculum leading to a Bachelor of Science degree in Education with a Major in Physical Education affords an excellent training for leadership in the public school, recreation center, or camp. The first two years of the course are general education arranged to include a background of science, social studies, English, art, music, 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 and to the fulfillment of requirements for the minor subject.

A distinctive feature of the department is the provision for emphasis on dance with a major in physical education. The dance courses prepare the student for teaching at all school levels in rhythmic and the dance, or for further study in advanced dancing. After a general survey course has been completed, the student may specialize in her field of dance. She will also obtain a basic knowledge of dramatics, design, art, and music necessary to qualify her as a special teacher of the dance.

ORGANIZATIONS SPONSORED BY THE PHYSICAL
EDUCATION DEPARTMENT*Athletic Association*

The Athletic Association is open to all students who satisfactorily fulfill the requirements by participation in activities and team membership. The association sponsors all the athletic events on the campus, entertains the college with an annual Barn Dance, and promotes an all-college sports day. Individual awards are presented to members who secure the required points and to the dormitory that has won honors in competition. Outstanding events of the year include play days and meets in riding, archery, golf, tennis, hockey, basketball, softball, and swimming with other schools.

Tau Sigma

Tau Sigma is the honorary dance organization. Membership is limited to those who have shown ability in some form of dancing; to those who have passed a rhythmic and creative dance test and have been approved by the other members. Tau Sigma sponsors two dance programs, attends symposiums in modern dance when possible, and makes trips to St. Louis to attend dance programs.

Terrapin

Terrapin is the honorary swimming organization. Students who are interested are required to pass an entrance test which includes various strokes and dives. The successful completion of this test admits the student to Minor Terrapin. After a definite amount of work and the completion of a more advanced test, the student is admitted to Major Terrapin. Terrapin sponsors all swimming meets and stages an annual water pageant in which the work of the year is demonstrated. The pin and emblem is a terrapin.

Beta Chi

Beta Chi is the honorary riding organization. Members are the riding team consisting of ten girls selected by the riding instructor and approved by the members. The girls are chosen according to the skill and technique they show in horsemanship. Beta Chi sponsors intramural competition with the sub-team, the college spring horse show, and competes with riding teams from other schools. The aim of the club is to further interest in riding at Lindenwood College.

ACTIVITY COURSES

In view of the present emergency and the emphasis on physical fitness, all students are required to enroll in some regular physical education activity course each semester. During the freshman and sopho-

more years experience will be gained in a team sport, an individual or dual sport, dance, and physical fitness, in order that each student may have a well-rounded program of experience in physical activity. Classes meet two hours a week for which the student receives one semester hour credit. Juniors and seniors may elect activity either in the regular physical education program or in intra-mural athletics. During the freshman year one individual or dual sport and one team game or dance activity is suggested for a well balanced program.

Fall Activities	Winter	Spring
	<i>Team Game</i>	
Hockey	Basketball	Softball
Soccer	Volleyball	Volleyball
Softball		
Speedball		
	<i>Individual and Dual Sports</i>	
Archery	Badminton	Archery
Bowling	Recreational Games	Badminton
Golf	Riding	Golf
Riding	Bowling	Riding
Tennis		Tennis
	<i>Dance</i>	
Modern	Folk and Square	Folk and Square
Social	Modern	Modern
Rhythms	Social	Tap
	Tap	
	<i>Physical Fitness</i>	
Posture	Posture	Posture
Fitness	Fitness	Fitness
Remedial	Remedial	Remedial
	<i>Swimming</i>	
Beginners	Beginners	Beginners
Intermediate	Intermediate	Intermediate
Advanced	Advanced	Advanced
	Life Saving	Life Saving

DESCRIPTION OF COURSES

I 1a. INTRODUCTION TO PHYSICAL EDUCATION

Orientation of student as to possibilities in Physical Education; for teaching; recreation in industry; recreation in community centers; playgrounds; camps. Brief survey of history.

Credit: Two hours.

I 2b. *COMMUNITY RECREATION

Theory of play and recreation. Principles underlying program planning for recreational centers in the use of leisure time. Practice in the conduct of programs within the class.

Credit: Two hours (Open to all students.)

I-II 3a. FIRST AID

Regulation American Red Cross First Aid Course with the certificate for those who complete the course satisfactorily.

Credit: One hour.

II 4a. *RECREATIONAL LEADERSHIP

Survey of recreation history and development. Organization, equipment, and administration of recreation centers. Theory of leadership. Integration of various fields of allied arts.

(Not offered in 1944-45.)

Credit: Two hours (Open to all students.)

II 5b. *CAMP COUNSELING

The development of the camping movement, and the modern trends. Aims and objectives, organization and administration, programs and leadership in relation to the counselor.

Credit: Two hours (Open to all students.)

I 6a. INTRODUCTION TO RHYTHMS AND DANCE

Rhythm as related to music and dance. Study of various rhythmic patterns and creative work in their relationship to the various age levels in the teaching situation.

Credit: Two hours.

I 7b. TECHNIQUE AND PRACTICE OF DANCE

Prerequisite: Physical Education 6a.

Skill and practice in folk, square, modern, social and tap from a teaching viewpoint.

(Not offered in 1944-45.)

Credit: Two hours.

III 8a. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION

Prerequisite: Physical Education 1a.

The development of physical education. Philosophy and influence of outstanding physical educators.

Credit: Two hours.

III 9b. KINESIOLOGY

Prerequisite: Biological Science 4a.

Principles of bodily movement; analysis of skills and their relationship to bodily development and efficiency in games and sports.

Credit: Two hours.

*Can be counted as non-vocational hours toward an A. B. degree.

II-III 10b. METHODS IN ELEMENTARY SCHOOL PHYSICAL EDUCATION

Prerequisite: Psychology 2a, b.

Study of child development as related to physical education in the elementary school. Survey of suitable activities and methods of presentation.

(Not offered in 1944-45.)

Credit: Two hours.

III 11a-b. TECHNIQUE OF TEACHING SPORTS

Prerequisite: Participation in Related Sports.

Analysis of sports and related skills with reference to various teaching problems in the high school and college.

Credit: Two hours each semester.

III 12b. PROBLEMS IN HEALTH AND SAFETY EDUCATION

Prerequisite: Biological Science 2a.

Problems relative to the hygiene of the school child, to his environment, and to his growth and development. Source material for both health and safety programs included.

(Not offered in 1944-45.)

Credit: Two hours.

III 13a. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION

Prerequisite: Physical Education 1a, 8a.

Problems relative to organization, administration, and supervision with reference to basic philosophy, objectives, selection of activities, and care and equipment of the plant.

(Not offered in 1944-45.)

Credit: Two hours.

III 14a. REMEDIAL WORK IN REFERENCE TO PHYSICAL FITNESS

Prerequisite: Biological Science 4a and Physical Education 9b.

Remedial work in reference to: the mechanics of posture and sport injuries. Plans for exercise programs that aid the student to acquire and to maintain a graceful and efficient body mechanism.

One hour of lecture and one hour of practice.

Credit: Two hours.

III 15b. MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION AND HEALTH

Prerequisite: 16 credits in Physical Education Courses.

Introduction to tests and measurements in physical education; the health examination, skill tests, motor ability tests, evaluation of the program, and methods of grading.

Credit: Two hours.

II-III 16b. PAGEANTRY

Prerequisite: Art 13a and Art 4b.

Survey of field with reference to principles underlying selection, staging, and planning for pageants.

Credit: One hour.

I 17a-b. DANCE SURVEY

Survey of the origins of dance from primitive times; their forms and relationship to historical periods; dances of the periods, and their use in the programs.

Credit: Two hours (Open to all students.)

II 18a-b. DANCE COMPOSITION

Prerequisite: Physical Education 17a-b.

Study of principles of dance composition in relation to the fields of art, drama, and music. Original compositions created.

Credit: Two hours.

III 19a-b. DANCE PROJECT

Prerequisite: Physical Education 18a-b, and consent of instructor.

Individual initiative and creative ability used to work out special dance problems. One conference each week required outside preparation.

Credit: One hour.

COURSE OF STUDY

Major in Physical Education

	First Semester	Second Semester
FRESHMAN YEAR		
English Composition	3	3
General Biology	3	3
American Contemporary Civilization .....	..	2
History of the Hebrews or New Testament Times .....	..	2
Hygiene	3	..
Preventive Medicine .....	..	2
Introduction to Physical Education	2	..
Community Recreation .....	..	2
Voice and Diction	2	2
First Aid	1	..
**Physical Education Activity	1	1
(Consult Activity Courses)		
Elective	2	..
	17	17
SOPHOMORE YEAR		
Anatomy	3	..
Physiology	5	..
Educational Psychology .....	..	3
Mental Hygiene .....	..	3
Piano	1	1
Recreational Leadership	2	..
Camp Counseling .....	..	2

	First Semester	Second Semester
Introduction to Rhythmics and Dance	2	..
Techniques and Practice of Dance .....	..	2
**Physical Education Activity	1	1
(Consult Activity Courses)		
*Electives	3	5
	—	—
*Suggestive Electives:	17	17
History		
Sociology		
Physics		
Methods in Elementary School Physical Education		
JUNIOR YEAR		
English Literature	3	3
History and Principles of American Education	3	..
Nutrition	3	..
Kinesiology .....	..	3
History and Principles of Physical Education .....	..	2
Techniques of Teaching Sports	2	2
Introduction to Art	4	..
Design .....	..	2
**Physical Education Activity	1	1
*Electives	2	4
	—	—
*Suggestive Electives:	18	17
Physics		
Music		
SENIOR YEAR		
Bible or Philosophy .....	..	2
Techniques and Practice Teaching	3	2
Principles of Secondary Education	3	..
Problems in Health and Safety Education .....	..	2
Organization and Administration of Physical Education....	2	..
Remedial Work in Reference to Physical Fitness	2	..
Measurements and Evaluation in Physical Education and Health .....	..	2
Pageantry .....	..	1
**Physical Education Activity	1	1
*Electives	6	7
	—	—
*Suggestive Electives:	17	17
Nutrition		

**Major students in Physical Education are required to take two physical education activities each semester for one credit and to participate in intramural activities.

MAJOR IN PHYSICAL EDUCATION

Emphasis on Teaching Dance

FRESHMAN YEAR

Identical to Physical Education Course.

Elect a Dance Activity.

SOPHOMORE YEAR

Identical to Physical Education Course.

May omit Camp Counseling.

Elect from following:

Art Department

Speech and Dramatics Department.

Physical Education Department.

Drawing II.

Introduction to Art.

Techniques of Stage Production.

Dance Survey.

JUNIOR YEAR

Identical to Physical Education Course.

May omit Introduction to Art.

Elect from following:

Art Department

Music Department

Speech and Dramatics Department.

Physical Education Department.

Costume Design.

Introduction to Music Literature.

Piano

Stage Design.

Dance Composition.

SENIOR YEAR

Identical to Physical Education Course.

May omit Problems in Health and Safety Education Measurement and Evaluation in Physical Education and Health.

Elect from following:

Art Department

Music Department

Speech and Dramatics Department.

Physical Education Department.

Advanced Costume Design.

History of Music I.

History of Music II.

Stage Lighting.

Dance Project.

Secretarial Science



Description of Courses

I. 1. ELEMENTARY SHORTHAND

Thorough instruction in the principles of Gregg Shorthand with sufficient drill to develop accuracy and a fair degree of speed in dictation and transcription. Typewriting must be taken concurrently with shorthand unless the student has had the equivalent of Business 2. Meets five hours a week each semester.

Credit: Three hours each semester.

I. 2. ELEMENTARY TYPEWRITING

Instruction and mastery of keyboard. Business letters, tabulation, rough drafts. Students who have had at least one year of typewriting are not permitted to take first semester elementary typewriting for credit. Meets four hours a week each semester.

Credit: Two hours each semester.

I. 3a, b. PERSONAL TYPEWRITING

One-semester course for the student who does not care to become an expert typist but desires skill in typing for her own benefit. Mastery of the keyboard; letter parts and styles; manuscript typing, typing of outlines and themes; composition at the typewriter; and personal typewriting projects. Meets four hours a week.

Credit: Two hours. (Open only to non-business majors.)

I or II. 4. ADVANCED SHORTHAND

Prerequisite: Business 1 and 2. Upon recommendation of the department, students who have had one or two years of high school shorthand may enroll in this course.

Includes a thorough review of the principles of Gregg Shorthand; develops speed and accuracy in dictation and transcription of business letters, technical and continuous matter. Meets five hours a week each semester.

Credit: Three hours each semester.

I or II. 5. ADVANCED TYPEWRITING

Prerequisite: Business 2. Upon the recommendation of the department, students who have had one or two years of high school typewriting may enroll in this course.

Develops speed in typewriting; advanced problems in letter writing, tabulation, and office typewriting projects; cutting of stencils and use of the mimeograph. Introduction to the dictaphone. Meets four hours a week each semester.

Credit: Two hours each semester.

I or II. 6. ELEMENTARY ACCOUNTING

This course is the prerequisite for Advanced Accounting. A study of the fundamental accounting procedures. The direct application of the accounting principles is made to the single proprietorship, partnership, and corporation. Preparation of financial statements is emphasized. Lecture three hours a week; two hours a week laboratory work required.

Credit: Three hours each semester.

I or II. 7. SECRETARIAL ACCOUNTING

Designed primarily for those who wish to become office secretaries, the course includes a study of accounting reports, work sheets, ledgers, journals, and business forms. Particular emphasis is devoted to the accounting of professional and small service businesses in which the secretary would be called upon to keep accounts. This course is open to those who have not had bookkeeping in high school and who do not plan to take advanced courses in accounting.

Credit: Three hours each semester.

II. 8b. BUSINESS LAW

A course on the fundamental principles of law in relation to the more common business transactions, dealing with such subjects as contracts, sales, bailments, negotiable instruments, laws of employment and property.

Credit: Two hours. (Open to all upper class students.)

II. 9. BUSINESS CORRESPONDENCE—OFFICE PRACTICE

Prerequisite: Business 1 and 2.

Business letter writing—a practical course in writing letters of various kinds—sales, collection, application, and others.

Training in the use of the dictaphone, mimeograph, adding machine, calculating machine, and ditto. Secretarial training, filing, and practical experience in various offices.

Credit: Three hours each semester.

II or III. 10. ADVANCED ACCOUNTING

Prerequisite: Business 6.

Form and content of financial statements; advanced work in general accounting including principles of valuation and income determination, advanced phases of partnership, consignment, agency, and branch accounting; introduction to cost accounting.

Credit: Three hours each semester.

III or IV. 11. METHODS OF TEACHING COMMERCIAL SUBJECTS

A course designed for those who intend to teach shorthand, typewriting, and accounting in the secondary school.

Credit: Two hours.

RELATED COURSES IN OTHER DEPARTMENTS

I. 14.b. MATHEMATICS OF BUSINESS

(For description, see Mathematics, page 67.)

II. 1a. INTRODUCTION TO ECONOMICS

(For description, see Economics, page 56.)

- II. 7b. ADVERTISING AND MERCHANDISING
(For description, see Economics, page 57.)
- II. 2b. ECONOMIC GEOGRAPHY
(For description, see Geography, page 62.)
- III. 6a. BUSINESS ORGANIZATION AND PERSONAL MANAGEMENT
(For description, see Economics, page 57.)

SUGGESTED CURRICULUM IN SECRETARIAL SCIENCE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE*

This department offers a four-year curriculum leading to a B. S. degree. It is arranged for students who plan to teach secretarial science, and for those who desire a more enriched college curriculum.

Also a two-year curriculum leading to a Certificate in Business is offered. Upon completion of the outlined course, a student should have a thorough knowledge of shorthand, accounting, typewriting, office practice, and general business principles.

*This four-year course in secretarial science gives a major in economics and a minor in education. Other subjects of specialization may be adopted if the student so desires.

SUGGESTED FOUR-YEAR CURRICULUM

	First Semester	Second Semester
FIRST YEAR		
English Composition	3	3
Elementary Typewriting	2	2
Physical Education	1	1
American Contemporary Civilization	2	..
Fundamentals of Speech	2	..
History of the Hebrews or New Testament Times .....	..	2
Mathematics of Business .....	..	3
*General Biology	3	3
Humanities	3	3
	16	17
SECOND YEAR		
Elementary Accounting	3	3
Advanced Typewriting	2	2
Physical Education	1	1
Business Law .....	..	2
Introduction to Economics	5	..
Advertising and Merchandising .....	..	3
Hygiene	3	..
Educational Psychology .....	..	3
Electives (**English, History, Sociology)	3	2
	17	16

	First Semester	Second Semester
THIRD YEAR		
**Elementary Shorthand	3	3
Advanced Accounting	3	3
*Principles of Secondary Education	3	..
Economic Geography .....	..	3
Statistical Methods .....	..	2
Current Economic Problems .....	..	3
*Methods of Teaching in High School .....	..	3
Introduction to Sociology	5	..
Electives (**English, History, Sociology)	3	..
	17	17
FOURTH YEAR		
Advanced Shorthand	3	3
Business Correspondence—Office Practice	3	3
Bible or Philosophy	2	..
Business Organization and Personnel Management	3	..
*Methods of Teaching Commercial Subjects	2	..
Labor Problems and Industrial Relations .....	..	3
*Practice Teaching .....	..	5
*History and Principles of American Education	3	..
Electives (**English, History, Sociology) .....	..	3
	16	17

*Courses that are starred are recommended for students who wish to qualify for a teaching certificate.

**Students who plan to complete the four-year curriculum are advised to defer all secretarial courses, except typewriting, until the last two years.

***If a student chooses to use most of the elective hours for English, History, or Sociology, she will be able to qualify for another teaching field.

SECRETARIAL COURSE

Two-year course leading to a Certificate in Business*

	First Semester	Second Semester
FIRST YEAR		
English Composition	3	3
Elementary Shorthand	3	3
**Elementary Accounting	3	3
Elementary Typewriting	2	2
Physical Education	1	1
***Fundamentals of Speech	2	..
***Mathematics of Business .....	..	3
History of the Hebrews or New Testament Times	2	..
American Contemporary Civilization .....	..	2
	16	17

SECOND YEAR	First Semester	Second Semester
***Advanced Accounting	3	3
Advanced Shorthand	3	3
Advanced Typewriting	2	2
Physical Education	1	1
Introduction to Economics	5	..
Business Correspondence—Office Practice	3	3
Business Law .....	..	2
Electives .....	..	2
	—	—
	17	16

*A total of sixty semester hours exclusive of Physical Education is required for this certificate.

**Secretarial Accounting meets the requirement for the certificate but permits no advanced work in accounting.

***A suggested elective.

School of Music



Musicianship is the principal objective in all courses leading to the Bachelor of Music degree.

For the professional musician the specified four year curriculum emphasizes correlation of all music subjects in addition to growth and development in performance. Lindenwood College believes in a general education for all young women. The School of Music requires as many courses in Liberal Arts as are consistent with professional training.

The requirements for admission are the same as those listed for admission on pages 37, 38, 39, and 40 of this bulletin.

Every student on the campus is encouraged to make music a part of her college life. She may take private lessons in one or two fields of applied music, join the college choir or orchestra, attend the many fine recitals, or register for a course such as Introduction to Music Literature.

Courses in the School of Music are opened to all students enrolled in the College of Arts and Science, or in the School of Vocations. A maximum of eighteen hours will be accredited from this school toward the degree of A. B., provided that all the candidate's other courses are in the College of Arts and Science.

The eighteen hours which may be accredited toward the A. B. degree may be selected from courses in the School of Music, which are not listed in the College of Arts and Science.

REQUIREMENTS FOR GRADUATION

DEGREE OF BACHELOR OF MUSIC

In order to receive the degree of Bachelor of Music, the candidate must meet the following requirements:*

1. Complete the outlined four-year course in Piano, Organ, Voice, Violin, 'Cello, or Public School Music.

*It is understood that the preparatory training of a student in the major subject she selects is sufficient to permit her to take up the studies outlined on pages 136-145.

2. Attend all recitals, and take part in at least two each year. This is a requirement for full credit in applied music. Absence from a recital is counted the same as an absence from a lesson.

3. Pass semiannual examinations in her major study before the faculty of the School of Music. Pass an examination fulfilling minimum requirements for a freshman piano major, see page 133. All students majoring in Public School Music, Voice or Instruments, must meet this requirement before graduation.

4. Give a half-hour recital in the Sophomore year and an hour recital in each of the Junior and Senior years. Public School Music students are required to give a diploma recital as minimum requirement in one branch of applied music. This may be done in either Junior or Senior year.

5. Complete a total of 124 hours, exclusive of physical education.

6. Complete a total of 120 grade points.**

DIPLOMA IN MUSIC

A diploma will be granted a student who completes satisfactorily the outlined two-year course in Piano, Organ, Voice, or Violin, and gives a recital demonstrating her fitness to receive a diploma, provided that she passes faculty examinations in her major study and attends all student recitals. All students are required to pass a Piano examination. It is possible for A. B. or B. S. students, possessing sound musical training, to meet the Diploma requirements in the Senior year.

CERTIFICATE IN PUBLIC SCHOOL MUSIC

A certificate will be granted a student who completes satisfactorily the outlined two-year course in Public School Music. This certificate does not automatically grant permission to teach.

ENTRANCE CREDITS

Students who plan to major in music at Lindenwood College may offer three units of entrance credit in applied and theoretical music. The credits in applied music will be accepted after the student has passed an examination conducted by the faculty of the School of Music in Lindenwood College. In addition to these three units, there will be required twelve additional units of acceptable high school work.

**See page 42.

Music



ADVANCED STANDING—Claims for advanced standing must be made to the Director of Music within one semester after entrance. Credit for advanced standing is granted only to those who are able to pass a satisfactory examination before the faculty of the School of Music.

AUDITIONS—During registration, auditions will be held for Freshmen in their applied music fields. Auditions in piano and voice will be held for Public School Music Majors. The music faculty reserves the right to recommend preparatory work for students not sufficiently advanced to take up the prescribed course.

PRACTICE—The college possesses practice pianos and organs which are assigned to students by a monitress. This insures regularity of work and the advantage of uninterrupted practice for the full time.

ORCHESTRA—An orchestra is organized each year for the purpose of training in ensemble playing. All students of orchestral instruments are required to join the orchestra, which meets twice a week throughout the year. The orchestra gives concerts during the year. A number of brass, wood-wind, and stringed instruments are owned by the College. Free use of these instruments is allowed to students who qualify for membership in the orchestra.

ORCHESTRAL INSTRUMENTS—Instruction is offered in all orchestral instruments. Advanced students are given the opportunity of studying with members of the St. Louis Symphony Orchestra.

CHOIR—The choir meets twice a week throughout the year and takes part in the Sunday evening vesper services. All students majoring in Public School Music, Voice or Organ are required to join the choir.

RECITALS—In addition to faculty and student recitals, concerts are given by the orchestra, choir and visiting artists.

RECORD LIBRARY—The facilities of an extensive library of records and scores are available to students.

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

MU PHI EPSILON—This national sorority for recognition of outstanding ability in music is represented in Lindenwood College by Phi Theta chapter. To this chapter are elected annually those members of the upper classes whose excellence in performance and scholarship warrants this recognition.

ALPHA MU MU—The honorary organization of the music department for underclassmen is the Alpha Mu Mu society. It was founded at Lindenwood in May, 1918. Election to membership is a recognition of exceptional musical talent, and is based upon other requirements as well. It is the highest honor conferred by the department on music students in the freshman and sophomore years. The members are elected by the faculty at the close of each semester.

DELTA PHI DELTA—The honorary sorority of the Public School Music department. Any student in this department is eligible for membership providing she has a superior grade in her major subject and an average grade in other subjects.

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC—Lindenwood College is a member of the National Association of Schools of Music. The requirements for entrance and for graduation as set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music.

DESCRIPTION OF COURSES

I 6. CHOR

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

Credit: One hour each semester.

(Not more than four hours allowed toward a degree.)

I 7. ORCHESTRA

Training in ensemble playing on orchestral instruments.

Credit: One hour each semester.

(Not more than four hours allowed toward a degree.)

I 14. ELEMENTARY PUBLIC SCHOOL MUSIC

This course is arranged to meet the requirements in music for a sixty-hour Elementary Certificate granted by the State of Missouri.

Music in the Elementary Grades:

A course designed to acquaint the elementary teacher with the fundamentals of music and methods of teaching vocal music. A study of the child voice; rote singing; toy band; and methods of presentation and materials used in developing an appreciation of music. A consideration of the music problems in the rural and small school.

Credit: Three hours for the year.

II 3, 4. MUSIC METHODS I AND II

Music in the Primary Grades:

A study of child nature, child voice and song repertory; toy band; rhythmic activities; discriminative listening; first steps in music reading through eye and ear co-ordination.

Credit: Two hours, first semester.

Music in the Intermediate Grades:

A detailed study of the materials and methods adapted to music reading in the fourth, fifth, and sixth grades.

Credit: One hour, second semester.

Observation and practice teaching in the primary grades.

Credit: One hour, second semester.

III 5. MUSIC METHODS III

Prerequisite: Music 3, 4.

Music in the Junior High School:

A study of the place of music in the general cultural education of the adolescent youth; materials and methods; the changing voice; voice testing; part singing; methods of appreciation and practice teaching.

Music in the Senior High School:

This course deals with the methods and materials of organizing and developing high school vocal and instrumental ensembles.

Credit: One hour each semester.

Observation and Practice Teaching in the primary and intermediate grades.

Credit: One hour each semester.

III 10. MUSIC METHODS IV

Prerequisite: Music 5.

Music Education: A detailed study of the supervisory and administrative problems of the music supervisor. Comparative study and analysis of the most recently published texts. Methods and materials pertaining to vocal and instrumental music classes.

Credit: Two hours each semester.

Observation and Practice Teaching in the Junior and Senior High Schools.

Credit: One hour each semester

III 11. STUDENT TEACHING

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. Required, in the senior year, of all students making applied music their major study.

Credit: Two hours each semester.

III 12. CLASS INSTRUCTION IN THE PLAYING OF THE WIND INSTRUMENTS OF THE ORCHESTRA

Practical experience in both woodwind and brass instruments generally used in high school bands and orchestras. Instrument assignments are changed periodically so as to cover a wider range of fundamental knowledge. The College owns instruments which are available for practice without charge.

Credit: One hour each semester.

III 13. CLASS INSTRUCTION IN THE PLAYING OF STRINGED INSTRUMENTS OF THE ORCHESTRA

Practical experience in learning the tuning, fingering, and playing of scales and simple music. The College owns instruments which are available for practice without charge.

Credit: One hour each semester.

III 1b. PIANO PEDAGOGY

The study of elementary piano material for individual or class instruction.

Credit: One hour.

For courses in History and Appreciation of Music, Harmony, etc., see Theory of Music in the College of Arts and Science, pages 84, 85 and 86.

ENSEMBLE COURSES

CONDUCTING

A course for Public School Music Students, sophomore year. A study of the various beats and styles of baton technique; simple score reading; practice study of numerous problems found in directing instrumental and vocal ensembles; individual practice in conducting.

Credit: One hour first semester.

CHORAL AND ORCHESTRAL CONDUCTING

Practical experience in choral and orchestral conducting. Principles of beating time, the technique of the baton, interpretation, rehearsal methods, and program building.

Credit: One hour each semester.

PIANO AND STRING ENSEMBLE

String duets, trios, and quartets. Piano and violin ensemble; voice and violin; organ, piano, and violin. Excellent training in sight reading, develops rhythmic sense and increases general musicianship.

Credit: One hour each semester.

ORGAN ENSEMBLE

Training in the art of playing the organ in combination with other instruments. Composers in the past few years have added a great number of compositions in this field, and ensemble playing has become a real part of the professional organist's training. Ensemble of organ and piano; organ, piano, and violin; organ, piano, violin, and voice, etc., will be studied.

Credit: One hour each semester.

PIANO

(NOTE: It is understood that the preparatory training of a student is sufficient to permit her to take up the following studies.)

FIRST YEAR

Technique: Major and minor scales in similar and contrary motion; broken chords; arpeggios and technical exercises. Czerny or Cramer studies.

Bach Two-Part and Three-Part Inventions or Well-Tempered Clavichord.

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

SECOND YEAR

Technique: Continuation of first-year technical studies. Clementi or studies of equal difficulty.

Bach Well-Tempered Clavichord, Suites, Partitas.

More difficult compositions of Haydn, Mozart or Beethoven. Compositions from the romantic and modern schools.

Thirty-minute public recital.

THIRD YEAR

Technique: Major and minor scales in intervals of thirds, sixths and tenths; arpeggios in all intervals.

Chopin Etudes.

Bach. Well-Tempered Clavichord, Suites, Partitas.

Larger compositions from the classic, romantic, and modern schools.
One hour public recital.

FOURTH YEAR

Technique: Continuation of third-year technical studies.

Chopin Etudes; advanced etudes of other composers.

Bach larger fugues or transcriptions.

More difficult compositions from the classic, romantic, and modern schools.

Public recital.

ORGAN

(NOTE: It is understood that the preparatory training of a student is sufficient to permit her to take up the following studies.)

FIRST YEAR

Gleason: Method of Organ Playing. 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.

SECOND YEAR

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.

Thirty minute public recital.

THIRD YEAR

Bach: Chorale 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: Choral in A Minor; Fantasia in C Major; Cantabile; Pastorale; Piece Heroique. Mendelssohn: Third Sonata.

One hour public recital.

FOURTH YEAR

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: Chorals 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.

Public recital.

VOICE

(NOTE: It is understood that the preparatory training of a student is sufficient to permit her to take up the following studies.)

FIRST YEAR

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. Choir.

SECOND YEAR

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 classic and romantic periods. Choir.

Thirty minute public recital.

THIRD YEAR

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

One hour public recital.

FOURTH YEAR

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.

Public recital.

VIOLIN

(NOTE: It is understood that the preparatory training of a student is sufficient to permit her to take up the following studies.)

FIRST YEAR

Scales (three octaves) broken triads chords of the seventh chromatic scales. Etudes by Kreutzer, Fiorilli, Casorti bowing technique or similar material. Concertos: De Beriot 7 or 9, Viotti 23 or 19, Söphr No. 6 or similar material.

SECOND YEAR

Scales same as previous year also thirds and sixths. Etudes by Gaviniès Matineis, Rode Caprices or similar material. Concertos: Mozart A major, Viotti 22, Vieuxtemps No. 4 or similar material.

Thirty minute public recital.

THIRD YEAR

Scales in thirds, sixths, octaves, and tenths. Etudes by Sauret, Dont op. 35, Wieniawski Caprices or similar material. Concertos: Mozart D Major, Bruch G Minor, Mendelssohn Lalo Symphonie Espagnole or similar material.

One hour public recital.

FOURTH YEAR

Work of previous grade continued intensively. Concertos by Bruch D Minor, Glazounow, Dvorak, Concert pieces and solo from modern composers.

Public recital.

Piano



FOUR-YEAR COURSE LEADING TO THE DEGREE OF B. M.

	First Semester	Second Semester
FIRST YEAR		
Piano	3	3
Secondary applied music (Organ, Violin, Voice, etc.)	1	1
Theory I	4	4
English Composition	3	3
History of the Hebrews or New Testament Times .....	..	2
Physical Education	1	1
American Contemporary Civilization	2	..
Humanities	3	3
	17	17

SECOND YEAR

Piano	4	4
Secondary applied music (Organ, Violin, Voice, etc.)	1	1
Theory II	4	4
History of Music I and II.....	2	2
Introduction to English Literature	3	3
Physical Education	1	1
Physics of Sound	2	..
	17	15

(Students completing the two-year course may receive a diploma.)

THIRD YEAR

Piano	5	5
Counterpoint	2	2
Musical Form and Analysis	2	2
History of Music III and IV	2	2
Foreign Language (French or German)	5	5
	16	16

FOURTH YEAR

	First Semester	Second Semester
Piano	5	5
Advanced Counterpoint	2	..
Fugue .....	..	2
Instrumentation	2	2
Ensemble	1	1
Student Teaching	2	2
Bible or Philosophy	2	..
Academic Electives	3	3
	<hr/>	<hr/>
	17	15

Organ



FOUR-YEAR COURSE LEADING TO THE DEGREE OF B. M.

	First Semester	Second Semester
FIRST YEAR		
Organ	3	3
Piano	1	1
Theory I	4	4
English Composition	3	3
History of the Hebrews or New Testament Times .....	..	2
Physical Education	1	1
American Contemporary Civilization	2	..
Humanities	3	3
	17	17

SECOND YEAR		
Organ	4	4
Piano	1	1
Theory II	4	4
History of Music I and II.....	2	2
Introduction to English Literature.....	3	3
Physical Education	1	1
Physics of Sound	2	..
	17	15

(Students completing the two-year course may receive a diploma.)

THIRD YEAR		
Organ	5	5
Counterpoint	2	2
Musical Form and Analysis.....	2	2
History of Music III and IV.....	2	2
Academic Electives .....	..	2
Foreign Language (French or German).....	5	5
	16	18

(It is possible to complete the requirements for a diploma in Piano this year.)

	First Semester	Second Semester
FOURTH YEAR		
Organ	5	5
Advanced Counterpoint	2	..
Fugue ..	..	2
Instrumentation	2	2
Ensemble	1	1
Bible or Philosophy	2	..
Student Teaching	2	2
Academic Electives	3	3
	—	—
	17	15

Voice



FOUR-YEAR COURSE LEADING TO THE DEGREE OF B. M.

	First Semester	Second Semester
FIRST YEAR		
Voice	1	1
Piano	1	1
Theory I	4	4
Humanities	3	3
Choir	1	1
History of the Hebrews or New Testament Times . . . . .	..	2
English Composition	3	3
Physical Education	1	1
American Contemporary Civilization	2	..
	16	16
SECOND YEAR		
Voice	3	3
Piano	1	1
Theory II	4	4
Choir	1	1
Foreign Language	5	5
Physical Education	1	1
History of Music I and II	2	2
	17	17

(Students completing the two-year course may receive a diploma.)

	First Semester	Second Semester
THIRD YEAR		
Voice	4	4
Piano or Organ	1	1
Counterpoint	2	2
Musical Form and Analysis	2	2
History of Music III and IV	2	2
Foreign Language	3	3
Choir	1	1
Physics of Sound	2	..
Academic Electives .....	..	2
	17	17

(It is possible to complete the requirements for a diploma in Piano or Organ this year.)

	First Semester	Second Semester
FOURTH YEAR		
Voice	4	4
Piano or Organ	1	1
Advanced Counterpoint	2	..
Fugue .....	..	2
Instrumentation	2	2
Student Teaching	2	2
Choral and Orchestral Conducting	1	1
Academic Electives	3	3
Bible or Philosophy .....	..	2
	15	17

Violin or 'Cello



This is the required course for any orchestral instrument accepted as a major.

FOUR-YEAR COURSE LEADING TO THE DEGREE OF B. M.

	First Semester	Second Semester
FIRST YEAR		
Violin	3	3
Piano	1	1
Theory I	4	4
Orchestra	1	1
English Composition	3	3
History of the Hebrews or New Testament Times . . . . .	..	2
Physical Education	1	1
American Contemporary Civilization	2	..
Humanities	3	3
	18	18

SECOND YEAR		
Violin	3	3
Piano	1	1
Theory II	4	4
History of Music I and II	2	2
Orchestra	1	1
Introduction to English Literature	3	3
Physical Education	1	1
Academic Electives	2	2
	17	17

(Students completing the two-year course may receive a diploma.)

	First Semester	Second Semester
THIRD YEAR		
Violin	4	4
Counterpoint	2	2
Musical Form and Analysis.....	2	2
History of Music III and IV.....	2	2
Foreign Language (French or German).....	5	5
Bible or Philosophy .....	..	2
Physics of Sound	2	..
	17	17

(It is possible to complete the requirements for a diploma in Piano this year.)

	First Semester	Second Semester
FOURTH YEAR		
Violin	5	5
Advanced Counterpoint	2	..
Fugue ..	..	2
Instrumentation	2	2
Ensemble ..	1	1
Choral and Orchestral Conducting.....	1	1
Student Teaching	2	2
Academic Electives	3	3
	16	16

Public School Music



FOUR-YEAR COURSE LEADING TO THE DEGREE OF B. M.

	First Semester	Second Semester
FIRST YEAR		
Piano	3	3
Voice or Orchestral Instrument	1	1
Theory I	4	4
Choir or Orchestra	1	1
English Composition	3	3
History of the Hebrews or New Testament Times . . . . .	..	2
Physical Education	1	1
American Contemporary Civilization	2	..
Humanities	3	3
	18	18

SECOND YEAR

Piano	1	1
Applied Music	1	1
Theory II	4	4
History of Music I and II	2	2
Choir or Orchestra	1	1
Music Methods I and II	2	1
Practice Teaching, Primary Grades . . . . .	..	1
Academic Electives	3	5
Physics of Sound	2	..
Conducting	1	..
Physical Education	1	1
	18	17

(Students completing the two-year course may receive a certificate.)

	First Semester	Second Semester
THIRD YEAR		
Applied Music	4	4
Music Methods III	1	1
Practice Teaching, Primary and Intermediate Grades.....	1	1
Class Instruction, Orchestral Instruments.....	1	1
History of Music III and IV.....	2	2
Educational Psychology .....	..	3
Bible or Philosophy .....	..	2
History and Principles of American Education.....	3	..
Choir or Orchestra	1	1
Academic Electives	3	3
	16	18

(It is possible to complete the requirements for a diploma in Piano or Voice this year.)

FOURTH YEAR		
Applied Music	3	3
Music Methods IV	2	2
Practice Teaching, Junior and Senior High Schools.....	1	1
Class Instruction, Orchestral Instruments.....	1	1
Choral and Orchestral Conducting.....	1	1
Instrumentation	2	2
Technique of Stage Production.....	2	..
Methods of Teaching in High Schools.....	..	3
Principles of Secondary Education	3	..
Choir or Orchestra	1	1
Academic Electives .....	..	3
	16	17

Art



The Art Department of Lindenwood College offers many opportunities both to students specializing in Art and to those enrolled in other departments. The College library contains books on Art that are used for reference reading in connection with the various courses offered. An excellent lantern and numerous slides are used in illustrated lectures. Moreover, students have the advantages afforded by visits to the St. Louis Museum of Fine Arts and other art galleries of St. Louis, where the works of both American and foreign artists are exhibited. All students in the Art Department are required to visit the Museum of Fine Arts and other art exhibitions in St. Louis.

All work done in the Art Department must remain in the studio until the close of the college year, unless special permission for its removal is granted by the head of the department.

The courses in the Department of Art may be used toward the degree of Bachelor of Arts when the work for the certificate in this course has been completed. If desired, a major or a minor in Art may be obtained.

Since no student is qualified to enter upon specialized training until she has given evidence of satisfactory preparation in the basic subjects of art, the courses outlined on the following pages are planned in accordance with this.

The History of Art courses are planned to be of cultural value both to the student who intends to be a professional artist, and to the student who merely wishes to increase her enjoyment and understanding of art. These courses treat the periods, styles, and great personalities in painting, sculpture and architecture. They are amply illustrated with lantern slides and reproductions. Full credit may be received for each semester. Under the heading "Individual Instruction" students may receive one hour's credit for attendance with minimum requirements in preparation and tests.

KAPPA PI—Honorary Art Fraternity.

REQUIREMENTS FOR CERTIFICATES

CERTIFICATE IN ART—A certificate will be granted to a regularly enrolled student who completed a two-year course in one of the following branches of Art:

Public School Art
Costume Design
Interior Decoration
Commercial and Industrial Art.

DESCRIPTION OF COURSES

I 13b. ART APPRECIATION

A one-semester course of weekly lectures of an introductory nature dealing with masterpieces of painting, architecture sculpture, and the minor arts, illustrated with lantern slides.

Time: One lecture per week.

Credit: One hour.

I, II, III 16a, b. INDIVIDUAL INSTRUCTION

Under this heading any student of the College who has an interest in art may register in the Department for private instruction. She may register in Individual Instruction and elect to follow any course or study being offered or attend the scheduled lectures of any course (upon permission of the instructor).

Time: Arranged.

Credit: One to two hours arranged.

I 13a. INTRODUCTION TO ART

An introductory course stressing art principles, elementary design, and color theories with application to practical problems. Practice in the use of various art media.

Illustrated lectures designed to develop an understanding and appreciation of art masterpieces, including minor arts such as furniture, silver, glassware, etc.

Required of Home Economics and Art Majors.

Time: Two lectures and two two-hour laboratory periods each week.

Credit: Four hours.

I 9. DRAWING I, II

Various types, methods, and theories of expressive drawing and representation are demonstrated and discussed. Cast drawing, draped figure, quick sketching and memory drawing. Mediums used are charcoal, pencil, pen and ink and pastel. Drawing I offered either semester. Drawing II offered second semester only.

Time: Two two-hour studio periods, and one hour lecture each week.

Credit: Two hours each semester.

I 6b. COSTUME DESIGN

Prerequisite: Art 13a.

Selection of costume. Study of line and color.

Practice in design.

Time: One lecture and one two-hour laboratory period each week.

Credit: Two hours.

II 24. DRAWING III, IV

A continuation of Drawing I and II.

Time: Two two-hour studio periods each week.

Credit: Two hours each semester.

II 4b. DESIGN

Survey of art principles with applications to problems in block printing, stencil, silk screen, etc. Recommended for students not majoring in art as well as for art majors.

Time: Two two-hour laboratory periods each week.

Credit: Two hours.

II 5a, b. HISTORY AND APPRECIATION OF ART

The first semester covers the beginning of Art in prehistoric times and in primitive civilization as well. It treats the arts of Egypt, the Mesopotamian Valley, Greece and Rome, and Christian art from the first century to its flowering in the great cathedrals.

The second semester surveys the Renaissance in Italy and in Northern Europe, and continues through Baroque, Rococo and Modern Art. Such great masters as Leonardo, Michaelangelo, Raphael, Rubens, Rembrandt, and Picasso are discussed in detail.

Time: Two lectures each week.

Credit: Two hours each semester.

II 7. ADVANCED COSTUME DESIGN

Prerequisites: Art 13a and 6b.

Study and design of costume for various types; adaption of historic styles to modern dress. Some emphasis on fashion illustration.

Time: One lecture and one two-hour laboratory period each week.

Credit: Two hours each semester.

II 12a, b. METHODS OF TEACHING ART

Prerequisites: Art 13a and 9.

Study of art problems, methods and curriculum for the elementary school.

Time: One lecture and one two-hour laboratory period each week.

Credit: Two hours each semester.

Students working toward the Missouri two-year Elementary Certificate take the first semester only of this course and are not required to take the prerequisites.

II 8a. PRINCIPLES OF INTERIOR DECORATION

Prerequisite: Art 13a.

Lectures on accepted historic styles and contemporary functional design in architectural backgrounds, furnishings and accessories for the home. The students' originality and taste are stimulated through comparison of the esthetic qualities of various styles. The course is open to all students, but it is designed especially to provide a sound basis for Home Planning and Furnishing.

Time: Two lectures each week.

Credit: Two hours.

II 17. COMMERCIAL AND INDUSTRIAL DESIGN

Prerequisites: Art 13a, 9.

Study of Art principles and their use in advertising and industry. Execution of related problems.

Time: One lecture and two two-hour laboratory periods each week.

Credit: Three hours each semester.

II 15. PAINTING

Prerequisites: Art 13a, 9.

Theories of pictorial design are discussed in the studio. Limited palettes, color theory, and various technical methods of painting, past and present, are investigated. Subject matter, still life, abstractions, interiors, and landscapes. Mediums, oil and watercolor.

Time: Two two-hour studio periods.

Credit: Two hours each semester.

III 10. THEORY OF DESIGN

Prerequisites, Art 13a and 5a, b.

The study of art criticism and design of the present and past as they pertain to architecture, painting and sculpture. Studio problems in layout, industrial design, lettering, posters, etc.

Time: One lecture and two two-hour studio periods each week.

Credit: Three hours each semester.

III 23. ADVANCED DRAWING

Head and figure drawing. This work may be related to Lithography or advanced painting. A variety of drawing media are employed.

Time: Two two-hour studio periods each week.

Credit: Two hours each semester.

III 21a, b. METHODS OF TEACHING ART II

Prerequisites: Art 13a, b, 9 and 12a, b.

Designed for those who wish to supervise or teach art in the secondary school.

Time: One lecture and one two-hour laboratory period each week.

Credit: Two hours each semester.

III 24a. MODERN EUROPEAN ART

A course in understanding modern painting, architecture, and sculpture in Europe. The study begins with eighteenth century and English art and continues through Neo-classicism, Romanticism, Realism, the Pre-Raphaelites, the Impressionists, the Post-Impressionists, the Cubists and the Surrealists. Important individuals from Watteau and David through Matisse and Picasso are discussed.

Time: Two lecture periods each week.

Credit: Two hours.

III 25b. AMERICAN ART

A course tracing the development of American architecture, painting, sculpture, and industrial design from colonial times to the present. Particular emphasis is placed upon the important role of America in the development of the skyscraper and in contemporary advertising art.

Time: Two lecture periods each week.

Credit: Two hours.

III 19a, b. ADVANCED PAINTING

Prerequisite: Art 15.

Figure and head painting from the model as well as the making of expressive pictures. Discussions of past and present painting.

Time: Two two-hour studio periods each week.

Credit: Two hours each semester.

III. STAGE DESIGN, Refer to Speech and Dramatics 13.

III 20. SILK SCREEN

By permission of instructor.

Practice in making silk screens by various methods in current use. Study of theory and uses of silk screen in the field of commercial art.

Time: Two two-hour studio periods each week.

Credit: Two hours each semester.

(Not offered in 1944-45.)

III 3a, b. LITHOGRAPHY

By permission of instructor.

A course involving a study and understanding of the science of lithography as it is employed by the artist. Drawings will be made on stone or transfer paper, and each student will print her own stone.

(Sophomores may enter the class with permission from the department head.)

Time: Two two-hour studio periods each week.

Credit: Two hours each semester.

(Not offered in 1944-45.)

FOUR-YEAR PLAN LEADING TO B. A.

	First Semester	Second Semester
FIRST YEAR		
Introduction to Art	4	..
English Composition	3	3
History of the Hebrews or New Testament Times .....	..	2
Physical Education	1	1
Humanities	3	3
American Contemporary Civilization .....	..	2
Drawing	2	2
Electives	3	4
	16	17
SECOND YEAR		
Design .....	..	2
History and Appreciation of Art	2	2
Painting	2	2
Costume History	3	..
Physical Education	1	1
General Biology	3	3
Introduction to Psychology .....	..	3
Electives	5	3
	16	16
THIRD YEAR		
Painting ..	2	2
Introduction to English Literature.....	3	3
Greek Civilization	3	..
Roman Civilization .....	..	3
Principles of Interior Decoration.....	2	..
Introduction to Sociology.....	..	5
American Art .....	..	2
Individual Instruction	2	..
Electives ..	5	2
	17	17
FOURTH YEAR		
Theory of Design.....	3	3
American History	3	3
Painting, Advanced	2	2
Drawing, Advanced	2	2
Modern European Art	2	..
Electives	4	4-6
Suggested—Shakespeare		
Dramatic Art		
Individual Instruction		

PUBLIC SCHOOL ART

	First Semester	Second Semester
FIRST YEAR		
Introduction to Art	4	..
Drawing I	2	2
Humanities	3	3
Costume Design .....	..	2
English Composition	3	3
Voice and Diction	2	2
Physical Education	1	1
History of the Hebrews or New Testament Times .....	..	2
American Contemporary Civilization .....	..	2
	15	17
SECOND YEAR		
History and Appreciation of Art	2	2
Methods of Teaching Art	2	2
Drawing II	2	2
American History	3	3
General Biology	3	3
History and Principles of American Education	3	..
Introduction to Psychology .....	..	3
Physical Education	1	1
	16	16
THIRD YEAR		
Methods of Teaching Art II	2	2
Design .....	..	2
Drawing, Advanced	2	2
Painting	2	2
Introduction to English Literature	3	3
Introduction to Sociology	5	..
Educational Psychology	3	..
Mental Hygiene .....	..	3
Electives .....	..	2
	17	16
FOURTH YEAR		
Theory of Design	3	3
Advanced Painting	2	2
Modern European Art	2	..
American Art .....	..	2
Educational Sociology	3	..
Bible or Philosophy .....	..	3
Applied Psychology .....	..	3
Technique and Practice Teaching	5	..
Electives	2	4
	17	17

INTERIOR DECORATION

	First Semester	Second Semester
FIRST YEAR		
Introduction to Art	4	..
Drawing I	2	2
English Composition	3	3
Humanities	3	3
Voice and Diction	2	2
History of the Hebrews or New Testament Times .....	..	2
American Contemporary Civilization .....	..	2
Physical Education	1	1
	15	15
SECOND YEAR		
History and Appreciation of Art	2	2
Design .....	..	2
Drawing II	2	2
Principles of Interior Decoration	2	..
Home Planning and Furnishing .....	..	4
Introduction to English Literature	3	3
General Biology	3	3
Introduction to Psychology	3	..
Physical Education	1	1
	16	17

COSTUME DESIGN

	First Semester	Second Semester
FIRST YEAR		
Introduction to Art	4	..
Drawing I	2	2
Costume Design .....	..	2
Clothing and Textiles I, II	3	3
English Composition	3	3
Humanities	3	3
History of the Hebrews or New Testament Times .....	..	2
American Contemporary Civilization .....	..	2
Physical Education	1	1
	16	18
SECOND YEAR		
Advanced Costume Design	2	2
History and Appreciation of Art	2	2
Drawing II	2	2
Costume History	3	..
Clothing III, IV	3	3
Introduction to English Literature	3	3
Introduction to Psychology .....	..	3
Physical Education	1	1
	16	16

COMMERCIAL AND INDUSTRIAL DESIGN

	First Semester	Second Semester
FIRST YEAR		
Introduction to Art	4	..
Drawing I	2	2
English Composition	3	3
Humanities	3	3
History of the Hebrews or New Testament Times .....	..	2
American Contemporary Civilization .....	..	2
General Biology	3	3
Physical Education	1	1
	16	16
SECOND YEAR		
History and Appreciation of Art	2	2
Drawing II	2	2
Commercial and Industrial Design	3	3
Design .....	..	2
Principles of Interior Decoration	2	..
Introduction to English Literature	3	3
Introduction to Economics	5	..
Introduction to Psychology .....	..	3
Physical Education	1	1
	18	16

Speech and Dramatics



The work offered in the Department of Speech and Dramatics is both practical and broadly cultural. A thorough foundation is given to those who desire to specialize in speech, and varied opportunities are afforded to students enrolled in other departments. Students specializing in English have the opportunity to correlate the study of English with the study of the technique of oral expression. The courses taken in this department may be counted toward the degree of Bachelor of Arts when the work for the certificate in this course has been completed.

THE LITTLE THEATRE—The Little Theatre offers unusual advantages for students in Dramatic Art. The stage is fully equipped with the most recent facilities, and on it are presented several performances throughout the year by members of the Department. Attached to the theatre proper is a workshop where all the scenery is built and painted for these productions. To participate in these projects and share in their presentation before a real audience is a genuine opportunity.

RADIO—Regular radio programs are produced in professional studios. These programs give the students practice in professional broadcasting and afford an opportunity to put into practice the theories of radio speech taught in the class room.

RECITALS—Frequent class recitals are given in which the students receive practice in platform work. Public recitals are also given, so that the students gain self-confidence and enjoy the experience of actually entertaining large audiences. Attendance at these recitals is required of all students enrolled in the Speech Department according to the regulations of the department.

REQUIREMENTS FOR CERTIFICATE IN SPEECH AND DRAMATICS—A certificate will be granted to a student who completes satisfactorily two years' study in this department and the course prescribed in the following schedule. She must make at least two creditable public appearances, one of which is a recital in her Sophomore year.

ALPHA PSI OMEGA—The honorary organization of the Speech and Dramatics department is a chapter of the national dramatic fraternity, Alpha Psi Omega. The purpose of this organization is to create and maintain interest in the drama and to centralize and make more efficient all dramatic activity on the college campus. Some of the more recent plays sponsored by this club have been "The Rivals," "Little Women," "The Admirable Crichton," "Letters to Lucerne," "You Can't Take It With You," "The Royal Family," "Moor Born," "Double Door," "The Piper," "Our Town," and "Candida."

DESCRIPTION OF COURSES

I 1. VOICE AND DICTION

A course designed to establish good habits of speech through (1) the analysis of each individual's voice and articulation; (2) class instruction in the development and care of the speaking voice; (3) drills for careful articulation; (4) the study of posture in connection with good breathing habits as related to speech; (5) the application and adaptation of this instruction to individual abilities and needs. A study of phonetics is also included in this course.

Credit: Two hours each semester.

I 3b. PUBLIC SPEAKING

Preparation and delivery of short talks; study of principles governing effective speaking. The objective of this course is to enable the student to present her ideas clearly and forcibly in discussion, debate, and public address.

Credit: Two hours.

I 4. INTERPRETATION

An elementary course in the principles of oral interpretation which includes the study of literature and the technique of revealing it to an audience.

Credit: Two hours each semester.

I 11. STAGECRAFT

An elementary course in the design and construction of stage settings, and the general use of lights in the theatre. This class constructs all the settings used in the Little Theatre productions at Lindenwood College.

Time: Three laboratory periods of two hours each, per week.

Credit: Three hours each semester.

I 17a, b. FUNDAMENTALS OF SPEECH

A course in the basic principles of speech including use of voice, control of body, coordination of thought and vocal apparatus in a speaking situation so as to communicate more effectively through speech.

Credit: Two hours.

I or II 18a, b REMEDIAL SPEECH

A course designed for students desiring to correct minor speech defects. Emphasis will be placed on phonetic difficulties rather than those defects having a psychological or a physiological basis. This course will also include individual instruction.

Credit: Two hours each semester.

II 2a. STORY-TELLING (See also English 19a)

This course must be taken concurrently with Child Literature.

Emphasis is placed upon actual practice in preparing and telling stories studied in Child Literature. The course will include readings on the purpose of story-telling, its value in education, and the selection and adaptation of materials.

Credit: One hour.

II 3a. TECHNIQUE OF STAGE PRODUCTION

A course in fundamentals of stage production designed for those who expect to need this training in connection with teaching. It includes methods of staging, use of stage equipment, principles of directing and acting, and audience psychology.

Credit: Two hours.

II 5. DRAMATIC ART

A general course covering selection of plays, casting, stage business, characterization, directing, and make-up, planned to serve those who go into institutions and communities where a knowledge of producing plays is essential.

Credit: Two hours each semester.

II 7b. ADVANCED STORY-TELLING

Prerequisite: Speech and Dramatics 2a.

A laboratory course in which the student, through practical experience before groups of children, is trained in presenting stories before any group.

Credit: One hour.

II 8. INTERPRETATIVE ANALYSIS

Prerequisite: Speech and Dramatics 4.

A critical study in the analysis of literature and the oral interpretation of it with emphasis on the use of the imagination and emotion.

Credit: Two hours each semester.

II. 9. RADIO SPEECH

Prerequisite: Speech and Dramatics 1.

A course in radio speech techniques as applied to commercial radio problems. It is open not only to students planning to enter professional radio but also to those specializing in fields making an incidental use of radio. It is recommended for students in journalism, sociology, history, advertising, and home economics. Those entering this course must also elect Continuity Writing.

Credit: Two hours each semester.

II. 10. RADIO PRODUCTION

Prerequisite: Speech and Dramatics 1.

A course designed to interest students in radio acting and broadcasting. A study in characterization and interpretation as related to radio drama. Sound effects and other production techniques are studied. Students participate in regular broadcasts. Those entering this course must also elect Radio Dramatic Writing.

Time: Two two-hour laboratory periods per week.

Credit: Two hours each semester.

II. 15. RADIO DRAMATIC WRITING

Prerequisite: English 2.

This course is to be taken concurrently with Radio Production. The construction of the radio play will be studied and scripts will be prepared for actual presentation on the air. There will be frequent individual conferences for the planning and criticism of each student's scripts.

Credit: One hour.

II. 16. CONTINUITY WRITING

Prerequisite: English 2.

A course to be taken in connection with Radio Speech. The basic principles of composition for oral presentation will be studied and applied in practice. There will be frequent individual conferences in which the student will receive constructive criticism of her scripts.

Credit: One hour.

II 20. SPEECH CHOIR

Prerequisite: Speech and Dramatics 1.

Training in unison speech interpretation. Designed to develop speech abilities and to promote an understanding of speech values in different types of literature.

Credit: One-half hour each semester.

III 6. ADVANCED DRAMATIC ART

Prerequisite: Speech and Dramatics 5.

A course in the principles of directing and in their application as illustrated by student productions; a thorough consideration of pictorial values and group relationships on the stage; an intensive study of characterization and of acting in terms of stimulus and response; a survey of various styles and schools of acting, both past and present.

Credit: Two hours each semester.

III 12. ADVANCED RADIO TECHNIQUE

Prerequisite: Speech and Dramatics 10.

A continuation of the principles of radio technique and presentation of original scripts.

Time: Two two-hour laboratory periods each week.

Credit: Two hours each semester.

III 13. STAGE DESIGN

Prerequisite: Speech and Dramatics 11 or consent of instructor.

A study of the theories of stage design, the values of each, the artistic requirements of adequate settings, and the contribution of the designer to the theatre. Practical training in designing settings for specific plays.

Credit: Two hours each semester.

(Not offered in 1944-45.)

III 14. ADVANCED INTERPRETATION

Prerequisite: Speech and Dramatics 8.

An advanced course in the technique of platform reading and practice in building programmes and presenting them before an audience.

Credit: Two hours each semester.

(Not offered in 1944-45.)

III 19. HISTORY OF THE THEATRE

A survey course of the origin and development of the theatre from its inception to the present time. The main trends, principal events, and great personalities in theatrical history are studied and evaluated.

Credit: Two hours each semester.

SUGGESTED CURRICULUM LEADING TO AN A. B. DEGREE
IN SPEECH

This suggested course grants a certificate in speech on the completion of the first two years of work and an A. B. degree on the completion of the four years. This suggested curriculum suggests Dramatic Art as a major and English as a minor, but other subjects may be chosen. Those students planning to teach should arrange their courses accordingly.

FIRST YEAR	First Semester	Second Semester
English Composition	3	3
*Foreign Language	5	5
Interpretation	2	2
Voice and Diction	2	2
Private Speech	1	1
Physical Education	1	1
American Contemporary Civilization.....	2	..
History of the Hebrews or New Testament Times .....	..	2
	16	16

*For students enrolling in second year foreign language, Stagecraft is suggested as an elective.

SECOND YEAR	First Semester	Second Semester
**Introduction to English Literature	3	3
Dramatic Art	2	2
Interpretative Analysis	2	2
Private Speech	1	1
Physical Education	1	1
***Story-Telling	1	..
Advanced Story-Telling .....	..	1
Public Speaking .....	..	2
Suggested Electives (Psychology, Phonetics, Contemporary Drama and Child Literature).....	6	4
	—	—
	16	16

(Suggestions for a major in Public Speaking elect Radio Speech and Debate.)

THIRD YEAR		
Advanced Dramatic Art	2	2
Private Speech	1	1
Bible or Philosophy	2	..
History of Theatre	2	2
Electives	9	11
	—	—
	16	16

FOURTH YEAR		
Advanced Interpretation	2	2
Stage Design	2	2
Private Speech	1	1
Shakespeare	3	3
Electives	8	8
	—	—
	16	16

**Survey or Masterpieces.

***Stagecraft may be taken in the place of Story-Telling in the Sophomore year if so desired.

Speech and Dramatics



At the completion of the outlined course on page 159 a student may receive a Certificate in Speech and Dramatics. An A. B. degree will be granted with a major in English and a selected minor upon completion of the following suggested curriculum.

THIRD YEAR	First Semester	Second Semester
American Literature	3	3
Introduction to Sociology	5	..
Creative Writing	2	..
Greek Civilization	3	..
Introduction to Psychology .....	..	3
Roman Civilization .....	..	3
Short Story Writing .....	..	2
Electives	4	6
	—	—
	17	17
FOURTH YEAR		
Shakespeare	3	3
American History	3	3
History of the Novel	3	3
The Family	3	3
Electives	5	3
Bible or Philosophy .....	..	2
	—	—
	17	17

Scholarships and Awards



It is the purpose of the College to foster educational standards and to assist worthy students in securing an education. To this end, scholarships have been created by friends of the College and through special funds set aside by the Board of Directors. Students receiving scholarships are expected to give service in any academic department when requested to do so.

FELLOWSHIPS—A fellowship of \$300 will be granted a student completing four years of undergraduate work at Lindenwood College with distinction for scholarship, general ability, and loyalty to the standards of the College, and whose purpose it is to continue her education for an advanced degree in a graduate school of standing for the entire year following her acceptance of the Fellowship. Application for this fellowship must be made to the President of the College not later than April 1 of the year of the grant. The Faculty will announce the grant of the fellowship at Commencement.

HIGH SCHOOL SCHOLARSHIPS—First honor student of any four-year accredited high school matriculating as candidate for a degree will be granted a scholarship for the Freshman year, subject to the conditions governing Honor Scholarships of the College.

ARMY AND NAVY SCHOLARSHIP:—The College, having been founded and later munificently endowed by families identified with the United States Army, a limited number of scholarships have been provided for daughters of officers of the Army and Navy who matriculate as candidates for degrees.

TEACHERS' SCHOLARSHIPS—Daughters of teachers, principals, and superintendents of public schools, daughters of college and university professors, who meet the requirements, are awarded scholarships upon application.

SORORITY SCHOLARSHIPS—The Zeta Chapter of Eta Upsilon Gamma and the Theta Chapter of Sigma Iota Chi have each established scholarships of \$200 to be awarded on the conditions set forth in the requirements for Educational Scholarships by the College. Announcement of the awards is made at each annual Commencement.

MINISTERIAL SCHOLARSHIPS—The Watson Fund provides a Scholarship of one hundred dollars for every daughter of a Presbyterian minister. When the revenue of the endowment is not all used for this purpose, the remainder may be applied to the education of the daughter of any Evangelical minister.

SIBLEY SCHOLARSHIPS—The Alumnae, in honor of the founder of the College, Mrs. Mary Easton Sibley, established in 1927 a Centennial Scholarship Fund, the annual revenue to be awarded needy students who are qualified to meet the entrance requirements.

Applications for aid under this fund should be made to the President of the College, accompanied by a statement of need and recommendation from two persons of the applicant's home town, one from the principal of the school from which she comes, the other from her pastor.

Under this fund several cities have especially provided a sufficient sum for scholarships to be awarded in their name—St. Charles, Missouri; St. Louis, Missouri; Kansas City, Missouri; Chicago, Illinois.

Laura J. Heron Scholarship—In memory of her mother, Mrs. Charlia Ayres, wife of President George F. Ayres (1903-1913), created by will a scholarship to assist a worthy student to obtain an education at Lindenwood College. The first award from this fund was made in 1935.

Roemer Loan Fund—The St. Louis Lindenwood Evening Club established a loan fund in 1939 in honor of Dr. and Mrs. John L. Roemer. Applicants for this loan fund must have been enrolled for at least two years in Lindenwood College and must file applications with the Committee not later than one month prior to the opening date of the semester in which it is to be used.

Dorothy Holtcamp Badgett Award—The late Judge C. W. Holtcamp of St. Louis, in memory of his daughter, Dorothy Holtcamp, a graduate of Lindenwood College, 1911, established a Bible Award of \$1,000.00 the revenue from the gift to be awarded members of the Freshman class who excel in Bible memory verses. Three awards are made each year at Lindenwood.

Pi Gamma Mu Medal—This national honorary fraternity awards annually a gold medal to the student who does distinctive work in the social sciences.

SIGMA TAU DELTA MEDALS—This sorority award is limited to three members of the Freshman class who have, during the year, made outstanding literary contributions. A gold, silver, and bronze medal indicate first, second, and third place.

PROGRESS IN MUSIC AWARD—To the students making the most progress during the year in the Music department prizes are awarded by the department for progress in piano, organ, violin, and voice.

ART SCHOLARSHIP—An annual Art scholarship of \$50 will be awarded at Commencement time to the freshman majoring in art who has done the best all-around work in the Art department for the year, for use during her second year at Lindenwood College.

ART AWARDS—The St. Louis Lindenwood College Club has provided an award to be given the student who excels in the study of Introduction to Art. A poster prize is also given by the department for the best poster presented by the contestants.

NELLY DON PRIZES—Awards are given annually by the Donnelly Garment Company of Kansas City for the three best costume designs and for the three best made dresses submitted in the competition. The entries are judged by experts of the company making the awards.

The head of the Donnelly Garment Company is a former student of Lindenwood College.

Lindenwood College



CONCERT AND LECTURE COURSE

1943-1944

- September 23 CONVOCAATION. "Facing Life in 1943", President Harry Morehouse Gage.
- October 14 "Russia and the United Nations", Oscar Jaszi.
 22 FOUNDERS DAY. Dr. Kate L. Gregg.
 27 "War and Peace", Alexandra Tolstoy.
 31 C. A. Harwell, California Representative of National Audubon Society.
- November 11 "Personal Glimpses of World Personalities", Count Byron de Prorok.
 15 Madame Helene Lyolene, Stylist.
 18 Style Show.
 19 "Responsibilities of World Leadership", Andre Michalopoulos.
 25 THANKSGIVING DAY. Hon. Howard Elliott, Speaker of the Missouri House of Representatives.
 "You Can't Take It With You", Dramatic Art Department.
 26 "A Great Family of Refugees", Frits Lugt.
- December 2 "The Ramparts We Watch", Mrs. Hiram Houghton, Jr.
 5 Madame Maria Hussa, Chicago Opera Company.
- January 17-18 Campus Guest, Samuel Dushkin, Violinist, Association of American Colleges.
 21 Ruth Page, Dancer.
- February 21 "Butter With Our Bread", Mme. Olga Petrova.
- March 2 Rollo Walter Brown, Lecturer.
 3 Dudley-Maslow-Bales Dance Trio.
 9-11 Campus Guest, Doel Reed, Artist, Association of American Colleges.
 22 "The Will to Win", Alice Marble.
 30 Major Alexandre Pernikoff, Lecturer.
- April 23 St. Louis Sinfonietta.
- June 5 COMMENCEMENT. Dr. Guy E. Snavelly, Executive Director of Association of American Colleges.

College Calender, 1943-1944



September, 1943

- 10-11 Preliminary Conference for Faculty Counselors, Dr. A. J. Brumbaugh, Leader.
- 13-17 Conference of Faculty and Administrative Officers.
- 15 Tea for Faculty by President and Mrs. Gage.
- 22-25 Student Counseling and Registration.
- 23 CONVOCATION. President Harry Morehouse Gage.
- 24 Army Air Corps Dance for Niccolls Hall.
- 26 Y. W. C. A. Tea.
- Vespers—President Gage.

October, 1943

- League of Women Voters Tea.
- Vespers—President Gage.
- 6 Alpha Psi Omega Picnic.
- Athletic Association Party for Freshmen.
- 10 Vespers—Dr. William B. Lampe.
- 14 "Russia and the United Nations", Oscar Jaszi.
- 15 Junior Class Party for Freshmen.
- 16 Navy Air Cadet Dance for Ayres Hall.
- 17 Vespers—Rabbi Samuel Thurman.
- 18-22 Campus Guest, Mrs. Virginia H. Staples, Budget Counselor.
- 19 Tri-Music Sorority Tea.
- 20 "The Human Adventure"—Humanities Movie.
- 21 FOUNDERS DAY. Dr. Kate L. Gregg.
- 22 "Niccolesta".
- 23 Senior Dinner Dance.
- 24 Vespers—Dr. R. Calvin Dobson.
- 25-26 Dr. George A. Works, Faculty Counselor.
- 26 Organ Recital, Professor Paul Friess.
- Freshman Style Show, sponsored by Y. W. C. A.
- 27 "War and Peace", Alexandra Tolstoy.
- 28 Alpha Psi Omega Tea.
- 30 Halloween Party, sponsored by Y. W. C. A.
- 31 Irwin Hall Tea.
- Lecture—C. A. Harwell, California Representative of National Audubon Society.

November, 1943

- 3 Speech Recital.
- Dr. Sherwood Eddy, sponsored by Y. W. C. A.
- 7 Faculty Concert. Miss Gertrude Isidor, Violinist; Dr. John Thomas, Pianist.

- 11 "Personal Glimpses of World Personalities", Count Byron de Prorok.
College Dinner in honor of Dr. Florence W. Schaper.
- 13 Army Air Corps Dance for Irwin and Senior Halls.
- 14 Vespers—President Gage.
- 15-19 Campus Guest, Mme. Helene Lyolene, Designer, New York City.
- 16 **Music Recital.**
- 17 Nat Muzumdar, sponsored by Y. W. C. A.
- 18 Style Show. Mme. Lyolene.
- 19 Pi Alpha Delta "Departmental Frolic".
"Responsibilities of World Leadership", Andre Michalopoulos.
- 20 Children's Theatre of the Air.
Encore Club Party.
- 21 Faculty Concert. Miss Janet Coulson, Pianist; Miss Pearl Walker,
Soprano.
- 25 **THANKSGIVING DAY.** Hon. Howard Elliott, Speaker of the Mis-
souri House of Representatives.
All-School Movie, sponsored by Student Council.
"You Can't Take It With You", Dramatic Art Department.
- 26 Day Student's Bowling Party.
"A Great Family of Refugees", Frits Lugt.
- 27 Mu Phi Epsilon Patrons Party.
- 28 Vespers—Alpha Sigma Tau.
- 30 Music Recital.

December, 1943

- 1-3 Dr. George A. Works, Faculty Counselor.
- 1 Indiana Club Party.
Senior-Sophomore Movie.
- 2 "The Ramparts We Watch", Mrs. Hiram Houghton, Jr.
Faculty Party.
- 3 Residence Council Fun Hour.
Choir Christmas Party.
- 4 Junior Class Dinner and Theatre Party.
Children's Theatre of the Air.
- 5 Concert—Mme. Maria Husa, Chicago Opera Company.
- 7 Music Recital.
- 8 Tea in honor of Seniors by President and Mrs. Gage.
Speech Recital.
- 9 Speech Recital.
- 10 German Club Christmas Party.
Day Students' Christmas Dinner.
- 12 Home Economics Club Christmas Breakfast.
Senior Hall Tea.
Christmas Concert.
Sophomore Carolling Party.
- 13 Beta Pi Theta Tea.
Christmas Family Party.
Residence Halls Christmas Parties.
- 14 **CHRISTMAS VACATION BEGINS.**

January, 1944

- 13 Christmas Vacation ends.
- 14 Residence Council Fun Hour.
- 15 Navy Air Cadet Dance for Sibley Hall.
- 17-18 Campus Guest, Samuel Dushkin, Violinist, Association of American Colleges.
- 18 Music Recital.
- 19-21 Dr. George A. Works, Faculty Counselor.
- 20 High School Band Concert.
- 21 Ruth Page, Dancer.
- 22 Athletic Association Barn Dance.
- 23 Encore Club Tea.
- 25 Music Recital.
- 29 Children's Theatre of the Air.
- 30 Faculty Concert. Miss Doris Gieselman, Soprano; Mrs. Eva Englehart Douglas, Pianist.

February, 1944

- 5 Army Air Corps Dance for Butler Hall and Day Students.
- 8 Music Recital.
- 9 Little Theatre.
- 12 Children's Theatre of the Air.
- 16 Commercial Club Tea.
- 18 Spring Recital, Tau Sigma.
- 20-27 Spiritual Emphasis Week.
- 21 "Butter With Our Bread", Mme. Olga Petrova.
- 22 Music Recital.
- 23 Little Theatre.
- 26 Children's Theatre of the Air.
- 29 Music Recital.

March, 1944

- 2 Lecture—Rollo Walter Brown.
Poetry Society Tea.
- 3 Dudley-Maslow-Bales Dance Trio.
- 5 Vespers—Dr. M. Willard Lampe.
- 7 Alpha Mu Mu Recital.
- 9 Speech Certificate Recital.
- 9-11 Campus Guest, Doel Reed, Artist, Association of American Colleges.
- 10 Student Council All-School Party.
- 11 Children's Theatre of the Air.
- 12 Mu Phi Epsilon Program.
- 14 Orchestra Concert.
- 15 Little Theatre.
Kappa Pi Tea.
Commercial Club Party.
- 17 Terrapin Water Pageant.
- 22 "The Will to Win", Alice Marble.
- 23 Sigma Tau Delta Tea.

- 24 Spring Play, Dramatic Art Department.
- 25 Children's Theatre of the Air.
- 28 Music Recital.
- 30 Lecture—Major Alexandre *Pernikoff*.
- 31 Senior Party for Faculty.

April, 1944

- 2 Mu Phi Epsilon Tea for St. Louis Chapters.
- 4 Music Recital.
- 8 Children's Theatre of the Air.
- 11 El Circulo Espanol, Pan American Day Program.
- 12 Little Theatre.
- 17 International Relations Club Picnic.
- 18 Music Recital.
- 20 Home Economics Club Picnic.
Speech Certificate Recital.
- 21 Future Teachers of America Tea for St. Charles Teachers.
- 22 Children's Theatre of the Air.
- 23 St. Louis Sinfonietta.
- 25 Music Recital.
- 26 Little Theatre.
- 27 Pi Alpha Delta Tea.
- 29 All-School Sports Day, sponsored by Athletic Association.

May, 1944

- 2 Music Recital.
- 3 Indiana Club Picnic.
- 4 Speech Certificate Recital.
- 5 Alpha Mu Mu Party for Faculty.
- 6 Children's Theatre of the Air.
- 9 Music Recital.
Original Composition Music Recital.
- 11 Senior Assembly.
- 12 Senior Carnival.
- 13 May Day Fete.
- 16 Triangle Club Picnic.
Public School Music Orchestra and Band Concert.
- 17 Sigma Tau Delta Picnic.
- 18 Senior Assembly.
Athletic Association Spring Award Banquet.
- 19 Poetry Society Picnic.
- 20 Children's Theatre of the Air.
- 26 Commencement Play, Dramatic Art Department.

June, 1944

- 4 Baccalaureate.
Alpha Sigma Tau Tea.
- 5 Commencement. Dr. Guy E. Snively, Executive Director of Association of American Colleges.

Lindenwood Student Association, 1943-1944



STUDENT COUNCIL OFFICERS

Sarah Lee Dearthmont	President
Florence Barry	Vice-President
Jacqueline Schwab	Secretary-Treasurer
Shirley Goodman	Senior Representative
Virginia Gilreath	Junior Representative
Gayle Armstrong, Carolyn Hempelman	Sophomore Representatives
Celeste Salvo, Marie Szilagyi	Freshman Representatives

RESIDENCE COUNCIL

Barbara Burnett	President
Marilou Rutledge	Vice-President
Lynn Jackson	Secretary-Treasurer

AYRES HALL

President:	Virginia Fly
Staff:	Jacqueline Holsinger Emma Lou Hannis

NICCOLLS HALL

President:	Donna Deffenbaugh
Staff:	Kathleen De Cross Betty Jean Loerke Carolyn Shanks Carolyn Hilligoss Barbara Park

BUTLER HALL

President:	Margaret Humphreys
Staff:	Joan Emons Ruth Bargquist

SIBLEY HALL

President:	Marilou Rutledge
Staff:	Lynn Jackson Esther Barclay

IRWIN HALL

President:	Barbara Burnett
Staff:	Frances Lewis Pearl Payne

SENIOR HALL

President:	Freda Eberspacher
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Young Women's Christian Association, 1943-1944



FACULTY COMMITTEE

Dr. Mary Terhune
Miss Rachel Morris
Miss Juliet McCrory

Miss Jane Seavey
Miss Fern Staggs
Dr. Lloyd B. Harmon

STUDENT OFFICERS

Janet Schaefer	President
Lynn Jackson	Vice-President
Carol Landberg	Secretary
Freda Marie Eberspacher	Treasurer

Alpha Sigma Tau



HONORARY SOCIETY OF THE LIBERAL ARTS COLLEGE

Membership

Marjorie Allen
Grace Gray Arseneau
Mary Elizabeth Blackhurst
Shirley Goodman
Lynn Jackson
Clara Mae Landberg
Lell Lewis
Carolyn Platt
Barbara Wertz
Beverly Wescott

Mu Phi Epsilon



NATIONAL HONOR SOCIETY OF THE DEPARTMENT OF MUSIC

Membership

Virginia Donovan
Martha Ann England
Jerry Oppenheimer
Jo Ann Person

Prizes and Awards, 1942-1943



FELLOWSHIPS

Doris Jean Banta, Jefferson City, Missouri
Ruth Haines, Tucson, Arizona

Scholarship Prizes



SIGMA IOTA CHI

(For Outstanding Ability and Traits of Character)
Shirley Goodman, Toledo, Ohio

ETA UPSILON GAMMA

(For Outstanding Ability and Traits of Character)
Lady Morgan, Stanford, Kentucky

PROGRESS PRIZES IN MUSIC

Organ—Geraldine Wrinkle, Oklahoma City, Oklahoma
Ruth Schroeder, Webster Groves, Missouri
Piano—Betty Tabor, Checotah, Oklahoma
Voice—Marian Hardtke, Barrington, Illinois
Violin—Susan Blue, Flora, Indiana

Upper Class Original Composition:
Dorothy Isbell, Herculaneum, Missouri

Under Class Original Composition:
Jerry Oppenheimer, Chariton, Iowa
Dorothy Shacffer, Herrin, Illinois

POSTER PRIZE—ART DEPARTMENT
Joanne Seip, Plymouth, Indiana

Honorable Mention:
Louise Wallerstedt, Waco, Texas
Mary Pate, Sulphur Springs, Texas

MARY EASTON SIBLEY ART SCHOLARSHIP PRIZE
Delores Thomure, Bonne Terre, Missouri

GOOD CITIZENSHIP AWARD

Doris Jean Banta, Jefferson City, Missouri

ST. LOUIS LINDENWOOD CLUB AWARD

(For Outstanding Work in Sociology)

Shirley Goodman, Toledo, Ohio

FRESHMAN BIBLE MEMORY CONTEST

1st Prize—Ruby Wilson, Valley Center, Kansas

2nd Prize—Joan Emons, Alton, Illinois

3rd Prize—Betty Dancman, Dayton, Ohio

NELLY DON COSTUME DESIGN PRIZES

(Awarded on dresses from the Household Arts Department by the Donnelly Garment Company of Kansas City through the kindness of Mrs. James A. Reed)

ADVANCED COSTUME DESIGN

1st Prize—Polly Woolsey, Lakewood, Ohio

Honorable Mention:

Patricia Bartlett, Ottumwa, Iowa

Louise Pankey Rooke, LaGrange, Tennessee

ELEMENTARY COSTUME DESIGN

1st Prize—Eileen Murphy, Mt. Vernon, Illinois

2nd Prize—Ada Waelder, Wichita Falls, Texas

3rd Prize—Marie Van Ostveen, Owensboro, Kentucky

Honorable Mention:

Celia Tucker, Texarkana, Texas

Jacqueline Schwab, Oklahoma City, Oklahoma

Ruthe Meyer, Houston, Texas

NELLY DON COMPLETED DRESS PRIZES

1st Prize—Jo Cleta Simpson, Oklahoma City, Oklahoma

2nd Prize—Patricia Waldron, Oak Park, Illinois

3rd Prize—Patricia Latherow, Quincy, Illinois

Honorable Mention:

Ann Leverenz, Michigan City, Indiana

Ruthe Meyer, Houston, Texas

Honey Donohue, Manitowoc, Wisconsin

Degrees, Diplomas, and Certificates, 1942-1943



BACHELOR OF ARTS

Doris Jean Banta
Virginia Jean Bauske
Barbara Bickle
Carol Hamilton Bindley
Estelle G. Blumeyer
Adelaide Caraker
Charlotte Ching
Kathryn Anderson Corl
Phyllis Marie Gambill
Jean K. Graham
Doris Gruer
Ruth Margot Haines
Dorothy Jeanne Harmon
Bertha Jauch

Margaret Elizabeth Lindsay
Erva Mart
Jane Laverra Meredith
Betty Brittain Myers
Louise Olson
Roena Ott
Adah Louise Parkinson
Betty Gray Proctor
Mary Jean Ream
Virginia Rose
Harriett Helen Sage
Gloria Stunkel
Virginia Veach
Alice Louise Wonder

BACHELOR OF SCIENCE

Lorraine Frances Allen
Mona Joyce Burge
Juanita Ruth Cook
Gloria Crosby
Mimi Hanna
Jerre Lewis

Gloria Omohundro Palmer
Owanna Post
Betty Anne Schoen
Mary Jane Tarling
Janet Llewellyn Thomas

BACHELOR OF MUSIC

Lois Anderson
Coralee Burchard
Rena Elaine Eberspacher
Esther Marrion Farrill

Marie Elizabeth Gierse
Margaret E. Greer
Dorothy Helen Isbell
Frances Shudde

DIPLOMA IN MUSIC—PIANO

Lois Anderson
Coralee Burchard
Marie Elizabeth Gierse
Jerry Oppenheimer

DIPLOMA IN MUSIC—ORGAN

Margaret Greer
Lady Lavenia Morgan

DIPLOMA IN MUSIC—VIOLIN

Harriett Taylor

CERTIFICATE OF ASSOCIATE IN ARTS

Carolyn Boerstler
 Virginia Frances Brown
 Mary Lee Campbell
 Sarah Lee Campbell
 Alice Gabbert
 Dorothy H. Heimrod
 Dorothy Mae Hess
 Margaret Janice Hohtanz
 Mary Lynn Jackson
 Mary Lee Johns
 Marian Kinney
 Clara Mae Landberg

Nancy Moore
 Elnor Ritter
 Ruth Ritter
 Shirley Ryder
 Doris B. Smithson
 Marjorie Stevenson
 Celia Louise Tucker
 Phyllis Joan Verploeg
 Alyce Ward
 Betty Jane Waters
 Mary Louise Weitz
 Barbara Wertz

CERTIFICATE IN BUSINESS

Catherine Bishop
 Mary Lynn Darby
 Jean McMurry

Dorothy Rose May
 Alice Eloise Rowland

CERTIFICATE IN COSTUME DESIGN

Patricia Bartlett
 Shirley Dunker
 Earline Jones

Charlotte Anne Leverenz
 Louise Pankey
 Polly Elise Woolsey

CERTIFICATE IN HOME ECONOMICS

Jessie Lee Bean
 Jacqueline Schwab

Nancy Ann Tapp
 Donalee Shields Wehrle

CERTIFICATE IN INTERIOR DECORATION

Mina Lea Alexander

CERTIFICATE IN PHYSICAL EDUCATION

Katherine Davis

Patricia Silkwood

CERTIFICATE IN PUBLIC SCHOOL ART

Hellen Boyd
 Mary Lollar Pate

Dixie Margery Poynter
 Joanne Seip

CERTIFICATE IN PUBLIC SCHOOL MUSIC

Virginia Donovan
 Marian Gudder

Jo Ann Person
 Dorothy Shaeffer

CERTIFICATE IN SPEECH AND DRAMATICS

Minota Bayliss
 Helen Jean Bowlsby
 Florence Clair

Marjorie Irwin
 Peggy Atwater Proctor

CERTIFICATE IN ELEMENTARY EDUCATION

Mary Elizabeth Blackhurst
 Frances Eleanor Fellows
 Mary Lou Gillette

Virginia Gilreath
 Mary Willena Mayes

Student Roster, 1943-1944



Abend, Martha	Kansas City, Missouri
Aldridge, Mary	Evansville, Indiana
Allen, Marjorie	Pueblo, Colorado
Allen, Rita Mae	Vandalia, Illinois
Anderson, Minnie	Oilton, Oklahoma
Anderson, Patti Ann	Oklahoma City, Oklahoma
Armstrong, Gayle	Roswell, New Mexico
Arnold, Lois Ann	Des Moines, Iowa
Arseneau, Grace E. Gray	St. Charles, Missouri
Auld, Terressa F.	Tulsa, Oklahoma
Baim, Eloise	Pine Bluff, Arkansas
Baim, Jean	Pine Bluff, Arkansas
Barclay, Esther	Webster Groves, Missouri
Bargquist, Ruth Lois	Chicago, Illinois
Barry, Florence Ellen	Chicago, Illinois
Barshfield, Martha Agnes	Edwardsville, Kansas
Barth, Lois Catherine	Marshalltown, Iowa
Bartlett, Helen M.	Wheaton, Illinois
Basch, Melina Ileana	Houston, Texas
Bash, Jane Elizabeth	Huntington, Indiana
Bass, Erle Dean	El Dorado, Arkansas
Bates, Yvonne	Dayton, Ohio
Bayliss, Minota	Wauwatosa, Wisconsin
Beck, Mary Lucille	Nowata, Oklahoma
Beckman, Mary Ann	Owensboro, Kentucky
Bennett, Mary Ellen	Chicago, Illinois
Bennett, Mary Helen	Springfield, Illinois
Bentzinger, Doris	St. Louis, Missouri
Berry, Emily	Kansas City, Missouri
Bigger, Geraldine	Indianapolis, Indiana
Billings, Lois	Red Oak, Iowa
Blackhurst, Mary Elizabeth	St. Charles, Missouri
Blattner, Virginia Wood	Mexico, Mo.
Blount, Mary Lucile	Larned, Kansas
Boellner, Jeanne	Roswell, New Mexico
Boettcher, Marilyn	Columbus, Nebraska
Bond, Jacquelyn	Oak Park, Illinois
Boutin, Alice Ann	Cape Girardeau, Missouri
Branch, Marjorie Elma	Little Rock, Arkansas
Brauer, Genevieve Ruth	Aransas Pass, Texas
Brinkman, Mary Margaret	Rolfe, Iowa
Brown, Earnestine	Prestonburg, Kentucky

Bruce, Ann	Mt. Vernon, Illinois
Bruce, Gloria June	Mt. Vernon, Illinois
Buckham, Marilyn	Glendale, California
Buckley, Barbara	Hayti, Missouri
Burger, Doris Ann	Manitowoc, Wisconsin
Burnett, Barbara	Aurora, Illinois
Busher, Beverly Elaine	Decatur, Illinois
Butters, Jo-Ann B. Aileen	Des Moines, Iowa
Calene, Camilla Lou	Mansfield, Ohio
Callahan, Ann Patricia	Effingham, Illinois
Campbell, Alice	Galveston, Texas
Carlton, Yvonne	Mt. Carmel, Illinois
Carter, Marianna	Wichita, Kansas
Case, Virginia	Saginaw, Michigan
Cashman, Majoree	Chicago, Illinois
Caulley, Ruth Colleen	Detroit, Michigan
Chace, Margaret Robins	Texarkana, Arkansas
Chaffin, Phyllis Rae	Stillwell, Oklahoma
Chamberlain, Carol	Omaha, Nebraska
Charlson, Alice Ann	Manhattan, Kansas
Cheek, Adele Merle	Omaha, Nebraska
Chicotsky, Sonja	Fort Worth, Texas
Clair, Florence	Rothville, Missouri
Clark, Elizabeth Ann	Memphis, Tennessee
Clark, Jeanne M.	Fort Dodge, Iowa
Clark, Marian Jean	St. Joseph, Missouri
Coffey, Marilyn Joan	Rushville, Nebraska
Cohen, Shirley	Chicago, Illinois
Cohn, Dolores Lorraine	Ft. Worth, Texas
Colchensky, Rae Ann	Okmulgee, Oklahoma
Conrad, Patricia M.	Crete, Nebraska
Converse, Patricia Jeanine	Houston, Texas
Crawford, Joanne	Cedar Rapids, Iowa
Creech, Olga Juanita	Cumberland, Kentucky
Crisp, Betty Jean	Benton, Illinois
Crowder, Reba	Grinnell, Iowa
Curran, Carol Jean	Cedar Rapids, Iowa
Dalby, Esther Marie	St. Louis, Missouri
Daneman, Betty Jayne	Dayton, Ohio
Davis, Elizabeth Jean	Creston, Iowa
Davis, Joan	Marshalltown, Iowa
Davis, Martha Ann	Creston, Iowa
Dearmont, Sarah Lee	St. Louis, Missouri
DeCroes, Kathleen	Frankfort, Indiana
Deffenbaugh, Donna	Omaha, Nebraska
DeMotte, Doris Christine	Williamsport, Indiana
Depuy, Joyce Anne	Rockford, Michigan

DePuy, Patricia	Rockford, Michigan
DesMare, Ellen Freret	St. Joseph, Missouri
Devine, Helen	Kirkwood, Missouri
Dix, Marjorie	Jefferson City, Missouri
Dixon, Margery Ann	Paragould, Arkansas
Dodson, Hilma S.	McDade, Texas
Donohue, Honey	Manitowoc, Wisconsin
Donovan, Virginia	Omaha, Nebraska
Dorton, Sara Lou	Paintsville, Kentucky
Dowdy, Jane	Florence, Alabama
Dron, Rosemary	Madison, Illinois
Duff, Helen K.	Oakland, Illinois
Eagle, Shirley	Little Rock, Arkansas
Eakin, Marian	Decatur, Illinois
Earnest, Joan	Muskogee, Oklahoma
Eastwood, Nelle Frances	Grayville, Illinois
Eberspacher, Freda Marie	Pana, Illinois
Eberspacher, Louise Irene	Pana, Illinois
Eddy, Rosalie	Mexico, Missouri
Edwards, Evalyn	Grayville, Illinois
Egan, Anita Perry	Houston, Texas
Elson, Joan Claire	Vinton, Iowa
Emons, Joan	Godfrey, Illinois
England, Martha Ann	Festus, Missouri
Erlandson, Marian	Shaker Heights, Ohio
Feldman, Anna Harriet	Great Bend, Kansas
Felger, Donna	Norfolk, Nebraska
Ferguson, Leola	Jefferson, Iowa
Fields, June Yvonne	San Antonio, Texas
Filling, Gwyned	St. Charles, Missouri
Finrock, Alta	Dayton, Ohio
Flaniken, Mary Leone	Memphis, Tennessee
Florey, Joy	Amarillo, Texas
Fly, Virginia Lee	Grayville, Illinois
Foster, Barbara	River Forest, Illinois
Fox, Betty	Pine Bluff, Arkansas
Frail, Mildred	Paintsville, Kentucky
Franke, Elizabeth	Webster Groves, Missouri
Friedman, Shirley	Chicago, Illinois
Fuller, Susan	Peoria, Illinois
Fuqua, Constance	Amarillo, Texas
Gabel, Jocelyn	Arlington Heights, Illinois
Garrett, Jane Louise	Robertson, Missouri
Garvin, Jo Anne	Waterloo, Iowa
Gass, Rosemary Louise	Seward, Nebraska
Gaston, Mary Carolyn	N. Little Rock, Arkansas
Geary, Patsy Jo	Oklahoma City, Oklahoma

Gillette, Mary Lou	O'Fallon, Missouri
Gilpin, Betty	Kansas City, Missouri
Gilreath, Virginia	Kellogg, Iowa
Gnaegy, Dorothy Jane	Webster Groves, Missouri
Goellner, Marian Jane	St. Charles, Missouri
Goodin, Florence Marie	Charleston, Missouri
Goodman, Shirley Jeanne	Toledo, Ohio
Gottlieb, Ann	Perry, Oklahoma
Graham, Twilla G.	Brownfield, Texas
Gray, Elaine	University City, Missouri
Gray, Melba Lee	St. Charles, Missouri
Green, Marjorie Elizabeth	Oklahoma City, Oklahoma
Greenwood, Phyllis	Ottumwa, Iowa
Grimmer, Betty	Winfield, Kansas
Gumm, Emelyne Bess	Wichita, Kansas
Gund, Jeannette J.	St. Louis, Missouri
Hachtmeyer, Lois	St. Charles, Missouri
Halle, Evy Lynn	Memphis, Tennessee
Halsell, Ernestine	Blytheville, Arkansas
Hamilton, Beverly Jean	Harlan, Iowa
Hampson, Frances Elizabeth	Fredonia, Kansas
Hannis, Emma Lou	Tulsa, Oklahoma
Hanshaw, Druzella	Noblesville, Indiana
Harbaugh, Phyllis Irene	Great Bend, Kansas
Hare, Charlotte Marie	Riverside, Illinois
Harris, Carolyn	Smithville, Texas
Harvey, Dorothy Evelyn	Superior, Wisconsin
Hassakis, Lula	Mt. Vernon, Illinois
Hastings, Jerry	Denver, Colorado
Hatfield, Collette	Falls City, Nebraska
Head, Mary Gene	Hobbs, New Mexico
Heard, Edna Ruth	Neosho, Missouri
Hedrick, Eleanor Anne	Buckner, Missouri
Heimrod, Dorothy	Omaha, Nebraska
Heller, Barbara Jean	Montpelier, Ohio
Helmold, Marie	Highland Park, Illinois
Hempelman, Carolyn	Des Moines, Iowa
Heob, Dorothy June	St. Louis, Missouri
Hercules, Doris	St. Charles, Missouri
Herd, Mary Elizabeth	Houston, Texas
Herd, Virginia	Houston, Texas
Herring, Elizabeth Adoree	Little Rock, Arkansas
Heyden, Ruth Elizabeth	Evansville, Indiana
Higbee, Deborah	Eureka, Kansas
High, Elizabeth Ann	Kokomo, Indiana
Hill, Maridee	State Center, Iowa
Hill, Martha Ray	DeValls Bluff, Arkansas
Hill, Patricia Anne	Salem, Illinois

Hillgoss, Carolyn	Shelbyville, Indiana
Hirsch, Mary Celeste	St. Charles, Missouri
Hirshman, Alice Jean	Bedford, Ohio
Hirst, Grace Carolyn	Jefferson City, Missouri
Hobart, Patricia Louise	Independence, Missouri
Hobbs, Ann Marie	St. Louis, Missouri
Hodges, Nancy Carolyn	Malvern, Arkansas
Hoelscher, Mary Ellen	St. Charles, Missouri
Hoffman, Annette	Trenton, Missouri
Holdeman, Mary Margaret	York, Nebraska
Holland, Shirley Anne	Newbern, Tennessee
Holsinger, Jacqueline	River Forest, Illinois
Hooper, Althea	Topeka, Kansas
Horn, Jessicanna	Hay Springs, Nebraska
Hornaday, Peggy Lou	Des Moines, Iowa
Horton, Jo Lea	Tulsa, Oklahoma
Horvath, Helen	St. Charles, Missouri
Hudson, Harriette	Brownsville, Tennessee
Hudson, La Verne	Little Rock, Arkansas
Hughes, F. Carolyn	Des Moines, Iowa
Hulson, Jo Anne	Kcokuk, Iowa
Humphreys, Margaret Ann	Oilton, Oklahoma
Hunter, Betty Lu	Kansas City, Missouri
Hunter, Catherine Sue	Pine Bluff, Arkansas
Iles, Otilie Elise	Davenport, Iowa
Irons, Mary	Mason City, Iowa
Irwin, Marjorie Jane	Pueblo, Colorado
Isbell, Marie Elenore	Herculaneum, Missouri
Jackson, Mary Lynn	Blytheville, Arkansas
Jeffries, Ann Garland	Springfield, Kentucky
Jenkins, Daphne Joy	Oklahoma City, Oklahoma
Jirka, Mariella Cermak	River Forest, Illinois
Johnson, Colleen	Caldwell, Kansas
Johnston, Nancy	Platte City, Missouri
Jones, Carolyn Joyce	Des Moines, Iowa
Jones, Doris	Fort Worth, Texas
Jones, Florice	Wilmette, Illinois
Keen, Elizabeth Ann	Muncie, Indiana
Kendall, Margaret Ann	Benton, Illinois
Kerley, Mary Ruth	Golconda, Illinois
Kilbury, Elizabeth Marie	Little Rock, Arkansas
Kimbrough, Alice	Halls, Tennessee
Kirk, Elizabeth Ann	Omaha, Nebraska
Kirkbride, Parham	Independence, Kansas
Knight, Elizabeth Celeste	Little Rock, Arkansas
Knight, Patricia	Sedalia, Missouri

- Knott, Nancy Plymouth, Indiana
 Kobe, Phyllis Cedar Rapids, Iowa
 Kratz, Dorothy Jean Belton, Missouri
 Kreigh, Jean Hedrick, Iowa
 Kronenberg, Irene Julia Cleveland Heights, Ohio
 Krug, Pearl Marie Paducah, Kentucky
 Kuehn, Dolores Jeanne St. Joseph, Missouri
- LaBarre, Betty Jane Algona, Iowa
 Landberg, Clara Mae Ft. Thomas, Kentucky
 Landrum, Adelene Oil Trough, Arkansas
 Laney, Carrie Lee Camden, Arkansas
 Langenbacher, Lovetra St. Charles, Missouri
 Latham, Lilla Grand Island, Nebraska
 Latham, Lillie Grand Island, Nebraska
 Latherow, Patricia Quincy, Illinois
 Leach, Imogene Perry, Iowa
 Lehman, Betty Chicago, Illinois
 Leverenz, Barbara N. Michigan City, Indiana
 Levy, Caroline Armonk, New York
 Lewis, Ida Frances Benton, Illinois
 Lewis, Lell Goodin Elizabethtown, Kentucky
 Lipscomb, Elise Dallas, Texas
 Little, Marguerite West Liberty, Iowa
 Loerke, Betty Jean Ottumwa, Iowa
 Logan, Geraldine Texarkana, Texas
 Lohr, Elizabeth Jean Litchfield, Illinois
 Lomax, Barbara Lee Dallas, Texas
 Long, Keltah C. Elizabethtown, Kentucky
 Long, Suzanne Spencer, Iowa
 Lowe, Janice Gwynne Paola, Kansas
 Lumpkins, Bonnie Gee Barbourville, Kentucky
 Lutton, Dorothy Jean Bartlesville, Oklahoma
 Lynn, Anna Louise Checotah, Oklahoma
- McClelland, Gloria D. Oklahoma City, Oklahoma
 McFaddin, Mary Ross Hope, Arkansas
 McGraw, Elizabeth Louise Sturgis, Kentucky
 McIlvaine, Betty Jo Indianapolis, Indiana
 McKee, Patricia Ann Lebanon, Illinois
 McLean, Jane Taylor East St. Louis, Illinois
 McNeill, Janice N. Little Rock, Arkansas
- Mabon, Fannie Lou Joplin, Missouri
 Macy, Gwen Sully, Iowa
 Maddox, Virginia Lee Harrisburg, Arkansas
 Magnuson, Elizabeth M. Duluth, Minnesota
 Mallory, Louise Bickett Western Springs, Illinois
 Manbeck, Barbara Ann Des Moines, Iowa

Mann, Jaynn C.	Boston, Massachusetts
Marshall, Elsie Mae	Marshalltown, Iowa
Marshall, Margaret	Fairfield, Illinois
Mathis, Nadyne	Normandy, Missouri
Matthews, Sarah	Dayton, Ohio
Mayer, Mary Louise	Omaha, Nebraska
Maxwell, Phyllis	Mt. Vernon, Illinois
Mercer, Mary Lou	Odin, Illinois
Merritt, Frances	St. Louis, Missouri
Meskell, Joan	Jefferson, Iowa
Meyer, Ruthe Corinne	Houston, Texas
Miller, Betty	Pine Bluff, Arkansas
Milroy, Jean Alice	Vinton, Iowa
Misgades, Alice Louise	Alton, Illinois
Mitchell, Sally Lou	Oklahoma City, Oklahoma
Mitton, Mary Shirley	East Tawas, Michigan
Modert, Rosemary	Mt. Vernon, Illinois
Mohme, Bonnie Jean	University City, Missouri
Moerschel, Virginia	St. Charles, Missouri
Moehlenkamp, Virginia	St. Charles, Missouri
Moore, Emilie C.	Denver, Colorado
Moore, Katherine D.	Indianapolis, Indiana
Moore, Montelle	Mexico, Missouri
Morgan, Emma Lee	Camden, Arkansas
Muchlenbeck, Doris Anne	Saginaw, Michigan
Muff, Jacquelyn Joan	Richmond, Indiana
Mullendore, Eloise	Hominy, Oklahoma
Mullins, Edith Ann	Atlantic, Iowa
Murphy, Eileen	Mt. Vernon, Illinois
Murphy, Margaret Jane	Northboro, Iowa
Murphy, Mary Elizabeth	San Angelo, Texas
Nagl, Nancy	Omaha, Nebraska
Nathan, Mary Lee	Wichita, Kansas
Neef, Ruth J.	Omaha, Nebraska
Nesbitt, Mary Ann	Miami, Oklahoma
Niedner, Carolyn	St. Charles, Missouri
Niemann, Mrs. Reva Ruchl	Normandy, Missouri
Nissley, Rosemary	Phoenix, Arizona
Oak, Betty Belle	LaCrosse, Indiana
Oppenheimer, Jerry	Chariton, Iowa
Otis, Jean	Estancia, New Mexico
Otto, Helen Caroline	Manhattan, Kansas
Overmyer, Margaret	Pine Bluff, Arkansas
Owen, Mary Nancy	Kansas City, Missouri
Painter, Ruth A.	W. Lafayette, Indiana
Papin, Nancy	Kirkwood, Missouri
Park, Barbara	Galveston, Texas

Parker, Mary Ann	St. Charles, Missouri
Pate, Patsy	Sulphur Springs, Texas
Patterson, Jane Ann	Cascade, Iowa
Paulson, Jean	Cedar Rapids, Iowa
Payne, Patsy Ruth	Wichita Falls, Texas
Payne, Pearl	Omaha, Nebraska
Pemberton, Katherine	Hot Springs, Arkansas
Pendarvis, Marian	River Forest, Illinois
Percival, Polly	Des Moines, Iowa
Person, Jo Ann	Hugo, Oklahoma
Peterson, Joanne	Higgins, Texas
Peterson, Mary Louise	Kansas City, Missouri
Phillis, Marjorie D.	Paintsville, Kentucky
Platt, Carolyn L.	Jefferson City, Missouri
Platt, Mary Ruth	Massena, Iowa
Powell, Marilyn A.	Chicago, Illinois
Powell, Patricia	Sulphur, Oklahoma
Prentice, Suzanne	Tulsa, Oklahoma
Prewitt, Lillian	Bolivar, Tennessee
Proctor, Peggy A.	Sullivan, Missouri
Raasch, Glendora	Norfolk, Nebraska
Rae, Margaret Joanne	Aruba, Netherland West Indies
Ramsey, Lucille	Parma, Missouri
Randerson, Flora Barbara	Malvern, Iowa
Rankin, Colleen	Longmont, Colorado
Ransom, Earlene	Norfolk, Nebraska
Record, Kathryn Eugenia	Dallas, Texas
Reeves, Mary	El Dorado, Arkansas
Reid, Wanda June	Muskogee, Oklahoma
Reynolds, Winifred Edna	Neosho, Missouri
Rhodes, Betty Lou	Fort Smith, Arkansas
Richmond, Grace Virginia	Advance, Missouri
Riedel, Shirley Anne	Boulder, Montana
Ritter, Elnor	St. Charles, Missouri
Roark, Betty Frances	Tulsa, Oklahoma
Roberts, Carolyn Beth	Kansas City, Missouri
Robert, Betty Jane	Tiptonville, Tennessee
Robinson, Joyce V.	Ottumwa, Iowa
Robison, Marilyn	Augusta, Illinois
Rock, Jacqueline	Oglesby, Illinois
Rode, Georgia Ann	St. Louis, Missouri
Rouse, Betty Anne	Waterloo, Iowa
Rowland, Eloise	Caruthersville, Missouri
Rozyskie, Virginia G.	Camden, Arkansas
Rucker, Barbara	Independence, Missouri
Runge, Betty Jane	St. Charles, Missouri
Rutledge, Marilou	Dallas, Texas
Ryan, Merryl Keith	Bolivar, Missouri

Sagness, Shirley Lea	Breckenridge, Minnesota
Salvo, Celeste	Crystal City, Missouri
Samples, Jonelle	Waurika, Oklahoma
Sawyer, Eloise M.	St. Louis, Missouri
Schaefer, Irma Mae	Jefferson City, Missouri
Schaefer, Janet	Omaha, Nebraska
Schaer, Wilmoth	Little Rock, Arkansas
Schatzman, June	St. Louis County, Missouri
Schaupp, Helen	W. Lafayette, Indiana
Scheele, Melba Jeanette	St. Louis, Missouri
Schenk, Marie Louise	Kirkwood, Missouri
Schmidt, Virginia	Eldora, Iowa
Schneider, Doris Marie	St. Louis, Missouri
Schroder, Helen Janet	Curtis, Nebraska
Schroer, Betty	St. Charles, Missouri
Schwab, Jacqueline	Oklahoma City, Oklahoma
Scott, Betty	Omaha, Nebraska
Scott, Josephine	State Center, Iowa
Scruby, Harriet	Omaha, Nebraska
Seip, Mary Lynn	Plymouth, Indiana
Settle, Joann	Richmond, Missouri
Shaeffer, Dorothy Ellen	Herrin, Illinois
Shaeffer, Marjorie Lee	Wichita, Kansas
Shanks, Carolyn Jane	Drumright, Oklahoma
Shannon, Thelma Jean	Newport, Arkansas
Sharick, Patsy	Indianapolis, Indiana
Sherman, Sarita	Chicago, Illinois
Shook, Betty	San Angelo, Texas
Shroder, Joanne Louise	Memphis, Tennessee
Sieck, Geraldine	St. Charles, Missouri
Slothower, Jeanette	Wichita, Kansas
Smith, Mary Jane	Hannibal, Missouri
Sneyd, Mary Lou	Galveston, Texas
Spitzer, Alice Marie	Parma, Missouri
Stahl, Helen Joan	Bellevue, Ohio
Stanton, Mary Julia	Rushville, Missouri
Stanze, Hildagarde	St. Louis, Missouri
Stevenson, Ellen Blaine	Chicago, Illinois
Stevenson, Ruth	Holdenville, Oklahoma
Stockton, Annabelle	Pleasantville, New York
Stoery, Betty Renee	Estherville, Iowa
Stokes, Kathrine Marie	Crockett, Texas
Strumpell, Kathryn E.	Sumner, Iowa
Sturner, Jeanne	Chicago, Illinois
Sugrue, Nancy Jean	University City, Missouri
Swenson, Jeanne	Morganville, Kansas
Swilley, Mary Medora	El Dorado, Arkansas
Swinchart, Gloria Lee	Waterloo, Iowa

Syler, Betty Nell	Fort Worth, Texas
Szilagyi, Marie Anna	Dallas, Texas
Tabor, Mary Elizabeth	Checotah, Oklahoma
Tanner, Marjorie Ann	Jefferson City, Missouri
Temple, Suzanne	Texarkana, Arkansas
Thomas, Sally	Joplin, Missouri
Thompson, Gloria	Little Rock, Arkansas
Thompson, Helen M.	Michigan City, Indiana
Thomure, Dolores	Bonne Terre, Missouri
Thread, Kathleen	Albion, Illinois
Thusen, Joan A.	Marshalltown, Iowa
Tilden, Jean Kathryn	Rogersville, Tennessee
Tilley, Pauline	Great Bend, Kansas
Tillman, Mary Helen	Pawhuska, Oklahoma
Titus, Ruth Louise	Great Bend, Kansas
Tower, Phyllis	Greenville, Michigan
Trapp, Sarah Jane	Kansas City, Missouri
Trimble, Carolyn C.	Hope, Arkansas
Tuggle, Virginia Lee	Gallatin, Missouri
Tuttle, Patricia	St. Charles, Missouri
Tyson, Mary Alice	Denmark, Tennessee
Ullery, Betty Marie	South Bend, Indiana
Vanecek, Doris	Omaha, Nebraska
Vermilye, Gloria Jean	Independence, Missouri
Vestal, Joyce Eloise	N. Little Rock, Arkansas
Viar, Martha	Steele, Missouri
Vineyard, Marilyn	Wichita, Kansas
Waelder, Ada	Wichita Falls, Texas
Waldron, Patricia	Oak Park, Illinois
Wallace, Nancy Jane	Oak Park, Illinois
Walrath, W. Jeanne	Gering, Nebraska
Walsh, Patricia Clair	Clayton, Missouri
Warring, Virginia	Clayton, Missouri
Wasserman, Rosalie	Omaha, Nebraska
Watlington, Frances E.	Texarkana, Texas
Waye, Barbara	St. Charles, Missouri
Waye, Ruth	St. Charles, Missouri
Wehrle, Donalee	Eureka, Missouri
Weiss, Virginia	Richmond, Indiana
Welshons, Mary Ruth	Blytheville, Arkansas
Wertz, Barbara	Evansville, Indiana
Wescott, Beverly	Omaha, Nebraska
Westfall, Lorraine	Chicago, Illinois
Wexner, Barbara Nina	Houston, Texas

Wheeler, Betty Deane	Paintsville, Kentucky
Wherry, Frances E.	Arlington, Virginia
Whitford, Jacqueline	Dawson Springs, Kentucky
Whitnell, Mary Lynn	Kansas City, Missouri
Whitten, Helen Virginia	Cheyenne, Wyoming
Wilde, Marjorie	Dallas, Texas
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Wilkerson, Betty	Newport, Arkansas
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Willbrand, Phoebe Ann	St. Charles, Missouri
Williams, Anna Mary	Paintsville, Kentucky
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Wilson, Ruby	Valley Center, Kansas
Wilson, Ruth	Valley Center, Kansas
Wise, Shirley Ruth	Dallas, Texas
Withers, Jane	Denver, Colorado
Wood, Dorothy Ann	Little Rock, Arkansas
Wood, Mary Lou	Dayton, Ohio
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Wyatt, Mary Evelyn	Roswell, New Mexico
Yahr, Helen	Beeville, Texas
Yoder, Rebecca	Roswell, New Mexico
Youmans, Patricia Ann	Poteau, Oklahoma
Young, Martha	Marion, Iowa
Zeigler, Betty Lee	Blue Mound, Illinois

ENROLLMENT BY STATES, 1943-1944

Alabama	1
Arizona	1
Arkansas	40
California	1
Colorado	6
Illinois	65
Indiana	24
Iowa	56
Kansas	24
Kentucky	16
Massachusetts	1
Michigan	7
Minnesota	2
Missouri	105
Montana	1
Nebraska	30
New Mexico	6

New York	2
Ohio	12
Oklahoma	33
Tennessee	11
Texas	38
Virginia	1
Wisconsin	4
Wyoming	1
West Indies	2

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Index



	Page
Accredited Schools	37
Accrediting	25
Administration	16
Admission—	
To College of Arts and Science	37
To School of Music	37
To School of Vocations	37
Advanced Standing	38, 129
Advertising	57, 95
Aims and Purposes	3
Alumnae Clubs	188-193
Application for Admission	37
Appointments Committee	106
Aptitudes	5, 6, 7
Architecture	54
Athletic Association	115
Attendance at Classes	45
Bequest, Form of	194
Board of Directors and Committees	14, 15
Boarding Department	32
Book Store, College	29
Buildings—	
Ayres Hall	27
Butler Hall	27
Cupboard, The	30
Eastlick Hall	30
Gables, The	30
Greenhouse, The	30
Irwin Hall	28
Lillie P. Roemer Fine Arts Building, The	30
Lodge, The	31
Margaret Leggat Butler Library	29
Niccolls Hall	27
Roemer Hall	28
Senior Hall	30
Sibley Hall	26
Watson, The	31
Business Law	123
Calendar of College Year, 1942-1943	12
College Calendar, 1943-1944	13

Certificates, Requirements for:

Associate in Arts	42
Business	125
Commercial and Industrial Design	154
Costume Design	153
Home Economics	112
Interior Decoration	153
Physical Education	119
Public School Art	152
Public School Music	144
Speech and Dramatics	159
State Certificates to Teach	98
Certificates to Teach	98
Child Development	79, 82, 112
Child Life	79, 82, 112
Choir	129
Citizenship	5, 47, 65
Club Room	29
College of Arts and Science	47
College Bank	33
Commercial and Industrial Design	154
Community	5, 81
Concerts	130
Consumer	56
Contemporary Literature	60, 61
Costume Design	153
Costume History	109
Courses of Instruction (see Departments of Instruction).....	44
Credits, Entrance	38-40
Current Economic Problems	57
Curriculum	5
Dancing	115, 116, 117, 119
Degrees, Requirements for—	
A. B. (Bachelor of Arts)	42
B. M. (Bachelor of Music)	127
B. S. (Bachelor of Science)	97
Departments of Instruction:	
American Contemporary Civilization	47
Art	146
Bible	47
Biological Science	49
Chemistry	74
Classical Languages and Literature	53
Economics	56
Education	98
English	58
French	69

Geography	62
German	70
Government (see History and Government)	62
Greek	53
Gymnasium (see Physical Education)	114
History and Government	62
Home Economics	109
Journalism (see English)	59
Latin	53
Library Science	66
Mathematics	67
Modern Languages	68
Music	84, 127
Philosophy	72
Physical Education	114
Physical Science	74
Physics	76
Psychology	78
Radio (see Speech and Dramatics)	158, 159
Religion	47
Secretarial	122
Sociology	80
Spanish	71
Speech and Dramatics	155
Theory of Music	84
Zoology (see Biological Science)	50
Departmental Societies	35
Dietetics	111
Diplomas, Requirements for—	
Music (Piano, Organ, Voice or Violin)	128
Dismissal of Students	33
Dormitories (see Residence Halls)	26
Dress Design	153
Elementary Teaching	98, 100, 101
Enrollment—	
Enrollment by States	186
List of Students Enrolled	176
Entertainments	34
Entrance (see Admission)	37
Equipment	31
Events and Speakers of the Year	166
Examinations, Entrance	38
Expenses	9
Faculty	19
Family	79, 82
Fees	9
Fire Protection	31

Filtration Plant	32
Food and Clothing	109-113
Furniture	33
General Information	44
Government and Discipline	33
Grades—	
Explanation of Grading System	46
Grades of Courses	44
Grade Points	43
Graduates, 1941-1942	174
Greenhouse	30
Grounds	26
Guests	34
Guidance	8
Harp	142
Health and Hygiene	32, 49, 78
Heating Plant	31
High School Teaching Requirements	102-106
History of Lindenwood	25
Home Life	34
Homemaking	79, 109, 111
Home Nursing	111
Honor Societies	35
House Plans and Furnishing	110
Household Management	111
International Relations	6, 66
Journalism	59, 62
Junior College Certificate, Arts and Science	42
Kindergarten	101
Labor	57
Laboratory Technician	90
Laundry	10
Library	29
List of Students, 1942-1943	176
Little Theatre	155
Location	26
Lounge	28
Merchandising	57, 95
Missouri College Union	25
Missouri State Requirements to Teach	98-106
Museum	29
National Association of Schools of Music	25, 130
North Central Association	25
Numbering of Courses	44
Nursing	90
Office Practice	123
Orchestra	130, 132
Organ	134, 138

Pageantry	118
Painting	149, 150
Personnel	8
Physical Education	114
Post Office	29
Pre-Medical	90
Pre-Nursing	90
Prerequisite Courses	44
Primary	101
Prizes and Awards, 1941-1942	172
Public School Art	152
Public Welfare Administration	83
Radio Speech	158
Recreation Rooms	28
Registration	40
Regulation of Studies	38
Religious Culture	34
Religious Work	88
Reports to Parents	46
Representative Curricula	88-97
Requirements—	
Admission	37
Graduation (see Degrees, Diplomas, and Certificates)	41
Major	43
Minor	43
Residence	46
Residence Council	170
Residence Halls	26
Riding	116
Scholarships and Awards	172
Schools—	
School of Music	127
School of Vocations	97
Secretarial	122
Social Case Work	93
Social Centers	28
Social Group Work	94
Sororities	35
Speech Correction	155
Sports	116
Stagecraft	156
Standing of College	25
State Teaching Certificates	98-106
Student Activity Fund	9
Student Council	33, 170
Student-Faculty Committee	33, 171
Student Government	8, 33
Student Guidance and Personnel	8

Student Roster, 1942-1943	176
Student Supplies	36
Swimming	116
Swimming Pool	31
Teaching	98-106
Teachers' Certificates	98-106
Technician	90
Transcripts	38
Vacations	35
Vocational Guidance	8
Vocations	5, 6, 7
Water and Sanitation	31
Withdrawal—	
from College	10
from Courses	45
of Courses	44
Women	81
Y. W. C. A.	34, 171

To Our Friends



Lindenwood College has entered upon a new era of its history. Generous friends have been contributing largely to its support. The beginning of New Lindenwood has fairly started. Greater things are yet to come and greater things yet to be done. To reach the goal of a great woman's college, well equipped and heavily endowed, will require the enlisting of all our friends in doing according to their means. If you have not remembered Lindenwood College in your will, do so at once. A form of bequest is appended for your guidance.

The Board of Directors has established an Annuity Fund which will enable donors, unable to do without an income, to receive a life annuity according to age. This is a safe and secure form of investment and gift to the college.

Opportunity is also given for endowment of chairs in the college. Fifty thousand dollars has been given to endow the Bible chair.

My Will



I give, bequeath and devise unto Lindenwood Female College, a corporation, of St. Charles, State of Missouri, the sum of..... Dollars (\$.....) to be paid to the Board of Directors of said college, and by them used in the improvement of and additions to the buildings and property of said college, or as an endowment fund, according to the discretion and judgment of said directors. I give to said directors full power and authority to hold, manage and control said trust fund and to sell, transfer and convey and invest and reinvest the same, according to the discretion and judgment of said directors.

Dated..... Signed.....

Witness..... Witness.....

