ADDITIONS TO THE COLLEGE FAMILY

The Administration

MARION D. BARNES . . . . . . . . . . . . President
  B.S., University of Arkansas; A.M. and Ph.D.,
  Columbia University
JOHN W. SHOOP . . . . . . . . . . . . Business Manager
  B.S., Purdue University
RAYMOND H. DAMERON . . . . . . Dean of Students
  B.S., Pennsylvania Military College; B.D.,
  Covenant Theological Seminary
JOEL BELZ . . . . . . . . . . . . Director of Public Relations
  A.B., Covenant College

The Faculty

NICHOLAS P. BARKER . . . Assistant Professor of
  English
  A.B., Princeton University; Candidate for the
  Ph.D. degree, University of Minnesota
N. ELIZABETH CLARK . . . Instructor in History
  A.B. and A.M., Butler University
ROBERT COUNTRESS . . . . . Lecturer in Bible
  A.B., and A.M., Bob Jones University, Candidate
  for Ph.D. degree, Bob Jones University (to be
  awarded May 1966)
GRACE HARRIS . . . . . . . . . . Instructor in English
  A.B., Calvin College; A.M., Ohio University
GARY HUISMAN . . . . . . . . . . . Librarian
  A.B., Calvin College; M.S., Western Michigan
  State University
ROGER LAMBERT . . . . . Instructor in German  
Zertifikat, University of Heidelberg; A.B., Asbury  
College; B.D., Covenant Theological Seminary  

LAWRENCE LAUGESEN . . . Assistant Professor of  
Physics  
A.B. and A.M., Denver University  

EDNA TUGGY . . . . . . Instructor in Music  
A.B., Wheaton College Conservatory of Music  

J. NEWELL VONCKX . . . . Lecturer in English  
A.B., University of Illinois; A.M., University  
of Chicago  

Assistant  

DONALD CRONK . . . . Assistant in History  
A.M., Houghton College; A.M., Vanderbilt  
University  

ROBERT WESTCOTT . . . . Assistant in Biology  
B.S., Wheaton College; Th.M., Dallas Theological  
Seminary  

The Staff  

JOSEPH COGGEHALL . . Superintendent of Buildings  
and Grounds  

GEORGE MCKINLEY . . . . Food Service Manager  

PHYLLIS CROOKS . . . . Bookkeeper and Cashier  

MRS. HENRY RILEY . . . . . College Hostess
WHAT
DOES A COVENANTER
KNOW?

Many things. But hopefully, many more things as an end-of-the-long-road senior than when he entered as an eager but bewildered freshman. At Covenant, this should mean that . . .

. . . he knows the basic principles governing all human study, and goes far beyond those basics in at least one field.

. . . he knows his place in history, having a knowledge of its facts, a keen historical sense, and an awareness of his own social responsibility.

. . . he knows how to communicate effectively, reading with an inquiring mind in at least one foreign language as well as in English, and writing with clarity and force.

. . . he knows—because he has grounded all his study in the truth of the Word of God—what is a proper and an adequate philosophical self-awareness.

High goals? Of course. But goals that are not at all impossible for the student seriously interested in knowing all that an educated man knows.
PURPOSE

Covenant College, when everything else has been said, is a dynamic idea that should affect the life and outlook of every student who enrolls and concerns himself seriously with his responsibilities here.

The principle is most explicitly articulated in the content of the academic disciplines offered here. But it is also practically demonstrated in day-to-day activities.

The principle declares that every true Christian, wherever he is or whatever he does, has the awesome responsibility first to discover, then to respond in a personal way, and finally to communicate clearly to the rest of the world the eternal truth of God's revelation to man.

That is a Covenant education.

But God's revelation is an immense thing. In its fullest sense, it is neither quickly nor easily known. Its foundation is the infallible Scripture, interpreted at Covenant according to the Westminster Confession of Faith. But the revelation is not complete until we understand and appreciate God's providence at work in history, in science, in philosophy, in the arts, and in all of mankind's complicated society.

There is no area of genuine truth which the Christian scholar should fear to explore. Truth is not merely consistent with the
Christian faith; that faith is the only sure starting point and clear perspective for the continued discovery of truth.

With such a philosophy of education in mind, the Evangelical Presbyterian Church (now the Reformed Presbyterian Church, Evangelical Synod) established Covenant College in 1955. The school was located in St. Louis, Missouri, until 1964, when the board of trustees approved its move to the present campus.

The first in several steps in the rugged climb toward full accreditation came in the spring of 1964 when the Board of Education of the State of Georgia gave the college full authority to grant the degrees of Bachelor of Arts and of Bachelor of Science in Nursing.

THE CAMPUS

Covenant College's campus and physical facilities, although not presently fully developed, are indeed unique among the world's college and university plants. Located on the very top of Lookout Mountain, more than 1500 feet above the city of Chattanooga, Tennessee, the college is surrounded not only with the splendor of natural beauty, but with a wealthy depository of historical shrines. To call it a colorful environment is only to suggest the beginnings of fascinating attachments which students will form with their new home.

The large structure which dominates both the property and the mountain itself was constructed in 1928 as a luxurious resort hotel. As such, it was operated successfully for a number of years before falling finally into an unfortunate series of business failures. Its use during those years as a convention center made it ideal in many respects for conversion to use as a liberal arts college. At the present time, classrooms, dining facilities, libraries, dormitories, chapel and student lounges are all located under one roof in the expansive building. The plant also includes a large recreational room, a swimming pool, tennis courts, and a putting golf course.

The mountain-top campus lends itself well to development and expansion as the student body grows. In January, 1965, the college's board of trustees approved a plan leading to the construction of a library building, a science building, a chapel, and a gymnasium within the next five years.
LIBRARY

The College library is being constantly enlarged through purchases and gifts of books. Recognizing the importance of developing the library, the student body adopted as its project for 1964-1965 the raising of $1500 for the purchase of books. The board of trustees has more than doubled the library's budget for the purchase of books and periodicals for the coming five years.

Donations of valuable volumes have come from the Chattanooga area and from many other friends of the College. One notable contribution of the past year is a growing collection on science and the Christian faith from Dr. James F. Jekel.

To increase the materials available to the students, the library has provided a union catalog of private faculty collections. Use of local facilities is made possible by a weekly college-sponsored trip to the Chattanooga Public Library.

The College's own holdings have been increased to approximately 11,000 volumes. The reference collection now includes the standard works in all the main areas of the liberal arts curriculum.

STANDARDS OF CONDUCT

The Spiritual Motive. Because Covenant College is a Christian institution, it desires to provide and maintain an atmosphere which is thoroughly conducive to the spiritual growth of the young people on the campus, some of whom are perhaps more mature in their spiritual lives than others. A standard of conduct based upon the Scripture is, therefore, desirable and necessary to provide the proper environment for this growth.

All of the activities of Christians should be subordinated to the glory of God. The Christian's body is the temple of the Holy Spirit and must therefore be treated as such. The Christian will be aware that the stewardship of his time, talents and resources affects his testimony before God and men. He must avoid any practices which would cause a loss of personal fellowship with Christ or make him less sensitive to his own sin or the needs of a lost world about him.

But also, the Christian must realize that the Scripture teaches that many practices, which may not be intrinsically evil, can and do become a stumbling block to others and therefore must be
avoided. In an institution where it is necessary to meet the needs of all, certain restrictions must be laid down which might never be necessary in the individual's own personal or family life. The student at Covenant College, however, is expected cheerfully and voluntarily to abide by the regulations which have been made for the good of all. It should be clearly understood that in establishing these regulations for the college life there is no thought of judging others who might engage in some of the practices which are not permitted the students either on or off the campus.

The Specific Regulations. The act of registration is considered a pledge on the part of the student to abide by the rules and regulations of the faculty and the governing board of the College. Attendance at Covenant is always a privilege, and not a right.

In sensing the need for spiritual growth in the lives of all the College community, and in attempting to provide the most conducive atmosphere for this growth, all members of the Covenant family (faculty, staff and students) are asked:

1. To seek in all things to live in conformity to the moral law of God as set forth in the Word of God; and

2. To abstain from such practices as use of alcoholic liquors and tobacco, attendance at theaters, participation in dancing and gambling games.

Although these restrictions may seem arbitrary to some and unnecessary to others, experience has proved that a more happy, harmonious campus life will result if these practices, so detrimental to many, are omitted. Of course, their mere omission will not produce spirituality, but the heart attitude motivating such omission will provide a proper atmosphere for its development.

Because the bond of unity and harmony in Christian fellowship is so vital to the spiritual well-being of the entire College family, those students who do not voluntarily cooperate with the regulations of the College, or whose attitudes or activities are considered to be injurious to the maintenance of wholesome campus life, may be required to withdraw.

The Social Ideal. Since Covenant College has as its purpose not only the spiritual and intellectual preparation of young people for lives of service to the Lord, but also the cultivation in each Chris-
tian of those gracious qualities which characterized the life of our Lord and which are given social application in the thirteenth chapter of First Corinthians, the student will find that considerable emphasis is placed on this important aspect of Christian personality.

To be at ease in new social situations, to know the appropriate conduct and dress for various formal and informal occasions, to respond instinctively with courtesy and thoughtfulness to others of all ages—in short, what the world calls good manners, but what we more accurately might call the Christian graces—are not only evidences of the truly educated man and woman, but are measures of the degree to which we have “let the beauty of the Lord our God be upon us.” Cheerful cooperation in the pursuit of these worthwhile aims is expected at all times.

Detailed regulations concerning student life, as well as general information about campus activities, are published in the Student Handbook.

PRACTICAL SERVICE

The attitude toward work developed by the student during his college years is often a determining factor in his total usefulness in life service for his Lord. The practical work program is considered a vital and important part of Covenant’s educational and training program. Work assignments including maintenance, domestic, and office jobs are made for each student: three hours per week for those living on the campus, and a proportionate share of time for students living off the campus.

CARS ON CAMPUS

Freshmen, with the exception of day students who must supply their own transportation to the campus, are not normally permitted to keep cars on the campus. Other students may bring cars to the campus, but must register them with the Office of the Registrar during the first week of each semester and must display the identifying sticker obtainable upon payment of the auto registration fee (see Fees and Expenses). These funds are used to enlarge and maintain the drive and parking areas of the campus.
General Information

Parking violations on campus drives and parking lots are penalized by fines which are collected by the Business Office.

Except in unusual circumstances approved by the Committee on Scholarships, students maintaining cars while in college are not eligible for most scholarships or for work assignments.

The Evening School in Chattanooga

The College offers a number of courses on Monday, Tuesday, and Thursday evenings for the benefit of residents of Chattanooga and vicinity. Courses may be taken for credit or for personal enrichment. For information on admission, fees, courses, and hours, write the Director of Admissions, Evening School, Covenant College, Lookout Mountain, Tennessee 37350.
THE SUMMER SCHOOL

A six-week summer school is normally conducted on campus each year immediately following the close of the spring semester. The summer session not only provides an opportunity for students currently enrolled in the College to make up deficiencies, earn extra credits, or take required units in order to lighten their loads during the regular semesters, but it also offers an opportunity for pastors and Christian workers to take refresher or other courses.

The curriculum for the summer school is regulated by demand. A maximum of eight credit units may be earned during the summer term. For information on admission, fees, and courses, write the Director of Admissions, Summer School, Covenant College, Lookout Mountain, Tennessee 37350.

THE EXTENSION SCHOOL IN ST. LOUIS

For the benefit of those living in the St. Louis metropolitan area who are employed during the day-time class hours, the College offers a number of courses in an evening school conducted on campus by its faculty during the fall and spring semesters. Courses may be taken for credit toward a degree or simply for personal enrichment. For information on admission, fees, courses, and hours, write the Director of Admissions, Extension School, Covenant College, Box 68, Creve Coeur, St. Louis 41, Missouri.

COLLEGE PUBLICATIONS

In addition to the information bulletins, of which this catalog is one, Covenant College sponsors the following publications:

The Bagpipe, a weekly student bulletin of current campus news and announcements.

The Tartan, the college annual.

The Thistle, a bi-monthly news bulletin published by the Covenant faculties.
ADMISSION

A student is admitted to Covenant College on certificate from his secondary school, by transfer, or, in special cases, by examination. The Committee on Admissions, in evaluating the records of the applicant, seeks to select students who give evidence of possessing the particular qualities of mind and purpose which an education in a Christian liberal arts college requires and whose personal qualifications give assurance that they will be responsible and contributing members of the college community.

Covenant College was approved for nonimmigrant students on September 24, 1956, by the District Director of the Immigration and Naturalization Service. Covenant College is also approved for the training of ex-service personnel under Public Laws 550 and 634. Covenant College meets the criteria established by the United States Office of Education for listing in its Higher Education directory.

Application for Admission. Application for admission must be made on the official form obtainable from the Director of Admissions. A fee of five dollars must accompany each application. This fee is not refundable, since it covers only the expense of processing an application, evaluating credentials, and establishing a permanent record. The student should request his secondary school to send its official transcript of his record directly to the Admissions Office;
and, if the student is applying for advanced standing, he should also request official transcripts to be sent directly to the Admissions Office from any college or other educational institution in which he has earned credits.

Each student must also submit with his application for admission a physician's certificate on forms furnished by the College.

Apartments for married students are readily available near the campus at reasonable rates.

**Admission from a Secondary School.** A candidate for admission should be a graduate of an approved secondary school. The student should have at least 15 units, each unit representing one year of satisfactory work in a subject. The units should be distributed as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Mathematics (algebra, geometry, trigonometry)</td>
<td>2</td>
</tr>
<tr>
<td>One foreign language</td>
<td>2</td>
</tr>
<tr>
<td>History and social studies</td>
<td>2</td>
</tr>
<tr>
<td>Natural science</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>4 or 3</td>
</tr>
</tbody>
</table>

Not more than four units in vocational or commercial subjects are acceptable. However, a course in personal typewriting is recommended.

Since the primary concern is evidence that a student is prepared to carry on college work, the Committee on Admissions is willing to consider the applications of students whose preparation may vary from the usual pattern. For instance, students may be admitted if they are graduates of an approved secondary school, or if they have equivalent education representing a four-year course of study, provided they rank above average in a battery of tests given at Covenant College.

Honorably discharged military personnel who attain a satisfactory score either on the General Educational Development Tests administered in the service, or on a battery of tests given at Covenant College, may also be admitted. The College tests include such specific subjects as English and mathematics as well as general scholastic aptitude.

Students who have a deficiency of not more than two secondary school units in their entrance requirements may be admitted on
probation to take a limited amount of freshman work while they are making up their deficiencies. All deficiencies, however, must be made up before the beginning of the sophomore year.

*Admission to Advanced Standing.* Students with satisfactory records from other colleges or educational institutions of approved standing will, provided the courses have been completed with a grade not lower than a C, ordinarily be granted advanced credit.

Veterans are given credit for technical training in accordance with *A Guide to the Evaluation of Educational Experiences in the Armed Services*, published by the American Council on Education, Washington, D.C.

Transfer students from non-accredited institutions will receive conditional credit for courses taken in those institutions. They will be required to maintain an acceptable academic standing in Covenant College for a full semester before conditional transfer credit becomes final. Transfer students may, with the consent of department heads, be excused from certain required courses for which they have had equivalent general subject matter in a non-accredited institution. They will, however, substitute elective credit units equal to the required courses omitted.

No student admitted from another institution will be eligible for graduation from Covenant College until he has completed a minimum of 30 academic units in this institution.

*Special Students.* The College will admit as special students mature persons who do not wish to work for a degree because of personal objectives or because of irregularities in qualifications. Such students must submit satisfactory records of education and experience and obtain the approval of the chairman of the department in which the courses are to be taken. Special students will not receive college credit. They will be required to pay the regular tuition fees.

*Auditors.* Persons who do not wish to register for credit or as special students may be permitted to register as auditors under the following conditions: (1) that they pay the tuition charge for the courses enrolled and the regular fees (no additional fee for students registered for a full-time credit load); (2) obtain the consent of the instructor; and (3) audit only courses for which there are
adequate classroom and laboratory facilities. Graduates of Covenant College and of Covenant Theological Seminary may audit courses without tuition charge, unless they wish to apply credit toward another degree. All permissions and registrations for auditing courses shall be filed in the Registrar’s Office.

REGISTRATION

Orientation. During the first week of the fall term, new students arrive on campus, ahead of upperclassmen, for a special program of orientation. In this period, they take achievement and placement tests, attend lectures on student life and traditions, become acquainted with campus facilities, receive preregistration counseling, participate in social gatherings, and complete their registration.

As a continuing part of the new student’s orientation to college life, permissions for off-campus weekend or overnight visits will not be granted until the fifth weekend after registration.

Registration Rules. All students will be expected to register during the regular registration periods at the beginning of each semester. Late registration will entail a fee of $10.00.

A student is not considered fully registered until he has either paid the entire amount of his semester’s charges or made satisfactory arrangements with the Business Office for deferred payments.

The tenth day of classes in each semester is the last day it is possible to register for full credit in any course. All work missed must be made up.

Course Load. Regularly enrolled students will be expected to carry seventeen credit units per semester. Students will not be allowed to register for more than nineteen units without special permission. Those students whose classwork is below standard, or who find it necessary to be employed for more than twenty hours of work each week, may be required to reduce their programs of study.

Dropping or Changing Courses. A student who wishes to withdraw from an individual course, or to change his enrollment from one course to another, must have the express permission of the Registrar. In general a student may not withdraw from a course after the end of the fifth week without receiving an F for the course, un-
less his grade average at the time of withdrawal has been C or higher. No student will be allowed to change courses after the tenth day of class in any semester. A fee will be charged for all class changes unless the circumstances requiring the change are beyond the control of the student.

Withdrawal from the College. Students desiring to withdraw from school before the end of a semester must notify the Registrar on the proper form. For refunds see page 26.

THE TESTING PROGRAM

During the orientation period in the fall all entering freshmen are required to take the Covenant College placement tests. Students whose scores are not acceptable may be required to withdraw or to take reduced academic loads.

Before graduation all seniors are required to take the Graduate Record Examination Area Tests and Aptitude Test. Those students who have majored in history, philosophy and English may also take the special tests in the fields of their specialization, now required by many graduate schools.

Seniors majoring in certain fields will also be required to take comprehensive department examinations.

SCHOLASTIC STANDARDS

One of the criteria for the granting of the Bachelor of Arts and Bachelor of Science degrees is the satisfactory completion of required courses with a grade point average of 1.0 in all subjects.

The Credit and Grading System. A unit is a measure of quantity, representing the amount of credit given for attendance in class for a period of fifty minutes once a week throughout the semester.

A grade point is a measure of quality assigned to or withheld from units of credit according to the system of grades in force in the College.

Grades are assigned as follows:
A means superior and carries 3 grade points per unit of credit.
B means good and carries 2 grade points per unit of credit.
C means average and carries 1 grade point per unit of credit.
D means unsatisfactory and, although a passing grade, carries no grade points.
Academic Information

F means FAILING and involves a -1 grade point per unit of credit. Inc means INCOMPLETE and indicates that part of the required work for the semester has not been completed. Such work must be completed before the beginning of the second following semester or it will be recorded as Incomplete and averaged as Failure.

The grade assigned after the removal of an Incomplete will not be higher than C unless, in the opinion of the Registrar, after consultation with the instructor, the original Incomplete was assigned because of circumstances beyond the control of the student.

The standing of all students having grades below C is reported to the Dean at the middle of each semester.

Proficiency in English. Instructors in all departments of Covenant College expect the oral and written work of students to be in clear and correct English and to show competence in the organization and development of facts and ideas.

No student will be permitted to register in a Bachelor of Arts program beyond the fourth semester without having successfully completed the basic English requirement (that is, English 1-2, with a grade of C or higher) either in Covenant summer school, a regular session, or (if he secures written permission in advance) an equivalent course at a summer session in another approved institution.

Students having met the basic English requirement must continue to write and speak acceptable English throughout college. Those whose use of English is consistently unsatisfactory, and therefore below the academic standard set by the faculty for a graduate of Covenant College, will be reported to the chairman of the English department for non-credit corrective work.

Probation. Students are expected to maintain the highest level of scholarship of which they are capable. A student whose grade-point average in a given semester falls below 1.0, or whose cumulative grade-point average for more than one semester is below 1.0 will be placed on academic probation, a warning that the student is not making satisfactory progress toward a degree. Unless the quality of his work improves, the student's record will be examined by the faculty and consideration given as to whether he should be contin-
Students on probation will not be allowed to represent the College in extracurricular activities.

A student placed on probation at mid-semester for current marks may be removed from probationary status for the remainder of the semester by raising his grade point average to 1.0.

Absence and Tardiness. All students are expected to attend classes and chapel regularly. Absence from classes in any course will affect the quality of work in the course and ultimately affect a student's academic standing.

The number of absences allowed from a class without penalty is determined by the number of credit units assigned to the course, the formula being one absence without penalty for each credit unit. Tardiness counts as one-third of an absence. Absences in excess of the allowed number will reduce a student's grade point total at the rate of one point for each three absences. Chairmen are to determine in consultation with department members the number of absences a student may have and still pass a course.

Each student is responsible for all work missed because of absences from class, for explaining to the instructor the reason for his absences, and for discussing with the instructor the possibility of making up missed work. Instructors are under no obligation to make special arrangements for students who are absent from class without official excuses.

An absence from the last meeting of any course preceding or the first meeting following a holiday will be counted double.

Chapel absences are also penalized. A student's grade point total will be reduced at the rate of one point for each two chapel absences in excess of five, unless special permission for the absences has been granted in advance by the Dean.

Classification of Students. Students who have at least 15 acceptable units of entrance credit are classified as Freshmen. Sophomores must have at least 26 units with a grade-point average of 1.0.

Juniors must have not less than 54 semester units with a grade-point average of 1.0.

Seniors must have not less than 86 semester units with a grade-point average of 1.0.
Scholastic Honors. The Dean's List, which is announced at the close of each semester, contains the names of all students who have taken 14 or more hours with a grade-point average for the semester of 2.25, with no courses incomplete.

Seniors who have been on the Dean's List each semester continuously since their freshman year will be excused from second semester final examinations, except in their major field if a department comprehensive examination is required.

Students who maintain a grade-point average of 2.50 throughout their college course will be graduated cum laude. Those who maintain an average of 2.75 will be graduated magna cum laude. Those who maintain an average of 2.90 will be graduated summa cum laude.

Specific Requirements for Graduation

Because the faculty believes that a liberal arts education should be broad and inclusive, involving a student in significant ways with those ideas and values of continuing concern to thinking man and providing him with historical and spiritual perspectives against which to view the complex problems of our society, the College has set a number of basic requirements for graduation.

Certain core courses are required of all students:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>c 1-2 English Composition</td>
<td>8</td>
</tr>
<tr>
<td>c 3 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>c 4-5 Introduction to Literature</td>
<td>6</td>
</tr>
<tr>
<td>c 6-7 Western Civilization</td>
<td>10</td>
</tr>
<tr>
<td>c 8-9 Biblical Introduction</td>
<td>6</td>
</tr>
<tr>
<td>c 10-11 Life of Christ</td>
<td>6</td>
</tr>
<tr>
<td>c 12-13 Philosophy of the Christian Faith</td>
<td>6</td>
</tr>
<tr>
<td>c 14-17 Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>c 18 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>c 19 Introduction to Music</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must make a selection in each of the following groups:

(A) FOREIGN LANGUAGE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>c 20-23 Classical Greek</td>
<td>14</td>
</tr>
<tr>
<td>c 24-27 Modern German</td>
<td>14</td>
</tr>
<tr>
<td>c 28-31 Modern French</td>
<td>14</td>
</tr>
<tr>
<td>c 32-35 Modern Spanish</td>
<td>14</td>
</tr>
</tbody>
</table>
Recommended distribution of core courses:

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th>Sophomore</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>4 4</td>
<td>Intro. to Literature</td>
</tr>
<tr>
<td>Western Civilization</td>
<td>5 5</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>Biblical Introduction</td>
<td>3 3</td>
<td>Life of Christ</td>
</tr>
<tr>
<td>*Science</td>
<td>4 4</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½ ½</td>
<td>Logic or Mathematics</td>
</tr>
<tr>
<td></td>
<td>16½ 16½</td>
<td>General Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Junior**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>3 3</td>
<td>Philosophy of the Christian Faith</td>
</tr>
<tr>
<td>Major Course Requirements and Electives</td>
<td>13 13</td>
<td>Major Course Requirements and Electives</td>
</tr>
<tr>
<td></td>
<td>16 16</td>
<td></td>
</tr>
</tbody>
</table>

*A student electing foreign language as a freshman would probably delay science till his junior year. A student planning a mathematics major will register for Mathematics 101-102 as a freshman. A student planning a music major will register for Applied Music as a freshman.*

**SPECIAL PROGRAMS**

**Nursing.** The Department of Nursing Education offers a five-year combined general education and professional nursing curriculum leading to the degree of Bachelor of Science in Nursing from Covenant College and to a Diploma as a Graduate Nurse from a hospital School of Nursing approved by Covenant College.

For specific requirements, see Department of Nursing.
Academic Information

English and Music Teaching. For descriptions, see bulletins obtainable from the English and Music department chairmen, respectively.

GENERAL REQUIREMENTS FOR GRADUATION

The Bachelor of Arts Degree. Upon recommendation of the faculty and approval by the Board of Trustees, the degree of Bachelor of Arts is conferred upon students who have met the following requirements for graduation:

1. A minimum of 124 credit units (plus two units of physical education) completed within six years after first registration.
2. A grade point average of 1.0.
3. The fulfillment of all basic requirements.
4. At least forty units in upper-division courses.
5. Compliance with all requirements in the major field, including comprehensive examinations.
6. No grades below C in the field of the major.
7. A residence of one year and the completion of the last thirty units at Covenant College.
8. The payment of all outstanding bills and the return of all equipment and library books.
9. The satisfactory completion of all required Graduate Record Examinations (see page 16).

The Bachelor of Science Degree in Nursing. Upon recommendation of the faculty and approval of the Board of Trustees, a student may receive the degree of Bachelor of Science in Nursing from Covenant College by meeting the following requirements for graduation:

1. A diploma as a Graduate Nurse from a School of Nursing approved by Covenant College.
2. A minimum of 126 credit units completed within seven years after first registration, of which total credit units a maximum of 60 units (or hours) may be transferred by certification from the student's School of Nursing.
3. No grades below C in the field of the major.
4. A grade point average of 1.0.
5. A residence at Covenant College of one year, and the completion of the last 30 units of work at Covenant College.
6. The payment of all outstanding bills and the return of all equipment and library books.
GENERAL STATEMENT

It is the desire of Covenant College, within the limits of its available funds, to offer its Christian educational opportunities to all who qualify for admission, regardless of individual economic circumstances.

The cost of an education at Covenant is only partly covered by tuition charges; the balance is paid from contributions made by friends and alumni of the College. Because of increasing costs, the board of trustees reserves the right to make changes at any time in the tuition charges and other general and special fees.

The College recommends that each student have sufficient funds on hand to cover the expenses of the first semester. It is not advisable for a freshman, particularly during the first semester, to attempt to earn any substantial part of his college expenses by outside employment.

FEES AND EXPENSES

General

Application fee (payable only once) $5.00
Dormitory equipment fee (payable only once, not refundable, being applied against the general upkeep of residence facilities) 10.00
Financial Information

Tuition, per semester, for full-time student 300.00
Tuition, for students taking less than twelve hours, per unit 26.00
Student activity fee, per semester 15.00
Laboratory fee, see course descriptions
Health fee (includes 12 months’ insurance), per semester 15.00
Physical education fee 4.00
Graduation fee (including Graduate Record Examination) 25.00

Residence
Board, per semester 200.00
Room in dormitory, per semester 100.00
Room charges during recesses, per day 1.00
Linen rental, per semester 10.00

Special
Deposit on fees (not refundable) 50.00
Late registration 10.00
Change in course 5.00
Deferred payment fee 10.00
Late placement tests, each 10.00
Examinations taken at unscheduled hours, each 5.00
Transcripts, after the first, each 1.00
Auto registration fee, per semester 5.00
Transportation, to or from planes and trains: to be announced.
Auditing fee, per unit 15.00

Music
Fees for Private Instruction:
For full-time students:
One half-hour lesson weekly, per semester 32.00
Two half-hour lessons weekly, per semester 64.00
For students enrolled for less than twelve units:
One half-hour lesson weekly, per semester 48.00
Two half-hour lessons weekly, per semester 96.00
For students not enrolled in the college:
One half-hour lesson, per half hour 4.00
Fees for practice on piano:
One practice hour daily, per semester 4.00
Two practice hours daily, per semester 8.00

Fees for practice on Hammond organ:
Each hour .25

BOARD AND ROOM

All non-resident college students must live in the dormitory unless specifically excused by the Dean of Students.

Meals are served beginning on registration day through final examinations, with the exception of the Christmas and spring recesses, and the time between semesters.

Rooms may be occupied without charge by returning students on the day before registration and by new students on the day before the orientation and testing program begins. Charges for use of rooms during Christmas and spring recesses are listed under Fees and Expenses.

Linen service, including two single bed sheets, a pillowcase and two towels, will be provided for students on a weekly basis. The cost is $10.00 per semester.

PAYMENT OF COLLEGE CHARGES

Policy. All college charges are due and must be paid in full before registration each semester. For those students unable to pay the full semester charges at registration, special arrangements for deferred payments must, with approval of the Business Office, be made in advance. In any case, 50% of the semester charges must be paid at registration.

The continuation in school of any student whose account is in arrears is at the discretion of the Administrative Council. No student whose account is unpaid will be allowed to take final examination. No certificate of graduation will be granted nor transcripts issued for any student until his account has been settled.

Budget Estimate for a College Year. It is suggested that each student prepare in advance an estimate of his expenses for a college year (two semesters). In addition to the charges itemized above
under Fees and Expenses, the student should include in such an estimate his travel expenses, clothing, laundry, cleaning, and incidental personal expenses. Books and supplies will normally cost $60.00 to $80.00 a year. Students provide their own blankets (for single beds) although other linens are supplied as described under Board and Room. It is customary for roommates to consult each other after arrival about the color scheme for bedspreads and any other room accessories they desire.

**INSURED TUITION PAYMENT PLAN**

The Insured Tuition Payment Plan divides the entire two, four, six, eight or more years of educational expense into monthly installments, which begin a few months before the first tuition bill is due and end a few months before the student graduates. Because this is a parent prepayment plan, there is no interest charge. Low-cost term insurance is included so that in the event of the death or disability of the parent who pays the expenses, the student's educational expenses will be completed by the insurance.

The earlier a plan is started for a student, the smaller the monthly installments and the longer the term of the insurance protection.

Information about this plan is sent to the parent of each incoming student as soon as the student has been accepted for admission and has enrolled. For information in advance of this date, write to: Mr. Richard C. Knight, Insured Tuition Payment Plan, 6 St. James Avenue, Boston, Massachusetts 02116.

**REFUNDS**

*Compulsory Withdrawal.* When a student is requested to withdraw because of unsatisfactory academic work, failure to comply with regulations of the college, or personal conduct considered to be injurious to the maintenance of wholesome campus life, no fees will be refunded or remitted.

*Schedule.* Refunds are granted only upon written application to the Business Office of the College. The College will normally adjust accounts on tuition and music fees only. The following refund policy will prevail:
If the student leaves during the second week, a refund of 80%; during the third week, 60%; during the fourth week, 40%; during the sixth week, 20%; after the sixth week, no refunds.

On board: $1.25 for each full day remaining in the semester.
On room: no refunds at any time.

**Veterans.** The refund policy of Covenant College shall be in accordance with the regulations of the Veterans Administration, Section 254, Public Law 550, that is, it shall maintain "a policy for the refund of the unused portion of tuition, fees, and other charges in the event a veteran fails to enter the course or withdraws or is discontinued therefrom at any time prior to completion and such policy provides that the amount charged to the veteran for tuition, fees, and other charges for a portion of the course does not exceed the approximate pro rata portion of the total charges for tuition, fees, and other charges that the length of the completed portion of the course bears to its total length."

**Part-Time Employment**

Part-time employment is available to many students in the nearby communities. Some students earn only a few dollars under the part-time work program, while other students may earn a substantial part of their college expenses. The College cannot guarantee employment to any of its students, but offers assistance in obtaining part-time jobs. A student who needs to earn part or all of his college expenses must have his work plans approved in advance and arrange his academic load in special conference with his adviser.

**Scholarships and Loans**

Inquiries concerning scholarships and loans should be addressed to the Director of Admissions, and requests for such financial assistance should be made at the time of application for admission.

The *Annie Irvine Scott Loan Scholarship Fund.* As a memorial to the late Mrs. Annie Irvine Scott of Gainesville, Texas, a substantial loan scholarship fund has been established at Covenant College. The fund is available to students who are seeking an education to
Financial Information

fit them for full time Christian service and who are unable otherwise to obtain funds for their education. No interest is charged if the loan is repaid within one year; after that, one-half percent interest is charged each month until the balance is paid.

United Student Aid Fund Loans. Covenant College is enrolled in the program of the United Student Aid Fund, Inc., a private, non-profit service corporation which endorses low-cost, long-term loans to students through local banks. For additional information please write the Business Office of the College or visit your local bank. Collateral for the loans is protected by the Covenant College deposit in the United Student Aid Fund's reserve.

Tuition Scholarships. Scholarships for partial tuition are available to sons and daughters of ministers and missionaries.

Work Scholarships. A limited number of work scholarships is available to students who need financial assistance and whose scholastic record is satisfactory.
COURSES OF INSTRUCTION
THE MAJOR PROGRAMS

Majors are offered in the following fields: Bible, English, History, Languages, Mathematics and Science, Music, Nursing, Philosophy, and Psychology. For specific major requirements, see descriptions given under each department.

NUMBERING OF COURSES

The first digit of a course number indicates the level of the year to which it is open.

Courses numbered in the 100's are open to freshmen, those in the 200's are open to sophomores, etc. Permission to take sophomore courses may be granted to freshmen provided they have met any prerequisites.

Junior and senior courses (numbered in the 300's and 400's) are upper-division courses and, in general, are open only to those who have attained junior standing. In some instances sophomores, if they have the prerequisites, may be granted special permission to take an upper-division course.

The College reserves the right to withdraw any course for which there is insufficient demand.

Not all courses listed in the catalog are offered each year. The schedule of classes for any given semester will be issued prior to registration. Some of the courses listed are offered by the Extension School in St. Louis.
Department of Bible

DR. RAYBURN, Chairman, MR. ANDERSON, MR. SANDERSON, MR. WEBBER*

Because we believe that the Bible is the Word of God, it is our conviction that no man is truly educated who does not have a thorough knowledge of the Scripture. Jesus Christ said of Himself, “I am the . . . Truth.” All true education revolves around Him as its focal point. The Scriptures of the Old and New Testaments are His chief revelation of Himself to man.

The aim of this department is to ground the student in a knowledge of the Word of God, to train him in his use of the Word of God, and to increase his own personal experience of the living Word of God. The program is intended to make the student proficient, not only in the text of the English Bible, but also in the theology of the Bible and, in certain advanced courses, in the original New Testament Greek.

The Major Program. In addition to the general requirements for graduation, (see page 21), the following are required for a Bible major:

- Bible, including at least 18 units of upper-division courses
- Classical Greek
- History of Christianity 309-310

The major in this department is designed primarily for those who do not expect to enter seminary. For the pre-seminary student other majors providing a wider background in other fields of learning are recommended.

COURSES

C 10-11. THE LIFE OF CHRIST. A study of the life and teachings of Jesus as presented by Matthew, Mark, and Luke, with a consideration of the unique message of each; and a careful analysis of the fourth Gospel with attention to how it differs from the Synoptics and with emphasis on the theology. Six units. Dr. Rayburn.

*On leave, 1965-1967
BIBLICAL INTRODUCTION. The content, historical origin, purpose, significance, authorship, and criticism of Old Testament books will be studied in the first semester; New Testament books in the second semester. The subjects of inspiration, canon, and text will also be examined. Six units. Mr. Anderson.

301. THE BOOK OF ROMANS. A study of the doctrinal, spiritual and ethical values in Romans, designed to give the student an understanding of the divine plan of salvation and a method of presenting that plan to others. Three units. Mr. Sanderson.


307-308. THE PENTATEUCH. A study of the authenticity, authorship, history and doctrine of the books, with the first semester being mainly concerned with Genesis. Six units. (Not offered 1965-1966).

405. ISAIAH. A study of the prophecy of Isaiah against its historical background with special attention given to the Messianic passages. Three units. (Not offered 1965-1966).

407. JOB. The book is studied as a part of revelation, and as a literary product. It is used as a source book for doctrine, procedures in counseling, and literary criticism. Three units. Mr. Sanderson. (Not offered 1965-1966).

409. BIBLICAL ESCHATOLOGY. An interpretation of the prophetic passages of Scripture with an emphasis on the Tribulation, the Lord's return, the Millennium, the Judgment and the Eternal state. Two units. (Not offered 1965-1966).

411-412. BIBLE SEMINAR. An intensive survey course designed to review, supplement and integrate the major program as preparation for the comprehensive examination. Extensive background readings in Biblical history, archeology, criticism, theology and interpretation. Six units. (Not offered 1965-1966).

421-422. CHRISTIAN DOCTRINE. An introduction to the historic doctrines of the church from the Westminster Confession of Faith. Emphasis will be placed on the doctrine of God, man, and Christ with special studies and reports on the concepts of contemporary theology. Six units. (Not offered 1965-1966).
With the increasing number of Christian schools in our land there is a corresponding increase in the demand for teachers who are properly trained for such schools. More and more parents are realizing that it is their responsibility to give their children wholesome Christian training from their very earliest years in school. Hence there has arisen the Christian Day School movement which looks to such institutions as Covenant College to supply the dedicated teachers that such schools demand. Along with providing a very adequate liberal arts background for pre-seminary students, Covenant College aims to do the same for the student who will go on to take professional courses in preparation for teaching.

*The Teaching Profession.* Graduate level preparation is the ideal for all teachers, even as it is for all ministers. The student preparing for teaching, therefore, should arrange his program to qualify for acceptance in a graduate school in the subject desired, while taking advantage of the opportunity for general, basic development through the usual liberal arts program. These recommendations are in keeping with the revolution that is under way in the education of teachers throughout the nation.

The Ford Foundation report on “The New Teacher” reads: “Under the new pattern, the prospective teacher devotes less of his under-graduate time to courses on how to teach, and considerably more to the academic subject he is preparing to teach. His graduate work consists of even further grounding in academic subject matter, plus studies of the underlying disciplines of teaching: history, psychology, and philosophy.”

Clarence Faust, president of the Fund for the Advancement of Education and a vice president of the Ford Foundation, says, “A liberal education is the first essential in the education of every American and particularly every teacher.”

*The Teacher Preparation Program.* The student who has decided to make the teaching profession a career may, by the end of the
freshman year, be assigned an adviser who will assist him in arranging his program so that while meeting the general liberal arts objectives of his undergraduate work, he may at the same time be getting the educational psychology, philosophy and history which are basic to his professional education.

Certification. Private school teachers may or may not be required to have certification. Public school teachers, however, must be licensed by state departments of education. Forty-seven states spell out the minimum number of hours a prospective teacher must give to liberal arts courses and to professional education courses. Requirements vary. Necessary adaptations to meet local requirements can readily be made when the student is pursuing professional studies at the graduate level.

COURSES

201. SURVEY OF AMERICAN EDUCATIONAL PRACTICES. An introduction to the field of education. Three units.

202. GENERAL METHODS OF TEACHING IN SECONDARY SCHOOLS. A survey of methods the teacher may use or adapt in teaching his particular subject. Three units.

301. TESTS AND MEASUREMENTS. See description under Psychology Department.

302. PRINCIPLES AND PROCEDURES IN GUIDANCE AND COUNSELING. A course intended for both the prospective teacher and the guidance counselor. The role of the classroom teacher in guidance as well as that of the guidance counselor is considered. Three units. (TESTS AND MEASUREMENTS 301 recommended as a prerequisite).

372. CHILDREN'S LITERATURE. A study designed to acquaint the student with the various types of children's literature, the classics in the field, and the methods for selecting and evaluating books. Three units.

401. EXCEPTIONAL CHILDREN. A survey of the characteristics of the mentally retarded, mentally gifted, physically handicapped, socially maladjusted and emotionally disturbed. A consideration of how the needs of each may be met in regular and special classes. Three units.

402. THE MENTALLY RETARDED. Includes identification of the mentally retarded and methods of special class teaching, especially in reading and arithmetic. Three units.
Department of English

Mr. Belz, Miss Brooks

The Department of English seeks to acquaint the student with the literature of England and America, together with its social and intellectual background, in order that he may understand, enjoy, and evaluate these writings. It has the further objective of teaching the student to speak and write correctly, clearly, and effectively.

The major program in English consists of at least eighteen semester hours of upper-division work arranged to include courses in the principal areas of English literature (Chaucer, Shakespeare, Milton, Eighteenth Century, Nineteenth Century, American Literature) and Senior Seminar. Supporting courses in history, philosophy, or any other related minor, will be chosen with the counsel of the department adviser.

Courses in Writing

On entering the College all freshman and transfer students are examined in English grammar and usage, composition and reading, and other minimum essentials before being registered for any English courses. Placement in English is made in accordance with the results of this proficiency test.

1-2. English Composition. A study of the principles of effective composition and critical reading, with frequent writing and careful revision of themes; review of the resources of language, including attention to exact and appropriate diction, to variety in English sentence structure, and to methods of paragraph development and organization of the whole composition; and practice in use of source materials in the research paper. At the discretion of the department, students may be required to attend five class periods per week for four units of credit per semester.

301-302. Advanced Writing. A course intended for those students wishing further training in the principles and techniques of expository and argumentative writing, including additional practice in the source paper. One two-hour meeting a week. Four units. (Prerequisite, English Composition 1-2 with a grade of B, or special permission of the instructor).
311-312. CREATIVE WRITING. A writing course for students who wish to develop ability in creative writing. One semester, mainly personal essay, the other, mainly narrative writing. Selected parallel readings. Six units. (Prerequisite, ENGLISH COMPOSITION C 1-2 with a grade of B, or special permission of the instructor; and submission of several promising pieces of writing.)

COURSES IN LITERATURE

C 4-5. INTRODUCTION TO LITERATURE. An introduction to an understanding and enjoyment of the major forms of literature through an intensive study of selected works of fiction, drama, and poetry, with some readings in the essay. Required of all sophomores. Six units.

Unless otherwise stated, prerequisites for all the following courses numbered 300 or above are six units of sophomore literature or permission of the instructor.

303. THE ENGLISH LANGUAGE. An introduction to the historical background and development of the English language, with particular attention to the distinctive characteristics of American English. Two units.

306. CHAUCER. A study of Chaucer's art and of the social and literary backgrounds of his work, principally through a critical reading of the Prologue to the Canterbury Tales and selected Canterbury Tales, with a minimum emphasis on linguistic aspects. Three units.

307-308. THE ENGLISH RENAISSANCE. Critical studies in poetry, prose, and drama of the major writers and literary traditions of the Elizabethan and Jacobean periods. First semester, special attention to Spenser and The Fairie Queene; second semester, to Donne. Six units.

309. SHAKESPEARE. A study of representative tragedies, comedies and histories with attention to the development of Shakespeare's dramatic art. Three units.

311. MILTON. An intensive reading of Milton's minor poetry, selected prose, Paradise Lost, and Paradise Regained, with particular attention to Paradise Lost. Emphasis on close analysis of the poetry and on Milton's development as a poet. Three units.

312. THE EIGHTEENTH CENTURY. Studies in the poetry and prose of the chief writers of the age, with special emphasis on the writ-
Department of English

ings of Pope and Swift; on theories and techniques of satire; and
on Johnson and the beginnings of romanticism. Three units.

313. THE ROMANTIC MOVEMENT. An analytical reading of selec-
tions from the English Romantic writers from Blake to Keats.
Three units.

314. THE VICTORIAN ERA. An analytical reading of selections
from the major English writers from 1830 to the end of the cen-
tury. Three units.

315-316. AMERICAN LITERATURE. A critical study of principal
writers and movements in the development of American literature,
from the beginnings through mid-nineteenth century, first semester;
continuing to the present, second semester. Six units.

400. THE ENGLISH NOVEL. Critical studies of a limited number
of works of the major English fiction writers of the eighteenth and
nineteenth centuries chosen from among those of Fielding, Sterne,
Jane Austen, the Brontes, Dickens, Meredith, Thackeray, George
Eliot, Hardy, and others. Three units.

403. THE AMERICAN NOVEL. The critical reading of representa-
tive American novels from Cooper to the present. Three units.

405. TWENTIETH-CENTURY LITERATURE. An analytical reading
of a limited number of works of the major writers of fiction, drama,
and poetry of the twentieth century. Three units.

421. LITERARY CRITICISM. A study of the major theories of liter-
ary criticism and their relation to specific literary works. Practice
in oral and written criticism. Three units.

425. SENIOR SEMINAR. An intensive survey course designed to
review, supplement, and integrate, according to critical and histori-
cal principles, the major program as preparation for the Graduate
Record Examination. Extensive background readings in literary
history and criticism. Three units.

426. INDEPENDENT STUDY. This course is designed for the stu-
dent who has demonstrated potential ability for independent study.
It will allow him to choose and explore an area of literature, under
the guidance of an instructor, on which he will write one or more
long papers; the student's progress will be tested by oral and writ-
ten examinations. Open to majors in English and other qualified
students. Credit to be determined in each case; maximum credit
three units per semester.
COURSES IN SPEECH

C 3. PRINCIPLES OF PUBLIC SPEAKING. An introduction to the study and practice of basic techniques of effective public speaking, including voice production and clear articulation, prepared and extemporaneous speaking, and discussion procedures. Three units.

122. ADVANCED PUBLIC SPEAKING. A continuation of C 3, with extended study and application of the principles of public speaking and greater emphasis on content and organization. Two units. (Prerequisite: Speech 121).

221-222. ADVANCED SPEECH COMPOSITION AND DELIVERY. An intensive study of content, organization, composition, and delivery of various types of speeches of substantial length, with special emphasis upon rhetorical methods used to command attention and create interest in a speech. Four units. (Prerequisite: Speech 122).
All students fulfilling their minimum foreign language requirement with an ancient or modern foreign language may do so in one of two ways: (1) by achieving a satisfactory score on the College Entrance Examination Board Language Achievement Test taken before entering Covenant; or (2) by passing with a grade of C or better a second-year course in Greek, German, French or Spanish. Students whose performance on the Covenant entrance foreign language placement examination demonstrates a proficiency in language equivalent to the first year college course, may upon recommendation of the particular language department involved, be granted advanced standing; that is, may be assigned to a second-year course.

COURSES IN GREEK

The influence of the classical tradition—of the languages, literature, and ideas of ancient Greece and Rome—is everywhere active in our Western civilization.

Classical studies not only have value for the student who would read works in their original languages and who plan to further pursue their scholarly interests in graduate school; but a further knowledge of Greek is particularly helpful for the student of philosophy, theology, history or modern literature; a knowledge of Latin, for the student of romance languages, history, or law; and a knowledge of both Greek and Latin for the premedical student.

Greek. Research in archeology and philology is continuing to demonstrate that our western culture, in many important aspects, is a fusion of Greek and Near Eastern cultures: Homer, together with other ancient Greek writers, and the Bible are becoming increasingly significant for an understanding of the origins, form, and content of much of our literature, art and thought.
The program for the first year should include Greek. Students planning to do graduate work in Greek should take college Latin courses. The program for the third and fourth years will be worked out by the student with the advice of the department chairman.

The Major Program. In addition to the general requirements for graduation (see page 21), the following are required for a major:

- Elementary Greek 8 units
- Classical and Hellenistic Greek Readings 6 units
- Greek Language and Literature, History, and Archeology 12 units
- Advanced Major Study including Greek composition and seminar 8 units

C 20-21. ELEMENTARY GREEK. An introduction to classical and Hellenistic Greek and reading of selected texts, using the concepts and terminology of modern linguistic analysis. Eight units. Mrs. Dameron.

C 22-23. INTERMEDIATE GREEK. Classical and Hellenistic Greek Literature, including well-known Greek authors, such as Plato and Xenophon; the Septuagint and the New Testament. Advanced grammatical analysis. Six units.

301. HERODOTUS. Readings in, and interpretation of, Herodotus' History, with special attention given to the origins of East Mediterranean literature and history. Three units.

302. HOMER. Lectures on The Iliad and Odyssey, with special attention to the place of the epic in ancient times and in the classical tradition of the Western world. Selected passages for translation. Three units.

303. CHURCH FATHERS. Evaluation of the importance and teaching of Greek ecclesiastical writers in relationship to church history, development of doctrine and preaching. Translation of important passages. Three units.

304. HELLENISTIC GREEK TEXTS. Historical and grammatical study and translation of distinctive works from the Greco-Roman world, including the Septuagint, Philo, and Josephus. Two units.

305-306. NEW TESTAMENT HISTORICAL WRITINGS. Readings in the Gospels and Acts. Attention given to grammar and interpretation. Four units.
307-308. NEW TESTAMENT EPISTOLARY LITERATURE. Translation, interpretation and advanced grammar in the epistles of Paul, James or John. Use of texts by Goodwin-Gulick, A. T. Robertson, and Moulton. Four units.

GREEK 309, 310 and 311 open to students without a knowledge of Greek.

309. NEAR EASTERN ARCHEOLOGY, with special attention to that of classical Greece and of Palestine. Two units.

310. CLASSICAL ARCHEOLOGY AND ART. Introduction to Greek archeology in the classical and Hellenistic periods. Two units.

311. GREEK HISTORY. From ancient times through the Hellenistic period, with attention given to its contribution to Western culture and civilization. Three units.

401-402. GREEK PROSE COMPOSITION. Advanced studies in morphology and analysis of style for Greek majors and specialists. Four units.

403. GREEK EPIGRAPHY. Emphasis on the historical and social implications of these documents. Two units.

404. PLATO. Readings in The Republic, with consideration of Plato's place in the development of Western philosophy. Two units.

405. THUCYDIDES. Translations in his History. Consideration of his style, methods and objectives as an historian. Two units.

406. DRAMA. Translation and interpretation of selected works of the tragedians, Aeschylus, Sophocles and Euripides, and the comic poet Aristophanes, with consideration of the continuing influence of Greek drama on our culture. Different selections will be studied when offered in succeeding years. May be repeated for credit. Two units.

407-408. GREEK SEMINAR. As announced, a study of selected Greek writers, works, or linguistic problems, including the presentation and criticism of papers. Required of all Greek majors; open by permission to qualified non-major students. May be repeated for credit by special permission. Two units.

409-410. INDEPENDENT STUDY. With permission of the department, properly qualified Greek majors may, under the supervision of individual members of the staff, take a course of directed reading and independent investigation, resulting in the preparation of a thesis on an aspect of Greek studies approved by the department chairman. Credit arranged.
COURSES IN GERMAN

The Major Program. The requirements for a major in German language and literature consist of:

- German, including at least 18 units of upper-division courses, not including
- Junior Tutorial for German Majors 32 units
- A comprehensive examination the senior year

24-25. ELEMENTARY GERMAN. Grammar, pronunciation, readings and conversation. Eight units.

221. GERMAN CONVERSATION AND COMPOSITION. Oral and written reproduction and self expression. Three units.

222. READINGS IN SCIENTIFIC GERMAN. Designed to provide an intimate acquaintance with the style which is characteristic of German scientific writing as well as its vocabulary. Three units.

301. INTRODUCTION TO CLASSICAL AND 19TH CENTURY GERMAN LITERATURE. Selections from the less difficult work of authors of this period with an emphasis on the development of reading facility and the acquisition of vocabulary through extensive reading. Three units.

302. INTRODUCTION TO MODERN GERMAN LITERATURE. Readings from some of the less difficult works of Hauptmann, Mann, Schnitzler, and other late 19th and 20th century writers. Three units.

303. 20TH CENTURY GERMAN LITERATURE. Consideration of the leading literary minds and movements of this century. Three units.

312. SURVEY OF GERMAN LITERATURE IN ENGLISH TRANSLATION. More than a thousand years of German literature, from the “Song of Hildebrand” to “The Magic Mountain.” No knowledge of German is required. Two units.

322. JUNIOR TUTORIAL FOR GERMAN MAJORS. A review of the history of German literature from its beginning. One unit (may be repeated once).

401. 18TH CENTURY GERMAN LITERATURE. Consideration of the three literary streams of the Rococo period—Pietism, Enlightenment, and Gentlemanly or Court literature. The Sturm und Drang period toward the end of the century is also included. Three units.

402. GERMAN CLASSICISM. Study of the major works by Goethe and Schiller after Goethe’s travels in Italy. Three units.
Foreign Languages

403. GERMAN ROMANTICISM. Study of the major authors of the movement, their philosophy and its effects. Three units.

404. GERMAN REALISM. Consideration of the movement from its beginnings in the 1830's until its dissipation in the 1880's. Study of the major works of representative authors. Three units.

411. SEMINAR IN GERMAN LITERATURE. Study of a representative author and certain of his works in their relation to his period. Three units (may be repeated once).

412. DIRECTED STUDY IN GERMAN. Advanced work in German on any subject. Two units (may be repeated once).

COURSES IN FRENCH

C 28-29. ELEMENTARY FRENCH. Pronunciation, grammar, readings and conversation. Eight units.

C 30-31. INTERMEDIATE FRENCH. Grammar review and exercises; selected readings in and outside of class. Six units.

COURSES IN SPANISH

C 32-33. ELEMENTARY SPANISH. Pronunciation, grammar, readings and conversation. Eight units. Mrs. Wolfgang.

Department of History

Mr. William S. Barker, Chairman, Mr. Schmidt

The study of history aids the student in establishing a proper perspective of the world of men and events. History not only provides the background for informed interpretation of the origin and development of man's cultural, political, economic, and social institutions; but it also provides the foundation for intelligent judgments in the complex and critical issues confronting a free society. But more important for the Christian, history demonstrates the control of a sovereign God in the affairs of men.

The Major Program. In addition to the general requirements for graduation (see page 21), the following are required for a major in history:

- History, including at least 21 units of upper-division courses 27 units
- Philosophy of History 402 3 units

The Interdepartmental Major in Social Science. The program of studies for an interdepartmental major in the Social Sciences includes courses in the fields of history and psychology. Students who are preparing for the ministry, social work, or civil service, or who plan to teach in the social science field, may wish to follow this interdepartmental major which offers a wide selection of courses.

In addition to the general requirements for graduation, the Social Science major requires 32 hours, of which 12 hours must be upper division courses. Eighteen hours of the major should be in the same subject area.

Courses

C 6-7. History of Western Civilization. A core course covering the historical development of political, social, and economic institutions from ancient times to the present, with stress on the history of ideas and culture provided through special lectures by the various participating instructors and through reading of selec-
tions from the great classics of Western civilization which will be
discussed in small tutorial sessions. Required of all freshmen. Ten
units. Mr. Barker and staff.

201-202. HISTORY OF THE UNITED STATES. A synthesis of the
political, social, economic, cultural, and religious phases of Ameri­
can life. Six units. Mr. Schmidt.

301-302. HISTORY OF ENGLAND. The first semester is a survey of
English history from the earliest time to 1715; the second semester,
from 1715 to the present. Six units. Mr. Barker.

303-304. MEDIEVAL HISTORY. A study of the development of the
fundamental concepts and institutions of the West. First semester,
from the year 300, including such topics as the barbarian civiliza­
tion, the rise of Islam, monasticism, feudalism, philosophy; the
second semester, from the rise of the papacy to 1300, including a
consideration of the crusades, chivalry, towns, commerce, and edu­

305. THE RENAISSANCE AND REFORMATION. A survey of Europe
from the beginning of the Renaissance, with emphasis on the politi­
cal, social and religious backgrounds of the culture of that era, in­
cluding the modification of medieval institutions by newer forces,
the growth of capitalism, and an analytical study of the Reforma­
tion era. Three units. (Not offered 1965-1966).

306. EUROPE FROM THE REFORMATION TO WATERLOO. A survey
of the foundations of modern Europe, including the rise of nation­
alism and the development of parliamentary government. Three
units. (Not offered 1965-1966).

307. EUROPE SINCE 1789. A survey of the economic, political
and intellectual developments in Europe, including the political
and industrial revolutions; the rise of democracy, imperialism, and
totalitarianism; and the sources of twentieth-century global ten­

308. ROMAN HISTORY. A study of the Roman state from pre­
historic times to the Middle Ages, with special attention to the
Republic and Principate. Three units. Mr. Barker.

309-310. HISTORY OF CHRISTIANITY. First semester, a detailed
study of the Church from Pentecost to the Protestant Reformation
with emphasis on the problems of Church and state; second semi­
ter, from the Protestant Reformation to the present, with an exami­
nation of the effect of the Christian society on contemporary life.
Four units. (Not offered 1965-1966).

311. ORIGINS OF THE UNITED STATES. A study of early American
history, with emphasis on the European settlement of North Amer­
ica, on the social and cultural development of the American community, and on the establishment of political independence at the time of the Revolution. Three units. Mr. Barker.

401-402. INDEPENDENT STUDY. With permission of the department, properly qualified history majors may, under the supervision of individual members of the staff, take a course of directed reading and independent investigation, resulting in the preparation of a thesis on selected topics in American or world history. Credit to be arranged; maximum credit allowed, six units.
Department of Mathematics

Mr. Hughes, Chairman, Mr. Dameron*, Mr. Lothers

Courses in Mathematics

Mathematics has been called the science of deductive reasoning. Thus one of the aims of the course offerings in mathematics is to convey to the student something of the logical structure of mathematics and to help him understand and use the type of rigorous, orderly thinking with which it is so vitally concerned. It is hoped that in this way the Christian student may gain an even greater appreciation of his God, as Creator and Sustainer of the universe.

In addition to the general requirements for graduation, a major in mathematics shall consist of the basic calculus sequence (102, 201, 202) and five semester courses numbered above 300. Courses 303 and 305 are especially recommended for prospective teachers at the secondary school level. A student interested in pursuing graduate work in mathematics should elect as many of the course offerings as possible. Also recommended: a reading knowledge of French, German, or Russian; General Physics, Logic.

C 43. Basic Concepts of Mathematics. A course designed for the college student with moderate secondary school training in mathematics, one who is not a mathematics major, but who wishes to acquire a basic understanding of the nature of mathematics. The emphasis is on key concepts and the structure of mathematics rather than on mechanical procedures. Three units. Mr. Hughes.

101. Introduction to Analysis. A unified treatment of algebra, trigonometry, and analytic geometry that includes those topics essential for substantial study in the calculus. Four units. (Prerequisite: two years of algebra, one year of geometry in high school). Mr. Hughes.

102. 201, 202. Calculus. The three-semester basic sequence in the differential and integral calculus of one and several variables. Four units each semester. (Prerequisite: 101 or the equivalent for 102, 102 for 201, and 201 for 202). Mr. Hughes.

302. Differential Equations. An introductory course in differential equations which is intended to present a unified discussion of explicit solution methods, fundamental theory, and geometric arguments. Three units. (Prerequisite: 202) Mr. Hughes.

*On leave, 1965-1966
303. **MODERN ALGEBRA.** A first course in abstract algebra. Sets, mappings, equivalence relations, rings, integral domains, polynomials, groups; the rational, real and complex number fields. Three units. (Prerequisite: 201 or permission of the instructor). Mr. Hughes.

304. **LINEAR ALGEBRA.** An introduction to the notions of vector spaces, bases, linear mappings, matrices, and determinants. Three units. (Prerequisite: 202 or permission of the instructor). Mr. Hughes.

305. **MODERN GEOMETRY.** A survey of the growth of geometry, which re-examines the foundations of Euclidean geometry and proceeds to a development of the fundamental concepts of synthetic and analytic projective geometry. Three units. (Prerequisite: 201). (Not offered 1965-1966).

306. **ELEMENTS OF TOPOLOGY.** A historical survey of some of the problems that constitute the origins of the subject, followed by a study of some of the basic concepts of elementary point-set topology. Three units. (Prerequisite: 305). (Not offered 1965-1966).

**Courses in Science**

It has long been maintained by some that science and theology are incompatible. One of the aims of the study of any science is to show that a true knowledge of science is possible only when a knowledge of God is attained. To that end, the science curricula are designed to study and discuss all views relating to the physical phenomena, but always in the context of Christianity.

While there is no major in any branch of science at present, all students are required to take eight hours of science.

C 36-37. **GENERAL PHYSICS.** A study of the nature of matter including mathematics, heat, light, sound, electricity, and atomic structure. Three lectures and two laboratory hours per week. Laboratory fee: $5.00. Eight units. (Not offered 1965-1966).

C 38-39. **GENERAL CHEMISTRY.** An introduction to inorganic and organic chemistry, with special emphasis on fundamental chemical principles and their applications. Three lectures and two laboratory hours. Laboratory fee: $15.00. Refundable breakage deposit: $10.00. Eight units. Mr. Lothers.

C 40-41. **GENERAL BIOLOGY.** An introduction to biological principles: a study of plant and animal organisms, with a survey of the main historical developments, methods, and current concepts and problems. Laboratory fee: $15.00. Eight units. Mr. Lothers.
Department of Music

MR. HAMM

The department offers courses leading to the Bachelor of Arts degree with a major in some area of performance (voice, piano, or other instruments). Elective courses and private lessons are available to all students of the College.

The musical activities in Chattanooga such as the Chattanooga Symphony Orchestra, the Chattanooga Opera Association, and the Community Concert Association enhance the training offered by the College.

The Major Program. Students majoring in music will select an area of performance and will follow standard application procedure. Final admission will be subject to an audition with the music faculty which will be held during registration week. Special appointments for auditions may be arranged upon request.

In addition to the general requirements for graduation, a minimum of 34 units is required for a music major, including the following:

- 205-206 Theory I 6 units
- 305-306 Theory II 6 units
- 421-422 History of Music 6 units
- Applied Music 16 units

Courses in History and Literature

C 19. INTRODUCTION TO MUSIC. A survey course of composers and their music, including a study of the aesthetic values and artistic tempers in music, designed to give the student an understanding of and an appreciation for great music. Three units.

307. SYMPHONIC LITERATURE. A course in the study of symphonic literature of the eighteenth, nineteenth, and twentieth centuries. Two units.

308. CHAMBER MUSIC LITERATURE. A survey course of the chamber music from the eighteenth century to contemporary works in the field. Two units.
322. HYMNOLOGY. A study of the origins and development of Christian hymnody from earliest times to the present. Forms and use of hymns in the church. Two units.

421-422. HISTORY OF MUSIC. An intense study of the music of all ages designed for the music major but open to others with approval of the instructor. Six units.

COURSES IN THEORY

101. MUSIC FUNDAMENTALS. Basic elements of music for non-majors, including ear training, sight singing, and elementary harmony. One unit.

205-206. THEORY I. An integrated course including ear training, keyboard harmony, sight singing, and written harmony. A study of keys, scales, intervals, triads, chord progressions, cadences, harmonizations of melodies and basses, simple modulations and analysis. Four meetings per week. Six units.

305-306. THEORY II. An integrated course including advanced ear training, keyboard harmony, sight singing, and written harmony. Modulations, altered chords, augmented chords, ornamentation, analysis, and original work. Four meetings per week. Six units.

COURSES IN APPLIED MUSIC

1. COLLEGE-COMMUNITY CHORUS. Open to all students interested in performing the great works of the sacred choral literature. The chorus meets weekly and performs twice a year. One-half unit.

111-112. COVENANT CHORALE. Members are selected after an audition with the director. Three hours rehearsal weekly. Concerts are presented on two annual tours and in local churches. Fee: $3.00 per year. Two units.

115-116. MADRIGAL SINGERS. The study and performance of choral literature appropriate for small vocal groups. Open to students with sight singing ability and with the approval of the director. Meets twice a week. Fee: $2.00 per year. Two units.

209. CHORAL CONDUCTING. Study and development of the conducting skill. Rehearsal techniques, principles of interpretation. Two hours per week and membership in Chorale or College-Community Chorus. One unit.

301. ADVANCED CHORAL CONDUCTING. Two hours per week. One unit.
PRIVATE INSTRUCTION

Two units of credit are given each semester for one hour of daily practice and one half-hour lesson each week. A performance examination is given at the end of each semester.

Voice.


217-218. SECOND YEAR VOICE. More advanced technique. Introduction to the literature of German lieder, oratorio, and opera. Four units.

317-318. THIRD YEAR VOICE. Studies in advanced agility and velocity. Style and expression. German, French, and Italian songs. More difficult selections from opera and oratorio. Four units.

417-418. FOURTH YEAR VOICE. Continuation of the study of opera and oratorio literature. Contemporary English, German, French, and Russian literature. Four units.

Piano.

Credit is given for piano only to students who have completed the equivalent of the sixth grade, according to commonly accepted conservatory standards. Entrance test must be taken.

107-108. FIRST YEAR PIANO. Bach two-part inventions, easier Haydn, Scarlatti and Mozart sonatas, easier classic and romantic compositions. All scales, chords and arpeggios, and octaves. Four units.


307-308. THIRD YEAR PIANO. Advanced technical study. Chopin and Liszt Etudes, more advanced Beethoven Sonatas, selections from the more important compositions of Schubert, Mendelssohn, Schumann, Brahms and modern standard composers. Scales and arpeggios. Recital. Four units.

407-408. FOURTH YEAR PIANO. More extended study of the classical and romantic composers. A concerto will be left to the discretion of the teacher. Scales and arpeggios. Recital. Four units.
Organ.

Private instruction in organ arranged upon request.

Orchestral Instruments.

Private instruction in orchestral instruments arranged upon request.

Department of Nursing Education

MRS. SCHMIDT, Chairman

The major in nursing education is designed to develop understandings, attitudes, and skills which will enable the Christian student to become an effective professional nurse. The program is philosophically oriented toward the principle that the student's best personal preparation for meeting the spiritual, emotional, and physical needs of those under her care is in her own maturing knowledge of the Word of God.

The Department of Nursing Education offers a five-year combined general education and professional nursing curriculum leading to the degree of Bachelor of Science in Nursing from Covenant College and to a Diploma as a Graduate Nurse from a hospital School of Nursing approved by Covenant College.

The first and fifth years of general education are taken on the campus of Covenant College, and the intermediate three years of professional nursing education are taken at an approved local hospital School of Nursing. The student nurse will, while enrolled in
Department of Nursing Education

the local School of Nursing, continue to be a member of the Covenant College student body and participate in its social and spiritual functions.

The Major Program. In addition to the special requirements for graduation (see page 22), the following program is required:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Fifth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses:</td>
<td>Core Courses:</td>
</tr>
<tr>
<td>English Composition</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>Western Civilization</td>
<td>Life of Christ</td>
</tr>
<tr>
<td>Biblical Introduction</td>
<td>Philosophy of the</td>
</tr>
<tr>
<td>Science</td>
<td>Christian Faith</td>
</tr>
<tr>
<td>Physical Education</td>
<td>General Psychology</td>
</tr>
<tr>
<td>Pre-Professional Course:</td>
<td>Professional Course:</td>
</tr>
<tr>
<td>Introduction to Nursing</td>
<td>Nursing Seminar</td>
</tr>
<tr>
<td></td>
<td>Electives:</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
</tr>
<tr>
<td></td>
<td>Others</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSES

101. INTRODUCTION TO NURSING. A brief survey of the field of nursing including a consideration of objective criteria to be used in choosing nursing as a career and of the responsibilities of the nurse to the profession, to the patient, and to herself; a review of the opportunities in nursing for Christian service is introduced, with a preliminary formulation, through discussion, of a philosophy of Christian nursing. Open to all students; required of majors in nursing. One unit.

501. NURSING SEMINAR. An analysis of the role of the professional nurse today studied against major social and economic changes; consideration of techniques used in interpersonal relationships which will assist in effective performance of this role in nursing leadership; introduction to curriculum development and teaching techniques in the preparation of the undergraduate nurse. One unit.
Department of Philosophy

MR. SANDERSON, Chairman, MR. ANDERSON, MR. BARKER, Mr. Belz, Mr. Webber*

One of the powers and prerogatives peculiar to man is to think. Most of the real progress in the world in every field has come through the medium of reflective thinking. When thinking becomes serious, sustained, and logical and when it is directed towards questions of life and values, it becomes philosophy. No one has a greater responsibility to think clearly than the Christian. The Christian faith is supremely reasonable, but in order to set it forth in a way which will answer the great problems of mankind the Christian should be thoroughly conversant with the thinking of the great men of all times.

Courses of this department are specially designed both to give the pre-seminary student a proper background for later advanced work in theology and apologetics and to introduce the field of philosophy to those who, while not expecting to specialize in the field, want to learn to think clearly and to have a broader appreciation of the meaning and the values of life.

The Major Program. In addition to the general requirements for graduation (see page 21), the following are required for a philosophy major:

Philosophy, including at least
18 units of upper-division courses 30 units
C 40-41 General Physics 8 units
C 43 Concepts of Mathematics 3 units

COURSES

C 42. LOGIC. Three units. Mr. Belz.


*On leave, 1965-1967
201-202. HISTORY OF PHILOSOPHY. A survey of thought from Thales to Kant. Six units. Mr. Sanderson.

301-302. CONTEMPORARY PHILOSOPHY. A survey of thought from Fichte to the present. Four units. (Not offered 1965-1966).

303. ETHICS. Two units. Mr. Sanderson.

304. AESTHETICS. Two units. (Not offered 1965-1966).

307. ADVANCED LOGIC. Three units. Mr. Sanderson.

401. PHILOSOPHY OF SCIENCE. Two units. Mr. Sanderson.

402. PHILOSOPHY OF HISTORY. A study of the nature and theory of history and of the criterion for the evaluation of historic data, including a survey of representative modern philosophies of history. Three units. (Not offered 1965-1966).

403-404. INDEPENDENT STUDY. With permission of the department, properly qualified philosophy majors may, under the supervision of individual members of the staff, take a course of directed reading and independent investigation, resulting in the preparation of a thesis on the historical background and contemporary status of a major philosophical problem.
Department of Physical Education

Mr. Anderson, Chairman, Mrs. Anderson

Physical education is required of all freshmen and sophomores, except veterans, who (1) are enrolled as fulltime students and (2) who are not excused by a physician for reasons of health. This requirement may be met by participating in intercollegiate athletics on freshman or varsity teams or by participating in class activities where instruction is given in practical aspects of personal health and in physical and recreational skills.

The aim of the program is twofold: (1) to promote the physical health and vigor of each student as a balance to the sedentary demands of college life; and (2) to provide an opportunity for each student to gain some degree of skill in a variety of games and sports that have a high carry-over value for later recreation.

The class programs are seasonal and include such team and individual activities as gymnastics, swimming, tennis, basketball, volleyball, and softball. A complete list of the offerings for each course will be included in the department announcement issued each semester. All classes meet for 50 minutes, twice a week.

Required Courses for Men and Women

101-102. Health and Physical Education. One-half unit.
201-202. Health and Physical Education. One-half unit.
Department of Psychology

MR. PITCHER, Chairman, DR. DELANCY

This department is designed to introduce the student to the various areas of a rapidly developing field of study, to broaden his knowledge of the new developments and to aid him in locating his particular area of interest. Many of the courses have a definite reference to the field of education and thus serve to prepare the student for the work of teaching.

The Major Program. In addition to the general requirements for graduation (see page 20), the following are required to complete the major in psychology:

Psychology in addition to Psychology c 18 27 units
Courses from either the Department of Education
or the Department of History, exclusive of
the Core Program 9 units

Courses

C 18. General Psychology. The foundation course for the department. It sketches the history of psychology, traces the development of the main schools of thought, and introduces the student to the many areas of human life in which psychology is active today. Three units. Mr. Pitcher.

202. Educational Psychology. Outlines the principles of effective classroom teaching and learning, emphasizes the need for a healthy climate in the school for effective education. Three units. Mr. Pitcher.

204. Social Psychology. Discusses the formation and organization of social groups, and the manner in which groups establish norms of conduct and thus shape the destiny of human society. Three units. (Not offered in 1965-1966).

301. Tests and Measurements in Education. Includes both teacher-made tests and psychological tests of intelligence, achievements, interests and aptitudes, with the necessary statistics. Three units. Dr. Delancy.
303. THE ABNORMAL PERSONALITY. After establishing the design of the healthy personality, this course traces carefully the main theories of the origin of abnormal conduct and mental disease, outlines the leading schools of thought in this area of psychology today, and integrates the whole in terms of the college's Christian philosophy. Four units. Mr. Pitcher.

304. PSYCHOLOGY OF CHRISTIAN EXPERIENCE. A study of the principles of the psychology of personality found in the Bible, with an application of those principles to the personal life of the Christian. Three units. (Not offered 1965-1966).

305. PSYCHOLOGY OF CHILDHOOD. The physical, mental and emotional development of the child from birth to adolescence. Three units. Mr. Pitcher.

306. PSYCHOLOGY OF ADOLESCENCE. Traces the maturing of the adolescent in the society of today and its shifting currents and amorality, analyzes his difficulties of adjustment in the home and in society, suggests practical solutions. Three units. Mr. Pitcher.

401. EXCEPTIONAL CHILDREN. See description under Education.

402. THE MENTALLY RETARDED. See description under Education.

403. CONTEMPORARY PSYCHOLOGY. A careful analysis of the key teaching of Freud, Jung, and Adler, comparing them with the neo-Freudians of today, and the newer and diverse movements in psychotherapy. Four units. Mr. Pitcher.

410. INDEPENDENT STUDIES. Hours and credits to be arranged with the instructor.
THE COLLEGE FAMILY
THE BOARD OF TRUSTEES

EXECUTIVE COMMITTEE

Chairman  .  .  .  .  .  .  .  .  Marion D. Barnes
Vice Chairman  .  .  .  .  .  .  Presley W. Edwards
Secretary  .  .  .  .  .  .  .  .  Harold Van Kley
Treasurer  .  .  .  .  .  .  .  .  Vernon C. Pierce
Chairman Emeritus  .  .  .  .  .  .  George B. Storey
Thomas G. Cross  .  .  .  .  .  .  Robert G. Rayburn
George C. Soltau  .  .  .  .  .  .  Hugh A. Smith

MEMBERS

Term Expires 1965

Fred Clifton, D.D.S., Seattle, Washington
E. Newell Franks, Foremost Tape Co., Kirkwood, Missouri
Nelson M. Kennedy, M.D., Enon Valley, Pennsylvania
Vernon C. Pierce, Kaye-Tex Manufacturing Co., Yardville, New Jersey
Thomas E. Sidebotham, Chaplain, United States Navy
George C. Soltau, Pastor, First Evangelical Presbyterian Church, Nashville, Tennessee
Harold Van Kley, Ph.D., St. Louis University, St. Louis, Missouri
Ralph Veon, Clay Mining Co., Darlington, Pennsylvania

Term Expires 1966

Max V. Belz, Pastor, Bible Presbyterian Church of Cono Center, Walker, Iowa
Presley W. Edwards, A. G. Edwards & Sons, St. Louis, Missouri
Oliver C. Juliusson, Pastor, Reformed Presbyterian Church, Coulterville, Illinois
George Linder, Metropolitan Life Insurance Co., St. Louis, Missouri
Edward T. Noe, Pastor, Bible Presbyterian Church, Indianapolis, Indiana
Robert G. Rayburn, Th.D., President, Covenant College, Lookout Mountain, Tennessee
Board of Trustees

FRANK SMICK JR., Pastor, Evangelical Presbyterian Church, Baltimore, Maryland
HUGH A. SMITH, Glen Park Apartments, Huntsville, Alabama

Term Expires 1967
MARION D. BARNES, Ph.D., Research Director, The Sulphur Institute, Washington, D.C.
THOMAS G. CROSS, Pastor, Augusta Street Presbyterian Church, Greenville, South Carolina
HAROLD FINCH, Otis Elevator Company, Chattanooga, Tennessee
WILLIAM B. LEONARD, Pastor, Evangelical Presbyterian Church, Colorado Springs, Colorado
JOHN MACGREGOR, Chaplain, United States Army
T. STANLEY SOLTANU, D.D., Pastor, First Evangelical Church, Memphis, Tennessee
FRANCIS STEELE, Ph.D., Home Secretary, North Africa Mission, Philadelphia, Pennsylvania

The Advisory Board
FRANK H. CORDES, Continental Grain Company, Basking Ridge, New Jersey
E. A. DILLARD JR., M.D., San Francisco, California
HAYES T. HENRY, Pearson Memorial Mission, Westville, Oklahoma
GEORGE R. JOHNSON, Veterans Administration, Baltimore, Maryland
VIRGIL POLLEY, M.D., Oneonta, New York
ADMINISTRATION

ROBERT G. RAYBURN, Th.D. . . . President
BOYD CONGLETON, B.S. . . Vice President in Charge of Business Affairs

JOHN W. SANDERSON JR., A.M., S.T.M. . Dean of the Faculty
RUDOLPH F. SCHMIDT, A.B. Director of Admissions and Registrar
RAYMOND H. DAMERON,* B.D. . Acting Dean of Students
COLLYN F. SCHMIDT, M.S. . . . Dean of Women

FACULTY

CHARLES W. ANDERSON Assistant Professor of Physical Education
A.B., Wheaton College; B.D. Faith Theological Seminary

WILLIAM S. BARKER . . Assistant Professor of History
A.B., Princeton University; A.M., Cornell University; B.D., Covenant Theological Seminary

JANE BROOKS . . . . Instructor in English
A.B., Covenant College; A.M., Texas Woman's University

*RAYMOND H. DAMERON . Assistant Professor of Chemistry
B.S., Pennsylvania Military College; B.D. Covenant Theological Seminary

ELMER O. DELANCY . . . Professor of Education
B.S., University of Pennsylvania; M.S. and Ed.D., Pennsylvania State University

JOHN HAMM . . . Assistant Professor of Music
Mus. B., John Brown University; Mus.M., Eastman School of Music

H. HARRISON HUGHES . Assistant Professor of Mathematics
B.S. and A.M., Washington and Jefferson College

JOHN E. LOTHERS JR. . . Assistant Professor of Biology
B.S., Oklahoma State University; M.S., Kansas State University

*On leave, 1965-1966
Faculty

LEONARD S. PITCHER . . Assistant Professor of Psychology
A.B., Colgate University; A.M., New York University; Th.B., Westminster Theological Seminary

ROBERT G. RAYBURN . . Professor of English Bible
A.B., Wheaton College; Th.B. and Th.M., Presbyterian Theological Seminary of Omaha; Th.D., Dallas Theological Seminary

JOHN W. SANDERSON JR. . . Professor of Philosophy
A.B., Wheaton College; B.D. and S.T.M., Faith Theological Seminary; A.M., University of Pennsylvania

COLLYN F. SCHMIDT . . Instructor in Nursing
R.N. and B.S., University of Iowa; M.R.E., Faith Theological Seminary; M.S., Washington University

RUDOLPH F. SCHMIDT . . Assistant Professor of History
A.B., Highland College

*ROBERT E. WEBBER . . Assistant Professor of Bible
A.B., Bob Jones University; B.D., Reformed Episcopal Seminary; Th.M., Covenant Theological Seminary

*On leave, 1965-1967

ASSISTANTS

FLORENCE C. ANDERSON, A.B. . . Physical Education
JOEL BELZ, A.B. . . English, Philosophy
DOROTHY DAMERON, A.B. . . Classics
CHARLOTTE WATSON, B.Mus. . . Music
JUDITH W. WOLFGANG, A.B. . . Spanish
DISTRIBUTION OF STUDENT BODY

<table>
<thead>
<tr>
<th>Class</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>26</td>
</tr>
<tr>
<td>Juniors</td>
<td>30</td>
</tr>
<tr>
<td>Sophomores</td>
<td>35</td>
</tr>
<tr>
<td>Freshmen</td>
<td>69</td>
</tr>
<tr>
<td>Special Students</td>
<td>9</td>
</tr>
<tr>
<td>St. Louis Extension</td>
<td>10</td>
</tr>
<tr>
<td>Off-Campus Nursing</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>191</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>5</td>
</tr>
<tr>
<td>California</td>
<td>1</td>
</tr>
<tr>
<td>Colorado</td>
<td>6</td>
</tr>
<tr>
<td>Connecticut</td>
<td>2</td>
</tr>
<tr>
<td>Delaware</td>
<td>10</td>
</tr>
<tr>
<td>Florida</td>
<td>8</td>
</tr>
<tr>
<td>Georgia</td>
<td>5</td>
</tr>
<tr>
<td>Illinois</td>
<td>14</td>
</tr>
<tr>
<td>Indiana</td>
<td>3</td>
</tr>
<tr>
<td>Iowa</td>
<td>8</td>
</tr>
<tr>
<td>Kentucky</td>
<td>2</td>
</tr>
<tr>
<td>Maryland</td>
<td>7</td>
</tr>
<tr>
<td>Michigan</td>
<td>1</td>
</tr>
<tr>
<td>Missouri</td>
<td>28</td>
</tr>
<tr>
<td>New Jersey</td>
<td>10</td>
</tr>
<tr>
<td>New Mexico</td>
<td>1</td>
</tr>
<tr>
<td>North Carolina</td>
<td>3</td>
</tr>
<tr>
<td>North Dakota</td>
<td>2</td>
</tr>
<tr>
<td>Ohio</td>
<td>2</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>1</td>
</tr>
<tr>
<td>Oregon</td>
<td>1</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>29</td>
</tr>
<tr>
<td>South Carolina</td>
<td>3</td>
</tr>
<tr>
<td>South Dakota</td>
<td>1</td>
</tr>
<tr>
<td>Tennessee</td>
<td>15</td>
</tr>
<tr>
<td>Texas</td>
<td>3</td>
</tr>
<tr>
<td>Virginia</td>
<td>1</td>
</tr>
<tr>
<td>Washington</td>
<td>7</td>
</tr>
<tr>
<td>Australia</td>
<td>1</td>
</tr>
<tr>
<td>Canada</td>
<td>2</td>
</tr>
<tr>
<td>China</td>
<td>1</td>
</tr>
<tr>
<td>France</td>
<td>1</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>1</td>
</tr>
<tr>
<td>India</td>
<td>1</td>
</tr>
<tr>
<td>Jordan</td>
<td>1</td>
</tr>
<tr>
<td>Kenya</td>
<td>2</td>
</tr>
<tr>
<td>Mexico</td>
<td>1</td>
</tr>
<tr>
<td>Pakistan</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>191</strong></td>
</tr>
</tbody>
</table>
On Giving to Covenant College

How is Covenant College financed? Through tuition, fees, and gifts.

Gifts are received regularly from churches, individuals, corporations, foundations, and wills. Employees of certain corporations may have their gifts matched or even doubled; please request our folder entitled Match.

Several plans of giving are available:
1. Gifts or “bargain sale” of securities to school.
2. Life income plans.
4. Short term charitable trusts.
5. Revocable gift agreements.

Tax Information
1. Contributions may be deducted up to 30% of adjusted gross income.
2. Life income plans permit substantial immediate tax deduction while enjoying all the income from investment of all the principal.
3. Gift portions from annuities are deductible.
4. Short term charitable trusts permit donor to give more than 30% of adjusted gross income without paying taxes on income.
5. Revocable gift agreements allow one to give his property but get it back during his life if he needs it and the school receives the property in its possession.

Those who wish to make a bequest for the endowment of Covenant College should use the following wording. “I give, devise, and bequeath to the Trustees of Covenant College, a corporation organized and existing under the laws of the State of Missouri, the sum of ______ dollars or ______ percent of the residue of my estate to be preserved inviolably for the endowment of Covenant College.”

Complete information will be furnished upon your request to the Office of Development, Covenant College, Lookout Mountain, Tennessee 37350.
Calendar, 1965-1966

September
9, 10 Thursday, Friday
15, 16 Wednesday, Thursday, 9:00 a.m.
16 Thursday, 9:00 a.m.
16 Thursday, 7:30 p.m.
17 Friday, 9:00 a.m.
17 Friday, 8:00 p.m.
18 Saturday, 3:30
19 Sunday, 3:00 p.m.
20 Monday
27 Monday

Faculty fall conference
Entrance tests for new students
Registration of upper classmen
Student Council program
Registration of freshmen and transfer students
Faculty reception for new students
All-school outing
Opening Convocation
Classes begin
Spiritual Life Conference begins

October
14 Thursday
November
9 Tuesday
16 Tuesday
25 Thursday
26 Friday
December
2 Thursday
8 Wednesday
11 Saturday
17 Friday
18 Saturday

Spring Semester Pre-registration
Campus Day
Christmas Banquet
Last day of classes
Christmas recess begins

January
4 Tuesday
13 Thursday
24-28

Classes resume
Board of Trustees meeting
Final Examinations

February
7 Monday
8 Tuesday
Registration
Classes begin

March
5 Saturday
7-11
24 Thursday
28 Monday
Tales of the Covenanters Banquet
Missionary Conference
Day of Prayer
Mid-term examinations begin
<table>
<thead>
<tr>
<th>April</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Friday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>2 Saturday</td>
<td>Spring recess begins</td>
</tr>
<tr>
<td>12 Tuesday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>27 Wednesday</td>
<td>Campus Day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3-9</td>
<td>Final examinations</td>
</tr>
<tr>
<td>5 Sunday</td>
<td>Baccalaureate Service</td>
</tr>
<tr>
<td>10 Friday</td>
<td>Commencement</td>
</tr>
<tr>
<td>10 Friday</td>
<td>Board of Trustees meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Monday</td>
<td>Registration for summer session</td>
</tr>
<tr>
<td>14 Tuesday</td>
<td>Classes begin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Last day of classes</td>
</tr>
</tbody>
</table>
Application
Request
Form

A prospective student may use the blank below to request an application form. Detach and mail to:

DIRECTOR OF ADMISSIONS
COVENANT COLLEGE
Lookout Mountain, Tennessee 37350

I am considering applying for admission to your institution as a (first year/transfer) student for the term beginning

MONTH YEAR

Please send me an application form.

NAME

STREET

CITY ZONE STATE

SCHOOL ATTENDED