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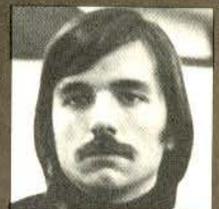
The Lindenwood Colleges BULLETIN

You are entering into an experience that will shape all your life experiences. You are making a decision that will affect all your later decisions. Choosing a college gets you into all the hard questions about your life goals and how a college can help you reach them. We think you're entitled to frank and open answers. That's why we've prepared this prospectus. **Questions and Answers**



Two alumni of the Lindenwoods, who have begun to make a name for themselves in their respective career fields, recently returned to the campus to find out what the Colleges have to offer students today. Both believe these colleges can provide a valid educational experience, but both also believe, to paraphrase Socrates, that the unexamined institution isn't worth attending. The dialogue between them and members of the Lindenwoods communities appears in this booklet.

Bob Yuna is news editor for WIIC-TV, NBC's Pittsburgh affiliate, and is a master's degree candidate in mass media at the University of Pittsburgh. A 1971 political science graduate of Lindenwood College II, he served as general manager of KCLC-FM, the Colleges' radio-station, while at the Lindenwoods.



Deann Duff Smith graduated from Lindenwood College in 1963 with a major in political science. She attended Stanford Law School, graduating in 1966. She was appointed a probate judge in Texas County, Missouri, in 1970, and combines her judicial career with marriage and a family. She is a member of the Colleges' Board of Overseers.



How can the liberal arts give a student the kind of education needed to deal with a shrinking job market?

Students aren't preparing for one career, but for four or five. They need an attitude about learning that outlasts the first job.

How can the experience at the Lindenwoods help a student face the decisions that must be made in an active lifetime?

Students understand by learning *and* by doing. Internships, apprenticeships and work study offer these qualities at the Lindenwoods

What are the Lindenwood Colleges, and how can they serve to educate men and women students?

There are two Lindenwoods. One is for women, one is for men. They are separate but determinedly equal.







Judge Smith: I'm a believer in liberal arts education, but don't many students today question whether it prepares them to deal with the pressures of the real world **Dean Howard A. Barnett: I think students realize that the greatest pressure on them in the "real" world will be that of making sound decisions on a day-to-day basis, and that only an education that gives them a sense of perspective about the implications of those choices will "really" equip them for life.**



The Difference between Knowledge and Understanding

It is entirely possible to be confused about the distinction between liberal arts education and any other kind. Some forms of education provide very useful knowledge about how to deal with specific problems or how to accomplish specific tasks. They are extremely essential to the orderly functioning of our society.

Liberal arts education, however, offers another and deeper kind of learning: a sense of the wholeness of the world and a vision of the entirety of life.

As we have become more and more proficient at our human tasks, we have found that few of our day-to-day problems couldn't be managed. If a river didn't flow correctly, we could build a dam. If a city was improperly planned, we could provide urban renewal. If nations couldn't agree, we could apply military and economic leverage. Yet, by the last third of our century, we have discovered that short-term answers breed long-range problems: dams disturb a natural balance; urban renewal displaces families; leverage often accelerates into war.

What is needed, it seems, is a heightened sense of perspective, a real sense of the root cause of many of our conflicts and our difficulties. One of the most effective

methods of gaining this sense of wholeness, we have found, is through a liberal arts education, the kind that shows us something about the range of knowledge before we settle down to handle a particular task-oriented specialty.

This form of education is highly developed and much respected at The Lindenwood Colleges. These Colleges, in one form or another, have been at the business of liberal arts education since 1827 (the founding date of the women's College). Lindenwood II, the men's College, has been only functioning since 1969, but it inherited the urge to broaden the perspective of its students from its partner.

All the degree programs of the College reflect this emphasis. The Lindenwoods offer the bachelor of arts, the bachelor of science, the bachelor of fine arts, the bachelor of music and the bachelor of music education.

All have in common the long view. All are designed with perhaps the most pragmatic view of all in mind: to prepare a student to live with himself and to continue to learn about himself for the remainder of his years.

What this recognizes is that your most important career will be your own personal growth and how you manage it.



Mr. Yuna: The real value of the liberal arts is the flexibility they give you later in life. How can The Lindenwoods help a student develop that kind of flexibility? Lindenwood College Dean Doris Crozier: We encourage students to build their own educational plans around their own concerns, and provide courses as building blocks they can choose to meet individual needs and interests. In short, we try to make education like life.



Making Education Like Life

Teachers at the Lindenwoods disdain spoon-feeding. There's no way, they declare, that you can teach learning. They believe that you put students in learning situations—situations that match their own personal needs and motivations—and then try to stay out of their way as they make their own discoveries.

This awareness profoundly shapes their teaching. It's not likely they will pre-digest your material for you, or repeat what you've read for yourself, or make outside sources expendable. They believe the classroom is only one means of access to learning, and encourage you to strike out on your own to find out more about your subjects and interests.

General requirements are few and are limited to the Lindenwoods Common Course for Freshmen and two years of a foreign language or a foreign language proficiency exam for BA candidates.

Three major fields of study are offered—the humanities, social sciences and natural sciences; these include 18 subject areas and individualized learning programs.

Independent study is strongly emphasized at the Colleges with all students being introduced to independent study techniques in the Common.

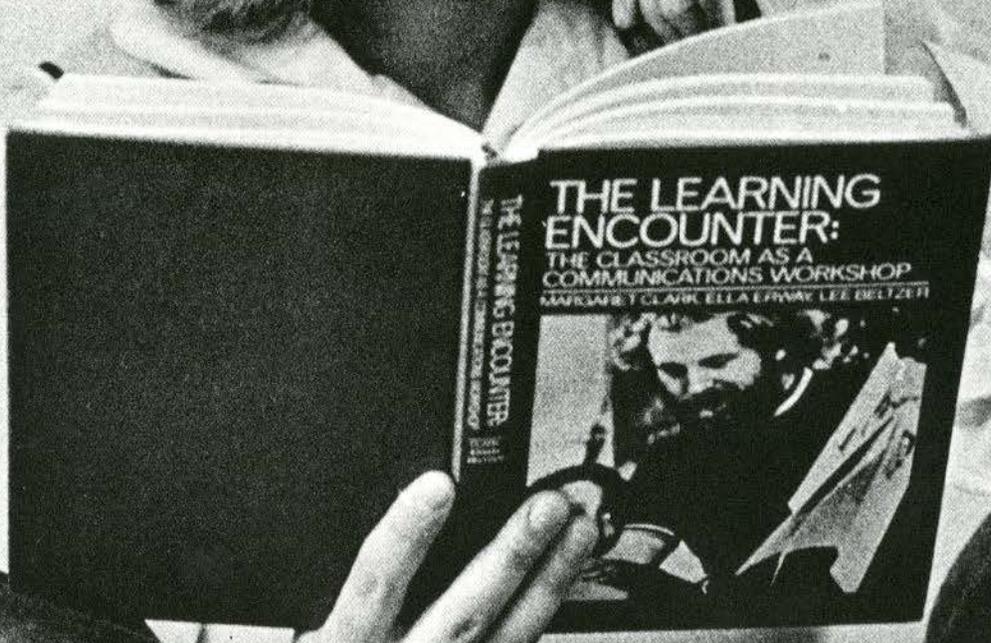
Premedical, pre dental, preveterinary, prepharmacy and prelaw programs are designed by each individual student to meet his own particular professional aspirations.

Career-oriented programs such as medical technology, business, museum management, broadcasting, television production, urban planning, psychological services, recreation and riding stable management and others which relate job experience and technical training are offered in a liberal arts framework. A cooperative three-two plan leading to an engineering degree is available.

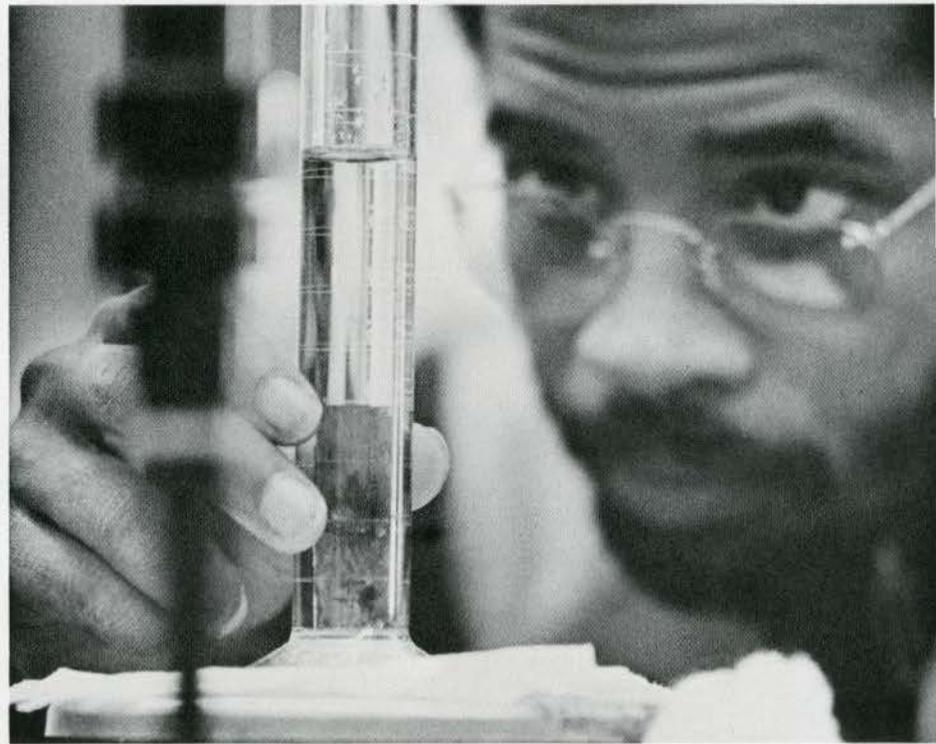
A pass-fail grading system allows you to take up to five courses in new or familiar subjects without endangering your record.

Many off-campus programs in this country and abroad are available if you're qualified.

The Lindenwoods provide rich learning resources for you as you move toward your individual objectives. The opportunity to learn increases as you take advantage of these resources and add your own experience and imagination to the process. In this way, The Lindenwoods offer you a strong model for your life and particular career choice.



THE LEARNING ENCOUNTER:
THE CLASSROOM AS A
COMMUNICATIONS WORKSHOP
MARGARET CLARK, ELLA ERWAY, LEE BELTZ, ET AL.





Judge Smith: As I recall, I was content to regard my college years as preparation for something, a time of “getting ready for life.” Do students today still accept this concept? Dean Patrick Delaney: I’d say not. They see these four years as being something in themselves. They’re not about to take these as years of “retreat-and-return”. And even if they were, we wouldn’t let them.



Making Good Use of Now

Students at the Lindenwoods are not stand-offish about putting their knowledge to good use as soon as they get it. Indeed, as increasingly more students come to the College with concerns for their careers and professional lives, the Lindenwoods are likely to expand their efforts to reveal the connections between what a student learns and how it can be applied.

What is important to the College’s sense of mission is that such experience not be provided in a haphazard or thoughtless way. Given the measurements of effectiveness that the Lindenwoods put on such student efforts, this will not happen.

A Lindenwoods math student is working on special projects for McDonnell-Douglas, a major St. Louis airplane manufacturer. During his next stint with the Company, he will be paid for his services. He is preparing a report on his experience, and he and the Company both look to future benefits of the relationship.

A group of Lindenwoods biology students are making a biological laboratory out of 1,000 acres of wilderness and farmland recently made available to the Colleges on the Cuivre River north of St. Louis. They are renovating a dilapidated farm house on the property with their own carpentry, masonry, and electrical work, and soon will be using the facility for winter botany programs, survival courses and fresh-water ecology studies.

Another student, with the help of his biology professor, made in-depth fresh water studies of the Cuivre River on a two-week float trip during a recent January term.

Some Art History majors have internships at Art Museums and learn what museum management is like while they are at work on their undergraduate studies.

Psychology majors may spend a term at the Malcolm-Bliss Mental Hospital or the Merrill-Palmer Institute in Detroit.

Communication Arts students have internships in commercial and educational radio or television stations, gaining practical experience in broadcasting, programming, film-making, and production—experience which makes the liberal arts courses taken on campus immediately relevant and meaningful.

Some students are spending their fourth college year in internships in medical technology with St. Louis hospitals. That fourth year will complete their work toward the bachelor of science degree in medical technology.

If a strong liberal arts education implies an ability to adjust rapidly to changing conditions at the Lindenwoods, it also implies a sense of how to be effective in the world today. This is good for students, good for the Colleges, and good for the institutions and firms that utilize the services and thinking of students and graduates.



Mr. Yuna: I remember the geography of The Lindenwoods having a definite effect on the way I was educated here—especially in the ways I educated myself. Does it still? Senior Mark Poindexter: We relate closely to both St. Louis and St. Charles. In the Presidential elections, St. Charles residents pointed out to us that the Colleges' radio station was two to six minutes ahead of the major networks in Missouri in national coverage. They really listen. And they let us know.



The World Outside: A Resource, an Opportunity

The Lindenwoods are set on a 70-acre campus in the historic Missouri River town of St. Charles, about 22 miles northwest of downtown St. Louis.

This is more than a geographic location. It describes a condition of life for these Colleges and their students. The Lindenwoods draw heavily and contribute greatly to the life of Metropolitan St. Louis. Prominent St. Louisans often teach part-time at the College (several Lindenwoods students each year receive private music instruction from members of the St. Louis Symphony); interested students often work part-time (either through work-study or more informally on their own) in the city.

In addition, both provide a natural resource for the other. The city is a solid contact with reality for Lindenwoods students. It has all the difficulties and accomplishments of any modern major American city, and yet has a peculiarly rich "neighborhood" quality all its own. The College, along with other educational and cultural institutions, provides an opportunity for St. Louisans to enlarge and enrich their lives, and to have a persisting source of renewal nearby.

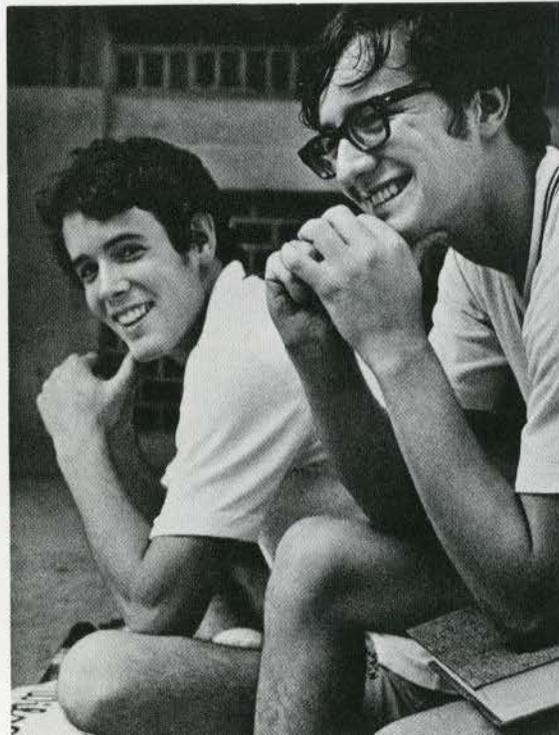
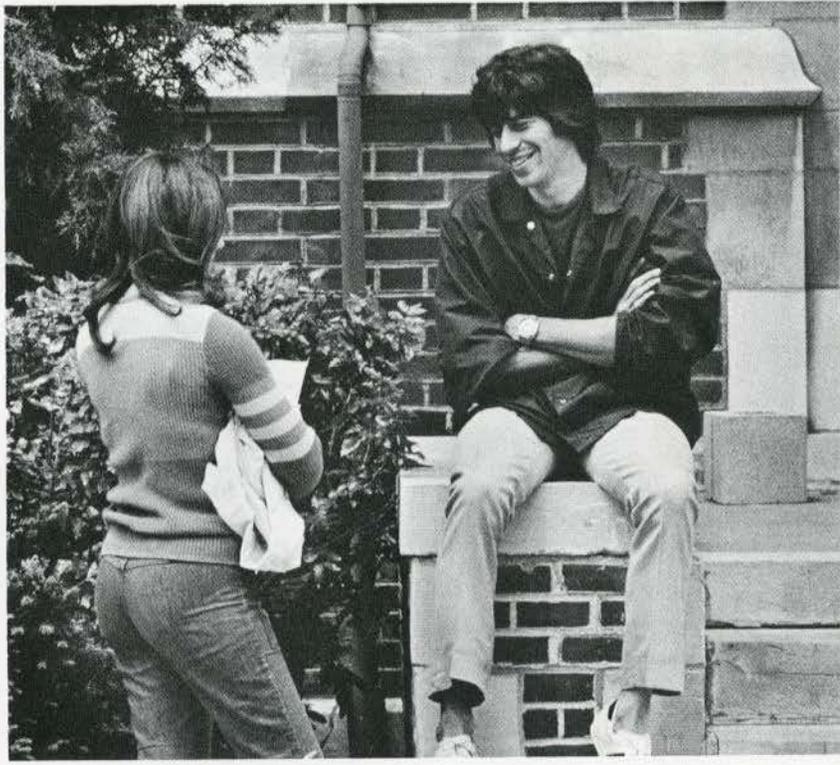
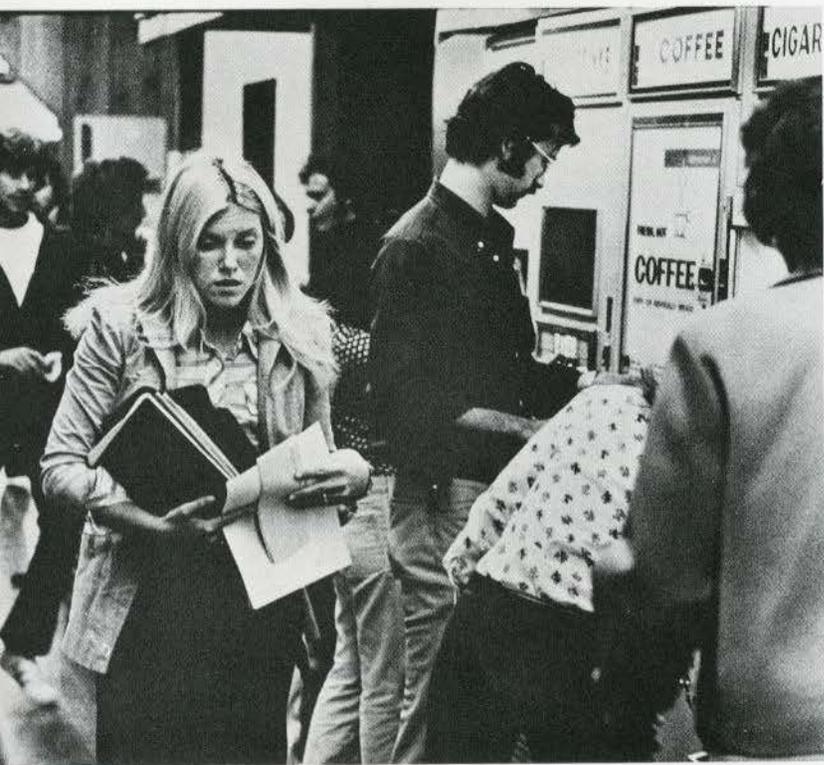
Yet, off-campus learning is far from a "local-color"

characteristic of the Lindenwoods. Its students at any given moment can be found in related educational programs at American University in Washington, at the Merrill-Palmer Institute of Human Behavior in Detroit, and, during January Term, they can be found anywhere from Aztec Mexico to Renaissance Florence.

Perhaps the experience of three Lindenwoods students during a recent January provides the best example of how the world affects the Colleges (and they, in turn, affect the world). These students had bicycles shipped to Yucatan, then rode across the Peninsula, each conducting an independent study project along the way. One student examined ruins for archeological clues to Mayan civilization. Another studied found art objects to make an evaluation of artistic values among the Mayan tribes.

The third took notes on his own and his colleagues behavior for a study in small-group relationships.

Their experience makes a dramatic point about the Colleges. Little in life is unrelated to what we know; little is known that is unrelated to our life. Such wholeness is what the Lindenwoods experience is about.



Academic Programs

The Lindenwoods Academic Programs

Majors and Areas of Concentration

The general field in which most of the student's work is taken is considered a major. Students at The Lindenwood Colleges major in one of the three divisions of the curriculum, Humanities, Social Sciences, or the Natural Sciences and Mathematics. The specific subject area within a major is known as the Area of Concentration. The student must designate the area of concentration usually by the end of the sophomore year, although in some subjects, particularly in the sciences, mathematics, elementary education, art, or music, emphasis in the area of concentration should begin in the freshman year.

The curriculum is implemented through a 4-1-4 calendar which concentrates the student's attention and effort on a maximum of four subjects each regular term. The Fall Term begins in September and ends before Christmas. The Spring Term begins in February and ends in May.

During the one-month January Term only one course is taken, providing an unusual opportunity for independent study and research both on and off campus. Courses offered in the January Term are those that are particularly adaptable to the intensive approach the term provides.

Class scheduling takes into account that all learning does not take place at the same pace. Some hours are set aside for subjects which require longer periods of time at one sitting, while others are organized for courses which need to meet more frequently for shorter periods of time.

Bachelor of Arts

1. A total of 36 courses is required for graduation. A student could complete as many as 40 courses in the four years without incurring an overload charge.
2. Two courses in the Lindenwood Common.
3. Six courses chosen from the exploratory divisional electives—two from each of the three divisions.
4. Two ¼ course Physical Education Activities taken in the freshman year. (women's college only)
5. Eight to twelve courses in an area of concentration.
6. Two to four courses outside the area of concentration but within the division of the major.

7. Proficiency in a foreign language or the successful completion of four courses in a specific language.
8. Proficiency in English composition.
9. Additional requirements for students who wish to qualify for elementary or secondary teaching credentials are listed on page 15.

Bachelor of Science

1. A total of 36 courses is required for graduation.
2. Two courses in the Lindenwood Common.
3. There are nine courses to be chosen from the exploratory divisional electives—three from each of the three divisions.
4. Two ¼ course Physical Education Activities taken in the freshman year. (Lindenwood College only)
5. Eight to twelve courses in an area of concentration except where noted in specific areas of concentration.
6. Two to four courses outside the area of concentration but within the division of the major.
7. Proficiency in English composition.
8. Additional requirements for students who wish to qualify for elementary or secondary teaching credentials are listed on page 15.

Bachelor of Fine Arts

1. 36 Courses
2. Two courses in the Lindenwood Common Course.
3. Nine courses chosen from the Exploratory Divisional Electives—three from each of the three divisions of study: Social Science, Humanities and Natural Science-Mathematics.
4. In general, sixteen to twenty courses in art.
5. Two to four courses outside the area of concentration but within the division of the major.
6. Proficiency in English Composition. Proficiency examinations are administered by the Department of English.

Bachelor of Music

36 courses including 20 courses in Music as follows:
Theory—*Music 302*,303,304,370,371,372*
(4½ courses)
History of Music—*Music 351,352,353,354*
(2 courses)
Literature of Music—2 courses, chosen to suit major instrument of the student
Applied Music
Major instrument (5½ courses)
Minor instrument (1 course)

Admissions

The minor instrument must be piano if the major instrument is not piano or organ. Piano or organ majors need not have a minor instrument and may elect an additional music course in another area if they so desire.

Ensembles (2 courses)

Recital and Research (1 course)

Electives in Music (2 courses)

Bachelor of Music Education

36 courses including 18 courses in Music as follows:

Theory—Music 302*,303,304, (3 courses)

History of Music—Music 351,352,353,354
(2 courses)

Conducting—Music 383,384,385,386 (2 courses)

Instrumental Techniques—Music 10,12,13,14
(1 course)

Applied Music

Major instrument (4 courses)

Minor instrument (1½ courses)

The minor instrument must be piano if the major instrument is not the piano or organ.

Ensembles (2 courses)

Electives in Music (2½ courses)

Admissions

Incoming Freshmen: Lindenwood selects for admission those students who show evidence of ability and scholastic achievement. Each applicant must have completed 16 academic units in high school with four of these units being in English and the remaining in the areas of foreign language, mathematics, social sciences and science. Applicants should request that their high school transcript be sent directly to the Admissions Office. Candidates for admission should arrange to take the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT) offered by the American College Testing Program prior to January of their senior year.

Early Admission: Highly qualified applicants may be considered for admission upon the completion of the junior year of high school.

Early Decision: The deadline for Early Decision candidates is December 1 of the year before entrance; applicants will be notified of decision by December 20.

Application Fee: New students will pay an application fee of \$15.00. This fee is for evaluating and processing

the application for admission, the transcript of academic record, and such other data as required in support of the application. The application fee is not subject to refund whether the applicant is accepted or rejected and is not applied on the account.

Credit and/or Advanced Placement: Credit or placement is given for scores of 3 or higher on the Advanced Placement Tests of the College Entrance Examination Board.

Transfers: Applicants should make sure that transcripts from all colleges attended are forwarded to the Admissions Office.

Accelerated or Three-Year Degree Programs: For several years, a number of students have arranged their courses and schedules in order to accelerate their progress toward a degree. With careful planning, with the use of tutorials and other elements of Lindenwood's flexible curriculum, and with attendance of the summer sessions, highly motivated students can complete their studies for most degrees in as short a period of time as three years.

Scholarships and Financial Aid: Students who cannot meet their entire college expense, but show academic promise, may receive assistance in the form of scholarships, grants, loans, campus employment and/or work-study. Most financial aid awards are based on scholastic achievement and need. Each candidate applying for financial aid is required to file a Parents' Confidential Statement with the College Scholarship Service.

Deferred Payment Plans: For the benefit of those who prefer to pay college fees in monthly installments, The Lindenwood Colleges provide deferred payment plans through college endorsed independent sources. For detailed information, write the Business Manager, The Lindenwood Colleges, St. Charles, Missouri 63301.



Courses

Division of Humanities

Art History

- 111, 112 World Art & Literature
- *232 Primitive Art
- *241 Art of the Ancient Near East
- *251 Oriental Art
- *252 Northern Renaissance Art
- *253 Italian Renaissance Art
- *254 Nineteenth Century Art
- *255 Pre-Columbian Art
- *256 Baroque Art
- *257 Greek and Roman Art
- *259 American Art I
- *260 American Art II
- *261 Twentieth Century Art I
- *262 Twentieth Century Art II
- *263 Medieval Art I
- *264 Medieval Art II
- *271 History of Drawing & Graphics (Jan.)
- *323 Pre-Columbian Art History and Studio (January)
- *324 Greek & Byzantine Art (January)
- *326 Impressionism & Post-Impressionism (January)
- *327 American Architecture & Museums of Eastern U.S.A. (January)
- *329 Baroque Art in Rome & Bavaria (January)
- *365 Medieval Art in Italy and France (January)
- *374 Senior Studies
- *400 Departmental Field Study
- *450 Divisional or Departmental Internship

Studio Art

- 100 Basic Art
- 101 Basic Design and Movement
- 201 a-h Ceramics
- 300 a-h Painting
- 301 a-h Design
- 310 a-h Graphics
- 320 a-h Sculpture
- *323 Pre-Columbian Art History & Studio (January)
- 325 Watercolor
- *328 Sculpture & Workshop in Casting (January)
- 330 a-h Drawing
- *331 Techniques of Structure (January)
- 332 Collagraphy (January)
- 340 a-h Open Studio

Dance Emphasis

(may be elected as a part of one of the above areas of concentration) (All courses except Advanced Modern Dance are offered alternate years.)

- 21 Beginning Creative Dance
- 22 History of Dance I
- 23 History of Dance II
- 24 Theatrical National Dance
- 25 International Folk Dance
- 26 Pre-Classic Dance Forms
- 27 Analysis of Rhythm & Movement
- 302 Dance in Action (January)
- 380 a-h Advanced Modern Dance
- 381 Dance Composition & Accompaniment I
- 382 Dance Composition II
- 383 Dance Production

Classical Civilization

- 165,166 Graeco-Roman Civilization
- * 20-21 Scientific Terminology from Greek & Latin
- *225 The Early Aegean World
- *250 Classical Mythology
- *265 The Failure of Greek Democracy
- *266 The Revolutionary Period in Rome

Latin

- *201-202 Elementary Latin
- 301,302 Latin Masterpieces
- **321 Roman Drama
- **322 Roman Letters
- **351 Roman Historians
- **352 Roman Lyric Poetry
- **381 Roman Philosophy
- **382 Roman Satire
- **383 Roman Novel
- **384 Roman Elegy

Greek

- **203-204 Elementary Greek
- **331,332 Greek Literature

Communication Arts

Theatre

- 54 Make-up
- *200 The Avant-garde Theatre (January)
- *226, 227 Theatre Laboratory I, II
- *230 Children's Theatre (January)
- *240 New York Drama (January)
- *260 Acting I
- *261 Directing I
- *262 Stagecraft I
- *301 Acting II
- *302 Directing II
- *303 Stagecraft II
- *304 Acting III
- *305 Directing III
- *314 Comparative Drama
- *309(T) Experimental Theatre (Individualized study)
- *310(T) Elementary Play-writing (Individualized study)
- *311(T) Advanced Play-writing (Individualized study)

Communication & Speech

- 125 Mass Media & Society
- 137 Communication Aesthetics
- 180 Communication Theory
- *214 Effective Speaking
- *215 Speech in the Classroom
- *222 Advertising in Contemporary Society (January)
- 242 Discussion in our Time
- 272 Speech for Broadcasting
- *298 Interpersonal Communications
- *304(T) Culture & Communication (Individualized study)

Radio & Television

- 208,209 Radio Production I, II
- *210 Continuity for the Broadcast Media
- 212 Broadcasting Performance
- *219 Television Workshop
- *241 Radio Theatre (January)
- 243 Introduction to Broadcasting
- *257 News Writing for the Broadcast Media
- *258 Presentation of News for Broadcast Media
- *312 Broadcast Seminar

- *362 Seminar in Writing for the Media
- *305(T) Race & the News Media (Individualized study)

Film

- 173 History & Criticism of the Film I
- *204 Introduction to Still Photography
- 213 History & Criticism of the Film II
- *248 The Documentary Tradition
- *251 The Experimental Film
- 280 Motion Picture Workshop
- *306 The Art of Still Photography
- *300(T) Surrealism, the Novel and the Film (Individualized study)
- *302(T) The Aesthetics of Film (Individualized study)
- *303(T) Criticism of Film (Individualized study)
- *306(T) Photographic Methods (Individualized study)

Journalism

- *244,245 Principles of Journalism I, II
- *246 News Writing and Editing
- *247 Feature and Editorial Writing
- 300 Independent Research or Creative Project
- 400 Departmental Field Study
- 450 Divisional or Departmental Internship

English

- 25 Modern Criticism
- 27 Linguistics Workshop
- 79 Literary Editing
- 111 World Art and Literature
- 112 World Art and Literature
- 125 History of the English Language
- 201 Basic College English Composition and Research
- 202 Advanced College English Composition
- 203 Creative Writing: Poetry
- 204 Creative Writing: Prose and Drama
- 211 Writer's Workshop
- 213 The Essay
- 215(J) Practical Criticism (January)
- *225 The 18th Century Novel
- *226 The 19th Century Novel
- *228 English Literature and the Art of Love
- *230(J) Studies in English Authors (January)
- 231 American Literature I, the Myth and the Reality
- 232 American Literature II
- 233 Shakespeare and English Drama to 1600
- 234 Shakespeare and English Drama 1600-1642
- *235 Contemporary Drama in Perspective
- *236 The Contemporary Novel
- *238 Literature of the Renaissance
- *239 Milton
- *240(J) New York Drama and Art (January)
- *243 Dryden, Swift, and Pope
- 244 Dr. Johnson and His Circle
- *248 Anti-Theatre in 20th Century Drama
- 251 Modern Poetry
- *253 Contemporary Poetry
- *261 William Blake, Poet and Painter
- *263 Romanticism, 1789-1837
- *264 The Victorians, 1837-1901
- *265 Literature of Old and Middle English
- *266 Restoration and Eighteenth Century Comedy
- 275 Seminars in Selected Authors
- *276 Biography and Autobiography

* offered alternate years
** offered on demand

Courses

- *281 Satiric Themes in 18th Century Literature and Art
- *282 Comedy
- 289 Modern Black Literature
- 295 Seminar on American Folklore
- *326 Chaucer
- *327 Classical Foundations of Literary Criticism
- 362 Seminar in Creative Writing

Modern Languages

French

- 201-202 Elementary French
- 301-302 Intermediate French
- 310 French Oral Practice
- 311,312 French Conversation & Composition
- *320 French Phonetics & Diction
- 333,334 Masterpieces of French Literature I, II
- *335 French Culture & Civilization
- 340 Contemporary France (January)
- *341 French Theatre of the Seventeenth Century
- *351 The Age of Enlightenment
- 365,366 Nineteenth Century French Literature I, II
- 370 Seminars on Selected Authors (January)
- *372 French Theatre of the Twentieth Century
- *373 Twentieth Century French Prose & Poetry
- *383 Advanced French Grammar

Spanish

- 201,202 Elementary Spanish
- 301,302 Intermediate Spanish
- 311,312 Conversation & Composition
- 335 Spanish Culture & Civilization
- 336 Latin American Culture & Civilization
- *341 Medieval Spanish Literature
- *342 Spanish Lyrics of the Golden Age
- *343 Spanish Novel of the Golden Age
- *344 Spanish Theatre of the Golden Age
- *345 Spanish Romanticism
- *351 Spanish American Lyrics & Essays of Modernism & Post-Modernism
- *352 Spanish American Novel in the Twentieth Century
- *353 Spanish American Theatre in the Twentieth Century
- *354 Spanish Theatre of the Twentieth Century
- *362 Seminar on Language Problems
- 363 Masterpieces of Spanish American Literature (1820-1886) (January)
- 364 The Vanguard of Spanish American Literature Today (January)
- 365 Spanish with Native Speakers (January)
- 370 Seminar on Selected Authors (January)

German

- 201-202 Elementary German
- 301-302 Intermediate German
- 343(T) The German Novella (Individualized Study)
- 372(T) Goethe and Schiller (Individualized Study)
- 374(T) Present Trends in German Literature (Individualized Study)

- 375(T) Modern German Drama (Individualized Study)
- 376(T) Modern German Poetry (Individualized Study)
- 377(T) The German Novel (Individualized Study)

Music

- 100 Introduction to Music
- 101 Introduction to Music Theory
- 200(J) European Music Seminar (January in Europe)
- 321, 322 Literature of the Piano
- 270 Piano Pedagogy
- 302 Theoretical Foundations of Music
- 303,304 Theoretical Foundations of Music
- 351 History of Music: Middle Ages through Baroque (½ course)
- 352 History of Music: Early Classic through Beethoven (½ course)
- 353 History of Music: Romantic (½ course)
- 354 History of Music: Contemporary (½ course)
- 370 Counterpoint (½ course)
- 371 Form and Analysis (½ course)
- 372 Orchestration (½ course)
- 383,384,385,386 Conducting (½ course)

Applied Music

- 1 Piano Class (¼ course)
- 2 Piano (¼, ½, ¾, 1 course)
- 3 Organ (¼, ½, ¾, 1 course)
- 4 Voice (¼, ½, ¾, 1 course)
- 5 Orchestral Instruments (including classical guitar, accordion) (½, ¼, ¾, 1 course)
- 10 Instrumental Techniques: Strings (¼ course)
- 12 Instrumental Techniques: Woodwinds (¼ course)
- 13 Instrumental Techniques: Brass (¼ course)
- 14 Instrumental Techniques: Percussion (¼ course)
- 15 Piano Pedagogy Workshop (¼ course)
- 388 Recital and Research

Musical Organizations

- 20 Choir (¼ course)
- 40 Vocal Chamber Music Ensemble (¼ course)
- 60 Orchestra (¼ course)
- 70 Band (¼ course)
- 80 Instrumental Chamber Music Ensemble (¼ course)

Religion and Philosophy

Religion

- 100 Religions in America I
- 151 The Literature and Religion of the Old Testament
- 152 The Literature and Religion of the New Testament
- 200 Religions in America II
- *210 World Religions
- *211 Personality Development and Religion
- *214 Women's Liberation and Religion
- *215 Modern Theologians: Karl Barth and Paul Tillich
- 220 The Spirit of Protestantism (January)
- 301T,302(T) The History of Christian Thought (Individualized Study)
- *305 The Meaning of Paul for Today
- *306 The Meaning of Jesus for Today

- 309 The Sociology of Religion

Philosophy

- 106 Philosophy of Science (January)
- *155 Philosophical Thinking
- *156 Aesthetics
- 202 Logic
- *206 Existentialism
- 210 Contemporary Issues in Philosophy and Religion (January)
- 254 Ethics
- *301,302 History of Philosophy

Interdisciplinary Studies

The Lindenwood Common

- 101-102 Values: Origin, Conflict, Change

Humanities

- 250(J) Ways West: A Seminar in the Origins and Major Developments in Western Culture from Antiquity to the Dark Ages (January in Europe)
- 254(J) The Discarded Universe: A Seminar on the Arts in Europe before 1700 (January in Europe)

Science

- 160 The Space Frontier
- 201,202 Physical Science Concepts
- 370 Natural Science Seminar

Social Science

- 210 Social Science Statistics

Division of Natural Science and Mathematics

Biology

- 101,102 General Biology
- 105,106 Contemporary Biology
- 370 Seminar Topics in Biology
- 400 Field Study
- 450 Internship

Area I: Molecular and Cellular Biology

- 306 Cellular Physiology
- 313 Microbiology
- 320 Metabolism
- 363 Biochemistry

Area II: Organismic Biology

- 250 Marine Botany
- 309,310 Vertebrate Anatomy and Physiology
- 315 Survey of Plants
- 318 Endocrinology

Area III: Developmental Biology

- 240 Plant Growth and Development
- 308 Genetics
- 311 Developmental Biology

Area IV: Environmental Biology

- 110 Field Biology
- 120 Environmental Biology
- 260 Marine Biology in Jamaica (January)

* offered alternate years

Courses

- 302 Ecology
- 304 Field Ecology
- 325 Evolution

Chemistry

- 101 From Macro to Molecular
- 102 "What in the World Isn't Chemical?"
- 151 General Chemistry I
- 152 General Chemistry II
- *341 Inorganic Chemistry
- *342 Inorganic Chemistry of Transition Elements
- *351 Analytical Chemistry
- *352 Instrumental Analysis
- *361 Organic Chemistry I
- *362 Organic Chemistry II
- *363 Biochemistry
- *371 Physical Chemistry I
- *372 Physical Chemistry II
- *380 Selected Topics in Chemistry
- 381(T) Thermodynamics (Individualized Study)
- 382(T) Chemical Equilibria (Individualized Study)
- 383(T) Spectroscopy and Molecular Structure (Individualized Study)
- 384(T) Radiochemistry (Individualized Study)
- 385(T) Chemical Dynamics (Individualized Study)

Physics

- *151,152 Introductory Physics I, II
- *303,304 General Physics I, II

Mathematics

- 101,102 Concepts of Mathematics I, II
- 103 Algebra, Geometry and Trigonometry
- 104 Elementary Functions and Calculus
- 171,172 Calculus I, II
- 180 Introduction to Computer Science
- 303,304 Calculus III, IV
- 307,308 Complex Analysis I, II
- 311,312 Analysis I, II
- 315,316 Linear Algebra I, II
- *321,322 Algebraic Structures I, II
- *330 Geometry
- *332 Topology
- *341 Probability
- *342 Mathematical Statistics
- *351,352 Numerical Analysis
- *380 Seminar
 - 91,92 Computer Laboratory (½ course)
- 400 Field Study
- 450 Internship

Physical Education

- * 72 First Aid (½ course)
- 73 Health Education (¾ course)
- 74 Physical Education in Elementary Schools (¾ course)
- *200 School and Community Recreation
- *204 Camp Counseling and Outdoor Education
- *205 Tests and Measurements in Physical Education
- *206 History and Principles of Physical Education and Recreation
- *300 Materials and Methods of Teaching Dance
- *304 Organization and Administration of Physical Education

- *305 Kinesiology
- *315,316 Techniques of Teaching Sports
- *350 Adaptive Physical Education
- 351(J) European Physical Education (January)
- 352(J) Ski Workshop (January)

Horsemanship Emphasis

- * 81 History of Selected Light Breeds (½ course)
- 82,83 Principles of Equitation I, II (½ course)
- 210(A) Hunter Seat Equitation (January)
- 210(B) Hunter Seat Equitation (January)
- *276 Equine Health and Disease (evening only)
- *277 Equine Nutrition (evening only)
- 376 Techniques of Teaching Horsemanship

Activity Courses

- 1 Tennis (¼ course)
- 2 Gymnastics (¼ course)
- 3 Swimming (¼ course)
- 5 Archery and Badminton (¼ course)
- 6 Riding (¼ course)
- 7 Activity Lab I, II, III, IV (¼ course)
- 8 Golf (¼ course)
- 9 Cycling (¼ course)
- 10 Hunting and Shooting Education (¼ course)
- 11 Bowling (¼ course)
- 12 Women's Basketball (¼ course)
- 13 Coed Basketball (¼ course)
- 21 Beginning Creative Dance (½ course)
- 24 National Theatrical Dance (½ course)
- 25 International Folk Dance (½ course)
- 38 Advanced Modern Dance (½ course)

Division of Social Science

Business Administration

Business Core

- 20 Introduction to Business (½ course)
- 21 Business Statistics (½ course)
- 31 Managerial Accounting (½ course)
- 32 Federal Income Tax (½ course)
- 33 Business Correspondence (½ course)
- 35 Cost Accounting (½ course)
- 202,203 Principles of Accounting I, II
- 204 Business Law
- 205 Marketing
- 207 Principles of Finance
- 220 Introduction to Data Processing
- 300 Management Theory and Practice

Accounting

- 310,311 Intermediate Accounting I, II
- *312 Advanced Cos: Accounting (evening only)
- *313 Advanced Accounting (evening only)
- 315 Advanced Tax Problems (evening only)

Data Processing

- 221 Introduction to Computer Programming
- 225 Systems Theory and Analysis

- 226(T) Systems Design: A Project Course (Individualized Study)

- *320 Programming Concepts—COBOL (evening only)
- *321 Programming Concepts—Fortran (evening only)

Finance

- 231 Credit Management (evening only)
- *235 Analysis of Financial Statements (evening only)
- *330 Investments (evening only)
- *331 Financial Management (evening only)
- *332 Insurance (evening only)

Management

- 40 Business Reports (½ course)
- 240 Management of Human Resources
- *340 Business and Society (evening only)
- *341 Business Organization and Behavior (evening only)
- *345 Budgeting (evening only)
- 346 Problems in Management
- *349 Business Policy (evening only)

Marketing

- 55 Salesmanship (½ course) (evening only)
- *250 Distribution and Transportation (evening only)
- 256 Principles of Advertising (evening only)
- *257 Management of Promotion (evening only)
- 351 Advertising Policy and Management (evening only)
- *352 Retail Management (evening only)
- 353 Marketing Management
- *354 Marketing Problems (evening only)

Business Education

- 60 Beginning Typewriting (½ course)
- 61 Intermediate Typewriting (½ course)
- 62 Production Typewriting (½ course)
- 63 Personal Typewriting (½ course)
- 66 Business Machines (½ course)
- 261 Elementary Shorthand
- 262 Intermediate Shorthand
- 363 Advanced Shorthand

Office Management/Professional Secretarial

- 72 Records Control (½ course) (evening only)
- 77 Office Procedures (½ course) (evening only)
- 270 Office Management
- 373,374 Professional Dictation I, II
- *377 Secretarial Procedures

Non-Traditional Studies

- 400 Field Study in Business
- 450 Internship in Business Practicum in Business

Education

- 12 Music in Elementary Schools (¾ course)
- 14 Art in Elementary Schools (¾ course)
- 16 Teaching Mathematics in Elementary Schools (¾ course)
- 30 Methods of Teaching a Major Subject (½ course)
- 73 Health Education (¾ course)
- 74 Physical Education in Elementary Schools (¾ course)

* offered alternate years

Courses

- 100 Education in America
- 140 Urban Education
- *241 Library Administration
- *242 Cataloguing and Classification
- *243 Reference and Bibliography
- *244 Selection and Acquisition of Library Materials
- *245 Selection and Processing of Non-Print Library Materials
- *246 History and Development of Children's Literature
- *250 The Nongraded School
- 254(J) Earth Science for Elementary Teachers (January only)
- 260(J) The Classroom as a Social System (January only)
- 270(J) Affective Education (January only)
- 280(J) Schools of Tomorrow Today (January only)
- *289 Philosophy of Education
- 300-301 Strategies and Tactics for Secondary Teaching
- 303-304 Strategies and Tactics for Elementary Teaching
- 305-306 Language Arts and Literature (elementary)
- 307 Reading in the Secondary School
- 308 Methods in Remedial Reading
- 309 Practicum in the Diagnosis of Reading Difficulties
- 310 Practicum in the Remediation of Reading Difficulties
- 311 Authentic Teaching
- 312 Motivation in the Classroom
- 313 Creative Teaching
- 315 Techniques of Teaching Sports
- 317 Materials and Methods of Teaching Dance
- 322(J) Technological Supports for Education (January only)
- 323 Methods of Teaching Elementary School Music
- 324 Methods of Teaching Secondary School Music
- 325 Teaching of Social Science
- 326 Methods of Teaching Business Subjects
- 390 Student Teaching (double course)

Economics

- 101,102 Introduction to Economics I, II
- 104 Consumer Economics
- 206 American Economic History
- 208(J) The Mexican Revolution, Then and Now (January)
- *301 Labor Problems and Industrial Relations
- *302 Money and Banking
- *303 International Economic Relations
- *304 Economic Development
- *305 Comparative Economic Systems
- *306 Public Finance
- *310 Intermediate Economic Theory
- *381 History of Economic Thought

History

- 100(A) The Civilization of Industrialism (½ course)
- 100(B) Totalitarian Movements in the Twentieth Century (½ course)
- 100(C) War and Society in the Twentieth Century (½ course)

- 100(D) The Revolt Against the Past (½ course)
- 105,106 United States History
- 201,202 History of England
- *209 American Revolution and the National Period
- *211 Sectionalism and the Civil War
- *215,216 Intellectual History of the U.S.
- *218 The Gilded Age and the Coming of Reform: U.S. from 1877 to 1914
- *219 The Growth of Modern America: U.S. from 1914 to the Present
- *231 Classic Europe: The Old Regime
- *232 Age of Revolutions: 1750-1850
- *233 19th Century Europe
- *234 Europe Since 1918
- *248 Tudor-Stuart England, 1485-1714
- *250 Victorian England
- *260 The West in American History
- 265,266 Graeco-Roman Civilization
- *371 Topics in History
- 341(T) The Development of the Soviet Union (Individualized Study)
- 345(T) The Age of the Reconnaissance—The Expansion of the Europeans (½ course) (Individualized Study)
- 346(T) Revolution and Reformation in the Church—the Problems of Authority and Conversion (½ course) (Individualized Study)
- 347(T) Renaissance Society and Humanist Culture (½ course) (Individualized Study)
- 348(T) The Origins of Western Culture (Individualized Study)

Political Science

- 100 Art and Science of Politics
- 155 American National Government
- *200 The American Presidency
- 206 Community Political Systems
- *211,212 Comparative Politics
- 215 Asian Political Systems
- *221 Classical Political Philosophy
- *222 Modern Political Theory
- 225 Legislative Process
- 235 Political Parties
- 244 American Political Thought
- *250 International Relations
- *281 19th Century Political Theory
- *282 20th Century Political Theory
- *290 Contemporary Approaches to the Study of Politics
- 295(J) Political Socialization (January only)
- 305 The American Constitution
- *310 World Revolutionary Politics
- *311 Communist Political Systems
- *320 Democracy and Elitism
- 330 Marxism
- *385 Seminar: Political Thought of Jose Ortega y Gasset
- *386 Seminar: Concepts and Topics in Political Science
- *387 Seminar: Theories of International Relations

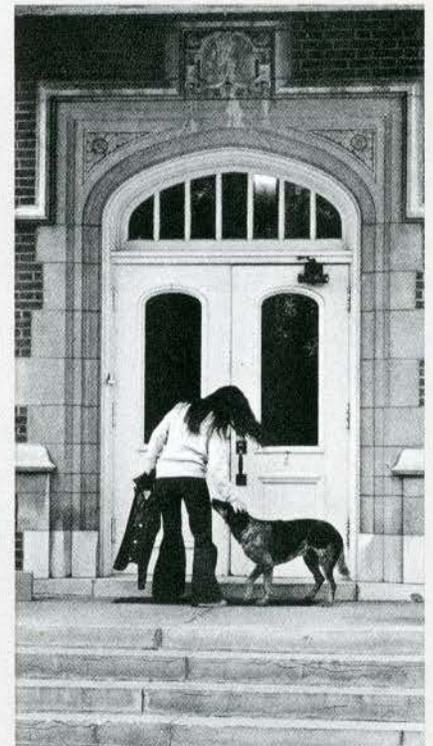
Psychology

- 100 Principles of Psychology
- 102 Child Development

- 103 Abnormal Psychology
- 201 Interactive Psychology
- 204 Differential Psychology (evening only)
- 300 Research Methods in Psychology
- 301 Theories of Personality
- 302 Behavior Modification
- 310 Managerial Psychology (evening only)
- *324 Psychological Testing
- *330 Psychology of Learning
- *331 Creativity
- *332 Psychology of Motivation
- *333 Psychology of Perception
- *334 Exploration in Social Psychology
- *335 Introduction to Bio-psychology
- *350 History and Directions in Psychology
- 351 Practicum in Experimental Psychology
- 352 Practicum in Child Development
- 353 Practicum in Interpersonal Behavior

Sociology

- 102 Basic Concepts in Sociology
- 112 Cultural Anthropology
- 122 The Origin of Man
- *201 Majority-Minority Relations
- *204 Social Work
- *208 The City
- *214 The Family Process
- *302 Social Problems
- *311 Complex Organizations
- *313 Culture and Personality
- *317 Social and Cultural Change
- *318 Social Stratification
- 320 Social Thought and Theory
- 321 Theory and History of Anthropology
- *322 Deviant Behavior
- *324 The Sociology of Religion
- 325 Introduction to Social Research Methods
- *331 Social Conflict
- *370 Comparative Urban Structure
- 400 Field Study



* offered alternate years

Facts

Important Specifics You Should Know About The Lindenwoods:

Nature: Two coordinate Colleges, one for men, the other for women, sharing courses, faculty and facilities.

Location: St. Charles, Missouri, 22 miles northwest of downtown St. Louis, 15 minutes from St. Louis' International Airport.

Founding: Lindenwood College (women), 1827, Lindenwood II (men), 1969.

Enrollment: Approximately 500 women, 300 men.

Faculty: 47 Full-time, including 26 with Ph.D. degrees.

Degrees: Bachelor of arts, bachelor of science, bachelor of fine arts, bachelor of music, bachelor of music education; majors in humanities, social sciences and natural sciences; areas of concentration in specific fields.

Special Features: Independent study; graduate school preparation; off-campus study in U.S. and abroad; cooperative programs with other colleges and universities; internships in broadcasting, advertising, business, art museum management, commercial art, television, industrial mathematics, health sciences and hospital administration, career-oriented liberal arts programs in communications, computer programming, mental health, medical technology, urban planning; pre-professional training in medicine, law, and veterinary medicine; private music instruction with members of St. Louis Symphony; campus school for nursery and kindergarten students; physical education with emphasis on horsemanship, recreation and teacher education; January Term on-campus and off campus. Cooperative Three-Two Plan leading to Bachelor of Science in Engineering.

Library: 70,000 volumes, 275 periodicals; capability for 150,000 volumes; other resources available include art history slide library and black studies media bank.

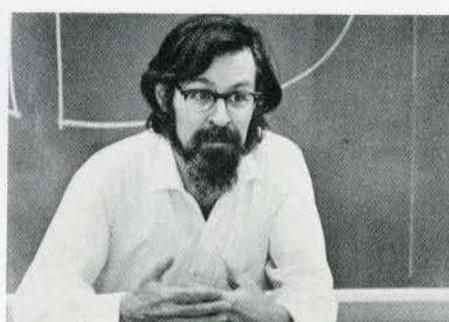
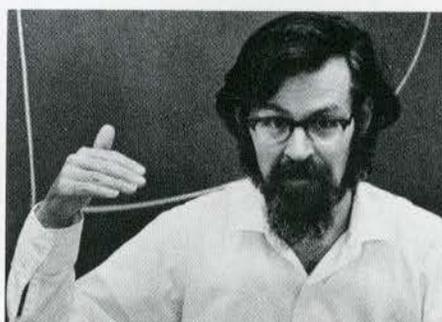
Housing: five residence halls for women and two for men; unmarried students live on campus.

Athletics: intercollegiate field hockey, tennis and basketball for women; intercollegiate soccer, tennis and basketball for men.

Activities and Publications: student-produced and student-written plays, year-round community radio station (KCLC-FM) and a campus station (KCLC-AM), a student newspaper (The Ibis), a literary magazine (The Griffin) and a yearbook (The Leaves); student orchestra, choir, annual open horse show.

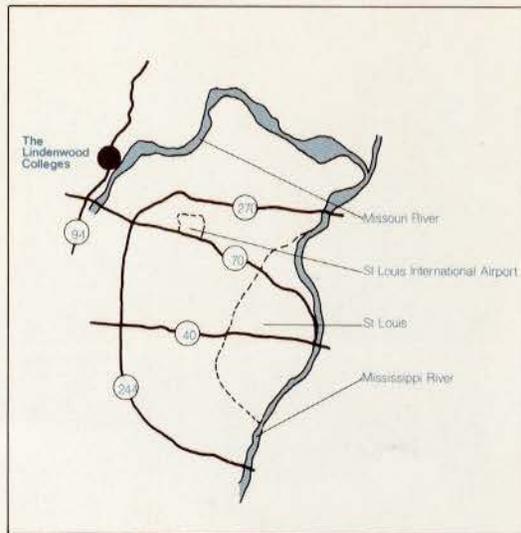
Organizations: special-interest groups including: Alpha Lambda Delta (freshman women honorary), Phi Sigma Tau (philosophy honorary), Alpha Epsilon Rho (broadcasting), Alpha Psi Omega (drama), Eta Sigma Pi (classics), Mu Phi Epsilon (music), Pi Mu Epsilon (mathematics), Alpha Sigma Tau (senior scholastic), Linden Scroll (honorary service for senior women), Student Artist Guild, Triangle Club (science), Beta Chi (riding), Creative Dance Group, Lambda Alpha Rho (sports), The Poetry Society, El Club de la Amistad (Spanish), The Student Interfaith Network, National Student Education Association.

1973-74 Tuition—\$1,950; room and board—\$1,250; student activity fee \$50; health fee for resident students \$35 (tuition and fees subject to change for 1974-75)





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