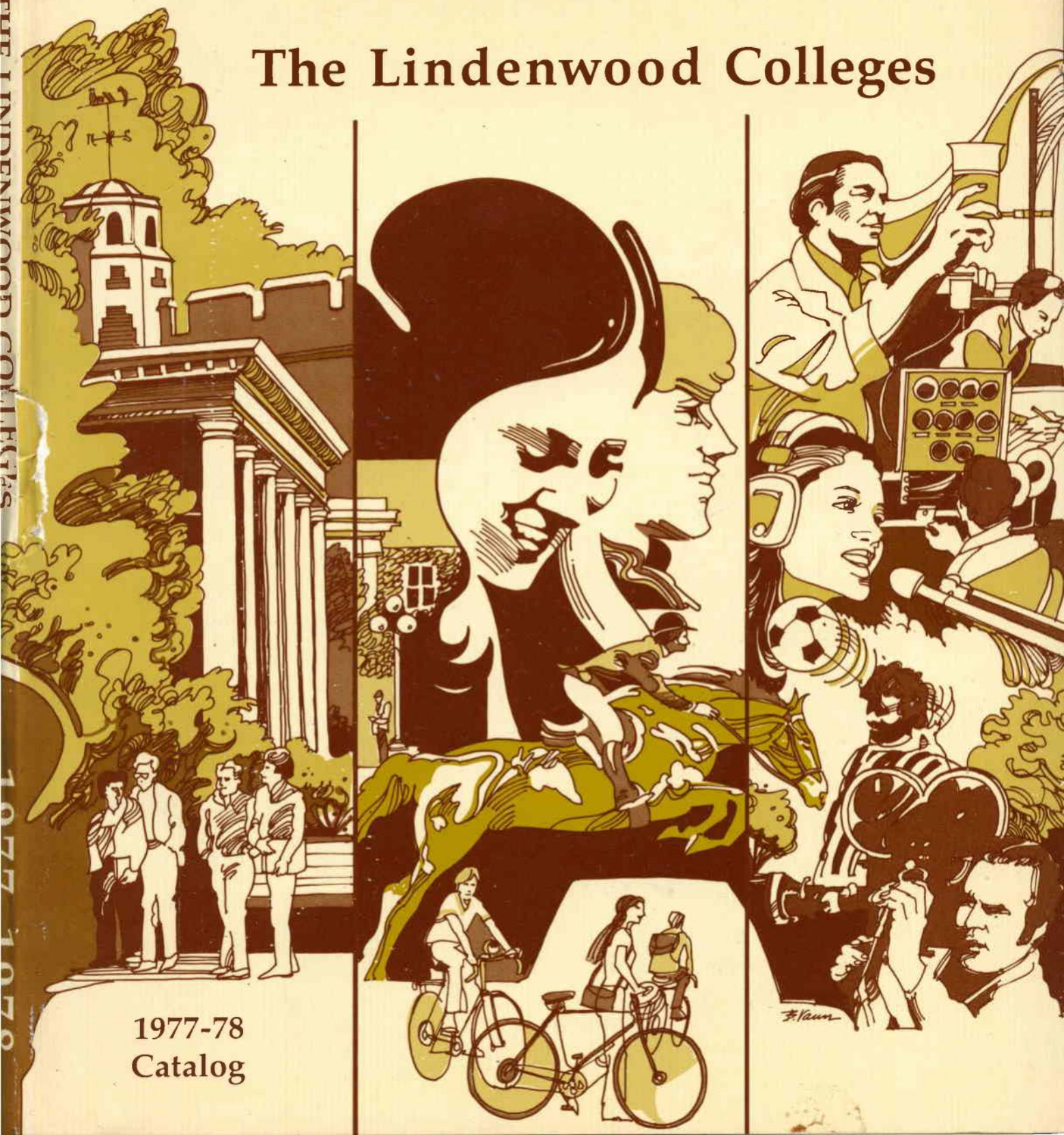


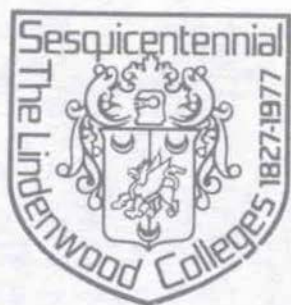
# The Lindenwood Colleges

THE LINDENWOOD COLLEGES

1977-1978

1977-78  
Catalog





# The Lindenwood Colleges

1977-1978  
Catalog

Lindenwood  
College for Women

Lindenwood  
College for Men

Lindenwood  
Evening College

Lindenwood College  
for Individualized  
Education

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## 2 Prospective Students

**P**rospective students are encouraged to visit the campus. An appointment in advance will enable the admissions staff to arrange for visits with particular departments of study but appointments are not otherwise required. The Admissions Office, located on the first floor of Butler Hall, is open for interview purposes from 9:00 a.m. until 11:30 a.m. and from 1:00 p.m. until 4:00 p.m., Monday through Friday during the entire year. During the academic year—September 1 to May 31—the office is also open from 9:00 a.m. until noon on Saturdays. To find out more about The Lindenwood Colleges, write to:

Mr. Edwin A. Gorsky,  
Director of Admissions  
The Lindenwood Colleges  
St. Charles, Missouri 63301  
Telephone:  
314-723-7152  
or  
946-6912 (toll-free St. Louis)





## Degree Programs

The Lindenwood Colleges offer undergraduate degree programs leading to the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Music Education, Bachelor of Medicine and Bachelor of Science.

An Associate in Science degree in Business Administration is available in the Evening College only.

At the graduate level The Colleges offer degree programs leading to the Master of Arts, Master of Business Administration, Master of Science in Education and the Master of Fine Arts.

The Lindenwood Colleges are fully accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education. The Colleges are affiliated with the Association of American Colleges and the American Council on Education.

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# Historical Highlights of The Lindenwood Colleges

- 1827 Mary Easton Sibley establishes a school in her home, "Linden Wood."
- 1853 The school becomes Lindenwood Female College, under the auspices of the St. Louis Presbytery of the Presbyterian Church.
- 1857 Sibley Hall, the first major building, is constructed.
- 1914-1940 A period of major expansion marks the presidency of Dr. John L. Roemer and the institution becomes a four-year college (1918) awarding baccalaureate degrees.
- 1947-1966 Three dormitories, two classroom buildings, increased enrollment and faculty, and a varied curriculum are introduced during the presidency of Dr. Franc L. McCluer.
- 1966-1969 Physical growth continues and curricular innovations are introduced under Dr. John Anthony Brown. In 1966 church legal ties are severed and a Covenant substituted. A separate but coordinate all-male college, Lindenwood College for Men, is established. Continuing Education and Evening programs are greatly expanded.



- 1975 The concept of a cluster of colleges, each distinctively serving its own student body but with a common faculty, is introduced under the presidency of Dr. William C. Spencer. The Evening College is formally recognized, and the College for Individualized Education is established. The Lindenwood Colleges now comprise:  
The Lindenwood College for Women, 1827 (Lindenwood I)  
The Lindenwood College for Men, 1969 (Lindenwood II)  
The Lindenwood Evening College, 1972 (Lindenwood III)  
The Lindenwood College for Individualized Education, 1975 (Lindenwood IV)\*
- 1977 Sesquicentennial celebration and events held throughout the year commemorate the founding of Lindenwood 150 years ago.

For course descriptions, flip to next black tab.

\*The entire cluster and each of the four colleges are often referred to in general as Lindenwood. The Lindenwood Colleges are sometimes spoken of as "The Lindenwoods," as well as "The Colleges," in this catalog. The designations, "Lindenwood I, II," etc., are used for brevity. Other readily recognizable short titles in this publication are; the "College for Women," the "Evening College," etc.



# Tradition and Transition—

## The Lindenwood Colleges in Brief

The Lindenwood Colleges are, first of all, 140 acres of green lawns, hills, stately old trees, and ivy-covered, red brick buildings—a serene pastoral campus in the historic Missouri River city of St. Charles. Visitors frequently do not realize at first that metropolitan St. Louis and its international airport are only a few miles away.

Today, 150 years after the founding of the original Lindenwood, the colleges are a dynamic and innovative higher-education cluster composed of Lindenwood College for Women (Lindenwood I), founded in 1827; its coordinate, Lindenwood College for Men (Lindenwood II), founded in 1969; Lindenwood Evening College (Lindenwood III), established in 1972; and Lindenwood College for Individualized Education (Lindenwood IV), established in 1975.

Vital programs of the colleges provide degree opportunities for students from the greater St. Louis area, all parts of the United States, and overseas. In Lindenwoods I and II, traditional liberal arts and sciences may be combined with a wide variety of internships, January independent projects and travel, and other field experiences which help students relate their learning to a rapidly changing world. Cooperation with St. Charles and St. Louis organizations, companies, and institutions makes possible exceptional career and internship opportunities in radio and TV broadcasting, journalism, studio art, laboratory and medical sciences, education, music, business, and many other fields. Lindenwood III offers on-campus evening classes. Lindenwood IV provides innovative on-and off-campus study.

The four colleges are deeply influenced by the founding institution's long-standing commitment to offer a quality liberal arts education which will in every possible way nurture an awareness of the individual's responsibility to society. Programs are people-oriented, interdisciplinary, and, whenever appropriate, they are individually designed. Intrinsic to this type of education are: sensitive attention to the needs of each student, academic and personal freedom, small classes and close student-faculty relationships. Admission to the Lindenwood Colleges is open to all qualified students, regardless of race, creed, color or national origin.

### **Lindenwood College for Women and Lindenwood College for Men**

Higher education is seen at The Lindenwood Colleges as a lifelong process in which a student may enter and leave college a number of times. At present, more than 600 students of all ages are enrolled in the coordinate, fully accredited, undergraduate liberal arts colleges, Lindenwood I and Lindenwood II, sharing the same campus and attending classes together. The diversity of backgrounds, experience and ages (a number of the students are over 25) provides mutual enrichment in a notably friendly and warm environment, with Continuing Education students and younger undergraduates frequently participating in the same extracurricular activities.

Although the women of Lindenwood I and the men of Lindenwood II learn together, sharing most facilities, services, and campus events, the two



colleges are independent in several important ways. Separate deans, residence halls, government associations, and program-research emphases are distinguishing factors. The commitment of the Women's College to preserve the best of traditional humanities, and to help women develop leadership qualities for contemporary society, is paralleled by the Men's College's thrust for innovation in internship and other pioneering experimental programs. Thus the two colleges operate as a team to balance and enrich the curriculum which they share.

**The Evening College, Lindenwood III**, is designed to serve area residents who are employed or otherwise occupied during the day, and as a supplementary service to daytime students of the colleges. Students may enroll in fully accredited baccalaureate and master's degree programs in business or the liberal arts. Offerings of the Evening College reflect the needs and desires of the campus and civic communities. At present, approximately 85 liberal arts courses, in such fields as art, communication arts, economics, education, English, geography, history, physical education, psychology, religion, sociology, law and others, are conducted in the evening by regular Lindenwood Colleges faculty members and by highly qualified adjunct professors.

As in all the Lindenwoods, the cornerstone of the Evening College is individualized programming, reflecting community and student needs and opportunities. Internships are available and credit may be granted for job-related experience. Social

events and close communication between faculty, advisers, and students make Lindenwood III a friendly, supportive environment in which to learn.

**The Lindenwood College for Individualized Education, Lindenwood IV**, which began in September, 1975, is open to men and women who can demonstrate the maturity and dedication necessary to carry out an individually designed program of study leading to a fully accredited baccalaureate or master's degree. Lindenwood IV students have the opportunity to integrate life, study and work.

Typically, these students are 25 years of age or more, with some previous college credits or life experience in their proposed area of study. Among them are individuals whose professional or other obligations preclude regular class attendance on campus, some who wish to correlate their careers with academic study, and others whose individual goals cannot be met by already-existing curricula.

To ensure a high standard of quality in the program, three regional learning centers have been established and staffed by faculty members of The Lindenwood Colleges. Students are guided in their study by the faculty administrators, faculty sponsors, and resource people of the centers, which are located in the St. Charles/St. Louis area, Washington, D.C., and Santa Monica, California. Students design their own academic programs in consultation with their advisers, and participate in scheduled meetings, workshops, colloquia, and supervised internships.



# Admissions

## Undergraduate Admissions

### Lindenwood I and II

Admission to The Lindenwood Colleges is based upon the personal academic record of each individual student. Applications are reviewed by the Director of Admissions and the Faculty Admissions Committee and selection is made on the basis of the student's academic record, extracurricular activities, national standardized tests (SAT or ACT), personal recommendations and exhibited capacity and willingness to work.

#### Entrance Requirements

New students in the College for Women and College for Men are eligible for admission in the fall (Sept.) and spring (Feb.) terms only. Although Lindenwood does not require specific courses for admission, it strongly recommends 16 units of college preparatory work in the following subject areas:

- 4 units, English
- 3 units, Mathematics
- 3 units, Social Sciences
- 2 units, Laboratory Science
- 2 units, Foreign Language  
or a Foreign Culture (See  
Standard Degree Requirements)
- 1 unit, Physical Education

#### Application for Admission

Applications for admission to any of The Lindenwood Colleges may be obtained by writing the Director of Admissions, The Lindenwood

Colleges, St. Charles, Missouri 63301. The application must be accompanied by a \$15 nonrefundable application fee. Although there is no deadline, candidates for admission are advised to apply early.

Applications and information relating to all four of The Lindenwood Colleges should be requested from the Admissions Office, and all applications will be processed by the Admissions Office.

Results of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (The Lindenwood code number is 6367) or the American College Testing Program (ACT) (The Lindenwood code number is 2324) must also be forwarded to the Office of Admissions. Students are encouraged to take the test in the spring of their junior year and/or on one of the two testing dates in the fall of their senior year.

An official transcript from each accredited secondary school attended must be filed with the Office of Admissions.

Students who intend to major in art or music should contact the chairmen of those departments. Prospective music majors are encouraged to audition, and prospective art majors are encouraged to submit a portfolio of their work. In cases where distance prevents the student from coming to the campus, a tape may be submitted for the personal audition, and the art portfolio of 35 mm slides may be mailed.

A personal interview with a member of the admissions staff or an alumni representative is highly

recommended and considered a valuable and important part of the admissions process. The student should visit the campus for the interview which will enable the applicant to evaluate the intellectual and social environment of The Colleges. Interviews are available at selected locations away from the campus for those who find a campus visit to be impossible.

### Transfer Students

Students wishing to transfer from an accredited junior college, college or university must be in good standing and entitled to an honorable dismissal. Transfer candidates should have the following credentials sent to The Lindenwood Colleges Admissions Office:

1. The formal application accompanied by the \$15 application fee.
2. The official secondary school transcript.
3. Official college or university transcripts. Transfer candidates must have the registrar at EACH college or university attended forward an official transcript covering educational work completed.
4. A recommendation from the last institution attended.

The Lindenwood Colleges reserve the right to evaluate each transcript and to stipulate certain courses as requirements for graduation if areas of deficiency are clearly evident. Transfer students who have received the A.A. degree from accredited junior or community colleges will be classified as juniors at The Lindenwood Colleges upon acceptance for admission, but each student will continue to be evaluated individually.

### Early Entrance

Certain students who will benefit from beginning their college careers early and who are recommended by their high school counselors may be admitted directly following the completion of their junior year or the first semester of their senior year in high school. This opportunity for early admission, with or without a high school diploma, is intended as an encouragement to highly motivated applicants. Candidates should follow the standard procedure for enrolling.

### Foreign Students

Students from abroad are encouraged to make their application directly to The Lindenwood Colleges.

Foreign students from countries where the official

language is other than English are required to provide the college with the results of the Test of English as a Foreign Language (TOEFL).

### Admissions Decisions

The candidate is notified of the admissions decision as soon as possible after all credentials, including the grades for the first term of the senior year, are received and reviewed by the Director of Admissions.

Successful candidates for admission as regular, full-time students are required to submit a nonrefundable deposit in the amount of \$100 within 30 days after notification of acceptance. The advance deposit is credited to the student's account for the term for which the student is accepted. It is not transferable to another person and is not refundable.

Financial aid applicants are not required to pay the advance deposit until 15 days after notification of the financial aid decision unless they wish space reserved regardless of the financial aid award.

### Advanced Placement

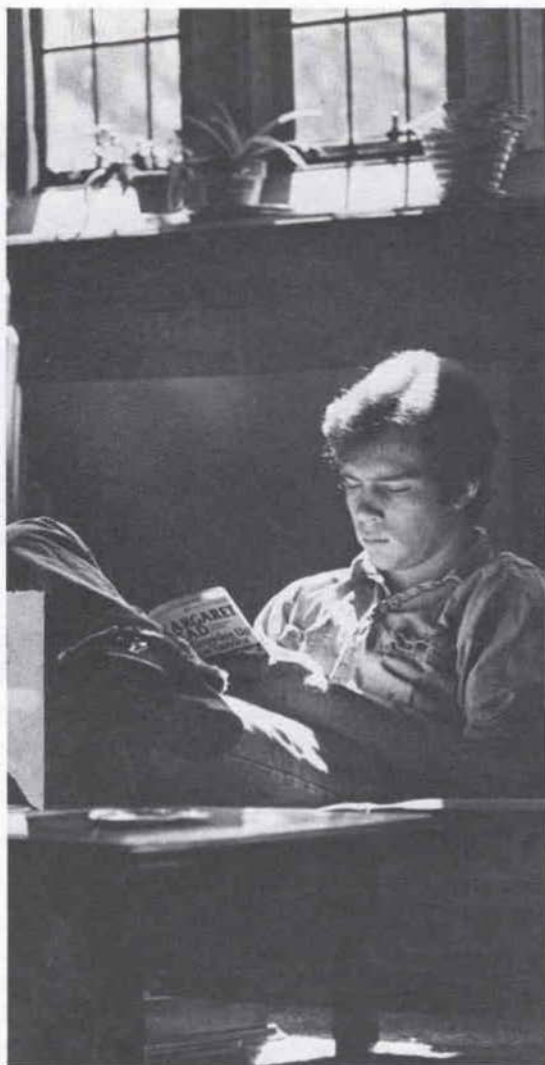
Credit and/or placement is given for scores of 3 or higher on the Advanced Placement Tests administered by the College Entrance Examination Board (Lindenwood's code is 6367).

### Continuing Education Students

Continuing Education students (25 years of age or older) may receive pre-admissions counseling from the Dean of the Women's College, the Dean of the Men's College, or the Dean of the Evening College, as appropriate. Applications for admission into the program are processed by the Admissions Office.

### College Level Examination Program (CLEP)

CLEP credits are accepted for students of all ages in each of the general examinations (except English) and may be allowed in specific subject area tests with the approval of the appropriate department. The student is awarded the equivalent of one course credit for each general examination successfully completed at the 50th percentile or above. Examinations are conducted regularly at various locations in the St. Louis area. Information on the tests may be obtained from the Admissions Office or the Registrar's Office.



## Lindenwood Evening College

All students who wish to attend the Evening College and earn college credit must be formally admitted to The Lindenwood Colleges. The admissions process requires: application for admission, a one-time application and evaluation fee of \$15 and receipt of official high school or college transcripts (or high school equivalency information). These materials should be submitted directly to the Admissions Office, The Lindenwood Colleges, St. Charles, Mo. 63301. For additional information, see page 101.

## Lindenwood 4, The College for Individualized Education

The applicant for undergraduate work through Lindenwood 4 completes the application form and encloses a \$15 non-refundable application fee. Three letters of recommendation, high school and previous college transcripts and the application (accompanied by the \$15 fee) are sent directly to the Director of Admissions, The Lindenwood Colleges, St. Charles, Missouri 63301. One official copy of each transcript must be requested from the registrar of each institution attended and *forwarded directly* to the Admissions Office. *Another copy* of each transcript should be hand-carried by the student to the admissions interview with a Faculty Administrator in the closest regional center of Lindenwood 4.

In order to complete the application procedure, each entering student must have an admissions interview with a Faculty Administrator. It is helpful to contact the closest regional office and make an appointment to see an Administrator *before* sending your application materials to the Admissions Office. The addresses and phone numbers of regional centers of Lindenwood 4 are:

Lindenwood 4  
The Lindenwood Colleges  
St. Charles, Missouri 63301  
(314) 946-6912, ext. 225

Lindenwood 4  
4653 Maryland Avenue  
St. Louis, Missouri 63108  
(314) 361-1404 or 361-1405

Lindenwood 4  
1785 Massachusetts Avenue, N.W.  
Suite 115  
Washington, D.C. 20036  
(202) 232-1191

Lindenwood 4  
1413 Fifth Street  
Santa Monica, California 90401  
(213) 451-4767

## Graduate Admissions



### Master of Business Administration

Students may enter the M.B.A. program in the fall, spring or summer session. Admissions are approved by the Lindenwood Graduate Admissions Committee, and applications for admission should be made through the Admissions Office. Admission will be made on the basis of predictions (1) that students will benefit from the program, and (2) that the program will benefit from the contributions of the candidates.

Applicants for admission to the program are required to submit:

- (1) Their results on the Graduate Management Admission Test (GMAT).
- (2) Their undergraduate record.
- (3) Recommendation letters from two or more academic and business acquaintances.
- (4) An admissions interview.

The Application for Admission form is available either from The Lindenwood Colleges MB.A. Office, Room 205, Roemer, or from the Director of Admissions. All materials should be forwarded directly to the Admissions Office, The Lindenwood Colleges, St. Charles, Missouri 63301.

### Master of Arts/Master of Science in Education

Application to Models I, II, and III of the graduate programs in education is accomplished in the following manner:

1. Participants applying to the program must possess a baccalaureate degree from an accredited college with a minimum G.P.A. of 2.5 on a 4.00 scale. (Admission with a G.P.A. of less than 2.5 is possible on a probationary basis.) Probationary status is removed upon completion of the core courses at a grade level of B or better.
2. All applicants are requested to schedule an interview with the Director of Graduate Programs in Education.
3. Application is made to the Director of Admissions at The Lindenwood Colleges and then presented to the Director of Graduate Programs in Education who will upon his approval present the prospective candidate to the Graduate Admissions Committee for approval, probationary status or denial.
4. Students will be notified in writing of their full acceptance, probationary acceptance or denial of admission. At this time they will be assigned a faculty adviser or tutor in the Education Department and told to make arrangements to meet the adviser/tutor for program planning and scheduling.
5. Admission to candidacy for the degree will be upon completion of 4 courses (12 credit hours) and written recommendation of the adviser or tutor to the Director of Graduate Programs in Education and approval of the Director.
6. Applicants entering the graduate program may transfer in no more than nine (9) graduate semester hours of credit at a 3.00 grade level. All such hours accepted must be from an accredited graduate institution and meet the approval of the adviser or tutor. All accepted graduate credit must be shown as relevant to the student's proposed program and degree.
7. Eleven graduate courses (33 semester hours) are required to complete the degree. The individual specifics of each model in the graduate program will be discussed during the interview with the Director of Graduate Programs in Education.

## Master of Arts and Master of Fine Arts

### Lindenwood 4

The applicant for graduate work through Lindenwood 4 completes the application form and encloses a \$15 non-refundable application fee. The application must be accompanied by a preliminary Program Overview, stating the learning objectives, methods of study, and evaluation criteria for the proposed graduate program in Lindenwood 4. (For further clarification, see page 119. Also accompanying the application are three letters of recommendation. The applicant should contact the closest regional center of Lindenwood 4 and make an appointment to meet with a Faculty Administrator *before* writing the preliminary Overview. An admissions interview is also required for the graduate applicant.

In addition, each applicant should request an official copy of the college transcript from the registrar of each institution attended and have these

*forwarded directly* to Director of Admissions, The Lindenwood Colleges, St. Charles, Missouri 63301. Another copy of each transcript should be hand-carried by the student to the admissions interview with a Faculty Administrator.

Graduate applicants are officially admitted through a review of the application file by the Graduate Admissions Committee on the campus of The Lindenwood Colleges.

Lindenwood 4 regional centers:

Lindenwood 4  
The Lindenwood Colleges  
St. Charles, Missouri 63301  
(314) 946-6912, ext. 225

Lindenwood 4  
4653 Maryland Avenue  
St. Louis, Missouri 63108  
(314) 361-1404

Lindenwood 4  
1785 Massachusetts Avenue, N.W.  
Suite 115  
Washington, D.C. 20036  
(202) 232-1191

Lindenwood 4  
1413 Fifth Street  
Santa Monica, California 90401  
(213) 451-4767





# Lindenwood College for Women and Lindenwood College for Men

## An Evolving Partnership

Lindenwood College for Women (founded in 1827) and Lindenwood College for Men (founded in 1969) are coordinate residential, fully accredited liberal arts colleges.

In 1969 the original Lindenwood, then 142 years old, offered her faculty, buildings and curriculum as a foundation for a new entity to be called "The Lindenwood Colleges." The organizational structure was designed to enable Lindenwood College for Men to develop pilot programs in interdisciplinary studies, addressing itself specifically to the needs of today's young men, while the parent college continued its commitment to the finest possible education for women.

Today students at both colleges attend classes together, are guided by the same professors, and share a highly individualized curriculum which offers a maximum degree of freedom and counseling. Although the suburban campus has an atmosphere of rural charm and serenity, the cities of St. Louis and St. Charles make possible internship opportunities that are far richer than those which the average college can offer.

### **Community Governance: Academic and Administrative Participation**

Combining tradition and constant self-evaluation for progress, the College for Women and the College for Men represent, respectively, the oldest women's college west of the Mississippi and one of the newest men's colleges in the country. Their separate community governance associations have different

structures, determined by the students of each institution. At Lindenwood community government as a process consists of members of the community coming together to provide direction to The Colleges, to minimize conflict and to preserve certain individual freedoms and responsibilities, while at the same time carrying out the operations of The Colleges. Representatives from the two associations meet with each other and with the faculty and administration to determine all college matters, and have a major role in setting standards for campus life. Members are expected to uphold the regulations of their government associations and to maintain high standards at all times.

Interested students play an active role in academic and administrative decision-making through membership in the Curriculum and Educational Policies Committees, and are represented at faculty meetings. Thus, The Colleges make the examination and adaptation of academic programs an essential part of the student's educational experience.

### **The Role of Women**

Appropriately, a very basic responsibility of the Women's College is the maintenance of quality education and leadership opportunities for women, and the development of programs specifically designed to prepare women for the contemporary world. The College for Women is a member of the American Association of University Women.

The college gives full consideration to the multiple roles of women in today's world and believes that it



is vitally important for the student to study herself, her interests, and her goals with the purpose of making a life plan. Career planning is an essential part of the Lindenwood program.

The Continuing Education Students Group has devoted much attention to the concerns of adults, particularly women, who return to college. Both the men and the women who are continuing their education have enriched the community with their mature insights, high motivation, and creative approach to program design.



### The Role of Men

The Men's College matches the Women's College with leadership opportunities and programs of study variously designed to enable today's male student to use the liberal arts curriculum in ways appropriate to the challenges of these times. A major goal of Lindenwood College for Men is the research and development of new approaches to learning. For example, its Curriculum Committee, consisting of five students and five faculty members, initiated the Independent January term and the internship-enriched liberal arts programs which were adopted by both colleges. Thus, each college influences the other and adjusts to the programs and ways of the other. It is a vital relationship, one which permits kinds of emphases and program development not possible under a conventional coeducational framework.

## Living at the Lindenwoods

Lindenwood is a friendly, closely knit community on a beautiful suburban campus only 30 minutes from downtown St. Louis. Many factors are responsible for the pleasant quality of campus life. Small classes and the sharing of decision-making processes by the whole community help to create warm and productive relationships between faculty and students. Advisement and counseling, integral to Lindenwood life, permit students direction where they need it, freedom where they want it.

### Student Services

#### Residence Halls and Dining Hall

The residence halls are for students a warm and homelike place where friendships are made, and the dining hall is a focal point of daytime social life. Residents of the three women's dorms meet with their elected officers, and develop a House Code of responsibility pertaining to all areas of dorm life not covered by local, state or federal law. The code may deal with the maintenance of an atmosphere conducive to study, such as quiet hours, as well as intervisitation hours and other rules. It must then be submitted to and approved by both student governments and the Deans. The two men's residence halls elect a Hall Council holding similar responsibilities. All dorms have well-equipped kitchens and modern laundries.





In the dining hall, three cafeteria-style meals are served daily. Students and faculty dine in a relaxed, informal setting conducive to pleasant conversation and good times.

### **Counseling**

The Lindenwoods are small enough to provide students with caring, individualized attention from academic and administrative advisers, resident counselors, and professors. From the time a student enrolls at one of the Colleges, he or she has access to academic and personal advisement at all times.

### **Religious Life**

The Lindenwood Colleges, created in the last century by Presbyterian educators, have today no legal religious affiliation nor requirements. However, the colleges honor their heritage through a simple covenant relation with the Presbyterian Church, and affirm their responsibility to provide for a spiritual life on campus.

Liberal education within this tradition is meant to be education for a life work. Both the liberal studies and the life work should be permeated with spiritual and moral insights. Thus work becomes vocation in the true sense, intelligence becomes the instrument of service to mankind, and cultural attainment becomes a vision of the full and noble life.

With the participation and support of synagogues and churches of differing faiths, Lindenwood has developed programs of service and study which extend the classroom experience of many subject areas into the work of these institutions.

Opportunities are available for interested students to work within religious organizations in independent study, field studies, internships, independent terms, and full degree programs, earning credits in such diverse and non-church related academic areas as psychology, communication arts, education and many others. Through these programs, students discover the nature of religious activity in our society, obtain practical work experience in the field of their interest, and make a contribution to those areas of human concern for which religious institutions have a particular significance.

Ecumenical in its character, the Lindenwood concept of the college partnership with religious institutions is designed to provide a service which brings its own rewards in enrichment of academic programs and in helping young people define their life roles. No religious requirement is made of students or staff, but the opportunity to relate one's field of study to the work of religious institutions is provided in every way possible. The Lindenwood Chapel and houses of worship representing all major faiths are accessible to Lindenwood students.



## Library

Margaret L. Butler Memorial Library combines traditional beauty and modern facilities. The large gracious, oak-beamed Cardy reading room with its huge, wood-burning fireplace and comfortable chairs, offers students an inviting place to sit and read. All three levels of the building contain ample study carrels, study tables, lounge areas and conference rooms scattered throughout the book stacks. On the lower level is a study lounge open after the regular library hours for the student who needs to study late in a quiet spot.

At present the library has a collection of 77,000 volumes and receives some 500 periodicals. The library is privileged to be a designated selective depository for U.S. Government publications. The non-print collection includes over 4,000 microfilms,

2,500 records and tapes, and 2,300 slides. Through the library's membership in the Ohio College Library Center, OCLC, a national bibliographic center, the student has access to a wide scope of bibliographic information. The machine information however is only a supplement to the personalized reference service provided by an excellent library staff.

## Non-Resident Student Facilities

There are a large number of non-resident students at Lindenwood. Many are in the Continuing Education category (over 25 years of age) or affiliated with Lindenwood IV, the College for Individualized Education. All non-resident students are an integral part of the college community and participate actively in campus events. The Day Students' Organization plays a major role in college affairs. The Continuing Education Students' Group, which meets regularly for lunch in the lounge of the Fine Arts Building, acts as an emotional and intellectual support group for its members. It organizes programs and invites speakers to deal with topics of interest to its members.

## Health Services

Medical services are available to resident students. A full-time registered nurse is on duty from 8 a.m. to 5 p.m. daily and patient care is provided by a group of consulting physicians. Facilities of the large modern, fully equipped St. Joseph's Hospital in St. Charles, only a few blocks from The Colleges, are available at all times to Lindenwood students under an agreement between the hospital and The Colleges.

## Security

Good community relations are evidenced by the campus Security Service. Some students even work as security officers. For students who do not have cars, Security's assistance is much appreciated when transportation is needed. The relationship between the Police Department of the City of St. Charles and the campus community is one of friendly cooperation, and there is an active student Committee on Police Relations.



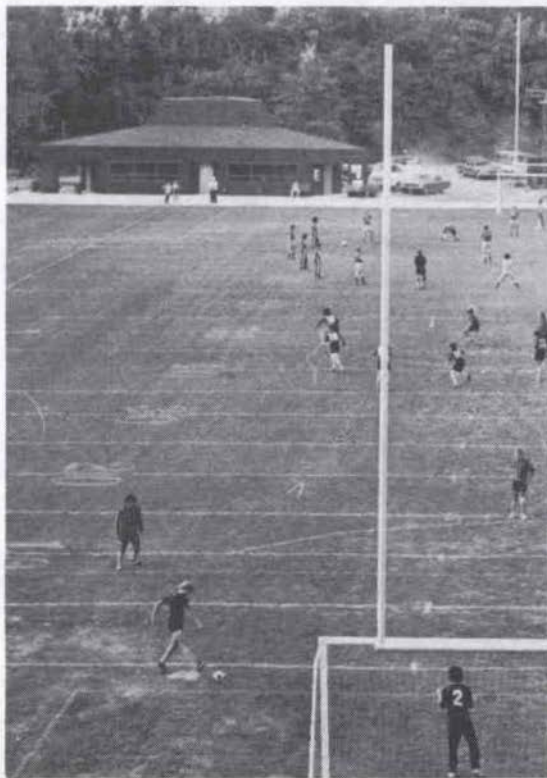
# Student Life and Activities

## Sports and Recreation

Opportunity for free recreation is offered to students of The Colleges in baseball, volleyball, swimming and tennis. With a stable of 40 horses and an excellent all-weather riding arena, Lindenwood's equitation program is one of the finest in the country. Archery and trap shooting are available. Women's varsity basketball, volleyball, tennis and field hockey teams play an intercollegiate series, and there are intramural games between women's dorms. The Physical Education department sponsors numerous athletic clubs including Beta Chi for horseback riding and Phi Epsilon Mu for recreational sports.

Lindenwood's newest sports facility is the lighted outdoor athletic field for soccer and football events which was completed early summer, 1976. It is also the summer training camp of the St. Louis Football Cardinals.

The men's Varsity teams engage in intercollegiate competition in baseball, soccer, basketball and tennis with other institutions in the Greater St. Louis area through the St. Louis Area Colleges Athletic Association. Lindenwood is a member of the National Collegiate Athletic Association and has recently joined the National Little College Association.



## Student Life

Students meet with the Deans of The Colleges and make recommendations concerning programs and the expenditure of funds for various student activities.

## Radio Station KCLC-FM

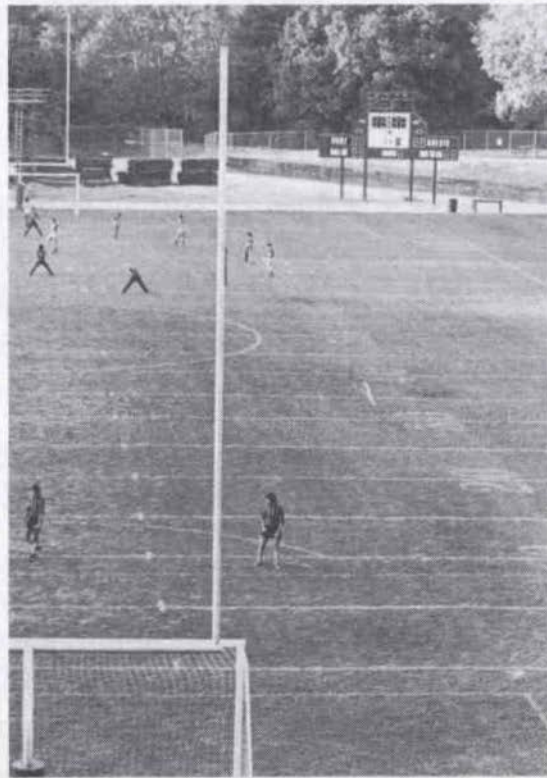
Any interested student may participate in the programs of the campus radio station which broadcasts educational and cultural programs and rock music to the campus and community. A 1500-watt facility, KCLC-FM is the principal local radio station in St. Charles County, and as such performs a major role in community affairs.

## Publications

Students publish a monthly newspaper, *The Ibis*, a literary magazine, *The Griffin*, and the Lindenwood yearbook, *Linden Leaves*.

## Clubs

There are clubs and organizations for those interested in dance, sports, chess, poetry, modern languages, art, photography, ecology, philosophy and psychology. There is a Black Students' Union. Academic honor societies and honorary service organizations are listed in this catalog under Awards, Scholarships and Grants.



### Music

Several recitals and concerts are presented each year by the music faculty, many of whom are St. Louis Symphony Orchestra members, by Lindenwood student music majors, and by the Lindenwood Concert Choir and the Lindenwood Madrigal Singers.

Last year's programs featured an authentic re-enactment of an Elizabethan Holiday Feast and an 11-day performing tour in Florida. The St. Charles Choral Society also presents programs during Christmas and in the spring, featuring classical works. Student chamber ensembles, including string quartets and brass ensembles, provide music for special occasions.

Lindenwood students attend concerts of the St. Louis Symphony Orchestra free. Over 300 tickets are distributed each year to students by the student-sponsored Lectures and Concerts Committee.

### Theatre

The new Jelkyl Center for the Performing Arts provides the students of Lindenwood with a



handsome, 415-seat, fully equipped modern thrust-stage theatre. Jelkyl is the setting for frequent dramatic productions during the year, which vary from musical comedy to serious drama.

### Sponsored Events on Campus

A year's calendar is filled with programs of visiting artists in dance, drama, puppetry, mime and poetry reading. During 1976-77, Lindenwood's two art galleries in the Fine Arts Building housed exhibits of photography, sculpture, painting, quilting, macramé, batik and pottery.

Visiting lecturers such as ex-Senator Eugene McCarthy and CBS correspondent Lesley Stahl, are a sampling of the varied viewpoints which The Colleges' lecture series brings to the campus and to the St. Charles community.

This year, 1977, marked Lindenwood's 150th anniversary as an institution of higher learning. "From Frontier to Frontier" entitled this Sesquicentennial Celebration Reunion which featured programs and activities for alums, students, faculty and staff, and highlighting the weekend was keynote speaker Lisa Sergio, international affairs specialist and pioneer woman broadcaster.



Lindenwood IV, the College for Individualized Education, presents each spring the Chautauqua, a weekend of many programs and activities on the betterment of life for the whole campus and St. Charles community. (See p. 113 for further information on Lindenwood IV.)

### Just for Fun

There is an undefinable spirit of happiness at The Lindenwood Colleges that expresses itself in informal campus fun. This may take the form of dormitory Halloween parties, an all-day "Spring Fling," class get-togethers in local bistros, a tongue-in-cheek "Perfect Person" Pageant, or a mini-Olympics with relay races and a tug-of-war. Nostalgia for the '50's has stimulated the revival of the formal Cotillion, and there are also rock and blue-grass concerts.

### Off-Campus Cultural Opportunities

Many opportunities exist for enjoying the cultural and recreational resources of the Greater St. Louis metropolitan area. The Colleges' minibus provides transportation to theatre productions and concerts. The Student Life Committee regularly subsidizes

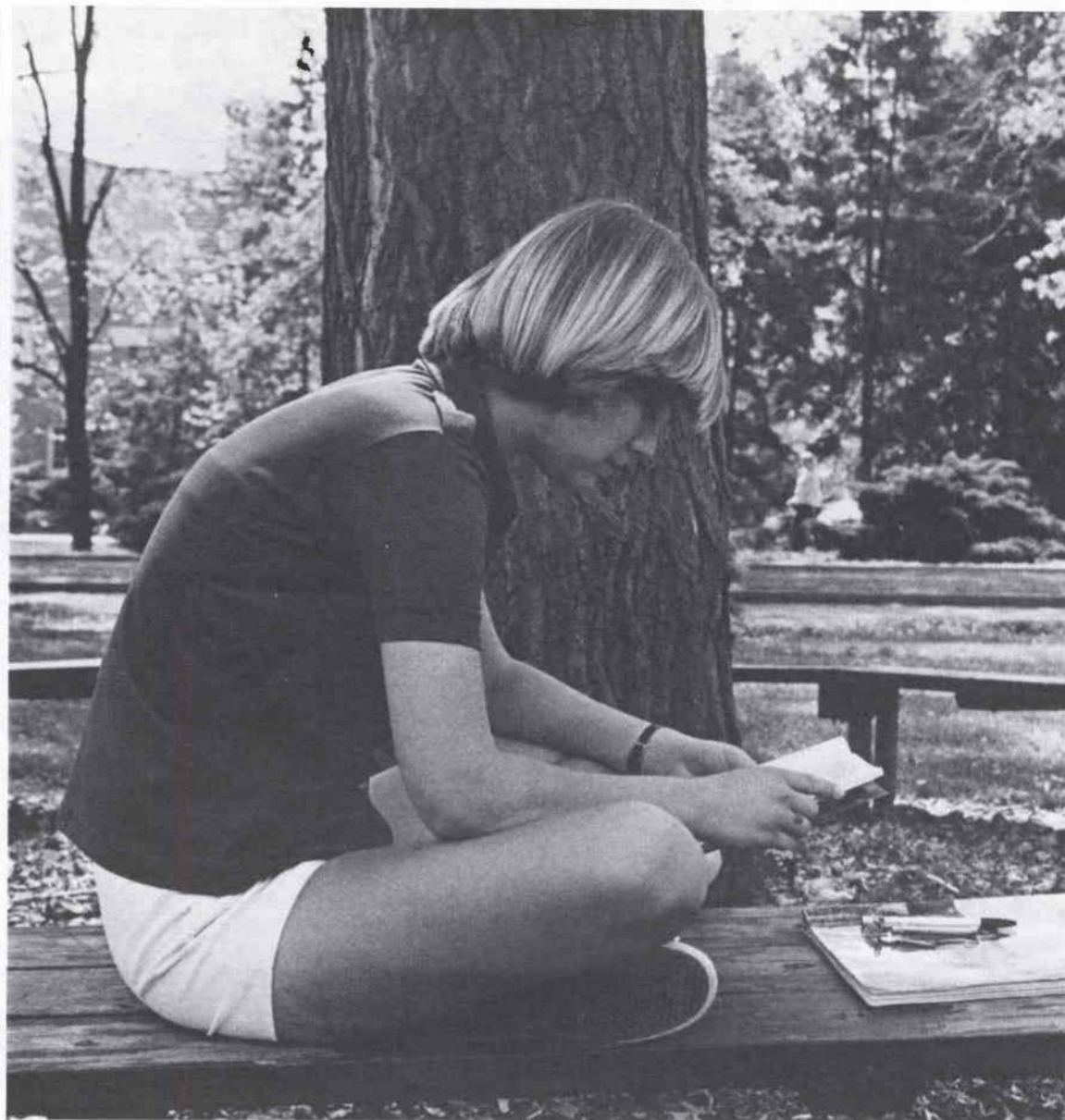


tickets to the symphony and dance programs from its activity funds. Within a half hour's drive from the St. Charles campus, students can enjoy concerts by the St. Louis Symphony Orchestra, rated as one of the top symphony orchestras in America, choreography by leading national dance companies, Broadway plays presented by the American Theatre and the Loretto-Hilton Repertory Company. Others may prefer to visit the famous St. Louis Zoo or hear light opera at the Municipal Opera in Forest Park. There are organized group trips to other parts of the United States for events of special interest, such as the recent trip to view the treasures of Egyptian King Tutankhamen at the Field Museum in Chicago.

### St. Charles

Few colleges in the United States enjoy a more hospitable setting than The Lindenwoods. St. Charles, first capital of Missouri, attracts visitors from all over the country to its restored historical area along the peaceful shores of "The Wide Missouri." The rich history of this district dates back to the founding of St. Charles in 1769 by Louis Blanche, a French-Canadian trapper, and his Pawnee wife, Angélique. In the 18th century the town was a commercial center specializing in processing buffalo, bear and deer meat and in preparing such cooking products as bear tallow. It was first under Spanish and then French rule for three decades before the Missouri Territory became part of the United States in 1804. Today the French architectural legacy in particular is evident in the old section of St. Charles, an eight-block area which has been designated as one of America's Historic Districts, and is listed on the National Registry of Historic Places in Washington, D.C. The restored French homes, many of which have the characteristic *galérie* surrounding the second story, are now open to the public as museums, quaint restaurants, and crafts and antique shops.

Outside this nostalgic enclave St. Charles offers the college community all the services and conveniences of a rapidly growing modern city. Restaurants, snack bars and stores are within walking distance. The unusual cordiality of town gown relationships is evident in the fact that one can hardly listen to the radio, read a newspaper, dine in a restaurant, vote or even enter a hospital without encountering Lindenwood interns, faculty members or employed students. Many local residents attend campus events and enroll in The Colleges' academic programs. The old town's picturesque charm has also attracted many artists, whose works are shown in The Colleges' art galleries, and writers who serve as resource persons to students.



## Learning at the Lindenwoods

As private, independent colleges, The Lindenwoods view their commitment to the liberal arts and sciences as the foundation of all that they do. At the same time, the final third of the 20th century emerges as an era in the history of mankind that is clearly transitional. The immediate conditions of uncertainty, insecurity and cultural conflict that permeate the social universe coexist with brilliant bursts of creativity, which permit travel to the moon and the planets beyond, with confidence and precision.

Such unevenness in the quality of human life—and paradox of human purpose—requires a thorough rethinking of our institutions of higher learning if we are to be responsive to the essential conditions of possibility and aspiration that mark this era. Especially must a college continually examine and clearly proclaim with sensitive conscience its moral and social responsibilities for the present and the future, preserving at the same time the best that humanity has achieved.

The Lindenwood Colleges are especially fortunate in being free to devote their energies to finding the best ways to use their resources. In response to the changing needs of contemporary society, The Colleges have become increasingly distinctive in the ways in which they function. Those responsible for the academic program of The Colleges continue to pioneer in interdisciplinary studies related specifically to a new era and to the needs of today's women and men, thoughtfully relating career objectives to the liberal arts and seriously weighing methods to evaluate and recognize nontraditional educational experiences. The Lindenwood student can choose between an individualized format, the traditional liberal arts approach and the internship-enriched or modified career-oriented approach. As a free and independent institution, Lindenwood is privileged to determine its own directions at the same time that it remains in touch with the traditions of learning which have built modern civilization.

This forward-looking approach is shared by all the Lindenwood colleges. The Lindenwood College for Women has a determination to continue its own emphasis on education for women while the College for Men gives thoughtful consideration to the needs of young men. The Lindenwood Evening College focuses on the needs of the part-time student, while Lindenwood IV, the College for Individualized Education, is designed for self-initiating adults who are working full-time and want to pursue full-time studies.

### **Choosing a Program**

One of the greatest strengths of the Lindenwood curriculum is its flexibility which enables a student to design a program related to his or her individual needs and interests. The Standard Degree Requirements guide the student toward becoming a person with a broad knowledge of humanity's achievements, while the program's flexibility makes the role of the academic adviser an extremely important one.

The Deans of the colleges assign each new student to a faculty adviser who assists the student in planning a course of study. When a student has selected an area of concentration within one of the academic divisions, he or she will then be assigned a faculty adviser preferably from that area. This adviser assists the student in planning a program of courses which will meet the long-range goals of the student and satisfy appropriate requirements for specific graduate schools, professions and other programs.

This personalized approach makes possible a wide range of interdisciplinary combinations.

Students frequently propose individual and group courses, which are arranged as tutorials. The Contract Degree program is designed for students whose educational needs are not met by the Standard Degree Requirements.

The January Term provides an opportunity for foreign study, internship experiences, individually designed special projects or intensive on-campus courses.

### **Academic Planning and Participation**

Interested students play an active part in academic and administrative decision-making. Students serve on the Curriculum Committee, the Educational Policies Committee, and ad-hoc committees, as situations arise. Student representatives attend all monthly faculty meetings where they have the opportunity to present issues of concern to the whole college community.

Proposals for curriculum innovation are the special responsibility of the Curriculum Committee. This committee serves the continuing need for planning, reviewing goals, generating study projects, and for forwarding curriculum proposals to the faculty for final approval. The Dean of the College for Men is chairman. Five faculty members and five students constitute the committee membership.

The Curriculum Committee has developed numerous career-oriented liberal arts degree programs. Some which have been approved include the new Bachelor of Medicine degree, a B.F.A. in career-oriented studio art, a degree in Medical Technology, a degree in Sociology with emphasis in urban planning and design, and a degree in Sociology with emphasis in computer resources. The Curriculum Committee supervises the Independent Term, and evaluates and reviews internships and field studies for both colleges.

### **Independent Term**

Any junior or senior student in good academic standing may select two faculty members and, after securing their approval, write, with their help, a proposal that will define an independent program of study for a regular term. This program will be individually designed to meet a particular goal or need of the student. It can involve participation in classes, tutorials, and field work, on or off campus, or a combination of these. The student will be entitled to attend any class on campus during that term with the instructor's approval.

Approval of an independent term proposal can only be granted by vote of The Lindenwood Colleges Curriculum Committee after an examination of the documents and an oral discussion with the student and the sponsoring faculty.



# The Academic Program: Lindenwood I and II

## An Education for Today

Lindenwood's commitment to liberal education is based on the conviction that the intellectual disciplines which have served men and women through the ages are still essential to their preparation for the changing and uncertain world of the remaining decades of this century and for the 21st century. Courses of study which enable students to acquire skills, knowledge, and experience which help them to understand, appreciate and relate to their environment and to other people are valuable in themselves and liberating in their effect upon the human personality. They are also the foundation for those courses of study which lead to careers and professions, and they help to assure that the individual's vocational choice is not a narrowing of perspective but a fulfillment of a life role.

The Lindenwood curriculum is represented in three divisions of study: the Humanities, the Natural Sciences and Mathematics, and the Social Sciences. Overall general education requirements and distributional requirements among the divisions provide the foundation for the students' academic programs. Majors are built upon this foundation and tutorials, field study, independent study, and internships are made available to assure that the students direct their education toward well-defined career objectives. Whatever the career objectives, Lindenwood graduates acquire the abilities and knowledge which will equip them to face a changing world with confidence.

Specifically, the curriculum is designed to enable students:

- to read and think on various cognitive levels;
- to write and speak clearly;
- to develop creative and critical skills;
- to develop physical skills;
- to be able to use experimental methods appropriate to the sciences;
- to be able to use the tools and resources appropriate to the study of the individual, society, and the physical world.

The basic subject matter of the curriculum provides:

- an understanding of man's cultures, western and non-western;
- an understanding of world history, including economic, political, and social systems that have evolved;

- an understanding of the principal moral, philosophical, and religious conceptions that have guided world civilizations;
- an understanding of the inter-relationship of the individual's physical and emotional well-being;
- an understanding of scientific concepts;
- an understanding of mathematical concepts;
- an understanding of the literary, visual, and aural arts as comments on and extensions of the human experience;
- an insight into the inter-relationships among the academic disciplines.

## Major Fields and Divisions

The Lindenwood Colleges I, II and III offer courses in three major divisions and 26 majors leading to the Bachelor of Arts, Bachelor of Fine Arts and Bachelor of Science degrees as listed below. Specific degree requirements are listed in the section describing particular academic programs. Major requirements are listed along with the courses of instruction in the following section. In addition to the standard majors, a contract-degree program is available to enable students to design their own majors.

### Humanities

The Division of the Humanities offers majors in Art History, Studio Art, Broadcasting/Journalism, Drama/Dance, English, Music, French and Spanish leading to the Bachelor of Arts degree. The Bachelor of Arts degree requires the completion of the foreign language or foreign culture requirement. A major in Studio Art, Broadcasting/Journalism, Spanish, French, and Music can lead to the Bachelor of Science degree. A major in Studio Art can also lead to the Bachelor of Fine Arts degree. A major in Music can lead to the Bachelor of Music or Bachelor of Music Education degree. Courses of study are also offered in classics, philosophy and religion.

#### Majors Leading to the B.A. Degree

Art History	French
Broadcasting/Journalism	Music
Drama/Dance	Spanish
English	Studio Art

#### Majors Leading to the B.S. Degree

Broadcasting/Journalism
Drama/Dance
Music
Studio Art

#### Majors Leading to the B.F.A. Degree

Studio Art

#### Majors Leading to the B.M. Degree

Music

#### Majors Leading to the B.M.E. Degree

Music Education

## Natural Sciences and Mathematics

The Division of Natural Sciences and Mathematics offers majors in Biology, Chemistry, General Science, Mathematics and Physical Education with either Bachelor of Arts or Bachelor of Science degrees. Related courses and internships in Medical Technology are also available. The General Science concentration is intended for students planning to teach in elementary or junior high school.

Laboratory fees are charged to cover the costs of supplies consumed during a term and vary according to the course.

### Majors Leading to the B.A. Degree

Biology	Mathematics
Biomedical Science	Medicine
Chemistry	Medical Technology
General Science (Edu.)	Physical Education

### Majors Leading to the B.S. Degree

Biology	Mathematics
Biomedical Science	Medical Technology
Chemistry	Medicine
General Science (Edu.)	Physical Education

## Social Sciences

The Division of the Social Sciences offers majors for the Bachelor of Arts and the Bachelor of Science degrees in: Business Administration, Economics, Education, History, Political Science, Psychology and Sociology. For the Bachelor of Science degree, majors in Elementary Education and Sociology/Administration of Justice are also available. The Associate in Science degree in Business Administration is available in the Evening College (Lindenwood III).

### Majors Leading to the B.A. Degree

Business Administration	History
Economics	Political Science
Education	Psychology
(with major emphasis)	Sociology

### Majors Leading to the B.S. Degree

Business Administration	History
Economics	Political Science
Elementary Education	Psychology
Sociology/Administration of Justice	Sociology

### Associate in Science Degree

Business Administration

## Standard Degree Requirements Lindenwood I, II and III

### Bachelor of Arts

The curriculum for the Bachelor of Arts degree has the following requirements distributed over the four years:

1. A total of 36 courses is required for graduation.
2. A knowledge in depth of a foreign language or foreign culture (see below).
3. One basic English Composition, one Lindenwood Common Course (Day College students) or one English Composition, one Lindenwood Colloquium (Evening College).
4. Two Physical Education Activity courses (Lindenwood I and II)
5. Six courses — two from each of the three divisions—to meet distributional requirements. The divisions are Humanities, Natural Sciences and Mathematics, and Social Sciences.
6. Eight to twelve courses in a major area except where noted in specific majors.
7. Two to four courses outside the major but within the division of the major, as specified.
8. A knowledge in depth of a foreign culture, to be acquired in one of the following ways: (a) completion of four courses in one specific language; (b) completion of four courses in a specific culture—all of which may be given in English, or one or two of which may be in English and two or three in the language; (c) completion of three courses in each of two foreign cultures—the total of six courses including all given in English or two in the language and one in English for each of either of the two cultures.

Foreign cultures include French, German, Spanish and Classics. A total of one course in independent study will be allowed and a total of one course composed of fractional credits will be allowed. Tested proficiency in a specific language may fulfill one half or all of any of the above stipulations. Credit toward the foreign culture requirement may also be part of the distributional requirement.

## Graduate Degrees

The master's degree is offered in these areas:

**Master of Business Administration**

**Master of Arts (Lindenwood IV only)**

**Master of Fine Arts (Lindenwood IV only)**

**Master of Science in Education**

26 Learning at the Lindenwoods

The following courses are suggested as possible choices for fulfillment of the Foreign Culture requirements as outlined in the preceding statement:

Course Number and Name	Credit	Area
<b>Art</b>		
254 Nineteenth Century Art	½	French
257 Greek and Roman Art	1	Classics
267 Medieval Studies	½	French
269 The Century of Michelangelo	⅓	(Italian)
323J Studio Art and Art History—in Mexico	½	Spanish
324J Greek and Byzantine Art—Greece	1	Classics
365J Medieval and Renaissance Art in Europe	½	(Italian)
370 Seminar in Film; Fellini	½	(Italian)
<b>Classics</b>		
165,166 Graeco-Roman Civilization	1,1	Classics
250 Classical Mythology	1	Classics
268 Latin Masterpieces (in translation)	1,1	Classics
<b>Drama</b>		
372 20th Century French Theatre	1	French
<b>English</b>		
267 Women in the French and English Novel	½	French
269 The Epic	½	Classics
<b>History</b>		
231 Classic Europe: The Old Regime	½	French
232 The Age of Revolutions, 1750-1850	½	French
237 History of French Civilization	1	French
<b>Humanities</b>		
220J Mythological Conventions in Renaissance Art and Literature	½	(Italian)
250J Classicism and the English Romantic Tradition	½	Classics
<b>Foreign Languages</b>		
FLF 237 History of French Civilization	1	French
FLG 239 The German People (Evening)	1	German
FLS 239 Latin Americans (Evening)	1	Spanish

FLF 240J Contemporary France (in Paris)	1	French
FLG 240J Intensive German: Language and Culture (in Germany)	1	German
FLS 240J Spanish with Native Speakers (in Mexico)	1	Spanish
FLS 340J Spain: A Cultural Experience (in Spain)	1	Spanish
FLF 370 Seminars on Selected Authors	1	French
FLS 370J Seminar on Selected Authors and Genres	1	Spanish
<b>Music</b>		
200 European Music Seminar	½	German
355 History of Music: Medieval through Classical	½	German

### Bachelor of Science, Fine Arts, Music, or Music Education

1. A total of 36 courses is required for graduation.
2. One basic English Composition, one Lindenwood Common Course (Day College students) or one English Composition, one Lindenwood Colloquium (Evening College).
3. Two Physical Education Activity courses (Lindenwood I and II only)
4. Ten courses—three from the Humanities division, three from Social Sciences division, two Mathematics courses and two Natural Science courses.
5. Eight to twelve courses in a major area except where noted in specific majors.
6. Two to four courses outside the major but within the division of the major, as specified.

If the foreign language requirement is met in the Bachelor of Music or Bachelor of Music Education degrees, only six courses (two from each division) are needed for the distributional requirement.

# Contract Degrees

## The Idea of the Contract Degree

The Individual Contract Degree Program is an alternative to the traditional degree at The Lindenwood Colleges. The Contract Degree Program can be elected only when the student's educational objectives cannot be met through one of the standard programs.

Supervision of the program is provided by a Joint Review Committee comprised of students and faculty members equally representative of the Curriculum Committees of Lindenwood College for Women and Lindenwood College for Men.

The standard college degree requirements for the Bachelor Degree are maintained. These include the requirement of English Composition, Lindenwood Common, foreign language requirements for the Bachelor of Arts, the appropriate distributional requirements, course load, and standard grading practices. (Any variation in the pass-fail stipulations of the regular program must be worked out in the contract.)

## Students may choose the contract degree if they:

1. Have demonstrated inability to meet needs within the existing programs.
2. Need to meet a particular ability or achievement objective.
3. Need to meet a particular career objective.
4. Need to prepare for a particular philosophical, religious, or aesthetic life role.
5. Need to achieve a level of personal development in areas which the individual student determines himself/herself.

## Procedures for the Contract Degree Program:

1. At the beginning of each long term the Joint Review Committee will conduct an orientation session for the purpose of explaining the use of the contract to all eligible students.
2. Ordinarily a contract may be formulated no sooner than the end of the Freshman year and no later than the end of the first long term of the junior year.
3. Students desiring to enter this program should obtain the proper forms from their respective Deans.
4. Students interested in the Contract Degree Program will choose an adviser from the faculty who, with the student, will develop a committee of at least three faculty members. These faculty members should be in disciplines covered by the contract.
5. The student and his/her faculty adviser and

faculty committee will then draw up the contract and submit it to the Joint Review Committee which will evaluate the contract and make recommendations concerning its adoption. This evaluation is submitted to the Curriculum Committee of the student's College and then to the Educational Policies Committee for final approval subject to administrative review for commitments of resources and budget. Each year, prior to preregistration, contract students, their advisers, and their Advisory Committee should make reports to the Joint Review Committee concerning the progress made.

6. On completion of the requirements of the contract, the student's adviser and Faculty Committee, through authorization of the Joint Review Committee, will indicate satisfactory completion of the contract to the Registrar who is thereby authorized to take this recommendation for the degree to the Faculty at the appropriate time.
7. Dissolution of the contract and arrangements for return to the standard degree program may be initiated at any time by the student or his/her Advisory Committee and must be approved by the Joint Review Committee.
8. Formal notice of dissolution of a contract must be filed with the Registrar by the adviser, and the adviser is then responsible for directing the student in resuming a standard degree program.

## Disclaimer:

The contract will contain a statement to the effect that the student recognizes that he or she is being certified for graduation only, and that he or she has chosen to shape his or her own program within the limits of the resources, faculty and financial, which can be provided by the College. The student also accepts the responsibility for the consequences of the decision: for example, that the contract Area of Concentration may not be recognized or found acceptable by other persons, institutions, or graduate schools.

## Variety of Choices

The academic program of The Lindenwood Colleges offers a variety of course types, each providing a particular kind of experience. Students in most majors have considerable freedom to design their own degree program, both in terms of choices of subject and of types of courses. The nature of this variety and freedom of choice and the limits are indicated by the following:

## Calendar

The Lindenwood Colleges I, II and III use the 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.

Lindenwood IV uses a trimester calendar. The fall term begins in October and ends in January. The winter term begins in February and ends in May, and the summer trimester begins in June and ends in September.

### Types of Courses

**ALL-COLLEGE COURSES:** Courses which involve instructors from all three divisions of study. (Also referred to as "interdisciplinary".)

**FULL AND FRACTIONAL COURSES:** A full course is equivalent to 3-1/2 semester-hours credit in a standard calendar term. Fractional courses (1/4, 2/4, 3/4) are roughly equivalent to 1, 2, and 3 semester-hour courses in a standard term.

**INDEPENDENT STUDY COURSES:** The student, under the guidance of an instructor in the appropriate department of study, designs his own course and does the work independently of classroom instruction. Available in all departments.

**INDIVIDUALIZED STUDY COURSES:** In some departments, instructor-designed courses are available which permit students to work independently of the classroom but in a tutorial relationship to the instructor.

**INTERNSHIPS AND FIELD STUDY:** In certain departments, students may earn regular course credits through apprenticeship or field experiences.

### Program Regulations

**MAJOR:** A specific subject area as listed on page 24. A minimum and maximum number of courses is indicated by the division or department of study offering the concentration. The student designates his major by the end of his sophomore year, although some subjects—particularly art, business administration, elementary education, foreign language, mathematics, music concentration, science—need to be started in the freshman year.

**REQUIRED COURSES AND PREREQUISITES:** Some degree programs and majors specify particular courses as requirements. All programs require one course of Basic English Composition and one course of the Lindenwood Common (Lindenwood I and II) or one course in English Composition and the Lindenwood Colloquium (Evening College).

The Bachelor of Arts degree requires fulfillment of foreign language or foreign culture requirement. Requirements for a particular major are found in the listing of major fields. A prerequisite is required in courses numbered 300 or above. It may be the permission of the instructor or a specifically named course.

### Distributional Requirements

For the Bachelor of Arts degree six courses from the three divisions are required—two from Humanities, two from Social Sciences and two from Natural Sciences and Mathematics. For the Bachelor of Science degree 10 courses from the three divisions are required—three from Humanities, three from Social Science, two from Mathematics, and two from Natural Science. The objective is to enable the student to explore various disciplines before choosing his/her area of concentration and to broaden the base of his/her college program.

### Graduation Counseling

While faculty advisers and the Registrar are ready at any time to counsel seniors on requirements for the student's major as well as general degree requirements, it is the responsibility of the student to verify his eligibility for graduation with BOTH adviser and Registrar BEFORE the term in which he expects to complete his degree.

# Courses of Instruction offered by The Lindenwood Colleges I, II, and III

## Course Numbering

0-99 Fractional courses not involving independent study. Courses numbered 080 to 090 have prerequisites.

100-189

200-289 Courses open to all students *without* prerequisites.

191, 192

193, 194 Independent study *off-campus* with the final digit indicating the fraction of full-course credit to be earned (1/4, 2/4, 3/4, 4/4).

291, 292

293, 294 Independent study *on-campus* with the final digit indicating the fraction of full-course credit to be earned.

300-389 Courses having prerequisites.

394 A full course of independent study designated as an honors project.

400 Field studies (one full course credit).

450 Internships (2 full courses credit or more).

500-699 Graduate Courses.

Hyphenated numbers (e.g. 301-302) designate two-term courses for which credit is not granted for the first term unless the second term is completed.

Double numbers separated by a comma (e.g. 301, 302) indicate courses in which the completion of both courses constitutes a desirable unit but credit may be received for one without the other.

## The Lindenwood Common Course

### Required of All Freshmen Students of Lindenwood College for Women and Lindenwood College for Men

In its scope, The Lindenwood Common encompasses several connotations of the word "common." It is common in a community sense in that it is the one course which is required of all Freshmen students. It is common also because it is the foundation course where the student becomes acquainted with the different methods of inquiry and discourse which will be used in exploring a wide variety of disciplines during a four-year program of college studies. Most importantly, the course is common in that the broad approach of interdisciplinary study is followed. The themes of the Common are investigated from a wide perspective which gives consideration to multiple points of view. The interdisciplinary nature of the course is reinforced by the selection of the Common instructors from several of the academic disciplines represented on campus.

Since its inception in 1967, the Common has consistently dealt with topics relevant to 20th century life. The course, however, has undergone annual revision as circumstances and issues change in society itself. In 1978 the focus is on the future. The title is "O brave new world that has such people in't!"

**LCC 102 "O BRAVE NEW WORLD THAT HAS SUCH PEOPLE IN'T!"** Can we shape our future? Should we try? What direction? The Lindenwood Common Course will consider these questions from the several points of view brought by the academic disciplines in humanities, sciences and social sciences. The student will be asked to make a personal synthesis which encompasses a many-sided view of these questions.

## The Lindenwood Colloquium

### For the Lindenwood Evening College

#### LCC 301 COLLOQUIUM

Students in a degree program in the Evening College have as a requirement the completion of the Lindenwood Colloquium. The Colloquium seeks to establish an understanding of the liberal arts to undergird the academic fields offered in evening programs.

Each year a different theme is selected which provides a focus for study and discussion. Drawing on interpretations of this theme in art and literature, its interrelations with science and technology, its historical expression and the interpretations of the social sciences, the course will encourage students to relate their individual studies to a major element in our culture.

Prerequisites: English 201, 202, and sophomore standing as a degree candidate in the Evening College.

## Art and Art History (See Studio and Performing Arts)

## Biology

During the last few decades there has been an explosive development of biological knowledge. The biologist is faced with the task of learning to master disciplines other than biology. Students must not only attempt to be knowledgeable in related fields of science but also must attain an awareness of the impact of biological advances on society.

Concentration in biology requires the completion of a minimum of nine full courses in biology and eight laboratory courses (1/4 credit). A maximum number of 14 biology courses can be counted toward graduating. The department requires a student to complete six courses outside the department but within the Division of Natural Sciences and Mathematics. These courses meet the distributional elective requirements for the Natural Sciences. Both B.A. and B.S. degree programs are available. It is recommended that students planning to enter graduate school should enroll in the B.A. degree program and take four courses in chemistry, including organic chemistry, mathematics through calculus and two courses in physics.

Biology students are required to take a two-term General Biology course (advanced placement is available), one full course from each of the four main areas of biology, and at least three additional biology courses. This program is planned to afford the student a basic comprehension of the main areas of biology and to give him or her the opportunity to penetrate some aspects of the field of biology which are of particular interest to the student. Student research and independent study are encouraged. Lindenwood has exclusive access to a 1,000 acre natural preserve located about 50 miles from The Colleges in the Cuivre River area. Ecological studies of terrestrial and fresh water habitats are made possible at this extensive outdoor laboratory.

Courses lettered with an "L" are the laboratory experiences which accompany various courses. Laboratory courses receive 1/4 credit. Students enrolled in a biology course must also enroll in the accompanying laboratory course unless excused by the instructor.

#### Career Opportunities:

The Biology Department prepares students for graduate study, careers in teaching, hospital, industrial and

governmental laboratories, and scientific sales administration. Pre-professional medical, dental and veterinary programs are offered, as well as a Bachelor of Medicine program which trains persons for primary health care of ambulatory patients. These programs are explained in detail under the Medicine and Health Related Studies section.

### Course Descriptions:

**101, 102 General Biology.** An introduction to plants and animals with emphasis on principles to prepare students for future work in biology, the health-related sciences, or the allied sciences. *Staff.*

**101L General Biology Laboratory (\$15 lab fee).**

**102L General Biology Laboratory (\$15 lab fee).**

**105 Human Biology.** A course centering on humans, to bring out the principles of life. Material covered includes the architecture and functioning of humans, their interdependence and interrelationship, and the continuance and support of population through time. *Grundhauser.*

**370 Seminar Topics in Biology.** Special topics selected from various areas of biological investigation either of recent or historical origin. Topics differ from year to year. *Staff.*

**370L Seminar Topics in Biology Laboratory (\$15 lab fee).**

**380 Introduction to Medical Technology.** A course designed to introduce students to the laboratory procedures and nature of the medical technology profession. This course is required of all students in the medical technology program and is taught at St. John's Mercy and Missouri Baptist Hospitals.

**400 Field Study.**

**450 Internship.**

### AREA I: Molecular and Cellular Biology

**313 Microbiology.** A course relating the major principles of biology to the microbial world. Primary emphasis is on the bacteria, with consideration of the algae, fungi, protozoa, viruses and other microorganisms. *Brescia*

**313L Microbiology Laboratory. Must be taken with Biology 313 (\$15 lab fee).**

**\*320 Metabolism.** A study of the metabolic pathways which occur in living cells. Special emphasis will be given to the role of hormones in regulating metabolism. *Delaney.*

**\*320L Metabolism Laboratory (\$15 lab fee).**

**363 Biochemistry.** A study of the structure and functions of the various chemical constituents of living matter. Prerequisite: Chemistry 361 or consent of the instructor. *Delaney.*

**363L Biochemistry Laboratory. Must be taken with Biology 363 (\$15 lab fee).**

**\*382 Immunology-Parasitology.** A course which introduces studies in the fields of immunology and parasitology. This course is recommended for all medical technology students. Prerequisite: Biology 313.

\*Offered alternate years.

**\*382L Immunology-Parasitology Laboratory. Must be taken with Biology 382 (\$15 lab fee).**

### AREA II: Organismic Biology

**250 Marine Botany.** A survey of subtropical marine algae. The class will travel to a marine biological laboratory in the subtropics. *Anderson*

**250L Marine Botany Laboratory. Must be taken with Biology 250 (\$15 lab fee).**

**309, 310 Vertebrate Anatomy and Physiology.** A comparative study of the structure and functions of vertebrate organisms on the organ-system level. Prerequisite: Biology 101-102 or consent of the instructor. *Staff*

**309L Vertebrate Anatomy and Physiology Laboratory I. Must be taken with Biology 309 (\$15 lab fee).**

**310L Vertebrate Anatomy and Physiology Laboratory. Must be taken with Biology 310 (\$15 lab fee).**

**\*315 Survey of Plants.** A survey of the plant kingdom dealing with gross structure and reproduction of representative forms to show their evolutionary relationships. Prerequisite: Biology 101, 102. *Anderson*

**\*315L Survey of Plants Laboratory. Must be taken with Biology 315 (\$15 lab fee).**

**\*318 Endocrinology.** A study of the structure and function of the endocrine glands with special emphasis on the interrelationship between the nervous and endocrine systems. Prerequisite: consent of the instructor. *Delaney*

**\*318L Endocrinology Laboratory (\$15 lab fee).**

**360 Biology of Sexual Reproduction.** A study of the evolution occurrence and mechanisms of sexual reproduction in plants and animals (including human sexuality). Prerequisite: Biology 101, 102 or consent of instructor. *Anderson.*

**386 Nutrition.** A study of the principles of nutrition and relationship between nutrition and health of individual families and community. *Cruz*

### AREA III: Developmental Biology

**340 Plant Growth and Development.** Studies of growth and development in lower and higher plants will be conducted with an emphasis on laboratory activities. Prerequisite: Biology 101, 102 or consent of instructor. *Anderson*

**\*240L Plant Growth and Development Laboratory (\$15 lab fee).**

**308 Genetics.** A study of classical and modern genetics, including principles of Mendelian inheritance, mutagenesis, the genetic code, gene interactions, and population genetics. The laboratory, Biology 308L, will consist of experiments with *Drosophila*, *Neurospora*, *E. Coli*, and bacterial viruses as well as some plant material. Prerequisite: Biology 101, 102 or consent of the instructor. *Brescia*

**308L Genetics Laboratory. Optional for non-biology majors (\$15 lab fee).**

**311 Developmental Biology.** A study of the morphogenesis of higher living organisms from the time of fertilization to the development of organ systems. Special reference is



made to the cellular and biochemical processes behind gross morphological development. Prerequisite: Biology 101, 102. *Brescia*

**311L Developmental Biology Laboratory. Optional for non-biology majors (\$15 lab fee).**

#### AREA IV: Environmental Biology

**110 Field Biology.** A course which introduces students to local flora and fauna, emphasizing the interrelationships of organism and niche. *Anderson*

**120 Environmental Biology.** A course designed to study current environmental problems and basic ecological principles. *Anderson*

**220 Aquatic Algae of the Region.** A study of the collection, identification, and classification of local algae with special emphasis on field and laboratory studies (\$15 lab fee).

**\*260 Marine Biology in the Subtropics.** A general study of marine plants and animals with emphasis on the ecology of coral reefs. Studies of both north and south shore reefs, as well as visits to lagoons and salt ponds, will be included. Some laboratory work will be required but most work will be done at the reefs. No prerequisites (\$15 lab fee). *Anderson*

**302 Ecology.** A study of the interrelationships of animals, plants, and their environment. Field trips are taken to local ponds, marshes, streams, woods and reserves to observe living communities. Prerequisite: Biology 101, 102 or consent of the instructor. *Anderson*

**302L Ecology Laboratory. Must be taken with Biology 302. (\$15 lab fee)**

**325 Evolution.** A course of readings and discussion of the major evolutionary theories from Lamarck to Darwin and the Modern Synthesis. Current research in evolution will also be considered. *Brescia* (\$15 lab fee).

**350 Introduction to Forestry.** An overview of the history, practice and trends in forestry in the United States. Forest ecology, silviculture methods, tree identification and forest measurements are introduced. Prerequisite: Biology 101, 102 or consent of instructor. *Anderson*

### Biomedical

(See Medicine and Health/Related Studies)

### Broadcasting

(See Language, Literature, Philosophy and Religion)

## Business Administration

Either the Bachelor of Science or the Bachelor of Arts degrees may be earned in Business Administration. The Lindenwood requirements for the B.S. degree include the following:

- |   |            |
|---|------------|
| 1) General Requirement for Day Students               |            |
| Lindenwood Common                                     | LCC 102    |
| English Composition                                   | Eng 201    |
| OR  |            |
| 1A) General Requirements for Evening Students         |            |
| Colloquium  | LCC 301    |
| English Composition                                   | Eng 201    |
|   | 2 Courses  |
| 2) Distribution Requirement                           |            |
| Three Humanities Division Courses                     |            |
| Four Natural Science and Mathematics Division Courses |            |
| Three Social Science Division Courses                 |            |
|   | 10 courses |

In addition to Lindenwood requirements, the Business Administration requirements include:

- |   |            |
|---|------------|
| 3) "Core" or basic Business Administration courses:   |            |
| BA 102 Principles of Accounting I   |            |
| BA 103 Principles of Accounting II  |            |
| BA 200 Principles of Management   |            |
| BA 204 Business Law   |            |
| BA 205 Principles of Marketing  |            |
| BA 220 Introduction to Data Processing  |            |
| BA 303 Business Communication   |            |
| BA 307 Principles of Finance  | 8 courses  |
| 4) Courses not in the Business Administration Department:   |            |
| ECC 101 Introduction to Economics I   |            |
| SS210 Social Science Statistics   | 2 courses  |
| 5) Electives in Business Administration   | 4 courses  |
| 6) Completely free electives (no more than 5 of these courses may be in the Business Administration Department) | 10 courses |
| Total Course Requirement  | 36 courses |

Within the above format, students may develop sufficient training in Business Administration to secure entry level positions in business careers. Alternatively, they may secure a background for admission to graduate study in business, law or in other professional fields. Particularly for evening students, programs of study can be implemented to enhance careers which are already begun.

The specific major outlined here is "Business Administration." Students may but are not required to develop areas of concentration comprised of advanced courses in Business Administration (e.g., in Marketing or in Accounting) to suit a specific career objective. If students

have interests outside the scope of Business Administration, they may work out majors in other fields which may satisfy personal interests in liberal arts, or may provide an opportunity whereby basic training in Business Administration can well be supplemented with an additional major in such fields as Management of Human Resources, Mathematics, Music or Art. Such majors may be very useful to students in targeting well thought out career objectives. No specific Business Administration requirements for these majors are established, but careful early planning can make possible uniquely suitable vocational and/or graduate school preparation.

Students wishing to qualify for the Bachelor of Arts in Business Administration degree instead of the B.S. degree must meet The Lindenwood Colleges requirements for the Bachelor of Arts degree. Essential program modifications for the B.A. degree are:

- In addition to B.S. requirements, students must develop a knowledge in depth of a foreign culture.
- The distribution requirements include two courses in Humanities, two in Social Sciences and three in Mathematics and Natural Sciences.

For certain professional and governmental requirements, modification in the degree requirements set forth above are made for students wishing to qualify for specifically designated areas of emphasis as follows:

- For "Office Management" emphasis, within a major in Business Administration, three of the four elective courses in Business Administration are changed to the following required courses:
 

BA 61 Intermediate Typewriting	½ course
BA 62 Production Typewriting	½ course
BA 301 Managerial Accounting	1 course
BA 370 Office Management	1 course

 One departmental elective course remains as a requirement.
- For "Professional Secretarial" emphasis with a major in Business Administration, the four elective courses in Business Administration plus two of the free electives must be replaced by the following required courses:
 

BA 61 Intermediate Typewriting	½ course
BA 62 Production Typewriting	½ course
BA 261 Elementary Shorthand	1 course
BA 362 Intermediate Shorthand	1 course
BA 363 Advanced Shorthand	1 course
BA 377 Secretarial Procedures	1 course
BA 301 Managerial Accounting	1 course
- For students interested in preparing for the Certified Public Accountant examination, a heavy concentration of courses in Accounting, selected with approval of a faculty adviser, is recommended.

In addition to the B.S. and B.A. degrees in Business Administration as described above, an Associate in Science in Business program, consisting of 22 courses, is offered in the Evening Division. Courses taken for this degree may be applied toward the bachelor's degree programs.

## Business Core—Day and Evening

**102, 103 Principles of Accounting I, II.** An introduction to "the language of business" used in financial and managerial decision-making. Accounting principles applied to corporations, partnerships, and sole proprietorships will be studied. Topics include: the accounting cycle, working papers, financial statements, accounts, ledgers, and an introduction to the managerial uses of accounting.

**200 Principles of Management.** A study of the history, principles and philosophy of effective management. The functions of planning, organizing, staffing, directing and controlling are investigated. Case studies are used to relate theories and practices.

**204 Business Law I.** An introduction to the sources of law and the judicial function, contracts, agency and employment, partnerships and corporations.

**205 Principles of Marketing.** A study of the fundamental principles and the total system of activities designed to plan, price, promote and distribute goods and services to the consumer.

**220 Introduction to Data Processing.** The first course of the data processing series. Students are introduced to the types of digital computers, their use in business, and what they can and cannot do. Two common languages (COBOL and Fortran) are considered together with a survey of computer concepts and data processing systems.

**303 Business Communications.** A study of the principles used in writing effective business letters and reports, and in writing simply, directly and clearly. Prerequisite: English Composition or consent of instructor.

**307 Principles of Finance.** Sources of business funds are studied together with their application. An introduction to basic financial management for liquidity and profitability. Prerequisite: BA 103.

## Accounting

**301 Managerial Accounting.** Course is designed to provide students not concentrating in accounting with an understanding of utilization of internal accounting data for management planning and decision making. Prerequisite: BA 103.

**302 Federal Income Tax (Evening).** Income tax regulations and laws affecting individuals, partnerships, and corporations. A beginning course designed for all persons who wish to learn about federal income taxes. Practical problems will be used extensively. Prerequisite: BA 102.

**305 Cost Accounting (Evening).** Concepts of cost determination, reporting and control applied to manufacturing operations. Emphasis will be placed upon job order and process cost accounting systems. Prerequisite: BA 103.

**310, 311 Intermediate Accounting I, II.** The development, application and importance of accounting standards, principles and conventions, including current FASB opinions. Problems of balance-sheet valuations and their impact upon income statements; effects of judgment and opinion upon the "fairness" of statement presentations. Prerequisite: BA 103.

**\*312 Advanced Cost Accounting (Evening).** Emphasis is placed upon period costs in addition to product costs. Standard costing and analyses of overhead variances are investigated. Problems of joint costs, mix and yield variances, and relevant operations research methods. Prerequisite: BA 305.

**\*313 Advanced Accounting (Evening).** Specialized topics in advanced financial accounting: consolidations, mergers, partnership liquidations, consignments, installment sales, estates and trusts. Prerequisite: BA 211.

**\*314 Governmental Accounting (Evening).** Problems, systems, methods and procedures in the specialized accounting and reporting functions of nonprofit organizations and governmental units. Prerequisite: BA 103.

**\*315 Advanced Tax Problems (Evening).** A problems approach to the study of specialized tax matters: partnerships, estates and trusts, corporations, tax-exempt organizations, collections and refunds. Use of the Revenue Code will be introduced as well as research methodology. Prerequisites: BA 302, BA 311.

**\*316 Auditing.** Theory and application of generally accepted auditing standards and procedures used by independent certified public accountants. Responsibilities and ethics of the CPA as well as practical problems will be examined. Prerequisite: BA 311.

### Data Processing

#### **320 Programming Concepts—COBOL.**

COBOL computer programming for business applications. Topics include: features of COBOL; file processing techniques; sorting and library features; modular programming. Prerequisite: BA 220. Lab fee \$15.

**323 Systems Theory and Analysis (Evening).** An introduction to basic systems concepts, the problematic approach to systems, the analytical tools used in systems analysis and design, and a survey of information and control system. Prerequisite: BA 220 or consent of instructor.

**\*324 Systems Design: A Project Course (Evening).** Each student will select a project and, with the approval of the instructor, develop a system to produce the desired output or results. Consultations will be held with the instructor as required, but the course will primarily consist of independent student effort, individually or in teams. BA 323 or the equivalent is required; concurrent enrollment in BA 323 is permitted.

The following programming courses are available to students through the Mathematics Department:

#### **MTH 180 Introduction to Computer Programming:**

**Fortran.** An introduction to the functions and uses of the digital computer. Fortran programming is studied and programming exercises are tested and run on the computer. Lab fee \$15.

**MTH 360 Fortran Programming II:** This course is the sequel to an introductory Fortran programming course. The use of arrays, subprograms and auxiliary storage techniques will be fully developed. In addition the student will write programs utilizing certain IBM 1130 subroutine packages such as the Commercial Subroutine Package, the Scientific Subroutine Package or the Statistics Package. Prerequisite: Mathematics 180 or the equivalent. Lab fee \$15.

**MTH 370 Assembly Language Programming.** The course will cover the GA/1830 Assembly Language and assembly language techniques. Among the topics covered will be input/output operations, binary and hexadecimal arithmetic, data structures, storage of data, central processor operations, direct and indirect addressing, macro coding, and internal architecture of the central processor. Prerequisite: consent of instructor. Lab fee \$15.

### Finance

**\*330 Investments (Evening).** Concentration upon investment principles, risk and security analysis. Types of securities are related to investment policies and goals. Prerequisite: BA 307 or consent of instructor.

**\*331 Financial Management (Evening).** In-depth analysis of concepts, techniques and methods used to guide the firm's financial program, management and use of resources, and dividend policies. Topics include: cost of capital, optimum capital base, capital budgeting, risk, and investor objectives. Prerequisite: BA 307.

**\*332 Insurance (Evening).** A survey of the financial aspects of insurance. Coverage will include types of insurance, risk, loss prevention, insurance administration, and the functions performed by and assistance available from insurance carriers. Prerequisite: BA 307.

**\*333 Real Estate (Evening).** Concepts of real estate practices and finance. Areas covered include markets, appraisal methods, financing, development and

investment, and contemporary problems and issues. Prerequisite: BA 307.

**\*337 Analysis of Financial Statements (Evening).** Statement analysis from various viewpoints (creditors, owners, investors) and for various purposes (liquidity, risk, profitability, responsibility accounting). Prerequisite: BA 307.

### Management

**240 Management of Human Resources.** A study of the manager's relationships with people. Major topics include: organization, personnel selection, motivation, morale and discipline, and problems of communication, benefits and change.

**\*245 Production Management (Evening).** Production and operations management approached from the decision-making standpoint. Alternatives and the bases for selection will cover topics such as: choices of investment, production facilities, product development, standards, input/output controls.

**\*343 Quantitative Management (Evening).** The techniques, research methodology and tools used in assisting quantitative decision-making. Basic concepts in management science and operations research. Optimization problems, transportation problems, inventory production problems and linear programming will be discussed. Prerequisites: BA 200 and SS 210.

**346 Problems in Management.** By extensive analysis of business cases, students will be exposed to corporate situations requiring the use of knowledge and theories from a wide range of business disciplines. Prerequisites: BA 200.

**348 Management of Personnel Systems (Evening).** The systems approach applied to personnel administration and current problems and topics relating to the management of human resources. Each student will research and report on a topic of interest. Prerequisites: BA 200, 240.

**\*349 Business Policy (Evening).** Approach from the chief executive level: basic objectives and general policies; plans, strategies, and tactics to achieve the goals; organize, staff, implement and monitor programs; assess results and initiate changes necessary in light of internal and external expectations. Prerequisites BA 346 and senior standing.

### Marketing

**55 Salesmanship (½).** The function of the salesman. Topics include: selling abilities and requirements, human relations, product knowledge, suggestion selling, customer service and satisfaction.

**\*250 Distribution and Transportation (Evening).** Study of the costs of moving commodities (which may exceed those of production). Objective analyses such as the transportation method will be illustrated wherever possible.

**350 Principles of Advertising (Evening).** Advertising as a function of marketing. For business and non-business students. Prerequisite: BA 205.

**\*352 Retail Management (Evening).** Organization and management of retail stores. Decisions concerning policies, systems, personnel, inventory control, consumer and market analysis, image, promotion and expense control. Prerequisite: BA 205.

**\*353 Marketing Management.** The decision areas of product policy, pricing, distribution and promotion. The competitive, social and legal factors involved in these decisions. The case method approach is used in conjunction with lectures. Prerequisite: BA 205.

**\*354 Marketing Problems.** A seminar approach to analysis and investigation of current marketing problems. Students

will research, prepare and present oral and written reports. Prerequisite: BA 353.

**355 Creative Marketing Strategy.** The establishment of marketing goals and the development of strategies and long-range plans for their implementation. Specific attention is given to the analysis of market opportunities, product mix strategy, market segmentation, design of distribution and procurement channels, price and promotion strategy and sales force decisions. Prerequisite: BA 205.

**\*356 Consumer Behavior (Evening).** The human variables which must be considered in effective marketing management. Concepts from sociology, psychology, anthropology and other behavioral disciplines will be related to the "marketing concept" of consumer orientation to learn more about why people buy. Prerequisite: BA 205.

**357 Marketing Technology.** Application of techniques of marketing research and marketing information systems to problems in advertising, sales management, product strategy, and management and distribution. Survey of the problems, data and methods of marketing research. Prerequisites: BA 205, SS 210.

## Business Education

**60 Beginning Typewriting (½).** Emphasis is placed upon correct typing techniques, appropriate speed and accuracy. Open to beginners and those in need of a review of fundamentals. Not available for audit.

**61 Intermediate Typewriting (½).** Course stresses improvement of basic techniques, further skill in personal and business material, and organization of work. Prerequisite: BA 60 or proficiency test. Not available for audit.

**62 Production Typewriting (½).** Emphases are: special communication forms, statistical reports, minutes of meetings, legal reports, employment tests, and concentrated speed work. Prerequisite: BA 61 or proficiency test. Not available for audit.

**261 Elementary Shorthand.** An introduction to shorthand with emphasis on rapid reading, fluent writing and accurate transcribing. Open to beginners and those in need of a review of fundamentals. Typewriting must be taken concurrently unless the student has the equivalent of BA 60. Not available for audit.

**362 Intermediate Shorthand.** Continued emphasis on building speed and accuracy in shorthand and transcription. Typewriting must be taken concurrently unless the student has the equivalent of BA 61. Prerequisite: BA 261 or proficiency test. Not available for audit.

**363 Advanced Shorthand.** An intensive study of shorthand principles with vocabulary enlargement and greater speed and accuracy in taking and transcribing dictation. Prerequisites: BA 61 and BA 362 or proficiency tests. Not available for audit.

## Office Management/Professional Secretarial

**\*72 Records Management (½) (Evening).** Study and practice of the various types of records control. Time will also be spent on requisition and charge procedures and an introduction to various automated information retrieval systems. Not available for audit.

**78, 79 Certified Professional Secretarial Review (½ course each) (Evening).** Designed for secretaries or senior professional secretarial students interested in qualifying as a Certified Professional Secretary (CPS). The content will cover the six parts of the CPS examination: Environmental Relationships in Business, Business and Public Policy, Financial Analysis and the Mathematics of Business, Economics and Management, Communications and

Decision Making, and Office Procedures. Prerequisites: BA 61 and BA 362.

**\*370 Office Management I.** Application of management concepts to the roles and services of the business office. The role of the administrative office will be studied together with efficiency, relating physical layout and facility, administrative services, standards, controls, and procedures. Prerequisite: BA 362 or consent of instructor. Not available for audit.

**\*377 Secretarial Procedures.** A capstone study for professional secretaries. Four purposes are: unification of theory and practice; exploration of areas of special interest; preparation for supervision of creative programs at the executive level; exposure to real situations by case study. Prerequisites: BA 362 and consent of instructor.

## Special Business Courses

**100 Introduction to Business.** A survey of business in our society and its environment, organization, function, management, control and future. May not be taken by those with junior or senior standing for departmental credit.

**280 Introduction to Health Care Facilities (Evening).** A survey of various institutions and agencies which constitute the present health care delivery system, such as: Home Health Care, Public and Visiting Nurses, Chiropractic Services, Neighborhood Health Centers, Nursing Homes, Acute Hospitals, Paramedics, Mental Health, etc. Lectures, guest speakers and tours (at times convenient to evening students) will be used.

**281 Small Business Management.** An examination of principles and methods in the operation of a small business. Emphasis is placed on planning, control, financing and management.

**\*282 Ethics in Health Care.** A review of present-day moral principles and standards governing the conduct of persons in the health care field. As a foundation broad and controversial topics such as euthanasia, artificial insemination, and the right to die will be discussed. The second part of the course will be devoted to relationships of the health care team to the patient, his family and society at large.

**\*335 Business Forecasting (Evening).** The essentials of projecting future business conditions using a macro to micro approach: the national economy, the industry/area/market, and the firm. The emphasis is placed upon management outlook rather than quantitative techniques. Prerequisites: BA 307 and senior standing.

**340 Business and Society (Evening).** An in-depth study of an apparent dilemma: business and economic growth without sacrificing ecological, moral and ethical imperatives. Lectures, discussions and cases will be used to develop the background of contemporary problems and insight into both sides of the problems themselves, progress made to date, and a framework for reasonable approaches to solutions in the future. Prerequisite: BA 200. (SOC 331, Social Conflict, may be substituted if preceded by BA 200.)

**341 Business Law II.** Federal regulation of business, insurance, sales, commercial papers, real and personal property, secured transactions, debtors' and creditors' rights. Prerequisite: BA 204.

**345 Budgeting (Evening).** Objectives and methods of preparing coordinated and flexible budgets for business planning and control purposes. Prerequisites: BA 103 or consent of instructor.

**347 International Business (Evening).** Students will examine the different management concepts existing in selected areas of America, Asia and Europe. Cultures and social structures of the countries will be used as backgrounds. Each student will be responsible for presentation of a specific country or area. Prerequisites: BA 300 and consent of instructor.

**\*381 Hospital and Health Care Administration.** This course focuses on the managerial processes in the health care setting as seen from the administrative, financial, medical and legal viewpoints. Assigned readings, discussions and case studies will be utilized to give a basic understanding of health care administration. Guest lecturers will highlight specific areas of study. Prerequisites: BA 200, 204, 280, 307.

**\*389 Public Relations (Evening).** A study of the theoretical and practical concepts of the purposes and functions of public relations. Primary emphasis will be placed on evaluation of public opinion, selection of media and message and the organizational and environmental aspects of public relations. Prerequisites: BA 100 or consent of instructor. Staff

### Non-Traditional Studies in Business

**400 Field Study in Business.** On-or off-campus study for less than two courses of credit in an area of business selected by the student in consultation with his adviser. Prerequisite: Previous related coursework, upperclassman standing, and consent of chairman.

**450 Internship in Business.** Similar to Field Study except that at least two courses of credit or more are involved. Prerequisite: (same as above).

## Chemistry

Since much of our universe, our immediate environment, and ourselves consist of matter, the study of matter (i.e. chemistry) is the foundation for the understanding of our world. The citizen of tomorrow not only needs a liberal education but an understanding of the sciences. Chemistry is central to that understanding.

A major in chemistry prepares a student for graduate school, industry, research, teaching, or government. A baccalaureate degree is sufficient for recognition as a professional chemist although some who desire more responsibility, higher salary and greater prestige will continue their training in graduate school, receiving master's and doctor's degrees. Many chemistry majors enter the professions of medicine, dentistry, veterinary science and engineering.

Lindenwood participates with Washington University in a 3-2 program (three years at Lindenwood, two years at Washington University) through which a student can receive two baccalaureate degrees—a major in chemistry from Lindenwood and one in chemical engineering from Washington University.

A major in chemistry requires the completion of at least eight full courses in chemistry, at least four chemistry laboratory courses and two courses in mathematics. The student considering the possibility of graduate school should include Chemistry 372. It is recommended that the student satisfy the language requirement with German or French, in that order of preference. Both BA and BS degrees are offered in chemistry. Qualified students are urged to compete for Honors Research Participation Programs at Argonne, Brookhaven, and Oak Ridge National Laboratories and at Barnes Hospital during the January and Summer Terms.

### Course Offerings

#### 102 "What in the World Isn't Chemical?"

This course studies many of the changes and things with which we are familiar in our physical world and shows how the theories of modern chemistry which deal with the microscopic, invisible world can explain and, in many cases, predict the properties of our macroscopic, visible world. This is an introductory, non-mathematical course intended for those students who have not had high school chemistry. Welch (No lab).

**140 Introductory Chemistry.** An introductory course which surveys in one term the basic concepts of chemistry. Topics covered include atomic structure, bonding, reactions, solution chemistry, equilibria, and organic compounds. No prerequisites. Welch

**140L Introductory Chemistry Laboratory (¼).** Laboratory experiences which illustrate the topics covered in Chemistry 140. Co- or prerequisite: Chemistry 140. Welch (\$15 lab fee).

**151 General Chemistry I.** A systematic treatment of the principles of science which are applied to chemistry. The topics include atomic structure, chemical bonding, classification of the elements, and solutions. Prerequisite: high school chemistry or Chemistry 102 or permission of instructor. Welch

**151L General Chemistry Laboratory I (¼).** Laboratory experiences which illustrate the topics covered in Chemistry 151. Co- or prerequisite: Chemistry 151. Welch (\$15 lab fee).

**152 General Chemistry II.** A continuation of Chemistry 151. The topics include energy, kinetics, equilibria, and basic organic chemistry. Prerequisite: Chemistry 151. Welch

**152L General Chemistry Laboratory II (¼).** Laboratory experiences which illustrate the topics covered in Chemistry 152. Co- or prerequisite: Chemistry 152. Welch (\$15 lab fee).

**341 Inorganic Chemistry.** The chemistry of non-transitional elements including nonmetals and noble gases, emphasizing the periodic character of properties of these elements and the relationship between various physical and structural properties with the type of chemical bonding employed by the various elemental groups. Prerequisite: Chemistry 152. Welch (No lab).

**342 Inorganic Chemistry of Transition Elements.** The chemistry of transition metals, emphasizing the unusual bonding properties, stereochemistry, and isomerization and their relationship to reactivity, and including compounds which are biologically important. Prerequisite: Chemistry 152. Welch (No lab).

**\*351 Analytical Chemistry.** A laboratory course designed to teach experimental and research techniques. Procedures will include gravimetric, volumetric and chromatographic methods of analysis. Prerequisite: Chemistry 152. Welch (\$15 lab fee).

**\*352 Instrumental Analysis.** A laboratory course covering instrumental methods of chemical analysis including gas chromatographic, spectrophotometric, radiochemical, potentiometric and thermal analysis. Emphasis is upon principles of the techniques rather than black box approaches. Prerequisite: Chemistry 152. Welch (\$15 lab fee).

**361 Organic Chemistry I.** A systematic study of the nomenclature, structures, properties, and reactions of organic compounds, with an emphasis upon the principles by which chemists predict the properties and reactions of organic compounds. Prerequisite: Chemistry 152 and 152L. Bornmann

**361L Organic Chemistry Laboratory I** (¼). An introduction to the laboratory methods in organic chemistry and their applications to the determination of the identity and properties of aliphatic and aromatic compounds. Co- or prerequisite: Chemistry 361. *Bornmann* (\$15 lab fee).

**362 Organic Chemistry II.** A continuation of Chemistry 361. The principles of chemical behavior are applied to many types of organic compounds, including those of biological significance. Prerequisite: Chemistry 361. *Bornmann*

**362L Organic Chemistry Laboratory II** (¼). A continuation of Chemistry 361L with emphasis upon reaction kinetics and mechanism of organic and biochemical compounds. Co- or prerequisite: Chemistry 362 and Chemistry 361L. *Bornmann* (\$15 lab fee).

**363 Biochemistry.** A study of the structure and function of the various chemical constituents of living matter. Prerequisite: Chemistry 361. *Delaney*

**363L Biochemistry Laboratory.** (\$15 lab fee).

**\*371 Physical Chemistry I.** A theoretical and mathematical study of chemical properties and the methods of predicting physical and chemical changes. The principles of thermodynamics are emphasized. Prerequisites: Chemistry 152L, and Physics 304 (or Physics 152 plus Math 172). *Bornmann*

**\*371L Physical Chemistry Laboratory I** (¼). An introduction to the laboratory methods of determining the physical and thermodynamic properties of chemical substances. Co- or prerequisite: Chemistry 371. *Bornmann* (\$15 lab fee).

**\*372 Physical Chemistry II.** A 371 with emphasis upon chemical kinetics and quantum chemistry as means of explaining and predicting chemical behavior. Prerequisite: Chemistry 371. *Bornmann*

**\*372 L Physical Chemistry Laboratory II** (¼). A continuation of Chemistry 371L with emphasis upon the topics covered in Chemistry 372. Co- or prerequisite: Chemistry 372 and Chemistry 372L. *Bornmann* (\$15 lab fee).

**381T Thermodynamics.** A study of thermodynamics which emphasizes the concept of equilibrium, energy, and entropy and includes the first, second and third laws with an introduction to the statistical approach to chemical energetics. Prerequisites: Chemistry 152, Math 172. *Welch and Bornmann* (No lab).

**382T Chemical Equilibria.** A study of chemical systems in equilibrium and the use of equilibrium constants of several types in calculating the extent to which reactions occur. Prerequisite: Chemistry 152 and consent of instructor. *Bornmann* (No lab).

**383T Spectroscopy and Molecular Structure.** An examination of physical and chemical principles involved in the various types of spectroscopy and the use of spectroscopy to determine the structure of molecules. Emphasis will be placed on nuclear magnetic resonance and infrared absorption spectroscopy but ultraviolet absorption and fluorescence will also be considered. Prerequisite: Chemistry 362. *Bornmann* (No lab).

**384T Radiochemistry.** A study of the principles and uses, present and potential, of radioactive materials which will include detection methods, tracer methods, and analytical methods. Prerequisite: Chemistry 152. *Welch* (Option: with or without lab).

**385T Chemical Dynamics.** A study of both the empirical and the theoretical treatments of chemical reaction rates and the mechanisms that can be devised from them, plus specific treatment of gaseous and atomic reactions, reactions in solution, and very rapid reactions. Prerequisites: Chemistry 152, Math 172. *Welch* (No lab).

## Classics

(See Language, Literature, Philosophy and Religion)

## Communication Arts

(See Studio and Performing Arts)

## Dance

(See Studio and Performing Arts)

## Dramatics

(See Studio and Performing Arts)

# Economics

An emphasis in economics offers a balanced program of courses in economic theory and the specialized areas of applied economics. The program provides support for students majoring in business, history, political science, and sociology.

### Course offerings

**101 Introduction to Economics I.** Macroeconomics. Topics studied include business organization, national income, business fluctuations, monetary policy and fiscal policy. *Staff*

**102 Introduction to Economics II.** Microeconomics. The determination of price under conditions of pure and imperfect competition, and its functional distribution of income in the form of wages, interest, rent, and profits. *Staff*

**\*206 American Economic History.** Economic life and institutions in the United States from the colonial days. Economic growth, state and private authority in relation to economic activity, monetary and banking history, trade and commerce, industrial development, labor problems, transportation, land and agriculture policy. *Staff*

**\*301 Labor Problems and Industrial Relations.** A study of the labor force, employment, wages, hours, and industrial conflict. Unions, collective bargaining, and the labor laws are given important consideration. *Staff*

**\*302 Money and Banking.** The nature and functions of money and banks. The development of the American banking system, the organization and functions of the Federal Reserve system, and monetary theory and policy. *Staff*

**\*305 Comparative Economic Systems.** An analysis and evaluation of capitalism, socialism, and communism, both historically and functionally. The economics of the United States, England, Russia, China, Sweden, and others are examined. Prerequisite: Economics 101 and 102. *Staff*.

**\*306 Public Finance.** Principles of public expenditures, financial administration, taxation, and public debt as applied to federal, state and local governments. Prerequisite: Economics 101 and 102. *Staff*.

# Education

## Teacher Education Curriculum

The Lindenwood Colleges is accredited by the National Council for Accreditation of Teacher Education. Successful completion of The Lindenwood Colleges approved teacher education program qualifies the student for the recommendation that a Life Certificate be issued by the Missouri State Department of Education.

A student planning to teach elementary and/or Special Education is encouraged to signify his or her intention with an adviser and to begin work in the teacher education curriculum during the first term of the freshman year. The student planning to teach at the secondary level is encouraged to show interest in teaching in the freshman year and to signify intention to enter the teacher education curriculum by at least the sophomore year.

The student is expected to demonstrate a professional attitude and competency in education and subject matter field courses and requirements. Information concerning specific course work requirements for an area of certification may be obtained from the Certification Specialist in the Education Department or by consulting the *Guide to Undergraduate Teacher Education*. Each student is responsible for following the general procedures concerning application and admission to the Teacher Education Program as outlined in the *Guide*.

The Council on Teacher Education has the responsibility to determine a student's acceptability to be admitted to and to continue in the Teacher Education Program. Students in teacher education are expected to maintain a grade point average of 2.0 in Education, 2.2 in their major and 2.2 overall to be admitted to the Teacher Education Program. To be admitted to the student teaching semester, the education student must have a grade point average of 2.5 in their major, 2.5 in education and 2.25 overall.

The Council on Teacher Education consists of one faculty representative elected from each of the following areas of concentration in teacher certification: Art, Biology, Business Education, English, Health and Physical Education, Library Science, Mathematics, Modern Languages, Music, Social Studies (one representative elected by the Social Science Division), the staff of the Department of Education, the Deans of The Colleges, The Registrar and two students, each elected from and by those students who have been admitted to the Teacher Certification Program.

The college degree or diploma will not serve as a license to teach. Each state issues its own teaching certificates, based on its own requirements. Upon successful completion of a planned degree program, each student fills out an application form to obtain certification to teach in Missouri. The student who wishes certification in other states (especially non-NCATE states) should, as early as possible, seek advice from the Certification Specialist in the

Education Department concerning requirements in respective states in order that proper guidance may be given.

### Elementary and Secondary Offerings

Students may prepare themselves for either elementary, special education, secondary or K-12 teacher certification in programs supervised by the Education Department. The student interested in elementary education may pursue the Bachelor of Arts degree with a major in a specific department, or elect a composite major in the humanities, sciences, or social sciences. The special education student will complete work to enable him/her to be certified in special education, K-12 and elementary education K-6. Students interested in teaching their major subject at the secondary level or under the K-12 program (Art, Music, Health and Physical Education, Modern Languages) should plan a major in their subject field, completing the requirements for the Bachelor of Arts, the Bachelor of Science, the Bachelor of Music Education, or the Bachelor of Fine Arts degree, including the specific course requirements for secondary teacher certification.

Students interested in special education will note that the program leads to certification in elementary education K-6 and an area of special education K-12. The areas of specialization in special education are: 1) Learning Disabilities 2) Behavior Disorders 3) Educable Mentally Retarded and 4) Trainable, Severely Handicapped. Because the program is demanding one must carefully plan and sequence the courses in order to graduate in four years. This means working with an adviser in the Education Department as soon as your decision to teach special learners is made.

### Special Certification Program in Library Supervision, K-12. Supplementary to the Standard Life Certification Areas

Sufficient course work, usually on a rotating basis is available to permit students to obtain credit in required areas (cataloguing, selection and acquisition, reference, administration, and children's or adolescent literature) and some optional areas (nonprint materials) to earn K-12 certification in Library Supervision. A minimum of 5½-6 courses are needed though more are recommended. Missouri Life Certification in elementary or secondary standard area of certification is required.

### Transfer Education Students

All transfer students who intend to be candidates for certification in The Lindenwood Colleges' education program must contact the Education Department for appropriate counseling no later than the first week of the term in which they enroll. An education faculty member will be assigned to help them register for the appropriate education courses.

### Teacher Education Services and Materials Fees

- A) Elementary Teacher Education Fees:
  - 1) \$25 paid when student enrolls in "Strategies and Tactics for Elementary" (usually sophomore year)
  - 2) \$100 paid at beginning of senior year
- B) Secondary Teacher Education Fees:
  - 1) \$25 paid when student enrolls in "Strategies and Tactics for Secondary School" (usually junior year)
  - 2) \$100 paid at beginning of senior year

## Course Offerings

Courses are available as distributional electives in the Social Sciences Division with the exception of the ones marked below with a cross (+).

**+010 Orientation to Educational Experiences** (¼). A general introduction to the area of education and schooling. All students planning to teach are required to take this course before or in conjunction with their first education course(s). *Burd*

**+12 Music in Elementary Schools** (¾). A general preparation for the teacher in the elementary classroom. A study of the principles, procedures and objectives of school music. Music Education majors take Education 323 instead.

**+14 Art in Elementary Schools** (¾). Designed for either the classroom teacher who may be responsible for her own art program or for the art teacher in the elementary school. Studio work and lecture on creative expression and techniques. *Quarterman*

**+16 Teaching Mathematics in Elementary Schools** (¾). A modern approach to the teaching of mathematics is offered for the student preparing to teach in elementary schools. Prerequisite: Mathematics 101-102 or equivalent. *Huesemann*

**+330 Methods of Teaching a Major Subject.** Problems of teaching the major subject in secondary schools. New materials and methods are examined, implemented and evaluated. Prerequisite: At least one semester of Secondary Strategies is recommended. This course is offered second term of each academic year. *Burd, et. al.*

Section A, Science 4/4

Section B, Mathematics 4/4

Section C, Modern Languages 4/4

Section D, Art 4/4

Section E, English 4/4

Section F, Social Studies

Section G, Business Education 4/4

(For Music, see Education 324; for Physical Education, see Education 315 and 317.)

**+73 Personal Health** (¼). Foundation course for teaching health education in both the elementary and secondary levels. *Ebest*

**+74 Physical Education in Elementary Schools** (¾). Study of the characteristics of the various age groups and the developmental processes as related to physical education in elementary schools. *Ebest*

**200 History and Philosophy of Education.** A comprehensive study of the historical structure and philosophy of American education, its roots in the past, its relationship to other present educational systems, and its possible future direction. *Arisman*

**240 Integration of Audio Visual Materials in Instruction.** For elementary and secondary teachers and for library/media personnel, covering the fundamentals of teaching with audiovisual technology. *Polette*

**+\*241 Library Administration.** General administrative procedures used in administration of school library organization, staffing, budget, physical plant, etc. *Burr*

**+\*242 Cataloging and Classification.** Simple cataloging problems following standard practices. Classification according to the Dewey Decimal Classification System. *Staff*

**+\*243 Reference and Bibliography.** Study of the books useful in school reference section: encyclopedias, dictionaries, general reference books and simple bibliographies. *Burr*

**+\*244 Selection and Acquisition of Library Materials.** Principles of selecting books, etc., for the school library.

Use of guides, bibliographies, etc., purchasing methods, sources of supplies, purchasing records, etc. *Staff*

**+245 Selection and Processing of Nonprint Library Materials.** Deals with the types of materials other than books suitable for the school library. Includes selection, acquisition, cataloging and physical processing. Construction of homemade materials not included. *Staff*

**+246 History and Development of Children's Literature.** History and development of literature suitable for the grade school and high school students. Evaluation of current material. *Polette*

**+047 Adolescent Literature** (½). History and development of literature suitable for the secondary school: junior and senior high. Evaluation of current material. *Polette*

**\*270 Affective-Values Education.** A study of personal and social behaviors related to feelings and emotions as they enhance or hinder the educational processes. Valuing as a learned process will be investigated, as will areas of value conflict and clarification processes. Materials and methods for resolving value issues will be presented. *Staff*

**300-301 Strategies and Tactics for Secondary Teaching.** A study of theories of learning and human development and their influence on current classroom practices.

Opportunities are given to practice a variety of teaching models. Classroom observations and practicums are an integral part of the course. Prerequisites: Psychology 100. Junior standing. *Arisman*

**303-304 Strategies and Tactics for Elementary Teaching.** A course designed to provide an integrated view of teaching, learning and social behavior in the elementary school setting. The study of child psychology and educational psychology contributes to a more comprehensive understanding of learning as a process for developing desirable behavior change in children within the school community. Classroom observations are an integral part of the course. Prerequisite: Sophomore standing and Psychology 100 or concurrent registration. *Vandagriff*

**305 Elementary Reading Methods.** A comprehensive study of the skills required for reading development; such as word attack and perception, vocabulary, comprehension, etc. A variety of reading methodologies, materials and evaluation items will be presented and used with readers in the school setting. *Vandagriff*

**306 Language Arts.** A comprehensive study of listening, speaking and writing skills as they are integrated into the modern language-reading program. Various methods and appropriate materials will be explored.

**+\*307 Reading in the Secondary School.** A study of developmental and remedial reading programs for secondary students.

**311 Elementary Science Methods.** A course designed to explore various methods, materials, strategies and processes used in elementary science programs. Students will be expected to develop and teach several science lessons in school settings. *Vandagriff*

**\*315 Techniques of Teaching Sports.** Class organization, teaching methods, analysis of skills and practice in individual, dual and team activities. Prerequisite: consent of instructor. *Ebest*

**\*317 Materials and Methods of Teaching Dance.** A creative approach to the teaching of dance is offered for the student preparing to teach creative, modern, folk and square dance in elementary and secondary schools. Emphasis is on dance as a creative art activity and its relationship to other art forms. Activity and lectures. Prerequisite: Art 100 or 380, or consent of instructor. *Amonas*

**318 Principles of Preschool Education.** A study of principles basic to the preschool environment designed to



meet the needs of the developing child. Cognitive, physical, social, emotional and creative development will be investigated and observed in the preschool setting. Curriculum and materials appropriate for early education will be emphasized, as will planning and executing activities for the preschool child. *Vandagriff*

**\*323 Methods of Teaching Elementary School Music.** A study of the various approaches to music education in the elementary schools. For Music Education majors. *Staff*

**324 Methods of Teaching Secondary School Music.** A study of the principles, procedures and objectives of music for junior and senior high school students. For Music Education majors. *Staff*

**325 Social Studies Methods.** A course designed to explore both the theoretical and practical aspects of the elementary social studies curriculum. Methodology, techniques, strategies and materials appropriate to the area will be investigated. Classroom observation and participation will be expected.

**341 Education of the Exceptional Child.** This course is designed to provide an introductory understanding of the abilities and disabilities of the groups of children who are commonly classified as exceptional. It not only looks at their total environment but also at the range of special programs and practices designed to specifically meet their needs. *Arisman*

**371 Law in the Classroom.** A course designed for elementary and secondary preservice or inservice teachers who want to better understand the law in the United States and how to present it to young learners. *Staff*

**384 Creative Activities for the Preschool Child.** A course designed to familiarize students with innovative curricular materials and resources relevant to the use of art, drama, play and music. Techniques for promoting cognitive, motor and social development through such media will be emphasized. Students will also prepare and test their own materials with preschool children. *Vandagriff*

**389 Survey of the Middle School/Junior High.** This course is designed to provide an in-depth understanding of preadolescence and to survey, evaluate and create programs and practices to meet its special needs. *Staff*

**400 Pre-Student Teaching Practicum.** This course is designed to offer the education student experience in elementary and secondary schools of the area or other learning environments. Evaluations will be made by the college consultant and the cooperating teacher of the student's work. *Staff*

**+390 Student Teaching (A Double Course).** A course consisting of observation, individual conferences, seminars and supervised teaching in the elementary and secondary schools. The student is responsible for arranging and paying the expense of transportation to and from the assigned school. Course registration must be approved by the Council on Teacher Education at least one semester in advance of enrollment. The student must have completed the Strategies sequence (either 300-301 or 303-304) and either the Reading course (elementary) or the Special Methods course (secondary and K-12) before student teaching. The student teacher's total academic load is limited to four courses, including student teaching, although less than 4 courses is considered desirable. Offered only in Fall or Spring terms. Students on K-12 certification must student teach in two levels. *Burd*

### Special Education Courses

**SPED/PSY 102 Child Development.** Study of the factors influencing the child's perceptual, motor, intellectual, language, social and personality development from birth to maturity. Students will have the opportunity to study the

behavior of children in Lindenwood's Preschool or in other community child programs.

**SPED/PSY 103 Abnormal Psychology.** A survey of the major classes of behavior disorders. Emphasis is focused on understanding symptoms, the complex interaction of factors related to disordered behavior and various approaches to correction of behavior problems. *King or Evans*

**SPED/PSY 201 Psychology of Adolescence.** A study of physical, intellectual, emotional and social development during the period of adolescence. Research studies given special attention include the study of the development of a sense of personal identity; changing roles in family, school, and community; and problems of adjustment, delinquency and drug abuse. A prior course in psychology is desirable. *Staff*

**SPED/SP 300 Speech and Language Development.** This course is designed to increase the student's knowledge about the characteristics of human language and how such knowledge facilitates a clearer understanding of the young learner. Study of theoretical schemes of language acquisition, the child's stages in acquisition of morphology and syntax, sound and semantics will be an integral part of the course. *Staff*

**SPED/PSY 302 Behavior Modification.** Study of the application of learning principles to practical problems of behavior with emphasis on behavior management and behavior therapy. The course includes evaluation of research findings on behavior modification in home, school, and clinical settings, laboratory study in acquisition of new behaviors, and visits to local programs using behavior modification with normal and exceptional persons. Prerequisite: Psychology 100. *Evans*

**SPED 309 Analysis and Correction of Reading Disabilities.** This course is designed for the student to acquire and evaluate conceptual and theoretical knowledge about teaching reading, analyze and evaluate selected approaches to teaching reading as related to the varied reading disabilities, and work in a tutorial-clinical setting to determine expectancy performance levels and mental abilities. The student will also be expected to design an organizational pattern for a remedial reading program at the elementary level, and will examine personal concepts of diagnostic teaching, clarifying and refining these ideas in terms of societal expectations and school educational expectations as they impinge on the total school reading program. *Rocchio*

**SPED 311 Mainstreaming.** A study of the developmental characteristics of the exceptional child as they relate to learning and socialization in the regular classroom. Techniques, strategies and materials for assisting the exceptional child will be explored. Human relationship skills and behavior will also be discussed as paramount to fostering the transition into the regular school setting. *Vandagriff*

**SPED/PSY 324A Psychological Testing.** A study of theory of mental measurement and the principles of reliability, validity and standardization as they are applied to the construction, interpretation and use of educational and psychological tests. Tests of achievement, aptitude, intelligence, interest and personality will be studied also as illustrations of the problems of measurement and the variety of solutions to those problems. Ethics of test use will be given special consideration. Each student will complete a term project in constructing, validating, and norming a test. Prerequisites: prior courses in psychology. *Evans*

**SPED/PSY 324B Psychological Testing.** The same course as PSY 324A, however, the term project will involve learning to administer, score and interpret one of the most frequently used tests of individual abilities: WISC or Stanford Binet. Prerequisites: prior courses in education and psychology.

**SPED/PSY 336 Perception: Development and Learning.** A study of the nature and development of sensory and perceptual processes most closely related to vision and audition. Both research reviews and field experience will be used to consider the changes in understanding complex stimuli which occur with maturity and experience. Specific consideration will be given to the causes and effects of abnormal perceptual development. Each student will work individually with a child experiencing perceptual disfunction. Prerequisite: PSY 100. *Staff*

**SPED/PSY 337 Special Education Counseling.** A team-taught course which attempts to combine the traditional psychology of counseling in all its variety with special consideration of the problems experienced by exceptional children, their families and their teachers. Students will spend half their time working with a special education teacher and observing him/her to test the practicality and effectiveness of counseling approaches presented in class. Prerequisite: Special Ed. courses and Abnormal Psychology, or permission of instructor. *King*

**SPED 328 Methods of Teaching Children with Learning Disabilities.** In this course methods and materials needed in teaching learners with learning disabilities in special education programs will be studied. Both commercial and teacher developed materials are examined. Practical work is an expected part of this course. Prerequisite: EDU 341

**SPED 329 Methods of Teaching Mentally Retarded Children.** In this course methods and materials needed in teaching learners who are mentally retarded and in special education programs will be studied. Both commercial and teacher developed materials are examined. Practical work is an expected part of this course. Prerequisite: EDU 341

**SPED 330 Methods of Teaching the Behaviorally Disordered Child.** In this course methods and materials needed in teaching the behaviorally disordered learner will be studied. Both commercial and teacher developed materials are examined. Practical work is an expected part of this course. Prerequisite: EDU 341

**SPED 331 Methods of Teaching the Severely Handicapped.** In this course methods and materials needed in teaching the severely handicapped learner will be studied. Both commercial and teacher developed materials will be examined. Practical work is an expected part of the course. Prerequisite: EDU 341

**SPED 332 Measurement of Functional Skills.** In this course the student will study commercial instruments involved in measuring and assessing functional skills of the severely handicapped learner, set goals and objectives for this type learner and attempt to construct instruments to assess the severely handicapped.

## Graduate Education

At The Lindenwood Colleges we are committed to offering excellent programs in teacher education both at the preservice and graduate levels of instruction. Because of the recent stress by educators on improving inservice and graduate teacher education, there have been developed at Lindenwood several alternatives by which the practicing educator may complete the master's degree. The models are developed to span a continuum from one emphasizing the distributed requirements to one emphasizing a learner-developed program. These alternative models are listed below with a brief explanation.

- A) Model I One can complete a Master of Science degree in elementary or secondary education. This program is traditional in nature. Upon satisfactory completion of certain required courses in education and a particular number of elective courses one receive the *M.S. in Education* degree.
- B) Model II Participants in this master's program must have had teaching experience or be presently teaching. The program includes a portion of required "Core Courses" and a Collegial Seminar, stressing the role of colleagues in professional development. The remainder of the program is built upon a needs assessment of the participant as an educator. This work leads to a *Master of Arts in Education*.
- C) Model III This master's degree program is for students with highly specialized needs. An example would be a teacher who works with physically or mentally handicapped children and wants specialized study in this area. This teacher, should he or she be a part-time student, would take part in the Core Courses described in Model II, but would spend a substantial portion of his or her program in one-to-one tutorial with an expert in the specialized field of study. A student who studies full-time in this kind of program could complete the *Master of Arts in Education* degree in a full calendar year. Part-time study would of course, take longer.
- D) Model IV This Model takes a minimum of three trimesters (14 weeks each) and leads to the *Master of Arts in Education*. The format is learner-developed and consists of small dialogue groups, tutorials, independent study and applied learning. All students in this program are full-time educators in a setting which can be used as a laboratory for observations and implementation.

Models I, II and III may be pursued on a part-time or full-time basis. Model IV is only for full-time employed persons working full-time on their degree.

### Admissions

For Admissions information to Models I, II, III graduate programs in education see pg. 12 of the admissions section.

### General Provisions

Courses offering three hours credit in Models I, II and III will typically meet once a week for a three hour time block. Length of sessions is based on credit hours offered in the course. The independent study or tutorial courses are arranged at the convenience of the student and tutor. Summer session courses will run during the months of June and July and will vary in time length based on credit hours of the course.

Graduate students may take one or two courses each fall, spring or summer term. Should one desire to take more, special permission must be granted by the Director of Graduate Programs in Education. Thus an 11 course program may be completed easily in two calendar years.

A Professional Educators Grant (PEG) is offered to all certified and contracted teachers taking course work at The Lindenwood Colleges. Tuition is \$275 per course (3 hrs. credit). The PEG offers \$50 reduction for a three hour course, \$35 for a two hour course and \$20 for a one hour course. Thus a \$275 three hour course would cost \$225.

Information about other Financial Aid in the form of loans and grants may be secured from the financial aid office of The Lindenwood Colleges.

### Graduate Courses in Education

**EDU 500 Collegial Seminar.** This course is designed to provide an open-ended, nonhierarchical, nonthreatening opportunity for professional educators to learn from fellow professionals. Individual educational problems will be presented to the group for analysis and prescription. Each term the graduate student is registered, he/she will be expected to enroll in this course. At no time will there be a charge for this course, but credit will be given for it upon completion of the student's degree program.

**EDU/PSY 502 Behavior Modification.** Study of the application of learning principles to practical problems of behavior with emphasis on behavior management and behavior therapy. The course includes evaluation of research findings on behavior modification in home, school and clinical settings, laboratory study in acquisition of new behaviors, and visits to local programs using behavior modification with normal and exceptional persons. Prerequisite: Psychology 100.

**EDU 505 Analysis of Teaching and Learning Behavior.** This course is designed to enable the educator to analyze/diagnose, prescribe and evaluate ways to improve teacher and learner behavior. Various methods of analyzing teacher behavior will be studied and applied. Stress will also be placed on developing the ability to analyze and prescribe programs for individual learners.

### EDU 509 Analysis and Correction of Reading Disabilities.

This course is designed for the student to acquire and evaluate conceptual and theoretical knowledge about teaching reading, to analyze and evaluate selected approaches to teaching reading as related to the varied reading disabilities, and to work in a tutorial-clinical setting to determine expectancy performance levels and mental abilities. The student will also be expected to design an organizational pattern for a remedial reading program at the elementary level, and will examine personal concepts

of diagnostic teaching, clarifying and refining these ideas in terms of societal expectations and school educational expectations as they impinge on the total school reading program.

**EDU 510 Conceptualization of Education.** In this course the student learns how to examine contemporary educational problems by studying them from the perspective of history, philosophy, sociology and psychology. A member of the Education Department will act as facilitator of a team of resource leaders from the psychology, history, sociology and philosophy departments.

**EDU 520 Curriculum Analysis and Design.** This course will have a dual emphasis. First, it will include in-depth study of past and current curricula with attention to the research and theory on which they were based. Second, this knowledge will be utilized by the participants in preparing curricular programs which will enable them to function more effectively in their particular educational setting.

### EDU/PSY 524 Assessment of Intellectual Skills.

Non-projective educationally relevant tests will be considered with respect to theories of measurement, test construction, test administration and ethical use. Students will attain competence in administration of one of the more commonly used methods of assessment, either Binet or Wechsler.

### EDU 530 Organization and Administration of

**Contemporary Schooling.** (Required of a Model I student, elective for other students.) This course is designed to study the school system in the United States, how it is administered and organized from a local school board through the role of parents in schools. Some work with an administrator in a school setting will be required. *Staff*

**EDU 531-536 Self-Prescribed Courses.** It is basic to the philosophy of this program that the educator, in order to devise learning experiences for others, should have the opportunity to devise such experiences for himself. The design of such experiences should not be entirely limited to a choice between already formalized learning experiences but should allow the educator the choice of either selecting courses already offered or conceptualizing and proposing experiences to meet his individual needs as a practicing educator. These learning experiences will become the Self-Prescribed Courses for the participant and will, along with a written rationale for the learning experiences, be approved by the tutor(s) who will be responsible for aiding implementation of this part of the program. The participant can propose his Self-Prescribed Courses whenever he has identified his own goals and objectives and has determined the direction for meeting them. This portion of the program could consist of the equivalency of six courses. *Models I, II, III. Staff*

**EDU 541 Education of the Exceptional Child.** In this course the student will (1) develop an understanding of the abilities and disabilities of the groups of children who are commonly classified as exceptional; (2) develop an understanding of the needs of exceptional children and the instructional planning employed to meet these needs; (3) gain an appreciation of the impact of educational, psychological, physical and emotional handicaps upon an individual; (4) gain an interest in the welfare of the handicapped individual and recognize society's responsibility to help these individuals realize their full potential; (5) gain actual experience with exceptional children and with those professionals who work directly with such individuals. *Arisman*

### EDU 570 Educational Research: A Practical Approach.

The course is designed in such a way that practitioners will be able to evaluate the results of educational research for use in a variety of educational settings and will be aware of the impact of recent major research studies on educational practices. The participant will investigate the basic nature of educational research, along with pertinent methods of

data collection and analysis. Emphasis will be placed on research problems, designs and findings in the participant's selected area of concentration.

**EDU 580 Master's Seminar.** (Required of Model I students.) Students enrolled in this course will have had Education 570 or be presently taking it. This course is designed for the participants to present to fellow professionals a paper dealing with a current issue on problems confronting them in their professional setting or experience.

**EDU 581 Critical Issues in Children's Literature.** (2 semester hours credit.) The purpose of this course is to examine in detail those issues in current children's literature which are a reflection of society in the United States today; the challenges and choices implicit in writing for today's children; the evaluation and critical discussion of controversial literature including the areas of sexism, racism, ethnic literature, politics, children's book awards and realism including such topics as sex, obscenity, profanity, drugs, the occult, death and violence. This course and Adolescent Literature complement each other and each course will meet every other week (with all students meeting together the first and last weeks). Students would also have the option of attending all meetings of both courses if they wished. Both courses require considerable outside reading and research with Adolescent Lit., requiring more than the Critical Issues course. *Polette*

**EDU 600 Master's Project.** (Required of Model II and III students.) Each participant in the course will be responsible for the preparation of a final project as a requirement for the course and graduation. The project must be a specific application of the techniques of problem conceptualization, strategy planning, implementation, data gathering, analysis, evaluation and reconceptualization which have been stressed throughout the program. The topic of the project would focus on a particular problem which the participants face in their individual situations as an educator. The Master's Project may take the form of curriculum development, whereby the candidate will design, test out in practice and evaluate a curriculum plan within an educational environment. It could be through analysis of a teaching project whereby the candidate will observe, record and analyze various patterns of teaching behavior, or it could be a research project where a particular research technique is applied to an educational problem. All Master's Project proposals must be accepted by the tutor(s) before the student can register for this course. *Staff*

### Special Certification Program in Library Supervision, K-12 Supplementary to the Standard Life Certification Area

Sufficient coursework, usually on a rotating basis, is available to permit students to obtain credit in required areas (cataloguing, selection and acquisition, reference, administration and children's or adolescent literature) and some optional areas (non-print materials) to earn K-12 certification in Library Supervision. A minimum of 5½-6 courses are needed though more are recommended. Life certification in elementary or a secondary standard area of certification is required.

**EDU 540 Basic Audiovisual Methods.** For elementary and secondary teachers and for library/media personnel, covering the fundamentals of teaching with audiovisual technology.

**EDU 541 Library Administration.** General administrative procedures used in administration of school library: organization, staffing, budget, physical plant, etc.

**EDU 542 Cataloguing and Classification.** Simple cataloguing problems following standard practices. Classification according to the Dewey Decimal Classification System.

**EDU 543 Reference and Bibliography.** Study of the books useful in school reference section: encyclopedias, dictionaries, general reference books and simple bibliographies.

**EDU 544 Selection and Acquisition of Library Materials.** Principles of selecting books, etc., for the school library. Use of guides, bibliographies, etc., purchasing methods; sources of supplies; purchasing records, etc.

**EDU 545 Selection and Processing of Nonprint Library Materials.** Deals with the types of materials other than books suitable for the school library. Includes selection, acquisition, cataloguing and physical processing. Construction of homemade materials not included.

**EDU 547 History and Development of Adolescent Literature (2-hour course).** History and development of literature suitable for the secondary school: junior and senior high. Evaluation of current material. This course and EDU 581 Critical Issues in Children's Literature complement each other and each course will meet every other week (with all students meeting together the first and last weeks). Students would also have the option of attending all meetings of both courses if they wished. Both courses require considerable outside reading and research with Adolescent Literature requiring more than the Critical Issues course. *Polette*

## English

(See Language, Literature, Philosophy and Religion)

## Foreign Languages

(See Language, Literature, Philosophy and Religion)

## French

(See Language, Literature, Philosophy and Religion)

## German

(See Language, Literature, Philosophy and Religion)

# Geography

### Administered by the History Department

**201 World Regional Geography.** A survey of the major areas of the world divided along political boundaries, with emphasis on the impact of the physical environment on man. In particular the course stresses the problems of population, food supply, resources and economic disparities among nations.

**267 Geography of Europe.** A survey of Europe's land forms, political, regional and cultural divisions, resources and economic activities.

**269 Economic Geography.** This course deals with world commodity production, processing, consumption, transportation and exchange. Throughout this portrayal, the primary, secondary, and tertiary industries will be explained and exemplified. Special attention will be given to food production, forest usage, mineral extraction and manufacturing concentration upon a global scale.

# History

The history program is designed to allow students to explore the past through in-depth study of numerous eras and societies. It offers the student who chooses to concentrate in history alternatives in emphasis while insuring that his or her knowledge will be well rounded and balanced. Other students can choose areas of special interest also since most of the courses in the department have no prerequisites. All courses explore the continuing controversies among historians concerning the proper interpretations of periods and events, as well as analyze major events and trends. History 371 offers the opportunity to study more fully these historical controversies and to learn the rudiments of original historical research. History 371 should be taken by the history major as soon as a decision to concentrate is made, as early as the sophomore year.

The requirements for an area of concentration in history are 8-12 courses in the Department of History, including a minimum of three courses in American History and three courses in European History, and History 371. Requirements also include Economics 101, Sociology 102 and Political Science 100 or 155 in the Social Science Division. The history concentration may be used toward either a B.A. or a B.S. degree. The department strongly urges those students who intend to do graduate work in history to take the B.A. option. The B.S. in history will be more useful for those who wish to enter careers in teaching, though here too, the B.A. option is appropriate.

## Course offerings

**102, 103 A History of the Human Community.** A two-term study of the growth of traditional societies around the world and their recent transformation by the urban, industrial revolution. The first term will focus on the evolution of the major world civilizations and their differences and similarities. The second term will deal with the impact of the urban and industrial revolutions on these civilizations and their reactions in the modern world. *Hood*

**105, 106 United States History.** A two-term survey of American history. The first term will begin its examination with the colonial origins of the United States and conclude with the Civil War. The second term will trace the development of the United States from reunification to its present status as a world power. Both terms will stress political, economic, and social foundations of American development. *Balog*

**\*109 The Nazi State.** An examination of Hitler and his Reich—the origins of National Socialism, the Nazi Revolution, and the social, cultural, and political changes that followed. *Hood*

**\*110 The Second World War.** An analysis of the origins and course of the Second World War. We will examine the period of appeasement, the coming of the war in Europe, the problems of the wartime Allied alliance, and their attack on Europe. Some attention also will be given to the war in Asia. *Hood*

**\*111, 112 History of Russia.** Two-term survey of Russian history from the 9th century to the present. The first term will examine early attempts to consolidate culminating in the absolutism of Peter the Great and the development of Imperial Russia through Catherine the Great. The second term will begin with the reign of Alexander I and concentrate on the major political, economic, and diplomatic developments of the 19th century, the Revolution of 1917, and the growth of the Soviet State. *Balog*.

**\*201, 202 History of England.** Development of the English state and society. Selected topics illustrate the growth of major institutions, such as the Crown, the Church, Parliament, and Cabinet government. *Hood*

**\*204 The West in American History.** A one-term survey of the significance of the West in American national development. The course will begin with the study of the colonial frontiers and conclude with the closing of the national frontier in the 1890's. *Balog*

**\*210 The Era of the Civil War and Reconstruction.** An examination of the sectional conflict from the end of the Mexican War in 1848 to the end of Reconstruction in 1877. Political, military, and social developments will be emphasized, including the long-range impact of the disruption of the Union. *Balog*

**\*220 Recent United States.** The development of the United States from The Great Depression of the 1930's to the present. The course will examine the problems of world leadership, changing political alignments, shifting social patterns, emerging minorities, and the concept of the welfare state. *Balog*

**\*223 The Ancient World.** The growth of the early civilizations in the Near East and the Mediterranean, and the Celtic and Germanic cultures in Europe, down to the 4th century.

**\*225 Europe During the Renaissance and Reformation.** The transition period of Europe from medieval to modern times from 1300 to 1648. The course will explore the development of urban and national structures, the rise of large-scale capitalistic enterprise, changing social institutions, and the religious revolution of the 16th century. *Hood*

**\*227 The Civilization of Industrialism.** The development of urban industry and civilization in Europe since the late 18th century. The course deals with the onset of industrialism and its effect on society and social class in the 19th and 20th centuries.

**\*231 Classic Europe: The Old Regime.** Europe in the 17th and 18th centuries. The course stresses the development of classic social, economic, and religious institutions, the development of national monarchies, mercantilism, and the Enlightenment. *Hood*

**\*232 The Age of Revolution.** A comparative analysis of the English Civil War of the mid-17th century and the French Revolution of the late 18th century. The course will focus on the causes, courses, and consequences of the two conflicts within their broader European framework. Students will use some of the modern literature on revolution as a tool of analysis of the two conflicts. *Hood*

**\*233 19th Century Europe.** Europe under the impact of social, industrial, urban, and political change from 1815 to World War I. *Hood*

**\*234 Europe Since 1918.** Contemporary Europe under the impact of the World Wars and the changes in Europe's economic and political position in the world. *Hood*

**237 History of French Civilization.** A survey of the social, cultural and political history of France from the Middle Ages to the present with emphasis on the major intellectual and artistic contributions of France to the modern world.

The course is given in English. No prerequisite. (Identical with French 237.)

**\*248 Tudor-Stuart England 1485-1714.** The course will explore aspects of English history in the 16th and 17th centuries, the growth of national consciousness and the Tudor monarchs, the English reformation, the reign of Elizabeth, and the Civil War of the 17th century. *Hood*

**251 America as a World Power.** Study of the emergence of the United States as a major power in the world from the Spanish American War to the present. The course will examine the motives behind America's entrance on the diplomatic scene, participation in world wide conflict, and eventual assumption of world leadership.

**\*255 The South in American History.** Study of the colonial beginnings and the expansion of southern life. Major themes will be the growth of slavery, establishment of a staple agriculture, the "Southern way of life," agrarian politics, relations with other sections, and industrial growth. *Balog*

**261 Economic History of Europe I.** The economic development of Europe prior to the industrial revolution. The course will cover the main economic and technological heritage from the ancient world, the characteristic economic structures of the middle ages, the growth of capitalism, the rise of world trade, mercantilism, and the economic rivalries of the 17th and 18th centuries. *Hood* (offered occasionally)

**262 Economic History of Europe II.** The economic development of Europe from the industrial revolution to the present. The course will cover the mechanization of industry and agriculture, the growth of large-scale business and labor organizations, trade patterns, and the economic impact of the world wars and the depression. The course will end with a consideration of the current economic opportunities and problems of Europe. *Hood* (offered occasionally)

**\*268 American Economic History.** Economic life and institutions in the United States from colonial days. Economic growth, state and private authority in relation to economic activity, monetary and banking history, trade and commerce, industrial development, labor problems, transportation, land and agricultural policy. *Balog*

**\*281 Europe in the Middle Ages.** Europe from the decline Rome to the Renaissance. The course will examine the interweaving of classical, Christian, and Germanic elements to form Western Civilization with its characteristic cultural, political, economic, and social forms. *Hood*

**\*315, 316 American Thought and Culture.** A two-term survey of the intellectual development of the United States from colony to present. The first term will consider the major themes of early America, their origins and how they were shaped by the new American environment. The second term will begin with the Civil War and analyze the major religious, scientific and literary developments and their impact on American ideas and institutions. Prerequisite: History 105 or 106 or consent of instructor. *Balog*

**\*325 A Century of Revolution.** The revolutionary ideology in Russia emphasizing the Decembrists, the intelligentsia of the 1830s, the "Men of the 40s", the growth of Russian Populism, Marxism, the Bolshevik-Menshevik split, the revolutions of 1905 and 1917. Prerequisite: History 112. *Balog*

**350 Victorian England.** Reading, writing and discussion of aspects of English life in the middle and later 19th century; parliamentary reform, Utopian socialism, the Oxford movement, the Evangelical Revival, Darwinism, imperialism, and popular taste. Prerequisite: History 202. *Hood*

**\*371 Topics in History.** A seminar exploring contrasting historical interpretations and the art of original historical research. Prerequisite: permission of the instructor. *Staff*

## Journalism

(See Language, Literature, Philosophy and Religion)

# Language, Literature, Philosophy and Religion

The Department of Language, Literature, Philosophy and Religion offers courses in Broadcasting, Classics, English, French, German, Journalism, Linguistics, Philosophy, Religion and Spanish. The majors are Broadcasting, English and Foreign Languages. Emphases from the other disciplines are available by combining with majors in other subject areas, e.g.: Classics and History, Journalism and English, Linguistics and Psychology, Philosophy and Political Science, Religion and Sociology. Specific opportunities for combination majors can be developed by consultation with the faculty in those subjects.

All majors (and several subjects as indicated under area headings) in the Language-Literature-Philosophy-Religion curriculum are designed to prepare a student for graduate or professional study. Combined with appropriate courses in education, studies in English and Foreign Languages lead to certification for public school teaching. By effective use of related curricula, field study and internships, a variety of occupations are open to Language-Literature-Philosophy-Religion graduates with the bachelor's degree. Examples include broadcasting, editing, news reporting, publishing, public relations, religious lay vocations, foreign service and television.

Faculty members in the Department of Language, Literature, Philosophy and Religion work together in planning the curriculum and providing the interdisciplinary enrichment important to liberal education. Team teaching within the department and with members of the Department of Studio and Performing Arts makes it possible for the student to experience the interrelationship of the various disciplines of the Humanities and the Arts.

### Faculty

Broadcasting:	Robert G. White, Jr., Assistant Professor of Broadcasting
English:	Howard A. Barnett, Professor of English; Director Penelope P. Biggs, Assistant Professor of English; James H. Feely, Associate Professor of English N. Jean Fields, Assistant Professor of English
Journalism:	Robert G. Wilke, Assistant Professor of Journalism
Foreign Languages:	Anne C. Perry, Assistant Professor of French and Spanish Alexander Argyros, Assistant Professor of French and Philosophy.
Philosophy:	Richard Rickert, Assistant Professor of Philosophy
Religion:	Esther L. Johnson, Professor of Religion

## Broadcasting/Journalism

The Bachelor of Arts and the Bachelor of Science degrees are offered in Broadcasting/Journalism. Students may elect to specialize in Journalism, or Broadcasting or any combination of the two.

### Broadcasting

**Requirements for the Specialization in Broadcasting:** Eight to 12 courses in Broadcasting are required. Students must take BR/J100 Introduction to Broadcasting and BR/J 151 Basic Radio Production. Two seminars are also required; one in Broadcasting and one in Journalism.

#### Facilities and Activities:

KCLC-FM public non-commercial radio station; student managed and operated. Television studio facilities. Internship programs available with: KMOX radio, St. Louis; KTVI television, St. Louis; KPLR television, St. Louis; KIRL radio, St. Charles; Warner Bros. Records Inc.; CBS radio, New York.

#### Career Opportunities in Broadcasting:

Radio and television programming and production, news, public affairs. Within these areas are such positions as: disc jockey, staff announcer (radio and T.V.), record librarian or music manager, news announcer, reporter, writer, traffic manager, copywriter, continuity director, public relations and public affairs director. Public relations and advertising are also options when courses are taken in conjunction with the Business Department.

### Journalism

**Requirements for a specialization in Journalism:** Eight to 12 courses in Journalism are required. Students must take BR/J 144 Newsgathering, Writing and Editing. They must

also take one semester in Broadcasting and one in Journalism.

#### Career Opportunities in Journalism:

Newspaper reporting; editing and feature writing; advertising and copywriting; publishing; editing; copyreading; free lance writing; public relations; house and institutional publishing; broadcast journalism. The B.A. or B.S. in Journalism also prepares the student for graduate study in Journalism and related fields.

#### Facilities and Activities

The specialization and the related courses open to the student a number of field study and internship opportunities which (1) enable him/her to gain experience reinforcing classroom study; (2) provide a trial period for testing interest and aptitude in a career; and (3) establish contacts which can lead to employment after graduation.

Field study and internship opportunities include:

1. Lindenwood: *The Ibis* student newspaper; *The Griffin* student literary magazine; the Griffin Press student publishing; and KCLC-FM student-operated radio station. Lindenwood alumni and administrative publications also provide field study options.
2. Off-campus: Public relations and advertising agencies; newspapers; churches (see INSERVICE); and radio and television stations in the St. Charles and St. Louis areas.

#### Course Offerings

**BR/J 51 KCLC-FM Workshop (½).** Staff assignments at KCLC-FM. Assigned by director of Broadcasting. May be repeated, but only one full credit applicable to degree. Not available for the distributional requirement.

**BR/J 100 Introduction to Broadcasting.** The historical, political and social backgrounds of radio and television. Organization of and current status of radio and television. Basic introductory course for all Broadcasting majors. *White*

**BR/J 151 Basic Radio Production.** Basic course in announcing, control room engineering and radio production procedures. Required for the major. *White*

**\*BR/J 201 Writing for the Media.** The student will complete a series of writing exercises in radio, television and film. The course will provide experiences in visualization, sequencing, researching and editing original and adapted materials.

**BR/J 241 Radio Theatre Workshop.** Production of radio dramas for broadcast. Students will serve in capacities of actors, directors, writers and sound technicians. *White*

**BR/J 244 Broadcast Newswriting.** Students will learn the broadcast style of writing, gathering and editing news stories. Rewriting of wire service copy will be done in addition to functioning as actual news reporters for assignment over KCLC-FM. *White*

**BR/J 253 Mass Media and Society.** Radio, television, film and print media are examined as dynamic institutions in society; consideration of the historic, economic, cultural, political, technological and philosophical settings within which the media operate. Prerequisite: BR/J 100 or consent of instructors. *White, Wilke*

**\*BR/J 259 Basic Television Production.** Orientation to television production. Development of programs. Duties include both on and off camera positions. Not available as distributional elective. *Staff*

**BR/J 351 Radio Production Workshop (½).** Advanced projects in the production of assigned programs which must be of broadcast quality. Prerequisite: BR/J 51 or consent of instructor. Not available as distributional elective. *White*

**BR/J 356 Seminar in Broadcasting.** Problems and topics in the broadcast media are explored. Course topic will differ with each offering. Prerequisite: 2 courses in Broadcasting or permission of instructor. May be repeated. *White*

**BR/J 044 Ibis Workshop (½).** Staff assignments on the *Ibis*, the student newspaper. May be repeated, but only one full credit is applicable toward degree. Not available for the distributional requirement.

**HUM 78, 79 Little Magazine Production (½) (Carries Humanities credit).** A course designed to prepare the student for working on an arts-type magazine. It includes various aspects of editing; criticism of poetry, prose and drama (which may or may not be in English); criticism and selection of art, photography and music composition; magazine layout; editorial and publication decisions. Enrollment is subject to acceptance as a member of the editorial staff. *Staff*

**BR/J 85 Freelance Workshop (½).** A production oriented workshop. Students will work on a per job basis with various departments of the college, and any agency or organization seeking the services of a photographer, writer, film-maker, copywriter or consultant. Students will work in public relations, public information, brochure, pamphlet and newspaper editing, designing and production. Students will seek assignments as well as complete designated assignments. Prerequisite: senior standing, consent of faculty and proven competence in chosen medium. Not available for the distributional requirement. *Wilke*

**BR/J 102 Introduction to Journalism.** The historical, political and social background of the print media. Organization and current status of newspapers, magazines, advertising and public relations. Basic introductory course for all print-oriented students.

**BR/J 144 Newsgathering, Writing and Editing.** An introduction to newspaper reporting. Basic writing and editing skills. Introduction to style of writing and proofreading, interviewing, beat covering, feature and editorial writing. Students invited to work on student newspaper. *Wilke*

**BR/J 247 Feature Writing.** A practical course in writing features for the printed media and the study of the variety of journalistic features by masters of the genre. Prerequisite: BR/J 144. *Wilke*

**BR/J 248 The Writer's Journal.** Students will study the techniques of keeping a journal and the usefulness of the journal as a tool for the creative writer. They will read selected journals such as those of Pepys, Swift, the brothers de Concourt, Gide, Green, Nin and Wilson, and will design and keep their own journals under the supervision of the instructor. *Wilke*

**ENG 254 The Contemporary Critic (carries English credit).** Selected readings from classical to contemporary criticism with emphasis on modern practical criticism. The class divides into two groups in the second half of the term: one for students of literature and other art forms which use modern critical theory (including teacher trainees); the other for students who will do critical reviewing for the media. *Barnett and Wilke*

**BR/J 340 Seminar in Journalism. (a-d)** Special problems in journalism such as the Supreme Court and Free Speech; the government and the press; the conflict of community and individual rights; manipulation of the news; censorship, etc. Prerequisite: BR/J 102. May be repeated. *Wilke*

**BR/J 343 Advanced Newsgathering and Reporting (a-d).** Advanced study and practice in covering beats and reporting news, writing and editing original copy, and investigative reporting. Student will complete a series of articles or reports on a story or topic of his or her choice. May be repeated. Prerequisite: BR/J 144. *Wilke*

## English

The English curriculum provides studies in language, composition and literature as important ingredients in the liberal education of all students, as supporting courses for majors in other disciplines, and as a major which is appropriate for graduate study in English and in other professional fields for which English is an appropriate preparation.

### Requirements for the Major:

Eight to 12 courses in English (exclusive of English). 1. Basic English Composition and Humanities 111 and 112) are required for a major in English. Courses beyond the maximum of 12 are accepted if the student takes more than the 36 courses required for graduation. Students considering graduate study should select courses at least of sufficient diversity to provide knowledge of English literature from the 14th through the 20th centuries.

Combinations of English with other disciplines such as English-Journalism, English-Education, English-Art, Comparative Literature and others are available and may be developed under the direction of appropriate faculty members.

### Facilities and Activities:

The college library is the principal resource facility for English and contains an extensive collection of classic to contemporary works; cultural, critical and biographical studies; and periodicals. Individual faculty members also have collections of journals and informational resources to aid the student in career choices.

Field study and internship opportunities exist in journalism, editing and publishing through departmental and INSERVICE programs. Lindenwood publications such as *The Griffin* and *The Ibis* and part-time work in Lindenwood's Publications and Public Information offices, all provide opportunities for experience in writing and editing.

Student activities for English students (and others) include *The Griffin* little magazine staff. The Griffin Press (for publication of Lindenwood writing and art work), and weekly readings in the library. English faculty members are available for tutorials and for sponsorship of interest groups.

### Career Opportunities:

The English major extended in graduate school through the Master of Arts and Doctor of Philosophy degrees prepares the student for college and university teaching, or for research and archivist positions with privately and governmentally supported foundations and bureaus. English-Education prepares the student for certification in public school teaching. English-Journalism prepares the student for careers in newspaper work, advertising, book and magazine publishing, public relations, house and institutional publishing, broadcast journalism. When combined with other studies, English is also an appropriate preparation for law school and seminary.



**Course Offerings**

**\*ENG 125 History of the English Language (required for the major).** Introduction to the study of the English language. The phonology, history and grammar of English investigated chiefly in terms of current linguistic theory but with attention to the influence of cultural, social and political history. *Barnett*

**ENG 201 Basic College English Composition.** A study of and practice in various forms of exposition, preparing the student to write at the college level and to make a start toward mastery of written English. Selections from literature are used as models of the effective use of language, as sources for composition topics, and as examples of the creative process in verbal composition. The basic principles of research are also included. *Staff*

**ENG 202 Advanced College English Composition and Research.** The practice of various forms of writing, both personal and public, with the aim of achieving a mastery of style. A research project provides training in gathering and documenting information, as well as in organizing a larger structure. *Biggs*

**\*ENG 205 English Literature to 1800.** A study of English poetry and prose from the Anglo-Saxon period through Johnson and his circle. Selected representative readings are studied in terms of the cultural conventions of their respective historical periods. *Staff*

**\*ENG 206 English Literature 1800 to Present.** A study of English prose and poetry from Blake to our own time. Works of major writers are studied in terms of each writer's own critical statements or in terms of the particular school or movement to which he belonged. *Staff*

**ENG 220J Mythological Conventions in Renaissance Art and Literature.** A study of Italian Renaissance art, architecture and iconography and selected works from English Renaissance literature. A particular concern is the Florentine Academy and its interpretations of Biblical and Ovidian material. Includes three weeks of study in Florence, Italy. *Feely*

**\*ENG 225 The 18th Century Novel.** The beginning of the novel in England and its development to the end of the 18th century. Representative works of Defoe, Richardson, Fielding, Smollett, Sterne and Austen are studied. *Biggs*

**\*ENG 226 The 19th Century Novel.** The English novel in the 19th century, from Dickens to Hardy, with attention to the development of the novel as an art form and to its reflection of the cultural setting. *Barnett*

**\*ENG 228 Literature and the Art of Love.** A study of the idea of love as creativity, in literature from Ovid to the present. The course includes writings in translation from Medieval French and Arabic, as well as works by Chaucer, Spenser, Donne, Pope, Tennyson, Joyce and others. *Feely*

**ENG 229J Classicism and the English Romantic Tradition.** A study of ancient Greek art and architecture in terms of the expanding context of the idea of classical as seen in the literature and drama of that time and in the influence on the form and content of selected works by English writers from Chaucer to Joyce and Durrell. Involves travel in Greece, with stays of some length at Heraklion, Nauplion, Olympia, Delphi and Athens. *Feely*

**ENG 231 American Literature I.** A study of the rise of American literature from early colonial times to the end of the 19th century. Readings from Franklin, Cooper, Hawthorne, Twain and Melville. *Fields*

**ENG 232 American Literature II.** A study of 20th century American writings, principally Elliot, Fitzgerald, Hemingway, Faulkner, Ellison and Heller. *Fields*

**\*ENG 233 Shakespeare and English Drama to 1600.** A study of English drama before 1600, with emphasis on the principal comedies and historical plays of Shakespeare. *Feely*

**\*ENG 234 Shakespeare and English Drama 1600-1642.** A thorough study of the major tragedies and tragi-comedies of Shakespeare, together with selected plays of other Stuart dramatists. *Feely*

**ENG 236 World Fiction.** Readings and discussion of selected contemporary authors including Western and Eastern European and Third World writers. Emphasis will be given to writing by women and to the literature of emerging nations. *Fields*

**\*ENG 239 Milton.** A study of Milton's poetry and prose as art, but in relation to the religious, philosophical, scientific and critical tendencies of his times, with emphasis on *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, *Of Education* and *Areopagitica*. *Feely*

**\*ENG 245 18th Century Studies.** The literature of the 18th century studied in two parts with emphasis on the satire of Dryden. Swift and Pope in the first and on Johnson and his circle in the second. *Biggs*

**\*ENG 250 Classical Mythology (Also Classics).** A general mythological background for the interested student, acquainting him or her with various possibilities of approaching myth, from the allegorical to some of the current methods (psychological, structural, etc.). *Biggs*

**ENG 251 20th Century Poetry.** Poetry from 1900 to the present, principally English and American but with selections in translation from other cultures. A reading of the major modern poets will be followed by extensive readings among poets representing the growing importance of women and other writers who have not previously been in the mainstream of poetic tradition. *Barnett*

**\*ENG 252 20th Century World Fiction.** Selected readings from American, European and Third World fiction. *Fields*

**ENG 254 Criticism.** The major texts in criticism from the Greeks through the Moderns. Students will have an opportunity to individualize their study through projects applying critical theory to different art forms: literature, music, film, photography, painting and sculpture. *Barnett*

**\*ENG 256 Greek Drama (Also Classics).** Readings of representative works of Aeschylus, Sophocles and Euripides, with attention to the cultural background. Through discussions and additional readings the class will attempt to develop a concept of tragedy, using Aristotle's *Poetics* as the starting point. Selected plays of Aristophanes will round out the picture of Greek drama as well as provide further insight into their times. *Biggs*

**\*ENG 263 19th Century Studies.** Selected literature of the English Romantics and Victorians, principally the poetry of Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning and Arnold; and the prose of Carlyle, Newman, Arnold, Ruskin and Pater. *Barnett*

**ENG 272 Linguistics Workshop (½).** An intensive study of linguistic theories and the analysis of English sentence structure. The course includes phonemic theory, transformational grammar, and linguistic criticism. *Barnett*

**\*ENG 275 Seminar in Selected Authors.** A concentrated study of one or two authors: the major work, the criticism and the influence. Student papers will be the basis for most class discussion, the instructor acting as director of research and moderator of the seminar. *Staff*

**ENG 311, a, b, c, d Writer's Workshop: Advanced and Creative Composition.** A studio course for students wishing to develop writing skills in genres related to their personal objectives. General expository composition, the nonfiction

article, the critical review, fiction (both short story and novel), poetry, and writing for the film are among the genres available. The course will include individual supervision of writing projects, class seminars, readings in exemplary and critical literature, and practical experience in editing and publishing. The course may be repeated with a different instructor for each registration. Prerequisite: ENG 201. *Fields (a), Biggs (b), Barnett (c), Feely (d)*

**ENG 325/525 English in the Classroom Workshops (¼ course).** A brief review of principles and a demonstration of their application in the secondary classroom. Three workshops: linguistics in the classroom; literary criticism in the classroom; and literary history in the classroom. The course is designed to provide a synthesis of approaches to English studies and to explore alternative practices in obtaining a mastery of language and literature. Offered for undergraduate or graduate credit as appropriate to the teacher trainee and teacher. Prerequisite: junior standing. *Barnett*

**ENG 372/572 Film in the Classroom (also Art).** A course designed to prepare the English teacher in the study of film as an art form. Instruction will include both the selection and the interpretation of the film in the classroom and will treat the subject as a discipline in itself and as it relates to other disciplines. Students will also learn to use film equipment and to make simple repairs. Offered for undergraduate or graduate credit as appropriate to the teacher trainee and teacher. Prerequisite: junior standing. *Fields*

**Courses to be offered in 1978-79 or 1979-80:**

**ENG 229J — Classicism and the English Romantic Tradition.**

**ENG255J — Understanding Islam: A Study of Arabic and Islamic Traditions in Western Arts and Ideas.**

## Foreign Languages

Majors are offered in both French and Spanish. A foreign language major generally elects the Bachelor of Arts degree as it is the only degree with a foreign language or foreign culture requirement.

### Requirements for the Major:

Requirements for a major in either French or Spanish are as follows:

1. A minimum of eight courses beyond the intermediate level.
2. At least one course in conversation and composition.
3. At least one course in the culture and civilization of the country or countries where the language is spoken.
4. At least four courses in literature given in the foreign language. Students are encouraged to take as many courses in literature as possible.
5. A modern language major who intends to engage in graduate work or to teach a foreign language may take up to four courses in another foreign language in addition to the above courses.

6. The department strongly recommends some formal study in a country where the foreign language is spoken, preferably for a year, but at least for one term.

### Foreign Culture Requirement:

The Foreign Culture requirement for the B.A. degree may be fulfilled in any of the following areas: French, German Spanish or Classics. Any course listed under Foreign Languages is acceptable as part of this requirement, with the following exceptions: the first half of an elementary course in a modern language is not accepted unless the second half of the course has been successfully completed; FLC 20-21, *Scientific Terminology from Greek and Latin* is not accepted. Courses in Latin, Greek and Italian are not regularly given.

### Facilities and Activities:

The department has at its disposal a well-equipped language laboratory, supplementary audiovisual equipment for instructional aid, and adequate library holdings to sustain a major. Extracurricular activities include a Spanish club, a French table, cultural excursions in the St. Louis area, and chapters of Pi Delta Phi and Sigma Delta Pi, national honorary societies in French and Spanish, respectively.

### Career Opportunities:

Students planning to teach the foreign language or to serve as translator or interpreter are advised to pursue graduate work in the language.

Opportunities for a variety of careers exist for the undergraduate student who combines a foreign language major with a major in another field. Some of these careers or occupations include: positions in international business or commerce; technical and engineering positions overseas; banking and financial positions abroad; secretarial and clerical positions overseas and in the United States; civil service positions (the federal government is the largest employer of individuals with foreign language skills, both in the United States and abroad); education, law; library science; journalism; radio and television; film; publishing; science; health services; social work; social sciences; religious occupations; travel and tourism; hotels and motels; transportation industries; art; music.

## Classics

Classics courses at Lindenwood aim to introduce students to the relevance of the classical tradition in contemporary civilization.

With the exception of Classics 20-21, courses in Classics may be counted toward fulfillment of the Foreign Culture Requirement for the Bachelor of Arts degree. Also offering full credit toward this requirement is Art 257.

### Course Offerings—Classics

**\*FLC 20-21/Scientific Terminology from Greek and Latin.** A course designed for students of biology, nursing and medicine to give a command of the scientific vocabulary through a study of prefixes, suffixes and root words derived from Greek and Latin. *Staff*

**FLC 250 Classical Mythology.** A course designed to provide general mythological background for the interested student acquainting the student with various

possibilities of approaching myth, from the allegorical to some of the current methods (psychological, structural, etc.). *Biggs*

**\*FLC 256 Greek Drama.** Reading of representative works of Aeschylus, Sophocles and Euripides, with attention to the cultural background. Through discussions and additional readings, students will attempt to develop a concept of tragedy, using Aristotle's *Poetics* as a starting point. Selected plays of Aristophanes will round out the picture of Greek drama, as well as provide further insight into their times. *Biggs*

**\*FLC 266 Graeco-Roman Civilization.** A study of the political and cultural attainments of Greece and Rome. The history, literature, philosophy and art of both nations are examined and emphasis is placed upon classical contributions to western civilization. *Biggs*

### Course Offerings — French

**FLF 101, 102 Elementary French.** Oral inductive approach, but with concurrent development of all four language skills: listening comprehension, speaking, reading and writing. Intensive use of the language laboratory. *Argyros*

**FLF 151, 152 Intermediate French.** Reading of modern French prose, review of syntax, and continued practice in oral expression. Further development of all four language skills. Prerequisite: FLF 102 or equivalent proficiency. *Perry*

**FLF 211, 212 French Conversation and Composition.** Systematic grammar review and vocabulary building with readings, oral reports and written compositions on topics of current interest. Prerequisite: FLF 152 or permission of instructor. *Argyros*

**\*FLF 237 History of French Civilization.** A survey of the social, cultural and political history of France from the Middle Ages to the present with emphasis on the major intellectual and artistic contributions of France to the Western World. *Argyros*

**FLF 240J Contemporary France (off-campus in January: Paris. Given on demand).** Students study French language and civilization in the morning at the Ecole Pratique de l'Alliance Française. Field trips to places of historical, artistic and cultural interest in the afternoon and on weekends. Prerequisite: FLF 151 or equivalent. *Perry*

**\*FLF 251 Masterpieces of French Literature I.** Reading of selected works of prose, poetry and drama from the 19th century to the present. Prerequisite: FLF 152 or equivalent. *Perry*

**\*FLF 252 Masterpieces of French Literature II.** Reading of selected works of prose, poetry and drama from the Middle Ages through the 18th century. Prerequisite: French 152 or equivalent. *Perry*

**\*FLF 341 French Theatre of the 17th Century.** Reading of representative works of the great dramatists of the classical period: Corneille, Moliere and Racine. Prerequisite: FLF 211 or permission of instructor. *Perry*

**\*FLF 350 French Literature of the 18th Century.** Reading of representative works of fiction, nonfiction and drama of the leading writers of the 18th century. *Perry*

**FLF 365 19th Century French Literature I.** A study of French prose and poetry during the first half of the 19th century, the period of romanticism and early realism. Prerequisite: FLF 211 or permission of instructor. *Perry*

**\*FLF 366 19th Century French Literature II.** A study of French prose and poetry during the second half of the 19th century, the period of realism, naturalism and symbolism. Prerequisite: FLF 211 or permission of instructor. *Perry*

**FLF 370 Seminar on Selected Authors.** A concentrated study of one or more authors of a single literary genre: the

major works, the criticism and the influence. Oral reports and written compositions. Prerequisite: FLF 211 or permission of instructor. *Staff*

**\*FLF 372 20th Century French Theatre.** Reading of selected works of the major French dramatists of the period from Claudel and Giraudoux to Ionesco, Beckett and Genet. Prerequisite: FLF 211 or permission of instructor. *Argyros*

### Courses to be offered in 1978-79 or 1979-80:

**FLF 210 French Oral Practice.**

**FLF 235H Contemporary French Culture.**

**FLF 239H World Cultures: The French People (evening only).**

**FLF 260 The French Woman.**

**FLF 371H 20th Century French Novel**

### Course Offerings — Spanish

**FLS 101, 102 Elementary Spanish.** A beginning course in Spanish taught by audio-lingual methods, but with concurrent development of all four language skills: listening comprehension, speaking, reading and writing. Integrated laboratory experience. *Perry*

**FLS 151, 152 Intermediate Spanish.** This course is designed to give the student a mastery of the basic grammatical structures and to increase vocabulary and fluency through the reading and analysis of short literary selections. *Perrone*

**\*FLS 211 Spanish Conversation and Composition.** Further development in aural comprehension and oral expression through cultural materials. Exercises in syntax and elements of style. Techniques of group discussion, formal and informal oral and written presentations. *Perry, Perrone*

**\*FLS 235 Spanish Culture and Civilization.** A study of historical, folkloric and cultural sources of the life and customs of the Spanish people. Stress on social, economic and intellectual life of Spain today. *Perrone*

**\*FLS 239 World Cultures: The Spanish People (evening only).** A cultural study of Spain today, designed to provide insight into politics, public education, literature, economics and the arts. Students will also be exposed to the basics of the Spanish language and will acquire useful phrases and terminology. *Given in English.* No prerequisite. *Perrone*

**\*FLS 345 The Quijote.** Reading and analysis of both parts of the masterpiece of Cervantes, *El Ingenioso Hidalgo, Don Quijote de la Mancha*, in the context of the novel of the Golden Age of Spanish literature. *Perrone*

**\*FLS 361 20th Century Spanish Poetry.** A concentrated study of the major Spanish poets of the 20th century and their works from Antonio Machado, Juan Ramón Jiménez, Federico García Lorca and Rafael Alberti through Pedro Salinas, Gerardo Diego, Vicente Aleixandre, Jorge Guillén and Damoso Alonso. *Perrone*

**\*FLS 346 Spanish Novel of the 20th Century.** Study and analysis of the main works of fiction of the 20th century. Authors recommended: Vallé-Inclán, Unamuno, Camile José Cela, Carmen Laforet, Zuzunegui, Goytisolo, Martín-Santos. *Perrone*

### Courses to be offered in 1977-78 or 1979-80:

**FLS 236 Latin American Culture and Civilization.**

**FLS 240J Spanish with Native Speakers (in San Miguel de Allende and Mexico City, given on demand).**

**FLS 340J Spain: A Cultural Experience (in Spain, given on demand).**

**FLS 341 Medieval Spanish Literature.**

- FLS 342 Spanish Lyrics of the Golden Age.  
FLS 344 Spanish Theatre of the Golden Age.  
FLS 347 19th Century Spanish Literature.  
FLS 350 Modernism in Spanish-American Literature.  
FLS 352 Spanish-American Novel of the 20th Century.  
FLS 353 Spanish-American Theatre of the 20th Century.  
FLS 354 Spanish Theatre of the 20th Century.  
FLS 367 Introduction to Spanish-American Literature I.  
FLS 368 Introduction to Spanish-American Literature II.  
FLS 369 20th Century Spanish-American Poetry.

**FLS 370J Seminar on Selected Authors and Genres of Hispanic Literature (on-campus in January).** A concentrated study and analysis of genre and its representative authors, their major works and influence. *Perrone*

### Course Offerings — German

**FLG 101, 102 Elementary German.** An introduction to the fundamentals of the language and a mastery of the basic principles with emphasis on speaking and reading comprehension. *Biggs* (Not offered in 1977-78.)

**FLG 151, 152 Intermediate German.** A review of grammar and a study of linguistic, phonetic and syntactical problems through reading and discussion of modern German prose. *Biggs*

## Humanities Interdisciplinary Courses

### Divisional Offerings

**HUM 111, 112 Introduction to the Humanities.** A chronological survey of the creative and intellectual expressions of world cultures from ancient to modern times. The course includes readings from literature, lectures and discussions on the visual arts and music, viewing and listening periods, and lectures and discussions on the ideas of the various cultures being studied. *Barnett, Kanak, Greenlaw and guest lecturers*

**\*HUM 238 Renaissance Studies.** Selected works of art, literature and music are studied in terms of the whole intellectual milieu of the Renaissance. Emphasis is placed on English poetry of the 16th and early 17th centuries. Some literature is in translation, but students who are able are encouraged to read in the original languages. *Feely*

**\*HUM 240J Arts and Ideas: East and West.** A comparative study of selected works of art, literature and music from major intellectual traditions: East and West. The course is an introduction to basic cultural modes of thought. The literature is in translation with some of the art and architecture in books and on film. The analysis of primary sources is important and travel to museums and libraries in the St. Louis area is required. Several trips outside the immediate area are optional. *Feely*

## Philosophy

### Course Offerings

**PHL 100 Introduction to Philosophy.** This course is designed to introduce the student to the activity of doing philosophy by studying the ways a number of important philosophical schools have attempted to answer such major questions as proofs for the existence of God, the challenges of science and materialism to free-will, and the nature of human nature. *Argyros*

**\*PHL 200 Aesthetics.** A survey of the philosophies behind various approaches to such media as film, music, painting, sculpture, poetry and literature is combined with a study of some special problems in current and classical aesthetics. *Argyros*

**\*PHL 201 Ethics.** A study of selected original writings representing both the major classical theories of moral value and also of contemporary theories of meta-ethics. Class discussions focus on the practical application of these theories to the problems of modern life. *Buttrick*

**\*PHL 202 Logic.** A study of the principles of correct thinking. The methods of inductive and deductive thinking are examined, as a foundation for exactness in thinking and for precision in the use of terms and propositions. *Argyros*

**PHL 203 Philosophy of Religion.** The philosophical study of some of the major questions in religion and theology, such as: the nature of God; the evidence for the existence of God; the relation of faith and reason; the nature of man; the problem of evil; and the different conceptions of eternal life. *Buttrick*

## Religion

Religion courses are offered as enrichment courses for any student majoring in Humanities, Social Sciences and Natural Sciences. These courses may be taken in the Individual Contract Degree Program. Independent study projects, field studies and tutorials are also available.

### Requirements for Combining Religion with a Major:

A strong minor can be taken in religion by the completion of eight courses. Among these eight courses, six are required: Religion 100, 101, 110, 111, 200 and 201. The religion minor can be taken in both the B.A. and B.S. degree programs.

Subject area combinations include: music, psychology, education, sociology, physical education, radio and

television, film, journalism, theatre, business administration, special education of handicapped, secretarial work.

### Career Opportunities

Degrees from theological seminaries: M.Div., M.A., M.R.E., St.M., Th.D., Ph.D., Ed.D., M.H.L.

Pastoral ministry, counseling, sacred music, social work, urban ministry, ecumenical ministry, religious education, college, university and seminary teaching, world missions, theological librarianship, chaplaincy, archeology, business administration, radio and TV broadcasting, journalism, special ministries, research.

### Course Offerings

**REL 100 Religions in America I.** A study of the beliefs, traditions and programs of the Protestant denominations, the Roman Catholic Church and Judaism. Worship, government and developments in the ecumenical movement are explored. *Johnson*

**REL 101 Religions in America II.** A study of the beliefs, traditions and programs of the major sects in American religion, such as the Quakers, Unitarian-Universalists, Mormons, Christian Scientists, Adventists, Pentecostals and others. A study of the branches of the Eastern Orthodox Church in America will be included. Worship, government and developments in the ecumenical movement are explored. *Johnson*

(NOTE: Religions in America I and II may be taken separately or consecutively.)

**REL 110 The Literature and Religion of the Old Testament.** A study of selected Old Testament writings illustrating the development of Israelite faith and its later re-interpretations. Attention is given to the role of myth, legend, history, cult, prophecy and law. *Johnson*

**REL 111 The Literature and Religion of the New Testament.** An introduction to the development of the traditions about Jesus in the Gospels, the development of the early church as reflected in The Acts and the Letters of Paul, and a study of the remaining books of the New Testament. History, literature, and theology are explored. *Johnson*

**REL 200 World Religions.** A study of the religions of India, the Far East and the Near East: primitive religion, Hinduism, Jainism, Buddhism, Sikhism, Taoism, Confucianism, Islam, Judaism and Christianity. History, myth, ritual, scripture, theology, mysticism, prayer and worship will be explored. Major differences in the categories of Eastern and Western religions will be studied. *Johnson*

**REL 201 Modern Theology.** A survey of major movements in modern theology — Liberalism, Neo-Orthodoxy, Existentialism, the Theology of Hope and the Theology of Liberation. The course will focus on intensive study of Soren Kierkegaard, Karl Barth and Paul Tillich. *Johnson*

**\*REL 202J Alternative Religious Life Styles.** Visiting speakers from various religious movements in the St. Louis area will present their religious life styles: the Hare Krishna People, the Charismatic Pentecostal Movement, Roman Catholic Monasticism, Protestant Reformed Movements, Wesleyan Groups, Reform Judaism, the Mormons, Greek Orthodox and others. The course will attempt to analyze the crisis of spirituality in our time. *Johnson*

**REL 203 Women in Religion.** A study of the role of women in the Judeo-Christian tradition and in modern religious movements. The crisis of women's identity, sociological, personal and religious factors in the feminine role, and new life styles for women will be explored. *Johnson*

**\*REL 204 The Meaning of Jesus for Today.** A study of the life, work and teachings of Jesus as interpreted by the Gospel writers: Matthew, Mark, Luke and John. The significance and meaning for today of the historical Jesus and the Christ of Faith will be explored. Prerequisite: junior standing or consent of instructor. *Johnson*

**\*REL 205 The Meaning of Paul for Today.** A study of the life, work and writings of the Apostle Paul, the influence of his thought on the developing church, and its significance for Christian faith and life today. Prerequisite: junior standing or consent of instructor. *Johnson*

**REL 206T, 207T The History of Christian Thought (Tutorials).** Christian thought from the church fathers through the Reformation. An examination of the thought of selected 19th century theologians. Prerequisite: junior standing or consent of instructor. Not available for the distributional requirement. *Staff*



# Mathematics

In modern times mathematical thinking has invaded every aspect of human activity. The basic goals of the department are to help students to develop their mathematical ability and to understand the relations of mathematics to other disciplines.

A major in mathematics is designed to include all the basic mathematical subjects necessary for graduate work, elementary and secondary teaching, work in business, and industry.

A mathematics major, like a liberal arts degree, is not a training program for a specific career or job. Mathematics is an important part of a solid preparation for the following fields:

- elementary and secondary teaching
- actuarial science
- computer science, programming, systems analysis
- accounting
- professional work in the natural and social sciences, i.e., mathematics, chemistry, physics, biology, psychology and economics.

Students with strong ability and good preparation in mathematics, chemistry and physics may complement three years at Lindenwood with two years at the Washington University School of Engineering and obtain both a liberal arts and engineering degree. (See the description of the 3-2 Engineering Program, Special Academic Programs.)

The total requirement of 10 courses allows for maximum flexibility in designing a program suited to an individual. Specific sample programs are listed below.

The major requires the completion of the following courses:

- Mathematics 171, 172, 180, 303, 304, 315, 316, 321 as well as 2 electives in mathematics numbered above 300.

Students intending to do graduate work should elect Analysis I and II, Probability and Statistics. Students intending to teach secondary school should elect Geometry, Probability and Statistics. Students intending to work in business and industry should elect Probability, Statistics and Numerical Analysis.

The nature of these requirements allows the student an opportunity to concentrate in more than one area, for example chemistry or business, and to schedule a field study or internship (see description below) to broaden the traditional academic experience.

Both B.A. and B.S. degrees are available in mathematics. It is recommended that students satisfy the B.A. language requirement with French or German (preferably both). Whether a degree requirement or not, the knowledge of modern foreign language is extremely useful to students of mathematics.

## Course Offerings

**101 Concepts of Mathematics.** An introduction to mathematical reasoning including numeration systems, sets, mathematical systems, relations and functions. *Huesemann*

**102 Finite Mathematics.** An elementary introduction to symbolic logic, counting theory, probability and statistics, vectors, matrices, computers and geometry. *Huesemann, Nichols*

**103 Algebra and Geometry.** A pre-calculus course including the algebra of real and complex numbers, vector algebra, inequalities and matrices. *Huesemann, Nichols*

**104 Trigonometry and Elementary Functions.** A study of polynomial functions, trigonometric functions, analytic geometry and intuitive introduction to differential and integral calculus. *Huesemann, Nichols*

**171, 172 Calculus I, II.** A first study of functions on the real number system. Differentiation and integration are developed and used to study rational, trigonometric and exponential functions. *Huesemann, Nichols, Soda*

**180 Introduction to Computer Programming.** An introduction to the functions and uses of the digital computer. Fortran programming is studied and programming exercises are tested and run on the computer. *Staff* (Lab fee \$15)

**301 Differential Equations.** A short course in ordinary differential equations including first order equations, linear differential equations, the Laplace Transform, and series solutions. Prerequisite: MTH 172 or the equivalent. *Nichols*

**303, 304 Calculus III, IV.** The completion of one variable calculus is followed by a first study of functions of several variables done mainly in the 2-dimensional setting. Topics studied include Taylor's series, differential equations, vectors in the plane, partial derivatives, transformations, line integrals, multiple integrations, Green's theorem inverse and implicit function theorems. Prerequisite: MTH 172 or the equivalent. *Nichols, Soda*

**\*305, 306 Analysis I, II.** An intensive study of functions of one and several variables including the following: normed vector spaces and their topology, series, one variable integration and its applications, calculus in vector spaces, ordinary differential equations, multiple integration. Prerequisite MTH 304, 315 or equivalent. *Soda*

**315, 316 Linear Algebra I, II.** A study of the basic aspects of finite dimensional real vector spaces and linear mappings between them. This includes the following: vector spaces, linear maps, matrices, determinants, bilinear mappings and forms, diagonalisation of certain classes of matrices, relations to geometry. Prerequisite: MTH 102 or equivalent. *Nichols, Soda*

**\*321, \*322 Algebraic Structures, I, II.** A first course in modern algebra including the integers, groups, rings and fields, the classical groups, galois theory. Prerequisite: MTH 315 or equivalent. *Nichols, Soda*

**\*330 Geometry.** Euclid's Axioms, a brief history of geometry, the relation between geometry and linear algebra, Euclidean geometry, projective geometry, the geometry of a bilinear form. Prerequisite: MTH 315 or equivalent. *Soda*

**\*332 Topology.** Topological spaces, metric spaces, connected and compact spaces, continuous functions, product spaces, separation axioms, complete metric spaces, fundamental groups and covering spaces. Prerequisite: MTH 304 or the equivalent. *Nichols, Soda*

**\*341 Probability.** A first course in the theory of probability including combinatorial analysis, probability spaces, conditional probability, stochastic independence, Bayes' theorem, random variables, distribution, the law of large

numbers, and the central limit theorem. Prerequisite: MTH 172 or equivalent. *Nichols, Soda*

\***342 Mathematical Statistics.** An introduction to the theory and applications of mathematical statistics including the following subjects: sampling, discrete and continuous distributions, hypothesis testing and regression analysis. Prerequisite: MTH 172 or equivalent. *Nichols, Soda*

**351, 352 Numerical Analysis.** This course will treat the solution of linear and non-linear equations, numerical integration, numerical differentiation, the theory of approximation, and the numerical solution of differential equations. Prerequisite: MTH 304 or equivalent. *Soda*

**360 Fortran Programming II.** This course is sequel to an introductory Fortran programming course. The use of arrays, subprograms and auxiliary storage techniques will be fully developed. In addition the student will write programs utilizing certain IBM 1130 subroutine packages such as the Commercial Subroutine Package, the Scientific Subroutine Package or the Statistics Package.

Prerequisite: MTH 180, BA 321 or the equivalent. *Soda*

**370 Assembly Language Programming.** This course will cover the GA/1830 Assembly Language and assembly language techniques. Among the topics covered will be input/output operations, binary and hexadecimal arithmetic, data structures, storage of data, central processor operations, direct and indirect addressing, macro coding, and internal architecture of the central processor. Prerequisite: consent of instructor. *Huesemann*

\***380 Topics in Mathematics.** Seminars on a variety of subjects may be organized. These may include subjects not previously studied or an "in-depth study" of some familiar subject. Papers on the subject will be presented by all participants. Prerequisite: The completion of at least 5 of the 8 courses specifically required for a mathematics concentration. *Staff*

**400 Field Study in Mathematics.** This is an off-campus experience which provides an opportunity for students to relate their mathematical skills to a particular project. These are projects in area agencies and industries. The scope of the project will determine the academic credit which in every case is less than 2 credits. Primarily for juniors and seniors.

**450 Internship in Mathematics (or Science).** An off-campus experience open to senior mathematics (science) majors at various industries and agencies. This is an opportunity to participate in a large-scale interdisciplinary project. The academic credit (between 2 and 4 credits) will be determined by the scope of the project.

## Medical Technology

(see Medicine and Health Related Studies)

# Medicine and Health Related Studies

## Biomedical Science

The Lindenwood Colleges and the St. Louis Department of Health and Hospitals, in conjunction with Washington University School of Medicine (Washington University Medical Service at St. Louis City Hospital), have formulated an agreement whereby Medical Nurse Practitioners can study for a Bachelor of Arts or Science degree in Biomedical Science at The Lindenwood Colleges.

Appropriate staff members of the above affiliated institutions are adjunct faculty members of The Lindenwood Colleges. Only Registered Nurses are accepted into the City Hospital Practitioner training program. The Medical Nurse Practitioner functions effectively as a "physician extender" in the delivery of primary medical care for the St. Louis Department of Health and Hospitals.

A typical program might include:

Nine courses of practicum credit for the R.N.

Liberal Arts transfer credit.

Nine courses of internship for the Practitioner Program.

At least 9 Liberal Arts courses at Lindenwood.

Successful completion of the Lindenwood degree requirements.

## Bachelor of Medicine Degree

The Lindenwood Colleges, in cooperation with the St. Louis City Department of Health and Hospitals, and Washington University's Medical Services at St. Louis City Hospital, offer a course of study leading to the Bachelor of Medicine (M.B.) degree awarded by The Lindenwood Colleges.

This program is designed to train health care personnel who will serve citizens of inner cities and remote rural areas where medical doctors are in short supply.

This interprofessional and interdisciplinary five-year program integrates clinical training in a hospital with academic studies in the liberal arts, science and medicine. The first part of the program emphasizes academic studies along with medical education foundation courses and seminars. In the

later parts of the program students concentrate on specially-designed medical and clinical courses taught by adjunct Lindenwood professors who are regular Washington University School of Medicine faculty members while simultaneously continuing their liberal arts education. Most of the clinical training and the fifth year of internship is conducted at St. Louis City Hospital or a satellite clinic. In this way the program interrelates the social sciences, humanities, and natural sciences with clinical and medical studies throughout the five years.

Graduates of the Health Associate Program will be prepared to assist physicians in the delivery of primary and preventive health care and be thoroughly qualified in the areas of patient and community health counseling and education. The curriculum of the Bachelor of Medicine is designed to fully prepare program graduates to pass successfully the AMA Certifying Examination for Physicians' Assistants administered by the National Commission on Certification of Physicians' Assistants.

### Health Associate Skills and Competencies

Upon successful completion of the program, the Health Associate will receive a M.B. degree and be trained to provide the following kinds of primary medical care under the supervision of a practicing physician:

#### Patient Health Evaluation

- a. A Health Associate obtains patient's medical history, including the elicitation and proper recording of the chief complaint, history of the present illness, systemic review, past medical, social and family history.
- b. He/she performs a complete physical examination.
- c. He/she interprets historical data and physical findings and identifies the patient's problem.

#### Medical Care Planning

- a. The Health Associate provides counseling and education to patients in a wide variety of ways including instructing them about their illness, medical regimen and diagnostic tests.
- b. He/she assists patients in obtaining access to appropriate health services within the community.

#### Patient Education

- a. Health Associates help patients understand social factors which influence them and the importance of the health care that has been prescribed.
- b. They instruct patients to promote long-term beneficial health habits.

#### Community Health Education

- a. Health Associates work with citizens and community groups to promote and understand skills associated with healthful life styles.
- b. They work with health and community leaders to inform people about available medical care.
- c. They assist public health officers.
- d. They assist in the collection of community health information to help make health services meet population needs.





### Admissions and Retention Committee

This committee, composed of Lindenwood faculty and St. Louis City Hospital personnel, interviews and makes final selection of all Bachelor of Medicine students. The committee also monitors each student's progress throughout the five-year program with periodic reviews of his or her academic standing and growth in understanding the role of the Health Associate. Both academic and career counseling is provided to support the student.

### Faculty

The following professors are Lindenwood faculty members in the Bachelor of Medicine and Bachelor of Biomedical Science programs:

R. Dean Wochner, M.D., Professor of Medicine, Director of Health and Hospitals of the City of St. Louis and Associate Professor of Medicine, Washington University.

John D. Vavra, M.D., Professor of Medicine, Chief, Unit I Medicine, Washington University Medical Service at St. Louis City Hospital and Professor of Medicine, Washington University School of Medicine.

Clifford A. Birge, M.D., Professor of Medicine, Associate Section Head, Washington University Medical Service at St. Louis City Hospital, Medical Director of the Medical Nurse Practitioner Program and Assistant Professor of Medicine, Washington University.

James W. Swift, Ph.D., Adjunct Professor of Sociology of Medicine, Consultant to Washington University, Medical Services, City Hospital, St. Louis and Executive Director, Health Care Education Center.

James H. Sullivan, B.A., M.H.A., A.C.H.A., Adjunct Professor of Medicine, Administrator, St. Louis City Hospital.

### Biomedical Science Program

Diane A. Wallace, Professor of Medicine, City Hospital Executive I and Administrative Director of the Medical Nurse Practitioner Program.

### Freshman Seminar

**LWM 200 Healers and Persons.** This seminar will portray various historical types of healers and patients, and their relationships with each other throughout the ages. It will begin by presenting sketches of life in the Middle Ages, showing how life-styles influenced the decisions and structure of the healer-patient relationship. Historical periods to be covered include the Renaissance, Early Modern, and the 18th and 19th centuries. Effort will be made to present an historical period as a synthesized whole, looking at healers from health, religious and social spheres of life. History and the humanities will be central in the first part of the seminar including the social and natural sciences and medicine areas as well.

The second part of the semester will concentrate upon healers and persons in 20th century U.S.A. This section will be more analytical, in that the focus will be on in-depth investigations of healers, patients and their relationships. Case studies will be presented to permit the raising of questions concerning: what symptoms are perceived as signs of illness; how social and personal perspectives relate to definitions of health and illness; and how personal beliefs influence the choice of healer. For comparisons to

earlier historical periods, contemporary historical work and literature are assigned.

The following seminars focus upon learning specific skills which require an interdisciplinary approach: the Senior Seminar, Community Health Educations Seminary; and the required seminar, patient care and counseling. The disciplines which contribute perspective and knowledge to the Community Health Education Seminar include public health, sociology, anthropology, epidemiology, education, history, and communications. This seminar will contribute to the students' developing skills and abilities to work cooperatively with patients, citizens and other health and social service professionals in a local community concerned with both personal and community health status.

## Degree in Medical Technology

The Lindenwood Colleges award a Bachelor's Degree in Medical Technology to students completing a three-year liberal arts program and one year of training in laboratory procedures and courses at any hospital having a School of Medical Technology accredited by the American Society of Clinical Pathologists. Upon completion of this program the student is eligible to become a registered Medical Technologist by passing the examination administered by the Registry of Medical Technologists of the American Society of Clinical Pathologists. Some students decide to complete an area of concentration in science before their one-year hospital internship. A fee of \$50 is charged students enrolled in the hospital School of Medical Technology.

Minimal required courses include: Biology 101, 102, 308, 309, 310, 313, 380, 382; Chemistry 151, 152, 361, 362, 363; Mathematics 103, 104, 180; Soc. Sci. 201; Statistics and a basic course in computer programming.

Courses in Physics, Metabolism, Cellular Physiology, Quantitative Analysis are recommended.

The Lindenwood Colleges are affiliated with three hospitals having A.S.C.P. accredited programs in Medical Technology. Missouri Baptist, Jewish, and DePaul Hospitals accept a limited number of qualified Lindenwood students in their programs each year.

### Faculty

The following hospital faculty have adjunct positions at The Lindenwood Colleges and a Lindenwood faculty member is a Medical Technology Education Adviser at the three hospitals.

**JEWISH HOSPITAL:** John S. Meyer, M.D., Adjunct Professor of Medical Technology.  
Joyce A. Torrey, Adjunct Assistant Professor of Medical Technology.

**MISSOURI BAPTIST:** Herbert B. Taylor, M.D., Adjunct Professor of Medical Technology.  
Judith Palermo, Adjunct Assistant Professor of Medical Technology.

THE LINDENWOOD COLLEGES: Patrick F. Delaney, Jr., Ph.D., Medical Technology Education Adviser.

DePAUL HOSPITAL: John D. Bauer, M.D., Adjunct Professor of Medical Technology. Mary Lois Gavin, Adjunct Assistant Professor of Medical Technology.

## Pre-Medical, Dental, Veterinary Programs

Although a student planning a career in medicine, dentistry or veterinary medicine may select a major in the sciences, it is not necessary to do so. A student should select a major in which he or she is sincerely interested. The adviser will indicate the courses in science and mathematics which are required for entrance into medical, dental or veterinary schools.

Most medical, dental and veterinary schools recommend the following science and mathematics courses: one year of inorganic chemistry, one year of organic chemistry, one year of physics, one year of biology and/or zoology, and mathematics through calculus. Some medical schools suggest in addition that students complete a course in anatomy, embryology or genetics.

By working closely with the adviser the student can be assured of completing the necessary prerequisites for admission to medical, dental and veterinary schools. The adviser assists the students with the application process for admission to professional school.

**Bachelor's Degree Program for Graduates of Schools of Nursing and Community College Graduates with an Associate Degree in Nursing**  
(See Special Academic Programs)

**Bachelor's Degree Programs for Graduates of Schools of Radiological Technology and Medical Laboratory Technicians.**  
(See Special Academic Programs)

**Academic Program for Nursing Students conducted at St. Luke's Hospital in St. Louis**  
(See Special Academic Programs)

## Music

(See Studio and Performing Arts)

## Natural Sciences and Mathematics Interdisciplinary Courses

### The Division of Natural Sciences and Mathematics

The division offers a General Science concentration primarily for students planning to teach in elementary or junior high school. Divisional requirements for the Bachelor of Science degree are four courses from the Division of Natural Sciences and Mathematics, two of which must be chosen from: MTH 101, 102, 103, 104, 171, 172; and two from: BIO 101, 102; CHM 151, 152; PHY 151, 152; and SCI 101, 102. Divisional requirements for the Bachelor of Arts degree are two courses in the Division of Natural Sciences and Mathematics; one from: MTH 101, 102, 103, 104, 171, 172, and the other from BIO 101, 102; CHM 151, 152; PHY 151, 152; and SCI 101, 102.

### Course offerings

**\*Science 160 The Space Frontier.** An interdisciplinary study of the scientific problems in our examination of outer space. The interactions of biology, chemistry, mathematics, medicine and physics in man's space adventures will be discussed. Prerequisite: one year of biology, or chemistry, or mathematics, or permission of the instructor. *Bornmann*

**102, 102 Introduction to Science.** An interdisciplinary course which looks at everyday situations and develops from them some of the principles of biology, chemistry, mathematics, physical education and physics. Some of the topics include respiration, gases, motion and heredity. Staffed by the faculty of the Division of Natural Sciences and Mathematics.

**Science 201, 202 Physical Science Concepts.** A treatment of the concepts of the physical world, encompassing astronomy, physics, chemistry and geology with attention to how these concepts are related and dependent upon each other. 201L and 202L laboratories are available as requested. For elementary teacher trainees. *Brescia and Staff* (\$15 lab fee)

**\*Science 370 Natural Science Seminar.** Special topics of an interdisciplinary nature are covered. Topics may vary from year to year. Prerequisite: junior or senior science major or permission of instructor. *Staff*

\*Offered alternate years.

## Photography

(See Studio and Performing Arts)

Medical 57  
Technology  
Pre-Medical  
Natural  
Sciences and  
Mathematics

## Physics

**\*151, 152 Introductory Physics I, II.** An examination of the fundamental principles of mechanics, heat, sound, light, electricity and magnetism using algebra and the application of these principles to the world about us. *Bornmann*

**303, 304 General Physics I, II.** By the application of calculus to the definitions, the fundamental principles of physics are simplified. Topics covered in this course include mechanics, heat, light, sound, electricity, magnetism and nuclear physics. Prerequisite or concurrent registration MTH 171 or equivalent. *Bornmann*

**151L, 303L Physics Laboratory I** (¼). Physics experiments to demonstrate the principles presented in Physics 151 and Physics 303. Prerequisite or concurrent registration: Physics 151 or Physics 303. *Bornmann* (\$15 lab fee)

**152L, 304L Physics Laboratory II** (¼). Physics experiments to demonstrate the principles presented in Physics 152 and Physics 304. Prerequisite or concurrent registration: Physics 152 or Physics 304. *Bornmann* (\$15 lab fee).

## Physical Education

Physical education classes are open to both men and women unless otherwise designated. A physical education major is offered with three different emphases, or any combination thereof: teacher certification (physical education and health), horsemanship and modern dance. The physical education major program requires the completion of the general college requirements, plus P.E. 71, P.E. 305, P.E. 7A, B, C & D, and the completion of requirements for appropriate field of specialization.

The Physical Education activities program at Lindenwood, open to both men and women, affords interested students an opportunity to participate in team and individual sports. The program is designed to enhance spirit and friendship and to provide students with a beneficial extracurricular activity. The athletic teams are open to all eligible students.

Recognizing that a student's academic work must take priority over his participation in sports, Lindenwood gives the athletic program the emphasis befitting an institution of its size.

### Teacher Certification in Physical Education

Fulfilling education requirements for certification, completion of requirements for physical education major, plus the following courses:

P.E. 2 Gymnastics (¼)  
P.E. 30 Sr. Lifesaving (¼)  
P.E. 17 Basic Conditioning (¼)  
P.E. 50 Psychology of the Athlete (¾)  
P.E. 51 History and Principles of Physical Education (¾)  
P.E. 52 Tests and Measurements in Physical Education (¾)  
P.E. 73 Personal Health (¾)  
P.E./Educ 74 Physical Education in Elementary Schools (¾)  
P.E. 304 Organization and Administration of Physical Education (1)  
P.E./Educ 315 Techniques of Teaching Sports (1)  
P.E./Educ 316 Techniques of Teaching Sports (1) or P.E. 376 Techniques of Teaching Horsemanship (1)  
P.E. 350 Adaptive Physical Education (1)  
PSY 102 Child Development (1)  
Plus three additional physical education activity courses, one being dance. (¾-1). Teacher Certification in Health is offered in conjunction with teacher certification in Physical Education. The following are additional courses needed:  
BIO 386 Nutrition  
P.E. 321 Teaching of Health  
PSY 103 Abnormal Psychology

### Horsemanship Emphasis

Completion of requirements for physical education major, plus the following courses:

P.E. 6 Riding (8 activity courses) (4)  
P.E. 15 Equine Theory Lab (¼)  
P.E. 77 Equine Nutrition (½)  
P.E. 82 Principles of Teaching Equitation (½)  
P.E. 83 Principles of Teaching Equitation II (½)  
P.E. 275 Stable Management (1)  
P.E. 276 Equine Disease and Lameness (1)  
P.E. 304 Organization and Administration of Physical Education (1)  
P.E. 376 Techniques of Teaching Horsemanship (1)  
P.E. 450 Internship in Horsemanship (2 to 4) Optional

In addition to the above, the following courses are recommended for Horsemanship Emphasis:

BA 102 Principles of Accounting (1)  
BA 104 Business Law  
BA 303 Business Correspondence and Reports (1) or  
BA 444 Human Resources in Business (1)  
CA 190 Effective Speaking (1)  
P.E. 350 Adaptive Physical Education (1)  
Psy 101 Interactive Psychology (1) or  
Psy 302 Behavior Modification (1)  
Soc 102 Basic Concepts in Sociology (1)

(A student majoring in a department outside of Physical Education can also receive an emphasis in Horsemanship with the following courses:

P.E. 6 (6 activity courses), P.E. 15, P.E. 71, P.E. 77, P.E. 275, P.E. 276, P.E. 281, P.E. 304, P.E. 376 and P.E. 350\* (Science 101 & 102 suggested divisional elective.)

### Modern Dance Emphasis for Physical Education Majors

Completion of requirements for Physical Education Major, plus the following:

DAN 25 International Folk Dance (½)  
or DAN 385 Historical Theatre Dance (1)  
DAN 27 Analysis of Rhythm and Movement (1/2)

DAN 28 Ballroom Dance (¼)  
DAN 28 Ballroom Dance (½) To be repeated three times  
DAN/DRAMA/ART 106 Introduction to Design and  
Movement (1)  
DAN 286 Dance History (1)  
DAN 302 Selected Design Problems (1) (Production)  
DAN 387 Dance Composition (1)

## Course offerings

**P.E. 50 Psychology of the Athlete (¾).** A theory course which examines the athlete's psychomotor mechanisms, motivations, stress, anxiety, frustrations and their effects on performance. *Lowder*

**P.E. 51 History and Principles of Physical Education (¾).** Discussion of the history, basic concepts and contemporary problems in physical education and their philosophical implications. Identification and understanding of significant persons, institutions and events which contribute to the evolution of present day games, dance and sport. *Ebest*

**P.E. 52 Tests and Measurements in Physical Education (¾).** Survey of the development, evaluation and application of tests in Health and Physical Education. Use and interpretation of statistical techniques in terms of their statistical strengths and weaknesses. *Ebest*

**P.E. 71 Care and Prevention of Athletic Injuries (¾).** A theory and laboratory course dealing with the prevention, first aid and care of athletic injuries. *Lowder*

**P.E./Edu. 73 Personal Health (¾).** Foundation course in health. *Ebest*

**P.E./Edu. 74 Physical Education in Elementary Schools (¾).** Curriculum planning, organization and teaching of a sequential physical education program for grades K-8. Lecture and activity. *Ebest/Craig*

**P.E. 92 Cardiac Rehabilitation Program (½).** Activity course geared toward individuals with high blood pressure, circulatory problems such as cardiac problems, vascular distress (atherosclerosis/arteriosclerosis), emphysema, arthritis, etc. Course includes clinical testing and individualized activity programs. Fee. *Lowder*

**P.E. 304 Organization and Administration of Physical Education (1).** Administration of physical education in schools and colleges. Includes and relates to the general education program, the organization of the basic instructional, athletic and intramural programs. Prerequisite: P.E. 51 or consent of the instructor. *Lowder*

**P.E. 305 Kinesiology (1).** A study of the scientific principles of human motion with regard to the action of the muscles and physics. An anatomical and mechanical analysis of activities designed to promote improvement of performance. Prerequisite: Biology 309 and 310 or consent of the instructor. *Lowder*

**P.E. 315, 316 Techniques of Teaching Sports (1).** Class organization, objectives, methods, analysis of skills, test development, logical progressions and effective yearly, unit, weekly and daily planning. Prerequisite: consent of instructor. *Staff*

**P.E./Edu 321 Teaching of Health (1).** Course includes the study of classroom material, methods, effective health and safety instruction, curriculum and resources to provide an integrated and creative approach to teaching health. *Staff*

**P.E. 350 Adaptive Physical Education (1).** Organization, teaching methods and practical experience for the rehabilitation of conditions caused by trauma, disease or congenital malformations. Prerequisite: BIO 309 and 310 or consent of the instructor. *Lowder*

## Horsemanship Emphasis

**P.E. 15 Equine Theory Lab (¼).** Preparing a horse for show, including safety practices, simple first aid for horses, driving a horse in harness, care and maintenance of horses, equipment, etc. *Bittner*

**P.E. 77 Equine Nutrition (½) (Fall Term Evening).** Feeds and feeding of light horses for the layman. Identification and discussion of feeds and vitamin-mineral supplements; the value of feeds and the formulation of horse rations including nutritive requirements for various body functions. *Staff*

**P.E. 82 Principles of Teaching Equitation 1 (½).** Actual instruction of one beginning rider in hunt, saddle or stock seat equitation. Application of principles learned in P.E. 376. Prerequisite: P.E. 376. *Bittner*

**P.E. 83 Principles of Teaching Equitation 11 (½).** Practical experience in the instruction of a beginning horsemanship class. Application of principles and techniques learned in P.E. 376 and P.E. 82. Prerequisite: P.E. 376 and P.E. 82. *Bittner*

**P.E. 210A (January) Hunter Seat Equitation (1).** Intensive study of theory, cross country, dressage and jumping. The course is taught by superbly trained Mexican cavalry officers with the noted author Margaret Cabell Self as consultant. San Miguel, Mexico. *Bittner*

**P.E. 210B (January) Hunter Seat Equitation. Continuation of 210A. (1).**

**P.E. 275 Stable Management (1).** Planning and maintenance of the horse establishment and equipment for the camp, school, private or public stable. Organization of stable routine, employee management and feeding schedules. Buying and selling of horses as well as preparation for the show ring. Prerequisite: current enrollment in horsemanship activity course. *Bittner*

**P.E. 276 Equine Disease and Lameness (Spring Term Evening) (1).** Basic principles of horse health and disease with an emphasis on diagnosis, prevention and control of infectious and non-infectious diseases. Discussion of simple first aid practice, lameness and treatment before the arrival of the veterinarian. *Staff*

**P.E. 281 History of Selected Light Breeds (1).** Survey of the history and development of prominent breeds of light horses such as the American Quarter horse, American Saddle horse, Arabian, Morgan Standardbred, Tennessee Walking Horse and Thoroughbred. Breed organizations and current rules and regulations as well as the current status and present day usage will be discussed. *Bittner*

**P.E. 282J Dressage.** In order to develop more finesse in the realms of advanced horsemanship, this course will serve as a basic introductory course into the art of precision training for both horse and rider. Development of the natural movements of a horse through the proper execution of school figures and training exercises will be accomplished by teaching the horse to obey the rider's commands



through the use of natural aids. The principles of collection, extension, bending, flexing, impulsion, obedience, balance and good hands will be taught in order to improve the physical form of both horse and rider and to increase the rider's sense of agility and security. Available for intermediate and advanced riders only. *Staff*

**P.E. 376 Techniques of Teaching Horsemanship (1).** A survey of teaching techniques and skills for use in hunt, saddle and stock seat equitation. Selection and care of the proper mount and equipment for private, camp, school or show purposes. Discussion of horse psychology and types of students and judging techniques. Planning of a camp or school riding program as well as practical experience in planning a recognized horse show. Prerequisite: P.E. 275. *Bittner*

**P.E. 450 Internship in Horsemanship (2-4 credits).** Apprenticeship or field experience in horsemanship.

**Modern Dance Emphases**  
**(See Art Department for course descriptions.)**

### Physical Education Activities Program

The physical education activities program (open to both men and women) is intended to equip students with skills in physical activities, stimulate an interest in wholesome recreational activities which may be carried on after leaving college, and engender a respect for the value of physical activity in a program of intelligent living.

In conjunction with the required activity program, an extramural program in individual, dual and team sports is conducted. Opportunity is given for students to engage in some form of competitive or recreational activity. A large variety of activities is offered throughout the year to meet the needs and interests of the students.

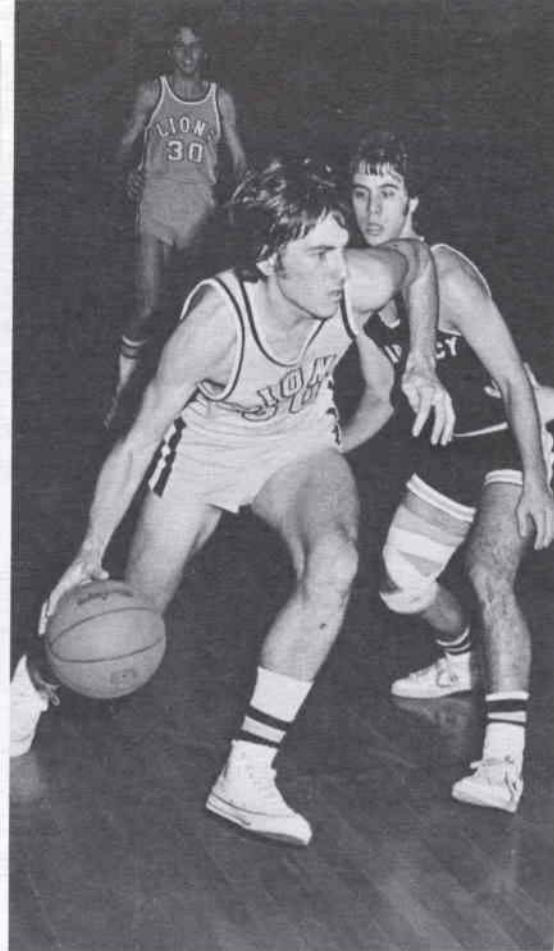
One-half course of physical education activity is required for graduation. It is recommended that this requirement be met during the freshman year. Independent study projects in physical activity can be arranged.

Every student has an opportunity to become a participating member of one or more clubs and organizations, according to special interest. The Athletic Department sponsors such extracurricular activities as Beta Chi for riding, field hockey, soccer, volleyball, basketball, gymnastics, softball, baseball and tennis teams.

For more information on intramural and extramural activities, see the community life section of the chapter on Lindenwood Colleges for Women and Lindenwood Colleges for Men.

The following activity courses are offered two hours a week for  $\frac{1}{4}$  credit unless otherwise noted:

1. Tennis
  - A. Beginning
  - B. Intermediate
2. Gymnastics
3. Swimming
  - A. Non swimmers (Red Cross training, beginner and advanced beginner)
  - B. Swimmers (Red Cross training, intermediate and advanced)
  - C. Senior Life Saving
  - D. Water Safety Instructor
4. Softball
5. Archery and Badminton
6. Riding
  - A. Saddle Seat (\$110 for  $\frac{1}{4}$  course or \$160 for  $\frac{1}{2}$  course)
  - B. Hunt Seat (\$110 for  $\frac{1}{4}$  course or \$160 for  $\frac{1}{2}$ )





- C. Stock Seat (\$110)
- D. Dressage (\$110 for ¼ course or \$160 for ½)
- 7. Activity Labs
  - A. Activity Lab I (Fall 1977)  
Running Skills/lower body—swimming, football, base running, track, etc.
  - B. Activity Lab II (Spring 1978)  
Acrobatic Basics—diving, dancing, gymnastics, skating, wrestling, falling, etc.
  - C. Activity Lab III (Fall 1978)  
Net Games
  - D. Activity Lab IV (Spring 1979)  
Upper Body Skills—swimming, diving, acrobatics, tennis, throwing, catching, etc.
- 8. Golf
- 9. Cycling
- 10. Hunting and Shooting Education (\$35 fee)
- 11. Bowling (\$7.50 fee)
- 12. Women's Basketball
- 13. Coed Volleyball
- 14. Roller Skating
- 15. Equine Theory Lab
- 16. Snow Skiing
- 17. Basic Conditioning
- 18. Karate (Approx. \$25 fee)
- 19. Beginning Creative Dance (½)
- 20. International Folk Dance (½)
- 21. Advanced Modern Dance (½)
- 22. Ballroom Dance (½)
- 23. Modern Dance (½)

## Political Science

The program in Political Science is projected to a four-year period in order to make it convenient for students to plan a well organized and integrated area of concentration in Political Science. At the Freshman level the Political Science Department offers Introduction to the Study of Politics which is intended to give the interested student a glimpse of the discipline of Political Science while specifically relating it to the curriculum of The Lindenwood Colleges. In his Junior or Senior year the student who chooses Political Science as his major will be encouraged to integrate by means of a separate course the various Political Science courses into an overview of the discipline.

Core courses are offered every other year in the fields of American Politics, Comparative Politics, and Political Theory. More specialized courses and seminars are offered every third year. The January term is also planned for maximum service for the student's development of a Political Science program. As utilized by the Political Science Department, it aims expressly at allowing a student at the junior level to complete a well balanced and diversified major without inconvenience. In general, the January courses provide an opportunity for the student to do in-depth study of a specialized area of Political Science; to expand his survey of the field in terms of courses that are primarily responsive to major political events; and to

correlate Political Science with other fields in courses presented as interdisciplinary. The courses in January term, although often innovative and individualized, are regular courses and may be exchanged in the schedule with other regular courses listed in fall and spring terms.

The requirements for both the A.B. and B.S. degrees with an area of concentration in Political Science include 8-12 courses in the Department of Political Science and 2-4 courses in other departments of the Social Sciences Division. Requirements for a degree in Political Science include also American National Government, P.S. 155; two courses in Comparative Politics; and two courses from the history of Political Theory. For the B.S. degree, Social Science Statistics, S.S. 210, is required.

### Course offerings

**100 Introduction to the Study of Politics.** Overview of the discipline of political science in terms of perennial political problems and some major approaches to them. *Staff*

**155 American National Government.** Principles, structures, and processes of the American political system on the national level, and evaluation of their current applications through selected policies. *Williams*

**\*200 The American Presidency.** Analysis of the functions and powers of the office and role of the President in the Political process. *Wier*

**\*206 Community Political Systems.** An examination of the sources, structures, and expressions of political power at the subnational level in the United States: the effectiveness of state and city governments as decision and policy making units and various approaches to study of community political leadership; major problems posed by urban and suburban development. *Wier*

**210 Democracy and Elitism.** Introduction to the basic principles of democratic government and of rule by elites. This will be followed by case studies of leadership and decision-making, especially in American politics, to assess the various roles and degrees of influence of elect minorities in democratic politics. *Williams*

**211, \*212 Comparative Politics.** Comparative analysis of selected political systems. 211 will ordinarily examine the structural policies, and political processes of Great Britain, France, and West Germany. 212 will study the Soviet Union and selected East European political systems. *Wier*

**220 Public Policy.** The Field of Policy Studies investigates causes and consequences of policy decisions. The application of Social Science Knowledge to the solutions of practical problems directly links Political Science to human welfare.

**221 History of Political Ideas I:** Classical political philosophy, especially Plato's *Republic* and Aristotle's *Politics*. *Williams*

**222 History of Political Ideas II: The Modern Age, Machiavelli to the 20th Century.** *Williams*

**225 Legislative Processes.** Organization, procedures and structures of decision making in the United States Congress, including extra-Congressional influences on policy making; examination of the various techniques of legislative analysis. *Weir*

**230 Marxism.** An introduction to the essentials of Marxism primarily through readings of Marx, Engels and Lenin. *Williams*

**\*235 Political Parties.** Organization, functions and development of American political parties; activities and influence of interest groups on party structure and policies, analysis of major concepts of voter motivation and behavior. *Wier*

**\*240 Public Opinion.** The theory and methodology of public opinion and political behavior. The basis of opinion formation, and the linkage of public opinion to political belief and institutions are analyzed.

**241 The American System of Justice.** The foundations of justice in the American Constitution. Comparisons with other systems and structures, the place of criminal justice in the context of the total scope of government. *Wier*

**244 American Political Ideologies.** Major current political ideologies in the United States with a survey of the values and ideas that historically have been most influential in American political life. *Williams*

**\*250 International Relations.** Examination of major topics in contemporary international affairs. *Wier*

**260 Politics of Developing Areas.** A Survey of nation-states of Africa and Latin America; the roles played by traditional and emerging elites, the military, and mass party movements in modernizing the political systems. *Wier*

**\*275 International Organizations.** A study of historical and contemporary international organizations as an alternative to the state system; organization and development of League of Nations, United Nations, EEC, and Organization of American States as well as major military international organizations, such as NATO and SEATO. *Wier*

**\*281 19th Century Political Theory.** Methodological and doctrinal theories involving historical and scientific methods. *Williams*

**\*282 Ideologies of the 20th Century.** Ideologies of major political impact on the 20th Century, such as Communism, Fascism, Nazism and Liberal Democracy. *Williams*

**285 Mass Society and Politics: Jose Ortega y Gasset.** The political effects of contemporary mass society seen within a system of past and present. *Williams*

**290 Contemporary Approaches to the Study of Politics.** Examination of several of the major themes and ways of thinking about politics today. *Williams*

**295 Political Socialization.** Study of the process governing the origin and development of political beliefs and ideas in children and adolescents. *Staff*

**296 Seminar Topics in Political Science.** Content to be specified in each offering. Generally for current affairs or special problems. *Staff*

**305 The American Constitution I: Constitutional Law.** The development of the Constitution through the analysis of major Supreme Court cases. *Williams*

**306 The American Constitution II: The Supreme Court.** The Supreme Court as a judicial system. Study of justices and their roles in decision-making with major emphasis on civil liberties and civil rights of Warren and Burger courts. *Williams*

## Psychology

The Psychology Program is designed to stimulate both an interest and an involvement in the scientific study of behavior, and an understanding of its application to behavioral and social problems. Students in psychology are involved in participatory learning experiences which may

\*Offered alternate years.

\*\*Some sections offered in the evening.

include experimental studies in animal and human behavior, observations in child development and volunteer work in local educational and mental health projects.

The B.A. and B.S. degrees are available in Psychology for both day and evening students. The requirements for a major include 8-12 courses in Psychology and 2-4 courses in other departments of the Social Sciences Division. These courses are required for psychology majors: SS 210, Principles of Psychology, Research Methods in Psychology, Social Science Statistics, and a Field Study in Psychology. The Field Study may be in either Experimental, Developmental, Interactive or Applied Psychology, and gives the advanced student the opportunity to obtain special experience in either a research, educational or clinical setting.

A student concentrating in Psychology may also elect to pursue the Human Resources Administration Program by including Psy 324, Psychological Testing, in the Psychology concentration and developing a seven course minor emphasis in Business Administration: BA 102, BA 204, BA 220, BA 240, BA 341, BA 300, BA 348. This program provides psychology majors with a unique opportunity to develop career-related skills during their undergraduate years.

A cooperative program between Lindenwood and Merrill-Palmer Institute (see Off-Campus Studies) provides the Lindenwood students with additional options in their psychology concentration, particularly in the areas of developmental psychology and human relations.

**Career Opportunities** for psychologists with graduate degrees (M.A. Ph.D.) are many and diverse. While most psychologists provide counseling and psychotherapy in clinics, hospitals, schools and private practice, many others teach in colleges and universities and work as testing personnel and industrial psychologists in government and private industry. Students who do not plan graduate study in Psychology are encouraged to combine their interest in human behavior with experiences in Business, Communication Arts, Sociology, Biology or another area. These individually planned programs can prepare the Lindenwood graduate for careers in business including personnel, market research and sales; for careers in the helping agencies, including youth services, alcoholism treatment and drug abuse centers, social casework, and health education; and for creative roles in day care centers, nursing homes and health care agencies.

### Course offerings

**\*31 Creative Problem Solving (½)\*\*.** An intensive experience designed to develop an understanding of the processes of problem solving and creativity. Students will be directly involved in activities through which they can explore and expand their own creativity in solving everyday problems encountered in management, decision making, working and living. (A previous course in psychology is recommended.) *Fenger*

**\*32 Interviewing (½)\*\*.** Basic concepts of interviewing including planning, questioning, listening, reflecting, selling, rating, hypothesis testing and decision making. Students will participate in interviewing simulations and read selected background material on research findings. (A previous course in psychology is recommended.) *Fenger*

**100 Principles of Psychology\*\*.** An introduction to behavioral science, focusing on the study of sensory, perceptual, learning and motivational processes. The

student will explore basic psychological concepts, methods and findings leading to an understanding of courses of behavior. *Evans, Nelson*

**101 Interactive Psychology\*\*.** An introductory study of the reciprocal relationships between personality and society. The emphasis is on understanding the dynamics of the interaction among personality dispositions, social behavior and social-cultural influences. Group activities and demonstrations provide student-generated data to test and expand the student's understanding of text materials. *King*

**\*102 Human Development.** Study of the factors influencing the child's perceptual, motor, intellectual, language, social, and personality development from before birth to maturity. Students will have the opportunity to study the behavior of children in Lindenwood's Preschool or in other community child programs. *Nelson*

**103 Abnormal Psychology\*\*.** A survey of the major classes of behavior disorders. Emphasis is focused on understanding symptoms, the complex interaction of factors related to disordered behavior and various approaches to correction of behavior problems. *King, Evans*

**\*201 Psychology of Adolescence\*\*.** A study of physical, intellectual, emotional and social development during the period of adolescence. Research studies given special attention in studying the development of a sense of personal identity; changing roles in family, school and community; and problems of adjustment, delinquency and drug abuse. A prior course in Psychology is desirable. *King*

**202 Psychology of Aging.** This course focuses on the aging person. Developmental processes involving sensory, perceptual, intellectual and personality changes from maturity through old age will provide the framework for understanding the process of aging.

The area of study will include the role of the older person in the family and society as well as issues related to economics, leisure, retirement, death and survival. No prerequisite; however a previous course in developmental psychology is recommended. (This course will be offered annually in the Lindenwood Summer Session at St. Luke's Hospital.) *Evans*

**300 Research Methods in Psychology and the Social Sciences\*\*.** A course in the techniques of behavior observation and analysis in which students learn to design and conduct research in the social sciences, to analyze the data meaningfully, and to present their findings to others. Equal emphasis is given to survey, correlational and experimental methods. Students will gain experience with both "live" and computer-simulated research problems. Prerequisite: Social Science 210. *Evans*

**\*301 Theories of Personality.** The major theories of personality are studied along with the research on which the theories are based. Students will undertake independent projects exploring aspects of personality theories. Prerequisites: Psychology 100 or 101. *King*

**\*302 Behavior Modification\*\*.** Study of the application of learning principles to practical problems of behavior with an emphasis on behavior management and behavior therapy. The course includes evaluation of research findings on behavior modification in home, school, and clinical settings, laboratory study in acquisition of new behaviors, and visits to local programs using behavior modification with normal and exceptional persons. Prerequisite: Psychology 100. *Evans*

**\*303 Psychology of Women.** Study of psychological research on women's behavior and personality, and its implications for theory and practice. Topics for discussion include psychoanalytic notions about femininity, sexual physiology and female behavior, sex role acquisition, motivation for achievement, women's conflict situations,



women's counseling and assertive training. Prerequisite: Psychology 100 or 101. *Evans*

**\*310 Managerial Psychology (Evening only).** Survey of the principles of psychology as related to management and supervision of people in an industrial environment. Includes small group dynamics, leadership, motivation, counseling and assessment. Some relevant case studies are discussed and games and simulations are used to explore principles. Prerequisite: Psychology 100 or Psychology 101. *Nelson*

**\*324A Psychological Testing\*\*.** A study of theory of mental measurement and the principles of reliability, validity and standardization as they are applied to the construction, interpretation and use of educational and psychological tests. Tests of achievement, aptitude, intelligence, interest and personality will be studied as illustrations of the problems of measurement and the variety of solutions to those problems. Ethics of test use will be given special consideration. Each student will complete a term project in constructing, validating and norming a test. Prerequisites: prior courses in psychology. *King, Nelson*

**\*342B Psychological Testing\*\*.** The same course as Psy 324A; however, the term project will involve learning to administer, score and interpret one of the most frequently used tests of individual abilities: WISC, or Stanford Binet. Prerequisites: prior courses in education and psychology. *King, Nelson*

**\*330 Psychology of Learning\*\*.** Study of how old behaviors are changed and new behaviors are acquired as a result of experience. Attention is also given to theories and empirical findings in the field of human memory. Students will carry out an experiment in learning or memory. Prerequisite: Psychology 100. *Evans*

**\*332 The Psychology of Motivation.** An analysis of the major theories of motivation, the data on which they are based and the methods used to generate the data. Experiments in motivation will be carried out. Prerequisites: Psychology 100 or 101. *King, Nelson*

**\*333 The Psychology of Perception.** A study of how living beings sense and interpret the stimuli in their environment and what variables affect these perceptual processes. The course includes demonstrations and experiments in human sensation and perception. Prerequisite: Psychology 100. *Nelson*

**\*334 Explorations in Social Psychology\*\*.** Study of present-day theories and conceptual approaches of social psychology in contemporary context with emphasis on the methods and procedures used for testing theory and deriving new concepts. Prerequisites: Psychology 100 or 101. *Evans, King*

**\*335 Introduction to Biopsychology.** Study of biological aspects of behavior, including neurophysiology, motivation and memory. A student research project on psychoactive drugs will involve the use of computer simulation in a laboratory study with animal subjects. Prerequisite: Psychology 100 or Biology 101 or 102. *Nelson*

**\*336 Perception: Development and Learning.** A study of the nature and development of sensory and perceptual processes most closely related to vision and audition. Both research reviews and field experience will be used to consider the changes that occur in the understanding of complex stimuli with maturity and experience. Specific consideration will be given to the causes and effects of abnormal perceptual development. Each student will work individually with a child experiencing perceptual disfunction. Prerequisite: Psy 100. *Nelson*

**\*337 Special Education Counseling.** A team-taught course which attempts to combine the psychology of counseling in all its variety with special consideration of the problems experienced by exceptional children, their families and

their teachers. Students will spend half their time working with a special education teacher to test the practicality and effectiveness of counseling approaches presented in class. Prerequisite: Special Education courses and Abnormal Psychology, or permission of instructor. *King*

**340 Research Seminars in Psychology.** Advanced courses for students interested in behavioral research projects on topics of current interest in psychology. One such course to be offered each January term. Prerequisite: Psychology 100, although additional courses in psychology are recommended.

**\*340A Human Cognitive Behavior.** Research will be done in the area of human learning or memory following an intensive review of behavioral studies in which traditional verbal learning tasks are related to associative and more cognitive theories of mental function. *Evans, Nelson*

**\*340B Dynamics of Human Motivation.** Research projects and related readings will focus on the dynamics of success and failure in real-life situations and the influence of success on persistence, self esteem and other personality variables. *King*

**341 Counseling and Psychotherapy.** An introduction to the theories, principles and techniques of counseling and psychotherapy. Prerequisite: Psy 103 or 301. *King*

**\*350 History and Directions in Psychology.** Discussions focused on the development (past, present, future) of psychology as a science including the history of major psychological systems and theories, and several new, provocative directions in which psychology is headed. Students will create demonstrations of the scientific activities of psychologists in different stages of the field's development. Prerequisite: Psychology 100. *Evans*

## Field Studies

Advanced students are given an opportunity to explore applications of psychology in field study experiences. Field studies require prior mastery of psychological concepts related to the experimental situation, and thus must be approved by the department chairperson before registration.

**401 Field Study in Experimental Psychology.** Opportunity for the advanced student to work in a professional laboratory situation and to take responsibility for development and execution of a substantial behavioral research project. Prerequisites: Psychology 300, Senior standing and approval of chairperson. *Staff.* (\$10 lab fee)

**402 Field Study in Child Development.** Opportunity for the advanced student to actively participate under qualified supervision in a psychological program for normal or exceptional children. Prerequisites: Psychology 300, Senior standing, and approval of chairperson. *Staff.* (\$10 lab fee)

**403 Field Study in Interpersonal Behavior.** Supervised work experience for the advanced student in the psychology department of a mental health agency, emphasizing the objectives and procedures required in establishing a helping relationship with persons who have behavior problems. Prerequisites: Psychology 300, senior standing and approval of chairperson. *Staff.* (\$10 lab fee)

**400 Field Study in Applied Psychology.** Supervised work experience for the advanced student which requires the application of psychological principles, research skills and problem solving strategies to real world areas of business and community agencies. Recommended for students with Human Resources Management focus. Prerequisites: Psychology 300, Senior standing and approval of chairperson. *Staff.* (\$10 lab fee)

\*Offered alternate years.

\*\*Some sections offered in the evening period.

**\*502 Behavior Management (3 credit hours).** Application of principles of learning and behavior-change technology to practical problems in the home, school and clinical settings. Included are the study of contingency-management and behavior-therapy techniques, evaluation of existing research, laboratory investigation, individual behavioral projects, and visits to local schools and agencies that employ behavior management procedures with normal and exceptional persons. Prerequisite: graduate students only. *Evans*

**524 Assessment of Intellectual Skills.** Non-projective educationally relevant tests will be considered with respect to theories of measurement, test construction, test administration and ethical use. Students will attain competence in administration of one of the more commonly used methods of assessment, either Binet or Wechsler.

## Religion

(See Language, Literature, Philosophy and Religion)

## Social Science Division Interdisciplinary Courses

**SS 200 Seminar on Women.** An interdisciplinary course consisting of a series of presentations by competent people from various fields on the subject of women. The aim of the course is to increase the student's awareness of the changing role of women. Speakers will be drawn from the academic community and outside sources. Students are expected to take an active role in the exchange of ideas, read extensively in selected areas, and keep a diary of their personal reflections on the topic. *Nelson*

**210 Social Science Statistics.** An introduction to theory and application of statistics to the social sciences. Major content categories are statistical inference, probability, descriptive statistics, random variables, and expected values. *Nichols, Evans, Nelson*

## Sociology

Sociology is the study of the patterns of human interaction. These patterns are studied in different social institutions and in varying cultural contexts. Within Sociology different scholars vary in their attention to precise empirical data and broad social theory, and range from strongly humanistic to value-neutral in perspective.

The department seeks to acquaint students with these alternative views of the field as well as with specific subject content. Within the department particular emphasis is given to Anthropology and to Urban Studies.

The program is arranged flexibly to meet the needs of students entering the helping professions, those continuing in graduate study in the social sciences, and those concerned to be better informed lay participants in their communities.

There is a career-oriented program in urban planning and design within the department for students transferring to Lindenwood with an associate degree in architectural drafting. The program enables students to increase their range of responsibility and opportunity within the planning field. The components of this program offered at Lindenwood are open to all students, but design skills are not part of the Lindenwood curriculum. Further information on the program is available from the department chairperson.

The department also carries supervisory responsibility for the degree program in the Administration of Justice. This program is designed to prepare persons for professional careers in law enforcement and in corrections, particularly juvenile corrections.

Both the B.A. and B.S. degrees are offered in Sociology. The requirements include 8-12 courses in Sociology, including 100 and 101, or 102, 320 and 325. Social Science 210 is required for students taking the B.S. degree and is strongly recommended for all Sociology students. Students should also include two full units of independent study within their work in Sociology, and should select several courses from Economics, History, Political Science and Psychology.

The B.S. in the Administration of Justice requires in addition to the general college requirements: Sociology 100 and 101, or 102, 208, 322 and 326; Psychology 101 and 103; Communication Arts 190; and these courses in the Administration of Justice: 241, 242, 243, and two course credits in field study or an internship, and either 344 and 346 (for those in enforcement), or 345 and 347 (for those in corrections).

### Course Offerings

**100 Introduction to Sociology (not open to students with credit for SOC 102).** A consideration of the basic sociological concepts and propositions with attention to the contributions of sociology in understanding social relationships and the processes of interaction within the American society, emphasizing how the individual is affected by the society's culture, groups and institutions. *Walter*

**101 Social Trends and Problems.** A continuation of Introduction to Sociology, concentrating upon recent social trends in stratification, social change and contemporary social problems, such as crime, race and ethnic relations, poverty, pollution and the population explosion. *Walter*

**102 Basic Concepts in Sociology.** A consideration of the basic sociological concepts and propositions with attention to the contributions of sociology in understanding social relationships and the processes of society. *Walter*

**112 Cultural Anthropology.** Analytical concepts appropriate to the understanding of human cultures will be developed and will be applied in depth to select societies. *Crozier*

**122 The Origin of Man.** A study of human evolution, primates, fossil man, and race. Emphasis will be on the

development of the ability to interpret biological variability in its cultural setting. *Crozier*

**208 The City.** An examination of the growth of cities, their functions and problems. The impact of the urban environment upon social patterns and individuals. *Bartholomew*

**213 Individual in Society.** Analysis of relationship between social structure and personality; language and the development of symbols; socialization and the development of the social self; social roles, motivation and the effects of society upon the individual's social functioning. *Walter*

**\*214 The Family.** The interpersonal dynamics of family life, the variations in family structure and function in different social classes and cultures. *Walter*

**241 Introduction to the Administration of Justice.** An examination of the basic operation of the American justice system, with major emphasis upon municipal, county and state systems in the areas of enforcement, prosecution and rehabilitation. *Dalton*

**242 Criminal Law and Procedure.** An examination of the substance of criminal law and the operational procedures mandated by law in arrest, search and seizure. The nature of evidence, proof and admissibility. *Dalton*

**343 Social Services in the Administration of Justice.** A survey of social welfare services which bear upon the operations in the justice system. Both those services which are directly under the jurisdiction of courts and enforcement agencies, and other services, public and private, which are available to persons in the justice system will be examined. Prerequisite: S/AJ 241 or consent of the instructor. *Ambelang*

**\*344 Evidence and Prosecution.** Problems in gathering, preserving and submitting evidence in court. Detailed examination of the concepts of hearsay, self-incrimination, documentary proof, and relevance. Prerequisite: S/AJ242. *Staff*

**\*345 The Administration of Juvenile Justice.** Basic concepts in juvenile codes and their implication for services in juvenile justice. Decision-making processes of police, court and probation officials. Social and legal factors in handling juveniles in the justice system. Prerequisites: S/AJ 241 and S/AJ 343. *Ambelang*

**\*346 Police Organization and Management.** Organization and administration of police systems. Structural characteristics of these organizations. Their relation to other public agencies. Problems of control, deployment and effectiveness. Comparisons of police systems to other complex organizations in structure, general management practices and personnel factors. Prerequisite: S/AJ 241. *Staff*

**\*347 Punishment and Rehabilitation.** An examination of the handling of offenders in the justice system. Historical trends, recent empirical evidence on alternative programs for handling offenders, and problems in translating goals into operative programs. Prerequisite: S/AJ 241. *Staff*

**\*251 Sociology of Education.** The functional and disfunctional consequences of American education will be examined in light of selected sociological theories. Topics for discussion include the schools as bureaucracies, the career patterns of students and teachers, the effects of schooling on the individual, the economics of education, and the politics of education. *Staff*

**\*311 Complex Organizations.** Their functions, goals, structures. Problems of survival, adaptation, and change in various organizations including governmental, religious, educational, business and occupational groups. Prerequisite: SOC 100 or 102. *Bartholomew*

**\*317 Social and Cultural Change.** The processes of social and cultural change; examination of theoretical positions and empirical social and cultural studies of various change processes. Prerequisite: SOC 100, 102 or 112. *Staff*

**320 Social Thought and Theory.** Review of the development of a formal body of sociological theory emphasizing writers still significant for current theory, including Weber, Durkheim, Parsons. Development of student skills in creating theory. Prerequisites: SOC 100 or 102 and one other course. *Bartholomew*

**\*322 Deviant Behavior.** Recurring forms of deviance, social controls. Social implications of defining behavior as deviant. Prerequisite: SOC 100. *Walter*

**\*324 The Sociology of Religion.** Religious behavior, beliefs and organization in historical and comparative perspectives. The interaction of religion with other institutions. Theories of religious meaning and functions. Prerequisite: SOC 100 or 102. *Bartholomew*

**325 Introduction to Social Research Methods.** A basic course introducing current research techniques, methodological approaches and the analysis of data. Students participate in designing and conducting research. Prerequisite: SOC 102. *Staff*

**326 The Handling of Data.** A laboratory course using survey data, the U.S. Census, and routine bureaucratic sources. Students will examine the utility and limitations of such sources, will develop projects bearing on practical and theoretical questions, will process the data and analyze the results. Prerequisite: some prior coursework in behavioral sciences, SS 210, or consent of the instructor. *Staff*

**360 Advanced Seminar in Social Problems.** The in-depth study of selected social problems in contemporary American society in the following areas:

- 360.01 Race and Ethnic Relations
- 360.02 Violence in American Society
- 360.03 Population and Ecological Problems
- 360.04 Class and Stratification
- 360.05 Juvenile Delinquency
- 360.06 Selected Topics

**\*370 Comparative Urban Structure.** City growth, planned and unplanned, in various geographic, historical and social settings. Effect of structure on social patterns. Development of city planning. Prerequisite: SOC 100, 102 or 208 and consent of instructor. *Bartholomew*

**400 Field Study.** Practical experience working with a social service agency may be arranged on an individual basis.

## Spanish

(See Language, Literature, Philosophy and Religion)

## Studio and Performing Arts

The Department of Studio and Performing Arts is comprised of the following disciplines: History of Art and Film, Studio Art, Dance, Drama, Music, Photography and Speech. The inclusion of these areas in a single department emphasizes the fact that these disciplines share common elements in form and content. At the same time, they lend themselves to an integrated approach for study. Major fields for study are Art History, Studio Art, Dance-Drama and Music.

Throughout history mankind has been enriched by the contributions of individuals who have performed or created works of fine art. Mindful of our rich cultural heritage, the Department of Studio and Performing Arts has as its educational objective the perpetuation of the fine arts traditions of the past while providing a fertile environment to encourage creative endeavors.

In addition to the courses of study (which are available to major and non-major students), the Department sponsors exhibitions of visual arts and photography, performances of dance, drama and music, film programs, lectures and other activities which bring aesthetic and cultural enrichment to the entire academic community.

### Faculty

Coordinator: Dr. W. Dean Eckert

#### Art and Film History:

Dr. W. Dean Eckert, Director  
N. Jean Fields  
Mary E. Fish (part-time)  
John H. Wehmer

#### Studio Art:

John H. Wehmer, Director  
W. Dean Eckert  
Mary E. Fish (part-time)  
Arthur L. Kanak  
Linda Mosley (part-time)  
Ruby Quarterman (part-time)

#### Dance/Drama:

Crazina O. Amonas, Director of Dance  
Dr. Wesley Van Tassel, Director of Theatre  
Dr. Penelope P. Biggs  
James H. Feeley  
Duane McGormley

#### Music:

Dr. Kenneth G. Greenlaw, Director  
Groff S. Bittner  
Allegra Swingen  
Cynthia LaFata

#### Part-time instructors in Music:

\*Jacob Berg (flute)  
\*Aleksander Ciechanski (cello)  
\*Robert Coleman (clarinet and saxophone)  
Christine Conover (violin)  
Linda Nash Eberhardt (accordian)  
Leona Greenlaw (organ)  
Dr. Nancy Rubenstein  
\*Fryderyk Sadowski (violin)  
\*Kenneth Schultz (brass instruments)  
Tom Strini (guitar)  
\*Robert Wisneskey (bassoon)  
\*Richard Woodhams (oboe)

\*St. Louis Symphony Orchestra members.



## Art History

A major in art history is offered within the Bachelor of Arts degree program.

### Requirements for the Major:

Seven courses in art history and two courses in studio art are minimum requirements for the major. No more than twelve art history courses and four courses in studio art may count toward the graduation requirement of 36 courses. Two years of a foreign language are required for the art history major.

### Facilities and Activities

Seminar and lecture rooms for art history studies are located in the Fine Arts Building. An extensive collection of slides provides illustrations for art history lectures. Resources for studying historical and contemporary examples of art in the metropolitan area are the St. Louis Art Museum, Steinberg Gallery at Washington University, commercial art galleries and galleries of other educational institutions. Monthly displays of works of art are held in the Harry D. Hendren and Lounge Galleries of the Fine Arts Building.

### Career Opportunities

The student with a major in art history may follow a career in teaching, museum work (curatorship, education and administration), commercial art gallery management, preservation and conservation, art journalism and criticism, art consultant, and governmental agencies relating to the arts.

### Art and Film History Courses

All courses in the history of art and film are available as distributional electives.

In addition to the standard course offerings in art history listed below, the student may include independent study, field study and an internship as part of the major program of study. The January term frequently provides travel opportunities for the study of works of art in Europe and Mexico.

**ART 114, 115, Art Appreciation (Evening College and Summer School only).** A study of form and content of selected works of art from the pre-historical era to the present. *Staff*

**\*ART 173 History of Film I 1894-1928.** The evolution of the film from the pioneering efforts of Edison, Mellies and Proter through D.W. Griffith, Sergei Eisenstein and Charlie Chaplin. Emphasis will be placed on the graphic history and evolving art of the film. Approximately 30 films will be shown. Lab fee \$15. *Fields*

**\*ART 254 Nineteenth Century Art.** Neoclassicism, Romanticism, Realism, Impressionism and Post-Impressionism in 19th century European Art. *Eckert*

**\*ART 255 Pre-Columbian Art.** The study of the arts and artifacts remaining from Indian cultures of the United States Southwest, Mexico, Central and South America. *Wehmer*

**\*ART 256 Baroque Art.** A study of the national and international aspects of baroque and rococo styles in European art. *Eckert*

**\*ART 257 Greek and Roman Art.** A study of Aegean, Greek and Roman Art. *Staff*

**\*ART 259 American Art I.** A study of American art from Colonial times to 1820 with emphasis on European influences and the development of indigenous styles. *Eckert*

**\*ART 260 American Art II.** A study of American art from 1820 to the Armory Show. *Eckert*

**\*ART 261 Twentieth Century Art.** A study of the "isms" which define the styles of European and American art in the early 20th century. *Staff*

**\*ART 262 Twentieth Century Art II.** A study of the reaction and interaction of the dominant styles of the 20th century from 1930 to the present with particular reference to the role of art in American culture and society. *Staff*

**\*ART 263 Oriental Studies I.** A study of the arts and literature of India, China and Southeast Asia in relationship to the religious and philosophical tenets of the cultures in which they flourished. *Eckert*

**\*ART 264 Oriental Studies II.** A study of the arts and literature of Japan in relation to the broad aspects of the esthetic traditions which have enriched Japanese culture. *Eckert*

**\*ART 266 Medieval Studies I.** A study of the arts and literature of the Christian world from the 4th to the 11th Centuries in relationship to the prevailing esthetic styles and the cultures in which these arts flourished. *Eckert and Staff*

**\*ART 267 Medieval Studies II.** A study of the arts and literature of the Christian world from 1000 to 1300 in relationship to Romanesque and Gothic styles and to the late Medieval culture in which these arts flourished. *Eckert, Staff*

**\*ART 271 History of Drawing and the Graphic Arts.** A study of the visual concepts, techniques and processes which have brought about the development of varied aesthetic traditions in drawing and the graphic arts. *Staff*

**ART 273 History of Film II 1928-1976.** The history of the film from the introduction of sound. Emphasis will be placed on German Expressionism, Italian Neo-realism, American genre, French New Wave and experimental films. Approximately 20 films will be shown. Lab fee \$15. *Fields*

**\*ART 280 Renaissance Art I.** The art of Italy and Northern Europe from 1300 to 1460 in relation to late Medieval and Renaissance culture. *Eckert*

**\*ART 281 Renaissance Art II.** The art of Italy and Northern Europe from 1460 to 1600 with consideration of the emergence of High Renaissance and Mannerist styles.

**\*ART 370 Seminar In Film.** A concentrated study of one aspect of the film. Content of the course will change from semester to semester. Students may study the films of one director, such as Federico Fellini, a genre such as the Western film, etc. Prerequisites: Art 173 and 273, or consent of the instructor. Lab fee \$15. *Fields*

## Studio Art

The student who wishes to major in studio art may elect a program leading to the B.A., B.S. or B.F.A. degree. The principal areas of study within studio art are: ceramics, design, drawing, painting, printmaking and sculpture. The student in consultation with an adviser plans a major program which will fulfill the area requirements in art for the appropriate degree and which will develop an emphasis of study in one or more of the studio areas.

### Requirements for the B.A. and B.S. degrees with a major in Studio Art:

The major in Studio Art for these degrees requires a minimum of seven studio art courses and two art history courses. No more than 12 studio courses and four courses in art history may be counted toward the graduation requirements of 36 courses.

#### Introductory Core:

Three courses: 106, 236, 208

#### Drawing:

One course

#### Painting/Printmaking:

One course

#### Three-dimensional Area (Ceramics, Sculpture, Other):

One course

#### Studio Art Electives:

One to five courses, in which an area of emphasis should be developed

#### Art History:

Two to four courses

### Requirements for the B.F.A. degree with a major in Studio Art:

The B.F.A. degree, the professional degree in studio art, requires a minimum of 16 studio courses and permits a maximum of 20. Four courses in art history are required for the degree. Although optional as a degree requirement, foreign language study is recommended.

#### Introductory Core:

Three courses: 106, 236, 208

#### Photography:

One course at a level appropriate to the student's experience

#### Drawing Core:

Three courses

#### Painting/Printmaking Core:

Four courses: one course in painting, one course in printmaking; two additional courses in either media

#### Three-dimensional Core (Ceramics, Sculpture, Other):

Four courses

#### Studio Art Emphasis:

One to five courses

#### Art History:

262, three additional courses

General requirements for the B.A., B.S. and B.F.A. degrees are outlined under descriptions of these degrees elsewhere in this bulletin.

A program in Art Education is offered for the student preparing to teach art in primary and secondary schools; this program may lead to the B.A., B.S. or B.F.A. degree. The completion of art requirements for the appropriate degree and the fulfillment of required courses in Education, including Student Teaching, leads to certification to teach art from the Kindergarten level through grade 12.

Art 106 (Introduction to Basic Design and Movement) and Art 236 (Design and Workshop) are foundation courses which are prerequisites for study in any of the art studio areas. These courses are normally taken in the Freshman year, one in each of the fall and spring terms.

The Studio Art Faculty reserves the right to retain a copy of prints done under its instruction. Works of student art in other media may be reserved by the Faculty for a period of up to two years following a student's graduation.



# Photography

The student who wishes to pursue an emphasis in photography studio art may elect a program leading to the B.A. or B.S. degrees.

## Requirements for an Emphasis in Photography:

Studio and art history courses: Art 106, Art 236, two studio courses (other than photography) and three courses in art history. Seven studio courses in photography: Art 184, Art 284, Art 384 and Art 302 (four full-credit courses).

General requirements: one course each in mathematics, chemistry, aesthetics and criticism.

Facilities for the developing of black and white film, and the printing and mounting of photographs are provided in the photography laboratories in Young Hall.

## Career Opportunities:

Internships available for the photography student include work in color photography, commercial photography, and photo-journalism through assignment as a photographer with one of the local newspapers. Internships may also be arranged with advertising agencies and public relations firms.

The photography program at Lindenwood will prepare a student for graduate work in photography, or for professional or commercial work when the course work is combined with appropriate intern experiences.

## Courses in Studio Art and Photography:

In addition to the standard offerings in studio art listed below, the student may include independent study, field study and an internship as part of the major program of study. The January term provides opportunities for unusual and specialized courses in studio art and for studio art experiences and the study of works of art in Europe and Mexico.

Art studio courses numbered above 200 may be repeated one or more times. Studio art courses are not open for audit.

**ART 105 Introduction to Studio Art (Evening College and Summer School Only).** An introductory course in the theory and practice of the basic elements of composition and design of two and three dimensional problems. Designed to provide the necessary background for continuation in specialized studio courses. *Staff.* Lab fee \$5.

**ART 106 Introduction to Basic Design and Movement.** An elementary course in art and dance involving a study of the elements of composition, including design in movement, in relationship to two or three dimensional problems. Not available for audit. *Amonas, Wehmer, Kanak.* Lab fee \$5

**\*ART 135 Applied Design for the Home.** A study of color, value, line, texture and balance is followed by student projects which utilize these elements of design. Projects include interior design and the design and construction of decorative items for the home. Lab fee \$5. *Staff*

**ART 184 Beginning Still Photography.** An introduction to the basic principles of still photography, basic camera and

darkroom techniques. The emphasis in the course is on the photographic image and on learning to see photographically. Lab fee \$10. *Staff*

**\*ART 208 Color Theory and Design.** A study of the properties of color and the optical effects in perception. The application of color theory through design problems using pigments, colored papers and other media. Lab fee \$5. *Eckert*

**ART 236 Design Workshop.** An exploration of three-dimensional space and design. Problems in the additive and subtractive processes will be concerned with open and closed space, mass and volume. Basic fabrication skills are taught. Fee \$10. *Kanak*

**ART 284 Intermediate Still Photography.** The student will study the work of selected photographers and select the work of one photographer for thorough criticism and analysis. Students will also complete assignments in photography and submit a portfolio of photography. Prerequisite: Two full-credit courses of studio art and Art 184. Lab fee \$10. *Staff*

**ART 300 Painting.** Painting in varied media with instruction and criticism appropriate to the need and level of the individual student. Prerequisite: Art 106 and 236 or consent of instructor. *Wehmer, Kanak.* (\$10 fee)

**ART 302 Selected Design Problems: Studio Art.** Problems in various media for the studio art student as an extension of study in a particular area beyond the normal course limitation. Work done in fulfillment of this course can be done within existing class structures combined with individual study. Prerequisite: 300-level courses in appropriate areas of study. Lab fee is assessed in relation to the nature of the study. *Staff*

**\*ART 311 Printmaking—Intaglio.** Printing with metal plates using the techniques of etching and engraving. Prerequisites: Art 106, 236 and 330. Lab fee \$20. *Kanak*

**\*ART 312 Printmaking—Collagraphy.** A form of printing which, because of its raised surface, is related to the relief process, but is printed in the manner of an intaglio print. Emphasis will be on the use of color and a large format. Prerequisites: Art 106, 236 and 330. Lab fee \$20. *Kanak*

**\*ART 313 Printmaking—Relief.** Basic techniques in woodblock and linoleum block printing in black and white and in color employing oil-based inks on a variety of papers and surfaces. Some experimentation with found-object printing, embossing and batik will also be included. Prerequisites: Art 106, 236 and 330. Lab fee \$20. *Wehmer*

**\*ART 314 Printmaking—Silk Screen.** This course will concentrate on the technique of silk screen printing as related to commercial art as well as to the fine arts. All of the materials and techniques used in silk screen printing will be explored including photographic silk screen. The aesthetic properties of the silk screen print either as a painting or as a commercial design will be the focus of the course. Prerequisites: Art 105, 236, and 330. Lab fee \$20. *Wehmer*

**ART 320 Sculpture.** Sculpture in varied media with instruction and criticism appropriate to the need and level of the individual student. Prerequisites: Art 106, 236, and 330, or consent of the instructor. Lab fee \$20. *Mosley*

**\*ART 323J Studio Art and Art History—Mexico.** A course in studio art and the history of art for students qualified in either area. San Miguel de Allende with its numerous art schools, galleries, and private studios will be the center for the study of drawing, painting, and related studio practice for the first 14 days of the course; the third week will be spent in Mexico City and environs, studying the art of ancient cultures on location or the relics in the Museum of Anthropology. Side trips to Teotihuacan, Tula, Cuernavaca, and other areas of archeological interest will be conducted during the week. The course concludes

with a final week in Merida, Yucatan. It will be spent seeing the Toltec-Mayan sites of Chichen-Itza and Uxmal. Prerequisites: Pre-Columbian Art History and any studio art course or demonstrated proficiency in drawing or painting. *Wehmer*

**ART 330 Drawing.** Drawing in all media with instruction and criticism appropriate to the need and level of the individual student. Prerequisites: Art 105 and 236. Lab fee \$10. *Wehmer, Kanak*

**ART 333 Stained Glass: Techniques and Tradition.** A course stressing the techniques of making stained glass pieces: windows, lampshades and decorative articles. The history of colored glass and its application will be briefly considered as well as field trips to studios and public buildings for first hand study of techniques and effects. Costs of materials will be responsibility of the students. Prerequisite: any studio art course. *Wehmer*

**ART 340 Ceramics.** Problems in designing with clay employing hand-built methods and the wheel. The techniques of preparing clay, glazing and firing of the kiln are learned. Prerequisites: Art 106 and 236. Lab fee \$35. *Mosley*

**ART 384 Problems in Photography.** An advanced course for the experimental photographer. The student will complete assignments involving experimentation with and manipulation of the photographic image. In addition, the student will design and complete a major project and submit a portfolio of mounted photographs. Prerequisites: two full-credit courses in studio art and Art 284. Lab fee \$10. *Staff*

## Dance/Drama

A student may elect a dance/drama major for the B.A. degree with an emphasis in either dance or drama.

The Physical Education Department in the Natural Sciences Division offers a B.S. degree in Physical Education with an emphasis in modern dance.

### Facilities and Activities:

The Lindenwood Colleges maintain a recently renovated 400 seat theatre in the Jelkyl Center for the Performing Arts where both drama and dance performances are held. Separate from the Jelkyl Center are the "Studio Theatre," a small experimental theatre developed and operated by students, and the Fine Arts Building Auditorium which provides additional stage areas for dance and drama. Because of the nature of the dance-drama program, students are encouraged to find, develop and experiment with a variety of spaces which are available on campus. Presentations include productions for the Jelkyl theatre, children's theatre, improvisational theatre, experimental productions designed, choreographed and directed by students, and the production of student-written scripts and original student dance compositions.

In addition to the stage areas, the technical facilities include a Strand-Century Multi-Q Memory lighting system, a design studio, and fully equipped scenery and costume shops. The large, air-conditioned dance studio is located in the Fine Arts Building.

With the assistance of the Missouri State Arts Council and the National Endowment for the Arts, the Department of Studio and Performing Arts annually brings nationally recognized dance and theatre companies to the Lindenwood campus for workshops, lecture-demonstrations and performances. In recent years Erik Hawkins, Gerta Zimmermann, Anna Halprin, Alwin Nikolais, the 5 x 2 Company, Meredith Monk and the House, New San Francisco Shakespeare Company, New San Francisco Mime, and Proposition, improvisational theatre from New York, have appeared at Lindenwood. The close proximity of the Lindenwood campus to St. Louis provides the student ample opportunities to attend performances by leading national and international dance artists and companies and to view professional drama at the Loretto-Hilton and American Theatres as well as presentations at numerous community theatres and neighboring colleges and universities.

## Dance

### Requirements for the Emphasis in Dance within the Dance/Drama Major:

Dance courses: 25 (one full credit), 27, 28, 80 (two full credits), 106, 302 (two full credits), 286, 385 and 387. Other courses: MUS 100 or 101, DRM 83, 132, 236 and 282.

The dance program fosters the creative use of movement through kinesthetic awareness and the development of both a critical sense and taste through practice and analysis. Individual and group creative projects evolve into performances for the studio and the theatre stage.

### Career Opportunities:

The student who has pursued an emphasis in dance may follow a career as a dancer, choreographer, dance historian, dance critic and teacher of dance.

### Courses in Dance:

Courses in dance are not available for audit. Dance 25, 28, 81 and 302 may be repeated. Dance 106 and 286 are available as distributional electives.

In addition to the standard offerings in dance listed below, the student may include independent study, field study and internship as part of the program for the study of dance.

**DAN 21 Beginning Creative Dance (½).** Basic creative dance problems for the beginning student. Dance exercises for body development and awareness of movement feeling will be stressed. Movement exploration and experimentation in basic body movements will be experienced in relation to sound and design, environment, and drama.

**DAN 25 International Folk Dance (½).** A study of the folk dance of various countries of Europe, Mexico, South America and the Orient. *Amonas*

**\*DAN 27 Analysis of Rhythm and Movement (½).** A study of space, time and force elements and their influence on body dynamics. Rhythm and form relationship, through performance, everyday movement, sports and dance will be stressed in lecture and laboratory. *Amonas*



**DAN 28 Ballroom Dance** (½). Study of traditional dance steps, positions and figures for the fox trot, waltz, rumba, tango and swing. *Amonas*

**DAN 81 Modern Dance** (½). Technique and theory of modern dance. The study of the dance elements of movement in space, time and dynamics. Principles of dance are applied to improvisation and performance. Prerequisite: DAN 21 or ART 106, or consent of the instructor. Can be repeated. *Amonas*

**DAN 106 Introduction to Basic Design and Movement.** An elementary course in art and dance involving the elements of composition, including design in movement, in relationship to two or three dimensional problems. Lab fee \$5. *Amonas, Kanak, Wehmer*

**\*DAN 204J Dance Workshop.** Group and individual involvement in various forms of dance: modern, ballet, tap, jazz, and ethnic. The student will have an opportunity to study various forms of dance to learn different technical approaches to dance. Individual and group dance projects will result from the workshop. No prerequisite. *Amonas*

**\*DAN 209J Dance Choreography.** A study of principles of dance composition. Individual and group projects will result from the workshop which will be presented in the Spring Term in Dance Program. The student is expected to do some choreography for individual and group dance. Prerequisite: dance experience or consent of the instructor. *Amonas*

**\*DAN 286 Dance History.** A historical study of the developments of dance as art and ritual, as social activity and as spectacle and entertainment. The course consists of lectures, discussions and attendance at dance concerts. *Amonas*

**DAN 302 Selected Design Problems: Dance.** Problems in movement, composition, choreography and production for the dance student as an extension of study beyond the normal course limitations. Work done in fulfillment of this course can be done within existing class structures combined with individual study. Prerequisite: appropriate course preparation in area of study. *Amonas*

**\*DAN 304J Dance in Action—New York.** A study of dance forms and the relationship of dance to other contemporary arts. The student will attend selected dance performances, observe studio work, and write on one aspect of the experience. Research for the paper may be done at the Lincoln Center for the Performing Arts and City Public Libraries. Prerequisite: Art 106 or a course in dance, or consent of the instructor. *Amonas*

**\*DAN 385 Historical Theatre Dance.** A study of 16th and 17th century dance forms and basic steps of national dances. The course includes the fundamentals of classic ballet techniques, pre-classic dances such as the pavane, galliard, courante, gigue and minuet, and national dances such as the polonaise, mazurka and czardas. Prerequisite: Dance 81 or consent of the instructor. *Amonas*

**\*DAN 387 Dance Composition.** Theory and practice of compositional elements and their application to the choreography of individual and group dances. Prerequisite: Dance 31 (one full-credit course) or Dance 385. *Amonas*

## Drama

### Requirements for the Emphasis in Drama within the Dance/Drama Major:

Drama Courses: 130, 232, 236, 238, 302 (two full credits), 330 and four electives in drama.

\*Offered alternate years.

Other Courses: DAN 106, one additional course in dance, and three courses in dramatic literature.

The drama curriculum is designed to meet the needs of students on an individual basis. The faculty advisor works with the student in designing a course of study unique to the student's background, abilities, and future plans. Following the completion of the required courses, the student may choose to specialize in playwriting, performance or technical theatre, or the student may select an array of courses with no specialization.

In addition to the scheduled courses available to the student, internships and field studies may be arranged with professional or community theatre companies. In the past Lindenwood students have interned with The Negro Ensemble Company in New York; Germinal Stage, a professional repertory company in Denver; The Playhouse in the Park in Cincinnati and The Barn Dinner Theatre in St. Louis. Student productions are also exchanged with neighboring universities in order that Lindenwood students may have an opportunity to perform their works in other spaces and before different audiences and to allow students to share the ideas and works of experimental theatre groups at other institutions.

### Career Opportunities:

Career opportunities for students with an emphasis in drama include graduate school, teaching speech and drama at the secondary level, working with children's drama groups, professional work in technical theatre and television, and performance and directing with community, regional and other professional groups.

### Courses in Drama:

Drama 130, 233, 234, 236, and 256 may be taken as distributional electives.

Each drama course carries with it a requirement, in addition to those outlined by the instructor, for a minimal amount of participation, usually three to four hours a week, in building or running a drama performance.

**DRM 083 Experimental Laboratory** (½). Students will explore new forms for the theatre. Emphasis will be on research, design and production of experiments for stage or other performance spaces. Prerequisite: Demonstrated competence in directing. *Staff*

**DRM 085 Playwright's Theatre Laboratory** (½). Students will direct plays written by students of the playwriting classes or scripts from any other source provided the playwright can be available for rehearsal and production. Prerequisite: demonstrated competence in directing. *Staff*

**DRM 109J Theatre in New York.** Students will spend January in New York and will attend plays on Broadway, Off-Broadway and Off-off-Broadway. Appropriate reading and writing projects will also be assigned. *Staff*

**DRM 120 Techniques of Creative Dramatics.** This course is designed to equip the classroom teacher or workshop leader with the necessary tools and skills for creating learning experiences with children by the effective use of their imaginations and innate improvisational abilities. *Staff*

**DRM 121 Producing Drama with Children.** Application of the techniques of creative dramatics to the production of a children's play with children as actors. This course will deal with problems of casting, rehearsing, staging and general production. *Staff*

**DRM 130 An Introduction to the Theatre.** The student will study the major forms of drama, styles of acting and production, and the various tools and techniques of the actor, director, designer and technician. *Van Tassel*

**DRM 131 Improvisational Theatre.** Using the techniques developed by Viola Spolin and Joseph Charkin, the students will engage in selected exercises and theatrical games designed to heighten the actor's awareness, perception and response. The course will be process oriented and a production may or may not result. *Staff*

**DRM 132 Theatrical Make-Up Workshop.** This course is designed to provide the actor with the necessary skills to aid in the visual and emotional communication of character by use of make-up. Although the emphasis will be on makeup for the stage actor, there will be some discussion and practice of make-up for the television and film actor. *Staff*

**DRM 139 Theatre Production Workshop: Secondary Education.** Following research into the problems of producing a play in the secondary education settings, students will learn to make ground plans, design scenery, make flats and platforms, construct props, design and sew costumes, work with hand and power tools, operate sound and light equipment, hang and focus instruments, run technical rehearsals, plan and write cue sheets, etc. The course is designed for the secondary education teacher who has been given the responsibility of "getting a show up," but has not had experience in the technical aspects of theatre. Lab fee \$10. *Staff*

**DRM 231 Acting Workshop.** Emphasis on basic acting techniques: improvisation, reading, character analysis and development. Exercises designed to enhance concentration, imagination, perception and cooperation. Offered in conjunction with Directing 232. *Staff*

**DRM 232 Directing Workshop.** A study of the problems of play directing, including casting, rehearsing, and production. Direction of selected scenes in conjunction with Acting 231. *Staff*

**\*DRM 233 Shakespeare and English Drama to 1600.** A study of English drama before 1600, with emphasis on the principal comedies and historical plays of Shakespeare. *Feely*

**\*DRM 234 Shakespeare and English Drama 1600-1642.** A thorough study of the major tragedies and tragi-comedies of Shakespeare, together with selected plays by other Stuart dramatists. *Feely*

**DRM 236 Design Workshop.** A theoretical and practical study of the control of body movement in space. Following a study of both actual and perceived movement of the human body through time and space, the student will learn the drafting, drawing and carpentry skills necessary to the construction of controlled environments. Continuing laboratory experiences include work in the carpentry shop, construction of two and three-dimensional structures, assistance in technical aspects of departmental presentations (concert, dance, drama, exhibits) and projects chosen by the student. Lab fee \$10. *Staff*

**DRM 238 Beginning Play Writing.** The student will write two one-act plays and read and analyze the work of selected playwrights—their plays and their theoretical writings. Plays from the class will be selected for production in the playwrights theatre. *Staff*

**\*DRM 256 Greek Drama.** Readings of representative works of Aeschylus, Sophocles and Euripides, with attention to the cultural background. Through discussions and additional readings, the class will attempt to develop a concept of tragedy, using Aristotle's *Poetics* as the starting point. Selected plays of Aristophanes will round out the picture of Greek drama as well as providing further insight into their times. *Biggs*

**DRM 281 Design for the Stage I.** Students will survey the history of design and lighting for the theatre and dance beginning with Appia and Craig. Emphasis will be on designing for the modern audience. Students will study various portfolios and will begin to develop their own portfolios. Portfolios will include perspective drawings, color renderings and light plots. Prerequisites: Art 106 and 236. Lab Fee. *Staff*

**DRM 282 Design for the Stage II.** Following a study of light theory and the effect of light on pigment, fabric and make-up, the student will study the principles of costume design for the actor and dancer, and then will begin a portfolio of figure sketches for fashion and color renderings of finished costume designs. Each student will construct at least one complete costume by his own design. Prerequisites: Art 106 and 236. *Staff*

**DRM 302 Selected Design Problems: Drama (½ or 1).** A course in play production. Students enrolled in the course will serve as cast and/or crew of major productions. This course is recommended for students interested in management, public relations, advertising and public information, as well as those interested in lights, sound, set design, costume and properly design and set construction. May be repeated. *Staff*

**DRM 330 Theatre Seminar.** A study of selected playwrights and dramatic theorists with consideration of their thought and impact on both the drama and modern intellectual society. May be repeated. *Staff*

**DRM 333 Advanced Play Writing.** The student will continue investigation into the writings of selected writers and will complete a full-length play. Prerequisite: DRM 238. *Staff*

**DRM 381 Advanced Design for the Stage I.** Students will survey the history of design and lighting for the theatre and dance since the time of Gordon Craig and Adolph Appia. After extensive research in light design for the modern stage they will demonstrate competence in lighting the stage space for either theatre or dance. Considerable time will be spent in development of the student's portfolio of designs. Prerequisite: DRM 281 or consent of instructor. *Staff*

**DRM 382 Advanced Design for the Stage II.** Following experiments and research in the effect of light on pigment, fabric, and make-up, students will do extensive research in history of fashion with emphasis on translating historical accuracy to the stage with dramatic design for theatre or dance. Competence in the construction of costumes will be demonstrated. Considerable time will be spent in development of student portfolios of designs. Prerequisite: DRM 282 or by consent of instructor. *Staff*

## Music

The student who wishes to major in music may elect one of the following four degree programs: the B.M. (performance specialization), the B.M.E. (music education specialization with teacher certification), and the B.A. and B.S. degrees with majors in music (designed for specializations outside of performance or music education, such as music history and literature). Admission to the B.M. or B.M.E. programs is by jury audition. The requirements for each are given below.

### Requirements for a Major:

#### B.M. 20 courses in Music as follows:

Theory—Music 302\*, 303, 304 (3 courses)  
History of Music—Music 355, 356, 357 (3 courses)  
Literature of Music—2 courses, chosen to suit major instrument of the student

#### Applied Music

Major instrument (5½ courses)  
Minor instrument (1 course)

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)  
Electives in Music (3½ courses)

#### B.M.E. 18 courses in Music as follows:

Theory—Music 302, 303, 304 (3 courses)  
History of Music—Music 355, 356, 357 (3 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 piano or organ.

Ensembles (2 courses)  
Electives in Music (1½ courses)

#### B.A. or B.S. with a major in Music 12 to 16 courses in Music as follows:

Theory—Music 302\*, 303, 304 (3 courses)  
History of Music—Music 355, 356, 357 (3 courses)

#### Applied Music

Major instrument (2 courses)  
Minor instrument (1 course)

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

Ensembles (2 courses)  
Electives in Music (1 to 5 courses)

\*Successful completion of Music 101 or proficiency examination required for admittance to the course.

### Career Opportunities: Music

PERFORMANCE: B.M. Degree

MUSIC EDUCATION: B.M.E. Degree Program (provides certification to teach music in the public schools, grades K-12). For college, university or conservatory teaching, either the B.M., B.M.E., B.A., or B.S. degree might be pursued, depending upon the area of specialization. Graduate work would be essential. Electives and requirements are worked out on an individual basis.

CHURCH MUSIC: B.A. or B.S. degree with music major and religion minor, as outlined in catalog. Internship in a church music program in junior and/or senior year may be arranged.

MUSIC LIBRARIANSHIP: B.A. or B.S. degree with music major and

EDU 241 Library Administration  
EDU 242 Cataloging and Classification  
EDU 243 Reference and Bibliography  
EDU 244 Selection and Acquisition of Library Materials  
Internship in a library with a strong music collection in senior year may be arranged.

MUSIC BROADCASTING: B.A. or B.S. degree with a double major in Music and Broadcasting courses to be chosen with consent of the department. Music courses as outlined in catalog.

MUSIC JOURNALISM: B.A. or B.S. degree with a double major in Music and Journalism Internship in a newspaper may be arranged.

MUSIC BUSINESS (sales)

MUSIC ARTS MANAGEMENT: For careers in music sales, concert and arts management, the B.A. or B.S. degree with a music major (as described in the catalog) should be pursued with additional courses in Business Administration chosen on an individual basis through the advice of the B.A. department. Internships may be arranged.

MUSIC THERAPY: B.A. or B.S. degree with a double major in Music and Psychology. Graduate work essential.

### Facilities and Activities

The facilities for the study of music, housed in the Memorial Arts Building, include well appointed studios for private and group music instruction, a lecture and listening classroom with an outstanding quadrasonic sound system, practice rooms, and an attractive parlor where solo recitals and chamber music performances are frequently presented. Other campus facilities where musical performances are offered are the Jelkyl Center for the Performing Arts which accommodates a 9-foot Steinway concert grand piano; Sibley Chapel which houses a two manual baroque pipe organ, and the College Chapel.

Lindenwood's proximity to St. Louis places a major cultural center as its students' disposal. Frequent attendance at performances in St. Louis is expected to be a part of each year's activities for the music student. In addition, many of Lindenwood's artist-teachers are heard in faculty recitals on the campus each year. Attendance at these recitals, as well as those presented by students in the department, and at concerts of the college ensembles, is an integral part of the music major's applied music program.

One of the most successful means to achieving an understanding of music in Western society, with all its inter-actions and stylistic reflections, is to visit some of the great music centers of Europe. The European Music Seminar offers both music majors and non-majors the

unique opportunity to visit historic concert halls, opera houses, cathedrals, palaces, and homes where great composers lived and worked. In addition to hearing many excellent performances, students in the seminar gain a keen insight into how the environment of the composers might have influenced their compositions. Observation of the European audiences and their involvement with the music makes an understanding of the temperament of the European peoples more accessible as well. It is hoped that every music major will be able to take advantage of the opportunities this course provides sometime during his or her years at Lindenwood.

### Courses in Music:

In addition to the standard course offerings in music listed below, the student may include independent study, field study and an internship as part of the major program of study. The January Term provides opportunities for specialized courses in music and for study abroad by enrollment in the European Music Seminar.

**MUS 100 Introduction to Music.** A course designed for the student not concentrating in music but who wishes to increase his enjoyment and understanding of music. *Swingen*

**MUS 101 Introduction to Music Theory.** Fundamentals of harmony, sight-singing and dictation. *LaFata*

**MUS 200J European Music Seminar: Vienna (January).** Visits to historic concert halls, opera houses, cathedrals, palaces and homes where great composers lived and worked. Preparatory readings, attendance at concerts, recitals, operas, and ballets with discussions following. *Greenlaw*

**MUS 270 Piano Pedagogy.** A course designed for the student interested in maintaining his own private studio. A study of pedagogical techniques, graded literature and materials and other problems related to the teaching of private lessons in piano. *Swingen*

**MUS 302 Theoretical Foundations of Music.** Further development of skills in harmony, sight-singing and ear training. Prerequisite: Music 101 or equivalent proficiency. *LaFata*

**MUS 303, 304 Theoretical Foundations of Music.** A continuation of Music 302, in which principles of musical composition are approached from the bases of both theoretical and historical development. Further work in harmony, sight singing and ear training. Studies in counterpoint and form and analysis. Prerequisite: Music 302. *Greenlaw, Bittner*

**MUS 321T, 322T Piano Literature.** A study of the complete solo piano compositions of major composers from the Baroque period to the present. Standard works chosen from the concert repertoire will receive an analytical and stylistic study. Use of the keyboard and extensive listening assignments will be an integral part of the course. Prerequisite: Consent of the instructor. *Bittner*

**\*MUS 355 History of Music.** Medieval through Classical. *Staff*

**\*MUS 356 History of Music.** Romantic. *Swingen*

**\*MUS 357 History of Music.** The development of contemporary music from its origins in the Near East and Ancient Greece to the present day. The evolution of musical style. Prerequisite: Some previous academic work in music, or the consent of the instructor. *Bittner*

**383 Conducting (½)**

**384 Conducting (½)**

**385 Conducting (½)**

**386 Conducting (½).** Score reading, conducting techniques, rehearsal procedures, organizational problems, selection of repertoire, and arranging. Prerequisite: Music 302, or consent of instructor. *Greenlaw*

### Applied Music

1. Piano Class (beginners only) (½) Bittner.
2. Piano (private lessons) (¼, ½, ¾†, or 1† course) Bittner and Swingen.
3. Organ (private lessons) (¼, ½, ¾†, or 1† course) L. Greenlaw.
4. Voice (private lessons) (¼, ½, ¾†, or 1† course) LaFata.
5. Orchestral Instruments (private lessons) (¼, ½, ¾†, or 1† course)
  - Violin, Viola—Sadowski, Conover.
  - Cello, Double Bass—Cichanski.
  - Flute, Piccolo—Berg.
  - Oboe, English Horn—Woodhams.
  - Bassoon—Wisneskey.
  - Clarinet, Saxophone—Coleman.
  - French Horn, Trumpet, Trombone—Schultz.
  - Classical Guitar—Strini.
  - Accordian—Eberhardt.

#### †Credit

¼ course credit is given for one half-hour lesson per week.

½ course credit is given for one hour lesson per week.

¾ and 1 course credit, available only to students in the B.M. program and in the junior and senior years respectively, is given for one and one-half hours and two hours of private instruction per week.

The content of courses in applied music is listed below for the guidance of the student and is therefore a flexible rather than rigid description of the course requirements. All students enrolled in applied music for credit will perform before a faculty jury at the end of each long term. All music majors must pass a piano proficiency examination before graduation. All music majors are required to enroll and participate in at least one ensemble each long term. B.M. and B.M.E. candidates are required to perform in a solo capacity in a student recital or the equivalent each long term.

Recitals, concerts and other programs sponsored by the Music Department are an integral part of the applied music program for the music major. Credit in applied music may therefore be withheld or reduced if an adequate attendance record at these events is not maintained by the student majoring in music.

#### Applied Music Requirements for B.M.

B.M. candidates must pass one level each year in the major instrument and present full recitals in the junior and senior years. Recitals shall be presented only with the consent of the faculty of the Music Department.

#### Applied Music Requirements for B.M.E.

B.M.E. candidates must pass the second level in the major instrument before graduation and may, at the discretion of the instructor and the Music Department faculty, present a recital in the senior year.

#### Applied Music Requirements for B.A. or B.S. with a major in music and for non-music majors

Work for these students will be outlined by the instructor to meet individual needs and aims; thus, they will not be required nor expected to follow the specific descriptions of the levels listed in the catalog.

## Voice

- Level One. Easy classic songs in English and Italian.  
Level Two. Italian, German, French and English songs and easier arias from opera and oratorio literature.  
Level Three. Classic, romantic and modern song literature and more advanced arias from opera and oratorio.  
Level Four. An accumulated repertoire sufficient to present a full recital, with works in at least three languages.

## Piano

- Level One. Representative works from the classic and romantic periods.  
Level Two. A Bach Invention; Mozart, Haydn, or Clementi sonatas.  
Level Three. Prelude and Fugue by Bach, Continuation of classical literature. Sonata by Beethoven.  
Level Four. A larger work by Bach. A solo work by a 19th century composer. A solo work by a 20th century composer.

## Other Instruments

To be determined by the individual instructor along the lines noted above for Voice and Piano.

**\*MUS 10 Instrumental Techniques: Strings** (¼). The teaching of violin, viola, cello, and bass in the classroom. *Bittner*

**\*MUS 12 Instrumental Techniques: Woodwinds** (¼). The teaching of the clarinet, flute, oboe, saxophone, and bassoon in the classroom. *Staff*

**\*MUS 13 Instrumental Techniques: Brass** (¼). The teaching of the trumpet, trombone, and horn in the classroom. *Schultz*

**\*MUS 14 Instrumental Techniques: Percussion** (¼). The teaching of percussion instruments in the classroom. *Schultz*

**\*MUS 15 Piano Pedagogy Workshop** (¼). Practical application of techniques learned in Music 270 (Piano Pedagogy) under supervision of the Chairman of the Preparatory Division of the Music Department. Prerequisite: Music 270 and concurrent enrollment in Music 2. *Swingen*

## Musical Organizations

**MUS 20 Choir** (¼). Open to all students. *Greenlaw*

**MUS 40 Vocal Chamber Music Ensemble** (¼). Open to all students by audition. *Greenlaw*

**MUS 60 Orchestra** (¼). Open to all students who play orchestral instruments, by audition. *Greenlaw*

**MUS 70 Band** (¼). Open to all students who play woodwind, brass or percussion instruments, by audition. *Staff*

**MUS 80 Instrumental Chamber Music Ensembles** (¼). Open to all students by audition. *Staff*

**NOTE:** Only the following courses are available for distributional requirement:  
MUS 100 Introduction to Music  
MUS 101 Introduction to Music Theory  
MUS 200J European Music Seminar

\*Offered alternate years.

# Communication Arts

Communication Arts is not offered as a major or as an area of emphasis. These courses are offered to supplement general liberal arts education, business administration, theatre course offerings, and to allow teacher certification.

**CA 031 Human Relations** (½). **Evening.** An introduction to the principles of human relations with an emphasis on verbal communication and basic general semantics. *Fleishman*

**CA 190 Effective Speaking.** A practical course combining traditional approaches to speaking and the newer theories of verbal communication. Application of techniques for both formal and informal speaking will be emphasized. *Staff*

**CA 198 Interpersonal Communication.** The study of communication dynamics embracing scientific as well as humanistic perspectives on human communication, on a one-to-one basis, including the study of non-verbal as well as verbal communicating, feedback, credibility and practical application. *Staff*

**CA 199 Persuasion/Debate.** Study of the persuasion process and how it is used in daily communication, advertising, politics, speech writing. Debate will include basic technique and application of persuasion principles. *Staff*

**CA 298 Oral Interpretation.** Introduction to the practice and principles of reading prose and poetry to audiences; analysis, interpretation and evaluation. Recommended for students in education, drama and English. *Staff*

**CA 299 Argument, Debate, Discussion.** Examination and analysis of contemporary issues provide the basis for the study of the processes governing the exchange and influence of opinion. *Staff*

**CA 389 Public Relations. Evening.** A study of the theoretical and practical concepts of the purposes and functions of public relations. Primary emphasis will be placed on evaluation of public opinion, selection of media and message, and the organizational and environmental aspects of public relations. *Fleishman*

## Philosophy

(See Language, Literature, Philosophy and Religion)

# Special Academic Programs

## **Bachelor's Degree Program for Graduates of Schools of Diploma Nursing and Community College Graduates With an Associate Degree in Nursing**

Lindenwood offers a program whereby graduates of an accredited diploma school of nursing or nurses with associate degrees can receive a bachelor's degree. These students have a subject area concentration in one of the areas offered by The Colleges.

School of nursing diploma graduates may be awarded 9 courses of practicum credit toward the bachelor's degree for their clinical training and theoretical courses in nursing. Nurses with associate degrees receive 6 courses of practicum credit. Additional credit will be given for transferable college level courses in science, humanities, and social sciences.

A number of students have found it beneficial to attend Lindenwood for a year or more upon graduation from high school before entering a School of Nursing diploma program. Such students may return to Lindenwood to finish their studies for a degree after completion of nursing training.

Because the educational background of prospective students will vary, Lindenwood will evaluate each student's transcript individually. The student will be assigned an adviser who will work with the student in tailoring a degree program which will best suit the need of the particular student.

## **Academic Program for Nursing Students Conducted at St. Luke's Hospital in St. Louis**

The Lindenwood Colleges have an affiliation with St. Luke's Hospital School of Nursing of St. Louis, whereby nursing students are admitted to The Lindenwood Colleges as Special Students and enroll in courses for college credit as part of their

School-of-Nursing diploma program. Examples of courses offered include Anatomy and Physiology, General Chemistry, Concepts of Sociology, English Composition, Introductory Psychology, Human Development, Microbiology, Nutrition, and the Psychology of Aging. These courses are taught by Lindenwood faculty at the *School of Nursing*. Deans and faculty members of The Lindenwood Colleges work closely with the Director and faculty of St. Luke's Hospital School of Nursing in curriculum planning and student advising.

## **Inservice Programs in Cooperation with Religious Institutions**

The Lindenwood Colleges provide opportunities for students to earn college credit by pursuing internships, field studies, independent terms, and independent studies in the work of religious institutions. The studies may be performed in a variety of disciplines, including art history, business, education, English/journalism, history, music, physical education, political science, psychology, religion and sociology.

Ecumenical in nature, the program provides services to any religious institution able to participate, and in turn offers extensions of the classroom experience for the student. In addition, the program brings the activity of religious institutions into the purview of the college student at a critical time in his or her life.

Programs of academic study for adults associated with religious institutions are being developed. A dialogue with church and synagogue leaders, directors of ecumenical programs, and laymen has been maintained since the spring of 1974 with a view toward developing courses of study and audio-visual resources for the work of laymen from religious institutions in those areas which are part of

the traditional liberal arts curriculum. Lindenwood IV students may earn baccalaureate and master's degrees in religious studies through a self-designed program.

### **Consortium Programs**

The Lindenwood Colleges belong to a consortium of colleges of Greater St. Louis. The consortium includes Fontbonne College, Maryville College, and Webster College. Lindenwood students may enroll in courses offered by the colleges of the consortium and count those courses as part of their degree program. No additional tuition cost is involved.

Through adjunct professorships and other arrangements with other colleges, hospitals, technical schools, radio and television stations, advertising agencies, and governmental agencies, internships and field experiences are available in a variety of subject areas, for some of which course credit is given.

Exchange programs are available, particularly during the January term, with the consortium colleges and with certain other colleges and universities.

### **Lindenwood/Washington University Three-Two Plan Leading to an Engineering Degree**

The Three-Two Plan is a program designed to enable Lindenwood students to complete three years of study in the liberal arts and then to take a two-year intensive course at the Sever Institute of Technology of the School of Engineering and Applied Science of Washington University. At the end of the full course of study the student will receive a Bachelor of Arts or Science Degree from Lindenwood and a Bachelor of Science in Engineering Degree from Washington University.

The Sever Institute in establishing this cooperative program with liberal arts colleges has done so in the conviction that "the program will provide engineers who are more adequately prepared to meet the increasing concern and involvement of engineering with the social, political, economic, and environmental problems of the world."

During the three-year liberal arts phase of the program, the student may select an area of concentration in any discipline as long as the following minimum requirements are met for entry into the engineering program: (1) a minimum average grade of B- (courses with grades below C will not transfer.), (2) Calculus through differential equations, (3) one year of calculus-based physics, (4) one year of chemistry with laboratory, (5) one course in computer programming (waived for electrical engineering), (6) at least six courses in humanities

and social sciences with three of those courses being in a single field. For entry into Chemical Engineering, a one-year course in organic chemistry would have to be included.

Options for the student during the two-year engineering phase include concentrations in: (1) Applied Mathematics and Computer Science, (2) Chemical Engineering, (3) Civil Engineering, (4) Electrical Engineering, (5) Mechanical Engineering.

### **Lindenwood/George Warren Brown School of Social Work Three-Two Plan**

The Lindenwood Colleges and the George Warren Brown School of Social Work of Washington University have a three-two arrangement by which qualified candidates may complete the baccalaureate degree at Lindenwood and the Master of Social Work degree at George Warren Brown in five years, rather than the normal six years.

In order to accomplish this:

1. The student must complete all general education and departmental requirements for the Lindenwood degree in the first three years. Only electives may remain in the student's baccalaureate program at the time of entering the Master of Social Work program.
2. The student must have an outstanding academic record, and must apply to George Warren Brown School of Social work for admission following the junior year.
3. Lindenwood will certify to George Warren Brown that the student has fulfilled all specific degree requirements, and that the student will be eligible to graduate from Lindenwood at the successful completion of the first year's work at the George Warren Brown School of Social Work.
4. George Warren Brown will certify the successful completion of that year's work to Lindenwood, and the student will be eligible to graduate from Lindenwood, while continuing to be a student in the School of Social Work for an additional year.



### Continuing Education Program

The Lindenwood Colleges are committed to a program which encourages men and women, 25 years of age or older, to begin or complete college work for personal enrichment or occupational competence.

Adult students enrolled in this program at Lindenwood I, II or III (evening college) are classified as "Special Students" and are qualified to pay their tuition at the by-the-course rate. They may receive credit toward a degree through examination under the College Level Examination Program (CLEP). A satisfactory score is one which equals or exceeds the fiftieth percentile on the national college sophomore norm, a scaled score of approximately 500. Credit will be allowed for all the general examinations except English

and may be allowed on specific subject matter tests with permission of the appropriate departmental chairman.

### Air Traffic Controllers

Upon presentation of certification of Phase V status, an Air Traffic Controller is awarded credit for up to a maximum of 12½ courses (see next page) towards a bachelor's degree program.

Additional work in military, technical, or FAA-sponsored courses will be individually considered.

FAA supervisory personnel who have completed the Management Training Course at Lawton, Oklahoma, will, in addition to the above, be awarded credit for 2 courses in management.

### Exemptions and/or Advanced Placement

Students of The Lindenwood Colleges who feel that their past experience, background and study provide them with the equivalent content of courses at The Colleges can apply for exemptions from these courses.

Forms to request exemptions or advanced placement are available in the offices of the deans. The appropriate department chairman and dean will act upon these requests. The Lindenwood College for Men Curriculum Committee, acting on behalf of the Educational Policies Committee, oversees policies and procedures affecting exemptions and advanced placements. An evaluation fee is charged for exemption credit.

### Practicum Credit

The degree programs of The Lindenwood Colleges are designed to permit each student unusual opportunity to construct an academic program of particular relevance within the framework of the liberal arts and sciences. Using the liberal arts as foundation, The Lindenwood Colleges have been developing career-oriented programs. The faculty of The Lindenwood Colleges endorsed a proposal whereby the deans and department chairmen can utilize the practicum method of recognizing non-traditional work. In this way The Colleges can grant academic credit for work and study in nursing schools, trade and technical schools, job experience, social services, laboratory experience and work in the communications field. A student can utilize up to a maximum of nine courses of practicum credit toward the completion of any degree. The





Curriculum Committee of Lindenwood College for Men has authorized practicum credit for the successful completion of a number of specific programs and experiences:

Nine courses of practicum credit are awarded to graduates of Diploma Schools of Nursing, and six courses of practicum credit are awarded to nurses with associate degrees.

Air Traffic Controllers with certificates at the Phase V level are awarded nine courses of practicum credit toward a bachelor's degree.

Nine courses of practicum credit are awarded to students who have completed the course of study in the School of Radiologic Technology at the Mallinckrodt Institute of Radiology and other accredited schools of radiologic technology. Seven courses of practicum credit are awarded to students who have completed the course of study at Gradwohl School of Laboratory Technique and other similarly



accredited institutions training Medical Laboratory Technicians.

A Certified Professional Secretary is awarded 1½ courses of practicum credit.

Some departments of The Colleges have designed career-oriented degree programs which utilize practicum credit toward fulfilling the requirement for a specific degree. Examples of such degree programs include a bachelor's degree program in Sociology with emphasis in Urban Planning and Design, a degree program in Sociology with emphasis in Computer Resources, a degree program in Sociology/Administration of Justice, a BFA degree in Career-Oriented Studio Art.

Application forms for practicum credit are available in the Office of the Dean of Lindenwood College for Men. The Curriculum Committee of Lindenwood College for Men reviews practicum credit for The Lindenwood Colleges. An evaluation fee is charged for the awarding of practicum credit.

# Summer Session

The Lindenwood Colleges Summer Session operates an eight-week term each year. Courses are offered in most departmental areas of The Colleges.

The summer term is designed to serve five types of students:

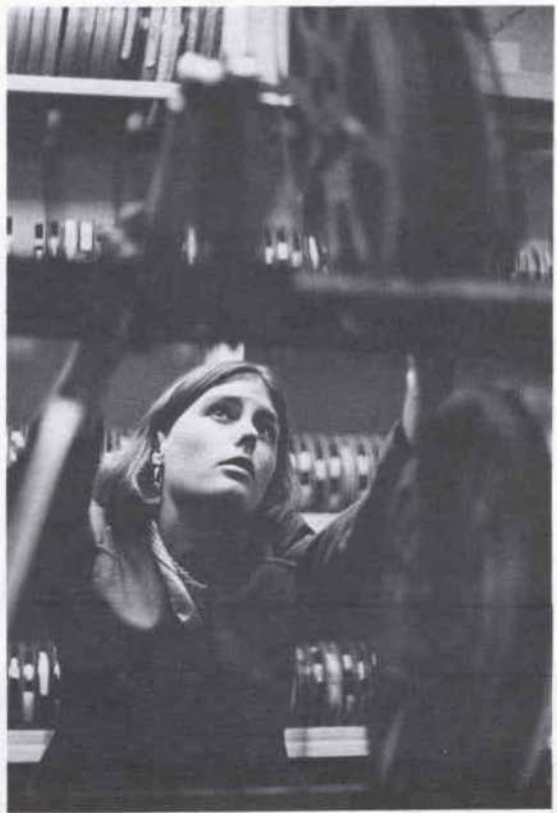
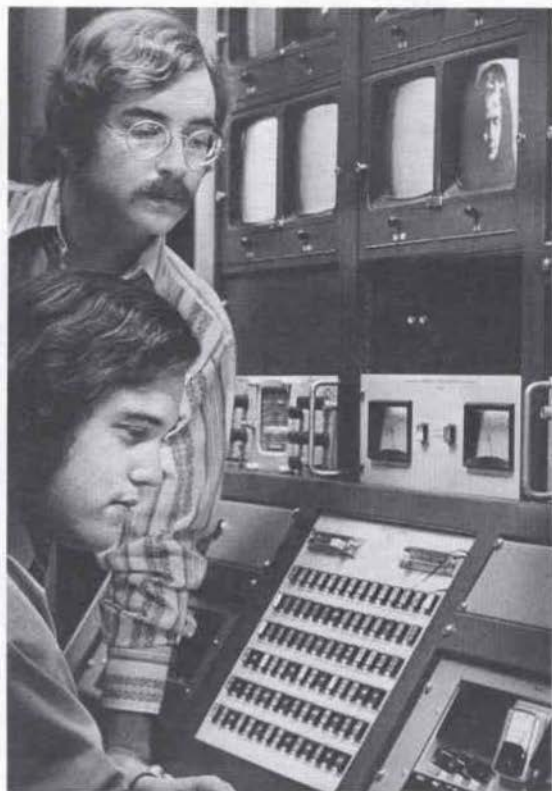
1. The Lindenwood student who wishes to diversify or accelerate a program. Each year some students begin their Lindenwood careers by enrolling in the summer term.
2. Public school teachers who wish to finish degrees, qualify for certificates in an area such as school librarianship, or obtain graduate courses or degrees that will add to their teaching skills.
3. Students from other colleges and universities

who live in the St. Charles-St. Louis area and want summer courses while living at home.

4. High school students who want to take college courses and bank the credit until they are ready to enter college. A number of Lindenwood summer courses are open to high school juniors and seniors each year.
5. Non-degree students who want enrichment courses or who wish to test out a decision to attend or return to college.

Two courses constitute the normal load in the summer session. Permission to enroll for a larger load must be obtained from the Director of the Summer Session. Both day and evening courses are available during the summer.





# Off-Campus Studies

## Field Study and Internship

With The Colleges' self-concept as a liberal arts institution, Field Study and Internship experiences are available in most areas. Field Studies and Internships are normally done off-campus. These valuable education experiences provide the opportunity to obtain academic credit by applying classroom knowledge to a career or other life-experience situation. The value of these programs is for some students a fuller understanding of the academic subject, and for others a clarification of career goals. Some interns are hired as employees directly upon graduation.

A sampling of actual Field Studies and Internships carried out by Lindenwood students illustrate the variety of experiences available: eight students who worked in radio stations had the opportunity to do programming, produce commercials and newscasts; to edit, write and research news stories and news specials; to gather news, conduct interviews, write copy, and handle traffic and production. In TV, one student was seen daily broadcasting the NBC noon weather, and another appeared nightly on CBS's "Newsroom." A third concentrated on TV photographic publicity. Several did copywriting for advertising agencies. Other choices were market research; public information for the State of Missouri; commercial art; business retailing, advertising, and accountancy for a department store; the management of a riding stable. One designed and decorated condominiums. Newspaper reporting, editing, writing, layout and photography occupied six others.

Several new words were added to a new computer language, a teachers' resource learning center was set up, and a Comprehensive Plan for the City of St. Charles was developed, all with the aid of Lindenwood students during field studies.

A considerable number of individuals primarily concerned with social welfare and education participated in the testing of abnormal children, helped to teach handicapped children and retarded adults, did field studies in interpersonal behavior and health care, counseled male parolees at a Halfway House, and received apprentice training in the Missouri State Welfare Department.

In laboratories, studies were made of the freeze-fracture technique of tissue preparation, the procuring and analysis of micro-organisms; in hospitals, others learned physical therapy with an emphasis on home-care techniques. Two tracked down environmental pollution in Florida.

A pre-divinity student spent her internship participating in the work and activities of an Episcopal Church, and a music major served as assistant to the chairman of a high school music department. An art history major classified ceramics and porcelains at the St. Louis Art Museum.

When two or more course credits are awarded, the experience is called an Internship, less than two courses of credit is a Field Study.

Some students elect to enroll in Field Study and Internship courses at the same time they enroll in regular on-campus courses. Other students elect to devote an entire term to an Internship experience.

Application forms for Field Study and Internship are available in the Office of the Dean of Lindenwood College for Men. The Lindenwood College for Men Curriculum Committee reviews Field Studies and Internships for The Lindenwood Colleges. There is no extra tuition charge for enrolling in a Field Study or Internship.



## The January Term

Since 1968, Lindenwood has participated in the 4-1-4 Conference (now the Association for Innovation in Higher Education) and the utilization of the January Term for foreign study or other special projects. Lindenwood Art, English, Foreign Language, History, Music, Physical Education, Biology, Sociology, and Communication Arts courses have been held in England, Italy, Greece, France, Sweden, Austria, Mexico and the Bahamas.

Most courses are conducted by Lindenwood faculty and are included in Divisional or Area of Concentration course listings. Students may also spend the January Term in field study, internship or self-designed independent study projects to be completed off-campus, either in this country or abroad.

## Junior Year Abroad

The Lindenwood Colleges require that all foreign study for which degree credit is given must contribute to the student's academic program. The student has two options: (1) an established program supervised by an American college or university with credits transferred to the Lindenwood transcript, or (2) independent study, either under the direction of a member of the Lindenwood faculty or under foreign instruction recognized by the sponsoring member of the Lindenwood faculty, for which papers, examinations, or other acceptable indications of achievement are submitted to establish credits. Either option must be approved by the department of study at Lindenwood which will recommend credit.

To be eligible for a foreign study program presented for academic credit, the student must (1) have junior standing, except in unusual cases; (2) have a grade point average of 3.0; (3) have facility in the spoken language of the country in which he is going to study as determined by the Lindenwood Language Department; (4) satisfy the committee approving his program that he has the self-reliance and maturity needed for such an undertaking; and (5) have a definite educational objective acceptable to the chairman of the department which will recommend the credit.

Applications for study abroad must be filed with the appropriate department chairman and with the designated committee by February 1 of the year preceding the proposed program. Final approval of the program and of the credit to be granted after completion of the study, rests with the appropriate Dean who acts upon the recommendations of the department chairman and the committee.

All responsibility for travel, finances, application for admission to a foreign institution when applicable, and other necessary arrangements rests with the student.

## **Drew University United Nations Seminar**

Through direct contact with agencies and individuals within the United Nations, participating students come to know and understand the intricacies and functioning of international organization.

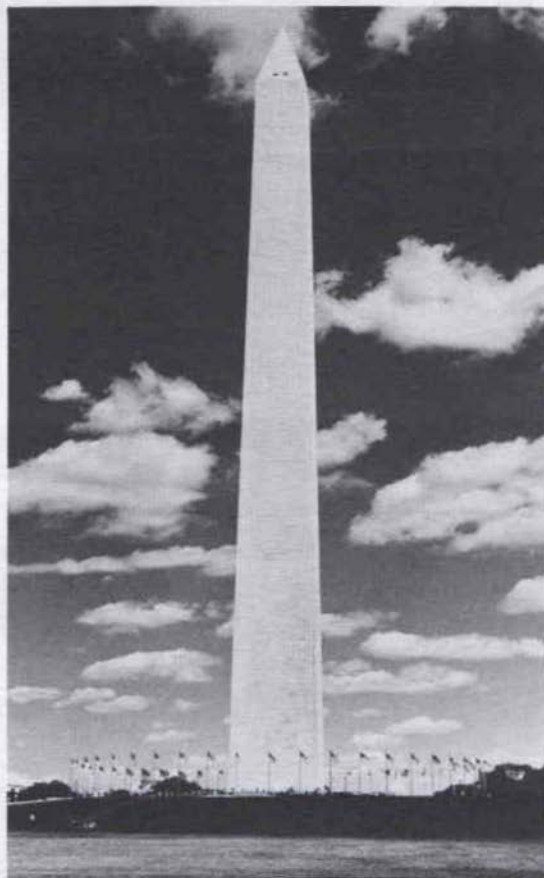
A carefully planned program combines classes three days a week on the main Drew University campus, with seminars and research opportunities two days each week conducted in facilities immediately adjacent to the United Nations Headquarters in New York City. An individual research paper on a phase of international relations, based upon resources in the U.N. and other nearby libraries, is required. The student who is interested in the U.N. Seminar should contact the Dean of the College. Costs of the program beyond those incurred at Lindenwood must be borne by the student.

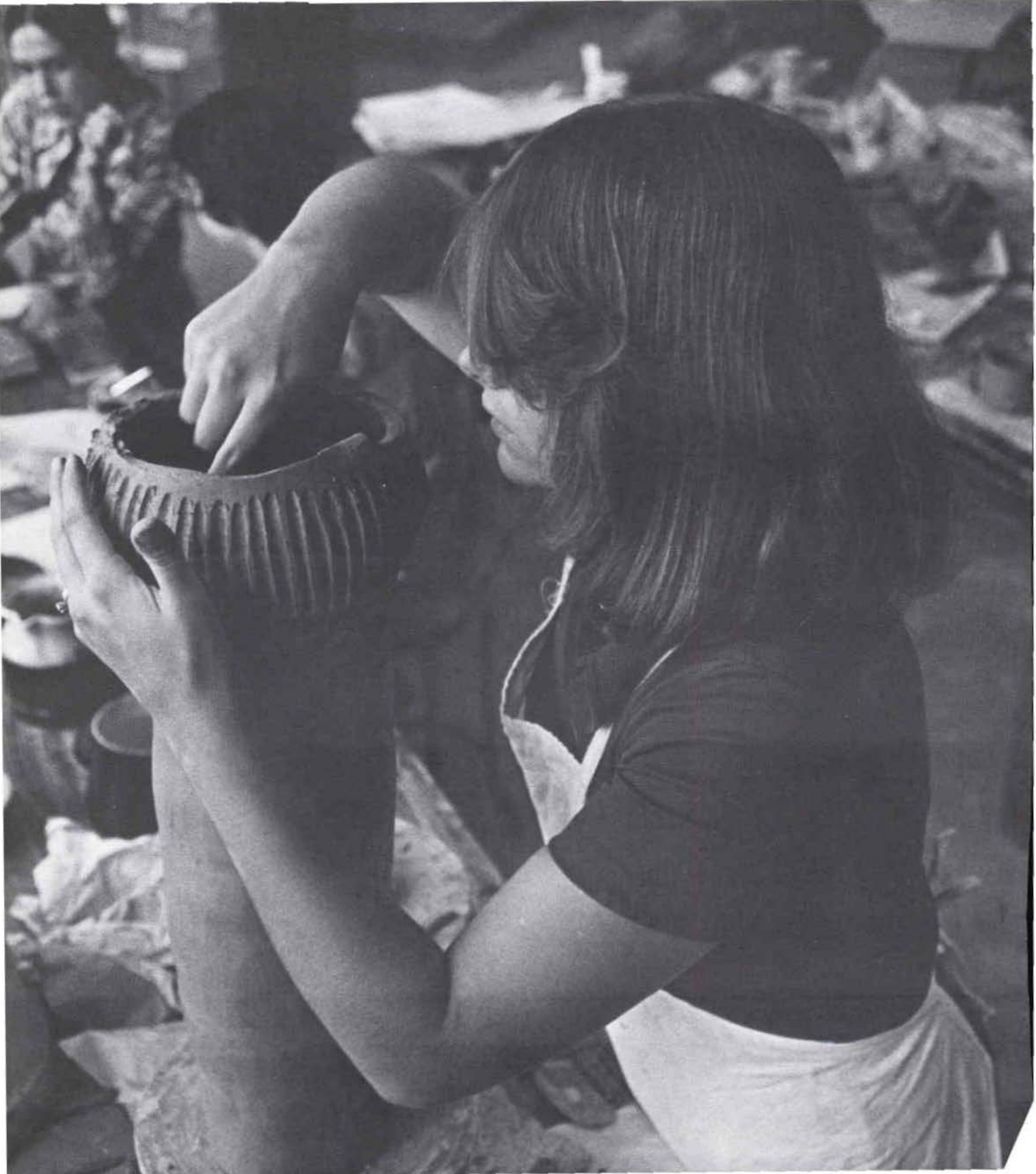
## **The Merrill-Palmer Semester**

Lindenwood maintains a cooperating off-campus study program with the Merrill-Palmer Institute in Detroit, Michigan. Through Lindenwood's Department of Psychology a limited number of students who are concentrating their work in the field of psychology spend one term, either the spring term of the junior year or one of the two long terms of the senior year, in residence at the Institute. (In many cases a term of study at Merrill-Palmer will satisfy the senior Field Study requirement in psychology.) The focus at Merrill-Palmer is the interdisciplinary study of the interrelation of children, families and communities. Students who attend the Institute obtain actual clinical experience as well as involving themselves in rigorous coursework under the direction of a distinguished faculty. The Merrill-Palmer Institute is also a nationally recognized research center in the behavioral sciences.

## **The Washington Semester Program**

Lindenwood is one of a limited group of liberal arts colleges invited by the American University in Washington, D.C., to take part in its Washington Semester Program, an opportunity to spend a term in the capital studying and observing the national government in action and having contact with major policy makers and other persons prominent on the national and international scene. The appointment is restricted to students in their junior year. Selection is based upon demonstrated abilities in scholarship and leadership. Instructional costs are covered by tuition paid to American University. Charges for room, board, travel, and incidental expenses must be met by the appointee. Students wishing to be considered for appointment should apply to the Washington Semester Adviser in their sophomore year.





# Academic Procedures

## For Lindenwood Colleges I, II and III

*Academic Procedures for Lindenwood IV refer to p. 113*

### Classification of Students—Regular/Special

Academic progress is calculated in terms of course units rather than credit hours. To be classified as a sophomore, a student must have successfully completed at least nine courses; to be classified as a junior, at least 18 courses; to be classified as a senior, at least 27 courses. The classification of a student is changed only at the end of the fall and spring terms.

A regular student is generally considered to be a resident or commuting student, under 25, who is taking three or more full courses per 14-week term, paying tuition by the year. A special student is one who is enrolled in fewer than three courses per 14-week term and makes tuition payments by the course.

### Academic Load

To maintain full-time student status, a student is expected to carry at least three courses in the fall and spring terms. Missouri students expecting to qualify for Missouri State Grant funds are required by the state to be enrolled in a minimum of three and one-half courses.

A regular student may carry a maximum of 10 and one-half (10½) courses during the normal academic year without additional charge, with the exception of fees as stated for specific courses and science laboratory courses.

Course credits in excess of 10 and one-half (10½) are subject to the overload fee of \$195 for a full course as well as approval by the appropriate Dean.

One course is considered a full load in the January term, although certain fractional courses may be carried in addition to the full load as approved by the Dean of the appropriate college.

### Registration and Changes In Registration

The student is expected to register on the official registration day for each term or at designated pre-registration times. Late registration must be approved by the Registrar and is subject to a late registration fee.

Courses which are listed in two departments (a cross-listing) may be taken only in the area of the student's major.

Changes in registration are permitted with the approval of the student's faculty adviser during the first week of classes in the Fall and Spring terms and the first two days of the January term. While no courses may be *added* after the designated times, courses may be *dropped* without academic penalty during the first nine weeks of the Fall and Spring terms and during the first 60% of the January term.

In exceptional cases, the student may drop a course with the recommendation of the instructor and approval of his adviser. Such courses will be awarded a grade of **WP** (withdrawal/pass) if the student has a grade of D or higher at the time of withdrawal or a **WF** (withdrawal/fail) if the student is failing. A **WF** grade is calculated as an **F** in a student's grade point average.



### **Students Receiving Veterans' Benefits**

Because of requirements imposed by the Veterans' Administration, and as a condition of being certified to receive benefits from the VA, the student receiving such benefits acknowledges the following policies which may differ from those required of other students at The Lindenwood Colleges:

1. In the event of withdrawal from a course after one calendar month of any 14-week term, or after the fourth class meeting in a January Term, or after the fifth class meeting in the Summer Term, the individual shall receive the grade of **F**.

2. The student accepts the responsibility of notifying the Registrar and the Dean's office immediately in case of any withdrawal from any course.

3. The student accepts the responsibility of notifying his/her instructors of any absence from class. A student will be withdrawn by The Colleges from any course in which he/she has more than two consecutive unexcused absences.

4. The above mentioned policies shall remain in force until expressly revoked.

5. LC 4 students receiving benefits through the Veterans' Administration must comply with the school's general policies regarding withdrawal, attendance and satisfactory progress.

### **Buckley Amendment (Privacy Act)**

The Buckley Amendment, passed in November 1974, makes it mandatory that the student file with the Registrar a statement of preference regarding the distribution of grades at the end of each term. Once that statement is filed, it continues in effect until such time as the student redirects the Registrar with a second written statement.

### **Auditors**

Unless restricted in the course description, a student may attend any lecture course as an auditor. Students are not permitted to audit skill courses involving extensive supervision by instructor. The student will be expected to attend regularly scheduled classes. No credit can be earned or later claimed by the student who audits a course. For one full course the fee for auditing is \$100, for a  $\frac{3}{4}$  course, \$80,  $\frac{1}{2}$  course \$60, and  $\frac{1}{4}$  course, \$40. See **Tuition and Fees**.

### **Transfer of Credit**

Credit transferred to Lindenwood from an accredited two-year college cannot exceed 63 hours of satisfactory work.

Any credit transferred to Lindenwood from another accredited college or university will become a part of the permanent record of the student. Only those courses with grades of **C** or higher will be accepted for credit toward a degree. Transfer grade point averages and the Lindenwood grade point average will be calculated separately, but are combined when senior grades are averaged to determine honors (see **Graduation with General Honors**, this section).

A student who has matriculated at The Lindenwood Colleges and plans to take courses at another college or university while pursuing his/her degree at Lindenwood must first obtain permission for transfer of these courses to Lindenwood from the Dean of the College in which he/she is enrolled and in consultation with the student's major adviser.

The student not previously enrolled in one of The Lindenwood Colleges and who enters with senior standing must complete a minimum of nine courses at Lindenwood, two of which must be in his or her major at Lindenwood, such courses to be approved by the appropriate department chairman.

### **Correspondence Work**

A maximum of two courses of academic work taken through correspondence may be credited toward a degree. This work may satisfy subject requirements with prior approval by the respective departmental chairman and the Dean of the College in which the student is enrolled.

### **Arrangement of Course Schedule**

The course of study is planned in consultation with the student's faculty adviser, usually during pre-registration periods. The faculty adviser should be consulted during each term to review the student's program, progress and subsequent plans. The opportunity which the student is given in planning an individualized academic program makes regular consultation with a faculty adviser essential. Regular consultation will help ensure that the student takes full advantage of the resources of The Colleges.

### **Class Attendance**

The faculty has adopted the following statement of policy regarding the student's class attendance:

1. It is desirable that the student attend each meeting of each course.
2. The responsibility for a student's educational progress rests with the individual himself. Every student must adapt to the attendance requirements of each course. Except for

absences before and after holidays and officially excused absences for field trips or because of illness, attendance requirements in each course are set by the instructor.

3. All students are expected to attend the last meeting of a course before a vacation period and the first meeting of a course following a vacation period. Only in rare instances involving clear emergency will such absence be excused.
4. In case of unsatisfactory work due to excessive absences from class, the instructor may give ample warning to the student that his work is unsatisfactory and may drop the student from the course and report a grade of WF to the Registrar.
5. All absences because of illness must be certified by the nurse at the Student Health Center.

### General Grading System

Students may earn grades of *A, B, C, D, F, WP, WF, INC.* and *CON.* A mark of *A* represents work outstanding in quality; it indicates that the student has shown initiative, skill and thoroughness and has displayed originality in his thinking. The *B* grade is awarded for work of high quality, well above average. The grade of *C* indicates average work and satisfactory completion of course requirements. The *D* grade represents work below the average in quality. Although this grade indicates unsatisfactory work, course credit is given. An *F* grade indicates that the coursework was unsatisfactory. No credit is given. *WP* is withdrawal passing and *WF* is withdrawal failing.

A grade of *INC.* (Incomplete) is given only at the end of the term for failure to complete coursework because of exceptional circumstances acceptable to the instructor. An *INC.* grade must be removed within the first six weeks of the next 14-week term or it automatically becomes an *F.*

The *CON.* (Condition) grade is given only for the first term of a two-term course where work is of doubtful quality. The condition must be removed by satisfactory work in the following term or the *CON.* is automatically changed to an *F.*

Any request for an extension of time to complete an *INC.* grade must be submitted to the Registrar *no later than two weeks BEFORE* the date the grade is due. Such requests will then be sent to the Educational Policies Committee for consideration. After nine weeks the student may drop a course with the recommendation of the instructor and final approval of the student's adviser. Such courses will be awarded a *WP* or *WF,* as indicated by the instructor.

Grades are issued to all students at the end of each term. *D* and *F* warning notices are sent to the student, his adviser and his Dean after midterm examinations, during the eighth week of the 14-week term. Cumulative records are maintained for each student on individual transcripts as well as a cumulative grade point average record.

### The Pass/Fail Option

The Lindenwood faculty adopted the Pass/Fail grade system with the hope that the student would become more aware of the value of learning for its own sake. The Pass/Fail option is designed to encourage the student who wishes to venture into a field of knowledge relatively unknown or difficult without the fear that unsatisfactory performance will impair his/her academic standing.

With the exception of the freshman student enrolled in his or her first term, any student who has at least a 2.0 grade point average and is carrying a normal load, including the Pass/Fail course, is eligible for the Pass/Fail option. Only four requirements limit the student's freedom to elect the Pass/Fail option:

1. The Pass/Fail option must be elected when the student registers but *no later than* the week allowed for schedule change.
2. Only *one* Pass/Fail course may be taken in any one term.
3. No more than five Pass/Fail courses will be recorded on the student's scholastic record and counted among the courses required for graduation.
4. The Pass/Fail option may not be utilized in divisional or departmental (general college) course requirements or for courses in the student's major.

The student who wishes to change any course from Pass/Fail and receive a grade under the general grading system must make certain that both the instructor and the Registrar are notified *in writing* NOT LATER THAN the mid-term date established by the Registrar, otherwise the instructor will automatically report the grade as "Pass" or "Fail." Failing grades in such cases are not entered on the student's scholastic record.

### Grade Point Average

The Lindenwood Colleges operate under a 4.0 grading system. The student's grade point average is computed in the following manner: in each full course in which the student earns an *A* he or she earns *four* quality points; each course in which a student earns a *B,* *three* quality points; each course in which a student earns a *C,* *two* quality points; and

each course in which a student earns a *D*, one quality point. A grade of *F* carries no quality points and no credit.

Fractional courses carry appropriate quality points, depending on grade and amount of credit given for the course.

A student's cumulative grade point average is determined by dividing total quality points by total courses taken by the student since enrollment at The Lindenwood Colleges. Courses for which a grade of *INC.* is given are not included in calculating a student's grade point average until the *INC.* is removed by completion of the required work or by exercise of the automatic *F* option when work is still incomplete at the end of the six weeks' extension allowed. While a *Pass* is recorded on the student's scholastic record, *Pass/Fail* grades are not included in calculation of the student's grade point average.

### Final Examinations

The student will find that the means for evaluating progress varies from course to course. In some cases evaluation will take the form of research or independent study papers. In the majority of cases, evaluation will primarily take the form of several examinations throughout the term and a final examination at the end of the term. When a final examination is included as part of a course requirement, the faculty member will adhere to the final examination schedule that is established by the Registrar. This means that the faculty member will not administer a final examination at any time prior to the time and date approved by the Registrar. The student is expected to plan personal affairs, such as travel home, vacation and summer employment, in such a way that there will be no conflict with the final examination schedule. Only in rare instances involving clear emergency will the student be allowed to take final examination(s) at an earlier date, and approval must be granted by the Dean of the appropriate College.

During the final term prior to graduation, graduating seniors may be exempt from final examinations in those courses where they have a grade point of 3.0 or above. Arrangements for the exemption must be initiated by the student who wishes it and are subject to the instructor's approval.

### Scholarship Standards

The following standards of scholarship have been established by the Lindenwood faculty:

1. To qualify for graduation a student must attain a cumulative grade point average of at least C (2.0). Failure to maintain established standards of scholarship will result in probation or

suspension or dismissal from the College. The January Term grade will apply only to the cumulative point ratio.

2. A student will be placed on probation at the end of any term in which he/she falls below the established standards. If that standard is not attained by the end of the following 14-week term, the student may be suspended or dismissed from the College.

The regulations concerning probation are as follows:

3. A student who receives an *F* in one-half or more of the courses taken, in either a fall or spring term will be on probation and must have the permission of the Dean of his/her College to continue in the next term.

The first-year student who fails to achieve a grade point average of 1.6 or above in either 14-week term, and the second-year student who fails to achieve a grade point average of at least 1.8 in any 14-week term will be on probation.

For junior classification a student must have earned 18 course credits. The student will be on probation if either the cumulative or term grade point average is under 1.9.

For senior classification a student must have earned 27 course credits. The student must have a cumulative or term grade point average of 2.0 or above to be in good standing.

4. Any junior student who earns less than a cumulative grade point of 1.9, or senior student who earns less than a 2.0 cumulative grade point average will be placed on cumulative probation. It is possible for junior and senior students to earn term and cumulative probation simultaneously.
5. Academic probation means that a student is not in good standing, and is subject to suspension or dismissal if the student's work does not reach a satisfactory level. Faculty advisers are asked to give special consideration to advisees who are on probation. Probation carries the following stipulations:
  - a. Attendance at all classes.
  - b. Possible reduction in course load.
  - c. Conference with the Dean of his or her College.
  - d. Review of eligibility for financial aid or college employment.
  - e. Review of permission for resident students to have a car on campus.
6. Suspension is normally for one term. A student who has been suspended may apply for readmission. Readmitted students will be placed on academic probation. Any

readmitted student failing to achieve the necessary grade point average by the end of the second term after readmission will be permanently dismissed from the College.

7. Probation, suspension and dismissal notices are sent to the student and to the student's parent or guardian. Notification is also sent when probationary status is removed.

Quality points earned in courses taken at summer schools *other than The Lindenwood Colleges* do not affect the student's prior spring grade point average. Such quality points are added to the student's *cumulative* grade point average, which is computed at the end of the fall term. Scholastic probation that is imposed on a student at the end of the spring term can be removed if quality points earned in The Lindenwood Colleges Summer Session are sufficient to raise the spring term grade point average to the established standard.

### Dismissal

The Colleges reserve the right to request at any time the withdrawal of a student who is unable to meet academic standards, or whose continuance in college is felt to endanger the student's own health or that of others, or who does not observe the social regulations or standards of conduct of The Colleges.

### Withdrawal From The Colleges

Any student who decides to voluntarily discontinue his/her studies at The Lindenwood Colleges at *any* time after the term has begun must immediately notify the Dean of the College in which he/she is enrolled. This also applies to students who are not graduating, but do not plan to return to Lindenwood following the end of any term.

### Readmission

In all cases of readmission regular students who have discontinued study at Lindenwood voluntarily or who have been suspended for academic or other reasons, application must be made to the Dean of the College in which the student was previously enrolled. Readmission may be granted if the applicant presents clear evidence of ability as well as both social and academic motivation for successful college work.

### Dean's List

Immediately following the close of the fall and spring terms, the Deans of the Lindenwood Colleges for Women and Men announce the names of those students who have achieved a grade point average of at least 3.5. The list of students from the Evening

College with grade point averages of at least 3.5 is announced yearly in the fall by the Dean of Lindenwood III.

### Honors Day

In the spring of each year The Lindenwood Colleges hold a general convocation at which students who have been campus leaders, achieved departmental honors, have been named to honor societies or whose academic grade achievement has been particularly outstanding during the year are given special recognition.

### Graduation With General Honors

The Lindenwood faculty awards general honors for distinguished academic achievement to those students who have completed all degree requirements. Honors are based on cumulative grade point average, which is calculated on *total* quality points divided by *total* courses earned at time of graduation. These totals include work transferred to The Lindenwood Colleges where applicable. Students whose cumulative grade point averages fall within the following ranges are eligible:

The student who achieves a cumulative grade point average between 3.7 and 3.85 received the degree *cum laude*.

The student whose cumulative grade point average is between 3.86 and 3.93 receives the degree *magna cum laude*.

The student who achieves a cumulative grade point average of 3.94 or above receives the degree *summa cum laude*.

### Returning Credit

A student who lacks no more than 2½ courses (9 semester hours) to complete the 36 courses required for his/her degree may obtain the necessary credits at another accredited institution and "return credit" to Lindenwood. Completion of course requirements under this arrangement must be achieved within one calendar year.

Upon receipt of an official transcript showing that sufficient credit has been satisfactorily completed, the Registrar will enter the credit earned; the date of completion of the degree will be that date on which the transfer transcript is received. This date will also appear on the diploma which will be ordered with those for students graduating the following year. Participation in graduation will be in the next ceremonies following the date of issuance of the degree. Failure to complete coursework in the allotted time will necessitate re-enrollment at Lindenwood in order to fulfill requirements for the degree.



# Awards, Scholarships and Grants

The following awards and scholarships are made directly to the student regardless of any financial aid consideration:

**ALPHA LAMBDA DELTA AWARD**—The National Chapter of Alpha Lambda Delta (academic honor society) awards a certificate to all senior members who have maintained a 3.5 grade average for seven terms and a book to the senior with the highest grade point average.

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

**CRC FRESHMAN CHEMISTRY ACHIEVEMENT AWARD**—Each year CRC Press awards the *Standard Mathematical Tables* to an outstanding freshman mathematics student and the *Handbook of Chemistry* to the outstanding student in chemistry.

**FRANC L. MCCLUER SOCIOLOGY AWARD**  
Established in 1975 to honor the outstanding graduating senior in the field of sociology.

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

**LINDEN SCHROLL SCHOLARSHIP**—One scholarship at a minimum of \$100 is made available annually by *Linden Scroll* and is awarded to an upperclass student who shows potential leadership qualities

and evidence of fine scholastic achievement, and who is in need of financial help in continuing college.

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

**PRESSER MUSIC FOUNDATION SCHOLARSHIP**—An annual scholarship is made available by the Presser Music Foundation to students planning to make their living by teaching music. Selection of the students is made on recommendation of the faculty of the Department of Music from upperclass students majoring in music.

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

## Honor Societies

**NATIONAL**—The Student National Education Association; Alpha Lambda Delta, Mathematics; the Music Educators National Conference; Phi Sigma Tau, Philosophy; Pi Delta Phi, French; Sigma Delta Pi, Spanish; Alpha Psi Omega, Dramatics; Eta Sigma Phi, Classics; and Alpha Epsilon Rho, Radio and Television.

**GENERAL**—Mu Phi Epsilon, music; and Pi Mu Epsilon, mathematics.

**LOCAL**—Alpha Sigma Tau, senior scholastic; Lindenwood Scroll, senior service; Student Artist Guild, art; and Triangle, science and mathematics.

### **Endowed Chairs, Professorships, Lectureships**

**MARGARET LEGGAT BUTLER CHAIR OF RELIGION**—Established in 1917.

**THE ALICE PARKER CHAIR OF ENGLISH LITERATURE**—Established in 1961 in memory of Dr. Alice Parker, who served as Professor of English Literature at Lindenwood from 1928 to 1961.

**NELL QUINLAN REED PROFESSORSHIP OF MATHEMATICS**—Established in 1967 by Mrs. James A. Reed to further the study of mathematics at Lindenwood.

**THE PEARL AIKEN-SMITH SYERS MEMORIAL FUND**—Established by bequest of Mrs. Pearle Aiken-Smith Syers to strengthen academic programs in the Communication Arts.

### **Endowed Scholarships and Grants**

The following scholarships are awarded by the Financial Aid Committee in accordance with the stated criteria to eligible financial aid applicants at The Lindenwood Colleges.

**ALUMNAE CLUB SCHOLARSHIPS**—Established by the alumnae in honor of Mary Easton Sibley, founder of the college. Under this fund the alumnae in several cities—St. Louis, St. Charles, Kansas City, and Houston—have provided sufficient funds for scholarships to be awarded in their names.

**LENORE ANTHONY MEMORIAL SCHOLARSHIP**—Established in memory of Lenore Anthony Borgeson, an alumna of Lindenwood College, by her husband, George Borgeson. The fund provides a supplementary scholarship for students in speech and dramatics.

**ETHEL B. COOK SCHOLARSHIP FUND**—Established by bequest of Ethel B. Cook to assist deserving students and particularly such students who might not be able to obtain the advantage of a college education.

**THE EVE CUNLIFF SCHOLARSHIP**—Provided by the Los Angeles Alumnae Club in memory of Eve Cunliff.

**THE ESWIN SCHOLARSHIP FUND** Established by bequest of Martha B. Eswin of St. Louis to assist young women desiring to obtain education in the religious field.

**THE J. P. AND M.J. GARRETT SCHOLARSHIPS**—Established by bequests of Mr. and Mrs. John P. Garrett.

**NANNIE S. GOODALL MEMORIAL SCHOLARSHIPS**—Established by Mr. Arthur S. Goodall, in memory of his mother, Mrs. Nannie S. Goodall. Mr. Goodall is a Director Emeritus of Lindenwood College and has served on the Board of Directors since 1937.

**THE JEAN ELIZABETH HALE MEMORIAL FUND**—Established in memory of Jean Elizabeth Hale, a member of the Class of 1968, to assist students preparing for careers in elementary education.

**NANCY DRURY HARDY SCHOLARSHIP FUND**—Established by bequest of Mrs. Caroline Hardy Riordan and Melissa Hardy Olk, in memory of their mother who graduated from Lindenwood in 1876. The income of the fund is available to students from the State of Illinois regularly enrolled in the college. Preference is given to "students who may be expected to make worthwhile contributions to community life in the communities in which the student will reside following graduation." Financial need is a consideration but not the controlling factor.

**LAURA L. HERON SCHOLARSHIP**—Established by Mrs. Charlia Ayres, wife of President Ayres (1903-1913), in memory of her mother.

**THE MARY F. AND BENJAMIN E. JELKYL SCHOLARSHIP FUND**—Established in 1969 by Mr. Ross Jelkyl in memory of his parents.

**MARY E. LEAR SCHOLARSHIP AND LOAN FUND**—Established by bequest of Mary E. Lear, Professor of Chemistry at Lindenwood from 1916 to 1960, to assist "worthy young women majoring in either the physical sciences or religious education at Lindenwood."

**THE LINNEMAN SCHOLARSHIP FUND**—Established by bequest of Robert H. Linnemann in memory of his sisters, Alice A. Linnemann, Hulda H. Linnemann, Laura Linnemann and Kathryn Linnemann, to provide scholarship and loan funds to deserving young women who are residents of St. Charles. The Linnemann sisters were all alumnae of Lindenwood.

**THE GUY C. MOTLEY SCHOLARSHIP**—Established by alumnae in memory of Guy C. Motley, who was Director of Admissions at Lindenwood College for many years.

**THE MARJORIE NULL SCHOLARSHIP**—Established by Mr. and Mrs. Harold Null.

**READER'S DIGEST FOUNDATION SCHOLARSHIP FUND**—Established by the Reader's Digest Foundation.

**THE DR. AND MRS., H.C., RITTER SCHOLARSHIP FUND**—Established by the Ritter family and by friends.

**THE KATHERINE IRWIN SCHAFFER SCHOLARSHIP FUND**—Established by bequest of Katherin Schaffer, niece of Lindenwood President Robert Irwin, 1880-1893, for the aid of needy students.

**SORORITY SCHOLARSHIPS**—Established by Zeta Chapter of Eta Upsilon Gamma and Theta Chapter of Sigma Iota Chi.

**THE SIDNEY W. AND SYLVIA N. SOUERS SCHOLARSHIP FUND**—Established by Admiral and Mrs. Sidney W. Souers. Admiral Souers was a Director of Lindenwood College. He was first elected to the Board of Directors in 1958.

**PEARLE AIKIN-SMITH SYERS SCHOLARSHIPS**  
—Approximately six scholarships are granted each year to students in the Communication Arts with income from the bequest of Mrs. Pearl Aikin-Smith Syers, a Lindenwood student in 1895, who later became a prominent college professor and dean.

**THE JOHN AND LUCILLE THOMAS MEMORIAL SCHOLARSHIP**—When the principal of the fund established by the gift has accrued to \$10,000, the income thereafter will be awarded to an outstanding student in music.

**GRANTS TO DAUGHTERS OF MINISTERS**—The Watson Fund provides for grants of \$200 to the daughters of Presbyterian ministers who are resident students and \$100 to those who are day students. When revenue is sufficient, a grant can be made to the daughter of any minister.

#### **Other Scholarships and Grants**

In addition to endowed scholarships, qualified students may apply for the following:

**NATIONAL PRESBYTERIAN COLLEGE SCHOLARSHIPS**—The college will share with the United Presbyterian Church U.S.A. in the awarding of one or more co-sponsored National Presbyterian College Scholarships. The scholarships are awarded annually, according to need, to eligible high school seniors who are successful in the national competition. Applications must be filed by December 1 of the student's senior year in high school. Address inquiries to the Office of Financial Aid or to: National Presbyterian College

Scholarships, Witherspoon Building, Philadelphia, Pennsylvania 19107.

**EDUCATIONAL ASSISTANCE PROGRAM, THE UNITED PRESBYTERIAN CHURCH U.S.A.** Grants-in-aid are available, if financial need is demonstrated, for the children of full-time, trained religious leaders employed by the United Presbyterian Church, U.S.A. The application deadline is March 1 for the following academic year. The rules and application forms may be obtained by writing: Educational Assistance Program, 425 Witherspoon Building, Philadelphia, Pa. 19107.

**SAMUEL ROBINSON SCHOLARSHIPS**—A limited number of scholarships of \$300 each are available to students who recite the 107 answers of the Westminster Shorter Catechism and who write an acceptable essay on an assigned topic related to the Shorter Catechism. These are available to students of any religious affiliation and may be awarded in addition to any other scholarship. The rules, including the essay topic, may be secured from the College Chaplain or from: Samuel Robinson Scholarships, 425 Witherspoon Building, Philadelphia, Pa. 19107. Students may qualify in the competition any time between September and April 15.

**PRESBYTERIAN SYNODS OF MID-AMERICA SCHOLARSHIPS**—A limited number of scholarships are available each year to students who adhere to the criteria as determined by the Synods of Mid-America. These awards are made by the Financial Aid Committee of the Lindenwood Colleges.

**MONTICELLO GRANTS FOR TRANSFER WOMEN**—These grants are funded by the Monticello Foundation for transfer women with Associate Degrees from a two-year institution. Applicants must be undergraduates, have leadership potential, and show financial need.

## **Financial Aid**

The Financial Aid Program at The Lindenwood Colleges helps students who want to attend college, but who cannot do so without some type of financial aid. Financial assistance is provided through Lindenwood's Office of Financial Aid to students regardless of race, creed, color, sex, or national



origin as required by Title VI of the Civil Rights Act of 1964.

Financial aid awards usually consist of "packages" which are a combination of different kinds of financial assistance. A financial aid package may include scholarships, grants, loans, and student employment. Most private colleges today are unable to meet the needs of their students without using this "package concept."

Applications for financial aid are accepted up to two weeks prior to the beginning of each semester/trimester providing financial aid funds are still available. Financial aid awards are made one year at a time. Awards are normally renewed in subsequent years unless the student's financial need has changed or unless the student is on academic, social or disciplinary probation.

All students seeking financial assistance (based on need) must file the Family Financial Statement (FFS) of The American College Testing Program (ACT) or the Financial Aid Form (FAF) or College Scholarship Service (CCS). All undergraduates are urged to apply for the Basic Educational Opportunity Grant (BEOG). Forms may be obtained from the Financial Aid Office or from high schools or libraries in your area. All undergraduate students who are residents of the State of Missouri are requested to file for the Missouri Student Grant (this does not apply to students of individualized education in Lindenwood 4).

### Student Employment

Many opportunities are available to students who wish to earn a part of their expenses at Lindenwood. Jobs are made available through the Lindenwood Work Grant Program and the Federally sponsored College Work-Study Program. Student employment assignments are varied in nature and are awarded through the Financial Aid Office.

### Federal Loans

**THE NATIONAL DIRECT STUDENT LOAN (NDSL)** is available to undergraduate and graduate students who are enrolled on at least a half-time basis. These loans are awarded through the college based upon financial need as determined by a need analysis from ACT or CSS.

**LOANS UNDER THE GUARANTEED STUDENT LOAN PROGRAM (GBL)** are available to undergraduates and graduate students. These loans are made by the student through a lending institution such as a bank, credit union, or another participating lender who is willing to make the educational loan. It is the student's obligation to locate a participating lending institution.

For complete information about financial aid, write to the **DIRECTOR OF FINANCIAL AID, THE LINDENWOOD COLLEGES, ST. CHARLES, MISSOURI 63301.**

### Other Loans

**THE STUDENT LOAN FUND OF THE UNITED PRESBYTERIAN CHURCH U.S.A.** is available to undergraduate students in the junior and senior years who are communicant members of the United Presbyterian Church U.S.A. and citizens of the United States, registered with or under care of their presbytery for a church occupation, or who are students in the Junior Year Abroad program of the Commission on Ecumenical Mission and Relations. (The maximum loan available is \$1,000 in an academic year, or \$500 for summer school.) The loan is repaid in quarterly payments beginning six months after completing or discontinuing study; and is to be fully repaid within six years. Interest is charged at the rate of three percent annually and begins when the borrower completes or discontinues study. To obtain the necessary application forms, the applicant should write directly to the Office of Educational Loans and Scholarships, 425 Witherspoon Bldg., Philadelphia, Pa. 19107.

**THE HELEN HOLMES HUDSON STUDENT LOAN FUND** provides several loans for qualified students.

**THE HOLLENBECK STUDENT LOAN FUND** is available for loans to upperclass students.

**THE PEGGY PROCTOR LARKIN MEMORIAL STUDENT LOAN FUND** was established by family and friends and in memory of Peggy Proctor Larkin as a non-interest bearing loan fund for worthy junior and senior students.

**BREMEN VAN BIBBER MEMORIAL TEXTBOOK LOAN FUND**—Interest free loans for periods up to one year to assist continuing education students majoring in teacher education with the purchase of textbooks.

### Crider Scholarship Fund

**CRIDER SCHOLARSHIP FUND**—Established by Mrs. Russell J. Crider to provide opportunity for educational advancement to persons without adequate financial resources. Preference is to be given to students from the Yeatman area in St. Louis to be nominated by the Board of Directors of the Yeatman District Community Corporation.

# Tuition and Fees

## Tuition and Fees 1976-7

The charges listed are for the academic year beginning in September and ending in May. No additional charges are made for the January term of 4 weeks for those students enrolled for oncampus study if they are enrolled in the preceding Fall Term.

If a student elects off-campus study during the January term, travel and living expenses are to be borne by the student.

### Resident Students

Tuition <sup>1</sup> .....	\$2,600
Board .....	\$1,000
Room <sup>2</sup> .....	\$500 to 800
Student Activity Fee .....	\$75
Health Fee .....	\$30
Health Insurance (may be waived) .....	\$45
	<b>\$4,250 to \$4,550</b>

### Non-Resident Students

Tuition <sup>1</sup> .....	\$2,600
Student Activity Fee .....	\$75
	<b>\$2,675</b>

### Application Fee

New students will pay an application fee of \$15. 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.

<sup>1</sup>Tuition and fees are subject to change by action of the Board of Directors of The Lindenwood Colleges.

<sup>2</sup>Room Rates will vary according to the accommodation size and quality.

## General Room Deposit

Each student is individually responsible for the condition of the room in which he or she lives as well as for any financial obligation incurred. A \$30 deposit is required for each resident student at the beginning of the college year. If charges are made against the deposit, an additional amount must be deposited to bring the account up to the \$30 level at the beginning of each academic year. After any charges have been deducted, the balance of the student's deposit is refundable when the student leaves the college. The student will be billed for any damage exceeding the amount of the deposit.

## 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 Controller, The Lindenwood Colleges, St. Charles, Missouri 63301.

## Payment Schedule for Lindenwood I and II (fees included in totals)

	Resident	Non-Resident
Due upon acceptance (Non-Refundable)	\$100	\$50
Due September 1		
From \$2,350 to \$2,500		\$1,475
Due February 1		
From <u>\$1,800</u> to <u>\$1,950</u>		<u>\$1,150</u>
From \$4,250 to \$4,550		\$2,675

### Special Students

A special student is a student not in residence who is enrolled for fewer than three courses during the fall or spring term and who has been admitted to special student status by the Dean or a full-time student over 25. A special student may enroll for a course during the January Term.

Regularly enrolled full-time students will have precedence over special students in courses and sections of classes with limited enrollment. The same academic regulations with respect to good standing apply to a special student as apply to a regular student.

The charges for special students are as follows:

<i>Undergraduates</i>	<i>Credit</i>	<i>Audit</i>
Full Course	\$195	\$100
¾ Course	\$155	\$ 80
½ Course	\$110	\$ 60
¼ Course	\$ 65	\$ 40
<i>Graduates</i>	\$275	

### Overload Fees

An overload fee of \$195 per course will be charged to full-time students who take more than 10½ courses during the regular academic year. The regular rates for individual courses for special students would apply.

Full-time students wishing to audit an additional course would pay the regular audit fee.

### Laboratory Fees

Laboratory fees are listed for specific courses



requiring special materials. These fees are charged to the student's account at the time of registration.

### Student Teaching Fee

- A) *Elementary Teacher Education Fees:*
- 1) paid when student enrolls in "Strategies and Tactics for Elementary Teaching" (usually sophomore year).
  - 2) \$100 paid at beginning of senior year.
- B) *Secondary Teacher Education Fees:*
- 1) \$25 paid when student enrolls in "Strategies and Tactics for Secondary Teaching School"
  - 2) \$100 paid at beginning of senior year.

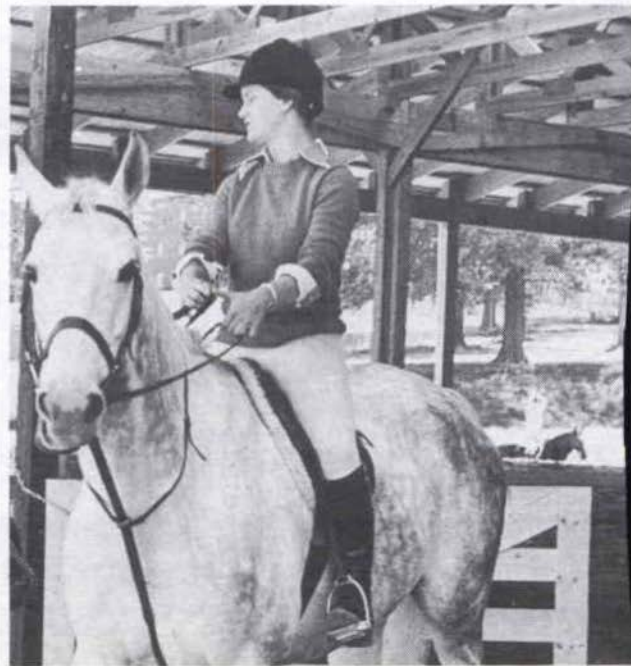
### Graduation Fee

A graduation fee of \$25 for undergraduates and \$30 for graduates is due and payable by April 2 preceding graduation. This fee applies only to graduating seniors and includes cap and gown rental.

### Horsemanship Fees

**RIDING INSTRUCTION**—The fee for riding instruction is \$110 for ¼ course, \$160 for ½ course per term for the fall and spring terms and \$25 for the January term.

**STABLE RENTAL**—A limited number of stalls are available for the student who wishes to bring his or her own horse to college at \$110 per month. Stalls with tailboards are \$125 per month.



## Other Fees

**LATE PAYMENT**—All payments are due and payable according to the schedule on the preceding page. Accounts which are not paid when due will be subject to a penalty charge of \$10.

**CHANGE OF STATUS RECORD FEE**—Changes in student status requiring extensive time and revision of college records may be subject to a record fee of at least \$10.

### EVALUATION FEE FOR PRACTICUM

**CREDIT**—A fee of \$50 for the first course and \$20 for each additional course is charged for evaluation of student experience in awarding practicum credit. The charge is not normally made for credit transferred from another accredited college or university. For students of Lindenwood 4, a fee of \$75 is charged for each trimester (three courses) awarded of critical life experience credit.

### MAINTENANCE OF MATRICULATION

**FEE**—Students enrolled in independent terms, internships, or field study off-campus for which academic credit is awarded and regular tuition is not charged, will be subject to a \$50 maintenance-of-matriculation fee each long term. The fee is also charged for students enrolled in the medical technology program during their year of hospital-based study. Off-campus programs for which The Lindenwood Colleges provide instruction, make arrangements on behalf of the student for individualized instruction or internship experience, or provide tutorial assistance, are subject to standard tuition rates.

**HEALTH FEE**—A health fee of \$25 is charged each resident student to help defray the costs of providing the services of a full-time registered nurse in the college Health Center, and patient care by a group of consulting physicians.

**STUDENT INSURANCE**—Resident students who do not have health insurance coverage must enroll in the college-sponsored group accident and sickness insurance plan. The premium is \$45 for twelve months coverage and provides up to \$75 a day for hospital room, and up to \$400 for surgery.

**APPLIED MUSIC**—Individual lessons in piano, voice, orchestral instruments and organ—\$75 per term for private instruction for music majors, \$90 per term for music majors studying with a member of the St. Louis Symphony. For non-music majors—\$75 per term for one half-hour lesson each week, and \$140 per term for one hour lesson each week. If instruction is with a member of the St. Louis Symphony the rate is \$90, and \$170. Music majors will pay a maximum of \$90 per term for all lessons required by the music department. If music majors enroll optionally for any additional lessons, they will be billed for those

lessons at the same rate as non-music majors. Group lessons in piano are available at a reduced rate.

**LINEN SERVICE**—Information and rates on linen service for resident students are mailed to all students.

**PARKING**—Parking stickers are issued at no charge for use of campus parking lots. Automobiles without parking permits, or automobiles parked illegally, will be towed away.

## General Business

All remittances should be mailed to the Controller, The Lindenwood Colleges, St. Charles, Missouri 63301.

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

Diplomas and transcripts will not be issued until all college accounts are paid in full.

The college is not responsible for loss due to fire, theft, or any other cause. Students who wish to insure against these risks should do so individually.

## Withdrawal Terms

Each student is entered for the college year and is accepted with the understanding that he or she will remain for the final examinations at the end of the college year.

Students withdrawing from The Lindenwood Colleges may receive a refund of tuition paid according to the following schedule upon recommendation of the Dean:

During the first 10% of the term — 75% refund

During the second 10% of the term — 50% refund

During the third 10% of the term — 25% refund

No refund will be made after completion of 30% of the term. No refund is made for students who do not enroll for a January Term course.

For courses which meet only once a week in the Evening College, if official withdrawal is within 48 hours of end of

2nd class period—75% refund  
within 48 hours of end of

4th class period—50% refund  
within 48 hours of end of

6th class period—25% refund  
beyond that time—no refund

No refund of room charges can be made for the term in which a student is enrolled after the student has occupied the room. Board charges will be refunded on a pro-rata basis. Student fees are non-refundable.



# Lindenwood Evening College

Since 1972 Lindenwood Evening College has furnished programs for young people and adults unable to attend day classes. Course work and workshops in the Humanities, Natural Sciences, Social Sciences and Business are offered for cultural enrichment, continuing professional education and vocational preparation, as well as for degree objectives. All courses bearing college credit conform to the same standards and requirements as regular day classes. Non-credit courses are also regularly made available in response to the particular needs and concerns of the communities served.

The Lindenwood Evening College offers programs leading to an Associate in Science Degree, a Bachelor of Science Degree and a Master of Business Administration Degree. All coursework leading to these degrees can be completed entirely in the evening.

## **Associate in Science Degree in Business Administration:**

In addition to the B.S. and B.A. degrees in Business Administration offered in the day and evening program, the Lindenwood Evening College offers an Associate in Science degree. Courses may also be applied to bachelor's degree programs after being used to qualify for the AIS degree.

The Associate in Science Degree requirements are:

- 1) General Requirements:
  - Colloquium LCC 301
  - Composition ENG 201 2 courses
- 2) Distributional Requirements:
  - Two Humanities Division Courses
  - Two Natural Science and Mathematics Division Courses
  - Two Social Science Division Courses 6 courses

- 3) Business Administration Department Requirements:
    - BA 102 Principles of Accounting I
    - BA 103 Principles of Accounting II
    - BA 200 Principles of Management
    - BA 204 Business Law I
    - BA 205 Principles of Marketing
    - BA 220 Introduction to Data Processing
    - BA 303 Business Communication
    - BA 307 Principles of Finance 8 courses
  - 4) These courses not in the Business Administration Department:
    - ECC 101 Introduction to Economics I
    - SS 210 Social Science Statistics 2 courses
  - 5) Electives in the Business Administration Department 2 courses
  - 6) Free Electives: 2 courses
- Total Course Requirements 22 courses

Because of the lesser number (22) of courses in the AIS program than in the regular baccalaureate program (36), there is less opportunity for concentration in advanced business courses or in the liberal arts disciplines. Even so, many students are able to focus upon specific vocational objectives through the AIS program. Students working toward the B.S. or B.A. degrees may consider the AIS degree as a way station en route to their longer-term educational goals.

## **Bachelor of Science Degree Business Administration:**

The standard undergraduate degree in Business Administration is the Bachelor of Science in Business Administration. The basic requisites for this degree



- 3) For students interested in preparing for the Certified Public Accountant examination, a heavy concentration of courses in Accounting, selected with approval of a faculty advisor, is recommended.

### Psychology

A major in Psychology is available entirely in the evening. The program is designed to stimulate interest and involvement in the scientific study of behavior and to promote understanding of its application to behavioral and social problems. Psychology students become involved in participatory learning experiences which include experimental studies in human or animal behavior, observational investigations in child development, and volunteer work in local educational and mental health projects. Individualized planning of each student's program permits a wide variety of educational experiences in Psychology to be worked into the typically tight schedules of evening students. Faculty members from Lindenwood's Psychology Department are available to advise and assist evening students with respect to scheduling courses and planning career objectives.

Lindenwood offers both the B.A. and B.S. degree in Psychology. The requirements for this concentration include 8-12 courses in Psychology and 2-4 courses in other departments of the Social Sciences Division.

These courses are required for psychology students: SS 210 Social Science Statistics, PSY 100 Principles of Psychology, PSY 300 Research Methods in Psychology, and a Field Study in

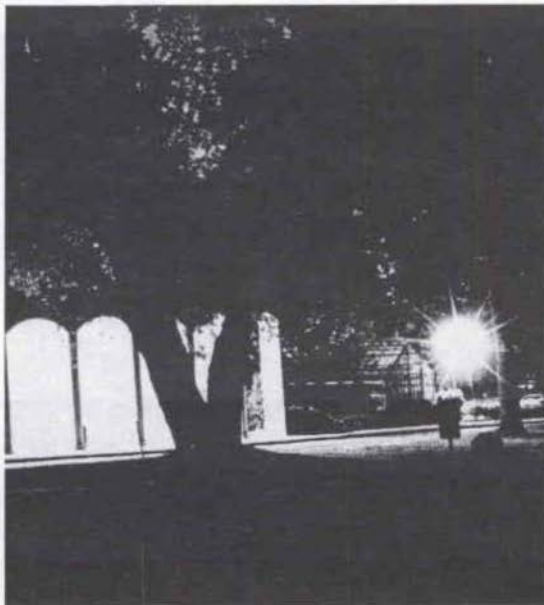
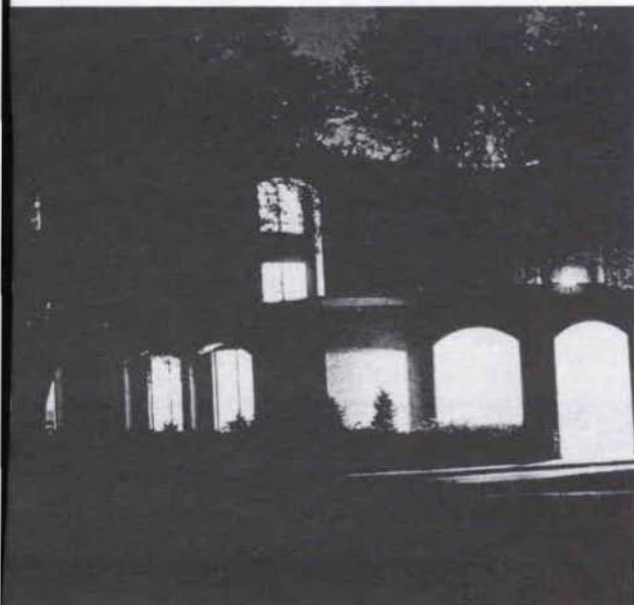
Psychology. The Field Study may be in either Experimental, Developmental, Interactive or Applied Psychology, and gives the advanced student the opportunity to obtain special experience in either a research, educational or clinical setting.

Career opportunities for psychologists with graduate degrees (M.A., Ph.D.) are many and diverse. While most psychologists provide counseling and psychotherapy in clinics, hospitals, schools and private practice, many others teach in colleges and universities and work as testing, personnel and industrial psychologists in government and private industry.

Students who do not plan graduate study in psychology are encouraged to combine their interest in human behavior with experiences in Business, Communication Arts, Sociology, Biology or another area. These individually planned programs can prepare the Lindenwood graduate for careers in business including personnel, market research and sales; for careers in the helping agencies, including youth services, alcoholism treatment and drug abuse centers, social casework and health education; and for creative roles in day care centers, nursing homes and health care agencies.

### Human Resources Administration

A student concentrating in Psychology may also elect to pursue the Human Resources Administration program by including PSY 324 Psychological Testing, in the Psychology concentration and by developing a seven course minor emphasis in Business Administration: BA 102, BA 200, BA 204, BA 220, BA 240, BA 341, BA 348.





The Human Resources Administration program is designed to prepare students for the growing and increasingly technical field of personnel administration. It offers the psychology major viable vocational preparation within the liberal arts framework.

### **Sociology/Administration of Justice**

The Evening College program in the Administration of Justice is administered by the Sociology Department and is designed to prepare persons for professional careers in law enforcement and in corrections, particularly juvenile corrections. The program combines a range of social science materials with the specific Administration of Justice subject matter, all set firmly in the liberal arts context.

In addition to the general college requirements, the B.S. degree in Administration of Justice requires the following courses:

- In Sociology  
 SOC 100 Introduction to Sociology  
 SOC 208 The City  
 SOC 322 Deviant Behavior  
 SOC 326 The Handling of Data In Psychology  
 PSY 101 Interactive Psychology  
 PSY 103 Abnormal Psychology In Communication Arts  
 CA 190 Effective Speaking In Administration of Justice  
 SAJ 241 Introduction to the Administration of Justice  
 SAJ 242 Criminal Law and Procedure  
 SAJ 343 Social Services in the Administration of Justice  
 Either SAJ 450 Internship (two course credits) or two units of SAJ 400 Field Study

Two of the following four courses are also required:

- SAJ 344 Evidence and Prosecution  
 SAJ 345 Administration of Juvenile Justice  
 SAJ 346 Police Organization and Management  
 SAJ 347 Punishment and Rehabilitation

Additional elective courses to complete the total 36 required for the degree may be chosen, in consultation with an academic advisor, from the areas of Sociology, Psychology, Political Science and Business Administration to reflect the student's particular interests or career objectives.

### **Studio Art**

The Department of Studio and Performing Arts offers courses in the Evening College leading to the B.A. and B.S. degrees in Studio Art. The principal areas of study within studio art are: ceramics, design, drawing, painting, printmaking and

sculpture. The student in consultation with an advisor plans a major program which will fulfill the area requirements in art for the appropriate degree and which will develop an emphasis of study in one or more of the studio areas.

The major in Studio Art for the B.A. and B.S. degrees requires a minimum of seven studio art courses and two art history courses. No more than twelve studio courses and four courses in art history may be counted toward the graduation requirements of 36 courses. Requirements for the major include:

Introductory Core	Three courses: 106, 236, 208
Drawing	One course
Painting/Printmaking	One course
Three-dimensional Area (ceramics, sculpture, other)	One course
Studio Art Electives	One to five courses, in which an area of emphasis should be developed
Art History	Two to four courses

In addition to the standard offerings in studio art listed in the catalog, the student may include independent study, field study, and an internship as part of the major program of study. Art studio courses numbered above 200 may be repeated one or more times. Studio art courses are not open for audit.

The Studio Art Faculty reserves the right to retain a copy of prints done under its instruction. Works of student art in other media may be reserved by the Faculty for a period of up to two years following a student's graduation.

## **Evening College Undergraduate Courses Offered for 1977-1978**

### **ART**

- ART 31 Modern Dance (1/2)  
 ART 50J Ceramics (1/2) (Same description as ART 340)  
 ART 105 Introduction to Studio Art  
 ART 114 Art Appreciation I  
 ART 115 Art Appreciation II  
 ART 184 Beginning Still Photography  
 ART 237 Visual Communications for Business  
 ART 238 Visual Communications Design  
 ART 257 Greek and Roman Art  
 ART 284 Intermediate Still Photography  
 ART 300 Painting  
 ART 313 Printmaking—Relief

ART 314 Printmaking — Silk Screen  
 ART 320 Sculpture  
 ART 330 Drawing  
 ART 333 Stained Glass  
 ART 336 Jewelry  
 ART 340 Ceramics

### **BIOLOGY**

BIO 101 General Biology I  
 BIO 102 General Biology II  
 BIO 120 Environmental Biology  
 BIO 308 Genetics

### **BUSINESS ADMINISTRATION**

BA 60 Beginning Typing (1/2)  
 BA 61 Intermediate Typing (1/2)  
 BA 62 Production Typing (1/2)  
 BA 78 CPS Review I (1/2)  
 BA 79 CPS Review II (1/2)  
 BA 100 Introduction to Business  
 BA 102 Principles of Accounting I  
 BA 103 Principles of Accounting II  
 BA 200 Principles of Management  
 BA 204 Business Law I  
 BA 205 Principles of Marketing  
 BA 220 Introduction to Data Processing  
 BA 240 Management of Human Resources  
 BA250 Distribution and Transportation  
 BA 261 Elementary Shorthand  
 BA 280 Introduction to Health Care Facilities  
 BA 281 Small Business Management  
 BA 301 Managerial Accounting  
 BA 302 Federal Income Tax  
 BA 303 Business Communication  
 BA 305 Cost Accounting  
 BA 307 Principles of Finance  
 BA 310 Intermediate Accounting I  
 BA 311 Intermediate Accounting II  
 BA 312 Advanced Cost Accounting  
 BA 313 Advanced Accounting  
 BA 315 Advanced Tax Problems  
 BA 316 Auditing  
 BA 320 Programming Concepts: COBOL  
 BA 323 Systems Theory and Analysis  
 BA 330 Investments  
 BA 331 Financial Management  
 BA 333 Real Estate  
 BA 340 Business and Society  
 BA 341 Business Law II  
 BA 343 Quantitative Management  
 BA 345 Budgeting  
 BA 346 Problems in Management  
 BA 347 International Business  
 BA 348 Management of Personnel Systems  
 BA 349 Business Policy  
 BA 350 Principles of Advertising  
 BA 352 Retail Management  
 BA 353 Marketing Management

BA 354 Marketing Problems  
 BA 355 Creative Marketing Strategy  
 BA 356 Consumer Behavior  
 BA 357 Marketing Technology  
 BA 362 Intermediate Shorthand  
 BA 363 Advanced Shorthand  
 BA 370 Office Management  
 BA 377 Secretarial Procedures  
 BA 381 Introduction to Hospital and Health Care  
 Administration  
 BA 389 Public Relations

### **BROADCASTING/JOURNALISM**

BR/J 100 Introduction to Broadcasting  
 BR/J 102 Introduction to Journalism  
 BR/J 144 Newsgathering, Writing and Editing  
 BR/J 240 Magazine Article Writing  
 BR/J 253 Mass Media and Society  
 BR/J 289 Public Relations  
 BR/J 350 Principles of Advertising  
 BR/J 356 Seminar in Broadcasting

### **CHEMISTRY**

CHM 151 General Chemistry I (no lab)

### **COMMUNICATION ARTS**

CA 31 Human Relations (1/2)  
 CA 190 Effective Speaking  
 CA 198 Interpersonal Communications  
 CA 199 Debate and Persuasion  
 CA 389 Public Relations

### **ECONOMICS**

ECC 101 Introduction to Economics I  
 (Microeconomics)  
 ECC 102 Introduction to Economics II  
 (Macroeconomics)  
 ECC 104 Consumer Economics and Personal  
 Finance  
 ECC 206 American Economic History  
 ECC 250 Contemporary Economic Problems  
 ECC 301 Labor Problems and Industrial Relations  
 ECC 302 Money and Banking  
 ECC 306 Public Finance

### **EDUCATION**

EDU 14 Art in Elementary Schools (3/4)  
 EDU 30D Methods of Teaching Art — Secondary  
 (3/4)  
 EDU 240 Basic Audiovisual Methods  
 EDU 241 Library Administration  
 EDU 242 Cataloging and Classification  
 EDU 245 Selection and Processing of Nonprint  
 Library Materials  
 EDU 246 History and Development of Children's  
 Literature  
 EDU 306 Language Arts  
 EDU 341 Education of the Exceptional Child

**ENGLISH**

- ENG 201 Basic College English Composition  
 ENG 202 Advanced College English Composition  
 and Research

**FOREIGN LANGUAGES**

- FLF 239 World Cultures — The French People  
 FLS 239 World Cultures — The Spanish People

**GEOGRAPHY**

- GEO 201 World Regional Geography  
 GEO 221 Political Geography  
 GEO 269 Economic Geography

**HISTORY**

- HIS 110 Second World War  
 HIS 220 Recent United States

**MATHEMATICS**

- MTH 101 Concepts of Mathematics  
 MTH 103 College Algebra and Geometry  
 MTH 104 Trigonometry and Elementary  
 Functions  
 MTH 171 Calculus I  
 MTH 180 Introduction to Computer  
 Programming: Fortran  
 MTH 360 Fortran Programming II

**MUSIC**

- MUS 100 Introduction to Music

**PHILOSOPHY**

- PHL 100 Introduction to Philosophy  
 PHL 200 Aesthetics  
 PHL 201 Ethics  
 PHL 202 Logic

**PHYSICAL EDUCATION**

- PE 31 Modern Dance (1/2)  
 PE 77 Equine Nutrition  
 PE 276 Equine Health and Disease

**POLITICAL SCIENCE**

- PS 155 American National Government  
 PS 221 History of Political Ideas

**PSYCHOLOGY**

- PSY 31 Creative Problem Solving (1/2)  
 PSY 32 Interviewing (1/2)  
 PSY 100 Principles of Psychology  
 PSY 101 Interactive Psychology  
 PSY 103 Abnormal Psychology  
 PSY 300 Research Methods in Psychology  
 PSY 301 Theories of Personality  
 PSY 310 Managerial Psychology  
 PSY 334 Explorations in Social Psychology

**RELIGION**

- REL 200 World Religions

**SCIENCE**

- SCI 101 Introduction to Science I  
 SCI 102 Introduction to Science II

**SOCIAL SCIENCES**

- SS 210 Social Science Statistics

**SOCIOLOGY**

- SOC 100 Introduction to Sociology  
 SOC 101 Social Trends and Problems  
 SOC 214 The Family  
 SOC 322 Deviant Behavior

**SOCIOLOGY/ADMINISTRATION OF JUSTICE**

- SAJ 241 Introduction to the Administration of  
 Justice  
 SAJ 242 Criminal Law and Procedure  
 SAJ 344 Evidence and Prosecution  
 SAJ 346 Police Organization and Management  
 SAJ 347 Punishment and Rehabilitation

### Full-Time Faculty Members of The Lindenwood Colleges Who Teach Courses in the Evening College:

Amonas, Grazina O.	King, Robert
Anderson, Daryl	Lowder, Joseph
Arisman, Susan	Nelson, Linda A.
Balog, C. Edward	Nichols, John
Barnett, Howard	Perrone, Anthony
Bartholomew, John N.	Soda, Dominic C.
Bornmann, John	Sullivan, Linda A.
Brescia, Vincent T.	Swingen, Allegra
Burd, John	Vandagriff, Donna
Ebest, Joy Holtzmann	Walter, James D.
Eckert, W. Dean	Wehmer, John H.
Evans, James D.	Welch, Teresa J.
Feely, James H.	Westphal, Kenneth
Fields, John	White, Robert G., Jr.
Greenlaw, Kenneth G.	Wier, Richard A.
Hood, James Frederick	Wilke, Robert G.
Huesemann, Jeanne H.	Williams, Delores J.
Kanak, Arthur L.	Williams, James
King, Norman W.	

### Adjunct Faculty listed under Directory of the Colleges

#### Evening College Admissions

All students who wish to attend the Evening College and earn college credit must be formally admitted to The Lindenwood Colleges. The admissions process requires: application for admission, a one-time application and evaluation fee of \$15, and receipt of official high school or college transcripts (or high school equivalency information). These materials should be submitted directly to the Admissions office. The Lindenwood Colleges, St. Charles, Mo. 63301



The application form and fee must be received prior to class attendance. Receipt of official transcripts is required to achieve formal admission, which should be completed as soon as possible following the beginning of course work in the Evening College.

The Evening College admissions standards are geared toward the prospective student employed during regular working hours who needs additional preparation to achieve academic and professional goals. Those who have satisfactorily completed high school or who transfer in good standing from other accredited colleges and universities are unconditionally admitted.

Application forms may be requested by telephone or by personal visit. Students interested in pursuing degree programs in the Evening College are encouraged to arrange an appointment during the evening to discuss the opportunities available with an academic counselor in their area of interest.

### Academic Load

The normal course load for regular evening students is: two courses in the fall and spring terms, one course in the summer term, and up to one course in the January term. Additional courses may be taken subject to approval of the Dean of the Evening College at the time of registration.

## Advising and Counseling

Each student in a degree program will be assigned a faculty adviser. A degree program is developed, in consultation with the academic adviser, to fit the needs and purposes of each student.

Advancement to candidacy for a degree in Business requires completion of:

- Formal admission and transcript evaluation.
- A total program designed by the student and the academic adviser.
- Program approval by the Dean of the Evening College.

### Dean's List

A Dean's List has been established to encourage and to honor academic achievement of Evening College students.

1. Eligibility—all students who have been admitted to the Evening College.
2. Course load—completion of a minimum of five full courses over the academic year, September through July.
3. Recognition—each year the Dean will announce the names of those students who, in the previous year, achieved a grade point average of at least 3.5 based on a 4.0 scale.

### College Level Examination Program

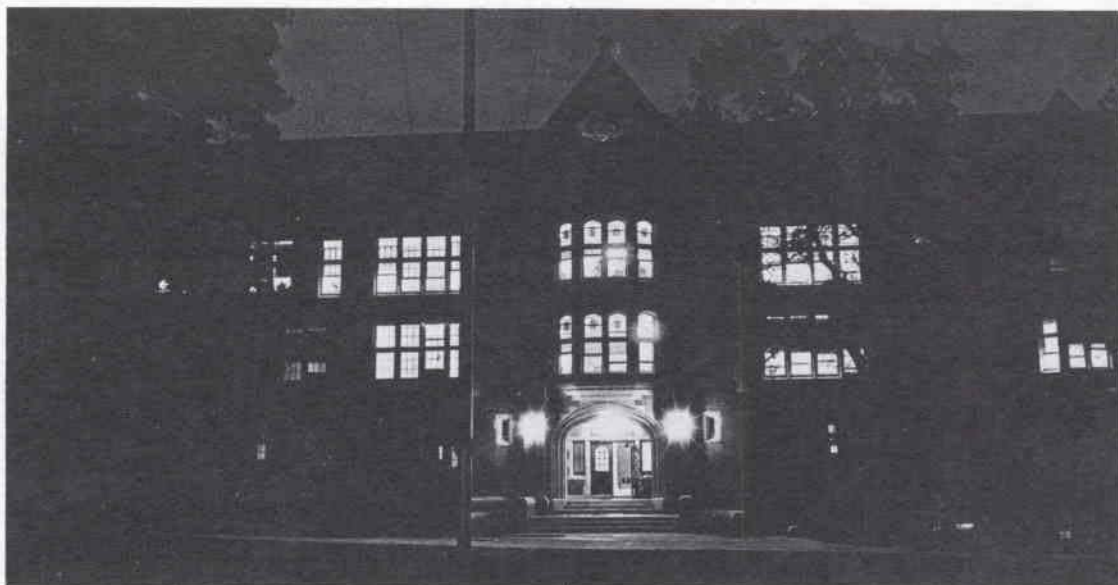
Students may significantly reduce the time required to earn a degree through examination under the College Level Examination Program (CLEP). Credit will be allowed for all the general examinations (except English) and may be allowed on specific subject matter tests with the approval of the appropriate department. CLEP examinations are conducted monthly at various locations in the St. Louis/St. Charles Metropolitan area. Contact the Registrar's Office for application forms and further information.

## Special Programs

### Registered Nurses

The Evening College actively participates in a program whereby graduates of an accredited diploma school of nursing or nurses with associate degrees can earn a bachelor's degree. These students may select from several areas of concentration. Business Administration and pre-Hospital Administration have proven to be popular choices of emphasis.

Diploma school of nursing graduates are awarded 9 courses of credit toward the bachelor's degree for their clinical training and theoretical courses in



nursing. Nurses with associate degrees receive 6 courses of credit. *Additional credit* is given for approved college level courses in science, humanities and social sciences; e.g., anatomy and physiology, chemistry, microbiology, psychology, sociology, religion/philosophy, ethics.

#### **Certified Professional Secretaries**

Upon admission to Lindenwood and presentation of the C.P.S. certificate, a Certified Professional Secretary will be awarded up to 7½ courses of credit in selected business and economics areas plus up to 1½ courses of credit (see page 132) for the experience requirement for C.P.S. status. Additional college level work and/or experience will be considered for credit beyond the 9 courses stipulated above.

#### **Air Traffic Controllers**

Upon presentation of certification of Phase V status, an Air Traffic Controller is awarded credit for up to a maximum of 12½ courses (see page 130) towards a bachelor's degree program.

Additional work in military, technical, or FAA-sponsored courses will be individually considered. FAA supervisory personnel who have completed

the Management Training Course at Lawton, Okla., will in addition to the above be awarded credit for 2 courses in management.

#### **Industrial Management**

This program, in cooperation with the University College of Washington University in St. Louis, is planned to satisfy demands of industry for persons qualified in the increasingly important fields of industrial production and management. The courses are designed to give a brief, intensive survey of the numerous fields requisite to an understanding of and competence in industrial planning, production and controls.

#### **Hospital and Health Care Administration**

This program focuses on the managerial processes in the health care setting by providing a background in administrative, financial, medical and legal viewpoints. Guest lecturers assist in highlighting specific areas of study such as Nursing Administration, Medical Staff Organization and Hospital Law. Students are concerned with evolving community health care needs and consumer pressures on the health care industry. The internship program affords the student an opportunity to become familiar with the daily operations and functions experienced in the working environment.

# Master of Business Administration

## MBA Degree

The purpose of the M.B.A. program is to provide a professional opportunity for practicing administrators to help them understand in greater depth the functional dimensions of organizations and to enhance their skills for working with people in the determination and pursuit of organizational objectives.

### Basic Requirements

Twenty-two courses are offered, comprised of four courses in each of the first four areas and six courses in the Business Environment and Responsibilities area.

#### Area: **Information Systems and Control:**

- MBA 510 Financial Accounting Concepts
- MBA 511 Managerial Accounting
- MBA 512 Management Information Systems
- MBA 513 Quantitative Methods

#### Area: **Distribution Processes and Strategies:**

- MBA 550 Marketing Concepts
- MBA 551 Marketing Policies
- MBA 552 Consumer Behavior
- MBA 553 Advertising and Marketing Management

#### Area: **Administrative Behavior and Policies:**

- MBA 540 (formerly MS 505) Organization Concepts
- MBA 541 Administrative Behavior
- MBA 542 Administrative Policy
- MBA 543 Administrative Action and Direction

#### Area: **Financial Institutions and Practices:**

- MBA 530 (formerly FN 502) Financial Concepts
- MBA 531 Financial Policy
- MBA 532 Managerial Finance
- MBA 533 Investment Management

#### Area: **Business Environment and Responsibilities:**

- MBA 580 (formerly MS 504) Legal Environment of Business

MBA 581 Managerial Economics  
MBA 582 International Trade and Investment  
MBA 583 Personnel Management and Labor Relations

MBA 587 Women's Roles in the Work Environment

MBA 588 The American Woman at Work

For an MBA degree, 16 courses are required.

However:

- (1) up to six courses may be waived for applied undergraduate credit and
- (2) at least eight courses must be taken at Lindenwood.

In each area:

- (1) any two courses are required; but if courses are waived for undergraduate credit, then at least one course per area at Lindenwood is required.

A major consists of all four courses offered in any area.

A thesis may be counted for up to two Lindenwood courses, with the approval of the department of Business Administration.

### Admissions

Students may enter the program in the fall, spring or summer session. Admissions are approved by the Lindenwood Graduate Admissions Committee, and applications for admission should be made through the Admissions Office. Admission will be made on the basis of predictions (1) that students will benefit from the program, and (2) that the program will benefit from the contributions of the candidates.

Applicants for admission to the program are required to submit:

- (1) Their results on the Graduate Management Admission Test (GMAT).
- (2) Their undergraduate record.
- (3) Recommendation letters from two or more academic and business acquaintances.
- (4) To an admissions interview.

The Application for Admission form is available either from The Lindenwood Colleges' M.B.A. Office, Room 205, Roemer or from the Director of Admissions. All materials should be forwarded directly to the Admissions Office, The Lindenwood Colleges, St. Charles, Mo. 63301.

### General Provisions

Courses in the MBA program meet once a week during the fall and spring terms from 7 to 10 p.m. During the eight-week summer session each course meets for two sessions per week.

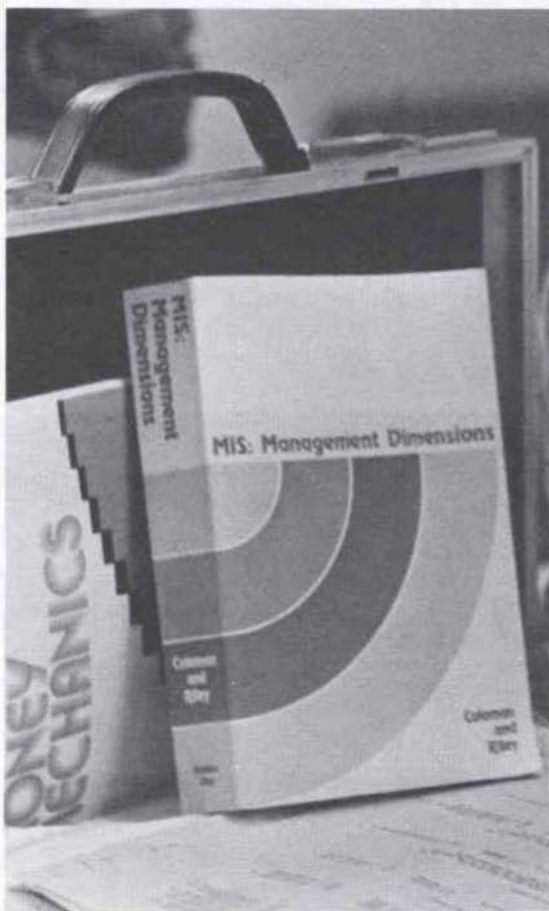
Most students may take one or two courses in each fall or spring term and usually only one course during

the summer term. Thus, a 10-course program could be completed in two calendar years. The faculty views two years as a minimum time for the effective integration of the academic resources with the professional responsibilities of the students.

To remain in good standing an average grade of B is required. Students who fall below the B average are on probation and need to consult with their advisor and the dean. Failure to remove probation is cause for suspension and dismissal from the program.

The MBA program is accredited on the basis of review and evaluation by the North Central Association of Colleges and Secondary Schools.

Tuition is \$275 per course. Many employers provide for all or a portion of this expense. A \$15 non-refundable application processing fee must accompany application for admission.



## Graduate Courses Open Only To MBA Candidates:

### Information Systems and Control

#### **MBA-510 Financial Accounting Concepts**

Generally accepted accounting principles and their influence upon the preparation, analysis and of published financial statements.

#### **MBA-511 Managerial Accounting (formerly AC 521)**

(Admission requires a basic understanding of general accounting concepts.) The internal use of accounting data by managers for planning and control purposes.

#### **MBA-512 Management Information Systems**

Examination of the approaches governing the analysis, design and implementation of accounting systems for management information, planning and control.

#### **MBA-513 Quantitative Methods**

Managerial application of such topics as probability theory, statistical inference, decision theory, inventory models, linear programming, time series analysis, regression and correlation, and variance analysis.

### Distribution Processes and Strategies

#### **MBA-550 Marketing Concepts**

A study of the system of activities designed to plan, price, promote and distribute goods and services to the consumer and the industrial market.

#### **MBA-551 Marketing Policies**

Major decision areas in marketing. Selection of channels of distribution and promotional programs, evaluating marketing research information, and determining pricing and product policy.

#### **MBA-552 Consumer Behavior**

Psychological, sociological and economic variables, including motivation, learning, attitude, personality, small groups, social class, demographic factors, and culture, and their effects on purchasing behavior.

#### **MBA-553 Advertising and Marketing Management**

The use of advertising and marketing research as tools toward building a profitable or goal-oriented "marketing mix." Advertising and sales promotion viewed as fundamental elements of marketing.

## Administrative Behavior and Policies

### MBA-540 Organization Concepts

The theory, research and applications that provide the cornerstones for the study of managing within organizations. The functions of management, human behavioral studies, leadership styles.

### MBA-541 Administrative Behavior

The process of administration and the role of the administrator. Examination and development of the skill of working with others to contribute individually and to work effectively as a group in performing collective tasks.

### MBA-542 Administrative Policy

Policy construction and planning of policy implementation at the executive level. Company-wide situations from the management point of view.

### MBA-543 Administrative Action and Direction

Top management point of view conceptualizing managerial policies that provide direction for the organization. Builds upon and integrates previous MBA courses.

## Financial Institutions and Practices

### MBA-530 Financial Concepts

(Admission requires some accounting.) Managerial functions of finance with emphasis on financial analysis, working capital management, capital budgeting, long-term financing and dividend policy.

### MBA-531 Financial Policy

The evaluation and selection of major financial decisions. The traditional financial problems normally reserved for executive decision making.

### MBA-532 Managerial Finance

Long-term financing, capital market institutions, and financial strategies for growth. Comparative financial costs, mergers, acquisitions, and management/shareholder relations.

### MBA-533 Investment Management

An analysis of leading technical market indicators. Principles of portfolio management, including the use of options and formula plans.

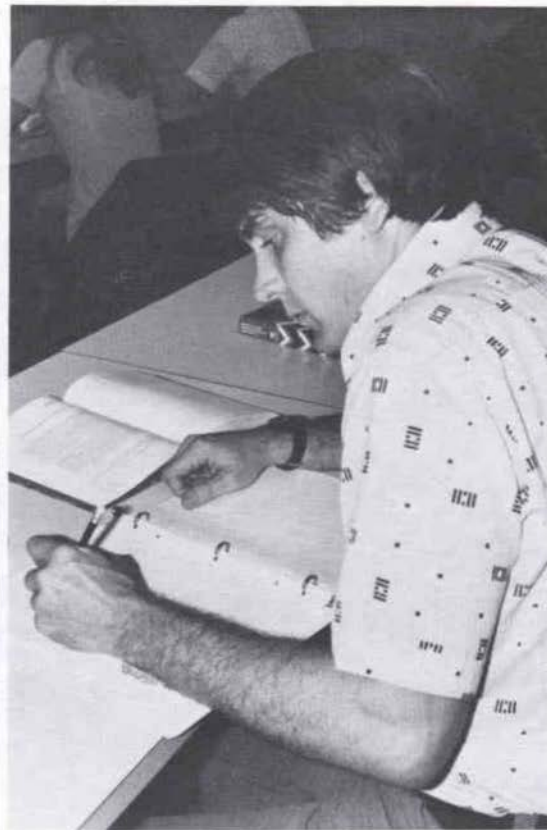
## Business Environment and Responsibilities

### MBA-580 Legal Environment of Business

Law, legal processes and legal institutions. The derivation of business laws, present attitudes toward those laws, and future trends in business law. Taxation, commerce regulation, contract law, anti-trust legislation, and labor-related legislation.

### MBA-581 Managerial Economics

Analysis of economic problems, both macro and micro, and their impact upon managerial decisions and policies. Local, regional, national and international economic problems.



### MBA-582 International Trade and Investment

Trade between and among nations; balance of payments, exchange rates, tariffs, quotas and their interrelationships.

### MBA-583 Personnel Management and Labor Relations

The scope of business and industrial personnel services. Analytical appraisal of policies and practices in labor relations and personnel administration.

### MBA-584 Women's Roles in the Work Environment

The examination of socialization processes, stereotypes and sex-related role conflicts. The uses of assertiveness training and verbal expressive skills to facilitate adaptation and mobility of women in a variety of work situations. Role playing and case studies will be included among class methods. This course will involve extensive shared leadership within the class.

### MBA-585 The American Woman at Work

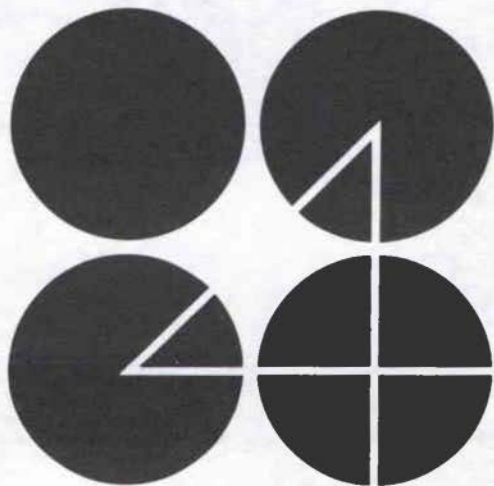
Social and economic aspects of women's changing role in the labor force; causes and consequences of sex-related inequality in employment and possibilities for its reduction; productivity, turnover and absenteeism; problems of prejudice and discrimination; management to reduce discrimination; legal requirements of equal opportunity; changing employer expectations/employee obligations in positions of managerial responsibility. The course will be team taught to explore the range of perspectives.





## The College for Individualized Education—Lindenwood 4

At Lindenwood College for Individualized Education, students plan their own programs and carry them out in a supportive learning community consisting of faculty, fellow students, and resource persons. Located in several regional centers, Lindenwood 4 offers programs leading to the Bachelor of Arts, Science, Fine Arts, Music and Music Education degrees. At the graduate level, it offers programs leading to the Master of Arts and Master of Fine Arts degrees.



### A Community for Learning

Lindenwood 4 is a new kind of College which recognizes the importance of individual differences. It attracts a new kind of student. Who is this student?

*A nurse who wants to earn a graduate degree in Health Administration.*

*A para-professional counselor who seeks specialized training in the field of mental health.*

*A teacher who wants to study innovative curriculum design.*

*A businessman who seeks to advance his career through the study of marketing.*

*A professional actor who wants an advanced degree in theatre.*

All of these people are working adults who come to Lindenwood 4 to combine their work and their study.

Typically, Lindenwood 4 students are working or raising families full-time and they are over 25 years old. They are mature and purposeful people who

seek higher education as an opportunity to enhance their professional and personal growth.

For various reasons these people have found conventional classroom education unsuitable to their needs. Some are unable to attend regular classes because of their work schedules. Others are seeking instruction in a field which is not represented in traditional college curricula. Still others no longer find the typical college lecture a satisfying learning experience.

For whatever reason, these students come to Lindenwood 4 because they are seeking a different method of college study, a method which recognizes their maturity and incorporates their particular learning objectives. Lindenwood 4 offers innovative education in a collegial atmosphere of regular instructional sessions with faculty assistance.

### Interaction

The basic learning group in Lindenwood 4 is called a **cluster group** to differentiate it from a traditional class or course. A cluster group differs from a class because the central process in the cluster is **dialogue**: mutual interaction among students and faculty. Each cluster is made up of no more than 8 students in the same or related fields and a Faculty Sponsor who has expertise in the student's field. Weekly meetings of 3-5 hours provide a collegial environment in which students share their learning, present their work and discuss and participate in group activities. The cluster identifies group learning objectives and the sponsor coordinates these with the individual's learning objectives for the trimester of 14 weeks.

#### *Other Kinds of Interaction*

Some Lindenwood 4 students, especially graduate students, carry out their learning experiences in a tutorial arrangement in which they meet individually or in pairs with a Faculty Sponsor for 2-3 hours weekly. Weekly meetings provide instruction, critique and substantive interchange between student and sponsor. In addition to the tutorial meetings, the student meets regularly with the faculty administrator to review his/her progress in meeting learning goals.

### The Undergraduate Program

While each regional center has its own style and character, the entire Lindenwood 4 program promotes an atmosphere of excellence and challenge in undergraduate study. Students are guided through a logical plan for individualized studies in their specialized fields at the undergraduate level. Within the framework of traditional liberal arts education, Lindenwood 4 provides the opportunity for students to design their own learning projects and emphasize those areas of study unique to their individual needs.

After acceptance into Lindenwood 4, the student attends a weekend workshop to outline an overall plan of study called the **Program Overview**. Typically the Program Overview is not finalized until the end of the student's first trimester in Lindenwood 4. As a contract between the student and The Lindenwood Colleges, the overview outlines generally what a student has agreed to do each trimester and states overall learning objectives and some of the evaluative criteria linked to them.

At the beginning of each trimester in the program, the student attends a workshop at which a detailed plan for the trimester is drawn up. This **trimester study plan** becomes the basis for meeting learning objectives and evaluating them through a variety of activities: reading, research, internships, individual and group projects, standard academic courses, travel, various kinds of writing, tutorials and the application of new concepts in a job setting.



## The Graduate Program

The graduate program includes two principal formats of academic study: innovative graduate programs and the entirely individualized graduate degree. The former are partly structured academic programs in fields which are under-represented in conventional college curricula and are particularly suited to the learning environment of Lindenwood 4. These programs involve a substantial component of applied study in which the student actually works in the field, under supervision. Since many of our students are employed in their field of study, they are often able to apply their study in their job setting. In cases in which this is not possible, the college assists them in locating a practicum, apprenticeship or residency placement, appropriate to their needs. The following graduate degree programs are offered through Lindenwood 4:

- Art Therapy
- Administration of Voluntary Associations
- Counseling Psychology
- Feminist Counseling
- Gerontology
- Dance Therapy
- Marriage and Family Counseling
- Health Administration
- Alternatives in Teacher Education
- Theatre Arts in Professional Theatre (Master of Fine Arts)

For a brochure and specific information on any of these programs, check with the closest regional center of Lindenwood 4.

In addition to our non-traditional programs in graduate study, Lindenwood 4 offers graduate students a unique opportunity to study toward a Master's Degree in Administration which combines their individual interests with a systematic study of advanced subject matter. Several major fields within the administrative sciences can be very effectively studied on an individualized basis: managerial psychology, public relations, personnel management, accounting and marketing.

Entirely individualized study toward a self-designed degree is also offered at the graduate level in Lindenwood 4. For the mature and purposeful student, self-directed learning provides an educational experience of depth and excitement.

After acceptance into a graduate program, the student attends an opening weekend workshop in which the Program Overview is finalized. At subsequent opening workshops, graduate students review their learning objectives and write a Trimester Study Plan which gives the details of bibliography, papers and projects for the term.

## Process and Procedures

### The Academic Year, Degrees and Credits

The academic year at Lindenwood 4 consists of three trimesters of approximately 14 weeks each. Trimesters are separated by a break of about three weeks.

Each completed trimester yields three Lindenwood course credits, equivalent to 10½ semester hours credit. In both the undergraduate and graduate programs, trimesters may be completed individually. Therefore it is possible to schedule a one-year program over a period of two years by attending every other trimester.

Because study at Lindenwood 4 is not divided into courses, the smallest credit unit is the trimester. Therefore, students can enroll only for *full-time study* in Lindenwood 4.

There is no uniform schedule for completing degrees other than the structure of the student's Program Overview. When all the goals of the Program Overview, as specified in the Trimester Study Plans, have been satisfactorily met and credited by the faculty (see evaluation), the student is recommended for graduation. All students are responsible for meeting the college's graduation requirements and requisite areas of study in the Program Overview. **Basic graduation requirements for undergraduates include:**

- A. Satisfactory completion of the learning objectives set forth in the finalized Program Overview.
- B. Completion of at least 36 Lindenwood course credits toward the baccalaureate degree, including the final recording of all trimester study completed in Lindenwood 4. In order for trimester study to be recorded, the student must submit a satisfactory trimester summary to the Registrar of The Lindenwood Colleges, and be evaluated in writing by the faculty sponsor or faculty administrator.
- C. Fulfillment of the requisite areas of study for the Bachelor of Science, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music or Bachelor of Music Education, as specified for

- Lindenwood 4 students (see below).
- D. Satisfactory demonstration of a working knowledge of English in oral and written forms, as evaluated by the Faculty Administrator in consultation with the faculty sponsor each trimester.
  - E. Completion of the Culminating Project (see below).
  - F. Completion of at least nine Lindenwood course credits (three trimesters) as an enrolled student at The Lindenwood Colleges.
  - G. Recommendation for the degree and approval by the faculty of The Lindenwood Colleges.

**Basic graduation requirements for graduate students:**

- A. Satisfactory completion of the learning objectives set forth in the finalized Program Overview.
- B. Completion of the required number of Lindenwood course credits for the graduate program in which the student is enrolled, as specified in the brochure description of the program; completion of a minimum of nine Lindenwood course credits (three trimesters) for those students who are pursuing entirely individualized study and are not enrolled in a particular program.
- C. Satisfactory completion of all practicum, apprenticeship and residency requirements connected with the student's degree program.
- D. Final recording of all trimester study in Lindenwood 4. In order for study to be recorded, the student must submit a satisfactory trimester summary to the Registrar of The Lindenwood Colleges, and must be evaluated in writing by the faculty sponsor and/or faculty administrator.
- E. Satisfactory demonstration of graduate level writing and speaking skills as evaluated by the Faculty Administrator in consultation with the Faculty Sponsor each trimester.
- F. Completion of the Culminating Project (See below.)
- G. Completion of at least six Lindenwood course credits (two trimesters) as an enrolled student at The Lindenwood Colleges.
- H. Recommendation for the degree and approval by the faculty of The Lindenwood Colleges.

## Procedures—The Undergraduate Program

### Application Procedures

For a description of the application and admission process, please see page 11.

Applicants to the undergraduate program must have previously earned a high school diploma or a certificate of equivalency, or have been admitted previously as a regular full-time student at an accredited college or university.

### Advanced Standing

Lindenwood 4 recognizes the value of past learning experience whether it has occurred on the job, as a part of a professional organization or in a college classroom. Undergraduates can receive as much as three years advanced standing, computed from previous college work, nationally recognized tests and life learning experiences.

To receive advanced standing for academic work done at other institutions, applicants should request that official transcripts from each institution be sent with the application to the Director of Admissions, The Lindenwood Colleges. Credit is granted only for courses taken at accredited colleges and universities in which the grade of C or better was earned.

College Level Examination Program (CLEP) scores are accepted for students in each of the general examinations (except English) and may be allowed in specific subject area tests with the approval of the Dean of Lindenwood 4 and the Registrar of The Lindenwood Colleges.

Applicants may also gain advanced standing through the satisfactory documentation of Critical Life Experience. Critical Life Experience is college—equivalent learning, acquired outside the college classroom and not recorded on a college transcript. Such experiences include professional or research training, on-the-job development and personally acquired conceptual learning in a subject area. These experiences must have contributed to the student's understanding and competency in the general area of his/her proposed field of study—or be applicable to general education requirements as specified below. Students apply for consideration of Critical Life Experience crediting *during* the first trimester in Lindenwood 4. If the application is approved, the student completes the verification and documentation of each experience, as specified in the Handbook, and is awarded final approval of the credit before the beginning of the final trimester in Lindenwood 4.

A maximum of 18 Lindenwood course credits,

equivalent to six trimesters' participation, may be obtained for a combination of CLEP scores and documented Critical Life Experience. An overall maximum of 27 Lindenwood credits, equivalent to nine trimesters' participation, can be obtained through a combination of college transfer credit, Critical Life Experiences, and CLEP.

Students interested in obtaining advanced standing through any of the above means, should discuss it with the Faculty Administrator at the admissions interview.

## Undergraduate Requisite Study

In order to satisfy minimal requirements for liberal arts and science study at The Lindenwood Colleges, each student must complete the following requisite areas of study through transfer credit, CLEP, Critical Life Experience, or regular study in Lindenwood 4.

For the *Bachelor of Arts degree*:

1. Three Lindenwood course credits (one trimester) of English language skills, including English composition, oral communication or their equivalent.
2. Two Lindenwood course credits from each of three divisions of study: humanities, natural science/mathematics and social sciences.
3. Eight to 12 Lindenwood course credits in the student's major area of study. In some standard areas of study, such as administration and psychology, Lindenwood 4 asks for *specific* requisite areas to be covered within the discipline. In other more individualized fields, there may be no specification of requisite study. The Faculty Administrator will provide information regarding requisite study.
4. Two to four Lindenwood course credits in areas of study related to the major but outside its specific area.
5. A knowledge in depth of a foreign culture, to be acquired in one of the following ways:
  - a. Four Lindenwood course credits in a specific foreign language;
  - b. Four Lindenwood course credits in a specific cultural study but completed in English;
  - c. Three Lindenwood course credits in two areas of cultural studies or a combination of cultural and language studies in two areas.

For the *Bachelor of Science, Fine Arts, Music or Music Education*:

1. Three Lindenwood course credits (one trimester) of English language skills, including English composition, oral communication, or their equivalent.
2. Three Lindenwood course credits (one

trimester) from each of the following three divisions of study: humanities, natural science/mathematics and social sciences.

3. Eight to twelve Lindenwood course credits in the student's major area of study. In some more standardized areas of study, Lindenwood 4 asks that *specific* areas of requisite study be covered within the discipline. In other more individualized studies, there may be no specific requisite areas. The Faculty Administrator will provide all information regarding requisite study.
4. Two to four Lindenwood course credits in areas of study related to the major but outside its specific area.

## The Trimester Study Plan

Each trimester the student is assisted by the Faculty Sponsor and Faculty Administrator to formulate a detailed plan of study to cover the proposed areas of study for the term. The Trimester Plan generally includes the following:

1. substantive learning objectives
2. adequate bibliography
3. description of the work to be completed for evaluation: papers, presentations, case studies, etc.
4. criteria for evaluating the student's work
5. methods of evaluation
6. indication of how the trimester's study fits into the larger goals given in the Program Overview

The Trimester Plan must be approved by the student's Faculty Sponsor and Faculty Administrator within the first three weeks of the trimester.

## Trimester Evaluation

Close consultation with the faculty sponsor, faculty administrator and other members of the learning community keep the student well informed about the progress of his/her work. If work is not satisfactory, the student will know well before the end of the trimester.

After the work has been completed, the student submits a Trimester Summary to the Registrar of The Lindenwood Colleges. The summary is an actual component of the study and must be received by the Registrar in satisfactory form in order for the student to receive credit. The student's work is reviewed and evaluated in a narrative evaluation by the Faculty Sponsor each trimester. The Faculty Administrator evaluates the student at least once a year. The Sponsor and Administrator recommend full or partial credit for the work completed.

The summary, evaluations by the faculty, and peer evaluations (optional) are included in the Narrative Transcript of the student's work.

Other matters related to evaluation are specified in the *Handbook* for enrolled students.

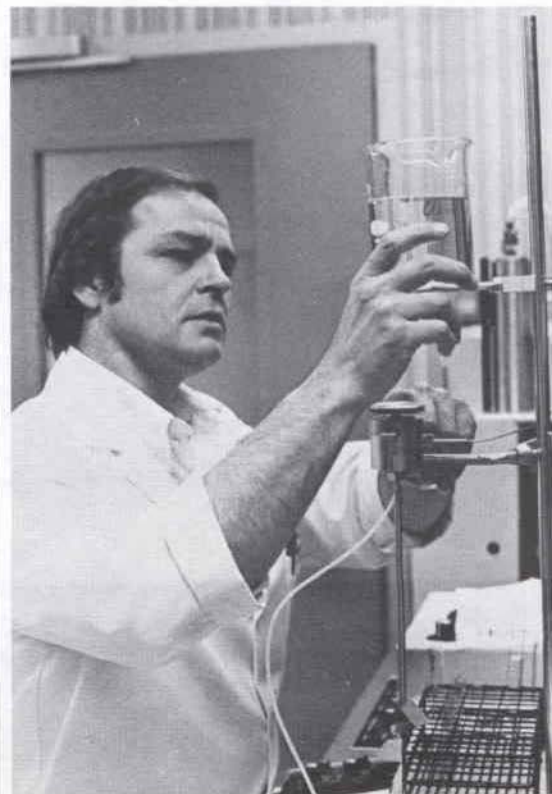


## Procedures—The Graduate Program

### Application Procedures

For a description of the application and admission process, please see page 12.

Applicants to the graduate program should have earned a baccalaureate degree from an accredited college or university. \*\* Several of the special graduate programs in Lindenwood 4 have subject area prerequisites which are specified in their brochures. All applications are reviewed by the Graduate Admissions Committee, made up of faculty members from The Lindenwood Colleges. When the applicant has been recommended for admission by the Faculty Administrator and approved by the committee, he or she will receive a formal letter of notification from the Admissions Office of The Lindenwood Colleges.





## The Preliminary Program Overview

Applicants submit a proposal for a program of study in Lindenwood 4 at the time they submit an application. The preparation of a thoughtful and logical preliminary Program Overview is an indication to the Faculty Administrator and the Admissions Committee that the applicant is mature and purposeful. Applicants enlist the assistance of the Faculty Administrator in formulating this preliminary Overview.

## Advanced Standing

Entering graduate students can receive one trimester's advanced standing (per year in Lindenwood 4) for the transfer of 10½ or more semester hours credit of B or better from an accredited college or university. Transfer credit must be relevant directly to the student's degree program in Lindenwood 4 in order for the student to receive advanced standing. Students should request that official transcripts from institutions previously attended be forwarded directly to the Admissions Office of The Lindenwood Colleges. The processing of all applications for advanced standing takes place *during* the student's first trimester in the program. The Program Overview is finalized after advanced standing has been processed.

## Graduate Requisite Study

All graduate programs in Lindenwood 4 carry with them some requisite study in specific subject areas. Applicants should check the individual program brochure for specific information about these *before* attempting to write a preliminary Overview. Each applicant is counseled in preparing the preliminary Overview. At an individually scheduled program development session, the prospective student outlines an overview with the assistance of a Lindenwood 4 faculty member.

The student's overview is finalized by the end of the first trimester in Lindenwood 4, to include specific methodology, bibliography, research questions, substantive concerns, performance criteria and field placements. The overview builds toward a Culminating Project, required of every student in Lindenwood 4.

**\*\*In exceptional cases students are admitted to graduate study without having completed all requirements for the undergraduate degree. Applicants should ask the Faculty Administrator for information about non-B.A. admission.**



## Necessary Details—All Programs

For both the undergraduate and graduate programs, students remain enrolled in Lindenwood 4 for the number of trimesters it takes to complete the learning objectives set forth in the finalized Program Overview, including the Culminating Project.

### The Culminating Project

The successful completion of a Culminating Project is required of all students in Lindenwood 4 in order to receive a degree. This project is presented at the close of a student's entire program.

For undergraduates it brings together some of the major aspects of the overall study and demonstrates some of the skills acquired throughout the entire study. An undergraduate Culminating Project may be a paper, a case study or almost any variety of demonstration, including film or dramatics.

For graduate students, the Culminating Project is a major undertaking in the form of a thesis, a paper or a project, including the use of a wide variety of media as appropriate. It demonstrates the mastery of concepts and skills that the student set out to gain in the Program Overview. If the project is not primarily in written form, it must have a written analytical component.

### Portfolio

Both undergraduate and graduate students maintain a portfolio of their study plans, completed work, and evaluations throughout the program. They may also keep a log or journal to serve as a record from which to write the Trimester Summary.

### The Narrative Transcript

The Trimester Summary, written at the end of each trimester's study, is considered part of the trimester work. This document, written in a specified format (see the *Handbook*) is a helpful review for the student at the end of the term and serves as the basis for the writing of the Narrative Transcript. This transcript, which includes a description and evaluation of all the student's work, is the official record of study and achievement in Lindenwood 4.

## Costs

Tuition is \$867.00 per trimester in both the undergraduate and graduate programs. Students may pay in installments, making the first payment by the opening weekend workshop and executing an installment note to The Lindenwood Colleges. No student can be credited for a trimester's work until tuition has been paid in full.

Tuition refunds in the case of withdrawal are as follows:

- 75% refund within the first two weeks of the trimester;
- 50% within the next two weeks;
- 25% during the fifth and sixth weeks of the term; nothing beyond the first business day past six weeks from the opening weekend workshop.

Other costs include a \$15 non-refundable application fee, a \$5 activities' fee per trimester and a \$25 (for undergraduates) or \$30 (for graduate students) graduation fee. Undergraduates who receive advanced standing credit for Critical Life Experience must pay \$25 per Lindenwood course credit to cover the processing costs.

## Financial Aid

Scholarship assistance is available for Lindenwood 4 students; awards are based primarily on need. In addition to scholarships, various grants are available through private and governmental sources. Students are eligible to apply for federally-insured loans and veterans' benefits.

## Special Notice: Master's in Education Program

A special grant is available to all inservice certified teachers who want to earn a Master's Degree in Education through Lindenwood 4. With the assistance of the grant, they pay only \$675 for each of three trimesters' work and \$225 for the fourth trimester. The Master's in Education program is on a special credit track so that the first three trimesters are credited as *nine semester hours* and the final one as *six semester hours*.

Lindenwood 4 does not offer teacher certification due to the highly individualized nature of study in our college. Students who are interested in certification should check with the Education Department of The Lindenwood Colleges which is authorized by the National Council for Accreditation of Teacher Education to grant certification.

## Regional Centers

Each regional center of Lindenwood 4 has two or more Faculty Administrators and conducts a full

program of studies. While regional activities vary somewhat according to the nature of the region, Lindenwood 4 is a unified college with standard academic procedures that are an integrated part of The Lindenwood Colleges.

Names and addresses of all members of the Lindenwood 4 staff are given on page 130.

## Study Away From Regional Centers

All undergraduate students must be within commuting distance of a regional center in order to participate in their committee meetings, seminars and other learning activities. A limited number of graduate students may be accepted who live in areas not readily accessible to regional centers provided that they can easily meet weekly with their Faculty Sponsors and can attend monthly colloquia at a regional center.

## Calendar

The academic year is divided into three trimesters, the dates of which are given below. Students may enter the program at the beginning of any trimester.

*Fall, 1977*

October 1-January 14

(Holiday Break: December 22-January 1)

*Winter, 1978*

February 4-May 13

*Summer, 1978*

June 3-September 9

*Fall, 1978*

September 30-January 13

(Holiday Break: December 22-January 1)

*Winter, 1979*

February 3-May 12

*Summer, 1979*

June 2-September 8

## The Dean's Office

Craig Eisendrath, Ph.D.

*Dean*

Pauline Eisendrath, M.A., M.S.W.

*National Program Coordinator*

The Lindenwood College for Individualized Education

The Lindenwood Colleges

St. Charles, Missouri 63301

314/946-6912 (toll-free from St. Louis)

314/723-7152

## Regional Centers

Lindenwood 4

The Lindenwood Colleges

St. Charles, Missouri 63301

314/723-7152 or 946-6912 (toll-free from St. Louis)

Richard Rickert, Ph.D.

Lucy Morros, Ph.D.

*Faculty Administrators*

### St. Louis Office

Lindenwood 4

4653 Maryland Avenue

St. Louis, Missouri 63108

314/361-1404 or 361-1405

Boyd Morros, M.A.

John McClusky, Ph.D.

Sheldon Weinberg, Ph.D.

*Faculty Administrators*

### Washington D.C. Office

Lindenwood 4

1785 Massachusetts Avenue

Suite 115

Washington, D.C. 20036

202/232-1191

Sharon Rubin, Ph.D.

Mark Tannenbaum, M.A.

*Faculty Administrators*

### Los Angeles Office

Lindenwood 4

1413 Fifth Street

Santa Monica, California 90401

213/451-4767

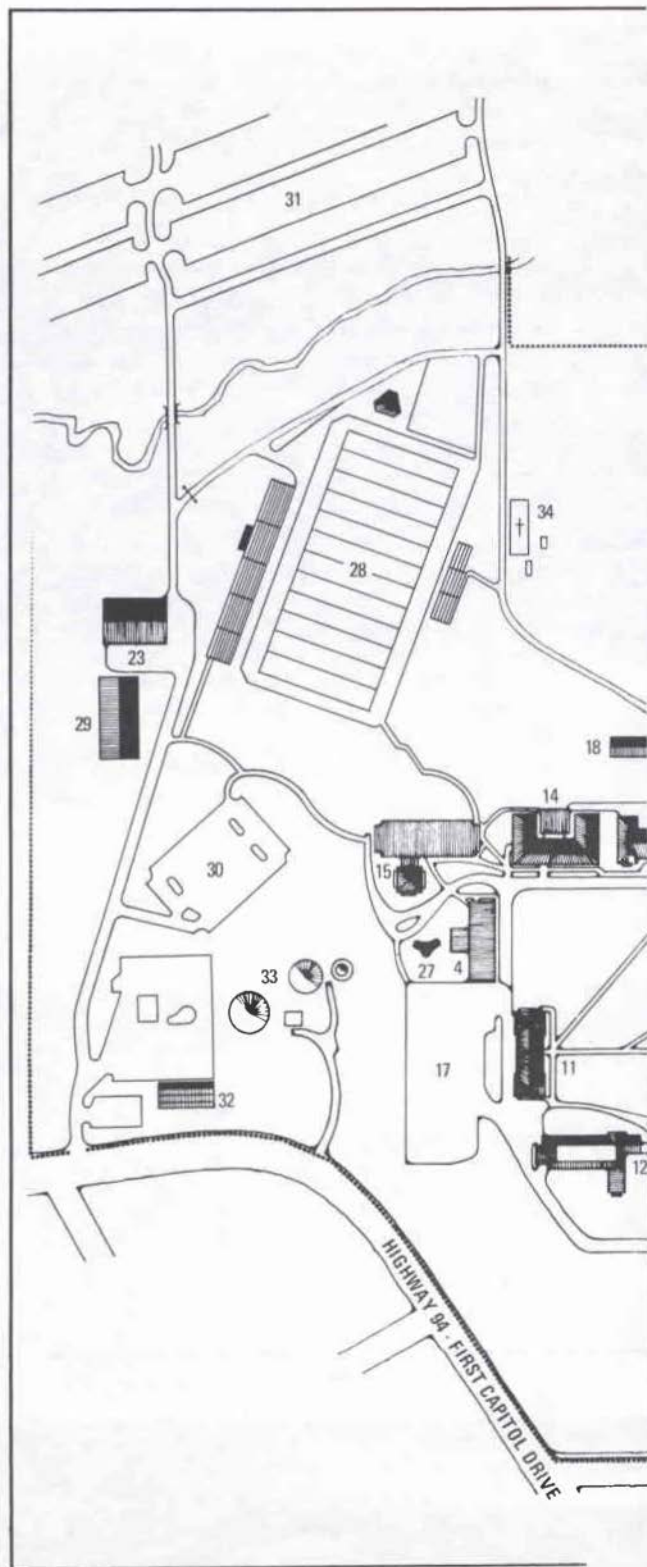
Peggy McAllister, M.A.

Denis Cowan, Ph.D.

*Faculty Administrators*

# The Campus

- Ayres Residence Hall—1
- Butler Library—2
- Butler Hall, Faculty, Admissions  
& Administrative Offices—3
- Gymnasium—3
- Cobbs Conference Center—4
- College Chapel—5
- Dining Room—6
- Faculty House—7
- Fine Arts Building—8
- Gables—9
- Health Center—10
- Irwin Residence Hall—11
- McCluer Residence Hall—12
- Memorial Arts Building—13
- Campus School—14
- Parker Residence Hall—15
- Parking, Staff, Visitors—16
- Parking, Students, Visitors—17
- Plant Services—18
- Playing Fields—19
- Presidents House—20
- Roemer Hall,  
Administrative Offices—21
- Sibley Hall—22
- Stables—23
- Staff Residence—24
- Tennis Courts—25
- Young Hall of Science—26
- Outdoor Swimming Pool—27
- Athletic Field/Amphitheater—28
- Riding Arena—29
- Parking Lot—30
- Parking Lot—31
- Bank—32
- City Water Tanks—33
- College Founders Cemetery—34
- Jelkyl Center for the Performing Arts—35



# Campus Buildings and Grounds

The 140-acre campus is widely known for its spacious tree-shaded grounds and handsome Tudor Gothic buildings. The colleges received their names from the large old linden trees which were here before Lindenwood was founded in 1827.

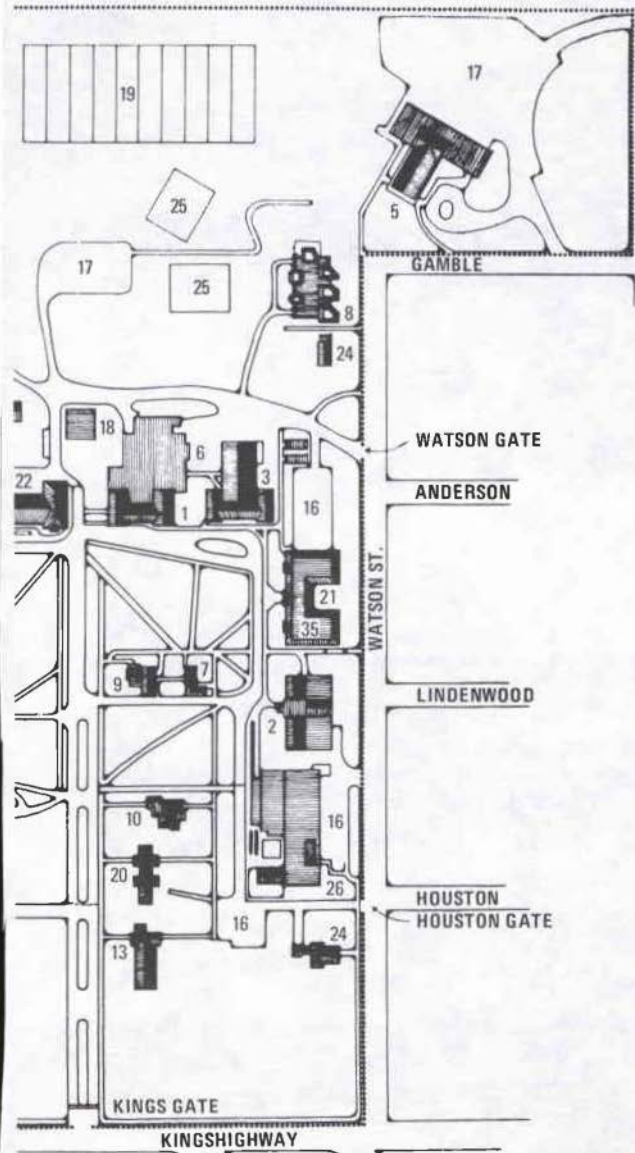
**THE MARGARET LEGGAT BUTLER MEMORIAL LIBRARY**—This Tudor Gothic building was erected in 1929, and in 1968 was expanded to double its original size. The informal and relaxed atmosphere is a reflection of the open stack policy that invites browsing and lounging. Microfilm collections, carrels and reading facilities are available for use throughout the year. The hours available for use vary and are posted. The Lindenwood ID card identifies all those who are eligible to charge out library materials. Classes, discussion groups and meetings held in the library contribute to the flow of faculty and students in and out of the leather doors.

**ROEMER HALL**, erected in 1921, is named in memory of John L. and Lillie P. Roemer. Dr. Roemer was President of Lindenwood from 1914 to 1940. The building provides space for administrative and faculty offices, classrooms, lecture halls, auditorium, the Day Student lounge, college book store, post office and student bank.

**ROSS A. JELKYL CENTER FOR THE PERFORMING ARTS**—A new 415-seat theater in Roemer Hall made possible by a gift from Ross A. Jelkyl.

**FINE ARTS BUILDING**—Completed in 1969, the Fine Arts Building provides modern studios and classrooms for studio art, art history, and dance. The foyer gallery and other gallery rooms in the building provide space for exhibiting student and faculty works and traveling exhibits by leading artists from throughout the world. Studios on the lower level are accessible to outdoor working courtyards.

**THE HOWARD I. YOUNG HALL OF SCIENCE**, completed in 1966, was constructed in memory of Howard I. Young, who served as Chairman of the Board of Directors of Lindenwood and was President of American Zinc, Lead & Smelting Company. This modern air-conditioned building provides laboratory and classroom facilities for the biological and physical sciences and mathematics. It contains the *Frederick Eno Woodruff Biology Laboratory* and *Lecture Room*, a gift of his daughter, Mrs. Louise Woodruff Johnston; the *Mary E. Lear Chemistry Laboratories*, and the *Ruth and Vernon Taylor*



*Foundation Lecture Room.* Lecture rooms, faculty offices, reading rooms, a photography darkroom, and a spacious lounge are included in the building. An adjacent greenhouse is used by the department of biology for work in biology and floriculture. The Computer Center is located on the third floor and offers day and evening access to students.

**THE LILLIE P. ROEMER MEMORIAL ARTS BUILDING** was erected in 1939 through a gift received from Mrs. Roemer's estate. The Memorial Arts Building houses the Music Department and the studios of radio station KCLC-FM.

**BUTLER HALL**—Erected in 1914, the hall was named for Colonel James Gay Butler, who served on the Board of Directors of the college and was one of its greatest benefactors. Originally a residence hall, it now provides space for administrative offices.

**THE LINDENWOOD CHAPEL**, completed in 1957, is a modern multipurpose facility owned jointly by Lindenwood and the St. Charles Presbyterian Church, serving both the campus and the community.

**THE GABLES** was erected in 1915 by the Sigma Sorority and acquired by the college in 1921. It now serves as a residence for the Dean of Lindenwood College for Women.

**THE IDA BELLE McCLUER HOUSE** was erected in 1914 by the Gamma Sorority and acquired by the college in 1921. It was named in honor of the wife of President Emeritus F.L. McCluer, and serves as a faculty club.

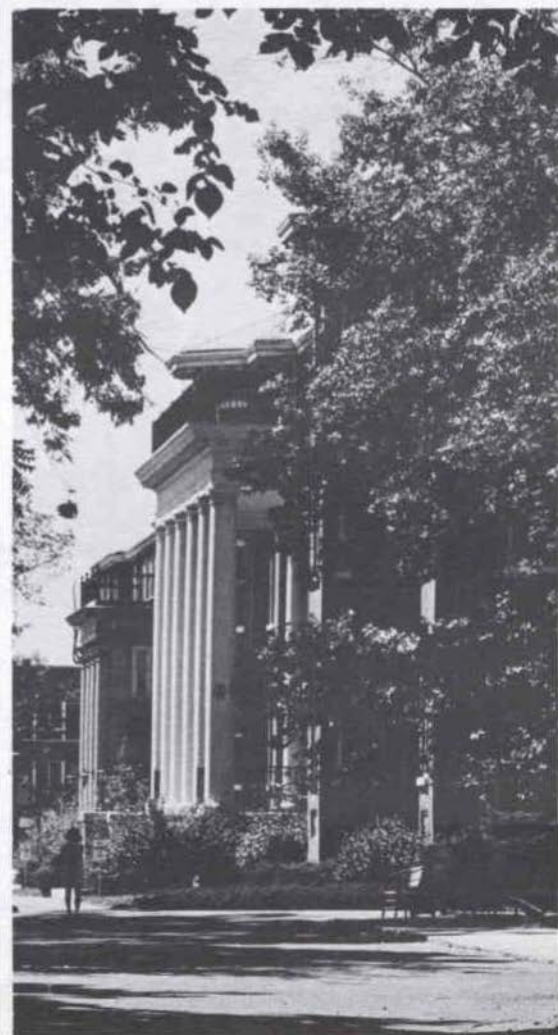
**COBBS HALL CONFERENCE CENTER**  
—Completed in 1949 and named in honor of Thomas Harper Cobbs, prominent St. Louis attorney and a member of Lindenwood's Board of Directors from 1917 until his death in 1959.

**B. KURT STUMBERG HALL** was acquired in 1933 and named in memory of Dr. Stumberg who served as college physician from 1903 until his death in 1943. He also served on the Board of Directors and was Professor of Hygiene and Physiology. The building is located in the center of the campus and includes a dispensary, examining rooms and offices for student publications and student government leaders.

**NICCOLLS HALL**—A gift of Colonel James Gay Butler in memory of his friend, Samuel Jack Niccolls, D.D., who served on the Board of Directors from 1869 to 1915, and was President of the Board for 25 years. Niccolls serves as the Learning Center for the Department of Education and as Campus School.

**THE DINING ROOM**, an annex to Ayres Hall.

**THE TEA ROOM** is on the terrace level of Cobbs Hall. A student-operated enterprise, it serves snacks and provides a meeting place for students throughout the school year.



**ATHLETIC FACILITIES** include a gymnasium and indoor swimming pool adjacent to Butler Hall; an outdoor pool adjacent to Cobbs Hall; riding stables and paddock; an indoor riding arena; a lighted, full-size, soccer-football field with seating for 5,000; a softball field; an archery range; four tennis courts; and a golf driving range. The athletic and recreational facilities are available to all students.

#### **CYNTHIA AND YOST MEMORIAL**

**WALKWAY**—Constructed in memory of Cynthia Ann Yost with gifts from students, friends, and relatives, this walkway joins the campus with Trinity Episcopal Church.

#### **Residence Halls**

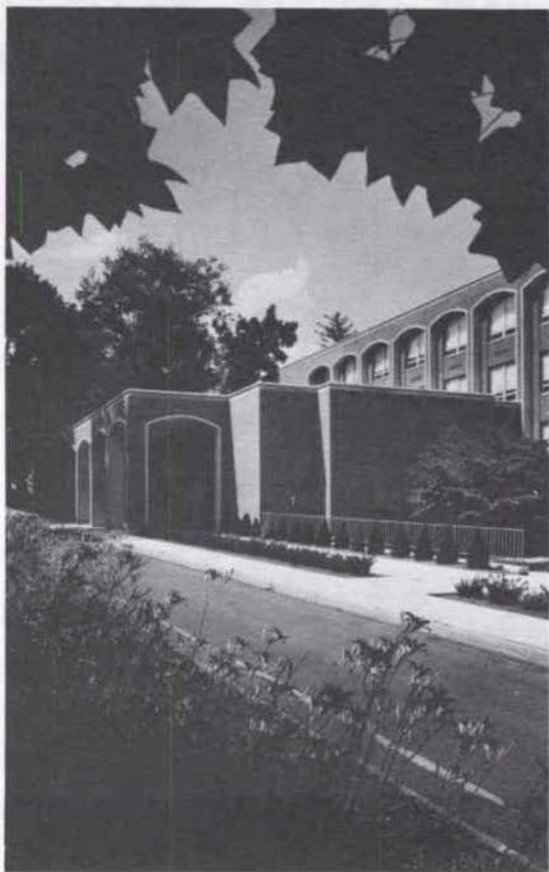
**AYRES HALL**—Built in 1909, Ayres is the second oldest building on campus. Formerly named Jubilee Hall, it was renamed in 1927 for Dr. George Ayres, who served as President of Lindenwood from 1903 to 1913. Originally the administration building, as well as a dormitory, it is now a residence hall for men. Residence capacity: 70 students.

**IRWIN HALL**—Constructed in 1924 and named in honor of the Reverend Mr. Robert Irwin, President of Lindenwood from 1880 to 1893. It is a residence hall for men. Residence capacity: 83 students.

**McCLUER HALL**—Built in 1961, McCluer Hall is named in honor of President Emeritus and Mrs. Franc L. McCluer. Residence capacity: 92 students. Air conditioned.

**PARKER HALL**—Named in memory of Dr. Alice Parker, who served as Professor of English Literature from 1928 to 1961. Residence capacity: 128 students. Air conditioned.

**SIBLEY HALL**—Sibley Hall, named for Major George Sibley and Mary Easton Sibley, founders of Lindenwood College, is the oldest building on campus. Dedicated in 1860, it replaced the log cabin which was the beginning of the college. The south wing was added in 1881 and the north wing in 1886. The latter includes a chapel still used today for student recitals and classes. In Sibley parlor is a century old grand piano, which is said to be the first concert grand to be shipped to the Midwest. Residence capacity: 67 students.

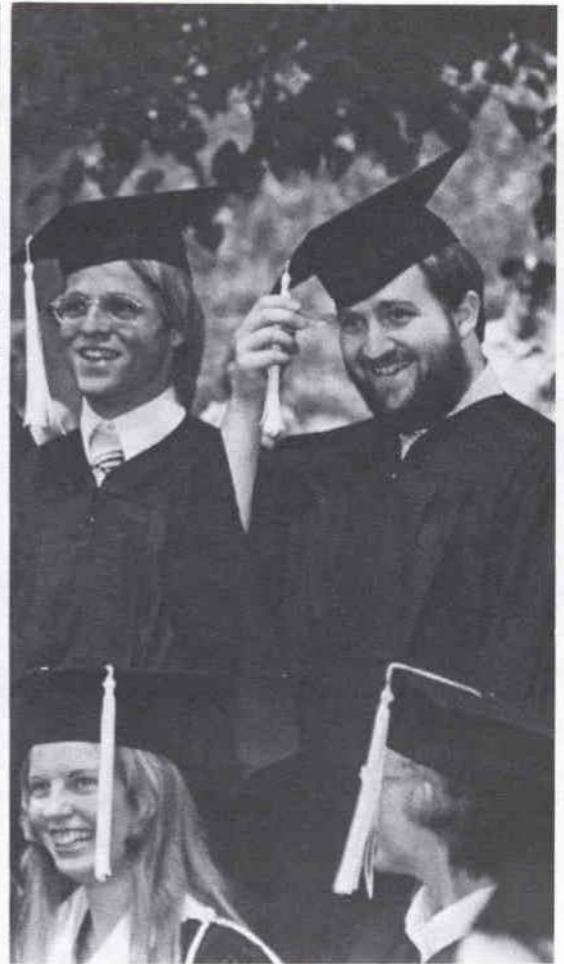


## Placement and Career Planning

Lindenwood maintains a full time Placement Office for students and alumni of all four colleges who are seeking vocational information, employment after graduation, or entrance to professional schools and graduate schools. Membership is held in the Midwest College Placement Association and the College Placement Council.

A variety of services are offered to serve this purpose:

- Vocational information is provided, including brochures, booklets, directories, and reference books prepared by publishers, professional organizations, companies and government agencies.
- Scheduled interviews on campus and referrals to offices and plants provide students with an opportunity to talk with employers.
- Part-time and summer employment information and help are provided.
- Graduate catalogs, testing information, and information on scholarships and financial aid are available.
- Credential files are established for seniors to help in the job search or application for advanced study; there is no charge for this service. The credential file can be reactivated by alumni at any time. There is a \$2 charge for each transcript sent as a part of this file for alumni.



## Alumni Affairs

The Colleges maintain an office of Alumni Affairs whose staff is responsible for collecting and editing alumni news, coordinating the Key Persons Program and maintaining a current file of names and addresses of more than 9500 alumni.

Planning for reunions and support of club activities forms another important part of the alumni association. An alumni career advisory service, alumni college and a more extensive travel program are being initiated this year.

# Directory of the Colleges

## BOARD OF DIRECTORS

### Executive Committee

Robert Hyland, Chairman  
 George W. Brown, Vice Chairman  
 Walter L. Metcalfe, Jr., Secretary  
 Jefferson L. Miller, Treasurer  
 Mrs. Russell J. Crider, Member at Large

### Term of Office 1977-1978

Mrs. Russell J. Crider, St. Charles, Mo. (1976)  
 Mrs. Thomas S. Hall, St. Louis, Mo. (1969)  
 John C. Hannegan, St. Charles, Mo. (1977)  
 Earl J. Wipfler, Jr., M.D., St. Charles, Mo. (1970)

### Term of Office 1977-1979

Robert Hyland, St. Louis, Mo. (1971)  
 Paul Knoblauch, St. Charles, Mo. (1973)  
 Jefferson L. Miller, St. Louis, Mo. (1972)  
 Mrs. Dorothy Warner, Alumna, Washington,  
 D.C. (1972)

### Term of Office 1977-1980

George W. Brown, St. Louis, Mo. (1969)  
 Walter L. Metcalfe, Jr., St. Louis, Mo. (1969)  
 Roland T. Pundmann, St. Charles, Mo. (1973)  
 Armand C. Stalnaker, St. Louis, Mo. (1969)

## BOARD OF DIRECTORS — LIFE MEMBERS

William H. Armstrong, St. Louis, Mo. (1944)  
 John M. Black, LL.D., Corona Del Mar, Calif.  
 (1963)  
 Arthur S. Goodall, St. Louis, Mo. (1937)  
 The Reverend W. Davidson McDowell, D.D.,  
 Tokyo, Japan (1960)  
 Mrs. James A. Reed, LL.D., Alumna, Kansas City,  
 Mo. (1953)  
 Mrs. Arthur Stockstrom, L.H.D., Clayton, Mo.  
 (1949)  
 Mrs. Horton Watkins, L.H.D., Clayton, Mo.  
 (1957)

## BOARD OF ADVISERS/OVERSEERS

### Term of Office — 1977-1978

Mrs. K. K. Barton, Alumna, Kansas City, Mo.  
 (1966)  
 Larry Edwards, Littleton, Colo. (1973)  
 James W. Quillian, Oklahoma City, Okla.  
 (1968)  
 David Q. Reed, Kansas City, Mo. (1969)  
 Thomas R. Remington, St. Louis, Mo. (1970)  
 Mrs. Warren McK. Shapleigh, St. Louis, Mo.  
 (1973)

### Term of Office — 1977-1980

Mrs. James C. Hamill, Alumna, Oklahoma City,  
 Okla. (1970)  
 Mrs. J. L. Smith, Alumna, Houston, Mo. (1970)

## Business Leaders Advisory Council

Mr. D. C. Arnold, President  
 McDonnell-Douglas Electronics Co.  
 Mr. M. E. (Gene) Ayers, Manager  
 Southwestern Bell Telephone Co.  
 Mr. Charles W. Boswell, Dist. Manager  
 Union Electric Co.  
 Mr. Raymond E. Botz, CPA  
 Ray Botz & Associates  
 Mr. Robert J. Coleman, Jr., Administrator  
 St. Joseph's Hospital  
 Mr. James O'Hara, Vice President  
 Amcar Division  
 ACF Industries



Mr. Clem L. Maher, Partner  
Price-Waterhouse & Co.

Dr. P. K. Misra, Supervisor  
Management Science  
Ralston-Purina

Mr. H. W. Neuwoehner, President  
Batz-Hodgson-Neuwoehner Advertising

Mr. H. K. Stumberg, President  
St. Charles Co. Title & Abstract

Mr. T. Ellis Barnes, Vice President  
Merrill Lynch, Pierce, Fenner & Smith, Inc.

Mr. Alfred Fleishman  
Fleishman-Hillard, Inc.

Mr. Richard Johannesman, Vice President  
Bond Department  
Mercantile Bank

Mr. James Lee Johnson  
Reinholdt & Gardner

Mr. Melvin Bloom, CPA  
Hochschild, Bloom, & Dardick

Mr. Gary Strickfaden  
Peat, Marwick, Mitchell & Co.

Mr. Don Phillips  
Emerson Electric Co.

Mr. Henry Houser, Manager,  
Training & Development  
Monsanto Co.

Mr. Jack Tlappek, Geologist  
El Dorado, Ark.

## **Emeriti**

McCLUER, FRANC LEWIS, *President, 1947; President Emeritus of the College, 1966 A.B., M.A., Westminster College; Ph.D., University of Chicago; LL.D., Westminster College; LL.D., Washington University; LL.D., Waynesburg College; LL.D., University of Missouri; LL.D., Lindenwood College.*

AMBLER, MARY E., *Associate Professor, Librarian, 1964; Librarian Emeritus, 1974 B.A., Lindenwood College; B.S. in Library Science, Columbia University; M.A., University of Chicago.*

BEALE, LULA CLAYTON, *Registrar, 1952; Registrar Emeritus, 1974 A.B., Murray State College; M.A., George Peabody College for Teachers*

BOYER, MARTHA MAY, *Professor, Communication Arts, 1946; Professor Emeritus, 1972 B.A., Maryville College; M.A., University of Wisconsin; graduate work: Ohio State University, Washington University; Study, British Broadcasting Company, London.*

CLEVENGER, HOMER, *Professor, History and Political Science, 1941; Professor Emeritus, 1968 B.S. in Ed., Central Missouri State Teachers College; M.A., George Peabody College for Teachers; Ph.D., University of Missouri; LL.D., Drury College.*

CONOVER, C. EUGENE, *Margaret Leggat Butler Professor of Philosophy and Religion, 1968; Professor Emeritus, 1970 A.B., College of Wooster; B.D., Union Theological Seminary; A.M., Ph.D., University of Cincinnati.*

DOHERTY, THOMAS W., *Professor, Modern Languages, 1950; Professor Emeritus, 1977; B.A., Westminster College; M.A., Middlebury College; Certificat de Prononciation Francaise, Institut de Phonetique, Paris; Diplome de Literature Francaise Contemporaine, Sorbonne, Paris; D.M.L., Middlebury College.*

ISIDOR, GERTRUDE, *Professor, Music, 1925; Professor Emeritus, 1965 Artist Diploma, Post Graduate Diploma with Distinction, Cincinnati Conservatory of Music; Pupil of Tirindelli, Albert Stoessel, Robert Perutz, George Leighton, Edgar Stillman-Kelly; Violin and Theory, American Conservatory of Music.*

LICHLITER, MARY F., *Dean of Students, Professor, 1948; Dean of Continuing Education and Career Planning, 1968; Director of Alumnae Affairs and Placement, 1974; Dean Emeritus, 1976 A.B., Wellesley College; M.A., University of Chicago.*

MOORE, JOHN B., *Chairman, Professor, Economics, 1950; Professor Emeritus, 1975 A.B., Westminster College; M.A., University of Missouri; graduate work, University of Michigan; Ph.D., University of Missouri.*

PURNELL, EMMA, *Associate Professor and Director, Business Institute, 1955; Associate Professor Emeritus, 1972 B.A., M.A., Washington University.*

RECHTERN, MARION DAWSON, *Professor, Biological Science, 1936; Professor Emeritus, 1970 A.B., University of Wisconsin; M.S., Northwestern University; Ph.D., Cornell University.*

ROSS, DOROTHY, *Professor, Physical Education, 1946; Professor Emeritus, 1970 B.S., Central Missouri State College; M.A., Colorado State College of Education; graduate work, Indiana University.*

SIBLEY, AGNES, *Professor, English, 1943; Professor Emeritus, 1974 B.A., M.A., University of Oklahoma; Ph.D., Columbia University.*

TALBOT, MARY, *Professor, Biological Science, 1936; Professor Emeritus, 1968 B.S., Denison University; M.A., Ohio State University; Ph.D., University of Chicago; Stone Biological Laboratory; Michigan Biological Laboratory.*

TOLIVER, HAZEL M., *Chairman, Professor, Classics, 1957; Professor Emeritus, 1974 B.A., M.A., University of Arkansas; Ph.D., State University of Iowa.*

#### **Past Presidents**

1827-1856—Mary Easton Sibley,  
*founder-owner-administrator*

1856-1862—A. V. C. Schenck, A. M.

1862-1865—Thomas P. Barbour, A.M.

1866-1870—French Strother

1870-1876—J.H. Nixon, D.D.

1876-1880—Miss Mary E. Jewell

1880-1893—Robert Irwin, D.D.

1893-1898—William Simms Knight, D.D.

1898-1903—Matthew Howell Reaser, Ph.D.

1903-1913—George Frederic Ayres, Ph.D.

1913-1914—John Fenton Hendy, D.D.

1914-1940—John L. Roemer, D.D., LL.D.

1941-1946—Harry Morehouse Gage, A.B., D.D., LL.D.

1946-1947—Administrative Committee (Guy C. Motley, A.B., Chmn.)

1947-1966—Franc L. McCluer, Ph.D., LL.D.

1966-1973—John Anthony Brown, M.A., LL.D., L.H.D., Litt.D.

1973-1974—Franc L. McCluer, Ph.D., LL.D.

## **Administrative Staff**

### **Office of the President**

WILLIAM C. SPENCER, B.A., M.A., Ed.D., *President*  
MARY E. YONKER, A.B., *Assistant to the President*

### **Office of the Vice President**

B. RICHARD BERG, Ph.D., *Vice President*  
VERDINE COLE, *Assistant to the Vice President*

### **Office of the Dean, Lindenwood College for Women**

DORIS CROZIER, M.A., L.H.D., *Dean of the College*  
VIRGINIA SEABOLT, *Secretary to the Dean*

### **Office of the Dean, Lindenwood College for Men**

PATRICK F. DELANEY, Ph.D., *Dean of the College*  
JERRI KOEHN, *Secretary to the Dean*

### **Office of the Dean, Lindenwood Evening College**

JOHN N. BARTHOLOMEW, Th.D., *Dean of the College (Interim)*  
CYNTHIA L. ESSENPREIS, M.S., *Assistant to the Dean*  
JUDITH BROWN, *Secretary to the Dean*

### **Office of the Dean, Lindenwood College for Individualized Education**

CRAIG R. EISENDRATH, Ph.D., *Dean of the College*  
PAULINE EISENDRATH, M.A., M.S.W., *Consultant*  
PAULINE HAMMEN, *Administrative Assistant.*

### **St. Louis Center Staff**

LUCY MORROS, Ph.D., *Faculty Administrator*  
RICHARD RICKERT, Ph.D., *Faculty Administrator*  
MARGARET GRUNDHAUSER, *Secretary*

**St. Charles Center Staff**

BOYD MORROS, M.A., *Faculty Administrator*  
JOHN McCLUSKY, Ph. D., *Faculty Administrator*  
SHELDON WEINBERG, M.S., *Faculty Administrator*  
JEAN SIMON, *Administrative Assistant*

**Washington, D.C., Center Staff**

SHARON RUBIN, Ph.D., *Faculty Administrator*  
MARK TANNENBAUM, M.A., *Faculty Administrator*  
SHIRLEY RICE, *Administrative Assistant*

**Santa Monica Center Staff**

DENIS COWAN, Ph.D., *Faculty Administrator*  
PEGGY McALLISTER, M.A., *Faculty Administrator*

**Admissions Office**

EDWIN A. GORSKY, B.A., M.E., *Director of Admissions*  
AMY BASORE, B.A., *Assistant Director of Admissions*  
SHIRLEY B. DARLING, B.A., *Assistant Director of Admissions*  
MIRIAM KING-WATTS, B.S., M.A., *Assistant Director of Admissions*  
BERNARD W. WEINRICH, B.S., M.B.A., *Assistant Director of Admissions*  
MARK MATHIS, B.S., *Admissions Counselor*  
SARAH H. FULTON, *Admissions Secretary-Receptionist*  
ROSEMARY MUELLER, *Secretary*  
AUDREY KALIST, *Clerk-Typist*

**Alumni Affairs and Placement**

DOROTHY BARKLAGE, B.S., *Director of Alumnae Affairs and Placement*  
CONNIE BINE, *Secretary*

**Bookstore and Post Office**

DOROTHY BARKLAGE, B.S., *Director of Alumni and Post Office*  
DARLENE JEMISON, *Bookstore*  
MARY JANE BOSCHERT, *Post Office*

**Buildings and Grounds**

CHARLES H. BUSHNELL, *Superintendent of Grounds*  
CHARLES S. ANDERSON, *Supervisor of Buildings*  
CAROL WHITMAN, *Clerk*

**Campus School**

NANCY J. JOHNSON, B.A., *Director*  
SYBLE LAWThER, *Lay Assistant*  
LYSBETH WIGHT, *Part-time Teacher*  
JOAN WEAVER, *Secretary*

**Office of the Controller**

FRED FISHER, B.S., *Controller*  
BRUCE KeltNER, B.S., *Assistant to the Controller*  
RUTH GROSS, *Accounting Assistant, Federal Funds*  
EUNICE DICKENS, *Accounts Payable*  
MARY MEIER, *Accounts Receivable*

**Computer Center**

BARTON GILL, B.S. *Director of Computer Services*  
SANDY FILERS, *Key Punch Operator and General Assistant*

**Development Office**

ROBERT COLVIN, B.A., *Development Officer*  
ELINOR M. HARMS, *Secretary*  
GENE SCHABERG, *Supervisor, Mailing Services*

**Health Center**

ANNE LEWIS, R.N., *Nurse*

**Library**

PATRICIA J. DELKS, *Assistant Professor, Education, Librarian, 1974; A.B., Indiana University; MLS, Case Western Reserve.*  
CECILIA STAUDT, *Reference Librarian, 1975; B.S., Eastern Illinois University; M.S., Journalism and Communications, University of Illinois; MLS, University of Illinois.*  
JAN CUTSINGER, *Instructor, Acquisitions Librarian, 1977; B.A., California Baptist College; MLS, California State University at Fullerton.*  
SOLON R. CHERVITZ, *Instructor, Cataloger, B.A., Washington University; M.A., University of Missouri-Columbia.*  
BARBARA STEVENS/ROBERTSON, *Circulation Assistant, 1977; B.A., Southern Illinois University; M.A., Northern Illinois University.*  
SHIRLEY McCORMICK, *Secretary and Technical Services Assistant.*

**Operations**

WILLIAM H. WEBER, A.B., B.S., *Director of Operations*  
ALICE M. WISE, *Purchasing Agent and Conference Coordinator*  
R. JERRY LOVELACE, B.S., *Special Events Manager*  
GERRY JACOBS, *Secretary-Personnel, Purchasing*

**Publications and Public Information**

GLENDA PARTLOW, B.A., *Director of Publications*  
NITA S. BROWNING, B.J., *Director of Public Information*  
ELIZABETH O'BRIEN, B.A., *Assistant to the Directors of Publications and Public Information*

## Student Counseling

JANICE JACKSON, B.S., M.E., *Director of Counseling Services, Testing and Intercultural Programs*

## Summer Session

JAMES F. HOOD, Ph.D., *Director*  
DOROTHY IRVINE, *Secretary*

## Office of the Registrar and Financial Aid

JOHN N. BARTHOLOMEW, Th.D., *Registrar and Director of Financial Aid*  
EVA EMORY, B.A., *Associate Registrar*  
JUDY HALES, VA *Coordinator*  
BETTY FINK, *Secretary*  
DIANA OLSON, *Clerical Asst.*

## Departmental Staff

DARLENE ANDERSON, *Business Administration*  
SHIRLEY McINTOSH, *Art*  
MAEJEAN NOTHSTINE, *Music*  
PATRICIA SCHREFFLER, *Faculty Stenographic Services*

## Telephone Switchboard

VIRGINIA SALVO, *Operator*

# Faculty

AMONAS, GRAZINA O., *Associate Professor, Dance and Physical Education, 1954; B.A., Physical Education College, M.A., University Vytautas the Great, Kaunas, Lithuania; Certificat d'Aptitude a l'Enseignement du Français, Alliance Française, Paris; Doctoral Studies: Connecticut College School of Dance and University of Wisconsin; modern dance study with Mary Wigman, Rosalia Chladek, Murray Louis, Alwin Nikolais (1973, 1974), Barbara Mettler; Laban Art of Movement Center, England; Orff Center, Salzburg (1972, 1975).*

ANDERSON, DARYL JACQUELINE, *Associate Professor, Biology, 1970; B.S., Western Michigan University; Ph.D., Washington University.*

ARGYROS, ALEXANDER, *Assistant Professor, Language, Literature, Philosophy and Religion, 1977; B.A., Columbia University; M.A., Ph.D., Cornell University.*

ARISMAN, SUSAN G., *Assistant Professor of Education, 1976; B.A., Marquette University; M.A., University of Minnesota; Ph.D., University of Chicago.*

BALOG, C. EDWARD, *Assistant Professor, History, 1973; B.A., M.A., West Virginia University; Ph.D., University of Illinois at Urbana-Champaign.*

BARNETT, HOWARD A., *Alice Parker Professor of English Literature, 1965; B.A., M.A., Indiana University; graduate study, University of Chicago; Ph.D., Indiana University.*

BARTHOLOMEW, JOHN N., *Chairman, Associate Professor, Sociology, 1969; B.A., Cornell University; B.D., Princeton Theological Seminary; Th.D., Princeton Theological Seminary.*

BAUER, JOHN D., M.D., *Adjunct Professor, Medical Technology, 1972; M.D., Marquette University.*

BERG, JACOB, *Instructor, part-time, Studio and Performing Arts, 1970; Graduate, Curtis Institute of Music, Peabody Conservatory of Music; Principal Flautist, St. Louis Symphony Orchestra.*

BIGGS, PENELOPE P., *Coordinator, Language, Literature, Philosophy and Religion, Assistant Professor, English, 1974; B.A., Radcliffe College; M.A., Ph.D., Washington University.*

BIRGE, CLIFFORD A., M.D., *Adjunct Professor, Medicine, 1976; A.B., Amherst College (cum laude); M.D., Washington University (cum laude).*

BITTNER, FERN PALMER, *Assistant Professor, Physical Education, 1957; B.S., Lindenwood; graduate work, University of Missouri; Senior Recognized Judge and Steward of the American Horse Shows Association.*

BITTNER, GROFF STEWART, *Assistant Professor, Studio and Performing Arts, 1961; B.S., Indiana Central College; M.Mus., Indiana University; further study with Ozan Marsh, Patricia Benkman, and Reah Sadowsky. Doctoral candidate at University of Missouri-Kansas City Conservatory of Music*

BORNMANN, JOHN A., *Chairman, Professor, Chemistry, 1965; B.S., Carnegie Institute of Technology; Ph.D., Indiana University; further study, Technische Hochschule, Stuttgart, Germany.*

BRESCIA, VINCENT T., *Associate Professor, Biology, 1969; B.A., Central College; M.S., Florida State University; Ph.D., Florida State University.*

BURD, JOHN S., *Chairman, Professor of Education, Director of Graduate Programs in Education, Teacher Certification Officer, 1976; B.M.E., Greenville College; M.S.M., Christian*

- Theological Seminary and Butler University; Ph.D., Indiana State University.
- BURR, CATHERINE M., *Instructor, part-time, Education, 1975*; B.S., Iowa State University; M.S.L.S., Columbia University.
- CHERVITZ, SOLON, *Instructor, Cataloger, 1977*; B.A., Washington University; M.A., Library Science, University of Missouri-Columbia.
- CIECHANSKI, ALEKSANDER, *Instructor, part-time, Studio and Performing Arts, 1975*; Cellist, St. Louis Symphony Orchestra.
- COLEMAN, ROBERT, *Instructor, part-time, Studio and Performing Arts, 1970*; B.M.E., Eastman School of Music; Clarinetist, St. Louis Symphony Orchestra.
- CONOVER, CHRISTINE C., *Instructor, part-time, Studio and Performing Arts, 1976*; B.Mus., MacMurray College; M.M., University of Michigan; Graduate Fellow, Juilliard School of Music; Graduate Fellow, Knocker School of Violin Playing, London, England; Violin pupil of Leopold Auer.
- COOPER, KENNETH, *Instructor, part-time, Business Administration, 1977*; B.S., M.S., University of Missouri-Columbia; graduate work, Webster College.
- CROZIER, DORIS, *Associate Professor, Sociology, 1972*; B.A., Trinity College; M.A., New York University; L.H.D., St. Joseph's College.
- CRUZ, MARY ALICE, *Instructor, part-time, Biology, 1975*; B.A., Clarke College; M.S., St. Louis University.
- CUTSINGER, JAN, *Instructor, Acquisitions Librarian, 1977*; B.A., California Baptist College; M.L.S., California State University at Fullerton.
- DELANEY, PATRICK F., JR., *Chairman, Professor, Biology, 1969*; *Athletic Director, 1971*; A.B., Providence College; A.M.T., Brown University; Ph.D., Brown University.
- DELKS, PATRICIA J., *Assistant Professor, Education, Librarian, 1974*; A.B., Indiana University; M.S., Library Science, Case Western Reserve.
- EBERHARDT, LINDA NASH, *Instructor, part-time, Studio and Performing Arts, 1976*; B.M., Lindenwood; graduate study, Washington University.
- EBEST, JOY HOLTZMANN, *Chairman, Assistant Professor, Physical Education, 1968*; B.A., Fontbonne College; M.A., Washington University.
- ECKERT, W. DEAN, *Coordinator, Studio and Performing Arts, Associate Professor, Art History, 1968*; B.A., B.F.A., M.A., Ohio State University; Ph.D., University of Iowa.
- EISENDRATH, CRAIG R., *Assistant Professor, 1975*; A.B., University of Chicago; B.S., Georgetown University; Ph.D., Harvard University.
- EVANS, JAMES D., *Assistant Professor, Psychology, 1974*; B.S., Geneva College; M.S., Ph.D., Iowa State University.
- FEELY, JAMES H., *Associate Professor, Language, Literature, Philosophy and Religion, 1958*; A.B., Northwestern College; M.A., Northwestern University; graduate work, Washington University.
- FIELDS, N. JEAN, *Assistant Professor, Language, Literature, Philosophy and Religion, 1965*; B.A., Morris Harvey College; M.A., Ohio State University; graduate work, U.C.L.A.
- FLEISHMAN, ALFRED, *Adjunct Professor, Studio and Performing Arts, 1976*; B. Pharmacy, St. Louis College of Pharmacy, Emeritus Chairman, Fleishman-Hillard, Inc.
- GHAREEB, YVONNE, *Instructor, Studio and Performing Arts, 1977*; B.A., Michigan State University.
- GOULDNER, JANET, *Instructor, part-time, Physical Education, 1977*; B.A., Lindenwood; M.A., Washington University; Ph.D., candidate, Washington University in Sociology. Studied dressage under Franz Joseph Bushieff at Hollandse Manege (Amsterdam).
- GREENLAW, KENNETH G., *Associate Professor, Studio and Performing Arts, 1968*; A.B., M.A., Occidental College; graduate work, U.C.L.A.; D.M.A., University of Southern California.
- GREENLAW, LEONA, *Instructor, part-time, Studio and Performing Arts, 1970*; A.B., Occidental College; student of Clarence Mader, Teacher of Organ.
- GRUNDHAUSER, J. WALTER, *Professor, Biological Science, 1946*; B.S., B.A., Southeast Missouri State College; Metallurgical Laboratory of the University of Chicago, Manhattan Project; Ph.D., St. Louis University. *On leave.*
- HOOD, JAMES FREDERICK, *Chairman, Professor, History, 1961*; B.A., M.A., Ph.D., University of Illinois.
- HUESEMANN, JEANNE H., *Associate Professor, Mathematics, 1957*; A.B., Lindenwood; M.A., Mathematics, Utah State University; M.A. in Ed.,

Washington University; graduate work, St. Louis University.

JOHNSON, ESTHER L., *Professor, Language, Literature, Philosophy and Religion, 1963*; B.A., Smith College; M.A., Ed.D., Union Theological Seminary and Columbia University; post-doctoral studies in religion at Pacific School of Religion, Rutgers University and Princeton Theological Seminary.

KANAK, ARTHUR L., *Associate Professor, Studio and Performing Arts, 1953*; B.A., M.F.A., State University of Iowa; post-graduate work in painting, drawing and prints, State University of Iowa.

KING, NORMAN W., *Associate Professor, Psychology, 1970*; A.B., Capital University; M.A., Ph.D., Ohio State University.

KING, ROBERT W., *Chairman, Associate Professor, Business Administration, 1976*; B.A., Indiana University; M.S., DOCTORAL candidate, Purdue University.

LaFATA, CYNTHIA, *Assistant Professor, Studio and Performing Arts, 1972*; B.M., M.M., Southern Illinois University.

LOWDER, JOSEPH F., *Assistant Professor, Physical Education, 1976*; B.S., Springfield College; M.Ed., Washington University.

MATHIS, MARK, *Soccer Coach, Physical Education, 1977*; B.S., Quincy College.

McALLISTER, MARGARET, *Instructor and Faculty Administrator, Lindenwood IV, 1975*; B.A., Antioch College; M.A., Goddard College (Santa Monica Center).

McCLUSKY, JOHN, *Assistant Professor and Faculty Administrator, Lindenwood IV, 1976*; B.A., Cornell University; M.A., Ph.D., University of California at Berkeley.

MEYER, JOHN S., M.D., *Adjunct Professor, Medical Technology, 1972*; B.A., Yale University; M.D., Washington University (cum laude).

MORROS, BOYD R., *Assistant Professor, Faculty Administrator, Lindenwood IV, 1973*; B.A., M.A., Washington University; doctoral candidate, Washington University.

MORROS, LUCY, *Faculty Administrator, Lindenwood IV.*; B.A. (cum laude), M.A., Ph.D., Washington University.

MOSLEY, LINDA, *Instructor, part-time, Studio and Performing Arts, 1976*; B.F.A., University of Illinois; M.A., M.F.A., Bradley University; graduate work, Southern Methodist University.

NELSON, LINDA A., *Chairman, Assistant Professor, Psychology, 1973*; B.S., (honors), Washington University; M.S. (Res.), Ph.D., St. Louis University.

NICHOLS, JOHN, *Assistant Professor, Mathematics, 1969*; B.S., Hampden Sydney College; M.A., University of Virginia; doctoral candidate, Washington University.

NOSARI, JOHN, *Assistant Professor, Business Administration, 1976*; B.S., Southern Illinois University at Edwardsville; M.S., Wichita State University; doctoral candidate, St. Louis University.

PERRONE, ANTHONY, *Assistant Professor, Language, Literature, Philosophy and Religion, 1969*; B.A., Assumption College; M.A., University of Illinois.

PERRY, ANNE C., *Assistant Professor, Language, Literature, Philosophy and Religion, 1974*; A.B., Randolph-Macon Woman's College; M.A., Duke University; Ph.D., Washington University.

POLETTE, NANCY, *Instructor, part-time, Education, 1970*; B.S., Washington University; M.S., Southern Illinois University.

QUARTERMAN, RUBY, *Instructor, part-time, Art, Education, 1977*; B.S., University of Kansas; M.A., Wyoming University; M.F.A., Wyoming University.

RICKERT, RICHARD, *Assistant Professor, Philosophy, Faculty Administrator, Lindenwood IV, 1975*; B.A., Concordia Seminary; graduate study, Washington University; Ph.D., University of North Carolina.

ROCCHIO, DANIEL J., *Instructor, part-time, Education, 1977*; B.A., English, Master in Educ. and Secondary Educ., University of Missouri-St. Louis.

PULE, Michale, *Instructor, Part-time, Studio and Performing Arts, 1977*; B.S., Speech and Theatre, Kansas State University.

RUBIN, SHARON, *Assistant Professor and Faculty Administrator, Lindenwood IV, 1976*; B.A., M.A., University of Chicago; Ph.D., University of Minnesota (Washington, D.C. Center).

RULL, JOANN, *Instructor, part-time, Business Administration, 1976*; B.S., St. Louis University; C.P.A.

SADOWSKI, FRYDERYK, *Instructor, part-time, Studio and Performing Arts, 1970*; Principal Second Violinist, St. Louis Symphony Orchestra.

- SCHULTZ, KENNETH, *Instructor, part-time, Studio and Performing Arts, 1970*; B.M., Eastman School of Studio and Performing Arts; graduate study, Northwestern and Washington Universities. French Hornist, St. Louis Symphony Orchestra.
- SODA, DOMINIC C., *Chairman, Associate Professor, Mathematics, 1969*; B.S., M.S., Queen's University (Canada); Ph.D., Yale University; M.M., Southern Illinois University, Carbondale.
- STRINI, TOM, *Instructor, part-time, Studio and Performing Arts, 1976*; B.M., Southern Illinois University.
- SULLIVAN, LINDA A., *Assistant Professor, Business Medicine, 1976*; B.A., Michigan State University; M.H.A., University of Michigan.
- SULLIVAN, LINDA A., *Assistant Professor, Business Administration, 1972*; B.S., Lindenwood; M.A., Northeast Missouri State College; C.P.S.
- SWIFT, JAMES W., *Adjunct Professor, Medicine, 1976*; B.A., Pomona College; B.D., University of Chicago; M.A., J.C., University of California; Ph.D., Washington University.
- SWINGEN, ALLEGRA, *Associate Professor, Studio and Performing Arts, 1946*; B. Mus., M.Mus., Chicago Musical College; graduate work in music history, Washington University. Study in piano with Mollie Margolies, Rudolph Ganz, Max Pirani and Gustave Dunkelberger.
- TAYLOR, HERBERT, B., M.D., *Adjunct Professor of Medical Technology, 1977*; B.A., M.D., George Washington University.
- TANNENBAUM, MARK, *Faculty Administrator, Lindenwood IV, 1976*; B.A., Rutgers University; M.A., The George Washington University; Doctoral Candidate, The George Washington University.
- THORPE, PHYLLIS LEE, *Instructor, part-time, Studio and Performing Arts, 1976*; B.S., M.A., Northwestern University.
- VANDAGRIFFT, DONNA JO, *Assistant Professor, Education, 1976*; B.M.E., M.S., Ed.D., Indiana University.
- VAN TASSEL, WESLEY, *Assistant Professor, Studio and Performing Arts, 1977*; B.S., Moorhead State University; M.A., University of North Carolina; Ph.D., University of Denver.
- VAVRA, JOHN D., M.D., *Adjunct Professor, Medicine, 1976*; A.B., B.A., University of Colorado (cum laude); M.D., Washington University (cum laude).
- WALLACE, DIANE A., *Adjunct Professor, Medicine, 1976*; B.S., University of Tulsa; M.A., Washington University.
- WALTER, JAMES D., *Assistant Professor, Sociology, 1975*; B.A., Kent State University; M.A., Indiana State University; Ph.D., Ohio State University.
- WEHMER, JOHN H., *Associate Professor, Studio Art, 1959*; B.F.A., Washington University; M.F.A. University of Illinois.
- WEINBERG, SHELDON, *Faculty Administrator, Lindenwood IV*; B.A., Washington University; M.S., A.B.D., Ph.D., University of Missouri.
- WELCH, TERESA J., *Assistant Professor, Chemistry, 1967*; B.A., Elmira College; M.S., University of California at Berkeley; Research Associate, Brookhaven National Laboratory.
- WESTPHAL, KENNETH, *Assistant Professor, Business Administration, 1976*; B.S., U.S. Naval Academy; M.B.A., New York University.
- WHITE, ROBERT G., JR., *Assistant Professor, Studio and Performing Arts, 1975*; B.A., Denison University; M.S., Indiana State University; graduate study, Bowling Green State University.
- WIER, RICHARD A., *Assistant Professor, Political Science, 1968*; B.A., Blackburn College; M.A., St. Louis University; Ph.D., Georgetown University; J.D. candidate, St. Louis University.
- WILKE, ROBERT G., *Assistant Professor, Language, Literature, Philosophy and Religion, 1974*; B.A., University of Missouri-St. Louis; M.A., University of Missouri-Columbia.
- WILLIAMS, DELORES J., *Chairman, Associate Professor, Political Science, 1965*; B.A., Southern Illinois University; Institut d'études Politiques, Paris; M.A., University of Chicago; Ph.D., Georgetown University.
- WILLIAMS, JAMES LLOYD, B.S., *Assistant Professor, Business Administration, 1977*; Arkansas Polytechnic College, M.S. University of Arkansas, Doctoral Candidate, University of Arkansas.
- WINTERS, MARGARETTA A., *Director, Foreign Student Center, 1976*; B.A., Earlham College; M.A., School for International Training; Waseda University, Japan; University of Guanajuato, Mexico; University of Veracruz, Mexico.
- WISNESKEY, ROBERT, *Instructor, part-time, Studio and Performing Arts, 1970*; Bassoonist, St. Louis Symphony Orchestra.

WOCHNER, DEAN R., M.D., *Adjunct Professor, Medicine, 1976; B.A., Arizona University; M.D., Washington University.*

WOODHAMS, RICHARD, *Instructor, part-time, Studio and Performing Arts, 1970; Principal Oboist, St. Louis Symphony Orchestra.*

### Evening College Adjunct Faculty

AMBELANG, JOEL, B.A., M.A., *Instructor, Sociology/Administration of Justice, 1975.*

BICKEL, F. GILBERT, III, B.S., M.S. in C., *Instructor, Business Administration, 1975.*

BOTZ, RAYMOND E., B.S., C.P.A., *Instructor, Business Administration, 1974; Partner, Botz Goerss and Co.*

BRESNAHAN, GERALD A., B.S., *Instructor, Education, 1975; Art Dept Chairman, St. Charles County School District.*

BRISCOE, JOSEPH, B.S., J.D., *Instructor, Business Administration, 1975; Assistant Counsel, General American Life Insurance Company.*

BURNETT, MARVIN P., B.S., M.A., *Doctoral Candidate, Instructor, Economics, 1975.*

BURR, CATHERINE, B.S., M.S. IN L.S., *Instructor, Education, 1971.*

BUSEKRUS, E. JOSEPH, B.S., M.B.A., C.P.A., *Instructor, Business Administration, 1975.*

BUTTRICK, ROBERT, A.B., B.D., *Instructor, Philosophy and Religion, 1972, Pastor, Normandy Presbyterian Church.*

CARPENTER, SARAH, B.A., M.A., *Instructor, Studio and Performing Arts, 1976.*

CRABTREE, KENNETH L., B.S., M.S., *Instructor, Business Administration, 1975.*

CRENSHAW, EDWARD J., B.S., *Instructor, Physical Education, 1974.*

DALTON, DAVID A., B.A., J.D., *Instructor, Sociology/Administration of Justice, 1975, Probate Judge, St. Charles County.*

DEFRANCESCO, JOAN L., B.S., C.P.A., *Instructor, Business Administration, 1975, C.P.A., Botz Goerss and Company.*

DeLaPORTE, CHARLES, B.S., M.S., *Instructor, Business Administration, 1973, Supervisor-Software Development, McDonnell-Douglas Electronics Corporation.*

DENT, THOMAS P., B.S., M.B.A., *Instructor, Business Administration, 1975.*

DOOLEY, JOHN, B.A., M.S., *Instructor, Mathematics, 1977; Applications Analyst, McDonnell-Douglas Electronics Company.*

FENGER, T. NICK, B.A., M.A., Ph.D., *Instructor, Business Administration and Psychology, 1976, Manager of Personnel, Monsanto Company.*

FINE, WARREN H., B.S., M.S. in C.C.P.A., *Instructor, Business Administration, 1975, C.P.A., Hochschild, Bloom and Dardick.*

GILL, BARTON, B.S., *Instructor, Mathematics, 1977*

HADEN, WILLIAM B., B.S., M.B.A., *Instructor, Business Administration, 1977; Assistant Administrator, Christian Hospital Northwest.*

HERMAN, JERRY, B.A., M.A., *Instructor, Studio and Performing Arts, 1974, Instructor, Speech Communication, SIU.*

HEYNS, KIRBY F., B.S., *Instructor, Business Administration, 1976.*

JACKSON, JANICE, B.S., M.E., *Instructor, Psychology and Sociology.*

KENNEDY, STEPHEN L., B.S., J.D., *Instructor, Business Administration, 1976.*

KING, CHARLES, B.S., *Instructor, Business Administration, 1977; Senior Applications Analyst, McDonnell-Douglas Electronics Company.*

LANGER, HENRY J., B.B.A., M.S. IN C., *Instructor, Business Administration, 1974; Vice President, Modern Products Company.*

LEESEBERG, KEITH R., B.S., M.S., *Instructor, Business Administration, 1975.*

LUTTRELL, CLIFTON B., B.S., M.S., *Instructor, Economics, 1975, Assistant Vice President and Economist, Federal Reserve Bank.*

McADAM, JOHN S., B.A., M.A., *Instructor, Studio and Performing Arts, 1974; Administrative Assistant to Director of Libraries, University of Missouri-St. Louis.*

McCULLOUGH, F. B., Jr., B.A., *Instructor, Philosophy, 1976.*

MOSELY, LINDA A., B.F.A., M.F.A., *Instructor, Studio and Performing Arts, 1976.*

POE, SUE A., B.S., M.S., *Instructor, Business Administration, 1974.*

POLETTE, NANCY, B.S., M.S. *Instructor, Education, 1970 Elementary Materials Coordinator, Pattonville School District.*

RISCH, DAVID E., B.S., M.S. in C., Ph.D. *Instructor, business Administration, 1975.*



ROBINSON, FREDERICK, B.S., M.Ed., *Instructor, Science, 1976.*

RUEBLING, CHARLOTTE, B.A., M.S., Ph.D., *Instructor, Economics, 1976.*

RUHLMAN, EDWARD A., B.S., M.B.A. *Instructor, Business Administration, 1975 Professor, Florissant Valley Community College.*

SAUNDERS, PEARL, A.B., M.Ed., M.A., *Doctoral Candidate, Instructor, English, 1972.*

SCARFINO, SAMUEL S., B.S., C.P.A. *Instructor, Business Administration, 1976 Auditor, Mark Twain Bancshaves.*

SLINGERLAND, HAROLD E., B.S., M.B.A., *Instructor, Business Administration, 1974 Assistant Manager, Credit Discount Department, Federal Reserve Bank of St. Louis.*

STEWART, ANNE M., B.S., C.P.A., *Instructor, Business Administration, 1973 C.P.A., Botz, Goerss and Company.*

STRONG, PATRICIA R., A.B., M.A., *Doctoral Candidate instructor, Art, 1975.*

SWARTHOUT, JENNIE L., B.S. in Ed., M.A., *Instructor, business Administration, 1974.*

TURNER, JOHN W., B.S., M.A., *Doctoral Candidate, Instructor, Business Administration, 1975.*

WEINRICH, BERNARD W., B.S., M.B.A., *Instructor, Business Administration, 1976.*

WESTPHAL, KENNETH, B.S., M.B.A., *Assistant Professor, Business Administration, 1976.*

WINNEY, RONALD, D., B.A., M.B.A., *Instructor, Business Administration, 1976 Director of Banking, Ralston Purina Company.*



# Calendar 1977-1978

## SEPTEMBER

Monday 5 New Students Arrive  
Tues., Wed. 6,7 Registration and Orientation  
Thursday 8 Classes Begin  
Sunday 18 Summer Trimester Ends for  
Lindenwood IV

## OCTOBER

Saturday 1 Beginning of Fall Trimester  
for Lindenwood IV  
Thursday 20 Founders' Day

## NOVEMBER

Thurs.-Sun. 24-27 Thanksgiving Recess  
Monday 28 Classes Resume

## DECEMBER

Saturday 10 Last Day of Classes  
Sunday 11 Reading Day  
Mon.-Sat. 12-17 Final Examinations  
Saturday 17 End of Fall Term for  
Lindenwood I, II and III

## JANUARY

Monday 2 January Term Begins  
Saturday 21 End of Fall Trimester for  
Lindenwood IV  
Saturday 28 End of January Term

## FEBRUARY

Wed. 1 Beginning of Spring Term for  
Lindenwood I, II and III  
Saturday 11 Beginning of Spring Trimester  
for Lindenwood IV

## MARCH

Sun.-Sun. 19-26 Spring Vacation  
Monday 27 Classes Resume

## MAY

Monday 8 Last Day of Classes  
Tuesday 9 Reading Day  
Wed.-Tues. 10-16 Final Examinations  
Tuesday 16 Spring Term Ends for  
Lindenwood I, II and III  
Friday 19 Baccalaureate  
Saturday 20 Commencement  
Saturday 20 End of Spring Trimester  
for Lindenwood IV

## JUNE

Monday 5 Summer Session Begins  
Saturday 10 Beginning of Summer  
Trimester  
for Lindenwood IV

## JULY

Friday 28 Summer Session Ends

# Calendar 1978-1979

## SEPTEMBER

Monday 4 New Students Arrive  
 Tues., Wed. 5, 6 Registration and Orientation  
 Thursday 7 Classes Begin  
 Saturday 30 Fall Trimester, College IV begins

## OCTOBER

Wednesday 18 Founders' Day

## NOVEMBER

Thurs.-Sun. 23-26 Thanksgiving Recess  
 Monday 27 Classes Resume

## DECEMBER

Monday 11 Last Day of Classes  
 Tuesday 12 Reading Day  
 Wed., Tues. 13-19 Final Exams  
 Wednesday 20 End of Fall Term for  
 Lindenwood I, II, III

## JANUARY

Monday 8 January Term Begins  
 Saturday 15 Fall Trimester, College IV Begins

## FEBRUARY

Saturday 3 January Term Ends  
 Saturday 3 Winter Trimester, College IV Begins  
 Monday 5 Spring Term Begins

## MARCH

Sun.-Sun. 25- Spring Vacation  
 April 1

## APRIL

Monday 2 Classes Resume

## MAY

Saturday 12 Winter Trimester, College IV Ends  
 Tuesday 15 Last Day of Classes  
 Wednesday 16 Reading Day  
 Thurs., Tues. 17-22 Final Exams  
 Friday 25 Baccalaureate  
 Saturday 26 Commencement

## JUNE

Saturday 2 Summer Trimester, College IV Begins  
 Monday 4 Summer Session Begins

## JULY

Saturday 28 Summer Session Ends

## SEPTEMBER

Saturday 8 Summer Trimester, College IV Ends

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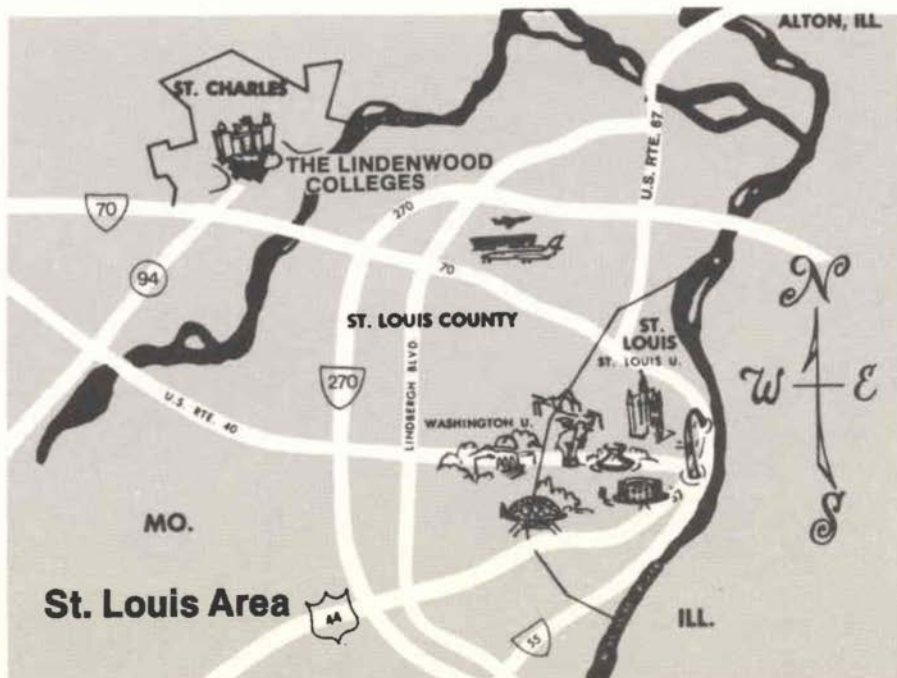
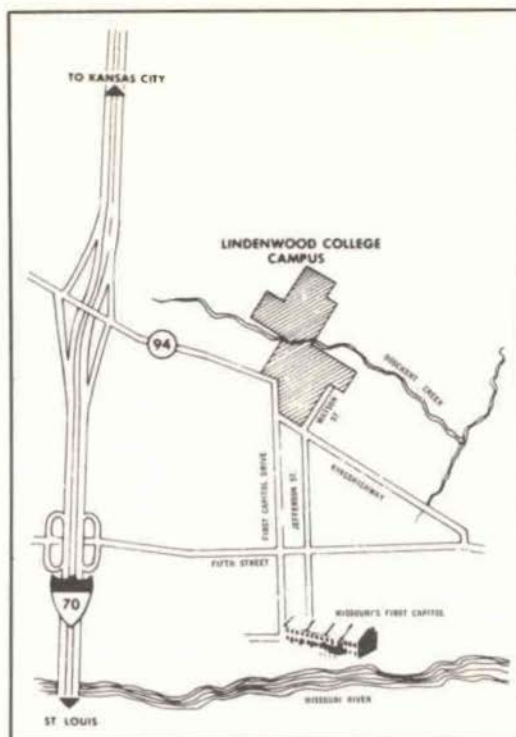
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# Lindenwood Campus in Historic, St. Charles, Mo.

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