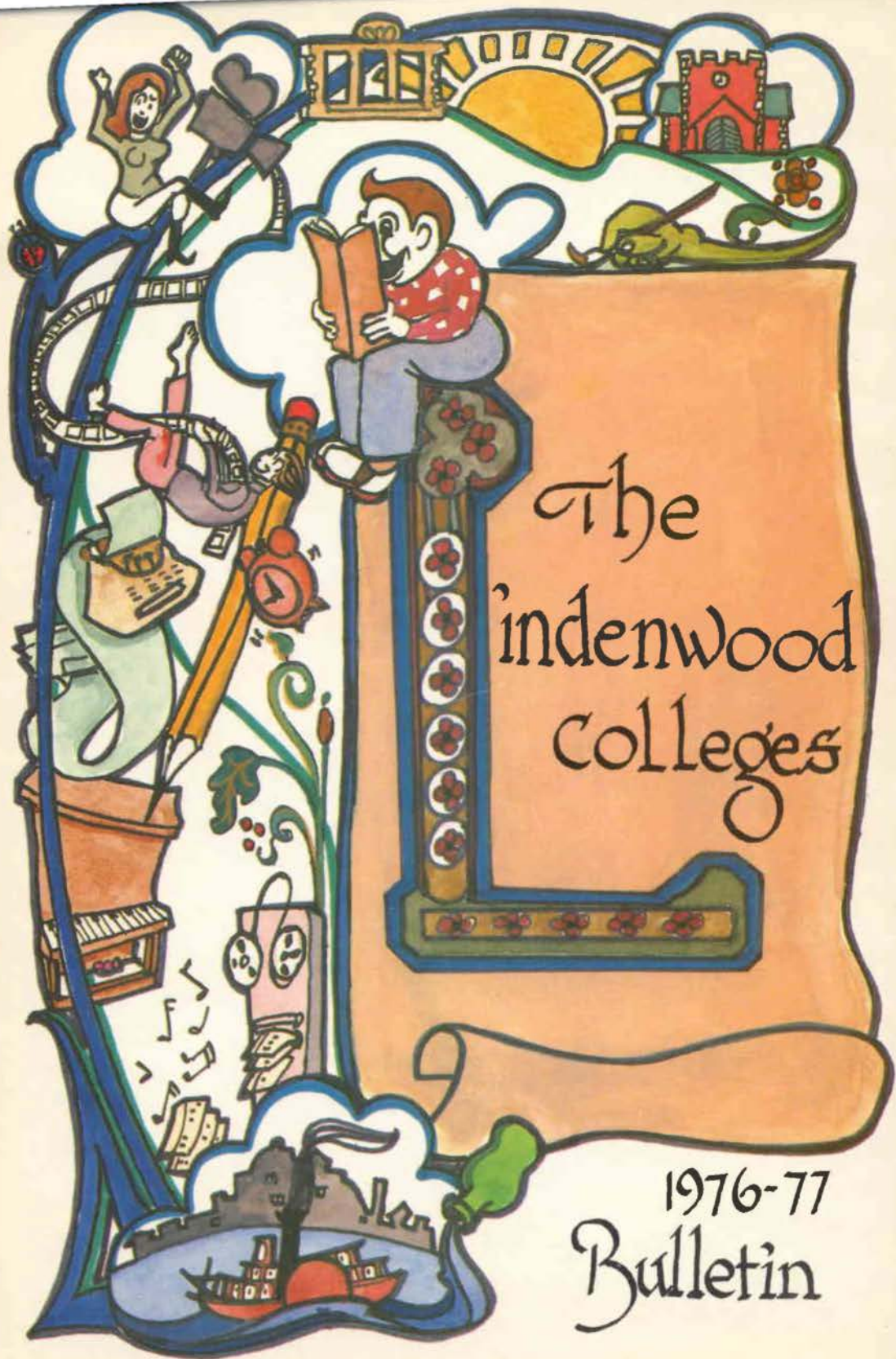
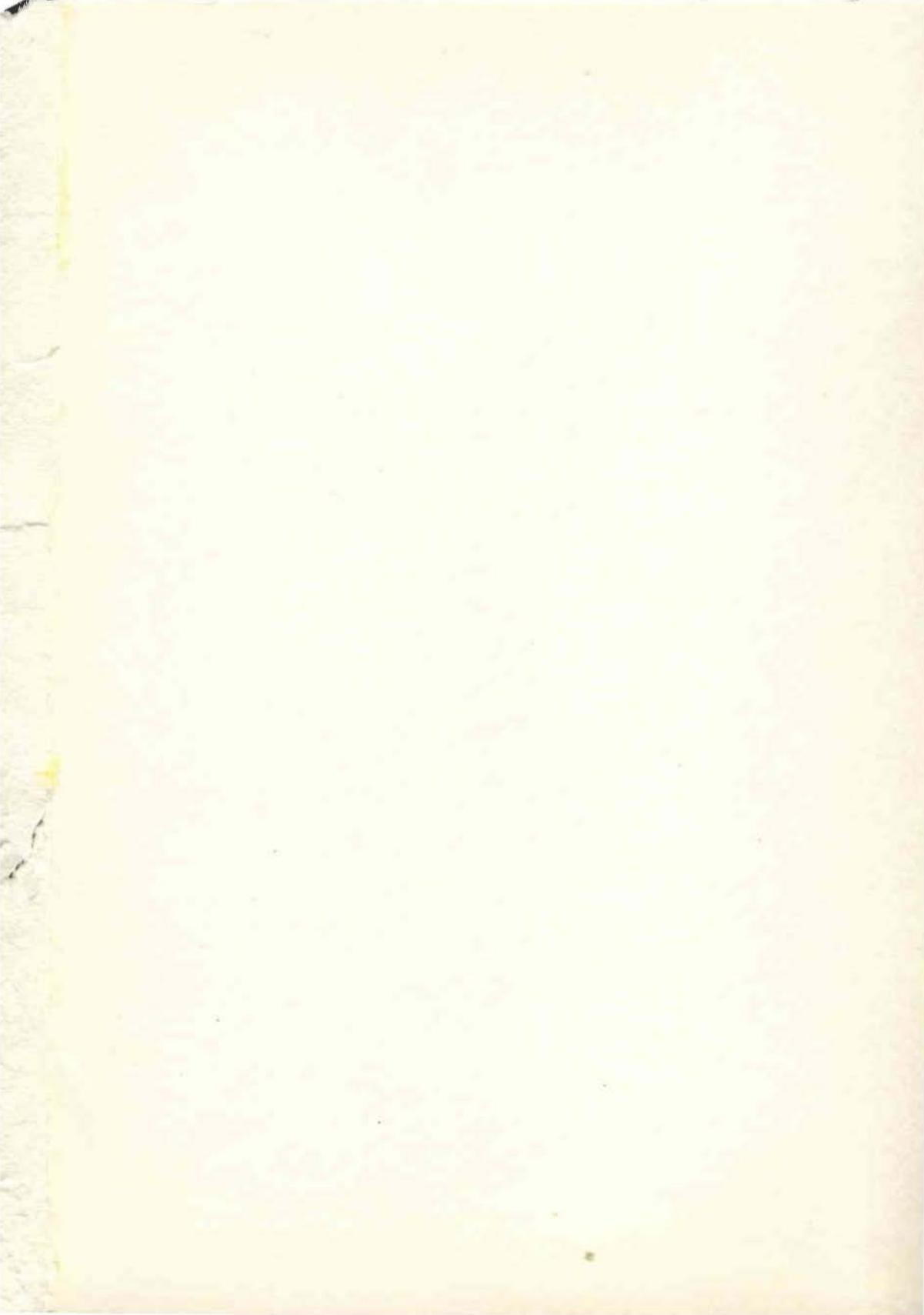


The Lindenwood Colleges



The  
Lindenwood  
Colleges

1976-77  
Bulletin





# THE LINDENWOOD COLLEGES

---

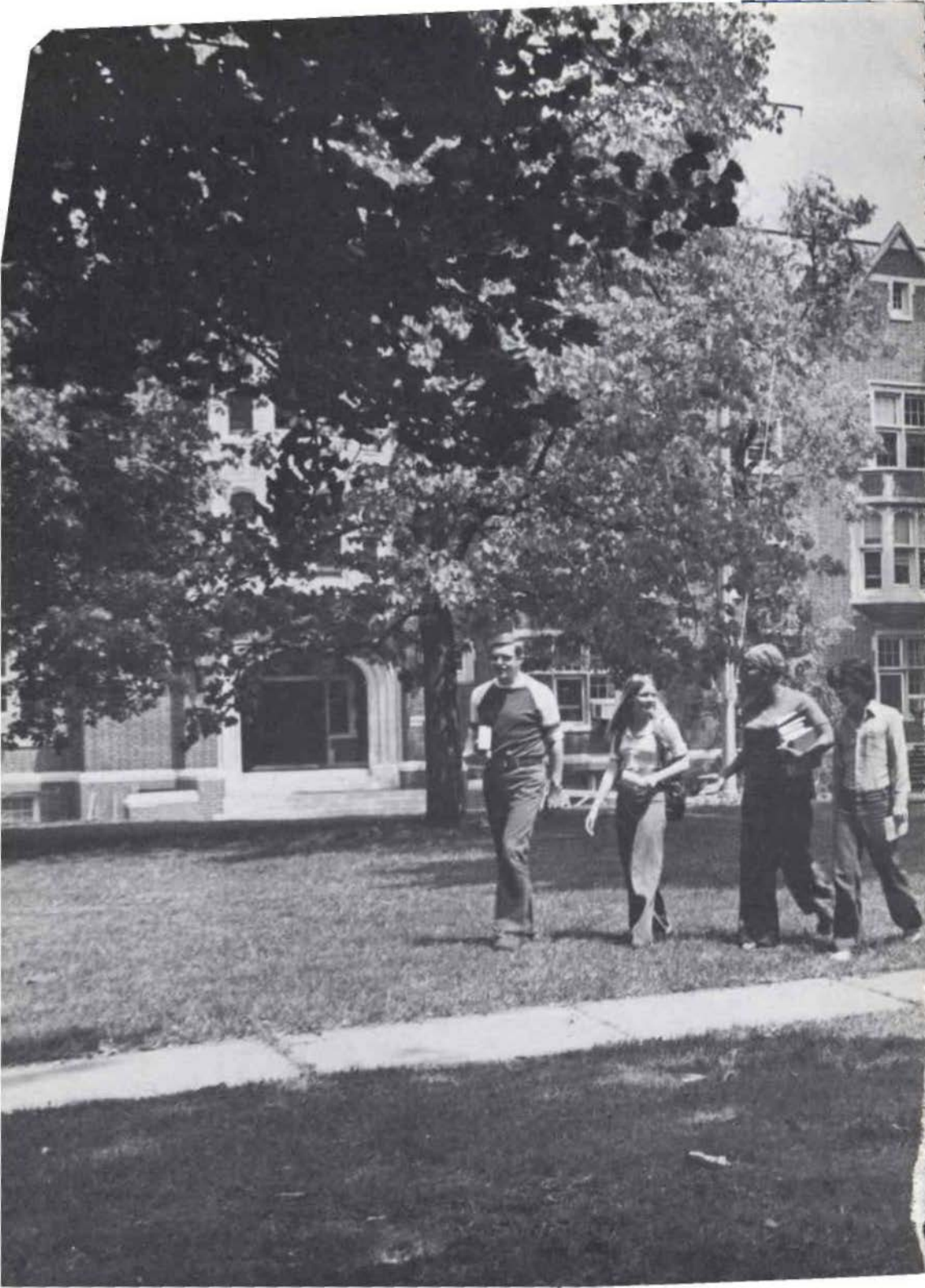
Lindenwood College for Women  
Lindenwood College for Men  
Lindenwood Evening College  
Lindenwood College for  
Individualized Education

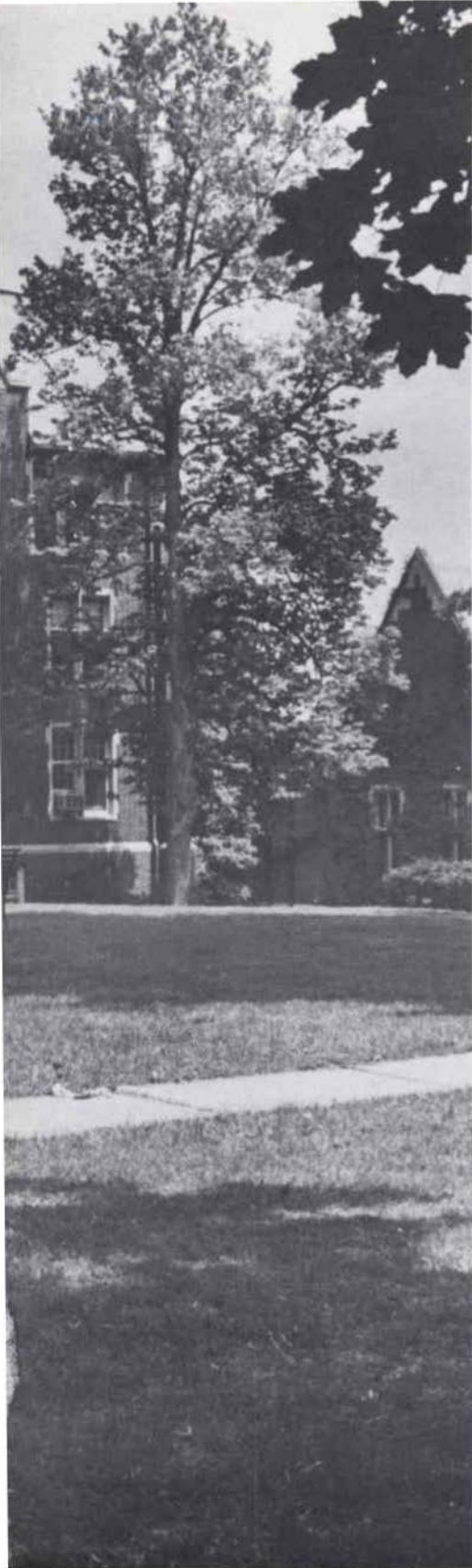
---

## 1976-1977 CATALOG

This year Lindenwood is celebrating its one-hundred and fiftieth birthday. Photographs from the past show student life at Lindenwood during the 19th and early 20th century.

THE LINDENWOOD COLLEGES  
BULLETIN, Volume 149, No. 9, August, 1976.  
The Bulletins, of which this catalog issue is a  
part, are published monthly except June, by  
The Lindenwood Colleges, St. Charles,  
Missouri, 63301. Second Class postage paid at  
St. Charles, Missouri.





Prospective 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  
Lindenwood Colleges  
St. Charles, Missouri 63301  
Telephone:  
314-723-7152  
or  
946-6912 (toll-free from St. Louis)  
extensions 209, 210, 211

# TABLE OF CONTENTS

- 13 ADMISSIONS
- 17 LINDENWOOD COLLEGE FOR WOMEN AND LINDENWOOD COLLEGE FOR MEN
- 20 Living at the Lindenwoods
- 31 Learning at the Lindenwoods
- 35 The Academic Program
  
- 45 COURSES OF INSTRUCTION
- 127 SPECIAL ACADEMIC PROGRAMS
- 133 SUMMER SESSION
- 135 OFF-CAMPUS STUDIES
- 139 ACADEMIC PROCEDURES
- 149 AWARDS, SCHOLARSHIPS AND GRANTS
  
- 157 TUITION AND FEES
  
- 162 LINDENWOOD EVENING COLLEGE (LINDENWOOD 3)
- 162 Undergraduate Programs
- 172 Master of Business Administration Degree
  
- 176 LINDENWOOD COLLEGE FOR INDIVIDUALIZED EDUCATION (LINDENWOOD 4)
  
- 192 PLACEMENT AND ALUMNAE AFFAIRS
  
- 193 CAMPUS MAP
- 195 BUILDINGS AND GROUNDS
- 199 DIRECTORY OF THE COLLEGES
- 211 CALENDAR
- 213 INDEX
- 216 LOCATION OF THE COLLEGES





## 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, and Bachelor of Science.

An Associate of 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 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.





Mary Easton Sibley



Major George Sibley

## A DETERMINED BEGINNING

It is not surprising that the first school for women west of the Mississippi was founded by Mary Easton Sibley. Described by a grandniece as a "very unique and dominant character", she was a woman who "always looked to the objective . . . never took up any side issue. And what she wanted, she got."

"The time is coming", wrote Mrs. Sibley in an 1830 letter, "when woman will take her place along side of man and there is no reason why she should be second to him in education."

Mary Easton Sibley, born in 1800, was brought to the tiny French village which is now St. Louis at the tender age of three when her father was sent to investigate the Aaron Burr conspiracy. It is believed that theirs was the first American family to settle in what was later to become St. Louis. Mrs. Sibley, then Mary Easton, completed her own education in the only seminary in the west at that time, Mrs. Tevis' boarding school for young ladies at Shelby, Kentucky.

When she married Major George Sibley at the age of 15, she was considered the "belle of St. Louis"—a beautiful and spirited



young woman fond of music and dancing. She promised to follow him "anywhere he should wish to go" and immediately moved with him to what was then the far west Indian outpost of Fort Osage. He was Indian Agent and Commander of the Fort; she its first American white woman.

There Mrs. Sibley quickly won the hearts of Americans and Indians alike with her kindness and "the wonderful noise she would make" in her almost daily performances at a piano specially equipped with drums and other musical instruments.

By 16, she had already begun teaching as well. Her pupils were native Indian girls who lived near the Fort and her younger sister from St. Louis.

Major Sibley, who shared his wife's interest in providing education for women, had acquired a good deal of land in St. Charles around 1813 and 1814, part of which is the 140 acres on which the Lindenwood Colleges now stand. It was his desire to make this area his permanent home. By 1824, Mrs. Sibley was already living in St. Charles and her school was flourishing, but it wasn't until 1827 when Fort Osage was closed that records show the Sibley's legal residence as "Linden Wood", St. Charles—thus the official founding date of The Lindenwood Colleges was set.



# 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.

\*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 retreat 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, on the eve of the 150th birthday 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 all 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 masters 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.



Dorm life at the Linden-  
woods—then and now.



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 masters 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

## FOR LINDENWOOD COLLEGES I, II, AND III

*\*For Admission Procedures to Lindenwood IV refer to p. 182.*

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	2 units, Foreign Language
3 units, Mathematics	or a Foreign Culture (See
3 units, Social Sciences	Standard Degree Requirements)
2 units, Laboratory Science	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 or the American College Testing Program (ACT) 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. The student will be sent a "secondary school record form" to be given to the high school principal or guidance counselor who will forward it directly to The Lindenwood Colleges Admissions Office.

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 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 Director of the Evening College, as appropriate. Applications for admission into the program are processed by the Admissions Office.

### **The College for Individualized Education**

Students interested in the College for Individualized Education may receive additional information concerning application procedures from the Dean of Lindenwood IV. See Lindenwood IV section of this catalog. Applications are processed through the Admissions Office of the Lindenwood Colleges.

### **College Level Examination Program (C.L.E.P.)**

CLEP credits are accepted for students in all of the general examinations (except English) and may be allowed in specific subject area tests with the approval of the appropriate department. 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 Deans' offices.



# 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 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 emphasis 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 each woman's dorm, meeting with their elected officers, 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. Men's residence halls elect a Hall Council holding similar responsibilities. Dorms have well-equipped kitchens and modern laundries.

#### **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.**

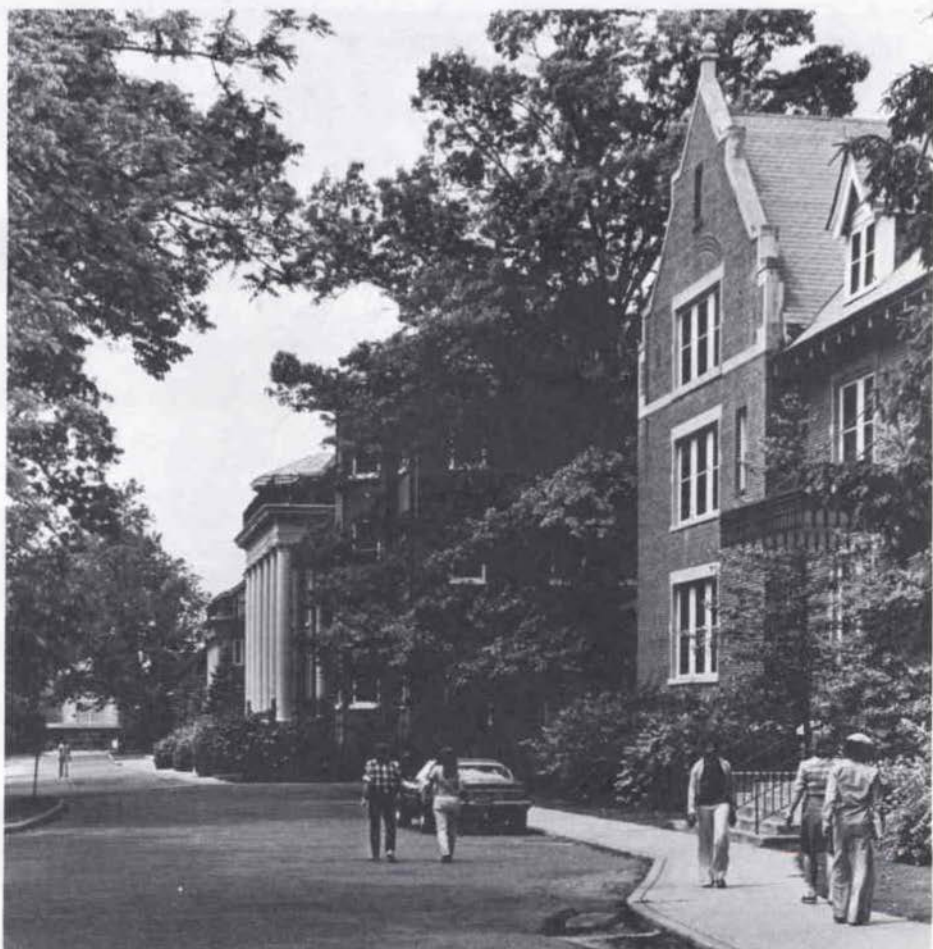
The Lindenwood Colleges, created in the last century by Presbyterian educators, have today no legal religious affiliation nor requirements. However, the Colleges honor their heritage through a simple covenant relation with the Presbyterian Church, and affirm their responsibility to provide for a spiritual 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 College 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, offers students an inviting place to stretch out on a comfortable sofa with a good book. All three levels of the building contain ample study carrels, study tables, lounge areas and conference rooms scattered through out 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 college 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 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. All non-resident students are an integral part of the college community and participate actively in campus events. There is a lounge for the convenience of day students, located on the Terrace Level of Roemer Hall, which provides an area for relaxation and study, as well as individual lockers. The Day Students' Organization plays a major role in college affairs. The Continuing Education Students' Organization, which meets regularly for lunch in the lounge of the Fine Arts Building, and the student governance at Lindenwood IV act as emotional and intellectual mutual-support-groups for their members. They organize programs and invite speakers to deal with topics of interest to them. The Colleges regard their non-resident students as an extremely valuable segment of the campus community.

### **Health Services.**

Medical services are available to resident students at Stumberg Hall, located on the campus. 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 College. Since many students work for internship credit in the hospital, and several St. Charles physicians who practice there also serve on the Colleges' Board of Directors, the relationship between the two institutions is unusually cordial.





Lindenwood's cramped library of the late 1800's contrasted to today's Margaret L. Butler Memorial Library. Students find the gracious, wood-beamed Cardy Reading Room an inviting place for settling down with a good book.



### **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 all the Colleges in baseball, volleyball, swimming and tennis. With a stable of 40 horses and an excellent riding ring, Lindenwood's equitation program is one of the finest in the country. Archery and trap shooting are available. Women's varsity basketball, volleyball, and field hockey teams play an intercollegiate series, and there are intramural games between women's dorms. The Physical Ed. department sponsors numerous athletic clubs, including Beta Chi for 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.

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 from both Colleges meet with the Deans of the Colleges, and make recommendations concerning programs and the expenditure of funds of various student activities.

### **Radio Station KCLC-FM.**

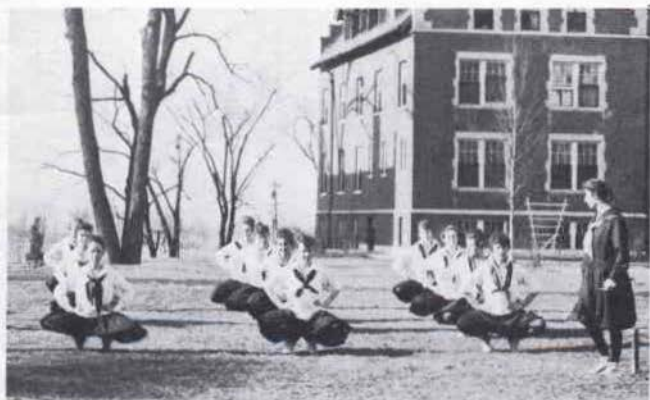
Any interested student may participate in the programs of the campus radio station, which broadcasts educational and cultural programs and rock music to the campus and community. A 1500-watt facility, KCLC-FM is the principal local radio station in St. Charles County, and as such performs a major role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

### **Publications**

Students publish a weekly 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.



The clothes have changed but the idea's the same—keeping fit was as much a part of the Lindenwood life in the 20's as it is today.

### **Music.**

A series of recitals and concerts is performed each year by the music faculty, many of which are St. Louis Symphony members. Several recitals are given each term by student music majors. The Concert Choir, the Lindenwood Singers, and the College Orchestra present *several important concerts each year*. Last year's programs featured a performance of Handel's *Messiah* and a Bicentennial program of American music and dance. The St. Charles Choral Society presented Christmas programs with the St. Louis Brass Quintet and the St. Charles Children's Chorus, and in the spring offered a concert of American folk music. Various student chamber ensembles, ranging from a string quartet to a barbership quartet provide additional music for special occasions. Students attend concerts of the Symphony in St. Louis with over 350 free tickets distributed each year by the 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 theater. 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 by visiting artists in such media as dance, puppetry, mime and poetry reading. During 1975-'76, Lindenwood's two art galleries in the Fine Arts Building housed frequently changing exhibits of photography, sculpture, painting, quilting, macramé, and pottery.

Forums on political problems such as Regionalism, visiting lecturers like Dan Rather, and a speaker on the Chinese People's Republic Archeological Exhibition, are a sampling of the varied viewpoints which the Colleges' lecture series brings to the campus and the St. Charles community.



### 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, moonlight sleigh rides, 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.



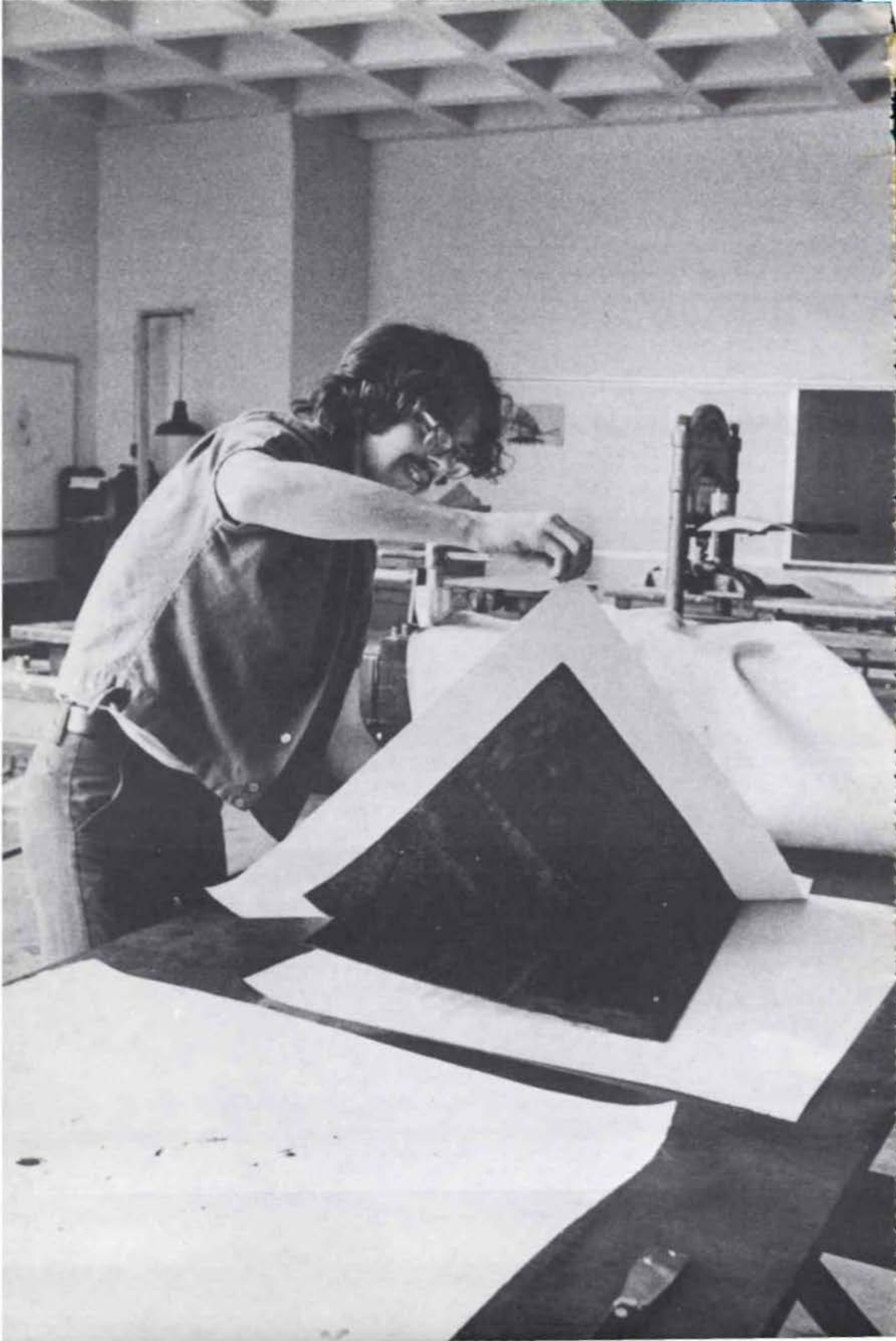
### Off-Campus Cultural Opportunities.

Many opportunities exist for enjoying the cultural and recreational resources of the Greater St. Louis metropolitan area. The College 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, rated as one of the top ten 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.

### 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 Blanchette, 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 quite 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, 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-grown 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 twentieth 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 College 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 real 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 whole 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 Colleges I, II and III 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 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 a degree in Medical Technology, a degree in Sociology with emphasis in urban planning and design, a degree in Sociology with emphasis in computer resources, and a B.F.A. in career-oriented studio art. 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 long 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.

Lindenwood art students: as they were in the  
1800's — as they are in 1976.





# THE ACADEMIC PROGRAM LINDENWOOD I AND II

## AN EDUCATION FOR TODAY

The objective of The Lindenwood Colleges is to send into the world graduates with a knowledge of the past in terms of its relevance to the present and the future, with minds stretched and nourished by the challenges of a variety of intellectual disciplines, but with practical experience in the application of the discipline, enabling them to confront change fearlessly, and with an awareness of the human unique capability for guiding one's own destiny.

As private, independent colleges, Lindenwood College for Women and Lindenwood College for Men view their commitment to the liberal arts and sciences as the essence of all that they do. They are also dedicated to helping the student relate subject area studies to the practical concerns of society and of career choices. Therefore part of a typical student's work may take place away from the college: in the wider community, where interns fill positions of adult responsibility for which the standards of performance are professional.

The educational programs consist of an integrated body of studies embracing the knowledge and the skills basic to contemporary life. There are three divisions in the curriculum: Humanities, Social Sciences, and the Natural Sciences and Mathematics. In the interest of understanding the inter-relationship of all knowledge, each student takes some work in all of the divisions. Further refinement occurs with the choice of a major where the student makes in-depth studies, participates in research and experimentation, and acquires the discipline which prepares the graduate for an occupation or profession.

## THE LINDENWOOD EXPERIENCE

The Lindenwood Colleges offer programs leading to the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Music Education degrees. Programs are designed to:

1. Introduce the student at the earliest possible moment (the freshman year) to the issues and ideas which will greatly affect the quality of life for generations ahead and which show the relevance of the various subjects of college study.
2. Provide for the student a contrast in learning methods from the secondary school experience.

3. Prepare the student for independent study projects as soon as possible, including access to scientific laboratories and equipment for independent research, not restricting these experiences to the upper division.

4. Give special attention to the seminar, discussion and independent study approaches to learning and utilize opportunities for relating theory to practical application outside the classroom and off-campus.

5. Involve the student in the processes by which college rules and regulations are made in both the academic and social areas.

6. Give the student who wishes to teach in the elementary or secondary schools a sound liberal arts background for effective teaching, and concurrently provide the necessary courses for state certification.

7. Offer each student a carefully planned opportunity for off-campus study at education centers abroad or in the United States.

8. Provide extensive opportunities for cross-disciplinary study, including an emphasis on areas strategic to civilization in the remaining third of the 20th century and a significant segment of the 21st century.

9. Prepare the student for graduate study, if desired, either immediately upon graduation or later.

10. Assist in self-evaluation leading to a better understanding of the student's own personality, talents, and character, and a clearer appreciation of the individual's own value system and spiritual orientation in relationship to career decisions.



## MAJOR FIELDS AND DIVISIONS

The Lindenwood Colleges I, II and III offer courses in three major divisions and twenty-six 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, Drama/Dance English, Music, Journalism, 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  
Broadcasting  
Dance-Drama  
English  
French  
Journalism  
Music  
Spanish  
Studio Art

Journalism  
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.S. Degree**

Broadcasting  
Dance/Drama

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

Music Education

### NATURAL SCIENCES AND MATHEMATICS

The Division of Natural Science 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. The standard fee is \$15. Students taking two or more laboratory courses during a term pay a maximum of \$30.

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

Biology  
Biomedical Science  
Chemistry  
General Science (Edu.)

Mathematics  
Medicine  
Medical Technology  
Physical Education

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

Biology  
Biomedical Science  
Chemistry  
General Science (Edu.)

Mathematics  
Medical Technology  
Medicine  
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  
Economics  
Education (with major emphasis)  
History  
Political Science  
Psychology  
Sociology

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

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

### **Associate in Science Degree**

Business Administration

The Lindenwood Colleges also offer the master's degree in these areas:

Master of Business Administration  
Master of Arts (Lindenwood IV)  
Master of Fine Arts (Lindenwood IV)

## **STANDARD DEGREE REQUIREMENTS**

### **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 two English Composition, one Lindenwood Colloquium (Evening College).
4. Two Physical Education Activity courses (Women's College only).
5. Six courses—two from each of the three divisions—to meet distributional requirements. The divisions are Humanities, Natural Science, 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 all of those for which language instruction is available in the curriculum—currently, French, German, Greek, Latin and Spanish. 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.

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	1/2	French
257	1	Classics
267	1/2	French
(269)	1/3	(Italian)
323J	1/2	Spanish
324J	1	Classics
(365J)	1/2	(Italian)
(370)	1/2	(Italian)
<b>Classics</b>		
165, 166	1, 1	Classics
250	1	Classics
268	1, 1	Classics
<b>Drama</b>		
372	1	French
<b>English</b>		
267	1/2	French
269	1/2	Classics
<b>History</b>		
231	1/2	French
232	1/2	French
237	1	French
<b>Humanities</b>		
(220J)	1/2	(Italian)

250J	Classicism and the English Romantic Tradition	½	Classics
------	---	---	----------

### Foreign Languages

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

### Music

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 two English Composition, one Lindenwood Colloquium (Evening College).
3. Two Physical Education Activity courses (Women's College).
4. Nine courses—three from each of the three divisions—to meet distributional requirements. The divisions are Humanities, Natural Science and Mathematics, and Social Sciences.
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 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 stand-  
ard 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 their 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 37. 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 two courses 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, two courses from each of the three divisions (Humanities, Natural Sciences, Social Sciences) are required. For the Bachelor of Science degree, three courses from each of the divisions are required. The objective is to enable the student to explore various disciplines before choosing his area of concentration and to broaden the base of his college program.

# COURSES OF INSTRUCTION OFFERED BY 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)

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 at 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 twentieth century life. The course, however, has undergone annual revision as circumstances and issues change in society itself. In 1977 the focus is on the resolution of contemporary problems of immediate concern. The title is "Male and Female: Fiction and Fact."

#### **LCC 102 MALE AND FEMALE: FICTION AND FACT.**

Beginning in the spring term, students and the Common faculty will explore the topic of "Male and Female: Fiction and Fact" by relating it respectively to the experience of the three divisions—Humanities, Natural Sciences or Social Sciences. Throughout the series, exponents of the three divisions will contribute toward an understanding of the topic from their points of view. As occasion demands, the faculty is prepared to introduce guest lecturers, panel discussions, films, and other media, and to divide the class into discussion groups of varying sizes. Lively discussion and clarity of thought in expression both written and oral are common goals which faculty and students together work to achieve.

## 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.

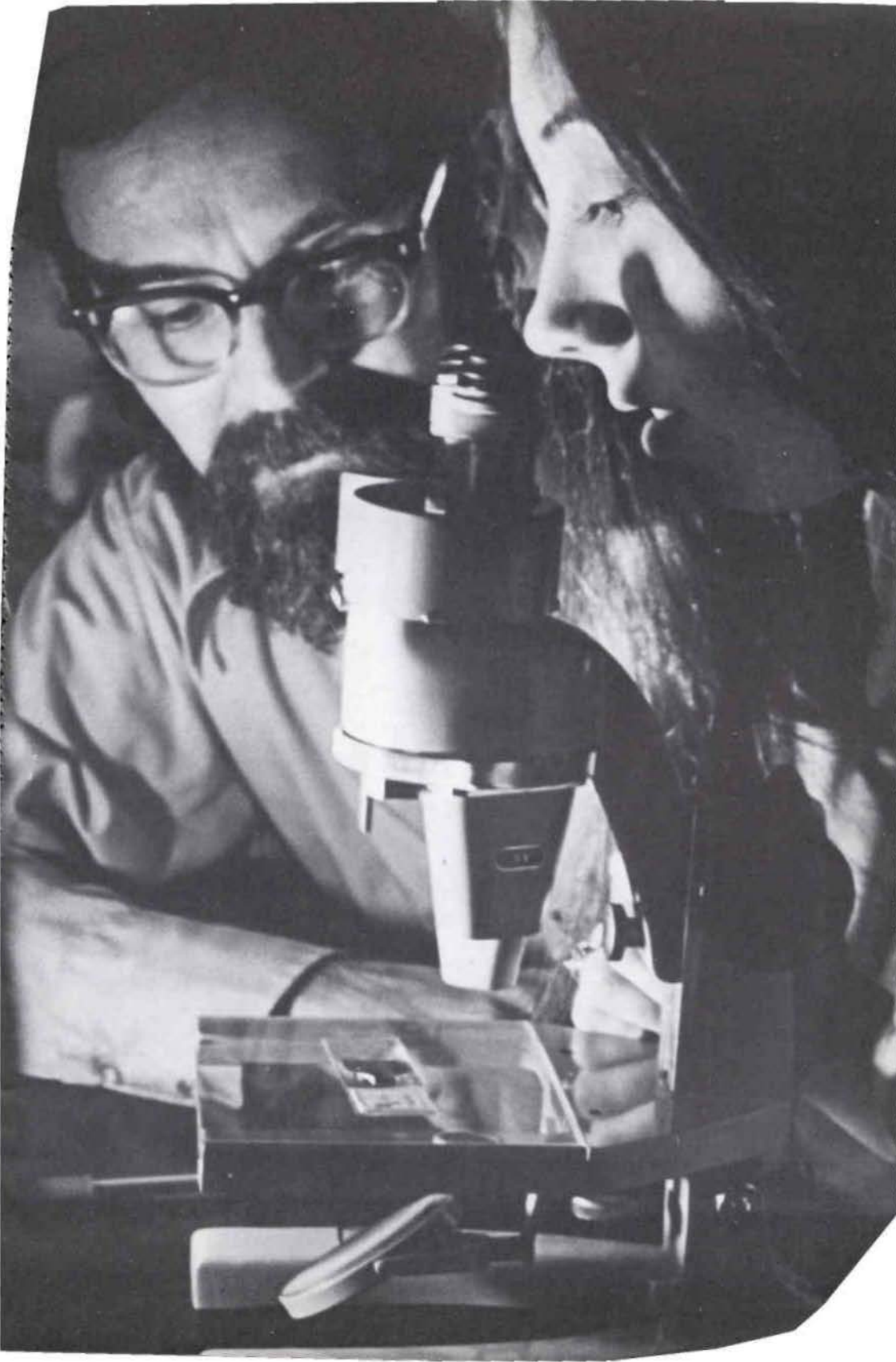
## ART and ART HISTORY (See Studio and Performing Arts)

## 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 Science 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 College 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.

**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).**

**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 (\$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 (\$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.

**382L Immunology-Parasitology Laboratory (\$15 lab fee).**

\*Offered alternate years.

## AREA II: Organismic Biology

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

**250L Marine Botany Laboratory (\$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 (\$15 lab fee).**

**310L Vertebrate Anatomy and Physiology Laboratory (\$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 (\$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).**

**\*330 Experimental Studies of Algae and Fungi.** Studies of collection and culturing techniques, taxonomical problems and reproductive behavior of freshwater and marine algae and fungi. Emphasis will be on laboratory investigations, field work and library research. Trips will be taken to laboratories in the area which are engaged in current research. Prerequisites: Biology 101, 102. *Anderson*

**\*330 Experimental Studies of Algae and Fungi Laboratory (\$15 lab fee).**

**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

**\*240 Plant Growth and Development.** Studies of growth and development in lower and higher plants will be conducted with an emphasis on laboratory activities. *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 (\$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 (\$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*

**110L Environmental Biology Laboratory (\$15 lab fee).**

**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 Jamaica.** A general study of marine plants and animals with emphasis on the ecology of coral reefs. Studies of both north and south shore Jamaican 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. *Anderson*

**\*260L Marine Biology in Jamaica Laboratory (\$15 lab fee).**

**302 Ecology.** A study of the interrelationships of animals, plants, and their environment. Field trips are taken to local ponds, marshes,

\*Offered alternate years.

streams, woods and reserves to observe living communities. Prerequisite: Biology 101, 102 or consent of the instructor. *Anderson*

**302L Ecology Laboratory (\$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).

## BIOMEDICAL

(See Medicine and Health Related Studies)

## BROADCASTING

(See Language, Literature, Philosophy and Religion)

## BUSINESS ADMINISTRATION

Both the Bachelor of Arts and the Bachelor of Science degrees may be earned in Business Administration. Most students in this field elect the B.S. degree. The Lindenwood requirements for this degree include the following:

- 1) General Requirement for Day Students  
Lindenwood Common English Composition LCC 102 Eng 201

OR

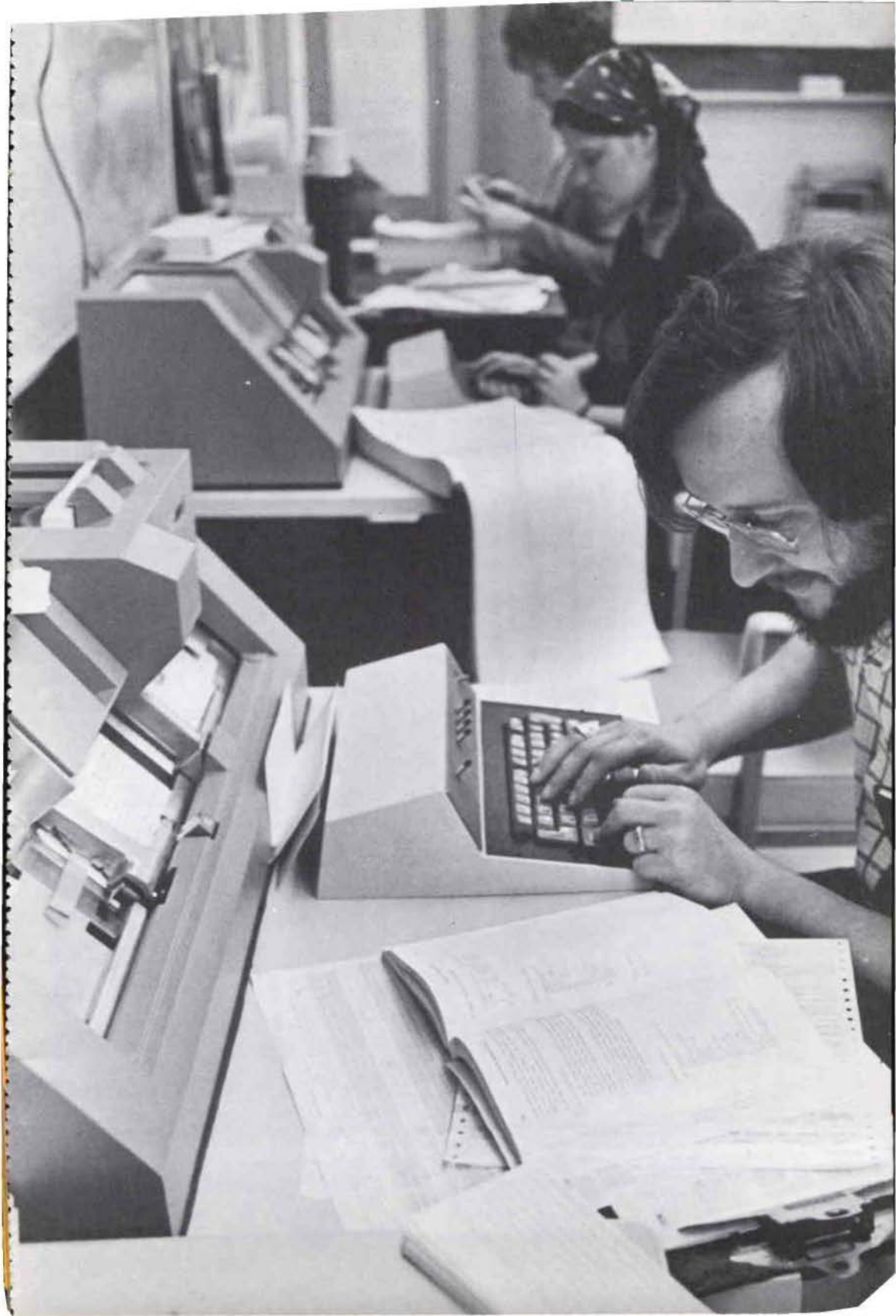
- 1A) General Requirement for Evening Students  
Colloquium Composition LCC 301 Eng 201, 202 2 or 3 courses
- 2) Distribution Requirement:  
Three Humanities Division Courses  
Three Natural Science and Mathematics Division Courses  
Three Social Science Division Courses 9 courses

In addition to the College requirements, the Business Administration requirements for the B.S. degree include:

- 3) "Core" or basic Business Administration courses, including all of the following:  
BA 102 Principles of Accounting I  
BA 103 Principles of Accounting II  
BA 104 Business Law  
BA 205 Marketing  
BA 220 Introduction to Data Processing  
BA 300 Management Theory and Practice  
BA 303 Business Correspondence and Reports  
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 Business Administration 4 courses

Electives complete the standard 36 course degree requirement. These electives must conform to the following pattern:

- 6) In the Social Science Division, but outside the Business Administration Department 3 courses



- 7) Completely free electives (except that no more than 5 of these courses may be in the Business Administration Department)

8 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 majors 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 Mathematics, Music, or Art. Such majors may be very useful to students in targeting well thought out career objectives. No specific 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 standard B.S. degree described above must meet the Lindenwood Colleges standard requirements for the Bachelor of Arts degree. Essential program modifications from that for the B.S. degree set forth above are these:

- A) In addition to B.S. requirements, students must develop a knowledge in depth of a foreign culture
- B) The distribution requirement (as set forth in paragraph 2 above for the B.S. degree) is changed to two courses in each Division, rather than three such courses
- C) Depending upon courses taken for the above modifications, the number of free electives must be adjusted so that the total number of courses taken is 36.

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

- 1) For "Office Management" emphasis, within a major in Business Administration, three of the four elective courses in Business Administration (paragraph 5 above) are changed to the following required courses:
 

BA 61 Intermediate Typewriting	1/2 course
BA 62 Production Typewriting	1/2 course
BA 301 Managerial Accounting	1 course
BA 370 Office Management	1 course

 One departmental elective course remains as a requirement.
- 2) For "Professional Secretarial" emphasis, within a major in Business Administration, the four elective courses in Business Administration (paragraph 5 above) plus two of the free electives (paragraph 7 above) must be replaced by the following required courses:
 

BA 61 Intermediate Typewriting	1/2 course
BA 62 Production Typewriting	1/2 course
BA 261 Elementary Shorthand	1 course
BA 261 Intermediate Shorthand	1 course
BA 363 Advanced Shorthand	1 course
BA 377 Secretarial Procedures	1 course
BA 301 Managerial Accounting	1 course
- 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.

In addition to the B.S. and B.A. degrees in Business Administration as described above, both of which are offered in the day and evening divisions interchangeably, an Associate in Science in Business program containing 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.

**104 Business Law.** An introduction to the legal environment of business. Topics include: Contracts, agency, negotiable instruments, personal property, and bailments.

**205 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.

**300 Management Theory and Practice.** 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.

**303 Business Correspondence and Reports.** A study of the writing principles used in 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.** The use and interpretation of internal accounting data by management to plan and control business activities. 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. Prerequisites: 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. Prerequisites: BA-311.

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

**\*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-313.

### Data Processing

**320 Programming Concepts—COBOL.** COBOL computer programming for business applications. Topics include: features of

\*Offered alternate years.

COBOL; file processing techniques; sorting and library features; modular programming. Prerequisite: BA-220. Lab fee \$15.

**321 Programming Concepts—Fortran.** A course in Fortran programming designed for students interested in scientific applications of the computer, and systems and numerical analysis. (Same course as MTH-180) Prerequisite: MTH-102, and BA-220. Lab fee \$15.

**323 Systems Theory and Analysis.** 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.** 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.

## 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.

\*Offered alternate years.

**\*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.

**\*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

**44 Human Relations in Business (½).** A study of individual and group behavior within the business environment. Materials are compiled from the disciplines of management, psychology, sociology, and industrial relations.

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

**241 Legal Environment of Business.** The rights and responsibilities of partnerships and corporations within the legal environment. Government regulations of: production, distribution, pricing, competition, employment, and labor relations.

**\*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.

**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-300. (SOC-331, Social Conflict, may be substituted if preceded by BA-300.)

**\*343 Quantitative Management (Evening).** The techniques, research methodology and tools used in assisting quantitative decision-making. Basic concepts in management sci-



ence and operations research. Optimization problems, transportation problems, inventory production problems and linear programming will be discussed. Prerequisites: BA-300 and BA-304.

**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

**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-300 and 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.

**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 240, 300.

**\*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 345, 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.

**\*351 Advertising Policy and Management (Evening).** The managerial aspects of advertising from the marketing and business executive's viewpoint. Students will develop an advertising policy and plan, devise strategy, staff, implement, control, and report on their projects. Prerequisites: BA-205, 350.

**\*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.

**\*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.

## 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.

**\*63 Personal Typewriting (½).** The operation of the typewriter and develop a basic skill at a level acceptable for personal use. The student

\* Offered alternate years.

will acquire the knowledge needed to type such materials as letters, term papers, tabulated reports, resumes, and application forms. The course is designed for students who have had no previous training in typing. Not available for audit.

**\*66 Business Machines (½).** An introduction to the processing of data by the more frequently used business machines. 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: Courses BA-61 and BA-362 or proficiency tests. Not available for audit.

## Office Management/Professional Secretarial

**\*72 Records Control (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.

**\*77 Office Procedures (½) (Evening).** An introduction to the service functions of the administrative office: duplicating, mail and communication, records, files, technical libraries. Intermediate-level typing skill is recommended. Not available for audit. *Sullivan*

**78, 79 Certified Professional Secretarial Review (½ course each) (Evening).** Designed for secretaries or senior professional secretarial students interested in qualifying as 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 362, or profi-

ciency tests; two years secretarial experience, senior standing, or consent of instructor. *Enrollment limit: 15.*

**\*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: Senior standing and consent of instructor. Not available for audit.

## Special Business Courses

**100 Introduction to Business.** A survey of business in our society and its environment, organization, function, management, control, and future.

**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 (1).** 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.

**\*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

<sup>\*</sup>Offered alternate years.

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-104, 307, 280, 300. Valenzuela and staff members of cooperating hospitals.

**\*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-350 and senior standing. *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 course-work*, senior 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).

\* Offered alternate years.

## 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.

### 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*

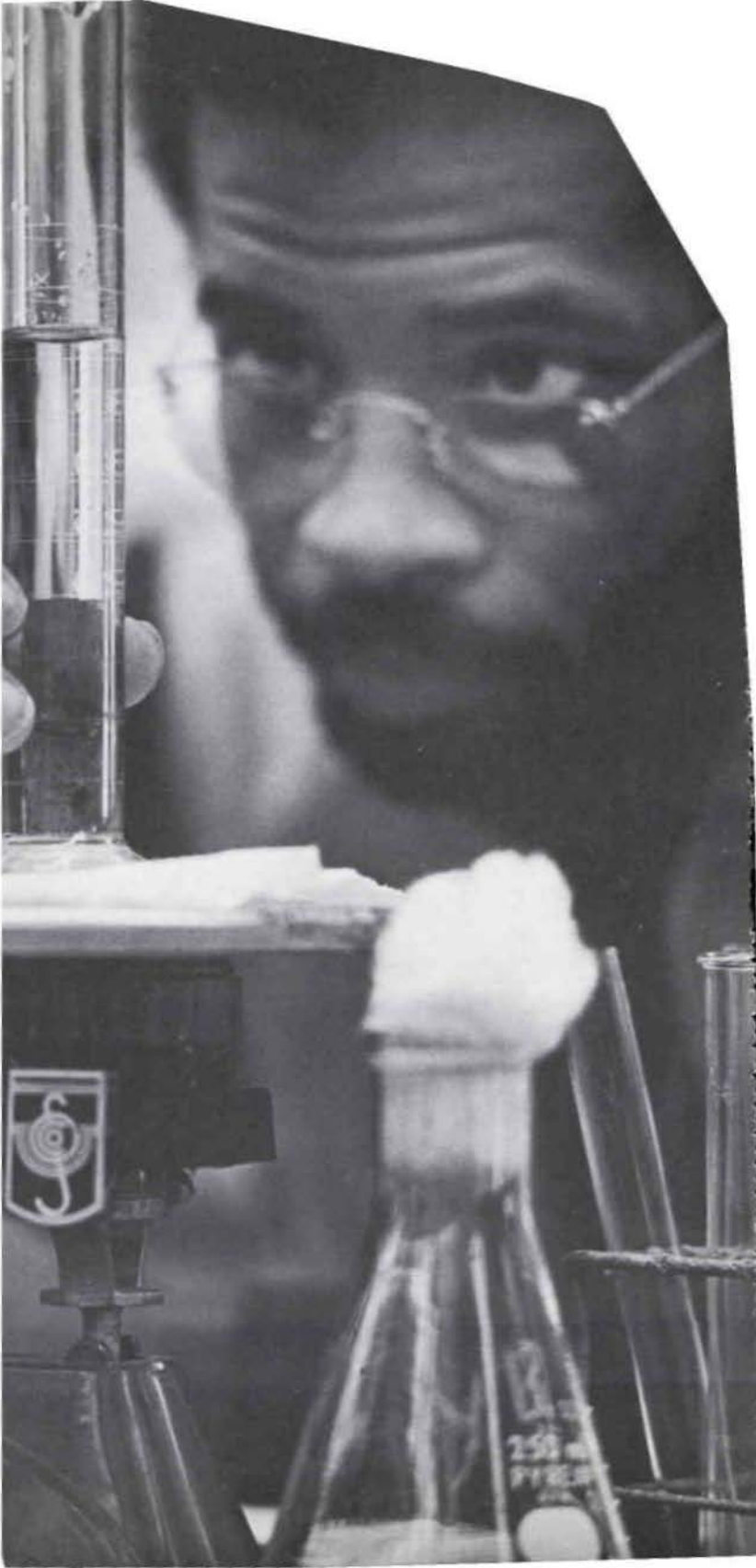
### 140L Introductory Chemistry Laboratory

(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. *Bornmann*

### 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. *Bornmann*

**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. *Staff* (\$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. *Bornmann and Staff* (\$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 (1976-7).** 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 continuation of Chemistry 371 with emphasis upon chemical kinetics and quantum chemistry as means of explaining and predicting chemical behavior. Prerequisite: Chemistry 371. *Bornmann*

**\*372L 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).

\*Offered alternate years.

**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)

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.

### **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 economies 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*

\*Offered alternate years.

# EDUCATION

## Teacher Education Curriculum

Lindenwood College is accredited by the National Council for Accreditation of Teacher Education. There are twenty-eight (28) states that grant reciprocity privileges in the certification of teachers who are graduates of institutions accredited by N.C.A.T.E.<sup>1</sup>

Successful completion of The Lindenwood College N.C.A.T.E. approved program qualifies the student for the recommendation that a Life Certificate be issued by the Missouri State Department of Education. An N.C.A.T.E. recommendation also entitles the graduate to be recommended for a valid teaching certificate in twenty-seven other states.

A student planning to teach in the elementary schools is encouraged to signify his or her intention with his or her adviser and, if possible, 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 his or her intention to enter the teacher education curriculum during 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 coursework requirements for an area of certification may be obtained from the Certification Specialist in the Education Department. Each student is responsible for following the general procedures concerning application and admission to the Teacher Education Program as outlined in the section on "PROCEDURES FOR ADMISSION TO TEACHER EDUCATION" on the following pages.

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. 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 (1 representative elected by the Social Science Division) Speech and Drama; 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-N.C.A.T.E. 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, 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. Or the student interested in elementary education may earn a Bachelor of Science degree with a major in elementary education and a division major in humanities, sciences, or social sciences. 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, the Bachelor of Fine Arts, or the Bachelor of Business Education degree, including the specific course requirements for secondary teacher certification.

---

<sup>1</sup> Alabama, Arizona, Colorado, Delaware, Florida, Georgia, Illinois, Indiana, Iowa, Kentucky, Maine, Maryland, Mississippi, Missouri, Nebraska, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Washington and West Virginia.

## **Bachelor of Arts or Science in Elementary Education**

The College requirements for the Bachelor of Arts or Science degrees should be completed and the course requirements listed for elementary teacher certification should be included in the program. Within this program students may elect a specific subject major or they may elect a division major in the Humanities, Sciences, or Social Sciences Division. If a division major is selected, the student must have a total of 8-12 courses in the division selected. Courses taken as requirements (listed below in the section: "MINIMUM COURSE REQUIREMENTS FOR ELEMENTARY TEACHING CERTIFICATION") may be included as part of the 8-12 division choices.

If a major in the Sciences and Mathematics Division is chosen, the student will need 2-6 electives in that division in addition to the 6 courses listed as minimum requirements for elementary certification.

If a major in the Social Sciences Division is selected, the student will need 3-7 electives in that division in addition to the 5 courses listed as minimum requirements for elementary certification. Professional Educational courses which are optional (for example, Individualized Instruction, Motivation in the Classroom, Sociology of Education, etc.) may also be used as Social Science electives.

If a major in the Humanities Division is chosen, the student will need 4-8 courses in that division in addition to the 4 courses listed as minimum requirements for elementary certification. The student will also need 4 courses in languages (or if fewer than 4 courses are needed to satisfy the language proficiency, then additional Humanities electives should be taken for each language course not needed).

## **Minimum Course Requirements for Elementary Teaching Certification**

### **Humanities**

One course in Linguistics

One course in music or art

Two courses in English composition, literature, speech, or drama

### **Sciences and Mathematics**

Two courses in mathematics

Four courses in biological and physical sciences (at least one of each) including at least one laboratory experience

### **Social Sciences**

One course in government (U.S. or State)

Two courses in American history

One course in geography

One course in Principles of Psychology

### **Professional Education**

One course in Philosophy of Education or Education in America

Two courses in Strategies and Tactics for Elementary Teaching

Two courses in Language Arts and Literature (or Children's Literature and Teaching of Reading)

One course in the Education and Psychology of Exceptional Children

$\frac{3}{4}$  course in Health Education

$\frac{3}{4}$  course in Music in Elementary Schools

$\frac{3}{4}$  course in Mathematics in Elementary Schools

$\frac{3}{4}$  course in Art in Elementary Schools

$\frac{3}{4}$  course in Physical Education in Elementary Schools

Two courses in Student Teaching

**Recommended:** Such educational electives as: Teaching of Social Science, Sociology of Education, Individualized Instruction, Affective Education, Pre-School Education, etc. Although specific courses are listed, equivalent courses may be substituted with the approval of the Certification Specialist in the Education Department.

## **Course Requirements for Secondary or K-12 Teacher Certification**

The successful completion of courses in the student's area of concentration as approved by that department, one course in Principles of Psychology, one course in the Psychology and Education



of Exceptional Children, one course in Education in America or Philosophy of Education, two courses in Strategies and Tactics for Secondary Teaching, one or one-half course in Secondary Methods of Teaching a Major Subject, and two courses in Student Teaching. For K-12 certification in Art, Music, Health and Physical Education, normally a  $\frac{3}{4}$  or full course in Elementary methods of teaching the major subject is required. The department recommends that the student also take such educational elective courses as: Health Education, Individualized Instruction, Motivation in the Classroom, Affective Education, Sociology of Education, etc.

Although specific courses are listed, equivalent courses may be substituted with the approval of the Certification Specialist in the Education Department.

## Procedures for Admission to Teacher Education

### I. Declaration of Interest in Securing Teacher Certification (Form 1)

- A) In freshman year for both elementary and secondary teaching areas:
  - 1) The two Deans' offices will send notices to all freshmen concerning the *Declaration of Interest Form*.
  - 2) The student obtains form from the appropriate Dean's office.
  - 3) The student fills out form in *duplicate*.
  - 4) The student returns both copies of the form to the appropriate Dean's office *before March 1*.
- B) The Deans will select or recommend an appropriate Adviser from the information supplied:
  - 1) One copy of form will be inserted in the student's Advisee folder.
  - 2) Second copy will be forwarded to the Education Department.

### II. Personal Profile Form (Form 2)

- A) In sophomore year for both elementary and secondary teaching areas:
  - 1) The Education Department will send notices to all freshmen who have completed the *Declaration of Interest Form* (plus a *general* notice to be inserted in weekly newsletter).
  - 2) The student obtains form from the Education Department.
  - 3) The student fills out the form in *duplicate*.
  - 4) The student returns the forms to the Education Department *before March 1*.
- B) Any student who wishes to change his area of concentration or possible certification field may wish to change Advisers at this time.
  - 1) One copy of the *Personal Profile Form* is sent to the Adviser to be inserted in the Advisee's file.
  - 2) One copy of the *Personal Profile Form* is retained by the Education Department.

### III. Admission to Teacher Education Program (Form 3)

- A) Time of Application for Admission to the Teacher Education Program:
  - 1) *Elementary*: The term following the completion of at least *two* professional education courses.
  - 2) *Secondary and K-12*: The term following the completion of at least *one* professional education course.
- B) Requirements for acceptance into the Teacher Education Program:
  - 1) Education grade point average of 2.0 at time Student applies.
  - 2) Cumulative grade point average of 2.10 at time Student applies.
  - 3) Recommendation of faculty member in the student's major department.
- C) The student obtains the *Teacher Education Program Application Form* from the Education Department:
  - 1) The student completes his or her part of the form.
  - 2) The student gives form to the faculty member in his or her major department to complete his part and forward the form to the Registrar.
  - 3) Registrar completes their part of form and returns it to the Education Department.
- D) Council on Teacher Education votes on acceptance or rejection of each student on stated criteria.

### IV. Application for Student Teaching (Form 4)

- A) The student obtains the Student Teaching Application form from the Education Department:

- 1) The form is filled out by the student *early* in the "long term" (Fall or Spring) preceding the term in which the student plans to do student teaching.
  - 2) The student gives the form to his or her Adviser (or someone in his or her major department who knows the student best) to complete their part.
  - 3) The Adviser sends the form to the Education Department.
- B) Requirements for admission to Student Teaching:
- 1) Approval by the faculty of the Area of Concentration according to stated criteria.
  - 2) Approval by the Education faculty according to departmental stated criteria.
  - 3) Both the Area of Concentration and the Education Department approvals must be in writing and submitted at least 1 month *before* end of long term preceding Student's planned Student Teaching term.
  - 4) G.P.A.'s (in professional education and cumulative) required for admission to the teacher education program must be obtained by the time of Student Teaching application and maintained at the point the student teaching experience begins.
  - 5) In the event of disagreement between Education and the Area of Concentration regarding the student's eligibility for student teaching, or if the student wishes to appeal Education's and/or the Area of Concentration's decision, the Council on Teacher Education has the final decision as to whether or not the student will be permitted to do student teaching.

**V. 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.

### Teacher Education Services and Materials Fees

- A) *Elementary Teacher Education Fees:*
  - 1) \$25.00 paid when student enrolls in "Strategies and Tactics for Elementary" (usually sophomore year).
  - 2) \$100.00 paid at beginning of senior year.
- B) *Secondary Teacher Education Fees:*
  - 1) \$25.00 paid when student enrolls in "Strategies and Tactics for Secondary School" (usually junior year).
  - 2) \$100.00 paid at beginning of senior year.
- C) *Special Certification Program in Library Supervision, K-12, Supplementary to the Standard Life Certification Areas*  
Sufficient coursework, usually on a rotating basis, is available to permit students to obtain credit in required areas (cataloging, 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.

### Courses

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

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

**\*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. *Staff*

**\*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*

**\*†30 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. *Staff*

Section A, Science ½

Section B, Mathematics ½

Section C, Modern Languages ½

Section D, Art ¾

(For English methods, see English 25 and 27; for Social Studies, see Education 325; for Music, see Education 324; for Business Education, see Education 326; for Physical Education, see Education 315 and 317.)

**†73 Health Education (¾).** 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*

**100 Education in America.** An introduction to the historical and social foundations of American Education. *Staff*

**240 Basic Audiovisual Methods.** 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 Cataloguing and Classification.** Simple cataloguing problems following standard practices. Classification according to the Dewey Decimal Classification System. *Meszaros*

**†\*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. *Meszaros*

°Offered alternate years.

†Not available as Distributional Elective.

**†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, cataloguing 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*

**†247 History and Development of Adolescent Literature.** History and development of literature suitable for the secondary school: junior and senior high. Evaluation of current material. *Polette*

**\*251 Sociology of Education.** The functional and dysfunctional consequences in American education will be examined in light of selected sociological theories. Major topics include: The Urban School, Education and Jobs, and Schools and Merit. *Staff*

**\*260J The Classroom as a Social System (January).** A socio-psychological analysis of classroom group behavior (interaction, norms, sentiment, activities, leadership styles, peer groups, etc.) Prerequisites: Psychology 100 or Sociology 102 recommended. *Staff*

**\*270 Affective Education.** Investigation of new curriculum approaches focusing on the previously neglected significance of emotions and aesthetic experiences in education. *Staff*

**\*†289 Philosophy of Education.** Focus is on developing philosophic-mindedness rather than on transmission of a philosophy or schools of philosophy. Prerequisites: Junior standing. *Staff*

**300-301 Strategies and Tactics for Secondary Teaching.** The course consists of an analytical study of teaching, based upon the logic of scientific inquiry and concepts of human development and learning. Varieties of evidence from educational psychology and adolescent psychology contribute to an understanding, development, and evaluation of learning and teaching models. Provides an integrated view of teaching, learning, and social behavior in the secondary school setting. Classroom observations and assisting are integral parts of the course. Prerequisite: Psychology 100. Junior standing. *Staff*

**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 educa-

tional 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. Psychology 100 or concurrent registration. *Staff*

**\*305. 306 Language Arts and Literature (Elementary).** A comprehensive study of the integration of reading, English, spelling, writing, and literature in the elementary school. *Staff*

**\*307 Reading in the Secondary School.** A study of developmental and remedial reading programs for secondary students. (Required for state certification). *Staff*

**\*311 Authentic Teaching.** A phenomenological approach to the question: "Is school for real?" studying role behavior, student-teacher "games," trust, and reality awareness. *Staff*

**312 Motivation in the Classroom.** Selected motivational theories, principles, and research data of special interest to teachers. Experiments and classroom observations included. *Staff*

**\*313 Creative Teaching.** Designed to develop an understanding of the creative process and how it can be translated into creative teaching. *Staff*

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

**\*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 lecture. Prerequisite: Art 100 or 380, or consent of instructor. *Amonas*

**318 Program and Curriculum for Young Children.** A course designed to provide an understanding of, and first-hand experience in, the organization and implementation of programs and curricula for the young child in preschool and kindergarten classrooms. Prerequisite: Ed 300 or 303. *Staff*

\*Offered alternate years.

†Not available as Distributional Elective

### **\*323 Methods of Teaching Elementary**

**School Music (1975-76).** A study of the various approaches to music education in the elementary schools. For Music Education majors. *Bittner*

### **324 Methods of Teaching Secondary**

**School Music (1975-76).** A study of the principles, procedures, and objectives of music for junior and senior high school students. For Music Education majors. *Bittner*

### **325 Teaching of Social Studies (1975-76).**

A course designed for both elementary and secondary social studies teaching. Course includes the study of classroom materials, methods, and curriculum. *Staff*

### **\*326 Methods of Teaching Business Subjects.**

Students will analyze methods and materials for use in both skill courses and basic business courses so that they may adopt those suitable to their situations. Integration of skills and knowledges will be studied to prepare the business education student to teach more advanced business subjects involving simulated business practices in high school. Prerequisites: Education 300, Junior standing. *Sullivan*

**\*327 Teaching of English.** Students analyze the methods of instruction in teaching literature and language, and analyze curriculum and organization of materials. Visits to area schools to become acquainted with various English programs included. *Staff*

### **381 Education of Exceptional Children.**

Introduction to educational programs for exceptional students including the blind, deaf, gifted, retarded, emotionally disturbed, delinquent, etc. *Staff*

### **382 Educational Research Methodology.**

Methods of research design, data collection, and statistical analysis for the classroom "scholar-teacher" and educational research. *Staff*

**383 Individualized Instruction.** A study designed to introduce elementary and secondary education majors to the principles and practices of individualized instruction in the school curriculum. *Staff*

**384 Preschool Education.** An opportunity to study the history and changing philosophy of preschool education. Emphasis will be placed on observing and teaching in public and private nursery schools. *Staff*

**390 Student Teaching (A Double Course).**

A course consisting of observation, individual conferences, seminars, and supervised teaching in the public schools. The student is responsible for arranging and paying the expense of transportation to and from the assigned school. A minimum block of time (for elementary, usually 4-5 full days; for secondary, at least one full day and four days involving  $\frac{2}{3}$  of the school day) per week is required. Course registration must be approved by the Council on Teacher Education one semester in

advancement 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. *Staff*

<sup>†</sup>Not available as Distributional Elective.



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 landforms, political, regional, and cultural divisions, resources, and economic activities.

**269 Economic Geography.** The 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.

**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 ninth 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 Catharine 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.

\*Offered alternate years.

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*

**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 sixteenth century. *Hood*

**\*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-seventeenth century and the French Revolution of the late eighteenth 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. *Doherty* (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*

**\*250 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*

**\*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*

**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*

**268 American Social and Economic History.** A one-term survey of the rise of an industrial civilization with particular emphasis on the increasing role of the government in American life. *Balog*

**281 Europe in the Middle Ages.** Europe from the decline of 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 religions, scientific and literary developments and their impact on American ideas and institutions. Prerequisite: History 105 or 106 or consent of instructor. *Balog*

**\*325 Russian Revolutionary Movements.** 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*

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

**Individualized Study.** Courses designated with a T are individualized study courses. Students pursue the course program independently with tutorial sessions as arranged by the instructor. Enrollment is limited and requires the instructor's permission.

**349T Studies in the History of the Ancient World.** Directed readings and tutorials in the cultures of the ancient Mediterranean world.

<sup>®</sup>Offered alternate years.



# JOURNALISM

(See Language, Literature, Philosophy and Religion)

## LANGUAGE, LITERATURE, PHILOSOPHY AND RELIGION

After two years of intensive faculty study, the separate departments of language, literature, philosophy and religion have been combined under one departmental umbrella. The merging of these related courses of study increases students' course-selection options and allows subject "cross-overs" to be handled more easily.

This new Department offers Bachelor of Arts and Bachelor of Science degrees with majors in Broadcasting, English, Journalism and Foreign Languages. Courses in these major fields and in supporting subjects include: Broadcasting, Journalism, Linguistics, English, Classics, French, German, Spanish, Philosophy and Religion. Subject areas not available as majors may be combined with other subjects, e.g.: Classics and History; Linguistics and Psychology, Philosophy and Political Science, Religion and Psychology. Specific combinations can be developed by consultation with the faculty.

All majors and several subject combinations are designed to prepare a student for graduate or professional study. By effective use of related curricula, field study and internships, a variety of occupations are open to graduates with Bachelors degrees. Certification for public school teaching may also be obtained by combining appropriate courses in education with English and Foreign Language.

Faculty members in the department work with the teaching staff of the Department of Studio and Performing Arts making it possible for the student to experience the interrelationship of the various disciplines of the humanities and the arts. Team teaching and interdepartmental teaching provide added enrichment for the student receiving a liberal education.

The impetus of field studies and internships (available in most subject areas in this department) provide students an opportunity to apply what they have learned in an actual work environment. These supplemental studies and internships help clarify career choices and serve as an experience record when the student seeks employment. Field study carries one course credit and the course number is 400. The internship carries two course credits and the course number is 450.

Some courses listed in this department are offered only in January. These are designated by the letter J after the course number.

### 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:	Thomas W. Doherty, Professor of French, Director Anthony Perrone, Assistant Professor of Spanish Anne C. Perry, Assistant Professor of French and Spanish
Philosophy:	Richard Rickert, Assistant Professor of Philosophy
Religion:	Esther L. Johnson, Associate Professor of Religion



## BROADCASTING

The Bachelor of Arts and Bachelor of Science degrees with a major in Broadcasting are offered.

### **Requirements for the Major:**

Eight to twelve courses. See course listings for required courses.

### **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; St. Charles Bicentennial Commission; Warner Bros. Records Inc., CBS radio, New York.

### **Career Opportunities**

Jobs are many and varied for the Broadcasting major including positions in: radio and television programming and production, news and public affairs. Future disc jockeys, staff announcers, record librarians, music managers, news announcers, reporters, writers, traffic managers, continuity directors, public relations, and public affairs directors will find their required courses in this section.

Public relations and advertising are also options when courses are taken in conjunction with the Business Department.

### COURSE OFFERINGS (\* indicates a course which is offered alternate years):

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

**\*BR 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, research and editing original and adapted materials. *Florimonte*

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

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

**BR 253 Mass Media and Society.** Radio, television, film and print media are studied as dynamic institutions in society; consideration of the historic, economic, cultural, political, technological, and philosophical settings within which the media operate. Prerequisite: CA 101 or permission of the instructor. *Staff*

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

**BR 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*

## CLASSICS

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

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

### COURSE OFFERINGS: (\* indicates a course which is offered every other year):

**\*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 a 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, phi-

losophy, and art of both nations are examined and emphasis is placed upon classical contributions to western civilization. *Biggs*

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

**FLC 201 Elementary Latin**

**FLC 203 Elementary Greek**

## ENGLISH

The Bachelor of Arts degree with a major in English is offered. 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 preparation for graduate study in English and in other professional fields for which English is an appropriate choice.

### Requirements for the Major:

Eight to twelve courses in English (exclusive of English 201, Basic English Composition) are required for a major in English. Courses beyond the maximum of twelve 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 the 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 the INSERVICE programs. Lindenwood publications such as *The Griffin* and *The Ibis* also 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 (\* indicates a course which is offered every other year):

**ENG 111, 112 World Art and Literature.** A chronological study of the development of art forms in visual art and literature from prehistory

to modern times with emphasis on stylistic periods as they reveal universal human values. *Feely, Eckert, Rubenstein*

### **ENG 125 History of the English Language.**

Introduction to the study of the English language. The phonology, history, and grammar of English will be investigated chiefly in terms of current linguistic theory. *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 From 1800 to the 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 211, 212 Writers' Workshop: Poetry, Fiction.**

Intense courses in creative writing with emphasis on class criticism of each student's work. Discussion of aesthetic theory and the analysis of appropriate works by established writers are also important. *Staff*

### **\*ENG 213 The Essay.**

Concurrent studies in the history and the composition of the essay. Readings comprising the core of the studies are organized to illustrate both the development and the variety of the form. Extensive practice in writing. *Staff*

### **\*ENG 225 The 18th Century Novel.**

The beginning of the novel and its development to the end of the eighteenth century. Representative works of Defoe, Richardson, Fielding, Smollett, and Sterne 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 231 American Literature I.**

A study of the rise of American literature from early colonial times to the end of the nineteenth century. Readings from Franklin, Cooper, Hawthorne, Twain, and Melville. *Fields*

### **ENG 232 American Literature II.**

A study of twentieth century American writings, principally Eliot, 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 235 Contemporary Drama in Perspective.**

Contrasting forms and techniques in the art of drama and an investigation of various dramatic theories. Students will read such dramatists as Strindberg, Moliere, Ibsen, Brecht, and Beckett. *Fields*

### **\*ENG 236 Contemporary Literature.**

Readings and discussion of selected contemporary authors including pivotal black writers. The course includes essays, poetry, autobiography, novels and plays. *Staff*

### **\*HUM 238 Renaissance Studies (Carries Humanities credit).**

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 earlier 17th centuries. Some literature is in translation, but students who are able are encouraged to read in the original languages. *Feely*

### **\*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*

**\*HUM 240J Arts and Ideas: East and West (Carries Humanities credit).** 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 and 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*

**\*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. The course acquaints students 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 some selections in translation from other cultures. Emphasis is given to the Modern School with Yeats, Eliot, Frost, Thomas, Auden, and Stevens receiving special attention. *Barnett*

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

**ENG 254 The Contemporary Critic.** 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 (reviews may be published in area newspapers). *Barnett and Wilke*

**\*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 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, Feely, Staff*

**\*ENG 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, Feely, Staff*

**\*ENG 270 Comparative Drama.** A study of selected plays representing the evolution of drama in Greek, Roman, Medieval and Restoration Periods. Styles of production and the development of the modern stage will also be considered. *Fields*

**ENG 272 Linguistics Workshop (1/2).** 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 Seminars 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 discussions, the instructor acting as director of research and moderator of the seminar. *Staff*

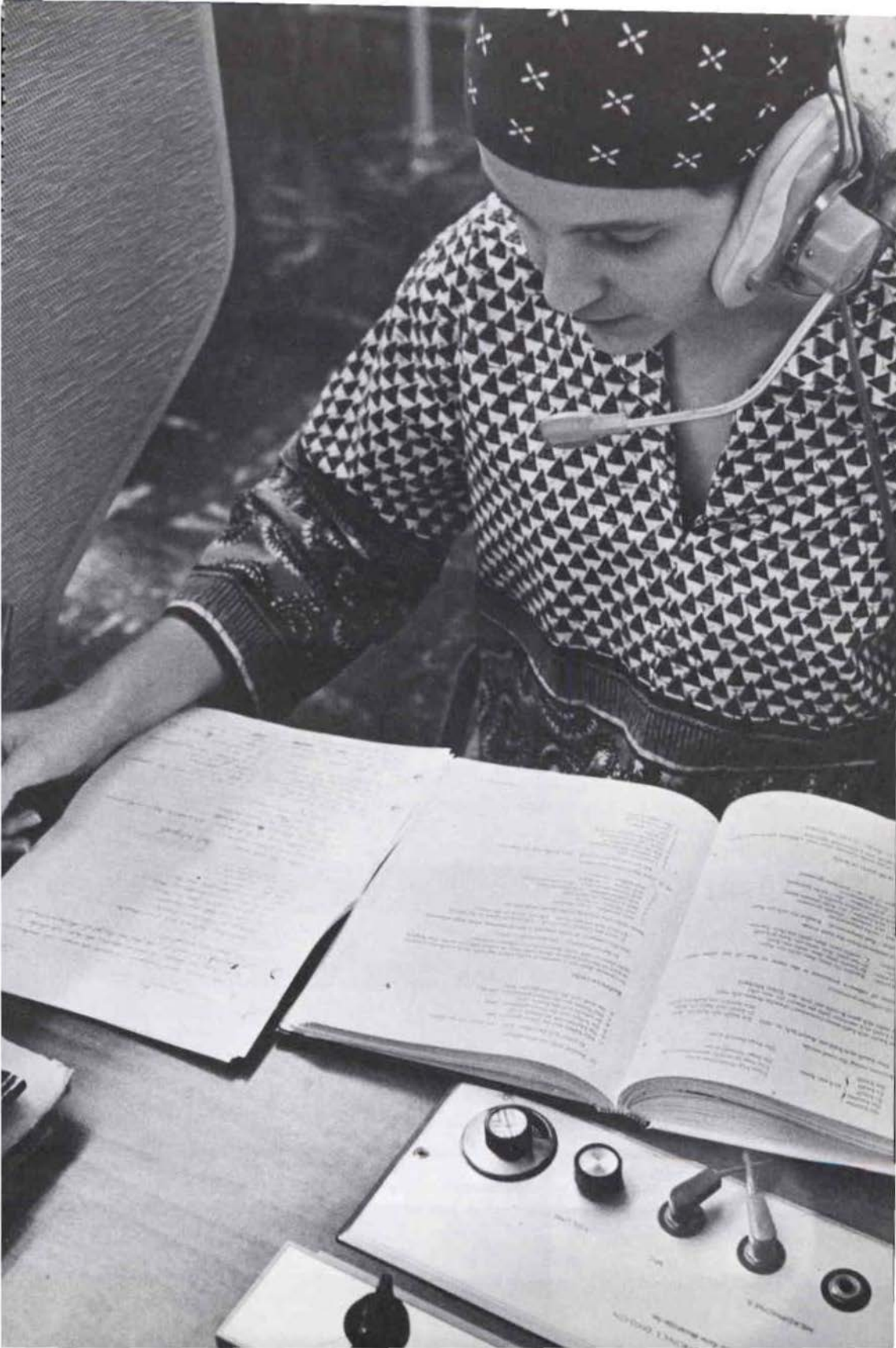
## FOREIGN LANGUAGES

The Bachelor of Arts degree is the only degree with a foreign language or foreign culture requirement; majors are offered in French or Spanish.

### 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, and given in the foreign language
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: Classics, French, German or Spanish. Any course listed under Foreign Language 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.

### Facilities and Activities:

The department has at its disposal a well equipped language laboratory, supplementary audio-visual equipment for instructional aid, and adequate library holdings to sustain a major. Extra-curricular 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 aboard; 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.

## 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. *Perry*

**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: French 102 or equivalent proficiency. *Dougherty*

**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: French 152 or permission of instructor. *Doherty*

**\*FLF 235 Contemporary French Culture.** A study of the French people, their attitudes and their way of life today. Tradition and change as reflected in present-day social, cultural, economic and political institutions. Prerequisite: French 152 or permission of instructor. *Doherty*

**\*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. *Doherty*



**FLF 239 World Cultures: The French People (evening only).** A cultural study of France today, designed to provide insight into her politics, education, literature, economics, social life and the arts. *Given in English.* No prerequisite. *Doherty*

**FLF 240J Contemporary France (Off-campus in January: Paris. Given on demand).** Students will 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: French 151 or equivalent. *Staff*

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

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

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

**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: French 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: French 211 or permission of instructor. *Staff*

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

**FLF 210 French Oral Practice.**

**FLF 260 The French Woman.**

**FLF 341 French Theatre of the 17th Century.**

#### FLF 350 French Literature of the 18th Century.

### 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. Classroom work is supplemented with oral laboratory exercises. *Perrone*

**FLS 211, 212 Spanish Conversation and Composition.** Further development in aural comprehension and oral expression through cultural materials. Exercises in syntax and elements of style. Laboratory experience. Techniques of group discussion, formal and informal 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 the 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 346 Spanish Novel of the 20th Century.** Study and analysis of the main works of fiction of the 20th century. Authors recommended: Valle-Inclan, Unamuno, Camilo José Cela, Carmen Laforet, Zúñunegui, Goytisolo, Martín-Santos. *Perrone*

**\*FLS 347 19th Century Spanish Literature.** An introduction to the literary currents and movements of nineteenth century Spanish literature. Reading and discussion of selections

\* Offered alternate years.

and major works of the following representative authors: Mesonero Romanos, Larra, Duque de Rivas, Espronceda, Gutiérrez, Zorrilla, Campoamor, Nuñez de Arce, Bécquer, Valera, Pereda, etc. *Perrone*

**FLS 307J Seminar on Selected Authors and Genres of Hispanic Literature (on-campus in January).** A concentrated study and analysis of a genre and its representative authors, their major works and influence. *Perrone*

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

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

**FLS 240J Spanish with Native Speakers (In San Miguel de Allende and Mexico City).**

**FLS 340J Spain: A Cultural Experience.**

**FLS 341 Medieval Spanish Literature.**

**FLS 342 Spanish Lyrics of the Golden Age.**

**FLS 343 Spanish Novel of the Golden Age.**

**FLS 344 Spanish Theatre of the Golden Age.**

**FLS 345 The Quijote.**

**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 361 20th Century Spanish Poetry.**

**FLS 367 Introduction to Spanish-American Literature I.**

**FLS 368 Introduction to Spanish-American Literature II.**

**FLS 369 20th Century Spanish-American Poetry.**

### 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. Integrated laboratory experience. *Staff*

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

reading and discussion of modern short stories and plays. Compositions and supplemental laboratory exercises. *Biggs*

\***FLG 239 World Cultures: The German People (evening only).** A cultural study of Germany today, designed to provide insight into her politics, education, literature, economics, social life and the arts. *Given in English.* No prerequisite. *Staff*

<sup>2</sup> Offered alternate years

## HUMANITIES INTERDISCIPLINARY COURSES

### Divisional Offerings

**HUM 290J The Discarded Universe.** A study of Medieval and Renaissance art and architecture as they reflect and synthesize the pre-Copernican views common to all knowledge in those periods. The principal objective of the course is to obtain a sensibly accurate historical perspective for the understanding and appreciation of Medieval and Renaissance art, lit-

erature, and music. The class will travel together with stays of some length in Paris, Venice, Ravenna, Florence and Rome. Students may study independently or with the instructor, but participation in regularly scheduled seminar meetings is required. Dates: January 1-31, 1977. Cost: \$900 (includes airfare from Chicago, Eurail pass, hotels or pensions with breakfast. *Feely*

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

**ENG 220J Biblical and Mythological Conventions in Renaissance Art and Literature.**

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

**ENG 255J Understanding Islam: A study of Arabic and Islamic Traditions in Western Arts and Ideas.**

# JOURNALISM

The Bachelor of Arts and the Bachelor of Science degrees with a major in journalism are offered.

## Career Opportunities

Newspaper reporting; editing and feature writing; advertising and copywriting; publishing; editing; copy-reading; 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.

## Requirements for the Major:

Eight to twelve courses in Journalism are required plus BR253 (Mass Media and Society). In addition, a selection should be made among courses in English, Broadcasting, Business and Speech in accordance with the student's career objectives.

## Courses recommended:

*Writing*—ENG 201, 202 (Composition); ENG 211 (Writer's Workshop); ENG 213 (The Essay). Journalism courses in this area include: JRN 144 (Newsgathering, Writing and Editing); BR 244 (Broadcast Newswriting); JRN 247 (Feature Writing); JRN 248 (The Writer's Journal); JRN 343 (Advanced Newsgathering and Reporting); JRN 085 (Free-lance Workshop); BR 201 (Writing for the Media).

*Literature*—ENG 111, 112 (World Art and Literature) or ENG 205, 206 (Survey of English Literature); ENG 231, 232 (American Literature); ENG 233, 234 (Shakespeare); ENG 251 (20th Century Poetry); ENG 254 (20th Century World Fiction); ENG 270 (Comparative Drama).

*Broadcasting*—BR 151 (Basic Radio Production); BR 259 (Basic Television Production); BR 100 (Introduction to Broadcasting); BR 359 (Advanced Television Production).

*Speech*—SP 190 (Effective Speaking); SP 299 (Argument, Debate, Discussion); SP 298 (Oral Interpretation).

*Business*—BA 200 (Introduction to Business); BA 300 (Management, Theory and Practice); BA 240 (Management of Human Resources); BA 340 (Business and Society); BA 270 (Office Management).

Faculty advisors will assist the student in selecting from the above courses that combination most appropriate to the student's career interests.

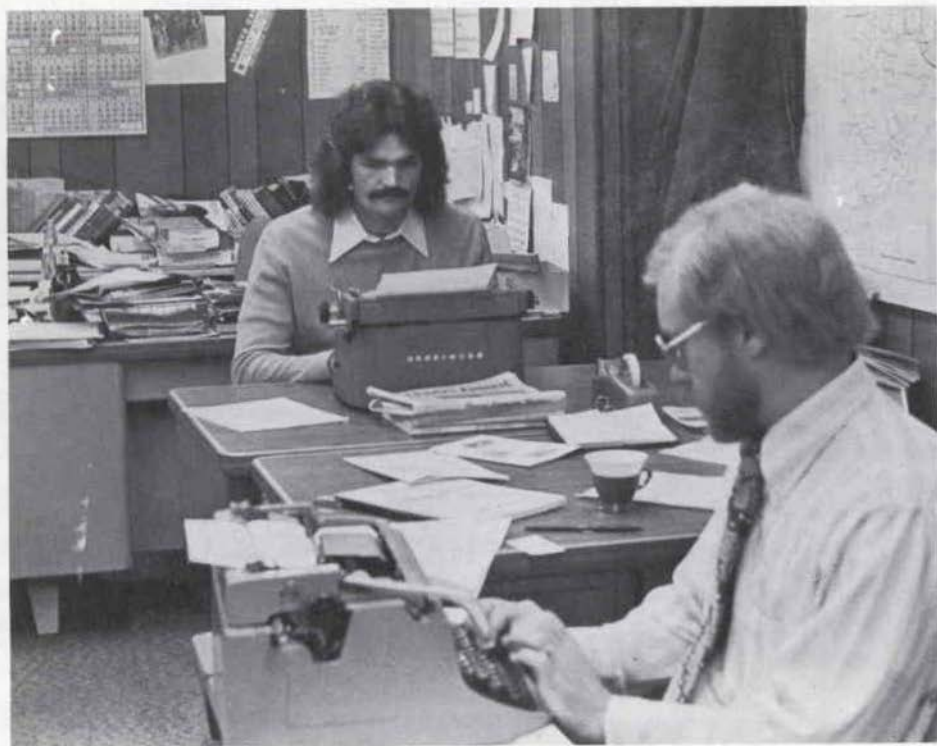
## Facilities and Activities (also see Broadcasting and English)

The major and the related courses open to the student a number of field study and internship opportunities which (1) enable him to gain experience reinforcing his 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: Advertising agencies, newspapers, churches (see INSERVICE), radio and television stations in the St. Charles and St. Louis areas.



## COURSE OFFERINGS

**JRN 031 Human Relations (½) (Evening only—contingency).** An introduction to the principles of human relations with an emphasis on verbal communication and basic general semantics. *Staff*

**JRN 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 Projection (½) (Carries Humanities credit).** A course designed to prepare the student for working on a 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*

**JRN 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 seek-

ing the services of a photographer, writer, filmmaker, copy-writer 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*

**\*JRN 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 courses for all print-oriented students.

**JRN 144 Newsgathering, Writing and Editing.** An introduction to newspaper reporting. Basic writing and editing skills. Introduction to style of writing and proof reading, interviewing, beat covering, feature and editorial writing. Students invited to work on Student Newspaper. *Wilke*

**\*JRN 240 Magazine Article Writing.** Student will find, plan research and write salable articles for magazines. The student will analyze magazine markets and business practices as they affect writers. Students will be required to

complete writing assignments, to develop stories on their own, to identify potential markets *for their articles and to submit articles for publication.*

**JRN 244 Broadcast Newswriting.** An introductory course. Students will learn broadcast style of writing and editing, rewriting wire-copy, gathering and preparing news for broadcast, both written and recorded; tape splicing and editing, interview techniques. Each student will *prepare a 15 minute radio documentary.* Prerequisite: 144. *Wilke*

**JRN 247 Feature and Editorial Writing.** A practical course in writing features and editorials: for the printed media and for broadcast; and the study of the variety of journalistic features and editorials by masters of genre. Prerequisite: 144. *Wilke*

\***JRN 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*

**JRN 289 Public Relations (Evening—contingency).** 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: JRN 350 and senior standing. *Staff*

**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*

**JRN 340 Seminar in Journalism.** 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: JRN 102 and BR 253. May be repeated. *Wilke*

**JRN 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 also complete a series of articles or reports on a story or topic of his or her choice. May be repeated. Prerequisite: JRN 144. *Wilke*

**JRN 350 Principles of Advertising (Evening—contingency).** A study of advertising as a function of marketing. All phases of advertising will be covered in order to provide insights for business and non-business students. Prerequisite: BA 205. *Staff*

## PHILOSOPHY

### COURSE OFFERINGS

**PHL 100 Introduction to Philosophy.** This course introduces the student to the 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. *Staff*

\***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. *Staff*

**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. (Evening College) *Staff*

**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*

\*Offered alternate years.



## 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.

### Career Opportunities

Graduate studies in religion can lead to the following degree 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.

**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: Hinduism, Jainism, Buddhism, Sikhism, Taoism, Confucianism, Shinto, Zoroastrianism, and Islam. *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 Kirshma 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 (Tutorial).** 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. Not available for the distributional requirements. *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 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 nineteenth century theologians. Prerequisite: Junior standing or consent of instructor. Not available for the distributional requirements. *Staff*

### Special Cluster of Religion Courses for the Evening College

## RELIGION IN WESTERN CIVILIZATION

Fall, 1976, through Spring, 1978

**REL 208 The Spirit of Judaism.** The modern Jew is heir to 5,000 years of faith, history, tradition, and practice. What does the modern Jew believe and practice in the living Judaism of today? How do anti-Semitism, Zionism, Israel, intermarriage, and secularism affect the modern Jew? Monday, 7 to 10 P.M. Fall, 1976. *Rabbi Alvan D. Rubin*

**REL 209 The Spirit of Roman Catholicism.** For nearly two thousand years there has existed something which is historically identifiable as Catholicism. What is it? Since social, political, and intellectual structures within Catholicism have been in continual movement and development throughout this period, what has been the source of continuity and identity for Roman Catholicism? Spring, 1977. Monday, 7 to 10 P.M. *Dr. Lawrence Barmann*

**REL 210 The Spirit of Protestantism.** A study of contemporary Protestantism, its origins in the Reformation, and its contribution to world culture. Recent developments in the various denominations and in the ecumenical movement are explored. What are the concerns of modern Protestants? How do the evangelical, conservative, main-line, and liberal denominations and churches differ? Fall, 1977. Monday, 7 to 10 P.M. *Dr. Esther L. Johnson*

## REL 211 Overview of Western Religion: A

**Synthesis.** Are the goals of Western Religion compatible with the modern world? What are the modern challenges to the Church and the Synagogue? How does Western Religion view such topics as abortion, alienation, birth control, cremation, divorce, death, and hereafter,

discrimination, ritualism, sex, salvation, and other religions? Spring, 1978. Monday, 7 to 10 P.M. *Rubin, Johnson, Barmann*

NOTE: Students will be encouraged to take *all four courses*, but they may take each separately, if they desire. Each course will carry 3½ hours credit.

Coordinator, Dr. Esther L. Johnson, Associate Professor of Religion.

## 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 ten 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 in Mathematics

**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: Mathematics 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: Mathematics 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: Mathematics 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: Mathematics 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: Mathematics 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: Mathematics 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: Mathematics 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: Mathematics 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: Mathematics 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: Mathematics 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: Mathematics 180, Business Administration 321 or the equivalent. *Soda*

**\*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

\*Offered alternate years

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 possibly 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's 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

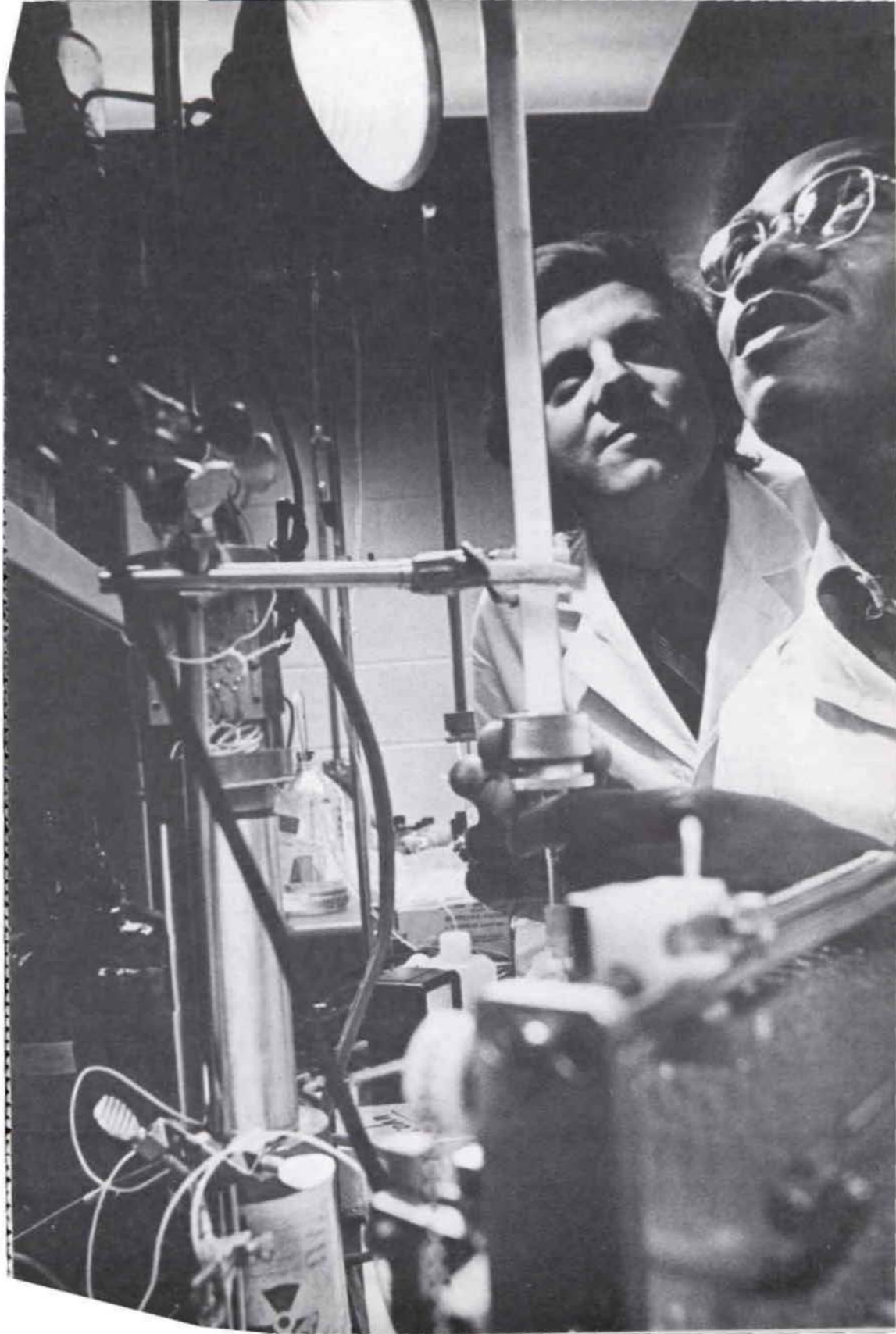
### BACHELOR'S DEGREE IN MEDICINE

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 a course of study leading to the Lindenwood Degree of Bachelor in Medicine.

This program was conceived as a partial solution to the shortage of professional health manpower within the St. Louis health care system. The immediate goal of the program is to provide additional primary-care professionals who can deliver quality health care, comprehensive in character with a continuity which heretofore has not been possible. We recognize the fact that some students who complete the program will not remain permanently in St. Louis. This model, four-year degree program is interdisciplinary and has its foundation in the liberal arts.

During the first two years of the program a student will enroll primarily in the Humanities, Social Science, and basic science courses taught for the most part on the Lindenwood campus, along with beginning studies in medical education. Students will then enroll primarily in medical and clinical courses taught at St. Louis City Hospital by adjunct Lindenwood professors who are Washington University School of Medicine faculty, while simultaneously completing their liberal arts education at Lindenwood. Students will develop expertise in assessing acute and chronic illnesses presented by patients in physicians' offices. The significant feature of this Lindenwood curriculum is the interdigiting and interphasing of liberal arts and medical education throughout the four years.

The faculty of The Lindenwood Colleges and participating Washington University School of Medicine professors believe that our liberal arts based medical program will prepare deliverers of primary health care to:



1. Recognize the value and ethical implications in primary-patient care.
2. Recognize significant social influences upon patients and patient care.
3. Focus the social sciences and the humanities on concrete, specific issues for clinical medicine.
4. Present the perspectives of the social sciences and the humanities as complementary.
5. Assist patients and their families in locating medical specialist, educational and welfare services.
6. Work with other allied health personnel, supervisory physicians, and patients.
7. Participate in the professional activities and concerns of the deliverer of primary care.

Following the completion of the Bachelor Degree, graduates will intern at St. Louis City Hospital or a satellite clinic.

## Nature and Responsibilities

Persons with the Bachelor in Medicine (BIM) Degree will be responsible for assessing patient status, managing medical regimen, and coordinating health services. A supervising physician will be available for consultation as needed. Graduates can perform a health evaluation of patients based upon the integration of data from the history, physical examination, and appropriate screening laboratory results. The BIM can assemble and integrate this information in such a way as to identify those past and current problems which affect the patient. Through the use of this problem-oriented approach the BIM can most effectively function in a role as "physician extender" in the delivery of primary medical care.

The BIM graduate can be expected to be proficient in the following:

1. Assume responsibility, under the supervision of a physician, for the management of medical regimen for relatively stable chronic illnesses such as: diabetes mellitus, hypertension, arteriosclerotic and cardiovascular disease.
2. Perform periodic disease screening on ambulatory patients.
3. Evaluate ambulatory patients (with acute or chronic illnesses) prior to their seeing a physician.
4. Conduct periodic examinations of the institutionalized patients in extended care facilities.
5. Evaluate ambulatory and hospitalized patients with the purpose of formulating recommendations as to health planning (that is, health and community services to be utilized).

## 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.

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

## 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 Certified 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 sciences 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 basis course in computer

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: William W. Platt, M.D., Adjunct Professor of Medical Technology

Judith Palermo, Adjunct Assistant Professor of Medical Technology

DePAUL HOSPITAL: John D. Bauer, M.D., Adjunct Professor of Medical Technology

Mary Lois Gavin, Adjunct Assistant Professor of Medical Technology

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

## 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)

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

**Bachelor's Degree Programs for Graduates of Schools of Radiological Technology and Medical Laboratory Technicians.**  
(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. The following division courses are required: Biology 101, 102; Chemistry 151, 152; Mathematics 101, 102, or 171, 172; Physics 303, 304 or 151, 152; plus four additional courses in Biology, Chemistry, or Physics.

**\*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*

**101, 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 Science 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. 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*

## 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 (1975-6).** 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, mag-

netism and nuclear physics. Prerequisite or concurrent registration: Math 171 or equivalent. *Bornmann*

**151L, 303L Physics Laboratory I (¼).** Physics experiments to demonstrate the principles presented in Physics 151 and Physics 303. Co- or prerequisite: 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. Co- or prerequisite: Physics 152 or Physics 304. *Bornmann* (\$15 lab fee)

## PHOTOGRAPHY (See Studio and Performing Arts)

Offered alternate years.

# PHYSICAL EDUCATION

*All physical education classes are open to both men and women unless otherwise designated. A physical education major is offered with four different emphases; or any combination thereof:*

teacher certification, community and outdoor education, horsemanship, and modern dance. The physical education major program requires the completion of the general college requirements, plus: P.E. 72, 305, P.E. Activity Labs I, II, III, and IV, and a minimum of four other activity courses, 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 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 Emphasis for Physical Education Major**

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

- P.E./Educ. 73—Health Education (¾)
- P.E./Educ. 74—Physical Education in Elementary Schools (¾)
- P.E. 205—Tests and Measurements in Physical Education (1)
- P.E. 206—History and Principles of Physical Education and Recreation (1)
- P.E. 304—Organization and Administration of Physical Education (1)
- P.E./Educ. 315—Techniques of Teaching Sports (1)
- P.E. 316—Techniques of Teaching Sports (1)
- P.E. 317—Materials and Methods of Teaching Dance (1)
- P.E. 350—Adaptive Physical Education (1)

Eight Physical Education Activity courses including Activity Labs I, II, III, and IV (offered in alternate years), Senior Life Saving, and Gymnastics. P.E. 319 and 320 are recommended

## **Physical Education Community and Outdoor Education Emphasis for Physical Education Major**

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

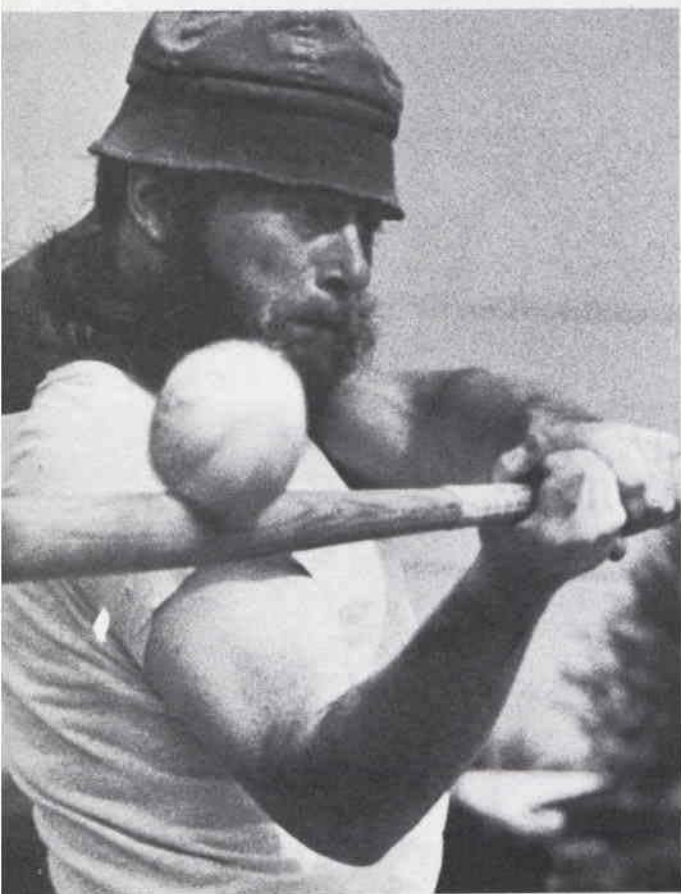
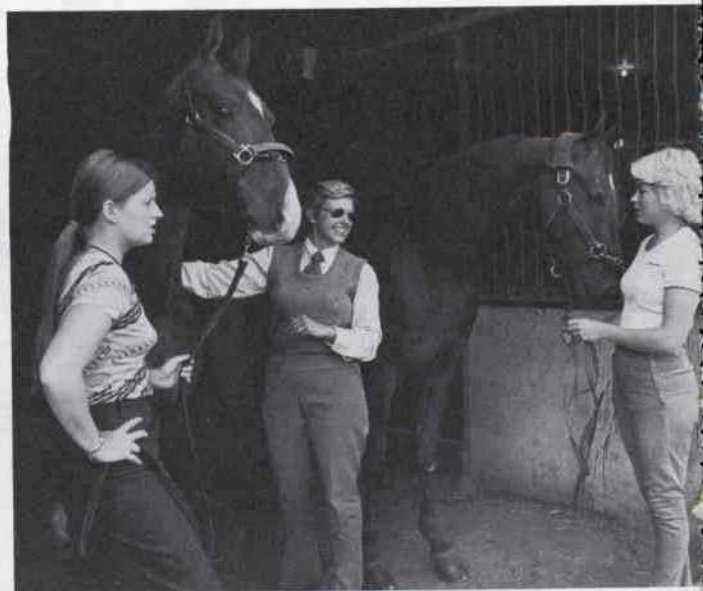
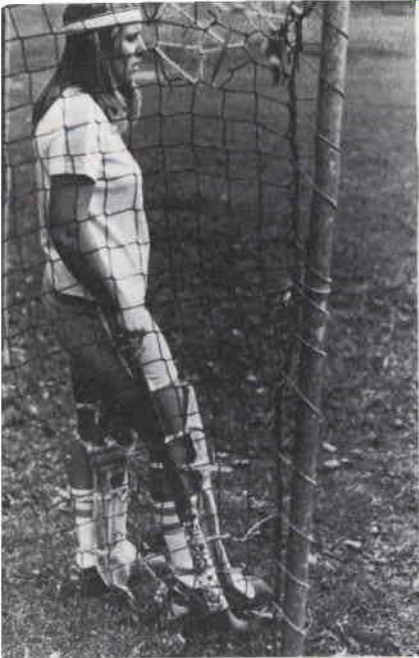
- P.E. 200—School and Community Recreation (1)
- P.E. 204—Camp Counseling and Outdoor Education (1)
- P.E. 206—History and Principles of Physical Education and Recreation (1)
- P.E. 304—Organization and Administration of Physical Education (1)
- P.E./Educ. 315—Techniques of Teaching Sports (1)
- P.E. 316—Techniques of Teaching Sports (1)
- P.E. 350—Adaptive Physical Education (1)
- Educ. 12—Music in Elementary Schools (¾)
- Educ. 14—Art in Elementary Schools (¾)
- P.E./Educ. 74—Physical Education in Elementary Schools (¾)
- P.E. 450—Internship in Recreation (2 to 4)

Completion of 8 activity courses, including Intermediate Swimming, in addition to Activity Labs I, II, III, IV. Highly recommended: Sr. Life Saving and W.S.L.

## **Horsemanship Emphasis**

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

- P.E. 77—Equine Nutrition (½)
- P.E. 82—Principles of Teaching Equitation I (½)
- P.E. 83—Principles of Teaching Equitation II (½)
- P.E. 204—Camp Counseling and Outdoor Education (1)







- P. E. 275—Stable Management (1)
- P. E. 276—Equine Disease and Lameness (1)
- P. E. 281—History of Selected Light Breeds (1)
- P. E. 304—Organization and Administration of Physical Education
- P. E. 376—Techniques of Teaching Horsemanship (1)
- P. E. 6—Riding (eight activity courses) (2)
- P. E. 450—Internship in Horsemanship (2 to 4)

In addition to the above, the following courses are recommended for Community and Outdoor Education and Horsemanship Emphasis:

- Art 106—Introduction to Design and Movement (1)
- B. A. 102—Principles of Accounting (¾)
- B. A. 303—Business Correspondence and Reports (¾) or
- B. A. 444—Human Resources in Business (1)
- C. A. 190—Effective Speaking (1)
- P. E. 319—Care and Prevention of Athletic Injuries (1)
- P. E. 350—Adaptive Physical Education (1)
- Psych. 101—Interactive Psychology (1) or
- Psych. 302—Behavior Modification (1)
- Soc. 102—Basic Concepts in Sociology (1)

(A student majoring in a Department outside of physical education can also major in Horsemanship with the following courses:

- P. E. 6 (four activity courses), P. E. 72, P. E. 77, P. E. 281,
- P. E. 204, P. E. 275, P. E. 276, P. E. 305, P. E. 376, and P. E. 350\*

---

\*For Psychology Majors.

### **Modern Dance Emphasis for Physical Education Majors**

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

- Art 24—National Theatrical Dance (½), or
- Art 25—International Folk Dance (½), or
- Art 26—Pre-Classic Dance Forms (½)
- Art 27—Analysis of Rhythm and Movement (½)
- Art 22—Dance History I (½)
- Art 23—Dance History II (½)
- Art 106—Introduction to Design and Movement (1)
- Art 380—Advanced Modern Dance (1½)
- Art 383—Dance Production I (1)
- Art 381—Dance Composition and Accompaniment I (½)

Suggested Electives:

- Art 111, 112 World Art and Literature
- Philosophy 200 Aesthetics
- CA 130 Introduction to the Theatre
- CA 239 Stage Craft
- Music 100 Introduction to Music
- Music 101 Introduction to Music Theory
- Educ. /PE 317 Materials and Methods of Teaching Dance
- Psych 331 Creativity

**72 First Aid (½).** Standard Red Cross with certificate for those who complete the course satisfactorily. *Ebest*

**73 Health Education (¾).** Foundation course for teaching health education in both the elementary and secondary levels. *Ebest*

**74 Physical Education in Elementary Schools (¾).** Curriculum planning, organization, and teaching of physical education activities for the elementary school. Lecture and activity. *Ebest, Craig*

**75 Officiating Techniques I (½).** Rules, officiating techniques, practice, and procedures to receive ratings in sports. Women—field hockey, basketball, and soccer. Men—football, basketball, and soccer. *Crenshaw, Craig*

**76 Officiating Techniques II (½).** Rules, officiating techniques, practice, and procedures to receive ratings in sports. Women—volleyball, softball, and others as selected. Men—baseball, and others as selected. *Crenshaw, Craig*

**\*200 School and Community Recreation.** The philosophy of recreation as well as organization and administration of recreation on federal, state, and local levels. Emphasis on programs in schools and communities. *Taylor*

**204 Camp Counseling and Outdoor Education.** Study of the aims, objectives, and philosophy of camping and outdoor education. Discussion of family, school and organized camping, effective leadership and the role of the cabin counselor with practical experience in all aspects of camping and outdoor education. *Taylor*

**205 Tests and Measurements in Physical Education.** Survey of the development, evaluation, and application of tests in Health and Physical Education. Use and interpretation of elementary statistical techniques with application to Health and Physical Education research. *Ebest and Taylor*

**\*206 History and Principles of Physical Education and Recreation.** Study of the development of the aims, objectives, and philosophy of physical education and recreation. Discussion of basic concepts, contemporary problems, and history of physical education and recreation as it relates to the total field of education. *Ebest*

\*Offered alternate years.

**304 Organization and Administration of Physical Education.** Administration of physical education in schools and colleges. Includes the organization of the basic instructional, athletic, and intramural programs and how they relate to the general educational program. Prerequisite: PE 206 or consent of instructor. *Taylor*

**\*305 Kinesiology.** A study of the scientific principles of human motion with regard to the action of muscles. An anatomical and mechanical analysis of activities designed to promote improvement of performance. Prerequisite: Biology 309 and 310 or consent of the instructor. *Ebest*

**\*315, 316 Techniques of Teaching Sports.** Class organization, teaching methods, analysis of skills, and practice in individual, dual, and team activities. Prerequisite: consent of instructor. *Taylor*

**17 Round, Square, and Folk Dance (¼).** Dance activities for the elementary classroom, and for physical education teachers preparing for operettas, recreational, and class dance. *Staff*

**\*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 lecture. Prerequisite: P.E./Art 21, P.E. 38/Art 380, or consent of instructor. *Amonas*

**\*319 Care and Prevention of Athletic Injuries.** A theory and laboratory course dealing with the prevention and care of athletic injuries. Prerequisite: Biology 309 and 310, and P.E. 305, or consent of instructor. *Crenshaw*

**320 Psychology of Coaching.** The nature and psychology of coaching with emphasis on fundamental skills, coaching techniques, strategies and team management. Prerequisite: P.E. 315 and 316 or consent of instructor. *Crenshaw*

**350 Adaptive Physical Education.** Organization, teaching methods, and practical experience in working with ordinary students with extraordinary needs in the physical education program. *Taylor*

## Horsemanship Emphasis

**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*

**\*77 Equine Nutrition (¼) (Spring term, evening).** Feeds and feeding of light horses for the layman. Identification and discussion of feeds and vitamin-mineral supplements; the nutritive value of feeds and the formulation of horse rations including nutritive requirements for various body functions. *Staff*

**82 Principles of Teaching Equitation I (½).** Actual instruction of one beginning rider in hunt, saddle or stock seat equitation. Applications of principles learned in PE 376. *Bittner*

**83 Principles of Teaching Equitation II (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*

**\*210A (January) Hunter Seat Equitation.** 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*

**\*210B (January) Hunter Seat Equitation.** Continuation of 210A.

**275 Stable Management.** Planning and maintenance of the horse establishment and equipment for the camp, school, private or public

\* Offered alternate years

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. *Staff*

**\*276 Equine Disease and Lameness (Spring Term, Evening).** Basic principles of horse health and diseases 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*

**\*281 History of Selected Light Breeds (1).** Survey of the history and development of prominent breeds of light horses such as 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*

**376 Techniques of Teaching Horsemanship.** 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*

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

**Modern Dance Emphasis.** 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 by the Department and Phi Upsilon Mu. 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.

In the women's college 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 activity can be arranged.

Every student has an opportunity to become a participating member of one or more clubs and organizations, according to special interests. The Physical Education Department sponsors such extracurricular activities as Beta Chi for riding, field hockey, volleyball, basketball, gymnastics, softball and tennis teams, Phi Epsilon Mu, and a Trap and Skeet club.

For information on intramural and extramural activities, see the community life section of the

chapter on Lindenwood College for Women and Lindenwood College for Men.

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

- |                                 |   |
|---------------------------------|---|
| 1. Tennis                       | Square Dance                                    |
| Beginning                       | Activity Lab IV (Spr. 1978)                     |
| Intermediate                    | Table Tennis, Shuffleboard,                     |
| 2. Gymnastics                   | Gymnastics, Softball                            |
| 3. Swimming                     | 8. Golf   |
| Beginning, Basic Rescue and     | 9. Cycling                                      |
| Water Safety                    | 10. Hunting and Shooting Education              |
| Intermediate and Basic Rescue   | (\$35 fee)                                      |
| and Water Safety                | 11. Bowling (\$7.50 fee)                        |
| Senior Life Saving              | 12. Women's Basketball                          |
| Water Safety Instructor         | 13. Co-Ed Volleyball                            |
| 5. Archery and Badminton        | 14. Roller Skating                              |
| 6. A. Saddle Seat (\$110)       | 15. Equine Theory Lab                           |
| B. Hunt Seat                    | 16. Snow Skiing                                 |
| (\$110 for $\frac{1}{4}$ course | 17. Community Dance (Round, Square,             |
| \$160 for $\frac{1}{2}$ course) | and Folk Dance)                                 |
| C. Stock Seat (\$110)           | 18. Karate (Approximate fee \$25)               |
| 7. Activity Lab I (Fall 1977)   | 19. Figure (Ice) Skating (Approximate fee       |
| Soccer, Field Hockey, Paddle-   | \$20)   |
| ball, and Volleyball            | 20. Ice Hockey Fundamentals (Approximate        |
| Activity Lab II (Spr. 1978)     | fee \$20)                                       |
| Basketball, Bowling, Track and  | 21. Beginning Creative Dance ( $\frac{1}{2}$ )  |
| Field                           | 24. National Theatrical Dance ( $\frac{1}{2}$ ) |
| Activity Lab III (Fall 1977)    | 25. International Folk Dance ( $\frac{1}{2}$ )  |
| Archery, Tennis, Badminton,     | 26. Advanced Modern Dance ( $\frac{1}{2}$ )     |

## 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 relating it specially to the curriculum of The Lindenwood Colleges. The student who chooses Political Science as his major will be encouraged to take, in his junior or senior year, Political Science Synthesis which will integrate the various Political Science courses. This will provide the student with a meaningful 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. Required courses in Political Science are American National Government, P.S. 155; a survey of Comparative Politics, P.S. 211 and 212; a historical survey of Political Theory, P.S. 221 and 222. For the B.S. degree: Social Science, Statistics, S.S. 210, is also a requirement.

**100 Introduction to the Study of Politics.**

Overview of the discipline of political science in terms of perennial political problems and some analysis of major methodological 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 or select minorities in democratic policies. *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. *Staff*

**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 Classical Political Philosophy.** This course will examine political philosophy as it arose and developed in the Socratic tradition in Ancient Greece. Since this is the beginning of the study of political things, strictly speaking, this is a "first" course and requires no special knowledge of politics. The guiding concept of the classicists is that political theory is directly related to political life and cannot be divorced from ethics. An important reason for studying classical political philosophy is that it might return to modern political science, with its guiding concepts of power and method, its forsaken normative dimension. *Staff*

**222 Modern Political Theory.** Political theories from Machiavelli to the present. *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. *Williams*

**230 Marxism.** A course designed to introduce students to the essentials of Marxism through readings of Marx, Engels, and Lenin. Revisions of Marxist theory will be selected and treated on the basis of their relevance to the practice of Communist politics today, as in China, the Soviet Union, Latin America, and Eastern European countries. *Staff*

**\*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. Comparison with other systems and structures, the place of criminal justice in the context of the total scope of government. *Wier*

**\*244 American Political Thought.** Examination of values and ideas that have been most influential in American political life, roughly divided into those that promote continuity and stability within the tradition and those that provoke re-examination and change in the practice of American politics. *Williams*

**\*250 International Relations.** Examination of major topics in contemporary international affairs. *Staff*

**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.

**\*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*

### **\*202 Ideologies of the 20th Century.**

Examination of ideologies of major political impact on the 20th Century; pre-World War II Communism, Fascism, Nazism, and Liberal Democracy; post-war variants as well as nationalism and movements of extreme left and radical right. *Williams*

Other courses and seminars will be scheduled on a yearly basis through the four-year program. These fall mainly in the fields of political theory and comparative politics, and include the following: Interdisciplinary courses such as seminars, workshops, or selected projects may constitute sub-units within the offerings of the Political Science Department, crossing divisional as well as departmental lines.

### **290 Contemporary Approaches to the Study of Politics.**

Politics is a complex and multifaceted human enterprise. This course attempts to pierce through the complexities to examine several of the major themes and ways of thinking about politics today. *Staff*

**295 Political Socialization.** A study of the process governing the origin and development of political beliefs and ideas in children and adolescents. *Staff*

**\*305 The American Constitution.** Study of the development of the Constitution through the analysis of major Supreme Court cases. Prerequisite: American National Government. *Staff*

Other courses in Political Science being developed for inclusion in the four-year program include:

**325 Political Science Synthesis.** Programmatic integration of prior series of Political Science courses and assessment of the student's particular accomplishments within the discipline.

## PSYCHOLOGY

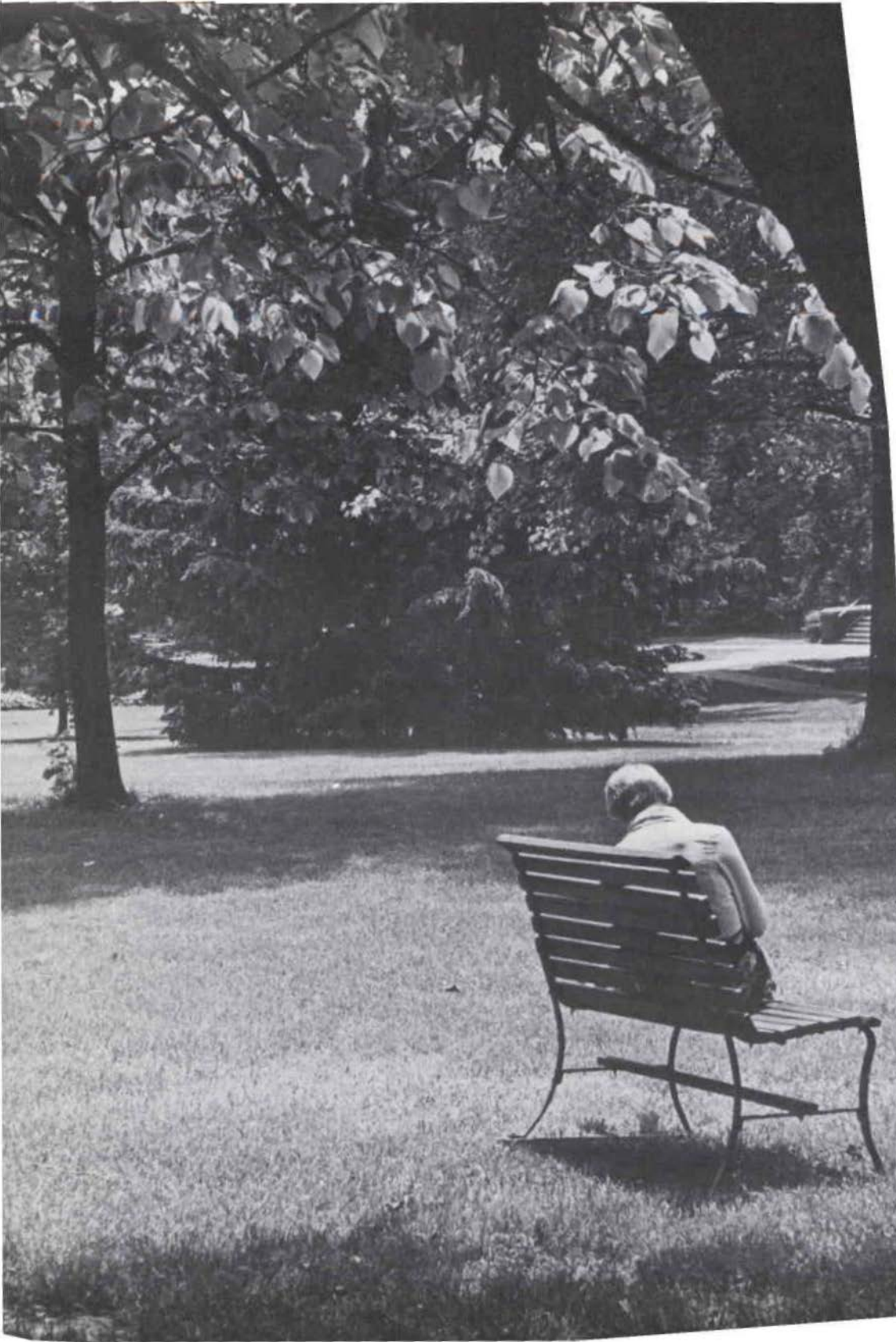
The Psychology Program is designed to stimulate an interest and involvement in the scientific study of behavior, and an understanding of its application to behavioral and social problems. Students in psychology are all involved in participatory learning experiences, which may include experimental studies 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 students: SS 210, Principles of Psychology, 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.

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 104, BA 220, BA 240, BA 241, BA 300, BA 348.

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.





**31 Creativity (½)\*\*.** An intensive experience designed to develop an understanding of the *creative process and the situations in which creative behavior develops*. Students will be directly involved in activities through which they can explore and expand their own creativity in solving problems. (A previous course in *psychology is recommended*.)

**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, Walter

**\*102 Child 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, Soda

**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.

\* Offered alternate years.

\*\* Some sections offered in the evening.

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 pre-requisite; 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

**\*204 Differential Psychology (Evening only).** An investigation of the factors related to the development of individuality. Human behavior will be observed in terms of individual differences; these differences will in turn be investigated as manifestations of group characteristics such as race, religion, nationality, and sex. Soda

**\*210 The Exceptional Child\*\*.** An examination of the problems confronted by the child, who, as a result of a physical, mental, or emotional handicap, needs special educational facilities. Field trips to nearby schools and institutions for exceptional children will be an integral part of the course of study. Soda, 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 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*

**324 Psychological Testing\*\*.** An introduction to the principles of psychological measurement and evaluation of the behavior of individuals. Prerequisite: Social Science 210. *King*

**\*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. *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\*\*.** A 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.** A study of biological aspects of behavior, including neurophysiology, motivation, and memory. A student research project on psychoactive drugs will involve the use of computer simula-

tion in a laboratory study with animal subjects. Prerequisite: Psychology 100 or Biology 101 or 102. *Nelson*

**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)

\*Offered alternate years

\*\*Some sections offered in the evening period.

**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)

**404 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)

## RELIGION (See Language, Literature, Philosophy and Religion)

### SOCIAL SCIENCE DIVISION INTERDISCIPLINARY COURSES

**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*

**SS 200 Seminar on Women.** An interdisciplinary course consisting of a series of presentations by competent people from vari-

ous 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*



# 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 the 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).

**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*

**\*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. *Am-belang*

**\*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/AJ 242. *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. *Staff*

**\*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. *Morros*

**\*311 Complex Organizations.** Their functions, goals, structures. Problems of survival, adaptation, and change in various organizations including governmental, religious, education, business, and occupational groups. Prerequisite: Sociology 100 or 102. *Bartholomew*

**\*313 Social Psychology.** Comparative study of personality in diverse sociocultural settings emphasizing the influence of group life and social role upon personality development. Prerequisite: Sociology 100, 102 or 112. *Walter*

**\*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: Sociology 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: Sociology 100 or 102 and one further course. *Bartholomew*

**\*322 Deviant Behavior.** Recurring forms of deviance, social controls. Social implications of defining behavior as deviant. Prerequisite: Sociology 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: Sociology 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: Sociology 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 course work in behavioral sciences, Soc. Sci. 210, or consent of the instructor. *Staff*

\* Offered alternate years.

### **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

\* Offered alternate years

## **SPANISH (See Language, Literature, Philosophy and Religion)**

## **SPEECH (See Studio and Performing Arts)**

## **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  
James N. Feeley  
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)  
Louis Florimonte  
Arthur L. Kanak  
Duane McGormley  
Linda Mosley (part-time)

#### **Dance-Drama:**

Grazina O. Amonas, Director of Dance  
Louis Florimonte, Director of Drama

**\*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: Sociology 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.

Dr. Penelope P. Biggs  
James H. Feeley  
Duane McGormley

#### **Music:**

Dr. Kenneth G. Greenlaw, Director  
Groff S. Bittner  
Allegra Swingen

#### **Part-time instructors in Music:**

Jacob Berg (flute)  
Aleksander Ciechanski (cello)  
Robert Coleman (clarinet and saxophone)  
Christine Conover (violin)  
Linda Nash Eberhardt (accordion)  
Leona Greenlaw (organ)  
Cynthia LaFata (voice)  
Dr. Nancy Rubenstein  
Fryderyk Sadowski (violin)  
Kenneth Schultz (brass instruments)  
Tom Strini (guitar)  
Robert Wisneskey (bassoon)  
Richard Woodhams (oboe)



# 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 111, 112 World Art and Literature and Music.** A chronological study of the development of art forms in visual art and literature from pre-history to modern times with emphasis on stylistic periods as they reveal universal human values. *Feely and Staff*

**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.** Neo-classicism, 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 manneristic, 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

\* Offered alternate years.



and American art in the early 20th century. *Eckert*

\***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. *Staff*

\***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 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*

<sup>o</sup>Offered alternate years.

## STUDIO ART

The student who wishes to major in studio art may elect a program of study 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 advisor plans a major program of study with emphasis in one or more of the studio areas.

### Requirements for the Major:

The studio major 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. The B.F.A., the professional degree in studio art, requires a minimum of sixteen studio courses and permits a maximum of twenty. Four courses in art history are required for the B.F.A. Although the study of a foreign language is optional for the B.F.A. degree, language study is strongly recommended. 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 includes designated courses in art which in conjunction with courses in Education and Student Teaching lead to certification to teach art from the kindergarten level through grade 12.

Art 106 (Introduction to Basic Design and Movement) and Art 236 (Design 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 up to two years following a student's graduation.



### **Facilities and Activities:**

Commodious and well-equipped facilities for each of the studio art areas are housed in the Fine Arts Building. In addition to the normal classroom hours, the studio areas are open for student use during the day and evening and on weekends within the limits of posted hours for the Fine Arts Building. The Fine Arts Building also houses seminar and lecture rooms, an auditorium, locker facilities, a workshop with hand and power tools, and student lounge. The Harry D. Hendren and Lounge Galleries provide monthly exhibits of art works of a broad variety. The Annual Student Exhibition is presented near the close of the spring term.

### **Career Opportunities:**

The student with a major in studio art may follow a career as a commercial artist, illustrator (general, fashion or medical), industrial designer, teacher or professional artist and designer. Additional training will also provide opportunities for work as an art therapist, museum conservator and teacher in higher education.

## **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, printing and mounting of photography are provided in the photography laboratory 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:**

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 106 and Art 236 are the studio art courses which may be taken as a distributional elective.

**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. De-

signed 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. *McGormley*

**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. *Florimonte*

**\*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. *Staff*

**ART 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. *McGormley*

**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. *Florimonte*

**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 301 Design.** Two and three-dimensional problems in design and color employing varied media. Prerequisites: Art 106 and 236. Lab fee \$10. *Staff*

**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. *Fish*

**\*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

Offered alternate years

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 includes 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 336 Jewelry.** A beginning course in the fundamental skills associated with piecing of jewelry from flat metals. These skills include designing, sawing, filing, shaping, polishing and hard soldering. The setting of flat-backed gemstones is also included. Prerequisites: Art 106 and 236, or consent of the instructor. Lab fee \$10. *Staff*

**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. *Florimonte*

\*Offered alternate years.

## 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 Carriage House, 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, 31 (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, 31 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 31 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: Art 21 or 106, or consent of the instructor *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. The course consists of classes on campus and field trips to Washington University, S.I.U. and dance studios in the St. Louis area. Classes meet four times a week, reserving one day for field trips (share expenses). 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. No prerequisite, only consent of the instructor. *Amonas*

<sup>1</sup> Offered alternate years.





**\*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: Art 21 or 106 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: Art 31 (one full-credit course). *Amonas*

<sup>2</sup> Offered alternate years.

## 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.

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 109J, 130, 233, 234, 236, 238 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. *Florimonte*

**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. *Florimonte*

**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. *Florimonte*

**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 make-up for the stage actor, there will be some discussion and practice of make-up for the television and film actor. *McGormley*

**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 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. *McGormley*

**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. *Florimonte*

**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. *Florimonte*

\***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. *McGormley*

**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. *Florimonte*

\***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 plans. Prerequisites: Art 106 and 236. Lab Fee. *McGormley*

**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 principals 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. *McGormley*

**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 property 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. *Florimonte*

**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. *Florimonte*

**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. *McGormley*

**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. *McGormley*

\*Offered alternate years

## 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 degree are given below.

### Requirements for a Major:

*B.M.* 20 courses in Music as follows

Theory—Music 302<sup>o</sup>, 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 Cataloguing 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.

## 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 Colledge Chapel.

Lindenwood's proximity to St. Louis places a major cultural center at 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 111, 112 World Art, Literature and Music.** A chronological study of the developments in the visual arts, literature, and music from pre-history to modern times with emphasis on stylistic periods as they reveal human values. *Feeley, Staff*

**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 con-

cert 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. *Rubenstein*

\***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 pres-

ent 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*

Offered alternate years

## 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*  
Accordion—*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. Classical, 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. *Bittner*

**\*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. *Seingen*

### 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: The following courses are *not* available for the distributional requirements:

Music 10 Inst. Tech.: Strings

Music 12 Inst. Tech.: Woodwinds

Music 13 Inst. Tech.: Brass

Music 14 Inst. Tech.: Percussion

Music 15 Piano Pedagogy Workshop

Music 385 Conducting III

Music 386 Conducting IV

Music 001 Piano Class for Beginning Students

\*Offered alternate years.

# PHILOSOPHY (See Language, Literature, Philosophy and Religion)

## SPEECH

Speech is not offered as a major or as an area of emphasis. Speech courses are offered to supplement general liberal arts education, theatre course offerings, and to allow teacher certification.

**SP 031 Human Relations (½). Evening.** An introduction to the principles of human relations with an emphasis on verbal communication and basic general semantics. *Fleischmann*

**SP 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*

**SP 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*

**SP 199 Persuasion/Debate.** Study of 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*

**SP 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*

**SP 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*





# SPECIAL ACADEMIC PROGRAMS

## **Bachelor's Degree Program for Graduates of Schools of Nursing and Community College Graduates With an Associate Degree in Nursing**

Lindenwood I and II offer a program whereby graduates of an accredited 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 College.

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 may be given for approved college level courses in science, humanities, and social sciences. Nurses with associate degrees will have transferable credits in addition to the practicum credits.

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, the College 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, (6). With an additional year and combined programs, a Master of Business Administration degree may be obtained.

### Cooperative Education

Cooperative Education is a five-year plan enabling students to alternate periods of attendance at Lindenwood with periods of employment in industry or government. The employment is an essential element in the educational process and is related to the student's field of study. The student is paid an equitable salary and the work assignments are diversified.

The currently active program is with McDonnell-Douglas Corporation. Other cooperative programs may be developed. Students attending Lindenwood may be admitted into the McDonnell-Douglas Cooperative Training Program, but normally McDonnell Douglas recruits the students for the program. The program with McDonnell Douglas is for students in the fields of science, business, and mathematics.

The following is a typical schedule for students in the McDonnell-Douglas program:

- (L.C. = Lindenwood course work;
- McD = McDonnell-Douglas employment)

	Fall	January	Spring	Summer	Courses
Year One	L.C.	L.C.	L.C.	L.C.	11
Year Two	McD.	L.C.	L.C.	McD.	5
Year Three	L.C.	L.C.	L.C.	McD.	9
Year Four	L.C.	L.C.	McD.	L.C.	7
Year Five	McD.	L.C.	L.C.	Graduation	4
					—
					36

### 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 occupation competence.

Adult students enrolled in Continuing Education at The Lindenwood Colleges 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 of \$25 plus \$15 per course credit granted 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 which had in the past not been awarded credit. Practicum credit can be awarded 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 of \$25 plus \$15 per course credit granted 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 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

## 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 internship or self designed independent study projects to be completed off-campus, either in this country or abroad.

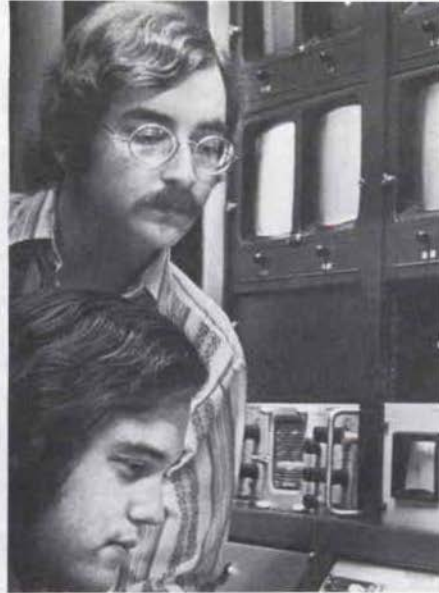
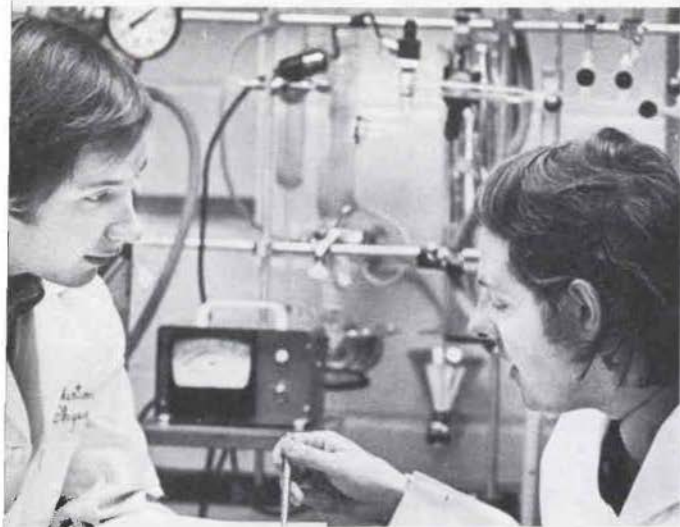
## FIELD STUDY AND INTERNSHIP

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, newscast, edit, write and research news stories and news specials, 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 ab-



normal 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 microorganisms; 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.

**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), except in unusual cases, have junior standing; (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 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 course work 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. 176.*

### **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 eighteen courses; to be classified as a senior, at least twenty-seven courses. The classification of a student is changed only at the end of the fall and spring terms.

A special student is one who is enrolled in less than three courses per term or 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 student may carry four and three-fourths courses in each of the long terms without additional charge. Course credits in excess of ten and one-half for the year are subject to overload approval as well as the overload fee of \$180 per full course. 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.

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 periods, courses may be dropped without penalty during the first nine weeks of the fall and spring terms.

### **Withdrawal from the Colleges—Students Receiving Veteran's 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 the 32nd calendar day of any long 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 NC.
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, and the responsibility of the Colleges to withdraw any student from a course in which he/she has consecutive unexcused absences.
4. The above mentioned policies shall remain in force until expressly revoked.

#### **Buckley Amendment (Privacy Act)**

The Buckley Amendment, which was passed in November, 1974, makes it mandatory that the student file with the Registrar his or her statement of preference regarding the distribution of grades at the end of each term. Once that statement is filed, it will continue 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 course as an auditor. 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.

## **Transfer of Credit**

Any course 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. 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 in order to meet degree requirements. A senior transfer must take a minimum of two courses 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 each student's educational progress rests with the individual student. Each student must adapt himself to the attendance requirements of each course. Except for absences before and after holidays and officially excused absences for field trips or because of illness, the at-

tendance 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 No Credit (N/C) to the Registrar.
5. All absences because of illness must be certified by the doctor or nurse at the Health Center.

### General Grading System

The student may earn grades of *A, B, C, D, INC., and No Credit (N/C)*. 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 *N/C* grade indicates that the credit requirements for the course were not met, and carries no credit. 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 long term or it automatically becomes an *N/C*. Requests for extensions of time beyond the six weeks allowed for completion of an Incomplete SHALL BE SUBMITTED TO THE EDUCATIONAL POLICIES COMMITTEE NO LATER THAN THE FOURTH WEEK of the term in which the grade becomes due. These requests may be initiated by the instructor or the student. Any extension granted by the Educational Policies Committee will be for a specified length of time.

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 the grade of *N/C*.

### The Pass-N/C Option

The Lindenwood faculty adopted the Pass-N/C grade system with the hope that the student would become more aware of the value of learning for its own sake. The Pass-N/C 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 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-N/C course, is *eligible for the Pass-N/C option*. Only four requirements limit the student's freedom to elect the Pass-N/C option. (1) The Pass-N/C option must be elected when the student registers but no later than the week allowed for schedule change; (2) Only one Pass-N/C course may be taken in any one term; (3) No more than five Pass-N/C courses will be recorded on the student's scholastic record and counted among the courses required for graduation; (4) The Pass-N/C option may not be utilized in Divisional or Departmental course requirements, for courses in the student's major or as general college requirements.

The student who wishes to change any course from Pass-N/C and receive a grade under the general grading system must make certain that both the instructor and the Registrar are notified in writing no later than the mid-term date established by the Registrar, otherwise the instructor will automatically report the grade as *Pass or No Credit*.



### **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. Courses in which the requirements have not been met will receive a grade of *N/C*. 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 or becomes an *N/C*. While a *Pass* is recorded on the student's scholastic record, *Pass-N/C* grades are not included in calculating 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. Any *freshman student* who completes **LESS THAN THREE COURSES AND LESS THAN SIX QUALITY POINTS** during a long term will be placed on term probation. Other students who complete less than three courses and earn less than **seven** quality points in any long term will earn probationary status for that term.
4. Any junior 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 be on 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 to have a car on campus.
6. Suspension is normally for one long term. A student who has been suspended may apply to the Dean of the appropriate College for readmission. Readmitted students will enter on 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 if so specified. Notification is also sent when probationary status is removed.

Quality points earned in courses taken at summer schools *other than The Lindenwood Colleges* will not affect the student's grade-point average. 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 College.

## **Withdrawal from the Colleges**

Any student who plans to voluntarily discontinue his/her studies at the Lindenwood Colleges at any time after the term has begun is expected to notify immediately the Dean of the College in which he/she is enrolled. This also applies to students who are not graduating, but who plan to discontinue attendance at the end of any term.

## **Readmission**

In all cases of readmission, whether the student has discontinued studies voluntarily or has 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 and 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.

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 receives 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 thirty-six courses required for his 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 SCROLL SCHOLARSHIP**—One scholarship at a minimum of \$100 is made available annually by **Linden Scroll** and is awarded to an upperclass student who shows potential leadership qualities and evidence of fine scholastic achievement, and who is in need of financial help in continuing 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**—The sum of \$400 is made available annually by the Presser Music Foundation to students planning to make their living by teaching music. Selection of the students is made on recommendation of the faculty of the Department of Music from upperclass students majoring in music.

**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 Con-

ference; 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 PEARLE AIKIN-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. John P. Garrett 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 LINNEMANN 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.

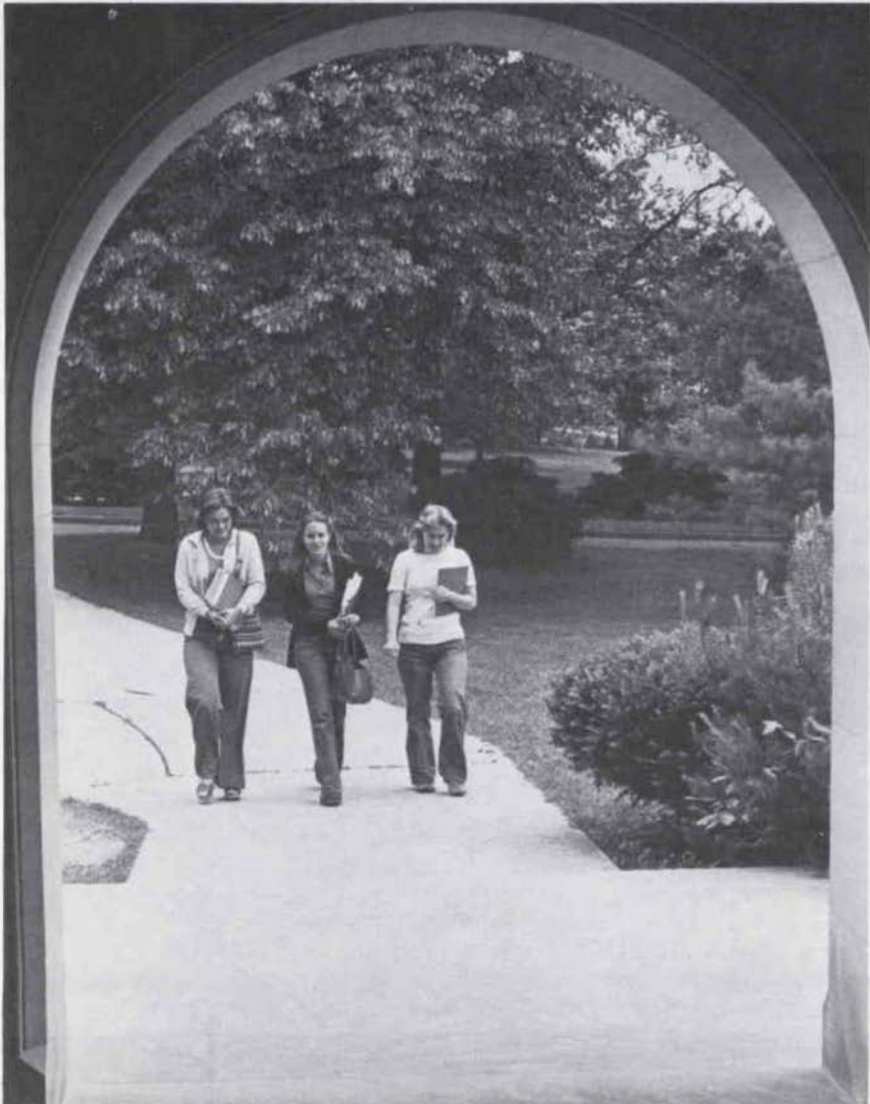
THE SIDNEY W. AND SYLVIA N. SOUERS SCHOLARSHIP FUND—Established by Admiral and Mrs. Sidney W. Souers. Admiral Souers was a Director of Lindenwood College. He was first elected to the Board of Directors in 1958.

PEARLE AIKIN-SMITH SYERS SCHOLARSHIPS—Approximately six scholarships are granted each year to students in the Communica-

tion Arts with income from the bequest of Mrs. Pearle 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:

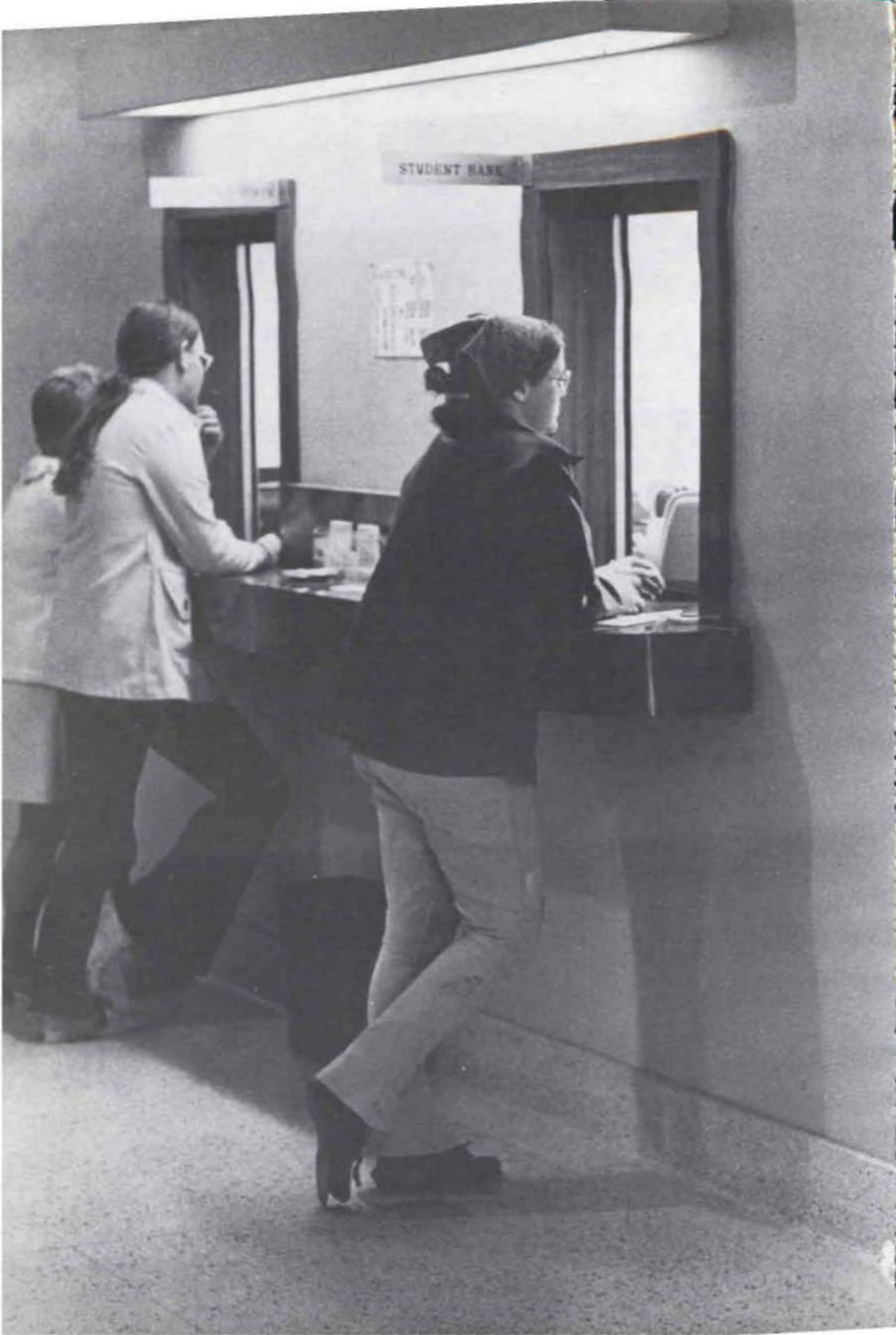
**NATIONAL PRESBYTERIAN COLLEGE SCHOLARSHIPS**—The college will share with the United Presbyterian Church U.S.A. in the awarding of one or more co-sponsored National Presbyterian College Scholarships. The scholarships are awarded annually, according to need, to eligible high school seniors who are successful 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 USA.** 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, USA. 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 an Associates Degree from a two-year institution. Applicants must be undergraduates, have leadership potential, and show financial need.



STUDENT BANK

## FINANCIAL AID

Financial assistance at The Lindenwood Colleges consists of scholarships, grants, loans, and student employment. In most cases, the financial aid package awarded to the student consists of one or more of the types of aid available. Whenever possible, the total amount awarded meets the demonstrated financial need of the individual as determined by an accredited need-analysis agency, such as the Parents' Confidential Statement (PCS) or Student Financial Statement (SFS) of the College Scholarship Service. All financial aid applicants are also encouraged to file for the Basic Educational Opportunity Grant through the Department of Health, Education and Welfare.

Financial aid awards are made for 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. If students withdraw from The Colleges during the year, their aid is automatically terminated at the time of withdrawal.

All types of financial assistance (scholarships, grants, work, loans) are awarded by the Financial Aid Committee, which also selects the recipients of endowed scholarships as listed on pages 152-3.

For complete information about financial aid available, including Federal funds, write to the DIRECTOR OF FINANCIAL AID.

### Student Employment

Approximately two-thirds of the students attending The Lindenwood Colleges are employed part-time on the campus or in Lindenwood IV Regional offices. Jobs are made available through the Lindenwood College Work Program and the federally sponsored College Work-Study Program. Student employment assignments are varied in nature and are awarded by the Financial Aid Office.

### Student Loan Funds

Students in attendance or accepted for admission at Lindenwood are eligible to apply for educational loans under the federally sponsored National Direct Student Loan Program and the Guaranteed Student Loan Program. Information about these loans may be obtained from local lending institutions, the high school guidance office, or the financial aid officer at Lindenwood.

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 occupa-

tion, 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.



# 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 on-campus 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> .....	\$2,400
Board.....	925
Room <sup>2</sup> .....	500 to 800
Student Activity Fee .....	75
Health Fee .....	25
Health Insurance (may be waived).....	30
	<hr/>
	\$3,955 to \$4,255

### Non-Resident Students

Tuition <sup>1</sup> <sup>2</sup> .....	\$2,400
Student Activity fee .....	75
	<hr/>
	\$2,475

### 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.

### General 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 of 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.

<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.

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.

### Students From St. Charles County

St. Charles students qualify for a \$200 tuition grant during the 1976-77 academic year made available to full-time students whose parents are residents of St. Charles County, or married students who have been residents of St. Charles County for at least one year immediately prior to their first enrollment in The Lindenwood Colleges. This grant program is not based on financial need and the amount of the grant will be reduced by \$100 each year until the program is phased out. Students requiring financial aid should file appropriate forms with the financial aid office.

### 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 \$2,125 to \$2,195	1,325
Due February 1 .....	From \$1,730 to \$1,860	1,100
	From \$3,955 to \$4,255	\$2,475

### 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. 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:

	Credit	Audit
Full Course	\$180	\$90
¾ Course	140	70



½ Course	100	50
¼ Course	60	30

### Overload Fees

An overload fee will be charged to full-time students who take more than 10½ courses in any one 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) \$25.00 paid when student enrolls in "Strategies and Tactics for Elementary" (usually sophomore year).
  - 2) \$100.00 paid at beginning of senior year.
- B) *Secondary Teacher Education Fees:*
- 1) \$25.00 paid when student enrolls in "Strategies and Tactics for Secondary School" (usually junior year).
  - 2) \$100.00 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.

### 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 \$40 fee 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 IV, a fee of \$50 is charged for each trimester 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 a sickness insurance plan. The premium is \$30 for twelve months coverage and provides up to \$50 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 for use of campus parking lots. Automobiles without parking permits, or automobiles parked illegally, will be towed away.

### **Horsemanship Fees**

**RIDING INSTRUCTION**—The fee for riding instruction is \$85 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. Write the Equitation Department for current rental rates.

### **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:

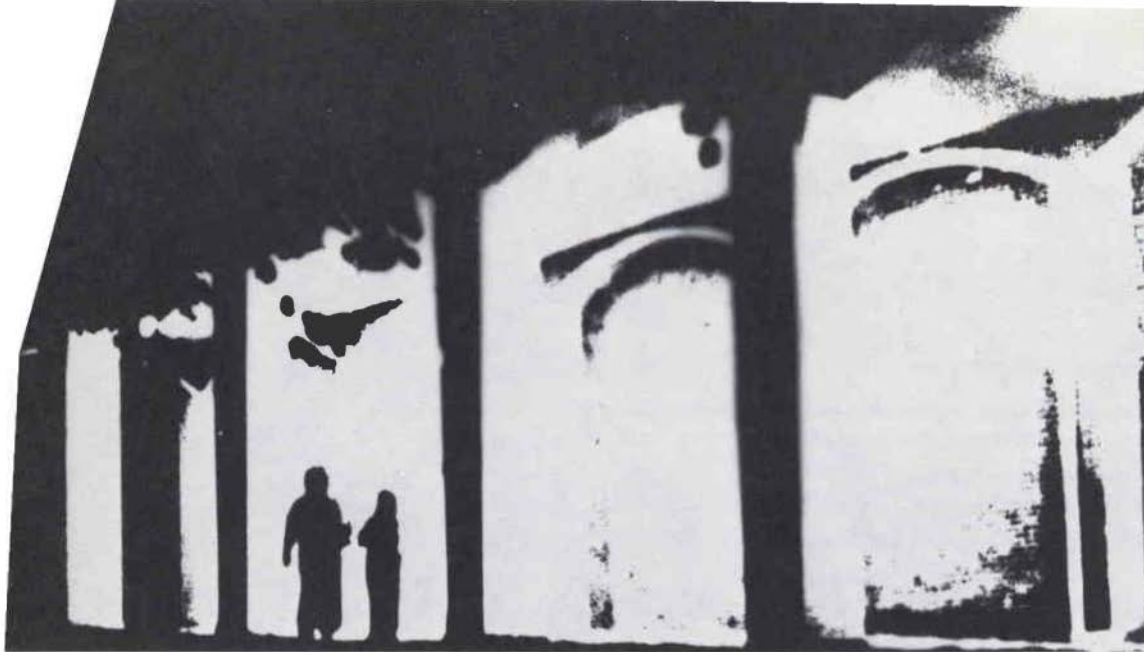
During the first 10% of the term — 75% refund

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.

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 these:

1) General Requirements:	
Colloquium LCC 301	
Composition ENG 201, 202	3 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 104 Business Law	
BA 205 Marketing	
BA 220 Introduction to Data Processing	
BA 300 Management Theory and Practice	
BA 303 Business Correspondence and Reports	
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:	1 course
	<hr/>
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 can consider the AIS degree as a way-station on their 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 include the requirements for any Bachelor of Science degree (either day or evening) at The Lindenwood Colleges. These college requirements include the following:

- 1) General Requirements for Evening Students:
  - Colloquium LCC 301
  - Composition ENG 201, 202 3 courses
- 2) Distributional Requirement:
  - Three Humanities Division Courses
  - Three Natural Science and Mathematics Division Courses
  - Three Social Science Division Courses 9 courses

In addition to the College requirements, the Business Administration requirements for the B.S. degree include:

- 3) "Core" or basic Business Administration courses, including all of the following:
    - BA 102 Principles of Accounting I
    - BA 103 Principles of Accounting II
    - BA 104 Business Law
    - BA 105 Marketing
    - BA 220 Introduction to Data Processing
    - BA 300 Management Theory and Practice
    - BA 303 Business Correspondence and Reports
    - 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 Business Administration 4 courses
- Electives complete the standard 36 course degree requirement.

These electives must conform to the following pattern:

- 6) In the Social Science Division, but outside Business Administration Department 3 courses
- 7) Completely free electives (except that no more than 5 of these courses may be in the Business Administration Department) 7 courses

Total Course Requirements	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." If they wish, students may develop concentrations 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 concentrations of courses in other fields which may satisfy personal interests. Such concentrations may be very useful to students in targeting well thought out career objectives. No specific requests for these concentrations 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 standard B.S. degree described above must meet the Lindenwood Colleges standard requirements for the Bachelor of Arts degree. Essential program modifications from that for the B.S. degree set forth above are these:

- A) In addition to B.S. requirements, students must develop a knowledge in depth of a foreign culture.
- B) The distribution requirement (as set forth in paragraph 2 above for the B.S. degree) is changed to two courses in each Division rather than three such courses.
- C) Depending upon courses taken for the above, the number of free electives must be adjusted so that the total number of courses taken is 36.

For certain professional and governmental requirements, modifications in the basic B.S. degree requirements are made for students wishing to qualify for specifically designated areas of emphasis, as follows:

- 1) For "Office Management" emphasis within a major in Business Administration, three of the four elective courses in Business Administration (paragraph 5 above) 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.
- 2) For "Professional Secretarial" emphasis within a major in Business Administration, the four elective courses in Business Administration (paragraph 5 above) plus two of the free electives (paragraph 7 above) 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
- 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.

### Communication Arts

Students attending the Evening College may choose the communication arts as their major. A minimum of eight courses in communication arts must be completed in addition to the other requirements for the B.A. or B.S. degree.

### 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 the 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.

### **Sociology/Administration of Justice**

The program in the Administration of Justice is administered by the Sociology Department. It combines a range of social science materials with the specific Administration of Justice subject matter, all set firmly in the liberal arts context.

Two emphases are available in the program: Law Enforcement and Juvenile Justice. The requirements, in addition to the regular all colleges distribution requirements, include four courses in Sociology, two in Psychology, one in Communication Arts and seven in the Administration of Justice, including two courses of field study.

### **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 studio major for the B.A. and B.S. degrees requires a minimum of two courses in Art History and seven courses in Studio Art. A maximum of four courses in Art History and 12 courses in Studio Art may be counted toward the graduation requirement of 36 courses.

## **EVENING COLLEGE UNDERGRADUATE COURSES OFFERED FOR 1976-1977**

### **ART**

ART 31 Modern Dance (½)  
ART 50J Ceramics (½) (Same description as  
ART 340)  
ART 105 Introduction to Studio Art  
ART 261 20th Century Art I  
ART 300 Painting

ART 303 Silk Screen Printing  
ART 320 Sculpture  
ART 330 Drawing  
ART 333 Stained Glass  
ART 336 Jewelry Making  
ART 340 Ceramics



## BIOLOGY

- BIO 101 General Biology I
- BIO 102 General Biology II

## BUSINESS ADMINISTRATION

- BA 60 Beginning Typing (½)
- BA 61 Intermediate Typing (½)
- BA 62 Production Typing (½)
- BA 78 CPS Review I (½)
- BA 79 CPS Review II (½)
- BA 100 Introduction to Business
- BA 102 Principles of Accounting I
- BA 103 Principles of Accounting II
- BA 104 Business Law
- BA 205 Marketing
- BA 220 Introduction to Data Processing
- BA 240 Management of Human Resources
- BA 241 Legal Environment of Business
- BA 250 Distribution and Transportation
- BA 261 Elementary Shorthand
- BA 280 Introduction to Health Care Facilities
- BA 281 Small Business Management
- BA 300 Management Theory and Practice
- BA 301 Managerial Accounting
- BA 302 Federal Income Tax
- BA 303 Business Correspondence and Reports
- BA 305 Cost Accounting
- BA 307 Principles of Finance
- BA 310 Intermediate Accounting I
- BA 311 Intermediate Accounting II
- BA 313 Advanced Accounting
- BA 320 Programming Concepts—COBOL
- BA 323 Systems Theory and Analysis
- BA 330 Investments
- BA 331 Financial Management
- BA 333 Real Estate
- BA 335 Business Forecasting
- BA 340 Business and Society
- 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 351 Advertising Policy and Management
- BA 352 Retail Management
- BA 353 Marketing Management
- BA 354 Marketing Problems
- BA 356 Consumer Behavior
- BA 362 Intermediate Shorthand
- BA 363 Advanced Shorthand
- BA 377 Secretarial Procedures
- BA 381 Introduction to Hospital and Health Care Administration
- BA 389 Public Relations

## CHEMISTRY

- CHM 151 General Chemistry I (No Lab)

## COMMUNICATION ARTS

- CA 099 Human Relations (½)
- CA 100 Introduction to Broadcasting
- CA 101 Introduction to Mass Media
- CA 121 Producing Drama with Children
- CA 131 Improvisational Acting
- CA 135 Applied Design for the Home
- CA 184 Beginning Still Photography
- CA 190 Effective Speaking
- CA 198 Interpersonal Communications
- CA 199 Debate and Persuasion
- CA 201 Writing for the Media
- CA 240 Magazine Article Writing
- CA 253 Mass Media and Society
- CA 303 Readings in Communication Arts (½)
- CA 350 Principles of Advertising
- CA 356 Seminar in Broadcasting
- CA 389 Public Relations

## ECONOMICS

- ECC 101 Introduction to Economics I: Macroeconomics
- ECC 102 Introduction to Economics II: Microeconomics
- ECC 206 American Economic History
- ECC 250 Contemporary Economics
- ECC 301 Labor Problems and Industrial Relations
- ECC 302 Money and Banking
- ECC 306 Public Finance

## EDUCATION

- ED 14 Art in the Elementary Schools (¾)
- ED 73 Health Education (¾)
- ED 100 Education in America
- ED 240 Basic Audiovisual Methods
- ED 241 Library Administration
- ED 242 Cataloging and Classification
- ED 246 History and Development of Children's Literature
- ED 306 Language Arts
- ED 307 Reading in the Secondary School

## ENGLISH

- ENG 201 Basic College English Composition
- ENG 202 Advanced College English Composition and Research
- ENG 211 Writer's Workshop

## 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 222 Geography of Discovery and Exploration
- GEO 269 Economic Geography

## HISTORY

- HIS 204 The West in American History  
HIS 268 American Economic History

## MATHEMATICS

- MTH 101 Concepts of Mathematics  
MTH 103 College Algebra  
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  
PHL 203 Philosophy of Religion

## PHYSICAL EDUCATION

- PE 31 Modern Dance (½)  
PE 73 Health Education (¾)  
PE 77 Equine Nutrition (½)  
PE 276 Equine Health and Disease  
PE 305 Kinesiology  
PE 319 Care and Prevention of Athletic Injuries

## POLITICAL SCIENCE

- PS 155 American National Government  
PS 270 American System of Justice  
PS 305 The American Constitution

## PSYCHOLOGY

- PSY 31 Creativity (½)  
PSY 100 Principles of Psychology  
PSY 101 Interactive Psychology  
PSY 103 Abnormal Psychology  
PSY 201 Psychology of Adolescence  
PSY 210 The Exceptional Child  
PSY 300 Research Methods in Psychology  
PSY 302 Behavior Modification  
PSY 303 Psychology of Women  
PSY 310 Managerial Psychology  
PSY 334 Explorations in Social Psychology

## RELIGION

- REL 208 The Spirit of Judaism  
REL 209 The Spirit of Roman Catholicism

## SCIENCE

- SCI 160 Space Frontier  
SCI 201 Physical Science Concepts

## SOCIAL SCIENCES

- SS 210 Social Science Statistics

## SOCIOLOGY

- SOC 100 Introduction to Sociology  
SOC 208 The City  
SOC 322 Deviant Behavior

## SOCIOLOGY/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  
SAJ 344 Evidence and Prosecution  
SAJ 346 Police Organization and Management

## FULL-TIME FACULTY MEMBERS OF THE LINDENWOOD COLLEGES WHO TEACH COURSES IN THE EVENING COLLEGE:

Amonas, Grazina O.  
Balog, C. Edward  
Bartholomew, John N.  
Borden, Philip S.  
Brescia, Vincent T.  
Doherty, Thomas W.  
Ebest, Joy Holtzmann  
Eckert, W. Dean  
Evans, James D.  
Feely, James H.  
Florimonte, Louis  
Greenlaw, Kenneth G.

Hood, James Frederick  
Huesemann, Jeanne H.  
Kanak, Arthur L.  
King, Norman W.  
Meszaros, Stephanie  
McGormley, Duane  
Nelson, Linda A.  
Nichols, John  
Palank, Robert F.  
Perrone, Anthony  
Soda, Dominic C.  
Sullivan, Linda A.

Swingen, Allegra  
Walter, James D.  
Wehmer, John H.  
Welch, Teresa J.

White, Robert G., Jr.  
Wier, Richard A.  
Wilke, Robert G.  
Williams, Delores J.

**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, receipt of official high school or college transcripts (or high-school equivalency information), and evaluation by the Registrar's and/or Admissions Offices.

*The formal admissions process need not be completed prior to attending classes.* However, the application form and fee must be received prior to class attendance.

The Evening College admissions standards are geared to 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 & 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. During the month of May, the student meets with his adviser to select and register for all courses to be taken the coming academic year. All subsequent course or program changes (including withdrawals) must be performed in concert with the adviser.

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

Adult students (25 years of age or older) 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 metropolitan area. Contact the Evening College 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 127) 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 127) 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.

# MASTER OF BUSINESS ADMINISTRATION (M.B.A.) DEGREE

The purpose of the M.B.A. program is to provide a professional opportunity for practicing administrators to help them: (1) understand in greater depth the functional dimensions of organizations and (2) enhance their skills for working with people in the determination and pursuit of organizational objectives.

## Basic Requirements

It is contemplated that 20 courses at the M.B.A. level will be offered at Lindenwood, comprised of four courses in each of five areas, as follows:

### 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 530 (formerly MS 564) Legal Environment of Business
- MBA 581 Managerial Economics
- MBA 582 International Trade and Investment
- MBA 583 Personnel Management and Labor Relations

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.

An optional thesis may be counted for up to two Lindenwood courses.

## Admissions

Students may enter the program in any fall, spring, or summer session. Admissions will be handled through 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/or business acquaintances.
- (4) In addition, where possible, an admissions interview will be used.

The "Application for Admission" form is available in the Lindenwood Evening College Office or the M.B.A. Office.

### General Provisions

Courses in the MBA program will typically meet once per week during the fall and spring terms, usually from 7 to 10 p.m. During the eight-week summer session, each course will meet for two sessions per week.

Students may take one or two courses in each fall or spring term, and usually one course during the summer term. Thus, a 10 course program may be completed in two calendar years.

To remain in good standing, an average grade of B is required.

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 the expense of their people. A \$15 non-refundable application processing fee should accompany application for admission.

## GRADUATE COURSES OPEN ONLY TO ALL MBA CANDIDATES:

### QUANTITATIVE TECHNIQUES AND RESOURCES

#### **MBA-510 FINANCIAL ACCOUNTING CONCEPTS (formerly AC 500)**

Generally accepted accounting concepts and their influence upon the preparation, analysis, and use of financial statements and reports.

#### **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 (for- merly MK 503)**

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 (for- merly MS 505)**

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 (formerly FN 502)**

(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 (formerly FN 531)**

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 (formerly MS 504)**

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.



# THE COLLEGE FOR INDIVIDUALIZED EDUCATION— LINDENWOOD IV (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.

The academic year 1976-77 consists of three trimesters:

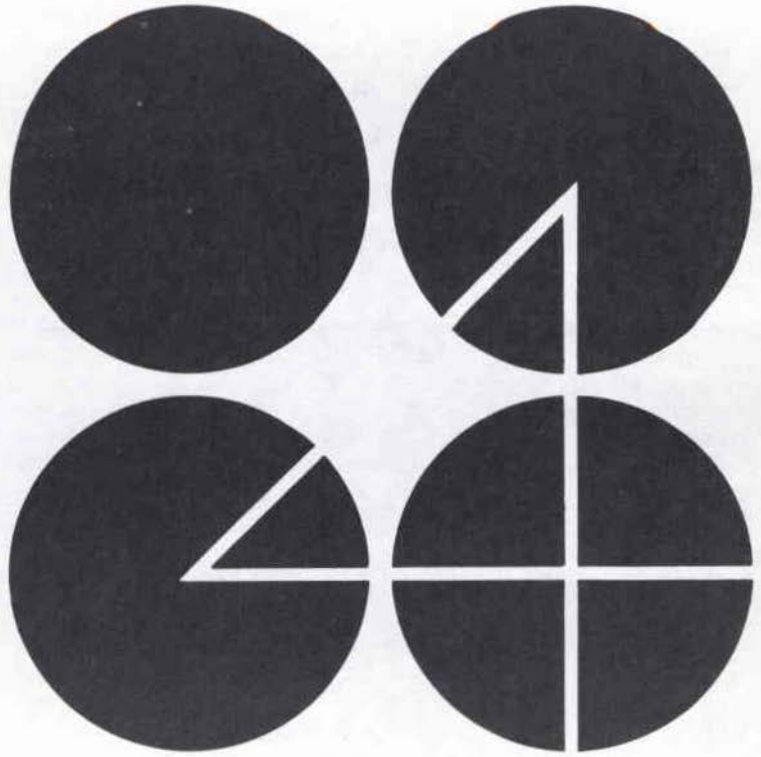
October 2-January 23

February 5-May 15

June 11-September 18



\*The College for Individualized Education is known to its students and staff in the regional centers as Lindenwood 4.



## A COMMUNITY FOR LEARNING

LINDENWOOD 4 is a new kind of College attracting a new kind of student. Who is this student?

A physical therapist who is designing a new treatment program for disabled children

A counselor at a community mental health center who wants to broaden his skills in working with adolescents

A woman whose children are grown and returns to study feminist literature

A teacher who wants to pursue graduate work in curricular design

A nurse who wishes to receive a degree in hospital administration

Typically, Lindenwood 4 students will be working and over 25 years old. They will be mature, purposeful people who seek in higher education an opportunity to focus and enhance their lives and work. Some may be unable to attend regular classes or may find no school which gives them instruction in their chosen field. Or they no longer find the conventional lecture an acceptable means of instruction.

Lindenwood 4 recognizes the value of their past experience. Undergraduates have the option of receiving as much as three years' advanced standing, computed from previous college work, nationally recognized tests, and critical life experiences. At Lindenwood 4 learning in the life situation is given the same value as learning in the classroom.

At the graduate level, exceptional applicants may be admitted without having completed all undergraduate requirements when they can demonstrate advanced competence and expertise in their proposed fields.

## COMMUNITY ORGANIZATION

The first citizens of the learning community are the students themselves. Their competence and imagination are the most vital resources of Lindenwood 4.

Other citizens of the community are Faculty Administrators, Faculty Sponsors and Resource Persons.

**Faculty Administrators** serve a nucleus of 30 students as advisers, mentors, and academic and career counselors. They act as general administrators of the Lindenwood program in the regional center and serve as the students' main avenue of communications with the Colleges.

**Faculty Sponsors** work with no more than ten students, and are chosen for each trimester by the student and Faculty Administrator. Interacting with students on a one-to-one basis, the Faculty Sponsors assist students in developing their program of studies, and work substantively with individuals through a regular schedule of meetings. Faculty Sponsors may be independent psychologists, physicians, artists, scientists, writers, community organizers, other professional persons, or professors employed at The Lindenwood Colleges or other institutions.

At the graduate level, a student may nominate his or her own Faculty Sponsor in the student's area of concentration, subject to approval by the Faculty Administrator. In the M.A. program, Faculty Sponsors must be able to work at a level of considerable specialization.

**Resource Persons** provide the student with a broad range of expertise, and help integrate Lindenwood 4 into the larger community. Regional centers maintain long-term relations with individuals and groups at various institutions such as mental

health facilities, hospitals, video centers, business and government agencies, and other colleges and universities. These provide a permanent resource for Lindenwood 4 in career counseling, internships, job placement, and setting academic perspectives. Reciprocally, the regional centers contribute services and provide programs for their communities.

Students, faculty and resource persons work for mutual reinforcement, critique and development. All are teachers, all are learners contributing to the community, opening up new avenues of awareness and developing new skills.



## INTERACTION—PROGRAMS

### **The Undergraduate Program**

While each regional center establishes its own style of interaction, the following is a typical format.

After acceptance, the student attends a weekend workshop. Here a decision is made concerning the student's Faculty Sponsor and the nature of the internship. Next, with the assistance of his *study committee* (the Faculty Administrator, a Faculty Sponsor, other students, and perhaps resource people), the new student reviews his or her study goals and refines the preliminary *program overview*, submitted at the time of application. The program overview is the plan for a student's entire participation in Lindenwood 4. As a contract between the student and The Lindenwood Colleges, it says generally what the student has agreed to do each trimester and states his or her overall objectives.

Then in consultation with his committee, the student designs and submits for approval a detailed trimester study plan.

Students meet in cluster groups three or more hours a week throughout the trimester with their Faculty Sponsor, other students, and perhaps the internship supervisors.

Each student member of the cluster group is treated as an individual, receiving individual advice and substantive critique from the Faculty Sponsor. There is an agreement between each student and the Faculty Sponsor towards the fulfillment of the student's learning objectives for the trimester. Therefore, each group member has her/his own projects, papers, and readings to complete and apply during the term.

In addition, the group identifies objectives for itself—both in process and content. Since the Faculty Sponsor is a participating member of the cluster, she/he contributes to this formulation of group aims.

In their weekly meetings, the cluster members share their individual achievements and discuss and participate in group activities. Interaction ranges from oral presentations and group exercises to lectures, demonstrations, and critiques by group members, the Faculty Sponsor or outside resource people.

Once a month the entire regional group meets for an all-day colloquium in a particular field of inquiry. In discussions and workshops, there is exchange of information and points of view, providing a lively interaction among the participants and the community at large.

To supplement the regular meetings, a student may arrange additional meetings of his committee. Throughout the year, faculty, students and resource people offer seminars and workshops in which they share their research and experience with the learning community.

At least once a year all participants and graduates of each regional program come together for a week-long conference of seminars, lectures, workshops and special events. Such yearly gatherings provide a unique opportunity for prolonged interaction among students, faculty and community resource people.

At the end of the trimester there is a weekend workshop at which the student meets again with his study committee to evalu-

ate the *trimester's* work and to begin discussion of the study plan for the next trimester.

After the three-week break, a new trimester begins, and the cycle is repeated.

### **The Graduate Program**

Graduate students devise that combination of theoretical study and practical experience which best prepares them for their selected field of work. The personal nature of each student's program makes graduate work at Lindenwood 4 particularly relevant to their individual objectives.

Students in the M.A. program meet once a week to discuss their studies with faculty sponsors. They also meet frequently with internship supervisors, community people, and other students and may be assisted in attending professional meetings in their fields to enrich their work. Graduate students have the option of serving on undergraduate committees and/or tutoring individual undergraduates. They participate in all functions of the program, particularly the monthly colloquia (discussed above) in which they give presentations and lead discussions. Each graduate student will be evaluated by a study committee consisting of the Faculty Administrator, Faculty Sponsor and peers familiar with the student's work.

Besides its unique combination of theory and practice, the Graduate Program offers *special* degree programs in these non-traditional studies:

ART THERAPY  
VOLUNTARY ASSOCIATION MANAGEMENT  
ENVIRONMENTAL STUDIES  
THEATRE ARTS (M.F.A. and M.A.)  
FEMINIST STUDIES & COUNSELING  
GERONTOLOGY  
DANCE & MOVEMENT THERAPY  
TEACHER EDUCATION

### **GOVERNANCE**

Shared responsibility is implicit in the notion of a learning community. Education at Lindenwood 4 means being independent but still participating in the mutual concerns of the whole group. The more participation by all concerned, the more learning takes place. Procedures for admission, evaluation, topics and organization of colloquia, community service and involvement are matters always open to community discussion and assessment. While the Faculty Administrator has responsibility to Lindenwood 4 and The Lindenwood Colleges for maintaining quality within established guidelines, all faculty and students work together to create the unique character of each regional program.

## THE ACADEMIC YEAR, DEGREES, AND CREDITS

The academic year at Lindenwood 4 consists of three trimesters of approximately 14 weeks each. The trimesters are separated by a break of about three weeks.

In the undergraduate program, each completed trimester yields *three* Lindenwood course credits (equivalent to  $10\frac{1}{2}$  conventional semester hours). A student accepted into Lindenwood 4 with little or no transfer credit must complete 12 trimesters or 36 course credits (equivalent to 126 semester hours) for graduation with a Bachelor's degree.

Completion of the Master's degree program takes a minimum of three trimesters. Applicants who have completed a minimum of 12 graduate credits in their field of specialization at an accredited institution may petition to have one of these trimesters waived. Upon completion of the program, the student receives the M.A. in his particular field and is accorded the equivalent of 30 semester hours of graduate study.

In both the graduate and undergraduate programs trimesters may be completed individually. Therefore it is possible to schedule a one-year program over a period of two years by staggering the trimesters.

Lindenwood 4 welcomes students interested in the liberal arts, social sciences, human services, the creative arts, and the natural sciences (provided necessary laboratory and internship facilities can be arranged). Interdisciplinary work is actively encouraged and readily facilitated in the learning community.

## APPLICATION PROCEDURES

The applicant completes, in duplicate, the application form and encloses a \$15 non-refundable application fee. High school and college transcripts should be mailed, in duplicate, directly from institutions where studies were undertaken. The fee and *all* materials requested in the application form are sent to the nearest Lindenwood 4 regional office. In completing the application requirements the applicant may request assistance from the Faculty Administrator of his region.

Upon completion of all application requirements, a personal admissions interview will be requested by the Faculty Administrator who has final responsibility for admissions.

## THE UNDERGRADUATE PROGRAM

### A. *High School Equivalency*

Applicants must have earned a high school diploma or a certificate of equivalency, or have been admitted as a regular full-time student to an accredited college or university.

### B. *Advanced Standing*

To receive advanced standing for academic work done at other



institutions, the applicant should complete the petition provided in the application form and request official transcripts (in duplicate) to be sent to the nearest Lindenwood 4 office. Credit will be granted only for courses in which a C or better grade was earned.

Up to nine Lindenwood credits may be granted for scoring at the sophomore level or above on the College Level Examination Program (CLEP). Credit for successful completion of CLEP subject matter tests (a maximum of four) can only be earned in fields considered by the regional Faculty Administrator to be relevant to a student's proposed course of study.

Applicants may also gain advanced standing for documenting "critical life experiences." Such experiences, not recorded on transcripts, *must* have contributed to the applicant's understanding and competency in the general area of his proposed study. Such experiences might include training at research or professional institutions, at hospitals or government agencies; or involve educational employment experiences or individually pursued studies.

Upon review by a Faculty Administrator, an applicant may be accorded tentative approval for critical life experiences claimed on his application. Final approval can only be given when the enrolled student has completed a documentation process undertaken during the course of his studies with the assistance of the Faculty Administrator and Faculty Sponsors. A fee of \$50 must be paid for each trimester of critical life experience which is awarded.

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 experiences. An *overall maximum* of 27 Lindenwood credits, equivalent to nine trimesters' participation, can be obtained through a combination of previous academic study, critical life experiences, and CLEP examinations.

The number of trimesters to be completed for graduation is tentatively determined by the Faculty Administrator on the basis of information provided by the student at the time of admission. If a student's *final* documentation of critical life experiences does not fulfill the program's requirements, the overall number of credits needed for graduation will be appropriately adjusted by the Faculty Administrator at the time the documentation is evaluated.

### C. *The Program Overview*

As requested on the application form, the applicant writes a preliminary program overview: a brief narrative statement giving the overall objectives of the entire study, the suggested methods of achieving those objectives, and the proposed methods of evaluation. If any special certification (e.g. teaching certification) is desired, it should be noted.

After a student's application has been accepted and the first trimester's tuition has been paid, the enrolled student is invited to an initial weekend workshop where the first focus of concern is the program overview. With the assistance of the Faculty Ad-

ministrator, a Faculty Sponsor, and others, the student reviews and finalizes the overview and determines the number of *trimesters needed for completion*. The overview is then submitted to the Faculty Administrator for final approval. Should substantive changes be desired after the original overview has been approved, the student must request them through the Faculty Administrator.

#### D. *The Trimester Study Plan*

At the same weekend workshop the student then constructs a more detailed plan of study for the first trimester. In addition to the Faculty Administrator, the student will be assisted by the Faculty Sponsor, students and resource people with whom he will be working during the trimester. Typically, the trimester study plan contains the following:

1. substantive focus of the first phase of the study
2. preliminary bibliography
3. description of the work—papers, presentations, paintings, case studies, etc.—the student will undertake during the trimester
4. description of the internship
5. discussion of methods for evaluating the trimester's work
6. discussion of how the trimester plan fits into the larger objectives of the program overview.

The trimester study plan must be approved by the student's Faculty Sponsor and by the Faculty Administrator. If approval is not obtained at the weekend workshop, the student has up to four weeks to gain approval without losing credit for that trimester.

#### E. *Trimester Evaluations*

Close consultation with the Faculty Administrator, a Faculty Sponsor, and other members of the learning community keeps a student well-informed about the progress of his or her work during the trimester. If work is not satisfactory, a student will know well in advance of the end of the term, in order to make appropriate changes.

In general, the Faculty Administrator, with the advice of the Faculty Sponsor, will approve a student's work if the requirements of the trimester's study plan have been fulfilled. The student's self-evaluation and peer critiques will be considered in the evaluation given at the final weekend workshop at the end of the trimester. No credit will be given for work judged to be unsatisfactory.

### THE GRADUATE PROGRAM

#### A. *The Preliminary Program Overview*

The preparation of a high-quality program overview is an indication that an applicant is mature and purposive, with the initiative and planning skills necessary for successful independent graduate study. In general, the proposed program overview will be of central importance in evaluating a candidate for admission.

#### B. *Acceptance Procedures*

All applications to the Graduate Program are screened by an ad-



missions committee of faculty members from The Lindenwood Colleges in St. Charles. When an applicant has been approved by this committee, he or she will be notified by the regional Faculty Administrator to come to the regional office for an admissions interview. Final acceptance is the responsibility of the Faculty Administrator.

*C. Refinement of the Program Overview*

As soon as a student is enrolled, he or she meets with the Faculty Administrator and the Faculty Sponsor (nominated by the student) to refine the overview. Methodology, bibliography, research questions, substantive concerns, and field placements are specified in a phased overview. The overview builds around a final project or paper which is the culminating experience in the program. In this meeting, the method of evaluating the student's work is established and the program overview is approved by the Faculty Administrator. Also at this time, a Faculty Sponsor, approved by the Faculty Administrator, is contracted to work with the student.

#### D. *Length of the Program*

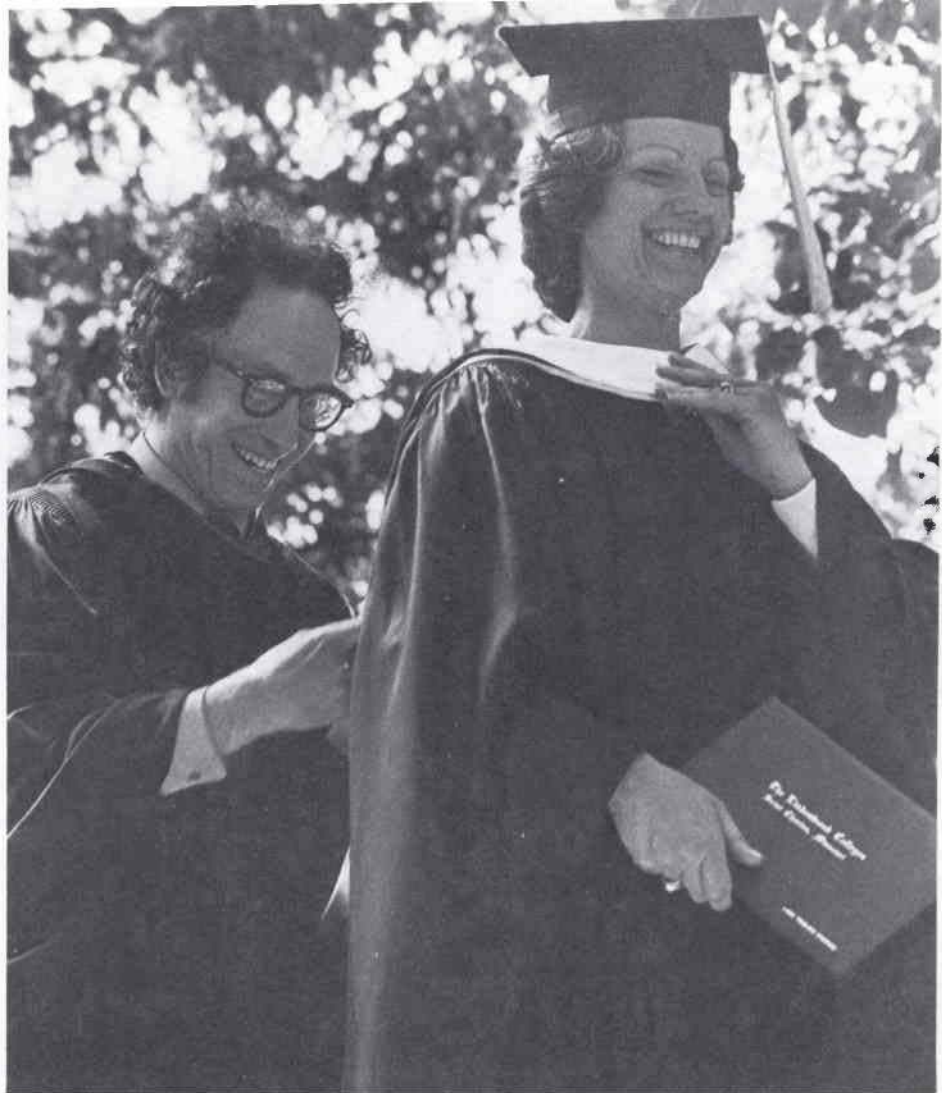
The student remains enrolled in the graduate program for the number of trimesters it takes to complete the work outlined in the program overview. The *minimum* period is three trimesters.

### PORTFOLIO

Both undergraduate and graduate students maintain a portfolio of their study plans, overview, examples of their work, and evaluations written by themselves and others. As a part of this, they may also keep a diary-type journal. These materials provide a focus for evaluation and discussion of a student's work by the entire learning community.

### CULMINATING PROJECTS

All undergraduate and graduate students must complete a culminating project as a part of their participation in Lindenwood 4. Undergraduates must submit in writing a description of their culminating project for approval by the Faculty Administrator in the trimester before work on the project is anticipated; graduate students will have described their projects in their program overviews. For undergraduates, the culminating project brings together some major aspects of the overall study and demonstrates some of the skills acquired at Lindenwood 4. An undergraduate culminating project might 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 they are appropriate). It should demonstrate that the student has mastered the concepts and skills that she/he wanted to gain in graduate study as set out in the program overview. If the project is not primarily in the written medium, it must have a written analytical-expository component. An oral presentation to the learning community is a part of the culminating project; it may deal with any aspect of the project and is generally made before the completion of the student program so that the student can test his or her ideas on a critical audience.



## GRADUATION REQUIREMENTS

*To be awarded a degree, a student must have:*

- A. completed what he proposed in the approved final program overview*
- B. earned at least 36 Lindenwood baccalaureate course credits or 9 graduate course credits*
- C. demonstrated a working knowledge of English in written and oral forms*

- D. *demonstrated an acceptable level of competency in the major field of study, both in theoretical and practical forms*
- E. *exhibited a working understanding of the relation of his field of study to other fields*
- F. *submitted a satisfactory culminating project*
- G. *successfully completed the minimum number of trimesters required*
- H. *been recommended for the degree by the Faculty Administrator and have been approved by the faculty of The Lindenwood Colleges.*

## THE NARRATIVE TRANSCRIPT

Lindenwood 4 uses a narrative transcript as a permanent record of a student's work. The narrative transcript is more accurate, individualized, and informative than the usual record of course titles and grades. It consists of the student's own descriptive summary of his or her work, and the evaluations submitted by faculty and resource people.

In the undergraduate and graduate programs, the transcript record is written at the end of each trimester with the assistance of the Faculty Administrator and Faculty Sponsor. The entire record is then reviewed by the Faculty Administrator before the student graduates.

The official Lindenwood 4 transcript is then abstracted from the student's summary and the faculty evaluations. This transcript is filed in the Registrar's Office of The Lindenwood Colleges from which official copies may be requested.

## COSTS

Tuition is \$800 per trimester or \$2,400 per academic year in both the undergraduate and graduate programs. In order to ensure a space in either program, full tuition must be paid no later than two weeks in advance of the beginning of the trimester. Completion of financial arrangements finalizes enrollment for a given trimester.

## FINANCIAL AID

Scholarship assistance is available for Lindenwood 4 students; awards are based primarily on needs. In addition to various grants available through private and governmental sources, students are eligible to apply for federally-insured loans, Veterans' benefits, and other government loans. Applicants seeking financial aid or loan information should check the appropriate space on the application form. The form must be received by the Aid office within one week after the opening of the trimester. In order to ensure priority, however, students should apply as early as possible.

## ACCREDITATION

The Lindenwood Colleges are fully accredited by the North Central Association of Colleges and Schools to grant the Bachelor of Arts, the Bachelor of Science, the Bachelor of Fine Arts, the Bachelor of Music, the Bachelor of Music Education, the Master of Arts and the Master of Fine Arts degrees.

## TEACHER CERTIFICATION

The Lindenwood Colleges are recognized by the National Council for Accreditation of Teacher Education and have a long record of leadership in teacher education. Students interested in certification should check the appropriate space on the application form and discuss their interests with their Faculty Administrator prior to writing their preliminary program overviews.

## REGIONAL CENTERS

Each regional center of Lindenwood 4 has one or more Faculty Administrators, and conducts a full program of studies. Regional activities vary according to the nature of the region and the expressed needs of its students. Names and addresses of Faculty Administrators and Regional Centers are listed below.

## 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 a regional office, provided that they can easily meet weekly with their Faculty Sponsors and can attend monthly colloquia.

## PROGRAM CHANGES

Lindenwood 4 is very much in the process of evolution. Continual growth and improvement are brought about only with the creative participation and advice of everyone in the learning community.

## PAYMENTS

All checks should be made payable to The Lindenwood Colleges. Address all inquiries and application requests to the regional office nearest you.





## ADMINISTRATIVE CENTER

Dean Craig Eisendrath, Ph.D.  
The Lindenwood College for Individualized Education  
St. Charles, Missouri 63301  
Tel: 314/723-7152; Toll-free from St. Louis—946-6912

## REGIONAL CENTERS

### *St. Charles Office*

Lindenwood 4  
The Lindenwood Colleges  
St. Charles, Missouri 63301  
Tel: 314/723-7152; Toll-free from St. Louis—946-6912  
Richard Rickert, Ph.D.  
Faculty Administrator

### *St. Louis Office*

4653 Maryland Avenue  
St. Louis, Mo. 63108  
Tel: 314/361-1404, 361-1405  
Boyd Morros, M.A. and  
John McClusky, Ph.D.  
Faculty Administrators  
Pauline Eisendrath, M.A.  
Deputy Director

### *Washington, D.C. Office*

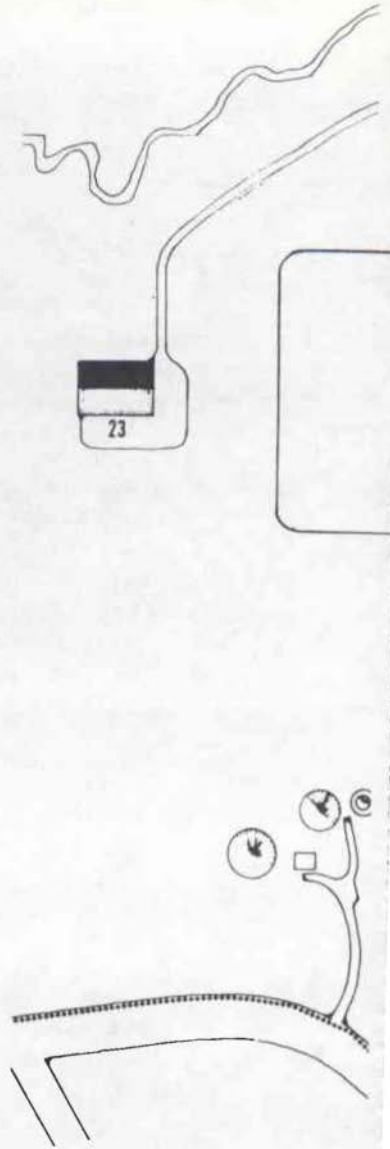
2000 S. Street, N.W.  
Washington, D.C. 20009  
Tel: 202/232-1191, 232-1186  
Sharon Rubin, Ph.D.  
Faculty Administrator

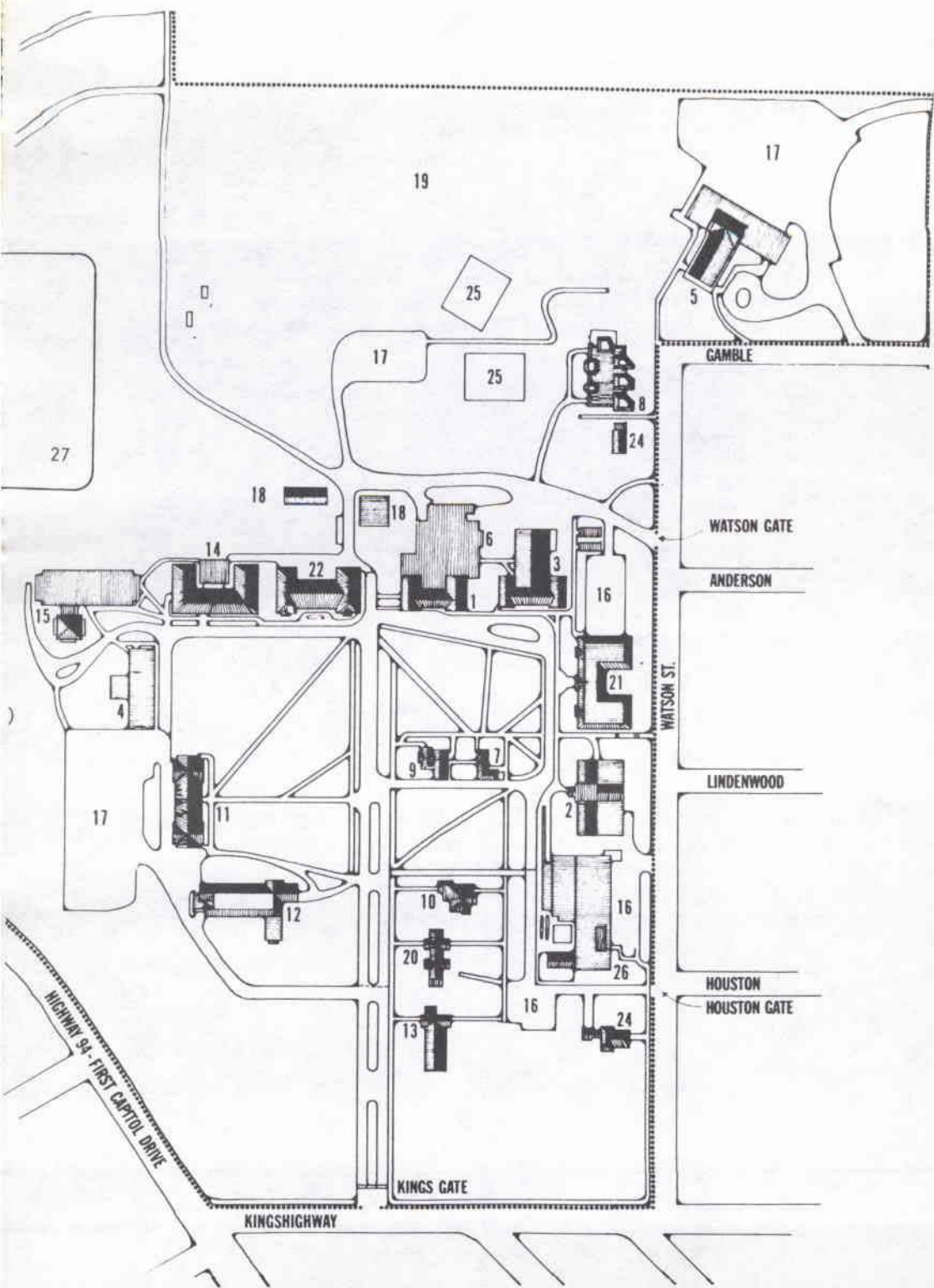
### *Santa Monica Office*

1413 Fifth Street  
Santa Monica  
California 90401  
Tel: 213/451-4767  
Peggy McAllister, Ph.D.  
Denis Cowan, Ph.D.  
Faculty Administrators

# THE CAMPUS

- Ayres Residence Hall for Men—1
- Butler Library—2
- Butler Hall/Admissions Office—3
  - Gymnasium—3
- Cobbs Conference Center—4
- College Chapel—5
- Dining Room—6
- Faculty Club—7
- Fine Arts Building—8
- Dean's Residence—9
- Stumberg Hall—10
- Irwin Residence Hall for Men—11
- McCluer Residence Hall for Women—12
- Memorial Arts Building and Broadcasting Studios—13
- Niccolls Learning Center and Laboratory School—14
- Parker Residence Hall for Women—15
- Parking, Staff, Visitors—16
- Parking, Students, Visitors—17
- Plant Services—18
- Playing Fields—19
- President's House—20
- Roemer Hall, Administrative Offices—21
- Sibley Residence Hall for Women—22
- Stables—23
- Staff Residences—24
- Tennis Courts—25
- Young Hall of Science—26
- Athletic Field—27
- Riding Ring—28





## 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 or 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 \$2.00 charge for each transcript sent as a part of this file for alumni.

## ALUMNAE AFFAIRS

The College maintains an office for Alumnae Affairs whose staff is responsible for editing the ALUMNI NEWS, coordinating the Key Persons Program—a program by which alumni throughout the country serve the college by identifying prospective students and disseminating information about the college, and working with a very active Alumnae Association.

## 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 through out 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 ANN 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.

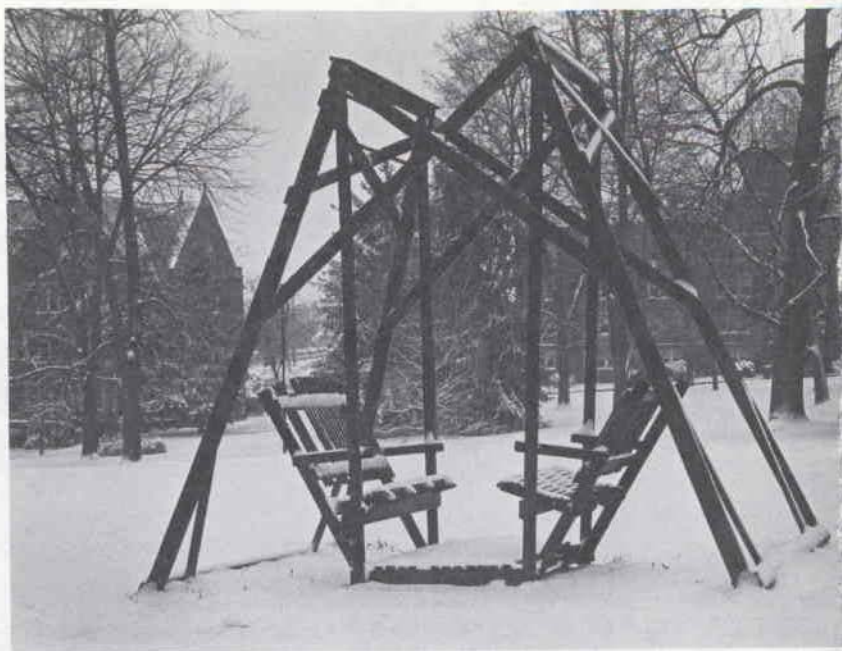
**IRWIN HALL**—Constructed in 1924 and named in honor of the Reverend Mr. Robert Irwin, President of Lindenwood from 1880 to 1893. It is a residence hall for men. Residence capacity: 83 students.

**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.







# DIRECTORY OF THE COLLEGES

## THE LINDENWOOD COLLEGES

### BOARD OF DIRECTORS

- George W. Brown, St. Louis, Mo. (1969)  
Russell J. Crider, M.D., St. Charles, Mo.  
(1964)  
Mrs. Thomas S. Hall, St. Louis, Mo. (1969)  
Robert Hyland, LL.D., St. Louis, Mo.  
(1971)  
Paul Knoblauch, St. Charles, Mo. (1973)  
Walter L. Metcalfe, Jr., J.D., St. Louis, Mo.  
(1969)  
Jefferson L. Miller, St. Louis, Mo. (1972)  
Mrs. Joseph Pulitzer, Jr., St. Louis, Mo.  
(1973)  
Roland T. Pundmann, St. Charles, Mo.  
(1973)  
Victoria Smith, *Alumna*, St. Louis, Mo.  
(1970)  
Armand C. Stalnaker, Ph.D., St. Louis,  
Mo. (1969)  
Mrs. Dorothy Warner, *Alumna*, Laconia,  
N.H. (1972)  
E. J. Wipfler, Jr., M.D., St. Charles, Mo.  
(1970)

### 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., St. Louis, Mo. (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)

## BOARDS OF OVERSEERS

- Mrs. K. K. Barton, *Alumna*, Kansas City,  
Mo. (1966)  
Mrs. John C. Brundige, *Alumna*, Sugar  
Grove, Ill. (1972)  
Edward W. Cissel, St. Louis, Mo. (1970)  
Frank E. Colaw, Ed.D., St. Charles, Mo.  
(1973)  
Larry Edwards, St. Charles, Mo. (1973)  
Mrs. Thomas W. Erwin, III, *Alumna*,  
Ennis, Texas (197 )  
Mrs. James C. Hamill, *Alumna*,  
Oklahoma City, Okla. (1970)  
James W. Quillian, Oklahoma City, Okla.  
(1968)  
David Q. Reed, Kansas City, Mo. (1969)  
Thomas R. Remington, J.D., St. Louis, Mo.  
(1970)  
Mrs. Warren McK. Shapleigh, St. Louis,  
Mo. (1973)  
Mrs. J. L. Smith, J.D., *Alumna*, Houston,  
Mo. (1970)

## 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*, 1948; *Professor Emeritus*, 1970 A.B., College of Wooster; B.D., Union Theological Seminary; A.M., Ph.D., University of Cincinnati.
- 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.
- WALKER, PEARL, *Professor, Music*, 1934; *Professor Emeritus*, 1966 A.B., University of Illinois; M.Mus., Chicago Musical College; Ed.D., Teachers College, Columbia University; Pupil of Herbert Witherspoon, Conrad V. Bos, Harry R. Wilson; European study, Juilliard School of Music.

## 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.  
1974—William C. Spencer, Ed.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*  
GLENDA PARTLOW, B.A., *Manager of Publications and Publicity*  
PATRICIA A. SCHREFFLER, *Clerk-Typist*

### OFFICE OF THE DEAN, LINDENWOOD COLLEGE FOR WOMEN

- DORIS CROZIER, M.A., *Dean of the College*

MARIE MAYFIELD, *Secretary to the Dean*

### OFFICE OF THE DEAN, LINDENWOOD COLLEGE FOR MEN

- PATRICK F. DELANEY, Ph.D., *Dean of the College*  
JUNE McLELLAN, *Secretary to the Dean*

### OFFICE OF THE DEAN, LINDENWOOD EVENING COLLEGE

- JOHN N. BARTHOLOMEW, Th.D., *Dean of the College*  
JUDITH BROWN, *Secretary to the Dean*

### SUMMER SESSION

- JAMES F. HOOD, Ph.D., *Director*  
DOROTHY IRVINE, *Secretary*

### OFFICE OF THE DEAN, LINDENWOOD COLLEGE FOR INDIVIDUALIZED EDUCATION

- CRAIG R. EISENDRATH, Ph.D., *Dean of the College*  
BOYD MORROS, M.A., *Faculty Administrator, St. Louis Center*  
JOHN McCLUSKY, Ph.D., *Faculty Administrator, St. Louis Center*  
RICHARD RICKERT, Ph.D., *Faculty Administrator, St. Charles Center*  
PAULINE HAMMEN, *Administrative Assistant, St. Charles Center*  
SHARON RUBIN, Ph.D., *Faculty Administrator, Washington D.C. Center*  
MERYL PEIZER, B.A., *Administrative Assistant, Washington D.C. Center*  
MARGARET McALLISTER, M.A., *Faculty Administrator, Santa Monica Center*  
DENIS COWAN, Ph.D., *Faculty Administrator, Santa Monica Center*  
SARA ROSS, *Administrative Assistant, Santa Monica Center*  
PAULINE EISENDRATH, M.A., *National Program Coordinator*

### OFFICE OF THE REGISTRAR

- EVA EMORY, B.A., *Registrar*

RALPH EIMERMAN, B.S., *Coordinator of Veterans Affairs*  
JANET GROENENBOOM, *Secretary*  
SANDRA YOUNG, B.A., *Clerical Asst.*

#### **CAMPUS SCHOOL**

NANCY J. JOHNSON, B.A., *Director*  
SYBLE LAWTHOR, *Lay Assistant*  
DONNA L. STANLEY, *Part-time Teacher*  
JOAN WEAVER, *Secretary*

#### **HEALTH CENTER**

ANNE LEWIS, R.N., *Nurse*

#### **ADMISSIONS OFFICE**

EDWIN A. GORSKY, B.A., M.E., *Director of Admissions and Financial Aid*  
SANDRA LOVINGUTH, B.A., M.A., *Associate Director of Admissions*  
AMY BASORE, B.A., *Admissions Counselor*  
BARRY FREESE, B.A., *Admissions Counselor*  
SARAH H. FULTON, *Admissions Secretary-Receptionist*  
JANET WILHELM, *Assistant to the Director of Financial Aid*  
ROSEMARY MUELLER, *Clerk-typist*  
AUDREY KALIST, *Clerk-Typist*

#### **OFFICE OF ALUMNAE AFFAIRS AND PLACEMENT**

DOROTHY BARKLAGE, B.S., *Acting Director of Alumnae Affairs and Placement*  
CONNIE BINE, *Clerk-Typist*

#### **OFFICE OF THE CONTROLLER**

FRED FISHER, B.S., *Controller*  
RUTH GROSS, *Accounting Assistant*  
EUNICE DICKENS, *Accounting Clerk*  
MARY MEIER, *Cashier—College Accounts*  
NANCY PALLARDY, *Student Accounts*  
NANCY COX, *Student Bank*

#### **DEVELOPMENT OFFICE**

ROBERT COLVIN, B.A., *Development Officer*

VIRGINIA SEABOLT, *Office Manager*  
DIANA INCE, *Clerk*  
GENE SHABERG, *Supervisor, Mailing Services*

#### **STUDENT COUNSELING**

JANICE JACKSON, B.S., M.E., *Director of Counseling Services, Testing and Intercultural Programs*

#### **BOOKSTORE AND POST OFFICE**

DOROTHY BARKLAGE, *Manager of the Bookstore and Post Office*  
DOLLY BASS, *Bookstore*  
DARLENE JEMISON, *Bookstore*  
MARY JANE BOSCHERT, *Post Office*

#### **BUILDING AND GROUNDS AND PURCHASING OFFICE**

CHARLES H. BUSHNELL, *Superintendent of Buildings and Grounds*  
ALICE M. WISE, *Purchasing Agent and Plant Office Manager*  
CAROL WHITMAN, *Clerk*

#### **SECURITY OFFICE**

RON OLSON, *Chief of Security*

#### **TELEPHONE SWITCHBOARD**

VIRGINIA SALVO, *Operator*

#### **DEPARTMENTAL STAFF**

NANCY L. FOLLIS, *Art*  
SHIRLEY McINTOSH, *Communications Arts*  
MAEJEAN NOTHSTINE, *Music*  
JULIA TEMPLETON, B.A., *Faculty Stenographic Services*

#### **LIBRARY**

PATRICIA J. DELKS, *Assistant Professor, Education, Librarian, 1974 A.B., Indiana University; M.S. in Library Science, Case Western Reserve.*  
STEPHANIE MESZAROS, *Assistant Librarian, 1969; B.A., Fontbonne College; M.S. in Library Science, Simmons College.*

CECILIA, STAUDT, *Reference Librarian*,  
1975; B.S. Eastern Illinois University;  
M.S. in Journalism and  
Communications, University of Illinois;  
M.S. in Library Science, University of  
Illinois.

ANDREA BLODGETT, B.A., *Assistant to  
the Librarian*

SHIRLEY McCORMICK, *Secretary*

#### COMPUTER CENTER

BARTON GILL, B.S. *Programmer/  
Operator for Administrative Computer  
Services*

DEBORAH PALMER, B.S., *Key Punch  
Operator and General Assistant*



## 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 à 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, Murrey Nikolais, 1974; Barbara Mettler; Laban Art of Movement Centre, England; Orff Institute, Salzburg, Austria, 1975.
- ANDERSON, DARYL JACQUELINE, *Assistant Professor, Biology*, 1970; B.S., Western Michigan University; Ph.D., Washington University.
- 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 Flutist, 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 College; 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 at Kansas City, Conservatory.
- BORDEN, PHILIP S., *Director of Master of Business Administration Program; Professor, Business Administration*, 1975. B.S., University of Kansas; M.B.A., D.C.S., Harvard Graduate School of Business Administration.
- BORNMANN, JOHN A., *Chairman, Professor, Chemistry*, 1965; B.S., Carnegie Institute of Technology; Ph.D., Indiana University; further study, Technische Hochschule, Stuttgart, Germany.
- BRADY, M. KATHERINE, *Foreign Student Advisor*, 1976; B.A., University of Iowa; M.A., Washington University.
- BRESCIA, VINCENT T., *Associate Professor, Biology*, 1969; B.A., Central College; M.S., Florida State University; Ph.D., Florida State University.
- CARPENTER, VIRGINIA LEWIS, *Chairman, Associate Professor, Education*, 1967; A.B., M.A., Ph.D., Washington University. (on leave)
- CIECHANSKI, ALEKSANDER, *Instructor, part-time, Studio and Performing Arts*, 1975; Cellist, St. Louis Symphony.
- COLEMAN, ROBERT, *Instructor, part-time, Studio and Performing Arts*, 1970; B.M.E., Eastman School of Music. Clarinetist, St. Louis Symphony.

- 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, MARY, *Instructor, part-time, Education*, 1975; B.S., University of Missouri-Columbia; M.Ed., University of Missouri-St. Louis
- COWAN, DENIS, *Assistant Professor and Faculty Administrator, Lindenwood IV*, 1976; A.B., A.M., Ph.D., University of Chicago (Santa Monica Center)
- CRAIG, CAROL, *Instructor, part-time, Physical Education*, 1972; B.S., M.A., Northeast Missouri State University
- CROZIER, DORIS, *Associate Professor, Sociology*, 1972; B.A., Trinity College; M.A., New York University; L.H.D., St. Joseph's College.
- CRUZ, MARYALICE, *Instructor, part-time, Biology*, 1975; B.A., Clarke College; M.S., St. Louis University
- 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. in Library Science, Case Western Reserve.
- DOHERTY, THOMAS W., *Professor, Modern Languages*, 1950; B.A., Westminster College; M.A., Middlebury College; Certificat de Prononciation Francaise, Institut de Phonétique, Paris; Diplome de Litterature Française Contemporaine, Sorbonne, Paris; D.M.L., Middlebury College.
- DUGGINS, OLIVER H., *Adjunct Professor, Biology*, 1975; B.S., M.S., Northwestern University; Ph.D., Washington University.
- EBERHARDT, LINDA NASH, *Instructor, part-time, Studio and Performing Arts*, 1976; B.M., Lindenwood College; 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, Philosophy*, 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.
- FISH, MARY, *Instructor, part-time, Studio and Performing Arts*, 1976; B.S., University of Wisconsin; M.A., California State University at Fullerton; M.F.A., University of California of San Diego.
- FLEISCHMAN, ALFRED, *Professor*, 1976; B. Pharmacy, St. Louis College Pharmacy.
- FLORIMONTE, LOUIS, *Assistant Professor, Studio and Performing Arts*, 1972; B.A., M.A., The Pennsylvania State University.
- 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 College; M.A., Mathematics, Utah State University; M.A. in Ed., Washington University; graduate work, St. Louis University.
- JOHNSON, ESTHER L., *Associate 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.
- LaFATA, CYNTHIA, *Instructor, part-time, Studio and Performing Arts*, 1972; B.M., M.M., Southern Illinois University.
- McALLISTER, MARGARET, *Instructor and Faculty Administrator, Lindenwood 4*, 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.
- McGORMLEY, DUANE, *Assistant Professor, Studio and Performing Arts*, 1975; B.A., Case Western Reserve University; M.Div., Evangelical Theological Seminary; M.F.A., Case Western Reserve University.
- MESZAROS, STEPHANIE, *Instructor, 1966; Assistant Librarian*, 1969; B.A., Fontbonne College; M.S. in Library Science, Simmons College.
- 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, Education, and Faculty Administrator, Lindenwood 4*, 1973; B.A., M.A., Washington University; doctoral candidate, 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.
- PALANK, ROBERT F., *Assistant Professor, Business Administration*, 1972; B.S.I.E., M.S.I.E., 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.
- PLATT, WILLIAM R., *M.D., Adjunct Professor, Medical Technology*, 1972; M.D., University of Maryland.



- POLETTE, NANCY, *Instructor, part-time, Education*, 1970; B.S., Washington University; M.S., Southern Illinois University.
- RICKERT, RICHARD, *Assistant Professor, Philosophy, and Faculty Administrator, Lindenwood 4*, 1975; B.A., Concordia Seminary; Graduate Study, Washington University; Ph.D., University of North Carolina.
- RUBENSTEIN, NANCY O., *Instructor, part-time, Music*, 1975; B.A., summa cum laude, Lindenwood College; M.A., Ph.D., Washington University.
- RUBIN, SHARON, *Assistant Professor and Faculty Administrator*, 1976; B.A., M.A., University of Chicago; Ph.D., University of Minnesota (Washington D.C. Center).
- 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.
- STRINI, TOM, *Instructor, part-time, Studio and Performing Arts*, 1976; B.M., Southern Illinois University, Edwardsville; M.M., Southern Illinois University, Carbondale.
- SULLIVAN LINDA A., *Assistant Professor, Business Administration*, 1972; B.S., Lindenwood College; 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. Private study in piano with Mollie Margolies, Rudolph Ganz, Max Pirani, and Gustav Dunkelberger.
- TAYLOR, SUZANNE M., *Assistant Professor, Physical Education*, 1970; B.A., Drury College; M.S., Indiana University.
- THROPE, PHYLLIS LEE, *Instructor Part-time, Studio and Performing Arts*, 1976; B.S., M.A., Northwestern University.
- 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.
- WEBSTER, MARGRETTA W., *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.
- WEHMER, JOHN H., *Associate Professor, Studio Art*, 1959; B.F.A., Washington University; M.F.A., University of Illinois.
- WELCH, TERESA J., *Assistant Professor, Chemistry*, 1967; B.A., Elmira College; M.S., University of California at Berkeley; Research Associate, Brookhaven National Laboratory. *On leave*.
- 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.
- 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.

**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. On leave Fall and January terms 1975-76.*

**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.*

**VAVRA, JOHN D.**, *M.D., Adjunct Professor, Medicine, 1976; A.B., B.A. University of Colorado (cum laude); M.D., Washington University (cum laude).*

## Evening College

### Staff

**JOHN N. BARTHOLOMEW**, *Th.D., Dean of the College*

**JUDITH BROWN**, *Secretary*

### Adjunct Faculty

**AMBELANG, JOEL**, *B.A., M.A. Instructor, Sociology/Administration of Justice, 1975*

**ALVEY, MITCHELL ALAN**, *B.A., M.S., Doctoral Candidate Instructor, Psychology, 1976*

**ASLIN, ALICE L.**, *B.S., M.S., Ph.D. Instructor, Psychology, 1976 Counseling Psychologist, UMSL*

**BARMANN, LAWRENCE F.**, *B.A., Ph.L., S.T.L., M.A., Ph.D. Visiting Lecturer, Religion, 1976*

**BEATTY, JAMES J.**, *B.S., M.B.A. Instructor, Business Administration, 1975 Controller, Certified Management Services*

**BICKEL, F. GILBERT, III**, *B.S., M.S. in C. Instructor, Business Administration, 1975 Vice President, Donelan-Phelps Investment Advisors, Inc.*

**BOEHM, THOMAS P.**, *B.A., M.A. Instructor, Economics, 1975*

**BOTZ, RAYMOND E.**, *B.S., C.P.A. Instructor, Business Administration, 1974 Partner, Botz Goerss and Co.*

**BOUGHTON, PAUL D.**, *B.S., M.B.A. Instructor, Business Administration, 1975*

**BREEZE, SHIRLY A.**, *B.S., M.S. Instructor, Business Administration, 1975 Chairman, Business Administration Department, Meramec Community College*

**BRESNAHAN, GERALD A.**, *B.S. Instructor, Education, 1975*

**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 Associate Professor, Economics, Florissant Valley Community College*

**BURNSIDE, R. GORDON**, *B.A., M.A. Instructor, Political Science, 1975*

**BURR, KATHRYN**, *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 Internal Revenue Service Agent*

**BUTTRICK, ROBERT**, *A.B., B.D. Instructor, Philosophy and Religion, 1972 Pastor, Normandy Presbyterian Church*

**CARPENTER, SARAH**, *B.A., M.A. Instructor, Communication Arts, 1976*

**COHEN, STEVEN L.**, *B.A., M.A. Instructor, English, 1975*

**CONOYER, DANIEL J.**, *B.S., M.A., Ph.D. Instructor, Geography, 1975 Chairman, Geography Department, Florissant Valley Community College*

**CONOYER, JOHN W.**, *A.B., M.S. Professor, Geography, 1973*

- CRABTREE, KENNETH L., B.S., M.S.  
*Instructor, Business Administration, 1975*  
*Associate Professor Florissant Valley*  
*Community College.*
- CRAIG, CAROL, B.S., M.A.  
*Instructor, Physical Education, 1972*
- 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*  
*Senior Applications Analyst, McDonnell-*  
*Douglas Electronics Corporation*
- DENT, THOMAS P., B.S., M.B.A.  
*Instructor, Business Administration, 1975*  
*Assistant Professor, Florissant Valley*  
*Community College*
- DUNN, AMELIA, B.S.  
*Instructor, Business Administration, 1975*
- EASTMAN, ROBERT N., B.S.J., M.A.  
*Instructor, Business Administration, 1975*  
*Assistant General Manager, KWMU*  
*Radio*
- FENGER, THOMAS NICK, B.A., M.A.,  
Ph.D.  
*Instructor, Business Administration, 1976*  
*Manager of Training and Development*  
*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*
- GINSBURG, SHEILA D., A.B., Doctoral  
Candidate  
*Instructor, Psychology, 1976*
- GOLDFARB, MARVIN A., B.S., M.S.  
*Instructor, Business Administration, 1975*  
*Engineer, Monsanto Company*
- HERMAN, JERRY, B.A., M.A.  
*Instructor, Communication Arts, 1974*  
*Instructor, Speech Communication, SIU*
- HINRICHS, EDWARD III, B.S., M.S.  
*Instructor, Business Administration, 1975*  
*Assistant Professor, Florissant Valley*  
*Community College*
- HUTCHISON, DONALD G., A.B., M.F.A.  
*Instructor, Art, 1974*
- JACKSON, BONITA, B.A., M.F.A.  
*Instructor, Art, 1973*
- JACKSON, JANICE, B.S., M.E.  
*Instructor, Psychology and Sociology*
- JONES, JOHN STEPHEN, A.B.  
*Instructor, Chemistry, 1976*
- KENNEDY, STEPHEN L., B.S., J.D.  
*Instructor, Business Administration, 1976*
- LANGER, HENRY J., B.B.A., M.S. in C.  
*Instructor, Business Administration, 1974*  
*Vice President, Modern Products*  
*Company*
- LANHAM, DONALD L., B.S., M.A.  
*Instructor, Communication Arts, 1976*  
*Instructor, Mass Communications,*  
*Florissant Valley Community College*
- LaROUX, LEONARD J., B.A., M.F.A.  
*Instructor, Art, 1975*
- LEESEBERG, KEITH R., B.S., M.S.  
*Instructor, Business Administration, 1975*  
*Chairman, Business Division Florissant*  
*Valley Community College*
- LOWRY, MARY E., B.S., M.S.  
*Instructor, Education, 1975*  
*Title I Language Arts Teacher, St. Charles*  
*School System*
- LUFT, WILLIAM A., B.S., C.P.A.  
*Instructor Business Administration, 1976*
- 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, Communication Arts, 1974*
- McCULLOUGH, F. B., JR., B.A., M.A.  
*Instructor, Philosophy, 1976*  
*Administrative Assistant to Director of*  
*Libraries, University of Missouri—St.*  
*Louis.*
- McKENZIE, JOSEPH A., A.B., A.M.  
*Instructor, Economics, 1975*  
*U.S. Department of Labor Bureau of*  
*Labor Statistics*
- MEIER, RICHARD W., B.S., C.P.A.  
*Instructor, Business Administration, 1976*  
*C.P.A., Botz, Goerss and Company*
- O'CONNOR, RICHARD D., B.S., M.B.A.  
*Instructor, Business Administration, 1975*  
*Assistant Controller, Bank Building and*  
*Equipment Corporation*

- POE, SUE A., B.S.  
*Instructor, Business Administration, 1974*
- POLETTE, NANCY, B.S., M.S.  
*Instructor, Education, 1970*  
*Elementary Materials Coordinator,*  
*Pattonville School District*
- PROFFER, HERMAN C., B.A., M.S.  
*Instructor, Art, 1970*  
*Chairman, Art Department, Ferguson-*  
*Florissant School District*
- RICE, MARSHA J., A.B., M.S.  
*Instructor, Communication Arts, 1975*
- RISCH, DAVID E., B.S., M.S. in C., Ph.D.  
*Instructor, Business Administration, 1975*  
*Chairman, Department of Business*  
*Administration Florissant Valley*  
*Community College*
- RUBIN, ALVAN D., B.S., M.A., M.H.L.,  
D.D.  
*Visiting Lecturer, Religion, 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*  
*Associate Professor, Florissant Valley*  
*Community College*
- SCARFINO, SAMUEL S., B.S., C.P.A.  
*Instructor, Business Administration, 1976*  
*Senior Auditor, Ernst and Ernst.*
- SLINGERLAND, HAROLD E., B.S.,  
M.B.A.  
*Instructor, Business Administration, 1974*  
*Assistant Manager, Credit Discount*  
*Department, Federal Reserve Bank of*  
*St. Louis*
- SOKOLIK, BARRY H., B.A., M.A., M.B.A.  
*Instructor, Business Administration, 1975*  
*Market Research Consultant*
- 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*  
*Assistant Professor, Florissant Valley*  
*Community College*
- VALENZUELA, EDWARD, B.A., M.H.A.  
*Instructor, Business Administration, 1975*  
*Assistant Director, St. Joseph's Hospital*
- VOGEL, BARBARA, A.B., M.A., Doctoral  
Candidate  
*Instructor, English, 1975*
- WINNEY, RONALD, D., B.A., M.B.A.  
*Instructor, Business Administration, 1976*  
*Director of Banking, Ralston Purina*  
*Company*
- WRIGHT, THOMAS G., B.S., M.S.  
*Instructor, Business Administration, 1972*  
*Investment Counselor, Donelan and*  
*Phelps*

# CALENDAR 1976-77

<b>SEPTEMBER</b>	<b>FALL TERM</b>
Friday 3	First faculty meeting
Monday 6	New students arrive
Tues., Wed. 7, 8	Registration and Orientation
Thursday 9	Classes begin, Lindenwood I, II and III
<b>OCTOBER</b>	
Saturday 2	Beginning of Fall Trimester for Lindenwood IV
Thursday 14	Founders' Day
<b>NOVEMBER</b>	
Mon.-Thurs. 25-28	Thanksgiving Recess
Friday 29	Classes resume
<b>DECEMBER</b>	
Saturday 11	Last day of classes
Sunday 12	Reading day
Mon.-Sat. 13-18	Final examinations
Saturday 18	End of Fall for Lindenwood I, II and III
<b>JANUARY</b>	
Monday 3	January Term begins for Lindenwood I, II and III
Wednesday 12	Opening of Sesquicentennial Celebration
Sunday 23	End of Fall Trimester for Lindenwood IV
Saturday 29	End of January Term for Lindenwood I, II and III
<b>FEBRUARY</b>	
Tuesday 1	Beginning of Spring Term for Lindenwood I, II and III
Saturday 5	Beginning of Spring Trimester for Lindenwood IV
<b>MARCH</b>	
Sun.-Sun. 20-27	Spring vacation
<b>APRIL</b>	
Wed.-Sat. 20-23	Sesquicentennial seminars and alumnae reunion
<b>MAY</b>	
Monday 9	Last day of classes
Tuesday 10	Reading day
Wed.-Tues. 11-17	Final examinations
Sunday 15	Commencement
Tuesday 17	Spring Term ends
Friday 20	Baccalaureate
Saturday 21	End of Spring Trimester for Lindenwood IV
<b>JUNE</b>	
Monday 6	Summer Session begins
Saturday 11	Beginning of Summer Trimester for Lindenwood IV
<b>JULY</b>	
Saturday 30	Summer Session ends

# CALENDAR 1977-78

<b>SEPTEMBER</b>	
Monday 5	New Students arrive
Tues., Wed. 6, 7	Registration and Orientation
Thursday 8	Classes begin
Sunday 18	Summer Trimester ends for Lindenwood IV
<b>OCTOBER</b>	
Saturday 1	Beginning of Fall Trimester for Lindenwood IV
Thursday 13	Founders' Day
<b>NOVEMBER</b>	
Thurs.-Sun. 24-27	Thanksgiving Recess
Monday 28	Classes resume
<b>DECEMBER</b>	
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
<b>JANUARY</b>	
Monday 2	January Term begins
Saturday 21	End of Fall Trimester for Lindenwood IV
Saturday 28	End of January Term
Tuesday 31	Beginning of Spring Term for Lindenwood I, II and III
<b>FEBRUARY</b>	
Saturday 11	Beginning of Spring Trimester for Lindenwood IV
<b>MARCH</b>	
Sun.-Sun. 19-26	Spring vacation
Monday 27	Classes resume
<b>MAY</b>	
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
<b>JUNE</b>	
Monday 5	Summer Session begins
Saturday 10	Beginning of Summer Trimester for Lindenwood IV
<b>JULY</b>	
Friday 28	Summer Session ends

# INDEX

Academic Advising .....	20, 32
Academic Goals and Objectives .....	17
Academic Load .....	139
Academic Planning and Participation .....	32
Academic Procedures .....	139
Accounting .....	53
Administration of Justice (See Sociology)	
Administrative Staff .....	191, 201, 208
Admissions .....	13
Advanced Placement .....	15
College for Individualized Education .....	15, 176
Early Entrance .....	14
Entrance Requirements .....	13
Evening College .....	162
Interviews .....	14
Transfers .....	14
Air Traffic Controllers .....	130, 171
Alumnae .....	192
Applied Music .....	124
Art History .....	110
Art, Studio .....	111
Auditing .....	141
Awards .....	149
Bachelor Degrees .....	38
Biology .....	46
Bio-medical .....	88
Boards .....	199
Broadcasting .....	72
Buildings and Grounds .....	195
Business Administration .....	50
Business Education .....	55
Calendar .....	43, 211
Campus Map .....	192-193
Careers .....	32, 74, 135
Chemistry .....	57
Classics .....	73
Clubs and Interest Groups .....	24
Colloquium, The Lindenwood .....	46
Common Course, The Lindenwood .....	46
Communication Arts .....	165
Community Life	
Lindenwoods I and II .....	17
Lindenwood III .....	162
Lindenwood IV .....	176
Consortium Programs .....	128
Continuing Education .....	15, 130
Contract Degree .....	41
Cooperative Education .....	129
Counseling .....	20, 170
Course Numbering .....	45
Courses of Instruction .....	45
Courses, Required .....	44
Courses, Types of .....	43
Cultural Events, Off Campus .....	29
Cultural Events, On Campus .....	26
Curriculum	
Innovation .....	10, 18, 36, 176
Dance .....	96, 117
Dance-Drama .....	115
Data Processing (Computer) .....	53, 86, 107
Dean's List .....	146, 170
Degree Requirements .....	38, 162
Departments (See Areas of Concentration)	
Directory of the Colleges .....	199
Dismissal .....	146
Distributional Requirements .....	44
Divisions .....	37
Drama .....	119
Economics .....	60
Education .....	62
Emeriti .....	200
Employment, Student .....	155
Endowed Chairs, Professorships .....	150
Engineering Three/Two Plan .....	128
English .....	74
Evening Programs .....	162
Examinations .....	144
Exemptions .....	131
Faculty .....	204
Field Study .....	44, 135
Film .....	73
Finance Courses .....	54
Financial Aid .....	155
Foreign Culture Requirement .....	78
Foreign Language Requirement .....	76
Foreign Languages .....	76
Foreign Students .....	15
French .....	78
Geography .....	68
German .....	80
Grades .....	142
Graduation with Honors .....	146
Health Services .....	22
History Courses .....	69
History of the Colleges .....	6
Honors Day .....	146
Honor Societies .....	144
Horsemanship .....	93, 98
Humanities .....	37, 80
Humanities Interdisciplinary .....	80

Independent Study.....	33, 43	Program Regulations.....	44
Independent Term .....	33	Psychology .....	101, 165
Individualized Education, College for.....	9, 176	Publications.....	24
(See Table of Contents)		Radio Broadcasting Courses.....	72
Individualized Study Courses .....	44	Radio Station .....	24
Insurance.....	160	Readmission.....	146
Internships .....	32, 44, 135	Recreation and Sports.....	24, 28, 93, 108
Journalism .....	81	Registration .....	139
Junior Year Abroad .....	137	Religion .....	84, 128
Justice, Administration of .....	106, 107	Religious Life and Activities .....	20, 128
Latin .....	73	Residence Halls .....	20, 197
Liberal Arts .....	9, 31, 35	Residence Regulations .....	20
Library .....	22, 195	Returning Credit .....	147
Library Science .....	65	St. Charles, City of .....	29, 216
Lindenwood Colleges I and II .....	9, 17	Scheduling Courses.....	141
Academic Program.....	35	Scholarships and Grants.....	149
Community Life .....	17	Scholarship Standards .....	144
Role of Men .....	18	Sciences .....	37
Role of Women .....	18	Secretary, Certified	
Lindenwood Evening College .....	162	Professional.....	132, 171
Lindenwood IV (4).....	176	Security.....	24
(See Table of Contents)		Social Life and Extracurricular	
Loans, Student.....	155	Activities.....	20
Location of the Colleges .....	9, 216	Social Sciences Division .....	38
Majors.....	37	Social Sciences Interdisciplinary .....	105
Management Courses.....	54	Sociology .....	106, 166
Marketing Courses.....	55	Spanish .....	79
Master of Business Administration		Special Academic Programs .....	127
Degree .....	172	Speech .....	126
Master of Fine Arts .....	176	Stable Rental.....	160
Mathematics .....	86	Standard Degree.....	38
Medical Technology.....	91	Studio and Performing Arts .....	108
Medicine.....	88	Student	
Merrill Palmer Institute .....	138	Activities.....	24
Music (Activities) .....	26, 123	Community Life .....	20
Music Courses .....	123	Governance .....	17
Natural Sciences		Participation in	
Interdisciplinary .....	92	Decision-Making.....	32
Nursing.....	127, 171	Services.....	20
Off-Campus Studies .....	135	Students	
Pass-N/C Option.....	142	Classification of .....	139
Philosophy .....	83	Continuing Education.....	15, 130
Photography.....	112	Foreign .....	15
Physical Education .....	93	Non-Resident.....	22, 157
Physical Education Activities.....	24, 93, 98	Types of.....	9
Physics .....	92	Summer Session .....	133
Placement.....	192	Television .....	73
Political Science .....	99	Theatre (Activities).....	26
Practicum Credit.....	91	Transfer of Credit.....	141
Pre-Dental Program .....	91	Transfers .....	14
Pre-Medical Program .....	91	Tuition and Fees .....	157
Pre-Veterinary Program .....	91	U.N. Seminar .....	138
Presidents (Past) .....	201	Washington Semester.....	138
		Withdrawal from the Colleges .....	139, 146

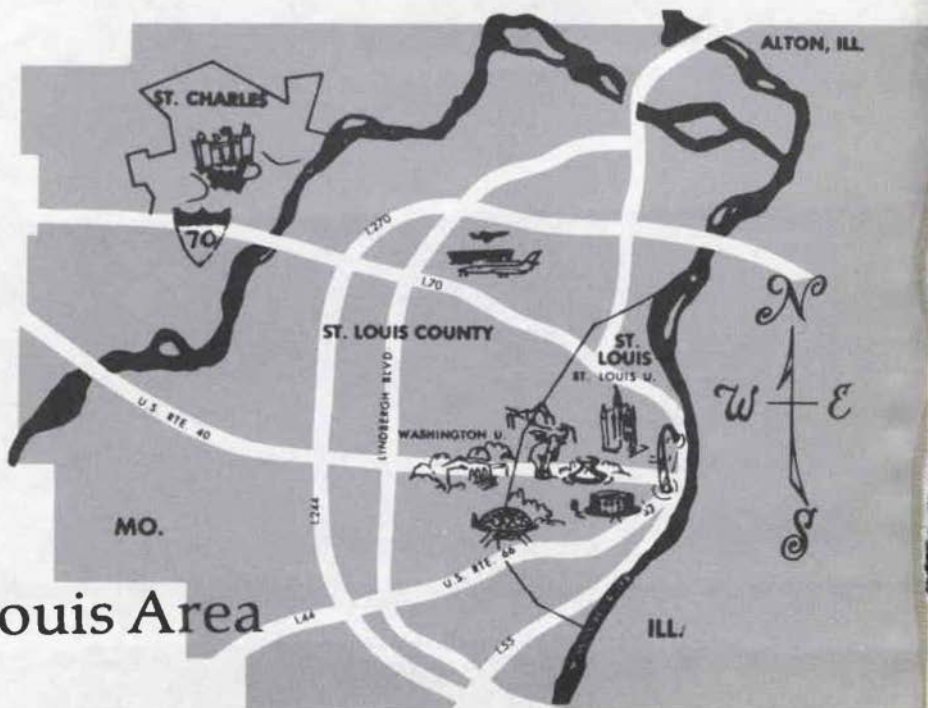
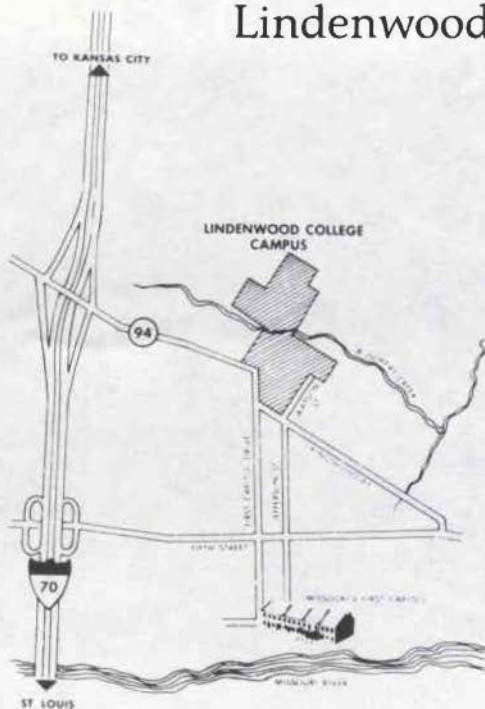


## NOTES

# Lindenwood Campus in Historic, St. Charles, Mo.

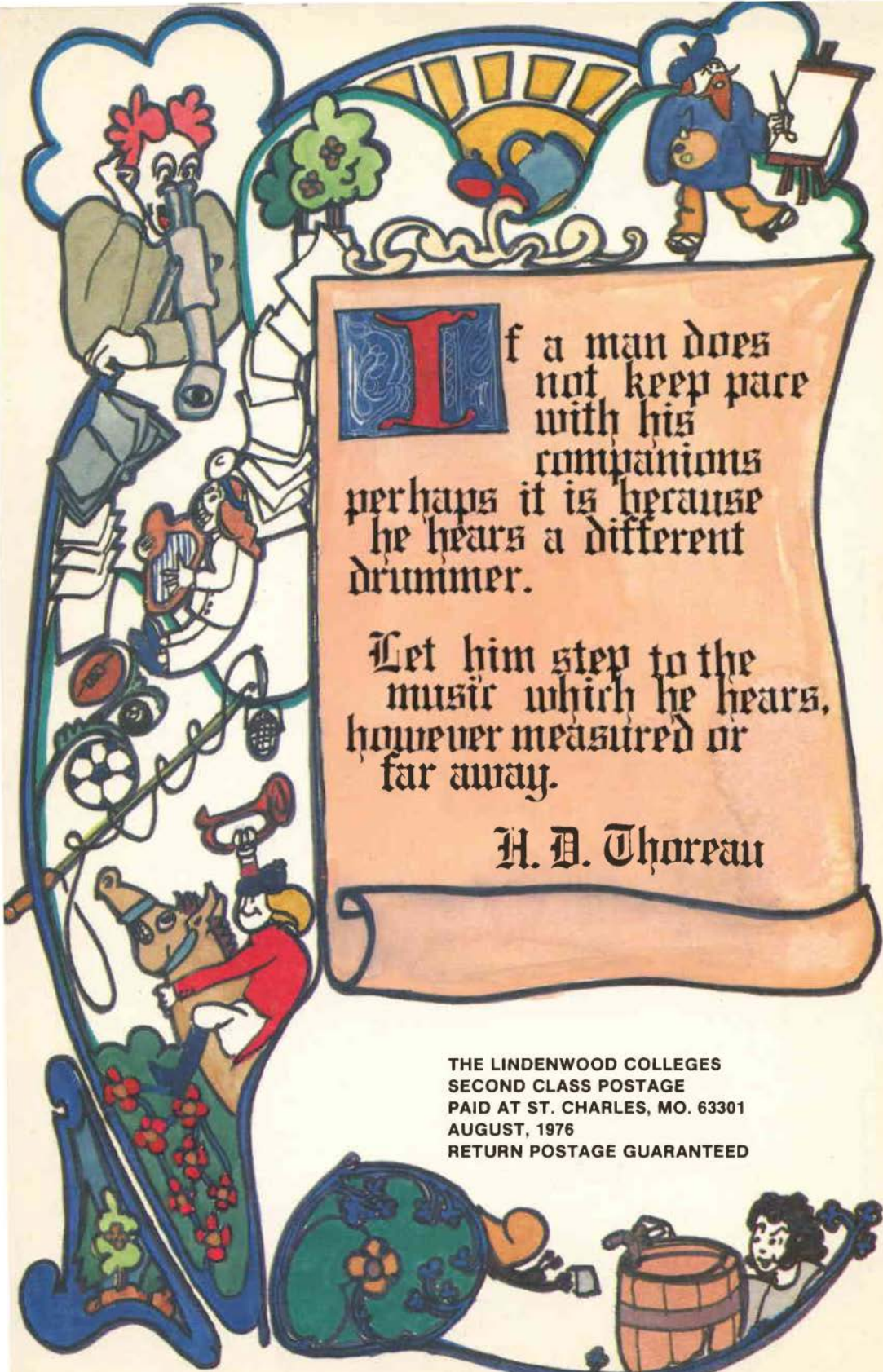
## St. Louis Area

The Lindenwood Col-  
leges Campus is located in  
the historic city of St.  
Charles, twenty miles  
northwest of downtown St.  
Louis, less than a half-  
hour's drive via Interstate  
70.



## St. Louis Area





**I**f a man does not keep pace with his companions perhaps it is because he hears a different drummer.

Let him step to the music which he hears, however measured or far away.

H. D. Thoreau

THE LINDENWOOD COLLEGES  
SECOND CLASS POSTAGE  
PAID AT ST. CHARLES, MO. 63301  
AUGUST, 1976  
RETURN POSTAGE GUARANTEED