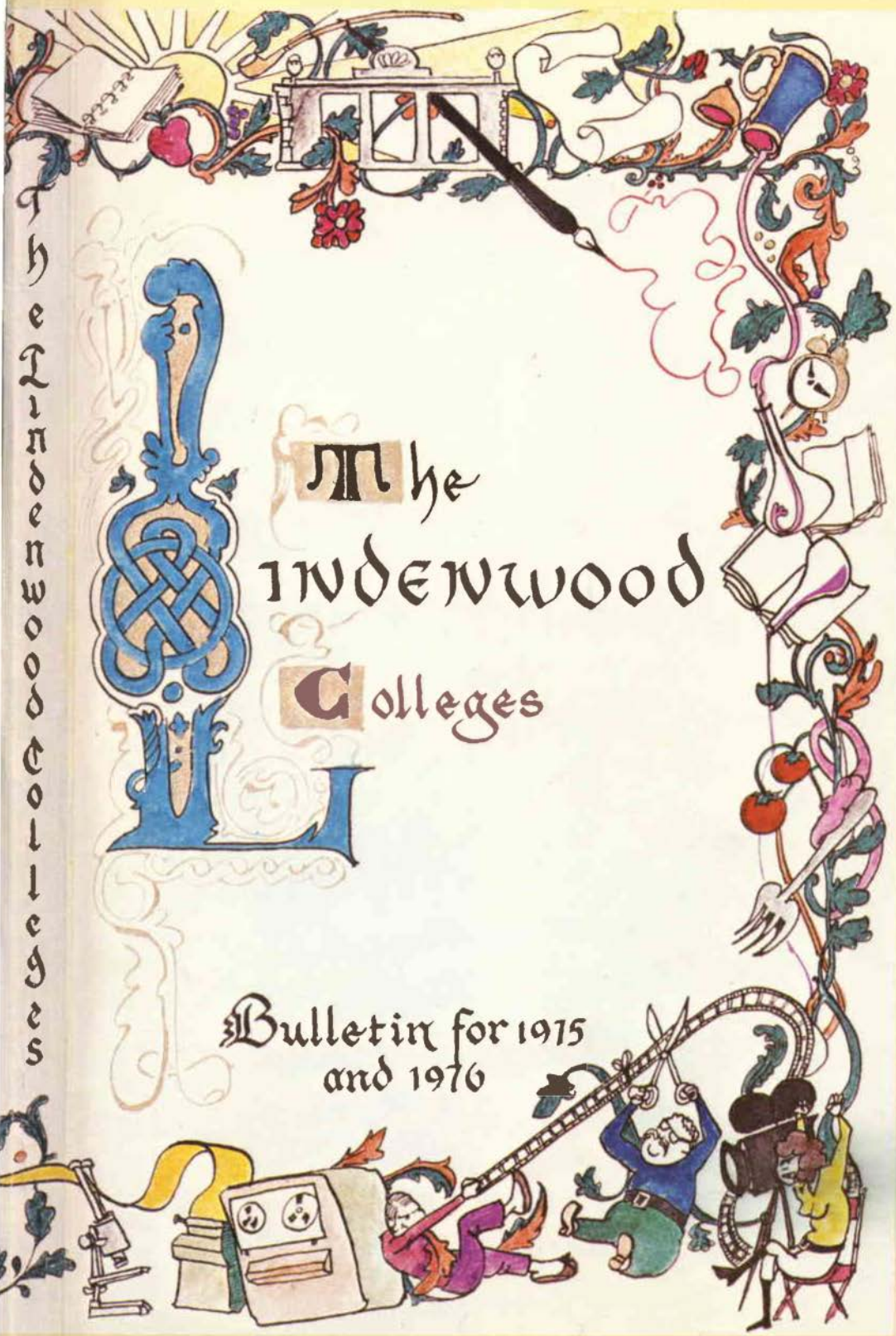


The Lindenwood Colleges



The  
LINDENWOOD  
Colleges

Bulletin for 1975  
and 1976



# THE LINDENWOOD COLLEGES

LINDENWOOD COLLEGE FOR WOMEN  
LINDENWOOD COLLEGE FOR MEN  
LINDENWOOD EVENING COLLEGE  
LINDENWOOD COLLEGE FOR  
INDIVIDUALIZED EDUCATION

1975-1976 CATALOG

THE LINDENWOOD COLLEGES BULLETIN, Volume 148, No. 11, September, 1975. 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.





**P**rospective students are encouraged to visit the campus. An appointment in advance will enable the admissions staff to arrange for visits with particular departments of study but appointments are not otherwise required. The Admissions Office, located on the first floor of Roemer 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





## DEGREE PROGRAMS

Lindenwood College for Women, Lindenwood College for Men, and Lindenwood College for Individualized Education offer 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. These programs 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.

Graduate programs on a Master's level will be offered by the Evening College and the College for Individualized Education, beginning in the Fall Term, 1975.

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## HISTORICAL HIGHLIGHTS OF THE LINDENWOOD COLLEGES

- 1827 Mary Easton Sibley establishes a school in her home, "Linden Wood."
- 1853 The school becomes Lindenwood Female College, under the auspices of the St. Louis Presbytery of the Presbyterian Church.
- 1857 Sibley Hall, the first major building, is constructed.
- 1914-1940 A period of major expansion marks the presidency of Dr. John L. Roemer and the institution becomes a four-year college (1918) awarding baccalaureate degrees.
- 1947-1966 Three dormitories, two classroom buildings, increased enrollment and faculty, and a varied curriculum are introduced during the presidency of Dr. Franc L. McCluer.
- 1966-1969 Physical growth continues and curricular innovations are introduced under Dr. John Anthony Brown. In 1966, church legal ties are severed and a Covenant substituted. A separate but coordinate all-male college, Lindenwood College for Men, is established. Continuing Education and Evening programs are greatly expanded.
- 1975 The concept of a cluster of colleges, each distinctively serving its own student body but with a common faculty, is introduced under the presidency of Dr. William C. Spencer. The Evening College is formally recognized, and the College for Individualized Education is established. The Lindenwood Colleges now comprise:
- The Lindenwood College for Women, 1827 (Lindenwood I)
  - The Lindenwood College for Men, 1969, (Lindenwood II)
  - The Lindenwood Evening College, 1972, (Lindenwood III)
  - The Lindenwood College for Individualized Education, 1975 (Lindenwood IV)\*

\*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, 152 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 independent, 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



#### 4 TRADITION AND TRANSITION

lifelong process in which a student may enter and leave college a number of times. At present, more than 600 students 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 their backgrounds, experience and ages (a number of them are over 25) provides mutual enrichment, yet the community is notably friendly, warm and high-spirited, 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 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.

Beginning in September, 1975, the Evening College is initiating a program of graduate study that will lead to a Master of Business Administration degree.

As in all the Lindenwoods, the cornerstone of the Evening College is individualized programming, reflecting community and student needs and opportunities. Internships are available, and credit may be granted for job-related experience. Social events and close communication between faculty, advisers, and students make Lindenwood III a friendly, supportive environment in which to learn.

**The Lindenwood College for Individualized Education, Lindenwood IV**, beginning in September, 1975, will be open to men and women who can demonstrate the maturity and dedication necessary to carry out an individually designed program of independent study leading to a fully accredited baccalaureate degree. Accreditation is pending for the new Master of Arts degree. Lindenwood IV students will have the opportunity to integrate life, study and work.

Typically, these students will be 25 years of age or more, with some previous college credits or life experience in their proposed area of study. Among them will be some 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 will be guided in their study by the faculty administrators, faculty sponsors, and resource people of the centers, which are located in the St. Louis area, Washington, D.C., and Los Angeles, California. Students will design their own academic programs in consultation with their advisers, and will participate in scheduled meetings, workshops, colloquia, and supervised internships.





## ADMISSIONS

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 30 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.



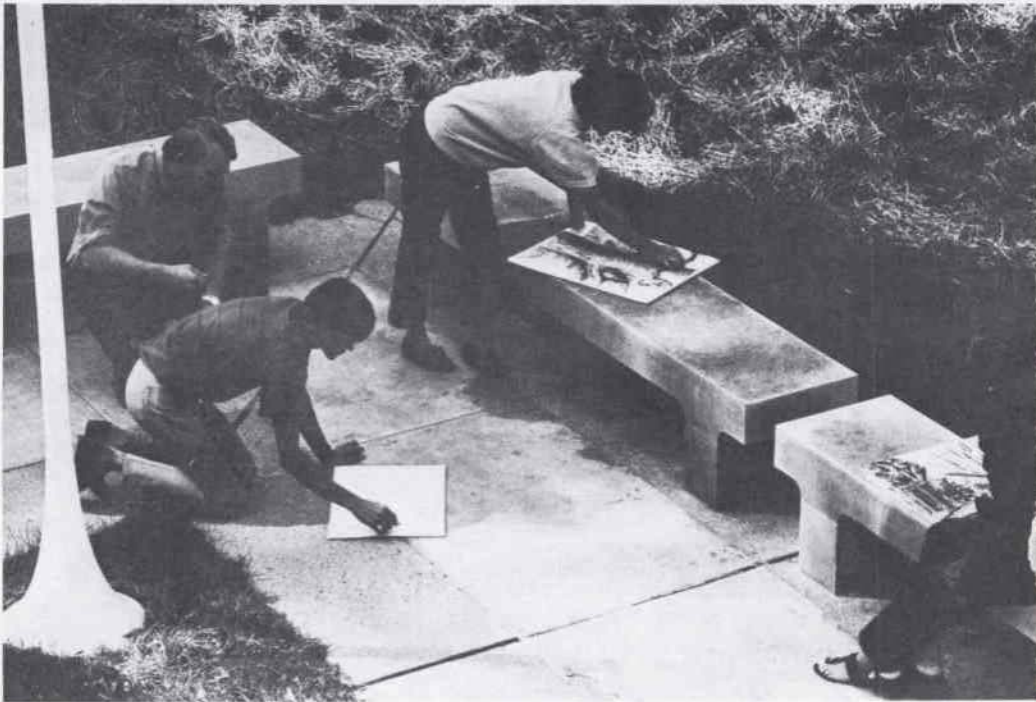
**Early Entrance**

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 through the Institute of International Education, 309 United Nations Plaza, New York, N.Y. 10017.

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 Continuing Education 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 adaption 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 churches of differing faiths, as well as synagogues, Lindenwood has developed programs of service and study which extend the classroom experience of many subject areas into the work of these institutions. Op-





portunities 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 the institutions is provided in every way possible. The College Chapel and houses of worship representing all major faiths are accessible to Lindenwood students.

#### **Library.**

Butler Memorial Library combines traditional beauty and modern facilities. The large, gracious, oak-beamed Sibley reading/reference room, with its huge, wood-burning fireplace, offers students an inviting place to stretch out on a comfortable sofa with a good book. At present, the library has a collection of 76,000 volumes and subscribes to 270 periodicals. A spacious modern wing was recently added, increasing the library's potential capacity to 150,000 volumes and providing students with additional carrels, conference rooms and language labs. The library houses the records, tapes, microfilms, and electronic equipment needed to supplement classroom instruction.

#### **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). 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, acts as an emotional and intellectual mutual-support-group for its 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.

**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 both Colleges in baseball, volleyball, swimming and tennis. With a stable of 50 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.

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 Association.





**Student Life Committee.**

The Student Life Committee functions to enrich life on the campus. It represents both Colleges, meets with the Deans of the Colleges, and makes recommendations concerning programs and the expenditure of funds of various student activities.

**Radio Station KCLC-FM.**

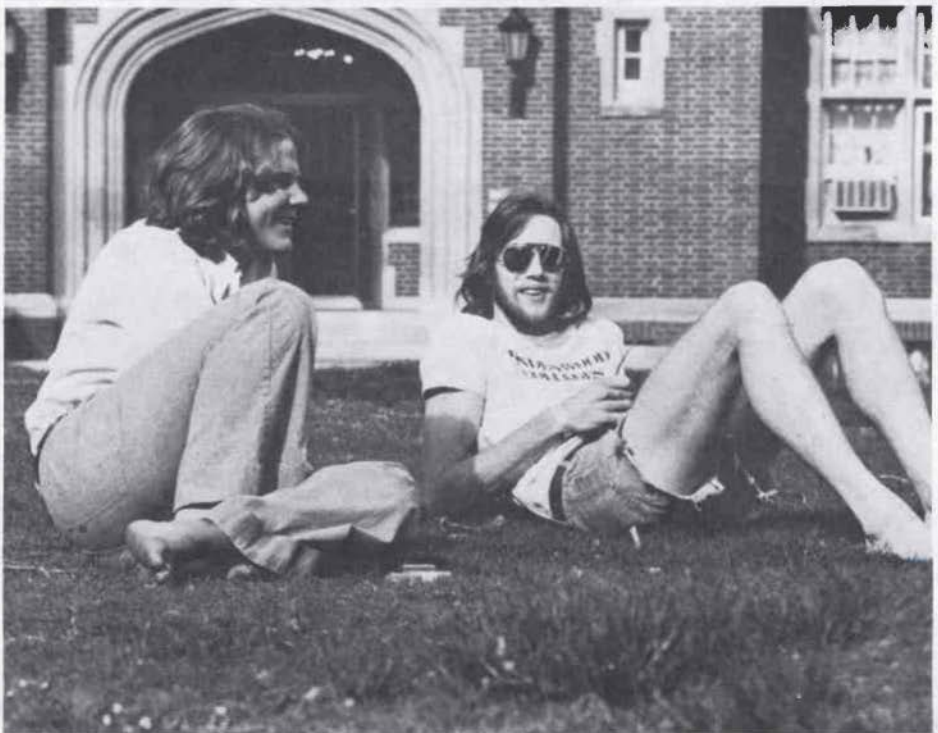
Any interested student may participate in the programs of the campus radio station, which broadcasts educational and cultural programs and rock music to the campus and community. A 1500-watt facility, KCLC-FM is the principal local radio station in St. Charles County, and as such performs a major role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







### Music.

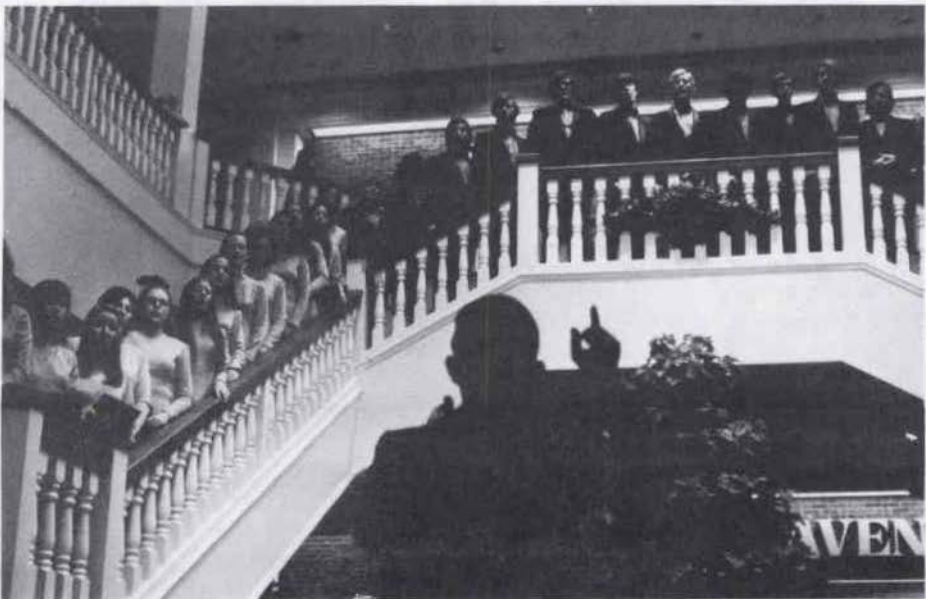
A series of campus concerts is performed each year by members of the St. Louis Symphony who teach at Lindenwood, and several recitals are given each year by student music majors. The Concert Choir (55 men and women) presents several important concerts a year. In April 1975, the Concert Choir and the Dance Ensemble presented Gian-Carlo Menotti's *The Unicorn, the Gorgon and the Manticore* in five cities as well as on the St. Charles campus. In May, members of the Concert Choir performed Brahms' *Requiem*, in conjunction with the St. Charles Choral Society and accompanied by the Colleges' Concert Orchestra. The Band and the Chamber Music Orchestra perform on special occasions. The Barbershop Quartet provides many happy moments during banquets and parties. Students attend concerts, operas, and ballet in St. Louis.

### Theatre.

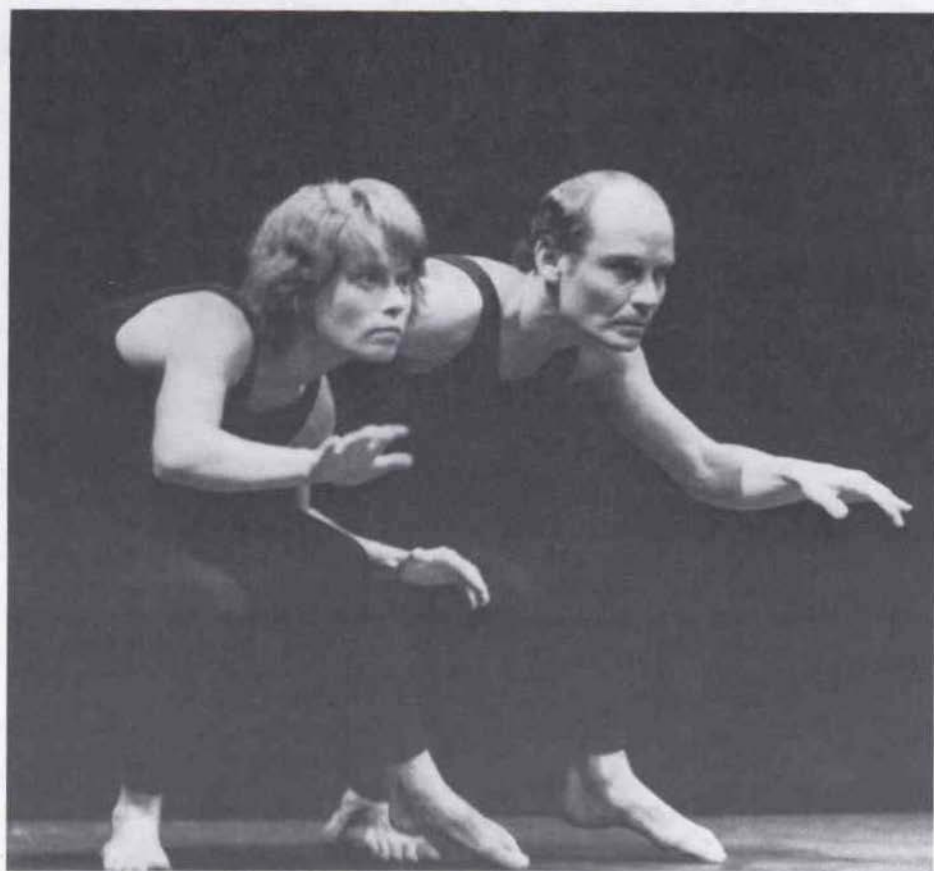
The new Jelkyl Center for the Performing Arts provides the students of Lindenwood with a handsome, 415-seat, fully equipped modern thrust-stage theater. Jelkyl is the setting for frequent dramatic productions during the year, which vary from musical comedy to serious drama.

### 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 1974-'75, 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.

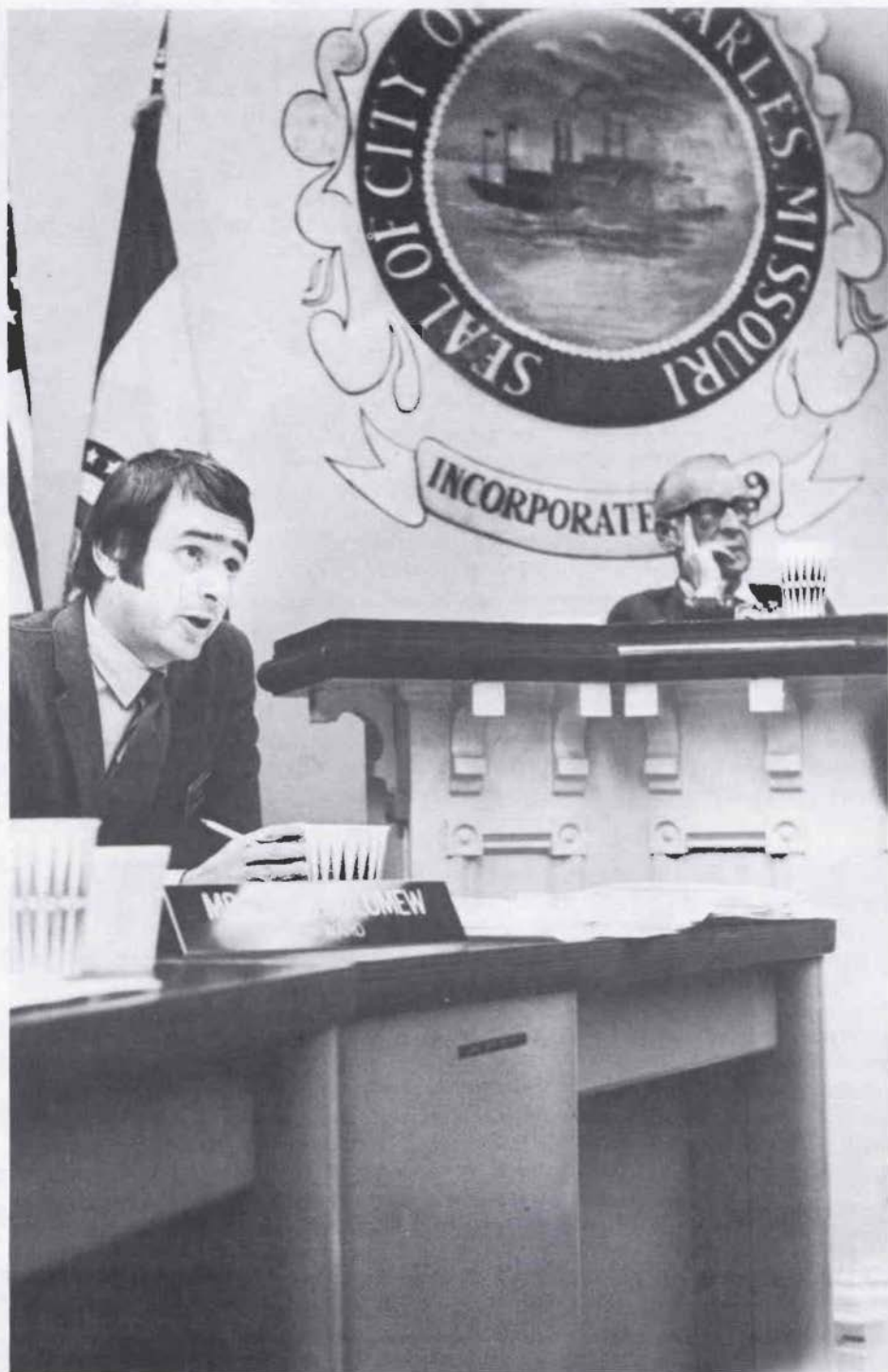
#### St. Charles.

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-gown relationships is evident in the fact that one can hardly listen to the radio, read a newspaper, dine in a restaurant, vote, or even enter a hospital without encountering Lindenwood interns, faculty members or employed students! Many local residents attend campus events and enroll in the Colleges' academic programs. The Old Town's picturesque charm has also attracted many artists whose works are shown in the Colleges' art galleries, and writers who serve as resource persons to students.







## LEARNING AT THE LINDENWOODS

As private, independent colleges, the Lindenwoods view their commitment to the liberal arts and sciences as the foundation of all that they do. At the same time, the final third of the 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 Col-



leges student can choose between 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 both the coordinate colleges, Lindenwood I and Lindenwood II. Simultaneously, 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.

### **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 Dean of each College assigns 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 pro-

jects, 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.





## 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 man's unique capability for guiding his 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. One of these divisions, however, is chosen as a major and a further refinement occurs with the choice of an area of concentration 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, DIVISIONS AND AREAS OF CONCENTRATION

The Lindenwood Colleges offer three major divisions and nineteen subject-areas of concentration 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 the programs of each of the colleges. Area of Concentration requirements are listed along with the courses of instruction in the following section. In addition to the standard concentrations, a contract-degree program is available to enable students to design their own majors.

### HUMANITIES

The Division of the Humanities offers areas of concentration in Art History, Studio Art, English, Music, Modern Languages, and Religion leading to the Bachelor of Arts degree. Concentrations in Studio Art, Communication Arts, and Music can lead to the Bachelor of Science degree. A concentration in Studio Art can also lead to the Bachelor of Fine Arts degree. A concentration in Music can lead to the Bachelor of Music or Bachelor of Music Education degree. Courses of study are also offered in classics and philosophy.

#### Areas of Concentration Leading to the B.A. Degree

Art History  
Studio Art  
Communication Arts  
English  
Music  
Foreign Languages  
Religion

Areas of Concentration  
Leading to the B.S. Degree  
Studio Art  
Communication Arts

Music

Area of Concentration  
Leading to the B.F.A. Degree.  
Studio Art

Area of Concentration  
Leading to the B.M. Degree  
Music

Area of Concentration  
Leading to the B.M.E. Degree  
Music Education

## SCIENCE

The Division of Natural Science and Mathematics offers areas of concentration 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 and requires the completion of the following courses: Biology 101, 102; Chemistry 151, 152; Mathematics 101, 102 or 171, 172; Physics 303, 304; plus four additional courses in Biology, Chemistry, or Physics.

Laboratory fees are charged to cover the costs of supplies consumed during a term. The standard fee is \$10. Students taking two or more laboratory courses during a term pay a maximum of \$20.

**Areas of Concentration****Leading to the B.A. Degree**

Biology  
Chemistry  
Mathematics  
Medical Technology  
Physical Education

**Areas of Concentration****Leading to the B.S. Degree**

Biology  
Chemistry  
Mathematics  
Physical Education

## SOCIAL SCIENCES

The division of the Social Sciences offers areas of concentration 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, the concentration in Elementary Education is also available. The Associate in Science degree in Business Administration is available in the Evening College.

**Areas of Concentration****Leading to the B.A. Degree**

Business Administration  
Economics  
History  
Political Science  
Psychology  
Sociology

**Areas of Concentration****Leading to the B.S. Degree**

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





## 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. (A student could complete as many as 40 courses in the four years without carrying an overload.)
2. Two courses, one of Basic English Composition and one of the Lindenwood Common (or the Lindenwood Colloquium for degrees in the Evening College).
3. Six courses to meet distributional requirements—two from each of the three divisions.
4. Two  $\frac{1}{4}$  course Physical Education Activities (*Women's College only*).
5. Eight to twelve courses in an area of concentration except where noted in specific areas of concentration.
6. Two to four courses outside the area of concentration but within the division of the major.
7. Proficiency in English composition. Proficiency examinations are administered by the Department of English.
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	$\frac{1}{2}$	French
257	1	Classics
267	$\frac{1}{2}$	French
(269	$\frac{1}{3}$	(Italian)
323]	$\frac{1}{2}$	Spanish
324]	1	Classics
(365]	$\frac{1}{2}$	(Italian)

**Classics**

165, 166	Graeco-Roman Civilization	1, 1	Classics
250	Classical Mythology	1	Classics
268	Latin Masterpieces (in translation)	1, 1	Classics

**Communication Arts**

(370	Seminar in Film; Fellini)	½	Italian
372	20th Century French Theatre	1	French

**English**

267	Women in the French and English Novel	½	French
269	The Epic	½	Classics

**History**

231	Classic Europe: The Old Regime	½	French
232	The Age of Revolutions, 1750-1850	½	French
237	History of French Civilization	1	French

**Humanities**

(220J	Mythological Conventions in Renaissance Art and Literature)	½	(Italian)
250J	Classicism and the English Romantic Tradition	½	Classics

**Modern Languages**

MLF 237	History of French Civilization	1	French
MLG 239	The German People (Evening)	1	German
MLS 239	Latin Americans (Evening)	1	Spanish
MLF 240J	Contemporary France (in Paris)	1	French
MLG 240J	Intensive German: Language and Culture (in Germany)	1	German
MLS 240J	Spanish with Native Speakers (in Mexico)	1	Spanish
MLS 340J	Spain: A Cultural Experience (in Spain)	1	Spanish
MLF 370	Seminars on Selected Authors	1	French
MLS 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

**In Classics**

			Credit
ART 257	Greek and Roman Art		1
ART 324J	Greek and Byzantine Art—Greece		1
CLS 165, 166	Graeco-Roman Civilization		1, 1
CLS 250	Classical Mythology		1
CLS 268	Latin Masterpieces (in translation)		1, 1
ENG 269	The Epic		½
HUM 250J	Classicism and the English Romantic Tradition		½



## 34 STANDARD DEGREES

### In French

ART 254	Nineteenth Century Art	½
ART 267	Medieval Studies	½
CA 372	20th Century French Theatre (also listed as MLF 372)	1
ENG 267	Women in the French and English Novel	½
HIS 231	Classic Europe: The Old Regime	½
HIS 232	The Age of Revolutions, 1750-1850	½
HIS 237	History of French Civilization (also listed as MLF 237)	1
MLF 240J	Contemporary France (in Paris)	1
MLF 370	Seminars on Selected Authors	1

### In German

HIS 109	The Nazi State	1
MLG 239	The German People (Evening)	1
MUS 200	European Music Seminar	½
MUS 355	History of Music: Medieval through Classical	½

### In Spanish

ART 323J	Studio Art and Art History—in Mexico	½
MLS 240J	Spanish with Native Speakers (Mexico)	1
MLS 340J	Spain: A Cultural Experience (in Spain)	1
MLS 370J	Seminar on Selected Authors and Genres	1
MLS 239	Latin Americans (Evening)	1

## BACHELOR OF SCIENCE, FINE ARTS, MUSIC, OR MUSIC EDUCATION

The curriculum for the Bachelor of Science, Bachelor of Fine Arts, Bachelor of Music, or Bachelor of Music Education degree has the same requirements as the Bachelor of Arts degree except as follows:

1. There are nine courses to be chosen to meet the distributional requirement—three from each of the three divisions.
2. There is no foreign language requirement as a general college stipulation, although certain subject areas of concentration may include proficiency in certain languages. If foreign language is included in the Bachelor of Music or Bachelor of Music Education, only six courses 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 concentration 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 standard degree program.

**Disclaimer:**

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

## VARIETY OF CHOICES

The academic program of The Lindenwood Colleges offers a variety of course types, each providing a particular kind of experience. Students in most areas of concentration 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 colleges 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.

### Types of Courses

**ALL-COLLEGE COURSES:** Courses which involve instructors from all three divisions of study.

**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

**AREA OF CONCENTRATION:** A specific subject area as listed on page 30. A minimum and maximum number of courses is indicated by the division or department of study offering the concentration. The student designates his area of concentration 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 areas of concentration specify particular courses as requirements. All programs require one course of Basic English Composition and one course of the Lindenwood Common or the Lindenwood Colloquium (Evening College).

The Bachelor of Arts degree requires a foreign language or fulfillment of the foreign culture requirement. Requirements for particular areas of concentration are found in the Area of Concentration listings. 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. May or may not 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**

### **LCC 101, 102 PROGRESS, TRADITION AND CRISIS.**

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 1976 the focus is on the resolution of contemporary problems of immediate concern. The title is: *An Interdisciplinary Approach to Solving Problems.*

#### **THE COMMON:**

Beginning in the spring term, students and the Common faculty will work toward solving a series of three contemporary problems, each to be related respectively to the experience of the three divisions—Humanities, Natural Sciences or Social Sciences. Throughout the series divisions with disciplines not obviously related to a problem will at the same time contribute toward understanding and perhaps solving the problem 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 will work to achieve.

#### **INDEPENDENT STUDY:**

During the final seven weeks of the spring term, the student conceives, prepares, and presents a paper or project of his own design. The topics for independent study are chosen by the individual student, normally in consultation with an instructor. Each student has an instructor available to advise on the paper or project. Independent study allows the student to apply the knowledge and techniques gained in the Common to a particular set of data, intellectual exercise and experiences.

The Common stresses examination of a topic believed to be of particular contemporary importance, and effective communication by the student of his thoughts and reactions to this topic. Critical analysis, substantive argumentation and clarity of expression are important to lively discussion and good writing. Thoughtful expression and organization are the qualities deemed essential to effective writing. A Writing Workshop, staffed by a faculty member and upperclass student assistants, working with students on an individual basis, is available to students who wish to sharpen their skills, or who may encounter particular problems in written expression.

## 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

Excellent facilities for studio art of all kinds, including painting, sculpture, print-making, ceramics, and dance, the exhibition galleries, and classrooms and lecture halls for art history help to make Lindenwood's art program outstanding. Creative interdisciplinary courses such as Basic Design and Movement combine the dance with design in various media. Studio courses are available on all levels, not restricted to upperclassmen or art majors. Art and art history can be combined with other areas of concentration to fulfill the foreign culture (Modern Language) requirement. Greece, Italy and Mexico are visited during January Terms. Unusual projects such as selecting, researching, classifying, and exhibiting an antique quilt collection are typical special activities.

Art offers an area of concentration in studio art and an area of concentration in the history of art. The student who elects a concentration in studio art may receive the B.A., the B.S. or the B.F.A. degree. The student who elects a concentration in the history of art receives the B.A. degree.

The studio concentration for the B.A. and B.S. degrees requires a minimum of two art history courses and seven studio art courses. No more than twelve studio courses and four supporting courses in the history of art may count toward the graduation requirement of thirty-six courses. The concentration for the B.F.A. degree requires a minimum of sixteen studio courses, and offers a maximum of twenty studio courses. Four courses in art history are required for this degree.

The history of art concentration requires a minimum of two studio courses and seven courses in the history of art. No more than twelve art history courses and four supporting courses in studio art may count toward the graduation requirement of 36 courses.



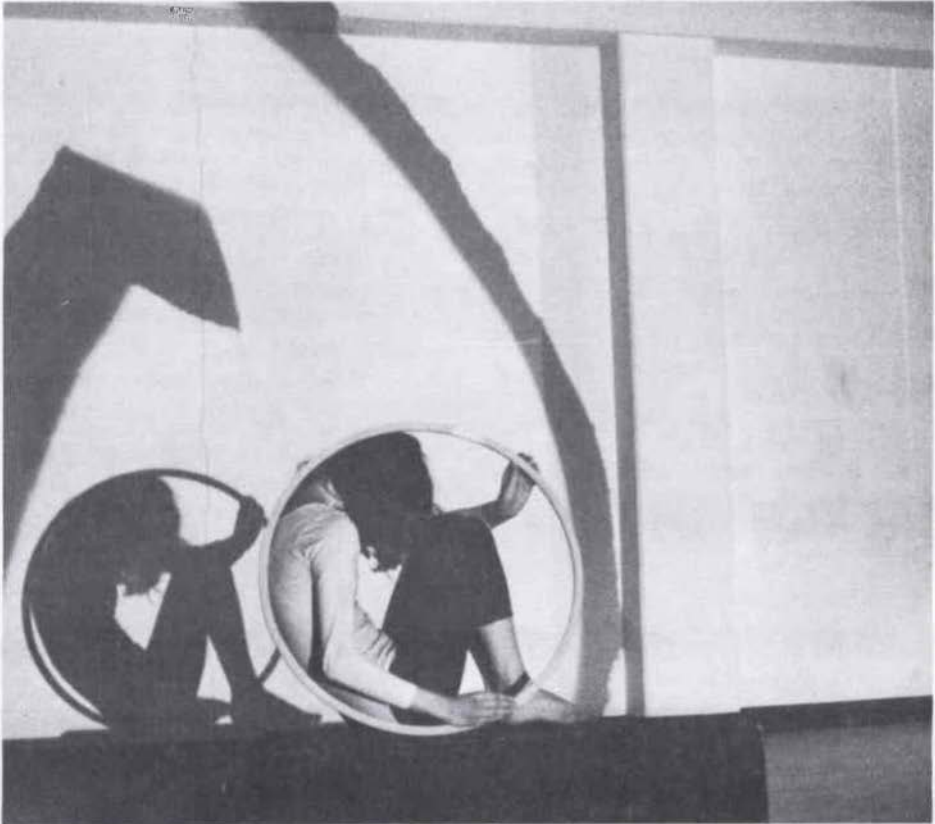
As the B.F.A. program does not have a specific language requirement, a student who is a candidate for this degree must meet either the general college requirements of nine distributional electives if a language is not taken, or six distributional electives if a language is taken. The Department recommends that a foreign language be taken as an elective.

Since the Department of Art has a structure allowing for flexibility in the planning of individual courses, each art student's degree program, worked out with a faculty adviser, may include independent studies, field studies or internships to fit particular needs.

All studio art courses numbered 200 or above may be repeated as many times as the student chooses for full-course credit within the maximum limits for graduation. Sequences of courses in studio art are designated by the letters *a* through *h* following the general course number.

Creative dance is a part of the Art Department curriculum. A student may choose dance as an area of emphasis within the art concentration. This area of emphasis requires supporting courses from the general college curriculum as well as selected courses in art, chosen by the student in consultation with his adviser.

The Art Department offers a program for the art student preparing to teach art. This program includes specific courses in art which in conjunction with courses in Education lead toward certification to teach grades K through 12.





Students who plan to emphasize Studio art for the B.A., B.S. or B.F.A. program will be required at the end of the sophomore year to meet with the art faculty for review of their past performance, and for evaluation of their potential in continuing their area of concentration into the junior and senior years.

The Art Department reserves the right to retain any work done under the instruction of the department faculty. Any other work (paintings, sculpture, pottery, etc.) can be retained by the department for a minimum of two years following the graduation of the student.

## Art History Courses

### 111, 112 WORLD ART AND LITERATURE

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, Strong.

### 114, 115 ART APPRECIATION (Evening College Only)

A study of the form and content of selected works of art from pre-history through contemporary. This course may be taken as an audit and may count as a distributional elective. Staff.

### \*252 NORTHERN RENAISSANCE ART

The art of Northern Europe from 1300 to 1700 in relation to the Medieval world and the Renaissance. Strong.

### \*253 ITALIAN RENAISSANCE ART

The art of Italy from 1300 to 1600 in relation to literature, history and philosophy. Eckert.

### \*254 NINETEENTH CENTURY ART

Neo-classicism, Romanticism and Realism in 19th century European Art. Eckert.

### \*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.

### \*256 BAROQUE ART

A study of the national and international aspects of manneristic, baroque and rococo styles in European art. Eckert.

### \*257 GREEK AND ROMAN ART

A study of Aegean, Greek and Roman Art. Strong.

### \*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.

### \*260 AMERICAN ART II

A study of American art from 1820 to the Armory Show. Eckert.

### \*261 TWENTIETH CENTURY ART

A study of the "isms" which define the styles of European and American art in the early 20th century. Eckert.

### \*263 ORIENTAL STUDIES I

A study of the relationship of art, literature, religion, philosophy, and music in the cultures of India, China, Cambodia, and Java from the earliest evidence through the Medieval Period. Required readings will include *The Vedas*, *The Bhagavad Gita*, *The Upanishads*, *The Ramayana*, and selected examples of Tang and Sung poetry. Staff and visiting lecturers.

### \*264 ORIENTAL STUDIES II

Japanese Culture: Tradition and Innovation. An introduction to the underlying concepts of Japanese culture as they are revealed in religion, literature, and the visual arts. Consideration is given to the influence of Zen on the development of the tea ceremony, the Japanese garden and the cult of the sword. Both traditional and contemporary examples of art and literature are studied. Eckert.

### \*265 POPULAR CULTURE IN AMERICA

An examination of American culture in the post World War II era which considers the impact of mass media and consumerism in the Fine Arts (visual arts, music, literature and drama). A distinction is made between the elite or fine arts and those arts which are mass produced. Eckert, staff.

\*Offered alternate years.

**\*266 MEDIEVAL STUDIES I**

This course will trace the development of art, music, literature and philosophy from the fall of the Roman Empire in the west until the 11th century. Selected works of art will be studied in their stylistic and historical perspective and appropriate reading, lectures and music presentations will be a part of the course as they pertain to the area being studied. The first term will cover the years from the fall of Rome until 1000 A.D. Strong and Staff.

**\*267 MEDIEVAL STUDIES II**

This course will be a continuation of Art 266 with emphasis on Romanesque and Gothic Europe. Staff.

**\*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.

\*Offered alternate years.

**Studio Art Courses****105 INTRODUCTION TO STUDIO ART**

An introductory course in the theory and practice of the basic elements of composition and design of two and three dimensional problems. Designed to provide the necessary background for continuation in specialized studio courses. Kanak, Jackson. Not available for audit.

**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.

**201 a-h CERAMICS**

An introductory or advanced course in ceramics. The student will work with clay by hand and the potter's wheel will be introduced. The coil and slab methods will be the two main handbuilding methods. There will be no pouring of molds. Only works that meet the instructor's standards for design and craftsmanship will be fired. A maximum of six works by a student will be fired without addi-

tional cost above the published laboratory fee. Any works in addition to this maximum judged to be suitable by the instructor may be fired by paying an additional cost for glaze material and clay. The amount of this additional cost will be assessed by the instructor. Proffer. (\$20 fee). Not available for distributional requirement. Not available for audit.

**300 a-h PAINTING**

Painting in varied media with instruction and criticism appropriate to the need and level of the individual student. Prerequisite: Art 105 or 106 or consent of instructor. Eckert, Wehmer, Kanak. (\$10 fee) Not available for distributional requirement. Not available for audit.

**301 DESIGN**

Design and color problems, either two or three dimensional, involving varied media. Wehmer, Kanak. (\$10 fee) Not available for distributional requirement. Not available for audit.

**302 a-h SELECTED DESIGN PROBLEMS**

Selected design problems in varied media. After consultation with an adviser the student will work in one of the structured studio courses, such as sculpture, drawing, painting, or graphics according to the nature of the chosen problem. Studio staff. Not available for distributional requirement. Not available for audit.

**303 SILK SCREEN PRINTING**

This course will concentrate on the technique of silk screen printing as related to commercial art and also to the fine arts. All of the materials 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. Prerequisite: Art 105 or 106 and Art 330. Staff. (\$15 fee) Not available for distributional requirement. Not available for audit.

**310 a-h GRAPHICS**

Printing in intaglio first term and relief second term. Prerequisite: Art 330 or consent of the instructor. Wehmer, Kanak. (\$15) Not available for distributional requirement. Not available for audit.

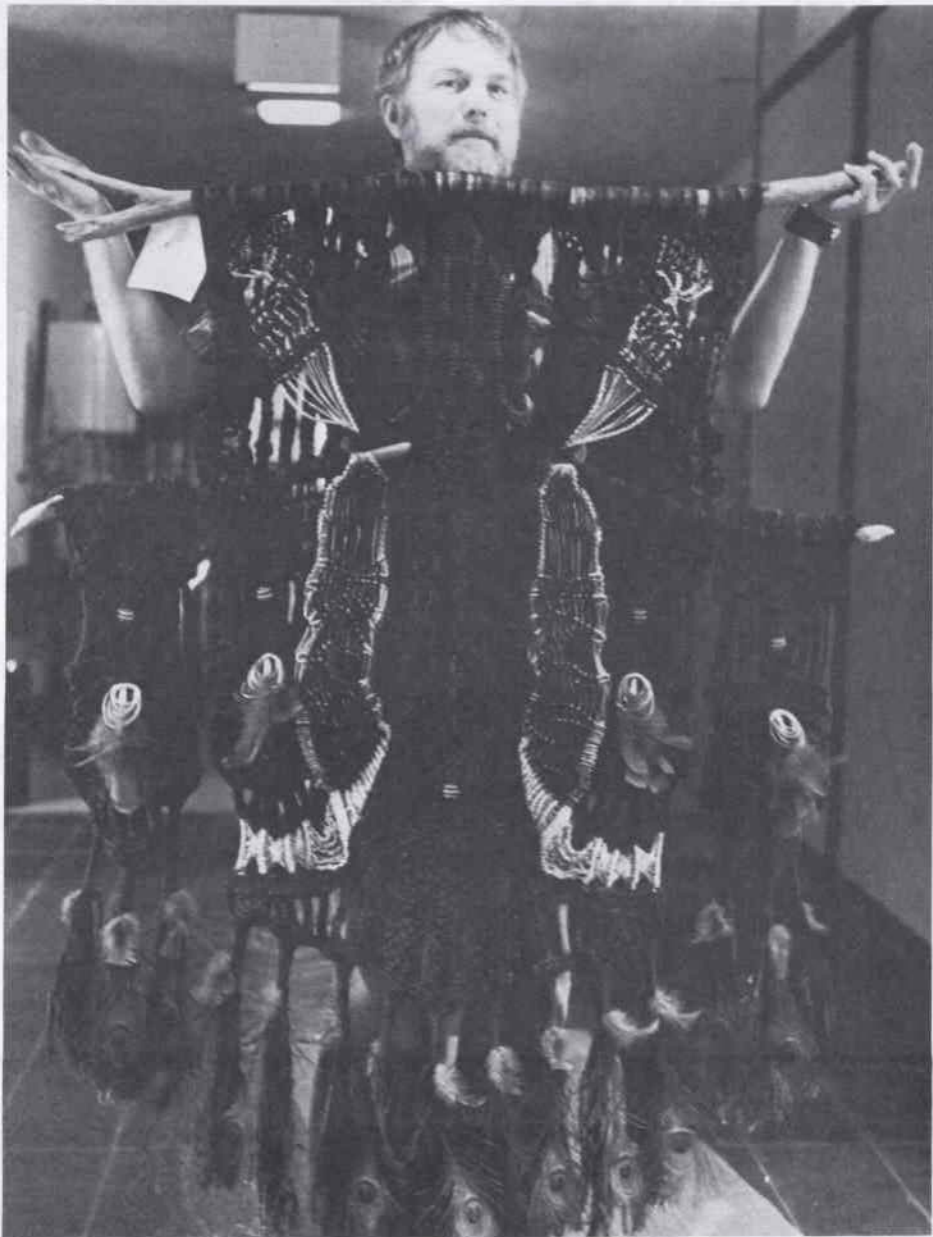


**320 a-h SCULPTURE**

Sculpture in all media with instructor and criticism appropriate to the need and level of the individual student. Prerequisite: Art 301 or Art 330 or consent of the instructor. Staff. (\$20 fee) Not available for distributional requirement. Not available for audit.

**321 a DRAWING (½) (Evening College)**

Introduction to the various approaches to drawing and composition, using a variety of media and techniques. Prerequisite: Art 105 or consent of the instructor. Jackson. Not available for distributional requirements. Not available for audit.



**321 b FIGURE DRAWING (½) (Evening College)**

A study of the human figure with special emphasis towards developing visual perception and understanding of anatomy using a variety of media. Prerequisites: Art 105 or 321 a or consent of the instructor. Jackson. Not available for distributional requirements. Not available for audit.

**322 a PAINTING (½) (Evening College)**

Painting in varied media with instruction and criticism appropriate to the need and level of the individual student. Prerequisite: any basic design and composition course and one drawing course or consent of the instructor. Staff.

**322 b PAINTING (½) (Evening College)**

A continuation of Art 322 a. Staff.

**330 a-h DRAWING**

Drawing in all media with instruction and criticism appropriate to the need and level of the individual student. Prerequisite: Art 105 or 106. Wehmer, Kanak. Not available for distributional requirement. Not available for audit.

**Dance Courses****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. No prerequisite. Amonas. Not available for audit.

**\*22 HISTORY OF DANCE I ½**

A study of the historical development of dance from ancient times to the 20th century. The course will consist of lectures, discussions, assigned readings and attendance at available dance performances in the area. Amonas. Not available for audit.

**\*23 HISTORY OF DANCE II ½**

A study of 20th century dance forms with the emphasis on modern dance. Amonas. Not available for audit.

**\*24 THEATRICAL NATIONAL DANCE ½**

A course involving study and performance of the theatre dances: Polonaise, Mazurka, Czardas, Polka, Waltz and Spanish Dances. Amonas. Not available for audit.

**\*25 INTERNATIONAL FOLK DANCE ½**

A study of the folk dance of various countries of Europe, Mexico, South America and the Orient. Amonas. Not available for audit.

**\*26 PRE-CLASSIC DANCE FORMS ½**

A study of 16th and 17th century dance and music formal structures. This course includes lectures on the origin of the dances and also involves the execution of the original Pavanne, Galliard, Allemande, Courante, Minuet and Gigue. Amonas. Not available for audit.

**\*27 ANALYSIS OF RHYTHM AND MOVEMENT ½**

A study of space, time and force elements and their influence on body dynamics. The rhythm and form relationship to the performance of everyday utilitarian movement, sports and dance will be stressed in lecture and laboratory. Amonas. Not available for audit.

**380 a-h ADVANCED MODERN DANCE ½**

Dance projects will be created by individuals as well as small and large groups using advanced dance techniques. Abstract and dramatic dance studies will be presented at the end of the term. Prerequisite: Art 21 or consent of instructor. May be repeated for credit. Amonas. Not available for audit.

**\*381 DANCE COMPOSITION AND ACCOMPANIMENT I ½**

Theory and practice of compositional elements and their application to choreography of individual and group dances. Prerequisite: Art 380. Amonas. Not available for audit.

**\*382 DANCE COMPOSITION II ½**

A continuation of Art 381. Amonas. Not available for audit.

**\*383 DANCE PRODUCTION I**

Preparation and presentation of a dance production involving choreography, staging, lighting and costuming. Prerequisite: Art 380 or consent of instructor. Amonas. Not available for audit.

\*Offered alternate years.



## January Term Courses on Campus

### 204J DANCE WORKSHOP (1)

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.

### 206J SCULPTURE WORKSHOP IN CARVING (1)

Carving in wood, plaster, and stone geared to the level of the individual student. Experience in sculpture is helpful but not required. (\$5 fee) No prerequisite. Not available as distributional requirement. Hutchison.

### \*208J COLOR THEORY AND DESIGN (1)

A study of the properties of color and the optical effects of color in perception. The application of color theory through design problems using pigments, colored papers and other media. (\$5 fee) No prerequisite. Available as a distributional elective. Eckert.

### 209J DANCE CHOREOGRAPHY (1)

Stressing composition. A study of principles of 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. Not available as distributional elective. Class will meet MF 2-5 p.m. Amonas.

### \*269J THE CENTURY OF MICHELANGELO, 1475-1576

A specialized course concerning Michelangelo's artistic output, his artistic influence and his cultural milieu. This course will deal chiefly with his sculpture, paintings and drawings, but will also consider his architecture, poetry and personal letters. Students will also be exposed to key Mannerist artists who derived many of their ideas from

Michelangelo's Sistine ceiling. Throughout the term, serious consideration will be given to the philosophical (Neoplatonism, for example), religious (the impact of Savonarola or the Counter Reformation), political (Medici power politics or the declining secular power of the papacy) and cultural (literature, music) trends in Italy of which Michelangelo was a part. Strong.

### 332J COLLAGRAPHY (1)

A form of printmaking which relates to the relief block by its raised surface but is printed in the manner of an intaglio print. Emphasis will be in the use of color and large format. (\$5 fee) Prerequisite: Any basic composition and design course. Not available for audit. Not available for distributional requirement. Staff.

### 333J STAINED GLASS: TECHNIQUES AND TRADITION (1)

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. Not available for audit. Not available for distributional requirement. Wehmer.



\*Offered alternate years.

### 334J WORKSHOP IN VARIOUS SCULPTURE PROCESSES (1)

This workshop provides instruction at an individual level in the media of hot metal casting, casting in plaster, wood and stone carving and welded sculpture. Students decide on individual projects after consultation with the instructor and the scope of the project will depend upon the previous preparation of the student. (\$10 fee. Materials for individual projects with the exception of Corten Steel will be furnished by the student.) Prerequisite: any basic design or composition course or three dimensional design or sculpture. Not available for audit. Not available for distributional elective. Staff.

### January Courses off Campus

#### 302 DANCE IN ACTION—NEW YORK

A study of dance forms and the relationship to contemporary dance and art. The student will attend selected dance performances, observe studio work, and write a paper on one aspect of the experience. Research for the written work will be done at the Lincoln Art Center and City Public Libraries. Prerequisite: Art 106 or course in dance or consent of instructor. Not available for audit. Not available for distributional requirement. Amonas.

#### 323J STUDIO ART AND ART HISTORY—MEXICO

A course in studio art and the history of art for students qualified in either area. San Miguel de Allende with its numerous art schools, galleries, and private studios will be the center for the study of drawing, painting, and related studio practice for the first 14 days of the course; the third week will be spent in Mexico City and environs, studying the art of ancient cultures on location or the relics in the Museum of Anthropology. Side trips to Teotihuacan, Tula, Cuernavaca, and other areas of archeological interest will be conducted during the week. The final week in Merida, Yucatan, is optional. It will be spent seeing the Toltec-Mayan sites of Chichen-Itza and Uxmal. Prerequisite: Pre-Columbian Art History and any studio art course or demonstrated proficiency in drawing or painting. Not available for audit. Not available for distributional requirement. Wehmer.

### Field Study and Internships

#### Art 400, 450

Departmental Field Study and internships in art are open to all students. Following is a partial listing of Field Study and internships in which art students have been involved in the past two years. Field studies in commercial art at Frank Jones Productions and Central Graphics, January field study at the Missouri School for the Blind where art students taught the children of the school, field studies and internships in interior decorating and field studies and internships in museum curatorship. Not available for audit. Not available for distributional requirement.





## 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 ( $\frac{1}{4}$  credit). The Department requires a student to complete six courses outside the Department but within the Division of Natural Science and Mathematics. 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, a minimum of two courses in mathematics 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 nature 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  $\frac{1}{4}$  credit. Students enrolled in a biology course must also enroll in the accompanying laboratory course unless excused by the instructor.

The main areas and courses offered are as follows:

### 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 (\$10 lab fee)

### 102L GENERAL BIOLOGY LABORATORY (\$10 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 (\$10 lab fee)

### 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 (\$10 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 (\$10 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 (\$10 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 (\$10 lab fee)****AREA II: Organismic Biology****250 MARINE BOTANY**

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

**250L MARINE BOTANY LABORATORY (\$10 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 (\$10 lab fee)****310L VERTEBRATE ANATOMY AND PHYSIOLOGY LABORATORY (\$10 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 (\$10 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 (\$10 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.

**\*330L EXPERIMENTAL STUDIES OF ALGAE AND FUNGI LABORATORY (\$10 lab fee)****386 NUTRITION**

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

\* Offered alternate years.



**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 (\$10 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 (\$10 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 (\$10 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 (\$10 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. (\$10 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 (\$10 lab fee)****302 ECOLOGY**

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

**302L ECOLOGY LABORATORY (\$10 lab fee)****\*304 FIELD ECOLOGY**

This course includes field studies of functional ecology, community and ecosystem dynamics, aquatic and terrestrial habitats, population ecology, and ecological aspects of natural selection. It will be necessary for student to make day long field trips occasionally on Saturday. Prerequisite: Biology 302 or permission of instructor. Anderson.

**\*304L FIELD ECOLOGY LABORATORY (\$10 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. (\$10 lab fee)

\*Offered alternate years.

### 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.

Minimal required courses include: Biology 101, 102, 308, 309, 310, 313

Chemistry 151, 152, 361, 362, 363

Mathematics 103, 104, 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.

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 R. 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



## BUSINESS ADMINISTRATION

The Business Administration area of concentration offers programs to furnish entry-level skills in many fields and to provide for:

- a. professional careers or graduate study in the functional areas of business: accounting, data processing, finance, management, and marketing
- b. high-level secretarial and office management positions
- c. certification in business education for secondary teaching positions
- d. better management of personal affairs
- e. a broad business education as a foundation for responsible citizenship and an imaginative role in society and business
- f. both the skills and breadth necessary to cope with change

All business programs consist of four parts or building blocks: (1) a foundation of general studies; (2) a business core containing the common body of knowledge in business; (3) an area of specialization; and (4) business electives. Each part contains both required and elective courses to keep it relevant and dynamic, and to enable response to (if not anticipation of) economic and technological developments. This approach also enables the programs to accommodate the particular desires and goals of each student.

Of the standard 36 courses necessary for a degree, a maximum of 17 courses may be taken in Business Administration. A lesser number can be taken, particularly where emphases in more than one department are sought. However, students planning graduate study should take into consideration the basic requirements established by the American Assembly of Collegiate Schools of Business (AACSB); i.e., a minimum of 40 percent of the total degree program must be in business. For Lindenwood students, the minimum content would be 14 1/2 or 15 courses.

### Evening Programs

The department actively participates in The Lindenwood Evening College which is designed to enhance the day programs and to encourage men and women who cannot attend day classes to begin or to complete a college education. To this end, both Associate and B.S. degree programs are made available for completion entirely by Evening College attendance. In addition, all but a few requirements of the B.S. degree program in Business Education can be satisfied solely in the evening—some of the professional teaching requirements must still be met during the day.

### Degree Programs

Both B.S. and B.A. degrees are offered in two broad areas—Business Administration and Business Education. Areas of emphasis in Business Administration are: Accounting, Data Processing, Finance, Management, and Marketing. Business Education offers emphases in Office Management, Professional Secretarial, and Secondary Business Teaching careers. While the B.S. program is the norm, the B.A. option is appropriate for students interested in International Business or some facets of Business Education.

Special B.S. or B.A. programs have been designed to serve the projected needs of society and business. Hospital and Health Care Administration serves as an excellent pre-M.H.A. background. Human Resources Administration is a cooperative Psychology and Business Administration program serving two options: graduate study in either area, or vocational preparation.

Associate in Science in Business degree curricula contain 22 full courses (approximately 60 percent of a B.S. program) and can be completed in four years of evening study. Emphases available are: Accounting, Data Processing, Business Administration, Finance, Office Management, Professional Secretarial, and five specialized Management fields—Marketing, Advertising, Credit, Personnel, and Sales. All courses can be applied toward the B.S. degree without prejudice.

### Distributional Requirements

For students in areas other than Business Administration, all departmental offerings, except those in Typewriting, Shorthand, and Non-traditional studies, may be counted as distributional requirements in the Social Sciences.

### Auditing

All classes except those specifically noted in the course descriptions are available for credit.

### BUSINESS CORE Day and Evening (*The Common Body of Knowledge in Business*)

#### 100 INTRODUCTION TO BUSINESS

A survey of a dynamic and dominant force in our society and its environment, organization, function, management, control, and future. Leeseberg, Palank, Sullivan, Weinrich.

#### 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. Botz, Fine, O'Connor.

#### 104 BUSINESS LAW

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

#### 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. Langer, Turner, Weinrich.

#### 220 INTRODUCTION TO DATA PROCESSING

The first course of the data processing series. Students are exposed to the types of digital computers, their use in business, and what they can and cannot do. Two common languages (COBOL and Fortran) will be introduced together with a survey of computer concepts and data processing systems. Palank, DeLaPorte.

#### 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. Prerequisites: BA-100 or consent of the instructor. Friedman, Risch, Weinrich.

#### 303 BUSINESS CORRESPONDENCE AND REPORTS

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

#### 304 BUSINESS STATISTICS (1/2)

(Evening College students only. Day students will take SS-210, Social Science Statistics.)

Introduction to statistical averages, variability, sampling distributions, tests of hypotheses,



simple regression and correlation analysis, time series, and index numbers. Use in business applications and decision-making is emphasized. Prerequisite: MTH-102 or the equivalent. Turner.

### 307 PRINCIPLES OF FINANCE

Sources of business funds will be studied together with their application. An introduction to basic financial management for liquidity and profitability. Prerequisite: BA-103. Wright.

## Accounting

### 301 MANAGERIAL ACCOUNTING

A study of the use and interpretation of internal accounting data by management to plan and control business activities. Prerequisite: BA-103. Fine, Weinrich.

### 302 FEDERAL INCOME TAX

A study of 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 extensively used. Prerequisite: BA-102 or the equivalent. Steward.

### 305 COST ACCOUNTING

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. Hinrichs.

**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. Busekrus.

### \*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 are studied. Prerequisite: BA-305. Fine, O'Connor.

### 313 ADVANCED ACCOUNTING

Specialized topics in advanced financial accounting: consolidations, mergers, partnership liquidations, consignments, installment sales, estates and trusts. Prerequisites: BA-311. Botz, Fine, O'Connor.

### \*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. Staff.

### 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. Botz, Steward.

### \*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. Botz, Fine, O'Connor.

## Data Processing

### 25 ADVANCED CONCEPTS IN FORTRAN (½)

This course is an extension of basic Fortran. Its purpose is to explore more advanced topics in Fortran such as binary searches, direct processing, and the use of some Fortran refinements. Also, as time permits, the course will cover an introduction to computer simulation, and the use of various statistical systems available to all users. The student will be expected to develop a project which will constitute approximately ¼ of his work. As in the first course, the format will be problem-oriented with supplemental lectures. Prerequisite: MTH-180 or BA-321 or equivalent. DeLaPorte, Palank.

\*Offered alternate years.

**320 PROGRAMMING CONCEPTS—COBOL**  
 COBOL computer programming for business applications. Topics include: features of COBOL; file processing techniques; sorting and library features; modular programming. Prerequisite: BA-220. DeLaPorte, Palank.

**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) Prerequisites: MTH-102, and BA-220. DeLaPorte, Palank.

**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. DeLaPorte, Palank.

**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 had 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. DeLaPorte, Palank.

**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. Bickel, Wright.

**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 and images. Prerequisite: BA-307. Wright.

\* Offered alternate years.



**\*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. Staff.

**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. Staff.

**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. Staff.



**337 ANALYSIS OF FINANCIAL STATEMENTS (Evening)**

Methods of statement analysis from various viewpoints (creditors, owners, investors) and for various purposes (liquidity, risk, profitability, responsibility accounting). Prerequisite: BA-307. Fine, Wright.

**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. Staff.

**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 will be emphasized. Sokolik.

**241 LEGAL ENVIRONMENT OF BUSINESS**

A study of the rights and responsibilities of partnerships and corporations within the legal environment. Emphasis will be placed upon government regulations of: production, distribution, pricing, competition, employment, and labor relations. Friedman, Slingerland, Weinrich.

**\*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. Goldfarb.

**\*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. Pre-

requisite: BA-300. (SOC-331, Social Conflict, may be substituted if preceded by BA-300.) Staff and guest lecturers.

**343 QUANTITATIVE MANAGEMENT (Evening)**

The purpose of this course is to introduce the student to the techniques, research methodology and tools used in assisting quantitative decision-making. Basic concepts in management science and operations research will be surveyed. Topics such as optimization problems, transportation problems, inventory production problems and linear programming will be discussed. Prerequisites: BA-300 and BA-304. Staff.

**\*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. Dent.

**346 PROBLEMS IN MANAGEMENT**

An advanced course in management theory and practice conducted by the case-study method. By extensive analysis of business cases, students will be exposed to modern corporate situations requiring the use of knowledge and theories from a wide range of business disciplines. Prerequisites: BA-300 and consent of instructor. Slingerland.

**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. Staff.

**348 MANAGEMENT OF PERSONNEL SYSTEMS (Evening)**

The course will have two objectives: (1) to apply the systems approach to personnel administration, and (2) to investigate 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. Staff.

**\*349 BUSINESS POLICY (Evening)**

Management experiences approached from the chief executive level. Students will determine basic objectives and general policies;

develop 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, 349 and senior standing. Two department faculty.

## Marketing

### 55 SALESMANSHIP (½)

A look into the function of the salesman in our economy. Topics include: selling abilities and requirements, human relations, product knowledge, suggestion selling, customer service and satisfaction. Prerequisite: BA-205 or consent of instructor. Weinrich, Leeseberg.

### \*250 DISTRIBUTION AND TRANSPORTATION (Evening)

Study of a long-neglected area wherein the costs of moving commodities often exceed those of production. Objective analyses such as the transportation method will be illustrated wherever possible. Hundley.

### 350 PRINCIPLES OF ADVERTISING (Evening)

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. Weinrich.

### 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. Staff.

### \*352 RETAIL MANAGEMENT (Evening)

Lectures, discussions, and problems relating to the organization and management of retail stores. Problems include decisions concerning policies, systems, personnel, inventory control, consumer and market analysis, image, promotion, and expense control. Prerequisite: BA-205. Staff.

### 353 MARKETING MANAGEMENT

An analysis of the decision areas of product policy, pricing, distribution and promotion. Special emphasis on the competitive, social,

and legal factors involved in these decisions. The case method approach is used in conjunction with lectures. Prerequisite: BA-205. Weinrich.

### \*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. Langer, Weinrich.

### 356 CONSUMER BEHAVIOR (Evening)

An investigation of the human variables which must be considered in effective marketing management. Selected 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. Staff.

## 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. Sullivan, Swarthout.

### 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. Sullivan, Swarthout.

### 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. Sullivan, Swarthout.

### \*63 PERSONAL TYPEWRITING (½)

Students will learn the operation of the typewriter and develop a basic skill at a level acceptable for personal use. The student 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. Sullivan, Swarthout.

\* Offered alternate years.



**66 BUSINESS MACHINES (½)**

An introduction to the processing of data by the more frequently used business machines. Not available for audit. Crabtree, Sullivan, Swarthout.

**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. Poe, Sullivan.

**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. Poe, Sullivan.

**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. Poe, Sullivan

**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. Crabtree, Sullivan, Swarthout.

**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 proficiency tests; two years secretarial experience, senior standing, or consent of instructor. Enrollment limit: 15. Sullivan and guest lecturers. Not available for audit.

**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. Crabtree, Sullivan, Swarthout.

**\*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. Sullivan and guest lecturers.

**Special Business Courses****280 INTRODUCTION TO HEALTH CARE FACILITIES (Evening)**

This course will present 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. Valenzuela.

**BA-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

\*Offered alternate years.

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. Staff.

#### **\*381 HOSPITAL AND HEALTH CARE ADMINISTRATION**

This course focuses on the managerial processes in the health care setting as seen from the administrative, financial, medical and legal viewpoints. Assigned readings, discussions and case studies will be utilized to give a basic understanding of health care administration. Guest lecturers will highlight specific areas of study. Prerequisites: BA-104, 307, 280, 300. Valenzuela and staff members of cooperating hospitals.

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\*Offered alternate years.

#### **\*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 coursework*, 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)



## CHEMISTRY

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

An area concentration in Chemistry prepares a student for graduate school or industry, research or teaching, in such a way that he will be able to apply the scientific principles of chemistry to a broad spectrum of problems. The preparation is done in two ways. First of all, from nuclear chemistry through biochemistry to astrochemistry, the study of man's world is a preparation for humanity's problems. In addition, the emphasis in chemistry on reasoning, cogitation, ideation, and problem-solving trains the student for the future.

A concentration 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)

### 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 and Staff.

### 151L GENERAL CHEMISTRY LABORATORY I (¼)

Laboratory experiences which illustrate the topics covered in Chemistry 151. Co- or prerequisite: Chemistry 151. Bornmann, Staff. (\$10 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 and Staff.

### 152L GENERAL CHEMISTRY LABORATORY II (¼)

Laboratory experiences which illustrate the topics covered in Chemistry 152. Co- or prerequisite: Chemistry 152. Bornmann, Staff. (\$10 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 proper-

\*Offered alternate years.

ties 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. (\$10 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. (\$10 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 (1/4)**

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. (\$10 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 (1/4)**

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. (\$10 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 (\$10 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 (1/4)**

An introduction to the laboratory methods of determining the physical and thermodynamic properties of chemical substances. Co- or prerequisite: Chemistry 371. Bornmann. (\$10 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 (1/4)**

A continuation of Chemistry 371L with emphasis upon the topics covered in Chemistry 372. Co- or prerequisite: Chemistry 372 and Chemistry 372L. Bornmann. (\$10 lab fee)

### **\*380 SELECTED TOPICS IN CHEMISTRY**

Special topics from various areas of chemistry are studied in depth. Topics vary from year to year. Prerequisite: permission of instructor. Bornmann and Staff. (No lab)

### **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

\* Offered alternate years.



approach to chemical energetics. Prerequisites: Chemistry 152, Math 172. Staff and Bornmann. (No lab)

### **382T CHEMICAL EQUILIBRIA**

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

### **383T SPECTROSCOPY AND MOLECULAR STRUCTURE**

An examination of physical and chemical principles involved in the various types of spectroscopy and the use of spectroscopy to determine the structure of molecules. Emphasis will be placed on nuclear magnetic resonance and infrared absorption

spectroscopy but ultraviolet absorption and fluorescence will also be considered. Prerequisite: Chemistry 362. Bornmann. (No lab)

### **384T RADIOCHEMISTRY**

A study of the principles and uses, present and potential, of radioactive materials which will include detection methods, tracer methods, and analytical methods. Prerequisite: Chemistry 152. Staff. (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. Staff. (No lab)

## 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. The following related courses also offer full or partial credit toward fulfilling the Foreign Culture Requirement: Full credit, Art 257 and Art 324J; half credit, English 269 and Humanities 250J.

### \*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.

### \*165, 166 GRAECO-ROMAN CIVILIZATION

A study of the political and cultural attainments of Greece and Rome. The history, literature, philosophy, and art of both nations are examined and emphasis is placed upon classical contributions to western civilization. Biggs.

### 250 CLASSICAL MYTHOLOGY

This course is designed to provide general mythological background for the interested student; to acquaint him or her with various possibilities of approaching myth, from the allegorical to some of the current psychological methods; to show how myth renews its

meaning from age to age; and to examine in detail some important mythological parallels and convergences. After a thorough study of the Olympian gods, we will go on to consider as many as possible of the principal Greek and Roman myths. Special attention throughout will be given to three main areas: 1. Myths reflecting efforts to define and adjust relationships among the individual, the family, society, and the gods (the *Oresteia*, the house of Oedipus). 2. The enduring pattern of the heroic quest (Hercules, Theseus and the Minotaur, the voyage of the Argo). 3. Mythological images of Order and Chaos (the roles of Apollo and Dionysus, the battle of hero with monster, ambivalently viewed goddesses). Biggs.

### 268 LATIN MASTERPIECES IN TRANSLATION

Readings in Vergil, Ovid, and other Latin authors, with emphasis on works that have exercised a formative influence on Western literature. Biggs.

The following two courses may be available on consultation with the instructor. A student who completes either one and wishes to use the language toward the Foreign Culture Requirement will be able to arrange a follow-up course on an individualized basis.

### 203T ELEMENTARY GREEK

The objective of this course is to provide the student as soon as possible with the rewards of reading Greek. We will therefore study Homeric forms, syntax and vocabulary in order to begin reading in the *Iliad*, and the student should leave the course with the abil-

ity to continue reading Homer independently. Biggs.

### 201T ELEMENTARY LATIN

A beginning course for the student who has had no Latin or who feels his preparation has not given him a basis for reading. Biggs.



## COMMUNICATION ARTS

Since the curriculum at Lindenwood is designed to satisfy students' needs on an individual basis, the Communication Arts faculty is able to work with each student in designing a course of study unique to the student's background, abilities and future plans. This is complemented by the Field Study and Intern Program which have provided our students with on-the-job experiences with the major American television networks, the BBC in London, the Milwaukee Brewers Baseball broadcast team, and major advertising agencies, television and radio stations and newspapers in St. Louis and other cities. Other students have earned credit as theatre management assistants and actors, and as technicians. Eligibility for field study, or for an internship, is based on the student's academic standing and consent of the faculty.

Communication Arts offers courses in several areas of concentration: Film, Photography, Speech and Theatre, Broadcasting and Journalism. The area of concentration consists of 8 to 12 courses tailored to meet each individual's needs and interests. A total of 14 courses are permitted if at least two are outside the area of concentration, e.g. 12 courses in speech and theatre and 2 in film. In addition, all students majoring in Communication Arts are required to select a minimum of two writing courses. These may be either fiction or non-fiction courses depending on a student's area of concentration and should be taken in addition to standard composition courses. In addition, two courses from the following are required for graduation: CA 330, 340, 356, and 370.

Communication Arts offers both the B.A. and B.S. Degrees. Many students pursue a double major combining, for example, Political Science, Sociology, Psychology, English, Art or Business with Communication Arts. Students working towards the B.S. degree are especially encouraged to combine their major in Communication Arts with a major in the Sciences or Social Sciences.

The department operates its own student-managed 1500-watt FM radio station, KCLC-FM; and the Jelkyl Center for the Performing Arts, a modified thrust stage with a house capacity of more than 400.

### General Communication Arts

#### CA 101 INTRODUCTION TO MASS MEDIA

The historical, political, and social background of the mass media. Organization and current status of radio, television and film. Staff.

#### CA 109 OFF CAMPUS STUDY (January) (a-h)

During the January term one or more off-campus courses may be offered. Students may elect such courses as a photography field trip to Mexico or the Carribean; broadcasting in London; drama in London or New York and film study in Washington, D.C. Courses will be offered on a rotating basis.

#### \*CA 201 WRITING FOR THE MEDIA

The student will complete a series of writing exercises in radio, television, and film. The course will provide experiences in visualization, sequencing, researching and editing original and adapted materials. Florimonte.

#### \*CA 265 POPULAR CULTURE IN AMERICA

This course will be listed in Art, Communication Arts and English. It will be an examination of American culture in the post World War II era and will consider the impact of mass media and consumerism in Arts. A distinction will be made between the elite or fine arts and those arts which are mass produced. Fields.

\*Offered alternate years.

**CA 303 READINGS IN COMMUNICATION ARTS (½)**

Supervised readings in specified topics, with areas to be selected by the instructor with the student. Prerequisite: senior standing. By arrangement with instructor. Staff.

**CA 400 DEPARTMENTAL FIELD STUDY**

Arranged for the advanced student at a cooperating agency, broadcast station, television studio, newspaper, or theatre as a one-credit experience, involving at least 140 hours of work on the internship and completion of a final project. Admission on the basis of academic accomplishment, departmental service, and by consent of the Chairman of the Department. Not to be used as distribution elective.

**CA 450 DIVISIONAL OR DEPARTMENTAL INTERNSHIP (2 credits)**

Arranged for the advanced student at a cooperating agency, broadcast station, television studio, newspaper or theatre as a two-credit experience involving at least 280 hour's work on the internship and completion of a final project. Admission on the basis of academic accomplishment, departmental service, and by consent of the Chairman of the Department. Not to be used as distributional elective.

**Film****\*CA 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. Fields.

**\*CA 273 HISTORY OF FILM II 1928-1975**

The history of the film from the introduction of sound. Emphasis will be placed on German Expressionism, Italian, Neo-realism, American genre films, French New Wave and experimental films. Fields.

**\*CA 275 MOTION PICTURE WORKSHOP I**

Production of the 16mm film. The course will include the study of the 16mm camera and the production and editing of a short film. Florimonte.

**\*CA 279 FILM AND BROADCAST DOCUMENTARY**

History, impact, and criticism of film, radio and television documentaries. Approach will be theoretical and practical. Staff.

**\*CA 370 SEMINAR IN FILM I (a-h)**

A concentrated study of one aspect of 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. Prerequisite: History of Film I & II, or permission of the instructor. Fields.

**CA 373 FICTION INTO FILM**

Students will study the problems involved in transferring fiction to the visual medium through the reading of selected novels, short stories and plays, and viewing the films that were made from them. Prerequisite: CA 173, 273 or permission of the instructor. Fields.

**\*CA 374 FILM: AESTHETICS & CRITICAL THEORY**

Selections from the major critical and aesthetic writings on the art of the film from Eisenstein to Pauline Kael. Prerequisite: History of Film I & II, or permission of the instructor. Fields.

**\*CA 375 MOTION PICTURE WORKSHOP II (½) (a-d)**

Study in advanced production of the 16mm film. Prerequisite: CA 275, or permission of the instructor. Florimonte.

**Theatre****CA 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. No prerequisite. Amonas.

**\*CA 24 THEATRICAL NATIONAL DANCE (½)**

A course involving study and performance of theatre dances: Polonaise, Mazurka, Czardas, Polka, Waltz and Spanish Dances. Amonas.





**\*CA 26 PRE-CLASSIC DANCE FORMS (½)**

A study of 16th and 17th century dance and music formal structures. This course includes lectures on the origin of the dances and also involves the execution of the original Pavanne, Galliard, Allemande, Courante, Minuet and Gigue. Amonas.

**\*CA 27 ANALYSIS OF RHYTHM AND MOVEMENT (½)**

A study of space, time and force elements and their influence on body dynamics. The rhythm and form relationship to the performance of everyday utilitarian movement, sports and dance will be stressed in lecture and laboratory. Amonas.

**CA 120 TECHNIQUES OF CREATIVE DRAMATICS I**

Equip the classroom teacher with the necessary tools and skills for creating learning experiences with children from the effective use of their imaginations and innate improvisational ability. Staff.

**CA 121 PRODUCING DRAMA WITH CHILDREN**

An 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. The course will culminate in a production and may be taken concurrently with CA 120. Booch.

**CA 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. Booch.

**CA 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, Smith.

**CA 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, Smith.

**\*CA 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.

**\*CA 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.

**\*CA 235 COMPARATIVE DRAMA**

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

**CA 237 THEATRE PRODUCTION WORKSHOP (a-d)**

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. Florimonte, Smith.

\*Offered alternate years.

**\*CA 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.

**\*CA 239 STAGECRAFT**

An introduction to design and construction for the stage. Students will design set, costume, light and make-up for a selected one-act play. Staff.

**CA 330 THEATRE SEMINAR (a-d)**

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.

**CA 332 EXPERIMENTAL THEATRE LABORATORY (½)**

Students will explore new forms for the theatre. Emphasis will be on research, design and production of experiments for the theatre. Pre-

requisite: Demonstrated competence in directing for the stage. Permission of Instructor. Florimonte.

**CA 333 ADVANCED PLAY WRITING**

The student will continue investigation into the writings of selected writers and will complete a full-length play. Prerequisite: CA 231, 232 and 238. Florimonte.

**CA 335 PLAYWRIGHTS THEATRE LABORATORY (½)**

Students will produce and direct plays written by students of the playwriting classes. Original scripts from any source will be considered for production so long as the playwright can be present for rehearsal and production. Prerequisite: Demonstrated competence in directing for the stage. Permission of the instructor. Florimonte.

**\*CA 372 FRENCH THEATRE OF THE 20th CENTURY**

Reading of representative plays of the present century from Giraudoux to Ionesco. Given in English in 1975-76. Credit in French granted to students who read the plays in French and successfully pass a final examination in French. Prerequisite for credit in French: French 211 or permission of instructor. Doherty.

\* Offered alternate years.





## Broadcasting

The Communication Arts department offers, in addition to its regular course of study in broadcasting: broadcast management, broadcast journalism and broadcast production as areas of emphasis. These areas are offered in conjunction with the Business Administration and Art Departments and utilize the journalism courses of the department itself. Electives and requirements for a specific area of interest are worked out on an individualized basis.

### CA 51 KCLC-FM LAB (½ credit—1 toward degree)

Staff assignments at college station KCLC-FM. Credits assigned upon the Director of Broadcasting's recommendations, based on past performance. May be repeated in successive years, but only one credit is applicable toward degree. Not available for the distributional requirement. Staff.

\*Offered alternate years.

### CA 151 BASIC RADIO PRODUCTION

Operation of radio facility; studio and control rooms. Radio crew assignments. Not available as distributional elective. Staff.

### \*CA 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.

#### **CA 259 BASIC TELEVISION PRODUCTION**

Orientation to television production. Development of programs. Special projects. Prerequisite: Written permission of instructor. Not available as distributional elective. Staff.

#### **CA 351 RADIO PRODUCTION WORKSHOP (a-d) (1/2)**

Advanced projects in the production of assigned programs which must be of broadcast quality. Prerequisite: CA 151; permission of the instructor. Not available as distributional elective. Staff.

#### **\*CA 354 COMMUNICATIONS LAW**

A study of FCC regulations, libel and copyright laws applicable to mass media. The relationship of self-regulation to law. Prerequi-

site: 3 courses in CA or permission of the instructor. Staff.

#### **\*CA 355 RADIO PRACTICUM**

Practical experience through assignment to a position on the staff of KCLC-FM. Prerequisite: 5 credits in mass communications. Faculty approval. Staff. Not available as distributional elective

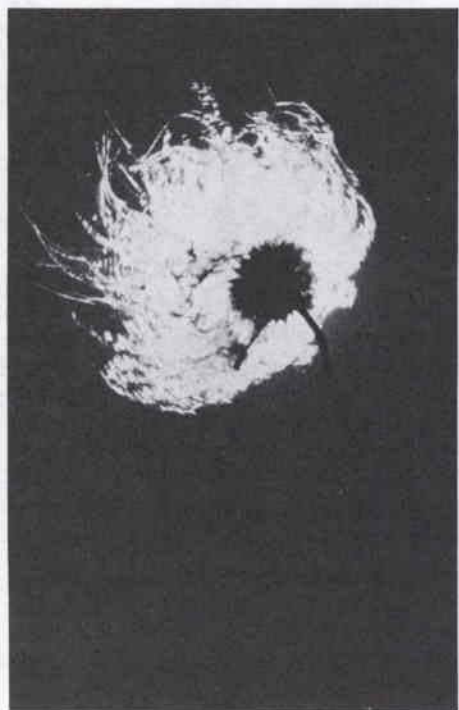
#### **CA 356 SEMINAR IN BROADCASTING**

Special problems in broadcasting in such topics as history of broadcasting, cable television, broadcast ethics, broadcast economics, etc. Prerequisite: 3 courses in Broadcasting or permission of instructor. May be repeated. Staff.

#### **CA 359 ADVANCED TELEVISION PRODUCTION (a-d) (1/2)**

Special projects and problems selected by the individual and the instructor. Prerequisite: CA 259 and permission of instructor. Not available as distributional elective. Staff.





## Photography

Although the Communication Arts Area of Concentration does not offer a major in photography, a student may choose photography as an area of emphasis. Students wishing to do so should select a minimum of 6 courses in art—these courses to be selected in consultation with the chairman of the respective departments. The student should schedule Math 103 and Chemistry 151. Upon completion of two courses in photography, the student should schedule CA 389 a minimum of four times.

Internships are available with cooperating agencies and field trips to Mexico or the Caribbean will be offered during the January term.

### CA 084 INTRODUCTION—STILL PHOTOGRAPHY (1/2)

An introduction to the basic principles of still photography, including the theoretical, technical, aesthetic and historical development of the form. \$10 lab fee. Florimonte. Not available as distributional elective.

### CA 184 BEGINNING STILL PHOTOGRAPHY

The student will be introduced to the art of photography. Basic darkroom and camera techniques. Lab fee \$10. Florimonte.

### \*CA 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 photographs. Prerequisite: 2 credits of studio art and CA 184. Lab fee \$10. Florimonte.

### \*CA 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. Prerequisite: 2 credits of studio art and CA 284. Lab fee \$10. Florimonte. Not available as distributional elective.

### CA 389 PHOTOGRAPHY STUDIO (a-f)

This course is designed to permit individual study in photography. Instruction and criticism appropriate to the need and level of the individual student. Prerequisite: 2 courses in photography, written permission of instructor. Florimonte. Not available as distributional elective. Staff.

## Speech

### CA 190 EFFECTIVE SPEAKING

A practical course combining traditional ap-

proaches to speaking and the newer theories of verbal communication. Application of techniques for both informal and formal speaking will be emphasized. Staff.

### CA 198 INTERPERSONAL COMMUNICATIONS/DISCUSSION

Study of communication on a one-to-one level including influence of attitude, values, non-verbal feedback, credibility and practical application (i.e. marriage, job). Discussion includes application of above in leading effective meetings and holding productive discussions. Staff.

### CA 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.

### CA 250 PHONETICS

Basic principles of phonetics and the International Phonetic Alphabet, the combining of sounds in connected speech.

### CA 297 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.

### \*CA 298 ORAL INTERPRETATION

Introduction to the practice and principles of reading prose and poetry to audiences; analysis, interpretation and evaluation. Recommended for students in education, drama and English. Smith.

### \*CA 299 ARGUMENT, DEBATE, DISCUSSION

Examination and analysis of contemporary issues provide the basis for the study of the processes governing the exchange and influence of opinion. Smith.



## Journalism

### CA 141 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.

### CA 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.

### CA 243 CRITICAL REVIEWING FOR PRINT AND BROADCAST MEDIA

An analysis of critical writing for the print and broadcast media, with emphasis on book, theatre and movie reviews. The student's reviews will be published in local newspapers or broadcast over KCLC-FM. Wilke.

### \*CA 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: CA 144. Wilke.

### CA 247 FEATURE AND EDITORIAL WRITING

A practical course in writing features and editorials: for the printed media and for broad-

cast; and the study of the variety of journalistic features and editorials by masters of genre. Prerequisite: CA 144. Wilke.

### CA 340 SEMINAR IN JOURNALISM (a-d)

Special problems in journalism such as the Supreme Court and Free Speech; the government and the press; the conflict of community and individual rights; manipulation of the news; censorship, etc. Prerequisite: 3 courses in communication arts and permission of the instructor. May be repeated. Wilke.

### CA 343 ADVANCED NEWSGATHERING AND REPORTING (a-d)

Advanced study and practice in covering beats and reporting news, writing and editing original copy, investigative reporting. In addition to news assignments each student will complete a series of articles or reports on a story or topic of his or her choice. May be repeated. Prerequisite: CA 144. Wilke.

### CA 345 FREE-LANCE WORKSHOP (½)

A production oriented workshop. Students will work on a per job basis with various departments of the college, and any agency or organization seeking the services of a photographer, writer, film maker, 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.

\*Offered alternate years.



## ECONOMICS

The Economics area of concentration provides a balanced program of courses in economic theory and the specialized areas of applied economics. The program gives to the student an insight into the operating principles of economic systems and is designed to meet the needs of the student who is preparing for a career in applied, research, or academic economics. In addition, the department services students not concentrating in the area who seek a liberal education, by offering courses without a prerequisite or allowing admission by permission of the instructor.

The requirement for an area of concentration in Economics includes 8-12 courses in the department and 2-4 courses in the Division of the Social Sciences in a department other than Economics. It is recommended that a student considering graduate school take some course work in Calculus. Both B.A. and B.S. degrees are offered.

### 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.

### 104 CONSUMER ECONOMICS

The consumer's role in the economy. Factors affecting consumer purchases such as income, fashion, advertising, credit, and fraud. Expenditures on food, housing, transportation, clothing, and health. Consumer protection. 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.

### \*303 INTERNATIONAL ECONOMIC RELATIONS

The bases of trade among nations, including the theory and mechanism of international financial transactions. Tariffs, quotas, foreign exchange, and custom regulations. Prerequisite: Course 101. 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.

### \*381 HISTORY OF ECONOMIC THOUGHT

An inquiry into the development of economic ideas and the environment of the men connected with them. Prerequisite: Courses 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); 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 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.

<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.



## 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 an area of concentration in a specific department, or elect a composite area of concentration in the humanities, sciences, or social sciences. Or the student interested in elementary education may earn a Bachelor of Science degree with an area of concentration in elementary education with a division concentration area elected 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 an area of concentration 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.

### 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 area of concentration or they may elect a 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 5-9 courses in that division in *addition* to the 3 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

One course 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, etc.

## **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.
- A) *Special Certification Program in Library Supervision, K-12, Supplementary to the Standard Life Certification Areas*
- B) *Library Supervision*  
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 study of the principles, procedures, and objectives of school music. Music Education majors take Education 323 instead. Bitner.

**+\*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. Cooper.

**+\*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. Morros.

**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 (1975-76)**

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 (Summer '76)**

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. Carpenter.

**\*270 AFFECTIVE EDUCATION**

Investigation of new curriculum approaches focusing on the previously neglected significance of emotions and aesthetic experiences in education. Carpenter.

**\*+289 PHILOSOPHY OF EDUCATION (Evening)**

Focus is on developing philosophic-mindedness rather than on transmission of a philosophy or schools of philosophy. Prerequisites: Junior standing. Morros.

**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. Carpenter.

**303-304 STRATEGIES AND TACTICS FOR ELEMENTARY TEACHING**

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

**+305, 306 LANGUAGE ARTS AND LITERATURE (ELEMENTARY)**

A comprehensive study of the integration of reading, English, spelling, writing, and literature in the elementary school. Rukavina.

**+\*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. Carpenter.

**312 MOTIVATION IN THE CLASSROOM (1975-76)**

Selected motivational theories, principles, and research data of special interest to teachers. Experiments and classroom observations included. Carpenter.

**\*313 CREATIVE TEACHING**

Designed to develop an understanding of the creative process and how it can be translated into creative teaching. Carpenter.

\*Offered alternate years.

†Not available as Distributional Elective



**\*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 (1975-76)**

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. Rukavina.

**\*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. Carpenter.

**\*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. Carpenter.

**382 EDUCATIONAL RESEARCH METHODOLOGY**

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

**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. Rukavina.

\*Offered alternate years

**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. Rukavina.

**+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 half days)

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.

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+ Not available as Distributional Elective.





## ENGLISH

English has been and always will be one of the subjects which contribute significantly to an education valuable for its own sake and having its principal reward in personal enrichment and growth. Liberal studies—of which English is a major discipline—are central to the undergraduate experience. This is essential for many reasons, among which are:

1. No matter what one's occupation, he or she will do better if he or she can write and speak effectively, and if he or she can understand the subtle as well as the obvious in human communication and expression.
2. No one can fully understand the forces at work around one without an understanding of the past. The whole culture of world civilizations lives in this present, and no decisions—either personal or social—are made which do not have antecedents in the distant as well as the recent past. Language is the only vehicle for remembering the past, and literature is one of the most important ways by which humans preserve that past.
3. No one can live a full life—regardless of one's vocation—without abilities to put everyday events and experience into place, and to respond to beauty and meaning. A genuine understanding of language and literature is fundamental to the development of these abilities.

The Lindenwood English curriculum is designed to provide studies in language, composition and literature as important elements in the liberal education of all students, as supporting subjects for concentrations in other departments, and as preparation for graduate study in English and in other professional fields for which English is an appropriate preparation.

The Humanities major with a concentration in English does not specify particular courses outside the English offerings. In order to obtain the kind of perspective provided by the humanities, however, the student is expected to select three or four courses from the Humanities Division offerings to enable him or her to understand the ancient world, to interpret literature orally, and to see literature as a fine art.

**For a concentration in English**, at least eight courses in English literature and creative writing are required. The maximum is twelve courses unless the student takes more than the 36 courses specified for graduation. In building the concentration in English, the student should select literature of several eras and genres, using Basic Composition and the courses in the English language and in criticism as supplementary to the basic group of eight. The student considering graduate work in English should be careful to select courses of sufficient diversity to provide knowledge of English literature from the fourteenth through the twentieth centuries.

### Internships, Field Studies, and Careers.

Many opportunities exist to apply the knowledge gained in English study to internship situations. Typical practicum experiences and field studies in such areas as journalism, broadcasting and theatre may serve either of two purposes. Many students regard such experiences as preparation for future employment, but others find that they provide broader rewards not necessarily related to careers. One student described her internship at a newspaper as: "an internship in creative writing and creative thought, in self-discipline, human psychology and interaction."

On the other hand, within the English area of concentration, careful consideration is given to the contemporary student's concern about the relationship of his undergraduate college preparation to opportunities for employment. The faculty is aware of the situation of the traditional English major in an era when population and economic changes have reduced the number of opportunities in the teaching profession. In response to these concerns, alternative degree programs are available in such subject area combinations as: advertising, art history, broadcasting, business management, education, journalism, and theatre.

#### **25 MODERN CRITICISM (½)**

A course in applied criticism with a study of the principal theories and analytical techniques of 20th century critics. Barnett.

#### **111, 112 WORLD ART AND LITERATURE**

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.

#### **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

#### **201 BASIC COLLEGE ENGLISH COMPOSITION AND RESEARCH**

This course is designed to insure that students passing it are prepared to write papers and examinations of a compositional quality acceptable to the faculty of The Lindenwood Colleges. Various forms of exposition are studied, and a library research project is also assigned. Strict attention is given to individual students with problems in diction, sentence structure, punctuation, and outlining. The techniques of good class discussion are practiced, and a brief formal speech is required. Feely.

#### **202 ADVANCED COLLEGE ENGLISH COMPOSITION AND RESEARCH**

The student studies and writes exposition with the aim of stimulating critical thinking and achieving a mastery of style. The forms of literature, including the short story, novel, drama, and poetry, are studied with a view toward analysis. Critical papers are written on particular works. 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.

#### **211 WRITER'S WORKSHOP**

An intensive course in creative writing with emphasis on individual and class discussion of each student's work. The student may select projects in writing poetry, fiction, and drama according to individual interests. Feely.

#### **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.

#### **\*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. Staff.

#### **\*226 THE 19TH CENTURY NOVEL**

The novel in the nineteenth century, from Jane Austen to Thomas Hardy. Barnett.



**\*228 ENGLISH LITERATURE AND THE ART OF LOVE**

A study of the idea of love as creative process in English literature from Chaucer's *Troilus and Criseyde* to T.S. Eliot's *Four Quartets*. The course includes works by Spenser, Donne, Pope, Keats, Tennyson, and others. Feely.

**\*230 STUDIES IN ENGLISH AUTHORS—London (January)**

Students will explore London, visiting places associated with the lives and works of English authors and do a paper on one of them: Blake, Dickens, Johnson, Keats. Staff.

**231 AMERICAN LITERATURE I, THE MYTH AND THE REALITY**

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.

**232 AMERICAN LITERATURE II**

A study of twentieth century American writings, principally Eliot, Fitzgerald, Hemingway, Faulkner, Ellison, and Heller. Fields.

**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.

**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.

**\*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, Molière, Ibsen, Brecht, and Beckett. Fields.

**\*236 CONTEMPORARY LITERATURE**

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

**\*238 LITERATURE OF THE RENAISSANCE**

A study of the 16th and 17th century English literary forms and modes in terms of the whole intellectual milieu of the Renaissance. Emphasis is placed on Spenser, Jonson, Bacon, and Donne and on their respective traditions until 1660. Feely.

**\*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.

**245 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY**

The study of the literature of this period falls naturally into 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.

**250 ENGLISH/CLASSICS CLASSICAL MYTHOLOGY**

This course is designed to provide general mythological background for the interested student; to acquaint him or her with various possibilities of approaching myth, from the allegorical to some of the current psychological methods; and to examine in depth some important mythological parallels and convergences. After a thorough study of the Olympian gods, we will go on to consider as many as possible of the principal Greek and Roman myths. Special attention throughout will be given to three main areas: 1. Myths reflecting efforts to define and adjust relationships among the individual, the family, society, and the gods (the *Oresteia*, the Oedipus group). 2. The enduring pattern of the heroic quest (Hercules, Theseus and the Minotaur, the voyage of the *Argo*). 3. Mythological images of the basic opposition between order and chaos (the roles of Apollo and Dionysus, the battle of hero with monster, ambivalently viewed goddesses).

**251 MODERN POETRY**

A study of the poetry of the Modern Era, from 1900 to 1960: English and American poets from Yeats to Dickey. Barnett.

\*Offered alternate years.

**\*263 ROMANTICISM, 1789-1837**

Wordsworth, Coleridge, Shelley, Byron, and Keats. Attention is given to continental romanticism and its influence among the English writers of the late eighteenth and early nineteenth centuries. Barnett.

**\*264 THE VICTORIANS, 1837-1901**

The Victorian poets, particularly Tennyson, Browning, and Arnold. Attention is given to the changing forms and content of literature in the midst of those changes which led to a crisis of belief in nineteenth century England. Barnett.

**\*267 WOMEN IN THE FRENCH AND ENGLISH NOVEL: 1650-1800**

A course designed to provide historical perspective of the thinking about women which preceded the birth of modern feminism, announced by Olympe de Gouges' "les Droits de la Femme" (1791) in France, and Mary Wollstonecroft's "A Vindication of the Rights of Women" (1792) in England. An analysis of the literary vision of woman in the novels of the Classical, Enlightenment, and early Romantic periods—providing keys to the shift in consciousness which stimulated modern feminism and insight into some of the contradictions on which it rests. L. Morros.

**268 LATIN MASTERPIECES IN TRANSLATION**

Readings of Vergil, Ovid, and other Latin authors with emphasis on works which have exercised a formative influence on Western literature. Biggs.

**269 THE EPIC**

A concentrated study of representative works of the Epic tradition in Western culture, from Homer and Vergil to Beowulf, The Nibelungenlied, The Song of Roland, The Poem of El Cid and Paradise Lost. The course will conclude with the reading and analysis of a mock epic. Biggs and Perrone.

**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.

**272 LINGUISTICS WORKSHOP (½)**

An intensive study of linguistic theories and the analysis of English sentence structure. The course includes phonemic theory, transformational grammar, and linguistic criticism. Barnett.

**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.

**\*326 CHAUCER**

A study of Chaucer's poetry and prose in their medieval context. Staff.

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\*Offered alternate years.



## FOREIGN LANGUAGES

The Humanities Major with an Area of Concentration in either the French or the Spanish language requires a minimum of 10 courses exclusive of the two elementary courses intended to bring the student up to college level. They are to be taken in the following sequence:

1. Two courses on the intermediate level (or equivalent proficiency as demonstrated by placement test results).
2. Two courses in conversation and composition. In special cases, the department may require only one of these two courses.
3. At least one course in the culture and civilization of the country or countries where the foreign language is spoken.
4. At least four courses in literature. 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 language in addition to the above courses.
6. The department strongly recommends some foreign study in a country where the language is commonly spoken, preferably for a year, but at least for one term.

Individualized study—a technique in undergraduate learning in which the student works independently on a course for which he receives a prepared syllabus and bibliography—is available in some of the advanced courses in French and Spanish and in those courses in German designated by the letter T.

All courses offered by the department are available for the distributional requirement. Bachelor of Arts Foreign Language requirements for the Standard Degree program, Humanities Division, may be met by a choice of several new plans, involving knowledge in depth of a foreign culture. Under two of these plans, study of a foreign language per se is not required. (See Degree Requirements p. 32.)

### French

#### 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. Doherty.

#### 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. Perry.

#### 210 FRENCH ORAL PRACTICE

Intensive oral practice and self-expression in everyday situations. Systematic study of phonetics and pronunciation. Short individual talks on subjects of current interest. Prerequisite: French 151 or equivalent. Staff.

#### 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.

#### \*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. Staff.

#### \*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. *Course to be given in English in 1975-1976. Credit in French granted to students doing specified readings in French and successfully passing a final examination in French.* Prerequisite for credit in French: French 211 or permission of instructor. Doherty.

#### \*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. Staff.

#### \*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. Staff.

#### \*260 THE FRENCH WOMAN

A study of various texts on the condition of the French woman throughout the ages. Novels of France's best women writers will be read and discussed. Prerequisite: French 212 or permission of instructor. Perry.

#### \*341 FRENCH THEATRE OF THE 17th CENTURY

Reading of representative works of the great dramatists of the classical period: Corneille, Molière and Racine. Prerequisite: French 211 or permission of instructor. Perry.

#### \*351 THE AGE OF ENLIGHTENMENT

The rise of the "philosophical mind" and the critique of the established order: Montesquieu, Voltaire, Rousseau, Diderot and the Encyclopédie. Prerequisite: French 211 or permission of instructor. Perry.

#### 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.

#### \*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.

#### 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.

#### \*372 FRENCH THEATRE OF THE 20th CENTURY

Reading of representative plays of the present century from Giraudoux to Ionesco. *Given in English in 1975-76. Credit in French granted to students who read the plays in French and successfully pass a final examination in French.* Prerequisite for credit in French: French 211 or permission of instructor. Doherty.

#### \*373 20TH CENTURY FRENCH PROSE AND POETRY

Reading of representative works of French fiction and poetry from 1900 to the present. Surrealism and existentialism as expressed in literature. Prerequisite: French 211 or permission of instructor. Staff.

### Spanish

#### 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.

#### 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.

#### 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.

\*Offered alternate years.



**\*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.

**\*251 MASTERPIECES OF SPANISH LITERATURE**

Study of representative literary works emphasizing such literary aspects as metrics, tropology, figures of speech, literary currents and literary genres. Literary analysis and synthesis. Staff.

**\*341 MEDIEVAL SPANISH LITERATURE**

Reading and discussion of medieval Spanish masterpieces from *El Cid* through the works of Gonzalo de Berceo, el Arcipreste de Hita, Juan Manuel, Jorge Manrique, el Marqués de Santillana and the Romances. Perrone.

**\*343 SPANISH NOVEL OF THE GOLDEN AGE**

Reading and analysis of the pastoral novel: Jorge de Montemayor, *Diana*; and the picaresque novel: *Lazarillo de Tormes*; Mateo Alemán, *Guzmán de Alfarache*; Francisco de Quevedo, *La Vida del Buscón*; Miguel de Cervantes, *Novelas Ejemplares*. Perrone.

**\*344 SPANISH THEATRE OF THE GOLDEN AGE**

Reading and discussion of representative works from Cervantes and Lope de Vega through Tirso de Molina, Alarcón, Guillén de Castro and Calderón. Lectures, individual student reports, discussion. Perrone.

**346 SPANISH NOVEL OF THE 20TH CENTURY**

Study and analysis of the main works of fiction of the 20th century. Authors recommended: Valle-Inclán, Unamuno, Camilo José Cela, Carmen Laforet, Zunzunegui, Goytisolo, Martín-Santos. Perrone

**350 MODERNISM IN SPANISH-AMERICAN LITERATURE**

Introduction, study and discussion of selected works of the major authors of the Modernist movement in Spanish-American literature from José Martí, Gutiérrez y Nájera, Julián del Casal and Asunción Silva through Rubén

Dario, Lugones, Ricardo Jaime Freyre, Herrera y Reissig, Chocano, Eguren, Amado Nervo and Enrique González Martínez. Perrone.

**\*352 SPANISH AMERICAN NOVEL OF THE 20TH CENTURY**

A study and analysis of the predominant currents and works of the Spanish-American novel from Larreta, Azuela, Rivera, Gallegos and Güiraldes through Asturias, Sábato and Rulfo. Perrone.

**\*353 SPANISH AMERICAN THEATRE IN THE 20TH CENTURY**

A study of exciting major trends in Spanish-American drama in our times. Study and analysis of the main representatives of the theatre of various Spanish-speaking countries. Perrone.

**\*354 SPANISH THEATRE OF THE 20TH CENTURY**

Reading and discussion of representative playwrights of the present century and their works, from Benevente, Martínez Sierra and Jacinto Grau through García Lorca, Casona, Buero Vallejo and Alfonso Sastre. Perrone.

**\*361 20TH CENTURY SPANISH POETRY**

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

**\*367 INTRODUCTION TO SPANISH AMERICAN LITERATURE I**

An introductory study of selections of the most important literary works of representative authors of Spanish-American literature from the pre-Columbian period to the Nationalist movement. Perrone.

**\*368 INTRODUCTION TO SPANISH AMERICAN LITERATURE II**

An introductory study of selections of the most important literary works of representative authors of Spanish-American literature from Romanticism to the pre-modernist period. Perrone.

**\*369 20TH CENTURY SPANISH-AMERICAN POETRY**

A comprehensive study and analysis of contemporary trends and movements in Spanish-American poetry. Suggested poets:

\*Offered alternate years.

Gabriela Mistral, Alfonsina Storni, César Vallejo, Vicente Huidobro, Alfonso Reyes, Octavio Paz, Nicolás Guillén, Pablo Neruda, Jorge Luis Borges, Nicanor Parra. Perrone.

### **370J SEMINAR ON SELECTED AUTHORS AND GENRES OF HISPANIC LITERATURE**

A concentrated study and analysis of a genre and its representative authors, their major works, and influence. Perrone.

### **240J SPANISH WITH NATIVE SPEAKERS (In San Miguel de Allende and Mexico City) (January)**

Immersion in Spanish. Personal experience and involvement in the everyday language used by the native. Direct observation of the life and culture of Mexican people. Instruction tailored to individual needs. Perrone.

### **340J SPAIN: A CULTURAL EXPERIENCE**

Designed to enable intermediate and advanced students of Spanish to study firsthand the highlights of Spanish culture and civilization, to acquire a deeper insight into the life and customs of the Spanish people, and to gain a better knowledge of their language through its use as the primary means of communication. Madrid, Toledo, El Escorial, Salamanca, Avila and the major cities of Andalucía will be visited. Perrone.

## **German**

### **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. Smith.

### **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. Smith.

### **MLF-239 WORLD CULTURES: THE GERMAN PEOPLE (Evening only)**

A cultural study of Germany today, which is designed to provide insight into politics, public opinion, the economy, social life, education, literature and the arts. Students will also be exposed to the basics of the German language and will acquire useful phrases and terminology. No prerequisite.

### **372T GOETHE AND SCHILLER**

A comparative study of the two great figures of 18th century German literature with an analysis of their style and philosophy. Historical significance and biography of both. Staff.

### **375T MODERN GERMAN DRAMA**

The development of German plays from the 18th century to the present. Selected plays and theoretical treatises from various periods. The development of acting and staging techniques may be included. Smith.

### **376T MODERN GERMAN POETRY**

A survey of German poetry from the late 17th century to the present, including an analysis of the changing theories and techniques. Staff.

## **January Term Course Off Campus.**

### **240J INTENSIVE GERMAN: LANGUAGE AND CULTURE**

Intensive study of German in Germany. Language instruction for four hours daily, taught by native German teachers. Trips and visits to points of cultural interest, including theatres, museums, operas, castles, churches and historical sights. Students will be expected to converse in German at all times. Additional tours to major European cities will be optional. Prerequisite: At least one semester of college German or the equivalent. Course coordinator: Smith.



FRENCH

(See Foreign Languages)

GERMAN

(See Foreign Languages)



## 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 Political Science 100 or Political Science 155, Economics 101, and Sociology 102 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, such as the Crown, the Church, Parliament, and Cabinet government. Hood.

### \*205 THE AMERICAN COLONIES

An examination of the foundation and growth of the colonies, emphasizing their role in the British Empire and concentrating on the social, economic, and political forces which influenced later American history. Balog.

### \*206 THE AMERICAN REVOLUTION AND THE RISE OF AMERICAN DEMOCRACY

An analysis of the political and ideological origins of the American Revolution. The course begins its investigations with the Great War for Empire (1757-1763) and concludes with the election of Andrew Jackson in 1828. We

\*Offered alternate years.



will discuss the impact of the revolutionary ideology on the institutions and ideas of the early national period. Balog.

**\*207 AMERICA IN THE NINETEENTH CENTURY**

An examination of the growth of the United States from struggling young nation to world power in the span of one century. The course will investigate the foundations of American political parties, the development of sectionalism, the Civil War and reconstruction, and the roots of the American Empire. Balog.

**\*208 AMERICA IN THE TWENTIETH CENTURY**

American history from the Spanish-American War to the present. An examination of the rapidly changing contemporary world with emphasis on internal political developments and America's role as a world power. Balog.

**\*215, 216 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. 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 REVOLUTIONS, 1750-1850**

An analysis of the French Revolution as an end to the Old Regime in Europe, the career and importance of Napoleon, and the subsequent European revolutions of the early nineteenth century. Hood.

**\*233 19TH CENTURY EUROPE**

Europe under the impact of social, industrial, urban, and political change from 1850 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. Courses 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

\*Offered alternate years.

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.

#### **\*267, 268 AMERICAN SOCIAL AND ECONOMIC HISTORY**

A two-term survey of the economic and social development of the U. S. The first term will investigate the beginnings of colonial life, the growth of the American ideal, and the beginnings of a national economy. The second term will consider 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 inter-

weaving of classical, Christian, and Germanic elements to form Western Civilization with its characteristic cultural, political, economic, and social forms. Hood.

#### **\*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, and 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.





## GEOGRAPHY

### **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.

### **221 POLITICAL GEOGRAPHY (Evening only)**

An examination of the geographic factors (physical, economic, cultural, racial and religious) in the viability of world states or countries; the nature of frontiers and boundaries; control of the oceanic "life" and "power" lines; supranational groups; and the emerging nations.

### **222 GEOGRAPHY OF DISCOVERY AND EXPLORATION (Evening only)**

The role that geographic ignorance, varied geographical environmental patterns, and man's drive for new lands played in unrolling the world map of "unknown darkness" and bringing it "to light" through discovery of exploration. The sequence will begin with a few cradles of civilization and their initial discovery and exploration, down to the twentieth century Space Age.

### **223 CULTURAL GEOGRAPHY (Evening only)**

The relation of the attitudes, objectives, and technical abilities of a culture to the manner in which it evaluates and exploits a given milieu; the manner in which different cultures utilize

similar environments, and the effect of cultural innovation on the mode of occupation; and alterations of the landscape caused by differences in resource usage.

### **224 RESOURCES AND INDUSTRIES OF THE WORLD (Evening only)**

The principles of economic geography applied to spatial relationships between human and natural resources of the world, emphasizing the processes of agriculture, mining and manufacturing industries, and the interplay among production, distribution and consumption of commodities.

### **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.

### **271 THE GEOGRAPHY OF AFRICA**

This source involves a survey of the geography of the African continent, particularly those factors that have tended to isolate it. The development of indigenous African exploitation of the environment will be examined, followed by an assessment of the European impact on Africa. The course will end by examining the problems of independent Africa after the end of colonialism.

## HUMANITIES INTERDISCIPLINARY COURSES

### Divisional Offerings

#### **78, 79 LITTLE MAGAZINE PRODUCTION (½)**

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

#### **266 MEDIEVAL STUDIES I**

A course tracing the development of art, music, literature and philosophy from the fall of the Roman Empire in the west until the 11th century. Selected works of art will be studied in their stylistic and historical perspective and appropriate reading, lectures and music presentations will be a part of the course as they pertain to the area being studied. Staff and visiting lecturers.

#### **367 MEDIEVAL STUDIES II**

A continuation of Humanities 266 with emphasis on Romanesque and Gothic Europe. Staff and visiting lecturers.

#### **\*290J THE DISCARDED UNIVERSE (January)**

A study of Medieval and Renaissance painting, sculpture and architecture as they reflect and synthesize the cultural, religious, and philosophical views common to all the arts of those periods. The principal objective of the seminar is to obtain a sensibly accurate historical perspective for an understanding

and appreciation of Medieval and Renaissance art, literature, and music. Involves travel through the Netherlands, Belgium, France, and Italy, with stays of some length in Amsterdam, Paris, Venice, Ravenna, Florence, and Rome. Feely.

#### **255J UNDERSTANDING ISLAM: A STUDY OF ARABIC AND ISLAMIC TRADITIONS IN WESTERN ARTS AND IDEAS**

The course combines an on-site study in Spain of Hispano-Arabic architecture and art with the study of selected Moorish poetry and prose in translation. The approach is historical, viewing the arts and ideas of Islam in comparison and contrast with those of Christian, Judaic and occult traditions. An emphasis in the course is on understanding and interpreting Islam today. Thus the contemporary Muslim culture that the class encounters on a brief trip to Morocco furnishes important parallels and contrasts to discoveries made, for example, in the Prado Museum in Madrid or at the Alhambra in Granada.

Using Madrid as a central base, the class will travel first to cities nearby which are appropriate to the study, Toledo, Segovia, Guadalajara. Next will be a trip south through Andalusia to Cordoba and Granada; then a crossing from Algeciras to Ceuta, a Spanish city in Africa, and from there to Tetouan and Tangier in Morocco to visit the Arabic Medina and Casbah quarters. On returning to Madrid the final few days will be spent visiting museums and drawing some conclusions in seminar-like discussions. Feely.



## 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.

The concentration in mathematics is designed to include all the basic mathematical subjects necessary for graduate work, elementary and secondary teaching, work in business, and industry. 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 concentration 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 and computer programming. Huesemann, Nichols.

#### 103 ALGEBRA AND GEOMETRY

A pre-calculus course including the algebra of real and complex members, 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. Nichols, Soda.

#### 180 INTRODUCTION TO COMPUTER PROGRAMMING

An introduction to the functions and uses of the digital computer. Fortran and Assembler programming is studied and programming exercises are tested and run on the computer. Staff.

#### 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. 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 varia-

bles, distributions, 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.

**\*380 TOPICS IN MATHEMATICS**

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

**400 FIELD STUDY IN MATHEMATICS**

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

**450 INTERNSHIP IN MATHEMATICS (OR SCIENCE)**

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

**MEDICAL TECHNOLOGY**  
(see Biology)

\*Offered alternate years.



## MUSIC

Music has always been a reflection of and sometimes a shaping force within the society from which it has sprung. The fact that music is an extremely subjective art does not excuse the musician from a rational and objective encounter with the diverse elements of society which help to shape the character of its language, the form and style of its expression, and the acceptance or rejection of its aesthetics. Becoming a knowledgeable interpreter of music, then, means going further than arbitrary personal expression, probing more deeply than notes on a staff. For these reasons a continuing effort is made throughout the student's undergraduate program to relate the study of music to the study of man.

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 Music Department's annual 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.

The Music Department offers four degree programs to the student desiring a concentration in music: 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 of the Music Department for each degree are given below.

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

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

History of Music—Music 355, 356, 357 (3 courses)

Literature of Music—2 courses, chosen to suit major instrument of the student

**Applied Music**

Major instrument (5½ courses)

Minor instrument (1 course)

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

Ensembles (2 courses)

Electives in Music (3 ½ courses)

**B.M.E. 18 courses in Music as follows**

\*Successful completion of Music 101 or proficiency examination required for admittance to the course.

- 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)



*Lindenwood Faculty Woodwind Quintet—Members of St. Louis Symphony Orchestra who teach instrumental music at Lindenwood.*

**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.

\*Successful completion of Music 101 or proficiency examination required for admittance to the course.



Ensembles (2 courses)

Electives in Music (1 to 5 courses)

### 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.

### 101 INTRODUCTION TO MUSIC THEORY

Fundamentals of harmony, sight-singing and dictation. LaFata.

### 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.

### \*\*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.

### 302 THEORETICAL FOUNDATIONS OF MUSIC

Further development of skills in harmony, sight-singing and ear training. Prerequisite: Music 101 or equivalent proficiency. Staff.

### 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. Staff.

### \*321, 322 PIANO LITERATURE

A study of the complete solo piano compositions of major composers from the Baroque period to the present. Standard works chosen from the concert repertoire will receive an analytical and stylistic study. Use of the keyboard and extensive listening assignments will be an integral part of the course. Prerequisite: Consent of the instructor. Bittner.

**355 HISTORY OF MUSIC:** Medieval through Classical. Staff.

**356 HISTORY OF MUSIC:** Romantic. Swingen.

**357 HISTORY OF MUSIC:** Contemporary. Bittner

The development of music from its origins in the Near East and Ancient Greece to the present day. The evolution of musical style. Prerequisite: Some previous academic work in music, or the consent of the instructor.

**383 CONDUCTING (1/2)**

**384 CONDUCTING (1/2)**

**385 CONDUCTING (1/2)**

**386 CONDUCTING (1/2)**

Score reading, conducting techniques, rehearsal procedures, organizational problems, selection of repertoire, and arranging. Prerequisite: Music 302, or consent of instructor. Greenlaw.

## Applied Music

1. Piano Class (beginners only) (1/4) Bittner.
2. Piano (private lessons) (1/4, 1/2, 3/4, or 1 course) Bittner and Swingen.
3. Organ (private lessons) (1/4, 1/2, 3/4, or 1 course) L. Greenlaw.
4. Voice (private lessons) (1/4, 1/2, 3/4, or 1 course) LaFata.
5. Orchestral Instruments (private lessons) (1/4, 1/2, 3/4, or 1 course)
  - Violin, Viola—Sadowski, Conover.
  - Cello, Double Bass—Brewer.
  - Flute, Piccolo—Berg.

Oboe, English Horn—Woodhams.  
 Bassoon—Wisneskey.  
 Clarinet, Saxophone—Coleman.  
 French Horn, Trumpet, Trombone—Schultz.  
 Classical Guitar—Chappell.  
 Accordion—Eberhardt.

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 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.

#### *Credit*

$\frac{1}{4}$  course credit is given for one half-hour lesson per week.

$\frac{1}{2}$  course credit is given for one hour lesson per week.

$\frac{3}{4}$  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.

#### *Voice*

Level One. Easy classic songs in English and Italian.

Level Two. Italian, German, French and English songs and easier arias from opera and oratorio literature.

Level Three. Classic, romantic and modern song literature and more advanced arias from opera and oratorio.



Level Four. An accumulated repertoire sufficient to present a full recital, with works in at least three languages.

### Piano

Level One. Representative works from the classic and romantic periods.

Level Two. A Bach Invention; Mozart, Haydn, or Clementi sonatas.

Level Three. Prelude and Fugue by Bach. Continuation of classical literature. Sonata by Beethoven.

Level Four. A larger work by Bach. A solo work by a 19th century composer. A solo work by a 20th century composer.

### Other Instruments

To be determined by the individual instructor along the lines noted above for Voice and Piano.

#### \*10 INSTRUMENTAL TECHNIQUES: STRINGS (¼)

The teaching of violin, viola, cello, and bass in the classroom. Bittner.

#### \*12 INSTRUMENTAL TECHNIQUES: WOODWINDS (¼)

The teaching of the clarinet, flute, oboe, saxophone, and bassoon in the classroom. Staff.

#### \*13 INSTRUMENTAL TECHNIQUES: BRASS (¼)

The teaching of the trumpet, trombone, and horn in the classroom. Schultz.

#### \*14 INSTRUMENTAL TECHNIQUES: PERCUSSION (¼)

The teaching of percussion instruments in the classroom. Bittner.

#### \*15 PIANO PEDAGOGY WORKSHOP (¼)

Practical application of techniques learned in Music 270 (Piano Pedagogy) under supervision of the Chairman of the Preparatory Division of the Music Department. Prerequisite: Music 270 and concurrent enrollment in Music 2. Swingen.

### Musical Organizations

#### 20 CHOIR (¼)

Open to all students. Greenlaw.

#### 40 VOCAL CHAMBER MUSIC ENSEMBLE (¼)

Open to all students by audition. Greenlaw.

#### 60 ORCHESTRA (¼)

Open to all students who play orchestral instruments, by audition. Greenlaw.

#### 70 BAND (¼)

Open to all students who play woodwind, brass or percussion instruments, by audition. Coleman.

#### 80 INSTRUMENTAL CHAMBER MUSIC ENSEMBLES (¼)

Open to all students by audition. Staff.

NOTE: The following courses are *not* available for the distributional requirement:

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

## PHILOSOPHY

(See Religion and Philosophy)

## NATURAL SCIENCES AND MATHEMATICS INTERDISCIPLINARY COURSES

### The Division of Natural Science and Mathematics

#### \*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. (\$10 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 (1976-7)

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. (\$10 lab fee)

#### 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, magnetism and nuclear physics. Prerequisite or concurrent registration: Math 171 or equivalent. Bornmann. (\$10 lab fee)

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\*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

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

- P.E./Educ. 73—Health Education (3/4)
- P.E./Educ. 74—Physical Education in Elementary Schools (3/4)
- 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

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 (3/4)
- Educ. 14—Art in Elementary Schools (3/4)
- P.E./Educ. 74—Physical Education in Elementary Schools (3/4)
- 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. 81—History of Selected Light Breeds (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. 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)

### Modern Dance Emphasis

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 (1 ½)
- 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.

**\*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.

**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. 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.

**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.

**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.

\*Offered alternate years.

**\*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 (1/4)**

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 (1/2) (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.

**\*81 HISTORY OF SELECTED LIGHT BREEDS (1/2)**

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.

**82 PRINCIPLES OF TEACHING EQUITATION I (1/2)**

Actual instruction of one beginning rider in hunt, saddle or stock seat equitation. Application of principles learned in PE 376. Bittner.

**83 PRINCIPLES OF TEACHING EQUITATION II (1/2)**

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 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.

**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

\*Offered alternate years.









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 listing 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 1/4 credit unless otherwise noted.

- |  |                                    |
|--|------------------------------------|
| 1. Tennis                              | Activity Lab II (Spr. 1976)        |
| Beginning                              | Basketball, Bowling, Track and     |
| Intermediate                           | Field                              |
| 2. Gymnastics                          | Activity Lab III (Fall 1976)       |
| 3. Swimming                            | Archery, Tennis, Badminton,        |
| Beginning, Basic Rescue and            | Square Dance                       |
| Water Safety                           | Activity Lab IV (Spr. 1977)        |
| Intermediate and Basic Rescue          | Table Tennis, Shuffleboard,        |
| and Water Safety                       | Gymnastics, Softball               |
| Senior Life Saving                     | 8. Golf                            |
| Water Safety Instructor                | 9. Cycling                         |
| *5. Archery and Badminton              | 10. Hunting and Shooting Education |
| 6. Riding (\$110 fee, 1/2 course; \$85 | (\$35 fee)                         |
| fee, 1/4 course)                       | 11. Bowling (\$7.50 fee)           |
| 7. Activity Lab I (Fall 1975)          | 12. Women's Basketball             |
| Soccer, Field Hockey, Paddle-          | 13. Co-Ed Volleyball               |
| ball, and Volleyball                   | 14. Roller Skating                 |



- 15. Equine Theory Lab
- 16. Soccer and Field Hockey
- 17. Community Dance (Round, Square, Social and Folk Dance)

- 21. Beginning Creative Dance (1/2)
- 24. National Theatrical Dance (1/2)
- 25. International Folk Dance (1/2)
- 38. Advanced Modern Dance (1/2)





## POLITICAL SCIENCE

Beginning in the fall of 1975, the Political Science Department will offer a general course, Introduction to the Study of Politics, which is intended to give the interested student an overview of the discipline of Political Science, relating it especially to the curriculum of the Lindenwood Colleges. The student who chooses Political Science as his area of concentration will be encouraged to take a course in his junior or senior year, Political Science Synthesis, whose purpose is to integrate the various courses he has had in Political Science. This will provide the student with a second and more meaningful overview of the discipline and of his achievements within it.

The Political Science program, if pursued earnestly, should well prepare those students who choose to go on to graduate work in Political Science. For others it should open up new social dimensions to any special training outside Political Science proper, and should be an advantage to any career undertaking. For anyone, it will provide background and conceptual frameworks in which political events can better be observed and interpreted. Since none of us can evade the political world, all of us have to try to understand it.

The multiple facets of politics relate the study of it directly to other social sciences and scarcely less to selected areas within the Humanities and the Natural Sciences. Thus, the study of Political Science, coordinated with the study of other fields, opens up varied possibilities for the student's investigation. Such special offerings of Political Science courses, interrelated with courses in other fields of specialization to form a structural unit within the curriculum, will be introduced for general application in the academic year, 1975-76.

The program in Political Science is projected to a four-year period in order to make it convenient for students at the freshman and sophomore levels to plan a well organized, comprehensive, and expansive area of concentration in Political Science. Core courses are offered every other year in the fields of American Politics, Comparative Politics, and Political Theory. Every third year more specialized courses or seminars are offered for the student who is well along in the study of Political Science. The January term is also planned for maximum service in the 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 diverse 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 the B.A. and B.S. degrees* with an area of concentration in Political Science are 8-12 courses in the Department of Political Science and 2-4 courses in other departments of the Social Sciences Division. Courses may be required for the Political Science major on an individual basis.

**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 sub-national level in the United States; the effectiveness of state and city governments as decision and policy making units and various approaches to study of community political leadership; major problems posed by urban and suburban development. Wier.

**210 DEMOCRACY AND ELITISM**

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

**211, \*212 COMPARATIVE POLITICS**

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

**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 mod-

ern 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.

**\*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.

**\*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.



**\*282 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.

**\*250 INTERNATIONAL RELATIONS**

Examination of major topics in contemporary international affairs. Staff.

**\*281 19TH CENTURY POLITICAL THEORY**

Methodological and doctrinal theories involving historical and scientific methods. Williams.

**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:

**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 system.

**PUBLIC POLICY**

Processes in formation of public policy and evaluation of public policy through case studies.

**POLITICAL SCIENCE SYNTHESIS**

Programmatic integration of prior series of political science courses and assessment of 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.

Both the B.A. and B.S. degrees are available in Psychology. The requirements for an area of concentration include 8-12 courses in Psychology and 2-4 courses in other departments of the Social Sciences Division. These courses are required for psychology students: SS210, Principles of Psychology, Research Methods in Psychology, and a Field Study in Psychology. The Field study may be in either Experimental, Developmental, or Interactive 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 (See Business Administration for a fuller description) by including Psy 324, Psychological Testing, in the Psychology concentration and developing a seven course minor emphasis in Business Administration: BA 202, BA 204, BA 220, BA 240, BA 241, BA 300, BA 348.

A cooperative program between Lindenwood and Merrill-Palmer Institute. (see Special Programs) provides the Lindenwood students with additional options in their psychology concentration, particularly in the areas of developmental psychology and human relations.

Students who do not plan graduate study in psychology are encouraged to combine their interest in human behavior with other experiences in Business, Communication Arts, Sociology, Biology, or another area related to the student's vocational goals.

### **30 RESEARCH METHODS IN PSYCHOLOGY; SIMULATION (1/2) (Evening only)**

A course in techniques of behavior analysis in which students learn to design and conduct their own psychological research and to analyze their data meaningfully. Course is the same as PSY 300 except that experience in experimental research will be entirely with computer simulation. (Students seeking an area of concentration in Psychology in the Evening College may substitute BA 304 Business Statistics and PSY 30 for the SS 210 and PSY 300 courses required of day students.) Prerequisite: BA 342, SS 210, or consent of instructor. Evans.

### **31 CREATIVITY (1/2)\*\***

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 causes of behavior. Evans, Nelson.

\*\* Some sections offered in the evening.



**101 INTERACTIVE PSYCHOLOGY\*\***

An introductory study of the reciprocal relationships between personality and society. The emphasis is on understanding the dynamics of the interactions 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. Evans, Nelson, Jackson.

**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. Evans.

**202 PSYCHOLOGY OF AGING**

This course focuses on the aging person. Developmental processes involving sensory, perceptual, intellectual, and personality changes from maturity through old age will provide the framework for understanding the process of aging. The area of study will include the role of the older person in the family and society, as well as issues related to economics, leisure, retirement, death, and survival.

No prerequisite; however, a previous course in developmental psychology is recommended. (This course will be offered annually in the Lindenwood Summer Session at St. Luke's Hospital.) Staff.

**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, Newsome.

**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.

**300 RESEARCH METHODS IN PSYCHOLOGY**

A course in techniques of behavior observation and analysis, in which students learn to design and conduct their own psychological research, to analyze their data meaningfully, and to present their findings to others. 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. Nelson.

**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, Hilliard.

**\*310 MANAGERIAL PSYCHOLOGY\*\***

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

\*\*Some sections offered in the evening.

simulations are used to explore principles. Prerequisite: Psychology 100 or Psychology 101. Newsome.

### **324 PSYCHOLOGICAL TESTING\*\***

An introduction to the principles of psychological measurement and evaluation of the behavior of individuals. Prerequisite: Social Science 210 or BA 342. Nelson, Evans.

### **\*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.

### **\*335 INTRODUCTION TO BIOPSYCHOLOGY**

A study of biological aspects of behavior, including neurophysiology, motivation, and memory. A student directed research project on psychoactive drugs will involve the use of computer simulation on a laboratory study with animal subjects. Prerequisite: Psychology 100 or Biology 101 or 102. Nelson.

### **340J HUMAN COGNITIVE BEHAVIOR**

A team taught course for students interested in advanced behavioral research projects. 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. Prerequisite: Psychology 100, although additional courses in psychology are recommended. Evans, Nelson.

### **341 COUNSELING AND PSYCHOTHERAPY**

An introduction to the theories, principles, and techniques of counseling and psychotherapy. Prerequisite: Psy 103 or 301. Nelson.

### **\*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.

### **\*380 ENVIRONMENTAL PSYCHOLOGY (Evening only)**

This course involves the study of the consequences of environmental manipulation on man. It includes selected readings from multidisciplinary areas, relating basic psychological processes to the environment; individual needs to the organization of the environment; social institutions and environmental design; and environmental planning. Prerequisite: Psy 100. Staff.

### **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 experiential situation, and thus must be approved by the department chairman 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 execu-

\*Offered alternate years.

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



ution of a substantial behavioral research project. Prerequisites: Psychology 300, Senior standing, and approval of chairman. Staff.

**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 chairman. Staff.

**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 chairman. Staff.



## RELIGION AND PHILOSOPHY

### Introduction:

The Religion and Philosophy Department offers 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.

### Religion:

A strong *minor* concentration 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* concentration can be taken in both the B.A. and B.S. degree programs.

#### 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. E. Johnson.

#### 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. E. Johnson.

**NOTE: RELIGIONS IN AMERICA I AND II may be taken separately or consecutively.**

#### 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. E. Johnson.

#### 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. E. Johnson.

#### 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. E. Johnson.

#### 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. E. Johnson.

#### 202 PERSONALITY DEVELOPMENT AND RELIGION (Tutorial)

A study of the dynamics of religious growth and development. The implications of religious faith for each stage of human life will be explored, leading toward an understanding of the meaning of personal experience. E. Johnson. Not available for the distributional requirement.

#### 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 woman's identity, sociological, personal and religious factors in the feminine role, and new life styles for women will be explored. E. Johnson. Not available for the distributional requirement.



**206J ALTERNATIVE RELIGIOUS LIFE STYLES AND THE CRISIS OF SPIRITUALITY TODAY**

Visiting speakers from various religious movements in the St. Louis area will present their religious life styles: The Hare Krishna People, The Charismatic Pentecostal Movement, Roman Catholic Monasticism, Protestant Reformed Movements, Wesleyan Groups, Reform Judaism, the Mormons, Greek Orthodox, and others. The course will attempt to analyze the crisis of spirituality in our time. Johnson. (1)

**\*300 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. E. Johnson.

**\*301 THE MEANING OF PAUL FOR TODAY**

A study of the life, work, and writings of The Apostle Paul, the influence of his thought on the developing church, and its significance for Christian faith and life today. Prerequisite: Junior standing or consent of instructor. E. Johnson.

**302T, 303T THE HISTORY OF CHRISTIAN THOUGHT (Tutorials)**

Christian thought from the church fathers through the Reformation. An examination of the thought of selected nineteenth and twentieth century theologians. Prerequisite: Junior standing or consent of instructor. Staff. Not available for the distributional requirement.

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

**RELIGION IN WESTERN  
CIVILIZATION**

Fall, 1976, through Spring, 1978

**207 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? Fall, 1976. Rabbi Alvan D. Rubin.

**208 THE SPIRIT OF ROMAN CATHOLICISM**

The Roman Catholic Church is one of the most enduring institutions in a changing world. It has withstood every attack, every disaster, and every crisis. What are the concerns of modern Roman Catholics? What have been the most significant effects of Vatican Council II? What questions are being raised by the modern Roman Catholic about his faith and his church? Spring, 1977. Barmann.

**209 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. Johnson.

**210 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, the hereafter, discrimination, ritualism, sex, salvation, and other religions? Spring, 1978. 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 one full credit.

Coordinator, Dr. Esther L. Johnson, Chairman,  
Department of Religion and Philosophy





## Philosophy

### 100 INTRODUCTION TO PHILOSOPHY

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

### \*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. Soccio. (Evening College)

### 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. (Evening College)

### 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. Staff. (Evening College)

### 204 MODERN PHILOSOPHY

Comparative study of basic historical and contemporary theories of consciousness: the characteristics, definitions, limitations, alternatives of conscious experience. What are the modalities of knowing? Problems of perception, association, altered states (drug-induced and meditative), cultural models. Fall, 1975. Eisendrath.

## SOCIAL SCIENCE DIVISION INTERDISCIPLINARY COURSES

### The Division of the Social Sciences

#### Social Science 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.

## 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 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 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).

### 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. Bartholomew, Crozier.

### 112 CULTURAL ANTHROPOLOGY

Analytical concepts appropriate to the understanding of human cultures will be developed and will be applied in depth to selected 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.

### 204 SOCIAL WORK

The scope of professional practice in social services. Types of agencies and the varieties of services offered. The role of social work in the wider society. Staff.

### 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 PROCESS**

The interpersonal dynamics of family life, the variations in family structure and function in different social classes and cultures. Staff.

**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. Staff.

**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. Staff.

**343 SOCIAL SERVICES IN THE ADMINISTRATION OF JUSTICE**

A survey of social welfare services which bear upon the operations in the justice system. Both those services which are directly under the jurisdiction of courts and enforcement agencies, and other services, public and private, which are available to persons in the justice system will be examined. Prerequisite: S/AJ 241 or consent of the instructor. Ambelang.

**\*344 EVIDENCE AND PROSECUTION**

Problems in gathering, preserving, and submitting evidence in court. Detailed examination of the concepts of hearsay, self-incrimination, documentary proof, and relevance. Prerequisite: S/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 dysfunctional 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. Moirros.

**302 SOCIAL PROBLEMS**

Examination of the forces underlying social problems. Analysis of efforts to correct perceived social problems. Evaluation of alternative strategies for meeting problems. Staff.

**\*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 102. Bartholomew.

**\*313 CULTURE AND PERSONALITY**

Comparative study of personality in diverse sociocultural settings emphasizing the influence of group life and social role upon personality development. Prerequisite: Sociology 112. Staff.



**\*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 102 or 112. Staff.

**\*318 SOCIAL STRATIFICATION**

Social inequality, its origin, mechanisms of maintenance and implications for society. Comparisons of patterns and theories of stratification. Prerequisite: Sociology 102 or 112. Bartholomew.

**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 102 and one further course. Bartholomew.

**\*322 DEVIANT BEHAVIOR**

Recurring forms of deviance, social controls. Social implications of defining behavior as deviant. Prerequisite: Sociology 102. Bartholomew.

**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 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.

**\*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 102 or 208 and consent of instructor. Bartholomew.

**400 FIELD STUDY**

Practical experience working with a social service agency may be arranged on an individual basis.

**SPANISH**

(See Foreign Languages)



## SPECIAL ACADEMIC PROGRAMS

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

Lindenwood offers 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.

### **Bachelor Degree Program for Student Nurses Conducted at St. Luke's Hospital in St. Louis**

The Lindenwood Colleges have a special 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, and Nutrition. 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.

### **Academic Programs in Cooperation with Religious Institutions**

The Lindenwood Colleges provide opportunities for students to pursue 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.

### **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.

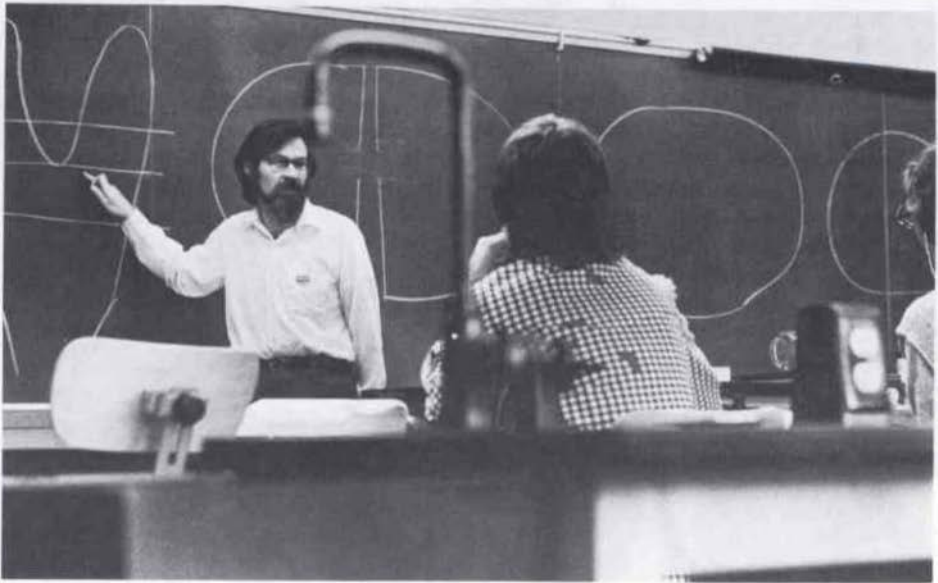
The currently active program is with McDonnell-Douglas Corporation. Other cooperative programs may be developed. Students attending Lindenwood may be admitted into the McDonnell-Douglas Cooperative Training Program, but normally McDonnell Douglas recruits the students for the program. The program with 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 p. 134) 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.

### **Pre-Medical, Dental, Veterinary Programs**

Although a student planning a career in medicine, dentistry or veterinary medicine may select an area of concentration in the sciences, it is not necessary to do so. A student should select an area of concentration 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.

#### **1. 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.

#### **2. 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. Four courses of practicum credit are awarded participants who have completed approved Traffic Management Programs.

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 \$40 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 enrichment 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.

For those who do not wish a Lindenwood degree, such as visiting students, public school teachers, or area residents taking occasional courses, it is not necessary to obtain admission to Lindenwood or pay additional fees to take summer courses. Courses taken in this way are listed in the student's record if he or she subsequently matriculates at the Colleges. Summer session courses transfer in the normal way to other colleges and universities.

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. Many interns are hired as employees directly upon graduation.

A sampling of actual Field Studies and Internships carried out by Lindenwood students during the 1974-75 academic year will 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 abnormal children, helped to teach handicapped children and retarded adults, did field studies in interpersonal behavior and health care, counseled male parolees at a Halfway House, and received apprentice training in the Missouri State Welfare Department.*

In laboratories, studies were made of the freeze-fracture technique of tissue preparation, the procuring and analysis of 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 appoint-

ment 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

### 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 one-half 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 \$160 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.

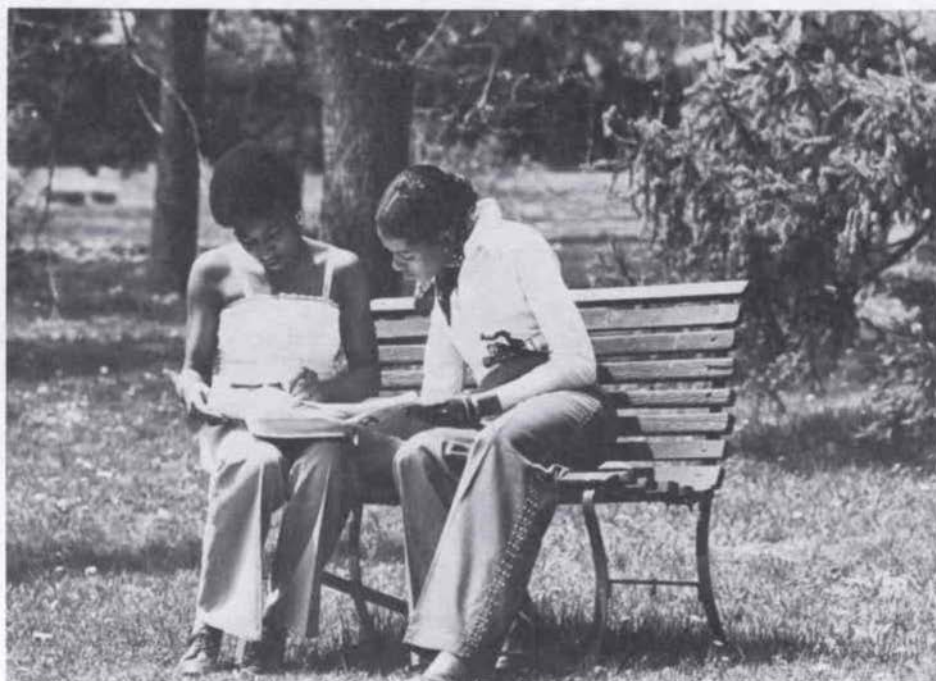
### Registration and Changes in Registration

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.

### 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 a field of concentration 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 attendance requirements in each course are set by the instructor.
3. All students are expected to attend the last meeting of a course before a vacation period and the first meeting of a course following a vacation period. Only in rare instances involving clear emergency will such absence be excused.
4. In case of unsatisfactory work due to excessive absences from class, the instructor may give ample warning to the student that his work is unsatisfactory and may drop the student from the course and report a grade of 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 require-

ments 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. Incompletes for students on probation require the approval of the Dean of the College in which the student is enrolled in addition to that of 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.

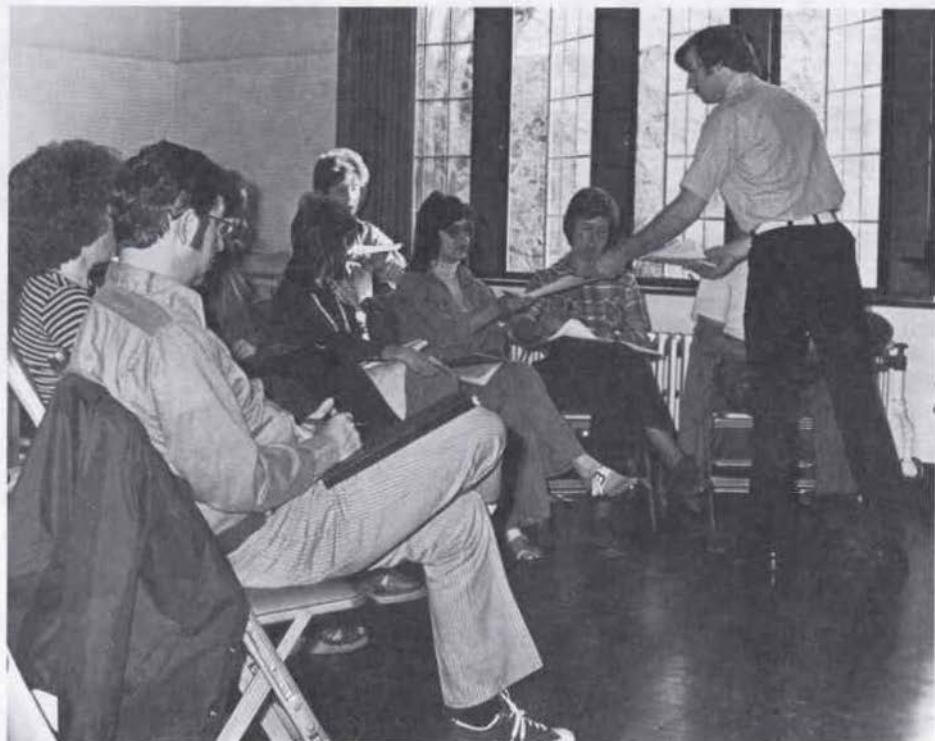
With the exception of the freshman student enrolled in his or her first term, any student who has at least a 2.0 grade-point average and is carrying a normal load, including the pass-N/C course, is eligible for the pass-N/C option. Only four requirements limit the student's freedom to elect the pass-N/C 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 area of concentration 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 he or she earns a *B*, *three* quality points; each course in which he or she earns a *C*, *two* quality points; and each course in which he or she 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-Fail* 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.

Graduating seniors during the final term prior to graduation 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. Any freshman student who completes less than three courses and earns 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.
3. 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.
4. 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.



5. 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.
6. 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 voluntarily discontinues his 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 is enrolled. This also applies to students who are not graduating, but who 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 Dean of each College announces the names of those students who

have achieved a grade-point average of at least 3.5 and notification is sent to the student.

### 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* points divided by *total* courses requisite for 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*.

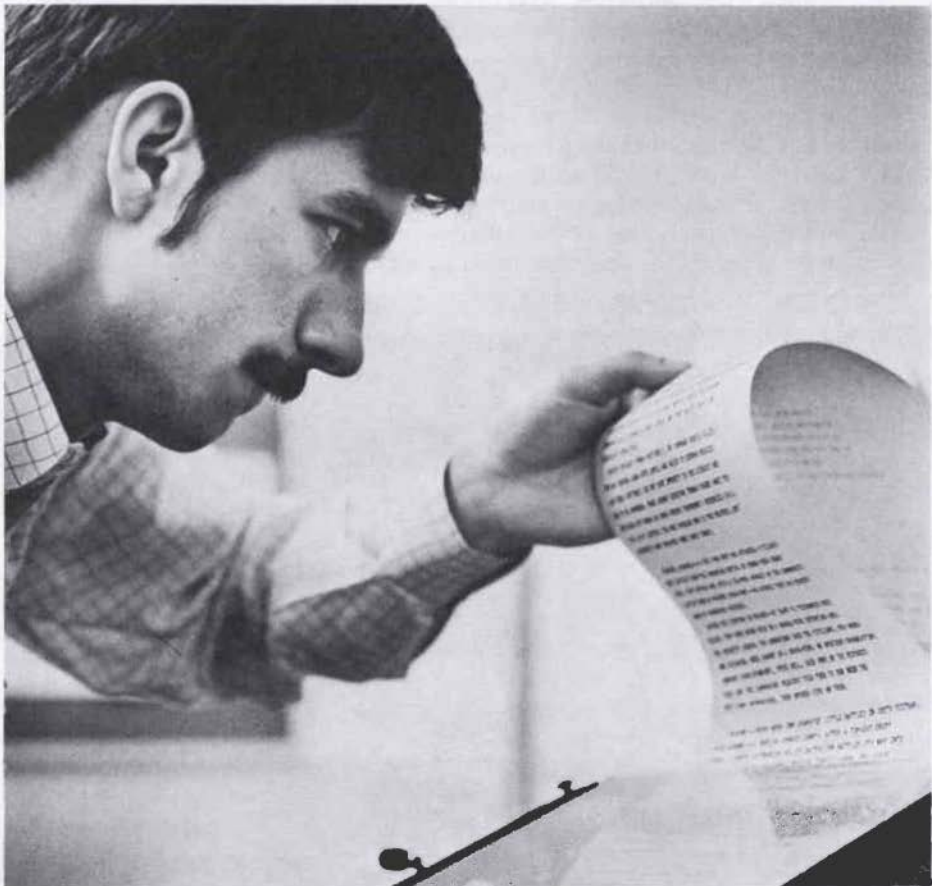




### Returning Credit

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 and complete the degree as of the date the 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 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

**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.

**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 Conference; Phi Sigma Tau, Philosophy; Pi Delta Phi, French; Sigma Delta Pi, Spanish; Alpha Psi Omega, Dramatics; Eta Sigma Phi, Classics; and Alpha Epsilon Rho, Radio and Television.



GENERAL—Mu Phi Epsilon, music; and Pi Mu Epsilon, mathematics.

LOCAL—Alpha Sigma Tau, senior scholastic; Lindenwood Scroll, senior service; Student Artist Guild, art; and Triangle, science and mathematics.

### Special Funds

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.

### Endowed Scholarships

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.

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 Schafer Scholarship Fund**—Established by bequest of Katherin Schafer, niece of Lindenwood President Robert Irwin, 1880-1893, for the aid of needy students.

**Sorority Scholarships**—Established by Zeta Chapter of Eta Upsilon Gamma and Theta Chapter of Sigma Iota Chi.

**The Sidney W. and Sylvia N. Souers Scholarship Fund**—Established by Admiral and Mrs. Sidney W. Souers. Admiral Souers was a Director of Lindenwood College. He was first elected to the Board of Directors in 1958.

**Pearle Aikin-Smith Syers Scholarships**—Approximately six scholarships are granted each year to students in the Communication Arts with income from the bequest of Mrs. 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.

### Other Scholarships and Grants

**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.

**SCHOLARSHIPS FOR FOREIGN STUDENTS**—The Board of Directors has made funds available to grant scholarships to several foreign students each year at Lindenwood College.

**NATIONAL PRESBYTERIAN COLLEGE SCHOLARSHIPS**—Approximately 85 scholarships from \$100 to \$1400 are awarded annually, according to need, to eligible high school seniors, and to eligible transfer students from the second year of a two-year college, who are successful in the national competition for them. The scholarships, which are renewable, are funded by the United Presbyterian Church U.S.A. (or Lindenwood College). 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.

### Student Loan Funds

Specific information regarding National Direct Student Loans may be obtained from the financial aid officer.

Students in attendance or accepted for admission at Lindenwood are eligible to apply for educational loans under the federally sponsored Guaranteed 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 occupation, or who are students in the Junior Year Abroad program of the Commission on Ecumenical Mission and Relations. (The maximum loan available is \$1,000 in an academic year, or \$500 for summer school.) The loan is repaid in quarterly payments beginning six months after completing or discontinuing study; and is to be fully repaid within six years. Interest is charged at the rate of three percent annually and begins when the borrower completes or discontinues study. To obtain the necessary application forms, the applicant should write directly to the Office of Educational Loans and Scholarships, 425 Witherspoon Bldg., Philadelphia, Pa. 19107.



THE HELEN HOLMES HUDSON STUDENT LOAN FUND provides several loans for qualified students.

THE HOLLENBECK STUDENT LOAN FUND is available for loans to upperclass students.

THE PEGGY PROCTOR LARKIN MEMORIAL STUDENT LOAN FUND was established by family and friends and in memory of Peggy Proctor Larkin as a non-interest bearing loan fund for worthy junior and senior students.

BREMEN VAN BIBBER MEMORIAL TEXTBOOK LOAN FUND—Interest free loans for periods up to one year to assist continuing education students majoring in teacher education with the purchase of textbooks.

### Student Employment

Approximately one-third of the students attending The Lindenwood Colleges are employed part-time on the campus. Student employment assignments are varied in nature. A government sponsored work-study program is also available.

### 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.

### FINANCIAL AID

Financial assistance available at The Lindenwood Colleges consists of scholarships, grants, loans, and employment opportunities. In most cases, the financial aid package awarded to the student consists of one or more of the types of aid available and, whenever possible, the total amount awarded meets the demonstrated financial need of the individual as determined by an analysis of the Parents' Confidential Statement of College Scholarship Service (or the Student's Financial Statement in cases of married students or single students who qualify under Federal and State regulations as independent students).

For complete information about financial aid available, including Federal funds, write DIRECTOR OF ADMISSIONS.

## TUITION AND FEES

### Tuition and Fees 1975-6

*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> .....	\$2,250
Room and Board <sup>1</sup> .....	1,425
Student activity fee .....	75
Health fee .....	25
Health Insurance (may be waived).....	30
	\$3,805

#### Non-Resident Students

Tuition <sup>1</sup> .....	\$2,250
Student activity fee .....	75
	\$2,325

#### 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. After any charges have been deducted, the balance of the student's deposit is refundable when the student leaves the

<sup>1</sup> Tuition and fees are subject to change by action of the Board of Directors of The Lindenwood Colleges.



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 1975-76 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 (fees included in totals)**

	Resident	Non-Resident
Due upon acceptance (Non-Refundable) .....	\$100	\$50
Due September 1 .....	2,025	1,250
Due February 1 .....	1,650	1000
	\$3,805	\$2,325

**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:

	<i>Credit</i>	<i>Audit</i>
Full Course	\$160	\$80
¾ Course	130	65
½ Course	90	45
¼ Course	50	25



### 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 \$20 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.

**CHANGE OF STATUS RECORD FEE**—Changes in student status requiring extensive time and revision of college records may be subject to a record fee or not more than \$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.

**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 \$40 matriculation fee each 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 and a visiting physician in the college Health Center.

**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—\$60 per term for one half-hour lesson each week; \$110 per term for two half-hour lessons each week. (Special students and non-matriculating students are charged \$75 and \$140.) Music majors will pay a maximum of \$60 per term regardless of the number of lessons taken. 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.

**AIR CONDITIONED ROOMS**—An additional charge of \$30 is made for each occupant of a room in an air conditioned residence hall. McCluer Hall and Parker Hall are air conditioned.

**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. The monthly charge for the care and feeding of a horse in the Lindenwood College stables is \$100 per month.

### 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.



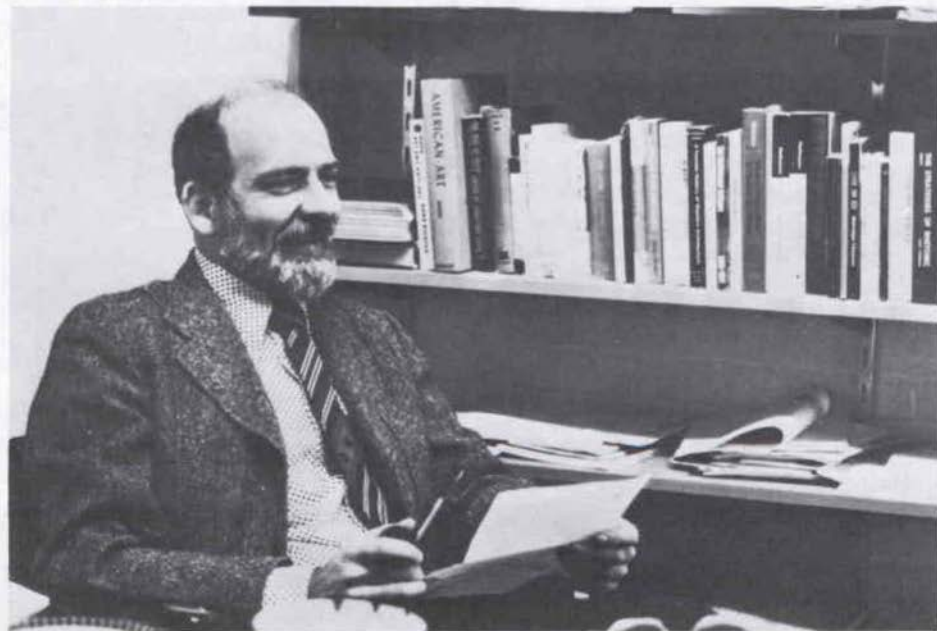
## LINDENWOOD EVENING COLLEGE

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**

The Lindenwood Evening College offers an Associate in Science degree in Business with eleven (11) areas of emphasis or specialization. The degree program consists of 22 full courses—approximately 60 percent of the baccalaureate program. Courses completed in the Associate degree program can be transferred without prejudice toward the baccalaureate degree.



**EMPHASES**

- ACCOUNTING
- DATA PROCESSING
- BUSINESS ADMINISTRATION
- FINANCE
- OFFICE MANAGEMENT
- PROFESSIONAL SECRETARY
- MANAGEMENT OF MARKETING, ADVERTISING, SALES, CREDIT, PERSONNEL

**REQUIREMENTS:** Satisfactory completion of a 22-course program designed by the student and the adviser, and advancement to degree candidacy.

	<i>COURSES</i>
<b>GENERAL REQUIREMENTS</b> .....	10
ENG-201, 202 Composition .....	1
LCC-301 Colloquium .....	1
CA-190 Speech .....	1
PHIL-201 Ethics .....	1
or .....	1
PHIL-202 Logic .....	1
Mathematics elective .....	1
EC-101 Economics-Macro .....	1
EC-102 Economics-Micro .....	1
Elective .....	1
<b>BUSINESS CORE</b> .....	7 <sup>a</sup>
BA-102 Prin. Accounting I .....	1
BA-103 Prin. Accounting II .....	1
BA-104 Business Law .....	1
BA-205 Marketing .....	1
BA-207 Prin. Finance .....	1
BA-220 Data Processing .....	1
BA-300 Management Theory .....	1
<b>BUSINESS ELECTIVE</b> .....	1
<b>AREA OF EMPHASIS</b>	
BUSINESS COURSES SELECTED WITH ADVISER, MINIMUM .....	4 <sup>a</sup>
<b>TOTAL PROGRAM</b>	<b>22</b>

(a) Business core and areas of emphasis may vary somewhat dependent upon the field of study selected.





### Bachelor of Science Degree

Subject areas of concentration which lead to the Bachelor of Science Degree include Business, Communication Arts, Psychology, Sociology/Administration of Justice, and Studio Art. The curriculum for the Bachelor of Science Degree has the following requirements:

1. A total of 36 courses is required for graduation.
2. One course in the Lindenwood Colloquium.
3. Nine courses to meet distributional requirements. Three from each of the three divisions.
4. Eight to twelve courses in an area of concentration except where noted in specific concentrations.
5. Two to four courses outside the area of concentration but within the division of the major.
6. Proficiency in English Composition

### Business

Nine popular areas of emphasis in business are offered in the Lindenwood Evening College. The program consists of four basic parts: a solid foundation in the liberal arts, a business core containing the common body of knowledge in business, an area of specialization, and selected business electives. This approach provides breadth, depth, and the necessary flexibility to serve the particular interests of the individual student.

#### EMPHASES

- ACCOUNTING
- DATA PROCESSING
- FINANCE
- HOSPITAL AND HEALTH CARE ADMINISTRATION
- HUMAN RESOURCE ADMINISTRATION
- MANAGEMENT
- MARKETING
- OFFICE MANAGEMENT
- PROFESSIONAL SECRETARY

*Requirements:* Satisfactory completion of a 36-course program designed by the student and the adviser, and advancement to degree candidacy. Students are required to have 19 courses outside business, including the Lindenwood Colloquium, two courses in basic English Composition, Macro and Micro Economics, nine divisional electives and five free electives.

All candidates for a degree in business are expected to complete the courses which comprise the common body of knowledge in business as listed on page 55. In addition, a minimum of four courses in an area of emphasis and four business electives outside the area of emphasis are required.

### Communication Arts

Students attending the Evening College may choose Communication Arts as their area of concentration. A minimum of eight courses in Communication Arts must be completed in addition to the other requirements for the BA or BS degree. In addition to

standard composition courses, two courses must be writing courses, either fiction or non-fiction. Two additional courses must be selected from the following:

CA 303: Readings in Communication Arts

CA 330: Theatre Seminar

CA 340: Seminar in Journalism

CA 356: Seminar in Broadcasting

CA 370: Seminar in Film

CA 373: Fiction into Film

Normally the Communication Arts courses offered in the evening are of a general nature designed to provide the student with a comprehensive overview of the communication arts. A student wishing to pursue a more specific course of study has the following options available:

1. In addition to courses listed each term in the Course Schedule, the student may arrange to take unscheduled courses on a tutorial basis, provided they can be arranged with the department chairman and an appropriate faculty member.
2. The student may earn credit through independent study courses and, where possible, through field studies or internships.
3. Students may participate in the theatrical productions of the college and at KCLC-FM, the college radio station, both of which may earn academic credit for the student when arranged for in advance.

Through a combination of courses, independent studies, tutorials and field studies or internships, a student can pursue an area of emphasis which is closely suited to his interest and needs.

## Psychology

A concentration 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. Evening students who are pursuing a Psychol-



ogy concentration are required to take the following courses:

BA-324 or SS-210: Statistics

PSY-100: Principles of Psychology

PSY-30: Research Methods in Psychology

Field Study in Psychology

The Field Study provides an opportunity to acquire practical experience in a research, educational, or clinical setting.

The Psychology and Business Departments have recently collaborated to develop a program in Human Resources Administration. This program is designed primarily for students interested in careers in personnel management, but also prepares students to pursue graduate training in either Psychology or Business. Further information can be obtained from The Lindenwood Evening College Office.

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

The program in the Administration of Justice is new in the Lindenwood Colleges in the Fall of 1975. Although it is administered by the Sociology Department, the program combines a range of social science materials with the specific Administration of Justice subject matter, all set firmly in the liberal arts context.

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. Further information can be obtained from the Lindenwood Evening College Office.

### **Studio Art**

The Art Department offers courses in the Evening College leading to the B.A. and B.S. degrees in Studio Art. The studio concentration 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 4 courses in Art History and 12 courses in Studio Art may be counted toward the graduation requirement of 36 courses.

Evening College courses offered during the current year are among those fully described in the section of this catalog dealing with offerings and regulations for the regular day college programs. Among those taught in the evening are the following:

- \*ART-114 Appreciation of Art
- ART-105 Introduction to Studio Art
- ART-201 Ceramics
- ART-300 Painting
- ART-303 Silk Screen Printing

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\*Faculty approval pending.

ART-21 Beginning Creative Dance  
 ART-380 Advanced Modern Dance  
 ART-320 Sculpture

Art Department courses offered through the Evening College,  
 ART-321A & B and ART-322 A & B, meet on Saturday mornings.

## EVENING COLLEGE UNDERGRADUATE COURSES OFFERED FOR 1975-76

### ART

ART 21 Beginning Creative Dance (½)  
 ART 50J Ceramics (½) [Same description as  
 Art 201]  
 \*ART 105 Introduction to Studio Art  
 \*ART 114 Art Appreciation  
 ART 201 Ceramics  
 ART 303 Silk Screen Printing  
 ART 320 Sculpture  
 \*ART 321A Drawing  
 \*ART 321B Figure Drawing  
 \*ART 322A Painting  
 \*ART 322B Painting  
 ART 380 Advanced Modern Dance

### BUSINESS ADMINISTRATION

\*BA 44 Human Relations in Business (½)  
 BA 55 Salesmanship (½)  
 BA 60 Beginning Typing (½)  
 BA 61 Intermediate Typing (½)  
 BA 62 Production Typing (½)  
 BA 66 Business Machines (½)  
 BA 72 Records Control (½)  
 BA 77 Office Procedures (½)  
 \*BA 78 CPS Review I (½)  
 \*BA 79 CPS Review II (½)  
 BA 100 Introduction to Business [Formerly BA  
 200]  
 BA 102 Principles of Accounting I [Formerly  
 BA 202]  
 BA 103 Principles of Accounting II [Formerly  
 BA 203]  
 BA 104 Business Law [Formerly BA 204]  
 BA 205 Marketing  
 BA 220 Introduction to Data Processing  
 BA 240 Management of Human Resources  
 BA 241 Legal Environment of Business  
 BA 245 Production Management  
 BA 250 Distribution and Transportation  
 BA 261 Elementary Shorthand  
 \*BA 280 Introduction to Health Care Facilities  
 \*BA 281 Small Business Management  
 \*BA 282 Ethics in Health Care  
 BA 300 Management Theory and Practice

BA 301 Managerial Accounting [Formerly BA  
 31]  
 BA 302 Federal Income Tax  
 BA 303 Business Correspondence and Reports  
 BA 304 Business Statistics [Formerly BA 21]  
 BA 305 Cost Accounting [Formerly BA 35]  
 BA 307 Principles of Finance [Formerly BA  
 207]  
 BA 310 Intermediate Accounting I  
 BA 311 Intermediate Accounting II  
 BA 312 Advanced Cost Accounting  
 BA 313 Advanced Accounting  
 BA 314 Governmental Accounting  
 BA 315 Advanced Tax Problems  
 BA 316 Auditing  
 BA 320 Programming Concepts—COBOL  
 BA 321 Programming Concepts—FORTRAN  
 BA 323 Systems Theory and Analysis  
 [Formerly BA 225]  
 BA 324T Systems Design: A Project Course  
 [Formerly BA 226T]  
 BA 330 Investments  
 BA 331 Financial Management  
 BA 332 Insurance  
 \*BA 333 Real Estate  
 BA 334 Credit Management [Formerly BA  
 231]  
 \*BA 335 Business Forecasting  
 BA 337 Analysis of Financial Statements  
 [Formerly BA 235]  
 BA 340 Business and Society  
 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 [Formerly  
 BA 256]  
 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 [Formerly BA  
 262]  
 BA 363 Advanced Shorthand [Formerly BA  
 263]  
 BA 370 Office Management

\*Indicates not in previous catalog.



- 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)  
 CHM 152 General Chemistry II (No Lab)

**COMMUNICATION ARTS**

- CA 51 KCLC-FM Lab (½)  
 CA 84 Introduction to Still Photography (½)  
 [Same Description as CA 184]  
 CA 101 Introduction to Mass Media  
 CA 144 Newsgathering, Writing and Editing  
 CA 190 Effective Speaking  
 \*CA 198 Interpersonal Communications  
 \*CA 199 Debate and Persuasion  
 CA 247 Feature and Editorial Writing  
 CA 253 Mass Media and Society  
 CA 303 Readings in Communication Arts (½)  
 CA 356 Seminar in Broadcasting

**ECONOMICS**

- ECC 101 Introduction to Economics I:  
 Macroeconomics  
 ECC 102 Introduction to Economics II:  
 Microeconomics  
 ECC 206 American Economic History  
 ECC 301 Labor Problems and Industrial Rela-  
 tions  
 ECC 302 Money and Banking

**EDUCATION**

- EDU 243 Reference and Bibliography  
 EDU 244 Selection and Acquisition of Library  
 Materials  
 EDU 246 History and Development of Chil-  
 dren's Literature  
 EDU 307 Reading in the Secondary School

**ENGLISH**

- ENG 201 Basic College English Composition  
 ENG 202 Advanced College English Compos-  
 ition and Research  
 \*ENG 206 English Literature Since 1800  
 ENG 211 Writer's Workshop  
 ENG 213 The Essay  
 ENG 234 Shakespeare and English Drama  
 1600-1642

**GEOGRAPHY**

- GEO 221  
 GEO 222  
 \*GEO 223 Cultural Geography  
 GEO 224  
 \*GEO 249 Trade Centers of the United States  
 \*GEO 269 Economic Geography  
 \*GEO 271 Africa: The Dark Continent

**HISTORY**

- \*HIS 105 United States History I  
 \*HIS 106 United States History II  
 \*HIS 261 European Economic History I  
 \*HIS 262 European Economic History II

**MATHEMATICS**

- \*MTH 100 Basic Business Mathematics  
 MTH 102 Finite Mathematics  
 \*MTH 103 College Algebra

**MODERN LANGUAGES**

- \*MLG 239 World Cultures: The German Peo-  
 ple  
 \*MLG 239 World Cultures: The Latin Ameri-  
 cans

**PHILOSOPHY**

- PHL 100 Introduction to Philosophy  
 PHL 201 Ethics  
 PHL 202 Logic

**PHYSICAL EDUCATION**

- PE 3E Water Safety Instructor (¾)  
 \*PE 17 Round, Square and Folk Dancing (¼)  
 PE 73 Health Education (¾)  
 PE 74 Physical Education in Elementary  
 Schools (¾)  
 PE 276 Equine Health and Disease  
 PE 320 Psychology of Coaching

**POLITICAL SCIENCE**

- PS 200 The American Presidency  
 PS 211 Comparative Politics

**PSYCHOLOGY**

- \*PSY 30 Research Methods: Simulation (½)  
 \*PSY 31 Creativity (½)  
 PSY 100 Principles of Psychology  
 PSY 101 Interactive Psychology  
 PSY 204 Differential Psychology  
 PSY 303 Psychology of Women  
 PSY 310 Managerial Psychology  
 PSY 324 Psychological Testing  
 PSY 332 The Psychology of Motivation  
 \*PSY 380 Environmental Psychology

**RELIGION**

- REL 200 World Religions  
 REL 207 The Spirit of Judaism  
 REL 208 The Spirit of Roman Catholicism  
 REL 209 The Spirit of Protestantism  
 REL 210 Overview of Western Religion

**SCIENCE**

- SCI 101 Introduction to Science I  
 SCI 102 Introduction to Science II  
 SCI 201 Physical Science Concepts

\*Indicates not in previous catalog.

**SOCIOLOGY**

SOC 102 Basic Concepts in Sociology  
 SOC 204 Social Work  
 SOC 208 The City  
 \*SOC 271 Elements of City Planning

**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

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

Amonas, Grazina O.  
 Balog, C. Edward  
 Bartholomew, John N.  
 Bornmann, John A.  
 Ebest, Joy Holtzmann  
 Evans, James D.  
 Feely, James H.  
 Fields, N. Jean  
 Florimonte, Louis  
 Hood, James Frederick  
 Huesemann, Jeanne H.  
 Johnson, Esther L.  
 Meszaros, Stephanie

Nelson, Linda A.  
 Nichols, John  
 Palank, Robert F.  
 Perrone, Anthony  
 Smith, Thomas W.  
 Soda, Dominic C.  
 Sullivan, Linda A.  
 Wehmer, John H.  
 Weinrich, Bernard W.  
 Wier, Richard A.  
 Wilke, Robert  
 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. Conditional admission is afforded students lacking a high school diploma (or the equiva-

\*Indicates course not in previous catalog.



lent) and those transfer students who have deficiencies to overcome. The condition is removed upon satisfactory completion of five (5) courses at Lindenwood with an average grade of "C" or better.

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 in his or her area of emphasis. 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 (see page 130) 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 130) for the experience requirement for C.P.S. status. Additional college-level work and/or experience will be considered for credit beyond the 9 courses stipulated above.

### Air Traffic Controllers

Upon presentation of certification of Phase V status, an Air Traffic Controller is awarded credit for up to a maximum of 12½ courses (see page 130) towards a bachelor's degree program.

Additional work in military, technical, or FAA-sponsored courses will be individually considered.

FAA supervisory personnel who have completed the Management Training Course at Lawton, Oklahoma will, in addition to the above, be awarded credit for 2 courses in management.

### Workshops & Mini-Courses

Seminars, workshops and mini-courses are arranged each term to serve the needs and interests of teachers and other professionals. *Teachers are encouraged to take an active role by contributing suggestions for workshops and mini-courses to Dr. Virginia Carpenter, Extension 258.*

## MASTER OF BUSINESS ADMINISTRATION DEGREE

The Lindenwood Master of Business Administration program is distinctly professional and includes the *personal attention and consultation* which have become trademarks of education at Lindenwood. The *16-course program* is designed for those who have undergraduate degrees in non-business disciplines. It provides students with the common body of knowledge in business before they branch out into special areas. This program, leading to an M.B.A. degree, will be broad in nature and aimed at general competence for business management. Since the program is beginning in the Fall of 1975, accreditation is pending. A sample M.B.A. degree program is the following:

#### First Division

- AC-500 Accounting Concepts
- EC-501 Economic Analysis
- FN-502 Finance Concepts
- MK-503 Marketing Concepts
- MS-504 Legal Environment of Business
- MS-505 Organizational Concepts
- MS-506 Quantitative Methods
- EC-507 Managerial Economics

Upon completion of all coursework in the first division, students are eligible to enter courses in the second division.

#### **Second Division**

- AC-521 Managerial Accounting
- FN-531 Financial Policy
- MK-551 Marketing Policy
- MS-541 Case Studies in Management

In addition to these courses, four electives may be chosen by each student. Two of these electives must be in the area of specialization, and two must be outside the area of specialization.

#### **TIME LIMIT**

All graduate work must be completed within five years from the term of entry.

#### **ENTRY REQUIREMENTS**

Admission to the M.B.A. Program requires that applicants have:

- a baccalaureate degree from a regionally accredited college or university.
- an undergraduate record indicating satisfactory ability and preparation.
- a satisfactory score on the Admission Test for Graduate Study in Business (ATGSB).

#### **APPLICATION**

Students may enter the M.B.A. programs in the Fall or Spring Terms. Applicants are encouraged to visit or contact the Dean's office for program information and assistance prior to submitting formal applications.

Applicants eligible for Veteran's benefits should also contact the Veteran's Affairs Office before registration.

Application forms may be obtained from the office of the Dean of the Evening College. These forms, along with a \$15 application processing fee (one-time, non-refundable), should be returned to the Admissions Office.

Applicants must also:

- Have their undergraduate institutions send official transcripts to the Admissions Office.
- Arrange to take the Admissions Test for Graduate Study in Business and have the scores sent to Lindenwood.
- Furnish letters of reference from three persons other than relatives, preferably academic. If a student has been out of school for more than three years, letters from employers are also recommended. In all cases, a description of an applicant's business experience is helpful.



## ADMISSION PROCEDURES

The completed application and supporting documents must be in the Admissions Office on or before the following deadlines to enable evaluation and formal admission decision by the M.B.A. Admissions Committee:

- |              |             |
|--------------|-------------|
| —Fall Term   | —August 1   |
| —Spring Term | —December 1 |

Applicants will be notified within two weeks after all documents have been received.

In those instances where circumstances clearly indicate that a hardship would result by strict imposition of deadlines, the Committee may conditionally admit a student. These conditions must be resolved within two months following the notification of conditional admission.

## TRANSFER CREDIT

A maximum of six hours of credit for graduate study at another institution may be accepted and applied toward the M.B.A. program. Normally, pass-fail courses and correspondence work are not acceptable as transfer credit.

A petition must be submitted by students requesting transfer credit. Petitions are evaluated individually by the M.B.A. Admissions Committee.

## REGISTRATION & COURSE LOAD

Registration for courses in the M.B.A. program must be completed by the dates established for each term in the calendar. Late registrations are not permitted. After registration, withdrawals must be requested in writing from the Dean. During the first nine weeks of the long terms, authorized withdrawals made with the consent of the Adviser will result in no grade being recorded. All other withdrawals will be assigned a grade of "NC" (No Credit).

### Maximum Suggested Course-Loads:

Weekly Work Commitment	Fall/Spring Terms	Summer Session
0 to 19 hours	4 Courses	2 Courses
20 to 39 hours	3 Courses	1 Course
40 hours or more	2 Courses	1 Course

Course-loads in excess of the above require written approval of the Dean in advance of registration.

## TIME OF COURSES

All courses in the M.B.A. program meet at least once per week during the evenings, primarily from 7:00 to 10:00 p.m. During the

concentrated 8-week Summer Session, each course requires at least two evenings of attendance per week.

### **GRADE REQUIREMENTS**

An average grade of "B" must be maintained for the student to be in good standing in the M.B.A. program. Students must be aware that an M.B.A. degree represents high achievement in a challenging field, not merely an accumulation of course credits.

### **ADVANCEMENT TO CANDIDACY**

Eligible candidates for the M.B.A. degree must file candidacy papers prior to, or concurrent with, registration in the Fall Term of their last academic year. Only students in good standing are eligible for advancement to candidacy. Petitions for advancement to candidacy may be obtained in the Dean's office.

The submission of candidacy papers enables the College to perform an audit of the student's progress and schedule appropriate final examinations.

Upon completion of satisfactory review, each candidate is notified of advancement to candidacy for the M.B.A. degree.

### **FINAL EXAMINATIONS**

Candidates must successfully pass a comprehensive oral and/or written examination in the latter part of the term in which their course requirements are to be completed. Examinations may be repeated if a majority of the examination committee so recommends.

### **AWARDING OF DEGREES**

Official conferral of the M.B.A. degree is performed only during the May commencement. However, candidates completing all requirements for the M.B.A. degree at times other than the Spring Term are notified in writing by the President of The Lindenwood Colleges and are invited to participate in the following May commencement.



## GRADUATE COURSES

## ACCOUNTING (AC)

**AC-500 ACCOUNTING CONCEPTS**

For M.B.A. students only.

A concentrated study of generally accepted accounting principles and concepts as well as their influence upon the preparation, analysis, and use of financial statements and reports. The role of the "language of business" as an instrument for measurement and control will be introduced.

**\*AC-521 MANAGERIAL ACCOUNTING**

Prerequisite: AC-500.

The internal use of accounting data by managers for planning and control purposes. Topics include: budgets, cost-volume-profit relationships, cost centers, responsibility accounting, standards, variable costing, and management control systems.

**\*AC-532 ACCOUNTING SYSTEMS**

Prerequisite: BA-312 or consent of the Instructor.

Examination and application of the principles and approaches governing the analysis, design, and implementation of accounting systems for management information, planning, and control.

## ECONOMICS (EC)

**EC-501 ECONOMIC ANALYSIS**

For M.B.A. students only.

A concentrated introduction to macro- and micro-economic theories and tools of analysis. National income, business fluctuations and cycles, monetary and fiscal policies, and similar topics will be examined at the macro- level. Price determination, income distribution, and resource allocation will be the micro topics. Current problems will be used to apply analytical tools.

**EC-507 MANAGERIAL ECONOMICS**

Prerequisite: EC-501.

Intensive analysis of economic problems, both macro and micro, as they impact upon managerial decisions and policies. Selected local, regional, national, and international problems will be examined.

**\*EC-531 INTERNATIONAL TRADE & INVESTMENT**

Prerequisite: EC-501 or equivalent.

An introduction to the economic facets of trade between and among nations: balance of payments, exchange rates, tariffs, quotas, and their interrelationships.

**\*EC-541 LABOR ECONOMICS**

Prerequisite: EC-501 or equivalent.

A survey of the factors influencing availability and use of the labor force. Unions, collective bargaining, and labor legislation will be examined together with their impacts upon employment, wages, hours, and industrial conflict.

## FINANCE (FN)

**FN-502 FINANCE CONCEPTS**

For M.B.A. students only.

A study of the principles of finance and their application to typical financial problems of business enterprises. Managerial functions of finance will be stressed with emphasis on financial analysis, working capital management, capital budgeting, long-term financing, and dividend policy.

**\*FN-521 SEMINAR IN CORPORATE FINANCE**

Prerequisite: BA-331 or FN-502 or equivalent.

A theoretical and practical examination of the factors affecting effective financial management: Capital costs, optimal capital structures, sources of capital, evaluation of capital expenditures, profit planning, and control.

**\*FN-531 FINANCIAL POLICY**

Prerequisite: BA-331 or FN-502 or equivalent.

An analytical, case-study approach to the process involving the evaluation and selection of major financial decisions. The topics will cover all the traditional financial problems normally reserved for executive decision making.

## MANAGEMENT (MS)

**MS-504 LEGAL ENVIRONMENT OF BUSINESS**

An introduction to the sources and philosophy of law, legal processes, and legal institutions. Particular emphasis will be placed on the historical derivation of business laws, present attitudes toward those laws, and future trends

in business law. The areas of taxation, commerce regulation, contract law, anti-trust legislation, and labor-related legislation will also be examined.

#### **MS-505 ORGANIZATIONAL CONCEPTS**

This course will help the student understand 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, and modern organizational concepts will receive particular attention.

#### **MS-506 QUANTITATIVE METHODS IN BUSINESS I**

An introduction to probability theory, statistical inference, decision theory, inventory models, linear programming, time series analysis, regression and correlation, and variance analysis.

#### **\*MS-521 COMPARATIVE MANAGEMENT**

Prerequisite: MS-505 or equivalent.

Examines the management concepts, analytical processes, and philosophical bases of international management which differ in their concepts from country to country. Emphasis is placed on environmental dynamics, sociopolitical dimensions, economic norms, and placed within a conceptual system for comparison.

#### **\*MS-531 PROBLEMS OF PERSONNEL MANAGEMENT**

Prerequisite: MS-505.

This course deals with the relations of personnel administration to operating departments, and the scope of business and industrial personnel services. Analytical appraisal of policies and practices in selected areas of personnel administration, such as selection and training, is accomplished through case studies.

#### **\*MS-541 CASE STUDIES IN MANAGEMENT**

Policy construction and planning of policy implementation at the executive level. Case studies of company-wide situations from the

management point of view. Integration and application of material from previous courses. Individual projects will be required.

#### **\*MS-553 MANAGEMENT INFORMATION SYSTEMS**

Prerequisites: MS-506 and consent of instructor.

The course will include a general discussion of the concept of a management operational control and information system. Topics will include systems analysis, design, and models relevant to business systems. MIS systems in medium and large corporations will be discussed and examined.

#### **MARKETING (MK)**

##### **\*MK-503 MARKETING CONCEPTS**

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 and the industrial market. Emphasis is placed on executive decision-making in a dynamic environment.

##### **\*MK-543 SEMINAR IN CONSUMER AND MARKET BEHAVIOR**

Prerequisite: MK-503 or equivalent.

A study of basic factors influencing consumer behavior. Attention is focused on psychological, sociological, and economic variables, including motivation, learning, attitude, personality, small groups, social class, demographic factors, and culture, and an analysis of their effects on purchasing behavior.

##### **\*MK-551 MARKETING POLICY**

Prerequisite: MK-503 or equivalent.

Through the analysis of marketing cases and problems the student will develop the analytical skills necessary for a manager. Particular emphasis will be placed on major decision areas in marketing; selection of channels of distribution and promotional programs, evaluating marketing research information, and determining pricing and product policy.

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\*Faculty approval pending. Other electives are also being developed for the 1976-1977 academic year.



## 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 fully-accredited Bachelor of Arts, Science, Fine Arts, Music and Music Education degrees. At the graduate level, it offers a program leading to the Master of Arts degree.

The academic year 1975-76 consists of three trimesters:

September 8—December 14

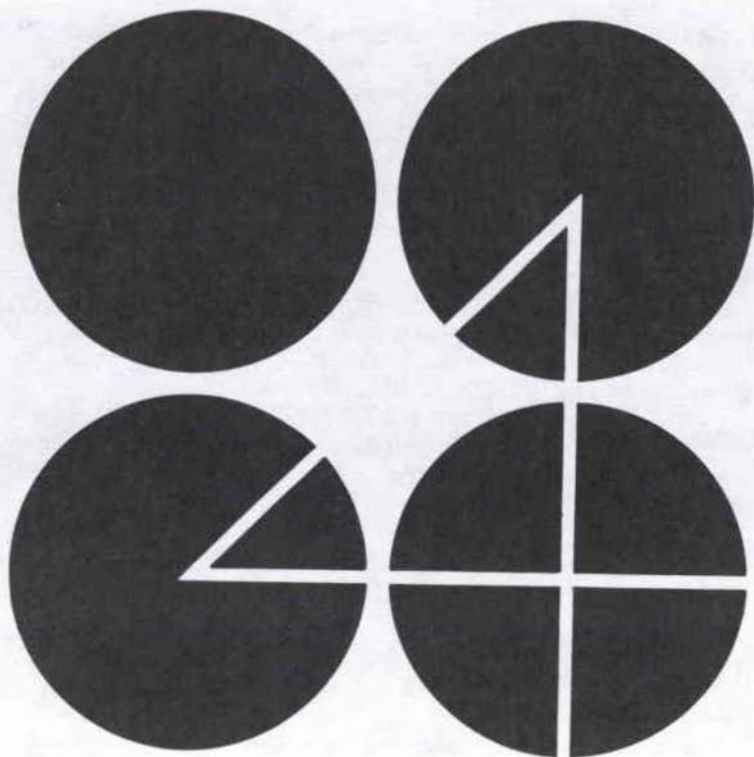
January 10—April 18

May 8—August 15



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\*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 woman who after ten years of raising children wants to complete her college education.**

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

**A feminist who wants to understand the psychology of pregnancy and childbirth.**

**An environmental chemist who wants to gain proficiency in the field of air pollution.**

**A community leader who wants to explore the origins of the Black community in the tribal structure of African life.**



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 there is no distinction between learning in the classroom and learning in the life situation.

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.

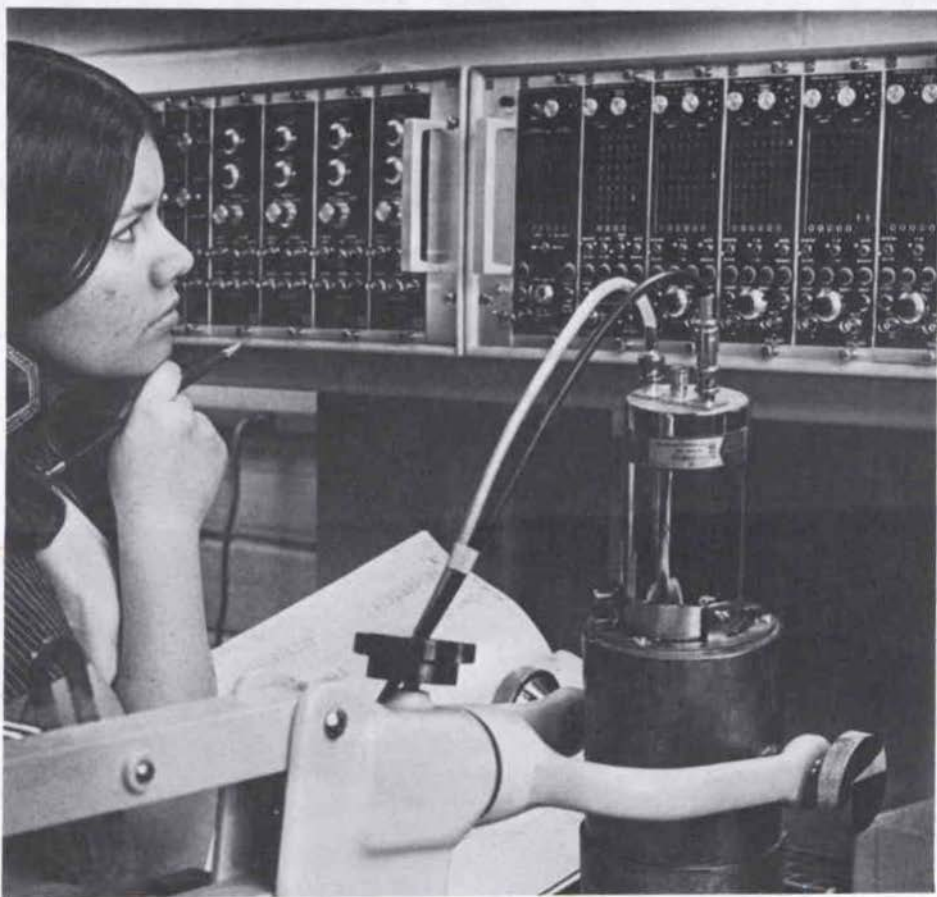
**Faculty Sponsors** work with no more than ten students, and are chosen for each trimester by the student and Faculty Administrator. Interacting with students on a one-to-one basis, the Faculty Sponsors assist students in developing their program of studies, and work substantively with individuals through 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 an average of two hours a week throughout the trimester with their faculty Sponsor, other students, and perhaps the internship supervisors. Typically, such a meeting would involve two or three students presenting work-in-progress for commentary and critique.

Once a month the entire regional group meets for an all-day colloquium in a particular field of inquiry. Presentations are given by students, faculty, and resource people. 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 series 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 evaluate 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**

Students in the M.A. program meet a minimum of one hour weekly with their Faculty Sponsors about their studies. In addition, they meet frequently with their internship supervisors, community people, and study committees to critique and enrich their work. Graduate students have the option of serving on undergraduate committees and/or tutoring individual undergraduates. Fur-

thermore, they participate in all functions of the program, particularly the monthly colloquia (discussed above) in which they give presentations and lead discussions.

## 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 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. 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. On the graduate level, only the Master of Arts degree is granted by Lindenwood 4.

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* mate-



rials 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 *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 Administrator, 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 admissions committee of three 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 pro-

gram. 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. Although most culminating projects will involve writing, students working in primarily non-verbal media—painting, sculpture, dance, music—and students in community action programs are encouraged to produce a culminating project in whatever medium seems appropriate. 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 program, 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.

In the graduate program, each student writes a summary of his or her entire program of study, including bibliography, research, field work and abstracts of papers and projects. This is done at the end of the program from records and notes kept throughout. It is approved by the Faculty Administrator.

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 \$750 per trimester or \$2,250 per academic year in both the undergraduate and graduate programs. After the trimester has begun, all tuition payments are non-refundable for that trimester.

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. If a tuition *refund* is requested prior to these two weeks, it can be made in full. If a refund is requested during this period, two-thirds of the full amount will be refunded. Payment of tuition completes enrollment for a given trimester.

### FINANCIAL AID

Limited scholarship assistance is available for Lindenwood 4 students; awards are based primarily on need. Other possibilities for financial aid include 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.

### 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, and the Bachelor of Music Education degrees. Accreditation is pending for the Master of Arts degree.

### TEACHER CERTIFICATION

As part of Lindenwood Colleges, Lindenwood 4 is recognized by the National Council for Accreditation of Teacher Education. The Colleges 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—St. Louis Office*  
Lindenwood 4  
The Lindenwood Colleges  
St. Charles, Missouri 63301  
Tel: 314/723-7152; Toll-free from St. Louis—946-6912

Boyd Morros, M.A.  
Faculty Administrator

*Washington, D.C. Office*  
2000 S. Street, N.W.  
Washington, D.C. 20009  
Richard Rickert, Ph.D.  
Faculty Administrator

*Los Angeles Office*  
1413 Fifth Street  
Santa Monica  
California 90401  
Tel. 213/934-7284  
Peggy McAllister, M.A.  
Faculty Administrator

## ALUMNAE AFFAIRS AND PLACEMENT

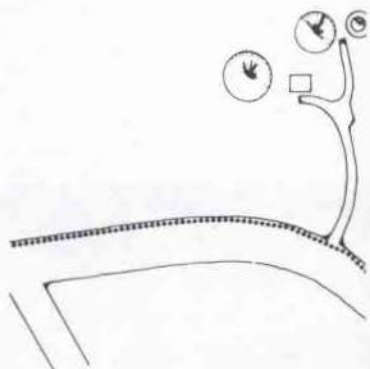
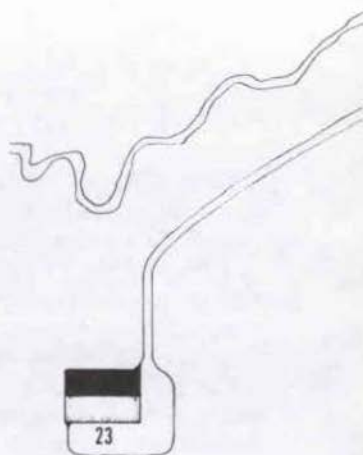
The College maintains a full time office for Alumnae Affairs with a full time Director and Associate Director. Their duties include the publication of an ALUMNAE NEWS four times a year, coordinating the Key Persons Program—a program by which alumni throughout the country serve the college by identifying prospective students and disseminating information about the college, and working with a very active Alumnae Association.

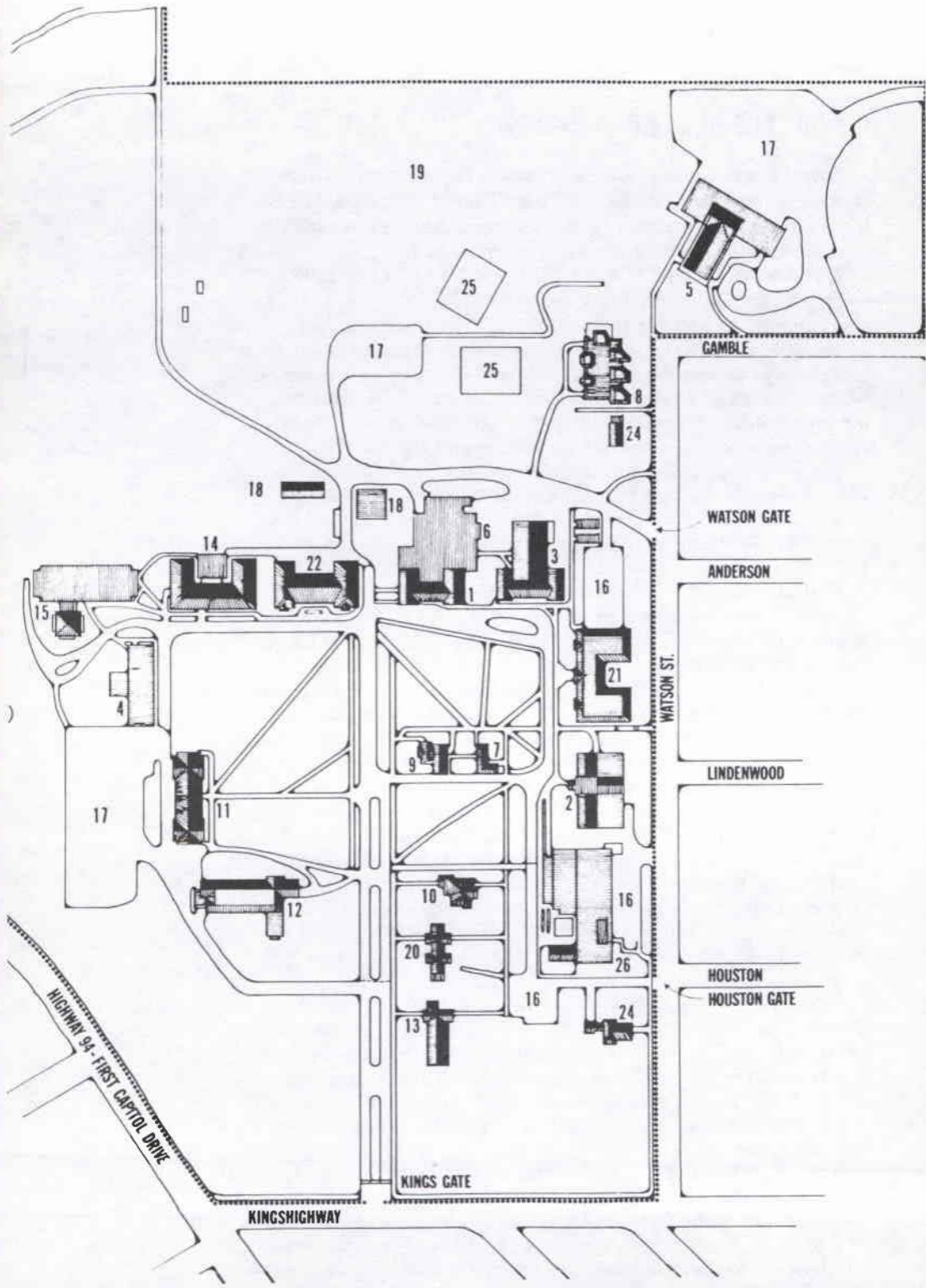
This office also maintains a placement service for the registration of seniors and alumnae. The placement service assists the student not only in job placement but also in preparing applications for entrance to graduate school. Credentials and recommendations of graduates are kept on file and are furnished to graduate departments and prospective employers upon request of the registrant. The college belongs to national placement organizations and subscribes to current directories which supply valuable and up-to-date source material on occupational opportunities. Assistance is also given to students wishing summer employment and part time employment off campus.



# THE CAMPUS

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## CAMPUS BUILDINGS AND GROUNDS

The 152-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 library has a capacity of more than 150,000 volumes. The stacks are open to all students. Cooperative arrangements with university, public and historical libraries in the St. Louis area provide additional opportunities for advanced student research. Microfilm collections, carrels, and reading facilities are available for faculty and student use.

The Library has 76,000 volumes catalogued and subscriptions to 270 periodicals. Library hours are from 7:50 a.m. to 10:30 p.m. Monday through Thursday; from 7:50 a.m. to 6:00 p.m. on Fridays; from 9:00 a.m. to 4:00 p.m. on Saturdays; and from 2:00 p.m. to 10:30 p.m. on Sundays.

### **AUDIO-VISUAL CENTER AND LANGUAGE LABORATORY**

—The terrace level of the library houses the audio-visual center and language laboratory. More than 50 individual learning booths are available to students during the day and evening throughout the week. Slides, film and tape collections are available in the audio-visual center for individual study and small group use. Facilities of the center include tape recording equipment, record players, motion picture, film strip and slide projection equipment and related equipment for individual use.

**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 class-

room 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.

**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.

**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; hockey and athletic fields; 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.

**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. Residence capacity: 53 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

- D. C. Arnold, St. Charles, Mo. (1973)  
 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)  
 Roland T. Pundmann, St. Charles, Mo.  
 (1973)  
 Mrs. Joseph Pulitzer, Jr., St. Louis, Mo.  
 (1973)  
 Victoria Smith, *Alumna*, St. Louis, Mo.  
 (1970)  
 Armand C. Stalnaker, Ph.D., St. Louis,  
 Mo. (1969)  
 Mrs. John Warner, III, *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)  
 The Reverend W. Sherman Skinner, D.D.,  
 Santa Fe, N.M. (1955)  
 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 (1970)  
 Mrs. James C. Hamill, *Alumna*,  
 Oklahoma City, Okla. (1970)  
 James W. Quillian, Oklahoma City, Okla.  
 (1968)  
 David Q. Reed, Kansas City, Mo. (1969)  
 Mrs. Warren McK. Shapleigh, St. Louis,  
 Mo. (1973)  
 Thomas R. Remington, J.D., St. Louis, Mo.  
 (1970)  
 Mrs. J. L. Smith, J.D., *Alumna*, Houston,  
 Mo. (1970)



## EMERITI

- McCLUER, FRANC LEWIS, *President*, 1974; *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.
- 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.

## ADMINISTRATIVE STAFF

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 RICHARD RICKERT, Ph.D., *Faculty  
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 SYBLE LAWThER, *Lay Assistant*  
 JOAN WEAVER, *Secretary*

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DANIEL J. RAY, B.A., *Admissions Counselor*

MELBA BILYEU, *Secretary to the Director of Admissions*

JANET WILHELM, *Assistant to the Director of Financial Aid*

ROSEMARY MUELLER, *Clerk-typist*

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DOROTHY BARKLAGE, B.S., *Associate Director of Alumnae Affairs and Placement*

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RUTH GROSS, *Accounting Assistant*

EUNICE DICKENS, *Accounting Clerk*

MARY MEIER, *Cashier—College Accounts*

NANCY PALLARDY, *Student Accounts*

NANCY COX, *Student Bank*

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VIRGINIA SEABOLT, *Office Manager*

DIANA INCE, *Clerk*

GENE SHABERG, *Supervisor, Mailing Services*

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

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DOROTHY BARKLAGE, *Manager of the Bookstore and Post Office*

DOLLY BASS, *Bookstore*

DARLENE JEMISON

MARY JANE BOSCHERT

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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 NORTHSTINE, *Music*

#### 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, 1966 B.A., Fontbonne College; M.S. in Library Science, Simmons College.*

ANDREA BLODGETT, *Assistant to the Librarian, B.A., Lindenwood College*  
SHIRLEY McCORMICK, *Secretary*



## FACULTY

- AMONAS, GRAZINA O., *Associate Professor, Art and Physical Education*, 1954 B.A., Physical Education College, M.A., University Vytautas the Great, Kaunas, Lithuania; Certificat d'Aptitude a l'Enseignement du Français, Alliance Française, Paris; Doctoral Studies: Connecticut College School of Dance and University of Wisconsin; Modern dance study with Mary Wigman, Rosalia Chladek, Louis Nikolais, 1974; Barbara Mettler; Laban Art of Movement Centre; 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., *Chairman, English; 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.
- BERG, JACOB, *Instructor, part-time, Music*, 1970 Graduate, Curtis Institute of Music; Peabody Conservatory of Music; Principal Flutist, St. Louis Symphony Orchestra.
- BIGGS, PENELOPE P., *Assistant Professor, English*, 1974 B.A., Radcliffe College; M.A., Ph.D., Washington University.
- 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, Music*, 1961 B.S., Indiana Central College; M.Mus., Indiana University; further study with Ozan Marsh, Patricia Benkman, and Reah Sadowsky.
- BOOCH, JACK V., *Theatre Artist in Residence*, 1975
- BORNMANN, JOHN A., *Chairman, Professor, Chemistry*, 1965 B.S., Carnegie Institute of Technology; Ph.D., Indiana University; further study, Technische Hochschule, Stuttgart, Germany.
- BRESCIA, VINCENT T., *Assistant Professor, Biology*, 1969 B.A., Central College; M.S., Florida State University; Ph.D., Florida State University.
- BREWER, RICHARD, *Instructor, part-time, Music*, 1970 B.F.A., University of New Mexico; Cellist, St. Louis Symphony Orchestra
- CARPENTER, VIRGINIA LEWIS, *Chairman, Associate Professor, Education*, 1967 A.B., M.A., Ph.D., Washington University.
- COLEMAN, ROBERT, *Instructor, part-time, Music*, 1970 B.M.E., Eastman School of Music. Clarinetist, St. Louis Symphony.
- COOPER, MARY, *Instructor, part-time, Education*, 1975. B.S., University of Missouri-Columbia; M.Ed., University of Missouri-St. Louis
- CRAIG, CAROL, *Instructor, part-time, Physical Education*, 1972. B.S., M.A., Northwest Missouri State University
- CRENSHAW, EDWARD, *Instructor, part-time, Physical Education*, 1974 B.S., Quincy College; Graduate study, Washington University.
- CROZIER, DORIS, *Associate Professor, Sociology*, 1972 B.A., Trinity College; M.A., New York University; doctoral studies, New York University.
- CRUZ, MARYALICE, *Instructor, part-time, Biology*, 1975. B.A., Clarke College; M.S., St. Louis University
- DELANEY, PATRICK F., JR., *Chairman, Professor, Biology*, 1969 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., *Chairman, 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.
- EBEST, JOY HOLTZMANN, *Chairman, Assistant Professor, Physical Education*, 1968 B.A., Fontbonne College; M.A., Washington University.
- ECKERT, W. DEAN, *Chairman, Associate Professor, Art*, 1968 B.A., B.F.A., M.A., Ohio State University; Ph.D., State University of Iowa. *On leave, Fall and January term 1975-76.*
- 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, English*, 1958 A.B., Northwestern College; M.A., Northwestern University; graduate work, Washington University.
- FIELDS, N. JEAN, *Assistant Professor, English and Communication Arts*, 1965 B.A., Morris Harvey College; M.A., Ohio State University; graduate work, U.C.L.A.
- FLORIMONTE, LOUIS, *Chairman, Assistant Professor, Communication Arts*, 1972 B.A., M.A., The Pennsylvania State University.
- GREENLAW, KENNETH G., *Chairman, Associate Professor, Music*, 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, Music*, 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. in Ed., Washington University; graduate work, St. Louis University.
- HUTCHISON, DONALD GARY, *Instructor, part-time, Art*, 1974 B.A., Webster College; M.F.A., Southern Illinois University.
- JOHNSON, ESTHER L., *Chairman, Associate Professor, Philosophy and Religion*, 1963 A.B., 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 and Artist in Residence, Art*, 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, *On leave*, 1973-76 A.B., Capital University; M.A., Ph.D., Ohio State University.
- McALLISTER, MARGARET, 1975 B.A., Antioch College; M.A., Goddard College; Ph.D. Candidate, International Community College.
- MESZAROS, STEPHANIE, *Instructor, 1966 Assistant Librarian*, 1968 B.A., Fontbonne College; M.S. in Library Science, Simmons College.



- MORROS, BOYD R., *Assistant Professor, Education, and Faculty Administrator, Lindenwood 4, 1973 B.A., M.A., Washington University; doctoral candidate, Washington University.*
- MORROS, LUCY S., *Assistant Professor, part-time, English, 1975 A.B., M.A., Doctoral Candidate, Washington University.*
- NELSON, LINDA A., *Chairman, Assistant Professor, Psychology, 1973 B.S., (Honors), Washington University; M.S., 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.*
- NISSING, BURTON J., *Assistant Professor, Business Administration, 1975 B.S., B.A., University of Missouri; M.S.C., St. Louis University; doctoral candidate, St. Louis University.*
- PALANK, ROBERT F., *Assistant Professor, Business Administration, Director of the Computer Center, 1972 B.S.I.E., M.S.I.E., St. Louis University.*
- PERRONE, ANTHONY, *Assistant Professor, Modern Languages, 1969 B.A., Assumption College; M.A., University of Illinois.*
- PERRY, ANNE C., *Assistant Professor, Modern Languages, 1974 A.B., Randolph-Macon Woman's College; M.A., Duke University; Ph.D., Washington University.*
- POLETTE, NANCY, *Instructor, part-time, Education, 1970 B.S., Washington University; M.S., Southern Illinois University.*
- POWELL, LILLIAN, *Instructor, part-time, Education, 1970 A.B., M.A., Colorado State College.*
- PROFFER, HERMAN C., *Instructor, part-time, Art, 1970 B.A., M.S., Southern Illinois University.*
- RICKERT, RICHARD, *Assistant Professor 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.*
- RUKAVINA, STEVE B., *Associate Professor, Education, 1974 B.S., M.S., St. Cloud State College; Ed.D., Wayne State University.*
- SADOWSKI, FRYDERYK, *Instructor, part-time, Music, 1970 Principal Second Violinist, St. Louis Symphony Orchestra.*
- SCHULTZ, KENNETH, *Instructor, part-time, Music, 1970 B.M., Eastman School of Music; Graduate study, Northwestern and Washington Universities. French hornist, St. Louis Symphony Orchestra.*
- SMITH, MARY ANN, *Instructor, part-time, Communication Arts, 1971 B.A., (cum laude), Heidelberg College; M.A., University of Illinois.*
- SMITH, THOMAS W., *Assistant Professor, Modern Languages, 1970 A.B., Heidelberg College; Zertifikat, Universitat Heidelberg; M.A., University of Illinois; doctoral candidate, University of Illinois.*
- SODA, DOMINIC C., *Chairman, Associate Professor, Mathematics, 1969 B.S., M.S., Queen's University (Canada); Ph.D., Yale University.*
- STRICKERT, JANE B., *Instructor, part-time, 1975 B.A., Coe College; M.A.T., Washington University; doctoral candidate, Washington University.*
- SULLIVAN LINDA A., *Assistant Professor, Business Administration, 1972 B.S., Lindenwood College; M.A., Northeast Missouri State College.*
- SWINGEN, ALLEGRA, *Associate Professor, Music, 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.*
- WEHMER, JOHN H., *Associate Professor, Art, 1959 B.F.A., Washington*

University; M.F.A., University of Illinois.

**WEINRICH, BERNARD W.**, *Assistant Professor, Business Administration*. 1972. B.S., Washington University; M.B.A., St. Louis University; additional graduate work, St. Louis University.

**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, Director of Lindenwood Common*, 1968 B.A., Blackburn College; M.A., St. Louis University; Ph.D., Georgetown University.

**WHITE, ROBERT G., JR.**, *Assistant Professor, Communication Arts*, 1975. B.A., Denison University; M.S., Indiana University. Graduate Study, Bowling Green State University.

**WILKE, ROBERT G.**, *Instructor, Communication Arts*, 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'etudes Politiques, Paris; M.A., University of Chicago; Ph.D., Georgetown University. *On leave Fall and January terms 1975-76.*

**WISNESKY, ROBERT**, *Instructor, part-time, Music*, 1970 Bassoonist, St. Louis Symphony Orchestra.

**WOODHAMS, RICHARD**, *Instructor, part-time, Music*, 1970 Principal Oboist, St. Louis Symphony.

## Evening College

### Staff

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

**THOMAS W. SMITH**, M.A., *Assistant to the Dean.*

**BERNARD W. WEINRICH**, M.B.A., *Assistant to the Dean.*

**JUDITH BROWN**, *Secretary*

## Adjunct Faculty

**AMBELANG, JOEL**, B.A., M.A. *Instructor, Sociology/Administration of Justice*, 1975. *Chief Juvenile Officer, 11th Judicial Circuit.*

**BARLING, PHILLIP W.**, B.A., M.S. *Instructor, Psychology*, 1975.

**BARMANN, LAWRENCE F.**, B.A., Ph.L., S.T.L., M.A., Ph.D. *Visiting Lecturer, Religion*, 1975.

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

**BLOEBAUM, ANNE**, B.S., M.Ed. *Instructor, Communication Arts*, 1971.

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

**BOTZ, RAYMOND E.**, B.S., C.P.A. *Instructor, Business Administration*, 1974. *Raymond E. Botz, Certified Public Accountant.*

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

**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.*

**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.



- 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.*
- FINE, WARREN H., B.S., M.S. in C., C.P.A.  
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*C.P.A., Hochschild, Bloom and Dardick.*
- FRIEDMAN, WILLIAM, B.S., M.S., Ph.D.  
*Instructor, Business Administration, 1974.*  
*Consultant.*
- GOLDFARB, MARVIN A., B.S., M.S.  
*Instructor, Business Administration, 1975.*  
*Engineer, Monsanto Company.*
- HEINRICH, LOUIS EDWARD III, B.S., M.S.  
*Instructor, Business Administration, 1975.*  
*Assistant Professor, Florissant Valley Community College.*
- HERMAN, JERRY, B.A., M.A.  
*Instructor, Communication Arts, 1974.*  
*Instructor, Speech Communication, SIU.*
- HILLARD, NANCY LOWE, B.A., Ph.D.  
*Instructor, Psychology, 1975.*  
*Clinical Psychologist, Youth Mental Health Consultants.*
- HILLARD, ROBERT, B.A.  
*Instructor, Business Administration, 1975.*  
*Senior Partner, Fleishman-Hillard, Inc.*
- HUNDLEY, BEVILY T., B.S., M.S. in C.  
*Instructor, Business Administration, 1974.*  
*Procurement Specialist, McDonnell-Douglas Corporation.*
- HUTCHISON, DONALD G., A.B., M.F.A.  
*Instructor, Art, 1974.*
- JACKSON, BONITA, B.A., M.F.A.  
*Instructor, Art, 1973.*
- LANGER, HENRY J., B.B.A., M.S. in C.  
*Instructor, Business Administration, 1974.*  
*Director of Advertising and Mail Sales, C. V. Mosby Co.*
- LEESEBERG, KEITH R., B.S., M.S.  
*Instructor, Business Administration, 1975.*  
*Chairman, Business Administration Department, Florissant Valley Community College*
- 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.*
- McKENZIE, JOSEPH A., A.B., A.M.  
*Instructor, Economics, 1975.*  
*U.S. Department of Labor, Bureau of Labor Statistics*
- NEWSOME, ROBERT R., B.A., M.A., Ph.D.  
*Instructor, Psychology, 1975.*  
*Director, Robert Newsome Associates*
- 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.*
- 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, 1975.*
- 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*
- SLINGERLAND, HAROLD E., B.S., M.B.A.  
*Instructor, Business Administration, 1974.*  
*Assistant Manager, Credit Discount Department, Federal Reserve Bank of St. Louis.*
- SOCCIO, DOUGLAS J., B.A., M.A.,  
Doctoral Candidate.  
*Instructor, Philosophy and Religion, 1972.*

SOKOLIK, BARRY H., B.A., M.A., M.B.A.  
*Instructor, Business Administration, 1975.*  
*Market Research Consultant.*

SPELLMAN, DOROTHY, B.A., M.E.,  
 Ph.D.

*Instructor, English, 1975.*

STEITZ, RAYMOND E., J.D.

*Instructor, Business Administration, 1975.*

*Associate Professor, Florissant Valley  
 Community College*

STEWART, ANNE M., B.S., C.P.A.

*Instructor, Business Administration, 1973.*

*C.P.A., Raymond E. Botz, Certified Public  
 Accountant.*

SWARTHOUT, JENNIE L., B.S. in Ed.,  
 M.A.

*Instructor, Business Administration, 1974.*

THAYER, WILLIAM V., B.S., M.S. & Ed.  
*Instructor, Science, 1975.*

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.*

WRIGHT, THOMAS G., B.S., M.S.

*Instructor, Business Administration 1972.*

*Treasurer, Permaneer Corporation.*

#### **Additional Faculty**

BINNINGTON, GEORGIA, *Instructor,*  
*part-time, Art, 1975.* A.B., Washington  
 University.

BORDEN, PHILIP S., *Chairman,*  
*Professor, Business Administration,*  
 1975. B.S., University of Kansas; M.B.S.,  
 D.C.S., Harvard Graduate School of  
 Business.

McGORMLEY, DUANE, *Assistant*  
*Professor, Communication Arts, 1975.*  
 B.A., Case Western Reserve University;

M.Div., Evangelical Theological  
 Seminary; M.F.A., Case Western  
 Reserve University.

WALTER, JAMES D., *Assistant Professor,*  
*Sociology, 1975.* B.A., Kent State  
 University; M.A., Indiana State  
 University; Ph.D., Ohio State  
 University.

WIRTHLIN, PATRICIA, *Instructor, part-*  
*time, Art, 1975.* B.A., graduate work,  
 Washington University.



CALENDAR 1975-76

**SEPTEMBER**

Thursday 4  
 Friday 5  
 Saturday 6  
 Monday 8  
 Tuesday 16

**FALL TERM**

New students arrive. Orientation; open houses  
 Freshman testing; registration; orientation  
 Registration; orientation  
 Classes begin (Day and Evening)  
 Last day to change classes

**OCTOBER**

Mon.-Fri. 27-31

January Term registration and  
 Spring Term course adjustments

**NOVEMBER**

Wed.-Sun. 26-30

Thanksgiving Recess

**DECEMBER**

Monday 1  
 Tuesday 9  
 Wed.-Wed. 10-17  
 Sunday 15  
 Thursday 18

Classes resume  
 Last day of classes  
 Reading day and final examinations  
 Christmas Vespers  
 Christmas Vacation begins

**JANUARY**

Monday 5  
 Thursday 8  
 Friday 30

**JANUARY TERM**

Classes begin  
 Last day to change classes  
 January Term classes end

**FEBRUARY**

Wednesday 4  
 Wednesday 12

**SPRING TERM**

Spring Term classes begin  
 Last day to change classes

**MARCH**

Saturday 20  
 Sunday 28  
 Monday 29

Spring Recess begins  
 Spring Recess ends  
 Classes resume

**APRIL**

Mon.-Fri. 19-23  
 Wednesday 30

Pre-registration: 1976-77 academic year  
 Honors Convocation

**MAY**

Wednesday 5  
 Tuesday 11  
 Wed.-Wed. 12-19  
 Wednesday 19  
 Friday 21  
 Saturday 22

Honors Convocation  
 Last day of classes  
 Reading day and final examinations  
 Commencement rehearsal  
 Baccalaureate, 7:30 p.m.  
 Commencement, 10:30 a.m.

**SUMMER TERM**

Monday, June 7  
 Monday, July 5  
 Friday, July 30

Summer Term I begins  
 Summer Term II begins  
 Summer Sessions end

## ABOUT THE CATALOG

The 1975-76 Catalog of the Lindenwood Colleges was edited by Evelyn B. Spencer, assisted by Judi Moyer and Lucy Morros of the Lindenwood Colleges staff.

The cover design is by Jeff Kleiman '74. Jeff is a Political Science major from Massachusetts who will begin graduate study at the University of Cincinnati in Fall '75. He is married to a Lindenwood graduate and has been employed by the Colleges for the past year as a member of the Security Force. Jeff's interest in medieval art and illuminated manuscripts is evident in his creations. His drawings have been published in several periodicals, including *The Boston Globe*.

Photography Editor Frank Oberle graduated this year from Lindenwood College for Men. He is married, a Vietnam veteran, and has a two-year-old daughter. Frank interned in photography at the *St. Charles Banner-News*, has had his work exhibited in several shows, and plans to make photography his profession. Other student photographers who contributed to this catalog are Glenn Michaels '75 and Chris Coleman '76.

The Editors are deeply grateful for the advice and cooperative assistance of a group of Lindenwood Colleges students who helped us by sharing their views of both the community and academic aspects of college life during a panel discussion. We particularly wish to thank Judith Friedman '75, a pre-law student who has interned in radio and TV broadcasting as well as newspaper reporting and writing, for helping us arrange and record the panel discussion.

Panel members, some of whom are shown in the accompanying photograph, were: Judith Friedman, Joyce Meier, Nukhet Dogan, Debbie Stephenson, Mike Kitsch, Rick Champagne, Bob Van Dusen, Michael Sandwith, Frank Oberle and Mike Dean.

We are also deeply appreciative of the generous and helpful cooperation of all other members of the Lindenwood community who furnished us with data, interviews and hours of their time.





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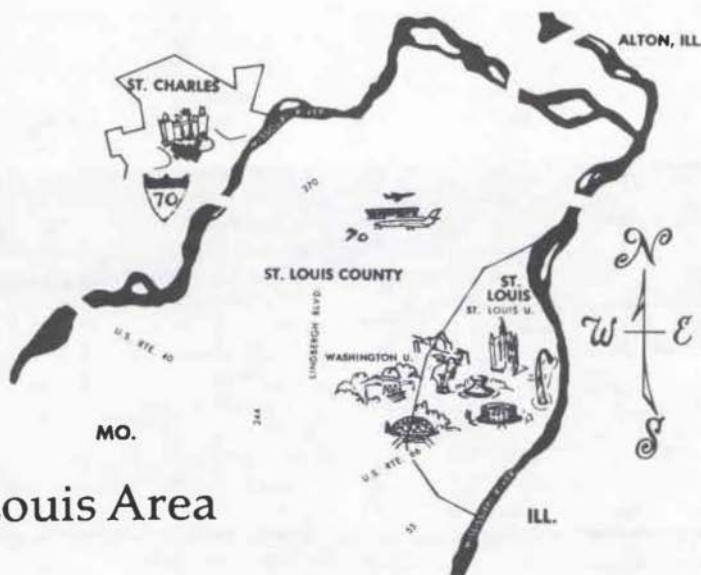
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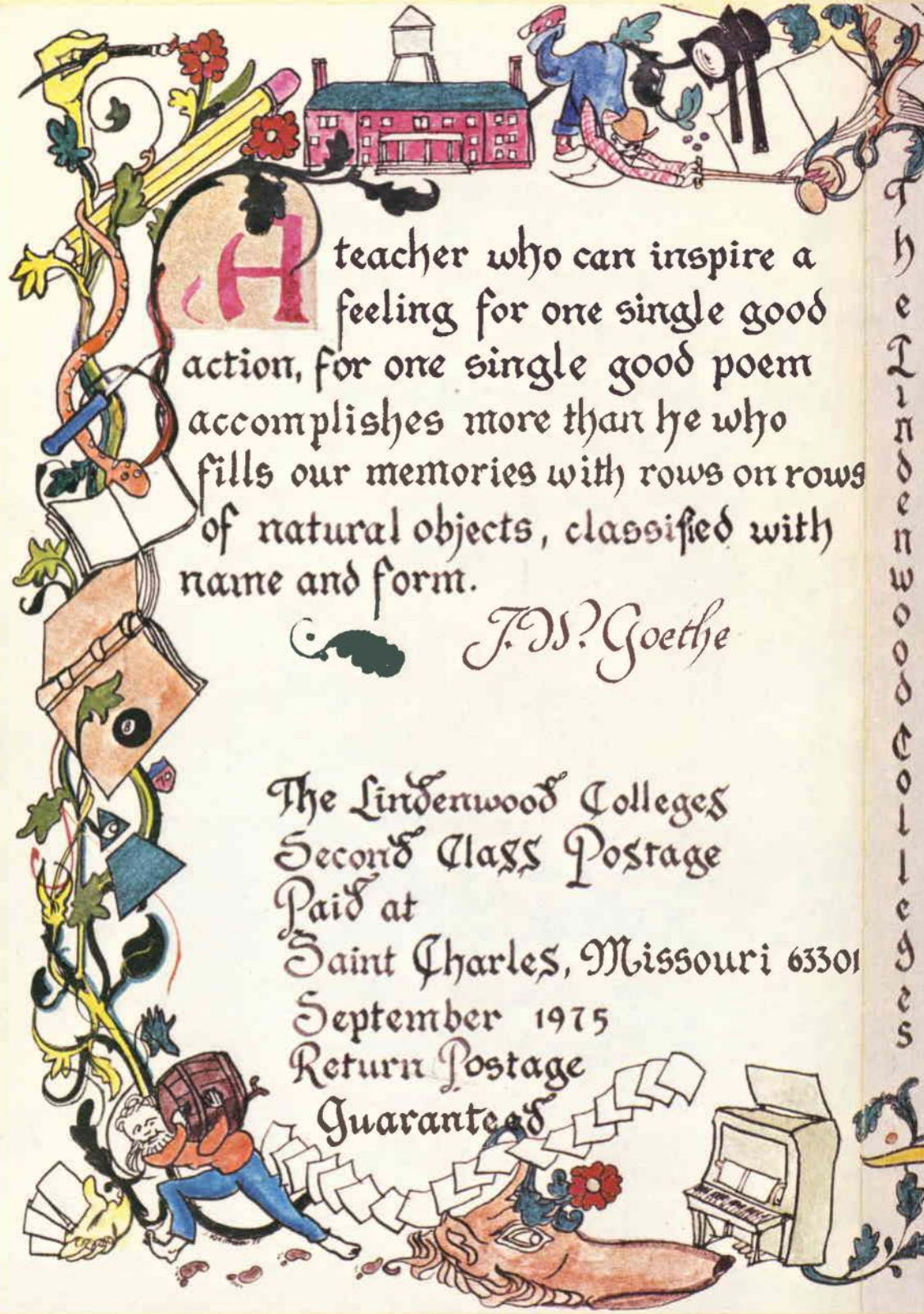


# Lindenwood Campus in Historic, St. Charles, Mo.

Lindenwood College 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



A teacher who can inspire a feeling for one single good action, for one single good poem accomplishes more than he who fills our memories with rows on rows of natural objects, classified with name and form.

J. W. Goethe

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