

Lindenwood College/Lindenwood II/St. Charles MO.

Gene

the Lindenwood Colleges



Bulletin for 1974 & 1975

THE LINDENWOOD COLLEGES

The Lindenwood Colleges are comprised of Lindenwood College for Women, founded in 1827, and Lindenwood College II, founded in 1969. The colleges operate under separate boards in a coordinate relationship with 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 curriculum 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.

Lindenwood College for Women, since its origin a creature of the church, continues its relationship to the United Presbyterian Church in the U.S.A. through a covenant with the Synod of Missouri. The college is a member of the Presbyterian College Union and the American Association of University Women. Maintaining its traditional commitment to the education of women, Lindenwood provides leadership opportunities for its students as well as giving special attention to those programs of study which prepare women for the contemporary world.

Lindenwood College II matches the women's college with leadership opportunities for men and programs of study, variously designed to enable today's student to use the liberal arts curriculum in ways appropriate to the opportunities and challenges of these times. With a distinctive plan for student involvement in college governance, the college makes the examination and adaptation of academic programs an essential part of the educational process.

Both colleges are served by The Lindenwood Colleges faculty and by the resources of the 140 acre campus. Admission to both colleges is open to all students without regard to race, creed, color, or national origin.

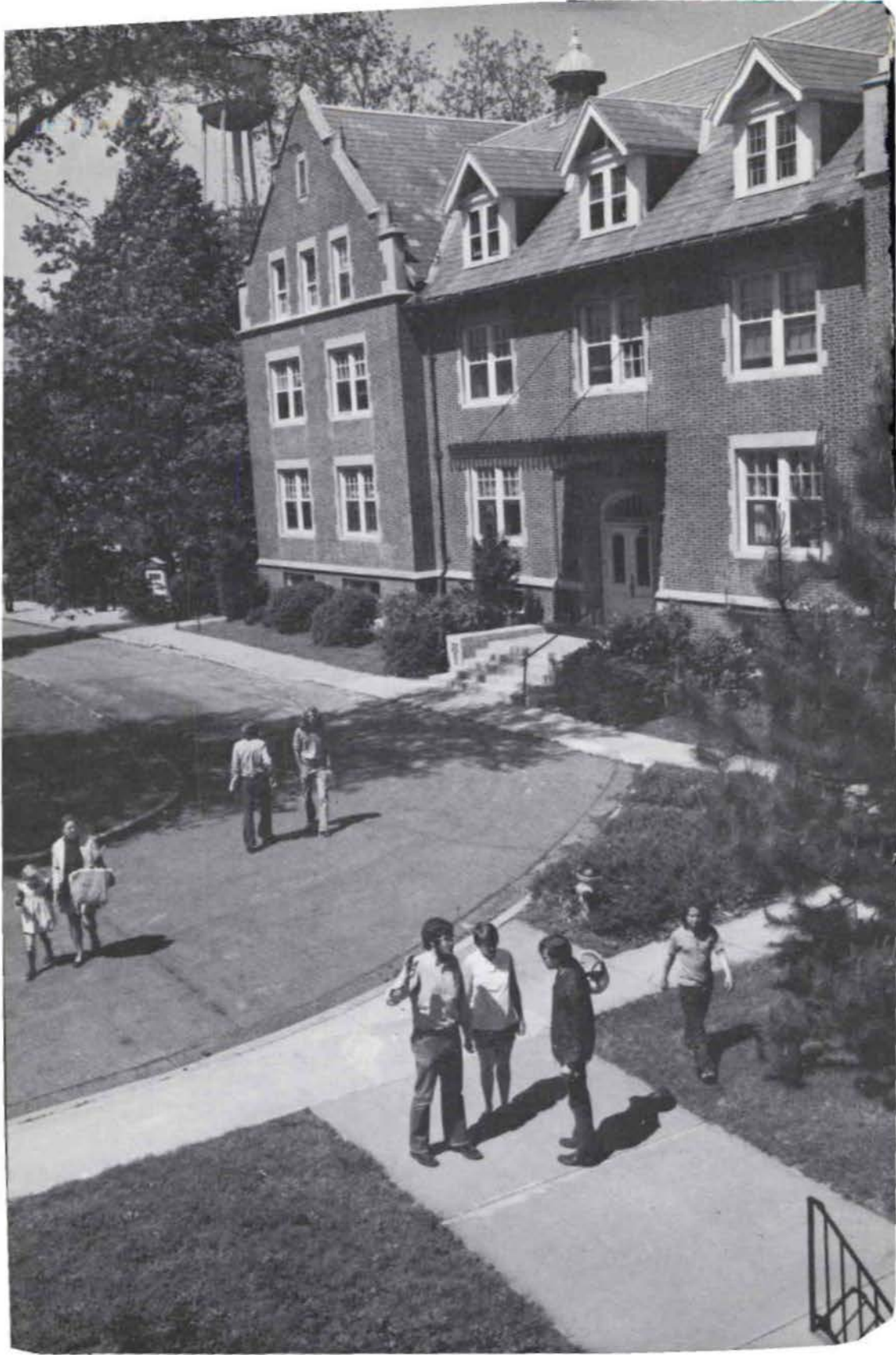
Prospective students are encouraged to visit the campus. An appointment in advance will enable the admissions staff to arrange for visits with particular departments of study but appointments are not otherwise required. The Admissions Office, located on the first floor of Roemer Hall, is open for interview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

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CALENDAR 1974-75

SEPTEMBER	FALL TERM
Thursday 5	New students arrive. Orientation; open houses
Friday 6	Freshman testing; registration
Saturday 7	Registration
Monday 9	Classes begin
Monday 16	Last day to change classes
OCTOBER	
Mon.-Fri. 28-31	January Term registration and Spring term course adjustments
NOVEMBER	
Wednesday 27	Thanksgiving Recess begins
DECEMBER	
Tuesday 2	Classes resume
Tuesday 10	Last day of classes
Wed.-Wed. 11-18	Reading day and final examinations
Sunday 15	Christmas Vespers
Thursday 19	Christmas Vacation begins
JANUARY	JANUARY TERM
Monday 6	Classes begin
Thursday 9	Last day to change classes
Friday 31	January Term classes end
FEBRUARY	SPRING TERM
Wednesday 5	Spring Term classes begin
Wednesday 12	Last day to change classes
Monday 17	Holiday, Washington's birthday
MARCH	
Saturday 22	Spring Recess begins
Sunday 30	Spring Recess ends
Monday 31	Classes resume
APRIL	
Mon.-Fri. 7-11	Pre-registration: 1975-76 academic year
Wednesday 30	Honors Convocation
MAY	
Tuesday 6	Last day of classes
Wed.-Wed. 7-14	Reading day and final examinations
Wednesday 14	Commencement rehearsal
Friday 16	Baccalaureate, 7:30 p.m.
Saturday 17	Commencement, 10:30 a.m.
MONDAY, JUNE 9	SUMMER TERM
MONDAY, JULY 7	Summer Term I begins
FRIDAY, AUGUST 1	Summer Term II begins
	Summer Sessions ends

OBJECTIVES

As private, independent colleges, Lindenwood and Lindenwood II 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 much of the typical student's work takes place away from the college: in the wider community, where student interns fill positions of adult responsibility where the standards of performance are professional.

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.

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.

PROGRAM GOALS

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

The Lindenwood Colleges offer three majors 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. Departmental 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

AREAS OF CONCENTRATION LEADING TO THE B.A. DEGREE

Art History
Studio Art
Communication Arts
English
Music
Modern 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

SCIENCES

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

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

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 in 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 taken in the freshman year (*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 a foreign language or the successful completion of four courses in a specific language.
8. Proficiency in English composition. Proficiency examinations are administered by the Department of English.

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 II.

The standard college degree requirements for the Bachelor Degrees are maintained. These include the requirement of the 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 Have:

1. 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 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.

GENERAL INFORMATION

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 explanation of terms and course numbering.

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 3½ hours credit in a standard calendar term. Fractional courses ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$) are roughly equivalent to 1, 2, and 3 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 8. 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 a science, mathematics, elementary education, foreign language, art, or music concentration—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 The Lindenwood Common (or the Lindenwood Colloquium for the degree programs in the Evening College).

The Bachelor of Arts degree requires a foreign language. Requirements for particular areas of concentration are found in the departmental listings. A prerequisite is a course or approval required prior to acceptance in a particular course of study.

Distributional Requirements

For the Bachelor of Arts degree, two courses from each of the three divisions (Humanities, Sciences, Social Sciences) are required. For the Bachelor of Fine Arts, Bachelor of Music, Bachelor of Music Education, and Bachelor of Science degrees, three courses from each of the divisions are required. The objective is to enable the student to explore a discipline before choosing his area of concentration and to broaden the base of his college program.

COURSES OF INSTRUCTION

Course Numbering

- 0-99 Fractional courses not involving independent study.
- 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 study.
- 450 Internships.

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

The Lindenwood Common Course

Staff: R. Wier, Director, E. Balog, V. Brescia, J. Fields, M. A. Smith, D. Soda.

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. The theme for the 1973-74 academic year is Values: Origin, Conflict, Change.

In order to achieve its aims the Common has adopted a unique format. The fall term encompasses a communication workshop and a common course of study. The common course continues into the first half of the spring term and is followed by independent study.

THE COMMUNICATION WORKSHOP:

During the first half of the fall term, all students and instructors will participate in a Communication Workshop, aided by faculty drawn from the Department of English, to provide students with an opportunity to build skills in both written and oral communication. A variety of educational formats and experiences are available to students, to secure a level of competence in communicating their thoughts and experiences in the Common, as well as in other courses in which they will participate in the College.

THE COMMON:

Beginning in the fall term and continuing into the spring, students, together with the Common faculty, will explore a common course of study, centered upon the theme of the course chosen for that year. The basic unit of the Common is the discussion group, consisting of approximately 25 students. During the term students rotate among instructors, providing an opportunity to encounter different points of view and varied approaches to learning. There is also a rotation of students within discussion groups. The format of the Common includes plenary sessions of all students and sub-plenary meetings of two or more discussion groups. Guest lecturers, panel discussions, films, and other special programs are other types of experiences provided by the Common.

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 upper-class student assistants, and 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

The Lindenwood Colloquium

Staff: D. Eckert, J. Hood, J. Nichols

LCC 301 The Democratic Experience

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.

The theme of the course for the fall of 1974 is *The Democratic Experience*. 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

Staff: H. Hendren, Chairman; G. Amonas, A. Kanak, D. Eckert, J. Wehmer.
Part-time: C. Proffer.

The Art Department 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 advisor, may include independent studies, field studies or internships to fit his 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 advisor.

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. or B.S. 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. A student who enters Lindenwood as a freshman or sophomore will not be eligible for entrance into the B.F.A. program until after the submission of a portfolio and the evaluation of this portfolio by the art faculty at the end of the sophomore year. A portfolio will be required of all transferring students above the sophomore level who wish to become candidates.

The Art Department reserves the right to retain any work done under the instruction of the department faculty. Permission to remove work retained by the department must be granted by the Chairman of the Department.

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. Hendren, Feely.

*232 PRIMITIVE ART

The art of primitive cultures and their influence on the development of 20th century art. Hendren.

*241 ART OF THE ANCIENT NEAR EAST

The study of the art of Egypt and Mesopotamia. Hendren.

*251 ORIENTAL ART

The art of India, China and Japan studied in relation to Eastern religion and philosophy. Hendren.

*252 NORTHERN RENAISSANCE ART

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

*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. Hendren.

*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.

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.

266 MEDIEVAL STUDIES AND HUMANITIES

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. Hendren and staff.

267 MEDIEVAL STUDIES AND HUMANITIES

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

*Offered alternate years

374 SENIOR STUDIES

Advanced work in studio art or art history as independent study under the direction of an instructor. Critical writing and/or discussion with the faculty is required. The student must petition the art faculty for approval. Prerequisite: any two art history courses.

Studio Art Courses

102 BASIC COMPOSITION AND DESIGN

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.

103 FUNDAMENTALS OF EXPRESSION

An experimental course for the student who wishes to explore the creative possibility of graphic art, dance, creative writing and theatre. These arts will be integrated through a series of directed experiences which will stress both the similarities and differences of each discipline in both form and content. Wehmer, Amonas, Florimonte, Feely. Not available for audit.

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 additional 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:

site: Art 102 or 103 or consent of instructor. Eckert, Wehmer, Kanak. (\$10 fee) Not available for distributional requirement. Not available for audit.

301 DESIGN

Design and color problems, in 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 advisor 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. 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 102 or 103 and Art 330. Staff. (\$10 fee) Not available for distributional requirement. Not available for audit.

304 LITHOGRAPHY

This course will allow the student to work in both stone and metal plate lithography. Focus will be placed upon the different aesthetic quality of each type of print and the different techniques involved in their production. 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.

325 WATERCOLOR (Evening only)

Instruction in painting with water-color appropriate to the need and level of each student. Prerequisite: Art 300 or 330 or consent of the instructor. Staff. (\$5 fee) Not available for distributional requirement. Not available for audit.

330 a-h DRAWING

Drawing in all media with instruction and criticism appropriate to the need and level of the individual student. Prerequisite: Art 100 or 101. Wehmer, Kanak. (\$10 fee) Not available for distributional requirement. Not available for audit.

340 a-h OPEN STUDIO

This course is designed as a composite studio experience where independent study allows the student to concentrate in a single medium or to work in all areas of studio art including dance. This course is for advanced students who have basic knowledge of techniques to be developed in the course and further requires permission of the instructor. Staff. Fee to depend on nature of problem and materials furnished by the department. Prerequisite: A student must complete an appropriate course. Not available for audit. Not available for distributional requirement.

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 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.

*Offered alternate years

*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.

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.

205J AND HUMANITIES 205J JAPANESE CULTURE: TRADITION AND INNOVATION (1)

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. Field trips are planned to area museums to study collections of Japanese art. No prerequisite.

332J COLLAGE (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.

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.

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.

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 103 or course in dance or consent of instructor. Not available for audit. Not available for distributional requirement.

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,

*Offered alternate years

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 archaeological 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 Chiche-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.

324J GREEK AND BYZANTINE ART—GREECE

This is a study of the origins of Greek architecture, sculpture, and minor arts on Crete. The sites of Knossos, Phaistos, Gournis and Malia are visited and the museum of Minoan art in Heraklion is extensively used. Particular attention is paid to insular environment on the resultant art form: Egyptian and Asian influences are also studied.

The second phase of study consists of the Mycenaean architecture and culture at Mycenae and Tiryns. This mainland civilization and resultant art forms will be contrasted with that of Crete.

The third phase consists of the development of classical Greek art from the early Archaic period through the Hellenistic period and includes study at the sites of Corinth, Olympia, Epidauros and Delphi and terminates in Athens where the National Museum collection is used to synthesize the entire course. Not available for audit. Not available for distributional requirement.

365J MEDIEVAL AND RENAISSANCE ART IN EUROPE

This course is designed as an intensified, direct experience with Medieval and Renaissance architectural monuments and their sculptural programs and museum study of manuscripts and paintings. Special attention will be given to the stylistic and philosophical evolution evident in these monuments which reflect the artistic traditions after the fall of Rome as they contrast with or contributed to the Renaissance. Not available for audit. Not available for distributional requirement.

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

Staff: P. Delaney, Chairman; D. Anderson, V. Brescia

Part-time: L. Findysz

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. He 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 on biology requires the completion of a minimum of nine courses in biology and six courses outside the Department but within the Division of Natural Science. 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 semester General Biology course (advanced placement is available), one 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 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.

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. (\$10 lab fee)

105, 106 CONTEMPORARY BIOLOGY

The course surveys biological principles and applies them to contemporary problems. Staff. (\$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. (\$10 lab fee)

400 FIELD STUDY

450 INTERNSHIP

AREA I: Molecular and Cellular Biology

306 CELLULAR PHYSIOLOGY

A study of the properties and activities of organisms at the cellular and subcellular levels. Emphasis on membrane phenomena, mechanism of movement and conduction in nerve and muscle fibers. Prerequisite: Biology 101, 102 or consent of the instructor. Delaney. (\$10 lab fee)

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. (\$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. (\$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. (\$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. (\$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: consent of the instructor. Staff. (\$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. (\$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. (\$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.

*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. (\$10 lab fee)

308 GENETICS

A study of classical and modern genetics, including principles of Mendelian inheritance, mechanism of cellular heredity, mutations, the genetic code, gene interactions, and population genetics with an introduction to the principles of evolution. Prerequisite: Biology 101, 102 or consent of the instructor. Brescia. (\$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. (\$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. (\$10 lab fee)

120 ENVIRONMENTAL BIOLOGY

A course designed to study current environmental problems and basic ecological principles. Anderson.

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. (\$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 liv-

ing communities. Prerequisite: Biology 101, 102 or consent of the instructor: Anderson. (\$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. (\$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)

330 EXPERIMENTAL STUDIES OF ALGAE AND FUNGI

The course will include 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.



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, 180

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

Staff: E. Miller, Chairman; R. Palank, L. Sullivan.

Evening Staff: R. Botz, A. Cornwell, C. DeLaPorte, A. Essock, M. Fox, W. Friedman, O. Henne, B. Hundley, S. Poe, A. Steward, J. Swarthout, R. Thompson, B. Weinrich, T. Wright.

The Business Administration Department 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 ½ or 15 courses.

Evening Programs

The department actively participates in The Lindenwood Evening College which is designed to add diversity to day programs and to encourage men and women, 25 years of age or older, 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. Busi-

ness 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.

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.

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

21 BUSINESS STATISTICS (½)

(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: MA-102 or the equivalent. Staff

200 INTRODUCTION TO BUSINESS (½)

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

202, 203 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 data. Botz, Miller, Thompson, Weinrich.

204 BUSINESS LAW

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

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. Cornwell, Henne, Weinrich.

207 PRINCIPLES OF FINANCE

Sources of business funds will be studied together with their application. An introduction to basic financial management for liquidity and profitability. Miller, Wright.

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-200 or consent of the instructor. Friedman, Miller, 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, Fox.

Accounting

31 MANAGERIAL ACCOUNTING (½)

A study of the use and interpretation of internal accounting data by management to plan and control business activities. Prerequisites: BA-202, 203. Miller, Weinrich.

35 COST ACCOUNTING (½)

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-202, 203. Essock, Miller.

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-202 or the equivalent. Botz, Miller, Steward, Thompson.

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. Prerequisites: BA-202, 203. Botz, Essock, Miller, Thompson.

***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-35. Essock, Miller.

***313 ADVANCED ACCOUNTING (Evening)**

Specialized topics in advanced financial accounting: consolidations, mergers, partnership liquidations, consignments, installment sales, estates and trusts. Prerequisites: BA-310, 311. Thompson, Miller.

***314 GOVERNMENTAL ACCOUNTING (Evening)**

Problems, systems, methods, and procedures in the specialized accounting and reporting functions of nonprofit organizations and governmental units. Prerequisites: BA-202, 203. Thompson.

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.

***316 AUDITING (Evening)**

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, Miller, Thompson.

Data Processing

225 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.

226T 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

*Offered alternate years

instructor as required, but the course will primarily consist of independent student effort, individually or in teams. BA-225 or the equivalent is required; concurrent enrollment in BA-225 is permitted. DeLaPorte, Palank.

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. Prerequisites: Math 101, 102, and BA-220. DeLaPorte, Palank.

Finance

***231 CREDIT MANAGEMENT (Evening)**

A study of the functions, practices, and policies of consumer and commercial credit granters. Staff.

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

Methods of statement analysis from various viewpoints (creditors, owners, investors) and for various purposes (liquidity, risk, profitability, responsibility accounting). Friedman, Miller, Wright.

***330 INVESTMENTS (Evening)**

Concentration upon investment principles, risk, and security analysis. Types of securities are related to investment policies and goals. Prerequisite: BA-207 or consent of instructor. 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-207. Miller, Wright.

***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-207. Staff.

Management

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. Miller.

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.

***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. Staff.

***340 BUSINESS AND SOCIETY (Evening)**

An in-depth study of an apparent dilemma: business and economic growth without sacrificing ecological, moral, and ethical imperatives. Lectures, discussions, and cases will be used to develop the background of contemporary problems, and insight into both sides of the problems themselves, progress made to date, and a framework for reasonable approaches to solutions in the future. Prerequisite: BA-

*Offered alternate years

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

***345 BUDGETING (Evening)**

Objectives and methods of preparing coordinated and flexible budgets for business planning and control purposes. Prerequisites: BA-202, 203 or consent of instructor. Miller, Weinrich.

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. Miller, Weinrich.

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. Miller.

***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, 346 and senior standing. Two department faculty.

Marketing

55 SALESMANSHIP (½) (Evening)

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. Cornwell, Henne, Weinrich.

***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.

256 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. Henne.

***257 MANAGEMENT OF PROMOTION (Evening)**

Design, integration, and management of the total promotional program: advertising, personnel selling, sales promotion, and special promotional features. Cornwell, Henne.

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, 256. Henne.

***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.

*Offered alternate years

***354 MARKETING PROBLEMS (Evening)**

A seminar approach to analysis and investigation of current marketing problems. Students will research, prepare, and present oral and written reports. Prerequisite: BA-205, 353. Cornwell, Weinrich.

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. Fox, 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. Fox, 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. Fox, 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. Fox, Sullivan, Swarthout.

66 BUSINESS MACHINES (½)

An introduction to the processing of data by the more frequently used business machines. Fox, Sullivan, Swarthout.

261 ELEMENTARY SHORTHAND

An introduction to Gregg Shorthand, with emphasis on rapid reading, fluent writing, and accurate transcribing. Open to beginners and those in need of a review of funda-

mentals. Typewriting must be taken concurrently unless the student has the equivalent of BA-60. Fox, Poe, Sullivan.

262 INTERMEDIATE SHORTHAND

Continued emphasis upon 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. Fox, Poe, Sullivan.

363 ADVANCED SHORTHAND

An intensive study of shorthand principles, with vocabulary enlargement and greater speed and accuracy in taking and transcribing dictation. Prerequisite: Courses BA-61 and BA-262 or proficiency tests. Fox, 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. Fox, 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. Fox, Sullivan.

270 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-262 or consent of instructor. Fox, Sullivan, Swarthout.

373, 374 PROFESSIONAL DICTATION I, II

Concentrated study in the fields of the student's choice: Medical, legal, advertising, and others. Emphasis is placed on definition of terms, shorthand outlines, and

*Offered alternate years

information pertinent to particular professions. Prerequisites: BA-62 and 363 or proficiency tests. Fox, Poe, Sullivan.

***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. Fox, Sullivan and guest lecturers.

Special Business Courses

381 INTRODUCTION TO 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-204, 207, 300. Administrative Staff Members of St. Joseph's Hospital, St. Charles, Mo.

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 advisor. Prerequisite: Previous related coursework, senior standing, and consent of chairman.

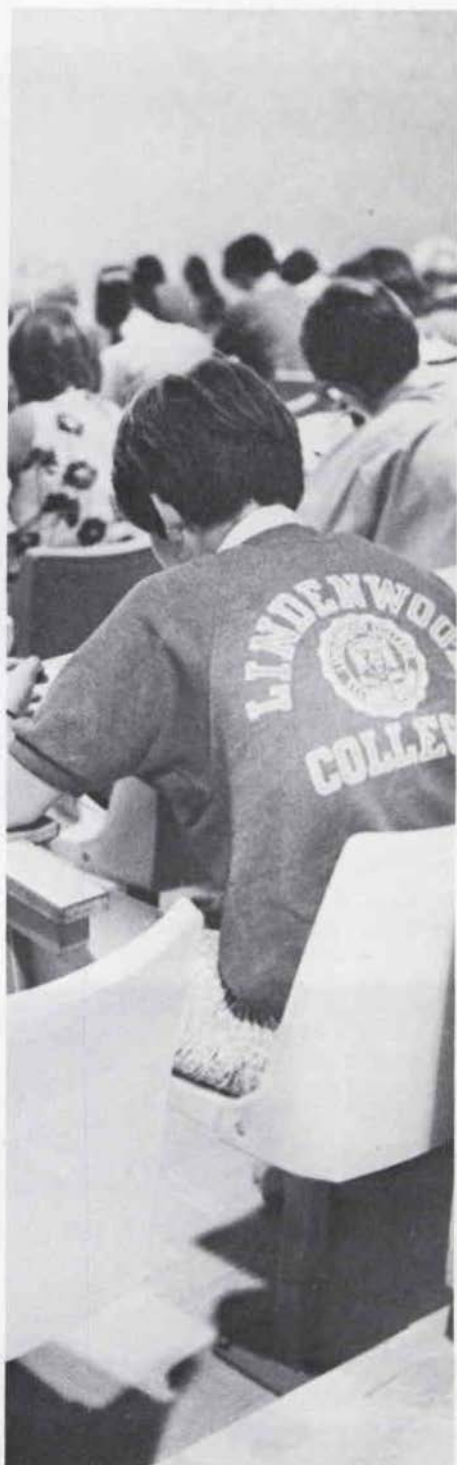
450 INTERNSHIP IN BUSINESS

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

Practicum in Business

Lindenwood students can be granted up to nine full courses of credit for job related experience and similar knowledge acquired outside the traditional classroom. It is the responsibility of each student to consult with his academic advisor concerning the possibility of applying for practicum credit.

*Offered alternate years



CHEMISTRY

Staff: J. Bornmann, Chairman; T. Welch.

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.

The Chemistry Department 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 men'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 courses in chemistry 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.

101 FROM MACRO TO MOLECULAR

This introductory, non-mathematical course demonstrates the way by which scientists use their physical senses in the macroscopic world about us in order to guess at the existence of the invisible world of atoms and molecules. The course is intended for those students who have not had high school chemistry. Bornmann. (No lab)

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 show 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 either Chemistry 101 or 102 or permission of instructor. Bornmann and Welch. (\$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 Welch (\$10 lab fee)

*341 INORGANIC CHEMISTRY (1974-5, 1976-7)

The chemistry of non-transitional elements including nonmetals and noble gases, emphasizing the periodic character of properties of these elements and the relationship between various physical and structural properties with the type of chemical bond-

*Offered alternate years

ing employed by the various elemental groups. Prerequisite: Chemistry 152. Welch. (No lab)

***342 INORGANIC CHEMISTRY OF TRANSITION ELEMENTS (1974-5, 1976-7)**

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 (1975-76)**

A laboratory course designed to teach experimental and research techniques. Procedures will include gravimetric, volumetric and chromatographic methods of analysis. Prerequisite: Chemistry 152. Bornmann and Welch. (\$10 lab fee)

***352 INSTRUMENTAL ANALYSIS (1975-76)**

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 Welch. (\$10 lab fee)

***361 ORGANIC CHEMISTRY I (1974-5, 1976-7)**

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. Bornmann (\$10 lab fee)

***362 ORGANIC CHEMISTRY II (1974-5, 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 (\$10 lab fee)

***363 BIOCHEMISTRY**

A study of the structure and function of the various chemical constituents of living matter. Prerequisite: Chemistry 361. Delaney. (\$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 152, and Physics 304 (or Physics 152 plus Math 172). 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. (\$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 Welch. (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 approach to chemical energetics. Prerequisites: Chemistry 152, Math 172. Welch and Bornmann. (No lab)

382T CHEMICAL EQUILIBRIA

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

383T SPECTROSCOPY AND MOLECULAR STRUCTURE

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

*Offered alternate years



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

384T RADIOCHEMISTRY

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

385T CHEMICAL DYNAMICS

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

CLASSICS

Staff: P. Biggs

***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 in 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.

***201-202 ELEMENTARY LATIN**

A beginning course for the student who has had no Latin or whose proficiency is seriously deficient. Following some drill on grammar and syntax emphasis is placed on the reading of Latin literature. Biggs.

***250 CLASSICAL MYTHOLOGY**

A study of important classical myths as they were related to Greek and Roman culture. Some attention is given to the use of classical myths in literature and art. Biggs.

301, 302 LATIN MASTERPIECES

Translation of selections from various Latin writers, particularly Ovid or Vergil, with a study of their literary qualities. Prerequisite: Latin 201-202 or its equivalent or two years of high school Latin. Biggs.

*Offered alternate years

COMMUNICATION ARTS

Staff: L. Florimonte, Chairman; J. Fields, E. Uram, R. Wilke.

Part-time: M. Smith

The Communication Arts Department offers courses in several areas of concentration: Film, Photography, Speech and Theatre, Broadcasting and Journalism.

An area of concentration in Communication Arts consists of 8 to 12 courses tailored to meet the 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 expected 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.

Since the curriculum at Lindenwood is designed to satisfy students needs on an individual basis, we are 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.

The Communications Arts Department 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 Communications 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 Communication Arts 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 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 103 FUNDAMENTALS OF EXPRESSION

An experimental course for the student who wishes to explore the creative possibility of graphic art, dance, creative writing, and theatre. These arts will be integrated through a series of directed experiences which will stress both the similarities and

differences of each discipline in both form and content. Wehmer, Amonas, Florimonte, Feely. Not available for audit.

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, Communications Art 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 the Fine Arts (visual arts, music, literature and drama). A distinction will be made between the elite or fine arts and those arts which are mass produced. Eckert, staff.

CA 300 INDEPENDENT RESEARCH OR CREATIVE PROJECT

Students, in consultation with an assigned advisor, will design and complete an individual research study or experimental project or submit a creative project involving writing, directing, designing, performing or producing a theatrical, broadcasting or film presentation. Admission by consent of the Chairman of the Department and upon submission of an acceptable project description. Staff.

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.

*Offered alternate years

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-

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. Uram.

***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 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 22 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.

*Offered alternate years

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. Staff.

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, Moliere, Ibsen, Brecht, and Beckett. Fields.

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.

***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 268 COMMUNICATION ARTS AND HUMANITIES COMPARATIVE DRAMA**

A study of selected classical myths, followed by readings and discussions of their applications to Greek tragedy and contemporary film and drama. Staff, Hendren.

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

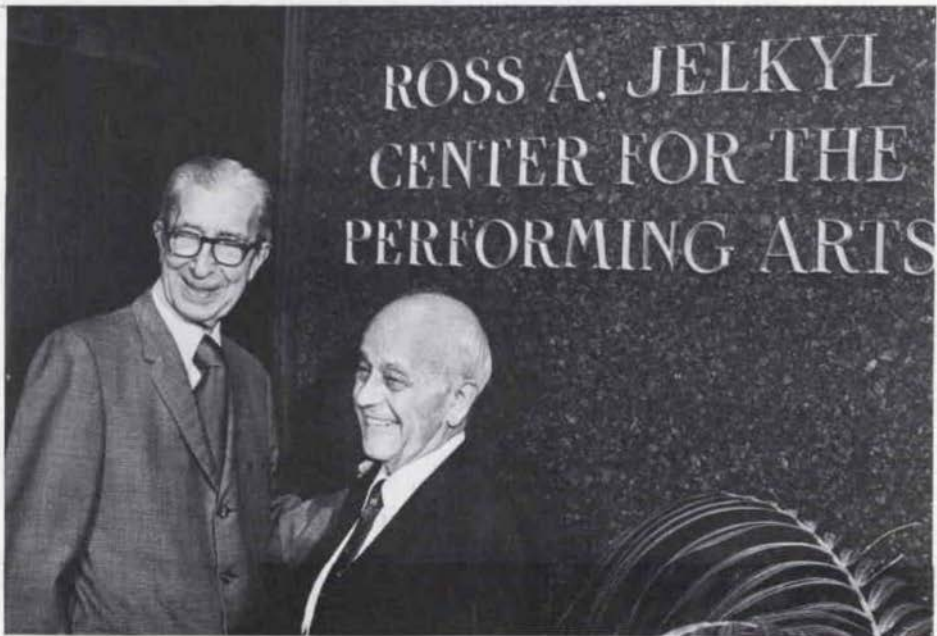
CA 333 ADVANCED PLAY WRITING

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.

*Offered alternate years



Students with a competency in a foreign language may select drama courses in that language offered by the modern language department and have that course counted as a communication course applicable to degree requirements. This must be arranged in consultation with the chairman of the respective department.

Summer Workshop

The Communication Arts Department offers a summer drama workshop in conjunction with the St. Charles Theatre and Opera House, a professional repertory company.

The faculty for the 8-week summer workshop consists of theatre professionals from across the United States. These people are practicing artists and in addition to teaching the courses, they will be working as actors, directors, costumers and light and set designers.

Assistantships for the summer are available. In addition to the courses listed below, students may also earn practicum credit or design an independent study program with the faculty.

CA 111 ACTING 1

Study of techniques for the analysis and performance of a scene and the development of a character.

CA 112 DIRECTING 1

Basic elements will be reviewed; practical scene study will exercise the students ability to direct.

CA 113 MIME 1

Develop theories and skills in mime and pantomime for actors and dancers. Study of illusions, improvisational mime and development of stories.

CA 114 MOVEMENT FOR THE STAGE 1

Give the actor the opportunity to learn and capitalize on his own unique movement patterns and to replace old habits and motor patterns with new ones.

CA 115 ADVANCED MOVEMENT 1

Give the actor control and strength flexibility in the body and allow the actor to analyze his own movement which prepares and gives him the ability to analyze the movement of a character.

CA 116 PLAYWRITING 1

Read the writings and plays of selected playwrights and write two one-act plays. Opportunity to produce own work.

CA 117 COSTUMING 1

Practical work at student's convenience (Shop open 10-7 from June 1 - July 6). Study of construction and painting of scenery for the stage.

CA 118 STAGECRAFT 1

Practical work at students convenience (Shop open 10-7 from June 1 - July 6). Study of construction and painting of scenery for the stage.

CA 119 THEATRE MANAGEMENT 1

Investigation of the business, publicity, production and management of the Theatre.

CA 120 TECHNIQUES OF CREATIVE DRAMATICS 1

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.

CA 294 INDEPENDENT STUDY 1

Approved projects supervised by staff (stage management, house management, extended study of any aspect of Theatre).

THEATRE PRACTICUM 1

For the students general over-all experience with the Repertory Company.

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. Uram.

CA 151 BASIC RADIO PRODUCTION

Operation of radio facility; studio and control rooms. Radio crew assignments. Uram.

*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.

CA 257 ELEMENTS OF BROADCASTING

Analysis of programs and audience. Uram.

CA 259 BASIC TELEVISION PRODUCTION

Orientation to television production. Development of programs. Special projects. Prerequisite: Written permission of instructor. Uram.

CA 351 RADIO PRODUCTION WORKSHOP (a-d) (½)

Advanced projects in the production of assigned programs which must be of broadcast quality. Prerequisite: CA 151; permission of the instructor. Uram.

*CA 354 COMMUNICATIONS LAW

A study of FCC regulations, libel and copyright laws as applicable to mass media. The relationship of self-regulation to law. Prerequisite: 3 courses in CA or permission of the instructor.

*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.

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.

CA 359 ADVANCED TELEVISION PRODUCTION (a-d) (½)

Special projects and problems selected by the individual and the instructor. Prerequisite: CA 259 and permission of instructor. Uram.



*Offered alternate years

Photography

Although the Communication Arts Department 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 Carribean will be offered during the January term.

CA 184 INTRODUCTION TO STILL PHOTOGRAPHY

An introduction 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.

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.

Speech

CA 90 SPEECH FOR BROADCASTING (½)

A practical course in broadcast speech experiences, designed to improve on-air technique. Not available for the distributional requirement.

CA 91 SPEECH FOR THE STAGE (½)

A practical course in mechanics and styles of speech for the stage. Not available for the distributional requirement.

CA 190 EFFECTIVE SPEAKING

A practical course combining traditional approaches to speaking and the newer theories of verbal communication. Application of techniques for both informal and formal speaking will be emphasized. Staff.

CA 197 SPEECH IN THE CLASSROOM

Recommended for majors in education. The course is designed to assist the teacher in carrying out a program of speech improvement in the classroom. The role of the classroom teacher in the rehabilitation of speech-handicapped child will be considered. Not available for the distributional requirement.

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.

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.

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 244 BROADCAST NEWSWRITING

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

CA 247 FEATURE AND EDITORIAL WRITING

A practical course in writing features and editorials: for the printed media and for broadcast; and the study of the variety of journalistic features and editorials by Masters of genre. Prerequisite: 144. Wilke.

*CA 248 WORKSHOP IN MEDIA FOR SECONDARY SCHOOL TEACHERS

Geared to the needs of teachers who must teach journalism or other mass media courses. Includes methods of editorial, mechanical, theoretical aspects of mass media, including newspaper, radio, film and photography. Not available for the distributional requirement. Wilke.

*Offered alternate years

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, copywriter or consultant. Students will work in public relations, public information, brochure, pamphlet and newsletter 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.



ECONOMICS

Staff: J. Moore, Chairman

The Department of Economics offers an area of concentration which 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. Moore.

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. Moore.

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. Moore.

***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. Moore.

***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. Moore.

***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.

*Offered alternate years

***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. Moore.

***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. Moore.

***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

Staff: V. Carpenter, Chairman; B. Morros, S. Rukavina

Part-time: A. Bloebaum, P. Delks, S. Meszaros, N. Polette, L. Powell

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.¹

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 intention with his advisor 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 his interest in teaching in the freshman year and to signify his 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 certifica-

¹Alabama, 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.

tion 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.

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 ½ course in Linguistics

One ½ course in Phonetics

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)

¾ course in Health Education

¾ course in Music in Elementary Schools

¾ course in Mathematics in Elementary Schools

¾ course in Art in Elementary Schools

¾ 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 Education in American 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 ¾ 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 (L.C. for Women or L.C. II).
 - 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 Advisor 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 Advisors at this time.
- 1) One copy of the *Personal Profile Form* is sent to the Advisor 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 semester following the completion of at least *two* professional education courses.
 - 2) *Secondary and K-12*: The semester 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 part of the form.
 - 2) The student gives form to the faculty member in his 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) semester preceding the term in which the student plans to do student teaching.
 - 2) The student gives the form to his Advisor (or someone in his major department who knows the student best) to complete their part.
 - 3) The Advisor sends the form to the Education Department.
 - B) Requirements for admission to Student Teaching:
 - 1) Approval by the faculty of the Department Area of Concentration according to Departmental stated criteria.
 - 2) Approval by the faculty of the Education Department according to Departmental stated criteria.
 - 3) Both the Department 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 semester.
 - 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 the Education Department and the Department Area of Concentration regarding the student's eligibility for student teaching, or if the student wishes to appeal the Education Department's and/or the Area of Concentration Department'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.

Special Certification Programs Supplementary to the Standard Life Certification Areas

- A) *Remedial Reading*
Lindenwood/St. Louis University Cooperative Program in Remedial

Reading Certification permits Lindenwood students to earn K-12 special certification in remedial reading along with regular certification. The courses are taught by a Graduate Lecturer of St. Louis University as a part of the Lindenwood program. The courses are also open to students who have earned a bachelor's degree and carry graduate credit at St. Louis University.

B) *School Librarian*

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 as a School Librarian. A minimum of 5 ½-6 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. Bittner.

+14 ART IN ELEMENTARY SCHOOLS (¾)

Designed for either the classroom teacher who may be responsible for her own art program or for the art teacher in the elementary school. Studio work and lecture on creative expression and techniques. Powell.

+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 (½)

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
Section B, Mathematics
Section C, Modern Languages
Section D, Art

(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.

***140 URBAN EDUCATION**

The course will explore what is urban about an urban school. Attempts will be made to illuminate the relationship between the school and the community. Staff.

*Offered alternate years

+*241 LIBRARY ADMINISTRATION

General administrative procedures used in administration of school library: organization, staffing, budget, physical plant, etc. Polette.

+*242 CATALOGUING AND CLASSIFICATION

Simple cataloguing problems following standard practices. Classification according to the Dewey Decimal Classification System. Staff.

+*243 REFERENCE AND BIBLIOGRAPHY

Study of the books useful in school reference section: encyclopedias, dictionaries, general reference books, and simple bibliographies. Staff.

+*244 SELECTION AND ACQUISITION OF LIBRARY MATERIALS

Principles of selecting books, etc., for the school library. Use of guides, bibliographies, etc.; purchasing methods; sources of supplies; purchasing records, etc. Meszaros.

+245 SELECTION AND PROCESSING OF NONPRINT LIBRARY MATERIALS

Deals with the types of materials other than books suitable for the school library. Includes selection, acquisition, cataloguing and physical processing. Construction of homemade materials not included. Meszaros.

+*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.

***250 THE NONGRADED SCHOOL**

An in-depth study of the philosophy, organization, curriculum and evaluation of the nongraded school. Staff.

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. Morros.

254J EARTH SCIENCE FOR ELEMENTARY TEACHERS (January)

An intensive treatment of Physical Geology with a brief discussion of Historical Geology. Laboratory and field study. 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.

270J AFFECTIVE EDUCATION (January)

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

280J SCHOOLS OF TOMORROW, TODAY (January)

The impact of educational innovations on schools and teacher preparation is studied in order to acquaint students with the changing role of the teacher. Staff.

+289 PHILOSOPHY OF EDUCATION

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

300-301 STRATEGIES AND TACTICS FOR SECONDARY TEACHING

The course consists of an analytical study of teaching in the high school, based upon the logic of scientific inquiry and concepts of human development and learning. Varieties of evidence from educational psychology and adolescent psychology contribute 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). Bloebaum.

+ *308 METHODS IN REMEDIAL READING

A course in language methods or reading. The basic principles of reading are studied and applied to remedial reading instruction. St. Louis University Graduate Faculty: Hardin.

+ *309 PRACTICUM IN THE DIAGNOSIS OF READING DIFFICULTIES

Prerequisite: Education 308. A series of related clinical experiences in the use of diagnostic instruments and procedures for identifying various kinds of reading difficulties. Students administer, diagnose, and interpret basic tests and are expected to write evaluations for several children. St. Louis University Graduate Faculty: Hardin.

***310 PRACTICUM IN THE REMEDIATION OF READING DIFFICULTIES**

Prerequisites: Education 308 or 309. A practical course in the operation of the reading clinic. The student is expected to prescribe and apply remedial treatment under supervision and to write case study reports. St. Louis University Graduate Faculty: Hardin.

***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**

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.

+ 314 ABILITY TESTING FOR TEACHERS: CHILD AND ADOLESCENT

Psychological assessment of intelligence in children, with intensive supervision in the administration and interpretation of standard ability tests. Limited enrollment by permission of instructor. St. Louis University Graduate Faculty: Yater (St. Louis University Ps. 253)

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

*Offered alternate years

+Not available as Distributional Elective

forms. Activity and lecture. Prerequisite: Art 100 or 380, or consent of instructor. Amonas.

322] TECHNOLOGICAL SUPPORTS FOR EDUCATION (January)

An exploration of the various technological support systems that may be found in today's and tomorrow's schools. Prerequisite: Junior and Senior level. Staff.

***323 METHODS OF TEACHING ELEMENTARY SCHOOL MUSIC**

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

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

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. Staff.

+ *390 STUDENT TEACHING (A Double Course)

A course consisting of observation, individual conferences, seminars, and supervised teaching in the public schools. The student is responsible for arranging and paying the expense of transportation to and from the assigned school. A minimum block of time (for elementary, usually 4-5 full days; for secondary, usually 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. Staff.

*Offered alternate years



ENGLISH

Staff: J. Feely, Chairman; P. Biggs, H. Barnett, J. Fields

Part-time: P. Saunders.

Although no particular courses outside the English offerings are specified for the Humanities major with a concentration in English, the student is expected to select 3 or 4 courses from the Humanities Division offerings to enable him to understand the ancient world, to interpret literature orally, and to see literature as a fine art.

At least eight courses in English literature and creative writing are required for the area of concentration. The maximum is twelve courses unless the student takes more than the thirty-six courses specified for graduation. In building the concentration in English, the student is expected to select literature courses representative of several eras and genres and to use 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.

25 MODERN CRITICISM (½)

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

27 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.

103 FUNDAMENTALS OF EXPRESSION

An experimental course for the student who wishes to explore the creative possibility of graphic art, dance, creative writing and theatre. These arts will be integrated through a series of directed experiences which will stress both the similarities and differences of each discipline in both form and content. Not available for audit. Feely, Amonas, Florimonte, Wehmer.

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 and Hendren.

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 practiced: definition, process, comparison, argument. Strict attention is given to individual students with problems in diction, sentence structure, punctuation, and outlining. A library research problem is also assigned and an accompanying brief, properly documented research paper 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, nov-

el, drama, and poetry, are studied with a view toward analysis. Critical papers are written on particular works. Fields.

203 CREATIVE WRITING: POETRY

An intensive course in creative writing with emphasis on individual and class discussion of each student's work in poetry. Feely.

204 CREATIVE WRITING: PROSE AND DRAMA

An intensive course in creative writing with emphasis on individual and class discussion of each student's work in prose and drama. Feely.

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, Moliere, 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.

*Offered alternate years

***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.

***243 DRYDEN, SWIFT, AND POPE**

Studies in the chief works of the three great English satirists, with attention to related literature of the Age of Enlightenment. Biggs.

244 DR. JOHNSON AND HIS CIRCLE

Using Boswell's *Life of Samuel Johnson* as a focal point, the course includes study of the best prose and poetry of the second half of the eighteenth century in England. Biggs.

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.

***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.

***265 THE LITERATURE OF OLD AND MIDDLE ENGLISH**

The literature of medieval England, using modern English translations where necessary. The reading will be the Old English epic, including *Beowulf*; the elegaic poetry; selected Old English prose; Middle English religious prose, including *The Ancren Riwle*; secular and religious lyrics; late alliterative poetry, including "Sir Gawain and the Green Knight;" Malory's *Morte d'Arthur* and other romances; Caxton and Peckock. Staff.

*Offered alternate years

***266 RESTORATION AND 18TH CENTURY COMEDY**

A study of eighteenth century comedy in terms of the intellectual milieu of the Restoration. Emphasis will be placed on Wycherley, Congreve, Goldsmith and Sheridan. Fields.

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.

***327 CLASSICAL FOUNDATIONS OF LITERARY CRITICISM**

Selections from the major literary critics from Aristotle to Arnold with attention to their relevance to the development of English literature. Prerequisite: Two courses in English literature. Barnett.

FRENCH

(see Modern Languages)

GERMAN

(see Modern Languages)

HISTORY

Staff: J. Hood, Chairman; E. Balog.

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, Psychology 100 or Psychology 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.

100A THE CIVILIZATION OF INDUSTRIALISM (½)

An examination of the impact of technical and scientific and industrial change on economic, social, political, and intellectual institutions in the advanced nations, mostly in western Europe, in the second half of the nineteenth century. Hood.

100B TOTALITARIAN MOVEMENTS IN THE 20TH CENTURY (½)

An examination of mass totalitarian movements in modern technological societies, particularly emphasizing the fascist regimes of the twentieth century. Hood.

100C WAR AND SOCIETY IN THE 20TH CENTURY (½)

The impact of the two world wars on world society. Hood.

100D THE REVOLT AGAINST THE WEST (½)

The reaction of Asia and Africa to western domination in the twentieth century. The emphasis will be on the resistance to colonialism and the difficulties encountered by the newly independent African and Asian nations. Hood.

***111, 112 HISTORY OF RUSSIA**

Two semester survey of Russian history from the ninth century to the present. The first semester 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.

*Offered alternate years

***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 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 semester 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 ana-

lyze the major religions, scientific, and literary developments and their impact on American ideas and institutions. Balog.

***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.

***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.

*Offered alternate years

***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.

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

A two semester 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.

***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.

345T THE AGE OF THE RECONNAISSANCE—THE EXPANSION OF THE EUROPEANS (½)

The dynamic of European exploration and conquest and the changes wrought by it.

346T REVOLUTION AND THE REFORMATION IN THE CHURCH—THE PROBLEMS OF AUTHORITY AND CONVERSION (½)

An examination of the major components of the Reformation sectarian debate.

347T RENAISSANCE SOCIETY AND HUMANIST CULTURE (½)

The social context of the humanist culture of the Renaissance.

348T THE ORIGINS OF WESTERN CULTURE

An examination of the components of Western Culture and the evolution of the characteristic medieval social and economic patterns.

GEOGRAPHY

Staff: The geography course is administered by the Social Science Division.

201 GEOGRAPHY

A study of world geography with special reference to the influence of physical environment on man. Designed primarily for those preparing to teach in elementary schools.

*Offered alternate years



HUMANITIES DIVISION

The Division of the Humanities offers areas of concentration in Art History, Studio Art, Communication Arts, 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.

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 lay-out; editorial and publication decisions. Enrollment is subject to acceptance as a member of the editorial staff. Staff.

205J 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. Field trips are planned to area museums to study collections of Japanese art. January term only. No prerequisite. Eckert

***220 MYTHOLOGICAL CONVENTIONS IN RENAISSANCE ART AND LITERATURE—Florence (January)**

A study of mythology as treated in Italian Renaissance sculpture, painting and iconography, and English Renaissance literature. A particular concern is the Florentine Academy and its interpretations of Biblical and Ovidian material. Three weeks of study in Florence, Italy. Feely.

***250 CLASSICISM AND THE ENGLISH ROMANTIC TRADITION—Greece (January)**

The expanding context of classical literature as it exists in and develops from the

forms, modes, and myths of ancient Greek art and architecture, done in conjunction with the art department's interim-term course in Greece. Prerequisite: One of the following—Art/English 111, Art 357, Classics 165, or an intention to major in Humanities at Lindenwood. Feely.

266 MEDIEVAL STUDIES

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. Hendren and visiting lecturers.

267 MEDIEVAL STUDIES II

A continuation of Humanities 266 with emphasis on Romanesque and Gothic Europe. Hendren 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.

MATHEMATICS

Staff: D. Soda, Chairman; J. Huesemann, J. Nichols

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

Mathematics 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 the language of set theory, development of the real number system, symbolic logic, arithmetical computation, plane geometry. Huesemann.

102 FINITE MATHEMATICS

An elementary introduction to symbolic logic, counting theory, probability and statistics, vectors, matrices and computer programming. Huesemann.

103 ALGEBRA AND GEOMETRY

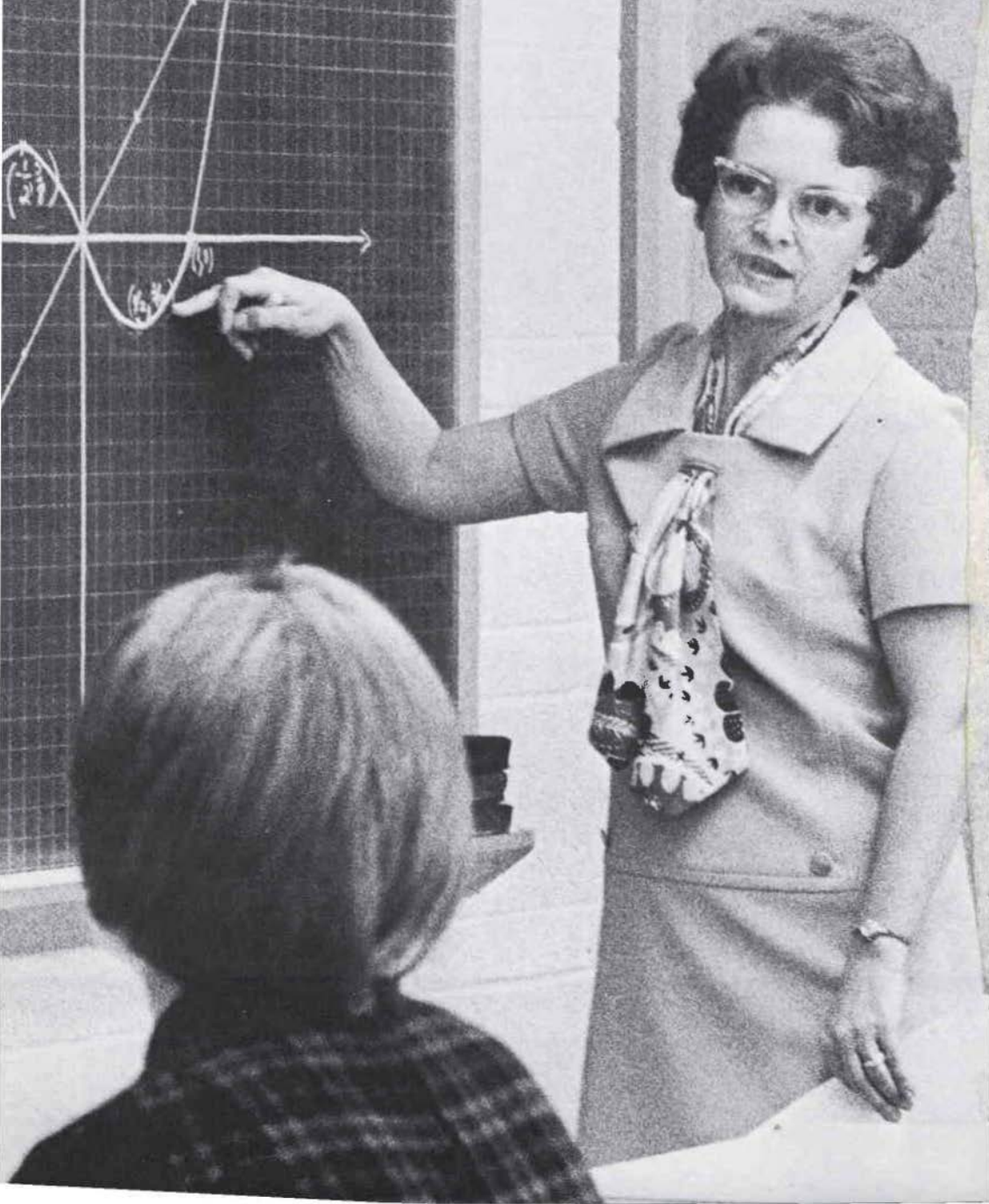
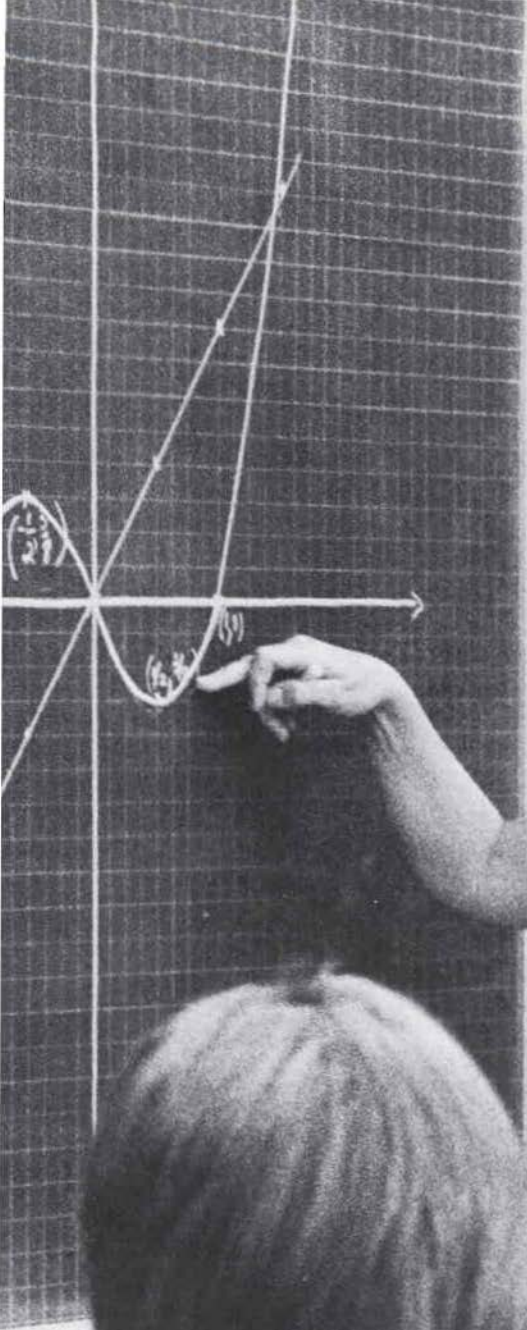
A pre-calculus course including the algebra of real and complex members, vector algebra, inequalities and matrices. Huesemann.

104 TRIGONOMETRY AND ELEMENTARY FUNCTIONS

A study of polynomial functions, trigonometric functions, analytic geometry and intuitive introduction to differential and integral calculus. Huesemann.

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 variables, 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.

91, 92 COMPUTER LABORATORY

Individual student computer projects can be carried out in this laboratory. This is a fractional course 91 (1/4 credit) 92 (1/2 credit). Prerequisite: Mathematics 180 or the equivalent. 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

*Offered alternate years

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)

MODERN LANGUAGES

Staff: T. W. Doherty, Chairman; A. Perrone, A. Perry, T. Smith.

The Humanities Major with an Area of Concentration in either French or Spanish 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 designated by the letter T in German.

All courses offered by the department are available for the distributional requirement.

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 and Perry.

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. Doherty.

210 FRENCH ORAL PRACTICE (January)

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.

220 FRENCH PHONETICS AND DIC-TION

A scientific approach to French pronunciation. Exercises in pronunciation, intonation, phonetic transcription and reading French prose and poetry. Required practice in the language laboratory. Prerequisite: French 151. Doherty.

235 FRENCH CULTURE AND CIVILI-ZATION

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

240J CONTEMPORARY FRANCE (Paris) (January)

Students will study French language and civilization in the morning at the Ecole Pratique de l'Alliance Française. Field trips to places of historical, artistic and cultural interest in the afternoon and on weekends. Prerequisite: one course in French on the 150-level or above. Perry.

251 MASTERPIECES OF FRENCH LIT-ERATURE I

Reading of selected works of prose, poetry and drama from the nineteenth century to the present. Prerequisite: French 152 or equivalent. Perry.

252 MASTERPIECES OF FRENCH LIT-ERATURE II

Reading of selected works of prose, poetry and drama from the Middle Ages through

the eighteenth century. Prerequisite: French 152 or equivalent. 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. Staff.

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. Staff.

365 19TH CENTURY FRENCH LITERA-TURE 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 LITERA-TURE 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 SEMINARS ON SELECTED AU-THORS (January)

A concentrated study of one or more authors: 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. Prerequisite: French 211 or permission of instructor. Staff.

***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.

*Offered alternate years

*383 ADVANCED FRENCH GRAMMAR

A systematic and thorough review of French grammar. Translation into French of English prose passages. 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.

235 SPANISH CULTURE AND CIVILIZATION

Folkloric, historic and cultural sources of the life and customs of the Spanish people. Stress on the social, economic and intellectual life of Spain today. Perrone.

236 LATIN AMERICAN CULTURE AND CIVILIZATION

Folkloric, historic and cultural sources of the life and customs of the Latin American peoples. Stress on the social, economic and intellectual life of Latin America today. 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 natives. Direct observation of the life and culture of Mexican people. Instruction tailored to individual needs. 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.

*342 SPANISH LYRICS OF THE GOLDEN AGE

Study of the main poets and analysis of their masterpieces: Boscán, Garcilaso, Fr. Luis de León, San Juan de la Cruz, Fernando de Herrera, Ercilla, Lope de Vega, Góngora and Quevedo. Staff.

*343 SPANISH NOVEL OF THE GOLDEN AGE

The pastoral novel: Jorge de Montemayor, *Diana*. The picaresque novel: *Lazarillo de Tormes*; Mateo Alemán, *Guzmán de Alfarache*; Francisco de Quevedo, *Vida del Buscón*; Miguel de Cervantes, *Novelas Ejemplares*, *Don Quijote de la Mancha*. Staff.

*344 SPANISH THEATRE OF THE GOLDEN AGE

Reading and discussion of representative works from Cervantes and Lope de Vega through Calderón and Moreto. Lectures, individual student reports, discussion. Perrone.

*Offered alternate years

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

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

***347 19TH CENTURY SPANISH LITERATURE**

Representative Spanish authors of the nineteenth century. Suggested authors: Duque de Rivas, Fernán Caballero, Espronceda, Larra, Zorrilla, Campoamor, Valera, Tamayo y Baus, Alarcón, Bécquer, Pérez Galdós, Pedreda, Pardo Bazán, Palacio Valdés. Perrone.

***351 SPANISH AMERICAN LYRICS AND ESSAYS OF MODERNISM AND POST-MODERNISM**

Characteristics and accomplishments of the literary current called "Modernism." Selections from the works of Gutiérrez Nájera, J. del Casal, J. A. Silva, Rubén Darío, Amado Nervo, Guillermo Valencia, Lugones, Vasconcelos, Herrera y Reissig, Santos Chocano, Gabriela Mistral, R. Blanco-Fombona, Fco. García Calderón, E. González Martínez, J. E. Rodó. Staff.

***352 SPANISH AMERICAN NOVEL IN THE 20TH CENTURY**

Study and analysis of the main works of fiction. Authors recommended: Enrique Larreta, R. Güiraldes, Reyes, E. Barrios, J. Eustasio Rivera, Benito Lynch, Ciro Alegría, Miguel A. Asturias, M. Azuela, Manuel Gálvez, Romulo Gallegos, Hugo Wast. Staff.

***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 in different Spanish-speaking countries. Staff.

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

Reading and discussion of representative playwrights of the present century and their works, from Benavente, Martínez

Sierra and Delgado Grau through García Lorca, Casona, Buero Vallejo and Alfonso Sastre. Staff.

***362 SEMINAR ON LANGUAGE PROBLEMS**

Intends to strengthen the student's grasp of certain more difficult aspects of the Spanish language and literature, providing additional study in areas not yet covered and bringing his knowledge of the language gained into a harmonious whole. Staff.

***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 Colonial period to 1888, the beginning of the Modernist 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 the Modernist movement (1888) to the present. Perrone.

370 SEMINARS ON SELECTED AUTHORS (January)

A concentrated study of one or several authors: the major works, the criticism and the influence. Oral reports and written compositions. Staff.

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.

*Offered alternate years

240J INTENSIVE GERMAN: LANGUAGE AND CULTURE (In Heidelberg)

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

343T THE GERMAN NOVELLA

A survey of the German novella, with major emphasis on the 19th century. Each novella and its author will be examined from a philosophical and historical perspective. Smith.

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.

374T PRESENT TRENDS IN GERMAN LITERATURE

Selections from various works of this century and analysis of them from a literary, psychological and philosophical viewpoint. Staff.

375T MODERN GERMAN DRAMA

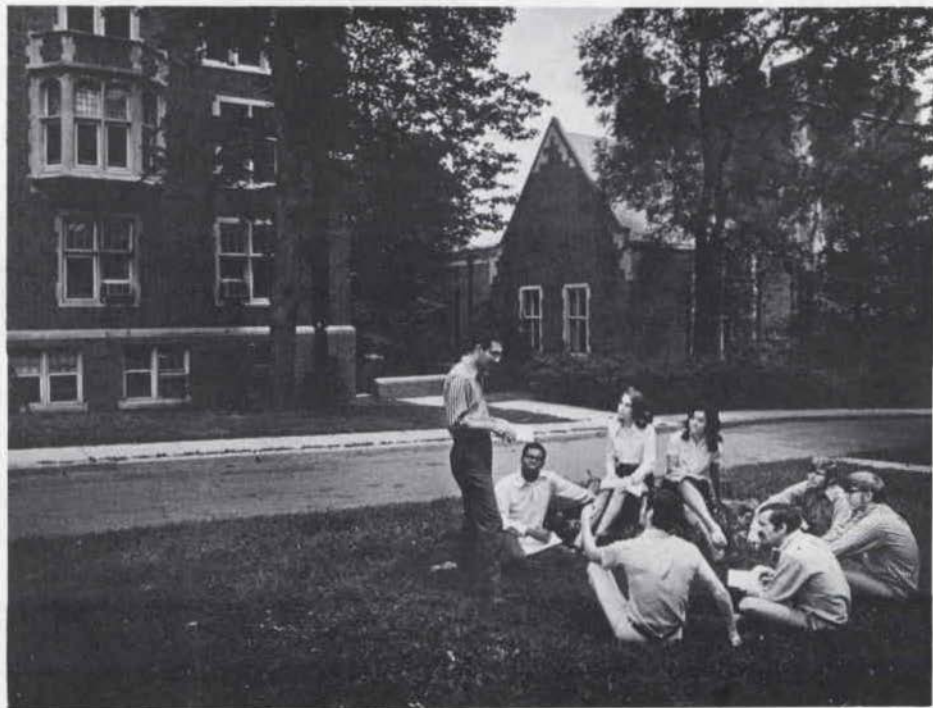
The development of German plays from the 18th century to the present. Selected plays and theoretical treatises from various periods. The development of acting and staging techniques may be included. Smith.

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.

377T THE GERMAN NOVEL

Excerpts from the most important German novels from the 18th century to the present. A study of the changes in form, style and content. Staff.



MUSIC

Staff: K. Greenlaw, Chairman; G. Bittner*, A. Swingen.

Part-time: J. Berg, flute; R. Brewer, cello; Chappell, classical guitar; R. Coleman, clarinet; C. Conover, violin, viola; Eberhardt, accordian; L. Greenlaw, organ; LaFata, voice and theory; F. Sadowski, violin; K. Schultz, horn; R. Wisnesky, bassoon; R. Woodhams, oboe.

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, 370, 371, 372 (4½ courses)

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

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

Applied Music

Major instrument (5½ courses)

Minor instrument (1 course)

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

Ensembles (2 courses)

Recital and Research (1 course)

Electives in Music (2 courses)

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

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

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

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

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

Applied Music

Major instrument (4 courses)

Minor instrument (1½ courses)

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

Ensembles (2 courses)

Electives in Music (2½ courses)

B.A. or B.S. with a major in Music 12 to 16 courses in Music as follows

*On sabbatical leave, fall term.

**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 351, 352, 353, 354 (2 courses)

Applied Music

Major instrument (2 courses)

Minor instrument (1 course)

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

Ensembles (2 courses)

Electives in Music (2 to 6 courses)

Lindenwood's proximity to St. Louis places a major cultural center at its student's 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. Credit in applied music may therefore be withheld if an adequate attendance record at programs sponsored by the Music Department is not maintained by the student majoring in 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.

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.

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. LaFata.

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. Form and analysis. Prerequisite: Music 302. Greenlaw.

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.

351 HISTORY OF MUSIC: Middle Ages through Baroque (½)
Greenlaw.

352 HISTORY OF MUSIC: Early Classic through Beethoven (½)
Greenlaw.

Applied Music

1. Piano Class (beginners only) (¼) Bittner.
2. Piano (private lessons) (¼, ½, ¾, or 1 course) Bittner and Swingen.
3. Organ (private lessons) (¼, ½, ¾, or 1 course) L. Greenlaw.
4. Voice (private lessons) (¼, ½, ¾, or 1 course) LaFata.
5. **Orchestral Instruments (private lessons) (¼, ½, ¾, or 1 course)**
 - A. Violin, Viola—Sadowski, Conover.
 - B. Cello, Double Bass—Brewer.
 - C. Flute, Piccolo—Berg.
 - D. Oboe, English Horn—Woodhams.
 - E. Bassoon—Wisneskey.
 - F. Clarinet, Saxophone—Coleman.

353 HISTORY OF MUSIC: Romantic (½)
Swingen.

354 HISTORY OF MUSIC: Contemporary (½)

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. Bittner.

370 COUNTERPOINT (½)

Special problems in counterpoint, with emphasis on the study of contrapuntal techniques of the 20th century. Prerequisite: Music 304. Greenlaw.

371 FORM AND ANALYSIS (½)

Advanced studies in form, dealing primarily with complex and unusual structures not encountered in previous theory studies. Prerequisite: Music 304. Bittner.

372 ORCHESTRATION (½)

A study of the instruments of the modern symphony orchestra, their respective characteristics, and their uses in scoring works for various combinations of instruments, including full orchestra. Prerequisite: Music 304. Greenlaw.

383 CONDUCTING (½)

384 CONDUCTING (½)

385 CONDUCTING (½)

386 CONDUCTING (½)

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

G. *French Horn, Trumpet, Trombone*—Schultz.

H. *Classical Guitar*—Chappell.

I. *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 composition by a 19th century composer. (A solo work should be offered). 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. Berg, Coleman, Woodhams.

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.

388 RECITAL AND RESEARCH

A course limited to Bachelor of Music degree candidates. Public performance of a major recital and a substantial paper involving stylistic analysis of the works performed. Prerequisite: Senior standing. Staff.

Musical Organizations

20 CHOIR (¼)

Open to all students. Greenlaw.

*Offered alternate years

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 388	Recital and Research
Music 001	Piano Class for Beginning Students

PHILOSOPHY

(see Religion and Philosophy)

NATURAL SCIENCES AND MATHEMATICS DIVISION

The Division of Natural Science and Mathematics

D. Anderson, Chairman

The Division of Natural Science and Mathematics offers areas of concentration in Biology, Chemistry, General Science,* Mathematics, Nursing, 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.

Divisional offerings:

*Science 160 THE SPACE FRONTIER

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

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. Delaney. (\$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

Staff: J. Bornmann, D. Soda.

*151, 152 INTRODUCTORY PHYSICS I, II (1974-5, 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: Math 172 or equivalent. Bornmann. (\$10 lab fee)

*Offered alternate years



PHYSICAL EDUCATION

Staff: J. Holtzmann Ebest, Chairman; G. Amonas, F. Bittner, S. Taylor.
Part-time: C. Craig, E. Crenshaw.

All physical education classes are open to both the men and women unless otherwise designated. A physical education major is offered with four different emphases: teacher certification, community and outdoor education, horsemanship, and 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, a minimum of four other activity courses, Psych. 100 and the completion of requirements for appropriate field of specialization.

Teacher Certification Emphasis

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

- Bio. 309, 310—Vertebrate Anatomy and Physiology (2)
- P.E./Educ. 73—Health Education ($\frac{3}{4}$)
- P.E./Educ. 74—Physical Education in Elementary Schools ($\frac{3}{4}$)
- P.E. 205—Tests and Measurements in Physical Education (1)
- P.E. 206—History and Principles of Physical Education (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 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)
- P.E. 3E—Water Safety Instructor ($\frac{1}{4}$) Completion of eight activity courses. Recommended gymnastics, tennis, bowling, archery, riding, etc. (2)—Internship in Recreation (2 to 4)
- Educ. 12—Music in Elementary Schools ($\frac{3}{4}$)
- Educ. 14—Art in Elementary Schools ($\frac{3}{4}$)
- P.E./Educ. 74—Physical Education in Elementary Schools ($\frac{3}{4}$)

Horsemanship Emphasis

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

- P.E. 77N—Equine Nutrition ($\frac{1}{2}$)
- P.E. 81—History of Selected Light Breeds ($\frac{1}{2}$)
- P.E. 82—Principles of Teaching Equitation I ($\frac{1}{2}$)
- P.E. 83—Principles of Teaching Equitation II ($\frac{1}{2}$)
- P.E. 204—Camp Counseling and Outdoor Education (1)
- P.E. 275—Stable Management (1)
- P.E. 276—Equine Diseases 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 103—Fundamentals of Expression (1)
- B.A. 202—Principles of Accounting ($\frac{3}{4}$)
- B.A. 303—Business Correspondence and Reports ($\frac{3}{4}$) or
- B.A. 304—Human Relations in Business ($\frac{3}{4}$)
- C.A. 132—Effective Speaking (1)
- P.E. 319—Care and Prevention of Athletic Injuries (1)
- P.E. 350—Adaptive Physical Education (1)
- Psych. 201—Interactive Psychology (1) or
- Psych. 202—Behavior Modification (1)
- Soc. 102—Basic Concepts in Sociology (1)

Dance Emphasis

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

- P.E./Art 21—Beginning Creative dance ($\frac{1}{2}$)
- Art 22—History of Dance I ($\frac{1}{2}$)
- Art 23—History of Dance II ($\frac{1}{2}$)
- *P.E./Art 24—National Theatrical Dance ($\frac{1}{2}$) (75-76)
- *P.E./Art 25—International Folk Dance ($\frac{1}{2}$) (74-75)
- Art 26—Pre-Classic Dance Forms ($\frac{1}{2}$)
- *P.E./Art 27—Analysis of Rhythm and Movement ($\frac{1}{2}$) (75-76)
- P.E. 38 or Art 380—Advanced Modern Dance ($\frac{1}{2}$)—two sem.-(1)
- Art 381—Dance Composition and Accompaniment I ($\frac{1}{2}$)
- Art 382—Dance Composition and Accompaniment II ($\frac{1}{2}$)
- Art 383—Dance Production I (1)
- *P.E./Educ. 317—Methods and Materials of Teaching Dance (1) (74-75)

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

- C.A./Art 103—Fundamentals of Expression (1)
- Music 100—Introduction to Music (1)
- Psych. 131—Creativity (1)
- one course in theater

***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.

*Offered alternate yeate

***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.

317 MATERIALS AND METHODS OF TEACHING DANCE (74-75)

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 (74-75)**

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 (75-76)**

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

***77 EQUINE NUTRITION (74-75) (½) (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 (½)**

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 (½)

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 (½)

Practical experience in the instruction of a beginning horsemanship class. Application of principles and techniques learned in P.E. 376 and P.E. 82. Prerequisite: P.E. 376 and P.E. 82. Bittner.

210A (January) HUNTER SEAT EQUITATION

Intensive study of theory, cross country, dressage, and jumping. The course is taught

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.

*Offered alternate years

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 HEALTH AND DISEASE (Fall 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

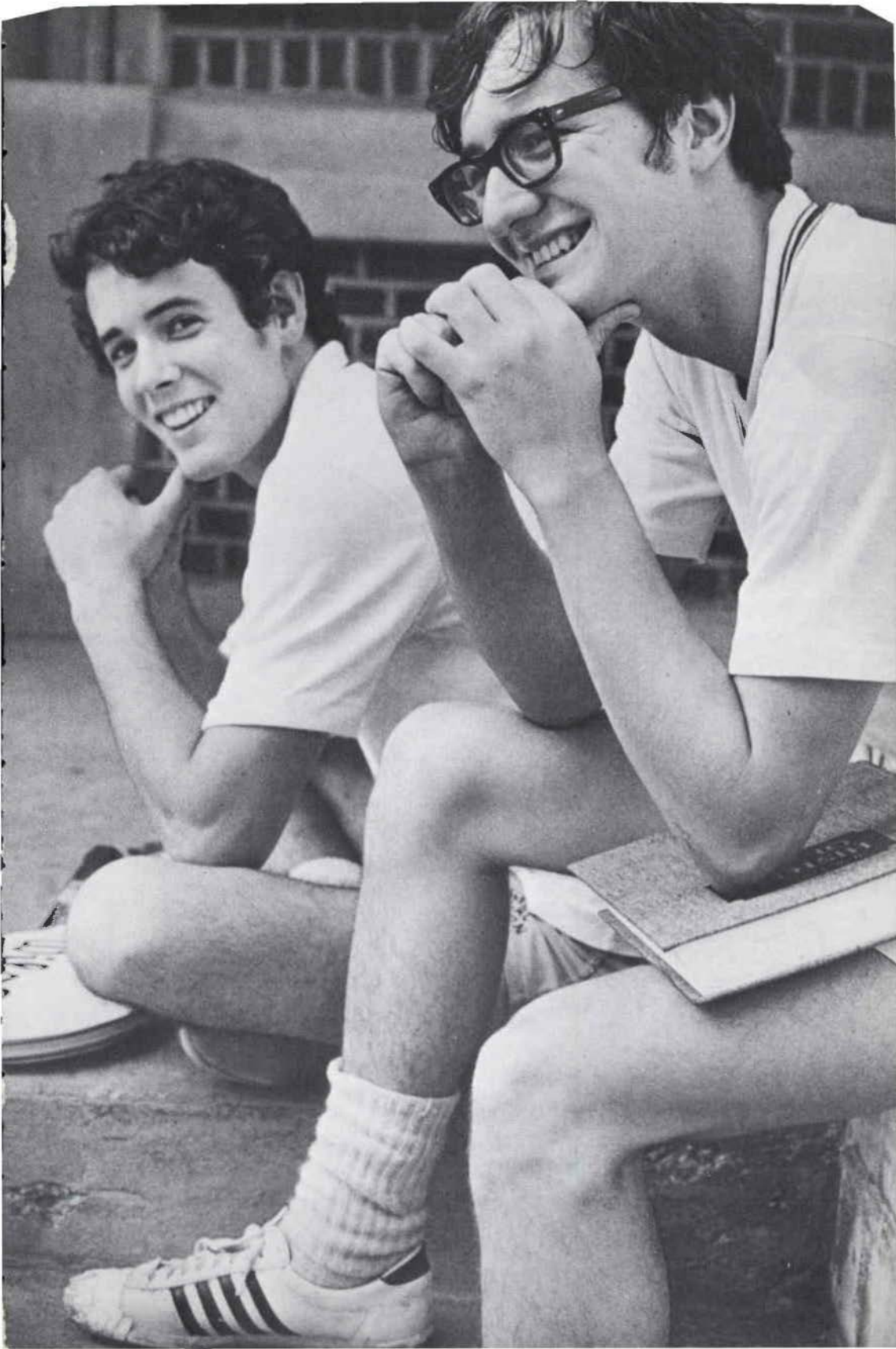
A survey of teaching techniques and skills for use in hunt, saddle, and stock seat equitation. Selection and care of the proper mount and equipment for private, camp, school or show purposes. Discussion of horse psychology and types of students and judging techniques. Planning of a camp or school riding program 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.

DANCE EMPHASIS

See Art Department listing for course descriptions.



In conjunction with the required activity program, an extramural program in individual, dual, and team sports is conducted by the Department and Lambda Alpha Rho. 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. Regulation uniforms are required of students participating in the activities program and may be purchased in the college bookstore. Students can select the Ski Workshop to fulfill the requirement, and independent study projects can also 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, and Lambda Alpha Rho.

For information in intramural and extramural activities for male students, see the section on Lindenwood II.

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

- | | |
|---|--|
| 1. Tennis
Beginning
Intermediate | Activity Lab IV (Spr. 1975)
Table Tennis, Shuffleboard,
Gymnastics, Softball |
| 2. Gymnastics | 8. Golf |
| 3. Swimming
Beginning
Intermediate
Senior Life Saving
Water Safety Instructor | 9. Cycling |
| 5. Archery and Badminton | 10. Hunting and Shooting Education
(\$25 fee) |
| 6. Riding (\$85 fee) | 11. Bowling (\$5 fee) |
| 7. Activity Lab I (Fall 1973)
Speedball, Field Hockey,
Paddleball, and Volleyball | 12. Women's Basketball |
| Activity Lab II (Spr. 1974)
Basketball, Bowling,
Track and Field | 13. Co-Ed Volleyball |
| Activity Lab III (Fall 1974)
Archery, Tennis, Badminton,
Square Dance | 21. Beginning Creative Dance ($\frac{1}{2}$) |
| | 24. National Theatrical Dance ($\frac{1}{2}$) |
| | 25. International Folk Dance ($\frac{1}{2}$) |
| | 38. Advanced Modern Dance ($\frac{1}{2}$) |

POLITICAL SCIENCE

Staff: D. Williams, Chairman; R. Wier.

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.

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.

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. In the fall of 1974 such special coordinated programs will be devised on an individual student basis, upon request. Other 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.

1974-75 Academic Year

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.

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.

220J CANADIAN POLITICS

A survey of political institutions, parties and behavior in Canada; functioning of parliamentary governmental institutions in a federal system; impact of ethnic-religious conflict on Canadian institutions and policy making; study of third party movements and prairie radicalism. Wier.

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.

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.

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.

200 THE AMERICAN PRESIDENCY

Analysis of the functions and powers of the office and role of the President in the political process. Wier.

211, 212 COMPARATIVE POLITICS

Comparative analysis of selected political systems, Western and non-Western. Wier.

221 CLASSICAL POLITICAL PHILOSOPHY

Ancient and Medieval political theories with emphasis on Plato, Aristotle, and Aquinas. Williams.

222 MODERN POLITICAL THEORY

Political theories from Machiavelli to the present. Williams.

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

Study of the scope and objectives as well as the methodology of major current approaches to political science. Williams.

295J POLITICAL SOCIALIZATION (January)

A study of the process governing the origin and development of political beliefs and ideas in children and adolescents. Wier.

305 THE AMERICAN CONSTITUTION

Study of the development of the Constitution through the analysis of major Supreme Court cases. Prerequisite: American National Government. Weir.

310 WORLD REVOLUTIONARY POLITICS

Study of selected cases illustrating the problems, techniques and objectives of revolutionary politics in the contemporary world. Wier.

311 COMMUNIST POLITICAL SYSTEMS

A comparative study of the major contemporary Communist political systems, with concentration on Eastern Europe and the Soviet Union. Wier.

320 DEMOCRACY AND ELITISM

Seminar on theories of democracy and elitism with particular reference to 20th century mass society. Williams.

330 MARXISM

The 19th century political and economic theories of Marx and the development of Marxism in the 20th century. Williams.

387 SEMINAR: THEORIES OF INTERNATIONAL RELATIONS

An examination of major theories and approaches to the study of international politics and their application in selected case studies. Wier.

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

POLITICS OF THE 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.

INTRODUCTION TO THE STUDY OF POLITICAL SCIENCE

Overview of the discipline of political science in terms of perennial political problems and some analysis of major methodological approaches to them.

POLITICAL SCIENCE SYNTHESIS

Programmatic integration of prior series of political science courses and assessment of student's particular accomplishments within the discipline.

PSYCHOLOGY

Staff: L. Nelson, Chairman; J. Evans.

Part-time: M. Soda, R. Vecchiotti.

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.

100 PRINCIPLES OF PSYCHOLOGY**

An introduction to behavioral science, including basic psychological concepts, methods, and findings leading to an understanding of causes of behavior. Evans, Nelson, Vecchiotti.

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. Evans, Nelson.

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. Evans, Soda.

103 ABNORMAL PSYCHOLOGY

A survey of the major classes of behavior disorders. Emphasis is focused on understanding symptoms, the complex interac-

tion of factors related to disordered behavior and various approaches to correction of behavior problems. Evans.

204 DIFFERENTIAL PSYCHOLOGY**

An investigation of the factors related to the development of individuality. Human behavior will be observed in terms of individual differences; these differences will in turn be investigated as manifestations of group characteristics such as race, religion, nationality, and sex. Soda.

210 THE EXCEPTIONAL CHILD**

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

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

**Some sections offered in the evening

meaningfully, and to present their findings to others. Prerequisite: Social Science 210. Evans, Nelson.

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. The course includes evaluation of research findings on behavior modification in home, school, and clinical settings, laboratory study in acquisition of new behaviors, and visits to local programs using behavior modification with normal and exceptional persons. Prerequisite: Psychology 100. Evans.

303 PSYCHOLOGY OF WOMEN

Study of psychological research on women's behavior and personality, and its implications for theory and practice. Topics for discussion include psychoanalytic notions about femininity, sexual physiology and female behavior, sex role acquisition, motivation for achievement, women's conflict situations, women's counseling, and assertive training. Prerequisite: Psychology 100 or 101. Evans.

310 MANAGERIAL PSYCHOLOGY**

Survey of the principles of psychology as related to management and supervision of people in an industrial environment. Includes small group dynamics, leadership, motivation, counseling, and assessment. Some relevant case studies are discussed and games and simulations are used to explore principles. Prerequisite: Psychology 100. Vecchiotti.

324 PSYCHOLOGICAL TESTING

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

***330 PSYCHOLOGY OF LEARNING**

Study of how old behaviors are changed and new behaviors are acquired as a result of experience. Students will do a series of experiments in learning in small animals and humans. Prerequisite: Psychology 100. Evans.

***331 CREATIVITY**

A course designed to develop an understanding of the creative process, individual differences in creativity, and the situations in which creative behavior is most likely to develop. Students will be given opportunities in which to explore their own creativity. Prerequisite: Psychology 100. Nelson.

***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. 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, Vecchiotti.

***335 INTRODUCTION TO BIOPSYCHOLOGY**

A study of biological aspects of behavior, including ethology, behavior genetics, neurophysiology, psychoactive drugs, arousal, motivation, and memory. Laboratory studies will be done in animal behavior. Prerequisite: Psychology 100 or Biology 101 or 102. Nelson.

*Offered alternate years

340J HUMAN COGNITIVE BEHAVIOR

A review of behavioral and physiological studies of human learning and memory. Traditional verbal learning tasks will be related to associative and more cognitive theories of mental function. Prerequisite: Psychology 100. Evans, 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. Nelson.

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 execution 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.

*Offered alternate years



RELIGION AND PHILOSOPHY

Staff: Dr. Esther L. Johnson, Chairman

Part-time: The Rev. G. Robert Buttrick (Evening College), Mr. Douglas John Soccio (Evening College).

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 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, Pentecostalists 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

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.

203 WOMEN IN RELIGION

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.

204 THE SPIRIT OF PROTESTANTISM (January)

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. Field trips to outstanding churches and centers of Protestant work in the St. Louis area are an important element in the course. E. Johnson. Not available for the distributional requirement.

205 RELIGION FOR A NEW GENERATION (January)

A study of the new generation's crisis of spirituality; —its interest in new religious movements, contemporary negative and positive views of religion, war, racism, sexism, ecology (as they relate to religion), personal and social piety and action, and the search for new spiritual disciplines. E. Johnson.

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.

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. D. Soccio. (Evening School)

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. D. Soccio. (Evening School)

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. G. R. Buttrick. (Evening School)

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 School)

SOCIAL SCIENCE DIVISION

The Division of the Social Sciences

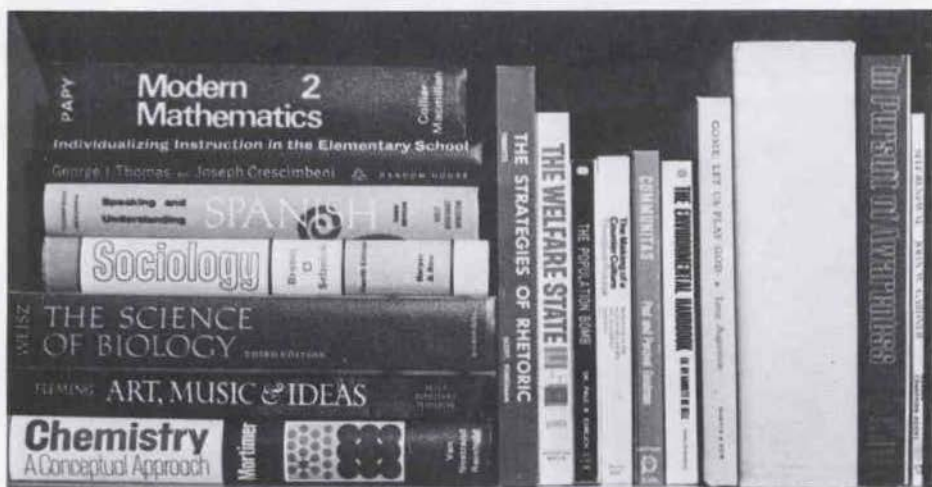
J. Moore, Chairman.

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.

Interdepartmental offerings:

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. Moore.





SOCIOLOGY

Staff: J. Bartholomew, Chairman; D. Crozier

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.

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. It is strongly recommended that students take two full units of independent study in Sociology, Social Science 210, and select several courses from Economics, History, Political Science, and Psychology.

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.

***201 MAJORITY-MINORITY RELATIONS**

Origins, development, and current status of racial prejudice. The implications of discrimination in housing, education, religion, and economic patterns. Staff.

***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.

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. Morros.

***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. Bartholomew.

*Offered alternate years

***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. Crozier.

***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. Bartholomew.

***331 SOCIAL CONFLICT**

A seminar. Theories of conflict, and the understanding of the dynamics of social conflict in selected case materials, including war, labor, family, intra-organizational conflict. Prerequisites: Sociology 102, 320, and consent of instructor. Bartholomew.

***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 Modern Languages)

SPECIAL ACADEMIC PROGRAMS

Bachelor Degree Program for Graduates of Diploma Schools of Nursing and Community College Graduates With an Associate Degree in Nursing

Lindenwood offers a program whereby graduates of an accredited diploma school of nursing or nurses with associate degrees can receive a bachelor's degree. These students would have a subject area concentration in one of the areas offered by the College.

Diploma school of nursing graduates are 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 is 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 diploma school of nursing. Such students may return to Lindenwood to finish their studies for a degree after completion of the 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 advisor who will work with the student in tailoring a degree program which will best suit the need of the particular student.

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 practicum 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 have 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, Master of Business Administration.

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.

Cooperative Education programs are being developed. The currently active program is with the McDonnell-Douglas Corporation. Lindenwood students may be admitted into the McDonnell-Douglas Cooperative Training Program in the fields of science, business, and mathematics.

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

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

	<i>Fall</i>	<i>January</i>	<i>Spring</i>	<i>Summer</i>	<i>Courses</i>
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	<u>4</u>
					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.

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. He 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.

Through close relationship with the adviser, the student can be assured of completing the necessary prerequisites to admission to medical, dental, and veterinary programs regardless of his chosen area of concentration.

1. Proficiency Credit and 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 credit in these courses. The appropriate Department Chairman working with the Dean of LC II will determine proficiency by means of examination (written and/or oral), the evaluation of past course work (some of which may be non-traditional) and letters of recommendation, experience and background. Students can be awarded academic credit for specific courses by means of a letter grade or pass. Student may achieve Advanced Placement in this same manner. In this case the student is eligible to enroll in advanced courses in an academic area, but does not receive course credit.

Forms for Proficiency Credit and Advanced Placement are available in the Dean of LC II Office. The LC II Curriculum Committee reviews Proficiency Credit and Advanced Placement for The Lindenwood Colleges. An evaluation fee of \$40 is charged for Proficiency Credit.

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. Several departments of The Colleges have designed career-oriented degree programs which utilize Practicum Credit toward fulfilling the requirements for a specific degree.

Applications forms for Practicum Credit are available in the Dean of LC II Office. The LC II Curriculum Committee reviews Practicum Credit for The Lindenwood Colleges. An evaluation fee of \$40 is charged for the awarding of Practicum Credit.



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. 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 Departmental course listings. Students may also design 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 departments. Field Studies and Internships are normally done off-campus. These valuable education experiences provide the opportunity to obtain academic credit in situations which enable students to apply their classroom knowledge to a career situation. Such experiences assist students in their career decisions.

When two or more course credits are awarded, the experience is called an Internship, less than two courses of credit is a Field Study.

Examples of places where Lindenwood College students go for Internships and Field Studies include: hospitals; radio and television stations; business institutions for the blind, aged, mentally retarded, and exceptional child; advertising agencies; theatre; social service agencies; city planning offices; museums; libraries; political headquarters; and laboratories.

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 the Field Study and Internship are available in the Dean of LC II Office. The LC II 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. In special cases only the \$40 evaluation fee is charged.

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 (1) must, 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 of the Faculty 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. The Department of Psychology is a cooperating member of the Merrill-Palmer Institute of Human Development in Detroit, Michigan. Participation in the program permits a limited number of students who are concentrating their work in the field of psychology to 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. The Institute fosters a multi-disciplinary approach to the study of human development under the direction of a distinguished faculty. The Merrill-Palmer Institute is also a nationally recognized research center in the behavioral sciences.

THE WASHINGTON SEMESTER PROGRAM. Lindenwood is one of a limited group of liberal arts colleges invited by the American University in Washington, D.C. to take part in its Washington Semester Program, an opportunity to spend a term in the capital studying and observing the national government in action and having contact with major policy makers and other persons prominent on the national and international scene. The appointment is restricted to students in their junior year. Selection is based upon demonstrated abilities in scholarship and leadership. Instructional costs are covered by tuition paid to American University. Charges for room, board, travel, and incidental expenses must be met by the appointee. Students wishing to be considered for appointment should apply to the Washington Semester Adviser in their sophomore year.

ACADEMIC POLICIES AND PROCEDURES

Classification of Students

Academic progress is calculated in terms of course units rather than credit hours. To be classified as a sophomore, a student must have completed at least nine courses; to be classified as a junior, he must have completed at least eighteen courses; to be classified as a senior, he must have completed at least twenty-seven courses. The classification of a student is changed only at the end of the fall and spring terms.

Academic Load

With the exception of fractional courses, course offerings carry full course credit. To maintain his full-time student status, a student is expected to carry at least three courses in the fall and spring terms. A student may carry four and one-half courses in each of the long terms without additional charge. Course credits in excess of ten for the year are subject to overload approval and the overload fee of \$165 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 faculty.

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 three weeks of the fall and spring terms.

In exceptional cases, the student may drop a course with the recommendation of the instructor and the final approval of the student's adviser. Such courses will be awarded the grade of *WP* if the student has a grade of *D* or higher at the time of withdrawal, a *WF* if the student is failing.

Auditors

A student desiring to attend a course as an auditor may be permitted to do so upon authorization of the Dean of his College. 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 from another accredited college or university will become a part of the permanent record of the student and will affect the grade-point average accordingly. Only 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 min-

imum 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 if approved 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 *F* to the Registrar.
5. All absences because of illness must be certified by the Health Center.

General Grading System

The student may earn grades of *A*, *B*, *C*, *D*, *F*, *INC.*, *CON.*, *W.F.*, and *W.P.* A mark of *A* represents work outstanding in quality; it indicates that the student has shown initiative, skill, and thoroughness and has displayed originality in his thinking. The *B* grade is awarded for work of high quality, well above average. The grade of *C* indicates average work and satisfactory completion of course requirements. The *D* grade represents work below the average in quality. Although this grade indicates unsatisfactory work, course credit is given. An *F* grade indicates

failure to meet the requirements of the course 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 Faculty 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 *F.* The *CON.* grade (Condition) is given only for the first term of a two-term course where work is of doubtful quality. The condition must be removed by satisfactory work in the following term or the *D* is automatically changed to an *F.* In exceptional cases, the student may drop a course with the recommendation of the instructor and final approval of the Registrar. Such courses will be awarded the grade of *WP* if the student has a grade of *D* or higher at the time of withdrawal, a *WF* if the student is failing.

The Pass-Fail Option

The Lindenwood faculty adopted the pass-fail grade system with the hope that the student would become more aware of the value of learning for its own sake and that there would be less inclination to learn for the sake of securing grades. The pass-fail option is designed to encourage the student who wishes to venture into a field of knowledge relatively unknown or difficult without the fear that unsatisfactory performance will impair his academic standing.

With the exception of the freshman student enrolled in his first term, any student who has at least a 2.0 grade-point average and is carrying a normal load, including the pass-fail course, is eligible for the pass-fail option. Only four requirements limit the student's freedom to elect the pass-fail option. (1) The pass-fail option must be elected when the student registers or within the period allowed for schedule change; (2) Only one pass-fail course may be taken in any one term; (3) No more than five pass-fail courses will be recorded on the student's scholastic record and counted among the courses required for graduation; (4) The pass-fail option may not be utilized in Divisional or Departmental course requirements, or for courses in the student's area of concentration.

The student who wishes to change and receive his final course grade under the *P-F* system must inform both the instructor and the Registrar of this decision by the mid-term date established by the Registrar, otherwise the instructor will automatically report the grade as *PASS* or *FAIL.* Failing grades in such cases are not entered on the student's scholastic record.

Grade-Point Average

The Lindenwood Colleges operate under a 4.0 grading system. The student's grade-point average is computed in the following manner: Each course in which the student earns an *A* equals *four* quality points; each course in which he earns a *B* equals *three* quality points; each course in which he earns a *C* equals *two* quality points; and each course in which he earns a *D* equals *one* quality point. Courses in which an *F* is earned receive *no* quality points. ~~Grades received in physical education activity courses and in musical organizations are not calculated into the grade-point average.~~

A student's grade-point average is determined by dividing the number of points earned by the number of courses taken during the term. A student's *cumulative*

grade-point average is determined in the same manner, with the exception that calculation is based upon total quality points and total courses taken by the student since enrollment at either of 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 *F.* 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 his College. In no case will a student be required to pay a special fee for early final examinations that have been approved.

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. A student will be placed on probation at the end of any term in which the student falls below the established standards. If that standard is not attained by the end of the following 14-week term, the student may be suspended or dismissed from the college.
3. The regulations concerning probation are as follows:
A student who receives an *F* in one-half or more of the courses taken, in either a fall or spring term will be on probation and must have the permission of the Dean of his College to continue in the next term.
The first-year student who fails to achieve a grade-point average of 1.6 or above in either 14-week term, and the second-year student who fails to

achieve a grade-point average of at least 1.8 in any 14-week term will be on probation.

For junior classification a student must have earned eighteen course credits. The minimum cumulative grade-point average for admission to the junior year is 1.8, and the student will be on probation if the cumulative grade-point average is under 1.9.

For senior classification a student must have earned twenty-seven course credits. The minimum cumulative grade-point average for admission to the senior year is 1.9, and the student must have a cumulative grade-point average of 2.0 or above to be in good standing.

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 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 term. A student who has been suspended may apply for readmission. Readmitted students will be placed on academic probation. Any readmitted student failing to achieve the necessary grade-point average by the end of the second term after readmission will be permanently dismissed from the college.
6. Probation, suspension, and dismissal notices are sent to the student and to the student's parent or guardian. Notification is also sent to the student and to the parent or guardian when probationary status is removed.

Quality points earned in courses taken at summer schools *other than The Lindenwood Colleges* do not affect the student's prior spring term or forthcoming fall term grade-point average. Such quality points are added to the student's *cumulative* grade-point average, which is computed at the end of the fall term. Scholastic probation that is imposed on a student at the end of the spring term can be removed if quality points earned in The Lindenwood Colleges Summer Session are sufficient to raise the spring term grade-point average to the established standard.

Dismissal

The Colleges reserve the right to request at any time the withdrawal of a student who is unable to meet academic standards, or whose continuance in college is felt to endanger the student's own health or that of others, or who does not observe the social regulations or standards of conduct of the college.

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 is 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. Notification is sent to the student, and a copy is forwarded to the parent or guardian.

Honors Day

In the spring of each year, The Lindenwood Colleges hold a general convocation at which special recognition is given to those students whose academic grade achievement has been particularly outstanding during the year.

Graduation With General Honors

The Lindenwood faculty awards general honors for distinguished academic achievement. To be eligible, a student must have completed all degree requirements, and the cumulative grade-point average must fall within the ranges specified.

The student who achieves a grade-point average between 3.7 and 3.85 receives the degree *cum laude*; the student who achieves a grade-point average between 3.86 and 3.93 receives the degree *magna cum laude*; a student who achieves a grade-point average of 3.94 or above receives the degree *summa cum laude*.

The student who has a grade-point average above 3.7 is eligible for general honors, even if honors projects have not been elected. In determining general honors in the case of a transfer student, credits and grades in other institutions are recorded as received. Of the thirty-six courses required for graduation, transfer students must take at least eighteen under Lindenwood auspices to qualify for general honors.

Returning Credit

In rare instances, senior students may participate in graduation exercises even though they have not completed all degree requirements at the time of commencement. Students may be allowed to participate in graduation exercises if they lack no more than 2½ courses at one of The Lindenwood Colleges (or 9 credit hours). All outstanding credit must be returned within one calendar year. Failure to complete coursework within this time will necessitate reenrollment in order to fulfill requirements for the degree.



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, extra curricular activities, national standardized tests (SAT or ACT), personal recommendations and exhibited capacity and willingness to work.

Entrance Requirements

New students 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, Laboratory Science
3 units, Mathematics	2 units, Foreign Language
3 units, Social Sciences	1 unit, Physical Education

Application for Admission

Applications for admission to 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 in the fall.

Results of the Scholastic Aptitude (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 or 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.

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, the Deans' offices, and the Evening College.

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.

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 HOLTCAMP 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.

CHEMICAL RUBBER PUBLISHING COMPANY AWARD—Each year the Chemical Rubber Publishing Company 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 her college education.

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.

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. The first scholarships awarded from this fund will be granted to students for the 1970-71 academic year.

LAURA L. HERON SCHOLARSHIP—Established by Mrs. Charlia Ayres, wife of President Ayres (1903-1913), in memory of her mother.

THE MARY F. AND BENJAMIN E. JELKYL SCHOLARSHIP FUND—Established in 1969 by Mr. Ross Jelkyl in memory of his parents.

MARY E. LEAR SCHOLARSHIP AND LOAN FUND—Established by bequest of Mary E. Lear, Professor of Chemistry at Lindenwood from 1916 to 1960, to assist "worthy young women majoring in either the physical sciences or religious education at Lindenwood."

THE LINNEMANN SCHOLARSHIP FUND—Established by bequest of Robert H. Linnemann in memory of his sisters, Alice A. Linnemann, Hulda H. Linnemann, Laura Linnemann and Kathryn Linnemann, to provide scholarship and loan funds to deserving young women who are residents of St. Charles. The Linnemann sisters were all alumnae of Lindenwood.

THE GUY C. MOTLEY SCHOLARSHIP—Established by alumnae in memory of Guy C. Motley, who was Director of Admissions at Lindenwood College for many years.

THE MARJORIE NULL SCHOLARSHIP—Established by Mr. and Mrs. Harold Null.

READER'S DIGEST FOUNDATION SCHOLARSHIP FUND—Established by the Reader's Digest Foundation.

THE DR. AND MRS. H. C. RITTER SCHOLARSHIP FUND—Established by the Ritter family and by friends.

THE KATHERINE IRWIN SCHAFFER SCHOLARSHIP FUND—Established by bequest of Katherin Schaffer, niece of Lindenwood President Robert Irwin, 1880-1893, for the aid of needy students.

SORORITY SCHOLARSHIPS—Established by Zeta Chapter of Eta Upsilon Gamma and Theta Chapter of Sigma Iota Chi.

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

PEARLE AIKIN-SMITH SYERS SCHOLARSHIPS—Approximately six scholarships are granted each year to students in the 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 VISITING LECTURESHIP IN 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 1974-5

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 ¹	\$1,950
Room and Board ¹	1,300
Student activity fee.....	75
Health fee	25
Health Insurance (may be waived).....	30
	<hr/>
	\$3,380

Non-Resident Students

Tuition ¹	\$1,950
Student activity fee.....	75
	<hr/>
	\$2,025

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

¹Tuition and fees are subject to change by action of the Board of Directors of Lindenwood College or the Board of Trustees of Lindenwood College II.

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 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 Business Manager, The Lindenwood Colleges, St. Charles, Missouri 63301.

Students From St. Charles County

St. Charles students qualify for a \$300 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

	Resident	Non-Resident
Due upon acceptance (Non-Refundable)	\$100	\$50
Due September 1	1,830	1,150
Due February 1	<u>1,450</u>	<u>875</u>
	\$3,380	\$2,025

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	\$145	\$75
¾ Course	115	60
½ Course	75	40
¼ Course	45	25

Overload Fees

An overload fee will be charged to full-time students who take more than 10 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. Students taking more than two science courses in the same term will pay a maximum laboratory fee of \$20.

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 \$15 is due and payable by April 2 preceding graduation. This fee applies only to graduating seniors.

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 OR PROFICIENCY CREDIT—A \$40 fee is charged for evaluation of student experience in awarding practicum or proficiency 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. (See Residence Regulations).

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 \$90 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 will remain for the final examinations at the end of the college year.

Students withdrawing from The Lindenwood College may receive a refund of tuition paid according to the following schedule upon recommendation of the Dean:

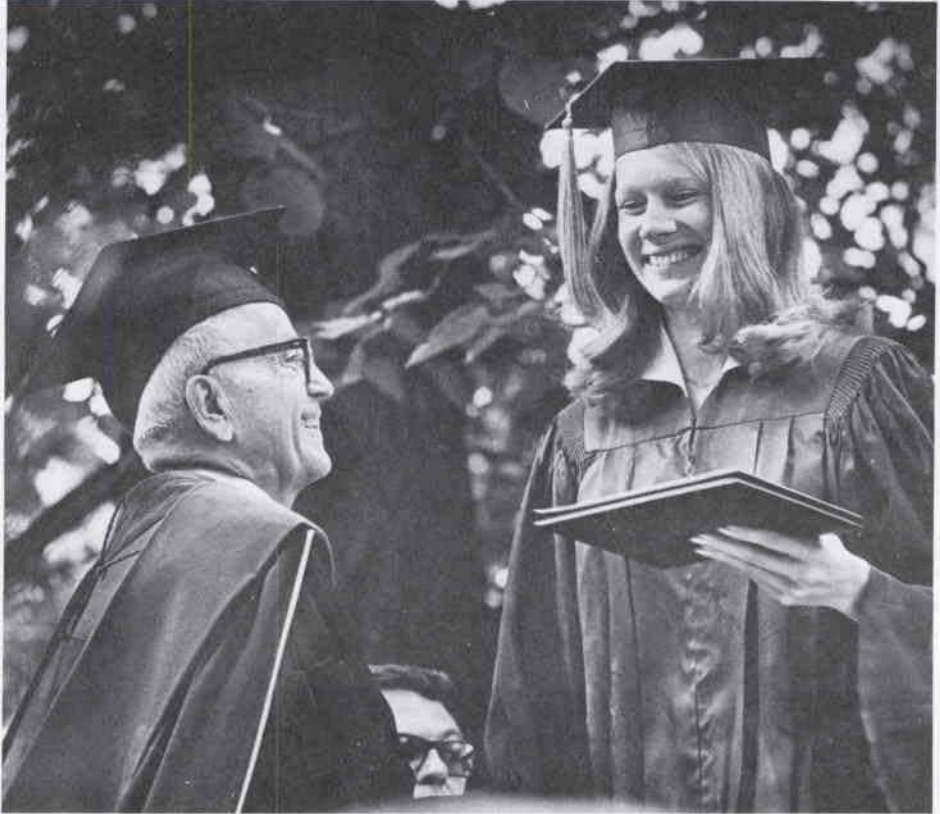
During the first 10% of the term — 75% refund

During the second 10% of the term — 50% refund

During the third 10% of the term — 25% refund

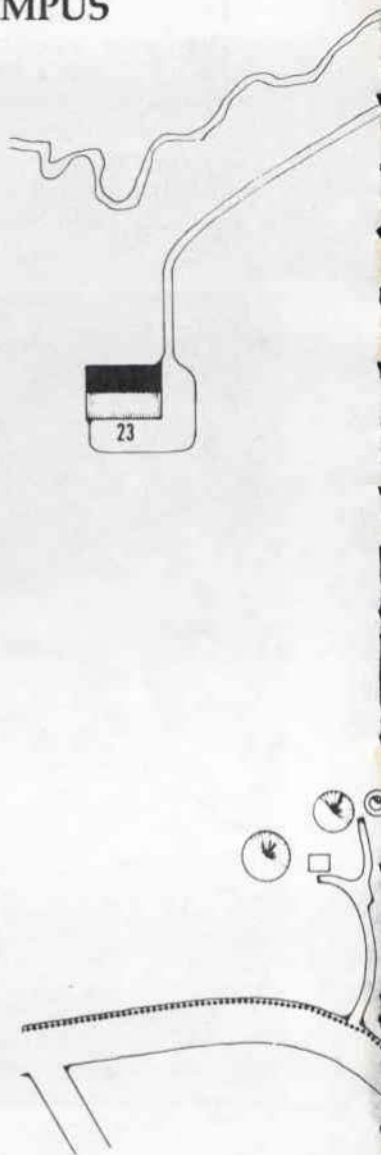
No refund will be made after completion of 30% of the term. No refund is made for students who do not enroll for a January Term course.

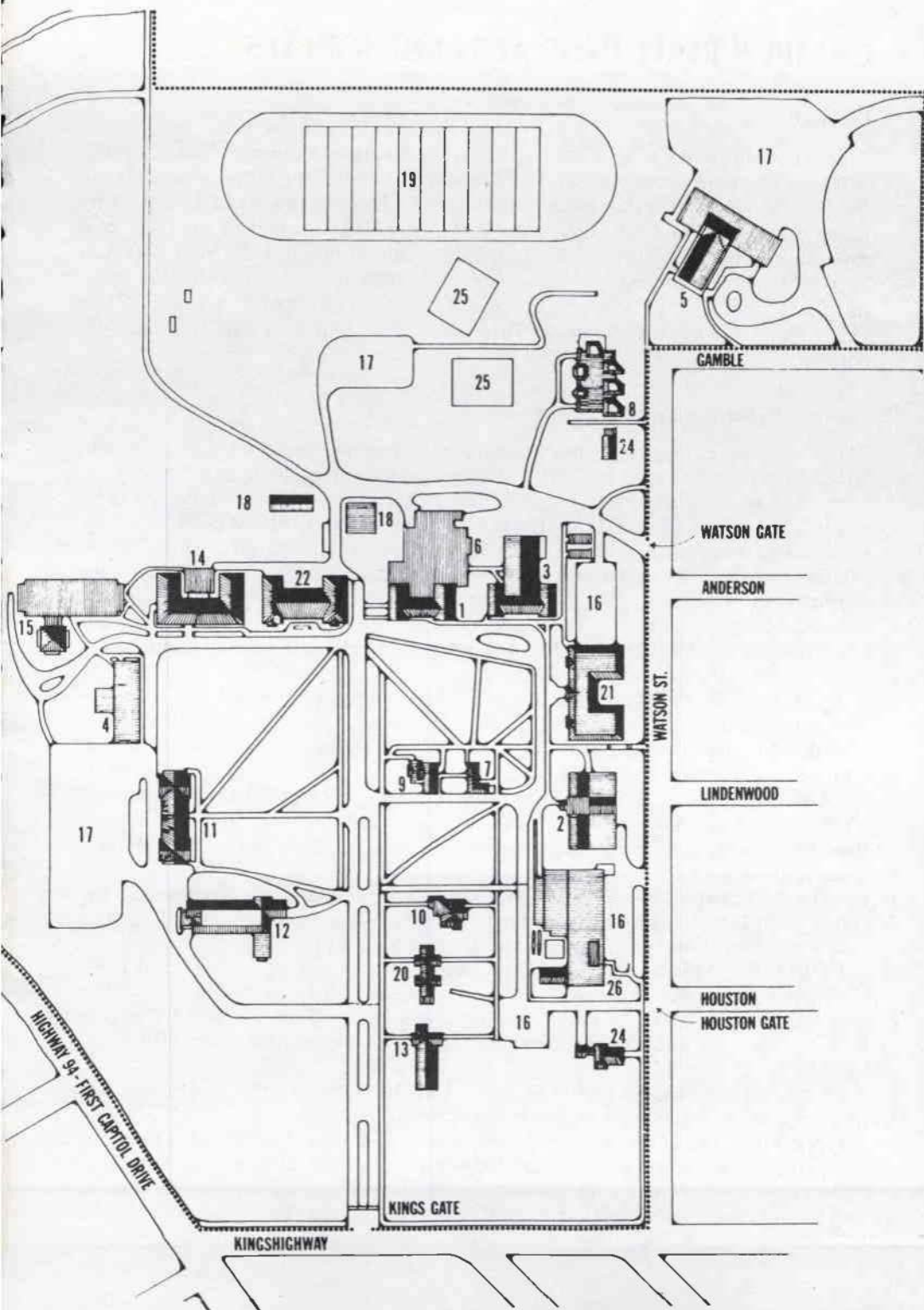
No refund of room charges can be made for the term in which a student is enrolled after the student has occupied the room. Board charges will be refunded on a pro-rata basis. Student fees are non-refundable.



THE LINDENWOOD COLLEGES CAMPUS

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





CAMPUS BUILDINGS AND MEMORIALS

Location

The Lindenwood Colleges are 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. Charles is the gateway to north central Missouri and was established by Louis Blanchette in 1769. Lewis and Clark departed from here on their epic expedition into the northwest. Missouri's first capitol building on Main Street in St. Charles has been restored as part of a planned redevelopment of the city's historical area. Both of Missouri's legislative houses convened here from 1821 to 1826. The Lindenwood campus is fifteen minutes from St. Louis International Airport.

Campus Buildings and Memorials

The 140 acre campus is widely known for its spacious tree-shaded grounds and handsome Tudor Gothic buildings. The colleges received their names from the large old Linden trees which were here before Lindenwood was founded in 1827.

THE MARGARET LEGGAT BUTLER MEMORIAL LIBRARY—This Tudor Gothic building was erected in 1929, and in 1968 was expanded to double its original size. The 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.

As of June 30, 1973 the Library had 70,000 volumes catalogued and subscriptions to more than 265 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 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 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. Yound, who served as Chairman of the Board of Directors of Lindenwood and was President of American Zinc, Lead & Smelting Company. This modern air-conditioned building provides laboratory and classroom facilities for the biological and physical sciences and mathematics. It contains the *Frederick Eno Woodruff Biology Laboratory and Lecture Room*, a gift of his daughter, Mrs. Louise Woodruff Johnston; the *Mary E. Lear Chemistry Laboratories*, and the *Ruth and Vernon Taylor Foundation Lecture Room*. Lecture rooms, faculty offices, reading rooms, a photography darkroom, and a spacious memorial 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, along with the Center for the Undergraduate Study of Mathematics.

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 Center for the Study of Communication Arts. The studios of radio station KCLC AM-FM are also located in this building.

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.

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.

THE B. KURT STUMBERG HEALTH CENTER AND STUDENT OFFICE BUILDING 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 was dedicated in 1917. It 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. Miss Yost studied at Lindenwood during the Fall Term, 1968.

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.

LINDENWOOD COLLEGE FOR WOMEN

History

When George Sibley and his wife, Mary, first settled in St. Charles, their estate, "Linden Wood," was about one mile west of the town. It was considered secluded from noise and dust, a healthful place for a school. Mrs. Sibley began her school with her younger sisters and the children of friends as the first students. It remained small during the 1830's and 1840's, usually with fewer than a dozen students. Those who boarded lived in the low, rambling Sibley home, where they were taught "a habit of industry and usefulness." Besides "general book-learning," they also studied music and the Bible.

Active members of the Presbyterian Church, the Sibleys, in 1853, deeded their property at Linden Wood to it and put the school under the care of the St. Louis Presbytery. In this way, "Linden Wood Boarding School for Young Ladies" became "Lindenwood Female College," with Samuel Watson as President of the first Board of Directors.

When the first major building, known today as Sibley Hall, was completed in July of 1857, it served as the president's home, administration building, dining room, and dormitory for about forty boarders. Since that time, except for a short period during the Civil War, the college has operated continuously. The first major expansion occurred under the presidency of Dr. John L. Roemer. With the financial and moral support of Colonel James Gay Butler, Dr. Roemer erected three dormitories (Butler Hall in 1915, Niccolls Hall in 1917 and Irwin Hall in 1924), an administration building (Roemer Hall, 1922), the Margaret Leggat Butler Memorial Library in 1929, and the Lillie P. Roemer Fine Arts Building in 1939. Also during Dr. Roemer's term of office, in 1918, Lindenwood became a four-year college awarding baccalaureate degrees.

Growing in academic programs as well as in physical facilities, Lindenwood entered another period of expansion under the administration of Dr. Franc L. McCluer. Coming to the presidency in 1947, Dr. McCluer added three more dormitories (Cobbs Hall in 1949, McCluer Hall in 1961, and Parker Hall in 1966) and a major classroom and laboratory building (the Howard I. Young Hall of Science in 1966). Enrollment increased during these years in response to the development of a varied curriculum and enlarged faculty.

Under the director of Dr. John Anthony Brown, who came to Lindenwood as president in September of 1966, the physical growth of the college continued with the expansion of the library building, the addition of FM broadcasting facilities and the completion of a new fine arts building in 1969. To make the best use of these facilities, to cap the growth of over a century, and to meet the needs of students in these times, Dr. Brown introduced the 4-1-4 calendar and an innovative curriculum which are responsive to the student as an individual as well as to new developments in subject matter and teaching techniques.

On February 11, 1969, President Brown announced the establishment of a coordinate college for men, Lindenwood II. In bringing a new college into existence, Lindenwood offered her faculty, buildings, and curriculum as a foundation and designed an organizational structure enabling Lindenwood II to develop its own distinctive program while the parent college continues its commitment to the finest possible education for young women.

Adapted and excerpted from a History of Lindenwood College, an independent study project by Linda Granger McCormick, class of 1969.

Presidents of Lindenwood College

- 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- —Franc L. McCluer, Ph.D., LL.D.

Church Relationship

Lindenwood College is linked to the United Presbyterian Church in the U.S.A. through a covenant relation with the Synod of Missouri. This covenant replaces more traditional legal ties between the college and the Synod and expresses the intention of the college to honor its heritage in the Judeo-Christian tradition and to provide for the religious life of the campus.

Liberal education within this covenant is meant to be an education for a life's work, with intellectual and cultural studies preparing a student to move effectively through all walks of life, and with both the life's work and liberal studies permeated with spiritual and moral insights so that 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.

It is the intent of Lindenwood College for Women to give full opportunity to the exploration of this religious heritage, and to do so without imposing requirements upon individual members of the college community. The covenant relation of the college with the Presbyterian Church, which long nurtured it, should be understood as an opportunity, not as a restrictive obligation.

Student Life

Student activities and social life are considered an important part of education at Lindenwood, and every effort is made to provide outlets for a variety of interests.

Academic 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 the situations arise. Student representatives

attend all monthly Faculty meetings where they have the opportunity to present issues of concern to the whole college community.

Academic Advising

One of the greatest strengths of the Lindenwood curriculum is its flexibility which enables a student to design a program related to her individual needs and interests. This flexibility makes the role of the academic adviser an extremely important one.

The Dean of the College assigns each new student to a faculty adviser who assists her in planning a course of study. When a student has selected an area of concentration within one of the academic departments, she will then be assigned a faculty adviser from that department. 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.

Career Counseling

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 Office of Alumni Affairs and Placement maintains a placement service for the registration of seniors and alumni. 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.

Student Government

Each student on entering Lindenwood becomes a member of the Lindenwood College Student Association and accepts the responsibility for maintaining honesty as the determining principle in her academic life. She is expected to uphold the regulations of the Student Government Association and to maintain high standards of conduct at all times.

The Governing body is the Student Senate, composed of the student president and elected representatives of the various classes.

Social Life and Extra-Curricular Activities

Many opportunities exist for enjoying the cultural and recreational resources of the St. Louis area. The College minibus provides transportation to the theatre productions and concerts, while the Dean's office serves as the campus agent for tickets.

On campus, students engage in many pursuits, such as plays, poetry readings, and working in the radio station. For physical recreation, the gymnasium, athletic

field, tennis courts, archery range, and indoor and outdoor swimming pools are available.

Clubs and organizations, representing special interests, are open to all students. Several departmental organizations are nationally affiliated, for example, the Student National Education Association; Alpha Lambda Delta, National Mathematics Society; the Music Educators National Conference; Phi Sigma Tau, the National Honor Society for Philosophy; Pi Delta Phi, National French Honorary Society; Iota Xi, National Spanish Honorary Society; Alpha Psi Omega, National Dramatics Honor Society; Eta Sigma Phi, National Honor Classics Society; and Alpha Epsilon Rho, National Honorary Radio and Television Society.

General Honor Societies: Mu Phi Epsilon, music; and Pi Mu Epsilon, mathematics.

Local Honor Societies and Organizations

Local honorary societies include Alpha Sigma Tau, senior scholastic; Lindenwood Scroll, senior service; Student Artist Guild, art; and Triangle, science and mathematics.

In addition, there are a number of activity clubs, such as Beta Chi for riding; the Creative Dance Group; the Environmental Club; the Christian Fellowship, the Chess Club, and many others. The English Department sponsors the Poetry Society and the Griffin Society; and the Modern Language Department sponsors El Club De La Amistad. The College Choir, the Lindenwood Singers, and the Opera Theatre are open to all students. A Chamber Orchestra is also organized when sufficient instrumentation is available.

The Student Publications Board sponsors the campus newspaper, *The Ibis*, and the yearbook. The literary annual, *The Griffin*, is under the auspices of the English and Communication Arts Departments.

Residence Regulations

The residence halls are opened twenty-four hours before the first faculty meeting in the fall and are closed twenty-four hours after commencement. At vacation periods, they are opened twenty-four hours before the first class session and are closed twenty-four hours after the last class or examination period.

All students are expected to live in the residence halls unless they live with their families or with relatives.

The college reserves the right to assign rooms and roommates, taking into consideration as much as possible the preference of the student.

Each student has in her room a bed, a mattress, a pillow, a desk, a chair, a closet, and dresser accommodation. The windows are furnished with shades. Each student furnishes her own bed linens, blankets, towels, mattress covers; selection of curtains and bedspreads is usually done in cooperation with one's roommate after reaching college. Students are requested to bring a flashlight. Every article the student brings should be distinctly marked with her full name. *The college is not responsible for money, jewelry, or other articles of value left in student rooms.*

The college provides a linen service for all students. The charge for this optional service is \$45.00 per student for the school year and includes 2 sheets, 1 pillowcase, 2 towels, 1 wash cloth, and 1 bath mat. Fresh linens are supplied each week.

The student may send her personal laundry home or arrange to have it done locally. The college does not do any of the student's laundry. Automatic washing machines, dryers, irons and ironing boards are available for student use in each residence hall. Cleaning establishments in St. Charles furnish convenient service through the College Bookstore.

Each student is individually responsible for the condition of the room in which she lives. A \$30 fee is assessed each student and is refundable in whole or in part after the student leaves college depending upon the condition of the room. Any student defacing the walls of a room in any way will be charged the cost of repairing the walls. Charges for damage to furniture will also be levied. The college reserves the right to inspect and check rooms at any time, and for any purpose. Whenever possible, such inspection will be made in the presence of the student.





LINDENWOOD COLLEGE II

History

The idea for a college to be established in association with Lindenwood College for Women began in the early 1950's when invitations were sent by the Lindenwood Board of Directors to well known men's colleges to move to the St. Charles campus or use some of the Lindenwood land as a place for establishing a new college. This idea continued to be a point of discussion for some fifteen years—until 1967, in fact, when President John Anthony Brown initiated the studies which were destined to culminate in the chartering of Lindenwood College II.

Responding to the recommendations of a number of alumnae, and using data and impressions gathered from a year and a half of inquiry, faculty and student committees deliberated and, in December of 1968, drafted a proposal. In essence, the proposal was that a coordinate college with its own identity, purpose and autonomy be established, and until such time as it should have its own resources the parent college would provide through contract and lease arrangements the faculty and facilities necessary for its full operation.

On January 24, 1969 the charter for Lindenwood College II was granted. Then came the naming of members of the Board of Trustees, with Mr. Walter L. Metcalfe, Jr. as the first Chairman, and the designating of Dr. John Anthony Brown as the first President. As information on the new college went out to young men all over the country, the Lindenwood Admissions Office began the process of admitting students.

With the opening of the first session in September 1969, Lindenwood College II operates as a fully accredited four year college, prepared by charter and administrative structure to provide undergraduate studies leading to a bachelor's degree, the responsibility and authority for instruction and the awarding of academic degrees residing with the faculty of The Lindenwood Colleges.

Purpose and Organization of the College

The final third of the twentieth century emerges as an era in the history of man that is clearly transitional. The immediate conditions of uncertainty, imbalance, tension, insecurity, disharmony, and cultural conflict that permeate man's social universe coexist with brilliant bursts of creativity, which permit him to 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 men have achieved.

By virtue of its association with an established and respected college already noted for innovative academic programs, Lindenwood College II is especially fortunate in being free to devote its energies to finding the best ways to use its resources. As the College grows, and its plans become reality, it will become increasingly distinctive in the ways in which it functions. 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 young men. Also, Lindenwood College II is carefully considering several career-oriented liberal arts programs, thoughtfully relating career objectives to the liberal arts approach to learning and seriously weighing methods to evaluate and recognize nontraditional educational experiences. The student in Lindenwood College II can choose between the traditional liberal arts approach and the modified career-oriented approach. Not bound to the past in any organizational or institutional sense, the College is free to determine its own direction at the same time that it is constantly in touch with the traditions of learning which have built modern civilization.

While Lindenwood College II has its own charter and Board of Trustees, its own curriculum planning group, and increasingly its own distinctive programs, it is closely related to its sister college, Lindenwood College for Women, which has a real determination to continue its own emphasis on education for women. Therefore, each college influences the other and must adjust 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 coeducational framework.

Community Government

The objectives of Lindenwood College II require community government in order to achieve consensus in what the College shall be, and how it shall carry out its purposes. Community government as a process consists of members of the College community coming together to provide direction to the College, to minimize conflict and to preserve certain individual freedoms and responsibilities at the same time that it carries out the operations of the College. Town Hall meetings of all the student body are called periodically to discuss and decide major issues. The Community Manager is a student elected by his peers. He shares an office complex with the Dean of the College. He is primarily responsible for coordinating the various forms of student participations that are necessary to make the community work.

The Student Life Committee functions to enrich life on the campus. The Committee is comprised of the Community Manager, Chairman of Ways and Means Committee, Chairman of Judicial Board, Athletic Coordinate, Social Coordinate, Non-Resident Student Representative, and the Dean of the College. This body makes recommendations concerning the expenditure of funds of various student activities.

The Hall Council has been given the responsibility for governing life in the resident halls. The non-resident students elect a representative to the Student Life Committee. This student also coordinates social activities of the non-resident students.

Student representatives are elected to the Council of the Colleges. This council consists of the President, Deans, and students of both colleges, and discusses policies which affect the entire Lindenwood community.

The Lindenwood College II Judicial Board consists of five elected students and two faculty members. This Board hears cases concerning the violation of the social regulations of the College.

Lindenwood College II students are elected to the Lindenwood College II Curriculum Committee, to the Educational Policies Committee, and to be representatives at faculty meetings.

The position of Dorm Manager is an appointed position. Examples of problems in which he can help a student are: room assignments, keys, furniture, repair of and maintenance of dorm properties.

The Academic Program

Academic Planning

The planning of a distinctive academic life for Lindenwood College II brings together the faculty of The Lindenwood Colleges and the student body and administrative officers of Lindenwood College II. This planning is carried on primarily through the Curriculum Committee of Lindenwood College II. This committee serves the continuing need for planning, reviewing goals, generating study projects, and for forwarding Lindenwood College II curriculum proposals to the faculty for final approval. The Dean of the College is Chairman of the Curriculum Committee. Five faculty members and five students constitute the committee membership. Programs developed by the Lindenwood College II Curriculum Committee are made available to students of both colleges. The Curriculum Committee has been studying career-oriented liberal arts degree programs. Examples of such programs which have been approved by the faculty 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 Lindenwood College II Curriculum Committee supervises the Independent Term described below. The committee also evaluates and reviews practicum credit, internships, field studies, and proficiency credit 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 one 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 College II Curriculum Committee after an examination of the documents and an oral discussion with the student and the sponsoring faculty. At the first meeting in which the proposal is discussed, the Lindenwood College II Curriculum Committee may accept the proposal or recommend revisions. The student and the sponsors may appear before the next committee meeting, when the decision to accept or reject is final. The proposal must be accepted by the final regular meeting of the long term preceding the proposed independent term.

A student is eligible for more than one independent term, but must go through the same approval procedures for each one.

Athletics and Recreation

A program of recreation and intramural events has been planned for the students of Lindenwood II. Fall sports include soccer, and touch football. Winter and spring sports include basketball, tennis, and baseball.

The gymnasium of The Lindenwood Colleges, while presently limited in its capacity, provides opportunity for "free" recreation in basketball, volleyball and weight lifting. Indoor and outdoor pools make recreational swimming possible year-round.

Lindenwood II has varsity teams in four intercollegiate sports: soccer, basketball, baseball and tennis.

Guidelines for Student Life

A great deal of responsibility for personal conduct is given to the student. Prudent conduct requires more common sense than it does a list of specific dos and don'ts. Two policies, however, must be followed without exception. The first is a federal statute, the second is a Missouri state statute. Both are regulations of The Lindenwood Colleges, regardless of a student's age:

1. Possession or use of legally prohibited drugs by Lindenwood students subjects violators to dismissal from the college.
2. Lindenwood College II students may not have or use alcoholic beverages on the campus or in the residence halls. The Lindenwood Colleges support in full the State of Missouri's law pertaining to the purchase or possession of any intoxicating liquor or non-intoxicating beer by persons under the age of 21. This is designated as a misdemeanor and the offender is liable to a fine or arrest. It is also a misdemeanor for a person to give, lend or sell, or otherwise provide any persons between the ages of 17 and 21 with any falsified identification, or the identification of another person with the purpose of establishing age of such person as being 21 years of age or older. It is also a misdemeanor for a student to procure for, sell, give away, or otherwise supply intoxicating liquor to any person under the age of 21 years. Drinking on public roads is prohibited in the State of Missouri. Violators of these regulations may be dismissed.

SUMMER SESSION

The Lindenwood Colleges Summer Session operates an eight-week term each year. Courses are offered in almost all of the 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 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.





THE EVENING COLLEGE

Founded in 1827, Lindenwood has been an important part of higher education in the midwest for decades—expanding with the addition of a coordinate college for men in 1969 and the Evening College in 1972.

The Evening College, with offices in 204 Roemer Hall, furnishes programs for young people and adults unable to attend day classes. Courses 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 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.

DEGREE PROGRAMS

Associate in Science Degree in Business

As a community service and responsibility, The Lindenwood Evening College offers an Associate in Science degree in Business with eleven (11) areas of emphasis or specialization. The degree can be obtained entirely by evening attendance and consists of 22 full courses—about 60 percent of the baccalaureate program. Courses completed in the Associate degree programs can be transferred without prejudice toward the baccalaureate degree. By making use of the four terms per year in the Evening College, the Associate in Science degree in Business can be completed in 3½ years. Contents of the program are outlined in the pages which follow.

Bachelor of Science Degree in Business

A baccalaureate degree in Business is also available solely by attending Evening College classes. Seven of the most popular areas of emphasis are offered. The program is depicted in the following pages and 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 depth, breadth, and the necessary flexibility to serve the particular interests of the individual student.

Associate in Science Degree in Business

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>
GENERAL REQUIREMENTS	10
ENG-201, 202 Composition.....1	Mathematics elective..... 1
LCC-301 Colloquium.....1	EC-101 Economics-Macro..... 1
CA-190 Speech.....1	EC-102 Economics-Micro..... 1
PHIL-202 Logic }	Elective..... 1
or	
PHIL-254 Ethics }	
BUSINESS CORE	7 ^a
BA-202 Prin. Accounting I.....1	BA-207 Prin. Finance..... 1
BA-203 Prin. Accounting II.....1	BA-220 Data Processing..... 1
BA-204 Business Law.....1	BA-300 Management Theory..... 1
BA-205 Marketing.....1	
BUSINESS ELECTIVE	1
<i>AREA OF EMPHASIS</i>	
BUSINESS COURSES SELECTED WITH ADVISER, MINIMUM	4 ^a
TOTAL PROGRAM	22

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

Bachelor of Science Degree in Business

EMPHASES

- ACCOUNTING
- DATA PROCESSING
- MANAGEMENT
- FINANCE
- 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.

	<i>COURSES</i>
GENERAL REQUIREMENTS	19
ENG-201, 202 Composition.....2	EC-101 Economics-Macro..... 1
LCC-301, Colloquium1	EC-102 Economics-Micro 1
CA-190 Speech.....1	PSY-100 Prin. Psychology..... 1
Humanities Electives (a).....2	Social Science Electives 3
Mathematics or (b) }	Free Choice Electives, Any
Science Electives }.....3	Area Outside Business 4
BUSINESS CORE	8½
BA-21 Business Statistics.....½	BA-205 Marketing..... 1
BA-202 Prin. Acctg. I1	BA-207 Prin. of Finance 1
BA-203 Prin. Acctg. II.....1	BA-220 Data Processing..... 1
BA-204 Business Law1	BA-300 Mgmt. Theo. & Prac. 1
	BA-303 Bus. Corresp. & Rep. 1
AREA OF EMPHASIS	
BUSINESS COURSES SELECTED WITH ADVISER, MINIMUM	4
BUSINESS ELECTIVES , Selected with Adviser (c).....	4½
TOTAL PROGRAM	36

- (a) Humanities electives can be in Departments of Art, Classics, Communication Arts, English, Music, Philosophy/Religion.
- (b) Mathematics courses will be determined by the student's need.
- (c) With advance approval of the Director of the Evening College up to two business electives may be within the area of emphasis.

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 enable almost everyone to have an opportunity to attend college. 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 equivalent) and those transfer students who, academically, did not leave their previous colleges or universities in good standing. The condition is automatically satisfied (and therefore removed) upon 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 his or her area of interest.

SPECIAL PROGRAMS

Liberal Arts Opportunities

While degree programs other than in business are not yet available in the Evening College, many valuable opportunities are. The Lindenwood Colleges have traditionally offered strong programs in the liberal arts and sciences—more than 25 areas of emphasis and challenge throughout 18 departments. Courses are regularly scheduled in the Evening College by some 15 of these departments. Evening attendance is an opportunity to:

- Begin college early—"banking" of credit by high school students
- Earn credit toward a day program
- Transfer credit earned to a program at any other college or university.

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 vocational competence. Those interested in continuing their education should contact the appropriate office listed below for further information and counseling concerning requirements, financial arrangements, and educational opportunities:

- Evening classes—Evening College Office, Room 204, Roemer Hall.
- Day classes—Admissions Office, Room 100, Roemer Hall.

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 practical 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 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.

Air Traffic Controllers

Upon presentation of certification of Phase V status, an Air Traffic Controller is awarded 9 courses of practicum credit and 3½ courses of proficiency credit (in science and business administration) 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 proficiency credit for 2 courses in management.

Certified Professional Secretaries

Upon admission to Lindenwood and presentation of the C.P.S. certificate, a Certified Professional Secretary will be awarded 7½ courses of proficiency credit in selected business and economics areas plus 1½ courses of practicum credit 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.

Director's List

A Director's List has been established to encourage and to honor academic achievement of Evening College students. The program will begin with the Fall 1974 Term and will operate as follows:

1. Eligibility—all special students (those who pay tuition by the course) who have been admitted to the Evening College.
2. Course load—completion of five full courses over the academic year, September through July.
3. Recognition—based upon a 4.0 scale:
 - a. *High Honors*—3.6 or above. These students and their spouses will be guests of honor at the Evening College Banquet held in the Fall.
 - b. *Honors*—3.5 but less than 3.6. Students' names will be placed on the Director's List to be mailed with the September Newsletter.

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.

Workshops & Mini-Courses

Seminars, workshops and mini-courses are arranged each term to serve the needs and interests of teachers and other professionals. Because of their various natures and lengths, they do not readily lend themselves to inclusion in these annual bulletins. Watch for announcements. *Teachers are encouraged to take an active role by contributing suggestions for workshops and mini-courses to Dr. Virginia Carpenter, Extension 258.*

Academic Load

The normal course load for regular evening students is: two courses in the fall and spring terms; one course in the January and summer terms. Additional courses may be taken subject to approval of the Director 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 upon entering the Evening College. 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 each year thereafter, the student meets with his adviser, selects, and registers 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 Director of the Evening College.

DIRECTORY OF THE COLLEGES

Board of Directors

Lindenwood College for Women

OFFICERS OF THE BOARD:

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William B. Harris, J.D., Washington, D.C. (1969)

David Q. Reed, Kansas City, Mo. (1969)

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TERM OF OFFICE, 1973-1979

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Jefferson L. Miller, St. Louis, Mo. (1972)

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TERM OF OFFICE, 1974-1980

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James W. Quillian, Oklahoma City, Okla. (1968)

Victoria Smith, *Alumna*, St. Louis, Mo. (1970)

Armand C. Stalnaker, Ph.D., St. Louis, Mo. (1969)

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Lindenwood College for Women

William H. Armstrong, *Life Member*, St. Louis, Mo. (1944)

John M. Black, LL.D., *Life Member*, Corona Del Mar, Calif. (1963)

Mrs. John C. Brundige, *Alumna*, Sugar Grove, Ill. (1972)

Frank E. Colaw, Ed.D., St. Charles, Mo. (1973)

Mrs. Thomas W. Erwin, III, *Alumna*, Corsicana, Texas (1970)

Arthur S. Goodall, *Life Member*, St. Louis, Mo. (1937)

Mrs. James C. Hamill, *Alumna*, Oklahoma City, Okla. (1970)

Paul Knoblauch, St. Charles, Mo. (1973)

The Reverend W. Davidson McDowell, D.D., *Life Member*, St. Louis, Mo. (1960)

Mrs. James A. Reed, LL.D., *Life Member, Alumna*, Kansas City, Mo. (1953)

The Reverend W. Sherman Skinner, D.D., *Life Member*, Chicago, Ill. (1955)

Mrs. J. L. Smith, J.D., *Alumna*, Houston, Mo. (1970)

Mrs. Arthur Stockstrom, L.H.D., *Life Member*, Clayton, Mo. (1949)

Mrs. Horton Watkins, L.H.D., *Life Member*, St. Louis, Mo. (1957)

Board of Trustees

Lindenwood College II

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TERM OF OFFICE, 1969-1975

Edward W. Cissel, St. Louis, Mo. (1970)

Walter L. Metcalfe, Jr., J.D., St. Louis, Mo. (1969)

TERM OF OFFICE, 1971-1977

George W. Brown, St. Louis, Mo. (1969)

Larry Edwards, St. Charles, Mo. (1973)

Roland T. Pundmann, St. Charles, Mo. (1973)



Thomas R. Remington, J.D., St. Louis,
Mo. (1970)

TERM OF OFFICE, 1973-1979

The Reverend Edward J. Drummond,
S.J., St. Louis, Mo. (1969)

Earl J. Wipfler, Jr., M.D., St. Charles,
Mo. (1970)

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The Lindenwood Colleges**

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LINDENWOOD COLLEGE II:**

George W. Brown, St. Louis, Mo.

Walter L. Metcalfe, Jr., St. Louis, Mo.

Roland T. Pundmann, St. Charles, Mo.

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.

BANKS, MARJORIE ANN, *Associate Professor, Education*, 1960; *Associate Professor Emeritus*, 1970 B.S., Southwest Missouri State College; M.A., Washington University; University of Missouri; Marshall University; Summer Institute, Vassar College 1951; Writer's Institute, University of Colorado; World Health Seminar, Helsinki, Finland, 1952; graduate work, Washington University.

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.

CLEVINGER, 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.

HUME, ROBERT DOUGLAS, *Associate Professor, Communication Arts*, 1947; *Associate Professor Emeritus*, 1972 A.B., University of California; M.A., University of North Carolina; Graduate, Maria Ouspenskaya Studio of Dramatic Art.

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.

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.

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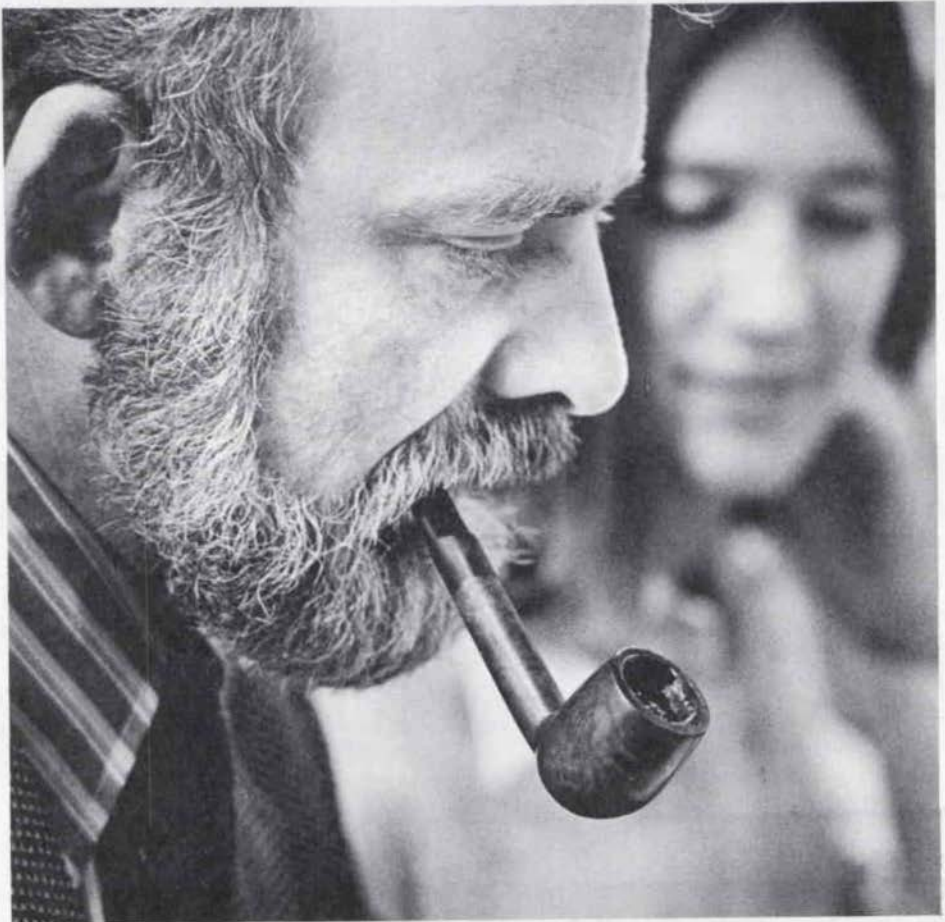
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