

The Lindenwood Colleges



Bulletin 1973-1974 Catalog Issue

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.

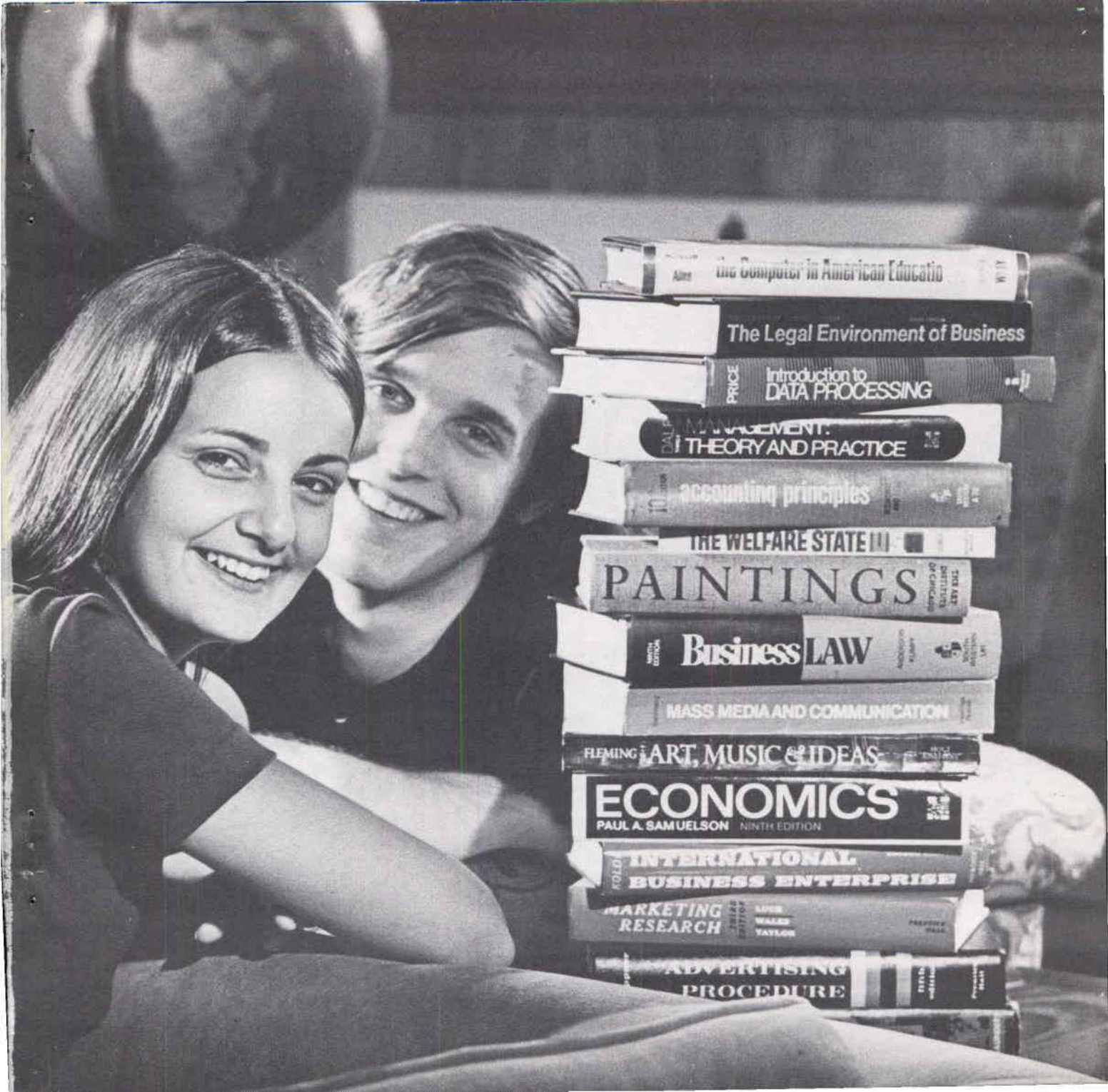
Lindenwood College for Women, since its origin a creature of the church, continues its relationship to the United Presbyterian Church in the U. S. A. through a covenant with the Synod of Missouri. The college is a member of the Presbyterian College Union and the American Association of University Women. 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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the Computer in American Education

The Legal Environment of Business

Introduction to DATA PROCESSING

MANAGEMENT: THEORY AND PRACTICE

accounting principles

THE WELFARE STATE III

PAINTINGS

Business LAW

MASS MEDIA AND COMMUNICATION

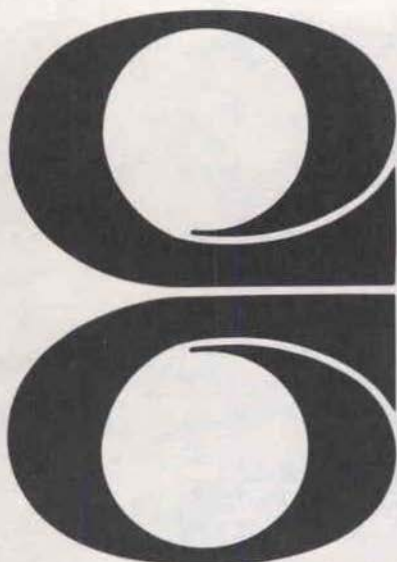
FLEMING ART, MUSIC & IDEAS

ECONOMICS
PAUL A. SAMUELSON NINTH EDITION

INTERNATIONAL BUSINESS ENTERPRISE

MARKETING RESEARCH

ADVERTISING PROCEDURE



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SEPTEMBER FALL TERM

Wednesday 5 New students arrive
 Thursday 6 Orientation; open houses
 Friday 7 Freshman testing; registration
 Saturday 8 Registration
 Monday 10 Classes begin
 Monday 17 Last day to change classes

OCTOBER

Monday-Friday 22-26 January Term registration

NOVEMBER

Monday-Friday 12-16 Spring Term course adjustments
 Wednesday-Monday 21-26 Thanksgiving Recess or Reading Period on campus
 Tuesday 27 Classes resume

DECEMBER

Monday 10 Last day of classes
 Tuesday-Wednesday 11-19 Reading day and final examinations
 Sunday 16 Christmas Vespers
 Thursday 20 Christmas Vacation begins

JANUARY JANUARY TERM

Monday 7 Classes begin
 Thursday 10 Last day to change classes

FEBRUARY SPRING TERM

Friday 1 January Term classes end
 Wednesday 6 Spring Term classes begin
 Wednesday 13 Last day to change classes
 Monday 18 Holiday, Washington's birthday

MARCH

Saturday 23 Spring Recess begins
 Sunday 31 Spring Recess ends

APRIL

Monday 1 Classes resume
 Monday-Friday 15-19 Pre-registration: 1974-75 academic year

MAY

Wednesday 8 Honors Convocation
 Monday 13 Last day of classes
 Tuesday-Wednesday 14-22 Reading day and final examinations
 Wednesday 22 Commencement rehearsal
 Friday 24 Baccalaureate, 7:30 p.m.
 Saturday 25 Commencement, 10:30 a.m.

Calendar 1973-1974

The Lindenwood Colleges Campus

Calendar 1974-1975

JUNE SUMMER TERM
Monday 10 Summer Session begins

AUGUST
Friday 2 Summer Session ends

SEPTEMBER FALL TERM
Wednesday 4 New students arrive
Monday 9 Classes begin

DECEMBER
Thursday 19 Christmas Vacation begins

JANUARY JANUARY TERM
Monday 6 Classes begin
Friday 31 January classes end

FEBRUARY SPRING TERM
Wednesday 5 Spring classes begin

MARCH
Saturday 22 Spring Recess begins
Monday 31 Spring Recess ends

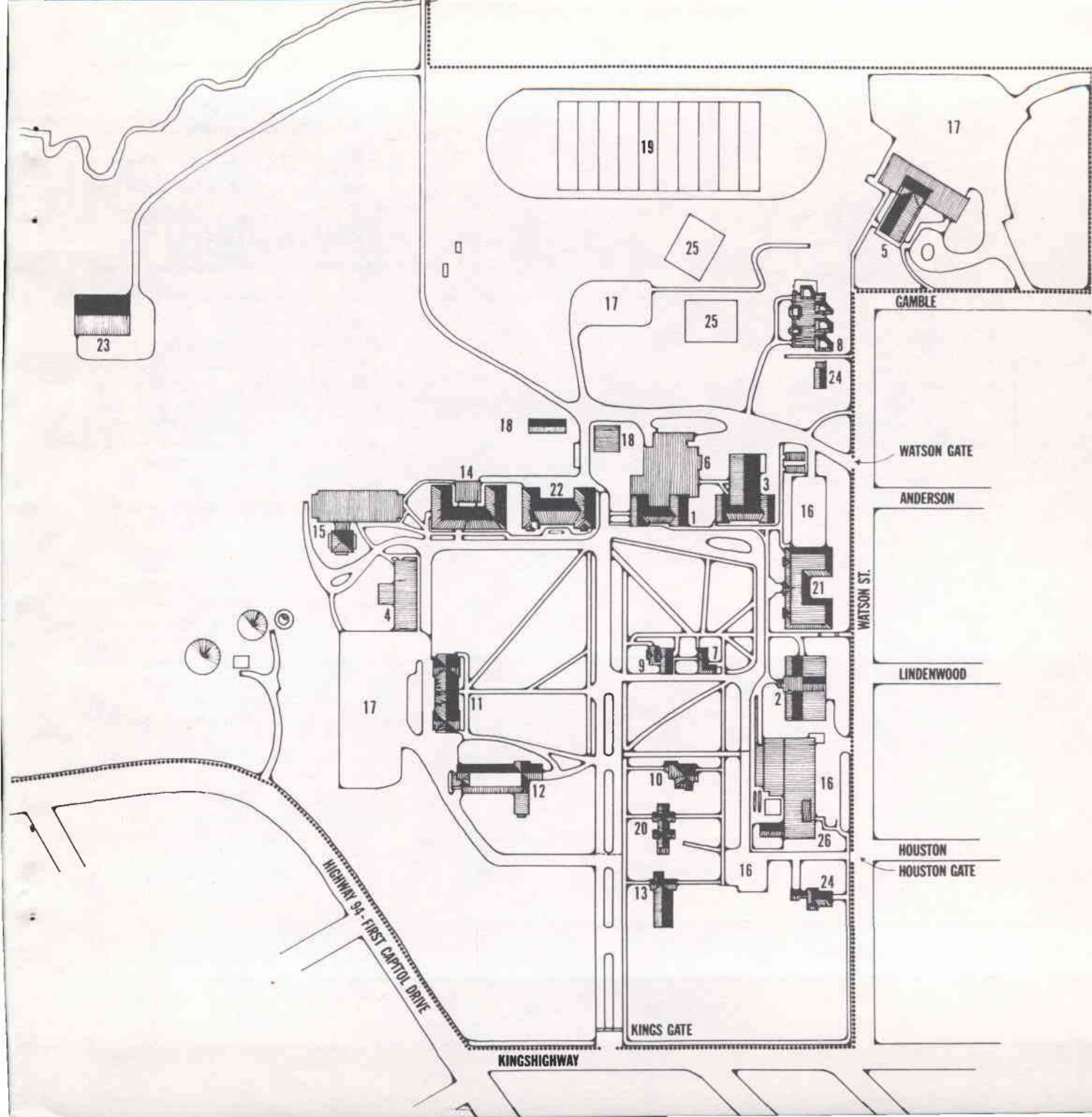
APRIL
Tuesday 1 Classes resume

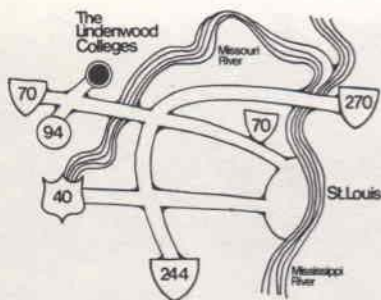
MAY
Friday 23 Baccalaureate
Saturday 24 Commencement

JUNE SUMMER TERM
Monday 10 Classes begin

AUGUST
Friday 2 Classes end

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
Dean's Residence—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
Niccolls Learning Center and
Laboratory School—14
Parker Residence Hall for Women—15
Parking, Staff, Visitors—16
Parking, Students, Visitors—17
Plant Services—18
Playing Fields—19
President's House—20
Roemer Hall,
Administrative Offices—21
Sibley Residence Hall for Women—22
Stables—23
Staff Residences—24
Tennis Courts—25
Young Hall of Science—26





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

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.

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. Young, who served as Chairman of the Board of Directors of Lindenwood and was President of American Zinc, Lead & Smelting Company. This modern air-conditioned building provides laboratory and classroom facilities for the biological and physical sciences and mathematics. It contains the *Frederick Eno Woodruff Biology Laboratory* and *Lecture Room*, a gift of his daughter, Mrs. Louise Woodruff Johnston; the *Mary E. Lear Chemistry Laboratories*, and the *Ruth and Vernon Taylor Foundation Lecture Room*. Lecture rooms, faculty offices, reading rooms, a photography darkroom, and a spacious 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 multi-purpose 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 dean's residence.

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 all-weather 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.

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.

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, with skills and comprehension 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 a departmental 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.

Classroom, laboratory, and library study are continuously challenged by reference to events and situations outside the colleges. The curriculum extends beyond the campus, encompassing independent study and research, workshops, symposiums, internships, student colloquies, tours, and international study programs.

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.

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 approach to learning.

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 twenty-one 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.

Humanities

AREAS OF CONCENTRATION LEADING TO THE B.A. DEGREE

Art History
Studio Art
Classical Civilization
Communication Arts
English
Music
Modern Languages
Philosophy
Religion

AREAS OF CONCENTRATION LEADING TO THE B.S. DEGREE

Studio Art
Communication Arts
Music
Philosophy

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

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
Medical Technology
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

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.

TYPES OF COURSES

ALL-COLLEGE COURSES: Courses which involve instructors from all three divisions of study. The Lindenwood Common is currently the all-college course being offered. Its interdisciplinary character gives unity to whatever degree program the student chooses.

FULL AND FRACTIONAL COURSES: A full course is allotted four class hours a week. Fractional courses ($\frac{1}{2}$, $\frac{1}{3}$) have proportionately less time allotted. The principal criterion, however, is the extent of subject covered rather than the amount of time consumed.

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 the preceding page. 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. 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.

EXPLORATORY DIVISIONAL ELECTIVES: Sometimes referred to as simply "divisional electives," these are courses numbered in the 100's and recommended as appropriate for the distributional requirement. 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.

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.
3. Six courses chosen from the exploratory divisional electives—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 from the exploratory divisional electives—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 from exploratory divisional electives are required.



Courses of Instruction

COURSE NUMBERING

- 0- 99 Fractional courses not involving independent study.
-
- 100-189 Exploratory Divisional Electives.
-
- 191,192 Independent study *off-campus*
193,194 with the final digit indicating the fraction of full-course credit to be earned ($\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$)
-
- 200-289 Courses open to all students *without* prerequisites.
-
- 291,292 Independent study *on-campus*
293,294 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, J. Huesemann, A. Perrone.

LCC 101, 102 VALUES: ORIGIN, CONFLICT, CHANGE

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 is devoted to a common course of study; the Spring Term is divided between a workshop experience and independent study.

THE COMMON:

During the Fall Term a common course of study developed around the theme will be followed by all students and instructors. The basic unit of the Common is the discussion group consisting of approximately 25 students. During the term students rotate among several instructors and thus have the opportunity to encounter different points of view and varied approaches to learning. There is also a rotation of students within discussion groups. The schedule of the Common also includes plenary sessions of all students and sub-plenary meetings of two or more groups. Guest lecturers, panel discussions, films, and other special programs are planned for these meetings.

THE WORKSHOPS:

During the first six weeks of the Spring Term, each Common instructor conducts a workshop which is related to the overall theme of the Common. The workshops not only give an opportunity to explore a particular theme in some depth, but they also provide the orientation and background for independent study during the latter part of the Spring Term. Students will have an opportunity to elect a workshop during the first term.

INDEPENDENT STUDY:

During the final seven weeks of the Spring Term, the student prepares a paper or project of his own design. By

and large, the topics for independent study will be an outgrowth of the workshop experience. Normally, the faculty sponsor for the project is the instructor of the workshop which the student attended. The independent project allows the students to apply the knowledge and techniques they have gained in the Common to a particular set of data, circumstances and experiences.

The Common stresses effective communication. 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. Students who encounter problems with written expression are referred to the Writing Workshop of the Common for tutorial assistance.

Humanities Division

Dr. Esther Johnson, Chairman

The Division of the Humanities offers areas of concentration in Art History, Studio Art, Classical Civilization, Communication Arts, English, Music, Modern Languages, Philosophy, and Religion leading to the Bachelor of Arts degree. Concentrations in Studio Art, Communication Arts, Music, and Philosophy 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.



Art

Staff: H. Hendren, Chairman; G. Amonas, A. Kanak, D. Eckert, J. Wehmer.

Part-time: C. Proffer, C. Shewry.

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 (including Art 100) 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 thirty-six courses.

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

Since the Department of Art has an

open studio structure allowing for flexibility in the planning of individual courses of study, each candidate for the B.F.A. degree will work with a faculty advisor to structure a course which will fit his particular needs. Closely related courses outside the Art Department will be included within the student's B.F.A. program after approval by the student's advisor and the Art Department Chairman.

All studio art courses with the exception of Art 100, 101, 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 with advice from 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 1 through 12.

Students who plan to emphasize either Art History or 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 evaluation of their past performance, and for judgment of their potential in continuing their area of concentration into the upper two 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 reviewing 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, Sibley.

*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 Mesopotamian Valley. 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.

*Offered in alternate years.

***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 mid-19th century with emphasis on European influences and development of indigenous styles. Eckert.

***260 AMERICAN ART II**

A study of American art from mid-19th century to the Armory Show. Eckert.

***261 TWENTIETH CENTURY ART I**

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

***262 TWENTIETH CENTURY ART II**

A study of reaction and interaction in the dominant styles of 20th century art with particular reference to the role of art in contemporary American culture/society. Eckert.

***263 MEDIEVAL ART I**

A study of significant art from the fall of Rome to 1000 A. D. (Early Christian, Byzantine, Pre-Romanesque Northern Europe). Hendren.

***264 MEDIEVAL ART II**

A study of the formal evolution in the visual arts from the Romanesque through the Gothic periods. Hendren.

***271 HISTORY OF DRAWING AND GRAPHICS (January)**

***323 PRE-COLUMBIAN ART HISTORY AND STUDIO (January)**

Prerequisite: Art 255 and one studio course in art.

***324 GREEK AND BYZANTINE ART (GREECE) (January)**

Prerequisite: Art 257 or Classics 165, 166.

***326 IMPRESSIONISM AND POST-IMPRESSIONISM (January)**

Prerequisite: Art 254.

***327 AMERICAN ARCHITECTURE AND MUSEUMS OF EASTERN U. S. A. (January)**

Prerequisite: Art 259 or 260.

***329 BAROQUE ART IN ROME AND BAVARIA (January)**

Prerequisite: Art 256.

***365 MEDIEVAL ART IN ITALY AND FRANCE (January)**

Prerequisite: Art 263 or 264.

***374 SENIOR STUDIES**

Advanced work in studio art or art history as independent study under the direction of an art 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.

400 DEPARTMENTAL FIELD STUDY

450 DIVISIONAL OR DEPARTMENTAL INTERNSHIP

**Offered in alternate years.*

STUDIO COURSES

100 BASIC ART

An introductory course in studio experience involving the elements and principles of composition. Problems will be chosen in varied media as a basis for further development in subsequent studio courses. Staff.

101 BASIC DESIGN AND MOVEMENT

An elementary course in art and dance involving a study of the elements of composition, including design in movement, in relationship to two and three dimensional problems. Staff.

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 hand-building 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 any 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)

300 a-h PAINTING

Painting in all media with instruction and criticism appropriate to the need and level of the individual student. Prerequisite: Art 100 or 101 or consent of instructor. Wehmer, Kanak. (\$5 fee)

301 a-h DESIGN

Environmental design in varied media emphasizing three-dimensional problems. Prerequisite: Art 100 or 101 or consent of instructor. Kanak. (\$10 fee)

310 a-h GRAPHICS

Printing in all media with instruction and criticism appropriate to the need and level of the individual student. Prerequisite: Art 330 or consent of instructor. Wehmer, Kanak. (\$10 fee)

320 a-h SCULPTURE

Sculpture in all media with instruction and criticism appropriate to the need and level of the individual student. Prerequisite: Art 301 or Art 330 or consent of the instructor. Shewry. (\$20 fee)

*323 PRE-COLUMBIAN ART HISTORY AND STUDIO (Mexico) (January)

Prerequisite: Art 255 and one studio course or consent of instructor.

325 WATERCOLOR

Instruction in painting with watercolor appropriate to the need and level of each student. Prerequisite: Art 300 or 330 or consent of instructor. Bottger. (\$5 fee)

*328 SCULPTURE AND WORKSHOP IN CASTING (January)

Prerequisite: Art 301 or consent of instructor.

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. (\$5 fee)

*331 TECHNIQUES OF STRUCTURE (January)

A course which emphasizes the use of structural wood, fabric, plastic and related materials in combination with sound, light, reflection, inflation, illusion, color, projection, transparency, tactility and movement to produce pieces which must be experienced through sense other than the purely visual. Prerequisite: Art 100 or 101 and any studio art course numbered 300 or above. Wehmer.

332 COLLAGRAPHY (January)

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. Prerequisite: Art 310 or 330. Kanak.

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 department.

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.

*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 of available dance performances in the area. Amonas.

*23 HISTORY OF DANCE II ½

A study of 20th century dance forms with the emphasis on modern dance. Amonas.

*24 THEATRICAL NATIONAL DANCE ½

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

*25 INTERNATIONAL FOLK DANCE ½

A study of the folk dance of various countries of Europe, Mexico, South America and the Orient. Amonas.

*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.

*Offered in alternate years.

**°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.

**302 DANCE IN ACTION (New
York City) (January)**

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 101, any course in dance, or consent of instructor. Amonas.

**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.

**°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.

**°382 DANCE COMPOSITION II
½**

A continuation of Art 381. Amonas.

°383 DANCE PRODUCTION I

Preparation and presentation of a dance production involving choreography, staging, lighting and costuming. Prerequisite: Art 380. Amonas.

°Offered in alternate years.

Classical Civilization

CLASSICAL CIVILIZATION

Staff: H. Toliver, Chairman.

The concentration in Classical Civilization leads to the Bachelor of Arts degree. Twelve courses in the Department of Classics are required, at least eight of which must be chosen from among those offered in the Greek and Latin languages above the elementary level.

Three or four of the following courses outside the department are to be selected: Art 257 (Greek and Roman Art); English 327 (Classical Foundations of Literary Criticism); Philosophy 301 (History of Philosophy); History 220 (Studies in the Middle Ages); Political Science 221 (Classical Political Philosophy).

By the end of the senior year the student will be expected not only to have developed facility in one or both of the Classical languages but also to have acquired a broad knowledge of the various elements of Graeco-Roman civilization and an understanding of its relationship to our modern culture. These goals should be kept in mind when courses are selected.

Lindenwood is a cooperating institution of the American School of Classical Studies in Athens, and a member of the Lindenwood Classics staff serves on the school's managing committee. Students graduating from Lindenwood with an area of concentration in Classical Civilization may take graduate work at the American School of Classical Studies in Athens with tuition free.

CLASSICS (no knowledge of Greek or Latin is required for courses listed under Classics)

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. Toliver.

*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. Toliver.

*225 THE EARLY AEGEAN WORLD

A study of the Minoan and Mycenaean civilizations with attention to archaeological finds and to the cultural, social, and political attainments of these peoples. Toliver.

*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. Toliver.

*265 THE FAILURE OF GREEK DEMOCRACY

A study of the nature and failure of Greek democracy concentrating especially on the late fifth and the early fourth centuries. Parallels are drawn from the history of present-day democracy and its apparent successes or failures. Toliver.

*Offered alternate years.
**Offered on demand.

*266 THE REVOLUTIONARY PERIOD IN ROME

A detailed study of the political, social, and military strife from approximately 133 to 27 B.C. which led to the downfall of the Roman republic. The events of this period are analyzed as a background for the happenings in our present-day world with comparisons and contrasts between the two eras. Toliver.

LATIN

*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. Toliver.

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. Toliver.

**321 ROMAN DRAMA

Translation of two or three Latin plays. The origins and types of Roman drama are studied, and some attention is given to the theater as an institution of Roman life. Prerequisite: two years of college or three years of high school Latin. Toliver.

**322 ROMAN LETTERS

Translation of selected letters of Cicero and Pliny the Younger and a comparison of their personalities and activities and of the periods in which they lived. Prerequisite: two years of college Latin or three years of high school Latin. Toliver.

**351 ROMAN HISTORIANS

Selections from such writers as Caesar, Livy, and Tacitus are read and their

styles and theories of history are studied. Prerequisite: two years of college Latin or three years of high school Latin. Toliver.

°°352 **ROMAN LYRIC POETRY**

Selections from Roman poets, particularly Catullus and Horace, are read with a study of their styles and literary qualities. Prerequisite: two years of college Latin or three years of high school Latin. Toliver.

°°381 **ROMAN PHILOSOPHY**

Translation of selections from such writers as Cicero, Lucretius, and Seneca with a study of Greek courses and of philosophic schools. Prerequisite: two years of college Latin or three years of high school Latin. Toliver.

°°382 **ROMAN SATIRE**

Translation of selections from Horace, Martial, and Juvenal with a study of the development of Roman satire as a genre. Prerequisite: two years of college Latin or three years of high school Latin. Toliver.

°°383 **ROMAN NOVEL**

Translation of selections from Petronius and Apuleius with a study of the development of the romance in Greek and Roman literature. Prerequisite: two years of college Latin or three years of high school Latin. Toliver.

°°384 **ROMAN ELEGY**

Translation of selections from Tibullus, Propertius, and Ovid with a study of their styles and literary qualities. Prerequisite: two years of college Latin or three years of high school Latin. Toliver.

°°331,332 **GREEK LITERATURE**

Translation of selections from Homer during the first term and from Attic writers during the second term with a consideration of the authors' styles and literary qualities. Prerequisite: Greek 203-204 or its equivalent. Toliver.

°°*Offered on demand.*

GREEK

°°203-204 **ELEMENTARY GREEK**

A beginning course in ancient Greek with drill on grammar and syntax and translation of selections from Greek authors. Toliver.

Communication Arts

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

The Department of Communication Arts emphasizes the relation of the communication arts to other areas of study and provides practical training in various media. Although no specific courses constitute a Social Science major with a concentration in Communication Arts, the student with this interest is expected to select three or four courses from the Social Science Division offerings to enable him to understand the interrelationships between the communication arts and history, education, political science, psychology and sociology. Alternatively, the Humanities major with a concentration in Communication Arts should select three or four courses from the Humanities Division offerings to enable him to understand the relationship to the Humanities and to deal with the media creatively and as fine arts. Both the B.S. and B.A. degrees are offered in Communication Arts.

The area of concentration in Communication Arts consists of 8 to 12 courses tailored to the individual student's needs and interests. A total of 14 courses are permitted if at least two are outside the field of specialization, e.g., 12 in speech and theatre plus 2 in film. Participation in theatre production in the Ross A. Jelkyl Center for the Performing Arts, television and film production and practical experience on KCLC-FM and KCLC-AM radio, and cooperative programs with St. Louis radio and television stations and adver-

tising firms enhance the student's curriculum.

Courses designated with a T are individualized studies. From a selected bibliography, list of resource materials, and list of possible topics which are all provided, the student has the opportunity to work with a faculty tutor researching certain areas of interest. The courses have interdisciplinary character and a relationship to other courses in the department.

THEATRE

54 MAKE-UP $\frac{1}{2}$

Practical course in make-up for the stage. Florimonte.

*200 THE AVANTE-GARDE THEATRE (January)

A study of selected modern-day advanced playwrights including Albee, Ionesco, Pinter and others with consideration of their thought and impact on modern intellectual society, together with production and acting means of presentation. Florimonte.

*226,227 THEATRE LABORATORY I, II

A course in play production. Students enrolled will be actors and technicians in the fall play. Students may also participate in the play without credit. Florimonte.

*230 CHILDREN'S THEATRE (January)

A study of dramatic material suitable for the child audience through the elementary grades up to the junior high school. Simple productions of selected short plays performed by members of the course for specific groups of children. Florimonte.

**Offered in alternate years.*

*240 NEW YORK DRAMA (January)

The student attends plays in New York selected to demonstrate the evolution of American Drama. Florimonte.

*260 ACTING I

An introduction to the study of acting with an emphasis on basic stage techniques, character analysis and development. Emphasis on the development of the perceptual and interpretive tools of the actor and intensive acting in selected short scenes. Offered simultaneously with Directing I. Florimonte.

*261 DIRECTING I

A study of the problems of play directing, including casting, rehearsing and production. Direction of selected scenes in conjunction with Acting I. Florimonte.

*262 STAGECRAFT I

An introduction to the art of design and construction for the stage. Students will design set, costume and light for a selected short play. Florimonte.

*301 ACTING II

An examination of various theories of acting, from Stanislavski to the Open Theatre. Students will act in selected one-act plays. Prerequisite: Acting I and Basic Dance. Florimonte.

*302 DIRECTING II

A study of various theories of rehearsing and directing for the theatre. Direction of a one-act play in conjunction with Acting II. Prerequisite: Directing I. Florimonte.

*303 STAGECRAFT II

Student will work as crew head or assistant designer on major productions and will complete the design of lights, costumes, set and props for the stage. Prerequisite: Stagecraft I and 2 courses of studio art. Florimonte.

***304 ACTING III**

An investigation into styles of acting. Presentation of scenes selected from various periods and styles of the theatre. In conjunction with Directing III. Prerequisite: Acting I and II. Florimonte.

***305 DIRECTING III**

An investigation into the direction of plays from various historical periods and styles, in conjunction with Acting III. Prerequisite: Directing I, II. Florimonte.

***314 COMPARATIVE DRAMA**

A study of selected plays (in translation) of various countries and periods, together with consideration of their relative sociological importance and styles of production. Admission by consent of the instructor. Fields.

***309T EXPERIMENTAL THEATRE**

A theatre laboratory in which 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. Florimonte.

***310T ELEMENTARY 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 playwright theatre. Florimonte.

***311T ADVANCED PLAY WRITING**

The student will continue investigation into the writings of selected writers and will complete a full-length play. Admission by consent of the instructor. Florimonte.

COMMUNICATION AND SPEECH

***125 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. KETC staff.

***137 COMMUNICATION AESTHETICS**

Investigation of the historic and aesthetic relationship between the idea and the form of the communication arts—theatre, film, photography, broadcasting and creative writing. Emphasis will be on the application of critical theory to aesthetic problems and a view of media as fine art. Students will complete a creative project or projects. Staff—Florimonte.

***180 COMMUNICATION THEORY**

Examination of the history and growth of the mass media and their impact upon our life and time. Readings are approached from a Social Science and Humanities perspective. Staff.

***214 EFFECTIVE SPEAKING**

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

**Offered in alternate years.*

***215 SPEECH IN THE CLASSROOM**

Recommended for majors in elementary 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 the speech-handicapped child will be considered. Staff.

***222 ADVERTISING IN CONTEMPORARY SOCIETY (January)**

A study of the structure and function of American advertising. Daily seminars by members of the St. Louis chapter of the American Association of Advertising Agencies. The course will include field trips to St. Louis agencies, radio and television stations, and production studios. Staff.

***242 DISCUSSION IN OUR TIME**

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

***272 SPEECH FOR BROADCASTING**

Practice will be provided in those broadcasting techniques involving speech, the reading of commercial copy and news, and conducting interviews and discussion programs. Audio and video recordings will furnish the student with a basis for self-criticism and improvement. Staff.

***298 INTERPERSONAL COMMUNICATIONS**

Introduction to communication dynamics embracing scientific as well as humanistic perspectives on human communication. Readings from Carl Rodgers, Edward Hall and Marshall Rosenberg. Staff.

*304T CULTURE AND COMMUNICATION

An investigation of the influence of various cultures on the communication process. The research of Edward Hall and Edmund Carpenter are studied with a view to comparing the communication process of foreign cultures or American sub-cultures with the norms of the dominant American culture. Admission by consent of the instructor. Prerequisite: CA 209. Staff.

RADIO, TELEVISION AND FILM

208,209 RADIO PRODUCTION I, II

Students will write and produce programs suitable for broadcasting on KCLC. Emphasis will be on the documentary, drama or community affairs programs. Uram.

*210 CONTINUITY FOR THE BROADCAST MEDIA

Critical analysis of continuity used by the broadcast media. Practice in writing for KCLC AM-FM. Promotional material, commercials, documentaries, drama featured. Preparation of television scripts included. Uram.

212 BROADCASTING PERFORMANCE

Writing, re-writing, interpretive analysis of broadcast material and fundamental announcing skills are emphasized. The class will examine techniques of voice and articulation with specific reference to broadcasting styles. Uram.

*248 THE DOCUMENTARY TRADITION

A survey of documentary films from "Nanook of the North" to "Gimme Shelter," "Woodstock" and "An American Family." Films selected will reflect the growth and development of the documentary form. There will also be assigned readings and writings. Florimonte. (\$20 lab fee)

*251 THE EXPERIMENTAL FILM

Emphasis will be on short films that explore and extend the film as an art form. Films will include titles by film makers from Dali and Weine to Warhol, Brackhage and the Whitneys. In addition to viewing the films, the students will read assigned texts and write a series of short essays on the film. Florimonte. (\$20 lab fee)

280 MOTION PICTURE WORKSHOP

Production of the 16mm motion picture film. This course will include the study of selected 16mm films and the production and editing of short subjects. Admission by consent of the instructor. Florimonte. (\$20 lab fee)

*306 THE ART OF STILL PHOTOGRAPHY

An intermediate course in photography. The student will study the work of selected photographers, their writings as well as their photographs, and will select one photographer for thorough criticism and analysis. Students will also complete assignments in photography and submit a portfolio of photographs. Prerequisite: CA 204 and 2 courses of studio art. Florimonte. (\$10 lab fee)

*300T SURREALISM, THE NOVEL AND THE FILM

A study of the origins and philosophy of surrealism and its influence on such novelists as James Joyce or William Faulkner and such film makers as Louis Bunuel, Jean Cocteau or Michelangelo Antonioni. Admission by consent of the instructor. Staff.

*302T THE AESTHETICS OF FILM

Concentrated readings in the problems of film aesthetics and of traditional and modern aesthetic theories. Readings will include Panofsky, Kracauer, Eisenstein, Pudovkin, Cocteau, and Epstein. Fields.

*303T CRITICISM OF FILM

A course in applied film criticism. Students will view films outside the class and write critical evaluations of the aesthetic qualities of the film, treating it as an art form, rather than as a sociological, economic or anthropological phenomenon. Admission by consent of the instructor. Fields.

*306T PHOTOGRAPHIC METHODS

An advanced course for the experimental photographer. The student will design and complete a major project in photography. Admission by written permission of the instructor. Florimonte. (\$10 lab fee)

JOURNALISM

*244,245 PRINCIPLES OF JOURNALISM I AND II

A course in the theories and principles of journalism, as well as in the practical experience of writing and producing the college newspaper. First term, students will concentrate on writing and editing; second term, students will deal with such topics as four theories of the press, race and the news media, journalism and the law and the social impact of journalism. Staff.

*246 NEWS WRITING AND EDITING

Instruction and practice in gathering news and writing factual material and guidance in learning the elements of English style needed by all professional writers. Course will also involve the nature of news, sources of news, structuring stories and introduction to legal problems of the editor. Staff.

**Offered in alternate years.*

***247 FEATURE AND EDITORIAL WRITING**

Instruction and practice in feature and editorial writing. Course will include a study of the variety of journalistic feature and editorial styles by the masters of the genre, from Mencken to Mailer. Staff.

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.

400 DEPARTMENTAL FIELD STUDY

Arranged for the advanced student at a cooperating agency, broadcast station, T.V. 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.

450 DIVISIONAL OR DEPART- MENTAL INTERNSHIP

Arranged for the advanced student at a cooperating agency, broadcast station, T.V. studio, newspaper or theatre as a two-credit experience involving at least 280 hours' 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.

**Offered in alternate years.*

English

Staff: J. Feely, Chairman; H. Barnett, J. Fields, A. Sibley.

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.

77, 78 LITERARY EDITING I AND II (½)

A practical experience in the writing, editing, and production of a literary broadside, newsletter, and literary periodical. Students will also study current little magazines and principles of design. Admission by consent of the instructor. Staff.

79 LITERARY EDITING (½)

A practical experience in the editing and production of a literary periodical. Students will also study current little magazines and principles of design. Staff.

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. Sibley 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, with some exploration of semantics and of communication 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, novel, 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.

*210 WRITER'S ROUNDTABLE (January)

A course intended to create a dialogue with visiting writers and editors. Students will participate in readings and programs designed to stimulate discussion of writing techniques and may select a writing project according to individual interests. Staff.

211 WRITER'S WORKSHOP

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

213 THE ESSAY

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

*Offered alternate years.

215 PRACTICAL CRITICISM
(January)

Close reading of poems and short stories from various periods of English literature, with emphasis on developing skills in discerning imagery, structure, and meaning. A number of papers will be required. Barnett.

***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.

***222 THE UTOPIAN NOVEL**

A study of the utopian tradition in nineteenth and twentieth century literature and the social and political milieu from which it sprang. H. B. Wells, Thoreau, Edward Bellamy, Arthur Clarke, Robert Heinlein, Burris Skinner will be read. Fields.

***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. Sibley.

***226 THE 19th CENTURY NOVEL**

The novel in the nineteenth century, from Jane Austen to George Meredith. Sibley.

***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. Sibley.

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 THE CONTEMPORARY NOVEL**

The Modern Novel: reading and discussion of selected modern authors tracing the development of black humor, existentialism, nihilism and the absurd as modern themes. Staff.

***238 LITERATURE OF THE RENAISSANCE**

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

***239 MILTON**

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

***240 NEW YORK DRAMA AND ART (January)**

The student attends plays in New York selected to demonstrate the evolution of American drama from early folk comedy and melodrama to traditional and absurd drama. The emphasis is on the period from 1930 to the present. Fields.

***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. Sibley.

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. Sibley.

**Offered alternate years.*

***248 ANTI-THEATRE IN 20th CENTURY DRAMA**

A study of the Avant-Garde, Dada, Surrealist, Epic, and Absurd theatre movements in terms of their various manifestos and their contributions to the theatre of today, including such phenomena as happenings, guerilla theatre, and psychodrama. The careful analysis of particular plays and student involvement in demonstration and practical experimentation are both important to the course. 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.

251 MODERN POETRY

A reading of Eliot, Cummings, Roethke, and Black Poetry. Barnett.

***253 CONTEMPORARY POETRY**

A reading of poets under the age of thirty. The class will experience concrete poetry and code poems and study current periodicals together with selected young American and European poets. Staff.

***261 WILLIAM BLAKE, POET AND PAINTER**

A study of the art of Blake in two media, with chief attention to the lyrics and the prophetic books. Sibley.

***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 Pecoek. Staff.

***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.

***276 BIOGRAPHY AND AUTOBIOGRAPHY**

Biography and autobiography studied as art forms, with representative examples from the eighteenth century to the present time. Sibley.

***281 SATIRIC THEMES IN 18th CENTURY LITERATURE AND ART**

A study of the satirist's purpose and method in poetry, prose, and visual art. Sibley.

***282 COMEDY**

Comedy in drama and the novel with an analysis of theories of comedy. Beginning with Aristophanes, the study includes Plautus, Rabelais, Cervantes, Sheridan and others. Fields.

289 MODERN BLACK LITERATURE

Pivotal black writers who are making the greatest literary contribution during the ongoing black revolution in America. The course includes essays, poetry, autobiography, plays, movies, and novels. Saunders.

***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.

362 SEMINAR IN CREATIVE WRITING

The student may select a writing project in prose fiction, drama, poetry, or the creative essay. Admission by consent of the instructor. Staff.

**Offered in alternate years.*

Modern Languages

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

The Humanities Major with an Area of Concentration in either French or Spanish requires a minimum of 10 courses not counting the two elementary courses intended to bring the student up to college level, IN THE FOLLOWING SEQUENCE:

1. Two courses on the intermediate level (or equivalent proficiency as demonstrated by placement test results). These courses will strengthen the student's knowledge of grammar.
2. Two courses in conversation and composition. In some cases the Department may require only one of these two courses.
3. At least one course in culture and civilization of the countries where the foreign language is spoken.
4. At least four courses in literature. The 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 besides the above courses may take up to four courses in another language.
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.

Four colleges—Fontbonne, Lindenwood, Maryville, and Webster—working in consortium in the field of Modern Foreign Languages, are endeavoring to eliminate multiplicity of effort. Their cooperation includes sharing of language instructional material, planning and offering of courses, and sharing of the facilities on the four campuses.

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.

FRENCH

201, 202 ELEMENTARY FRENCH

Oral inductive approach, but with concurrent development of all four linguistic skills: listening comprehension, speaking, reading and writing. Intensive use of the language laboratory. Doherty and Staff.

301, 302 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 202 or equivalent proficiency. Doherty and Staff.

310 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 301 or equivalent. Staff.

311, 312 FRENCH CONVERSATION AND COMPOSITION

Systematic grammar review and vocabulary building with readings, oral reports and written compositions on topics of current interest. Prerequisite: French 302 or permission of instructor. Doherty and Staff.

*320 FRENCH PHONETICS AND DICTION

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 301. Staff.

333 MASTERPIECES OF FRENCH LITERATURE I

Reading of selected works of prose, poetry and drama from the nineteenth century to the present. Prerequisite: French 302 or permission of instructor. Doherty and Staff.

334 MASTERPIECES OF FRENCH LITERATURE II

Reading of selected works of prose, poetry and drama from the Middle Ages through the eighteenth century. Prerequisite: French 302 or permission of instructor. Doherty and Staff.

*335 FRENCH CULTURE AND CIVILIZATION

A survey of the political, social and cultural history of France from its origins to the present, with selected readings from literature. Prerequisite: French 302 or equivalent. Staff.

**Offered alternate years.*

340 CONTEMPORARY FRANCE
(Paris) (January)

Students will study French language and civilization in the mornings at the Ecole Pratique de l'Alliance Française. Field trips to places of historical, artistic and cultural interest in the afternoons and on weekends. Prerequisite: one course in French on the 300-level taken in Fall Term immediately preceding. Staff.

***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 311 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 311 or permission of instructor. Staff.

365 19th CENTURY FRENCH LITERATURE I

A study of French thought and literary expression during the first half of the nineteenth century, the period of romanticism and early realism. Prerequisite: French 311 or permission of instructor. Staff.

366 19th CENTURY FRENCH LITERATURE II

A study of French thought and literary expression during the second half of the nineteenth century, the period of realism, naturalism and symbolism. Prerequisite: French 311 or permission of instructor. Staff.

370 SEMINARS ON SELECTED AUTHORS (January)

A concentrated study of one or more authors: the major works, the criticism and the influence. Oral reports and written compositions. Prerequisite: French 311 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 311 or permission of instructor. Doherty.

***373 20th CENTURY FRENCH PROSE AND POETRY**

Reading of representative works of French fiction and poetry from 1900 to the present. Surrealism and existentialism as expressed in literature. Prerequisite: French 311 or permission of instructor. Staff.

***383 ADVANCED FRENCH GRAMMAR**

A systematic and thorough review of French grammar. Translation into French of English prose passages. Prerequisite: French 311 or permission of instructor. Staff.

SPANISH

201,202 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. Gálvez, Perrone.

301,302 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. Gálvez, Perrone.

311,312 CONVERSATION AND COMPOSITION

Through cultural materials further development in aural comprehension and oral expression. Exercises in syntax and elements of style. Laboratory experience. Techniques of group discussion, formal and informal presentations. Gálvez and Staff.

335 SPANISH CULTURE AND CIVILIZATION

Folkloric, historic, and cultural sources of the life and customs of the Latin-American people. Stress on the social, economic, and intellectual life in Latin-America today. Gálvez.

336 LATIN AMERICAN CULTURE AND CIVILIZATION

Folkloric, historic, and cultural sources of the life and customs of Latin American peoples. Stress on the social, economic and intellectual life of Latin America today. Gálvez.

***337 MASTERPIECES OF THE SPANISH LITERATURE**

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

***341 MEDIEVAL SPANISH LITERATURE**

Narrative poems: *El Cid*, *Fernán González*, *Bernardo del Carpio*. Short stories: *Libro del Conde Lucanor*. Lyric poetry: *Libro de Buen Amor*. Old ballads: *Cancionero General*. Jorge Manrique's *Coplas*. Fiction: *La Celestina*; novel of chivalry: *Amadís de Gaula*. Staff.

*Offered alternate years.

***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, Quevedo. Gálvez.

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

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

***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.

***345 SPANISH ROMANTICISM**

Main representatives of Spanish Romanticism. Suggested authors: Duque de Rivas, Fernán Caballero, Espronceda, Larra, Zorrilla, Campoamor, Valera, Tamayo y Baus, Alarcón, Bécquer, Pérez Galdós, Pedreda, Pardo Bazán, Palacio Valdés. Staff.

***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 Guiterrez Najera, J. del Casal, J. A. Silva, Ruben Dario, Amado Nervo, Guillermo Valencia, Lugones, Vasconcelos, Jerrera y Reissig, Santos Chocano, Gabriela Mistral, R. Blanco-Fombona, Fco. Garcia Calderon, E. González Martinez, J. E. Rodó. Staff.

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

Study and analysis of the main works in fiction. Author's recommended: Enrique Larreta, R. Güiraldes, Reyes, E. Barrios, J. Eustasio Rivera, Benito Lynch, Ciro Alegria, Miguel A. Asturias, M. Azuela, Manuel Calvés, 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 and their works of the Spanish Theatre of the 20th Century, 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 in weak aspects of the Spanish language and literature, providing additional study in areas not yet covered and bringing the knowledge of the language gained into a harmonious whole. Staff.

363 MASTERPIECES OF SPANISH AMERICAN LITERATURE (1820-1886) (January)

Study of the best selections of the great poets and novelists of the 19th century. J. J. Olmedo, A. Bello, J. M. Heredia, Esteban Echeverria, G. Gómez de Avellaneda, José Marmol, D. Faustino Sarmiento, Zorrilla de San Martin, José Hernández, Juan Montalvo. Staff.

364 THE VANGUARD OF SPANISH AMERICAN LITERATURE TODAY (January)

Study of the most outstanding figures currently writing in Latin America. Novelists like Agustin Yáñez, Carpentier, Sabato, Roa Bastos, Adalberto Ortiz. Poets like Neruda, Vellejo, Carrera Andrade. Staff.

365 SPANISH WITH NATIVE SPEAKERS (In San Miguel de Allende, Mexico) (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. Gálvez.

370 SEMINARS ON SELECTED AUTHORS (January)

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

**Offered alternate years.*

GERMAN

201, 202 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.

301, 302 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.

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. Staff.

376T MODERN GERMAN POETRY

A survey of German poetry from the late 17th century to the present, including and 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. Bitterner, 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. Wisneskey, 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)

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

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

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 interactions 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.

250S ELEMENTARY PIANO (Art Publication Society) (Summer)

Theory workshop.

251S INTERMEDIATE PIANO (Art Publication Society) (Summer)

Theory workshop.

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 (1/2) Greenlaw

352 HISTORY OF MUSIC: Early Classic through Beethoven (1/2) Greenlaw

353 HISTORY OF MUSIC: Romantic (1/2) Swingen

354 HISTORY OF MUSIC: Contemporary (1/2) Bittner

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

370 COUNTERPOINT (1/2)

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

371 FORM AND ANALYSIS (1/2)

Advanced studies in form, dealing primarily with complex and unusual structures not encountered in previous theory studies. Staff.

372 ORCHESTRATION (1/2)

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. Greenlaw.

383 CONDUCTING (1/2)

384 CONDUCTING (1/2)

385 CONDUCTING (1/2)

386 CONDUCTING (1/2)

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

APPLIED MUSIC

1. Piano Class (beginners only) (1/4) Bittner.
2. Piano (private lessons) (1/4, 1/2, 3/4, or 1 course) Bittner and Swingen.
3. Organ (private lessons) (1/4, 1/2, 3/4, or 1 course) L. Greenlaw.
4. Voice (private lessons) (1/4, 1/2, 3/4, or 1 course) LaFata.
5. Orchestral Instruments (private lessons) (1/4, 1/2, 3/4, or 1 course)
 - 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.
- 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 ($\frac{1}{4}$)

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

12 INSTRUMENTAL TECHNIQUES: WOODWINDS ($\frac{1}{4}$)

The teaching of the clarinet, flute, oboe, saxophone, and bassoon in the classroom. Berg, Coleman, Woodhams.

13 INSTRUMENTAL TECHNIQUES: BRASS ($\frac{1}{4}$)

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

***14 INSTRUMENTAL TECHNIQUES: PERCUSSION ($\frac{1}{4}$)**

The teaching of percussion instruments in the classroom. Bittner.

***15 PIANO PEDAGOGY WORKSHOP ($\frac{1}{4}$)**

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.

*Offered alternate years.

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 (1/4)

Open to all students. Greenlaw.

40 VOCAL CHAMBER MUSIC ENSEMBLE (1/4)

Open to all students by audition. Greenlaw.

60 ORCHESTRA (1/4)

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

70 BAND (1/4)

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

80 INSTRUMENTAL CHAMBER MUSIC ENSEMBLES (1/4)

Open to all students by audition. Staff.

Philosophy and Religion

Staff: E. Johnson, Chairman;
Part-time: The Rev. G. Robert Buttrick (Evening College), Douglas John Soccio (Evening College).

RELIGION

The Humanities major with a concentration in Religion. The following courses offered in the Department of Religion and Philosophy are required: Religion 100, 151, 152, 210, 215, and 301T and 302T; Philosophy 155, 254. Two additional courses are to be selected from the courses offered in Religion. It is expected that the student will complete one term of independent study.

Two to four supporting courses are to be selected, in consultation with the student's advisor, from courses offered in other departments in the Humanities Division. The B.A. degree is offered for the Religion concentration.

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.

200 RELIGIONS IN AMERICA II

A study of the beliefs, traditions and programs of the major sects in American religion, such as the Quakers, Unitarian-Universalists, Mormons, Christian Scientists, Adventists, Pentecostals and others. A study of the branches of the Eastern Orthodox Church in America will be included. Worship,

government, and developments in the ecumenical movement are explored. E. Johnson.

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

151 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.

152 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.

*210 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.

*211 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.

*214 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.

*215 MODERN THEOLOGIANS: KARL BARTH AND PAUL TILLICH

A study of the thought of two outstanding theologians at the twentieth century, and an examination of their contrasting theological views—the dogmatic neo-orthodoxy of Barth, and the existentialist philosophical theology of Tillich. E. Johnson.

220 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.

301T, 302T 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.

*305 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.

**Offered in alternate years as courses or tutorials.*

***306 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.

309 SOCIOLOGY OF RELIGION

See. Soc. 324.

PHILOSOPHY

The Humanities major with a concentration in Philosophy. The following courses offered in the Department of Religion and Philosophy are required: Philosophy 155, 156, 202, 206, 254, 301, 302; Religion 301T and 302T. Two additional courses are to be selected from the courses offered in Philosophy. It is expected that the student will complete one term of independent study.

Two to four supporting courses are to be selected, in consultation with the student's adviser, from courses offered in other departments in the Division of the Humanities. Both the B.A. and B.S. degrees are offered for the concentration in Philosophy.

106 PHILOSOPHY OF SCIENCE (January)

A philosophical study of the methods and assumptions of the natural, behavioral, and social sciences, and of the relationships between the sciences and the humanities. Prerequisite: consent of instructor. Staff.

***155 PHILOSOPHICAL THINKING**

An introduction to the field, the terminology, and the problems of philosophy. Readings are selected from representative works by classical and contemporary philosophers. Staff.

***156 AESTHETICS**

A study of the problems of aesthetics and of traditional and modern aesthetic theories. The arts of architecture, the dance, music, painting, poetry, prose literature, and sculpture are considered. Staff.

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. D. Soccio

***206 EXISTENTIALISM**

A critical reading of central works by Kierkegaard, Nietzsche, Sartre, Camus, Marcel and others. Staff.

***210 CONTEMPORARY ISSUES IN PHILOSOPHY AND RELIGION (January)**

An interdisciplinary study involving cooperating faculty from colleges in Greater St. Louis. The issues of our time as reflected in or generated by questions among philosophers, theologians, and laymen are considered. Staff.

254 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.

***301, 302 HISTORY OF PHILOSOPHY**

A study of the development of Western philosophy from the pre-Socratic philosophers to the twentieth century, with readings from the works of major philosophers. Ancient and medieval philosophy is covered in the first term; modern philosophy in the second. Prerequisite: Junior standing or consent of the instructor. Staff.

315, 316 SEMINAR IN PHILOSOPHY AND THEOLOGY

See Religion 316.

**Offered alternate years.*

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.

Interdepartmental 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

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.

**Offered in alternate years.*

Biology

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

Part-time: D. Wintermantel

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 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 function 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)

*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 (\$10 lab fee)

260 MARINE BIOLOGY IN JAMAICA

A general study of marine plants and animals with emphasis on the ecology of coral reefs. Studies of both north

and south shore Jamaican reefs, as well as visits to lagoons and salt ponds, will be included. Some laboratory work will be required but most work will be done at the reefs. No prerequisites. Anderson (\$10 lab fee)

302 ECOLOGY

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

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

Rosemary Velcheck, Adjunct Assistant
Professor of Medical Technology

dePaul Hospital: John D. Bauer, M.D.,
Adjunct Professor of Medical
Technology

Mary Thorsten, Adjunct Assistant
Professor of Medical Technology

The Lindenwood Colleges: Patrick F.
Delaney, Jr., Ph.D., Medical
Technology Education Adviser

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.

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. 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

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

with the type of chemical bonding employed by the various elemental groups. Prerequisite: Chemistry 152. Welch. (No lab)

*342 INORGANIC CHEMISTRY OF TRANSITION ELEMENTS

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

*351 ANALYTICAL CHEMISTRY

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

*352 INSTRUMENTAL ANALYSIS

A laboratory course covering instrumental methods of chemical analysis including gas chromatographic, spectrophotometric, radiochemical, potentiometric and thermal analysis. Emphasis is upon principles of the techniques rather than black box approaches. Prerequisite: Chemistry 152. Bornmann and Welch. (\$10 lab fee)

*361 ORGANIC CHEMISTRY I

A systematic study of the nomenclature, structures, properties, and reactions of organic compounds, with an emphasis upon the principles by which chemists predict the properties and reactions of organic compounds. Prerequisite: Chemistry 152. Bornmann (\$10 lab fee)

*362 ORGANIC CHEMISTRY II

A continuation of Chemistry 361. The principles of chemical behavior are applied to many types of organic compounds, including those of biological significance. Prerequisite: Chemistry 361. Bornmann (\$10 lab fee)

*Offered alternate years.

***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 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)

**Offered in alternate years.*

Center for the Undergraduate Study of Mathematics

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

During the last half of the nineteenth and the first half of the twentieth century mathematical thinking has invaded every aspect of human activity. The basic goal of the Center is to assist students in developing their mathematical ability.

In addition to offering the courses listed below on a regular basis, the Center makes the facilities of the computer center and the mathematics laboratory available to anyone in the college.

The concentration in mathematics requires the completion of the following courses:

Mathematics 171,172,303,304
(Calculus I,II,III,IV)

Mathematics 315
(Linear Algebra)

and one of:

Mathematics 321
(Algebraic Structures I)

Mathematics 316
(Linear Algebra II)

as well as three electives in mathematics numbered above 300.

Both the BA and BS degrees are available in mathematics. It is recommended that students satisfy the BA language requirement with French or German (preferably both). Whether a degree requirement or not, the knowl-

edge of modern foreign languages is extremely useful to students of mathematics.

101 CONCEPTS OF MATHEMATICS I

An introduction to the nature of mathematical reasoning including the languages of set theory, basic development of the real number system, the logic of algebra and arithmetical computation. Huesemann, Nichols.

102 CONCEPTS OF MATHEMATICS II (Finite Mathematics)

An elementary introduction to the basic concepts of symbolic logic, counting theory, probability and statistics; vectors and matrices. Huesemann, Nichols.

103 ALGEBRA, GEOMETRY AND TRIGONOMETRY

An intensive pre-calculus course including the algebra of real and complex numbers, vector algebra, inequalities and matrices. Huesemann.

104 ELEMENTARY FUNCTIONS AND CALCULUS

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 SCIENCE

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

**Offered alternate years.*

303,304 CALCULUS III, IV

A first study of functions of several variables done mainly in the 2-dimensional setting. Topics studied include vectors in the plane, partial derivatives, transformations, line integrals, multiple integrations, Green's theorem inverse and implicit function theorems. Nichols, Soda.

307, 308 COMPLEX ANALYSIS I, II

A first study of functions of one complex variable including the following topics: the basic algebraic and topological properties of the complex number system, analytic functions, series development of analytic functions, the Cauchy integral, the residue theorem, applications to the computation of integrals. Prerequisite: Mathematics 304 or the equivalent. Soda.

311,312 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. Nichols, 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. 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. 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 SEMINAR

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 4 of the 6 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 ($\frac{1}{4}$ credit) 92 ($\frac{1}{2}$ credit). Prerequisite: Mathematics 180 or the equivalent. Staff.

291, 292, 293, 294 INDEPENDENT STUDY

Independent studies in mathematics are to be arranged with the particular instructor involved. The number of these available in any term will depend on the availability of staff.

400 FIELD STUDY IN MATHEMATICS

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

450 INTERNSHIP IN MATHEMATICS (OR SCIENCE)

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

PHYSICS

°151, 152 INTRODUCTORY PHYSICS I, II

An examination of the fundamental principles of mechanics, heat, sound, light, electricity and magnetism using algebra and the application of these principles to the world about us. Bornmann. (\$10 lab fee)

°303, 304 GENERAL PHYSICS I, II

By the application of calculus to the definitions, the fundamental principles of physics are simplified. Topics covered in this course include mechanics, heat, light, sound, electricity, magnetism, and nuclear physics. Prerequisite: Math 172 or equivalent. Bornmann. (\$10 lab fee)

**Offered alternate years.*

Physical Education

Staff: J. Ebest, Chairman; G. Amonas, F. Bittner, S. Taylor.

Part-time: C. Craig, A. Stahlschmidt.

All physical education classes are open to both the men and women unless otherwise designated. A physical education major is offered with three different emphases: teacher certification, community and outdoor education, and horsemanship. (For dance emphasis see Art Department.) 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 (¾)
- P.E./Educ. 74—Physical Education in Elementary Schools (¾)
- P.E. 205—Tests and Measurements in Physical Education (1)
- P.E. 206—History and Principles of Physical Education (1)
- P.E. 300—Materials and Methods of Teaching Dance (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)
Eight Physical Education Activity courses including Activity Labs I, II, III, and IV (offered in alternate years), Senior Life Saving, and Gymnastics.

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 (¾)
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 (¾)
- Educ. 14—Art in Elementary Schools (¾)
- P.E./Educ. 74—Physical Education in Elementary Schools (¾)

HORSEMANSHIP EMPHASIS

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

- P.E. 81—History of Selected Light Breeds (¾)
- P.E. 82—Principles of Teaching Equitation I (¾)
- P.E. 83—Principles of Teaching Equitation II (¾)
- P.E. 275—Stable Management (1)
- P.E. 376—Techniques of Teaching Horsemanship (1)
- P.E. 200—School and Community Recreation (1)
- P.E. 204—Camp Counseling and Outdoor Education (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 100—Design and Movement (1)
- B.A. 202—Principles of Accounting (¾)
- B.A. 303—Business Correspondence and Reports (¾)
or
- B.A. 304—Human Relations in Business (¾)
- C.A. 132—Effective Speaking (1)
- Psych. 201—Interactive Psychology (1)
or
- Psych. 202—Behavior Modification (1)
- Soc. 102—Basic Concepts in Sociology (1)

*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.

*Offered alternate years.

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 MEASURE- MENTS 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 PRIN- CIPLES 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.

***300 MATERIALS AND METHODS OF TEACHING DANCE**

A creative approach to the teaching of dance is offered for the student preparing to teach creative, modern, folk and square dance in elementary and secondary schools. Emphasis is on dance as a creative art activity and its relationship to other art forms. Activity and lecture. Prerequisite: Beginning Creative Dance, Advanced Modern Dance or consent of instructor. Amonas.

***304 ORGANIZATION AND AD- MINISTRATION OF PHYSI- CAL 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.

***350 ADAPTIVE PHYSICAL EDUCATION**

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

351J (January) EUROPEAN PHYS- ICAL EDUCATION

An historical study of the current physical education systems in various European countries on the elementary, secondary, and teaching preparation levels. Prerequisite: PE 70 or PE 206 or consent of instructor. Taylor.

352J (January) SKI WORKSHOP

This course is designed to accommodate all levels of skiing. It will include theories, types of equipment, conditioning exercise, methods of teaching (different styles), different types of skiing (slalom, racing, downhill, recreational, etc.), timing and scoring for events, proper clothing, types of clothing, first aid, etc. All students enrolled in the course will take a minimum of 10 two hour ski lessons appropriate for their level of ability. These lessons will be taught by certified ski instructors at Lake Placid, New York, scene of the 1936 Winter Olympics. Ebest.

**Offered in alternate years.*

HORSEMANSHIP EMPHASIS

*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 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.

*276N EQUINE HEALTH AND DISEASE (Fall—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.

*277N EQUINE NUTRITION (Spring—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.

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.

**Offered alternate years.*

PHYSICAL EDUCATION ACTIVITIES PROGRAM

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

In conjunction with the required activity program, an extramural program in individual, dual, and team sports is conducted by the Department and 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
2. Gymnastics
3. Swimming
 - Beginning
 - Intermediate
 - Senior Life Saving
 - Water Safety Instructor
5. Archery and Badminton
6. Riding (\$85 fee)
7. Activity Lab I (Fall 1973)
 - Speedball, Field Hockey, Paddleball, and VolleyballActivity Lab II (Spr. 1974)
 - Basketball, Bowling, Track and FieldActivity Lab III (Fall 1974)
 - Archery, Tennis, Badminton, Square DanceActivity Lab IV (Spr. 1975)
 - Table Tennis, Shuffleboard, Gymnastics, Softball
8. Golf
9. Cycling
10. Hunting and Shooting Education (\$25 fee)
11. Bowling (\$5 fee)
12. Women's Basketball
13. Co-Ed Volleyball
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 ($\frac{1}{2}$)

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 degree in Economics, History, Political Science, Psychology, and Sociology. For the Bachelor of Science degree, the concentration in Elementary Education is offered along with the other five fields.

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.

Business Administration

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

Evening staff: C. DeLaPorte, O. Henne, P. Jones, J. Sherman, B. Weinrich, C. Wilson, 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.

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. Business Education offers emphases in Office Management, Professional Secretarial, and Secondary Business Teaching careers. While the B.S. program is the norm, the B.A. option is appropriate for students interested in International Business or some facets of Business Education.

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.

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

20 INTRODUCTION TO BUSINESS (½)

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

21 BUSINESS STATISTICS (½)

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. Weinrich.

31 MANAGERIAL ACCOUNTING (½)

A study of the use and interpretation of internal accounting data by management to plan and control business activities. (Accounting majors should elect BA-35.) Prerequisites: BA-202, 203. Miller, Weinrich.

32 FEDERAL INCOME TAX (½)

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. Miller.

33 BUSINESS CORRESPONDENCE (½)

A study of the psychology and writing principles used in effective business letters, and practice in writing simply, directly, and correctly. Sullivan, Wilson.

35 COST ACCOUNTING (1/2)

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. Miller.

202 PRINCIPLES OF ACCOUNTING I

Readings, problems, and discussions provide an introduction to "the language of business" for all business students as well as prospective accountants. Accounts, journals, ledgers, and financial statements of merchandising firms are emphasized. Miller, Weinrich.

203 PRINCIPLES OF ACCOUNTING II

Partnership, corporation, manufacturing, and tax problems and concepts are investigated. Prerequisite: BA-202 or the equivalent. Miller, Weinrich.

204 BUSINESS LAW

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

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. Henne, Roman, 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. BA-202 or its equivalent is recommended prior to entry. 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-20 or consent of the instructor. Miller, Roman, Weinrich.

ACCOUNTING

310, 311 INTERMEDIATE ACCOUNTING I, II

The development, application, and importance of accounting standards, principles, and conventions, including current APB 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. Miller.

*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-32. Miller.

*313 ADVANCED ACCOUNTING (Evening)

Specialized topics in advanced financial accounting: consolidations, merg-

ers, partnership liquidations, consignments, installment sales, estates and trusts. Prerequisites: BA-310, 311. Miller.

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-32, and one year of accounting. Miller.

DATA PROCESSING

221 INTRODUCTION TO COMPUTER PROGRAMMING

Introduction to COBOL and Fortran programming techniques. Topics include: logic design, input/output control, files and file maintenance, tables and array processing. Students will write several basic programs. Prerequisite: BA-220 or consent of instructor. DeLaPorte, Palank. (Fee \$5)

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 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.

*Offered alternate years.

***320 PROGRAMMING CONCEPTS
—COBOL (Evening)**

An advanced course in COBOL computer programming for business applications. Topics include: features of COBOL; file processing techniques; sorting and library features; modular programming. Prerequisites: BA-220, 225. DeLaPorte, Palank. (Fee \$5)

***321 PROGRAMMING CONCEPTS
—FORTRAN (Evening)**

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-225. DeLaPorte, Palank. (Fee \$5)

FINANCE

**231 CREDIT MANAGEMENT
(Evening)**

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

***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). 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-20 or consent of instructor. Jones, 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 budget-

ing, risk, and investor objectives and images. Prerequisite: BA-207. Jones, 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

40 BUSINESS REPORTS (1/2)

A capstone course in business communications involving the preparation of business reports of various types in a clear and concise manner. Prerequisite: BA-33. Wilson, Sullivan.

**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.

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

An in-depth study of an apparent dilemma: business and economic growth without sacrificing ecological, moral, and ethical imperatives. Lectures, discussions, and cases will be used to develop the background of contemporary problems, and insight into both sides of the problems themselves, progress made to date, and a framework for reasonable approaches to solutions in the future. Prerequisite: BA-300. (SOC-331, Social Conflict, may be substituted if preceded by BA-300.) Miller, Weinrich, and guest lecturers.

***341 BUSINESS ORGANIZATION
AND BEHAVIOR (Evening)**

An examination of the laws concerning partnership and corporate organization. In addition to the legal environment, formal and informal organizations within the enterprise will be studied with respect to their effects upon: decision-making, policies, images, profitability, production, and communications. Prerequisites: BA-204, 300. Staff.

***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. Jones, Miller, Weinrich.

**346 PROBLEMS IN MANAGE-
MENT**

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.

***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.

**Offered in alternate years.*

MARKETING

55 SALESMANSHIP (1/2) (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. 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. Staff.

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. 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 man-

agement of retail stores. Problems include decisions concerning policies, systems, personnel, inventory control, consumer and market analysis, image, promotion, and expense control. Prerequisite: BA-205. Weinrich and guest lecturers.

353 MARKETING MANAGEMENT

An analysis of the decision areas of product policy, pricing, distribution and promotion. Special emphasis on the competitive, social, and legal factors involved in these decisions. The case method approach is used in conjunction with lectures. Prerequisite: BA-205. Weinrich.

*354 MARKETING PROBLEMS (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. Weinrich.

BUSINESS EDUCATION

60 BEGINNING TYPEWRITING (1/2)

Emphasis is placed upon correct typing techniques, appropriate speed and accuracy. Open to beginners and those in need of a review of fundamentals. Sullivan, Wilson.

61 INTERMEDIATE TYPE- WRITING (1/2)

Course stresses improvement of basic techniques, further skill in personal and business material, and organization of work. Prerequisite: BA-60 or proficiency test. Sullivan, Wilson.

62 PRODUCTION TYPEWRITING (1/2)

Emphases are: special communication forms, statistical reports, minutes of meetings, legal reports, employment tests, and concentrated speed work. Prerequisite: BA-61 or proficiency test. Sullivan, Wilson.

63 PERSONAL TYPEWRITING (1/2)

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. Sullivan, Wilson.

66 BUSINESS MACHINES (1/2)

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

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 fundamentals. Typewriting must be taken concurrently unless the student has the equivalent of BA-61. Sullivan, Wilson.

262 INTERMEDIATE SHORTHAND

Continued emphasis upon building speed and accuracy in shorthand and transcription. Prerequisite: BA-261 or proficiency test. Sullivan, Wilson.

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. Sullivan, Wilson.

OFFICE MANAGEMENT/ PROFESSIONAL SECRETARIAL

72 RECORDS CONTROL (1/2) (Evening)

Study and practice of the various types of records control. Time will also

**Offered alternate years.*

be spent on requisition and charge procedures and an introduction to various automated information retrieval systems. Sullivan, Wilson.

77 OFFICE PROCEDURES (1/2) (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. Dilks, Sullivan, Wilson.

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. Sullivan, Wilson

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

***377 SECRETARIAL PRO- CEDURES**

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. Sullivan, Wilson, and guest lecturers.

**Offered in alternate years.*

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: Senior standing and consent of advisor.

450 INTERNSHIP IN BUSINESS

Similar to Field Study except that at least two courses of credit or more are involved. Prerequisite: Senior standing.

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.

Economics

Staff: J. Moore, Chairman; D. Roman.

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. Roman.

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. Roman.

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. Roman.

208J THE MEXICAN REVOLUTION, THEN AND NOW (January)

The economic, political and cultural development which has occurred in Mexico since the Revolution of 1910. Field trips and seminars form the basis of the course. Open to all Social Science majors; others by instructor's permission. Roman.

*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. Roman.

*304 ECONOMIC DEVELOPMENT

Economic development in less developed nations. Economic theory in the area of development and a critical examination of current economic development, policies and programs. Prerequisite: Course 101 or consent of instructor. Roman.

*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. Roman.

*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. Roman.

*310 INTERMEDIATE ECONOMIC THEORY

A study of contemporary consumption, production, pricing resource allocation, and distribution theory. Prerequisite: Economics 101 and 102. Staff.

*381 HISTORY OF ECONOMIC THOUGHT

An inquiry into the development of economic ideas and the environment of the men connected with them. Prerequisite: Courses 101 and 102. Staff.

**Offered in alternate years.*

Education

Staff: V. Carpenter, Chairman; J. Janof, B. Morros.

Part-time: M. Ambler, A. Bloebaum, 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 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 applies for admission to the Teacher Education Program by filing with his advisor an application received from the Education Department. Elementary students should ap-

ply for admission during the second semester of their sophomore year and secondary students should apply during the second semester of their junior year. The advisor then informs the Council on Teacher Education of the student's qualifications. The Council on Teacher Education makes the final decision on a student's acceptability to continue in the Teacher Education Program. To continue his work, the student, in addition to having demonstrated a professional attitude and competency in education and subject matter field courses and requirements, must have a cumulative grade point average of at least 2.1 and an education grade point average of at least 2.0.

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, and the Dean of Continuing Education; the Registrar; and two students, each elected from and by those students who have been admitted to the Teacher Certification Program.

The college degree or diploma will not serve as a license to teach. Each state issues its own teaching certificates, based on its own requirements. Upon successful completion of a planned degree program, each student fills out an application form to obtain certification to teach in Missouri. The student who wishes certification in other states should, as early as possible, seek advice from the Certification Specialist in the Education Department concerning requirements in respective states in order that proper guidance may be given.

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, in addition to the course requirements listed following, a division major requires 2-4 electives in Sciences, 3-5 electives in Social Sciences, or 5-7 electives in Humanities in

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.

addition to 4 courses in language (or if fewer than 4 courses are needed to satisfy the language proficiency, then additional electives should be taken for each language course not needed).

MINIMUM COURSE REQUIREMENTS FOR ELEMENTARY TEACHING CERTIFICATION

Humanities

- One course in Phonetics or Speech for the Classroom Teacher
- One course in English Composition, Rhetoric, or Linguistics
- One course in music or art

Sciences

- Two courses in mathematics
- Four courses in biological and physical sciences (at least one of each)
- $\frac{1}{2}$ course in health education

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
- One course in History and Development of Children's Literature
- One course in Teaching of Reading
- $\frac{1}{2}$ course in Music in Elementary Schools
- $\frac{1}{2}$ course in Mathematics in Elementary Schools
- $\frac{1}{2}$ course in Art in Elementary Schools
- $\frac{1}{2}$ course in Physical Education in Elementary Schools
- Two courses in Student Teaching

Recommended: Such educational electives as: Nongraded School, Pre-school Tutorial, Individualized In-

struction Tutorial, Teaching of Social Science, 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 America or Philosophy of Education, two courses in Strategies and Tactics for Secondary Teaching, one or one-half course in Secondary Methods of Teaching a Major Subject, and two courses in Student Teaching. For K-12 certification (Art, Music, Health and Physical Education, and Modern Languages) normally $\frac{1}{2}$, $\frac{3}{4}$ or full course in Elementary methods of teaching the major subject is required. The department recommends that the student also take such educational elective courses as: Health Education, Individualized Instruction, Motivation in the Classroom, Affective Education, 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 student's Advisor.

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 his Advisor who completes his part and sends form to 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 the 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.

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.*

VI. *Education Department 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.

VII. *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.

Teacher Education Services and Materials Fees

Junior Year:

\$25 Education Materials Fee

Senior Year:

\$100 Education Materials and Services Fee

COURSES

12 MUSIC IN ELEMENTARY SCHOOLS (¾)

A general preparation for the teacher in the elementary grades. A study of the principles, procedures, and objectives of school music. 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: Education 300. Staff.

Section A, Science

Section B, Mathematics

Section C, Modern Languages

Section D, Classics

Section E, Speech

Section F, Art

(For English methods, see English 25 and 27; for Social Science methods, see Education 325. For Business Education methods, see Education 326.)

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) (See Physical Education Courses)

Study of the characteristics of the various age groups and the developmental processes as related to physical education in elementary schools. Staff.

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.

*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. Ambler.

*243 REFERENCE AND BIBLIOGRAPHY

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

*244 SELECTION AND ACQUISITION OF LIBRARY MATERIALS

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

*245 SELECTION AND PROCESSING OF NON-PRINT 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.

*250 THE NONGRADED SCHOOL

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

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.

**Offered alternate years.*

tion of learning and teaching models. Provides an integrated view of teaching, learning, and social behavior in the secondary school setting. 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. Janof.

305-306 LANGUAGE ARTS AND LITERATURE (Elementary)

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

307 READING IN THE SECONDARY SCHOOL

A study of developmental and remedial reading programs for secondary students. (Required for state certification) 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. Prerequisite: Permission of instructor. Carpenter.

313 CREATIVE TEACHING

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

315 TECHNIQUES OF TEACHING SPORTS

Class organization, teaching methods, analysis of skills, and practice in individual, dual, and team activities. Prerequisite: consent of instructor. Taylor.

317 MATERIALS AND METHODS OF TEACHING DANCE

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

322J 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 SCIENCE

Study of elementary and secondary classroom materials, methods, and traditional-experimental curriculum programs. Prerequisites: Education 300-301 or 303-304. 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 300-301, 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. Course registration must be approved by the Council on Teacher Education one semester in advance. A block of time, one full day and four one-half days, either every morning or afternoon for a full term is required for the course. The student teacher's total academic load is limited to four courses, including Education 390. Staff.

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.

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 (1/2)

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 (1/2)

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 (1/2)

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

100D THE REVOLT AGAINST THE WEST (1/2)

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.

105, 106 UNITED STATES HISTORY

A two-semester survey of the development of American civilization. The first term ends with the Civil War; the second term concerns the period from 1861 to the present. Balog.

***201,202 HISTORY OF ENGLAND**

Development of the English state and society. Selected topics illustrate the growth of major institutions, such as the Crown, the Church, Parliament, and Cabinet government. Hood.

***209 AMERICAN REVOLUTION AND THE NATIONAL PERIOD**

An analysis of the American Revolution and the rise of the new nation which assesses the impact of the revolutionary experience upon the development of American ideas and institutions. Balog.

***211 SECTIONALISM AND THE CIVIL WAR**

An analysis of the origins of the American Civil War and of the reconstruction period following the conflict. Balog.

***215, 216 INTELLECTUAL HISTORY OF THE U.S.**

A study of major themes in American thought with attention to the environment in which particular ideas emerged and the impact of ideas on American life. The first term will trace the development of American thought until 1865; the spring term will cover the period from Reconstruction to the present. Balog.

***218 THE GILDED AGE AND THE COMING OF REFORM: U.S. FROM 1877 TO 1914**

A study of the period during which America moved toward an industrialized, urbanized society and assumed a larger, more aggressive role in the world. Balog.

***219 THE GROWTH OF MODERN AMERICA: U.S. FROM 1914 TO THE PRESENT**

A study of the rapidly changing political, social, economic and intellectual life of modern America. Balog.

**Offered in alternate years.*

***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.

***260 THE WEST IN AMERICAN HISTORY**

A study of the importance and impact of the frontier on American life. Staff.

**265, 266 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. Toliver (same as Classics 165, 166)

***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.

**341T THE DEVELOPMENT OF
THE SOVIET UNION**

An individualized-instruction course consisting of directed readings and tutorials. The syllabus and discussions will deal with the 1917 Revolution, the New Economic Policy, the Stalin Era, Russia in World War II, and the shifts in leadership and policy since 1953. Prerequisite: History 234, permission of the instructor. Hood.

**345T THE AGE OF THE
RECONNAISSANCE—THE
EXPANSION OF THE
EUROPEANS (1/2)**

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 (1/2)**

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

**347T RENAISSANCE SOCIETY
AND HUMANIST CULTURE
(1/2)**

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.

Political Science

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

The requirements for the B.A. degree 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 Science Division. For the B.S. degree, the course in Social Science Statistics must be included among the preceding requirements.

100 ART AND SCIENCE OF POLITICS

Examination of certain fundamental and perennial problems of political life and of various theoretical and practical attempts to solve them. Staff.

155 AMERICAN NATIONAL GOVERNMENT

Introduction to principles, structure and processes of the national government. Staff.

*200 THE AMERICAN PRESIDENCY

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

206 COMMUNITY POLITICAL SYSTEMS

An examination of the structures, functions and patterns of political power found in political systems at the sub-national level. Wier.

*211,212 COMPARATIVE POLITICS

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

215 ASIAN POLITICAL SYSTEMS

A survey of major Far Eastern political systems, with particular emphasis on Japan and the People's Republic of China. 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.

225 LEGISLATIVE PROCESS

Organization, procedures and decision-making in the American Congress, including extra-Congressional influences on policy formation. Wier.

235 POLITICAL PARTIES

Organization, methods and functions of political parties and current party problems in the United States. Wier.

244 AMERICAN POLITICAL THOUGHT

Foundations and history with emphasis on the interrelationship of theory and practice in the American tradition. 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.

*282 20TH CENTURY POLITICAL THEORY

Communism, fascism and liberal democracy prior to World War II and the post-war challenge to theory and practice. 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.

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.

**Offered alternate years.*

***385 SEMINAR: POLITICAL
THOUGHT OF JOSE
ORTEGA Y GASSET**

Examination of political thought of Jose Ortega y Gasset within the context of his philosophical system and the Spanish political situation. Williams.

***386 SEMINAR: CONCEPTS AND
TOPICS IN POLITICAL
SCIENCE**

Major concepts in political science examined through specific illustrative cases, including pertinent interdisciplinary topics. Williams.

***387 SEMINAR: THEORIES OF IN-
TERNATIONAL RELATIONS**

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

**Offered in alternate years.*

Psychology

Staff: M. Gruber, Chairman; L. Nelson
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: Principles of Psychology, Research Methods in Psychology, and a Practicum in Psychology. The practicum 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. Gruber, Nelson, Vecchiotti.

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. Gruber.

103 ABNORMAL PSYCHOLOGY

A survey of the major classes of behavior disorders. Emphasis is focused on understanding symptoms, the complex interaction of factors related to disordered behavior and various approaches to correction of behavior problems. Nelson.

201 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. Nelson.

204 DIFFERENTIAL PSYCHOLOGY (Evening)

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 meaningfully, and to present their findings to others. Prerequisite: Social Science 210 or equivalent. Gruber.

301 THEORIES OF PERSONALITY

The major theories of personality are studied along with the research on which the theories are based. Students will undertake experimental projects testing aspects of personality theories. Prerequisites: Psychology 201 and 300. 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. Gruber.

310 MANAGERIAL PSYCHOLOGY (Evening)

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. 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. Gruber.

**Offered alternate years.*

*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 and 300. 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. Gruber.

*334 EXPLORATIONS IN SOCIAL PSYCHOLOGY

A study of present-day theories and conceptual approaches of social psychology emphasizing the methods and procedures used for testing theory and deriving new concepts. Experiments in social behavior will be conducted during the course. Prerequisites: Psychology 201 and 300. Nelson.

*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. Gruber.

°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. Gruber.

351 PRACTICUM 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 and Senior standing. Staff.

352 PRACTICUM 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 102 and Senior standing. Staff.

353 PRACTICUM 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 201 and Senior standing. Staff.

**Offered alternate years.*

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.

*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.

*311 COMPLEX ORGANIZATIONS

Their functions, goals, structures. Problems of survival, adaptation, and change in various organizations includ-

ing 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 re-

ligious 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.

**Offered in alternate years.*

Special Academic Programs

COOPERATIVE 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.

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.

JUNIOR YEAR ABROAD: The Lindenwood Colleges require that all for-

eign 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.

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 Mathe-

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)

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

matics 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.

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.

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.

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.

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 that he do so. He should select an area of concentration in which

he is sincerely interested. His 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 his 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.

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. Those interested in continuing their education may contact the Office of Continuing Education and Career Planning for further information and counseling concerning requirements, financial arrangements and educational opportunities.

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.

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 minimum of nine courses at Lindenwood in order to meet degree requirements. A senior transfer must take a minimum of two courses in a field of concentration at Lindenwood, such courses to be approved by the appropriate department chairman.

CORRESPONDENCE WORK

A maximum of two courses of academic work taken through correspondence may be credited toward a degree. This work may satisfy subject requirements 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 follow-

ing 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 sus-

pended 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:
- Attendance at all classes.
 - 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 regula-

tions 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 $2\frac{1}{2}$ 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 and Financial Aid

ENTRANCE REQUIREMENTS

The candidate for admission is expected to present a study program which, when successfully completed in an accredited secondary school, will provide sixteen units of academic preparation. Four of these units should be in English and the remaining should be in the areas of foreign language (either Latin or a modern language), mathematics, social sciences, and science. Only one-half credit is given for electives in vocational subjects such as home economics, bookkeeping, shorthand and typewriting; and a maximum of two units is granted for any amount of such work that may be offered.

Candidates for admission are required to take the Scholastic Aptitude Test of the College Entrance Examination Board or the test of the American College Testing Program. These tests should be taken no later than January of the senior year.

APPLICATION FOR ADMISSION

A non-refundable application fee of \$15 must accompany the candidate's application for admission to The Lindenwood Colleges. In addition, the student's complete secondary school record must be filed with the Office of Admissions along with a statement, signed by an officer of the last school attended, evaluating the applicant's qualifications as a student and as a per-

son. The student will give the *secondary school record form* to the high school principal or guidance counselor and request him to forward it directly to The Lindenwood Colleges Admissions Office.

A personal interview with a member of the admissions staff or an alumni representative is 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. In many cases an alumni representative will be designated to call on the applicant.

ADMISSIONS DECISIONS

The candidate is notified of the admissions decision as soon as possible after all complete 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 non-refundable deposit in the amount of \$100 by May 1. Candidates notified of acceptance after April 17 are required to submit a non-refundable deposit in the amount of \$100 within 15 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 transferrable to another person and is not refundable.

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

EARLY NOTIFICATION

Students who have selected The Lin-

denwood Colleges as their first choice may obtain notification by December 20 of their senior year. All candidates desiring early notification must have taken the Scholastic Aptitude Test or the ACT no later than July before their senior year and their applications must be accompanied by a signed statement to the effect that Lindenwood or Lindenwood II is the first choice college and that, if offered admission, any other applications the candidate may have made to other colleges or universities will be withdrawn. The deadline for Early Notification Applications is December 1. The successful early notification candidate is required to forward a non-refundable deposit in the amount of \$100 within fifteen days after the date of approval of the application.

ADMISSION TO ADVANCED STANDING

Students wishing to transfer to one of The Lindenwood Colleges may request advanced standing on the basis of acceptable credits earned at an accredited college or university from which they are entitled to honorable dismissal.

Credit will be granted only for those courses in which the transfer student has earned a grade of C or better.

Transfer candidates will be responsible for arranging to have the following credentials sent to the Lindenwood 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.

TRANSFER POLICY

Students wishing to transfer to one

of The Lindenwood Colleges may request advanced standing on the basis of acceptable credits earned at an accredited college, junior college, or university from which they are entitled to honorable dismissal. 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.

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.)

FOREIGN STUDENTS

Students from abroad are encouraged to make their applications through the Institute for International Education, 309 United Nations Plaza, New York, New York 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).

CONTINUING EDUCATION STUDENTS

The Continuing Education Program for students 25 years of age or older has a separate admissions procedure. Applications and inquiries should be directed to the Dean of Continuing Education.

Awards, Scholarships and Grants

ALPHA LAMBDA DELTA AWARD—The National Chapter of Alpha Lambda Delta (academic honor society) awards a certificate to all senior members who have maintained a 3.5 grade average for seven terms and a book to the senior with the highest grade-point average.

DOROTHY HOLT CAMP BADGETT AWARD—The late Judge C. W. Holtcamp in memory of his daughter, Dorothy Holtcamp, a graduate of Lindenwood College, 1911, established a Bible Award of \$1,000, the income from which is used for awards to members of the Freshman Class.

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 U.S.A. Grants-in-aid are available, if financial need is demonstrated, for the children of full-time, trained religious leaders employed by the United Presbyterian Church, U.S.A. The application deadline is March 1 for the following academic year. The rules and application forms may be obtained by writing: Educational Assistance Program, 425 Witherspoon Building, Philadelphia, Pa. 19107

SAMUEL ROBINSON SCHOLARSHIPS.—

A limited number of scholarships of \$300 each are available to students who recite the 107 answers of the Westminster Shorter Catechism and who write an acceptable essay on an assigned topic related to the Shorter Catechism. These are available to students of any religious affiliation and may be awarded in addition to any other scholarship. The rules, including the essay topic, may be secured from the College Chaplain or from: Samuel Robinson Scholarships, 425 Witherspoon Building, Philadelphia, Pa. 19107. Students may qualify in the competition any time between September and April 15.

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 ob-

tain 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 upper-class 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 Lindenwood College 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.

Tuition and Fees

TUITION AND FEES 1973-1974

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 either or both of the two 14-week terms. If a student qualifies for a degree after attending the first 14-week term plus the January term, there is no charge for the January term. Likewise, if a student is accepted for admission for the second 14-week term, he may enroll for the January term at no additional cost. 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	1,250
Student activity fee	50
Health fee	35
	<u>\$3,285</u>

NON-RESIDENT STUDENTS

Tuition ¹	\$1,950
Student activity fee	50

APPLICATION FEE

New students will pay an application fee of \$15. This fee is for evaluating and processing the application for admission, the transcript of academic record, and such other data as required in support of the application. The application fee is not subject to refund whether the applicant is accepted or rejected and is not applied on the account.

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.

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 \$400 tuition grant during the 1974-75 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 NEW STUDENTS:

	Resident	Non-Resident
1st payment (due upon acceptance) (Non-Refundable)	\$100	\$50
2nd payment (Due May 1)	300	100
3rd payment (Due September 1)	1,765	950
4th payment (Due January 1)	1,150	900
	<u>\$3,315*</u>	<u>\$2,000</u>

RETURNING STUDENTS:

1st payment (Due March 1) (Non-Refundable)	25	25
2nd payment (Due May 1)	300	100
3rd payment (Due September 1)	1,735	950
4th payment (Due January 1)	1,225	925
	<u>\$3,285</u>	<u>\$2,000</u>

*Includes refundable \$30 room deposit for new students.

SPECIAL STUDENTS

A special student is a student not in residence who is enrolled for fewer than three courses during the fall or spring term and who has been admitted to special student status by the Dean. A special student may enroll for a course during the January term.

Regularly enrolled full-time students will have precedence over special students in courses and sections of classes with limited enrollment. The same academic regulations with respect to good standing apply to a special student as apply to a regular student.

The charges for special students are as follows:

	Credit	Audit
Full Course	\$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.

Fees for overloads taken by students will be assessed on October 1st for the

fall term and February 15th for the spring term. 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 fee of \$125 will be charged students doing practice teaching. \$25 of this will be payable during the student's junior year, and \$100 during the senior year. The total amount thus collected will be used as compensation to the teachers supervising the student teaching in their classrooms.

GRADUATION FEE

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

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.

STUDENT INSURANCE—A group accident and sickness insurance plan is included in the \$35 health fee for each full-time resident student for the academic year including travel time to and from the campus. This plan is available to non-resident students on an optional basis for \$16.

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)

PARKING—A \$5 annual fee is charged for student parking space on designated lots. Automobiles without parking permits, or automobiles parked illegally, will be towed away.

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.

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.

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.

If a student withdraws before the end of the college year, tuition will not be refunded for the term in which the student is enrolled at the time of withdrawal. A pro-rata refund will be made for room and board charges.

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

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—Joe 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.
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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 direction 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.

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 ACADEMIC PARTICIPATION

In addition to student organizations which offer positions of leadership, there are committees and councils where students have an active voice in academic and administrative decision-making. These include the Women's College Curriculum Committee, the Council of the Colleges, the Educational Policies Committee, and the monthly Faculty Meetings. Through this kind of representation, Lindenwood students may present issues which have significance for the entire college community.

ACADEMIC ADVISING

Academic advising is under the direction of the Dean of the College. New students are assigned to a freshman adviser until the student has selected an area of concentration within one of the academic departments. The student will then be assigned a faculty adviser from that department. The flexibility of the Lindenwood curriculum gives the student an unparalleled opportunity to design a college program related to individual needs and interests. Faculty advisers are designated to assist students 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 AND PLACEMENT

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 and is a function of the Office of Continuing Education.

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.

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 Council, composed of a student president and other officers, class representatives, and hall representatives.

SOCIAL LIFE AND EXTRACURRICULAR ACTIVITIES

Social life and campus activities are under the general supervision of the Dean of the College and her staff. The office serves as the campus agent for theatre and concert tickets and stimulates an interest in the cultural and recreational opportunities which abound in the Greater St. Louis area. For recreation, the student may use the facilities of the Physical Education Department. The gymnasium, athletic field, golf driving range, four all-weather tennis courts, archery range, and indoor and outdoor swimming pools are available.

Every student has an opportunity to become a participating member of one or more clubs and organizations according to her special interest. Several departmental organizations are nationally affiliated—the Student National Education Association for future teachers, the Music Educator's National Conference for music students. A tutorial program is a current project for students interested in community service.

NATIONAL HONOR SOCIETIES

Association of College Honor Society Members: Alpha Lambda Delta, the freshman women's scholastic society; and Phi Sigma Tau, philosophy.

General Honor Societies: Alpha Epsilon Rho, radio; Alpha Psi Omega, drama; Eta Sigma Pi, classics; Mu Phi Epsilon, music; and Pi Mu Epsilon, mathematics.

LOCAL HONOR SOCIETIES AND ORGANIZATIONS

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

In addition, there are a number of activity clubs such as Beta Chi for riding; the Creative Dance Group; and the Women's Recreation Association sponsored by the Physical Education Department. The Classics Department sponsors Pi Alpha Delta; the English Department sponsors the Poetry Society and the Griffin Society; and the Spanish Department sponsors El Club de la Amistad. The Music Department sponsors the College Choir, the Lindenwood Singers and the Opera Theatre which are open to all students. A Chamber Orchestra is also organized when sufficient instrumentation is available.

The Student Publications Board, composed of students and faculty, sponsors the campus newspaper, *The Ibis*, and the yearbook, *The Linden Leaves*. The literary annual, *The Griffin*, is sponsored by the English and Communication Arts Departments. Additional publications are produced by students in the Creative Writing Program.

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 \$30 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 non-traditional 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 mem-

bers 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 pro-

posal 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 a 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.

Directory of the Colleges

BOARD OF DIRECTORS LINDENWOOD COLLEGE FOR WOMEN

OFFICERS OF THE BOARD:

Russell J. Crider, M.D., *Chairman*
Mrs. Thomas S. Hall, *Vice-Chairman*
Robert Hyland, *Treasurer*
Mrs. John Warner, III, *Secretary*

TERM OF OFFICE, 1968-1974

William H. Armstrong, St. Louis, Mo.
(1944)
John M. Black, LL.D., Corona Del Mar,
Calif. (1936)
James W. Quillian, Oklahoma City,
Okla. (1968)
Armand C. Stalnaker, Ph.D., St. Louis,
Mo. (1969)
Mrs. Arthur Stockstrom, L.H.D.,
Clayton, Mo. (1949)

TERM OF OFFICE, 1969-1975

Russell J. Crider, M.D., St. Charles,
Mo. (1964)
Mrs. Thomas S. Hall, St. Louis, Mo.
(1969)
William B. Harris, J.D., Washington,
D. C. (1969)
David Q. Reed, Kansas City, Mo.
(1969)
Richard A. Young, St. Louis, Mo.
(1969)

TERM OF OFFICE, 1973-1979

Robert Hyland, LL.D., St. Louis, Mo.
(1971)
Jefferson L. Miller, St. Louis, Mo.
(1972)
Mrs. Joseph Pulitzer, Jr., St. Louis
Mo. (1973)
Mrs. Warren McK. Shapleigh, St.
Louis, Mo. (1973)
Mrs. John Warner, III, Clinton, Ill.
(1972)

BOARD OF TRUSTEES LINDENWOOD COLLEGE II

OFFICERS OF THE BOARD:

George W. Brown, *Chairman*
Carol A. Mundt, *Vice-Chairman*
Walter L. Metcalfe, Jr., *Secretary-
Treasurer*

TERM OF OFFICE, 1969-1975

Edward W. Cissel, St. Louis, Mo.
(1970)
Walter L. Metcalfe, Jr., J.D., St. Louis,
Mo. (1969)
Carol A. Mundt, 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)
Herbert W. Schooling, Columbia, Mo.
(1970)
Earl J. Wipfler, Jr., M.D., St. Charles,
Mo. (1970)

BOARD OF OVERSEERS

David C. Arnold, St. Charles, Mo.
(1973)
Mrs. K. K. Barton, *alumna*, Kansas City,
Mo. (1966)
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*, Okla-
homa 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 Mem-
ber, 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)
Victoria Smith, *alumna*, St. Louis, Mo.
(1970)
Mrs. Horton Watkins, L.H.D., *Life
Member*, St. Louis, Mo. (1957)

BOARD OF CONTROL THE LINDENWOOD COLLEGES

MEMBERS FROM THE BOARD OF LINDENWOOD COLLEGE FOR WOMEN:

Robert Hyland, *Chairman*, St. Louis,
Mo.
Russel J. Crider, M.D., St. Charles, Mo.
Mrs. Thomas S. Hall, St. Louis, Mo.
Armand C. Stalnaker, *alternate*, St.
Louis, Mo.

MEMBERS FROM THE BOARD OF LINDENWOOD COLLEGE II:

George W. Brown, St. Louis, Mo.
Walter L. Metcalfe, Jr., St. Louis, Mo.
Carol A. Mundt, St. Louis, Mo.

OFFICERS OF THE COLLEGES

McCluer, Franc Lewis, *Interim
President*

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.

Howard A. Barnett, *Vice President and
Dean of the Faculty*

B.A., M.A., Ph.D., Indiana University

B. Richard Berg, *Vice President for
Public Affairs and Finance*

B.A., Fresno State College; M.S., Boston
University; Ph.D., St. Louis University.

Doris Crozier, *Dean, Lindenwood
College for Women*

B.A., Trinity College; M.A., New York
University

Patrick F. Delaney, *Dean, Lindenwood
College II*

A.B., Providence College; A.M.T., Brown
University; Ph.D., Brown University.

Mary E. Ambler, *Librarian*

B.A., Lindenwood College; B.S. in Library
Science, Columbia University; M.A., University
of Chicago.

Lula Clayton Beale, *Registrar*

A.B., Murray State College; M.A., George
Peabody College for Teachers.

Robert H. Betts, *Chaplain*

B.A., University of Missouri; S.T.B., Episcopal
Theological School.

Janice Jackson, *Director of Intercultural
Programs*

B.S., Tougaloo College.

Mary F. Lichliter, *Dean of Continuing
Education and Career Planning*

A.B., Wellesley College; M.A., University
of Chicago.

Elwood L. Miller, *Director of the
Evening College*

B.S., Southern Illinois University; M.S.,
Ph.D., St. Louis University; C.P.A., State
of Illinois.

EMERITI

Banks, Marjorie Ann, *Associate
Professor, Education, 1960; Associate
Professor Emeritus, 1970*

B.S., Southeast 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.

Clevenger, Homer, *Professor, History
and Political Science, 1941; Professor
Emeritus, 1968*

B.S. in Ed., Central Missouri State Teachers
College; M.A., George Peabody College for
Teachers; Ph.D., University of Missouri;
LL.D., Drury College.

Conover, C. Eugene, *Margaret Leggat
Butler, Professor of Philosophy and
Religion, 1948; Professor Emeritus,
1970*

A.B., College of Wooster; B.D., Union
Theological Seminary; A.M., Ph.D., University
of Cincinnati.

Isidor, Gertrude, *Professor, Music,
1925; Professor Emeritus, 1965*

Artist Diploma, Post Graduate Diploma with
Distinction, Cincinnati Conservatory of Music;
Pupil of Tirindelli, Albert Stoessel, Robert
Perutz, George Leighton, Edgar Stillman-
Kelly; Violin and Theory, American
Conservatory of Music.

Rechtern, Marion Dawson, *Professor,
Biological Science, 1936; Professor
Emeritus, 1970*

A.B., University of Wisconsin; M.S.,
Northwestern University; Ph.D., Cornell
University.

Ross, Dorothy, *Professor, Physical
Education, 1946; Professor Emeritus,
1970*

B.S., Central Missouri State College; M.A.,
Colorado State College of Education; graduate
work, Indiana University.

Talbot, Mary, *Professor, Biological
Science, 1936; Professor Emeritus,
1968*

B.S., Denison University; M.A., Ohio State
University; Ph.D., University of Chicago; Stone
Biological Laboratory; Michigan Biological
Laboratory.

Walker, Pearl, *Professor, Music, 1934;
Professor Emeritus, 1966*

A.B., University of Illinois; M.Mus., Chicago
Musical College; Ed.D., Teachers College,
Columbia University; Pupil of Herbert
Witherspoon, Conrad V. Bos, Harry R. Wilson;
European study, Juilliard School of Music.

Faculty

Ambler, Mary E., *Associate Professor,
Education, Librarian, 1964*

B.A., Lindenwood College; B.S., Columbia
University; M.A., University of Chicago.

Amonas, Grazina O., *Associate
Professor, Art and Physical
Education, 1954*

B.A., Physical Education College, M.A.,
University Vytautas the Great, Kaunas,
Lithuania; Certificat d'Aptitude a C'Ensigne-
ment du Francaise, Alliance Francaise,
Paris; graduate work in modern dance:
Connecticut College School of Dance and
University of Wisconsin; Modern dance
study with Mary Wigman, Rosalia Chladek,
Martha Graham, Barbara Mettler; International
Dance Academy, Cologne, Germany; College
for Music and Performing Arts, Vienna,
Austria, 1968, 1972; Laban Art of Movement
Centre, Addlestone, England, 1972; Murray
Louis-Alwin Nikolais, New York City, 1973.

Anderson, Daryl Jacqueline, *Assistant
Professor, Biology, 1970*

B.S., Western Michigan University; Ph.D.,
Washington University.

Balog, C. Edward, *Assistant Professor,
History, 1973*

B.A., M.A., West Virginia University; Ph.D.,
University of Illinois at Urbana-Champaign.

Barnett, Howard A., *Professor, English,
1965*

B.A., M.A., Indiana University; graduate
study, University of Chicago; Ph.D., Indiana
University.

Bartholomew, John N., *Chairman,
Associate Professor, Sociology, 1969*

B.A., Cornell University; B.D., Princeton
Theological Seminary; Th.D., Princeton
Theological Seminary.

Berg, Jacob, *Instructor, part-time,
Music, 1970*

Graduate, Curtis Institute of Music, Peabody
Conservatory of Music; Principal Flutist, St.
Louis Symphony Orchestra.

Bittner, Fern Palmer (Mrs. G. S.),
Instructor, Physical Education, 1957

B.S., Lindenwood College; graduate work,
University of Missouri; Senior Recognized
Judge and Steward of the American Horse
Shows Association.

Bittner, Groff Stewart, *Assistant Professor, Music*, 1961

B.S., Indiana Central College; M.Mus., Indiana University; further study with Ozan Marsh, Patricia Benkman, and Reah Sadowsky.

Bloebaum, Anne (Mrs. Robert), *Instructor, part-time, Education*, 1971

B.S., Lindenwood College, M.Ed., St. Louis University; doctoral studies, St. Louis University.

Bormmann, John A., *Chairman, Professor, Chemistry*, 1965

B.S., Carnegie Institute of Technology; Ph.D., Indiana University; further study, Technische Hochschule, Stuttgart, Germany.

Brescia, Vincent T., *Assistant Professor, Biology*, 1969

B.A., Central College; M.S., Florida State University; Ph.D., Florida State University.

Brewer, Richard, *Instructor, part-time, Music*, 1970

B.F.A., University of New Mexico; Cellist, St. Louis Symphony Orchestra.

Carpenter, Virginia Lewis (Mrs. Jack), *Chairman, Associate Professor, Education*, 1967

A.B., M.A., Ph.D., Washington University.

Coleman, Robert, *Instructor, part-time, Music*, 1970

B.M.E., Eastman School of Music. Clarinetist, St. Louis Symphony.

Crozier, Doris, *Associate Professor, Sociology*, 1972

B.A., Trinity College; M.A., New York University; doctoral studies, New York University.

Craig, Carol, *Instructor, part-time, Physical Education*, 1972

B.S., M.A., Northeast Missouri State Teachers College.

Delaney, Patrick F., Jr., *Chairman, Professor, Biology*, 1969

A.B., Providence College; A.M.T., Brown University; Ph.D., Brown University.

Doherty, Thomas W., *Professor, Modern Languages*, 1950

B.A., Westminster College; M.A., Middlebury College; Certificat de Prononciation Francaise, Institut de Phonetique, Paris; Diplome de Litterature Francaise Contemporaine, Sorbonne, Paris; D.M.L., Middlebury College.

Ebest, Joy (Mrs. John), *Chairman, Assistant Professor, Physical Education*, 1968

B.A., Fontbonne College; M.A., Washington University.

Eckert, W. Dean, *Associate Professor, Art*, 1968

B.A., B.F.A., M.A., Ohio State University; Ph.D., State University of Iowa.

Feely, James H., *Chairman, Associate Professor, English*, 1958

A.B., Northwestern College; M.A., Northwestern University; graduate work, Washington University.

Fields, N. Jean, *Assistant Professor, English and Communication Arts*, 1965

B.A., Morris Harvey College; M.A., Ohio State University; graduate work, U.C.L.A.

Florimonte, Louis, *Chairman, Assistant Professor, Communication Arts*, 1972

B.A., M.A., The Pennsylvania State University.

Gálvez, Luis A., *Chairman, Professor, Modern Languages*, 1968

Professor de Literaturas, Quito, Ecuador; M.S., Ph.D., University of Notre Dame.

Greenlaw, Kenneth G., *Chairman, Associate Professor, Music*, 1968

A.B., M.A., Occidental College; graduate work, U.C.L.A.; D.M.A., University of Southern California.

Greenlaw, Leona (Mrs. Kenneth), *Instructor, part-time, Music*, 1970

A.B., Occidental College; student of Clarence Mader. Teacher of Organ.

Gruber, Mary B., *Chairman, Assistant Professor, Psychology*, 1972

B.A., Beloit College; M.A., Ph.D., University of Illinois at Chicago.

Grundhauser, J. Walter, *Professor, Biological Science*, 1946. *On leave.*

B.S., B.A., Southeast Missouri State College; Metallurgical Laboratory of the University of Chicago, Manhattan Project; Ph.D., St. Louis University.

Hendren, Harry D., *Chairman, Associate Professor, Art*, 1950

A.B., Murray State College; M.A., Ohio State University.

Hood, James Frederick, *Chairman, Professor, History*, 1961

B.A., M.A., Ph.D., University of Illinois.

Huesemann, Jeanne H. (Mrs. T. J.), *Associate Professor, Mathematics*, 1957.

A.B., Lindenwood College; M.A. in Ed., Washington University; graduate work, St. Louis University.

Janof, Janice, *Assistant Professor, Education*, 1973

B.A., M.A., Sacramento State College; doctoral candidate, St. Louis University.

Johnson, Esther L., *Chairman, Associate Professor, Philosophy and Religion*, 1963

A.B., Smith College; M.A., Ed.D., Union Theological Seminary and Columbia University; Post-doctoral studies in religion at Pacific School of Religion and Rutgers University.

Kanak, Arthur L., *Associate Professor and Artist in Residence, Art*, 1953

B.A., M.F.A., State University of Iowa; post graduate work in painting, drawing, and prints, State University of Iowa.

King, Norman W., *Associate Professor, Psychology*, 1970, *On leave*, 1973-75

A.B., Capital University; M.A., Ph.D., Ohio State University.

LaFata, Cynthia, *Instructor, part-time, Music*, 1972

B.M., M.M., Southern Illinois University.

Lynn, Robert S., *Instructor, part-time, Communication Arts*, 1972

B.J., University of Missouri; News Director, KXOK.

Meszaros, Stephanie, *Instructor, Assistant Librarian*, 1968

B.A., Fontbonne College; M.S. in Library Science, Simmons College.

Miller, Elwood L., *Chairman, Associate Professor, Business Administration; Director of the Evening College*, 1972

B.S., Southern Illinois University; M.S., Ph.D., St. Louis University.

Moore, John B., *Chairman, Professor, Economics*, 1950

A.B., Westminster College; M.A., University of Missouri; graduate work, University of Michigan; Ph.D., University of Missouri.

- Morros, Boyd R., *Assistant Professor, Education*, 1973
B.A., M.A., Washington University; doctoral candidate, Washington University.
- Nelson, Linda A., *Assistant Professor, Psychology*, 1973
B.S. (Honors), Washington University; M.S., Ph.D., St. Louis University.
- Nichols, John, *Assistant Professor, Center for the Undergraduate Study of Mathematics*, 1969
B.S., Hampden Sydney College; M.A., University of Virginia; doctoral candidate, Washington University.
- Palank, Robert F., *Assistant Professor, Business Administration, Director of the Computer Center*, 1972
B.S.I.E., M.S.I.E., St. Louis University.
- Perrone, Anthony, *Instructor, Modern Languages*, 1969
B.A., Assumption College; M.A., University of Illinois.
- Polette, Nancy (Mrs. Paul), *Instructor, part-time, Education*, 1970
B.S., Washington University; M.S., Southern Illinois University.
- Powell, Lillian (Mrs. Gene), *Instructor, part-time, Education*, 1970
A.B., M.A., Colorado State College.
- Proffer, Herman C., *Instructor, part-time, Art*, 1970
B.A., M.S., Southern Illinois University.
- Roman, Dolores, (Mrs. Paul D.), *Assistant Professor, Economics*, 1967
B.S., Arizona State University; M.A. (R), Ph.D., St. Louis University.
- Sadowski, Fryderyk, *Instructor, part-time, Music*, 1970
Principal Second Violinist, St. Louis Symphony Orchestra.
- Saunders, Pearl I., *Instructor, part-time, English*, 1972
A.B., St. Louis University; M.Ed., University of Missouri at St. Louis; M.A., Southern Illinois University; doctoral candidate, Washington University.
- Shewry, Charles W., *Instructor, part-time, Art*, 1973
B.F.A., University of Tennessee; M.F.A. candidate, Southern Illinois University
- Schultz, Kenneth, *Instructor, part-time, Music*, 1970
B.M., Eastman School of Music; Graduate study, Northwestern and Washington Universities. French hornist, St. Louis Symphony Orchestra.
- Sibley, Agnes, *Professor, English*, 1943
B.A., M.A., University of Oklahoma; Ph.D., Columbia University.
- Smith, Thomas W., *Assistant Professor, Modern Languages*, 1970
A.B., Heidelberg College; Zertifikat, Universität Heidelberg; M.A., University of Illinois; doctoral candidate, University of Illinois.
- Soda, Dominic C., *Director of the Center for the Undergraduate Study of Mathematics, Associate Professor of Mathematics*, 1969
B.S., M.S., Queen's University (Canada); Ph.D., Yale University.
- Sullivan, Linda A., *Assistant Professor, Business Administration*, 1972
B.S., Lindenwood College; M.A., Northeast Missouri State College.
- Swingen, Allegra, *Associate Professor, Music*, 1946
B.Mus., M.Mus., Chicago Musical College; graduate work in music history, Washington University. Private study in piano with Mollie Margolies, Rudolph Ganz, Max Pirani, and Gustav Dunkelberger.
- Taylor, Suzanne M., *Assistant Professor, Physical Education*, 1970
B.A., Drury College; M.S., Indiana University.
- Toliver, Hazel M., *Chairman, Professor, Classics*, 1957
B.A., M.A., University of Arkansas; Ph.D., State University of Iowa.
- Umsted, Mary Anne, *Director, Campus School, Instructor, part-time, Education*, 1971
B.A., Lindenwood College; M.A.T., Webster College.
- Uram, Eugene M., *Assistant Professor, Communication Arts*, 1973
Science, 1965
B.A. (Honors), University of Western Ontario; M.A., St. Louis University; doctoral candidate, Florida State University.
- Wehmer, John H., *Associate Professor, Art*, 1959
B.F.A., Washington University; M.F.A. University of Illinois. Orchestra.
- Welch, Teresa, J. (Mrs. Michael J.), *Assistant Professor, Chemistry*, 1967
B.A., Elmira College; M.S., University of California at Berkeley; Research Associate, Brookhaven National Laboratory.
- Wier, Richard A., *Assistant Professor, Political Science, Director of Lindenwood Common*, 1968
B.A., Blackburn College; M.A., St. Louis University; Ph.D., Georgetown University.
- Williams, DeLores J., *Chairman, Associate Professor, Political Science*, 1965.
B.A., Southern Illinois University; Institut d'etudes Politiques, Paris; M.A., University of Chicago; Ph.D., Georgetown University.
- Wintermantel, Dan C., *Instructor, part-time, Biology*, 1973
B.A., Washington University.
- Wisnesky, Robert, *Instructor, part-time, Music*, 1970
Bassoonist, St. Louis Symphony Orchestra.
- Woodhams, Richard, *Instructor, part-time, Music*, 1970
Principal Oboist, St. Louis Symphony

EVENING COLLEGE Staff

Elwood L. Miller, *Director*
B.S., Southern Illinois University; M.S., Ph.D., St. Louis University.

Bernard W. Weinrich, *Assistant Director*
B.S., Washington University; M.B.A., St. Louis University.

Adjunct Faculty

Bloebaum, Anne, *Instructor, Education and Communication Arts*
B.S., Lindenwood College; M.Ed., St. Louis University; doctoral studies, St. Louis University.

Bottger, Helen, *Instructor, Art*
B.F.A., Syracuse University.

Buttrick, George Robert, *Instructor, Philosophy and Religion*
A.B., Middlebury College; M.Div., Princeton Theological Seminary.

Conoyer, John W., *Professor, Geography*
A.B., Culver-Stockton College; M.S., Washington University.

De La Porte, Charles, *Instructor,*
Business Administration

B.S., Northeast Missouri State College; M.S.,
St. Louis University; Senior Programmer,
Anglica Corporation, St. Louis.

Fox, Marsha, *Instructor, Business*
Administration

B.S., Lindenwood College

Henne, Omar E., Jr., *Instructor,*
Business Administration

B.J., University of Missouri; Director,
Advertising and Promotion, Midwest Art
Publishers, St. Louis.

Jackson, Bonita, *Instructor, Art*

B.S., Southern Illinois University; M.F.A.
candidate, Southern Illinois University.

Jones, Patrick S., *Instructor, Business*
Administration

A.B., University of Illinois; M.B.A., St. Louis
University; Finance Director, Bank Building
Corporation, St. Louis.

Proffer, Herman C., *Instructor, Art*
and Education

B.A., M.S., Southern Illinois University.

Saunders, Pearl, *Instructor, English*

A.B., St. Louis University; M.Ed., University
of Missouri; M.A., Southern Illinois University;
doctoral studies, Washington University.

Soccio, Douglas, *Instructor, Philosophy*
and Religion

A.A., Riverside City College; B.A., University
of California; doctoral candidate, Washington
University.

Soda, Marcelle M., *Instructor,*
Psychology

B.A., Queen's University, Ontario; Ed.M., St.
Louis University; Pre-school teacher St. Louis
Association for Retarded Children.

Vecchiotti, Robert, *Assistant Professor,*
Psychology

B.S., St. Peter's College; M.A., Fordham
University; Ph.D., St. Louis University.

Weinrich, Bernard W., *Instructor,*
Business Administration

B.S., Washington University; M.B.A., St.
Louis University.

Wright, Thomas G., *Instructor,*
Business Administration

B.S., M.S. in C(r), St. Louis University;
Treasurer, Permaneer Corporation, St. Louis.

Library

Ambler, Mary E., *Associate Professor,*
Librarian, 1964

B.A., Lindenwood College; B.S. in Library
Science, Columbia University; M.A., University
of Chicago.

Meszaros, Stephanie, *Assistant*
Librarian, 1966

B.A., Fontbonne College; M.S. in Library
Science, Simmons College.

Blodgett, Andrea (Mrs. Douglas),
Secretary

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*Purchasing Agent and Plant Office
Manager***SECURITY OFFICE**Erwin Gibson, *Chief of Security***TELEPHONE SWITCHBOARD**Graf, Marjorie (Mrs. R.), *Operator*

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